April 9, 2008

MEMORANDUM

TO: Charles Caramello
   Associate Provost and Dean, Graduate School

FROM: Phyllis Peres
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the curriculum of the Master's of Professional Studies in Geospatial Information Sciences (PCC log no. 07054)

Your proposal to modify the curriculum of the Master's of Professional Studies in Geospatial Information Sciences (GIS) has been administratively approved. The changes are effective Summer 2008.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Laura Slavin, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Mary Ann Ottinger, Graduate School
    Victoria Peterson, Office of Professional Studies
    Ken Carter, Office of Professional Studies
    Katherine Pedro Beardsley, College of Behavioral and Social Sciences
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pce.submissions@umd.edu.

DATE SUBMITTED __ April 8, 2008 __

PCC LOG NO. 07054

COLLEGE/SCHOOL __ Graduate School, Department of Geography, Office of Professional Studies

DEPARTMENT/PROGRAM __

PROPOSED ACTION (A separate form for each) ADD ____ DELETE _____ CHANGE __X__

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Proposed course substitution for the Master of Professional Studies in Geospatial Information Sciences (GIS):
Current course
ENCE 662
Introduction to Project Management (online course)

New course
INFM 706
Project Management (10 week online course)

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

ENCE 662 is designed for engineering project management and is not directly applicable to the MPS in GIS. INFM 706 is more directly applicable to students in the GIS program (please see attached syllabus), and can be customized to meet the needs of GIS students.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. Chair of Senate

8. Vice President for Academic Affairs & Provost

VPAAP 8-05
TO: Claudia Rector
FROM: Ken Carter
DATE: April 8, 2008
RE: GIS Project Management Course Substitution

With the project management course substitution, the revised program will consist of the following required (existing) courses:

**Required Courses (12 credits):**

**GEOG 472 Remote Sensing: Digital Processing and Analysis; (3 credits)**
Digital image processing and analysis applied to satellite and aircraft land remote sensing data. Consideration is given to preprocessing steps including calibration and geo registration. Analysis methods include digital image exploration, feature extraction thematic classification, change detection, and biophysical characterization. One or more application examples may be reviewed. There is a $40.00 lab fee for this course.

**GEOG 473 Geographic Information Systems and Spatial Analysis; (3 credits)**
Analytical uses of geographic information systems; data models for building geographic data bases; types of geographic data and spatial problems; practical experience using advanced software for thematic domains such as terrain analysis, land suitability modeling, demographic analysis, and transportation studies. There is a $40.00 lab fee for this course.

**GEOG 606 Quantitative Spatial Analysis; (3 credits)**
This course covers the statistical modeling of spatial data and data analysis that are most useful to geographers and others who use spatial data. It provides the student with more advanced methods with an emphasis on practical techniques for problem solving. Home assignments are designed to help the student understand the fundamental concepts and principles in depth and allow the student to gain experience in the use of S-Plus statistical software and two powerful extensions of ArcGIS 9.1: Spatial analyst, and Geostatistical analyst. There is a $40.00 lab fee for this course.

**GEOG 676 Programming for GIS; (3 credits)**
This course is an introduction to programming for geography graduate students. The foundational concepts of computer programming will be introduced and the Visual Basic programming language will be the implementation medium for those concepts. By the end of the semester students will be able to design and implement programs that are correct, robust, and user-friendly for a variety of situations using both structured and object-oriented programming concepts. This
course will also present advanced programming concepts and practice, including modeling environmental situations and ArcObjects, the underlying structure of ArcGIS. There is a $40.00 lab fee for this course.

**Advanced GIS (6 credits: select 2 of the 4):**

*Geographic Information Systems:*

**GEOG 673 GIS Modeling; (3 credits)**
This course introduces advanced techniques in the GIS data manipulation, geostatistics and geospatial modeling. The fundamental theories behind the analytical and modeling techniques are covered in detail. The theoretical knowledge will be enforced by a series of intensive computer exercises using real data sets. It covers descriptive and predictive GIS modeling techniques, including logit modeling (logistic regression), spatial statistics, geo-statistics, environmental diversity indices, Boolean logic, and map algebra. There is a $40.00 lab fee for this course.

**GEOG 674 GIS Spatial Databases (3 credits)**
Many GIS functions revolve around spatial attribute data management. Therefore, a good understanding of database design and manipulation is of great benefit for the GIS practitioner. This course uses typical GIS database software and covers data acquisition & database creation, data structure & modeling, data management, information queries, and integration of multiple data sources in GIS. This course will also cover Oracle and Internet database and web services. There is a $40.00 lab fee for this course.

*Remote Sensing:*

**GEOG 671 Remote Sensing Instruments and Observations (3 credits)**
Detailed examination of land remote sensing instruments, observatories and resultant measurements in the optical portion of the EM spectrum. Includes computer-based exercises that examine the importance of data geo-registration and radiometric calibration in land measurements. There is a $40.00 lab fee for this course.

**GEOG 672 Biophysics of Optical Remote Sensing (3 credits)**
Biophysical principles, phenomena and processes underlying multispectral remote sensing in the optical portion of the EM spectrum. Includes computer-based exercises that explore the biophysical basis of land patterns and dynamics observed in remote sensing data. There is a $40.00 lab fee for this course.
Professional Project Management and Final Project (7 credits):

GEOG 795 Professional Practices Seminar (1 credit)
A professional practice seminar will be included to help prepare students for the work place. Topics will include development of a resume, physical preparation of a resume, choosing and helping reference writers, conduct of a successful interview, negotiating an employment package, giving professional presentations, proposal preparation, writing reports, codes of ethics and responsibilities to the broader community including pro bono work. The course will include presentations from practitioners in the GIS field. This course will also include basic project management skills and strategies to help prepare students for undertaking the internship and resultant final project.

INFM 706 Project Management (3 credits)
Management of projects through planning and execution of lifecycle phases. Includes estimating costs, managing risks, scheduling, staff and resource allocation, team building, communication, tracking, control and other aspects of successful project completion. On-line only.

GEOG 797 Professional Project (3 credits)
Each student must undertake a project as a demonstration of his/her competence in geospatial science and technologies. The data and materials for this project can originate from an internship (internal or external to the department), or from relevant work experience at the student’s current employer. The Geography Department will work with each student individually to determine the best mechanism for obtaining the necessary data and experience. Under the direction of a faculty advisor, the student will prepare a Project Report which shall contain an explanation of the requirements for the work, a technical account of the activities undertaken, including a literature review, a description of the methods and approaches taken, a critical discussion of the results obtained, along with conclusions and recommendations developed from the project. The final project will consist of a full fledged GIS application that is up and running and can be tested. This will enable the student to present potential employers with a portfolio containing an example of their ability to manage and develop a GIS application project and will show that they understand how to apply the technology to real world situations.
Systematic Classes in Graduate Geography (6 credits):

Students will choose one human and one physical 600-level course (3 credits each)

GEOG 600 Introduction to Human Geography (3 credits)
Introduces students to current trends and developments in human geography in the areas of geography as social science, space and place, and human dimensions of global change, and to research procedures in this field.

GEOG 602 Introduction to Physical Geography (3 credits)
Introduces students to current trends and developments in physical geography and to research procedures in the field.

GEOG 614 Human Dimensions of Global Change (3 credits)
The intersection of human and biophysical systems from the vantage point of the impact of human actions on the environment are examined. The impact of the biophysical environment on humans is also discussed.

GEOG 615 Land Cover and Land Use Change (3 credits)
This class provides an examination of land cover and land use change science, addressing the causes, impacts and projection of change. Key concepts of land use science are presented and recent research papers and case studies are reviewed. Class consists of lectures, invited presentations and individual student projects and presentations.

GEOG 632 Economic Geography (3 credits)
An advanced graduate level introduction to the effects of geography on economic activities and the effects of economic incentives, institutions, and activities on the nature and sustainability of human and environmental geographic systems.

GEOG 642 Ecosystem Processes and Human Habitability (3 credits)
Biological and biogeographical processes relevant to the capability of the earth's biota to support the demands of its human populations.

GEOG 645 Advanced Climatology (3 credits)
Advanced study of elements and controls of the Earth's climate. Analysis of the energy and water balances at the earth's surface and their importance and application to life on this planet.
Welcome to Project Management!

This course is offered through the University of Maryland’s Office of Professional Studies. It also available through the College of Information Studies, where it has a CLIS number, INFM 706, Project Management.

This course runs on a 10 week term, beginning March 9 and ending May 24. There are no course activities during Spring Break week, March 16 – 22.

This course is offered entirely online via the University’s Enterprise Learning Management System (ELMS), asynchronously. ELMS is based on the Blackboard electronic system. It is user-friendly and very easy to use! Teaching and learning in ELMS will be a rich and rewarding experience. It gives us the ability for online discussions in a number of forums, described below. Before you begin, if you’re not familiar with ELMS, which uses the Blackboard system, there are three places to get a quick orientation:

- University of Maryland Office of Technology/Academic Support: [http://www.courses.umd.edu/](http://www.courses.umd.edu/)
- Blackboard’s web site: [http://www.blackboard.com](http://www.blackboard.com)
- The Introduction to ELMS on the course web site
If you have problems with ELMS, please call 301-405-1400, Monday through Friday, 8:00 A.M. through 5:00 P.M. or e-mail: elms-support@umd.edu. If you have other questions or problems, please let me know. You can reach me via e-mail from the course web site. Or, please feel free to contact the course designer, Mary Kot-Jansen, via ELMS email.

Please use the ELMS Assignments Tool (linked from the course menu) for submitting your weekly assignments and research paper. Reading Reflections are due by midnight on Wednesdays.

Please read the entire syllabus at the beginning of the course. It provides a roadmap for how the course is organized and how it will proceed. Please also access the course web site and become familiar with the material under each heading.

The course is relatively intensive, since we cover all the material in ten weeks. But you should have plenty of time to complete all the work in the course, particularly given the fact that you don’t need to travel to class or attend any classroom sessions.

Getting started. We’d like to get to know you! Please begin by writing a one-page mini-biography with information that you are willing to share with your colleagues in class, e.g., your name, current position, career goals, subject area interests, the type of projects that you currently manage or expect to manage, project management issues and challenges that most interest you, and any other information you would like to include. This will help me and your colleagues in class get to know you. It will also help me develop the case study projects. Please post to the Class Bio Forum by March 22.

Code of Academic Integrity. In all of the work for the course, students must abide by the University’s Code of Academic Integrity. Please review this at: http://www.shc.umd.edu/code.html.

Course evaluation. You will have an opportunity to evaluate the course and the professor formally at the end of the term. However, if you have questions, suggestions, or feedback during the course, please e-mail me via ELMS.

2. Course Overview

This course covers all aspects of project management, with emphasis on leadership, organization, control, and measurement.

3. Discussion Board Forums

I will use the Announcements tool to disseminate information to the class, including information about the course schedule, syllabus or assignments. It will appear on the front page of the course each time you log into ELMS.
We will use six online discussion forums, also called “discussion boards,” in the course. The first type will need your continual attention. The second will be used for report and discussion of case studies toward the end of the course. The last four are informal, for information sharing.

1. **Weekly Topic Forums.** For most weeks, there is a weekly discussion topic related to the theme of the week. These are discussed below.

2. **Case Study Forums.** Case studies, discussed below, will be assigned to teams of students, selected by March 22, based in part on the expressions of interest you indicate in your posting to the *Class Bio* forum (discussed above and also at no. 4, below). Each team will analyze the project management issue presented, carry out research, prepare a report or proposal, and post it by May 17. The number of teams and reports will depend on class size. The class will discuss, analyze, and critique the reports during the following week, May 18 – 24

3. **Course Information Forum.** We have set up a *Course Information Forum* where you can post questions about the course and assignments; ask other students’ opinions (for instance, about your research project if you wish); raise project management questions you have or challenges you face where you’d welcome suggestions from your colleagues in class; provide suggestions for additional readings; and otherwise keep in touch. I hope you will make use of this Forum. *As noted above, I will use the Announcements tool to disseminate information to the class, including information about the course schedule, syllabus or assignments.*

4. **Class Bio Forum.** As noted above, please begin by writing a short mini-biography with information that you are willing to share with your colleagues in class. Please post by March 22.

5. **Project Management Issues/News Forum.** We will maintain an informal *Project Management Issues/News Forum.* Topics may include (but are not necessarily limited to) project management issues in the news; developments in management or related fields that relate to project management; problems with projects; professional issues and developments; new publications; or other topics of particular interest. The scope is intended to be broad, so please feel free to bring in anything you feel might be of interest. Please post at least once during the course and as often as you wish. I suggest you check this forum at least once a week.

6. **Help Request Forum.** You can use this forum to request clarification or advice from the professor or other students. (Please note that you can also e-mail me or the course designer, Mary Kot-Jansen, with any questions.)
4. Readings

Books

The four books required for the course are available at the University Book Store or you may purchase them via Amazon.com or in any other way that is convenient for you.

Loren S. Belker and Gary S. Topchik, *The First-Time Manager* (5th ed., New York: AMACOM, 2005). ISBN no. 0-8144-0821-4. This is a comprehensive introduction to management issues and practices. Much of the information presented is relevant to project management work as well as to general management. We use this book at the beginning, to enhance and strengthen everyone’s understanding of good management.


Samuel J. Mantel, Jr., Jack R. Meredith, Scott M. Shafer, and Margaret M. Sutton, *Core Concepts of Project Management*. 2nd edn., NY: Wiley, 2005. ISBN no. 0-471-22965-2. This book is one of the best standard texts in the field. It explains all phases and aspects of project management and includes useful examples. The book includes a packet with *Microsoft Project* and *Crystal Ball* project management software for you to try out if you wish. This serves as the central book for the course.


Articles and other readings

Articles are available online and can be accessed via the University Library’s access port. Accessing the articles is easy:

Click on the web site for McKeldin Library: [http://www.lib.umd.edu/MCK/mckeldin.html](http://www.lib.umd.edu/MCK/mckeldin.html)
In the top line, click on “Research Port” (you may want to bookmark this for convenience)

Select “University of Maryland, College Park”

Enter your 14 digit ID number from the University and your last name

You can select databases by subject or name. These databases may be particularly helpful:

- Quick Search
- Article First
- ABI Inform
- Academic Search Premier
- Business Source Premier
- Emerald

It is to your advantage to become familiar with these and other University databases; you’ll need them for your research paper in this course and for other courses at the University of Maryland. Try various databases to identify those that work best for you.

For each article in the syllabus, I’ve suggested one database to bring up the article most directly (in most cases, Business Source Premier). I suggest typing in the full title of the article; that seems to work better in some cases than entering the author’s name.

If you have any problems, contact the Library (a good place to start is their Ask Us! page: http://www.lib.umd.edu/help.html), or let me know

Other items are available on the web by clicking on the URL noted in the syllabus.

You may wish to pursue some additional readings after the course. The section on the course web site Project Management: Some Helpful Sources presents some suggestions. This may also be helpful as you begin research for your paper.

5. Assignments

Course assignments fall into three categories: weekly assignments, a group project, and a short research paper. Please note that there are no exams in this course.

1. Weekly Assignments

A. Read unit lecture notes. Please read the unit lecture notes, one set for each weekly unit, posted in the Course Content folder, linked from the Course Menu.
The lecture notes provide my interpretations and insights, particularly on management issues; summarize other experts; and supplement the readings. They also provide a partial basis for the weekly discussions. If you have questions about the lecture notes, please e-mail me.

No grade for this assignment

B. Read unit material and submit Reading Reflections. There are assigned readings for most weekly units except the last one, which is devoted to discussion of the group-generated reports. For each of these weeks, you need to submit Reading Reflections (no more than 5 pages, double spaced), addressing as many of the following questions as possible:

What are the author’s main points and thesis?

How does the reading deepen or broaden your insights?

What did you agree with, disagree with, and why?

Any topics that are not clear, or where there is insufficient (or too much) detail?

How does your personal experience confirm or refute what the author is saying?

What other questions or issues does the material raise but not address?

Please submit using the Assignments Tool.

If there are multiple readings for a particular week, you may cover only two of the readings (your choice) in your Reading Reflections. (If there are multiple chapters from a book, all the chapters together count as one reading.)

The answers are due by midnight on Wednesday of each week assigned. Late answers are not acceptable.

I will read your answers, assign a grade, and provide you with some written responses. Your reflections will also help you contribute to and participate in the weekly online discussion

This assignment will count for 20% of the course grade

C. Participate in weekly online discussions. There is a weekly online topical discussion for several units.
The online discussion takes place continuously from Wednesday, 8:00 AM each week through Saturday, midnight each week (4 days). You are encouraged to log on to the discussions as often as possible during this period, and to participate as fully as possible.

The objective is to have an informative online discussion – an exchange of opinions, insights, observations, and other thoughts that broaden and deepen our insights about the topic. It is intended to demonstrate, and provide you with experience in, online discussion and problem-solving, a technology-based approach that is used increasingly in organizations.

Your postings should address the question at hand, based on the readings for the week, the lecture notes, your own experience (as an observer, participant, or practitioner), and your own insights and opinions.

You need to join each of these weekly discussions at least three times; more are welcome but not required.

One post should reflect your own perspective, experience, and opinions and the readings and lecture notes for the week and provide comments on the issue under discussion. If you have experience in project management and care to share it in a reflective way, that is helpful. If not, please just rely on the readings, lecture notes, and your own general insights. Everyone’s views are welcome – and required!

One of your posts needs to be based on an outside article, report, news item, or other source that you access – something beyond the assigned readings. Please provide a citation, a link if appropriate, summarize the item, provide your perspective on it, and integrate it into the discussion. (Note: Articles in the Project Management Institute’s monthly magazine, *PM Network* and its journal, *Project Management Journal* may be particularly useful.)

The third post may be another original comment, reference to another article, or a response to what another student has posted if you wish. But if you respond to someone else, the response needs to go beyond just indicating agreement or disagreement; it needs to add to the discussion by indicating the reasons for your position, thereby continuing the discussion.

Please post at least once during the first two days of the discussion. This will help get the discussion off to a good start.

Please post during the appropriate week; early or late postings will not count and won’t benefit your colleagues in class. Your postings should be concise, focused, carefully proofread, and should use appropriate, respectful language even if you are registering disagreement with someone else’s point.
I have provided some other informal advice for online discussions: Suggestions for Online Discussions on the course web site.

Depending on class size, we may have more than one discussion board forum on the same topic each week.

Online discussions are rewarding – even enjoyable! It will probably take a few weeks to fully develop the class’ online discussion skills. I will try to provide additional advice and suggestions after the first few online discussions.

*Your participation in the weekly discussions is a requirement of the course and will count for 25% of the grade*

2. **Case Studies**

We will divide the class into teams, based on class size and in part on the interests you express in your biographical sketches in the *Class Bio* forum. Each of the teams will be given a problem or issue in project management to address. The objective is to give you an opportunity to collaborate in addressing a project management issue or problem, propose a solution, and present it, working in an online environment. This will also give you experience in working on a mini-project within a defined timeframe, which should provide additional insights into how projects actually work.

To the degree practicable, I will try to tailor the group assignments and the case studies to meet your interests as expressed in the *Class Bio* forum, and to release the case studies by March 22.

Each team will be assigned collaborative workspace in ELMS with four tools: discussion, file exchange, e-mail, and virtual classroom. Each team needs to select a team chair, and you may organize and proceed as you wish. You may collaborate online, use e-mail, meet face-to-face, or all of the above. Each group will need to carry out some outside research, as appropriate.

The case study, no more than 10 pages, double spaced, should include references and citations to particularly helpful articles, interviews, and other sources that the group used. It should also pose, at the end, 2-3 questions or concerns to get the online discussion started.

During the final week in the course, the class will discuss the case studies online, launching the discussion from the 2-3 questions that each group poses in their report. We may establish two or more forums that week, one for each case study.
Everyone is expected to participate in the discussion, but we will need to work out the mechanics depending on class size and the number of teams and reports.

Students not on the team that developed the study may comment on strategies, raise questions, challenge the report’s approaches, identify gaps and shortcomings, suggest alternate solutions, comment on the case study in light of the readings and lectures in the course, reflect on it based on their own experience, identify areas where additional research or analysis is needed, identify implementation challenges, and otherwise comment on it.

Students on the team may wish to elaborate on or embellish the report’s recommendations, explain alternatives that were discussed but not selected, and respond to other students’ posts.

The reports must be submitted by Friday, May 16, midnight. The online discussion will take place May 18 – 24.

*Preparing the case study will count for 20% of the grade for the course. The grade will be awarded to each group.*

*Your comments on and discussions of the case studies will count for 10% of the grade.*

### 3. Short research paper on a project management topic of interest to you

Please complete a short research paper of approximately 15 pages (double spaced) on a topic of your choice.

It must relate to project management and must be approved by me. *It should be on a topic that interests you* and it needs to be precise enough that you can carry out the research in the time available during the semester and handle it in a paper of this length. The paper may cover a topic that is related to your own work situation or career interests. For instance, you might want to do research on a particular project management issue, a problem you are facing or expect to face, some aspect of project management effectiveness, or some model practices or techniques.

The paper must be well organized, clearly written, carefully proofread, present a clear thesis or argument, include appropriate footnotes in proper form, and include a bibliography that notes sources consulted.

Please send me a proposal by ELMS e-mail by *March 22*. The proposal can be short – a page or less should be enough -- and should address the following:

- Your name
Title of the topic
A short description of it (a few sentences), including researchable questions
Initial list of sources – titles of a few books, journals you expect to consult (you don’t need to cite specific articles for the proposal), web sites, etc. This does not need to be a long list; just enough so that it is clear that a critical mass of source material exists.

I’ll respond by e-mail with approval or suggestions for changes. You may if you wish use the Course Information Forum to elicit suggestions from your colleagues in class on sources, approaches, and other questions. I advise you to begin working on the research paper as soon as you receive approval so you don’t have to rush at the end.

The final version of the paper is due by May 17; late papers are not acceptable. Please be sure to put the title of the paper, your name, and “Project Management” at the top of the first page and follow the file-naming conventions posted in the Assignments folder.

The paper will count for 25% of the grade.

6. Grading

As noted above, grades will be assigned as follows.

* Reflections on weekly reading material 20% of grade
* Participating in weekly topic discussions 25%
* Group project/report 20%
* Comments on the three group project reports 10%
* Research paper 25%

I expect to provide you with an informal assessment of your work sometime around the mid point of the course.

7. Weekly Course Units

The work for each of the ten weekly course units is described below. Please keep on schedule! It is essential that you keep up with the work each week and not fall behind. The work for the weekly discussions needs to be completed during that week only. Your research paper also has an established deadline (May 17).

1. Management Principles for Project Management March 9 - 15
Lecture notes: Management Principles for Project Management (in the Course Content folder on the course web site)

Readings:

Belker and Topchik, The First Time Manager, Chs. 1-21.

Reading Reflections: None this week

Online discussion topic (March 12-15): Please discuss the traits of effective managers and the characteristics of well-managed, effective organizations and how this applies to project management. Examples from your past experience might be particularly useful. How important is overall program management and organizational effectiveness to the success of projects? What are the best strategies for successful project management in a program environment where general management is weak or ineffective? (Just a reminder: in this and the following weekly discussions, you need to post at least three times, including bringing in and discussing at least one outside source, as indicated earlier in the syllabus.)

March 16 – 22: Spring Break

2. Issues in Project Management  March 23-29

Lecture notes: Issues in Project Management (in the Course Content folder on the course web site)

Readings:

Harvard Business Essentials, Managing Projects Large and Small, Chs. 1 – 6, 9 – 12.

Project Management Institute, A Guide to the Project Management Body of Knowledge, Chs. 2 and 3

Reading Reflections due: Wednesday, March 26, midnight. (Just a reminder: as noted above in the syllabus, in your Reading Reflections you need to cover only two of the readings, each week, your choice.)

Online discussion topic: None this week

3. Strategies and Traits of Effective Project Managers  March 30 – April 5
Lecture notes: Strategies and Traits of Effective Project Managers (in the Course Content folder on the course web site)

Readings:


Mantel et al., Core Concepts of Project Management, Ch. 2, pp. 38-58.


Reading Reflections due: Wednesday, April 2, midnight

Online discussion topic (April 2 - 5): This week’s lecture notes and the readings describe the essential role of the project manager. Please use this week’s online discussion to address any or all of these issues: What is the best preparation to be a project manager? What are the two or three most important skills, and why? What approaches should the project manager take to communication, which is essential to project success? What are the greatest challenges the project manager is likely to face, and how should he or she overcome them? Your own experiences as a project leader, or in observing project leaders, if any, would be particularly helpful this week.

4. The Project Team April 6-12

Lecture notes: The Project Team (in the Course Content folder on the course web site)

Readings:


Mantel et al., Core Concepts of Project Management, Ch. 2, pp. 58-66.
Project Management Institute, *A Guide to the Project Management Body of Knowledge*, Ch. 9

Plus any one of the following:


**Reading Reflections:** None this week.

**Online discussion topic (April 9 - 12):** Please address any or all of the following: What are the best approaches to organizing, and getting optimal production from, project teams? What accounts for the smooth functioning of the most effective teams? What approaches are least likely to work? How should the project manager deal with dissention among team members? How should he or she deal with team members who continually fail to carry out their work and thereby slow down the project and demoralize the rest of the team? Your own experiences, if any, as a member of a project team would be particularly welcome this week.

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### 5. Defining and Planning Projects April 13 - 19

**Lecture notes:** Defining and Planning Projects (in the *Course Content* folder on the course web site)

**Readings:**


Mantel *et al.*, *Core Concepts of Project Management*, Ch. 3.


**Reading Reflections due:** Wednesday, April 16, midnight

**Online discussion topic (April 16-19):** Please focus this week’s discussion on success factors in project definition and planning. What works best? How to ensure that there is enough detail but that it is not overwhelming? How to ensure that the project plan is ambitious, but also grounded in reality? For instance, the Christenson/Walker article discusses the importance of solid leadership and vision. Legris/Collerette advance an integrated view with an emphasis on stakeholder analysis. Matta/Ashkenas advocate interjecting into the project plan a series of mini-projects or “rapid results initiatives.”

### 6. Initiating Projects

**Lecture Notes:** Initiating Projects (in the *Course Content* folder)

**Readings:**


Mantel *et al.*, *Core Concepts of Project Management*, Chs. 4, 5 and 6


**Reading Reflections due:** None this week

**Online discussion topic (April 23-26):** The Longman/Mullins article discusses “seven essential conditions for project success.” Are these the right “essential conditions”? Some that seem less important? Others that you would add to ensure
project success? To what degree are these factors interrelated and mutually dependent?

7. Monitoring and Controlling Projects  April 27 – May 3

Lecture notes: Controlling Projects (in the Course Content folder on the course web site)

Readings:


Mantel et al., Core Concepts of Project Management, Ch. 7.

Project Management Institute, A Guide to the Project Management Body of Knowledge, Chs. 7 – 10 (peruse).

Reading Reflections due: Wednesday, April 30, midnight

Online discussion topic: None this week

8. Dealing With Problems  May 4 - 10

Lecture notes: Dealing With Problems (in the Course Content folder on the course web site)

Readings:


**Reading Reflections due:** Wednesday, May 7, midnight

**Online discussion topic (May 7 – 10):** This week’s notes and readings focus on the multiple possible explanations when projects fail or fall substantially short of their objectives. What do you believe are the chief causes of failure, and what should project managers do to avoid them?

9. **Project Conclusion and Wrap-Up**

   **Lecture notes:** Project Conclusion and Wrap-Up (in the *Course Content* folder)

   **Readings:**


   Mantel et al., *Core Concepts of Project Management*, Ch. 8

   **Reading Reflection due:** Wednesday, May 14, midnight

   **Online discussion topic:** None this week

   Please note: Group case studies are due May 16
   Research papers are due May 17

10. **Project Management Issues – Group Reports and Discussions**

    Online discussion of group reports

12/22/07