



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 4110 002

Project Management

Spring, 2024

Instructor Information

- B.J. Jones, PMP
- Email: baj8830@nyu.edu
- Office Hours: By appointment.

Course Information

- Class Meeting Times: Saturdays, 1/27/2024 and 2/3/2023; 9:00am – 5:00pm
- Class Location: In person at 70 Washington Square (Bobst), Room 1141

Course Description

Effective development, planning execution and communication of special projects are critical to all types of public service organizations. Service organizations, health providers, nonprofits and government organizations constantly pursue new initiatives and projects to address the demands of their constantly changing environment. This course offers an introduction to the basic concepts and methods based on the Project Management Body of Knowledge for directing projects as well as generally applicable skills to strengthen students' management ability. Through lecture, discussion, and application, this course seeks to provide students with tools that prepare them for success as a project manager.

Course and Learning Objectives

After the successful completion of this course, students will be able to better:

- Develop the components of an effective project management plan
- Understand the use of different project tools and artifacts
- Learn how to more effectively lead and manage project teams

Required Readings

Learning resources can be accessed via Brightspace and will be posted in the assignments section. Required readings include (**please see the Course Overview section later in this syllabus for assigned page ranges**):

- Browning, T. R. and Ramasesh, R. V. (Spring 2015). Reducing Unwelcome Surprises in Project Management. MIT Sloan

Management Review, 53-62.

- Burga, R., Leblanc, J., & Rezania, D. (2020). Exploring Student Perceptions of Their Readiness for Project Work: Utilizing Social Cognitive Career Theory. *Project Management Journal*, 51(2), 154–164.
- Dutton, J. and Heaphy, E. (2016). [We Learn More When We Learn Together](#). *Harvard Business Review*.
- Fktvbherg, B. (2021). Top Ten Behavioral Biases in Project Management: An Overview. *Project Management Journal*, 531-546.
- Gray, A. (2019). The Bias of 'Professionalism' Standards. *Stanford Social Innovation Review*.
- Jones, B.J. (2001). What Makes Government Work Great: The Characteristics of Positive Public Service. *Public Personnel Management*, 610-628.
- Keil, M., Smith, J, Iacovou, C., Thompson, R. (Spring 2014). The Pitfalls of Project Status Reporting. *MIT Sloan Management Review*, 57-64.
- Laufer, A. (Spring 2015). What Successful Project Managers Do. *MIT Sloan Management Review*, 43-50.
- Tereso, A., Ribeiro, P., Fernandes, G., Loureiro, I., & Ferreira, M. (2019). Project Management Practices in Private Organizations. *Project Management Journal*, 6-22.

Optional Readings

These are additional helpful resources. I will discuss them in class:

- A Guide to the Project Management Body of Knowledge, 7th Edition, and The Standard for Project Management, Project Management Institute
- Process Groups: A Project Guide, Project Management Institute
- Akkermans, J., Chipulu, M., Ojiako, U., & Williams, T. (2020). Bridging the Fields of Careers and Project Management. *Project Management Journal*, 1-12.
- Bolino, M. C., & Grant, A. M. (2016). The bright side of being prosocial at work, and the dark side, too: A review and agenda for research on other-oriented motives, behavior, and impact in organizations. *Academy of Management Annals*, 599-670.
- Heath, C. & Staudenmayer, N. (2000). Coordination Neglect: How Lay Theories of Organizing Complicate Coordination In Organizations. *Research in Organizational Behavior*, 153-191.
- Nyhan, R. (2000). Changing The Paradigm: Trust and Its Role in Public Sector Organizations. *American Review of Public Administration*, 87-109.

Assessment Assignments and Evaluation

- Contribution to discussion & learning, 50%
- Introductory Essay, 5%
 - Answer the following prompts (2-3 pages):
 - What is your experience with managing projects
 - What are some good examples of project management that you have experienced?
 - What are some bad examples of project management that you have experienced?
 - Identify a project that you are working on now or are planning to work on that can be used to apply what you learn in class. Describe it briefly.
- Reflection Essay, 15% (3 pages)
 - Identify 2 to 3 components of project management that we've discussed that you think are particularly important. For **each** one, summarize:
 - What the component is
 - Why the component is important
 - What makes the component challenging
 - An example of how you will carry them out in your project
- Preliminary Project Plan, 30% (No more than 10 pages)
 - Use the template provided in class.
 - Fill it out to create a high-level project plan for your project. Note, use more detail than you would for an early project charter – filling out as much information as you can within the page limit
 - Important note! Given the page limit, you cannot be comprehensive. However, please be thoughtful in what you select and provide as much detail as you can. For example, be sure in the Milestones section that you provide key tasks along with start and finish dates.
 - In the Notes section (#11) please identify some of the items that your plan will need to address that are not reflected in this document (due to time or space constraints) or particular items that may change and why.

For written material, please conform to the following guidelines:

- Times New Roman, 12" font
- Double-spaced
- One-inch margins
- Page number in footer
- Include your first and last name in the header
- Cite your sources using APA or equivalent format and include a reference list at the end.

Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 20% per 24-hour period. Assignments are due prior to 11.59pm on the dates indicated on Brightspace.

Overview of the Semester

- Class 1
 - Date: January 27
 - Topic: Project Initiation and Planning
- Class 2
 - Date: February 3
 - Topic: Project Execution and Completion

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Grade	Points
A	>93	4.0 points
A-	>90	3.7 points
B+	> 87.0	3.3 points
B	> 83.0	3.0 points
B-	> 80.0	2.7 points
C+	> 77.0	2.3 points
C	> 73.0	2.0 points
C-	> 70.0	1.7 points
F	< 70.0	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Detailed Course Overview

WEEK 1: Project Management Processes

Readings Due – Please Note Page Numbers (found on Brightspace)

- Browning, T. R. and Ramasesh, R. V. (Spring 2015). Reducing Unwelcome Surprises in Project Management. MIT Sloan Management Review, 53-62.
- Burga, R., Leblanc, J., & Rezania, D. (2020). Exploring Student Perceptions of Their Readiness for Project Work: Utilizing Social Cognitive Career Theory. Project Management Journal, 51(2), 154–164.
- Laufer, A. (Spring 2015). What Successful Project Managers Do. MIT Sloan Management Review , 43-50.
- Tereso, A., Ribeiro, P., Fernandes, G., Loureiro, I., & Ferreira, M. (2019). Project Management Practices in Private Organizations. Project Management Journal, 6-22.
- Optional Readings:
 - The Standard for Project Management. Pages 1-7 (Note, this book has two sections, both of which start with Page 1. This is from the first section of the book).
 - A Guide to the Project Management Body of Knowledge, 7th Edition, pages 51-68 (Note, this book has two sections, both of which start with Page 1. This is from the second section).
 - Process Groups: A Project Guide, Project Management Institute. Pages 1-35.
 - Akkermans, J., Chipulu, M., Ojiako, U., & Williams, T. (2020). Bridging the Fields of Careers and Project Management. Project Management Journal, 1-12.

WEEK 2: Project Management Principles

Readings Due – Please Note Page Numbers (found on Brightspace)

- Dutton, J. and Heaphy, E. (2016). We Learn More When We Learn Together. Harvard Business Review. <https://hbr.org/2016/01/we-learn-more-when-we-learn-together>
- Fktvbherg, B. (2021). Top Ten Behavioral Biases in Project Management: An Overview. Project Management Journal, 531-546.
- Gray, A. (2019). The Bias of 'Professionalism' Standards. Stanford Social Innovation Review.
- Jones, B.J. (2001). What Makes Government Work Great: The Characteristics of Positive Public Service. Public Personnel Management, 610-628.
- Keil, M., Smith, J, Iacovou, C., Thompson, R. (Spring 2014). The Pitfalls of Project Status Reporting. MIT Sloan Management Review, 57-64.
- Optional Readings:

- Nyhan, R. (2000). Changing The Paradigm: Trust and Its Role in Public Sector Organizations. American Review of Public Administration. Pages 90-95 and 101-103.
- Heath, C. & Staudenmayer, N. (2000). Coordination Neglect: How Lay Theories of Organizing Complicate Coordination In Organizations. Research in Organizational Behavior. Abstract and pages 183-186.

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

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](#). All Wagner students have already read and signed the [Wagner 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 Center for Students with Disabilities \(CSD\) website](#) 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](#) 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](#) 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.

Class Policies

[Feel free to make this section your own. Add any additional instructions or information that you believe students need to know. Some examples of categories for this section: attendance [for those of you teaching intensive courses, please be explicit since missing even one day or a portion of a day may be too much and students may need to choose a different course], reporting illnesses or emergencies, participation, re-grading, late submission policy, technology use in the classroom, your response time, [incomplete policy](#), [course withdrawal policy](#), etc.]