

**PADM-GP 4110**

**Project Management Fall 2021**

## Instructor Information

* Amy Auton-Smith
* Email: autonsmith@nyu.edu
* Office Hours: Online by prior appointment

## Course Information

Full-day classes are held on Friday Oct 1 and 8, 9am to 5pm with breaks. See Albert for detailed information on class times, dates and locations.

Please note that on Oct 1, live teaching will end at 3.30pm with the remaining 90 minutes allocated for students to complete an online simulation exercise. Students who wish to leave class at 3.30pm and complete the simulation at an alternative time (prior to the deadline of Thurs Oct 7, 5pm) may do so.

## Overview

Effective development, planning, execution and communication of special projects are critical to all types of public service organizations. Service organization, health providers, nonprofits and government organizations constantly pursue new initiatives and projects to address the demands of their constantly changing environment. Often, these projects are managed by professionals who are not formally trained project managers. This course offers an introduction to the basic concepts and methods for directing projects and provides students with tools that prepare them with a solid groundwork for success as a project manager.

## Class Sessions

Two full-day classes are organized into a combination of lectures and exercises. Lunch will be approximately from 12-1pm. The emphasis of this course is to provide students with an introduction to some of the practical tools and methodologies often used in the workplace for

projects. We cover project planning, running effective meetings, basics of project organization, facilitation/communication and stakeholder management.

## Student Outcomes

After the successful completion of this course, students will:

* Have an understanding of how to organize a project’s array of tasks into a comprehensive, efficient and easily understood workplan.
* Understand the need for some common project tools and how to use them.
* Have learned and reflected on how to develop and lead a project team, including being able to run more effective and inclusive meetings.
* Have experienced (in simulation) how to manage competing project resources and priorities.

## Statement of Expectations for Participating in Class Discussions

This course depends on lively discussion and participation in our class time and in break outs. Therefore, students should:

* Attend the full day of both classes and complete any asynchronous elements on time
* Complete all readings prior to class
* Participate actively in class discussion
* Respect the participation of others in the classroom

Please reach out to me if you’re having any issues or difficulties. I am happy to offer online office hours – please just ask. These will generally be shared with colleagues in the class group. Our time together is short and we will move through the material quickly, so preparation is key and additional support is available.

## Assignments and Evaluation

* Class participation, including the online simulation: 25%
* Project Charter – homework assignment 25%
* Final Assignment 50%

An outline of each assignment is set out below.

## PLEASE READ THIS: Formatting and submitting assignments:

Written assignments should in a clear font no smaller than 10-pt. Assignments should be submitted in **pdf** as a single file (no separate attachments) **via the class Brightspace site** no later than **5pm ET** on the due date. Marks are deducted for late submission without prior notice

and confirmation from me that late submission will be acceptable: please reach out before the deadlines if you’re facing exceptional issues that will cause your assignment to be late.

## Class Participation (25% of total grade)

Participation is awarded based on (1) **attendance** (5/20 marks); (2) **engagement** in class and group discussions and/or contributions via the class site discussion forum (10/20 marks); and

(3) completion of the online **project simulation exercise** (10/20 marks).

Extraordinary circumstances that might cause you to miss class include religious observance and illness, but you must give notice via email in advance (religious observance) or as soon as possible (illness). If you foresee missing a class due to personal obligations, please notify me via email or speak to me before or after class.

All students benefit from high levels of participation, so you are expected to do readings prior to class, attend class and contribute to the discussions.

## Project Charter (25% of total grade)

Please complete one Project Charter for an individual project by 5pm Thursday, October 7. You do not have to use one of the templates provided. However, your charter should have all the elements set out in the template / below, with appropriate headings.

Your charter should print out easily to one page. Clear and concise is key. Please submit a **pdf** version with filename: "**Name - Project Charter**".

Please see Brightspace for full assignment instructions.

## Final Assignment (50% of total grade)

Your final project assignment is due on Sunday, October 17 at 5pm ET. You are asked to prepare a project plan based on the project you initiated for your project charter homework assignment. With the Project Charter homework assignment, you successfully “initiated” your project.

For the Final Project, you will work on answering these questions:

What is your plan?

How will you know when you are done?

How will you communicate the “planning” and “executing” phases of your project.

The final project should communicate your thoughts clearly and succinctly, include some visual components and follow a logical progression that outlines the plan. Please submit a **pdf** version with filename: "**Name - Project Charter**". Please see Brightspace for full assignment instructions.

# Class 1 – Friday 1 Oct

## Required Readings – posted in Resources

* Laufer, A. *What Successful Project Managers Do*. MIT Sloan Management Review, Spring 2015, 43-50. **Skim read for class 1** and we will review this again for session 2.
* Criscuolo, P. Dahlander, L. Grohsjean T. and Salter S. *The Biases That Keep Good Projects from Getting Funded*. Harvard Business Review, March 2017, 2 – 6.
* Davies, A. Dodgson, M. Gann, D. and Macaulay, S. *Five Rules for Managing Large, Complex Projects*. MIT Sloan Management Review, Fall 2017, 73 – 77.
* Dvir, D. and Shenhar, A. *What great projects have in common*. MIT Sloan Management Review, Spring 2011, 19-21.
* Green, S. *Is the Rooky Ready?* Harvard Business Review, December 2009, 33-40.
* *Your Project Needs a Charter. Here's What That Means*. Harvard Business Review Digital Articles, November 2016, 2.
* Browning, T. R. and Ramasesh, R. V. *Reducing Unwelcome Surprises in Project Management*. MIT Sloan Management Review, March 2018, 53-62.

## Optional Readings

* Pinto, J. and Kharbanda, O., “*Lessons for an Accidental Profession*”, Business Horizons, March-April 1995.
* Blog: *Roadmap for Rookies*. PM Network, June 2016.
* *Rookie Revelations: mistakes PMs made at the start of their careers*. PM Network, January 2019.
* Brown, K. at al. *Why Every Project Needs a Brand (and How to Create One).* MIT Sloan Management Review, Summer 2011.

# Class 2 – Friday 8 Oct

## Required Readings – posted in Resources

* Brown, K. A., Hyer, N. L., & Ettenson, R. *Protect your project from escalating doubts*. MIT Sloan Management Review, 2017, 58(3), 79-87.
* Fitzgerald, M. *Data Driven City Management*. MIT Sloan Management Review, May 2016, 1-13.
* Keil, M., Smith, J, Iacovou, C., Thompson, R. *The Pitfalls of Project Status Reporting*. MIT Sloan Management Review, Spring 2014, 57-64.
* Jen Su, A. *How Managers Can Make Group Projects More Efficient*. Harvard Business Review January 2017, 2-5.
* Williams, J. & Multhaup, M. *For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly*. Harvard Business Review, March 2018, 2 – 8.
* Laufer, A. *What Successful Project Managers Do*. MIT Sloan Management Review , 43- 50, Spring 2015.

## Optional Readings

* Parsi, N., (2019). *Healthy Perspective: patient feedback is giving hospital project teams a dose of reality*. PM Network, December 2019.
* Bishel, A. (2019). *Where the Action Is*. PM Network, January 2019.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) **and click the “Get Started” button. You can also call or email CSD** (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.