

SP 24

Meeting days: Tuesdays	Instructor title and name: Matt Boyne
Meeting times: 5:30-8:15	Phone: 7607158071
Meeting location: MV 316	E-mail: mboyne@pointloma.edu
Final Exam: April 30 5:30-8:15	Office location and hours: MV 3:00-5:00 Tuesdays
Additional info:	Additional info: FSB 130 Friday 10:00-3:00

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:

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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).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 14-weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Josephs, A. & Rubenstein, B. (2018). *Risk up front: Managing projects in a complex world*. San Francisco, CA: Lioncrest Publications. (Called RUF).

Other sources through Ryan Library

ASSESSMENT AND GRADING

<p>7 Team Based Learning (350 pts) 35%</p> <p>Homework (50 pts) 5%</p> <p>Project Statement (200 pts) 20%</p> <p>Case Study (200 pts) 20%</p> <p>2 Exams (200 pts) 20%</p>	<p><u>Sample</u> grade scale:</p> <p>A= (930-1,000 pts) 93-100%</p> <p>A-= (900-929 pts) 90-92%</p> <p>B+= (870-899 pts) 87-89%</p> <p>B= (830-869 pts) 83-86%</p> <p>B-= (800-829 pts) 80-82%</p> <p>C+= (770-799 pts) 77-79%</p> <p>C= (730-769 pts) 73-76%</p> <p>C-= (700-729 pts) 70-72%</p> <p>D+= (670-699 pts) 67-69%</p> <p>D= (630-669 pts) 63-66%</p> <p>D-= (600-629 pts) 60-62%</p> <p>F= (0-599 pts) 0-59%</p>
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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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement “Generated using OpenAI. <https://chat.openai.com/>”

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email mvchaplain@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!

- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

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 [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Face-to-Face MBA/MAOL Courses:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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.

COURSE SCHEDULE AND ASSIGNMENTS

Note: For each assignment, provide the following things:

- Description: Clear explanation of the assignment
- Requirements: Clearly identify all evaluation requirements for each assignment, including rubrics, if any, for assignments.
- Style standard: APA, Chicago, etc, if applicable.

Class Schedule, Readings and Assignments:

Class One-Light week and no F2F: January 9, 2024 Learning Objective – The role of the project manager

- Syllabus, texts and course pack review.
- Assignments
- Project Management and Leadership Chapters 1 in RUF

Class Two-January 16, 2024 Learning Objective-Leading by Example

- Understand team project assignment and deliverables
 - Managing Upward and Leading by Example
 - Project Fundamentals and Language
 - Read - RUF Chapter 2 and assignment articles
- Team

Class Three-January 23, 2024

- Team Development-Five Stages and Four Principles
 - Situational Leadership
 - Project Prioritization
- Team-Based Learning

- Read

o Chapter 3 RUF and assigned articles

o Read [Coach Mike Krzyzewski from Duke and his team philosophy](#)

Class Four-January 30, 2024

- The Project Plan from RUF Appendix
- Building High Performance Teams
- After Class Read
- o RUF Chapter 4
- o [Coach K's Leadership](#)
- Exercise-How did Shackleton solve problems?

Team-Based Learning

Class Five-February 6, 2024

- Communication and Expectations

- Accountability
 - Request for Proposals and Negotiation
 - After class read
 - o Chapter 5 RUF
- Assigned articles in Canvas

- Exercise-How did Shackleton set priorities?

Class Six-February 13, 2024

- Teamwork – Accountability and Individual Accountability Matrices
 - Projects and Customers
 - More on Negotiation
 - Team Pitfalls
 - Read
 - o Chapter 5 PTLC Lecture Notes
 - o Chapter 3 RUF
 - Exercise-How did Shackleton inspire cooperation?
- First Case Submission

Class Seven-February 20, 2024

- Teamwork-Establish Team List of Assignments and Due Dates
 - Weekly Accountability Meeting
 - Class Review for Mid-term
 - After class—
 - o RUF Ch1-6 Review
 - o Review Chapters 10-11 Agile Leadership
 - Exercise-How did Shackleton create a sense of urgency, rather than succumbing to despair?
- Team-Based Learning

Class Eight-February 27, 2024 (Next Week is Co-curricular)

- Review key lessons in Team Dynamics and RUF
- Discuss lessons from Shackleton and Coach K
- Introduce Difficult Conversations
- Chapter 10-13 RUF
- Project Statement Due

Break Mar 4-8

Class Nine-March 12, 2024

- Project execution with Scrum and Kanban
- Introduce Software Options
- Weekly Accountability Meeting
- Read
 - o Assigned articles in Canvas
- Exercise-What ethical perspectives do you find with Shackleton?

Class 10-March 19, 2024

- Introduce Kanban Software
- Work Team Execution-Risk Planning Meeting
- Agile and Team Formation-Self Managed Work Teams
- Read articles assign on software on Canvas
- o Appendix A PTLC
- o Chapter 13 RUF
- o Team Based Learning
 - Exercise and Discussions – How are self-managed work teams possible? What are the necessary precedents before empowering the team?
 - Exercise and Discussions-What does Sutherland mean about teams having to be organic?

Class 11-March 27, 2023 (Off - Holy Week and Easter Observance)

Class 12-April 2, 2024

- Report Out – Lessons Learned
 - Project Closure
 - Excel One Piece of Paper POM+ Case
 - Discuss Scrum Certification
- Team Based Learning

Class 13-April 9, 2024

- Report Out – Lessons Learned on use of RUF
 - Review material for Final Exam/Case
 - After class
 - o Review study material for Final
 - o Complete write up of POM + Case
 - o Read assigned case for Final Exam-Will be provided
- Team Based Learning

Class 14-April 16, 2024

- Verzuh-ADKAR Change for Projects
- Agile Scaling Methods
- John Deere Case Study
- Saab Grippen Case Study
- Teams of Teams

Class 15-April 25, 2024

- RUF/Microsoft Project Statement Due May 3
- Intel Case Study Final Prep

Class 16-May 1, 2024

- In class Final 10%
- May 3, 2024 Submit POM+ Project Report

