The Syllabus

Syllabi serve several very important purposes, the most basic of which is to communicate the instructor’s course design (e.g., goals, organization, policies, expectations, and requirements) to students. Other functions commonly served by a syllabus include:

- To establish expectations for the course
- To convey enthusiasm for the topic
- To show how the course fits into a broader context ("the big picture")
- To establish a contract with students by publicly stating policies, requirements, and procedures for the course
- To set the tone for the course, and convey how we perceive our role as the teacher and their role as students
- To help students assess their readiness for the course by identifying prerequisite areas of knowledge
- To help students manage their learning by identifying outside resources and/or providing advice

In addition to providing information to students, it serves as a tool to communicate course goals and content to program colleagues and other faculty.

Course learning outcomes

BRMB 502 Project Management introduces the students to the concepts, principles and challenges fundamental to the practice of project management. Successful completion of enables you to view and manage work from a project perspective. Project management is defined as planning, organizing, directing, coordinating and controlling a temporary, one of a kind work process. The concepts in this course will be taught using a combination of lecture, discussion, and dialogue around situations describing a set of problems and requiring a plan of action. Emphasis is on active learning, which depends on student preparation and active participation in class discussions. This course strives to integrate the functional areas of other courses (accounting, economics, business ethics/law, finance, IT management, marketing, operations management, organizational behavior, etc.) to understand how firms create value.

Successful project managers possess the skills necessary to use their authority to fulfill the responsibilities and be accountable for managing the work of their teams, schedules, risks, and resources to produce a desired outcome. Students learn the skills and tools of project management with a practical, hands-on approach. A key and often overlooked challenge for project managers is the ability to manage stakeholder relationships without the direct influence of formal authority in order to gain the support and access to resources not directly under their management control. This course guides students through many of the fundamental project management tools and behavioral skills required in profit and nonprofit organizations. There is a special emphasis on causes of project failure and how to mitigate these issues through proper planning in the early phases of a new initiative.

This course focuses on project management methodology that will increase your ability to initiate and manage projects more efficiently and effectively. You will learn key project management phases through an innovative model, and you will have the opportunity to apply these phases to a case study and a final project. In BRMB 502 you will construct a project plan as an integrative, hands-on exercise (more detail in the project document). Because effective skill building is accomplished by doing, you will form study groups, and the groups will work together to conduct a comprehensive project plan. This class and the group project should help you to position yourself better in the job market for an internship and full-time employment in general, and as a consultant or project manager/planner in particular.
Learning Objectives

After successful completion of this course sequence you will be able to:

I. **Understand, integrate and apply substantive knowledge in a global context**
   1. Elevate awareness of the systemic breadth and depth of business organizations.
   2. Expand awareness of systemic relationships between the organization and the environment
   3. Understand the concept of work in the context of the organization as a purposeful system; as well as the concept of project type work processes with applicable management practices.

II. **Identify opportunities and problems, generate alternatives, and justify recommendations.**
   4. Understand how problem solving and decision making are essential to the role of project manager.
   5. Understand what "success" means.
   6. Understand why one look forward is worth two looks back.
   7. Learn how to stay focused on what you are trying to do.
   8. Understand why planning is essential.

III. **Recognize and address moral and ethical challenges, and defend a course of action.**
   9. Understand why Project Managers need to lead, manage and administer from the front with respect and integrity.

IV. **Communicate effectively across audiences and modes.**
   10. Information is critical to project success. 90 percent of a project manager’s time is communicating with others.

V. **Develop self-awareness, demonstrate effective interpersonal skills, and identify one’s vocational purpose.**
   11. Recognize project team conflict as normal, natural and progress.
   12. Understand who the stakeholders are and what they want.
   13. Accept and use political nature of organizations
   14. Understand how to build and maintain a cohesive team.
   15. Understand why both enthusiasm and despair are both infectious.

University Resources and Policies

Academic Resources
- Library and Learning Commons ([http://www.seattleu.edu/learningcommons/](http://www.seattleu.edu/learningcommons/))
  *(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)*
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website ([https://www.seattleu.edu/registrar/academics/performance/](https://www.seattleu.edu/registrar/academics/performance/))
- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*
Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Course Instructor

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Office Hours -- By Appointment

Course Location

Location: Chardin Hall - Room 143
Days: Thursdays
Hours: 12:45PM to 3:25PM
Lectures Begin September 26, 2013
Lectures End December 5, 2013
Finals are week of December 9, 2013

Course Materials

Eighth Edition – Wiley
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Lecture Topics</th>
<th>Reading Assignments</th>
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</table>
| September 26 | Session 1 | Introductions  
History and Purpose of the Project  
Type Process | Chapter 1 Projects in Contemporary Organizations  
Chapter 2 Strategic Management and Project Selection |
| October 3   | Session 2 | The Role of the Manager and Act of Management | Chapter 3 The Project Manager  
Chapter 4 Managing Conflict and the Art of Negotiation  
Chapter 5 The Project in the Organizational Structure |
| October 10  | Session 3 | Quiz 1  
Initiating Projects  
Planning Projects  
1. Activities  
2. Roles & Responsibilities  
3. Network & PERT | Chapter 6 Project Activity and Planning |
| October 17  | Session 4 | Plan Menu and Activities | Feast Day Project |
| October 24  | Session 5 | Plan Roles and Responsibilities | Feast Day Project |
| October 31  | Session 6 | Planning Projects  
1. Gantt & Schedule  
2. Loading Resources  
3. Budgeting & Risks | Chapter 8 Scheduling  
Chapter 9 Resource Allocation  
Chapter 7 Budgeting : Costs and Risks |
| November 7  | Session 7 | Quiz 2  
Plan Network and Schedule | Feast Day Project |
| November 14 | Session 8 | Plan Resources, Budgets and Risk | Feast Day Project |
| November 21 | Session 9 | Executing Projects  
Controlling Projects  
Closing Projects | Chapter 10 Monitoring and Information Systems  
Chapter 11 Project Control  
Chapter 12 Project Auditing  
Chapter 13 Project Termination |
| November 28 | Holiday | NO SCHOOL | Thanksgiving Day |
| December 5  | Session 10 | Quiz 3  
Full Project Review | Feast Day Project |
| December 5  | Project  | Feast of Economic Justice | Feast of Economic Justice |
| December 12 | Session 11 | FINAL EXAM | Final Exam |
Assessments, Evaluations and Grading

Student knowledge will be assessed on three dimensions, examinations, written paper and class project. Any assessment is an evaluation of the knowledge you acquired. The overall grade will be based on the following allocation.

3 Quizzes — 25%
Class Project — 25%
Theory Paper — 25%
Final Exam — 25%

Quizzes and Examinations

Students will take 3 quizzes and a final examination based on materials covered in lecture and reading assignments.

Class project: Giving Day Dinner

The class will plan, organize, direct, coordinate and control the evening meal at the Cathedral Kitchen for 150 dinner guests. The class will also participate in the execution of the project as resources. The grade for this project will be comprised of evaluations of participation, collaboration, leaderships, and peer review.

Papers

At the beginning of the first day of class, students will submit a two page paper reflecting their current understanding of project management. Over the course of the quarter students will keep learning journals which are intended to capture and document key learning moments that represent new thinking in their own theory of project management. At the end of the quarter students will submit a 10 page paper regarding the evolutionary journey of their theory.

Assessments of written work consider your ability to apply your knowledge. Grading Criteria for Written Work

1. The "A" paper is excellent in nearly all respects:
   - Ideas: The core idea/thesis is clear, engaging, sophisticated, and suitably specific.
   - Support: Evidence is effective and provides sufficient, convincing support for the points presented.
   - Focus and Organization: The writing is well-structured and thoughtfully considers the subject, purpose, and audience.
   - Style: The writing is clear, focused, and shows a solid command of language.
   - Mechanics: The writing contains few, if any, spelling, punctuation, or grammar errors.

2. The "B" paper is solid in most respects:
   - Ideas: The core idea/thesis is clear and engaging, but less sophisticated and/or suitably specific.
   - Support: In general, evidence is effective, but requires more evaluation or qualification.
   - Focus and Organization: The writing is generally well-structured and paragraphs support the core idea/thesis, but transitions between ideas/points require some polish.
   - Style: The writing is less clear, focused, and/or effective.
   - Mechanics: The writing contains a few minor spelling, punctuation, or grammar errors, but they do not obscure the discussion.

3. The "B minus or lower" paper could use improvement:
   - Ideas: The core idea/thesis is general, and less sophisticated and/or suitably specific.
   - Support: Evidence is not well integrated and/or does not adequately support the idea/thesis or points presented.
   - Focus and Organization: Paragraphs could better support the core idea/thesis, or transitions between ideas/points require improvement.
   - Style: The words chosen are vague or inappropriate, or sentences may be unfocused, wordy, or unclear.
   - Mechanics: The writing contains more spelling, punctuation, or grammar errors.
“We tend to treat changes in the economy as if they were like the weather—natural phenomena governed by forces beyond our control. Nothing could be further from the truth. We have chosen to live in a society with high unemployment and with income distribution that is becoming medieval. A tiny percentage of Americans owns most of the wealth. Meanwhile millions of willing and able people are without work. This did not just happen. We created this situation.” - Rev. Peter Morales

The Feast of Economic Justice celebrates those individuals who have been left behind in the wake of our current economic policies; the unemployed, under-employed or under served by the wealth of the world’s largest economy.

The economy is a social system by which the resources of society are managed in order to provide for the society. Economic justice is where the economy exists to serve the people, and it is the opposite of economic slavery which is where the people exist to serve the economy. Economic justice is essential for securing basic human rights, alleviating local and global poverty, and achieving a more peaceful and just world.

Economic Justice is the application of principles, such as fairness and equality, in the development of policy in the allocation of jobs and benefits among participants in the economy. Economic justice means all people, to the extent they are able, have a duty to work, a responsibility to provide to the needs of their families and an obligation to contribute to the broader society.

Principles of economic justice are universal; they cross the dimensions of time and culture. Economic justice should guide our institutions of government and commerce in designing our economic system to ensure it touches the individual as well as the social order.

The Principle of Participation – describes how one makes "input" to the economic process in order to make a living. It requires fair and equal opportunity to engage the economic process. The principle of participation does not guarantee equal results, but requires that every person be guaranteed by society's institutions the equal human right to make a productive contribution to the economy, both through one's labor (as a worker) and through one's productive capital (as an owner). Thus, this principle rejects monopolies, special privileges, and other exclusionary social barriers to economic self-reliance.

The Principle of Distribution – defines the "output" rights of an economic system matched to each person's labor and capital inputs. Through the distributional features of private property within a free and open marketplace, distributive justice becomes automatically linked to participative justice, and incomes become linked to productive contributions. The principle of distributive justice involves the sanctity of property and contracts. It turns to the free and open marketplace, not government, as the most objective and democratic means for determining the just price, the just wage, and the just profit. Many confuse the distributive principles of justice with those of charity. Charity involves the concept "to each according to his needs," whereas "distributive justice" is based on the idea "to each according to his contribution." Distributive justice follows participative justice and breaks down when all persons are not given equal opportunity to acquire and enjoy the fruits of income-producing property.

The Principle of Harmony – encompasses the balancing principles required to detect distortions of either the input or output principles and to make whatever corrections are needed to restore a just and balanced economic order for all. This principle is violated by unjust barriers to participation, by monopolies or by some using their property to exploit others. This principle offers guidelines for controlling monopolies, building checks-and-balances within social institutions, and re-synchronizing distribution (outtake) with participation (input). The first two principles of economic justice flow from the eternal human search for justice in general, which automatically requires a balance between input and outtake, i.e., "to each according to what he is due." This principle acts as a restraint on human tendencies toward greed that lead to either the exclusion and/or the exploitation of others.
Service learning is defined as “an educational methodology that combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection” (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001, p. v). Students engage in a variety of experiential learning projects within local nonprofit organizations, also labeled as service-learning projects.

During the fall quarter of the Bridge MBA program, the BRMB 502 Project Management course will engage in a service learning project by project managing an event known as the Annual Feast of Economic Justice. Managing will include planning, executing, controlling and closing the project.

Working with the staff of the Cathedral Kitchen in Seattle, the class will divide into teams who will select a menu, identify and plan all work related to the procurement, pick-up, preparation and service of 150 meals to members of the Seattle University community.

The Management Method

Through this course of study students will gain understanding and demonstrate knowledge of managing projects. This includes the following subjects.

1) Initiate
   a) Define the project
      (1) Describe authority
      (2) Describe breadth of scope
   b) Approve and sign charter
2) Plan
   a) Work Activities – Depth of scope – WBS
   b) Work Roles and Responsibilities – Estimate effort and duration
   c) Network/PERT – dependencies and critical path
   d) Gantt/Schedule – work packages
   e) Commit Resources – Load, level and lock
   f) Budget – cost of work to value of work
   g) Risk – planning for the unexpected
3) Execute/Control
   a) Administer the plan (status meetings and reports)
   b) Manage changes and revisions
4) Close
   a) Earned Value Reports
   b) Lessons Learned