# HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

## PA 5137 SYLLABUS
## Project Management in the Public Arena
## Spring 2019

Updated 1/23/19

## Catalog Information

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

Spring Semester 2019
Class Meetings: Thursdays 4:00-5:15 p.m. in Humphrey Center 20
     (Students are expected to complete required 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 138
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 Canvas, 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 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

- Required readings from the Library are accessible on Canvas under "Course Publications and Reserves" or in each week's Readings assignment.

- Required readings from the Harvard Business Review (HBR) are accessible in a digital course packet of HBR articles available for purchase. See the link on Canvas under "Course Publications and Reserves."

- 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."

- Access to Robert Wysocki text eBook (see below) to view example formats for course assignments and to explore concepts highlighted in video lectures in more depth.

## Recommended Materials

- Wysocki, Robert K. 2014. *Effective Project Management: Traditional, Agile, Extreme*. Seventh Edition. New York: Wiley.
  This is a good reference to purchase, but it is also available for no cost as an eBook, which is accessible online in the Library Course Page on the course Canvas site.

  The course Canvas site and the Course Schedule suggest chapters from the Wysocki text to read or skim for each class, which will give you a more in-depth understanding of project management. They are not required readings and will not be covered in the self-

check quizzes. Slides from these chapters, however, are included in the video lectures that you are required to view, which the self-check quizzes will cover.

## Other Resources

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

## Library Articles and eBooks

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

The Canvas site also includes articles from the Library to be read for each class, except for articles from the Harvard Business Review (HBR). The Canvas site has a link for purchasing this digital course packet of HBR readings under "Course Publications and Resources." The Library's Business Source Premiere database is an excellent source for management-related articles for assignments requiring a literature search.

## Course Canvas Site

All of the course assignments—plus video lectures, readings, grades and resources—are available on the course Canvas site. Find the site at canvas.umn.edu, or go to "Key Links" on MyU.umn.edu and scroll down to Canvas. For help with Canvas, go to https://z.umn.edu/CanvasHelpandSetup or click the "Canvas Help" link on our course Canvas site.

- **Set Your Canvas Notification Preferences.** This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas "notification preferences" to choose how and when you'd like to receive messages via text, email, or both. Find easy-to-follow instructions at "How do I set my Canvas notification preferences as a student?: https://community.canvaslms.com/docs/DOC-10624-4212710344. We **strongly recommend** that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don't risk missing important class communication. For assistance, please contact help@umn.edu or your instructor.

- **Access to readings and materials after semester.** Student may lose access to Canvas sites and course reserves at the end of the semester. If you'd like to download class material (depending on copyright) or your own work for personal use, please do so during the semester.

- **Security**. 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 Canvas and summarized in the Course Schedule posted on Canvas.

## Individual Assignments

Each student is asked to individually complete the following assignments:

- **Readings and Videos**. Complete all the required 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 available on the course Canvas site. Classroom discussions will usually involve group exercises.

- **Self-Check Quizzes**. An on-line quiz will be given each week on the video lectures for each course topic. These quizzes will ensure that you have completed and understand the videos prior to discussion of the topic in class each Thursday. There are no make-up quizzes.

- **Journal Article Review**. 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 or link to the article to your review. Describe the article and evaluate it in 200 words, with your evaluation focused on how applicable the article's concepts are to project management based on your experience. It is acceptable to have this review be an article that you use and cite as a reference for your research and application paper. Contributions will be graded based on the journal article review rubric.

- **On-line Microsoft Project Learning Survey**. Assess the Lynda.com Microsoft Project tutorial sessions. First apply what you have learned to the bus shelter construction project available on Canvas. Then answer the four questions on Canvas. Type your response of 150-200 words directly into Canvas.

- **Analysis of Microsoft Project Experience for Group Project.** Individually evaluate your experience in using MS Project to schedule your group project in at least 200 words. Discuss the strengths and weaknesses of MS Project in its application for your group project. Broaden your perspective by describing your potential use of project management software for future projects that you might lead. What factors would you use in deciding whether to use project management software or not? Close by discussing the value of learning about MS Project in this course, including your recommendations of the Lynda sessions you suggest students should take for the course.

- **Review and Application Paper or Literature Search Summary.** 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 at least 5 references in your paper that you found in your literature search, including sections of the recommended 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.

    As an alternative to the final paper for students not seeking a grade of "A" for the course, write a literary search summary. Write at least 4 double-spaced pages (size 12 font) summarizing at least 5 sources found in your literature search on your topic (the recommended text by Robert Wysocki and articles could be used as sources). Conclude by describing how you would have used this literature to evaluate your application if you had chosen to write a full 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**. Create a fictitious public policy-related 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. Also provide organizational information for your project team and describe your client. 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 shown in Figure 4-5.

- **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). It is recommended that you use Excel, since you will be able to copy and paste the WBS from Excel into MS Project for the project scheduling assignment due in Week 5.

- **Microsoft Project Scheduling of Group Project**. In order to use Microsoft Project to schedule your group project, each group must first determine the sequencing and durations of tasks for your project, in addition to the work breakdown structure (WBS). Refine the WBS you created in Week 4 (using Excel is recommended). Include at least 4 high level requirements, broken into levels in order to get the lowest level of tasks (at least 15-20 tasks). Copy and paste the WBS from Excel to MS Project. Enter task durations and sequencing into Microsoft Project and use the software to calculate the project schedule and critical path. Submit PDFs of MS Project reports that display the WBS--including breakdown levels and task descriptions, sequencing, and durations--and that display the resulting critical path schedule, supplemented with a Gantt chart.

- **Group 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 pages 210-212 titled "Writing an Effective Project Proposal" in Wysocki chapter 5). Include an executive summary, background, objective, overview of approach, detailed statement of work, time and cost summary, and an appendix that includes the POS, WBS, MS Project reports, and MS Project Gantt charts showing the CPM schedule.(Cost

details are not required; a more advanced course would use MS Project to estimate all resource requirements.) In addition to the proposal, include a cover transmittal letter from the project team to the client. The purpose of this proposal is to convince your client to approve the launching of the project, so make a persuasive case. See the Group Project Proposal rubric for grading criteria. Group members should make sure to follow the five guidelines stated above for group assignments.

# Grading Distribution and Levels

## Grading Distribution

A student's grade in the course will be determined using the following points and weights. See the course rubrics on Canvas for the criteria that influence the scoring an assignment receives.

<u>Percent of Final Grade</u>

- On-line Discussions 7%
    7 (10 points each)
- Quizzes 17.5%
    7 (25 points each)
- Journal Article Review 5%
    Review (50 points)
- On-line MS Project Learning Survey 4%
    Survey (40 points)
- Group Project 29%
    Identification (10 points)
    POS (15 points)
    WBS (25 points)
    MS Project (50 points)
    Proposal (190 points)
- Analysis of MS Project Experience. 5%
    Analysis (50 points)
- Review and Application Paper 32.5%
    Prospectus (20 points)
    Draft (45 points)
    Final Paper <u>(260 points</u>      _____
- Total (1000 points) 100%

A student has the option of not writing a Review and Application paper if he or she is not seeking a grade of "A" for the course. Instead he or she should write a Literature Search summary:

- Literature Search Summary 14%
    Summary (140 points)

**Grading Levels**

|  | Total Points |
|---|---|
| • A | 930-1000 |
| • A- | 900-929 |
| • B+ | 870-899 |
| • B | 840-869 |
| • B- | 810-839 |
| • C+ | 780-809 |
| • C | 750-779 |
| • C- | 700-749 |
| • Below Competence No Credit | <700 |

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.

## Name and Pronoun Usage*

Class rosters are provided to the instructor with the student's legal name, unless a preferred' name has been entered into a student's OneStop account. Visit this link for more information -- https://onestop.umn.edu/howto/set_name.html. Note: it usually takes 24 hours for your

information to change. Also, 'preferred' name will show up on class rosters but not on class waitlists.

I will honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

*taken from LGBTQIA Identities and Communities Certificate Workshop materials*

## 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.

- Darrell Rigby, Jeff Sutherland, and Hirotaka Takeuchi (May 2016). "Embracing Agile," *Harvard Business Review*, pp. 58-67.

- Daryl Koehn (January 1998). "Re-thinking Power," *Business Ethics Quarterly*, (A review of the book *Kinds of Power* by James Hillman.), pp. 179-186.

- Amy Edmondson (June 2016). "Wicked Problem Solvers," *Harvard Business Review*, pp. 52-59.

- Napier, R. W., & Gershenfeld, M. K. (1973). *Groups: Theory and experience*. Houghton Mifflin, (page link on Canvas).

- Rose Hollister and Michael Watkins (2018). "Too Many Projects," *Harvard Business Review,* pp. 65-71

- Martine Haas and Mark Mortenson (June 2016). "The Secrets of Great Teamwork," *Harvard Business Review*, pp. 70-76.

- Kristie Rogers (July-August 2018). "Do Your Employees Feel Respected?" *Harvard Business Review*, pp. 62-71.

- Rob Cross, Scott Taylor, and Deb Zehner (July-August 2018). "Collaboration Without Burnout," *Harvard Business Review*, pp. 134-137.

- 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.

- Amy Edmondson (April 2011). "Strategies for Learning from Failure," *Harvard Business Review*, pp. 49-55

- John B. Stephens (Fall 1998). "Perspectives on Public Participation," National Civic Review, pp. 273-280.

- 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 Canvas site and in the weekly Canvas modules.**

# University of Minnesota Policy Statements

## University and School Policies

For links to University of Minnesota and Humphrey School policies, please click the "U of M Policies" link on our course Canvas site, or see https://z.umn.edu/PolicySatements.  Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.

## DUO Security to Access Software Applications

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make-up work. Learn more about Duo Security at https://it.umn.edu/self-help-guide/duo-set-use-duo-security.

Please only use your mobile phone to verify your identity with Duo Security at the University of Minnesota Sign-In page. Verification takes less than a minute. After you have successfully signed in, put your phone away for the duration of the class period.

You are strongly encouraged to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices at https://it.umn.edu/duo-decide-what-devices-enroll.