

IP&T 682 - Project Management

Winter 2018

Section 001: B112 JFSB on W from 1:30 pm - 4:30 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is project management for instructional designers.

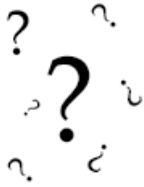
Many project management courses focus on project management as a career, preparing you to do the job all-day-every-day of your professional life. This course is different. I assume you are interested in other careers than project management, but see value in learning some of the methods, processes, and "tools of the trade" that help project managers complete the agreed-upon scope of a project on-time and on-budget. In this class we will learn project management as a set of disciplines you can bring into other jobs (particularly related to instructional design) to help you be more successful in your chosen career.

In other words, instead of focusing on a project management process which you will be expected to follow from beginning-to-end, we will study individual tools of project management (especially agile project management), and learn how they can be used alone or in conjunction with each other to help your projects or other assignments be more successful.

By the end of this course you will be able to apply the skills of agile project management to your professional work responsibilities.

Materials

| Item | Price (new) | Price (used) |
|--|-------------|--------------|
| <p><u>Brilliant Agile Project Management - Required</u> by Cole, Rob; Scotcher, Edward</p> | | |



MAKING THINGS HAPPEN (UPD)_ (P) - *Required*
by BERKUN

Learning Outcomes

Diagnose

Diagnose points of needed intervention in project situations, especially in circumstances where projects usually fail.

Organize/Plan

Organize project or project-like situations, using techniques inspired by the agile approach, to help maximize productivity or minimize risk.

Make Progress

Apply the techniques of agile project management (or similar, lightweight approaches to PM) in the day-to-day situations where progress on your projects is made.

Communicate

Communicate needed messages to stakeholders and project team members, using documentation and reporting tools inspired by the agile methodology.

Manage Risk

Appropriately intervene in project situations to minimize the effects of unavoidable risk.

Grading Policy

This course is primarily project-based. You will complete short field experiences as well as implement project management tools in your own responsibilities (personal or professional). Field experiences will be due regularly; late submission will result in a 20% loss of points after other grading is complete. Milestones on your project will also be due at regular intervals; if you show up and have something to discuss you will receive full-credit for that milestone.

Given the nature of project work, this can be both a positive and a negative. The positive is that you will receive hands-on, practical experience implementing the skills we learn in-class. The negative can be that circumstances outside your control may impact your deadlines or the quality of the work you can submit.

Now, even situations such as these can be positive if your goal for the class is to learn from both successes and failures. But the negative is that it might impact my ability to create an orderly and predictable schedule (meaning, are you someone who wants to know on the first day of class exactly the dates everything will be due, and the precise instructions for every assignment). In a class like this, such

order and predicability are impossible. I, as the instructor, reserve the right to change any aspect of this course (including but not limited to assignments, readings, due dates, topics of class meetings) at any time for any reason.

To compensate, I can assure you that it is my goal that you have a successful experience in this class. I'm not looking to trap you into a bad grade. If due dates for assignments are adjusted, they will be adjusted back and not forward. If instructions change, they will be communicated clearly and at the beginning of every unit. Some assignments may also be combined or eliminated in favor of other work; in these cases instructions will also be communicated at the beginning of every unit.

Finally, the nature of this class also impacts my ability to create detailed assessment rubrics. I hope as you become clearer on what you want to get out of the course that you will discuss assignment instructions with me and negotiate to make sure they meet your long-term needs. That obviously means grading rubrics need to be generic and focus on the high-level attributes that should be the expectation of any graduate program.

Attendance Policy

The attendance policy is you need to be in class.

Project management is learned by doing, which, of course, can only take place if you're with us during our classes. I want to accommodate unavoidable absences. But there really isn't a substitute for the lost benefit of working with other students in a mentored environment on whatever was addressed in your absence. Plus, other students will miss out on your contributions to their learning, which is a loss that cannot be replaced.

To help encourage good behavior, there is a small number of points attached to your attendance.

Attendance means being no more than 15 minutes late on the days we meet as a full-class, and no more than 5 minutes during the days we meet in small groups or when we have a guest speaker. It also means that you come prepared having read any chapters due that day.

You can drop one absence without loss of points. If other circumstances come up where you have additional absences, talk to me as soon as possible about options for making up the points (which, depending on the circumstances, may or may not be possible).

Classroom Procedures

This class is taught using a studio method, meaning that much of our class time will be spent working on activities or your own projects as a means to learning the knowledge and skills of project management.

Needed lecture will also be done in the context of analyzing real examples of project management skills and artifacts, just-in-time as a topic becomes useful to our on-going exploration of the field.

The class is divided into four units, each following a similar pattern:

- Week 1 - introduction of concepts, activities, guest speakers, etc.;
- Week 2 - Report on field experiences, activities, continued discussion, work on project milestones;
- Week 3 - Attend class in small groups (to be assigned) for more intensive feedback and discussion on your projects.

You will be expected to show your works-in-progress, even if they are incomplete, to receive feedback from other students, the instructor, or invited guests. You are also expected to give feedback to other students and the instructor in a kind, but direct, manner.

I also hope you will comment on, and ask questions about, how what you are learning in other courses helps us better understand what we are learning in this course.

Grading Scale

| Grades | Percent |
|--------|---------|
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Assignments

Assignment Descriptions

Project milestone - diagnose

Jan
24

Due: Wednesday, Jan 24 at 1:30 pm

Project milestones are meant to help you make progress on your semester project. Ultimately you will compile all your milestones (updated with any feedback you receive from the instructor or other students) into your final project submission and presentation.

You will receive credit for your milestone just for turning in your best work by the deadline, so you can come to class and receive feedback. When your final project is submitted you will be judged by the criteria outlined in the project rubric.

For this milestone you will:

- Identify the professional or personal project(s) you want to use as the foundation of your analysis throughout the semester;
- Using the concepts we discuss in class, diagnose likely points of failure that could prevent you from completing it/them successfully;
- Add to your analysis anything else your judgment or past experience tells you is a possible point of failure.
- This assignment should be approximately three pages, double-spaces, 12-point font.

Field experience - organize/plan

Feb
07

Due: Wednesday, Feb 07 at 1:30 pm

Field experiences are meant to help you observe how professionals in the field apply the skills we're learning in-class. For each experience you will either be given some materials to analyze, or observe a project manager at work. You will then write about a 2-page paper summarizing and analyzing your experience.

For this assignment, you will review a project's documentation and analyze how it does or does not implement the organization/planning tools we're learning. More specific guidelines will be discussed in class.

Project milestone - organize/plan

Feb
14

Due: Wednesday, Feb 14 at 1:30 pm

Project milestones are meant to help you make progress on your semester project. Ultimately you will compile all your milestones (updated with any feedback you receive from the instructor or other students) into your final project submission and presentation.

You will receive credit for your milestone just for turning in your best work by the deadline, so you can come to class and receive feedback. When your final project is submitted you will be judged by the criteria outlined in the project rubric.

For this milestone you will use the planning tools we learned in class to organize your project(s), and report your experience. This assignment should be between 3-4 pages, and will likely include other artifacts than only writing (e.g. timelines, pictures of your burn-down board).

(note: if the nature of your earlier project(s) is such that you need to change throughout the semester you are free to do so. But you will need to complete at least a simplified version of the identify/diagnose assignment for any changes you make so I have the proper context to evaluate your work.)

Field experience - make progress

Feb
28

Due: Wednesday, Feb 28 at 1:30 pm

Field experiences are meant to help you observe how professionals in the field apply the skills we're learning in-class. For each experience you will either be given some materials to analyze, or observe a project manager at work. You will then write about a 2-page paper summarizing and analyzing your experience.

For this assignment, you will observe a project manager (of your choice) and analyze how well he/she implements the skills of making progress that we're learning. More specific guidelines will be discussed in class.

Project milestone - make progress

Mar
07

Due: Wednesday, Mar 07 at 1:30 pm

Project milestones are meant to help you make progress on your semester project. Ultimately you will compile all your milestones (updated with any feedback you receive from the instructor or other students) into your final project submission and presentation.

You will receive credit for your milestone just for turning in your best work by the deadline, so you can come to class and receive feedback. When your final project is submitted you will be judged by the criteria outlined in the project rubric.

For this milestone you will use the tools we learned in class to help you make progress on your project(s) for 2-3 weeks. You will then report on questions such as:

- What you did
- What went well (according to plan)
- What could be improved (what didn't go according to plan)
- Specific changes that could improve your plan
- What lessons you learned
- This assignment should be about 3 pages, double-spaced, 12-point font.

(note: if the nature of your earlier project(s) is such that you need to change throughout the semester you are free to do so. But you will need to complete at least a simplified version of the identify/diagnose assignment for any changes you make so I have the proper context to evaluate your work.)

Field experience - communicate

Mar
21

Due: Wednesday, Mar 21 at 1:30 pm

Field experiences are meant to help you observe how professionals in the field apply the skills we're learning in-class. For each experience you will either be given some materials to analyze, or observe a project manager at work. You will then write about a 2-page paper summarizing and analyzing your experience.

For this assignment, you will observe a project manager (of your choice) and analyze how well he/she implements the skills of communication that we're learning. More specific guidelines will be discussed in class.

Project milestone - communicate

Mar
28

Due: Wednesday, Mar 28 at 1:30 pm

Project milestones are meant to help you make progress on your semester project. Ultimately you will compile all your milestones (updated with any feedback you receive from the instructor or other students) into your final project submission and presentation.

You will receive credit for your milestone just for turning in your best work by the deadline, so you can come to class and receive feedback. When your final project is submitted you will be judged by the criteria outlined in the project rubric.

For this milestone you will use the tools we learned in class to help you communicate your project(s) to necessary stakeholders. Your submission should address issues such as:

- Who are the stakeholders you should be communicating with;

- What their communication needs/wants are;
- What kind of communication has already happened on your project(s), and the results of those communications;
- What lessons you learned from communicating with these stakeholders;
- Create a plan for appropriate communication with stakeholders as you move forward in this or future project(s).
- This assignment should be between 3-4 pages, double-spaced, 12-point font.

(note: if the nature of your earlier project(s) is such that you need to change throughout the semester you are free to do so. But you will need to complete at least a simplified version of the identify/diagnose assignment for any changes you make so I have the proper context to evaluate your work.)

Field experience - manage risk

Apr
11

Due: Wednesday, Apr 11 at 1:30 pm

Field experiences are meant to help you observe how professionals in the field apply the skills we're learning in-class. For each experience you will either be given some materials to analyze, or observe a project manager at work. You will then write about a 2-page paper summarizing and analyzing your experience.

For this assignment, you will observe a project manager (of your choice) and analyze how well he/she implements the skills of managing risk that we're learning. More specific guidelines will be discussed in class.

Project milestone - manage risk

Apr
18

Due: Wednesday, Apr 18 at 1:30 pm

Project milestones are meant to help you make progress on your semester project. Ultimately you will compile all your milestones (updated with any feedback you receive from the instructor or other students) into your final project submission and presentation.

You will receive credit for your milestone just for turning in your best work by the deadline, so you can come to class and receive feedback. When your final project is submitted you will be judged by the criteria outlined in the project rubric.

For this milestone you will use the tools we learned in class to help you manage risk on your project(s). Use the following questions to guide your risk management and reporting of your experience:

- How many of the possible points of failure you identified earlier actually happened to you?
- What else happened that you didn't anticipate?
- What did you do to address failures/setbacks you experienced?
- What did you learn from your attempts to manage risk?
- Based on what you've learned about managing risk, create a risk management plan that will help you better address these setbacks in the future.
- This assignment should be about 3 pages, double-spaced, 12-point font.

(note: if the nature of your earlier project(s) is such that you need to change throughout the semester you are free to do so. But you will need to complete at least a simplified version of the identify/diagnose assignment for any changes you make so I have the proper context to evaluate your work.)

Attendance

Apr
18

Due: Wednesday, Apr 18 at 11:59 pm

Final project/presentation

Apr
25

Due: Wednesday, Apr 25 at 11:00 am

The final project will consist of two parts. First, you will collate all your project milestones into a single report that responds to the feedback you received from your instructor and other students throughout the semester. Second, you will present your lessons learned in a 10-12 minute presentation during the final exam period. Your presentation should also include enough background on your project(s) to help others understand the context of the lessons you report. You can discuss any lessons you learned throughout the semester. The following suggestions are provided to help you brainstorm what might be most valuable to you.

- How to use project management processes
- Good habits to develop when implementing PM techniques
- Things that can go wrong in projects
- Things that can go right in projects
- How to deal with failure/setbacks
- Handling constraints
- Communication

University Policies

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing

grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Schedule

| Date | Outcome/focus | Class activities | Readings/Assignments Due |
|--------------------|---------------|--|-------------------------------------|
| Week 1 | | | |
| W Jan 10 Wednesday | Diagnose | Syllabus review, introduction to key concepts, practice activities, prep and planning for next milestone w/ individual feedback. | |
| Week 2 | | | |
| W Jan 17 Wednesday | Diagnose | Field trip and discussion of experience, activities, project work w/ individual feedback. | Readings: APM 1 MTH 1, 2 |
| Week 3 | | | |
| W Jan 24 Wednesday | Diagnose | In-class feedback on milestone(s). | Project milestone - diagnose |
| Week 4 | | | |
| W Jan 31 Wednesday | Organize/plan | Guest speaker - Mike Johnson CTL, introduction to key concepts, discussion of readings, practice activities, prep and planning | Readings: APM 2, 3 MTH 3, 4 |

| | | | |
|--------------------|---------------------------|--|--|
| | | for next milestone w/ individual feedback. | |
| Week 5 | | | |
| W Feb 07 Wednesday | Organize/plan | Report of field experience, discussion, activities, project work w/ individual feedback. | Field experience - organize/plan |
| Week 6 | | | |
| W Feb 14 Wednesday | Organize/plan | In-class feedback on milestone(s). | Project milestone - organize/plan |
| Week 7 | | | |
| T Feb 20 Tuesday | Monday Instruction | | |
| W Feb 21 Wednesday | Make progress | Guest speaker - Dallas Petersen Lucidsoftware, introduction to key concepts, discussion of readings, practice activities, prep and planning for next milestone w/ individual feedback. | Readings: APM 4, 5, 6 |
| Week 8 | | | |
| W Feb 28 Wednesday | Make progress | Report of field experience, discussion, activities, project work w/ individual feedback. | Field experience - make progress |
| Week 9 | | | |
| W Mar 07 Wednesday | Make progress | In-class feedback on milestone(s). | Project milestone - make progress |
| Week 10 | | | |
| W Mar 14 Wednesday | | | |

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|--------------------|-------------|---|--|
| | Communicate | Guest speaker - Nate Allred AllenComm, introduction to key concepts, discussion of readings, practice activities, prep and planning for next milestone w/ individual feedback. | Readings: MTH 9, 10, 12, 16 |
| Week 11 | | | |
| W Mar 21 Wednesday | Communicate | Report of field experience, discussion, activities, project work w/ individual feedback. | Field experience - communicate |
| Week 12 | | | |
| W Mar 28 Wednesday | Communicate | In-class feedback on milestone(s). | Project milestone - communicate |
| Week 13 | | | |
| W Apr 04 Wednesday | Manage risk | Guest speaker, introduction to key concepts, discussion of readings, practice activities, prep and planning for next milestone w/ individual feedback. | Readings: APM 7 MTH 11, 14, 15 |
| Week 14 | | | |
| W Apr 11 Wednesday | Manage risk | Report of field experience, discussion, activities, project work w/ individual feedback. | Field experience - manage risk |
| Week 15 | | | |
| W Apr 18 Wednesday | | | Attendance |

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|--------------------|--------------------------|------------------------------------|--|
| | Manage risk | In-class feedback on milestone(s). | Project milestone - manage risk |
| Week 16 | | | |
| W Apr 25 Wednesday | Final Exam 11am - 2pm | | Final project/presentation |