THE AMERICAN UNIVERSITY
School of Public Affairs

PUAD-617-002 - Project Management   Dr. René W. Aubourg
Fall 2011 semester   Office: Ward 348
Class meetings: Mondays, 8:10 - 10:40 pm   Office Phone: (202)885-2372
Classroom: Ward 204   Office Hours: M: 6:30 - 8 pm, T: 3 - 5 pm,
E-mail: aubourg@american.edu   TH: 5:30 - 8 pm

Course Objective

The purpose of this course is to lay the foundation for a solid understanding of project management concepts and principles and to familiarize students with the complexity and challenge of managing public or private projects with tight schedules and limited resources. Students will gain a sound understanding of project management concepts and principles by applying relevant tools and techniques and by making extensive use of case studies and simulation exercises to assimilate that knowledge.

Learning Outcomes

By the end of the course, students should be able to apply with a reasonable level of confidence the following tools and techniques of effective project management:
- objective setting and project design,
- planning, scheduling, and budgeting,
- progress control and monitoring, and
- risk assessment and management.

They will also develop a better appreciation for the critical role that human resources skills play in ensuring timely and successful project completion.

Course Approach

This course will take a comprehensive and systematic view of project management by addressing both technical (engineering) and social (human resources/managerial) aspects. The course philosophy is to enable the development of effective project management skills by focusing on understanding concepts, theories, and principles, and by developing critical thinking and sound management skills. This is not a recipe course where all you have to do is to follow a checklist, nor is it a course on teaching you to become proficient in using project management software. However, in several instances, especially when covering the technical/engineering side of project management, I will show you how techniques such as project scheduling and earned value analysis can be readily implemented using software applications such as Microsoft Project. There is much more to project management than knowing how to use a software package.

Required Textbooks

Gray, Clifford F. and Erik W. Larson. 2011. Project Management: The Managerial Process. 5th edition. McGraw-Hill Irwin Publishers.

Learning Methods

Class sessions will typically consist of lectures, class discussions, case study analysis, and in-class problem solving. The assigned readings from the required textbook will provide the structure for the course but the lectures will not necessarily follow them in a strict sense. At times, I will draw from my own experience and from other sources such as the supplemental readings to complement reading materials from the textbook. The role of the lectures is to clarify, reinforce, and complement certain aspects of the reading materials. What this implies is that in order to take full advantage of the lectures, you must complete the reading assignments before attending class.

Please note that it is imperative that you bring the textbook to class so that we can do the exercises at the end of the chapters.

Blackboard

I will be posting various assignments and documents on the Blackboard web site. Please make sure that your AU computer/email account is configured to access Blackboard and receive emails.

Your Responsibility

Your participation in class discussions and exercises is vital to the learning process. Effective class participation requires that you do the assigned readings beforehand so that you come to class ready to offer solutions. Participation will be therefore a component of your overall grade for the class. If you miss a class you are responsible for acquiring the information missed as a result of your absence. Moreover, assignments must be submitted when due even if the student will be absent from class on the due date. Three or more unexcused absences will result in a failing grade.

Evaluation

Assessment of performance leading to the final grade is based on a combination of the following components:

Case studies/take-home assignments	30%
Mid-term Exam	35%
Group project	30%
Class participation and un-graded homework practice sets	5%
Total	100%

- Case study assignments should be submitted individually in the form of a memo. Guidelines for submitting memos are provided at the end of the syllabus.
- Guidelines for the group project will be distributed in class midway through the course.

Grading Scale

94 and above	A	Excellent
90-93	A-	Very Good
87-89	B+	Good
84-86	B	Acceptable
80-83	B-	Needs significant improvement
77-79	C+	
74-76	C	

Academic Integrity

I am a fervent supporter of collaborative endeavors. Therefore, I strongly encourage that you help each other understand the class lectures and assigned readings by setting up informal discussions and study groups where information is shared, in particular with regard to solving the un-graded homework assignments provided at the end of each class. This will help you better master concepts and principles covered in class.
However, everything else except for the group project which is a team assignment must reflect individual work and individual work alone. For your information, I have reprinted below the following excerpts taken from pages 5 and 6 of the university's academic integrity code for standards regarding academic conduct in matters related to the following violations:

- **Plagiarism**
" To plagiarize is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else's wording without using quotation marks – a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used."

- **Dishonesty in examinations (in-class or take-home)**
" An examination is to be solely a student's own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aids or notes without explicit permission. Cheating includes, but is not limited to, copying from another's paper; giving unauthorized assistance; obtaining unauthorized advance knowledge of questions to an examination; or use of mechanical or marking devices or procedures for the purpose of achieving false scores on machine graded examinations."

- **Dishonesty in papers**
" Students are prohibited from submitting any material prepared by or purchased from another person or company. All papers and materials submitted for a course must be the student's original work, unless the sources are otherwise cited."

<div align="center">

Course Outline

Managerial Aspects of Project Management

</div>

August 29   Understanding Project Management
Leadership: Being an Effective Project Manager
<u>Reading:</u>
Textbook: chapters 1 and 10
Youker Robert. "Managing the Project Cycle for Time, Cost, and Quality: Lessons from World Bank Experience." *Project Management*. Vol. 7, no. 1. February 1989 (available on Blackboard).

September 12   Organization Strategy and Project Selection
<u>Reading:</u>
Textbook: chapter 2
Smith William E. "A Power Framework for Project Management". In World Bank Institute. *Managing the Implementation of Development Projects*. A Resource Kit on CD-ROM for Instructors and Practitioners. 2006 (available on Blackboard).
EXCEL Computer Lab

September 19   Organization Structure and Culture
International Projects
<u>Reading:</u>
Textbook: chapters 3 and 15
Project Management Institute. *A Guide to the Project Management Body of Knowledge*. *3rd Edition*. 2004, chapter 2 (Project Life Cycle and Organization) available on electronic reserves.
Youker Robert. Organizational Alternatives for Project Managers. *Project Management Quarterly*. Vol. VIII, no.1, March 1977 (available on Blackboard).

September 26   Managing Project Teams
<u>Readings</u>
Textbook: chapter 11
Kerzner, Harold. *Project Management: A Systems Approach to Planning, Scheduling and Controlling*. 8th edition. John Wiley & Sons. 2003, chapter 7 (Conflicts) available on electronic reserves.
Verma, Vijay K. *Human Resource Skills for the Project Manager*. *The Human Aspects of Project Management*. *Vol. 2*. Project Management Institute. 1996, chapter 3 (Understanding Conflict) available on electronic reserves.
Wilemon, David L. and Bruce N. Baker. Some Major Research Findings Regarding the Human Element in Project Management. *Project Management Quarterly*. March 1977, pp. 34-40 (available on Blackboard).
Gadeken, Owen C. "Project Teams for the 21st Century: Myths vs. Realities." In World Bank Institute. *Managing the Implementation of Development Projects*. A

Resource Kit on CD-ROM for Instructors and Practitioners. 2006 (available on Blackboard).
Thamhain Hans J. and David L. Wilemon. "Team Building in Project Management. 1998." In World Bank Institute. *Managing the Implementation of Development Projects*. A Resource Kit on CD-ROM for Instructors and Practitioners. 2006 (available on Blackboard).

Technical Aspects of Project Management

October 3   Defining the Project
               Reading:
               Textbook: chapter 4
               Crosby, Benjamin L. *Stakeholder Analysis: A Vital Tool for Strategic Managers*.
               Technical Notes. A publication of USAID's Implementing Policy Change
               Project. March 1991 (available on blackboard).
               Grimble, Robin. 1998. *Stakeholder Methodologies in Natural Resource Management*: *Best Practice Guidelines*. Natural Resource Institute. The
               University of Greenwich (available on blackboard).
               BOND Networking for International Development. *Logical Framework Analysis*.
               Guidance Notes no. 4. 2003 (available on blackboard).
               European Commission. *Project Cycle Management: Manual*. March 2001,
               pp. 1-38 (available on blackboard).

October 10   Developing a Project Plan
               Reading: Textbook: chapter 6

October 17   Developing a Project Plan (continued)
               Microsoft Project Computer Lab # 1

October 24   Estimating Project Times and Costs
               Reading: Textbook: chapter 5

October 31   **Midterm Exam**

November 7   Managing Risk
               Reading:
               Textbook: chapter 7

November 14 Scheduling Resources and Costs
               Reading:
               Textbook: chapter 8
               Microsoft Project Computer Lab # 2

November 21 Scheduling Resources and Costs
           Reading:
           Textbook: chapter 8

November 28 Progress and Performance Measurement and Evaluation
           Reading:
           Textbook: Chapter 13
           Microsoft Project Computer Lab #3

December 5   Progress and Performance Measurement and Evaluation (continued)
           Reading:
           Textbook: Chapter 13

December 12 Group project Presentation

Schedule of Take-Home/Case Study Assignments

First take-home assignment   Due date: September 26

Second take-home assignment   Due date: November 21

Group project reports   Due date: December 12

Important Notice:

- Take-home assignments involve analyzing a large case study and submitting recommendations using a memo format, and solving several problems and exercises.
- Take-home assignments are due at the beginning of the class at the scheduled date.
- For the team assignment, all contributors to the collective assignment will receive the same grade.

Guidelines for Case Study Assignments

Grading

Memos regarding case study assignments will be graded based on the following criteria which will be weighted equally:
- Organization: the presentation of the case must be well articulated and easy to follow.
- Clarity: ideas conveyed must be concise, precise, and persuasive.
- Critical Thinking: sound judgments of the situation analyzed must be demonstrated.
- Incorporation of Course Content: the memo must integrate principles and concepts covered in class.
- Soundness of Recommendations: your recommendations must be pertinent in light of your analysis.

General Guidelines for Submitting Memos

- Overall length of text: No more than three pages single-spaced. Tables and figures must be presented in the appendix.
- Use standard memo format (i.e., To, From, Subject, Date)
- Start by establishing the purpose of the memo in the first paragraph.
- Then turn to the analysis of the situation. Answer specifically the questions being asked by drawing from concepts and principles covered in class and using critical thinking pertinent to the case in question. Do not spend time rehashing the facts from the case. Use headers to separate sections if necessary.
- Finally make recommendations, when appropriate, in a crisp manner.