

HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

PA 5137 SYLLABUS Project Management in the Public Arena Spring 2018

Updated 11/2/17

Catalog Information

PA 5137 (section 001): Project Management in the Public Arena

Spring Semester 2018

Class Meetings: Thursdays 4:00-5:15 p.m. in Humphrey Center 184

(Students are expected to complete readings, review on-line videos, and complete on-line discussions and assignments before each Thursday class.)

1.5 credits

Instructor Contact Information

Instructor:

Robert C. Johns

Email: johns003@umn.edu

Telephone: (612) 626-2581

Office Location: Humphrey Center 243

Office Hours: Thursdays 2:00 – 3:45 p.m. or by appointment.

If you have questions, concerns, recommendations, or ideas about the course, please let me know. I welcome face-to-face conversations as well as communications through Moodle, phone, and email. My office hours are on Thursdays from 2:00 p.m. to 3:45 p.m. If you would like to meet with me in person at another time, please contact me to schedule an appointment.

Course Prerequisites

None

Course Description

This course examines leadership roles and project management concepts for efforts that are intended to implement public policy or that have a significant impact on the public. Like their private sector counterparts, government and non-profit organizations are responding to rapid changes and increased demands by organizing more and more of their work as project work. A project is a unique set of activities that has a beginning and end. Projects require different management approaches than those used for ongoing operations. The tools of project

based on [UMN Administrative Policy for Syllabus Requirements: Twin Cities campus](#)

management for public sector initiatives traditionally have been used for public works engineering. Today, the use of project management is valuable for any public policy field.

The course explores how project management leadership and tools—including project scoping, planning, scheduling, launching, and monitoring—can contribute to project success, particularly when unanticipated developments occur. It examines the organizational context in which a project manager must navigate, discussing the impacts of authority, power, and culture on managing a project team and working with clients. The course also considers the unique challenges a project leader faces in projects that are highly visible, such as changing stakeholder expectations, involvement of political leaders, conflicts with sponsor and the public, and media coverage. It also introduces the emerging concepts of “agile” and “extreme” project management for dealing with situations of complexity and uncertainty.

Course Goals and Learning Objectives

- 1) Understand, describe, and apply the concepts and tools of project management
- 2) Summarize and recommend leadership strategies for a project manager, especially in dealing with conflicts, unanticipated events, political and public visibility, and project crises
- 3) Enhance and use communication and team skills for working with and leading professionals on project teams
- 4) Demonstrate use of project management software

Course Format

In this hybrid course, students will meet face-to-face every Thursday from 4:00 to 5:15 p.m. The remaining class time will be online. On-line activities include video lectures, individual quizzes and article discussions. The Thursday face-to-face activities include discussion and synthesis of online work and readings, class exercises, and group project work. If you have never taken an online or hybrid course before, keeping up with the material is extremely important and will require good time-management skills. The course is designed so that it will be difficult for you to fall behind in your reading and viewing of lectures; however, it can still be challenging to keep up with these materials when you don't have regular class hours to attend.

Each new weekly topic will begin with a key concepts video that introduces the “Big Picture” for the week, along with a more detailed “Nuts and Bolts” mini-lecture video. Additionally, there are preparatory reading assignments included prior to your Thursday face-to-face portion of the course. Your understanding of the video lectures and readings will be measured with a short on-line quiz. There are no make-up quizzes. The Thursday classroom sessions will employ discussion and synthesis activities designed to help you learn how to apply material from the reading and the lectures. This weekly cycle of activities is shown in the following table:

Weekly Cycle of Activities

LOCATION	ACTIVITY					
Online	View Videos And Required Readings	Take Individual Online Quiz	Discussion Forums Online			
Thursday In-class				Check-in/ Quick Review/ Remaining Questions	Engage in Class Exercises/ Synthesis Activities	Teams Work on Group Projects

Required and Recommended Materials

Required materials

- Wysocki, Robert K. 2014. *Effective Project Management: Traditional, Agile, Extreme*. Seventh Edition. New York: Wiley.
Purchasing the book is recommended, but it is also available for no cost as an eBook, accessible online in Library Reserves on the course Moodle site.
- Additional required readings are accessible via Library Reserves on the course Moodle site or a paper reading packet available for purchase.
- Microsoft Project software. Microsoft Project software is installed in all of the Humphrey Center labs: 40, 80, 85, and 290.
- “Microsoft Project 2016 Essential Training,” a tutorial available through Lynda <https://www.lynda.com/member>. Sign in using your University ID and password and search for “Microsoft Project 2016 Essential Training.”

Recommended Materials

- Project Management Institute. 2008. *A Guide to the Project Management Body of Knowledge*. Fifth Edition (PMBOK). Accessible online on the course Moodle site.

Library Reserves and eBooks

You can access course readings on Library Reserves on the course Moodle site. This includes two eBooks: the course text by Robert Wysocki and the PMBOK resource from the Project Management Institute.

The reserves also include articles to be read for class, except for articles from the Harvard Business Review (HBR). The Moodle site has a link for purchasing these HBR readings. The

Library's Business Source Premiere database is an excellent source for management-related articles.

Course Moodle Site

The course website is an important part of the course and is located on Moodle. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the "student orientation resources" at <http://it.umn.edu/course-management-system-moodle-related/students>.

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at www.google.com/chrome or <http://firefox.com>.

To access the Moodle course website, go to <https://moodle.umn.edu> and sign in with your internet ID and password. For questions, you may contact moodle@umn.edu or the course instructor.

Note: In this class, our use of technology may sometimes make students' names and U of M internet IDs visible within the course website, but only to other students in the class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns, please contact me for further information.

Course Requirements

For this course, there are both individual and group assignments as described below. A week-by-week listing of readings, assignments, and class activities is shown on Moodle and summarized in the Course Schedule posted on Moodle.

Individual Assignments

Each student is asked to individually complete the following assignments:

- **Readings and Videos.** Complete all the readings and view all the video lectures and PowerPoint slides in preparation for each Thursday class.
- **Discussions.** Participate in on-line discussions and in classroom discussions. On-line discussions will usually focus on journal article readings, intended to demonstrate understanding, stimulate questions, and compare interpretations. Contributions will be graded based on the discussion participation rubric. Classroom discussions will usually involve group exercises.

- **Self-Check Quizzes.** An on-line quiz will be given each week on the preparatory readings and video lectures for each course topic. These quizzes will ensure that you have completed and understand the readings and videos prior to discussion of the topic in class each Thursday. There are no make-up quizzes.
- **Journal Article Reviews.** Summarize and evaluate a journal article that describes an aspect of project management, preferably a research-oriented article relating to public sector or non-profit projects. (Do not select an article that is required reading for the course.) Articles can be found using the U of M Library databases, such as Business Source Premier, Web of Science, and Scopus. Include a complete reference (author, title, journal, date, pages) and attach a copy of the article to your review. Describe the article and evaluate it in 200 words. It is acceptable to have these reviews be articles that you use and cite as references for your research and application paper. Contributions will be graded based on the journal article review rubric.
- **Critical Path Methodology (CPM) Exercise.** Develop a schedule for the bus shelter project assigned on Moodle. Use two approaches: 1) Manually draw a project network diagram, determine task start and finish days using the forward and backward pass method, and identify the critical path and shortest schedule; 2) Enter task information into the Microsoft Project software package and have it calculate the critical path and shortest schedule. Submit on Moodle a picture of your manual diagram and critical path, and submit a Microsoft Project report page showing the project's critical path. Results will be graded based on the CPM exercise rubric.
- **Review and Application Paper.** Write a review and application paper. The paper should be scholarly, at least 8 double-spaced pages (size 12 font), and well-written. It should have a specific, meaningful title and be organized using section headings, beginning with an introduction and ending with a conclusion. Tables and figures should not take up more than one page; additional ones can be put in an appendix.

Pick a project management related topic that you have experience with in an organization where you have worked, or one that you would like to explore in depth. Begin with a review of recent literature and document your references to build your paper. Then describe an application of this topic to a practical situation. Use an experience that you or others have been involved in. Then evaluate the application in the context of the literature. Suggest how alternative approaches found in the literature could have been used in the application.

You should cite references in your paper that you found in your literature search, including sections of the course text by Robert Wysocki that are relevant to your paper. Three components of the paper will be graded based on the research and application paper rubric: 1) a paper prospectus; 2) a draft of the paper; and 3) the final paper.

Group Project Assignments

Students will be asked in class to form groups of 3-4 people (either by numbering off or by instructor grouping). In addition to participating in class group activities, each group will carry out

the scoping, planning, and scheduling of a fictitious project. This assignment will use a project selected and defined by the group, blending group member interests as much as possible.

In carrying out this group project, each member of the group is encouraged to practice project manager roles--including coordinating work, scheduling, monitoring progress, and providing communication--to ensure that the project is completed on time at the desired quality level. In working on the products for each group assignment described below, groups should follow these guidelines.

1. One product from each group for each assignment.
2. Every group member must indicate that he or she agrees with the group's answer and understands the material.
3. Make sure all group members are involved in formulating and solving the problem and in producing the product.
4. Assist all group members in understanding the material; every member of the group is responsible for the quality of the products.
5. If a group member has not contributed to the assignment, the product should not be submitted until this is resolved by the group. Use negotiation and conflict resolution to address the situation. If necessary, see the instructor.

The assignments required for this group project are as follows:

- **Identification of a Project.** Select the fictitious project that will be used for the group assignment, including project title, the problem or opportunity being addressed by the project, and the public value to be delivered with the completion of the project. Submit a one-page document with this identification information.
- **Project Overview Statement.** Prepare and submit a project overview statement (POS) for the group's selected project, using Wysocki's POS format.
- **Project Work Breakdown Structure.** Create a work breakdown structure (WBS) for the selected group project. Start with high level requirements (at least four), break down the requirements into levels to get the lowest level of tasks (at least 15-20), and depict and submit the WBS in an indented outline format (see Wysocki Figure 5-6).
- **Entry of WBS into Microsoft Project.** Enter the tasks by WBS levels into MS Project and submit a MS Project report to show the entered tasks.
- **Project Proposal.** Using the outcomes of the group project assignments above, prepare a project proposal that is at least four double-spaced pages (size 12 font) plus an appendix (see Wysocki chapter 5: "Writing an Effective Project Proposal"). Include an executive summary, background, objective, overview of approach, detailed statement of work, time and cost summary, and an appendix that includes the POS and the MS Project reports showing the WBS and the CPM schedule.(Only a total cost is required; a more advanced course would use MS Project to estimate all resource requirements.) The purpose of this proposal is to convince your senior management team and/or your client to approve the launching of the project, so be sure to make a persuasive case.

Grading Distribution and Levels

Grading Distribution

A student's grade in the course will be determined using the following weights. See the course rubric document on Moodle for the criteria that influence the weighting an assignment receives.

• On-line Discussions		7%
7 at 1% each		
• Quizzes		17.5%
7 at 2.5% each		
• Journal Article Reviews		10%
2 at 5% each		
• CPM Exercise		6%
Manual	3%	
MS Project	3%	
• Review and Application Paper		30%
Prospectus	2%	
Draft	4%	
Final	24%	
• Group Project		29.5%
Identification	1%	
POS	2.5%	
WBS	4%	
MS Project	2%	
Proposal	20%	
		<hr/>
		100%

Grading Levels

• A	93-100%
• A-	90-92
• B+	87-89
• B	84-86
• B-	80-83
• C+	77-79
• C	70-76
• C-	65-69
• Below Competence	<69
No Credit	

An incomplete grade of I will be given only in exceptional circumstances, with the option of clearing up course work problems by the end of the following semester. All instances of scholastic dishonesty will be dealt with using University policies. All papers will be run through

Turnitin.com as a check on plagiarism. Final responsibility lies with the student for resolving these issues.

Other Information

Means of Learning and Communication

We will meet the course objectives through readings, videos, participation in discussions (on-line and in class), mini-lectures, case analyses, research and writing, and group projects.. The teaching method is based on an active learning model. This approach requires that students prepare by reading course materials, watching videos, and participating on-line so that they come to class ready to engage in conversation.

The classroom provides a learning environment where open and professional discussion and expression of many ideas are promoted, expected, and encouraged. You will have ample opportunity to express your view points. Please keep in mind that others may challenge or disagree with your views as part of a healthy and professional learning environment. Personal criticism, however, is unacceptable. Any student who finds it difficult for any reason to engage in full class participation should contact me as soon as possible so that we can discuss accommodations necessary to ensure participation and optimum learning.

Full Article Citations for Non-Text Readings

(Chronological order)

- James C. Collins and Jerry I. Porras (September-October 1996). "Building Your Company's Vision," *Harvard Business Review*, pp. 65-77.
- Daryl Koehn (January 1998). "Re-thinking Power," *Business Ethics Quarterly*, (A review of the book *Kinds of Power* by James Hillman.), pp. 179-186.
- Darrell Rigby, Jeff Sutherland, and Hirotaka Takeuchi (May 2016). "Embracing Agile," *Harvard Business Review*, pp. 58-67.
- Amy Edmondson (June 2016). "Wicked Problem Solvers," *Harvard Business Review*, pp. 52-59.
- Martine Haas and Mark Mortenson (June 2016). "The Secrets of Great Teamwork," *Harvard Business Review*, pp. 70-76.
- Iris Bohnet and Gardiner Morse (July-August 2016). "Designing a Bias-Free Organization," *Harvard Business Review*, pp. 62-67.
- Keith Ferrazzi (December 2014). "Managing Yourself: Getting Virtual Teams Right," *Harvard Business Review*, pp. 120-123.

- Daniel Goleman (November 2014). "What it takes to Achieve Managerial Success," *TD: Talent Development*, pp. 48-52.
- Ginka Toegel and Jean-Louis Barsoux (June 2016). "How to Preempt Team Conflict," *Harvard Business Review*, pp. 78-83.
- Sigal Barsade and Olivia O'Neill (January-February 2016). "Manage Your Emotional Culture," *Harvard Business Review*, pp. 58-66.
- John B. Stephens (Fall 1998). "Perspectives on Public Participation," *National Civic Review*, pp. 273-280.
- Amy Edmondson (April 2011). "Strategies for Learning from Failure," *Harvard Business Review*, pp. 49-55
- Mahzarin R. Banaji, Max H. Bazerman, and Dolly Chugh (December 2003). "How (Un)ethical Are You?" *Harvard Business Review*, pp. 56-64
- Ronald Heifetz, Alexander Grashow, and Marty Linsky (July-August 2009). "Leadership in a (Permanent) Crisis," *Harvard Business Review*, pp. 62-69

A week-by-week listing of readings, assignments, and class activities is available in the Course Schedule on the course Moodle site.

University of Minnesota Policy Statements

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g.,

whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to

reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*