



MET MG 415 PROJECT MANAGEMENT

Syllabus

**Administrative Sciences Department
Metropolitan College
Boston University**

1. Course Overview

1.1 Description from Course Catalog

MET MG 415 Project Management

An examination of project management concepts, including organizational forms, planning and control techniques, and the role of the project manager. Develops the skills vital to effective management of multidisciplinary tasks through lectures, case studies, and business simulations.

1.2 Introduction

Project management is becoming very important in today's world. This introductory course examines the concepts and applied techniques for cost effective management of both long-term development programs and short-term projects. The content deals with planning, scheduling, organizing, and controlling projects.

Project management principles and methodology are provided with special focus on planning, controlling, and managing projects to successful completion. Course study covers the relation between an organization's strategy and project selection, developing the project plan, the network schedule and critical path, the earned value method for estimating status, and scheduling resources.

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The course is organized to address project management tasks in the order they arise during the term of a typical project (project initiation, development of a project plan, selecting the project manager, etc.). Additional objectives include examining the effects of management style on the success of a project. Case studies will be used to blend course work into practical project management situations. Use of Microsoft Project software will be required.

1.3 Prerequisites

a) **Courses:** NA

b) **Student Competencies:**

Independent Research (APA Paper Format)

Facility with:

MS Word

MS Excel

MS PowerPoint

MS Project software (may be obtained during the class)

2. Basic Information

2.1 Schedule

2.2 Delivery Mode

a) Classroom Format

The classroom format of the course is designed to provide the advantages of personal instruction and synchronous interaction with faculty and students. The class will meet in the CAS-315 classroom, which is outfitted with the latest instructional technology.

2.3 Instructor: J. Gerard Keegan



Gerard Keegan is a former Faculty and Director of Academic Programs in the Administrative Sciences Department at Metropolitan College. He has earned an MS Computer Science degree

from Boston University, an MBA from Bentley University, and is a certified Project Management Professional (PMP).

Mr. Keegan teaches *Project Management* and *Project Communications* courses, both online and in the classroom. He has also taught courses in MET's Science and Engineering (SEP) program (*Engineering Computation Using MATLAB*), MET's Computer Science program (*IT Strategy, Intro to CS using C++*), MET's Accelerated Degree Completion Program (ADCP) (*Business Strategy Seminar, Principles of Marketing*) and MET's Administrative Science's graduate program (*Business and Society, International Marketing*).

In addition to his faculty assignments, Mr. Keegan has directed academic programs for the university. At Hanscom AFB the university offers graduate degrees and certificates in Project Management, Leadership, Computer Science, and Computer Information Systems to the military and DoD employees. The Accelerated Degree Completion Program (ADCP) is a cohort-based program offered in Boston designed for working adults to complete their undergraduate degree.

Mr. Keegan has experience in project management, software development, computer operations, technical support, systems planning and testing, database and data communications, and strategic planning. He has received his Project Management Professional (PMP) certification from the Project Management Institute. He has over twenty years of business experience in industries such as telecommunications, financial services, insurance services, and higher education.

His interests include college football, playing cards, reading and movies.

Hours: After class or by appointment.

2.4 Other Information

a) Getting Started, or What Should I Do First?

Students should focus on keeping up with assigned readings and cases and make every effort to be in class fully prepared to participate and contribute.

b) General Guidance

Refer to the course BlackBoard Learn site (<https://learn.bu.edu>) for class presentation materials, external links, and assignment information.

3. Text & Materials

3.1 Required Texts (2)

THE ART AND SCIENCE OF PROJECT MANAGEMENT, 3rd Edition, Roger D. H. Warburton and Vijay Kanabar

RW Press, Newport, RI USA.
ISBN 9780999332023

2) PROJECT MANAGEMENT >CUSTOM TEXTBOOK<

This is a Custom textbook, which includes several chapters from the *Project Management: The Managerial Process* textbook by Gray and Larson (~\$40 at the BU Bookstore).

- **EDITION:** N/A
- **PUBLISHER:** MCG/CREATE
- **ISBN:** 9781308615349

3.2 Other Required Materials

a) MS Word, MS Excel and MS Power Point

These products will be used throughout the course and students are required to use them. Alternatives such as OpenOffice are acceptable, but the student bears the responsibility for completing the work.

3.3 Blackboard Learn Online

This course will use the BlackBoard Learn site which is based on BlackBoard 9.1. Students are required to have a BU ID and password to log in. If you do not have a BU ID yet, note that this takes some time so be sure to start this process well before class starts. The BlackBoard site is:

<https://learn.bu.edu>

4. Course Overview

4.1 Course Goals and Objectives

This course provides you an integrated introduction to project management. By “integrated” is meant that you will learn all of the fundamental aspects of modern project management, both managerial and technical. You will also become familiar with project management tools, such as MS Project software. Finally, in discussions you will learn about and how to apply the skills required of a project manager.

This course will:

- Provide experience in using the concepts, techniques, and tools available to project managers for organizing, planning, and controlling projects.
- Help you develop an appreciation for the managerial, cultural, and social aspects of project management.
- Raise awareness of the importance of the organization’s strategy during project selection.
- Provide an understanding of the critical role of work breakdown structures and networks in planning, scheduling, and estimating the status of projects.
- Create an awareness of potential conflicts and scheduling problems that occur on projects.
- Demonstrate how to reliably estimate the status of projects.

In pursuing these objectives, the course will:

- Use the textbook and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess complex project management situations

4.2 Course Learning Objectives

After successfully completing this course, you will be able to:

- Explain why project management is crucial in today's world.
- Explain the importance of projects in implementing organization strategy.
- Explain what a project is and how projects are initiated.
- Understand that managing projects is an act of balancing the technical and sociocultural aspects of a project.
- Develop network diagrams and estimate project costs and schedules.
- Determine the true status of ongoing projects.

4.3 Course Expectations and Delivery Mode

The course will be conducted by means of a sequence of lectures and classroom discussions in the traditional classroom format. There will be at least one lecture each class. Each class we will cover at least one core Project Management concept.

4.4 Class and Homework Schedule

MG 415 Schedule

‘**’ for in-class preparation only (not to be turned in)

| Date | Topic | Pre-Class Assignment |
|------------------|--|--|
| (Class 1) | <ul style="list-style-type: none"> • Course Introduction • Lecture - <i>Project Management Overview</i> • “A Day in the Life” case discussion | <ul style="list-style-type: none"> • Read Kanabar & Warburton (K&W) Chapters 1, 2, and 25 • Prepare to discuss “A Day in the Life” case** |
| (Class 2) | <ul style="list-style-type: none"> • Lecture – <i>Organization Strategy and Project Selection</i> • NPV video & exercise • “Film Prioritization” case exercise • Lecture – <i>Organization Structure and Culture</i> • “Moss and McAdams” case discussion | <ul style="list-style-type: none"> • Read K&W Chapters 3 and 4 • Prepare to participate in the “Film Prioritization” case exercise** • Prepare to discuss “Moss and McAdams” case** |
| (Class 3) | <ul style="list-style-type: none"> • Lecture – <i>Defining the Project: the Charter</i> • Lecture – <i>Defining the Project: the Scope</i> • “The Accidental Project Manager” discussion • Lecture – <i>Defining the Project: the WBS</i> | <ul style="list-style-type: none"> • Read K&W Chapters 5, 6, 7, 8, 9, and 16 • Team Project – Team Member Selection (via email) |
| (Class 4) | <ul style="list-style-type: none"> • Lecture – <i>Estimating Time and Cost</i> • Lecture – <i>Developing the Project Schedule</i> • FP/BP/SL video & exercise • “Sharp Printing AG” case discussion | <ul style="list-style-type: none"> • Read K&W Chapters 10, 11, and 13 • Prepare to discuss “Sharp Printing AG” case** |

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| <p>(Class 5)</p> | <ul style="list-style-type: none"> • Lecture – <i>Managing Risk</i> • “Manchester United Soccer Team Exercise” discussion • Lecture – <i>Scheduling Resources and Costs</i> • “Power Train Limited” case discussion | <ul style="list-style-type: none"> • Read K&W Chapters 15 and 17 • Prepare to discuss “Manchester United Soccer Team Exercise”** • Team Project – Topic Selection (use Charter Form) • <u>Read G&L Chapter 8</u> • Prepare to discuss “Power Train Ltd” case |
| <p>(Class 6)</p> | <p>Midterm Exam (2 hours)</p> | <ul style="list-style-type: none"> • Quiz #1 • All course material to date |
| <p>(Class 7)</p> | <ul style="list-style-type: none"> • Lecture – <i>Reducing Project Duration</i> • Lecture – <i>Leadership</i> • “Cerberus Corp.” case discussion | <ul style="list-style-type: none"> • <u>Read G&L Chapter 9</u> • Prepare to discuss “Cerberus Corp. case |
| <p>(Class 8)</p> | <ul style="list-style-type: none"> • Lecture – <i>Progress and Performance Measurement</i> • Lecture – <i>Managing Project Teams</i> • “Kerzner” case discussion | <ul style="list-style-type: none"> • Quiz #2 • <u>Read G&L Chapter 13</u>, K&W Chapter 12 • Read K&W Chapters 12 • Prepare to discuss “Kerzner Office Equipment” case |
| <p>(Class 9)</p> | <ul style="list-style-type: none"> • Lecture – <i>Outsourcing</i> • “Buxton Hall case discussion • Lecture – <i>Agile Methodology</i> • “Introducing Scrum” case discussion | <ul style="list-style-type: none"> • Quiz #3 • Read K&W Chapters 20, 21 and 22 • Prepare to discuss “Buxton Hall” case • Prepare to discuss “Introducing Scrum at P2P” case |
| <p>(Class 10)</p> | <ul style="list-style-type: none"> • Lecture – <i>Project Closure</i> • “Maximum Megahertz” case discussion • Lecture – <i>International Project Management</i> • “AMEX, Hungary” case discussion | <ul style="list-style-type: none"> • Quiz #4 • Read K&W Chapter 19 • Prepare to discuss “Maximum Megahertz Project” case • <u>Read G&L Chapter 15</u> • Prepare to discuss “AMEX, Hungary” case • Team Projects due |
| <p>(Class 11)</p> | <ul style="list-style-type: none"> • Final Exam (2 hours) | <ul style="list-style-type: none"> • All course material since the midterm exam |

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| (Class 12) | • Team Project Presentations | • Team Project Presentations due |
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4.5 Assignments

a) Team Project

The objective of the Team Project is for the student, working in a group of 2 to 3 students, to create a project plan using the course concepts. Each project team is responsible for submitting a single paper based on a project of their choosing. See the BlackBoard site for a description of the project.

b) Quizzes

You will have at least 4 BlackBoard-based quizzes during the course

4.6 Course Grading

Grade ranges are as follows:

- A 94 - 100%
- A- 90 - 93%
- B+ 87 - 89%
- B 84 - 86%
- B- 80 - 83%
- C+ 77 - 79%
- C 74 - 76%
- C- 70 - 73%
- D 60 - 69%
- F < 60%

4.6.1 Participation: 10%

You are expected to attend all classes. Participation has two forms: the first is attending class, and the second is contributing in class. Class participation is assessed for each class, so be prepared. High-quality participation includes substantive contribution to case discussions, insights into topics we are discussing, questions regarding relevant topics, and critical interactions with others in the class.

You need to come to class prepared. This means you should read the assigned chapters and readings, and prepare for any assigned cases or class discussions. The schedule shows what we will cover.

Most classes have an assigned case. They are usually concise, and are concerned with the topic of the day. Minimal preparation means reading the case, being prepared to summarize what it is about, what the issue is, knowing what you would recommend to resolve the issue, and

answering the questions at the end of the case.

4.6.3 Quizzes 10%

There will be at least 4 BlackBoard based quizzes during the semester.

4.6.4 Midterm Exam: 25%

The midterm exam will be a closed book exam containing a combination of essay, multiple choice, true-false and short fill-in questions. Students will have up to 2 hours to complete the exam, and may use the remainder of class time to work with their project team.

4.6.5 Final Exam: 25%

The final exam will be a closed book exam containing a combination of essay, multiple choice, true-false and short fill-in questions. Students will have up to 2 hours to complete the exam, and may use the remainder of class time to work with their project team.

4.6.6 Project (Team): 30%

The objective of the Team Project is for the student, working in a group, to create a project plan using the course concepts and textbook workbook templates. Each 3-to-5 member team is responsible for submitting a single paper based on a project of their choosing. The team project is competitive. Only the top project will be considered for an A grade!

[see the Blackboard site's Assignment tab for more specific information]

4.7 Homework, Exams and Discussions

As described above.

Assignments are due as noted on the attached class schedule. Assignments listed with an ‘**’ are to be completed for in class discussion only. All Term and Software assignments are to be handed in on the date indicated. No email submission unless otherwise requested..

Policies

5. Requirements, Policies and Standards

5.1 Attendance

Attendance at all classes is expected. Attendance will be taken in each class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students are expected to arrive on time.

5.2 Homework

Homework will be assigned per the schedule. Some assignments will be graded. Proper attribution is required for sources.

5.2.1 Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the LAST DATES that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

5.2.2 Discussion Expectations (Cases)

Please remember that discussion cases are a regular event. You should not consider yourself having participated in the discussions by merely showing up and listening. You should be reading all of the material, doing your research and participating in class appropriately. Each student should be prepared to discuss the assigned topic in class.

5.2.3 Student Preparation

Minimal preparation is reading the material, and being able to summarize what it is about, what the major issues are, and some recommendations.

Superior preparation involves being able to (i) summarize the situation or problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with data, relevant details, and analyses; and (iv) discuss innovative solutions, or why obvious solutions might be discounted.

5.2.4 Team Assignments (Project)

You will be required to work in a team for the semester long Project. It is your responsibility to act as a productive team member and contribute an even share of the work. At the conclusion of the Project, an individual team survey will be collected from each team member asking for the ‘% contribution’ from each team member. This feedback will influence your Project grade.

5.3 Grading Policy

Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward with high grades only those who do exceptionally well. A Grade of ‘A’ or ‘A minus’ will be limited only to those students truly distinguishing themselves in the course.

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The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

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| A, A- | 20% |
| B+, B, B- | 80% |
| Other | As merited |

Excellent, research quality work will be rewarded with an ‘A’. An ‘A’ grade requires research quality excellence in all aspects of the course: homework, discussions, project, and exams. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

5.3.1 Requests For Extensions

The general position is that make up extensions are not given. There is no guarantee that a makeup will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis. This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage.

If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

5.3.2 Off-Syllabus Work

Students will not be allowed to submit work for consideration that is beyond that defined in the syllabus.

5.4 Satisfaction of Department Mission Goals

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| Course Number | MET MG 415 | |
| Course Name | Project Management | |
| Department Goal | Category (Substantial, Some, None) | Compliance |
| Critical and Innovative Thinking | Substantial | 1. The course is taught with 50% lectures and 50% interactive materials and workshops. In most classes, students are expected to present an |

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| | | innovative opinion on a case study or discussion question. 2. Several assignments are open ended problems with no solution. Students develop their own approaches. |
| International Perspective | Some | Lecture material on International Projects is covered. Students will review and discuss an international case study and complete a related assignment. |
| Communication Skills | Substantial | Every student gives a short presentation. Every student learns to present and to give short coherent opinions. The class also requires a research paper at the end, the highlights of which are presented as a PowerPoint-based oral presentation in class. |
| Technical Tools & Techniques | Substantial | Several major tools are explored in great detail: WBS, Critical Path Method, Network Diagrams, and Earned Value. Students develop their own projects as part of a team and a lessons learned presentation is delivered by each group. |
| Research Skills and Scholarship | Substantial | All assignments and discussions require research to back up the student opinions. Students are required to search outside sources for their data and support their conclusions with research. |

6. Academic Conduct Policy

The academic conduct policy is summarized below. For the full text of the academic conduct code, please go to:

http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

Any Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College.

Boston University makes available to all faculty the plagiarism tool “Turn It In.com.” The site contains millions of papers from around the world. When a paper is submitted to TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

6.1 A Definition of Plagiarism

“The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between

plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The above paragraphs are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.

6.2 Academic Conduct Code

I. Philosophy of Discipline

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).
- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.