



UNIVERSITY of ST. THOMAS
OPUS COLLEGE of BUSINESS

Opus College of Business Mission

Consistent with the Catholic intellectual tradition of the University of St. Thomas, the College of Business educates students and working professionals to become effective, ethical business leaders and to be constructive contributors to society.

- Course Number & Title
 - MGMT 623-01
- Semester (Term) and Year
 - Spring 2008
- Course Meeting Times and Classroom Location
 - MCH 231 Thunder Room
- Instructor Contact Information
 - Office Location
 - MCH 300
 - Office Hours
 - By Appointment
 - Phone
 - 651-962-5141
 - Email
 - elowens@stthomas.edu
- Required Text(s) and Materials
 - Gray, Clifford F. and Larson, Erik W. *Project Management the Managerial Process 4e*. 2008 Boston: McGraw-Hill
 - Team Dimension Assessment – Buy from CBE – Contact Heather Massie @ 651-962-4602
 - Also get a copy of MS Project 2007 quick notes - Optional
- Course Objectives
 - We will assess the comparative methods of project management and conduct an assessment of an organization's project management discipline. Your team of four or five will choose an actual firm to determine, measure, analyze, improve, and set controls its system of project management. Hopefully the organization will be one represented by a team member.



Schedule

This schedule can and probably will change without notice. Cases may be added as semester develops.

However, you are still responsible for work scheduled.

Week 1	31 st	Introductions – Project / Program/ Portfolio Comparative assessment of the four main professional body in project management - (APM, PMI, Princ2, IPMA)	Chap 1
Week 2	7 th	Project report model and spreadsheet - lecture DMAIC model - Handout	
Week 3	14 th	Defining Stakeholders Nadler’s System Thinking – Congruence Model - Handout	Chap 10, 16
Week 4	21 st	MS Project Labs Defining Requirements/Feasibility	Major do’s and don’ts Chap 15
Week 5	28 th	What is the Project Charter	Chap 2,3
Week 6	6 th	Defining Project Scope	Chap 4
Week 7	13 th	Creating WBS/Work Package Creating Network Diagrams/MS Project	Chap 6 Exam 1
Spring Break		17 th – 24 th	
Week 8	27 th	Project review to class – class critique	
Week 9	3 rd	Team Development Risk Management – Kick off Session Change Control	Chap 7 Chap 11
Week 10	10 th	Negotiations / Conflict - Handouts Cost Definition	Chap 5, 8
Week 11	17 th	Project review to class – class critique	
Week 12	24 th	Communications - Handouts Earned Value	Chap 13
Week 13	1 st	Lessons Learned	Chap 14 Exam 2
Week 14	8 th	Final Project Presentation with client present This will be a long night so prepare to stay late – We will also have a pot luck this night	

Note 1: From time to time unscheduled guest speakers may come. You are still responsible keeping readings and work up to date.

Note 2: At 5:01 e-mail work becomes late and will be docked accordingly. Do not assume you can delay your work without expressed permission from me.

Assignments & Grading

- Exams and group projects are viewed as opportunities for learning both course materials. You will be required to actively and effectively participate in all course activities, including class discussions, in-class exercises, and field work at local organizations and failure to be an active participant will result in a significant grade reduction.



▪ **GRADING COMPONENTS:**

<u>Exams</u> - not cumulative		(25%)
1 st Exam	(10%)	
2 nd Exam	(15%)	
<u>Project</u>		(60%)
Class Reviews	(10%)	
Final Oral – in class presentation		
Client must be present	(15%)	
Written Paper	(35%)	
<u>Participation</u>		(15%)
In-class	(15%)	

PARTICIPATION

Your participation in our class will be evaluated on the following:

- A. Peer review of your project efforts.
- B. In-class contributions
- C. Your engagement with the theory
- D. Outside readings in our academic discipline
- E. How I see you "playing" with the theory.

Your successful completion of the course depends upon:

- 1. Reading the assignments before class
- 2. Attempting to solve your client's problems
- 3. A willingness to use class time to ask questions
- 4. A strong willingness to use out-of-class time to master the required skills and do consulting for your client

All work in this course will be transferred as e-mail except the quizzes and test. A CD-Rom of the complete project and all associated materials is required at the end of the semester.

Remember that you can be removed from your team. If your peers terminate you from the team and I accept their decision, you must find a new team or fail the project and presentation portion of the course. If a team hires you, they must accept your effort as a part of their grade for the project whether positive or negative.

****** Firing Policy ******

You may fire a team member after attempts have been made to bring her/him up to par. If a member is to be fired you must sit down with me as a team before week 11 and spell out the accusations face-to-face. The member will be given one week to come up to par and if that doesn't happen the team will meet with me again to discuss the issues. If I concur with the team's accusation of a lack of progress, the member will be fired and expelled from the class unless the member can find another team willing to accept him/her. Any team accepting the fired student accepts responsibility for sharing their project grade with the new member.



- Course Requirements/Policies/Expectations

Classroom Culture

- First:** It is my job to challenge you. No challenge is a personal attack on you but rather your ideas. You, thereby, have complete authority to challenge me. Most students who have mastered this course have become comfortable in making such challenges with respect, in a manner seeking some form of truth. Though your challenge will be answered, know that questioning what I say is sound learning. Humor and cheekiness are encouraged.
- Second:** You will learn to deconstruct an enterprise into its various functions by using the language and principles of Project Management, Operations Management and Organization Theory.
- Third:** Successful students will learn the art of dealing with ambiguity and business culture. You are required to talk, dialogue, and participate in the classroom discussion. Failure on your part will guarantee a low course grade.
- Fourth:** No allowance will be made for students who do not prepare sufficiently for class. Each student is expected to have properly prepared assigned work before class, and in-class activities will be based on this expectation. Questions and concerns about homework assignments need to be resolved prior to class. Whether or not, we cover the book materials in class; **the subjects are still fair game for exams**
- Fifth:** I will be available to help any student understand the principles of the course **through scheduled appointments**. However, if you do not work hard in this course, there is a good chance you can fail. Conversely, students who do their assignments well have a very good chance of obtaining a high grade.
- Sixth:** I will deliberately not dot all the "i's" or cross all "t's" to explain how one succeeds with this course. Rather I will leave many holes, which you the student must learn to plug through clarification, initiative, **moxie**, creative thinking and "down-right" **hard work**.

Attendance Policy:

Attendance is expected at all class sessions. If unable to attend, please notify instructor and your team.

Students: missing 3 classes for any reason will result in an "F" – only exception is listed below.

- *If the absence is due to a verified medical crisis, you will be allowed to repeat the course the next semester it is taught at no cost at the discretion of the Dean. You must produce a doctor's written memo to the Dean of the College. I will check the authenticity of the memo.*

- OCB/UST Course Related Policies

- It is every student's responsibility to be fully aware of *each* of the following OCB/UST course policies.
 - Academic Integrity
 - Disabilities Enhancement Program
 - Disclaimer of Syllabus as a Contract
 - Expectations of OCB Students
- Use of "portable devices"
 - Laptop computers are encouraged but I reserve the right to ask you to turn them off



- No music, earphones, etc allowed
- Course Prerequisites – See course catalog/Student handbook
- Knowledge from prior courses
 - Not defined at this time.
- Software skills needed /or equivalent
 - Microsoft Office 2007
 - MS Project 2007
 - MS Visio 2007

What to Do in Order to Earn the Grade You Want

NOTE: By doing nothing more than enrolling in this class each student is guaranteed an **”F”**. If you are satisfied with this grade you need do nothing more for the remainder of the semester.

A If you show up almost all the time, your written assignments are completed on time, are very well written and display a mastery of the material, if you give evidence that you are always prepared for class discussions by making regular, substantive contributions, and also take a solid leadership role in your group, you will have earned an “A”.

B If you show up almost all the time, your written assignments are completed on time, are well written and give evidence of a genuine understanding of the material, if you give evidence that you are almost always prepared for class discussions by making regular, substantive contributions, and also make solid contributions to your group, you will have earned a “B”.

C If you show up most of the time (missing no more than 3 classes), complete your written assignments adequately and on time, are generally prepared for class and make contributions with some regularity, and make an adequate contribution to your group, you will have earned a “C”.

D If you show up most of the time (missing no more than 3 classes), complete your written assignments (but do them rather superficially and perhaps not always on time), are occasionally prepared for class discussions (but hardly ever make a contribution), and make minimal contributions to your group, you will have earned a “D”.

In general, it is your responsibility to show me that you deserve the grade you want. The amount of time and effort you put into the course is irrelevant unless it translates into performance. You should assume that you begin the course with, say, a “C”, and that this grade will be raised only when you demonstrate in one way or another that you deserve something better or worse.



Project Writing Grade Guidelines Using APA Style

A The Paper is well organized both overall and at the paragraph level. Sentences are smooth and carefully crafted. There are virtually no errors in punctuation or spelling, grammar or usage. Words are chosen with precision. Informal language (i.e., slang) or dialect is used only when appropriate. The paper avoids triteness and unwarranted generalization: the language is fresh and vivid. The paper is tight, not wordy. The ideas show a thorough understanding of the work and are often insightful; the ideas are developed and supported. The ideas illuminate the work as a whole and do not contradict other parts of the work or overlook parts, which are relevant to the topic. The writer keeps his/her audience in mind and, as a consequence, the paper engages and interests the reader. Citations of authors and literature in the field are abundant, add insight, and clarify ideas stated.

B The paper is well-organized, but the paragraph structure may sometimes be disjointed. The paper may have a few awkward passages and a few errors in punctuation, spelling, grammar or usage. The language may at times be too general; it may lack the freshness or precision of the "A" paper. But one of these errors is glaring or highly distracting. The ideas are worthwhile and show good understanding of the work; they are sometimes insightful, generally well developed, and well supported. The ideas help illuminate the work as a whole and contradict or overlook no major aspects. While the paper is always clear and thus suggests that the writer had his/her audience in mind in a general way, the style or presentation of the ideas does not always engage or interest the reader. Citations of authors and literature in the field add clarity to the ideas stated.

C The Paper is basically well-organized, though individual paragraphs may be disunited or misplaced. Generally, however, the paper shows that the writer has followed a logical plan. The writing is competent, but often wordy, overly general, imprecise, or trite. Sentences may at times be awkwardly constructed, but their meaning is clear. Grammar, punctuation, spelling, and usage are not highly distracting, but there may be some errors. The ideas are generally worthwhile, but not very insightful; development and support are present but sometimes less than adequate. The ideas illuminate parts of the work, but not the whole; no major aspects of the work are contradicted or entirely disregarded. While the writing is usually competent, the writer does little to interest or engage the reader in what he/she has to say. Citations of a thesis and literature in the field add limited clarity or misrepresent the ideas stated.

D The paper is poorly organized, though there is a recognizable thesis. Some sentences may be so confused that their meaning does not clearly emerge. Words may be imprecise, incorrect, trite or vague. In general, however, the paper is understandable. Ideas are generally superficial and weakly developed or supported, although some development and support are present. Obvious aspects of the work have been overlooked or disregarded; some significant facts may be incorrect. Audience "engagement" cannot occur, although the writer may have attempted to elicit it, because of the serious deficiencies already noted. Citations are limited or missing.

F The paper lacks a clear thesis; the language or sentence structure is so muddled as to be unclear in several spots; or the errors in punctuation, spelling, grammar, and usage are highly distracting. The ideas are superficial and show no real understanding of the work beyond, perhaps, plots; important facts are incorrect. The paper relies on generalizations with little or no development or support. The paper blatantly overlooks, disregards, or contradicts important aspects of the work. Under any of these conditions audience "engagement" is impossible.



MICROSOFT PROJECT

Provide a project chart with resource definitions for the above project. Determine if your task time estimates are feasible to get your project done on time (i.e., by the end of the semester). You will be required to establish your baseline plan before week six and will track your team's progress until the end of the semester. The above project outline in Microsoft Project and Microsoft Word formats will be given to students at the start of the semester. Students are expected to build into this outline additional information required by them to track and complete this project such as:

- 1) Team meetings
- 2) Preparing drafts of the project
- 3) Preparing presentation material
- 4) Arranging for the publication of the final report
- 5) Preparing the overheads and other aids for the final oral report
- 6) Team review of work
- 7) Milestones to measure your project's accomplishment
- 8) Other items which could impact your completion date

Students should meet with the instructor several times during the semester either in class or at a time selected by the instructor, to report on the team's progress. All team members must become proficient in project to explain to the instructors the team's status. At the end of the semester students must compare their baseline plan with their semester actual task completions and make a critique of the project effort. There will be MS Project labs sessions during the semester, students will be given the basic and expected to put time in the labs to expand their abilities with the software tool.

Format for file naming and e-mail subject line.

**** All files sent must have the naming done using the following convention, if they do not you will be penalized in grade.

UST Course # Your Name What this is .EXT

Example:

UST Management 480-06 Bob Doe Synthesis Paper.doc

Or

UST Management 384-01 Jane Common 1st Journal.doc

You must use the above format for filenames and the e-mail subject line. Subject lines do not need the extension but filenames must have an extension. Any file or email not following this convention will be returned and considered late if the due date has past. You do not have to use colors. If you do not follow this outline, your work is considered late or not delivered and can result in an "F" grade.



Course Contract

Note:

I, the instructor, will make every attempt to respond to your e-mail within 48 hrs. This is not a guarantee. Since I teach, research, consult, and volunteer in the community, there will be times I cannot get back to you in a timely basis. If your issue is urgent, call my office voicemail and I will try to get back to you in 24 hrs. That too is not a guarantee for the above reasons. I will however ask at the start of each class “Are there any questions or comments?” That will be your other opportunity to bring up issues where you need my assistance.

You are stating:

I have completely read the above syllabus, attendance policy (pg. 4) and know it is my responsibility as a student to approach this class as if it will be a useful tool towards my career objectives.

I know the syllabus may not be reviewed in class and it is my responsibility to email prior to the start of class any questions for clarification. If I did not review this syllabus beforehand I will make every effort to ask Dr. Owens clarifying question the first day of class and throughout the semester. It is my responsibility to get clarity and I accept accountability for not getting that clarity from Dr. Owens. I also affirm this syllabus was posted on Blackboard prior to class start.

I also will follow the course email process defined on page 7.

I accept the accountability of the duties and obligations of a student to come to class prepared and ready to challenge Dr. Owens on his course content. Dr. Owens has made it clear through his objectives and methodology what I can expect from this course. I also agree to evaluate this course based solely on those objectives and methodologies at the end of the semester. Dr. Owens has made it clear **that this course is demanding.**

Therefore:

Please admit me into this class: signed _____

Please drop me from this course: signed _____

If you are going to drop this class, please email me this page after you print it out, sign it, and then scan it as an email attachment so I can know who to drop and who to admit on the wait list. You can also place it under my door (MCH 300) or in my mailbox (MCH 316) before the first class. If you are overseas and may miss the first day, you must send me an e-mail with this sheet in it affirming you will be in the course. You must also prove you were in a St. Thomas course and could not make the first day. Missing the first two days of class for any reason is an automatic withdrawal.

If you are going to stay in the course, you can bring it to the first day of class.

Work hard – play hard

In that order

For tomorrow is what we prepare for

Though it is not promised to any of us



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Dr. Owens

There are no “gotchas” in this syllabus, if there are conflicts you should bring them to my attention for clarification.

- Under Course Objectives
 - OCB Assurance of Learning – Under study currently
- Instructor Bio (1 page)



Ernest L. Owens, Jr. Ed.D, MBA, CPPM, PMP, Six Sigma Black Belt is a full time tenured Assistant Professor of Business at the University of St. Thomas (UST) in the Department of Management. Dr. Owens specializes in Project, Operations, and Strategic Management. He is the Lead Faculty at St. Thomas in the College of Business for Project Management appointed by the Dean of the College and the Associate Dean of the Center of Excellence. He also teaches in the Executive MBA program Organizing Capabilities, Strategic Management, and Leadership. He received his doctorate in leadership from UST in the summer of 2000. His twenty

two years of industry experience comes from Unisys as Director of Strategic Planning, IBM as a Cost Engineer, Johnson and Johnson's as an Industrial Engineer, Melville Shoe Corporation as a Methods Analyst, and Mass General Hospital as an Industrial Engineering Technician. He has taught since 1991 executives, graduates, undergraduates, and corporate professionals in management. He also has been an adjunct member of the Carlson School of Management, University of Minnesota, and the University of Wisconsin River Falls, teaching management, operations, and strategic information systems.

Dr. Owens is a Visiting Professor at the Universite of Caen in Normandy, France where he teaches leadership and project management. He has started taking courses in French. He also is researching in Mali Africa on the “Shea Butter Program”.

Dr. Owens’ research areas are project management. He is a reviewer for PMI [Research Conference 2008 Warsaw Poland Review Team](#). He participated in the PMI Research Forum held in Budapest Hungary. His curriculum design for project management and operations courses is service-learning based where students are involved with organizations and leaders like former Mayor Sharon Sayles-Belton, the Minneapolis Civil Rights Commission, E-Funds Corporation, North-end Resident Redevelopment Council, and Minnesota Opportunities Industrialization Council. His course design has been well received by the for-profit, non-profit, and professional communities.

As a consultant he has developed strategic partnerships with Ameriprise Financial, and Aspen Research. He has recently worked with Tenant Corporation, the senior management team of Fairview South Hospital, and Fair Isaacs. Owens has developed project management training at the Mayo Clinic in Rochester. In his lead role for project management at the UST Center for Business Excellence he is currently developing expended curriculum for the delivery of project, program, and portfolio management. He also has an advanced Microsoft Project course he delivers to the corporate community of project managers.

Owens received quality achievement awards from Unisys for his cost reduction efforts where he was credited with saving the firm 21 million dollars. Owens was attached to corporate senior vice presidents and made responsible for removing cost from the 1100 series systems.



OCB/UST COURSE-RELATED POLICIES

Enhancement Program for Disability

In compliance with the University of St. Thomas policy and disability guidelines, your instructors are available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodation should be made during the first week of the semester so timely arrangements can be made. Students are encouraged to register with the Enhancement Program for disability verification and for determination of reasonable accommodations. Classroom accommodations will be provided to students with documented disabilities.

Academic Integrity

Students are obliged to refrain from acts that they know or, under the circumstances, have reason to believe, will impair the integrity of the university. Violations of academic integrity include, but are not limited to, cheating, plagiarism, unauthorized multiple submissions, knowingly furnishing false or incomplete information to any agent of the university for inclusion in academic records, and falsification, forgery, alteration, destruction, or misuse of official university documents or seal.

As stated in the University of St. Thomas Academic Integrity Policy, the minimum sanction for cheating or plagiarism is failure on the work involved. It is the responsibility of all students to be fully aware of the conditions and consequences of violating the UST Academic Integrity Policy. A link to that policy is provided, below.

http://www.stthomas.edu/policies/student_policy_book/Academic_Integrity_Policy.asp

Disclaimer

This syllabus is not a contract, but a plan for action. The instructors reserve the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.

Expectations of OCB Students *

As a member of the Opus College of Business (OCB) community, I accept that it is *my* responsibility to act in a professional manner by:

Taking personal responsibility for my own education by:

- Preparing fully for each class; completing assignments on time, honestly, and to the best of my ability.
- Participating in class discussions without dominating the discourse.
- Participating fully in group assignments, to include providing constructive and candid assessment of self and others in group projects.
- Seeking the applications of material learned in past courses.

Modeling professionalism within the OCB community by:

- Using professional language and communicating politely and respectfully with classmates and instructors.
- Conducting myself ethically, honestly, and with integrity in all situations and not tolerating academic dishonesty in others.
- Treating all members of the OCB community with trust, respect, and professional civility. This includes:
 - Respecting and understanding the value of diversity in terms of race, religion, age, gender, sex, sexual orientation, ethnicity, citizenship status, physical challenges, opinion and ideas,
 - Discouraging the use of inappropriate humor designed to denigrate individuals or groups, and
 - Insisting on the same respect from others.
- Being fair and impartial when giving feedback on the performance of other community members.

* Adapted from the Eastern Michigan University, College of Business' Student Code of Conduct, with permission