Overview
An introductory level class to project management with an emphasis on practical tools and real-life examples.

Learning Objectives
- Exposure to project management theory and tools
- Learn how to apply project management tools over a range of planning projects
- Discover how project management lessons from other fields can influence and inform how to manage planning projects
- Gain personal mastery in emotional intelligence to aid your project management journey
- Exposure to real-life project management lessons

Text

Class will be a discussion format with class participation expected, including reflections on the readings as well as on the guest speakers.

October 25
Morning (9am-12 noon)
Thinking Through the Project
- Introduction and course overview
- Projects, Plans and Planning
- Planning projects address wicked problems
- Defining and framing the problem

Guest Speaker: Brad Hermanson, PE, PMP; Mgr, Env.Sci.& Eng. Hart Crowser
Readings: Defining the Project, pp. 7-21, 45-56 (Beginner’s Guide)
Afternoon: Planning the Project - Scope/ Schedule/ Budget (12:45 – 2:30 pm)
- Work Breakdown Structure (WBS) (Text: P.93)
- What is the project addressing? Research needed?
- What is its purpose?
- What overall approach makes sense? Process, major steps, involvement
- What skills are needed to implement the project?
- What is the anticipated final project?
- Developing the work plan and estimating time and budget - an iterative process
- Team roles and responsibilities

Readings: Planning pp. 57-74, WBS 75-90, Work/Schedule/Budget 91-133 (Beginner’s Guide)

Discuss Assignment

November 1
Morning (9am-12 noon)
Emotional Intelligence
- What is it and why you need it as a PM

Readings: Emotional Intelligence - Through page 180

Implementing/Managing the Project
- Agreement to proceed
- Contracting: Public and private roles, responsibilities and relationships
- Team member roles
- Managing resources to stay on time and budget
- Managing expectations
- Dealing with risk
- What changes are likely
- Importance of communications


Completing the Project
- The decision process? Role of public/stakeholders
- Who really makes the decision?
- Preparing for and writing the final report – telling the story
- Quality assurance/quality control (QA/QC)

Reading: QA/QC pp.213-236, Ending a Project, pp.317-324
Lunch Break (Noon-12:45)

Afternoon (12:45 to 2:30)
Guest Speakers (1:00)
- Matt Hastie, AICP; Project Manager, Angelo Planning Group
- Amy Nagy, Project Manager, Prosper Portland

Wrap Up
Discuss Assignment

Title IX Reporting Obligations
Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a Confidential Advocate at 503-725-5672 or by scheduling on-line: psuwrc.youcanbook.me. You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University’s Title IX Coordinator or the Office of the Dean of Student Life. For more information about these matters that include Title IX, please complete the required student module Creating a Safe Campus in your D2L.
Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.