

Project and Instructional Resource Management

Instructional Psychology & Technology (IP&T) 682 Section 001

Winter Semester 2008, Credit Hours: 3

4:00-6:50 p.m., Mondays, 166 MCKB

Instructor: Dr. Susan Zimbalist

Office: XXXX MCKB

Office Hours: 12-1 p.m. Mondays and Wednesdays

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Required Materials

Lewis, J. P., *The project manager's desk reference: A comprehensive guide to project planning, scheduling, evaluation, and systems*, 3rd edition, McGraw-Hill, 2006

Course Description

In this course we will study project leadership from two perspectives. First, we will address technical project management skills such as project planning, scheduling, and budgeting. Second, we will explore human issues that make or break projects such as individual work styles, handling professional conflicts, delegating tasks, and satisfying team member needs.

Course Purpose

Competence in instructional design and development is essential but is insufficient to produce successful instructional projects and interventions. Self-leadership, an ability to work with and through other people (energizing, motivating, and building commitment), teamwork, interpersonal skills, and attention to detail are critical competencies that contribute to personally and intellectually satisfying project experiences. The aim of this course is to provide a conceptual foundation and knowledge of practical tools to increase the likelihood of project leader success.

Course Learning Outcomes

1. By the end of the course, each student should be able to demonstrate analytical thinking and problem solving skills to solve ill-structured project-centered problems and conflicts.
This outcome relates to Program Learning Outcome: Manage projects, including planning, budgeting of time and resources, and implementation of work plans.
2. By the end of the course, each student should be able to demonstrate excellent written and oral communication skills.
This outcome relates to Program Learning Outcome: Demonstrate excellent written and oral communication skills.
3. By the end of the course, each student should be able to make confident decisions based on data, personal instinct, and spiritual promptings.
This outcome relates to Program Learning Outcome: Demonstrate excellent written and oral communication skills.
4. By the end of the course, students should be able to plan a project's budget, schedule, resource needs, and monitoring/reporting process .
This outcome relates to Program Learning Outcome: Manage projects, including planning, budgeting of time and resources, and implementation of work plans.

Personal Learning Goals

I encourage you to set a couple of goals for your own learning experience. You may list those goals below or in another location that you will refer to often.

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Classroom Procedures

This course is designed to provide a reasonable amount of structure so as to allow us to complete the material in one semester. Since this is an introductory course, it is important to introduce a wide range of topics. Nonetheless, it is often possible to adjust the course to meet individual needs. In order to do so, please communicate your needs. I will do my best to minimize the changes that need to be made, while maximizing the instructional benefits. The instructional strategies will consist of instructor presentations, class discussions, case studies, and individual or group presentations by class members. Learning is an active process, facilitated by participating in class discussion (and by listening to others). For this reason, attending and participating in class is important.

Participation

Readiness to learn means that you will come to class with questions and insights and prepared to discuss the relevance and application of course materials.

I have found that students who do well in my class:

- Read the assigned material before class.
- Bring thoughtful questions to class for discussion.
- Prepare for the exams in study groups.
- Take notes during class discussions and while completing reading assignments.

Tips on Using the Syllabus

- Use the intended learning outcomes for the class and for each day to evaluate your progress throughout the course.
- Refer to the assignment due dates, descriptions, and evaluation criteria often.
- Use the recommended study habits to earn the grade you want.

Assignment Descriptions

Weekly reading reviews/reflections receive 3 points each week. These reflections should be ½ -1 page responses to your weekly readings where you share insights and ideas for current and future applications.

Assessment Breakdown

Assessments	Points Possible
Project manager interview and report	10 points
Weekly reading reviews/reflections (3 points each week)	30 points (collectively)
Needs analysis for case study	20 points
Proposal for case study	40 points
WBS for case study	20 points
Revised WBS	20 points
PERT and Gantt Chart for case study	20 points
Risk Assessment Matrix, Prevention Plan, and Contingency Plan	30 points
Modified Gantt Chart	30 points
Problem Solving Case	20 points
Review and Generate Status Reports	20 points
Project Closeout Document	20 points
Final Project Management Exercise	40 points

Grading Procedures and Breakdown

Grades will be based upon in-class and online participation, learning activities, and assignments. The point values associated with each activity/assignment are delineated in the assignment section of this document. The criteria used in grading each assignment will be discussed in class and evaluation criteria will be specified and provided in written form via an associated feedback sheet. The course schedule section contains activities and due dates. Grades will be assigned on the basis of accumulated points.

Written and oral communications are important aspects of this course. The ability to communicate clearly and effectively to a variety of people, clients, managers, design team members is critical to success as a professional. Your assignments will be evaluated from this perspective. Proofread written assignments carefully. Assignments containing errors in spelling, punctuation, syntax, and so on, will receive a 10% score reduction. Another key element to be considered is the importance of deadlines. In most work settings the ability to make deadlines is critical to the success of a project and your gainful employment. All late assignments will be reduced by 20%. Grades will be determined by work completed. Work completed after the date it is due will forfeit 25% of its grade for project management inefficiencies. The criteria used in grading each assignment will be discussed in class and evaluation criteria will be specified and provided in written form.

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

Instructional Psychology & Technology (IP&T) 682 Course Schedule

Class Date	Subject Matter Description Class Activities	Readings and Assignments Due
Jan 9	Course overview Project management skills Instructional Technology-related projects	N/A
Jan 16	Project management process/models Project phases Project stakeholders	Lewis, Ch 1-2 PM interview report
Jan 23	Initiating projects Scoping projects Introduction to case study for needs analysis and proposal	Lewis, Ch 4
Jan 30	Writing requests for proposals (RFP's) and project proposals Applying systems thinking to project management	Sample RFP's & Proposals Lewis, Ch 23-24 Needs analysis for case study
Feb 6	Project planning/governance Project notebook/project documentation Work breakdown structures (WBS's)/task breakdown Introduction to case study for WBS	Lewis, Ch 3, 5 Proposal for case study
Feb 13	Conceptual overview of project scheduling Rapid prototyping	WBS for case study
Feb 20	Scheduling/planning tools (PERT/CPM Project Management) (including resource loading, costing and budgeting, and dependencies)	Lewis, Ch 7, 9 Revised WBS based on Rapid Prototyping
Feb 27	Project management software walkthrough (including resource loading, costing and budgeting, and dependencies) Introduction to case study for project scheduling	MS Project Tutorial
Mar 6	Risk management/contingency planning	Lewis, Ch 17 PERT and Gantt Chart for case study
Mar 13	Problem solving Conflict resolution and negotiation skills Motivating and inspiring project team members	Lewis, Ch 25 Risk Assessment Matrix, Prevention Plan, and Contingency Plan
Mar 20	Managing client expectations Communicating with clients, internal management, peers, and project team members Project documentation - External Speaker	Lewis, Ch 20 Problem Solving Case
Mar 27	Project tracking/monitoring Resource management Managing without authority – External Speaker	Lewis, Ch 11 (part)
April 2	Change management Refining project schedules Status reporting	Lewis, Ch 14, 17 Modified Gantt Chart
Apr 9	Project closeout/termination Project debriefing and celebrations	Lewis, Ch 15-16 Post mortem handout Status Report
FINAL April 23 7-10 am	Final Project Management Exercise	

Course Policies

Grading

An incomplete grade will be granted only in unusual circumstances. You must submit a written request for an incomplete grade, describing the circumstances, and have it approved by me. Requests must be made prior to the end of the semester.

Questions and issues are likely to come up during the course. When they do, please talk to me as soon as possible. Issues are generally easier to deal with when they are small. For example, talk with me when you are uncertain about how to get started on an assignment. You may contact me in person, by telephone, or by e-mail. If you have any concerns with the planned assignments, please contact me.

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning environment. It is the university's and my expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends to employees and students of the university. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Plagiarism

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Use of Technology in the Classroom

Technology is an essential part of today's learning environment. However, when used inappropriately, technology can hinder learning. Most students have sat next to others who use their laptops or PDA's in class to check e-mail, talk to friends, instant message, search the Internet, or play games. Unfortunately, every person sitting around such students is distracted by this behavior. As a result of such distraction and its subsequent negative effects on the learning environment, using laptops or PDA's in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDA's in class is prohibited. Please respect your fellow students and professors and abide by this policy.