Instructor Information

Name: Debra M. Smith, Ph.D., MBA, PMP  
Office Hours: after class, via email or phone by appointment  
Email: ax0275@wayne.edu (preferred method of contact)  
Course Web Site: Blackboard.wayne.edu

Biography: During my 30 year business management career I have been responsible for strategic planning, project management, and global training. I have worked with a diverse group of professionals to conduct needs assessments, develop and execute project plans, implement quality initiatives, design and deliver corporate training, and manage evaluations.

My PhD is in Instructional Technology with an emphasis in Instructional Design and Performance Improvement. My MBA is in Quality and Operations Management and I am a Project Management Professional (PMP). As a corporate trainer, I taught project management to business professionals from Europe, South America and Asia. At the university level, I have taught needs assessment, evaluation, facilitation & presentation skills and project management.

My research agenda is focused on adult learners, narrative, activity based learning and the application of instructional technologies to enable teaching and learning. My dissertation addressed how best to design instructional narratives for adult learners to promote transfer.

I am an adjunct faculty member in the College of Education at Wayne State University and the Manager of Teaching Services at Henry Ford College. I work closely with faculty, administrators, and staff to plan and implement initiatives supporting faculty development, curriculum, and assessment.
Course Description, Goal and Objectives

Course Description (from catalog): Basic techniques and skills needed to handle projects: goal setting, scheduling, resource management, monitoring and problem solving, people and process fundamentals, software applications. **Prerequisite:** IT3115 Instructional Design Principles and Applications.

This course provides you with an opportunity to discover how project management is used to complete an instructional design project. This course will draw heavily on your working knowledge of the instructional design process.

Course Goal: Given an instructional design project, students will prepare an instructional design project management plan correctly applying the Project Management Process Groups and Knowledge Areas as specified in the 2013 *Guide to the Project Management Body of Knowledge* (PMBOK Guide), Fifth Edition.

Course Objectives

- Given reading material on project management, students will recognize project management processes and knowledge areas.

- Given project information, students will correctly develop the project scope and objectives.

- Using a materials estimating worksheet, students will correctly estimate the materials needed for their instructional design project.

- Given a project scope description, students will assign project team roles and responsibilities.

- Given a project scope description, students will correctly decompose requirements into milestones, activities and tasks. Students will also identify project assumptions and constraints.

- Using a timing worksheet, students will correctly estimate time for project activities and tasks.

- Using a cost worksheet, students will correctly estimate project cost.

- Using project management software, students will correctly input their project milestones, activities and tasks to build a Gantt chart and produce a network diagram showing the critical path.

- Given a project scope description, students will prepare quality and communication plans to manage change and report progress.
• Given a risk and issue worksheet, students will correctly differentiate risks and issues.

• Given a risk assessment matrix, students will correctly identify and assess project risks based on their likelihood and potential project impact. Students will also prepare a risk response strategy.

• Using the Statement of Work (SOW) as the project baseline, students will develop a plan to manage changes outside of the original project scope.

• Given a project plan, students will prepare a report detailing the project progress.

**Technology Requirements**


• Ability to use Blackboard to retrieve course documents and submit assignments.

Note: If you lack proficiency in Windows or Blackboard, you must complete training courses on your own time.

**Textbook**

This course is based upon the Project Management Institute (PMI) *2013 A Guide to the Project Management Body of Knowledge (PMBOK Guide)* (5th ed.). Newtown Square: PA.

I will be providing project management information to you from the PMBOK as well as several other sources in magazine form. Additional readings will be posted in Blackboard.

**Software**

This course will use a free, open source Project Management software program called OpenProj. This software is a robust alternative to Microsoft Project. A link will be provided in Blackboard for you to download this software.

**How this Course Works**

The course materials have been arranged in units of study. Each unit contains magazine-like document called “About Project Management” that serves as your text. In each issue, the content (based on the Project Management Body of Knowledge) will be explained through words, diagrams, cartoons and application examples.

The accompanying PowerPoint presentation summarizes the key points addressed in the magazine and provides examples of how the concepts are applied to a project. Additional unit readings and web links offer examples and perspectives from the field.

The purpose of the presentation/lecture is to clarify the reading and supplement it with stories and examples to answer the question, **what is it?**
Weekly activities or interactive examples will help you discover **how does it work?**

Though peer interactions, you will work as part of a group to practice applying **what it is** and **how it works** to a real instructional design project. This will give you an opportunity to answer the question, **how can I do it?**

**Course Expectations**

Preparation is a critical part of active learning. To describe this process, I use the word “PLAY” as an acronym for:

**Prepare:** Do something to get ready for class…read the assigned material!

**Live it:** Think about how it works and how you might do it!

**Ask:** Ask questions, talk about what you read and what you already know with others!

**Yahoo:** That moment of joy when you realize that you know how to perform the step!

**I expect you to PLAY each week!**

**Course Deliverables**

The course deliverables are opportunities for you to practice the course concepts and demonstrate your understanding of how the concepts can be successfully applied.

Submit your professionally prepared (no spelling or grammatical errors) deliverable electronically through Blackboard on or before the due date.

This course contains deliverables in four categories: Assignments, Group Talk, Estimating, and Project Management Plan. Detailed instructions for each deliverable and a grading rubric (as applicable) will be posted on Blackboard.

**Assignments** are opportunities for you to explore a particular aspect of project management either individually or as part of a group. Most assignment deliverables are one to two pages in length.

**Group Talk** activities are opportunities to have conversations with your peers to explore ideas and realize new perspectives. When you read and respond to the thoughts and ideas of others, you strengthen existing mental connections and make new connections.

**Estimating** worksheets enable you to practice specifying materials, estimating time and the cost associated with producing project deliverables (results). They are used as source documents for your Instructional Design Project Management Plan.

**PM Plan** is how you will demonstrate your ability to know, explain and apply project management knowledge areas and process groups to the instructional design lifecycle. The plan is broken into sections. These deliverables may be tables or 2 to 3 page descriptions of the processes you will use to manage your project.
The course content is divided into nine content units. Follow the detailed **Content Schedule** to keep track of the weekly content to be addressed, required readings and deliverables to be prepared and submitted.

### Course Deliverables Schedule

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Unit</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>The following Assignment deliverables are 20 % of your total grade</strong></td>
<td></td>
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<tr>
<td>Lifecycle Activity Identification (Group)</td>
<td>2</td>
<td>9/10</td>
<td>10</td>
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<tr>
<td>RACI (Group) &amp; (Individual)</td>
<td>4</td>
<td>10/11</td>
<td>15</td>
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<tr>
<td>Network Diagram Exercise</td>
<td>4</td>
<td>10/11</td>
<td>10</td>
</tr>
<tr>
<td>Risk Identification (Group)</td>
<td>7</td>
<td>11/12</td>
<td>10</td>
</tr>
<tr>
<td>PM in 3 Words</td>
<td>9</td>
<td>12/13</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>9</td>
<td>12/13</td>
<td>10</td>
</tr>
<tr>
<td><strong>The following Group Talk deliverables are 15 % of your total grade</strong></td>
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<tr>
<td>Dark Spaces</td>
<td>2</td>
<td>9/10</td>
<td>15</td>
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<tr>
<td>Three Men &amp; Elephant</td>
<td>6</td>
<td>11/5</td>
<td>15</td>
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<tr>
<td>Why Do Projects Fail?</td>
<td>8</td>
<td>11/19</td>
<td></td>
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<tr>
<td><strong>The following Estimating deliverables are 25 % of your total grade</strong></td>
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<tr>
<td>Material Estimating Worksheet</td>
<td>3</td>
<td>10/04</td>
<td>30</td>
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<tr>
<td>Time Estimating Worksheet</td>
<td>4</td>
<td>10/18</td>
<td>30</td>
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<tr>
<td>Material &amp; Cost Estimating Worksheet</td>
<td>5</td>
<td>10/25</td>
<td>30</td>
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<tr>
<td><strong>The following PM Plan deliverables are 40 % of your total grade</strong></td>
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<tr>
<td>Individual PM Plan Description</td>
<td>2</td>
<td>9/13</td>
<td>20</td>
</tr>
<tr>
<td>Scope &amp; Objectives</td>
<td>3</td>
<td>9/20</td>
<td>30</td>
</tr>
<tr>
<td>Team Roles &amp; Responsibilities</td>
<td>4</td>
<td>10/11</td>
<td>20</td>
</tr>
<tr>
<td>Assumptions &amp; Constraints</td>
<td>4</td>
<td>10/11</td>
<td>15</td>
</tr>
<tr>
<td>Work Breakdown Structure (WBS)</td>
<td>5</td>
<td>11/01</td>
<td>40</td>
</tr>
<tr>
<td>Quality &amp; Communication Plans</td>
<td>6</td>
<td>11/08</td>
<td>20</td>
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<tr>
<td>Risk Management Plan</td>
<td>7</td>
<td>11/15</td>
<td>25</td>
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<tr>
<td>Change Management Plan</td>
<td>8</td>
<td>11/22</td>
<td>15</td>
</tr>
<tr>
<td>Progress Reporting</td>
<td>9</td>
<td>12/6</td>
<td>15</td>
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</tbody>
</table>

**Total Points: 400**
Work Breakdown Structure (WBS) (40 points)

**Purpose:** A Work Breakdown Structure (WBS) answers two of the three project management questions; “what are you going to do?” and “how long will it take?” The third question, “how much will it cost?” uses the WBS information to calculate total project cost. This assignment will help you become familiar with a project management software tool, OpenProj, to capture and graphically answer those project management questions.

**How this assignment will contribute to your learning:** Translating your project work into milestones, activities and tasks, putting those activities and tasks in logical order, and determining the amount of time it will take for team members to complete their project tasks, will help you see activity and task relationships, determine the critical path and will provide you with a detailed project work plan and work status.

I chose this assignment because I want you to discover how to put together a work breakdown structure (Gantt chart) and how to read and use a network diagram. I also want you to experience how long it might take for you to learn how to use client specified project management software.

**Requirements:** Create the Work Breakdown Structure (WBS) for your Project Management Plan. Identify your milestones, activities, tasks and resources (team members). Estimate the time required for your resources to complete their assigned tasks. Identify predecessor, successor and concurrent task relationships. Enter your information into OpenProj.

- All tasks must have realistic durations based on the resources assigned
- Precedence’s must be properly identified and must be logical
- Select the Network Diagram view and review your critical path

Note: A break in the critical path is an indication that your precedence relationships and/or due dates are not what they should be. You are expected to resolve these issues before submitting your Work Breakdown Structure.

Project Management Plan (200 points)

**Purpose:** This assignment enables you to demonstrate that you know, can explain and can apply project management to an instructional design project.

**How this assignment will contribute to your learning:** Successful completion of this assignment means that you can recall the important concepts, explain and use them to analyze an instructional design project and put together a project management plan that will successfully deliver a product to a customer.

I chose this assignment because it provides measurable evidence that you are capable of using the PM process groups knowledge area processes to plan and manage a project.
Your completed PM plan can be used as part of your professional portfolio to obtain future instructional design and/or project management work.

**Requirements:** Select an instructional design or business project and prepare a Project Management plan following the project management knowledge areas and process groups as specified in the PMBOK.

Your project management plan will include:

- Description
- Scope & Objectives
- Team Roles and Responsibilities
- Assumptions and Constraints
- Work Breakdown Structure (WBS)
- Quality & Communication Plans
- Risk Management Plan
- Change Management Plan
- Progress Reporting

Grading rubrics and detailed instructions will be provided for each deliverable. Your completed overall plan will be about 15-18 pages in length.

**Assignment: Reflection Paper (10 points)**

**Purpose:** Reflection is a chance for you to review your learning experience, discuss how you have integrated the information and made it your own.

**How this assignment will contribute to your learning:** Thinking through your class experience enables you to assess how you will use your new knowledge and connect it with other ideas and processes.

I choose this assignment because it is an opportunity for you to put your learning experience into your own words and assign meaning to it. This is your chance to assess, question, draw conclusions, summarize your understanding and/or explain how you might apply the process in the future.

**Requirements:** The purpose of the reflection paper is to give you the opportunity to think back over the course and see how (or whether) it has changed your view of instructional design and project management. This paper should be one to two double spaced pages in length.

- What was the most important thing you learned in the course? Why?
- Is there anything you will do differently because of this course? What? Why?
- What course requirement stretched your capabilities? What? How?
Grades

Final grades will be assigned according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>400 - 380</td>
<td>100 – 95 %</td>
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<tr>
<td>A-</td>
<td>379.5 - 360</td>
<td>94.9 – 90 %</td>
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<tr>
<td>B+</td>
<td>359.5 - 348</td>
<td>89.9 – 87 %</td>
</tr>
<tr>
<td>B</td>
<td>347.5 - 332</td>
<td>86.9 – 83 %</td>
</tr>
<tr>
<td>B-</td>
<td>313.5 - 320</td>
<td>82.9 – 80 %</td>
</tr>
<tr>
<td>C+</td>
<td>319.5 - 308</td>
<td>79.9 – 77 %</td>
</tr>
<tr>
<td>C</td>
<td>307.5 - 296</td>
<td>76.9 – 74 %</td>
</tr>
<tr>
<td>C-</td>
<td>295.5 - 280</td>
<td>73.9 – 70 %</td>
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</table>

Student Responsibilities

You are expected to prepare for each class session. In this course you will be taking responsibility for your learning. This means putting in the time it takes to read and think about how you would apply what you have read to your assignments, blogs, group interactions, estimating worksheets and your project management plan.

The readings are essential for both your individual deliverables as well as your group interactions. I expect you to complete the assigned readings for each unit and to be prepared to contribute to group discussion.

Time management is important in any course. This course is going to move quickly and will require self-discipline on your part to efficiently manage your time. Plan to submit your deliverables a few hours before they are due. Remember, technology and the Blackboard interface is not always reliable.

Although I have tried to make the course requirements in this syllabus as clear as possible; if anything is unclear to you, it is your responsibility to contact me so I can clarify the information for you.

I will be using Blackboard to post announcements, supplemental resources, and assignments online. You will be submitting all of your assignments online. It is your responsibility to check Blackboard to stay current.

You may submit papers in Microsoft Word. Your Work Breakdown Structure must be submitted in OpenProj. Do not submit deliverables in other formats without checking with me. If you are sending files from a Mac, remember to append the correct file extension (for example, .doc for a Word file) so the file is readable on other platforms.
Papers submitted in other formats or otherwise unreadable files will receive a grade of zero (0). You may resubmit such papers, in which case they will be treated as late papers.

**Course and University Policies**

All policies stated in the Graduate Bulletin of Wayne State University apply to this course.

**Participation**

Participation is extremely important in this course. I have structured the course with weekly activities to help you successfully master the material. It is your responsibility to obtain lecture and activity information from Blackboard.

*It is required for you to be present for all in class sessions. Providing feedback and asking/answering questions is an important part of your learning experience.*

**Late Assignments**

I expect all assignments to be submitted on time as detailed in Assignments section in this syllabus. **Assignments turned late will receive a 15% grade reduction.**

**Incompletes**

I will not give a grade of Incomplete (I) unless you and I have agreed that your grade will be an incomplete. Incomplete means *you can finish the class work without any further instruction.* If you have simply not finished all of the work, your grade will include missing assignments, scored as 0 points. An incomplete automatically becomes a grade of F if the work is not completed within one year.

**Academic Integrity**

It is your responsibility to adhere to the principles of academic integrity. Assignments submitted for this course are expected to be your original work, not resubmissions of work submitted in a previous or concurrent course. You are subject to the student due process statute governing student activities and student behavior.

**Cheating and Plagiarism** (as defined by the WSU Code of Conduct):

**Cheating** is copying from another student’s work, or allowing another student to copy from your work. Both forms are considered cheating as they represent accepting responsibility for work one has not performed or contributing to another’s acceptance of credit where credit is not appropriate.

**Plagiarism** is the act of presenting as your own work another individual’s ideas, words, data, or research material. This includes altering the language, paraphrasing, omitting,
and rearranging words to make them appear as your own. This applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged.

Both cheating and plagiarism are considered to be serious academic offenses that will result in disciplinary action. **Plagiarism and cheating in any form will not be tolerated.**

Plagiarism can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty.

**Withdrawal Policy**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Students with Disabilities**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities.

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
Content Schedule and Deliverables
It is your responsibility to keep up with the course deliverable due dates. I expect you to be actively engaged in class. I suggest that you print this detailed schedule and use it as a guide to track your activity and deliverable progress. It may be necessary to make changes in reading assignments, activities, deliverable dates or other aspects of the course. Any changes will be announced via Blackboard.

<table>
<thead>
<tr>
<th>Unit / Process Group</th>
<th>Content / Objective(s)</th>
<th>Activities</th>
<th>Deliverables</th>
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</thead>
</table>
| 1 / Initiating Dates  | Unit 1: Introduction to Project Management | Go to “Syllabus”  
- Read the Syllabus, print and bring to class.  
Go “Course Materials” Unit 1  
- Read “About Project Management” magazine, Vol. 2, No. 1: Introduction to PM*  
- Download OpenProj  
*Note: Click on the magazine to view it online. There is also a pdf version of the magazine you should print and bring to class. | The following deliverables are due Sunday, September 6 by 7 pm:  
- Download OpenProj |
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<tr>
<th>Unit / Process Group</th>
<th>Content / Objective(s)</th>
<th>Activities</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>2 / Initiating Dates</td>
<td><strong>Unit 2: Project Management Processes</strong></td>
<td><strong>Go “Course Materials” Unit 2</strong></td>
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<td></td>
<td>• Project Lifecycle</td>
<td>• Read “About Project Management” magazine, Vol. 2, No. 2: Project Management Processes</td>
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<tr>
<td></td>
<td>• PM Processes</td>
<td>• Print, read and bring to class: PM Process Groups and Knowledge Areas</td>
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<td></td>
<td>• Project Integration Management</td>
<td>• <strong>In class:</strong> Lifecycle Activity Identification</td>
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<td></td>
<td>• Project Charter</td>
<td>• <strong>In class:</strong> Read Group Activity Worksheet Start-up instructions. Work together to complete the worksheet, review/discuss group participation &amp; evaluation.</td>
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<td></td>
<td><strong>Objective:</strong> Given reading material on project management, students will recognize project management processes and knowledge areas.</td>
<td><strong>Group Talk:</strong> Dark Spaces</td>
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<td><strong>PM Deliverable:</strong> PM Plan Description. Read assignment worksheet instructions. Refer to the PM Plan Description example to help you write your project plan description.</td>
<td>The following deliverable is due Sunday, Sept 13 by 7 pm:</td>
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<td>□ PM Plan Description</td>
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<td>Unit / Process Group</td>
<td>Content / Objective(s)</td>
<td>Activities</td>
<td>Deliverables</td>
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| 3 / Planning Dates  | Unit 3: Project Scope Management | **Go “Course Materials” Unit 3**  
- Read “About Project Management” magazine, Vol. 2, No. 3: Project Scope Management  
- Read “Instructional Design in a Nutshell” by Boettchner  
- Read Goldberg’s “Back to basics: How to write a Statement of Work”  
- Read Pratt’s article about writing a SOW & review the SOW examples (State of North Carolina & Dynergy)  
- **PM Deliverable:** Prepare your Project Scope and Objectives section for your PM Plan  
- Go to Clark’s web site to review Kirkpatrick’s evaluation levels  
- **Estimating Deliverable:** Populate your Material Estimating worksheet | The following deliverable is due Sunday, Sept 20 by 7pm:  
- PM Plan: Project Scope & Objectives  
- The following deliverable is due Sunday, Oct 04 by 7pm:  
- Material Estimating Worksheet  
*Note: Some students find working with OpenProj to be challenging. Plan to spend 3-5 hours learning the software.* |
<table>
<thead>
<tr>
<th>Unit / Process Group</th>
<th>Content / Objective(s)</th>
<th>Activities</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 / Planning</td>
<td><strong>Unit 4: Project Time &amp; Human Resources Management</strong>&lt;br&gt;• Work Breakdown Structure (WBS)&lt;br&gt;• Network diagrams&lt;br&gt;• Assumptions &amp; Constraints&lt;br&gt;• Team R &amp; R’s&lt;br&gt;• Time Estimating</td>
<td><strong>Go “Course Materials” Unit 4</strong>&lt;br&gt;• Read “About Project Management” magazine, Vol. 2, No. 4: Project Time &amp; Human Resources Management&lt;br&gt;• Read “Role &amp; Responsibility Charting (RACI)” by Smith &amp; Erwin&lt;br&gt;• <strong>In class:</strong> Work on your group and individual RACI&lt;br&gt;• <strong>Assignment:</strong> Network Diagram Exercise&lt;br&gt;• <strong>PM Deliverable:</strong> PM Plan Project Team Roles &amp; Responsibilities&lt;br&gt;• <strong>PM Deliverable:</strong> Identify your project Assumptions &amp; Constraints&lt;br&gt;• Read Time Estimating articles by Greer, Defelice &amp; Kapp, and Zemke.&lt;br&gt;• Go to Clark web site on estimating time &amp; cost&lt;br&gt;• Go to Boettcher’s web site for time ratios &amp; costs associated with web designs&lt;br&gt;• <strong>Estimating Deliverable:</strong> Populate your Time Estimating worksheet</td>
<td><strong>The following deliverables are due Sunday, Oct 11 by 7pm:</strong>&lt;br&gt;- Network Diagram Exercise&lt;br&gt;- PM Plan: Project Team Roles &amp; Responsibilities&lt;br&gt;- PM Plan: Assumptions &amp; Constraints&lt;br&gt;<strong>The following deliverable is due Sunday, Oct 18 by 7pm:</strong>&lt;br&gt;- Time Estimating Worksheet</td>
</tr>
<tr>
<td>Dates</td>
<td>Oct 08 &amp; Oct 15</td>
<td>2 weeks</td>
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<tr>
<td>Unit / Process Group</td>
<td>Content / Objective(s)</td>
<td>Activities</td>
<td>Deliverables</td>
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| 5 / Planning         | Unit 5: Project Cost & Procurement Management | Go “Course Materials” Unit 5  
- Cost Estimating  
- Procurement Plan  
**Objective:** Using a cost estimating worksheet, students will correctly estimate project cost.  
**Objective:** Using project management software, students will correctly input their project milestones, activities and tasks to build a Gantt chart and produce a network diagram showing the critical path.  
- PM Deliverable: Incorporate your time estimating changes & finalize your Work Breakdown Structure (WBS)  | The following deliverable is due Sunday, Oct 25 by 7pm:  
☐ Material & Cost Estimating Worksheet  
☐ Work Breakdown Structure (WBS)  |  

*Note: Learning OpenProj software will take about 3-5 hours.*
<table>
<thead>
<tr>
<th>Unit / Process Group</th>
<th>Content / Objective(s)</th>
<th>Activities</th>
<th>Deliverables</th>
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</thead>
<tbody>
<tr>
<td>6 / Planning Dates</td>
<td>Unit 6: Project Quality &amp; Communication Management</td>
<td>Go “Course Materials” Unit 6</td>
<td>The following deliverable is due Sunday, Nov 08 by 7pm:</td>
</tr>
<tr>
<td>Nov 05</td>
<td>• Quality Assurance • Cost-Benefit Analysis • Cost of Quality</td>
<td>• Read “About Project Management” magazine, Vol. 2, No. 6: Project Quality &amp; Communication Management</td>
<td>□ PM Plan: Quality &amp; Communication Plans</td>
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<tr>
<td>Duration</td>
<td>Objective: Given a project scope description, students will prepare quality and communication plans to manage change and report progress.</td>
<td>• Review the Communication templates • Read “Communicating for effect” by Bourne • Study the Communication Breakdown cartoon • Read the “Three Blind Men &amp; the Elephant” story • Group Talk: “Three Blind Men &amp; the Elephant” • PM Deliverable: Prepare your Quality &amp; Communication Plans</td>
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<td>Activities</td>
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| 7 / Planning         | **Unit 7: Project Risk Management**  
  - Qualitative Analysis  
  - Quantitative Analysis  
  - Risk Response Strategy  
  **Objective:** Given a risk and issue worksheet, students will correctly differentiate risks and issues.  
  **Objective:** Given a risk assessment matrix, students will correctly identify and assess project risks based on their likelihood and potential impact. Students will also prepare a risk response strategy. | **Go “Course Materials” Unit 7**  
  - Review, print and bring to class the Risk & Issue Identification worksheet  
  - Read the “10 Golden Rules for Project Risk Management” by Jutte  
  - Review the Risk Management Plan Template  
  - Review and print the Risk Weighting Matrix  
  - **In class:** Contribute to your Group discussion on recognizing the differences between risks and issues to complete the Risk Identification worksheet  
  - **PM Deliverable:** Identify and assess your project risks. Develop your risk response strategy | The following deliverables are due Sunday, Nov 15 by 7pm:  
  □ PM Plan: Risk Management Plan |
<table>
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</table>
| 8 / Executing Process Group | **Unit 8: Project Executing Process Group**  
- Quality Assurance  
- Project Team  
- Leadership  
- Hawthorne effect  
**Objective:** Using the Statement of Work (SOW) as the project baseline, students will develop a plan to manage changes outside of the original project scope. | **Go “Course Materials” Unit 8**  
- Read “About Project Management” magazine, Vol. 2, No. 8: Project Executing  
- Read “Top 10 Qualities of a Project Manager” by Barry  
- Read the “Hawthorne effect: Mayo studies in Employee Motivation”  
- Read “Sunny Disposition” by Bucero  
- Read “Led Astray” by Fewell  
- Review the Change Management Plan template  
- **Group talk:** Discuss “Why Do Projects Fail?” by Shaker  
- **PM Deliverable:** Prepare your change management plan | The following deliverable is due Sunday, Nov 22 by 7 pm:  
- PM Plan: Change Management Plan |
<table>
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<tbody>
<tr>
<td>9 / Monitoring,</td>
<td>Unit 9: Project Monitoring, Controlling &amp; Closing Process Groups</td>
<td>Go “Course Materials” Unit 9</td>
<td>The following deliverables are due Sunday, Dec 06 by 7pm:</td>
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<tr>
<td>Closing Process</td>
<td>• Change Management</td>
<td>• Read “Anatomy of a Failed Project” by Somani</td>
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<td>Groups</td>
<td>• Risk Management</td>
<td>• Read “The End is just the Beginning” by Dogaru</td>
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<td>Dates</td>
<td>• Reporting</td>
<td>• Read “By the Dashboard Light” by Hollingsworth</td>
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<td>Dec 13</td>
<td>• Reflection</td>
<td>• Read “Beyond Reporting” by Bourne</td>
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<td>Duration</td>
<td>Objective: Given a project plan, students will prepare a report</td>
<td>• Read “Take Charge” by Bucero</td>
<td>The following deliverable is due Sunday, Dec 13 by 7 pm:</td>
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<tr>
<td>1 week</td>
<td>detailing the project progress.</td>
<td>• Review the Project Management Closing templates</td>
<td>□ Reflection paper</td>
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<td>• In class: Describe PM in three words</td>
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<td>• PM Deliverable: Explain how you will report your project progress</td>
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<td>• Assignment: Write your reflection paper</td>
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<td>Note: On Thursday, December 10, our last class meeting, you will share your PM plan; details will be provided.</td>
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