

<b>COURSE TITLE BLACKBOARD SITE</b>	Project Risk and Quality Management MGT 6223 Summer 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN 5144
<b>INSTRUCTOR</b>	Sharon Pohly CEO Girl Scouts of Northern Indiana-Michiana 10008 Dupont Circle East Fort Wayne, IN 46825 <a href="mailto:spohly@ltu.edu">spohly@ltu.edu</a> Cell Phone 248.249.0500 Virtual office hours by appointment
<b>SCHEDULE</b>	May 16, 2012 – July 26, 2012  Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.
<b>LEVEL/ HOURS PREREQUISITE</b>	Graduate Degree / 3 credit hours
<b>REQUIRED TEXT</b>  (See Blackboard for additional resources)	<b>Risk Management</b> Frame, J. Davidson Managing Risk in Organizations: A Guide for Managers ISBN: 978-0-7879-6518-1 Hardcover  <b>Quality Management</b> Rose, Kenneth, PMP. "Project Quality Management: Why, What, How". J Ross Publishing, 2005. ISBN10:1932159487 ISBN13:9781932159486 Available for online purchase through LTU Bookstore at: <a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a>  Project Management Casebook, Edited by David I. Cleland, Karen M. Bursic, Richard Puerzer, and A. Yaroslav Vlasak, 1998, Project Management Institute, Newtown Square, Pennsylvania USA (ISBN: 1-880410-45-1)  Not available from through LTU Bookstore, but may be purchased through Amazon.com.
<b>ADDITIONAL RESOURCES</b>	LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>

**TECHNICAL SUPPORT**

Technical support for using Blackboard is provided by the Helpdesk. Visit [www.ltu.edu/ehelp](http://www.ltu.edu/ehelp) or 248.204.2330 or [helpdesk@ltu.edu](mailto:helpdesk@ltu.edu). Send the Help Desk a form detailing any issues by clicking here <http://tinyurl.com/3yqrvne>.

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and May 14 – May 20	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	Introductory Post and Response Posts 1 pt
Week of May 21 – May 27	Module 1 Quality Basics and the History of Quality Assurance	Text- Rose Chapter 1 Chapter 2 Chapter 3	Bb Discussion Board Forums 2 pts
Week of May 28 – Jun 3	Module 2 Project Quality Planning	Text- Rose Chapter 4	Bb Discussion Board Forums 2 pts
Week of Jun 4 – Jun 10	Module 3 Project Quality Assurance, Quality Control and Quality Improvement	Text- Rose Chapter 5 Chapter 6	Bb Discussion Board Forums 2 pts
Week of Jun 11 – Jun 17	Module 4 Project Quality Tools Part 1          Module 5 Project Quality Tools Part 2	Text- Rose Chapter 7  In addition to your text readings this week, read the article from the January, 2009 Quality Progress located at Quality Progress Online. <a href="http://asq.org/quality-progress/2009/01/basic-quality/building-from-the-basics.html?ct=full">http://asq.org/quality-progress/2009/01/basic-quality/building-from-the-basics.html?ct=full</a> You will need to do a free registration in order to read it. It covers the basics of the 7 tools of Quality Improvement. It's a recent article, and very good!	Exercise Bb Discussion Forum 1 pts  Wimba Classroom session. Hours to be posted. Bring questions about the material and assignment  Bb Discussion Forum 1 pts  Seven tools exercise due by Saturday 11:59pm

Dates	Modules	Topics / Readings	Assignments Due
Week of Jun 18 – Jun 24	Module 6 Project Problem Solving, Common Project Practices and Project Systems and Solutions	Text- Rose Chapter 10, 11, 12  Visit the website below and learn about the seven tools for management and planning  <a href="http://asq.org/learn-about-quality/new-management-planning-tools/overview/overview.html">http://asq.org/learn-about-quality/new-management-planning-tools/overview/overview.html</a>	BB Discussion – 2pt Case Study Number one due
Week of Jun 25 – Jul 1	Module 7 Introduction to Project Risk Management	Text- Frame Chpts 1,2 and 3	Bb Discussion Board Forums 2 pts  Wimba Classroom session Hours to be posted.
Week of Jul 2 – Jul 8	Module 8 Risk Organization and Identification, Qualitative Risk Mgt	Text – Frame Chpts 4,5	Bb Discussion Board Forums 2 pts Exercise – Quantitative Risk Analysis
Week of Jul 9 – Jul 15	Module 9 – Quantitative Risk Assessment, Probability and Statistics in Risk Management	Frame 6 and 7	Bb Discussion Board Forums 2 pts  Quiz on Probability and statistics
Week of Jul 16 – Jul 22	Module 10 - Planning for Risk management, Monitoring and Controlling Risk	Frame Chpt 8,9	BB Discussion 1 pt
Week of Jul 23 – Jul 29	Module 11 - Business Risk, Operational Risk, Project Risk	Frame Chpt 10,11,12	Bb Discussion Board Forums 2 pts  RiskManagement Case Study Due
<b>THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS.</b>			

## STUDENT EVALUATION

The course has two exercises, one quiz, two case studies and online participation totaling 100 points. Letter grades are awarded based on the total number of points achieved. No late assignments are accepted.

Assignments	Points
Seven Tools Exercise	15
Quality Journey Case Study	25
Quiz on Probability and Statistics	5
Exercise – Quantitative Risk Mgt	5
Risk Case Study	25
Online Participation	25
Total	100

Class Points	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-
69 and below	E

*Note: Grades lower than a "B" fall below the LTU graduate standard*

## 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.

### Assignment Seven Tools of Quality Improvement (15 Points)

Overview- In this assignment, using Microsoft Word and Excel, as well as templates provided by our text's author, you will analyze a simple process and data using the seven tools of quality improvement. The data will be generated by members of the class and posted on the discussion board.

Deliverables and Evaluation –

DATA NOT POSTED IN A TIMELY MANNER AS INSTRUCTED WILL RESULT IN A “0” GRADE FOR THIS ASSIGNMENT. YOUR PARTICIPATION IS CRUCIAL TO THE SUCCESS OF THIS ASSIGNMENT.

Delivered on time according to instructions – 1 pt

Process Flowchart – using Visio, Excel or a hand drawn chart scanned and turned in. – 2 pts

The following should be in a single Excel chart using one tab for each assignment

Checksheet with data 2 pts

Pareto chart 2 pts

Scatter Diagram 2 pts

Control Chart 2 pts

The following will be turned in using Microsoft Word format in a single Microsoft word document with two pages.

Histogram 2 pts

Cause and Effect Diagram 2 pts

### Assignment Quality Journey Case Study (25 Points)

**Overview** – The purpose of this exercise is to practice the project quality concepts which you have learned on a real life case study. Please read the case study, and place yourself in the project quality manager role. Your task is to create a quality journey for this case.

#### **Deliverables and Evaluation –**

Your case will be evaluated based on the following for a total of 30 points

Title Page – 1 points

Organization and overall writing quality – 1 points

Assignment submitted on time – 1 point

Your document should have the following sections. Maximum point values per section are listed.

Customers – 1 points

Requirements – 2 points

Specifications – 2 points

Quality activities and metrics organized into a quality plan – 8 points

Quality Control – Specific actions you will take to control quality – 5 points

Plan-Do-Study – Select three issues in the case. Describe how you will implement the Plan-Do-Study cycle. Describe the tools and metrics which you will use. 4 points

### Assignment Risk Management Case Study (25 Points)

**Overview** – The purpose of this exercise is to practice the risk concepts which you have learned on a real life case study. Please read the case study, and place yourself in the project risk manager role. Your task is to create a risk assessment of the Grovesner project for your boss, Dick Dubin. This assessment should be no more than 10 pages, double spaced, 1” margin, Times New Roman 12 pt font.

#### Deliverables and Evaluation –

Your case will be evaluated based on the following for a total of 25 points

- Title Page – 1 points
- Organization and overall writing quality – 1 points
- Assignment submitted on time – 1 point

Your document should have the following sections. Maximum point values per section are listed.

#### Risk Plan – 2 points

1. Objectives in handling risk
2. Results of a highly successful project, an expected project and a failed project

#### Risk Identification – 5 points

Identify and categorize the risks that in this project

#### Risk Impacts – 5 points

For each identified risk describe the qualitative and/or quantitative impacts

#### Risk Handling Strategies – 5 points

For each identified risk describe the risk handling strategy

#### Recommended methods for on-going risk monitoring and controlling - 5 points

Describe the on-going actions to monitor and control risk throughout the project

### Online Participation (25 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 25 points based on:

Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students. On a weekly basis, you will be reading the text and potentially some outside readings. You will also need to read and become familiar with two larger case studies from the Harvard Business Review. One- three discussion questions will be posted on Blackboard to allow you to reflect on these readings. You will be expected to create an initial post to EACH question on the discussion board by Wednesday of each week. Your initial post should be at least 100 words in length, address the question, and show that you have given the question and the readings critical thought. In addition for each question, you will be expected to respond to at least two other students, with posts of at least 50 words in length. Your response posts are due by midnight on Saturday. Score on the initial quiz on course concepts.

This course also has quizzes and exercises worth 5 pts each. They are:

- A quiz on probability and statistics

- An exercise in creating network diagram

## **EDUCATIONAL GOALS**

*Introductory paragraph describing the overall goals of the course.*

## **STUDENT LEARNING OBJECTIVES / OUTCOMES**

*List the student learning objectives for this course. These objectives will be evaluated through assignments, quizzes, examinations, and other methods throughout the course.*

## **PREREQUISITE SKILLS**

*List any prerequisite skills the students should have prior to taking this course. These may include academic coursework as well as practical experiences. (e.g. software packages, work experiences, etc).*

## **INSTRUCTIONAL METHODS AND COURSE ORGANIZATION**

*List the specific instructional methods used in your course and describe how you will use them, which may include but are not limited to:*

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Publisher Web Site** – A publisher web site at <http://www.nnn.com/nnn> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

## **CLASS POLICIES AND EXPECTATIONS**

**(Please review to verify the information supports student expectations. Update as needed for alignment with your course policies, learning objectives, and student expectations.)**

*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.



It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

## **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your

academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

Online Learning Schedule						
MON	TUES	WED	THU	FRI	SAT	SUN
Read Textbook Chapter						
		Take Online Chapter Quiz				
		Participate in Weekly Blackboard Discussions				
Individual and Group Project Work - Coordinate With Colleagues						
Instructor Communication - As Needed						

### EDUCATIONAL GOALS

The intention of this course is to provide an understanding of both quality and risk management concepts as they apply to project management.

### STUDENT LEARNING OBJECTIVES / OUTCOMES

The objectives of this course are for the students to be able to:

1. Understand basic six sigma and quality improvement tools, including the DMAIC cycle
2. Apply the appropriate tools and techniques to improve project and product quality
3. Develop and implement a quality plan within a project, program or portfolio
4. Understand and apply the risk identification process
5. Assess risks both qualitatively and quantitatively
6. Understand differences between risks and uncertainties
7. Understand differences between risks and opportunities
8. Prioritize the risks according to their impact significance on the overall project
9. Create and use a risk register in managing project quality
10. Lead risk management at the project level, understand and explain its application at the program and portfolio level

### PREREQUISITE SKILLS

The student should have a basic understanding of project management concepts, either through a graduate level course project management or through practical experience. Have or be willing to learn basic Microsoft Office skills (Word and Excel).

### INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages and telephone conference calls.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Publisher Web Site** – The publisher of our quality text has a website with templates that will be required for two assignments during our quality segment. The website is:

<http://www.jrosspub.com/>

**Assignments** – The assignments in this class include two case studies and three assignments and a quiz that reinforce the readings,

## **CLASS POLICIES AND EXPECTATIONS**

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

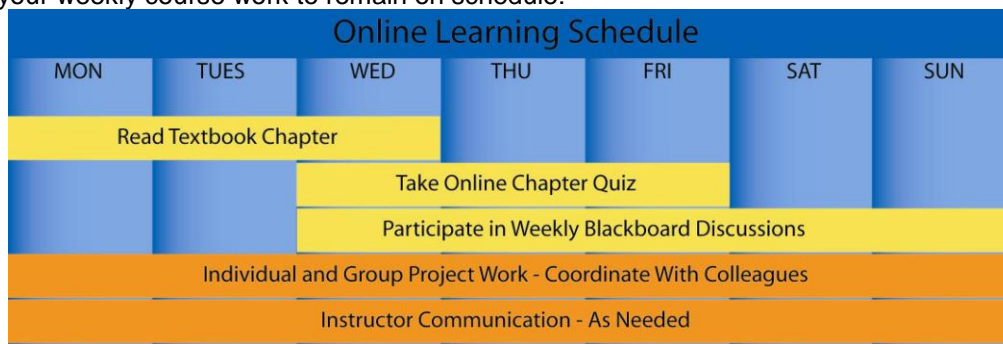
- I will be available to you via e-mail and phone, and will with 24 hours reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems with 24 hours as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you with 48 hours, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

## **PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



## SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

### Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list. More information is available at <http://www.ltu.edu/leadership>.