

Management and Organizational Studies

Special Topics: Project Management for MOS

Faculty of Arts and Social Science, Huron University College

1.0 BASIC COURSE INFORMATION

Course Number and Section:	MOS 3331a 550
Course Name:	Special Topics, Project Management for MOS
Course Prerequisites:	Enrolled in 3rd or 4th year BMOS at Huron University College.
Instructor Name:	Paul Malcomson, PMP
Office and Telephone:	W1, 519.438.7224 x 322
E-mail address:	pmalcom@huron.uwo.ca
Scheduled class times:	Tuesdays @ 6:30-9:30
Office Hours:	By appointment only

2.0 COURSE DESCRIPTION

This course brings all of the Project Management Institute (PMI) knowledge areas of project management together into a consolidated whole, and provides the student an understanding of project management methodologies as well as the tools and techniques used to plan, execute and control various types of projects.

3.0 COURSE LEARNING OBJECTIVES (see guidelines below)

The objective of this course is to prepare students for a project management regime of organizing work and people either as the initiators of such a regime (i.e. project managers or team leads) or as workers within that regime. The course will be designed to follow the project life cycle where topics will be arranged to cover the stages of initiation, planning and execution, control, and closure. Topics include: scheduling, budgeting, project control and workflow, resource allocation, risk and risk mitigation, the roles and responsibilities of the project manager, negotiation and conflict management.

Upon successful completion of MOS 3331 students will be able to:

- Describe the evolution of the project-based organizational structure
- Describe the framework of a project-based workplace and its implications for other components of management (i.e., recruitment and selection, compensation, motivation, leadership, employee development and career management, etc.)
- Use the lexicon and professional standards of project management as per the globally recognized Project Management Body of Knowledge (PMBOK)
- Apply the guidelines and procedures learned to a large term project

- Apply knowledge of PM principles to understand real world industries
- Work successfully in diverse project teams

4.0 DESCRIPTION OF CLASS METHODS

This course has been structured in a problem-based learning format with a Community Service Learning (CEL) element. It is one of the courses in the new City Studio initiative. This means that students will work in project teams throughout the course to create and perhaps partially execute a Project Management Plan working with the City of London Planning office (and perhaps other bodies). Depending on the requirements of the organization and the project, each team will work at their own pace through the course material and rely on the resources provided by the instructor as well as external resources to meet their learning goals and the deliverables contracted to the community partner. The course requires active learning and that students come to each class prepared to engage in class and group discussion and work on tasks at hand.

A final written Project Management Plan is a major deliverable in the course, but the intention and focus throughout will be on learning the material and practicing the techniques.

4.5 EXPERIENTIAL LEARNING

In conjunction with City Planning Office (may require meetings with them)

- Conduct requirements gathering
- Scope development
- Stakeholder matrix development / communication plan
- Project Charter
- Project Plan

5.0 TEXTBOOKS AND OTHER REQUIRED RESOURCES

Meredith, J. & Mantel, S. (2014). Project management: A managerial approach (9th ed), Wiley: Hoboken, N.J; ISBN: 978-1-119-03197-0

Digital version of text is available and encouraged.

6.0 METHOD OF EVALUATION/ASSESSMENT

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Assignment/Exams/Cases	Dues Date	Weight (%)
Class Participation	On-Going	10
Tech Showcase		10
Learning Journal		10
Bi-Weekly Project Status Reports		10
Mid Term Exam (Case-Based/Short Answer)		20
Project Management Plan and Presentation Last day of Class		40
TOTAL		100

6.5 SPECIAL INSTRUCTIONS, IF ANY

Project Management Plan (40%):

Within your project teams you will work with your assigned community partner to produce a comprehensive Project Management Plan for the project selected by your community partner. You will determine the scope and the deadline of the project with the community partner representative who will act as the project sponsor. You will also conduct stakeholder and risk analyses and prepare a communication plan. Depending on the scope and deadline of the project you may also engage in some or all of the execution of the project. More details are contained in the document "Project Management Plan Assignment" posted on OWL. Project Teams will make presentations to the class on the last day of class at London City Hall.

Learning Journal (10%):

As an individual you will maintain a learning journal that documents your learning process throughout the course. This learning journal will facilitate acts of metacognition and self-reflection that are essential to self-directed and purpose-based learning. The emphasis will be on quality over quantity in these journal entries, though you will be required to write one entry per week as a minimum. There will be a few specific entries that you are required to make. I will collect and assess the journals three times throughout the term. More details are contained in the document "Learning Journal Assignment" posted on OWL.

Bi-Weekly Project Status Report (10%):

Starting after week 3, and delivered every 2nd week, a group based project status report will be produced. This report will be shared with the project sponsor and will consist of the group project work conducted to date.

Mid-Term Examination (20%):

The exam will consist of short answers, mini scenarios, multiple choice-type questions and one case, which will test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, and the group project.

Tech Showcase (10%):

Within your project team you will research and present to the class one technology-based project management tool. These presentations will introduce you to tools that you may choose to use for your project throughout the course. More details are contained in the document "Tech Showcase Assignment" posted on OWL.

Participation (10%):

- To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:
 - Move the analysis along and/or take it to a "higher" level
 - Provide insight that others may not have seen
 - Are relevant to the class discussion
 - Leverage prior learnings and other references, of your choice, in the context of the case
 - Add clarity to course PowerPoint slides (required reading) in the context of the case
 - Challenge colleagues in a professional and logical manner
 - Drawn similarities to previous learnings
 - Demonstrates their relation to the current case scenario being discussed

For Written Assignments:

Please note that spelling and grammar will be considered in the evaluation of all assignments. That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged.

For Group Work:

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

When working in a team, BMOS students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

7.0 SCHEDULE OF CLASSES, INCLUDING REQUIRED READINGS AND TOPICS

Week	Topic	Reading	Class Exercise
1. Sept. 14	Introduction to Project Management Overview Project Charter Syllabus review/assignment review	Chapter 1 Introduction Chapter 6 Project Activity	Groups formed
2. Sept. 21	Introduction to City Studio Partner Tech Showcase subjects assigned	Chapter 3 Strategic Management Chapter 5 The Project in the Organizational Structure	Selection and definition of group projects
3. Sept. 28	Project Teams Project Scope Project Scheduling	Chapter 4 Managing Conflict Chapter 8 scheduling	Status report 1 due
4. Oct. 05	Project Management Tools Project Resourcing	Chapter 9 Resource Allocation Chapter 7 Budgeting	Tech Showcase Presentations Journal #1 Due
5. Oct. 12	Stakeholder Management Risk Management Communication Planning	Chapter 6 Risk Planning	Status report 2 Due
6. Oct. 19	Project Budgets Project Quality	Chapter 12 Project Auditing	
7. Oct. 26	Mid-Term		
8. Nov. 02	Reading Week		
9. Nov. 09	Project Monitoring & Control	Chapter 10 Monitoring Chapter 11 Project Control	Status report 3 Due
10. Nov. 16	Meet with City Studio Partner Work on Project (time allocated)		Journal #2 Due
11. Nov. 23	Closing a project	Chapter 13 Project Closure	Status report 4 Due
12. Nov. 30	Work on Project (time allocated) Course Debrief		
13. Dec. 07	Group Presentations		Journal #3 due

8.0 STANDARD FASS APPENDIX



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student

Conduct at: www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1. A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;

- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy

at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This

option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy

at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- a. **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca.**

University Senate policy, which can be found

at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found

at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- b. **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic

advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

c. Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>

