



Syllabus

SCHOOL OF MANAGEMENT BAM 455: Project and Change Management

20 Credits
Effective: Spring 2020

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Students will continue their study of project management by focusing on key areas of projects. The block begins with a review of project leadership and project teams. Students will then explore tools and techniques for project communication, human resource planning, scheduling, cost management, and risk management. Students will complete learning exercises on the sequence of project activities, work breakdown structures, creating integrated networks, scheduling, and project cost and schedule controls. Under the guidance of a mentor, students will work independently to complete the list of assignments associated with this block. Through their coursework, students will be required to demonstrate competence on the outcomes and core concepts, knowledge and skills associated with this block.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity

COURSE OUTCOMES

In this course, learners:

- Demonstrate reflection and critical thinking as applied to high-stress risk and change management.(11)
- Describe team leadership and team member working skills including conflict management, problem solving and communication skills.(1)
- Define and document project schedule, budget, resources, and quality for the project baseline.(6)
- Create a project control system to manage change to all the project objectives.(12)
- Identify Critical Project Communication Management Skills, Techniques, and Tools Needed to Complete the Project's Mission and Knowing When and Where to Deploy in the Project Life Cycle.(8)
- Develop and implement appropriate communication strategies for keeping all project stakeholders informed of project status, risks, and effectiveness.(7)
- Analyze project progress and execution to plan using project management techniques such as performance reports, cost management, cost control analysis, problem identification and problem resolution.(4)

- Develop strategies for maintaining effective relationships among and between members of a project's social and relationship capital network.(9)
- Demonstrate the importance of a work breakdown structure (WBS) to the management of a project and how it serves as a tool for project planning and control.(5)
- Develop and implement appropriate risk identification, prioritization, and mitigation plans for both anticipated and emergent risks through the project life cycle.(10)
- Analyze team structure, dynamics, roles and responsibilities. (2)
- Analyze how to develop high performance teams to achieve project goals. (3)

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Characteristics of high performance teams
- Co-located vs. dispersed (virtual) teams
- Conflict management techniques
- Effective team-building approaches
- Emotional Quotient (EQ)
- Five Practices of Exemplary Leadership
- Kouzes and Posner's Transformational Leadership Model
- Methods of communication (strengths and weaknesses)
- Nature of conflict
- Personality types (MBTI)
- Problem solving using structured problem-solving methods
- RAM/RACI
- Sizes and types of teams
- Skills audit
- Stakeholder Analysis
- Team diversity Size and types of teams
- Team formation
- Team roles and responsibilities to include customer, champion, sponsor, project manager, project team member, and other key stakeholders.
- Team-building exercises
- Tuchman's Team Development Model

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Team Leadership and Team Member Skills (O1)	9%
Team Structure, Dynamics, Roles and Responsibilities (O2 & 3)	9%
Course Completion Plan Status Reports and Final Report Week 10 (O4)	6%
Project Plan (O 5 & 6)	25%
Communications Management Plan and Presentation(O7 & 9)	8%
Case Study in Project Communication Management (O 8)	8%
Risk Management Plan and Implementation (O 10 & 11)	20%
Change Management Plan (O 12)	15%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Team Leadership and Team Member Skills (O1)

Students will take the Myers-Briggs Type Indicator (MBTI) personality inventory and write a 7-to 10-page paper on team leadership and team member working skills that must include 1. a review of major leadership principles and how they apply to project management; 2. a review of their Myers-Briggs Type Indicator (MBTI) and plan on how to improve their skills to become a better leader and/or team member, 3. the concept of emotional intelligence (EI), 4. tools and techniques for conflict management, problem solving, assessing, and improving communication skills using emotional intelligence.

The paper must be supported by at least 5 professional or academic sources using APA citations and reference format.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Concept of Leadership	30%
Relationship of leadership concepts to Project Management	20%
Personality Type and Emotional Intelligence	25%
Personality Type, EQ and PM	15%
Style and Mechanics	10%
TOTAL	100%

Team Structure, Dynamics, Roles and Responsibilities (O2 & 3)

Students have been assigned to manage a corporate website development project that will support online ordering. Inventory is already managed online, but the catalogs are only in print format. There is also an existing customer relations management (CRM) system which will have to be replaced to be able to interact with the new online ordering website. The new website must: 1. Display the catalog, 2. link to the existing inventory software and update inventory based on orders, 3. communicate the necessary information to the shipping department, 4. Include or link to a new CRM system, and 5. track customer clicks through the website to automatically provide information to the advertising and website maintenance teams.

The students' job as the project manager is to staff the project with the people necessary to successfully complete the project. Most projects fail because the people who will use the system were not involved in the design of parts of the system that directly impact their work, so identifying the key stakeholders and consulting with them during the planning, development and implementation stages of any project is crucial. Students must consider what differentiates a high performance team from other teams and explain why they would or would try to develop a high performance team for this project.

Students need to describe in 8 to 12 pages what type of team they would create, how they would staff it, the roles and responsibilities of team members, and how they ensure the project team was properly constituted. They must also identify other key stakeholders that need to have input into the project.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Project Staffing: Did the student describe the staffing process to include the type of team, the staffing method, and the composition of the team?	40%
Roles and Responsibilities: Did the student identify the key stakeholders and their roles and responsibilities?	30%
Style and Mechanics	10%
High Performance teams and Team Development: Did the student describe how high performance teams (HFT) are developed, what differentiates them from ordinary teams, and why or why not they would try to develop an HPT for this project?	20%
TOTAL	100%

Course Completion Plan Status Reports and Final Report Week 10 (04)

Students will submit the project status report to communicate progress in the course at the end of the quarter. This report will be graded.

Status reports are submitted to the discussion board for review by the mentor. These reports will not be graded.

For the purpose of these reports, the project is this course with its deliverables. Students will submit four project status reports to communicate progress through the course at the completion of modules 3, 6, 8, and 10. Each status report is formally written. All status reports have common elements such as the status on deliverable(s), discussion of current status, any issues, conflicts, concerns, or risks that project might have.

The first step is to create a schedule for submitting the assignments and a brief risk analysis of possible things that may delay the schedule. The risk analysis should list the risks, the probability they will occur (low, medium, high, unknown), the potential impact, (low, medium, high) and possible ways to mitigate each risk. Be sure to allow for time periods when you know you have other commitments so that your schedule is realistic. The schedule and risk analysis should be posted to the discussion forum by the end of week 1.

Status reports for modules 3, 6 and 8 will also be posted to the discussion board where the mentor will respond to them. These three reports will not be graded. For modules 2, 5, 7 and 9 be sure to connect with your mentor so you can keep on track.

The status report for module 10 will be submitted via the Assignments tab and will be graded. It will also be viewed by the mentor since it will indicate if you have completed the course and a final grade can be reported once all assignments have been graded, or if the work will extend into a second quarter. At the start of that second quarter a new schedule must be submitted and status reports must be submitted to the discussion board in modules 3, 6, and 8. In the second quarter no status report will be submitted for grading.

<i>Components</i>	<i>% of Grade</i>
Requirements	70%
Style and Mechanics	10%
Organization	20%
TOTAL	100%

Project Plan (O 5 & 6)

Students will develop a standard project plan for a project of their choosing that must be approved by the mentor, or for building a house. The project must have all the elements for meeting the requirements of the course assignments which includes a work breakdown structure (WBS) with a minimum of 4 levels, a WBS dictionary, and time and cost estimates for each task in the WBS. Based on this WBS, students will create a network diagram of the project and identify the critical path, create a project schedule and budget correlated to time and cost estimates provided in the (WBS) and create a resource breakdown structure reflecting the requirements identified in the WBS dictionary. Finally, they will identify high level quality control trigger points.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
PM Fundamentals	70%
Style and Mechanics	10%
Organization and PMBOK Format	20%
TOTAL	100%

Communications Management Plan and Presentation(O7 & 9)

Communications Management Plan:

Produce a formal communication plan in accordance to PMBOK that includes a matrix to set a framework in place that allows team members and stakeholders to understand when and how communications will occur throughout the project with concentration on the project plan, risk management plan, change management plan and other major artifacts. The plan should be designed to accomplish the project goals throughout the project life cycle. Information in the communication plan should include but not be limited to the following:

1. background summary of project and audience matrix:

It should define:

- a. an executive brief on the objectives and summary constraints of the project
 - b. stakeholder analysis - a matrix defining the audiences or impacted stakeholders of the project, their specific characteristics and communication needs
- #### 2. team communication plan: Prepare a complete communication plan for the project, including:
- a. stakeholder communication requirements;
 - b. information to be communicated, including language, format, content, and level of details;
 - c. reason for the distribution of that information;
 - d. time frame and frequency for the distribution of required information;
 - e. person responsible for communicating the information;
 - f. person responsible for authorizing release of confidential information;
 - g. person or groups who will receive the information;
 - h. methods or technologies used to convey the information, such as memos, e-mail, and/or press releases;
 - i. resources allocated for communication activities, including time and budget;
 - j. escalation process identifying time frames and the management chain (names) for escalation of issues that cannot be resolved at a lower staff level;
 - k. method for updating and refining the communications management plan as the project progresses and develops;
 - l. glossary of common terminology;
 - m. flow charts of the information flow in the project, workflows with possible sequence of authorization, list of reports, and meeting plans, etc.; and
 - n. communication constraints, usually derived from specific legislation or regulation, technology, and organizational policies, etc.

Communications Management Plan Presentation:

Students will create a narrated slide presentation of no more than 5 slides that contains an executive summary of the communications plan and covers: 1. the project purpose, 2. key stakeholders, 3. specific communication methods, tools and techniques for each stakeholder group, 4. shows who on the project team is responsible for which communications, and 5. presents a schedule and budget. This presentation will be given to faculty assessing the course assignments.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Plan Requirements	40%
Plan Structure and Content	20%
Plan and Presentation Style and Mechanics	10%
Presentation Visual Component	20%
Presentation Oral Component	10%
TOTAL	100%

Case Study in Project Communication Management (O 8)

The instructor will assign a case or give you guidelines to use in selecting a case for analysis. The students will write an analysis (6-7 pages) of a case study involving a high-stress project with communication issues. The analysis will conclude with a section summarizing strategies for maintaining effective relationships among and between members of a project's social and relationship capital network which shows their relevance to the case and provides specific examples of their use on-the-job.

A case analysis is designed to help you sharpen your analytical skills. The strongest way to analyze a case is to apply a variation of the scientific method. This method of analysis is a logical approach that includes the seven steps outlined below.

The required components of a case study are:

1. Summarize the case.
2. Identify and define central problem or problems.
3. Justify problem(s) definition.
4. Identify potential solutions.
5. Reframe (analyze) key elements of case, paying particular attention to the efficacy of your potential solutions.
6. Propose a specific solution.
7. Justify your specific solution.
8. Develop a plan for implementing and evaluating your proposed solution.
9. Conclude the analysis with a section summarizing strategies for maintaining effective relationships among and between members of a project's social and relationship capital network

Helpful Hints in Writing Case Study

1. Summarize the Case

- Study the case. Take extensive notes on events, issues, relationships, actions and reactions.
- When intimately familiar with case, write a summary focusing on events, decisions, actions and counter actions.
- Be succinct; avoid extraneous details.

2. Identify and define central problem or problems.

- Diagnose predecessor events symptomatic of dysfunction.
- Distinguish between "presenting" symptom(s) and cloaked symptom(s).
- Reframe the problem definition, remembering the definition suggests a solution. It can be helpful to reframe the problem several ways.
- Cite scholarly studies to support your identification and definition. Studies should relate to the central concepts for the specific course for which the case study is being prepared.

Students may propose an alternative project of their own design that shows attainment of the

corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Requirements	30%
Style and Mechanics	10%
APA Style (citations/references)	5%
Organization	5%
Critical Analysis	10%
Content	40%
TOTAL	100%

Risk Management Plan and Implementation (O 10 & 11)

The student will create and implement a Risk Management Plan for a project that defines the best practices through the project life cycle from initiation to close. Using an already established project plan, the Risk Management plan should include a Risk Matrix, a Risk Register, using the template in Course Information, and an explanation of the plan/process of how risks will be identified, analyzed, responded to, and categorized to project constraints with attention to potential quantitative and qualitative impacts. Once the plan is complete, implement the process to identify, analyze and respond to at least 10 risks or opportunities specific to schedule, scope, budget, and resources as part of the Risk Register. Of those 10 identified risks or opportunities, create at least two (2) triggers using the earned valued management process (CPI, SPI, EV, BAC, EAC) and identify a mitigation plan to handle those two risks.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Define the best practices of risk management through the project lifecycle from Initiation to close.	20%
Quantitative and Qualitative Risk Assessment	20%
Risk Matrix and Risk Register	15%
Identify, analyze and respond to 10 risks or opportunities specific to Schedule, Scope, Budget and Resources.	20%
Earned Value Management processes (CPI, SPI, EV, BAC, EAC)	10%
APA Style (citations/references)	5%
TOTAL	100%

Change Management Plan (O 12)

Students will create a change management plan that follows project management best practices to allow controlled changes to the project specifically for Schedule, Scope, Budget and Resources. The process should analyze the impact of changes to the project objectives and how changes to the overall project get approved or denied.

Students may propose an alternative project of their own design that shows attainment of the corresponding course outcome. The mentor must approve the alternative project.

<i>Components</i>	<i>% of Grade</i>
Change Management (Project change management)	30%
Change Management Request Form	30%
Change Tracking Approval Log	30%
Style and Mechanics	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via

electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.