



The University of Georgia

College of Education
Instructional Psychology, Training and Technology

Project Management

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| Course Number | EDIT 4400 |
| Semester | Spring 2005 |
| Meeting Times | Thursdays, 8:00–10:45 PM |
| Instructor | Elinor Greene, Ph.D., CPT The University of Georgia - Gwinnett University Center 1000 University Center Lane Lawrenceville, Georgia 30043 Phone: (678) 407-5203, Email: egreene@coe.uga.edu |
| Office Hours | Weekdays, Monday and Wednesday evenings, and by appointment |
| Special Circumstances | Students requiring special consideration because of some disability are encouraged to contact the course instructor at his or her earliest convenience. |
| Course Text | Fuller, Jim (1997). <i>Managing Performance Improvement Projects</i> . San Francisco: Pfeiffer (Jossey-Bass Inc., Publishers). |
| Recommended texts | Greer, M. (1992). <i>ID Project Management</i> . Englewood Cliffs, NY: Educational Technology Publications, Inc. Also see Greer's website with some free items at: http://www.michaelgreer.com/ Project Management Institute. (2000) A guide to the project management body of knowledge. Newtown Square, PA: Project Management Institute. http://www.pmi.org (Available for download free from their website - Please adhere to restrictions associated with its downloading) |
| Course Description | This course covers the management of all phases of an instructional development project, including planning, team management, scheduling, budgeting, monitoring, and evaluating. The emphasis is on practical skill development and the use of management tools and techniques. Students will acquire the skills and knowledge to manage the planning, implementation, and evaluation of a performance improvement project in an organizational setting. |

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| Course Strategy | The instructional strategies will consist of instructor and student presentations, class discussions, group work sessions, case studies, and team meetings. Learning is an active process, facilitated by participating in class discussion. For this reason, attending all class meetings is critical to achieving course objectives. |
| Course Goals | Students will acquire the basic competencies required to manage the planning, implementation, and evaluation of a performance improvement project. |
| Course Objectives | The student will be able to demonstrate the following competencies: <ul style="list-style-type: none"> • Distinguish projects from ongoing operations and programs • Identify roles and responsibilities of project leaders, team members, and other stakeholders • Develop a project proposal that incorporates the principles, strategies, techniques, and tools of project management for a specific project. • Develop a project work plan that covers the intended project scope at an appropriate level of detail and that can be accomplished efficiently within the project timeline. • Apply tools and techniques for each phase of project management. |
| Course Requirements | Students are expected to attend scheduled classes and complete readings and assignments by the assigned dates. |
| Course Grades | Letter grades will be assigned based on the percentage of total points received (90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60=F). |

Course Schedule

| Date | Topic | Reading Due |
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| Class 1 1/13 | Course overview Project management skills Project leader competencies | Greer, Preface & Chapter 1 |
| Class 2 1/20 | Project management process/models Phases of projects Project life cycles Introduction to project planning | Greer Chapter 2 |
| Class 3 1/27 | Initiating projects Project roles Project manager skills Project sponsoring | Fuller, Chapter 1, 2 |
| Class 4 2/3 | Planning project strategy Project contracting Scoping projects Checklists for managing projects Time management | Fuller, Chapter 3, 4 |
| Class 5 2/10 | Writing RFP's and project proposals Applying systems thinking to project management | Fuller, Chapter 5 |
| Class 6 2/17 | Work breakdown structures Scheduling/planning tools (PERT/CPM Project Management, Gantt Charts) Rapid prototyping | Fuller, Chapter 6, 7 |
| Class 7 2/24 | Resource loading Costing and budgeting Selecting and contracting with a vendor Contingency/risk management | Fuller, Chapter 8 |
| Class 8 3/1 | Project management software walkthrough: (CID Project Manager), Project management software packages: Microsoft Project, TurboProject, Project Scheduler, WebProject, Microsoft Excel | Fuller, Chapter 9 |
| Class 9 3/10 | Problem solving Conflict resolution and negotiation skills Team work styles Generational differences Managing and motivating project teams | |
| 3/17 | SPRING BREAK | |
| Class 10 3/24 | Project monitoring and evaluation Communicating with management, other project managers, and teams Project documentation Managing projects across geographic boundaries (use of electronic conferencing tools, groupware, videoconferencing) | Fuller, Chapter 10 |
| Class 11 3/31 | Leadership styles Creating and communicating project vision Inspiring creativity Managing multiple projects | Fuller, Chapter 11 |

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| Class 12 4/7 | Causes of project success and failure Terminating projects (as scheduled, early termination, abandonment) Project celebrations Project debriefing | Fuller, Chapter 12 |
| Class 13 4/14 | Client relations Managing client expectations Communicating with clients | Fuller, Chapter 13,14 |
| Class 14 4/21 | Legal issues associated with project management: Copyright, Liability, Contracts | |
| Class 15 4/28 | Project Proposal/ Prototype Presentations | |
| Class 16 4/28 | Project Proposal and Prototype Evaluation Presentations Course Evaluation | |

Course Assignments and Scoring

Project #1,
40% of final grade

Each team will prepare a written project plan for developing a one-week education/training course, an instructional web-site, or a multi-media training package.

Project #2,
40% of final grade

Team project #2 may be any of the following:

- a. Complete proposal in response to an actual RFP for some educational technology activity such as CBT materials or workshops.
- b. Business plan for starting your own company.
- c. Another project as negotiated with the instructor.

Each team will prepare a PowerPoint slide show that summarizes the key points of their project and project work plan and describes lessons learned from the project team experience.

Reflections paper,
10% of final grade

The purpose of the reflections paper is to summarize personal learnings and insights. Individual assignment.

Participation, 10% of
final grade

Five percent will be based on your project team participation grade and five percent will be based on your active participation in class.
