ISSCM 484, Project Management

Summer 2018, 5/21 – 7/30
Mo 6:00pm – 9:00pm, Schreiber Center - Room 605

Contact Information
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Catalog Description

The art and science of project management as applied to a variety of business and technical projects in commercial, public, and private sectors. Covers: project life cycle and methodology; team-building; project organization, stakeholders and leadership; proposals and contracts; techniques for project planning, estimating, scheduling, and control; PMO.

Course Overview

This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate a "real-world" project. The investigation requires application of project-management tools covered in the class; these include: a project proposal that gives project objectives, a schedule, a work breakdown structure, and responsibilities; a written interim report; and a final oral and written report.

Course Objectives and Learning Outcomes

Students will
- Understand the broader role of the project manager with regard to all project stakeholders
- Understand the concepts and methods associated with initiating, defining,

and executing projects.
- Be able to apply methods and tools for project scheduling, budgeting, risk management, and performance tracking.

Required Materials

Text: J. Nicholas and H. Steyn, Project Management for Engineering, Business, and Technology, 4th ed., Routledge, 2012. ISBN 978-0-08-096704-2
   Available at Follett's Bookstore and Amazon
- Other materials will be posted on Sakai

Instructor Expectations and Course Policies

- Professionalism is expected in the classroom. This includes: arrive to class on time and stay for the entire class period, attend every required class session, actively participate in discussion, stay engaged during lectures, show respect for others' opinions and experiences through verbal and body language.
- Please turn off and do not use cell phones or other wireless devices, including laptop computers, in class.
- Reserve non-class related questions for before or after class or set up an appointment during office hours.
- Refer to the course Sakai site for notes, slides, and other class-related handouts/resources.
- I will return e-mails and phone calls in a timely manner and expect the same from students.
- Course communication will be sent to your Loyola e-mail address. I am

unable to send information about grades or other academic work to a non-Loyola e-mail address. Students should continue to check their Loyola e-mail accounts until final grades are posted.

Academic Integrity

Academic dishonesty is unacceptable and includes submitting as one's own: 1) material copied from a published source, 2) another person's unpublished work, 3) allowing another or paying another to complete your work, or 4) purchasing and/or acquiring and using a pre-written paper for your course work. Because the course relies so heavily upon your own reflections, the work you submit must be original to this course. Sources must be cited properly (MLA or APA format is acceptable). Academic dishonesty will result in, at minimum, the grade of F on the assignment.

Course Assignments

Instructions for each assignment are posted on the course Sakai site.
Assignments must be submitted on Sakai, or as instructed, in class. Readings should be completed by the date listed on the syllabus and will be discussed during that class period. Papers should be typed in 12-point font with 1" margins, double-spaced, and proofread for grammar and spelling. Assignments are due on the due date as posted on Sakai. Assignments that are submitted up to 24 hours late will receive up to 50% of the possible points for the assignment; assignments that are submitted more than 24 hours late will not be accepted.

Grading Criteria

(See Sakai for specific instructions on each assignment below)

- 40% Exams covering lectures and assigned readings and problems.
- 45% Project oral presentation and written final report.
- 15% Project proposal, 10-min. presentation and interim report, class participation, attendance and participation in sessions 2, 4, 6, 9.

A	93-100	B+	87-89	C+	77-79	D+	
	67-69						
A-	90-92	B	83-86	C	73-76	D	
	60-66						
		B-	80-82	C-	70-72	F	59-0

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class period, is expected. Please email me if a circumstance beyond your control will prevent you from attending. You are responsible for any assignments or requirements missed during an absence. Please note – *Any/all assignments due that day must still be submitted*.

Make-Up Examinations

Loyola University academic policy provides that tests or exams may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes exams represent a critical component of student learning, required exams should be taken during the regularly scheduled class period. Make-up exams are discouraged. Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final exam may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up exam must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. Limited assistance in proctoring make-up exams may be available through a designated Quinlan administrative assistant. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:
http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf

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Please note:
This class may deviate from the course outline above.
The instructor reserves the right to make changes as needed to the course syllabus for all students.

Course Outline

01 Mo 05/21 INTRODUCTION TO PROJECT MANAGEMENT

Readings
- Introduction
- Chapter 1 - What is Project Management?

Topics/Questions for Discussion
1. What makes something a project rather than a random collection of activities or an ongoing business process?
2. Is project management becoming more or less important in organizations? So what?
3. What projects have you encountered or worked on in your own experience? What's the largest project you've been involved with?

Assignment
- Form project teams
- Discuss possible study projects

Mo 05/28 MEMORIAL DAY HOLIDAY

03 Mo 06/04 PROJECT PLANNING AND ORGANIZATION

Readings
- Ch. 5 - Planning Fundamentals
- Ch 13 - Project Organization Structure and Integration
- Ch 14 - Project Roles, Responsibility, and Authority
- Ch 15, pp.523-540 - Managing Participation, Teamwork
- Case 13.2 - Pinhole
- Case 14.2 - Nuwave

Topics/Questions for Discussion
1. The following are some frequently shared quotes about the nature of planning and projects. Be prepared to discuss:
   - "Plans are worthless, but planning is everything." General Dwight D. Eisenhower, Supreme Allied Commander, WWII
   - "Plan the work, work the plan" Anonymous Project Manager
   - "No plan survives contact with the enemy." Variously attributed
2. What factors contribute to the organization and staffing of a project? How do projects fit within larger organizational structures and settings?
3. What makes for an effective project manager?

Assignment

- Team building session. Ch. 15, pp.530-534

04 Mo 06/11 Systems Approach, Systems Development Life Cycle

Readings
- Ch.2 - Systems Approach and Systems Engineering, pp. 46-62
- Ch.3 - Systems Development Life Cycle and Project Conception, pp. 85-102
- Appendix A: RFP from Midwest Parcel Distribution Company

Topics/Questions for Discussion
1. What constitutes a system? How do systems behave over time?
2. Why a systems perspective is relevant in managing projects
3. Adopting a life cycle perspective on systems. Implications for project design and management

Assignment
- Student team objectives and guidelines due == INTERNAL RULES

05 Mo 06/18 PROPOSALS AND CONTRACTS

Readings
- Ch.3, pp. 102-120 The Project Proposal and Project Contracting
- Appendix B: Proposal for Logistical Online System Project
- Ch.4, pp. 126-144
- Ch.4, pp. 144-149 Optional

Topics/Questions for Discussion
1. Structure and purpose of project proposals
2. Contracts (formal and informal) and projects
3. Getting projects launched and off the ground

Assignment
- Project Proposals Due == CHARTER
- 10-minute Oral Presentations

06 Mo 06/25 PROJECT NETWORKS/MIDTERM EXAM

Readings
- Ch.5 - Planning Fundamentals. Re-read
- Ch.6 - Project Time Planning and Networks. pp. 197-202 - Network Diagrams, pp. 225-228 - Criticisms of Network Methods

Topics/Questions for Discussion
1. Tools for visualizing project structures

Assignment
- Project Interim Reports Due
- MIDTERM EXAM (2 hours)

07 Mo 07/02 Scheduling and Resource Leveling

Readings
- Ch.6 pp. 202-214 - The Critical Path
- Ch.6 pp. 217-227 - Scheduling with Resource Constraints

Topics/Questions for Discussion
1. Mapping projects to calendars
2. Mapping resources to projects
3. Adjusting project plans to accommodate resource constraints

Assignment

08 Mo 07/09 Budgeting/Risk Management

Readings
- Ch.7 pp. 237-255 (7.1-7.3) - (advanced network, CPM, time/cost, PERT)
- Ch.7 pp. 255-262 Optional (7.4 Theory of Constraints)
- Ch.8 (cost estimating/budgeting)
- Ch.10 pp. 351-375 (10.1-10.7) (managing risks)
- Ch.11 p. 389 (Figure 11.1), pp. 402-427 (11.6) (project control)
- Ch. 9 - Project Quality Management. Optional

Topics/Questions for Discussion
1. Translating project plans and constraints into dollars and cents
2. Budgets in theory and in practice
3. Identifying, understanding, and dealing with risks
4. Project execution - what happens to the plan once it hits the fan

Assignment

- Chapter 7. Problems 7-9
- Chapter 8. Problems 27-30, 33

09 Mo 07/16 PROJECT CONTROL

Readings
- Ch.11 - Project Execution and Control. pp. 390-402
- Ch.12 - Project Evaluation, Communication, Implementation, and Closeout
- Ch.16 - The Management of Project Management

Topics/Questions for Discussion
1. Keeping things relatively in control
2. Communicating project progress within and outside the project team
3. After Action Reviews and learning from today's project to improve tomorrow's project
4. Managing project management. Dealing with portfolios of competing and related projects.

Assignment

10 Mo 07/23

11 Mo 07/30 ORAL PRESENTATIONS/PROJECT REPORTS DUE

Assignment
- Oral Presentations
- WRITTEN PROJECT REPORTS DUE

Assignment for First Class Session

1. Read Introduction and Chapter 1 in Nicholas and Steyn, *Project Management for Engineering, Business, and Technology*, (4th edition).
2. Students in this course will investigate real projects that will be chosen from projects **suggested by members of the class**. If you *are* a project manager, *work* in projects or in a company that conducts projects, or have *friends* who are project managers and know of potential projects to investigate during the course, **please phone or email Dr. McGee before the first session**: 847.867.1086 or jmcgee5@luc.edu. Refer to "Investigation Project for Project Management Course", below.
3. The class will be divided into teams of 5-7 students each (7 maximum). If you would like to form a group in advance or to be included with certain individuals in a group, please send me your names.

Investigation Project for Project Management Course

Students in the Project Management course investigate a "real" project. The project can be one that is underway, in the planning stages, or already completed. The students investigate whatever aspects of the project they want, as long as it concerns the *management* of the project. Topics include any or all of the following: RFP/proposal, feasibility study, user and system requirements definition, project selection, contracts, work breakdown and scheduling, budgeting project control techniques, risk assessment and management, project organization and leadership, project methodology, team building, conflict management, project close-out and evaluation, the management of project management (PMO), and project knowledge management. Usually, students investigate and report on topics about which they can get the most information. The outcome is an oral presentation and written report 30-50 pages in length. Over the past several years, students in this course have investigated more than 100 projects in industries such as construction, manufacturing, product development, product launch and promotion, real estate, information systems development, systems installation, process improvement, and health care.

The purpose of the investigation is to give students an opportunity to observe and critique the management of a project. In general, larger projects are preferable to smaller projects since they offer greater opportunity to employ standard project management practices. The greater the scope and complexity of the project and the more people involved, the greater the need for project management.

To perform the investigation, the students need access to information. The most common sources are interviews with project managers and team members, and project documentation. Students are advised to keep the number of interviews to a minimum. Usually, they need about three or four hours of interviews with the project manager and others associated with the project. Each student team has five-seven students, though only some of them might actually conduct the interviews. The others work on analyzing project documentation and writing the results.

The actual technical details and financial content of project documentation that students are permitted to see is of no relevance to the investigation. If confidentiality is an issue, then portions of the documentation can first be deleted or selectively whited-out. No confidential or proprietary information will be included in the final report. Several managers have said that they gained insight into the project management process as a result of having participated in the investigation.

For more information, please contact the instructor, Jim McGee, at jmcgee5@luc.edu.