Spring 2020

Meeting days: Tuesday	**Instructor title and name:** Dr. Matthew Boyne
Meeting times: 5:30 to 8:15	**Phone:** 760.715-8071
Meeting location: Mission Valley	**E-mail:** mboyne@pointloma.edu
Final Exam: April 28, 2020	**Office location and hours:** FSB 130 Wednesday from 10:00 to 3:00 PM
Additional info: Prof will be available from 4:00 to 5:30 and from 8:15 to 9:00 PM for makeup and office hours	**Additional info:** Other times for office hours as we can find, if needed.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course examines the concepts and applied techniques for cost-effective management of projects. Key topics of focus include developing a project plan and scheduling resources, work breakdown structures, and project networks. This course also examines the current philosophies of leadership as applied to project management and identifies various styles of communication and conflict resolutions essential to project team leadership. Through case studies and various exercises, the student will develop enhanced leadership, communication, conflict management, and negotiation skills essential to project management.

COURSE LEARNING OUTCOMES

On completion of this class, students achieve the following Course Learning Outcomes (CLOs). You will:

1. Exhibit an understanding of project management theory, principles and best practices for team building, communication, negotiation and conflict resolution (PLO 1).

2. Evaluate project management body of knowledge competencies (PLO 3 & C1).

3. Formulate a project management plan based on project management knowledge, concepts and processes (PLO C1).

4. Use effective verbal and written communication skills to articulate a project management plan (PLO 6).

5. Collaborate as an effective team member when developing a project management plan (PLO 7).

TEXT BOOKS, COURSE SCHEDULE AND ASSIGNMENTS

Required textbooks:

Verzuh, E. (2016). *Fast forward MBA in project management* (5th ed.). Hoboken, NJ: John Wiley & Sons. (Please note this book is available for download through Ryan Library's eBooks for free).

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday/Currency… https://www.betterworldbooks.com/product/detail/The-Fifth-Discipline-9780385260954

The following book is in our course pack and is free of charge, in the course pack. If you want a printed copy, one can be found at Better World Books for around $5.00 … https://www.betterworldbooks.com/product/detail/The-Wisdom-of-Teams-9780875843674

Katzenbach, J. R., & Smith, D. K. (1993). *The wisdom of teams: Creating the high-performance organization*. Boston, Mass: Harvard Business School Press.

Required Course Pack:

https://hbsp.harvard.edu/import/577731

Supplemental (not required but used for lectures):

Scholtes, P. R., Joiner, B. L., & Streibel, B. J. (2010). *The team handbook*. Edison, NJ: Oriel.

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

Sinek, S. (2014). *Leaders eat last: Why some teams pull together and others don't*. New York: Penguin Group

Stone, D., Patton, B., & Heen, S. (2000). *Difficult conversations: How to discuss what matters most*. New York, N.Y: Penguin Books.

There are two assignments for class, worth 40% each. There will be an essay due after the Co-curricular week (due date-March 15th) evaluating a team of choice using the *Katzenbach and Smith*

Model for team effectiveness, communication and organizational learning. The team you evaluate can be one you are currently on at work, a team you have been on in the past, or a team from history…such as Kennedy's team during the Bay of Pigs or the Cuban Missile Crisis, the team at NASA during the Challenger or Columbia mishaps, the team at BP during the Macanado Gulf of Mexico Oil Spill or the team at Enron during the 2001 financial meltdown or a team from an industry or company you would like to learn more about, such as the Mayo Clinic; as examples with plenty of available background. Athletic teams, surgical teams, flight deck crew, worship teams, school boards or start up companies are fair game as well.

The other assignment is a course long team assignment concerning the project planning process from Verzuh as related to a Harvard Case study from our course pack. The case study is *A & D High Tech: Managing Projects for Success.* Working in self formed teams of 3-4 people (no more than 4, no less than 3) the deliverable will a project plan following Verzuh's template, Chapters 4-6 and 8-9 plus 11 of the text.

The remaining 20% of the class will be based on attendance, engagement, readiness and contribution to our learning community. If you do not engage regularly in our case study discussions (defined as at least five times over class) or are unable to respond to questions I ask about the case study this 20% will come into jeopardy.

If more than two classes are missed a 10% penalty will be assigned. If desired, an extra credit opportunity of 10% is available. The extra credit opportunity will be a 5-6 page APA formatted book report on Sinek's *Leader's Eat Last* or Lencioni's *Five Dysfunction's of a Team*.

BUS 6067 Assignments and Grading:

1. Team Effectiveness Assessment-40%
2. Team Project with A & D High Tech Case Study-40%
3. Class Participation-20%

Grading Scale:

A=93-100	C=73-76
A-=92-90	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

Class Schedule and Readings:

Week One-January 14, 2020 Learning Objective – Why teams? Teams or work groups?

- Syllabus, texts and course pack review.
- Assignments
- The Wisdom of Teams Chapter 1-4
- *Columbia's Final Mission* from the Course Pack

After class read:

- *Wisdom of Teams* Chapter 1-4
- *Columbia's Final Mission*

Week Two-January 21, 2020 Learning Objective-Teams as Learning Laboratories

- Models for High Performance Teams-The Discipline of Teams Chapters 5-8
- *Teaming at Disney* from the Course Pack

Case Study Discussion Preparation for *Columbia*:

1. Why did the *Columbia* disaster happen?

2. In order to prevent (or at least mitigate) the *Columbia* disaster, who should have done what, when, where, and why? Who should have stepped up to stop this disaster?

3. If you became the new Director of NASA, what would you do in the short- and long-term to change the organization's culture and organizational design in regards to project and program teams?

4. Look at the project team leadership in this case, in light of the Katzenbach and Smith Model where did the breakdowns in team effectiveness occur?

After Class:

- *Wisdom of Teams* Chapters 5-8
- *Teaming at Disney*

Week Three-January 28, 2020 Learning Objectives-Teams in Work

- *Wisdom of Teams* Chapters 9-12
- *Initech* Case Study from the Course Pack

Class Discussion of Disney Teaming Case Study:

1. What problem is Geibel trying to solve? What factors over time have contributed to creating the problems at Disney Animation?
2. What do you think of Johnson and Geibel's approach to change? Why do you think it took this amount of time to recognize the problem?
3. What led this structure to be successful at Disney? How is the approach in the case supported with the Katzenbach and Smith Model?

4. What is your assessment for the new team structure at Disney's Animation Systems group? What are the strengths and weaknesses of the new structure? Do you think this new structure is right for the type of work the group does?
5. Would this type of structure work in your organization? Why or why not?

After class:

- Read Chapters 9-12 of The Wisdom of Teams
- The *Initech* Case

Week Four-February 4, 2020 Learning Objectives – The Fifth Discipline

- Senge's Systems Thinking Chapters 1-4
- *Managed by Q* Case Study from https://mitsloan.mit.edu/LearningEdge/operations-management/managedbyq/Pages/default.aspx

Class Activities-The *Initech* Case Study Preparation:

1. On Katzenbach and Smith's Team Performance Curve, where does the *Initech* team reside? Working Group? Pseudo Team? Potential Team? Real Team? High Performance Team?
2. If you were the project team lead what specific performance challenge would you identify?
3. Given Katzenbach and Smith's Model, do you think the team is too big?
4. Are there evident values of cooperation and involvement the team lead has established?
5. Can you envision team members directly questioning management in the current team structure? How could you overcome this reluctance to inquire?

After Class Read:

- Senge Chapters 1-4
- *Managed by Q* Case Study from https://mitsloan.mit.edu/LearningEdge/operations-management/managedbyq/Pages/default.aspx

Week Five February 11, 2020 Offsite Meeting for Class Liberty Station PLNU Project Management Alumni Event

Week Six February 18, 2020 Learning Objectives Team Learning

- Senge Chapters 5-7
- Quest Diagnostics Case Study from https://mitsloan.mit.edu/LearningEdge/operations-management/QuestDiagnostics(A)/Pages/default.aspx

Student Activities in Class – Case Study Managed by Q

1. What is the role of learning as to the success of Managed by Q's start up? How is learning embedded in the culture?

2. How is technology used at Managed by Q in the effort to connect, learn and manage processes?
3. How do you see your use of technology in our upcoming class project for A& D High Tech?
4. Managed by Q's use of high salaries and benefits may seem counter intuitive to managerial focus on controlling costs. How is their work seen as Senge's "shift of mind"?
5. Senge emphasizes structure influences behavior in Chapter 3. How does Managed by Q's structure influence behavior for superior results?

After class:

- Senge Chapters 5-7
- Quest Diagnostic Case Study from https://mitsloan.mit.edu/LearningEdge/operations-management/QuestDiagnostics(A)/Pages/default.aspx

Week Seven February 18, 2020 Learning Objectives-The Disciplines of Systems Thinking

- Senge Chapters 8-11
- Difficult Conversations
- Conserving Blood Healthcare Case Study from https://mitsloan.mit.edu/LearningEdge/Leadership/ConservingBloodDuringCardiacSurgeryA/Pages/default.aspx
- https://ocw.mit.edu/courses/sloan-school-of-management/15-301-managerial-psychology-fall-2006/lecture-notes/lec2.pdf

Class Discussion for Quest Diagnostics Case Study:

1. The Call Center makes emphasis on the teams or "pods". How would you describe the mental models of Call Center management?
2. Will performance change with the task force's ideas? Or is deeper systemic change needed to correct the evident learning disabilities? What are the learning disabilities?
3. What enforcing behavior is evident with the current state at Quest?
4. Why do you think the people working from home are more effective?
5. If you were to systemically benchmark Managed by Q, what lessons would you bring to Quest?

After Class Read

- Senge Chapters 8-11
- Research Difficult Conversations and Review lecture notes
- Read the Conserving Blood Case Study at https://mitsloan.mit.edu/LearningEdge/Leadership/ConservingBloodDuringCardiacSurgeryA/Pages/default.aspx
- Review the "three lenses" lecture notes from MIT

Week Eight February 25, 2020 Learning Objective Systems Thinking Strategies

- Senge Chapters 12-16
- DSS Consulting Case Study at
  https://mitsloan.mit.edu/LearningEdge/Leadership/DSSConsulting/Pages/default.aspx

Class Discussion for Conserving Blood Case Study:

1. How would you convince other surgeons that the blood conservation project is worth implementing? Would you focus on cost as an organizational objective? Is this a "difficult conversation"?
2. How would you start this new project? Would you try to form a project team? Who should sponsor the project?
3. Should the current situation in which nurses can order the transfusions absent surgeon awareness be modified?
4. What is the greater systemic impact because of these transfusions? Should that become a focus for the project?

Week Nine: March 3, 2020 Learning Objective Review Team Effectiveness Model

- The essay assignment on team effectiveness evaluation is due on March 15, 2020.
- A&D High Tech Case Study from Harvard Course Pack
- Verzuh on Teams and Communication Chapters 13 and 14

DSS Consulting Case Study Preparation Question:

1. How would you evaluate the job Chris did in creating and leading the Southwest Region team?

2. What led to Meg's reaction to the work done by the Southwest Region team? Could Chris have done anything to change that?

3. What should Chris have done differently in regards to stakeholder management and client engagement?

4. Was Meg an effective project sponsor? What should she have done differently?

5. If you were Chris, what would you learn from this incident as a project manager?

After class:

- Read A&D High Tech Case Study
- Read Verzuh Chapters 13 and 14

Week 10: No class on March 10, 2020 for Co-curricular Week

Week 11: March 17, 2020 Learning Objective Project Initiation and Stakeholder Management

- Verzuh Chapter 4 and 5
- *Managing Up: Grace* from the Harvard Course Pack

Class Activity: Form teams of 3-4 people for the A & D High Tech Case Study Assignment. Determine roles, accountability and work plan. Sufficient time to complete the assignment will be given in class, about an hour per class and the outside work will align with the class readings. The first order of business is a project charter. Find Verzuh's templates from his website and download the charter. What information do you need to complete the charter? Then move to the Responsibility Matrix on page 130. Templates exist on Verzuh's website. Please complete a RAM for your project.

After Class:

- Read Verzuh Chapters 4 and 5
- Research project management software and choose one to propose to your team.
- Review deliverables for the project using the A & D Case Study as well as the Canvas assignment.
- Work on activities as determined by team.

Week 12 March 24, 2020 Learning Objectives - Project Initiation and the Statement of Work

- Page 85-88 of Verzuh
- Chapter 6 Verzuh
- *SAP Implementation* Case Study from Harvard Course Pack

Case Study Preparation Questions for Managing Up:

1. What things must Grace understand about herself to effectively manage up?
2. What things must Grace understand about Landon to effectively manage up?
3. Should Grace send that email to Bill? Would you? What would you suppose the impact would be?
4. How would you guide Grace as a coach through this difficult conversation?

A& D Case Study Activities:

- What software should the team use? Please make the selection tonight.
- Please complete the project charter.
- Begin scoping out the Statement of Work for completion next week.

After Class:

- Read SAP Implementation Case Study
- Work on team activities as needed.
- Read Chapter 6 from Verzuh

Week 13 March 31, 2020 Learning Objective Agile in Projects and the Work Breakdown Structure

- Work Breakdown Structure Chapter 6 and 7 Verzuh
- Chapter 10 Agile and Scrum
- *Agile Audit* Case Study from the Harvard Course Pack

Case Study Preparation Questions for SAP Implementation:

1. What is unique about IT implementation in a high reliability operation such as a hospital? What is the cost of project failure?
2. How can the project's chances of success be improved on? Is this an instance in which Agile or Scrum (Verzuh Chapter 10) is of use?
3. What did VLF do well in this project? What opportunities for improvement exist?
4. How would you modify project management for VLF for the next implementation?

A & D High Tech Project Case Study:

- Complete the Statement of Work.
- What does the business case look like?
- Begin working on the Work Breakdown Structure

After Class

- Read Chapter 7 from Verzuh
- Work on agreed upon assignments for your team.

Week 14: No Class for Easter Break

Week 15 April 14, 2020 Learning Objectives - Logical Framework Analysis and Work Estimation

- Logical Framework page 90-95 of Verzuh
- Resource leveling from Verzuh
- Checklists and Kanban for project management
- Chapter 9

Case study preparation questions for the Agile Audit Case Study:

1. What is meant by agile auditing? How is this different than agile software development?
2. How is the agile audit team structured? How would this compare with a traditional team organization?
3. What are the benefits?
4. How did the implementation go? Would this type of agile transformation work in your organization's support roles?

A & D High Tech Project Case Study:

- Are the tasks sequenced correctly? Where are dependencies noted? Are work estimations accurate?
- Using Chapter 7, calculate an initial schedule.

After class:

- Study the Logical Framework Analysis
- Work on assigned team activities
- Read Chapter 9

Week 15 April 21, 2020 Learning Objective - The Critical Path

- Sequence Steps for the Critical Path
- Depicting Critical Path with Software
- Develop Budget
- Open Innovation at Fujitsu from Harvard Course Pack

A & D High Tech Project in class-Develop a schedule with software so as to show Critical Path. Using the schedule, how would you develop a budget?

Week 17 April 28, 2020 Learning Objective Integrate into a Project Planning Document and Open Innovation

- Review final deliverable

Fujitsu case study class discussion preparation questions:

1. Using Verzuh's work on the Lean Startup, are there any similarities to Fujitsu's innovation project management? How does Fujitsu determine the business value of innovation?
2. What is meant by open innovation? Is there a way to measure progress or results in innovation at Fujitsu?
3. How is business value determined with Fujitsu's innovation projects?

The remainder of the class will be dedicated to completing deliverables for the project plan.

Please submit the project plan to Canvas for grading by April 30, 2020.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

SPIRITUAL CARE

PLNU Mission Valley:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley campus we have an onsite chaplain who is available during class break times across the week. If students have questions, a desire to meet with the chaplain or have prayer requests you can send an email to gradchaplainmissionvalley@pointloma.edu. In addition there are resources for your Christian faith journey available at http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP)

allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.