USP 598: Project Management for Planners (An Introduction)
Fridays, October 6 and 20, November 3 and 17, and December 1, 2023
9:00 to 10:50 am
Location: URBN 270
Instructor: Matt Hastie, AICP mhastie@pdx.edu

Overview

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

Learning Objectives

- Become familiar with project management theory and tools
- Learn how to apply project management tools over a range of planning projects
- Understand how enhancing your emotional intelligence will improve your project management effectiveness
- Discuss strategies for promoting equity and inclusion in project management
- Gain exposure to real-life project management strategies and lessons learned

Text

Gregory Horine, Absolute Beginner's Guide to Project Management, QUE, 4th ed., 2017
Anthony Mersino, Emotional Intelligence for Project Managers, AMACON, 2nd ed., 2013

Class will be a discussion format with class participation expected, including reflections on the readings as well as on the guest speakers. Completion of a final assignment will be required along with 1-2 brief in-class or out-of-class group exercises.

October 6
Thinking Through the Project

- Introduction and course overview
- Projects, Plans and Planning
- Essential project elements – people, time, money
- Additional elements – risk, quality, clients, stakeholders
- Defining and framing the problem: What are the primary project objectives and what is the anticipated final product?

Readings: Defining the Project, pp. 7-21, 45-56 (Beginner's Guide)

October 14
Creating a Project Team and a Scope of Work

- Work Breakdown Structure (WBS) (Text: P.93)
- More on the WBS: What overall approach makes sense? Process, major steps, involvement
- What skills are needed to implement the project? Who is your team?
- Communication, communication, communication.

Readings: Planning pp. 57-74, WBS 75-90, Managing Communication 237-253 (Beginner's Guide)

November 3
Emotional Intelligence and Equity
- Emotional Intelligence: What is it and why you need it as a PM
- Leadership
- Managing expectations
- Creating and expanding equity

Guest Speaker: TBA

Readings: Emotional Intelligence - Through page 180 (skim); Leading a Project: 225-234 (Beginner's Guide); TedTalk video: **https://www.youtube.com/watch?v=auXNnTmhHsk**

November 17
Budgeting and Scheduling
- Estimating Project Costs
- Preparing a Project Schedule
- Managing time and money - an iterative process
- What tools and strategies will you use once you get started?

Readings: Work/Schedule/Budget 91-133, Project Control pp.135-154, Deliverables 171-184

December 1
Implementing/Managing and Completing the Project – More Lessons Learned
- The decision process
- Role of public/stakeholders
- Managing change
- Quality assurance/quality control (QA/QC)
- Preparing for and writing the final report – telling the story

Guest Speaker: TBD, if used

Reading: Project Changes 155-170, Project Issues-185-194, Risks 195-212, QA/QC pp.213-236, Expectations 257-276, Ending a Project, pp.317-324

Wrap Up and 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 Response website or you may call a Confidential Advocate at 503-894-7982 or by scheduling on-line: psuwrc.youcanbook.me. You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the Title IX Coordinator, 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 the University's Title IX Coordinator or the Office of the Dean of Student Life. Please complete the required student module Understanding Sexual Misconduct and Resources, which provides information about PSU policy and resources.

Promoting Inclusivity

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways. These are difficult times and we are all experiencing the Coronavirus pandemic and its impacts in different ways - please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from

those around us.

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](mailto:drc@pdx.edu).

- 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.

Submitting Work Online
For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

Technology Access
Proficiency in the use of CANVAS, PSU email, and other computer tools such as ZOOM or part of Google Suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost: https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service

Academic Honesty

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student ConductCode . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

Classroom Requirements for All Students and Faculty Due to Covid-19

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires students to comply with the following.

Vaccination

- Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on "COVID-19 Vaccine Exemption Request Form" to establish those exemptions.

Health Check, Illness, Exposure or Positive Test for COVID-19

- Complete the required self-check for COVID-19 symptoms before coming to campus each day.

- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, and when you can return to campus.

- If you test positive for COVID-19, report your result to SHAC and do not come to campus. SHAC will advise you on quarantine, notification of close contacts and when you can return to campus.

- Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.

- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Failure to Comply with Any of these Rules

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#)

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response webpage](#) and look for emails from the University on these topics.