

Fall Semester 2009

Course: ETLS 601 Program/Project/Team Management

Time: Tuesday 6:00 – 9:00 pm

Location: Saint Paul

Instructor: Robert J. Monson
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Please feel free to contact me at work during reasonable hours

Background: B.M.E. 1985 University of Minnesota
M.M.S.E. 1991 University of St. Thomas
Ph.D. 1999 University of Minnesota

Required Texts: **Project Management Class Notes, Monson**
Management by Conquest, Monson

Both texts will be supplied in class

Required Reading:

Carlisle, A.E. (1976) MacGregor. Organizational Dynamics 5(1), 50-62.

Wheelwright, S.C., Clark, K.B. (1992) Creating Project Plans to Focus Product Development. Harvard Business Review, March-April.

Quinn, J.B. (1985) Managing Innovation: Controlled Chaos. Harvard Business Review, May June.

Oncken, W. Wass, D.L. (1974) Management Time: Who's Got the Monkey?. Harvard Business Review, November-December.

To locate the HBR ordering page:

<http://www.hbsp.harvard.edu/frames/search/index.html>

Recommended Reference:

Kerzner, H. (1995) Project Management – A Systems Approach to Planning, Scheduling, and Controlling. New York. Van Nostrand Reinhold.

Course Objectives:

By the end of the course the student should be able to demonstrate a general knowledge of Project Management methodologies and skills, and exhibit a heightened awareness of the human behavior aspects of Engineering Project Management.

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

Outcome	Mechanism	Objectives
1. Recognize the project phases and the project model	T,C	SE7, TM4
2. Define and formulate the underlying goals of a project.	P,M,T,C	SE1, SE5, TM1, TM4, MS3, MS7
3. Plan and document a project or program, including a <ol style="list-style-type: none"> i. Performance Specification ii. Project Schedule iii. Project Budget 	M,T,C	SE3, SE12, TM3, MS4, MS5
4. Execute a project plan in their organization.	M,F,C	SE9, SE12, TM2
5. Understand how people impact projects.	P,M,T,F,C	SE12, TM2, TM6, MS1, MS2
6. Understand how to get the most from people, by providing a healthy project.	P,M,T,F,C	SE16, SE14, TM3, MS2
7. Recognize personal strengths and weaknesses in project activities.	M,F,C	SE14, SE15, TM2, TM5

Course Methodology:

A mix of lecture, case studies, class discussion, in-class role playing, and student presentations will be used to cover the course materials.

Major Assignments:

The students will be responsible for the following elements of class

1) Project and Presentation (P)	20%
2) Exam - Midterm (M)	20%
3) Assignments and Term Paper (T)	25%
4) Exam - Final (F)	25%
5) Class Participation (C)	10%

An important aspect of this class is an ability to synthesize the concepts presented, with personal experiences, knowledge and abilities. Everyone in class will benefit from your participation.

Grading Policy:

Class members will be graded on a curve based on overall performance of the class. Late papers will not be encouraged. Grades will be affected by timelines of completion.

Academic Integrity:

All students are expected to understand and follow the University of St. Thomas policies on Academic Integrity. These are described at: www.stthomas.edu/technology/ETM_Handbook/etm_student_rights/AcademicIntegrity.htm

Don't cheat and don't plagiarize.

Here are five ways of plagiarizing:

1. Word-for-word continuous copying without quotation marks or mention of the author's name.
2. Copying many words and phrases without quotation marks or mention of the author's name.
3. Copying an occasional key word or phrase without quotation marks or mention of the author's name.
4. Paraphrasing without mention of the author's name.
5. Taking the author's idea without acknowledging the source.

If there is anything about plagiarism you do not understand, ask your professor.

Attendance:

Students are expected to attend all class sessions. Circumstances that prevent attendance will be honored up to two instances. Absences in excess of two times will result in a lowered grade for the course. Contact the instructor when a special situation arises. All absences require that the instructor be informed in advance.

Presentation:

This will be discussed during the first session of class. The ability to make coherent and thoughtful presentations is critical for personal success. Although most of us don't enjoy presentations, they will provide a strong foundation for future needs. Please try to approach the presentation as an opportunity to learn rather than an aspect to endure.

Course Outline – ETLS 601

Date	Topic(s)	Assignment(s)
Week 1	Course Overview Logistics of the course	
Week 2	Organizing/Staffing the Team	Project Initiation
Week 3	Strategy The Project Model	Project Initiation
Week 4	Project Planning 1	Project Planning
Week 5	Project Planning 2	Project Planning
Week 6	Project Planning 3	Project Planning
Week 7	Systems Theory Midsemester Course Evaluations Midterm Exams handed out	Project Execution
Week 8	Organizational Structures Midterms Due	Project Execution
Week 9	Cost Control Trade-Off Analysis	Project Control
Week 10	Personnel Management	Project Control
Week 11	Time Management	Project Control
Week 12	Conflict and Negotiations Term Papers Due	Project Control
Week 13	Personnel Functions Excellence in Project Management Final Exam Handed Out	Project Closing
Week 14	Project Outbriefs Final Course Evaluations Final Exam Due	Project Closing

The Team Project

The project is a team effort, to which you will be assigned the first night of class. You will be expected to work together as a project team, accomplishing the challenges set out for your team and addressing the issues that arise along the way.

You will need to assign roles, such as project lead and various discipline experts within the team, and during the course of the semester you will be given in-class time to work your project challenges. Each week you will be required to deliver components of your project by a known due date, and you will receive memos periodically from stakeholders informing you of status changes or providing you with additional deliverables.

Assignments will be posted on Blackboard by the appropriate due dates, and will be utilized as a record of performance on this project.

At the completion of the semester, you will be expected to produce a group term paper and a presentation reporting on the history of your project and your actions throughout the semester. You will complete your presentation with an assessment of lessons learned throughout the life of the project.

Project groups should consider the typical guidelines for any presentation:

Tell them what you are going to say
Tell them
Tell them what you said

Summary and Introduction
Body
Summary and Conclusions

Grading Criteria

- A grade will be given to each student -- for the presentation itself and for responses to questions and discussion.
- Is the individual presentation clear, relevant and instructive?
- Is it presented in a forceful manner? Does it have impact?
- Is it redundant? Is it redundant?
- Are visual aids used to make the presentation more succinct, understood and remembered? Visual aids can include transparencies, slides, VCR tapes and posters.
- Are questions answered clearly, concisely and with authority?

We will have opportunities to discuss this as the class progresses.

To: ETLS 601 Program/Project/Team Management Class

From: Robert J. Monson

Subject: Term paper evaluation criteria

The term paper is an important part of the Project Management course requirements. Therefore, it is important that you think about this paper and its ground rules early in the semester.

The specific subject of the paper is based upon the project you will be completing throughout the semester. It is expected that the paper's focus will be a case study of your assigned project using the techniques and key elements of the Project Management course material. The subject should be presented in terms of its importance to you, its potential impact, and what is needed to implement it (manpower, timing, and finances). Your entire team will be preparing a consolidated paper for this course, and each contributor must be noted regarding their specific contributions to the paper on the final page of the document.

You should support your discussion of your project with clear references to the counsel and experiences of experts in the field. Use of your personal or project opinions is valid, but should be liberally supported with outside justifications.

This is a demanding chore so the topic selected should not be too broad. The length of the paper should be about 10 typewritten double-spaced pages per member of your team, and must include a bibliography of reference material to support your recommendations.

You must include a project schedule prepared with Microsoft Project or similar software.

The paper must adhere to the *APA Publication Manual* (American Psychological Association) format criteria. This text is available in most libraries and bookstores. Please also note that the paper should be handed-in without report covers or other amenities.

Note that each student will receive a separate grade for the term paper and presentation of the project.

Instructive Value

- Is it clear to the reader or would further study and research be needed to totally grasp the subject?

Application/Implementation

- Is the recommended course of action persuasive, reasonable, financially feasible, and can it be implemented?

Style and Impact

- Is it professional, succinct and easy to read?
- Are key concepts highlighted?
- Are there clear recommendations of how to implement? A well-constructed concluding section brings the paper to a graceful conclusion.

Format, Clarity, Spelling, Structure, etc.,

- Are acronyms spelled out?
- Does it follow from problem description -- to discussions of solutions--to selection of solutions --to justification--to conclusion?
- Misspellings are a serious distraction to the reader. With all the spell checkers available, there is no good excuse, although there have been creative ones.

Bibliography & References

- It is appropriate to provide evidence that the most relevant scientific work of others or the relevant experiences of others were considered in your analysis and proposal. As a rule of thumb, 6 to 10 references is a reasonable number for a paper of this size.
- We will discuss these term paper requirements as the semester progresses, but we want you to start planning early. This is after all the nature of project management.

Remember to include the pertinent sections of any research paper:

Abstract
Introduction
Body
Summary and Conclusions

Student: _____

**ETLS 601 Program/Project/Team Management
Term Paper Assessment**
(1 low - 5 high)

Construction

Abstract	1		2		3		4		5	
Introduction	1		2		3		4		5	
Body	1		2		3		4		5	
Summary	1		2		3		4		5	
Format	1		2		3		4		5	
Grammar/Spelling	1		2		3		4		5	
Acronyms Defined	1		2		3		4		5	

Writing Style

Structured	1		2		3		4		5	
Well Supported	1		2		3		4		5	
Clear/Concise	1		2		3		4		5	
Professional	1		2		3		4		5	

Planning Detail

Strategy Defin.	1		2		3		4		5	
SOW	1		2		3		4		5	
Specification	1		2		3		4		5	
WBS	1		2		3		4		5	

Schedule and Budget

Schedule Detail	1		2		3		4		5	
Budget Detail	1		2		3		4		5	
Risk Assessment	1		2		3		4		5	

Bibliography and References

Relevancy	1		2		3		4		5	
Supporting/Number	1		2		3		4		5	

100 Total Possible Points

Total Score _____

Comments:

Student: _____

**ETLS 601 Program/Project/Team Management
Presentation Assessment**
(1 low - 10 high)

Construction

Introduction	1	2	3	4	5	6	7	8	9	10
Outline Printed	1	2	3	4	5	6	7	8	9	10
Outline	1	2	3	4	5	6	7	8	9	10
Summary	1	2	3	4	5	6	7	8	9	10
Body	1	2	3	4	5	6	7	8	9	10
Summary	1	2	3	4	5	6	7	8	9	10
Closing	1	2	3	4	5	6	7	8	9	10

Speaking Skills

Presence	1	2	3	4	5	6	7	8	9	10
Comfort Level	1	2	3	4	5	6	7	8	9	10
Knowledge	1	2	3	4	5	6	7	8	9	10
Coverage	1	2	3	4	5	6	7	8	9	10

110 Total Possible Points

Total Score _____

Comments: