Principles of Project Management
University College, BUS 324, Sec 01
Tuesday, 6:00 PM
Spring ’19

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314-952-7425
Office hours upon request

Please email as the first option of communication. Skype calls can be arranged quickly. Meetings in Clayton or on campus are available with three-day notice.

Course Description
This course will teach skills and competencies to successfully plan and control business projects. The course covers the tools and processes that comprise the ten knowledge areas of project management as well as the leadership and interpersonal skills necessary to effectively manage project teams.

Students will learn to manage project cost, time, risks and resources to successfully deliver projects on time and within budget and scope.

The course aligns with the Project Management Institute’s PMBOK® and will offer optional lessons and resources for students who wish to pursue PMP certification.

Course Goals
Students who complete this course successfully will be able to:

- Understand key terminology used to describe and execute a business or technology project
- Identify key aspects of a business project and produce foundational documents for a new project
- Successfully initiate, plan, execute and close a project by following best practices
- Communicate effectively with stakeholders, project manager and project team

Required Texts, Materials, or Equipment

Required textbook:

Successful Project Management – seventh edition
Gido/Clements/Baker

- Optional reference for students who wish to pursue PMI certification:
  A Guide to the Project Management Body of Knowledge
  PMBOK® Guide–Sixth Edition
The PMBOK Guide is available online through Amazon or PMI.ORG
All classroom materials will be shared through OneDrive
Students will be required to use Word and Excel to complete assignments.

Daily Work/Homework
Students will be required to read a chapter of the textbook before each class and will complete exercises and writing assignments at various points.

Major Assignments: Descriptions
Major assignments will be broken into smaller writing assignments for completing templates for a project management plan. Students will produce a project plan for a project they select from a source list.

Class Participation
Class participation is a fundamental component of this class, as communication is a fundamental skill of project managers. Classes will be interactive inviting students to white board exercises, Q&A sessions and brief presentations. Classes will typically conclude with round-robin Q&A which cover weekly topic and provide insight and practice to students considering certification exams.

Interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Students are encouraged to speak to instructor, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

Course Grading
Grades will be compiled through a variety of assignments and inputs. Extra credit assignments will allow students to raise grades by submitting optional documents.

Explanation of Grading System
- In-class quizzes: 10% of total grade
- Mid-term: 20% of total grade
- Writing assignments: 20% of total grade
- Project plan: 10% of total grade
- Final exam: 40% of total grade
- Extra credit papers: 20% boost over 4 assignments

Standard Grade Cutoffs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cutoff</th>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
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<tr>
<td>C</td>
<td>70%</td>
</tr>
</tbody>
</table>

Course Policies and Information for Students

INCLUSIVE LEARNING ENVIRONMENT STATEMENT
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

1. ATTENDANCE POLICY
   Attendance is required but exceptions are made with advance notice and agreement. Class quizzes and participation for missed classes will not be made up. Students who miss more than 20% of schedule will be required to meet with instructor in order to complete the class.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS
   Extensions are granted in advance of due dates with mutual agreement.

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES
   Mid-term and Final exams can be rescheduled as mutually agreed in advance of exams. Quizzes will not be made up and students who wish to reclaim those grades will be able to complete optional writing assignments.

4. REGRADING POLICY
   Regrading exceptions may be requested.

5. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE
   Feedback on drafts will be provided if the student submits drafts with sufficient advanced notice (generally 3 days).

6. TECHNOLOGY POLICIES: Laptops, tablets and phones will benefit the student in class with search capabilities, access to web resources and mobile app downloads. These technologies are encouraged but not required for classroom.

7. ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the
course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

**Resources for Students**

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with your instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. <The Engineering Communication Center http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx> offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.>

3. **THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS,** with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. **ACCOMMODATIONS BASED UPON SEXUAL ASSAULT:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to
Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.
## Preliminary Schedule of Topics, Readings, and Assignments

Class meets on Tuesdays at 6:00 PM

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topics/Assigned Readings/Homework</th>
<th>Major Assignments and Deadlines</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/15/2019</td>
<td>Introduction to projects—concepts, tools and resources. The Project Management Plan. Stakeholders.</td>
<td>✓ Research “Project Manager” openings on Indeed.com</td>
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<td>✓ Search GooglePlay or iTunes store for “PMP”</td>
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<td>2</td>
<td>1/22/2019</td>
<td>Project Management Concepts Textbook: Chapter 1 PMBOK: Integration Define essential terms, definitions, roles and tools.</td>
<td>✓ Read Chap 1 before class</td>
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<tr>
<td>3</td>
<td>1/29/2019</td>
<td>Role of the Project Manager Textbook: Chapter 10 PMP/CAPM certifications, Communications, Analysis, Planning and Control</td>
<td>✓ Read Chap 10 before class</td>
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<tr>
<td>4</td>
<td>2/5/2019</td>
<td>Initiation: the Project Charter Textbook: Chapter 2 PMBOK: Scope Empower the Project Manager; framework for success</td>
<td>✓ Read Chap 2 before class</td>
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</table>
| 5  | 2/12/2019    | Developing Project Proposals Textbook: Chapter 3 Return on Investment, Project Selection, Discretionary projects | ✓ Submit Project Charter  
  ✓ Read Chap 3 before class                                      |
| 6  | 2/19/2019    | Defining Scope and create Scope Baseline Textbook: Chapter 4 PMBOK: Scope Planning Creating work breakdown structures and activity list | ✓ Read Chap 4 before class                                         |
| 7  | 2/26/2019    | Developing the Project Plan Textbook: Chapter 5 PMBOK: Time Activity resources and durations | ✓ Submit Work Breakdown Structure paper  
  ✓ Read Chap 5 before class                                      |
| 9  | 3/12/2019    | Spring Break - Aloha!                                                                            | ✓                                                                   |
| 10 | 3/19/2019    | Managing Resources Textbook: Chapter 6 PMBOK: Procurement RACI Diagrams, Resource leveling, Outsourcing | ✓ Mid-term exam: 60 Minutes  
  ✓ Read Chap 6 before class                                      |
<p>| 11 | 3/26/2019    | Managing Cost and Earned Value Textbook: Chapter 7 PMBOK: Cost                                   | ✓ Read Chap 7 before class                                         |</p>
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<tr>
<th></th>
<th></th>
<th>Determine project budget, calculate Earned Value and other metrics, recast budget</th>
</tr>
</thead>
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| 12 | 4/2/2019 | Progress reporting and Communications  
Textbook: Chapter 12  
PMBOK: Communications  
Reports and meetings, tools and technologies for communication  
☑️ Read Chap 12 before class |
| 13 | 4/9/2019 | Managing Risk  
Textbook: Chapter 8  
PMBOK: Risk  
Using a Risk Register, Mitigation and transfer of risk, Manage reserves  
☑️ Submit Communication Management Plan  
☑️ Read Chap 8 before class |
| 14 | 4/16/2019 | Acquire and Manage the Project Team  
Textbook: Chapter 11  
PMBOK: Resource  
Negotiation, teambuilding, training and conflict resolution  
☑️ Read Chap 11 before class |
| 15 | 4/23/2019 | Identify and manage Stakeholders/Environment and Organization  
Textbook: Chapter 13  
PMBOK: Stakeholder  
Stakeholder analysis tools, communications methods  
☑️ Read Chap 13 before class |
| 16 | 4/30/2019 | Closing a Project  
Textbook: Chapter 9  
PMBOK: Closure  
Formal closure documents, contract closure, sponsor sign-off and updating lessons learned  
☑️ Submit Project Plan.XLS  
☑️ Read Chap 9 before class |
| 17 | 5/7/2019 | Wrap-up and Final Exam  
☑️ Final Exam: 60 Minutes |