

# INF2040 Project Management

**Term:** Winter 2017

**Instructor:** Steve Szigeti, PhD

**Contact Information:** Instructor email: steve.szigeti@gmail.com

Text: 416-473-5685

Office hours: By appointment via email

**Course Meeting time:** Thursday, 6:30 to 9:30pm

**Course Location:** Bissell (BL), Room TBD

## Course Description

This elective course covers the nature of projects, project management tools, techniques and organizational and interpersonal issues in project management within the context of the different types of projects in the information profession. The course will cover project management principles in general, project scope, organizational, leadership, interpersonal and political aspects of project management, and tools and techniques to support planning, budgeting, resource allocation and other technical aspects of project management.

INF2040 covers an introduction to the theory and practice of project management. Students will bring past experience in project situations together with insights from the course textbook and complementary readings to develop new understandings and knowledge that will help prepare them to participate in, contribute to, lead and succeed in future project opportunities.

**Textbook:** Gido, J. & Clements, J.P. (2015) *Successful Project Management*. 6th Edition. This text is available for purchase at the University of Toronto bookstore. Please note that if you can purchase a second hand copy of the 5<sup>th</sup> (or 4<sup>th</sup> edition), page numbers for these earlier editions are included in the syllabus.

Additional journal readings are listed below in the Class Schedule and will also be available on the course Blackboard site.

**Goals and Learning Objectives:** This course is intended to help prepare students for successful careers in the information professions where much of the work is organized through projects conducted by a designated project team. The course is designed to help students understand the terminology used in, and theories behind, project management and to help them function successfully in project environments. At the end of this course, students should be able to:

- Apply project management principles and practices (including specific techniques) in a variety of project contexts (demonstrated in all three assignments)

- Describe the role and importance of project management in an organization and identify projects that support organizational goals and strategy (demonstrated through in-class activities and assignment 2)
- Determine and describe their own personal goals, motivations, and ways of working individually and within teams (demonstrated in assignment 1)
- Explain and interpret the social dynamics of teamwork and how people work individually and in teams (demonstrated in the exam, through in-class activities)
- Apply and describe the management and communication techniques and skills that lead to successful project outcomes (demonstrated in the exam and through in-class activities)
- Determine when and under which circumstances to apply specific project management techniques (demonstrated in assignment 3 and the exam)
- Identify the role of time, cost and quality management in successful projects and determine trade-offs (demonstrated in the exam and through in-class activities)
- Explain the role of communication in project management and demonstrate effective communication both orally and in writing (demonstrated in all three assignments, the exam and through in-class activities)
- Put into practice effectively working on a project team and as a project manager (demonstrated in assignments 2 and 3 and through in-class activities)

**Course Structure:** This course has three (3) contact class hours per week. The class sessions will be a combination of lectures, discussions, teamwork, interactive exercises and in-class activities. Blackboard will be used as a learning management system to support project teams (groups), sharing of information, weekly slides, important dates, assignments, and other information about the course, as well as the facilitation of interaction among students on topics related to the course. Note that for every one (1) hour of contact, you can expect to do 2.5 hours of reading and preparation work on your own.

Students will be put into groups (of 4-5 people) within their class section such that the groups will work together on activities during the classes and will collaborate for Assignment #3.

This is a professional Master's program course and most students have some experience working on or leading projects. As such, we will learn together, from one another, and relate the knowledge learned through the course to our past experiences and imagined future opportunities. I will provide an outline and structure for the course, present lectures, define assignments, and assign readings, but students will largely define the scope of their project assignments and will be asked to contribute and share relevant materials and readings as well. The interaction among students and their collaborative work is essential in making the course a success. Students are expected to use the experiences and knowledge they bring into the

course to help define their learning objectives, identify and define projects, contribute to the course content, and complement their own learning experience and that of their classmates.

The first section of the course covers project management principles in general and students will establish individual goals and learning objectives and scope a project in some detail.

The second section looks at the organizational, interpersonal and political aspects of project management such as being a leader, managing and working on project teams, negotiation, understanding cultural issues and managing diverse stakeholders.

The third and final section of the course focuses on tools and techniques available to support project management. Students will have an opportunity to experiment with different techniques and tools and share their experiences with one another, offering critiques and comparing tools that are designed to help project managers and teams plan, implement and successfully complete projects more effectively.

Throughout the course, students are expected to practise project management principles in every aspect of their coursework and interactions. Lecture topics will be augmented with in-class group-based activities and guest lectures.

## Deliverables and Evaluation

Students will be evaluated through three (3) assignments, an exam and a participation grade.

Assignment	Assignment Title / Description	Due Dates	Value
<b>Assignment 1</b>	Setting Learning Objectives (Individual grade)	Due January 20 (10pm)	1%
<b>Assignment 2</b>	Developing a Project Charter (individual grade)	Due Class 5: February 9 start of class	25%
<b>Assignment 3</b>	Assessment of Project Management Tools (group grade)	Due Class 10: March 23 start of class	30%
<b>Exam</b>	(Individual grade)	April 6 In Class	30%
<b>Participation</b>	In addition to general participation, as part of the participation evaluation, each student is expected to present results of in-class activities on behalf of their group at least once during the course. (Individual grade)	Throughout the term	14%

**Assignment format:** Each of the course requirements will be completed using a slightly different format, but all papers and reports should be prepared in the following way:

- double spaced

- 1 inch margins
- 12 pt font

You must include a cover page with report or paper title, your name, student number, your group number and project title of your project team.

**The first assignment** is an individual assignment which will be completed online. Visit <https://www.surveymonkey.com/r/INF2040> to complete the survey. If you would rather not complete using Survey Monkey, please contact the instructor for a paper version.

**The second assignment** (a project charter) is an individual report and must be submitted prior to the start of class on Thursday, February 9. Project charters follow a pre-specified outline (which will be supplied as part of the assignment details). They must be well-written, concise, and communicate the necessary information effectively.

For **the third assignment**, students will conduct individual research (on a project management software application) and include input from their groups (teams). The required report sections will be provided in the assignment definition. This assignment is due on Thursday, March 23 at the start of class.

The **final exam** will include work discussed throughout the entire term, with a focus on weeks 5 to 12. Assume that all reading material designated as *Required* and all lecture notes may form the basis of exam questions. The exam will take place during Class 12 (6:40 to 9pm on April 6).

In the fourth class (Thursday, February 2), students will be put into groups and assigned a project that they will refer to for the rest of their work in the class, as well as Assignment 3. The tools, techniques, and practices discussed throughout the course will be studied within the context of this assigned project and within the student's assigned group. Students will not implement the project, but will go through the process of planning, scoping, scheduling, budgeting, and allocating resources to the project.

**Groups / Teams:** Project groups (teams) of size 4-5 will be selected by the instructor based on your course goals and learning objectives submitted in Assignment 1. The intention is to put together project teams of people who bring diverse backgrounds and perspectives and whose learning objectives and goals are complementary. In addition to demonstrating how project managers build teams with diverse strengths, it is hoped that this strategy will maximize individual learning opportunities and create some interesting and thought-provoking discussions and situations.

### **General Expectations:**

1. **General:** Throughout the course, students are expected to practise project management principles in every aspect of their coursework and interactions.

2. **Communication Policy:** Please do not email questions to the instructor. If you have a question, there is a good chance other people in the course have the same question or, at least, will benefit from the answer. Please post all questions to Blackboard (using the most appropriate forum) so that everyone in the course can benefit from your questions and the replies. Questions posted to Blackboard will be answered within two (2) business days.
3. **Readings:** It is important to complete the required readings before your class in order to fully benefit from the class activities.
4. **Late policy:** Late submission of an assignment carries a penalty of one grade (e.g., from B+ to B) for each class (*keep in mind the compressed nature of the summer course*). Submissions will not be accepted after two weeks. Exceptions will be made only when supported by appropriate documentation.
5. **Requests for assignment extensions:** Please make every effort to meet the assignment deadlines. If you absolutely require an extension, please send the instructor a request with the following information: (i) reason for extension, (ii) current status of the assignment, and (iii) due date requested. If an extension is granted, you must include correspondence regarding the request and the reply with your assignment. Please treat such requests as you would a request for an extension of a deliverable in the context of a project.
6. **Academic Integrity:** The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. You may use any formal citation format, as long as it is used consistently in your paper, the source material can be located and the citation verified. What is most important is that the material be cited. In any situation, if you have a question, please post it to Blackboard. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general. Please acquaint yourself with the University of Toronto's *Code of Behaviour on Academic Matters*: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.
7. **Participation and Attendance:** Discussion and interaction in the classes are important ways to learn. Sharing your experiences and ideas with your classmates is central to your learning experience in this course. As such, you should attend and participate in every class. There will be exercises and discussions that you will participate in within

your groups in your class. Some of the activities will be very helpful in completing your assignments.

8. **Students with Special Needs or Health Considerations:** All students are welcome in this course and we will make every effort to ensure a meaningful, respectful and positive learning experience for everyone. If there are special considerations that you require to help you successfully fulfill the requirements of the course, please feel free to see one of the instructors, the Faculty of Information Student Service (<http://www.ischool.utoronto.ca/services/personal-advising>), and/or contact the Accessibility Student Office (<http://www.accessibility.utoronto.ca/index.htm>) as soon as possible so we can ensure you are able to successfully meet the learning objectives for this course.
9. **Writing Resources:** Please review the material you covered in the Cite it Right presentation and familiarize yourself with:

**How Not to Plagiarize site:** <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

**U of T's policy regarding citation:**

<http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm>

**Office of English Language and Writing Support:**

<http://www.sgs.utoronto.ca/informationfor/students/english.htm>

## Project Management Principles

Students are expected to practise project management principles in every aspect of their coursework and interactions.

- Practise effective communication. Ensure your communications are effective regardless of which medium you use: email, discussion boards, verbal, and phone (if appropriate). Think about how to make your point or pose your question efficiently and clearly and be concise.
- Build your social network and practise "getting along well with others" in all interactions. Try "stepping in others' shoes" and see the project or task at hand from their perspective.
- Practise time management and estimating how long tasks will take. Do this for all of your classes, work, and other non-school activities so you won't have to ask for extensions on assignments.
- Practise setting goals and measuring results against those goals. Determine your priorities and schedule activities that are highest priorities such that they will be completed on time.
- Learn about yourself and how and when (under what conditions) you work best.
- Practise selecting projects that support your personal strategy and goals. In some assignments and exams (in this course and others), you will be given choices as to which questions to answer. This is an opportunity to choose the one that will give you the most opportunity to focus on and think about questions that support your goals.

Hopefully, you will not only take away from this course the principles of project management and how to manage and work on projects more effectively but will also learn how to organization your work in general more effectively and learn some tips and suggestions for being more effective in everything you do.

## Weekly Schedule

The course is divided into 3 sections:

**Section 1:** Introduction, Overview, Projects, Portfolios, Organizational Goals

**Section 2:** Tools and Techniques for Planning, Managing, and Auditing Projects

**Section 3:** Organizational, Interpersonal, Leadership, and Political Issues in Managing Projects, Closing Projects

## Section 1: Introduction, Overview, Projects, Portfolios, Organizational Goals

### Class 1 (Thursday, January 12) Overview of Course and Introduction to Project Management

**No required reading for first class**

#### Related readings

- Todhunter, Barrie (2011). Future practitioners of project management – are we disciples of Stanley Kubrick or Ridley Scott? *Proceedings of the 25th IPMA World Congress: Project Management - Delivering the Promise*, October 9-12, 2011, Brisbane, Australia.
- Froemke, S., Eisenhardt, B., & Maysles, A. (1997). Concert of Wills: Making the Getty Center [A documentary]. (Available at the Inforum)

### Class 2 (Thursday, January 19) Projects and the Project Management Process

**Assignment 1: Due Friday, January 20 by 10pm**  
(via Survey Monkey at <https://www.surveymonkey.com/r/INF2040>)

#### Required reading

- Course Textbook: Chapter 1, pp. 2-28  
( 5<sup>th</sup> edition Chapter 1, pp. 2-25 or 4<sup>th</sup> edition Chapter 1, pp. 6-27)
- Howarth, J.A. (2012). How Do We Manage? Project Management in Libraries: An Investigation. *Partnership: the Canadian Journal of Library and Information Practice and Research*. 7 (1), pp. 1-34.

#### Related readings

- Bygstad, Bendik & Lanestedt, Gjermund. (2009). ICT based service innovation – A challenge for project management, *International Journal of Project Management*, 27 (2009), 234–242.
- Pellegrinelli, S. (2011). What's in a name: Project or programme? *International Journal of Project Management Vol. 29 (2)*, pp. 232-240.

### **Class 3 (Thursday, January 26) Selecting, Managing and Scoping a Project**

#### **Required reading**

- Course Textbook: Chapter 2, pp. 34-56. (5<sup>th</sup> edition Chapter 2, pp. 31-52 or 4<sup>th</sup> ed. Chapter 2, pp. 28-49).
- Library and Archives Canada. (2008). *Recordkeeping Assessment Projects - Project Charter*. Test of the Recordkeeping Delegation Instrument. Retrieved from <http://www.lac-bac.gc.ca/obj/007001/f2/007001-5105.4-e.pdf>

#### **Related readings**

- University of Waterloo. (2014). *University of Waterloo Library Website Redesign Project Charter*. Retrieved from [https://uwaterloo.ca/library/web-redesign/sites/ca.library.web-redesign/files/uploads/files/uwaterloolibrarywebsiteredesign\\_projectcharter\\_feb202014\\_0.pdf](https://uwaterloo.ca/library/web-redesign/sites/ca.library.web-redesign/files/uploads/files/uwaterloolibrarywebsiteredesign_projectcharter_feb202014_0.pdf)
- Treasury Board of Canada Secretariat. (2008). *An Enhanced Framework for the Management of Information Technology Projects – Project Charter Guide*. Retrieved from <http://www.tbs-sct.gc.ca/emf-cag/project-projet/documentation-documentation/guide-guide/guide-guidetb-eng.asp>

### **Class 4 (Thursday, February 2) Projects and Organizational Structures**

#### **Required reading**

- Course Textbook: Chapter 13, pp. 434-451 (5<sup>th</sup> edition Chapter 13, pp. 430-446 or 4<sup>th</sup> edition Chapter 13, pp. 402-425).

#### **Related readings**

- Aubry, M., Hobbs, B., & Thuillier, D. (2007). A new framework for understanding organisational project management through the PMO, *International Journal of Project Management*, 25, pp. 328–336.
- Kinkus, J. (2007). Project management skills: A literature review and content analysis of librarian position announcements. *College & Research Libraries*. Vol. 68 (4), pp. 352-363.

## Section 2: Tools and Techniques for Planning, Managing, and Auditing Projects

### Class 5 (Thursday, February 9) Project Scheduling and Planning

#### Assignment 2 due at the start of class

#### Required Readings

- Course Textbook: Chapter 4, pp. 101-133.
- Course Textbook: Chapter 5, pp. 146-175.

#### Related Readings

- Gido, J. & Clements, J. (2012). Successful Project Management. (5<sup>th</sup>ed.). Mason, OH: South-Western Cengage Learning. [Scheduling: Chapter 5, pp. 142-185
- Cervone, Frank (2004). Managing digital libraries: the view from 30,000 feet: How not to run a digital library project. *OCLC Systems & Services: International Digital Library Perspectives*, Volume 20(4), pp.162-166.

### Class 6 (Thursday, February 16) Project Costs: estimating, budgeting, and controlling

#### Required Reading

- Course Textbook: Chapter 7, pp. 242-268 (5<sup>th</sup> edition Chapter 7, pp. 238-265).

#### Related Reading

- Tulip, A. (1983). Planning project costs. *International Journal of Project Management*, 1(4), 194-196.

### No class on Thursday, February 23

### Class 7 (Thursday, March 2) Project Resources and Agile Project Management

Note: There will be time during class allocated for group work related to Assignment 3.

#### Required reading

- Course Textbook: Chapter 6, pp. 214-232 (5<sup>th</sup> edition Chapter 6, pp. 208-226)
- Course Textbook: Chapter 5, pp. 183-187 (5<sup>th</sup> edition Chapter 4, pp. 97-129). Note that the five pages devoted to agile project management are only in the 6<sup>th</sup> edition of the textbook.)

#### Related Reading

- Engwall, Mats & Jerbrant, Anna (2003). The resource allocation syndrome: the prime challenge of multi-project management? *International Journal of Project Management*, Vol. 21, pp.403-409.

## Section 3: Organizational, Interpersonal, Leadership, and Political Issues in Managing Projects.

### Class 8 (Thursday, March 9) Building a Project Team, Communication and Risk Management

#### Required reading

- Course Textbook: Chapter 11, pp. 354-390. (5<sup>th</sup> edition Chapter 11, pp. 352-389)
- Course Textbook: Chapter 8, pp. 284-294 (5<sup>th</sup> edition Chapter 8, pp. 282-292)
- Gratton, Lynda & Erickson, Tamara J. (2007). Eight Ways to Build Collaborative Teams, *Harvard Business Review*, November 2007, pp.101—109.

### Class 9 (Thursday, March 16) Leadership and Management

#### Required reading

- Course Textbook: Chapter 10, pp. 320-346. (5<sup>th</sup> edition Chapter 10, pp. 320-345).
- Goleman, D. & Boyatzis, R. (2009). Social Intelligence and the Biology of Leadership, *Infonics*. 23. (1).
- Fisher, E. (2011). What practitioners consider to be the skills and behaviours of an effective people project manager. *International Journal of Project Management*. (29). 994-1002

#### Related readings

- Brookmire, D. (2014). Managers or Leaders? *Leadership Excellence*. 31 (2). pp 27-28.
- Zaleznik, A. (2004, January). Managers and leaders: Are they different? *Harvard Business Review*, 82(1), pp.74-81.

### Class 10 (Thursday, March 23) Negotiation and Organizational Culture

#### Assignment 3 due at start of class

#### Required readings:

- Course Textbook: Chapter 12, pp. 400-423. (5<sup>th</sup> edition Chapter 12, pp. 398-419)
- Flowers, J. L. (2003). Negotiations with library materials vendors: Preparation and tips. *The Bottom Line: Managing Library Finances*, 16(3), 100-105.
- Google (2014). *Google Ten Things We Know To Be True*.  
<http://www.google.com/corporate/tenthings.html>

#### Related readings

- Gray, Roderic J. (2001). Organisational climate and project success. *International Journal of Project Management*, Vol. 19, pp. 103—109.
- Kappelman, L. A., McKeeman, R. & Zhang, L. (2006). Early Warning Signs of IT Project Failure: The Dominant Dozen, *Information Systems Management*. Vol. 23(4), pp. 31-36.

## **Class 11 (Thursday, March 30) Project Closure and Review**

### **Required reading**

- Course Textbook: Chapter 9, pp. 298-311 (5<sup>th</sup> edition Chapter 9, pp. 300-310)
- Atkinson, R. (1999). Project management: Cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria. *International Journal of Project Management*, 17(6), 337-342.

### **Related Reading**

- Morris, P.W.G., Crawford, L., Hodgson, D., Shepherd, M.M. & Thomas, J. (2006). Exploring the role of formal bodies of knowledge in defining a profession – The case of project management. *International Journal of Project Management*, Vol.24 (2006), pp.710–721.

## **Class 12 (Thursday, April 6) Exam (In class)**

**In class Exam (6:40pm to 9pm)**