



College of Management

LTU'S College of Management prepares students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.

Course Syllabus*

*Students may want to **print** this syllabus in order to have all key course information available off-line.

Course Information:	Course Number: / Course Name: 1491 - Managing the Project Organization CRN: 14912 Course Location: / Classroom: M217
Instructor Contact Information:	Name: Howard D. Ellison Title: Adjunct Instructor Telephone: (248) 408-1466 E-mail: howard_llsn@yahoo.com Office Location / Hours: Monday, Tuesday, Thursday, and Friday; most weeks 5:00 pm to 10:00 pm
Meeting Dates:	September 5, 2012 to December 15, 2012 Note: Refer to http://www.ltu.edu/management/academic_calendar.asp for the last date to withdrawal and other important registration related information.
Course Prerequisites:	Graduate Degree / 3 credit hours Basic knowledge of Project Management and Project Management Techniques
Course Text Books and Other Materials	Peter W.G. Morris and Jeffrey K. Pinto, The Wiley Guide to Project, Program and Portfolio Management.978-0-470-22685-8 Plus articles made available on Blackboard Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
Course Description	This course has been developed to give students a working knowledge of the important role that project and program management play in an organization. An overview of program and strategic portfolio management is also included.
Course Objectives	Evaluate organizational culture to determine the optimal project organizational type <ul style="list-style-type: none"> o Understand project organizational types and what works best where o Evaluate teamwork in organization Develop processes to implement and maintain a standardized approach for a project organization <ul style="list-style-type: none"> o Understand ways to gain and validate project sponsorship o Develop a project management methodology Analyze approaches for project program and portfolio management within an organization <ul style="list-style-type: none"> o Understand Strategic Project Selection supporting overall business strategy o Structure a Project Management Office to provide consistent processes and tools across the organization
Technical Support:	For software, hardware or Blackboard issues, contact the LTU Help Desk Telephone: 248-204-2330 E-mail: helpdesk@ltu.edu
Academic Support:	Library Telephone: 248-204-3000 Library Website: http://www.ltu.edu/library/index1.asp

	<p>E-mail: refdesk@ltu.edu</p> <p>Academic Achievement Center Telephone: 248-204-4120 AAC Website: http://www.ltu.edu/aac E-mail: aac@ltu.edu</p>																				
Student Services Support:	<p>Office of Student Affairs Telephone: 248-204-4100 Website: http://www.ltu.edu/student_affairs/index.asp</p> <p><u>LTU Hotline:</u> To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222.</p> <p>Campus Safety Services 248-204-3945</p>																				
Course Policies	<ol style="list-style-type: none"> 1. Assistance - Students are encouraged to contact the instructor during office hours, after class or at home if they are having difficulties in the course. 2. Conduct - Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additionally, cell phones, pagers, and other personal electronics should be set to silent mode. Additional information covering the Student Code of Conduct can be accessed at http://www.ltu.edu/student_affairs/student_conduct.asp 3. Academic Integrity - Students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done specifically for this course by the student. Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean. For more information visit Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp 4. Absences – This is an Online course. However, weekly Blackboard participation and keeping up with assignments that are due is mandatory. 5. Late Work – Any work turned in late will have points deducted. 																				
Student Evaluation	<table border="1"> <thead> <tr> <th>Assignments</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Group: Virtual Team Ground Rules</td> <td>5</td> </tr> <tr> <td>Group: Project Orientation and Project Management Office Structure</td> <td>25</td> </tr> <tr> <td>Group: Group Project Orientation and PMO Structure Presentation</td> <td>10</td> </tr> <tr> <td>Group: Methodology Development</td> <td>25</td> </tr> <tr> <td>Group: Group Methodology Development Presentation</td> <td>10</td> </tr> <tr> <td>Individual: Reflective Consolidation</td> <td>15</td> </tr> <tr> <td>Individual :Results from Group Feedback Survey Results</td> <td>10</td> </tr> <tr> <td>Online Participation</td> <td>26</td> </tr> <tr> <td>Total Points</td> <td>126</td> </tr> </tbody> </table>	Assignments	Points	Group: Virtual Team Ground Rules	5	Group: Project Orientation and Project Management Office Structure	25	Group: Group Project Orientation and PMO Structure Presentation	10	Group: Methodology Development	25	Group: Group Methodology Development Presentation	10	Individual: Reflective Consolidation	15	Individual :Results from Group Feedback Survey Results	10	Online Participation	26	Total Points	126
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Percentage	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B*
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	F**

***NOTE:** Grades lower than a “B” fall below the LTU graduate standard

****NOTE:** If a graduate student’s final grade is lower than a C-, then the student will receive an F grade (there are no D+, D, or D- grades for graduate students)

Course Schedule

(Note: Subject to Change with Advance Notice)

<i>Session or Module</i>	<i>Date(s)</i>	<i>Topics/Readings</i>	<i>Assignments Due</i>
0	Sept 5 thru Sept 8	Overview of textbook Online Learning Orientation Course Orientation and group formation	Course orientation Assign teams
1	Sept 9 thru Sept 15 In Class Session	Working on virtual teams and in virtual organizations Reading materials available on Blackboard	Bb Discussion Board Meet with groups via Wimba Classrooms, establish ground rules for working together for semester. Due: Ground Rules Due: Charter
2	Sept 16 thru Sept 22	Working in virtual organizations Reading materials available on Blackboard	
3	Sept 23 thru Sept 29 In Class Session	Morris and Pinto, pp 250 – 269. “Management of the Project Oriented Company.” Morris and Pinto pp 80-90. “Models of Project Orientation in Multi-Project Organizations.” <ul style="list-style-type: none"> • Additional reading on Blackboard 	BB Discussion Board
4	Sept 30 thru Oct 6	Morris and Pinto pp 80-90. “Models of Project Orientation in Multi-Project Orientation” <ul style="list-style-type: none"> • Additional reading on Blackboard 	BB Discussion Board Quiz on Project Orientation
5	Oct 7 thru Oct 13 In Class Session	Morris and Pinto pp 226-249 The impact of organizational culture on a project organization “Project Success” <ul style="list-style-type: none"> • Additional reading materials on Blackboard 	BB Discussion Board Forums
6	Oct 14 thru Oct 20	Organizational Maturity Teamwork and team building <ul style="list-style-type: none"> • Additional reading materials on Blackboard 	BB Discussion Board Forums
7	Oct 21 thru Oct 27 In Class Session	The role of the project management office in a project organization. <ul style="list-style-type: none"> • Articles on Blackboard 	BB Discussion Board Forums Due: Group Project: Project Orientation and PMO Structure
8	Oct 28 thru	Project Management Methodologies Readings on Blackboard on methodologies	BB Discussion Board Forums Due: Group Project: Project Orientation and PMO Structure Presentations

	Nov 3		
9	Nov 4 thru Nov 10 In Class Session	Morris and Pinto p.271-289 "Managing Project Stakeholders"	BB Discussion Board Forums
10	Nov 11 thru Nov 17	Morris and Pinto pp pp 113-142 "Program Management: A Strategic Decision Management Process."	BB Discussion Board Forums
11	Nov 18 thru Nov 24 In Class Session	Morris and Pinto pp. 144-175 "Modeling of Large Projects" Plus readings on Blackboard	BB Discussion Board Forums Due: Group Assignment - Methodology Development
12	Nov 25 thru Dec 1	pp 63-79 Strategic Management: The Project Linkages Plus readings on Blackboard	BB Discussion Board Forums
13	Dec 2 thru Dec 8 In Class Session	Morris and Pinto pp. 1-33 "Strategic Business Management through Multiple Projects."	BB Discussion Board Forums Due: Group Assignment - Methodology Development presentations
14	Dec 9 thru Dec 15	Pp. 34- 62 "Project Portfolio Selection and Management"	BB Discussion Board Forums

Description of Assignments

Online Participation

This is a hybrid class, meaning that we split our time between on-ground and online instruction and dialog. Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 26 points based on:

Up to **26 points** – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students.

ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Group Work (Total 55 points)

Overview –

You will be assigned to a group with whom you will work during this semester. Your group will be provided with a Wimba classroom, which you can use for your collaborative work. Your group will also be assigned a company or organization. Your team should assume that all of the work you create during the course of this semester will be implemented into this company. Your team may choose to research this company more in depth, however, this is optional. The DataMonitor report will provide sufficient background for you to make educated speculation about this company.

Group Assignment 1 – Virtual Team Ground Rules (5 points)

Your team will meet during the first week and establish a group list of ground rules to which you will hold each other accountable. A portion of your grade for the semester will be dependent on how others in your group rate your adherence to this standard.

Group Assignment 2 – Project Management Organization and Project Management Office 25 points

Your group will determine, for the company you have been assigned, the type of project management orientation appropriate for that company, Maximum 25 pages, double spaced, Times New Roman 12pt font. APA reference format.

What types of projects do you believe this organization executes?

Which type of project organization would the team recommend?

What is the level of organizational maturity for projects? What do you base your assessment on?

Provide an organizational chart for the project management office. Identify where in the organization you would position the PMO. What is the basis for your answer?

Group Assignment 3 - Project Orientation and PMO Structure Presentations (10) points

Your group will create and present a 20 to 25 power point slide presentation using your **Project Management Organization and Project Management** paper as your source or basis.

Group Assignment 4 – Methodology Development 25 points

Your group’s assignment is develop a methodology manual for a process area from the project management body of knowledge to be used by the company you have been assigned. The end product is a manual that provides a step-by-step methodology for a PM process area with supporting training documents, templates,

and process flows. Maximum 50 pages, double spaced, Times New Roman 12 pt font. All references APA format.

The goal is to provide an overview of the selected methodology process area with the following sections:

- Introduction
 - Purpose
- Background
 - Why is PM skills and methods important to the company
 - Why are the proposed PM methods needed
- Benefits
 - What benefits will the company realize
 - How does this benefit employee
- What are the key element of the methodology
 - What will the methodology include / not include
 - Training required
 - Forms needed with examples
 - Models that will help you to explain the methodology to others
- Process / Context Diagram
 - How does this process fit in a project management framework?
 - The PMBOK has a variety of diagrams that detail where the selected process area fits within the framework.

Group Assignment 5 – Methodology Development Presentation (10 points)

Your group will create and present a 20 to 25 power point slide presentation using your **Methodology Development** paper as your source or basis.

Individual Assignment - Group Feedback (10 points)

Please submit an evaluation of your teammates on your group projects with the following information. I would like one submission from you with all teammates included. MSWord or Excel are acceptable formats.

Name of teammate:

- 1) On a scale of 1 to 5, 5 being best, rate this student's contribution to the project deliverables.
- 2) On a scale of 1 to 5, 5 being best, rate this student's level of attendance in the project meetings.
- 3) On a scale of 1 to 5, 5 being best, rate this student's leadership in the project.
- 4) On a scale of 1 to 5, 5 being best, rate this student's contribution of his/her knowledge of the course materials to the project.
- 5) On a scale of 1 to 5, 5 being the highest, rate this students' level of teamwork in the project.
- 6) Provide any other comments about this student.

Individual Assignment – Reflective Consolidation – 15 points

Review your work over the course of the semester. For six of the twelve modules that we have studied during the course of the semester write 1 or 2 paragraphs in which you consider the knowledge you gained through the course of this semester. Describe a situation you have been in that would have benefited from the knowledge you have gained in that module. How might the knowledge you have gained in the module from the readings, lectures or activities helped to improve the way you approached the situation? Maximum 10 pages, doubled spaced, Times New Roman, 12 point font.

In-Class & On-Line Participation Rubric

The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard participation points.

In Class Participation:

This will be based on class discussion, exercises, in-class assignments, etc. Students who miss class will have to work with the instructor on how to make up in-class participation points. Showing up for class does not guarantee points! Participation is rewarded by points. Students are encouraged to bring in articles, web site URL's, etc. for discussion purposes.

On-line Participation Points

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis. Specifically:

- Each student is expected to respond to instructor postings. The instructor will not post every week, but activities will be monitored. It is the student's responsibility to check BlackBoard on a regular basis (at least two to three times a week).
- Each student must start discussion threads concerning pertinent leadership issues. Articles, websites, etc., can be attached from a reputable source.
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the final week of class will not be counted.
- **Quality of posts** - when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Posting Quality Rating	Examples
High	<ul style="list-style-type: none">• Original thoughts not already contained in the threaded discussion• Cited examples/ideas from the Internet – please list the URL that you have referenced• Agreement/Disagreement with other postings and including a strong reason why
Fair	<ul style="list-style-type: none">• Some original thoughts/some repeat of what has already been listed in the threaded discussion.

Written Assignments Rubric

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

B Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).

8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

Verbal Presentation Rubric

Team Member(s) _____

Score	Criteria
100% - 90%	Clear, succinct and complete. Concepts described fully and communicated effectively. Strong preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Strong organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided appropriate solutions for defined problems. No spelling or grammatical errors. Excellent incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions very effectively.
89% - 80%	Mostly clear, succinct and complete. Concepts described and communicated fairly well. Adequate preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Good organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided adequate solutions for defined problems. Very few spelling or grammatical errors. Good incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions well.
79% - 70%	Information presented not always clear or succinct. Concepts not described fully or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Many spelling or grammatical errors. Sources and references not always used or cited properly in presentation. Did not meet time requirements for presentation. Did not respond effectively to audience questions.
69% - 60%	Information presented not clear or succinct. Concepts not described or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to

