

University of San Diego  
School of Business Administration

**GSBA 570**  
**Fall 2008**  
**Project/Program Management**  
**Section 1**

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Office Hours: MW 2:00 – 4:00 PM  
M 7:00 -8:00 PM

**Course Description:**

This course provides the student with hands-on experience taking a project from the planning phase through implementation to close-out. Course topics will include work breakdown structures, project scheduling, budgeting, project organizational structure and leadership, project monitoring and control, risk analysis, crisis management, quality assurance, status reporting, and post project evaluation. These project management tools and concepts will be learned by planning and implementing the Thanksgiving House community service project. Students will be challenged to bring the Thanksgiving House project in “on time” and “on budget.”

**Course Objectives:**

This course has two primary sets of objectives: 1) to teach students project-management specific tools and techniques, and 2) to provide students with an environment within which to hone general competencies that will contribute to success in the business world.

***Project-management skills:*** By the end of this course the student will be able to

- Write a Statement of Work (SOW)
- Develop a WBS
- Develop time estimates and a budget for a project (including labor and materials)
- Create a Responsibility Matrix
- Develop a PERT/CPM network diagram for a project using MS Project 2007 or equivalent software
- Assess project risks
- Monitor project status and create a Status Report
- Create a close-out plan
- Develop contingency, safety, and quality assurance plans for a project.

***General competency skills:***

- **Critical Thinking Skills** – The class project will provide students with an opportunity to apply decision tools, frameworks, and past experiences to analyze real problems and risks, in a systematic manner.
- **Interpersonal Communication Skills** – Students will have opportunities to examine their own personal communication styles and to assess their capabilities in numerous one-on-one and team situations. The class project will require

- participants to display good listening skills, empathy, tact, and persuasiveness to accomplish team goals through people.
- **Quantitative Skills** – Scheduling and control methods used in class will require the application of quantitative methods and an understanding of network relationships.
  - **Computer Skills** – Project scheduling and control methods used for the house project will involve the use of spreadsheets and project scheduling software.
  - **Leadership and Teamsmanship Skills** – Every student will be part of at least one team and will have the opportunity to work through challenges and triumphs associated with team activity. Several students will also play leadership roles in various aspects of the project. These leaders will be chosen and evaluated by their peers. An emphasis will be placed on personal reflection about team-related issues, and students will be asked to assess what they have learned from the project experience.
  - **Written Communication and Oral Presentation Skills** – Students will hone their abilities to give project presentations and status reports during class sessions. Students will be evaluated on their abilities to describe project plans, status, and outcomes in a clear, concise, and persuasive manner.
  - **Initiative** – Through hands-on involvement in a real project, students will test their abilities to take action when needed, to make mid-course adjustments in plans, and to recover from unexpected problems. The house project provides a rare educational platform that goes beyond the classroom setting into the actual implementation.
  - **Community Service** – Service to the community is highly valued at the University of San Diego as well as by a growing number of businesses. The project that is central to this course provides a prime example of the kind of contribution that USD encourages. Equally important is the very real personal satisfaction that comes from helping others.
  - **Self Knowledge** – Working closely with others on this renovation project will provide students with opportunities to think about their values, how they operate in team environments, and what they want to achieve in the future.
  - **Diversity Sensitivity** – Working in a culturally diverse community will allow students to learn about and experience some of the problems faced by people of other cultures living in the U.S. Interacting closely with a client(s) of a different culture will help students become sensitive to the needs, feelings, and philosophies of others.

**Course Materials:**

*Microsoft Office Project Management for Dummies*, Nancy Muir, John Wiley and Sons, 2007 (Required)

*The Fast Forward MBA in Project Management*, Eric Verzuh, John Wiley and Sons, 3<sup>rd</sup> ed., 2008 (Required)

**MS Project 2007** – Available on the computers in the USD computer labs; trial versions are downloadable from the Microsoft website; software can be purchased at a significant discount through the USD bookstore.

### **Course Requirements and Student Evaluation:**

The course content will follow the "project life cycle" by working on a project from start to finish. The best way to appreciate the complexities of managing a project and project personnel is through direct experience. The "hands-on" project management experience in this course will be a housing rehabilitation community service project. This year's project will be the eleventh year that students at USD will be undertaking the house renovation project. We have had incredible success with the course and the experience has been rewarding both educationally and personally.

To accomplish this house renovation project, the course is divided into two parts: 1) Planning and implementing the actual renovation work, and 2) Planning and implementing the support activities. There are course deliverables in each of the course parts

To complete the renovation project, the class will function as the overall team for the scope of work undertaken by the class. Within the class, students will determine how they want to organize and manage themselves. Students will work on a variety of teams to accomplish the requirements for the two parts of the course. Each team will plan and manage its renovation work using appropriate project management tools and techniques. In addition, the project manager (or project management team) will create an overall plan encompassing the work plans of all of the teams. This overall project plan must then be coordinated with the other Thanksgiving House team (i.e., another class section) to assure that renovation project can be accomplished within the two work weekends.

Teams will present brief reports and interim deliverables during the semester as the planning process evolves. A status report will be presented in the class meeting between the two work weekends. The project will terminate with a post-project assessment presentation, a "lessons learned" document, the hand-off of the rehabilitated structure to the client, and a celebration.

***Standards of Performance:*** Project success is measured on the basis of schedule and cost: was the project completed on time and was the project completed on budget. Project activities or tasks that run late increase project costs (and hence cause projects to run over budget). This result is inevitable because "catching up" requires some form of expediting (from bringing in additional workers, working people overtime, incorporating use of unplanned equipment, or changing shipping or delivery modes). All of these options will cost more than was originally budgeted. The result is that, even if the schedule delay can be "made up," it will cost more than was originally budgeted.

In this course, there is limited time within which to accomplish the planning and implementation of the project. As a result, staying on schedule is imperative to the project's success. To simulate a real world project, all course deliverables must be submitted on time. Late submissions will incur a "cost" in the form of a grade deduction according to the following schedule.

1 day late	.5 letter grade deduction
2 days late	full letter grade deduction
3 days late	2 letter grade deduction
4 days late	grade of F on the deliverable

A detailed course schedule with due dates is available as an MS Project file available on WebCT.

Much of the work in this course will be team based. Inevitably unexpected events will occur during the semester that may affect a student's ability to meet every deliverable obligation in the course. However, as is the case in a real world project, each team member is responsible for assuring that the work gets done by the due date, therefore, it is each student's responsibility to coordinate with team members to pass on duties and responsibilities as needed to assure that course deadlines are met.

Course grades for the course will be determined on the basis of performance in the following categories:

**Preparation and Participation:** This category is an individual grade component. During each class meeting, some time will be spent discussing the tools and concepts applicable at that point in the project. Information about these tools and techniques is available in the recorded narrated lectures. To be prepared for class, students must have listened to the assigned lecture(s) and be prepared to participate actively during the class discussion period. The participation component will be based on the student's active participation during class sessions, team meetings, and all four days of the two work weekends.

**Planning and implementing the actual renovation work:** This category is a team grade component. Planning the renovation work will require the application of various project management tools and techniques. For each course deliverable in this part of the course, grades will be determined by the team's effective application of the tool as well as by the effective use of the tool to implement and monitor the project's work.

**Planning and implementing the support activities:** This category is a combination of individual and team undertakings. Planning the support activities will require strong organizational and time management skills. For each deliverable in this category, grades will be determined by the completeness of the effort, adherence to deadlines, and cooperation.

Deliverables associated with these three course components are shown in the table below.

<i>Course Component</i>	<i>Grade Contribution</i>	<i>Due Date</i>
<b>Deliverables for Planning and Implementing Renovation Work</b>		
<i>Class Mission and Objectives</i>	25	9/21/08
<i>Class Organizational Structure</i>	25	9/14/08
<i>Team Charters (by work team)</i>	25	9/14/08
<i>Class Charter</i>	25	9/14/08
<i>Project SOW (signed)</i>	25	9/24/08
<i>Hold Harmless Agreement (signed)</i>	25	9/24/08
<i>Team WBS Structure</i>	25	9/29/08
<i>Team Material/Equipment Lists (BOM)</i>	25	10/1/08 10/15/08
<i>Team QA Plan</i>	25	9/10/08
<i>Team Safety Plan</i>	25	10/15/08
<i>Team Work Schedule and Plan</i>	75	10/8/08
<i>Team Mid-Project Status Reports</i>	50	11/5/08
<i>Team Post-Project Report</i>	50	11/12/08
<i>Project Budget*</i>	40	10/8/08
<i>Project Accounting System</i>	25	10/15/08
<i>Project Responsibility Matrix</i>	25	10/22/08
<i>Project Risk Assessment</i>	25	10/22/08
<i>Project Work Schedule and Plan – Final</i>	75	10/29/08
<i>Project Close-out Plan*</i>	25	10/15/08
<i>Overall Mid-Project Status Report</i>	50	11/5/08
<i>Overall Post-Project Report</i>	50	11/12/08
<b>Deliverables for Planning and Implementing Support Activities*</b>		
<i>Fundraising Plan(1)</i>	50	9/19/08
<i>Promotional Flyer</i>	50	9/19/08
<i>Inside USD(2)</i>	25	9/19/08
<i>Alum Newsletter(2)</i>	25	9/19/08 – 10/15/08
<i>Web Site</i>	75	9/17/07 – 11/11/08
<i>Radio/TV(2)</i>	25	10/1/08
<i>Thank-you Letters(1)</i>	25	10/30/08 11/3/08
<i>Certificates of Appreciation(2)</i>	50	11/17/08
<i>Accounting Reconciliation(2)</i>	25	11/9/08

<i>Food and Drink(1)</i>	25	10/1/08 – 11/9/08
<i>Logistics(2)</i>	25	11/10/08
<i>Dumpster(2)</i>	25	11/10/08
<i>Port-a-potties(2)</i>	25	11/10/08
<i>Volunteer Management(1)</i>	75	9/10/08 – 11/9/08
<i>Close-out Party Plan(2)</i>	25	11/10/08
<i>Inventory Management(1)</i>	25	11/12/08
<b>Preparation and Participation</b>		
<i>Class Preparation and Readiness</i>	100	ongoing
<i>Teamsmanship</i>	25	ongoing
<i>Leadership</i>	10	ongoing
<i>Lessons Learned Paper</i>	25	11/14/08
<i>Peer Evaluation</i>	25	11/12/08
<i>Team Evaluation</i>	25	11/12/08
<i>Instructors' Project Evaluation</i>	100	ongoing
<i>Attendance</i>	200	ongoing
<i>Close-out Party</i>	10	TBD
<b>Total</b>	1310	

- (1) Team undertaking with 2 – 4 members
- (2) Single person undertaking
- (3) Strive for 75 points from this section

Final grades will be assigned according to the scale below:

<b>Grade</b>	<b>Percentage Required</b>
<i>A</i>	95% +
<i>A-</i>	90-94%
<i>B+</i>	87-89%
<i>B</i>	83-86%
<i>B-</i>	80-82%
<i>C+</i>	78-79%
<i>C</i>	73-76%
<i>C-</i>	70-72%
<i>D+</i>	68-69
<i>D</i>	63-66
<i>D-</i>	60-62
<i>F</i>	<60%

**Statement on Academic Integrity:**

"Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty..."  
This quote from the Graduate Bulletin serves as FINAL WARNING on the subject. Anyone violating these rules will face immediate disciplinary action!!

**School of Business Administration Mission Statement:**

To develop socially responsible business leaders with a global outlook through academically rigorous, relevant, and values-based education and research.

