

CMGT 410 Syllabus

Project Planning and Implementation

University of Phoenix Online

PLEASE PRINT THIS SYLLABUS FOR FUTURE REFERENCE

Hello and welcome to this section of *CMGT 410 Project Planning and Implementation*. My name is Michael Falkow, and for the next 5 weeks I'll be your facilitator and guide through the materials of this course.

As a technologist and project manager, I am very excited about the material we plan to cover. My chief objective will be achieved if you can put into practice what we discuss during this course. I'm convinced that having a strong and practical understanding of the techniques we discuss will enable you to not only successfully plan and implement projects, but also develop a level of confidence in your knowledge and ability to lead and manage them in today's fast-paced, technology-centric work environment.

One of the best ways to learn and master a subject area is through experience. With that in mind, I intend to share my experiences throughout the course, both positive and not so positive, as they relate to the subject matter at hand. I strongly encourage each of you to do the same, as we can all benefit from the lessons learned (some of them the hard way!). I will do my best to make this class fun, exciting, and most of all rewarding. Again, welcome aboard!!

Course Description (as taken from the *rE*sourceSM Page for this Course)

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.

Course Topics and Objectives (as taken from the rEsourceSM Page for this Course)

Project Management and the Organization

- Explain the role of project management in an organization.

Starting a Project Plan

- Explain Request for Proposals (RFP).
- Explain task list, duration, and precedence relations.
- Explain project Gantt chart.

Tasks in Microsoft Project

- Develop a Work Breakdown Structure (WBS) using Microsoft Project.

Resource Assignment and Project Budget

- Explain Program Evaluation and Review Technique (PERT) and Critical Path.
- Explain resource estimation and assignment.
- Explain project budget.

Resources in Microsoft Project

- Assign resources in Microsoft Project.

Project Control and Evaluation

- Explain project control and evaluation.
- Explain project budget management.

Critical Success Factors in Project Management

- Identify Critical Success Factors (CSF) in project management.

Course Dates

March 4, 2004 through April 7, 2004

Module Code

CMGT 410 R2.0

Facilitator Biography Excerpt

I hold both a bachelor's and master's degree in computer science from California State University, Fullerton. Currently, I manage the document management initiatives within the Information Technology and Communications department of the City of Inglewood here in Southern California. In this capacity, I am responsible for managing the design, implementation, and deployment of medium- and large-scale document imaging and information management-based solutions throughout the City and its various departments. As a Certified Document Imaging Architech™ (CDIA), I specialize in strategic enterprise-wide initiatives aimed at business process automation, document imaging, forms management, and workflow.

In addition, I serve on the Board of Directors of a California-based technology company specializing in fractal-based multimedia software compression.

I'll post a complete biography in a separate note (in the <Chat Room>) to give you more information about me. I look forward to reading your biographies and getting to know all of you!

Contact Information

Primary e-mail: mfalkow@email.uophx.edu

Facilitator Availability (leave message if necessary)

Work (M-F): (6:00 a.m. to 3:30 p.m. **Pacific Time**)

Home (M-F): (7:00 p.m. to 9:00 p.m. **Pacific Time**)

Home (Sat-Sun): (9:00 a.m. to 9:00 p.m. **Pacific Time**)

Home Fax:

Please keep in mind that we may be in different time zones!

As such, feel free to leave me a message at work before 6:00 a.m. Pacific Time M-F. Also, when leaving a message, be sure to leave your name, phone number (**with area code**), and the best time to return your call based on your local time zone.

The best way to reach me is through e-mail. Though I don't sit and wait for your e-mail to pop up, I do endeavor to check UOP-based e-mail multiple times per day (unless I'm traveling or otherwise unable to connect), so you can expect a response within a 24-hour period unless I indicate otherwise during class.

Should you find yourself unable to gain access to Outlook Express or to messages on the OLS exchange server (Outlook Web Access: <http://ecampus.phoenix.edu>), please send a message to my alternate e-mail addresses or call me.

Remember that phone calls, messages, faxes, or e-mail sent to my alternate e-mail accounts will not count for attendance or participation as outlined below!

Required Course Materials

All required course materials are available on the **re**sourceSM Page for this Course.

Texts

Keogh, Jim (2002). *Project Planning and Implementation* [University of Phoenix Custom Electronic Text]. Boston, MA: Pearson Custom Publishing.

Required Articles

Week 1

Elangkoh, R. (2000, Nov 28). Role of project managers; [Life and Times, 2* Edition]. *New Straits Times* 10.

Week 2

Thomas, M. (2000, Aug/Sep). Building and managing a winning project team. *Manage*, 52(1), 4-5.

Week 3

Biggs, M. (2000, Jan 31). Technology won't end project failures; communication is key. *InfoWorld*, 22(5), 70.

Week 4

Jantson, J. (2000, Sep). Project management tips for IT implementations. *Bobbin*, 42(1), 130-134.

Week 5

Rose, T. (2000, Fall). Prescriptions for Managing IT Priority Pressure. *Information Strategy: The Executive's Journal*, 17(1), 19-26.

Required Software

In addition to having access to the Internet (e.g., through an ISP [Internet Service Provider] or other mechanism), you'll need *Internet Explorer* v5.0 or later or *Netscape Navigator* 3.0 or later, *Outlook Express* 5.0 or later, *Microsoft Office for Windows 2000* or later (e.g., Word, Excel, and PowerPoint), *Microsoft Project 2000* or later, and standard virus protection software with the latest manufacturer updates.

This course requires Microsoft Project 2000 or later.

If you do not already have Microsoft Project, I recommend that you obtain it as quickly as possible so you won't get behind in the class.

As a student, you can purchase it at a greatly reduced price.

See the rEsourceSM page for this course for more information.

Web Sites

University of Phoenix Online Campus Web Site: <https://ecampus.phoenix.edu>

Electronic reference formats recommended by the American Psychological Association. (1999, November 19). Washington, DC: American Psychological Association. Retrieved January 30, 2001 from the World Wide Web: <http://www.apa.org/journals/webref.html>

Project Management Institute Web Site: <http://www.pmi.org>

University of Phoenix Materials

Program Handbook

If you don't have a copy of your Program Handbook, you may download it from the UOP online student Web site.

- Go to <https://ecampus.phoenix.edu>
- Log in with User Login Name and Password
- Click on "Services" and go to "Program Handbooks."
- Download and print the Program Handbook

Learning Resource Manual [Library Handbook]

If you don't have a copy of the Learning Resource Manual, you may download it from the UOP online student Web site.

- Go to <https://ecampus.phoenix.edu>
- Log in with User Login Name and Password
- Click on "Library"
- Select "Library Handbook"
- Download and print the Library Handbook

Where to Go to Class

This is an online class located on the BSIT4 server. You should be subscribed to the following newsgroups in order to attend and participate in this course.

03-04-BITX214D-CMGT410

This is the <Main> newsgroup for the class. It has both read and write access for everyone.

03-04-BITX214D-CMGT410.ASSIGNMENTS-WRITE-ONLY

This is a write-only newsgroup. This means you can post messages to it, but you will not be able to retrieve any messages from it. You should modify your synchronization settings for this folder to "Don't Synchronize" in order to avoid receiving an error.

This is the folder where you will submit written assignments, attachments, etc. No one can read what you post there except me. You should use this newsgroup, for submitting assignments rather than my personal inbox. You may wish to "Cc" yourself when posting assignments to this newsgroup. This way you can be sure that the message successfully went through the system when you receive your "copy" of the post.

03-04-BITX214D-CMGT410.CHAT-ROOM

This is a read-and-write access newsgroup. It's designed as a place where you can discuss issues related to the course, but not specifically as a place for Discussion Question Threads, assignments (except the posting of your class biography), or the like. Rather, you should think of the <Chat Room> newsgroup like an online version of meeting at the student lounge or student center and having informal "chats" with your classmates (e.g., course-related discussions, "off-topic" conversations, etc.). I will generally only participate in <Chat Room> conversation when prompted.

03-04-BITX214D-CMGT410.COURSE-MATERIALS

This is a read-only newsgroup, which means that you can read messages here but cannot post any to it. I will use this group to post this syllabus, class lectures, and other instructional messages so that these messages won't get buried in the other newsgroups. In addition, I'll post your weekly class summaries here as well.

Newsgroups for Learning Teams

The following newsgroups are for the Learning Team-based discussions. We'll discuss these newsgroups in more detail during the course. The intent behind the Learning Team newsgroups is to provide you with a place to discuss and collaborate on team-based assignments.

03-04-BITX214D-CMGT410.LEARNING-TEAM-A

03-04-BITX214D-CMGT410.LEARNING-TEAM-B

03-04-BITX214D-CMGT410.LEARNING-TEAM-C

03-04-BITX214D-CMGT410.LEARNING-TEAM-D

I will be monitoring these newsgroups should any questions or issues arise, but no posts to them will count toward your participation grade (discussed in more detail under "Participation"). Finally, the results or work product created in these groups will need to be posted to the <Assignments> newsgroup each week based upon my instructions.

Web Access to Class

Keep in mind that you have the ability to access your personal inbox as well as the classroom newsgroups via Outlook Web Access (OWA). Although OWA can be used as an alternative to Outlook Express (OE) when situations arise (e.g., traveling or away from your main computer), it has limited features (e.g., no automatic signatures, no spell checking, no Rich Text or HTML-based formatting, and more complex navigation).

While it is OK to use OWA, keep in mind, however, that everyone is expected to use OE as their primary access mode of access when conducting class activities. As a reference, you can access OWA via <https://ecampus.phoenix.edu>.

Please always keep in mind proper “netiquette” when posting messages!

As our written word may be our only method of communication, always be cognizant of not only what you say and how you say it, but also how it may be interpreted, as it might just be taken out of context.

Remember, even though this is a collaborative and fun learning environment, care should always be taken to ensure that your posts are free from personal attacks, off color remarks, etc.

Always exercise caution when joking around or saying things in jest because it’s possible that your written word could be misinterpreted.
When in doubt, spell it out!

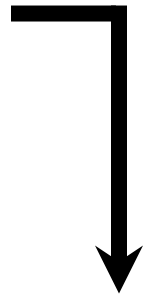
It’s OK (and at times expected) that you might disagree with a classmate or with me, but please do so professionally and courteously.

The Online Weekly Schedule

The weeks of our class begin on Thursdays and finish on the following Wednesdays except when holiday weeks apply (see **Rules for Holiday Breaks** below if applicable).

Week 1	3/4 to 3/10
Week 2	3/11 to 3/17
Week 3	3/18 to 3/24
Week 4	3/25 to 3/31
Week 5	4/1 to 4/7

- Day 1--Thursday (**Mar 4, 11, 18, 25 & Apr 1**)
- Day 2--Friday
- Day 3--Saturday
- Day 4--Sunday
- Day 5--Monday
- Day 6--Tuesday
- Day 7--Wednesday (**Mar 10, 17, 24, 31 & Apr 7**)



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2/29	3/1	3/2	3/3	3/4	3/5	3/6
3/7	3/8	3/9	3/10	3/11	3/12	3/13
3/14	3/15	3/16	3/17	3/18	3/19	3/20
3/21	3/22	3/23	3/24	3/25	3/26	3/27
3/28	3/29	3/30	3/31	4/1	4/2	4/3
4/4	4/5	4/6	4/7	4/8	4/9	4/10

Attendance

Attendance each week is taken electronically. It is mandatory that you satisfy the UOP attendance requirements for this course if you wish to receive credit for this course.

I have copied these attendance requirements below for your reference. **PLEASE BE SURE YOU FULLY UNDERSTAND THEM.** If you have any questions, please contact your Enrollment Advisor or Academic Counselor.

Please understand that I cannot grant exceptions to this policy!

Attendance Requirements: Attendance is taken week-by-week. Remember that the Online week begins on Thursday and ends on the following Wednesday. To be in attendance during a week, you must meet the following requirements:

- *You must post at least one message to any of the class newsgroups on two different days during each week. Deadlines for attendance are based on Mountain Standard Time (MST).*
- *You must post these messages using your OLS address (xxxxx@email.uophx.edu).*
- *If your course is 1-4 weeks long and you miss ONE week of attendance, you will automatically be withdrawn and will not be eligible to earn a grade.*
- *If your course is 5-8 weeks long and you miss TWO weeks of attendance -- consecutively or non-consecutively -- you will automatically be withdrawn and will not be eligible to earn a grade.*

Important points to remember about attendance:

- *Any message you post in any course newsgroup will count towards the attendance requirement, regardless of its content or quality. Attendance is not a graded activity, unlike participation.*
- *Meeting the attendance requirements does not ensure a good participation grade.*
- *If you fail to meet the attendance requirements by posting messages in the course newsgroups, you will not be eligible for a course grade, even if you have finished assignments and have attempted to complete the course through private email or other methods. Sending assignments to your instructor privately does not make up for missed attendance.*
- *Faculty and administrative staff cannot excuse absences.*
- *If you have any questions about these policies, please contact your online enrollment advisor or academic counselor.*

Participation

To earn a passing grade in this class, you are expected to “materially” participate in the class. To materially participate means you contribute substantive “value-added” messages to the class discussions at least five out of seven days in each of the five weeks of the course. These messages must be posted to the <Main> newsgroup.

To receive minimum credit, you must post at least two (2) substantive “value-added” messages during each of the five days you choose to participate. *Keep in mind that this is only the minimum number of expected posts!*

Please note that discussions in the <Chat Room> newsgroup or your respective Learning Team newsgroup DO NOT COUNT toward participation even though they will count towards attendance.

Participation will count for **20%** of your course grade (see Grading Criteria below). I will track your participation through the use of topic-centric Discussion Questions (DQs) that each of you will be expected to answer. These DQs should generate open and free discussions among you, your fellow classmates, and me. In addition, at the end of each week you will be expected to post a weekly summary based upon the topics covered.

I will evaluate your posts on how engaging and/or enlightening they are. At times, I’ll expect constructive disagreement (keeping in mind the rules discussed previously regarding netiquette).

Students invariably ask questions regarding what I consider to be a substantive post, how many posts they should make, or how long their post should be.

For a post to be substantive, it should satisfy at least one of the following: a) it should be thought provoking; b) it should illustrate critical thinking and evaluation; c) it should contain at least some additional level of analysis or perspective; or d) it should add to the quality of the discussion by continuing the thread or changing its direction.

With respect to quantity, my general rule of thumb is that **QUALITY** comes before **QUANTITY** both in number of posts and length of each post. While two or three sentences in response to a DQ is insufficient, I don’t expect multipage responses (average length is two to three paragraphs). When collaborating with your classmates and with me, your posts can certainly be shorter in length. (The only exception to length may be where I may suggest a minimum length in terms of number of words for a given assignment—generally one page equals about 350 words.) Generally speaking, you should expect to post 10 to 15 messages per week as a **minimum**. **To obtain full participation credit, my expectation is that you’ll post more often than this.**

Please note that required DQ responses and your weekly summary post are accounted for separately each week, and as a result, these posts do not count toward your weekly number of substantive posts.

One thing to keep in mind is that even though a passive remark such as "I agree" or "thanks" isn't necessarily substantive, it is not only common courtesy, but also generally considered professional to post simple responses thanking someone for their kind remarks to your post.

You don't have to get carried away, however, but keep in mind that in an open, collaborative online setting, it is essential to maintain a high degree of professionalism, especially when disagreeing with someone's point of view.

It would be my recommendation that you relate your "real world" experiences as often as possible to the class discussions, as I will make every effort to do the same.

Be careful, however, not to share any information about your employer, clients, or projects you may be or have been involved with that is confidential, privileged, proprietary, or otherwise sensitive in nature. You must be mindful of any contracts or agreements you may have with your company or companies that you may be working with.

Course Changes and Assignment Modifications

Generally, we will stick to the course and the assignments as outlined within this syllabus. However, I do reserve the right to make modifications throughout the course as I see fit. If there are any changes you will be given ample notice and clear directions regarding any changes. In the event of a discrepancy or disagreement, this syllabus takes precedence.

Class Biographies

Your first assignment is to post your biography to the <Chat Room Newsgroup>. This will help us all get to know one another, since the online medium precludes us from meeting "face to face." Keep in mind that your biography should be informal and "personalized" and not just a dry list of your credentials.

While some discussion of your academic and professional background is important, be sure to include some things about yourself that you feel comfortable sharing with the class. Let us know who you are, so to speak.

Here are some things I'd like you to include:

- ✓ Where are you located (geographically)?
- ✓ What do you do when you're not online taking classes (e.g., job, hobbies, etc.)?
- ✓ Why are taking this course?
- ✓ How many online courses have you taken?
- ✓ What do you hope to get from this course?

For those who have taken a UOP Online class before, feel free to use your existing biography, just be sure to update it accordingly.

Individual and Learning Team Assignments

We will follow the *r*esourceSM page for this course. This includes utilizing the NETg Training Library for *Microsoft Project 2000* Fundamentals. As you are completing your

weekly assignments, I will expect you to incorporate functional areas that were covered during the respective NETg Training Library units.

As such, I may from time to time augment the assignments presented on the rEsourceSM page for this purpose. Any other changes will be announced in the class and will be agreed upon by both the students and the instructor.

You can expect to receive personal feedback on all individually graded assignments to your personal inbox within seven days of posting the assignment to the Assignments newsgroup. I will post Learning Team assignment feedback to the respective Learning Team newsgroups within seven days of receiving those assignments as well.

I generally try to have weekly feedback sent or posted by midnight (Pacific Time) Sunday of each week. I will post a message in the main classroom letting you now that feedback has been sent/posted.

Individual Assignment 1—Due Week 2, Day 7 (3/17)

1. Create a generic project plan in *Microsoft Project* based upon the System Development Life Cycle (SDLC). Major tasks within the project plan are to be the phases of the System Development Life Cycle as detailed here:
 - a. Define Problem (deliverable is the Feasibility Report)
 - b. Analyze Situation (deliverable is the Requirements Document)
 - c. Design Solution (deliverable is the Specification Document)
 - d. Implement Design (deliverable is the Tested Product)
 - e. Support Product (deliverable is the Maintenance Plan)

A major part of your grade for this assignment will be based on how detailed and thorough your project plan is with respect to your Work Breakdown Structures.

Individual Assignment 2—Due Week 3, Day 7 (3/24)

1. Expand the generic plan you built in Assignment 1 from Week Two to include all feedback received from Assignment 1, enhancing your WBS where appropriate.
2. Create logical precedence relationships among your tasks and subtasks. Then distribute the durations by making arbitrary assignments in order for your main tasks to have the following durations:
 - a. Define Problem – 5 days
 - b. Analyze Situation – 15 days
 - c. Design Solution – 10 days
 - d. Implement Design –20 days
 - e. Support Product – 10 days
3. Create and allocate at least the following resources:

- a. Analyst \$50.00/hour + \$15.00/hour overburden
 - b. Designer \$40.00/hour + \$12.00/hour overburden
 - c. Developer \$30.00/hour + \$9.00/hour overburden
 - d. Trainer \$30.00/hour + \$9.00/hour overburden
 - e. Administrative Assistant \$10.00/hour + \$3.00/hour overburden
4. Take screenshots of your Gantt Chart, Resource Sheet, and budget cost report, and paste them into a *Microsoft Word* document. Include a very brief narrative (one or two sentences is sufficient) describing each screenshot.

Individual Assignment 3—Due Week 4, Day 7 (3/31)

1. Create a project plan for a two-day training session for which people will converge from different parts of the country. Include everything involved in the planning and execution of this training program, including preparation, presenter issues, participant issues, travel and accommodations, and facilities in the plan. A major part of your grade for this assignment will be based upon how well thought out your project plan is and how well you cover what has been learned in Assignments 1 and 2.
2. Take screenshots of your Gantt Chart, Resource Sheet, and budget cost report, and paste them into a *Microsoft Word* document. Include a very brief narrative (one or two sentences is sufficient) describing each screenshot.

Learning Team Assignments

Description

The Learning Team Assignment for this course consists of a project of the learning team's choice, involving an IT requirement with multiple tasks and human resources. The project must come from a business situation (e.g., hardware procurement and installation, network acquisition, implementation, or expansion), toward which each learning team member will contribute background details and work product.

Objective

Demonstrate a working knowledge of project management tools to include *Microsoft Project*.

Written Report

Using *Microsoft Word*, *Microsoft Project*, and any other Microsoft Office-related tools, each learning team will create and present a project to demonstrate that the group members have command of project management concepts and tools. These will include project definition, WBS, scheduling/estimation, costing, and risk analysis. Project deliverables will be required each Week, with a final *Microsoft PowerPoint* presentation of the project due in Week Five.

Establish the plan's need(s), objectives, and the approach or methodology to be used to achieve the objectives. Also include a project organization chart, using *Microsoft*

Visio or *Microsoft PowerPoint* depicting team member functions and the organization's chain of command. List the tasks to be accomplished during the course of developing the plan. Finally, the first part of the plan should outline all expected risks that might occur during the implementation of your project, why the risks are expected to occur, and the risk resolution process that will be used for each situation. Include the following components:

1. Background and Statement of Need

Background consists of a description of the organization, the problem or problems that need to be solved, and the event or events that led to the need for a management plan. Discuss the benefits the successful completion of the plan would have for the organization.

2. Project Objectives

Quantify the measurable performance expectations of the plan in order to determine whether or not it meets the planned objectives. Performance should be defined in terms of product or process specification, total budget at the completion of the plan, and the timeframe for plan completion. The stated objectives become exit criteria in determining whether or not the plan is successful at completion. Identify the potential risks that would prevent the plan's objectives from being met on time and within budget, and present a contingency plan that would manage the risks should they actually occur. The risk mitigation plan should identify risks and the severity ranking for each. For the most severe risks, a risk mitigation strategy should be developed, including the triggering event and the responsible party.

3. Mission and Goals of Project

The mission and goals of the project define the work that needs to be accomplished in order to satisfy the objectives. It consists of a list of tasks and their definitions, as well as what needs to be accomplished, although it does not cite how the tasks will be accomplished. The project mission and goals are usually integrated into the contract shared by the organization performing the work and the organization funding the work.

4. Project (Plan) Approach

The project approach discusses the methodology that will be used to satisfy the mission, goals, and objectives of the project. While the mission, goals, and objectives state what work will be done, the approach states how the work will be done.

5. Project (Plan) Organization

This section should identify project team members and define their functions, responsibilities, qualifications, and capabilities, as well as explain where each team member fits into the organizational structure. Project organization should also include each member's reporting

relationship. The individual supervising the project manager should be a manager in a position to resolve resource allocation issues. Include a project organization chart to illustrate all of the above relationships.

6. Task/Responsibility Matrix

A task/responsibility matrix is a chart that lists SOW (Statement of Work) tasks on the left and key project team members on the top of the chart. Each person is identified as having responsibility for completing one or more tasks. Only one person can be responsible for each task in order to preserve accountability. Others can be identified as providing either support or approval of decisions made.

7. Work Breakdown Structure (WBS)

A WBS chart should appear in this section with an explanation of the hierarchical relationship between each level appearing on the chart. Level One of the WBS is the end result (product or service) of the project. Level Two consists of the major tasks outlined in the Statement of Work (SOW), and Level Three lists the subtasks contained within each SOW task.

8. Task Flow Network/Critical Path

In this section, arrange second-level WBS elements in the form of a task flow network in order to determine various task dependencies. Determine the critical path along which necessary resources are allocated in order to achieve project objectives in the appropriate timeframe. Indicate earliest occurrence times and highlight the critical path. You can use either activity on node (AON) or activity on arrow (AOA) to create your project network diagram.

9. Project Schedule

For the project schedule, arrange second-level tasks on a timeline. Use a Gantt chart to illustrate the start and completion dates of each task. Take into consideration whether the tasks can be completed in parallel, or must be done in serial, due to task dependencies identified in the preceding task-flow network diagram.

10. Project Reporting

In this section, describe the project reporting structure that will be used on the project. For example, every project member must complete a weekly status report. Choose and then complete a report template from *Microsoft Project*.

11. Cost Plan

Develop a cost plan for your project that identifies the allocation and cost of resources for your project.

12. Project Baseline

Develop a baseline for your project plan. This will be the baseline that all project variances will be recorded against.

13. Performance Measurement

Performance measurement defines which variables will be measured, how they will be measured, and when they will be measured to determine if the project is meeting its stated performance objectives. The measurable objectives should be identified as “milestones” on the Gantt chart developed.

14. Project Evaluation and Reporting

This section describes the reports that your group will use to track its project. Project evaluation and reporting will also explain how the project manager will communicate performance evaluation results to both management and the customer. This will include the results of the cost and schedule variance analyses, risk analysis, formulating cost/schedule/performance alternatives, forecasting budget and schedule completion, methods of corrective action taken, and managing expectations.

15. Project Termination

The final section describes the method for determining when the project has met its objectives, and the method in which it will be terminated. Include a project-termination checklist used for closing out the project, reassigning personnel and delivering materials purchased under the contract, and proposing follow-up work in order to obtain future business. Finally, provide a summary of lessons learned in developing the Project Management Plan, along with recommendations.

Project Deliverables

Learning Team Meeting One—Due Week 2, Day 6 (3/16)

- a. Complete and submit the Learning Team Charter found on <http://ecampus.phoenix.edu>.
- b. Develop a project introduction with the establishment of the plan’s need(s), objectives, and the methodology to be used. Complete items 1-6 of the components described for the written report.

Learning Team Meeting Two—Due Week 3, Day 6 (3/23)

Complete a project task analysis, during which the project mission, goal, objectives, and approach developed in Week Two are further broken down into a hierarchical work breakdown structure at the second or third level.

- a. Complete items 7-10 of the components described for the written report.
- b. Arrange second-level WBS elements (tasks) in the form of a task-flow network, using PERT or CPM techniques, to illustrate the earliest completion time, task, dependencies, and the critical path.

- c. Illustrate scheduled start and completion times for each second level WBS task on a timeline in the form of a Gantt chart (Use *Microsoft Project*).

Learning Team Meeting Three—Due Week 4, Day 6 (3/30)

Develop a resource allocation, involving a cost plan, project baseline, project, evaluation, risk analysis reporting, and termination. Complete items 11-15 of the components described for the written report.

Learning Team Meeting Four—Due Week 5, Day 6 (4/6)

Prepare and submit the final report 10-15-page paper (minimum 350 words per page), corresponding project plan, and a *Microsoft PowerPoint* presentation of the project. All deliverables should be consistent, in synch with one another, and of the highest quality.

Assessment Criteria

The learning teams will be graded on the scope and depth of research, the quality of analysis, and recommendations. Refer to the materials, “Standards for Written Work,” and “Standards for Presentations,” found in the Program Handbook.

For your reference, the following is a week-by-week Course Schedule:

Week Due	Individual or Group	Assignment	Due	Newsgroup	Points
Week 1 3/4 to 3/10	Individual	Post Personal Biography	Day 2	<Chat Room>	N/A
	Individual	Topic 1 Reading: Project Management and the Organization	Day 7	N/A	N/A
	Individual	Read Week 1 Article and Lessons 1-2 in 10 Minute Guide to Project Management	Day 7	N/A	N/A
	Individual	Complete Unit 1, Microsoft Project 2000 Fundamentals in NETg Training Library	Day 7	N/A	N/A
	Individual	Discussion Questions	Day 5	<Main>	4
	Individual	Weekly Summary	Day 7	<Main>	
	Individual	Materially Participate in Classroom Discussions 5 out of 7 days	Days 1-7	<Main>	
	Group	Form Learning Teams (Facilitator Assisted)	Day 6	<Learning Teams>	N/A
Week 2 3/11 to 3/17	Individual	Topic 1 Reading: Work Breakdown Structuring and Scheduling Topic 2 Reading: CIST Microsoft Project Reference Guide	Day 7	N/A	N/A
	Individual	Read Week 2 Article	Day 7	N/A	N/A
	Individual	Complete Unit 2, Microsoft Project 2000 Fundamentals in NETg Training Library	Day 7	N/A	N/A
	Individual	Assignment 1—Generic Project Plan	Day 7	<Assignments>	20
	Individual	Discussion Questions	Day 5	<Main>	4

Week Due	Individual or Group	Assignment	Due	Newsgroup	Points
	Individual	Weekly Summary	Day 7	<Main>	5
	Individual	Materially Participate in Classroom Discussions 5 out of 7 days	Days 1-7	<Main>	
	Group	Learning Team Meeting One—Project Definitions: Components 1-6	Day 6	<Learning Teams> & <Assignments>	
Week 3 3/18 to 3/24	Individual	Topic 1 Reading: Resources and Project Financing Topic 2 Reading: CIST Microsoft Project Reference Guide	Day 7	N/A	N/A
	Individual	Read Week 3 Article	Day 7	N/A	N/A
	Individual	Complete Unit 3, Microsoft Project 2000 Fundamentals in NETg Training Library	Day 7	N/A	N/A
	Individual	Assignment 2—Expand generic plan from Week 2	Day 7	<Assignments>	15
	Individual	Discussion Questions	Day 5	<Main>	4
	Individual	Weekly Summary	Day 7	<Main>	
	Individual	Materially Participate in Classroom Discussions 5 out of 7 days	Days 1-7	<Main>	
	Group	Learning Team Meeting Two—Work Breakdown Structure (WBS): Components 7-10 plus Task-flow network and Gantt chart	Day 6	<Learning Teams> & <Assignments>	5
Week 4 3/25 to 3/31	Individual	Topic 1 Reading: Project Control and Evaluation	Day 7	N/A	N/A
	Individual	Read Week 4 Article	Day 7	N/A	N/A
	Individual	Complete Unit 4, Microsoft Project 2000 Fundamentals in NETg Training Library	Day 7	N/A	N/A
	Individual	Assignment 3— Create project plan for a two-day training session	Day 7	<Assignments>	15
	Individual	Discussion Questions	Day 5	<Main>	4
	Individual	Weekly Summary	Day 7	<Main>	
	Individual	Materially Participate in Classroom Discussions 5 out of 7 days	Days 1-7	<Main>	
	Group	Learning Team Meeting Three—Cost and Risk Analysis: Components 11-15	Day 6	<Learning Teams> & <Assignments>	5
Week 5 4/1 to 4/7	Individual	Topic 1 Reading: Management Considerations and Critical Success Factors (CSF)	Day 7	N/A	N/A
	Individual	Read Week 5 Article	Day 7	N/A	N/A
	Individual	Take Post-Course Assessment	Day 5	N/A	N/A
	Individual	Discussion Questions	Day 5	<Main>	4
	Individual	Weekly Summary	Day 7	<Main>	
	Individual	Materially Participate in Classroom Discussions 5 out of 7 days	Days 1-7	<Main>	

Week Due	Individual or Group	Assignment	Due	Newsgroup	Points
	Group	Learning Team Meeting Four—Final Paper and PowerPoint Presentation	Day 6	<Learning Teams> & <Assignments>	15
				Total Course Points	100

Week 1	3/4 to 3/10
Week 2	3/11 to 3/17
Week 3	3/18 to 3/24
Week 4	3/25 to 3/31
Week 5	4/1 to 4/7

Late Assignments

It is expected that you will complete and turn in all assignments on time. An assignment is considered late if it is not posted to the appropriate location by 11:00 p.m. Pacific Time on the date due unless a system outage reported by the ExAdmin or other University Support Personnel affects the ability to connect to the OLS. So, barring a UOP system problem, late is late, so plan ahead!

I will grade late assignments under the same conditions I grade on-time assignments pursuant to the following rules:

1. I will deduct 10% per day for each day the assignment late as defined above.
2. Assignments turned in more than 5 days late will have a zero recorded for that assignment, regardless of quality. I will, however, grade the assignment and provide feedback.

Remember that all assignments should be completed, even if they are turned in late. Failure to turn in an assignment can have a significant impact on your course grade.

Late Assignment Matrix

The following matrix illustrates the late assignment policy:

<i>When Assignment is Turned In</i>	<i>Maximum Points</i>
By 11:00 p.m. Pacific Time on Due Date	100% of points available
By 11:00 p.m. Pacific Time 1 day after the Due Date	90% of points available
By 11:00 p.m. Pacific Time 2 days after the Due Date	80% of points available
By 11:00 p.m. Pacific Time 3 days after the Due Date	70% of points available
By 11:00 p.m. Pacific Time 4 days after the Due Date	60% of points available
By 11:00 p.m. Pacific Time 5 days after the Due Date	50% of points available
Anytime after 5 days past the Due Date or Never	0% of points available

Exceptions to the Late Assignment Policy

On a case-by-case basis, I may consider deviation from this policy but only under very special circumstances with agreed upon prior notice. If I choose to extend the due date of an assignment to an agreed upon date, a zero will be recorded if the assignment is not turned in by that agreed upon date.

Rules for Holiday Breaks (*when applicable*)

First and foremost, enjoy your holidays—I will!

Here are the explicit rules for UOP Online's holiday breaks:

- Although the UOP Online e-mail and course newsgroups are available during holiday breaks, students and faculty are not required nor expected to be online in any capacity (including e-mail) during break periods.
- Students are not required nor expected to meet either online or otherwise with their learning teams during the break periods.
- Student feedback on assignments, weekly participation, and learning team deliverables submitted the week prior to the break will be postponed until the week after class resumes.
- Discussion posts made during break periods will **not** count toward attendance or participation requirements.
- Any assignment posts made during break periods will not be graded until the course resumes, and the late assignment policy is suspended for the duration of the break.
- Students may not substitute a break week for a scheduled course week.

Grading Criteria/Weighting of Assignments

The following is an overview of how grading will be determined as it relates to the weighting of assignments:

<i>ASSIGNMENTS</i>	<i>PERCENT</i>
Individual (70%)	
Individual Written Assignment (Week Two)	20%
Individual Written Assignment (Week Three)	15%
Individual Written Assignment (Week Four)	15%
Participation (All Weeks, including DQs and weekly summaries)	20%
Learning Team (30%)	
Learning Team Project Paper (Week Five)	20%
Learning Team Project Presentation (Week Five)	10%
Total	100

Learning Teams (Group-Based Teamwork)

One of the key purposes of the Learning Team assignments is to provide you with an opportunity to not only contribute to the collective output of a group, but also give you the opportunity to work independently of the facilitator. Therefore, your individual performance within the Learning Team will be measured on both the collective work generated by the group, as well as the amount of individual effort.

To receive credit for learning team assignments, you must **actively participate** within your team. It is up to the individual members of the learning teams to motivate each other. We are all working professionals with differing backgrounds and experiences, so I am confident that each member will endeavor to “pull their own weight” so to speak.

While I will monitor your individual interactions within the Learning Team providing periodic input, I won't necessarily comment on participation-related issues unless an imbalance occurs and one or more individuals end up performing a majority of the work—by default or desire. In other words, I don't want to see anyone stuck with having to do another team member's work, nor do I want to see anyone volunteer to be a proverbial “do-it-all.” ☺

Team Leader

It is typical in a group dynamic to have leaders emerge. Since this is a course covering the principles of project management, I would like each of you to share the responsibilities for leading the team during the course. This will not only be good

experience, but in a course such as this, each of you can quickly put into practice what we learn.

The easiest way to accomplish this is to designate a team leader each week. Since our course weeks begin on Thursdays, it is recommended that the week's leader be chosen no later than the end of day on Fridays. However, most teams find it worthwhile to agree ahead of time as to who will carry out the leadership role for the team each upcoming week of class. In the event a team's organization changes during the class, adjustments may have to be made.

Depending upon the number of team members in a given team, it is possible that a person can have the leadership role more than once. This is fine; however, **it is important that each person assume the role at least one time during the course.**

Weekly Task List

It is the team leader's responsibility to organize and post a task list for their team each week. This list should detail each team member's name, his or her assigned task(s) with a brief description, an agreed upon due date/time for completion/posting, and a section for comments/notes. Something similar to the following table can be used:

Team Member	Task Description	Due Date/Time	Comments/Notes
Leader			
Member 1			
Member 2			
Member 3			
Member 4			

These Weekly Task Lists are to be posted to the respective Learning Team Newsgroup not later than the end of day Saturday.

Learning Team Formation

Rather than assign people to various learning teams in a random fashion, I have found it beneficial and to a degree worthwhile to allow you to form learning teams on your own based upon common interests, background, geographic/time zone commonality, etc.

After you've posted your class biography, and as you read the biographies of your classmates, begin thinking about learning team formation. Use the <Chat> newsgroup to come to a consensus regarding your desired groupings by Week 1, Day 6 (e.g., **3/10**). I will assist as needed.

Once the groups have been formed, each one should choose a respective <Learning Team> newsgroup that will be utilized for the remainder of the course. Should an

imbalance or other anomaly occur, it might become necessary to reorganize the groups. We'll deal with that situation should it occur.

Grading for Learning Team Assignments

Learning Team Assignments account for 30% of the course grade. Grading for Learning Team assignments is broken down across the weeks of the course as follows:

Weeks 2, 3, and 4	5 points each week
Week 5	15 points

These weekly grades will be broken into two (2) components: *Individual Contribution* and *Team Grade*. Please note that it is possible to receive high marks on one component but not the other. The breakdown for each part is as follows:

<i>Learning Team Grade Component</i>	<i>Weeks 2, 3, and 4</i>	<i>Week 5</i>
Individual Contribution (40%)	2 points each week	6 points
Team Grade (60%)	3 points each week	9 points

Each week, the team leader's individual contribution component of the learning team deliverable for that week will be based upon both their contribution as both a resource to the team as well as their performance as the leader.

When not in the position of team leader, a team member's individual contribution component of the learning team deliverable for that week will be based upon an end-of-week re-cap that each team leader will complete.

End-of-Week Re-Cap

Each week that a team deliverable is submitted, the designated team leader will complete an end-of-week re-cap and post it to the <Assignments> newsgroup. This end-of-week re-cap is to be posted not later than two days after the team's deliverable has been submitted for that week.

This end-of-week re-cap amounts to a mini performance review that details how well (or not) each team member met the objectives of their tasks as listed in the weekly task list that was submitted earlier in that week. Something similar to the following table can be used:

Team Member	Task Description	Completed (on-time, late, or not at all)	Quality (1 through 5, 5 Being Best)	Comments/Issues
Leader				
Member 1				

Member 2				
Member 3				
Member 4				

Finally, from week to week, I may utilize a Learning Team Evaluation form that each of you will be expected to complete. This form provides you with the ability to provide feedback directly to me regarding attendance, participation, level of contribution, etc., of each of your teammates as well as yourself. When utilized, this form will be used as a mechanism for determining a portion of the Individual Contribution component of the Learning Team Grade for that week.

Grading Scale

100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
59 or <	F

When calculating your letter grade, I will **round up** fractional grade calculations.

Incomplete Grade Requirements

A student who fails to complete all course requirements prior to the course end date due to unanticipated circumstances may request an Incomplete grade from the instructor. To be eligible for an "I" grade, the student must meet the following requirements:

- All assignments from not less than three weeks must have been completed before the course end date (or two weeks for a two-credit course).
- All work submitted must have received a passing grade.
- The request for an Incomplete grade must be made by the student before the course end date, during the last week of class.
- The student must be in attendance. A student who incurs more than one week of absence during the course is not eligible for an Incomplete grade.

For any student receiving an Incomplete, instructors are required by existing policies and procedures to reduce a student's final course grade by one full letter grade to reflect the additional time required to complete the course. Since the highest grade that can be earned at UOP Online is an A, this policy means that no student who receives an Incomplete will earn a final grade above "B."

Academic Honesty

With the exception of collaborative-based Learning Team assignments, it should go without saying that I expect you to turn in work that represents your efforts and not those of anyone else without proper citations.

As far as the Learning Team assignments are concerned, each member is responsible for the actions of the team and should ensure that any content that is not created by a team member be properly cited. If you suspect that a team member has used material that is not their own, you should recommend that they cite it. If you feel uncomfortable approaching him or her, you may contact me via private e-mail.

Plagiarize: to steal or pass off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source (*Webster's Third New International Dictionary of the English Language*, Unabridged, p. 1728).

The following is the University of Phoenix Standards & Policy regarding Academic Honesty. Please read the information carefully and be sure you fully understand the contents contained therein.

Academic honesty is highly valued at Online just as it is at each University of Phoenix campus. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. At the Online campus, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in an Online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from Online information services without proper citation.

The University of Phoenix publishes strict guidelines and policies concerning academic honesty and the need to properly cite authorities. The Standards of Student Behavior found in the University of Phoenix Faculty Handbook, the

University of Phoenix Policies and Procedures Manual, and the University of Phoenix Catalog all define academic dishonesty in these terms:

Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication - intentional or unauthorized falsification or invention of any information, citation, or document, or lying during an investigation.

Plagiarism - intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.

All three publications also state that anyone helping another cheat, fabricate, or plagiarize is in violation of the Standards of Student Behavior.

Discipline for a violation of the Standards of Student Behavior is assessed on a case-by-case basis. The Catalog provides a range of corrective action, ranging from counseling with a University staff member to expulsion. Any indication that a student has violated the Standards of Student Behavior should be reported immediately to the local campus Director of Academic Affairs. For the Online campus, please contact an Instructional Specialist as soon as you have any indication of a student violating any standards of behavior.

All the work submitted by a student must represent the student's original endeavor. Where outside sources are used as references, work submitted by the student should identify the source and make clear the extent to which the source has been used. Ideas or work presented in the private or public forums of the Online electronic classroom are subject to the same standards of honesty. The University considers plagiarism and falsification of documents, including documents submitted to the University for other than academic work, a serious matter and may result in the following sanctions:

1. Warning—notice given orally or in writing that any further misconduct may result in more serious discipline.
2. Forfeiture—loss of all or part of the credit for work conducted in association with academic dishonesty.
3. Suspension—separation from the University for a specified period of time.
4. Expulsion—permanent separation from the University.

Charges of academic dishonesty brought against a student shall be made in writing by the faculty member and submitted to the Director of Academic Affairs for investigation. The Director of Academic Affairs will send a written "Notification of Charge of Academic Dishonesty" to the student and request that the student respond within 10 working days. (Students who do not respond within 10 working days will be suspended pending resolution of the situation). Once the Director of Academic Affairs has completed the investigation, the findings will be forwarded to the Committee on Ethical Standards with recommendations for action. The Committee is responsible for reviewing all cases referred to it, and for determining appropriate sanctions.

Students found to be not in violation of standards of academic honesty, and who were suspended, shall be reinstated automatically without further petition.

Students found in violation of academic honesty standards shall receive written notice of the findings and sanctions. The effective date for the imposition of any sanction shall be determined by the Committee on Ethical Standards. Appeals of the Committee on Ethical Standards decisions may be made to the Vice President of Academic Affairs.

Charges of falsification of information will follow procedures similar to charges of academic dishonesty or plagiarism.

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