*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor's discretion.

**ADGR770801, Project Management, Fall 2017, 3 Credits**

Woods College of Advancing Studies

**Fall 2017 Semester, August 29 – December 12, 2017**

Meets Tuesdays, Gasson 206: Aug 29 to Dec 12 from 6:30 PM to 9:00 PM

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BC E-mail: Charles.Coakley@BC.edu  
Phone Number: 617-680-4794 (cell)  
Office: by appointment  
Office Hours: by appointment

**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 and stakeholder management and a variety of other operational issues that emerge during project planning, initiation, monitoring, and execution.

**Course Objectives**

1. Students will demonstrate competency across cultural settings and learn the impact of culture, gender, and age in project management discipline.
2. Students will demonstrate ability to exercise ethical judgment pertaining to issues in project management.
3. Students will practice to identify and address project management issues, exercise judgment, and make business decisions by analyzing cases.
4. Students will learn the PMI (Project Management Institute) recommended framework, practice concepts and vocabulary tested during PMP exam.
5. Students will be assessed on their class participation demonstrated by displaying evidence they have read course material, business cases and offer appropriate comments; further, students are
expected to complete all assignments both individually and in a team environment on time and in a professional manner (e.g., projects and papers edited for grammar and spelling). Quizzes and the final exam will be graded fairly and the material will be appropriate for the material covered in class and course readings. (Grades components are defined later in this document).

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

Scheduled multiple choice quizzes, modeled from PMP test questions, will be utilized.

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.

PROJECT (20% of grade)
This integrative case 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 me know.
Textbooks & Readings (Required)
Harvard Business School Publishing Packet (HBS Packet) will become available at https://cb.hbsp.harvard.edu/cbmp/coursepacks. The exact link to the pack will be: http://cb.hbsp.harvard.edu/cbmp/access/65046110
Simulation is included into HBS Packet
HBR guide to project management (HBR) is included into HBS Packet (2012. ISBN 978-1-4221-8729-6)

Textbooks & Readings (Recommended)

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

Grading
Class quizzes – 15%
Case Analysis/Class participation – 20%
Project – 20%
Simulation – 15%
Exam – 30%
The undergraduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

The graduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.
**WCAS 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- (0.67), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), 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 (0.00), 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.

**Course Materials**

Materials include a custom text, course packet (abbreviated as packet), MS Project software, and supplemental readings as needed.

Use of Microsoft Project 2013 will be required to complete a variety of coursework. You can purchase MS Project from various software stores using your student discount or download a trial version direct from Microsoft. Note that the trial version is only good for 60 days – so the course is structured to accommodate that limitation! (Limited availability to Apple products).

**Down load here:** http://technet.microsoft.com/en-us/evalcenter/ee404758.aspx

Other readings/articles/cases will be provided via the course web site (Canvas) or you will need to download from the library (library e-resource).

**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](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](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 2 hours preparing for each of the class days. Students are expected to prepare the following assignments prior to the start of the class.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Prepare</th>
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</table>
| 1     | Aug 29   | A. Course Introduction - What is Project Management?  
B. Project Management Process: Eyes on Success | A. The syllabus;  
B. Case: Fate of the Vasa (Canvas) |                                                              |
| 2     | Sep 5    | A. Project Leadership  
B. Project Leadership in Practice | A. HBS Packet: HBR Chapter 1 (pages 3-29) | A. Reading  
B. Online assessment: http://www.keirsey.com/sorter/instruments (Not full report, just free mini)  
HW 1: Results Memo. |
| 3     | Sep 12   | A. Project Ideas: Selection  
B. Project Ideas: Portfolios | A. HBS Packet: HBR Chapter 2 (pages 31-37) | HBS - Simulation |
| 4     | Sep 19   | Project Initiation & Planning                   | A. HBS Packet: HBR Chapter 3 (p41-45);  
B. Chapter 4 (p47-51) | Planning; Class Project Introduction. Combining Process & Knowledge. |
| 5     | Sep 26   | Defining the Project: Work Breakdown Structure | A. WBS  
B. HBS Packet: HBR Chapter 11 (p101-106) | Getting Your Project Off on the Right Foot |
B. HBR Chapter 18 (p139-142) | A. PreMortem,  
B. Tools of Cooperation & Change |
| 7     | Oct 10   | No Class “H”                                     |                                                      |                                              |
| 8     | Oct 17   | Scheduling Integrative Project Intro            | A. HBS Packet: HBR Chapter 9 (p77-85),  
B. Project Outline & Deliverables | A. Sign Up for Project Groups,  
B. Simulation |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9</td>
<td>Oct 24</td>
<td>Managing Within Constraints</td>
<td>A. MS Project Tutorial</td>
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<td>A. HBS Packet: HBR Chapters 7 &amp; 8 (p65-75)</td>
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<td>B. Review (or even just print) MS Project Slides (Canvass)</td>
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<td>A. Load MS Project onto your computer (NA for Mac users); if it is loaded to laptop, bring to class.</td>
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<td>B. Simulation</td>
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<td>C. HBS Packet: HW 2: Cisco Systems, Inc “IntensCare”</td>
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<td>10</td>
<td>Oct 31</td>
<td>A. Project Execution</td>
<td>A. HBS Packet: HBR Ch 13 (p113-115); Ch 15 (p123-126); Ch 17 (p135-138)</td>
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<td>A. Review MS Project 2016,</td>
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<td>B. MediSys Corp-IntensCare</td>
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<td>C. Simulation,</td>
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<td>D. Project Team Work,</td>
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<tr>
<td>11</td>
<td>Nov 7</td>
<td>A. Project Monitoring &amp; Controlling</td>
<td>A. HBS Packet: HBR Ch 16 (p127-134); Ch 19 (p143-147)</td>
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<td>Project Team Class Time</td>
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<tr>
<td>12</td>
<td>Nov 14</td>
<td>A. HBR Case Study: A Rush to Failure</td>
<td>A. HBS Packet: HBR Ch 10 (p87-96);</td>
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<td>B. HBS Packet: BAE Automated Systems</td>
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<td>A. Simulation,</td>
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<td>B. Project Teams</td>
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<td>13</td>
<td>Nov 21</td>
<td>Project Closure</td>
<td>Summary</td>
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<td>Review; Discuss Exam</td>
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<td>14</td>
<td>Nov 28</td>
<td>A. Project Team Presentations</td>
<td>A. Teams,</td>
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<td>B. Simulations</td>
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<td>15</td>
<td>Dec 5</td>
<td>A. Review for Exam</td>
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<tr>
<td>16</td>
<td>Dec 12</td>
<td>Final Exam</td>
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