

## CRI500: Project Management

**Term:** Winter 2017

**Instructor:** Steve Szigeti, PhD

**Contact Information:** Instructor email: [sszigeti@ryerson.ca](mailto:sszigeti@ryerson.ca)

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Office hours: By appointment via email

**Course Meeting time:** Friday, 8am to 11am

**Course Location:** DSQ12

### Course Description

Creative Industries typically organize their work into discrete projects to produce shows, films, books, exhibitions, etc. This course introduces students to the diverse aspects of project management including project planning, budgeting, financing, scheduling, cost control, procurement and contracting, and provides practical tools and techniques that apply to any creative project. Through hands-on exercises, students will learn how to effectively manage all phases of a project; how to develop a breakdown schedule, identify task relationships, employ estimating techniques, and develop a procurement strategy; and how to report results to ensure that the project progress is clearly identified and communicated to stakeholders.

**Textbook:** Gido, J. & Clements, J.P. (2015) *Successful Project Management*. 6th Edition. This text is available for purchase at the Ryerson University bookstore. Please note that a second hand copy of the 5<sup>th</sup> edition is also fine.

Additional journal readings are listed below in the *Weekly Schedule* and will also be available via the Brightspace course shell.

**Goals and Learning Objectives:** This course is intended to help prepare students for successful careers in creative industries where much of the work is organized through projects conducted by a designated project team. The course is designed to help students understand the terminology used in, and theories behind, project management and to help them function successfully in project environments. At the end of this course, students should be able to:

- Apply project management principles and practices (including specific techniques) in a variety of project contexts (demonstrated in the quizzes, report and exam)
- Describe the role and importance of project management in creative industries and identify projects that support organizational goals and strategy (demonstrated through in-class activities)

- Determine and describe their own personal goals, motivations, and ways of working individually and within teams (demonstrated in assignment 1)
- Explain and interpret the social dynamics of teamwork and how people work individually and in teams (demonstrated in the quiz, the exam, and through in-class activities)
- Apply and describe the management and communication techniques and skills that lead to successful project outcomes (demonstrated in the exam and through in-class activities)
- Determine when and under which circumstances to apply specific project management techniques (demonstrated in the report and the exam)
- Identify the role of time, cost and quality management in successful projects and determine trade-offs (demonstrated in the exam and through in-class activities)
- Explain the role of communication in project management and demonstrate effective communication both orally and in writing (demonstrated in the quizzes, the report, the exam and through in-class activities)
- Put into practice effectively working on a project team and as a project manager (demonstrated in the report and through in-class activities)

**Course Structure:** This course has three (3) contact class hours per week. The class sessions will be a combination of lectures, discussions, teamwork, interactive exercises and in-class activities. Brightspace will be used as a learning management system to support project teams (groups), sharing of information, weekly slides, important dates, assignments, and other information about the course. Note that for every one (1) hour of contact, you can expect to do 2.5 hours of reading and preparation work on your own.

Students will be put into groups (of 4-5 people) in order to work together on activities during the classes and will collaborate for the Report (see below).

Although this is an undergraduate course, many students will have some experience working on (or even leading) projects. As such, we will learn together, from one another, and relate the knowledge learned through the course to our past experiences and imagined future opportunities. I will provide an outline and structure for the course, present lectures, define assignments, and assign readings, but students will largely define the scope of their project assignments and will be asked to contribute and share relevant materials and readings as well.

The interaction among students and their collaborative work is essential in making the course a success. Students are expected to use the experiences and knowledge they bring into the course to help define their learning objectives, identify and define projects, contribute to the course content, and complement their own learning experience and that of their classmates.

The first section of the course covers project management principles in general and students will establish individual goals and learning objectives and scope a project in some detail.

The second section looks at the organizational, interpersonal and political aspects of project management such as being a leader, managing and working on project teams, negotiation, understanding cultural issues and managing diverse stakeholders.

The third and final section of the course focuses on tools and techniques available to support project management. Students will have an opportunity to experiment with different techniques and tools and share their experiences with one another, offering critiques and comparing tools that are designed to help project managers and teams plan, implement and successfully complete projects more effectively.

Throughout the course, students are expected to practise project management principles in every aspect of their coursework and interactions. Lecture topics will be augmented with in-class group-based activities and guest lectures.

## Deliverables and Evaluation

Students will be evaluated through an online survey, two (2) quizzes, a report, a final exam and a participation grade.

Assignment	Assignment Title	Due Dates	Value
1. Online survey	Setting Learning Objectives	Friday, Jan. 20, 11pm	1%
2. Quiz	The Project Charter	Class 4 (February 3): In-class	15%
3. Quiz	Case Study Response	Class 7 (March 3): In-class	15%
4. Report	Assessment of Project Management Tools	Due Class 12 (April 7): start of class	25%
5. Exam		During Exam Period	35%
6. Participation	In addition to general participation, as part of the participation evaluation, each student is expected to present results of in-class activities on behalf of their group at least once during the course.	Throughout the term	9%

### Assignment Details:

1. **The online survey** will be completed by 11pm on Friday, January 20 at <https://www.surveymonkey.com/r/CRI500>. If you would rather not complete the assignment using Survey Monkey, please contact the instructor for a paper version **before** the end of class on Friday, January 20. Paper versions are also due (via email) on Friday, January 20 (11pm).

**2. Project Charter quiz.** Project charters are important tools in project management and it is important that we understand the various components that comprise a charter. This quiz will focus on material from Class 1 to 3, with particular regard to project charters. The quiz may be multiple choice, short answer, or a combination of both evaluation methods.

**3. Case Study quiz.** Case studies are common in the field of project management. Students will be asked to read and respond to a case study distributed as part of the quiz. Responses may be in the form of multiple choice answers, short written answer, or a combination of both evaluation methods.

**4. Evaluation report.** Students will conduct individual research (on a project management software application) and include input from their groups (teams). The required report sections will be provided in the assignment definition.

**5. Final exam** will include work discussed throughout the entire term, with a focus on class 5 to 12. The exam is comprised of multiple choice questions and short answers. Assume that all reading material designated as *Required* and all lecture notes and discussions may form the basis of exam questions.

In the third class (Friday, January 27), students will be put into groups and assigned a project that they will refer to for the rest of their work in the class, as well as the *Evaluation Report* (see #4 above). The tools, techniques, and practices discussed throughout the course will be studied within the context of this assigned project and within the student's assigned group. Students will not implement the project, but will go through the process of planning, scoping, scheduling, budgeting, and allocating resources to the project.

**Groups / Teams:** Project groups (teams) of size 4-5 will be selected by the instructor based on your course goals and learning objectives submitted in Assignment 1. The intention is to put together project teams of people who bring diverse backgrounds and perspectives and whose learning objectives and goals are complementary. In addition to demonstrating how project managers build teams with diverse strengths, it is hoped that this strategy will maximize individual learning opportunities and create some interesting and thought-provoking discussions and situations.

## General Expectations:

1. **General:** Throughout the course, students are expected to practise project management principles in every aspect of their coursework and interactions.
2. **Communication Policy:** Please do not email questions to the instructor. If you have a question, there is a good chance other people in the course have the same question or, at least, will benefit from the answer. Please post all questions to Blackboard (using the most appropriate forum) so that everyone in the course can benefit from your questions and the replies. Questions posted to Blackboard will be answered within three (3) business days.
3. **Readings:** It is important to complete the required readings before your class in order to fully benefit from the class activities.
4. **Late policy:** Late submission of an assignment carries a penalty of one grade (e.g., from B+ to B) for every three days. Submissions will not be accepted after two weeks. Exceptions will be made only when supported by appropriate documentation.
5. **Requests for assignment extensions:** Please make every effort to meet the assignment deadlines. If you absolutely require an extension, please send the instructor a request with the following information: (i) very brief reason for extension, (ii) current status of the assignment, and (iii) due date requested. If an extension is granted, you must include correspondence regarding the request and the reply with your assignment. Please treat such requests as you would a request for an extension of a deliverable in the context of a project.
6. **Academic Integrity:** The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. Students need to cite both direct quotes and paraphrased statements in accordance with the (MLA) template provided in the Creative Industries Student Handbook. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general. Please acquaint yourself with Ryerson University's Student Conduct Office <http://www.ryerson.ca/studentcode/>

7. **Participation and Attendance:** Discussion and interaction in the classes are important ways to learn. Sharing your experiences and ideas with your classmates is central to your learning experience in this course. As such, you should attend and participate in every class. There will be exercises and discussions that you will participate in within your groups in your class. Some of the activities will be very helpful in completing your assignments.
8. **Group Work.** All team members are expected to contribute to the research and content preparation of the group assignment. Team members will normally receive the same grade (except in exceptional circumstances where a team member has failed to make a satisfactory contribution). Therefore, all members should expect (and demand) that all contribute an equal amount of work.
9. **Writing Resources:** Please review the various resources available to students at Ryerson University. In particular, familiarize yourself with:

**Student Learning Support:**

<http://www.ryerson.ca/studentlearningsupport/writing-support/index.html>

**Student Affairs:** <http://www.ryerson.ca/studentaffairs//index.html>

## Project Management Principles

Students are expected to practise project management principles in every aspect of their coursework and interactions.

- Practise effective communication. Ensure your communications are effective regardless of which medium you use: email, discussion boards, verbal, and phone (if appropriate). Think about how to make your point or pose your question efficiently and clearly and be concise.
- Build your social network and practise "getting along well with others" in all interactions. Try "stepping in others' shoes" and see the project or task at hand from their perspective.
- Practise time management and estimating how long tasks will take. Do this for all of your classes, work, and other non-school activities so you won't have to ask for extensions on assignments.
- Practise setting goals and measuring results against those goals. Determine your priorities and schedule activities that are highest priorities such that they will be completed on time.

- Learn about yourself and how and when (under what conditions) you work best.
- Practise selecting projects that support your personal strategy and goals. In some assignments and exams (in this course and others), you will be given choices as to which questions to answer. This is an opportunity to choose the one that will give you the most opportunity to focus on and think about questions that support your goals.

Hopefully, you will not only take away from this course the principles of project management and how to manage and work on projects more effectively but will also learn how to organization your work in general more effectively and learn some tips and suggestions for being more effective in everything you do.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online to the 2016/17 Creative Industries Student Handbook for specific information with respect to the following policies:

- Policy #60: Student Code of Academic Conduct
- Policy #61: Student Code of Non-Academic Conduct
- Policy #134: Undergraduate Academic Consideration and Appeals
- Policy #157: Ryerson's E-mail Accounts for Official Communication
- Policy #159: Academic Accommodation of Students with Disabilities

## Weekly Schedule

The course is divided into 3 sections:

**Section 1:** Introduction, Overview, Projects, Portfolios, Organizational Goals

**Section 2:** Tools and Techniques for Planning, Managing, and Auditing Projects

**Section 3:** Organizational, Interpersonal, Leadership, and Political Issues in Managing Projects, Closing Projects

## Section 1: Introduction, Overview, Projects, Portfolios, Organizational Goals

### Class 1 (Friday, January 13) Overview of Course and Introduction to Project Management

No required reading for first class

#### Related readings

- Course Textbook. Chapter 1. pp. 2-28.
- Todhunter, Barrie (2011). Future practitioners of project management – are we disciples of Stanley Kubrick or Ridley Scott? *Proceedings of the 25th IPMA World Congress: Project Management - Delivering the Promise*, October 9-12, 2011, Brisbane, Australia.

### Class 2 (Friday, January 20) Projects and the RFP Process

#### Assignment 1: Due by Friday, January 20 (11pm)

(via Survey Monkey at <https://www.surveymonkey.com/r/CRI500>)

#### Required reading

- Course Textbook: Chapter 2, pp 47-56 (RFPs) and Chapter 3, pp. 65-86 (Preparing a proposal)

#### Related readings

- Bettiol, M. and Sedita, S.R. (2011). The role of community of practice in developing creative industry projects, *International Journal of Project Management*. (29) 4. pp. 468-479.
- Pellegrinelli, S. (2011). What's in a name: Project or programme? *International Journal of Project Management*. (29) 2. pp. 232-240.

### **Class 3 (Friday, January 27) The Project Charter**

#### **Required reading**

- Course Textbook: Chapter 2, pp. 42-47 (Project Charters) and Chapter 3, 86-89 (Contracts) and Chapter 4, pp. 104-118 (Scope, Objectives and WBS)

#### **Related readings**

- Lundin, Rolph. A. (2007). The beauty and the beast – on the creativity/project management encounter. *International Journal of Managing Projects in Business*. (1) 2. pp 206-215.

### **Class 4 (Friday, February 3) Organizational Structures and Project Types: Waterfall and Agile Project Charter Quiz**

#### **Required reading**

- Course Textbook: Chapter 13, pp. 434-451 (Organizational Structures) and Chapter 5, pp. 183-187 (Agile Project Management).

#### **Related readings**

- Madeleine, M. and Rowley, S. (2015). "An Exploration of the Extent to which Project Management Tools and Techniques can be Applied Across Creative Industries through a Study of their Application in the Fashion Industry in the North East of Scotland." *International Journal of Project Management* (33) 4 pp. 735-46.

## **Section 2: Tools and Techniques for Planning, Managing, and Auditing Projects**

### **Class 5 (Friday, February 9) Project Scheduling and Planning**

#### **Required Readings**

- Course Textbook: Chapter 5, pp. 146-183.

### **Class 6 (Friday, February 16) Project Costs: estimating, budgeting, and controlling**

#### **Required Reading**

- Course Textbook: Chapter 7, pp. 242-268.

#### **Related Reading**

- Tulip, A. (1983). Planning project costs. *International Journal of Project Management*, 1(4), pp. 194-196.

**READING WEEK.** No class on Friday, February 23.

### **Class 7 (Friday, March 3) Project Resources**

#### **Case Study Quiz**

#### **Required reading**

- Course Textbook: Chapter 6, pp. 214-232

#### **Related Reading**

- Engwall, M. and Jerbrant, A. (2003). The resource allocation syndrome: the prime challenge of multi-project management? *International Journal of Project Management*, 21, pp.403–409.

### **Class 8 (Friday, March 10) Organizational Culture and Risk Management**

#### **Required readings:**

- Course Textbook: Chapter 8, pp. 284-294.
- Google (2015). *Google Ten Things We Know To Be True*.  
<http://www.google.com/corporate/tenthings.html>

#### **Related readings**

- Gray, Roderic J. (2001). Organisational climate and project success. *International Journal of Project Management*, 19, pp. 103—109.
- Kappelman, L. A., McKeeman, R. & Zhang, L. (2006). Early Warning Signs of IT Project Failure: The Dominant Dozen, *Information Systems Management*. 23(4), pp. 31-36.

## **Section 3: Organizational, Interpersonal, Leadership, and Political Issues in Managing Projects**

### **Class 9 (Friday, March 17) Building a Project Team**

**Guest Speaker: Jenny Ostler, Scrum Master. CBC**

#### **Required reading**

- Course Textbook: Chapter 11, pp. 354-391. (5<sup>th</sup> edition Chapter 11, pp. 352-389).
- Gratton, Lynda & Erickson, Tamara J. (2007). Eight Ways to Build Collaborative Teams, *Harvard Business Review*, November 2007, pp. 101—109.

### **Class 10 (Friday, March 24) Leadership and Management**

### Required reading

- Course Textbook: Chapter 10, pp. 320-346.

### Related readings

- Brookmire, D. (2014). Managers or Leaders? *Leadership Excellence*. 31 (2). pp 27-28.
- Goleman, D. & Boyatzis, R. (2009). Social Intelligence and the Biology of Leadership, *Infonics*. 23. (1).
- Zaleznik, A. (2004, January). Managers and leaders: Are they different? *Harvard Business Review*, 82(1), pp.74-81.

## Class 11 (Friday, March 31) Leadership, Communication and Negotiation

### Required readings:

- Course Textbook: Chapter 12, pp. 400-423. (5<sup>th</sup> edition Chapter 12, pp. 398-419).
- Brook, G. (2005). "Surviving The Roller Coaster: Worst Practices In Project Management Within The Television Production Industry." *Project Management Journal* (36) 1 pp. 5-14.

## Class 12 (Friday, April 7) Project Closure and Review

### Group Report due at start of class

### Guest Speaker: Ted Brunt, Sticky Brain Studios.

### Required reading

- Course Textbook: Chapter 9, pp. 298-311.
- Atkinson, R. (1999). Project management: Cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria. *International Journal of Project Management*, 17(6), 337-342.

### Related Reading

- Morris, P.W.G., Crawford, L., Hodgson, D., Shepherd, M.M. & Thomas, J. (2006). Exploring the role of formal bodies of knowledge in defining a profession – The case of project management. *International Journal of Project Management*, 24, pp. 710–721.

## Final Exam During the formal examination period.

Date, time and location to be determined.