PROJECT MANAGEMENT
MGT 2170

Class Hours: 3.0
Laboratory Hours: 0.0
Credit Hours: 3.0
Revised: Spring 07

Note: This course is not designed for transfer credit.

Catalog Course Description:
A basic course in project management, covering all phases of a project, including proposal development, planning, execution and closing. Students will use project management software to demonstrate and reinforce class concepts.

Entry Level Standards:
Students must be able to read and write at the college level and reason logically.

Prerequisites:
MGT 2000, MATH 1530, OST 1211

Textbook(s) and Other Course Materials:

Textbook:

Reference Book:

Calculator:
A calculator with a statistical section is required for the course.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1.</td>
<td>Course Introduction: Project Management Fundamentals</td>
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<td>2.</td>
<td>Project Management Concepts</td>
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<td>3.</td>
<td>The Project Manager</td>
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<td>4.</td>
<td>The Project Team</td>
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<td>5.</td>
<td>Project Communications and Documentation</td>
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Types of Project Organizations

6. Needs Identification
7. Proposed Solutions
8. Mid-term exam
9. The Project
10. Planning
11. Scheduling
   Probability Considerations
12. Schedule Control
    Time-Cost Trade-Off
13. Resource Considerations
14. Cost Planning and Performance
15. Final Exam

II. Course Objectives*:

A. Acquire the basic rudiments of a project management vocabulary. I, III
B. Demonstrate an adequate knowledge of project management skills, teamwork, and the
   organizational structures in which project management takes place. I, III, IV
C. Demonstrate an adequate knowledge of planning, organizing, and controlling projects. I, III,
   VI, VII
D. Demonstrate an adequate knowledge of project scheduling and budgeting. I, III, VI, VII
E. Exhibit a working knowledge of project management software (MS Project). I, VI, VII

*Roman numerals after course objectives reference goals of the Management program

III. Instructional Processes*:

Students will:

1. Practice elements of the work ethic such as professionalism, preparedness, punctuality,
   honesty, cooperation, dependability, contribution, effectiveness, and good manners.
   (Communication Outcome, Transitional Strategy, Active Learning Strategy)

2. Collaborate in teams to analyze and solve problems and case studies. (Communication
   Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome,
   Transitional Strategy, Active Learning Strategy)
3. Perform course assignments such as class discussions, experiential exercises, written presentations, Internet research, etc. that help develop critical thinking and problem solving skills. *(Communication Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy)*

4. Use email to communicate problems, questions, and issues to instructor. *(Communication Outcome, Technological Literacy Outcome)*

5. Use computer software to reinforce project management concepts related to scheduling and budgeting. *(Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy)*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:

1. Explain thoroughly the main phases of the project life cycle. A, C, D
2. List and describe the steps required to develop a baseline plan. A, C, D
3. Discuss the essential skills needed to be an effective project manager. A, B, C, D
4. Define and discuss the stages of team development. A, B, C
5. Discuss the types of conflict that might arise during a project and the methods for handling them. A, B, C
6. Discuss the basic elements of time management. A, B, C, D
7. Discuss the importance of both oral and written communication as they relate to project success. A, B, C, D
8. Explain the purpose and importance of the following: status review meetings, problem-solving meetings, technical design review meetings. A, B, C, D
9. Explain why progress reports are an integral part of project communications. A, B, C, D
10. Compare and contrast the following: functional-type organization, project-type organization, matrix-type organization. A, B, C
11. Describe what is meant by pre-RFP/proposal marketing. A, C, D
12. Discuss the factors involved in making bid/no-bid decisions. A, C, D
13. Define *project proposal* and describe the purpose of a proposal. A, C, D
14. Develop a proposal in response to an RFP. A, E
15. List the steps involved in detailed project planning. A, C, D
16. Discuss the importance of project control and describe the project control process. A, C, D
17. Discuss the importance of the activities involved in terminating a project. A, C, D
18. Discuss the internal post-project evaluation process and the two types of meetings involved. A, B, C, D
19. Define the term project objective. A, C, E
20. Develop a work breakdown structure and a responsibility matrix for a mock project. A, C, E
21. Define the terms predecessor event and successor event. A, C, D
22. Develop a network diagram for a mock project using both the activity-in-the-box and the activity-on-the-arrow formats. A, C, D, E
23. Describe what <duration> are and calculate them using probability theory. C, D, E
24. Define the term slack as applied to a particular activity. A, C, D
25. Discuss the difference between positive slack and negative slack. A, C, D
26. Define the term total slack as applied to a path. A, C, D
27. Define the term critical path. A, C, D
28. Calculate the ES, EF, and LF times and the slack for each activity in a mock project. A, C, D, E
29. Identify the critical path for a mock project. A, C, D, E
30. Explain the importance of continually monitoring the progress of a project. A, B, C, D
31. Describe the four-step approach to schedule control. A, B, C, D
32. Discuss the importance of resource considerations when developing a project plan. A, B, C, D
33. Define technical constraints and resource constraints. A, C, D
34. Describe what is meant by resource leveling or smoothing. A, C, D, E
35. Describe what is meant by resource-limited scheduling. A, C, D, E
36. Explain why it is necessary to develop a baseline budget for a project. A, B, C, D
37. List and describe the items that should be included in the cost section of a project proposal. A, C, D, E
38. Define and calculate TBC, CBC, CAC, CEV, CPI, CV, and FCAC. A, C, D, E
*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students are evaluated primarily on the basis of tests. A minimum of 3 major tests is recommended.

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

Class participation, group work and homework will also comprise the final grade for the course. Each instructor must provide full details during the first week of class via a syllabus supplement.

E. Grading Scale:

92 - 100 A
89 - 91 B+
82 - 88 B
79 - 81 C+
72 - 78 C
65 - 71 D
Below 65 F

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. (Pellissippi State Catalog)

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Accommodations for disabilities:

If you need accommodations because of a disability, if you have emergency medical
information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127 or 131 or by phone: 694-6751 (Voice/TTY) or 539-7153.