

Project Management

BUAD 465 and OLS 665

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Thursday, 8-10pm
On-line

Office: Main Campus,
CC 206b

Office Hours:
Tuesdays and Thursdays, 11am-1.30pm EST

Course Description

Most organizations manage their work and accomplish their missions through a multitude of projects. Organizational success takes effective management skills to not only manage individual projects but also direct the web of complex programs of multiple, interrelated projects, skillfully working with diverse stakeholders, demanding deadlines, and available resources. Focusing on the promotion of leadership for the common good as a project manager adds another level of complexity.

Course participants will improve their capacity to balance the art and science of managing projects by building technical competencies, adopting practices of leadership and self-management, and by focusing on leadership for the common good competencies and abilities to manage complexities, non-linearity, and organic human workplace environments designed to accomplish a task or tasks, produce goods, or provide services.

Course Objectives

By the end of this course students should be able to:

1. Develop technical skills to create a project logic system and effectively manage scope, schedule, and resources; collect and analyze data to monitor, evaluate, and control project success.
2. Understand and practice leadership skills within a project context by creating a governance system, promoting buy-in, inspiring others through a vision, resolving conflict, communicating effectively, and motivating team members.
3. Manage social complexity, design work projects with matrix thinking in mind, and resist linear models that do not properly reflect actual, concrete, iterative and communal work processes when they are successful and well-designed.

4. Increase self-management in organizational skills, analytical thinking, time management, and self-awareness.
5. Understand practicing leadership for the common good values and paradigms, including how to work with multiple, diverse stakeholders in cross-cultural contexts, navigate complex environments, and work with multiple implementing partners.

Books and Materials

Croft, Chris. (2022). *Project Management QuickStart Guide: The Simplified Beginner's Guide to Precise Planning, Strategic Resource Management, and Delivering World-Class Results*. ClydeBank Media (ISBN: 978-1-63610-058-6). There is an Audible version and a Kindle Version of this text available at [Amazon](https://www.amazon.com/dp/B09Y888888).

Various readings and tools posted at Moodle.

Our Zoom Link is: <https://zoom.us/j/9123456789>

Requirements and Evaluations

Students should come to class prepared to discuss the assignments scheduled for that class period (all assignments are assigned for the day they are listed on the course schedule). Thus, for each of the assigned readings found below, it is very important that you follow the proper pedagogical sequence. Please try to avoid coming to class, listening (and attempting to participate), and then reading the chapter or readings assigned that day. Rather, read the assigned chapter or readings for the day/week in question, enter into class familiar with the topic we are covering that day/week and perhaps even with questions prompted by the assigned reading materials. With this sequence, you will get far more from lectures, and you will be positioned to better participated in class and in the learning process.

Class Assignments

Attendance, Preparation, & Participation: Be present, be prepared, and fully participate in class discussions and activities to earn full points – it is expected that you will always have your camera on and I very much wish for you to participate in the class in a quiet, undisturbed room or place where you can always have your microphone on (unmuted at all times.) Refer to the class guidelines below for participation expectations. Most weeks you will have class time, learning activities (in and out of class), and forum posts to participate in, which may each count toward this composite score. Any forum posts assigned for the week will be due by class time on Thursday. This exercise will constitute 10% of the student's final grade.

Postmortem Analysis: Write a 2–3-page (double-spaced) paper observing and analyzing a group working project that you’ve been part of that did not go well. Consider the context, project goals, team members, timelines and task coordination, and project management, along with any other relevant factors that influenced the outcome. Your analysis should include descriptions of the project and management processes while analyzing what went right and what went wrong. You should also comment on any lessons you learned from the project experience that you will apply as a project manager. This exercise will constitute 10% of the student’s final grade. *Postmortem Analysis* submissions are due September 29th.

Individual Critical Path Exercises #1, #2, & #3: We will choose a mock critical path exercise early in the semester and I will demonstrate, in class, some of the practical procedures and practices for identifying and working with a critical path that are described in our text. Toward the beginning of the semester, you will need select an example of a mock task – this can be any project or to-do item that is of interest to you that has a beginning point and an end point and that requires an extended period of time to complete (several weeks.) We will be using the following site collectively in order to work on Exercise #1: [Critical Path and Slack Exercise - Group Diagram](#). Three times over the course of the semester you will need to submit results of this critical path exercise where you apply a particular process to your project, one that indicates you understand the critical path and Gantt chart processes and tools we will be unpacking in class. The first exercise will involve a Post-It Note critical path exercise, the second exercise will involve an Excel critical path exercise using your results from the Post-It Note exercise, and the third submission will also be an Excel exercise, but this time involving financial and resource considerations (as opposed to time); we will explore all three of these processes together in class prior to the time you will need to submit these assignments (and these processes are also detailed for you in our text.) You will need to send these three papers to me by way of an e-mail (lindy.backues@emu.edu). Each exercise will constitute 5% of your final grade (thus, they will amount to 15% together). *Individual Critical Path Exercise #1 (Post-It Notes)* submissions are due on October 23rd; *Individual Critical Path Exercise #2 (Gantt Chart-Hours)* submissions are due on October 30th; *Individual Critical Path Exercise #3 (Gantt Chart-Costs)* submissions are due on November 6th. Note that undergraduate students need only complete two of the three Critical Path Exercise assignments.

Project Proposal and Plan: This group project assignment provides an opportunity to plan and execute a project plan, complete with key project management deliverables we have been looking at all semester (i.e., stakeholder analysis, project charter, risk assessment, budget, Gantt chart, etc.) and proposal materials (e.g., executive summary, press release, flyers, grant proposal, or other relevant materials).

Each group will select an organization to serve as a client (this will preferably be a real project or a real potential client – though that is not a requirement), Each group will then collectively work through at least the first 10 steps of the 12-step project planning process we have examined over the course of the semester, developing a project proposal and plan for the project, inclusive of developing an idea for a fundraising event and/or a campaign for the client.

Groups will form early in the semester so that each group might begin working on their project as early as possible – each group should communicate with me in order to ensure the proposed organization and idea has potential for meeting assignment goals (note the deadline in the schedule for submitting organization/idea possibilities). Results for this exercise need to be sent to me – as a group project, by the due date – utilizing this e-mail address: lindy.backues@emu.edu. This assignment will constitute 35% of the student's final grade. *Project Proposal and Plan Idea Submissions (rough concepts)* are due November 13th; *Final Project Proposal and Plans* are due December 8th.

Peer Review Final Exercise (or PMD Pro 1 Certification Exam): The cumulative final project will sharpen, hone, and test your analytical knowledge of key project management concepts and best practices, applying them to another's idea or project. Each class group will submit their own completed group plans to an alternate group in the class for review and critique. In this way, each group will take up the task of analyzing, appraising, and offering critique and suggestions to this partner group concerning their recently submitted project plan. As was the case when putting together the initial project plan, this peer critique should utilize as tools for analysis key project management deliverables we have been looking at over the course of the semester (i.e., stakeholder analysis, project charter, risk assessment, budget, Gantt chart, etc.) It is also incumbent that each group offer critique and advice concerning their partner group's proposal materials as well (once again, things like the executive summary, press release[s], flyers, grant proposal[s], or other relevant materials included in the initial project plan submission).

As an alternative to this group exercise, each student has the option of taking the PMD Pro 1 certification exam (this carries an additional fee, payable to the exam administrators) in lieu of the Peer Review Final Exercise. If you do choose this PMD Pro 1 option, please contact the instructor by November 1 to make arrangements for registration and an exam proctor. This final exercise will constitute 30% of the student's final grade and is due December 13th.

Course Outline & Schedule

August 29

Part 1: Introduction to the Course

Part 2: Class Discussion: What is Project Management?

Part I: Project Management Overview (Chs. 1-3)

September 5

Part 1: What is a Project? and Project Management Methodologies (Chapters 1 & 2 – check Moodle for other possible reading assignments)

- Three Characteristics of a Project
- When Do We Need Project Management?

Part 2: In-Class Application

September 12

Part 1: Define the Project – Step 1 (Chapter 3 – check Moodle for other possible reading assignments)

- The Iron Triangle
- First Kick-Off Meeting
- Establish the Key Drivers
- Second Kick-Off Meeting
- Put All Agreements and Parameters in Writing
- Three Levels of Approval

Part 2: In-Class Application

Part II: Mapping Out the Ideal Plan

September 19

Part 1: List the Tasks – Step 2 (Chapter 4 – check Moodle for other possible reading assignments)

- Methods to Ensure a Complete Task List
- Granularity—How Detailed Do You Get?
- Bottom-Up Versus Top-Down Planning

Part 2: In-Class Application

September 26

Part 1: Set the Running Order – Step 3 (Chapter 5 – check Moodle for other possible reading assignments)

- Network Diagrams and the Power of Post-Its
- Two Competing Network Diagram Methodologies
- Make a Choice and Stick With It

Part 2: In-Class Application

Postmortem Analysis Due: September 29th

October 3

Part 1: Put Estimates on the Tasks – Step 4 (Chapter 6 – check Moodle for other possible reading assignments)

- How to Make Smart Estimates
- Create Your Critical Path
- How to Calculate and Add Contingency

Part 2: In-Class Application

Part III: Adjusting the Plan for Reality

October 10

Part 1: Crash the Plan – Step 5 (Chapter 7 – check Moodle for other possible reading assignments)

- Which Tasks to Crash?
- How to Crash Your Plan Successfully

Part 2: In-Class Application

EMU Mid-Semester Recess – no class, October 17th-20th

Individual Critical Path Exercise #1 (Post-It Notes) Due: October 23rd

October 24

Part 1: Gantt Charts – Step 6 (Chapter 8 – check Moodle for other possible reading assignments)

- Why Gantt Charts are Awesome
- How to Create a Gantt Chart the Hard Way
- How to Create a Gantt Chart the Easy Way: Use Excel
- Pitfalls to Avoid When Creating Gantt Charts

Part 2: In-Class Application

Individual Critical Path Exercise #2 (Gantt Chart-Hours) Due: October 30th

October 31

Part 1: Resource Planning – Step 7 (Chapter 9 – check Moodle for other possible reading assignments)

- Levels of Resource Planning
- Options to Manage Resource Shortfall in One Project
- How to Manage Resources on Multiple Projects
- The Cube
- A Gantt of Gantts
- Planning for Bottlenecks

Part 2: In-Class Application

Individual Critical Path Exercise #3 (Gantt Chart-Costs) Due: November 6th

November 7

Part 1: Risk Planning – Step 8 (Chapter 10 – check Moodle for other possible reading assignments)

- Identify the Risks
- Mitigate the Risks
- Identify and Communicate Remaining Risk Exposure

Part 2: In-Class Application

**Project Proposal and Plan Idea Submissions Due (rough concepts):
November 13th**

Part IV: Managing the Implementation of Your Project

November 14

Part 1: Monitor Progress – Step 9 (Chapter 11 – check Moodle for other possible reading assignments)

- Back to the Gantt Chart
- Communicating to Stakeholders

Part 2: In-Class Application

November 21

Part 1: Monitor Costs – Step 10 (Chapter 12 – check Moodle for other possible reading assignments)

- Get the Data
- What's Happening Now?
- Forecasting What Costs Will Come Next
- Monthly Monitoring Form

Part 2: In-Class Application

Thanksgiving Recess – no class, November 22nd-26th

December 5

Part 1: Modify the Plan – Step 11 (Chapter 13 – check Moodle for other possible reading assignments)

- The Five Golden Rules
- Options If Your Project Is Running Late
- Options If Your Project Is Over Budget

Part 2: In-Class Application

Project Proposal and Plans Due: December 8th

December 12

Part 1: Review – Step 12 (Chapter 14 – check Moodle for other possible reading assignments)

- 7 Common Reasons for Avoiding Reviews
- How to Do a Review
- Post-Project Review

Part 2: In-Class Application

Peer Review Final Exercise Due: December 13th

Classroom Culture and Related Policies:

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.

5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

Department of Business and Leadership Culture:

Due dates matter and have performance implications; work far enough in advance to avoid missed deadlines or hurried submissions. Appropriate classroom decorum includes an engaged posture of learning, giving attention to focal voice or activity, and nonuse of electronics in class unless by professor request. Out-of-class work should be completed with engagement and effort. Learning is best when self-discovery links new knowledge to your own experience, integrating and internalizing the new knowledge for long-term retention and application; the instructor's role, ideally, is to guide students to self-discovery. Communication in all forms should be respectful and professional. Students are expected to follow their progress in Moodle and take responsibility for the grades they earn.

Inclusive, Community-Creating Language Policy:

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

Bias Response:

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

Progress Reports (previously called early graded experiences):

All students will receive formative feedback after the fourth week of semester-long classes and after the third week of half-semester classes. Formative feedback provides students with a holistic 'snapshot' of their academic performance and engagement in this course and is not formally recorded. This feedback is provided early enough in the semester to inform the student's performance in order to succeed in the course. Professors use class attendance and participation, timely assignment completion, quiz/test scores, and other factors to assess how a student is currently progressing in their class. Students who would benefit from additional assistance will be notified via email. Within one week of receiving this feedback students should discuss with their professor, academic advisor, and/or other supporting folks (coaches, student life staff, mentors) and make plans for adjusting their performance in this course.

Attendance Policy, Participation, & Learning Engagement:

Class participation will figure into your grade – so, for those who tend to be quiet, be prepared to speak up. Also, for those who tend to dominate discussions, that, too, could adversely affect your grade. Seek balance and community learning. While I take seriously my responsibility in the class as a topical expert, I am not the only instructor in the course; you can and should learn from each other, by way of a process that is usually called *peer learning*. Seek mutual edification and offer clarity to your student colleagues who seem they might be struggling with a concept that you feel you understand; as you help others, you will find you yourself deepen your own learning.

Religious Holidays:

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

All-Campus Special Events Days:

On all-campus special event days when classes do not meet, students are expected to participate in organized activities for an amount of time equal to or exceeding the time that would have otherwise been spent in class sessions. These experiences are designed to meet learning outcomes associated with EMU core values and commitments as well as to build a sense of community among students, faculty, staff and the greater community. EMU values include peacebuilding/conflict transformation (restorative practices), unifying leadership, community building, equity and inclusion (dignity), affirming difference and undoing bias, intercultural learning, environmental sustainability, civic engagement, service/community engagement, social justice, active faith and religious literacy, Anabaptist understandings, vocational exploration, integrative life skills, innovation/creativity/scholarship, and celebration/spirit.

Final Examinations:

Final Examinations are to be taken at the scheduled time except for emergencies and when a student has more than two exams in one day. Non-emergency requests to take an exam out of schedule are handled by completing the Request to Take Final Examination out of Schedule form available on the Academics tab of myEMU. This must be completed **no later than two weeks** before the scheduled exam, and a \$35 fee must be paid, upon approval by the instructor and the appropriate dean. Students who have more than two exams in one day should also complete the form no later than two weeks before the scheduled exams and no fee will be charged.

Academic Accountability & Integrity:

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes, and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Turnitin:

For all work submitted by students to the instructor for this class (in the event there is work to be submitted), we will make use of a learning and plagiarism prevention system known as *Turnitin*, which you will access by way of Moodle. The *Turnitin* tool is made available by EMU. Thus, when grading your work, I make use of this tool by interpreting the originality report it produces and I will follow [the Academic Accountability Procedure](#) as appropriate. For more information about Turnitin, please see [this site](#). Note that submitted papers will become part of the Turnitin.com database.

Disability Resources:

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact [the Office of Academic Access](#) on the third floor of the Hartzler Library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation will be treated confidentially.

Academic Success Center Tutors:

We encourage you take advantage of the free individual tutoring from Academic Success Center tutors. ASC tutors are undergraduate students trained to support

students in particular courses and programs. Tutors also offer occasional study group options. To make an appointment, access [ASC Tutoring](#) through quick links on myEMU.

Library:

The [Hartzler Library](#) offers support (via e-mail, chat, or phone) and they also make available subject guides to facilitate your research.

Title IX:

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened prior to your enrollment at EMU.

It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that I cannot keep information about sexual violence confidential if you share that information with me. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. Incidents that have occurred on campus, at a campus event, and/or while a student at EMU require follow up by the Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. Additionally, you may also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Important Dates for Fall Semester:

- August 27 Classes begin, classes begin 8am
- October 11-13 Homecoming and Family Weekend (Fri - Sun)
- October 16 Session 1 ends – traditional undergraduate programs
- October 17 Mid-semester recess begins
- October 21 Classes resume, 8am
- November 27 Thanksgiving recess begins
- December 1 Classes resume, 8am
- December 9 Last day of classes
- December 10 Final exams begin, 8am
- December 13 Final exams end, 1pm
End of fall semester