ADGR770801, Project Management  
Summer, 2015, 3 Credits

Instructor(s): Aza Chirkova, Charles Coakley  
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Chuck.Coakley@gmail.com

Office: by appointment  
Office Hours: by appointment  
Schedule: June 1-June 5, 9:00 a.m. – 5:00 p.m.

Telephone: 617-552-3952  
Room: Devlin 112

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

This course introduces students to the basic tenets and components involved in project management. The primary objective is to provide frameworks that make it possible to track and measure project performance, overcome challenges and adapt to changes in a variety of professional environments. Specific topics covered in the course include project scope, time, cost, quality, human resources, communications, risk, stakeholder and procurement management and a variety of other operational issues that emerge during project planning, initiation, monitoring, and execution.

Course Objectives

1. Students will practice to identify and address project management issues, exercise judgment, and make business decisions by analyzing cases
2. Student will learn the PMI (Project Management Institute) recommended framework, practice concepts and vocabulary tested during PMP exam
3. Students will demonstrate competency across cultural settings and learn the impact of culture, gender, and age in project management discipline
4. Students will demonstrate ability to exercise ethical judgment pertaining to issues in project management

Course Structure

The course will consist of readings, in-class discussions/case analysis, quizzes, computer-based simulation and project.

It is important that you come to class prepared, having covered the assigned materials and analyzed the cases. The more interaction and discussion we have the more we will gain from this course.

Each class will start with a multiple choice quiz, modeled off PMP test questions.
Part of the course will be taught through the use of cases that present both effective and, in some cases, ineffective applications of the project management process. You will place yourself in the role of the decision maker as you read through the situation, identify problems examine the causes and consider alternative courses of action in light of the company’s objectives. The discussion of these cases will allow us to explore the interconnection between the business situation identified by each case and the project management issues that arise.

Through computer-based simulation you’ll have a hands-on opportunity to explore the complexities of managing projects through a rapid experimentation. By setting and changing project parameters and observing effects on project outcomes, you’ll discover how scope, resources and schedule together with team dynamics and project organization combine to produce project success or failure.

You’ll also work on a group project in this class. This integrative analysis is designed to tie together the various tools explored over the course period, including the use of MS Project, Excel or “other” software tools for analysis and decision support. In small groups, you will set up and analyze a project. Your final deliverable will be a written report that includes various project planning activities, software analysis tasks, and discussion of outcomes. Examples of project components are, but limited to, a Project Charter, Planning, Resource Allocation, Risk Assessment, Budgeting, Monitoring and Closure.

Your written report should include a description of the planning process, schematics, cost assessments. One approach is to consider each part above as a section of the report. The report should be clear and focused: the management team is busy, knows the project fairly well and is looking for a concise analysis (in fact, an overly long report can work against your credibility!). You will need to compile the information in a clear and organized written paper/memo/report in order to support your main points and analysis. It should be prepared as a professional document (i.e. one you would be proud to hand in to your current/future employer). Professional content has no typos, grammatical errors, capitalization, spelling errors, or diction errors. Use of “spell check” programs is not enough: proofread. Professional format has titles, headings, page numbers, correct paragraph denotation (spacing or tab), and appropriate tables/graphs as needed. Your final report should be single spaced with appropriate margins, section headings, page numbers, and so on and a readable font size (11 or 12). Sources for outside material, if used, should be appropriately cited. You will need to use exhibits and can place them directly within the paper or attach as appendices, but DO NOT append charts and data without specifically referencing the information in your report. If you have doubts or questions about what is appropriate, please let Chuck know.

**Grading**
Class quizzes – 15%
Case Analysis/Class participation – 20%
Project – 20%
Simulation – 15%
Exam – 30%

**WCA5 Grading System**
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.
Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)

Harvard Business School Publishing Packet (HBS Packet will become available at https://cb.hbsp.harvard.edu/cbmp/access/36784737. If you don’t have HBS Publishing credentials, it’ll take about a minute to create your profile)
Simulation is included into HBS Packet
HBR guide to project management (HBR) is included into HBS Packet (2012. ISBN 978-1-4221-8729-6)

Text(s)/Readings (Recommended)


Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.
**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**

Assignments are due at the beginning of the class period on the specified dates. Late assignments will not be accepted.

**Course Assignments** (readings, exercises and/or experiences)

It is expected that students will spend about 4 hours preparing for each of the 5 class days. Students are expected to prepare the following assignments prior to the start of the class. Details about assignments are posted on Canvas course site.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read/Prepare /Complete</th>
<th>Due Date</th>
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</thead>
</table>
| 6/1  | Course Overview Project Selection  
Project Management Processes and knowledge areas  
Project Initiation | HBS Packet: HBR Ch1 (p3-29), 2 (p31-37), 3 (p41-45), 11 (p101-106), 18 (p139-142)  
HBS Packet: Simulation Project Work | 6/1 |
<p>| 6/2  | Project Planning (Scope, Schedule, Cost, Quality, Risk, | HBS Packet: HBR Ch4 (p47-51), 5 (p53-56), 6 (p57-62), 7 (p65-71), Ch8 (73-75), 9 (p77-85), | 6/2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>6/3</td>
<td>Project Executing</td>
<td>HBS Packet: HBR Ch13 (p113-115), 15 (p123-126), 17 (p135-138) HBS Packet: MediSys Corp.: the IntensCare Product Development Team, 4059 Simulation Project Work</td>
</tr>
<tr>
<td>6/4</td>
<td>Project Monitoring and Controlling (Validate and control scope, control schedule, costs, quality, risks, communications, procurements, stakeholder engagement)</td>
<td>HBS Packet: HBR Ch16 (p127-134), 19 (p143-147), Discuss HBR Ch10 (p87-96), HBS Packet: BAE Automated Systems, 9-396-311 HBS Packet: Simulation Project Work</td>
</tr>
<tr>
<td>6/5</td>
<td>Project Closing Summary of all topics</td>
<td>HBS Packet: HBR Ch20 (p151-156), 21 (p157-162) HBS Packet: Simulation Project in class presentation and write up submission Exam</td>
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