



## School of Planning, Public Policy and Management

**PPPM 425/525 – PROJECT MANAGEMENT**

CRNs 24444, 24459

**CLASS SYLLABUS — WINTER 2024**

---

Instructor:	Bob Choquette
E-Mail:	<a href="mailto:choquett@uoregon.edu">choquett@uoregon.edu</a>
Phone:	541.346.3851
Office Location and Hours:	106 Hendricks: Mon and Wed 9:00 – 10:00 am; Mon 3:00 – 4:00 pm
Course Location:	132 Lillis
Meeting Dates and Time:	Mondays and Wednesdays: 4:00 - 5:50 pm

---

***Course Description***

Have you ever been part of a complex project that just didn't go the way you wanted? Often failure is pre-ordained due to the approach to the project. The concept and discipline of project management exists because it helps assure completion of a project successfully. This course covers the basics of project management, and you will learn what project management involves and how to approach it successfully.

Effective project management ensures that a project is completed on time, within budget, and with high quality. Specific techniques for accomplishing these three goals are not always so obvious. The purpose of this course is to make these techniques more obvious, and expose you to a variety of techniques to manage the budget, schedule, and quality of projects that you are responsible for.

Although we may relate the examples and techniques discussed in this course to the planning and public policy fields, the same techniques can be applied to any project management situation. This class will focus on traditional, predictive approach to project management, but will also discuss iterative approaches such as agile, more commonly used in software development. Specific topics to be discussed include:

- Project selection, acquisition, and development;
- Identifying and mitigating potential project risks;
- Developing and following a detailed work plan;
- Developing and managing a project schedule and budget;
- Controlling projects for quality;

- Different project management methodologies/approaches (e.g., agile, waterfall, etc.);
- Communicating effectively with the project team, client and supervisors;
- The role of computer software to assist in project communications and management;
- Team building; and
- Anticipating and avoiding potential problems.

## ***Learning Outcomes***

Upon successful completion of this course, students will:

1. Understand the concepts of project selection, planning and organization, risk, budgeting, control, and project life cycles.
2. Understand several basic project scheduling techniques including WBS, CPM, PERT, Gantt charts, and resource constrained scheduling.
3. Understand a variety of project management methodologies.
4. Understand the related concepts of teams and motivation, and issues related to leadership and task management in a project environment.
5. Improve written and oral communication skills through formal writing assignments and group discussions.

## ***Teaching Philosophy***

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.
- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT's key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

## Textbook and Course Materials

Rowe, Sandra. *Project Management for Small Projects* (Third Edition), Management Concept Series (2020). Available through the library website as a downloadable e-book. REQUIRED

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*, Riverhead Book (2011). Available through the library website as a downloadable e-book. REQUIRED

Additional readings available at <http://canvas.uoregon.edu>. REQUIRED

## Other Resources

The Project Management Institute (PMI) has almost 700,000 members worldwide, 300+ local chapters, including in the Willamette Valley, and is the leading nonprofit professional association in the area of project management. PMI establishes project management standards, provides seminars, educational programs and professional certification that many organizations desire for their project leaders. Worldwide, approximately 900,000 PMs have achieved Project Management Professional (PMP) certification. Their website is located at <https://www.pmi.org/>.

PMI estimates that every year through 2027, 2.2 million new job openings will require PM skills, and employers will need 87.7 million people working in project management-oriented roles.

## Grading

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

	<b>425</b>	<b>525</b>
1. Attendance and participation	15%	15%
2. Reflections (8 of 9)	25%	25%
3. Project assignments (4)	25%	25%
4. Culminating assignment	35%	35%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

## Course Structure

We will spend our class time each week in a variety of formats. There will be some lecture, but I want to encourage as much class discussion as possible, both in small groups and as a whole class.

## Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, supplemental readings, and other materials will be posted on the Canvas site. Please check the course website frequently

for updates. In addition, make sure that the University registrar has your correct email address, as I will use this email address to communicate with you.

## ***Accessibility***

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. **If you encounter any barriers, please let me know, and I will fix them, because they are my fault.** You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## ***Diversity***

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 401 Tykeson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Education and Response Team (BERT): 164 Oregon Hall or 541.346.3216 or [brt@uoregon.edu](mailto:brt@uoregon.edu)

## ***Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment***

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or

<http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

## **Center for Multicultural Academic Excellence**

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmae@uoregon.edu](mailto:cmae@uoregon.edu), or visit Suites 164 and 165 in Oregon Hall.

## **Mental Health**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

## **Life's Challenges**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

## **Incomplete Policy**

A grade of "I" (**Incomplete**) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes will be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus.

- has been active in the course.
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses).
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline.

See <https://provost.uoregon.edu/grades-incompletes-policy> for additional information

## **Academic Honesty**

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I welcome your questions about what academic integrity looks like in our class. The bottom line is this: don’t cheat. Doing so puts both student and instructor in uncomfortable positions and getting caught has serious consequences for your career as a student. And if you feel undue pressure from the workload in this class, come talk to me.

## **Assignments**

There is a variety of requirements for this class. Listed below are general descriptions of each class assignment; I will provide additional detail on each assignment as the term progresses.

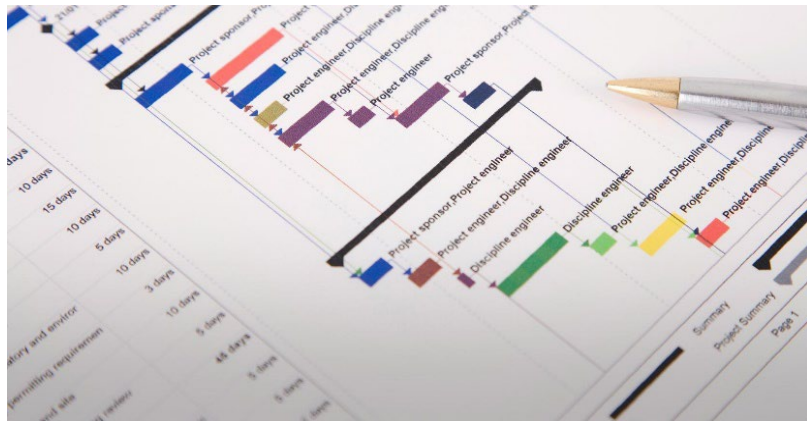
## **Attendance and Participation**

You registered for this class because you were interested in learning more about project management, so the best way to accomplish that goal is to attend class. I’ll expect you to attend each class. If you can’t attend class, you should coordinate with your classmates to ensure you get any pertinent notes.

You’ll also be expected to participate in class discussions by asking questions and engaging in the ensuing discussions. To help you track your attendance and participation, I will post a grade for you at the midpoint in the term.

## Reflections

Research shows that one of the best ways to reinforce learning is to reflect in writing about what you've recently learned. You will write weekly reflection papers to reinforce what you've learned about project management in class,



based on what you've read, and in your like outside of class. All reflection papers will be posted to Canvas, which I've set to only accept .doc, .docx, and .pdf files.

In your first reflection, due on Sunday, January 14, discuss your background, your reason(s) for taking this course, any experience you may have with project management, and what you are you hoping to learn this term.

In subsequent weeks, you will write a reflection based on each week's readings and class activities that will help synthesize your thoughts and learning. Reflections are *not* a recitation of the key points in the reading, or a summary of activities. They are a record of your *reaction* to what you read, the class lectures, and discussions. If you're stuck, try answering questions like these:

- What surprised you?
- What did you agree/disagree with?
- Was there something in the reading/lectures you didn't understand?
- What made you think differently?
- Can you connect the material in the readings to a "real life" example in your community, in current events, or in your past?
- Can you share any resources from the web – articles, websites, etc. – that connect or expand upon course content?
- If you are working on the applied-team-based project, you can also discuss your experience as a project manager or team member.

Your reflections should be 400+ words in length. That is the equivalent of 2-3 pages double-spaced. They are due each Sunday at midnight, and will cover the week's readings, class activities, and their applicability to your everyday activities.

I will count your 8 highest scores, so you can skip one reflection over the course of the term before it impacts your grade.

## Project Assignments

You will produce several products during the term related to your project (individual or team-based):

- Scope Statement

- Critical Path Method (CPM) chart
- Risk Assessment
- Gantt chart

Descriptions for each assignment are posted in the Assignments section of Canvas and will be discussed in class.

## ***Choosing a Project Track***

I think it's important that you as students have input on your learning, so I am providing an applied project experience to students who are interested in the opportunity. At the end of the first week, you will complete a survey to indicate your preference for one of the following options:

- *Team-based Project.* Students will work in teams to complete a feasibility study for a daycare center or another project of similar complexity. Interested students (3 per team) will rotate in the role of project manager, each serving about three weeks.
- *Individual Project.* Students will identify an individual project that will serve as the basis for a series of assignments you will complete throughout the term. The project can be something you've worked on in the past, a current project, or a proposed project. The project must meet the following requirements:
  - It requires the work of more than one person to complete several/many of the tasks, and requires a variety of skill sets (i.e., one person can't do all the work required to complete the project).
  - The project has a budget that you need to monitor.
  - The project has a minimum of 40 tasks.

The remaining class assignments, and how they are completed, will vary based on whether you choose the team-based or individual project.

## **Culminating Assignment – Team-based Project**

### ***Presentations***

Teams will make two presentations:

- A midterm presentation demonstrates and discusses the project management software your team is using.
- A final presentation to the class that summarizes your work and findings from your project feasibility report.

### ***Project Feasibility Report***

Each teams will submit a final written report of their feasibility study. I will distribute a more detailed description of this assignment in class.





## Culminating Assignment – Individual Project

### **Graduate Research Project and Presentation**

Graduate students completing individual projects will conduct additional research and present their findings to the class. This project can either be completed individually or in groups. We can discuss the format of the final presentation during the term.

This assignment can be completed in several ways:

1. A 5-7 page research paper (double-spaced) based on a project management topic of interest to you. For example, you can examine a major project in any field and do a case study, relating what you learned to our class content. The research can be based on a review of journal articles and/or books in the popular press.
2. Interviews with people knowledgeable about your area of interest. The product of these interviews could be a 5-7 page paper, or a video interview, for example.
3. In-class demonstration of project management software with 2-3 page summary.

I am also open to other approaches / topics you may propose to complete this project. Your topic and approach must be reviewed and approved by me by the end of week 8.

### **Final Examination**

Students who chose the individual project option will complete a take-home final examination composed of a series of short essay responses to prompts based on class topics. The exam will be due at the time of our scheduled final exam, and the exam will be distributed about two weeks prior.

### **Assignment Map**

	<b>TEAM-BASED PROJECT</b>		<b>INDIVIDUAL PROJECT</b>	
	Grads	Undergrads	Grads	Undergrads
Attendance and participation	Yes	Yes	Yes	Yes
Reflections (8)	Yes	Yes	Yes	Yes
Project assignments (4)				
Scope statement		1 / team	Yes	Yes
CPM chart		1 / team	Yes	Yes
Risk assessment		1 / team	Yes	Yes
Gantt chart		1 / team	Yes	Yes
Culminating assignment				
Individual project				
Grad research paper			Yes	
Grad research presentation			Yes	
Final examination			Yes	Yes
Team-based Project				
Midterm presentation	Yes			
Final presentation	Yes			
Project feasibility report		1 / team		

## Schedule

This schedule may be adjusted during the term, depending on student's interests and the length of time we discuss particular issues. The reading list may be supplemented as the term progresses. Please check the Canvas site weekly to see any **additional readings**.

Week	Date	Topic	In-class Activities	Readings <sup>1</sup>	Assignment(s) Due
1	1-8	<b>Introduction to PPPM 425 / 525</b>	Review syllabus		
	1-10	<b>Introduction to Project Management</b> History, definition and goals of project management	Lecture and discussion	Rowe 1-3	Reflection for week 1 (Sun)
2	1-15	<b>MLK Holiday – no class</b>			
	1-17	<b>Project Teams and Team Work Issues I</b> Stages in team development and characteristics of successful teams	Lecture and discussion Activity		Reflection for week 2 (Sun)
3	1-22	<b>Project Acquisition</b> Project selection, and developing proposals and RFPs	Lecture and discussion		
	1-24	<b>Project Schedule Management I</b> Identifying and using appropriate tools and techniques to manage project time variables	Lecture and discussion	Rowe 4-5	Reflection for week 3 (Sun)
4	1-29	<b>Project Schedule Management II</b> Identifying and using appropriate tools and techniques to manage project time variables	Lecture and discussion Develop PERT, CPM, and WBS charts		
	1-31	<b>Project Schedule Management III</b> <b>Project Cost Management I</b> Identifying and using appropriate tools and techniques to manage project cost variables	Lecture and discussion Continue PERT, CPM, and WBS charts	Rowe 6-7	Reflection for week 4 (Sun) Scope Statement (Sun)
5	2-5	<b>Project Cost Management II</b> Identifying and using appropriate tools and techniques to manage project cost variables	Lecture and discussion Develop cost and schedule management indicators	Rowe 8-9	
	2-7	<b>Risk Analysis</b> Identifying, analyzing, and managing project risk factors	Lecture and discussion Develop risk statement		Reflection for week 5 (Sun) Critical Path Method (CPM) Chart (Sun)

Week	Date	Topic	In-class Activities	Readings <sup>1</sup>	Assignment(s) Due
6	2-12	<b>Team-based Project Presentations</b>	Student presentations	Pink 1-3	
	2-14	<b>Project Integration and Scope Management</b> Tools and techniques for reducing project error from ambiguous goals, unclear reporting structure, and poor communication	Lecture and discussion Develop scope statement		Reflection for week 6 (Sun) Risk assessment (Sun)
7	2-19	<b>Project Quality Management</b> Identifying and using appropriate tools and techniques to manage project quality variables	Lecture and discussion Develop basic tools of quality management	Pink 4-6	
	2-21	<b>Procurement, Communications, Stakeholder, and Resource Management</b>	Lecture and discussion		Reflection for week 7 (Sun) Gantt chart (Sun)
8	2-26	<b>Guest Speaker:</b> Tanner Perrine, Riley Allen, Quinn Doherty, Project Managers, Lease Crutcher Lewis	Guest speaker	Rowe 16-17	
	2-28	<b>Additional PM Methodologies and Techniques</b>	Lecture and discussion		Reflection for week 8 (Sun)
9	3-4	<b>Project Teams and Team Work Issues II</b> Managing decision making in a project team, promoting innovation in the team, improving team performance, diversity on teams / multicultural teams	Lecture and discussion Final exam distributed	Rowe 13-14	
	3-6	<b>Project Teams and Team Work Issues III</b> Managing decision making in a project team, promoting innovation in the team, improving team performance, diversity on teams / multicultural teams	Lecture and discussion		Reflection for week 9 (Sun)
10	3-11	<b>Project Termination</b>	Lecture and discussion	Rowe 10, 15	
	3-13	<b>Research Presentations / Class Evaluation</b>	Presentations and activity		
Finals		<b>Presentations</b> <i>Monday, March 18: 2:45 – 4:45 pm</i>			Culminating assignment(s), and any late work, due

<sup>1</sup> See Canvas for additional readings as the term progresses.

**No late work will be accepted after the end of our final examination time: Monday, March 18 at 4:45 pm**