MISY840: Project Management Spring 2011

First of all, I want to thank you for taking this course. I think we will have an exciting semester, and I very excited to be learning about project management with you.

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### My Background

I have been a professor of MIS at UD since 1999. I completed my MBA at Syracuse University and my Ph.D. at The University of Texas at Austin.

My favorite topics involve the use of technology in a new or interesting way. I coordinate and teach the Database and Systems Analysis course in our department, and have also taught and developed our classes in Web Design (MISY350) and Web Development (MISY360). I have taught a number of classes in the MBA and ISTM program, as well as the EMBA program. I guess the best way to describe me is a “geek”. I enjoy using and learning about technology, and tend to be on the technical side of the MIS spectrum.

### Class Overview

The purpose of this class is to examine the scope of the project management discipline. We will focus on how IT project management can be best implemented, managing the human side of projects, determining and documenting project scope, costing projects, and managing project risk. We will also spend some time on managing organizational change and team conflict.

### My Teaching Philosophy & Expectations of You

My goal this semester is to create an effective learning experience for you. Some of the beliefs that guide my teaching are listed in the column on the next page. I tend to use hands-on class exercises which require that you be present and prepared for class. Each class, my expectation will be that you have read the material and are able to apply it to the class’ exercises.

### Assumptions & Expectations

I expect you to be prepared whenever you come to class. What does that mean, exactly? For each chapter, I expect that you have:

* Scanned through the chapter to get an idea of the scope of coverage.
* Read the chapter carefully. I suggest taking notes, or making comments in the margin.
* Summarized the chapter by writing 1-2 paragraphs. Also consider how the material relates to you and your job (present or future).
* Considered what you know about the material, but also what you don’t know. The latter points are the key learning issues that we will need to explore in class.

I also expect you to contribute to the class discussion, ideally providing examples from your professional career. Perhaps most importantly, I assume you come in to this class with a sense of curiosity, a desire to solve difficult problems, and an interest in learning new concepts. These three characteristics represent the heart of the MIS discipline.

# My Teaching Philosophy

***What is “Learning”?*** *Learning is the incorporation of material into a student's long term memory. A student's performance on an exam, therefore, is a less valid measure of learning than how the person would do on the exam six months after the class is over. IMHO, college courses too often sacrifice learning in the name of “coverage.” One of the most important responsibilities a professor has, therefore, is to select only the material students should know six months after the class is over. Focusing on any other material is a waste of everyone’s time.*

***Making Mistakes****. No one ever hits a homerun the first time they bat, rolls a 300 game the first time they bowl, or parallel parks the first time they drive (I hit a telephone pole, BTW). To effectively learn, students must be allowed to make mistakes. To learn (i.e., retain information past the test date), students must make course corrections, digest and think about how the material relates to them, and apply course concepts to a real world problem.*

***How is Class Time Best Used?*** *In general, I believe that the more faculty teach during class, the less students learn. Phrased differently, students learn best when actively applying class concepts to solve a problem. They tend to learn less when the teacher tells them what they should know.*

*For that reason, I don’t spend much class time lecturing on the assigned material (except where I believe it is necessary to understand a difficult point). Instead, you will be doing class exercises that allow you to exercise your knowledge of the material.*

*Focusing class time on a problem that provides a context for the course’s learning objectives encourages students to relate the material to something tangible, and (hopefully) better incorporate the material into their long term memory.*

### Course Resources

* Marchewka, J., *Information Technology Project Management*, 3rd edition, including Microsoft Project
* Allen, D., *Getting Things Done: The Art of Stress-Free Productivity*
* Two Harvard Business School simulations (Project Management and Organizational Change)

All the above materials are required for the class.

### Assignments & Late Policy

### Husky Air Assignments (36%). Over the semester, you will work in teams to complete a number of Husky Air Assignments. These assignments provide a means for you to apply the various concepts and tools as though you were working on a real project. Please submit a hard copy and an electronic copy to my email address. There are 12 Husky Air assignments: each is worth 3% of your grade.

### Mini-case Write-ups (18%). You are required to submit case write-ups during the term. Each will contribute equally to the 18%. Cases will be graded for accuracy, quality of analysis/completeness of reasoning, and clarity of expression. These must be completed individually. The maximum length of these assignments is 2 pages (Calibri; 11pt; 1.5” margins). The Harvard simulations will also require a case write-up, which will contribute to this grade.

### Midterm Exam (15%). The midterm exam will be cumulative and cover all material in the texts, class discussions, and cases completed by the class up to the point of the quiz.

### Final Exam (15%). The final exam will be non-cumulative and cover all material in the texts, class discussions, and cases completed by the class since midterm.

### Final Project (16%). The inclusion of a final project is tentative. I will let you know immediately after midterm if the second half of the semester will include a final project. If no final project is assigned, I will pro-rate the remaining assignments.

### LATE POLICY: Because the class will usually discuss the cases that are due as a part of class, to be fair to the rest of the class I cannot accept late assignments,. If you cannot attend, send them to me via email, or give them to a classmate to submit for you.

### Grading Criteria

Husky Air assignments and mini-case write-ups will be graded on a check basis (✓+ 🡪 3 points; ✓ = 2 points; ✓- 🡪 1 point). When I grade these assignments, I look at the following criteria:

* Did your submission effectively address the prompting questions in the assignment?
* Did you demonstrate understanding of the chapter material by applying the material to the case?
* Did you adhere to the assignments requirements and communicate your analysis effectively to the reader?

Achieving all three of the above will result in a check plus. Failing to achieve all three will result in a check. Subpar analysis will be reflected in a check-minus. Your cumulative point total at the end of the semester will be curved. The average score for the class will receive a B (85%), others will be adjusted accordingly. Classes that achieve consistently high performance (e.g., consistent check-plusses) will not be curved down.

All projects, exams, and final grades will be graded on a letter grade, plus/minus basis:

|  |  |  |
| --- | --- | --- |
|  | A: 93 to 100 | A-: 90 to less than 93 |
| B+: 87 to less than 90 | B: 83 to less than 87 | B-: 80 to less than 83 |
| C+: 77 to less than 80 | C: 73 to less than 77 | C-: 70 to less than 73 |
| D+: 67 to less than 70 | D: 63 to less than 67 | D-: 60 to less than 63 |
|  | F: less than 60 |  |

### Academic Honesty

The University of Delaware’s Code of Conduct Policy (<http://www.udel.edu/stuguide/07-08/index.html>) will be strictly enforced. Citing or referencing another’s work without attribution will be considered *plagiarism*. Assignments will be regularly tested for plagiarism. PLEASE NOTE: Regarding academic dishonesty, I have had the unfortunate experience of failing a number of students as well as having another suspended. All suspected incidences of code violations will be reported to the Judicial Affairs Office for resolution. When reported, I always ask that the most severe penalty be applied for a suspected infraction. **Always cite your work.** If you have any question as to whether or not it should be cited, your safest option is to include the reference at the end of the submission in a Bibliography.

Class Schedule up to Midterm

Schedule after midterm will be distributed later in the semester

REVISED FEBRUARY 24, 2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Date | Chapter Titles/Topics | TextbookChapterReading | Due |
| 1 | February 10 | Class IntroductionCreation of TeamsTeam ExercisesThe Nature of IT Projects | 1 |  |
| 2 | February 17 | Conceptualizing & Initializing the IT ProjectDeveloping the Project Charter & Baseline Project Plan | 2 & 3  GTD Ch 1 | **Do as a group**: Husky Air Assignment # 1 (30)**Do individually**: Mini-Case Wal-Mart’s RFID Supply Chain (73) |
| 3 | February 24 | Finish up Chapter 2Chapter 3 | GTD Ch 2 | **Do as a group**: Husky Air Assignment # 2 (69)**Do individually**: The Project Manager Career Path (130) |
| 4 | March 3 | The Human Side of Project Management | 4  GTD Ch 3 | **Do as a group**: Husky Air Assignment # 3 (96)The FBIYour best Project Management Score will be graded; write-up required. |
| 5 | March 10 | Defining and Managing Project Scope | 5  GTD Ch 4 | **Do as a group**: Husky Air Assignment # 4 (150) YOU MUST ALSO INCLUDE A CONTEXT LEVEL DFD**Do individually**: TBA |
| 6 | March 17 | The Work Breakdown Structure and Project Estimation (153) | 6  GTD Ch 5 | **Do as a group**: Husky Air Assignment # 5 (176)**Do individually**: Extreme Programming at Sabre (177) |
| 7 | March 24 | Midterm Exam |  |  |
|  | March 31 | Spring Break (No Class) |  |  |

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