

Project Management
Winter 2024



Master of Public Administration Program

Class Meetings:

Tuesdays 6pm-9pm: 1/16, 3/12

Saturdays & Sundays 9am-4pm: 2/3-4, 2/24-25

Location: Online, Zoom & Canvas

Faculty: Amy Gould, Ph.D.

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MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the Change.”

Course Description:

What does success look like? In this course we will endeavor to respond to this question on both personal and professional levels. It takes integrated thinking and discipline to become a successful project manager. Tools are only tools. In addition to building an awareness of your own management style, we will use real world client-based applications to explore and understand the nuances of successful project management. Students will work hands on with a pre-selected client organization to apply their learning and develop a viable project management plan.

Learning Objectives

- Develop an awareness of the project environment (culturally, budget wise, socially, and politically). This requires understanding, listening to, and hearing your clients rather than believing you know what is best.
- Recognize key project management questions: what are the client's needs (real, perceived, political)? What are the potential impacts of meeting these needs (intended or unintended)? What is the risk tolerance for the client and is the project scope reasonable?
- Cultivate a self-awareness of your own management style when managing others, projects, and yourself.
- Create a knowledge base of the vocabulary and processes of project management.

***Fair Warning*:** This course is offered in an intensive format and will require a large amount of self-directed learning through readings, assignments, presentations, and workshops.

Required Books:

Cooke & Tate (2010). *The McGraw-Hill 36 Hour Project Management Course*. 2nd edition. ISBN: 978-0071738279.

Josephs & Rubenstein (2018). *Risk Up Front: Managing Projects in a Complex World*. Lioncrest Publishing. ISBN: 978-1544510866.

Thaler & Sunstein (2021). *Nudge*. The Final Edition. Penguin Books. ISBN: 978-0143137009.

Optional Nizhebetskyi (2022). *Practical Project Management: Proven Framework That Great Project Managers Use in the Real World*. Independently Published. ISBN: 979-8430325251.

Winter 2024 Schedule (faculty may alter schedule)

Tuesday January 16

Time	Activity	Deliverable
6:00pm	Introductions & Course Overview: faculty will assign project teams and clients	<u>Readings:</u> Cooke & Tate, chs. 1 & 2 *Nizhebetskyi, chs. 1 & 2
6:30pm	Lecture: What is project management?	
7:00pm	Workshop on Teamwork Plan: Within your project teams, conduct a SWOT analysis of the team. Identify the KSAs each team member brings to the project and the areas the team needs to improve upon	
8:00pm	Overview of upcoming class meetings and assignments: writing memos, final presentation time to share w/client	
9:00pm	End	

Done between classes:

- a) communicate with fellow students on your project team.
- b) team gathers publicly available information about your client’s organization.
- c) team meets with client via Zoom, phone, or in-person.

Saturday February 3

Time	Activity	Deliverable
9:00am	Lecture/workshop: Approaches to PM, managing projects vs. programs	Assignment #1: Client Memo. Posted to canvas by 9:00am. <u>Readings:</u> Cooke & Tate (ALL) *Nizhebetskyi (ALL)
12:00pm	LUNCH (on your own)	
1:00pm	Lecture/workshop: Phases of projects, process maps, client journeys, user stories, writing project plans, team charter, scope of work. *Be prepared to answer questions from the readings.*	
4:00pm	End	

Sunday February 4

Time	Activity	Deliverable
9:00am	Lecture: fundamentals of PM, Traditional, Agile, Hybrid Workshop: how to apply agile PM?	Readings: Cooke & Tate (ALL) *Nizhebetskyi (ALL)
12:00pm	LUNCH (on your own)	
1:00pm	Workshop: mind maps about what the PMP sections are and how they overlap/connect	
3:00pm	Discussion: managing & leading w/clients	
4:00pm	End	

Assignment #2: Team Charter & Draft Scope of Work due Tuesday February 13 by 9:00am.

Assignment #3: Draft 1 PMP due Tuesday February 20 by 9:00am.

Saturday February 24

Time	Activity	Deliverable
9:00am	Seminar: <i>Risk Up Front</i>	Reading: Josephs & Rubenstein (ALL)
10:15	BREAK	
10:30am	Lecture/Workshop: Risk Analysis & Change Management	
12:00pm	LUNCH (potluck or on your own)	
1:00pm	Short Film (Titanic Project Management) Discussion: Lessons learned about management, leadership, context, types of organizations involved, & project culture	
2:00	BREAK	
2:15	Project Management in the Real World: empathy, conflict resolution, trauma, allyship "Doing" vs. "Being" a leader	
4:00pm	End	

Sunday February 25

Time	Activity	Deliverable
9:00am	Seminar: <i>Nudge</i>	Reading: Thaler & Sunstein (ALL)
10:15	BREAK	
10:30am	Guest Speaker: Choice Architect	
12:00pm	LUNCH (potluck or on your own)	
1:00pm	Project Team work time on PMP and visual aid. Reminder: incorporate key concepts from readings into final PMP and presentation. How do the readings apply?	*Send key updates or clarifying questions to client
4:00pm	Class Ends	

Assignment #4: Draft 2 PMP due Tuesday March 5 posted to canvas by 9:00am.

Tuesday March 12

Time	Activity	Deliverable
6:00pm	Final Presentations <i>*Note: Practice your presentation many times in advance!*</i>	<u>Assignment #5</u> : Final PMP & Visual Aid <ul style="list-style-type: none">• Group presentation with visual aid• Clients invited to attend
9:00pm	Wrap-up course, discuss eval process	

*Evals: Student’s self-eval and student’s eval of faculty required for credit. We will not hold evaluation conferences.

Assignments

Assignment #1: Client Memo

Due: February 3 posted to canvas by 9:00am.

Submit a memo documenting your meeting with the client. Note the date, time, location, and persons present. Outline a brief history of the organization/agency/program, note the purpose of the project, purpose of the meeting, items discussed and project background information gathered, action points agreed upon with client, stakeholders involved in the project, future meetings with client scheduled, and affirmation that the client is aware of the pilot presentation date/time of the project plan at the end of the quarter. Look ahead to assignment #2 as this will likely guide some of the questions you will want to ask at the client meeting.

Send memo to client.

Assignment #2: Team Charter & Draft Scope of Work

Due: February 13 posted to canvas by 9:00am.

Example team charters will be distributed and discussed in class. This basically describes the “who does what & when” for all the members of your team. It also details how you will communicate, how often you will meet, roles and responsibilities of each other, what your definition of graduate level work includes, how you will resolve conflict, and how you will define success.

The project scope has two levels: 1) your team’s scope of work and 2) the client’s scope of work. The scope of work is discussed in detail in Cooke & Tate.

You are submitting a draft now and revisions will be included in your project management plan throughout the quarter. Note: you are responsible for detailing a plan about how to manage the “project”; not the “product.”

The project scope of work documents how the project scope is defined (parameters of time, space, money), how the project is to be managed, evaluated, and communicated to the project team, client, and stakeholders. It also includes all work required to complete the project. The documents are used to control what is in scope and out of scope for the project. Items deemed out of scope are not added to the project work items. It can be very detailed and formal or loosely framed and informal depending on the communication needs of the project. The project scope of work details the purpose of the project, objectives/goals/outcomes,

outputs/deliverables described on a timeline, funding sources and their requirements or resource acquisition plan, stakeholders/audiences, feasibility assessment of the project (is it too big for the client to reasonably accomplish?), and assessment of outside pressures on the project (is this project socially desirable?).

Assignment # 3: Draft 1 Project Management Plan (PMP)

Due: February 20 posted to canvas by 9:00am. This is detailed in Cooke & Tate. *It will include a revised scope of work and generally includes the following points:* project description, project deliverables, client’s mission statement and org chart, definitions and acronyms, benchmarks or major milestones, boundaries of the project (assumptions, dependencies, and constraints), external interfaces/outside pressures/stakeholder considerations, client’s project team member identification and qualifications, roles and responsibilities of each team member, measures of project success, sample team charter for client’s team members, project schedule, data collection plan, budget, risk management plan, communication plan, change management plan, quality control and quality assurance plan, transition and closure plan (How will you transfer the project plan to the client in such a way that it is implementable?), project team commitment, and management endorsement. *DO NOT send this version to client.*

Assignment #4: Draft 2 Project Management Plan (PMP)

Due: March 5 posted on canvas by 9:00am. Incorporate feedback from 1st draft and apply readings where appropriate. *You will need to receive “buy-in” from your client on this assignment. Send to client on due date and ask for feedback.*

Assignment #5: Visual Aid w/Presentation & Final Project Management Plan (PMP)

Due: March 12 posted to canvas by 6:00pm. This final version of the PMP should address and/or incorporate all feedback received from client and faculty. Send a copy of the final plan and visual aid to the client. Final presentations will occur during class.

The presentation should be about your project management plan and not exceed 10 minutes plus 5 minutes for Q & A (total of 15 minutes). This does not include time for the client to provide feedback. All group members are expected to verbally participate in the presentation (as able). A visual aid is required for the presentation and should follow the following guidelines:

- All photographs/facts/quotes should be cited with their source.
- Things to think about: use high contrast colors against background color, limiting red and green (colorblindness), font size, readability, universal design access, proper labeling of graphs/tables/charts. Universal design resource: <https://www.washington.edu/doiit/equal-access-universal-design-your-presentation>

If using a video, it may not be more than 5 minutes long and should be of good quality. Various presentation tools will be discussed in class.

Course Policies

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already publicly available to you through existing resources). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. After one absence per quarter (3 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (or 9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. We will not hold evaluation conferences.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Mandatory Reporter: The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have. Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, jonese@evergreen.edu); Student Wellness Services (Sem I 2110, 360.867.6200); SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Trauma Informed Pedagogy Statement: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: <https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19> plus <https://www.evergreen.edu/currentstudent/student-resources>

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct & Conflict Resolution: Please refer to the [MPA Student Handbook](#) . Discuss any problems involving others in the learning community directly with the individuals involved (if the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior disrupting the learning

community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process:

<http://www.evergreen.edu/studentaffairs/student-conduct>

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by Tribal governments, Tribal organizations, or Indigenous communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.