PubH 7200 Section 112 Course #88045

Project Management Fundamentals
May Session 2017

Credits:	1.0
Meeting Days/Times:	June 5 9:00 am – 12:00 pm
	June 6, 7, 9 8:00 am – 12:00 pm
Meeting Place:	Blegen Hall – Room 220
Instructor:	Sue Borowick, MA
	Executive Director, Professional Development and LearningLife
	CCE Continuing Professional Education
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	Room 352A Ruttan Hall
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Office Hours:	By appointment

I.   Course Description

This course focuses on two essential skill sets that support effective project management in an organizational setting:

1. Foundational project management processes and tools that support phases in the lifecycle of a project, including project initiation, planning, execution, control, and closing.

2. Effective communication and interpersonal skills that support the management of a project, including team and stakeholder relationships and communication.

The course will be valuable for program and project managers, project coordinators, project planners, team supervisors, and project team members who need a common language and skill set of project management processes and related communication skills. Participants are invited to bring individual projects to the course. These will be used as the basis for case studies and other exercises, allowing participants to immediately apply what they are learning, as well as receive feedback from the instructor and their fellow participants. Projects may be either professional (related to the participant's work or academic career) or personal (e.g., planning an event or remodeling project).

Competencies

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

3. Communication Skills
   3.7 Facilitates communication among individuals, groups, and organizations

7. Financial Planning and Management Skills
   7.11 Manages programs within current and projected budgets and staffing levels (e.g., sustaining a program when funding and staff are cut, recruiting and retaining staff)
   7.15 Develops performance management systems (e.g., using informatics skills to determine minimum technology requirements and guide system design, identifying and incorporating performance standards and measures, training staff to use system)
   7.16 Uses performance management systems for program and organizational improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting Healthy People objectives, sustaining accreditation)

II.   Course Prerequisites

None

III. Course Goals and Objectives

At the conclusion of this course, participants will be able to:

- Differentiate a project from a process.
- Describe the role of a project manager.
- Identify other key project roles, including project sponsor, project stakeholder, and project client/customer.
- Define key terms related to project management.
- Explain why effective project management is essential to the success of an organization.
- Describe different types of projects (internal vs. external, single customer vs. multiple customer, etc.) and how they impact project communications.
- Define the 5 phases of a project, and list the key activities that take place in each phase.
- Select and apply relevant tools to each of the 5 project phases.
- Develop a communications plan to support a project.
- Develop strategies to control change during a project.

IV. Methods of Instruction and Work Expectations

In this course we will use a variety of teaching methods and strategies, including:

- Lecture
- Small and large group discussion
- Case study analysis
- Team projects and presentations
- Written assignments

You will benefit most if you are able to apply concepts and skills covered in class to the sample projects you bring to be used as the basis for exercises and activities. Be prepared to discuss a current project from your organization with the class, including an overview of the project, project management practices currently in use in your organization, and issues or challenges facing the project team. If you are not currently involved in a project, you will be able to pair up with another class member who does have a "live" example.

You'll use a Moodle site to post written assignments throughout the course. Assignments will include developing the following artifacts:

- Stakeholder analysis
- Project charter

- Project task list
- Project timeline
- Project communication plan
- Final presentation, including personal reflections/action plan

During the last class meeting, you will give an individual or small team presentation on your organization's current project management issues, as well as the practices you recommend be implemented by your organization based on your experience with this course. Details on the presentation will be provided during our first class session.

V. Course Text and Readings

The required readings are open educational resources, available for free by clicking on the links provided in the syllabus and on the course Moodle site. Optional readings are available either as PDF documents on the Moodle site, or through the UMN Library, which can also be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Required Texts:

- Project Management Open Resources and TAP-a-PM, Project Management Skills for All Careers (2012), Edition 2, January, 2012, Creative Commons Attribution 3.0 (http;//creativecommons.org/licenses/by/3.0). Full text available at http://textbookequity.org/oct/Textbooks/ProjectManagementforAllCareersEdition2.pdf

- Barron, A. and Barron,M., Project Management for Scientists and Engineers (2011), PDF generated February 3, 2011, Creative Commons Attribution 3.0 (http;//creativecommons.org/licenses/by/3.0). Full text available at http://textbookequity.org/oct/Textbooks/Barron_pmscieng.pdf

Recommended Texts:

- Dearman, C., Harris, J., Roussel, L., and Walters, S., eds., Project Planning and Management: A Guide for CNLs. DNPs, and Nurse Executives (2011), Jones & Bartlett Learning, LTD.

- Project Management Institute, A Guide to the Project Management Body of Knowledge (PMBOK® Guide)—Fifth Edition (2013), Project Management Institute, Inc.

- Springer, M., Project and Program Management: A Competency-Based Approach (2010), Purdue University Press

VI. Course Outline/Weekly Schedule

Assigned and optional readings, tools, and assignment templates and instructions are available on the Moodle site.

Section	Topics	Assignments
Pre-course Assignment		Be prepared to discuss a current or recent project from your organization with the class, including an overview of the project, project management practices currently in use in your organization, and issues or challenges facing the project team.

Day 1		
Introduction	Introductions Student Objectives Course Overview	
Project Management Overview	Definition and characteristics of a project History of project management Benefits of project management Project roles and responsibilities Skills and competencies for project managers Phases of a project	
Day 2		
Project Life Cycle	Key activities, focus, and challenges for each phase Politics and organizational culture	
Project Initiation / Start-up	Sources of projects Stakeholder identification Project team selection Initial project scope Requirements gathering Project charters	Stakeholder analysis Project charter
Project Planning	Inputs to the planning phase Task planning Schedule planning Resource planning Risk identification Quality planning Communication planning Project plans	Project task list Project timeline
Day 3		
Project Execution	Resource allocation Quality assurance Issue management Change requests Project communication and reporting	Communications plan
Monitoring and Controlling	Tracking, reviewing, and reporting overall project progress Assessing team performance Assessing project performance Project communication and reporting	

Day 4		
Project Closure	Business level actions Project level actions Individual level actions	
Final Presentations	Individual/team presentations	Presentation (PowerPoint is preferred)

VII. Evaluation and Grading

This course is offered S/N

- Class participation (25 points, 25% of grade)
- Course assignments (50 points, 50% of grade)
- Day 4 final presentation (25 points, 25% of grade)

Participation in all 4 days of the course is required for a satisfactory grade. Extenuating circumstances, such as personal health issues, may be considered at the discretion of the instructor.

This course is offered S/N

- **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an N.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's

college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu. **The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class**.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the

University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.
The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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