**Project Management in the Public Sector:
Challenges, Methods, Tools, and Skills**

**PUBAFRS 7555, 3 credits
Page Hall, 0040**

Saturday 9:00 am – 12:10 pm

Instructor: Jim Morris
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Office Hours: To be arranged

Required Reading:

The Project Management Memory Jogger, Second Edition, 2010, GOAL/QPC, ISBN 978-1576811221

Taylor, James, A Survival Guide for Project Managers, Second Edition, 2006, ISBN 978-0814408773

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

Overview

In an environment of rapid change and constrained resources, public- and private-sector organizations are often engaged in high-risk, high-visibility projects. As a result, organizations are recognizing the linkage between solid project management and organizational success and survival, and managers at all levels are being challenged to manage complex projects. Project management is an increasingly desirable skill set for those aspiring to senior management roles and a necessary skill for almost all in today's world.

Project management is a discipline that has matured and grown rapidly in the early years of the 21st century. Project management as currently defined includes:

- Project management methods built on established standards, most notably in the United States those established by the Project Management Institute (PMI[(R)])

- Project management maturity models that allow organizations to benchmark their project management improvement against other organizations
- Certification of project managers, either using national programs (e.g., the Project Management Professional (PMP$^{(R)}$) established by PMI or locally created programs designed to match specific organizational project management processes
- Use of a variety of project management software at the desktop or enterprise level
- Broad application of project management training for project managers, team members and those responsible for identifying the project's business requirements
- Creation of management structures, like project management offices, to coordinate and govern projects

Project management can be argued to be the perfect management tool for organizations seeking to pursue rational-goals, and there is evidence to support the capability of project management to increase the ability of organizations to identify goals, build projects designed to accomplish those goals, optimize the use of resources, and create organizational value. It has been put to increasing use by public- and private-sector organizations in order to focus the attention of the organization on short-term, achievable deliverables and objectives, make optimal use of scarce resources, reduce project risk in high-value, strategic projects, clearly assign responsibility for task performance, and identify the tradeoffs created by alternative decision paths.

Managing projects is always a challenge, especially when those projects involve multiple stakeholders, new or unproven technology, shifting or unclear project requirements, and constrained resources. Those project challenges multiply in the public sector.

Managing public-sector projects can be more difficult than many private-sector projects because public-sector organizations:

- Operate in an environment of often-conflicting goals and outcomes
- Involve many layers of stakeholders with varied interests
- Must placate political interests and operate under media scrutiny
- Are allowed little tolerance for failure
- Require projects to be performed under constraints imposed by administrative rules and often-cumbersome policies and processes
- Require the cooperation and performance of agencies outside the project team for purchasing, hiring, and other functions
- Must make do with existing staff resources more often than private-sector projects

Student Learning Objectives

This course exposes students to requirements for effective project management and the many challenges it presents. Upon successful completion of this course, students will be able to:
- Identify standards, methods and approaches for project management;
- apply the basic, ancillary, and "soft" skills necessary for successful project management;
- describe the challenges of project management in the public sector;
- discuss and appreciate the strengths and limitations of project management in a complex organizational environment.

This course requires "hands-on" application of project management methods as well as an understanding of project management concepts.

Grading and Course Requirements:

The requirements for this course consist of class contribution, two research papers, a final exam, and a team project plan and presentation that will consist of a detailed project plan from each project team.

Grades will be assigned as follows:

Class Contribution:	5%
Research Papers (2 - 15% each)	30%
Final	30%
Team Project Plan and Presentation	35%

Transformation of numerical grade to a letter grade will be according to the schedule below (OSU standard grade scheme):

A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9
A- 90-92.9	B 83-86.9	C 73-76.9	D 60-66.9
B- 80-82.9	C- 70-72.9	E < 60	

Class Contribution

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and techniques presented in class, as well as your ability to apply them to real public sector situations. What you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively listening to others and are providing comments relevant to the ongoing discussion. Relevant comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or "gut feeling". Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Excellent answers to questions can be the basis of significant class discussion. Contribution represents 5% of your final grade.

Class attendance is expected but it is recognized that conflicts will come up from time to time. It is important to make sure to attend those classes when research papers and team presentations are scheduled if at all possible.

Attendance is taken each week and will be taken into consideration as part of class contribution. It is recognized that there will be conflicts at times absences for reasonable cause will be taken into consideration if notice is given by email or other means.

Research Papers

The research papers will allow an expanded number of ideas and concepts to be shared in class through the use of individual research and the preparation of research papers on selected topic. Each of these assignments will require the student to obtain a journal article that discusses project management or a specific element of project management and write a thoughtful summary of the article outlining its key points and providing a discussion of its usefulness in the student's opinion. As general guidance each paper should be at least 3 pages and not more than 5 pages (1.5 line space).

Each student will provide a short summary presentation for class and prepare 6-8 PowerPoint sides with the high points of their summary and discussion.

Each of the two research papers will focus on a particular project management topic. Research Paper #1 should be focused on public sector project management while Research Paper #2 should selected a recent (last 10 years) article that explore new or enhanced thoughts and ideas on project management as a skill or profession.

The following are some points of guidance (not rigid standards) that you might find useful:

- Your paper should briefly summarize the research and highlight its main points with respect to project management.

- What is the context for the project management article? Is it public sector or private sector? What industry or field is the article most relevant to?
- How do the author(s) present the material? What are their sources?
- Why do the authors believe that this topic is important to project management?
- If the article describes a particular method, how did the author(s) determine that this was an effective method?

Additionally,

- Do you agree with the author(s) conclusions? Why or why not?
- What could the author(s) have done differently?
- What can you incorporate into your work with project management as a result of this article?

Finally,

- How does this article contribute to the field of project management? Does it add something new to the field?

Each paper will count for 15% of the total grade.

Final

There will a final exam in the course. It will be take-home and will require thoughtful answers covering the basic framework of the course. The format and content of the exam will be discussed in more detail in class and detailed instructions will be provided later in the semester by the instructor.

Team Project Plan and Presentation

Early in the course, each student will be required to identify a small team of students with whom they will work to create the final report. Groups are limited to 3-4 students. If students have problem identifying a group, the instructor will assist in group formation.

Each team must select a real-life project that has not been completed. (It may be in process or not yet started.) The project does not need to be work-related but it does need to be substantial enough to allow the team to consider all the elements of project management. The group's choice of a project must be submitted to the instructor for approval along with a roster of team members. Team should select a team leader as soon as possible.

For the selected project, the group must create a detailed project plan. That plan must include:

- A project charter
- A work breakdown structure
- An activity list, Gantt chart, and project network diagram that indicating the critical path
- A communications plan, including identification of stakeholders and their interests as well as planned internal communication
- A risk register, including identified risks, risk prioritization, and risk response strategies
- A project evaluation criteria list

Teams will present their project and its plan to the class during the last two scheduled classes, and the presentation will form part of the grade. Teams must involve all members of the group in the presentation and should consider the time available and the best form of presentation to make. A PowerPoint presentation should be used and a particular target audience selected as a focus for the teams presentation.

Additional details concerning the presentations and format of the project plan will be provided as the semester goes on.

COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Your work should be original. Excessive quotation and paraphrasing of other's work with or without citation will not be accepted.

For the most part assignments should be uploaded to the course dropbox by the date due. If you cannot deliver an assignment in that manner, you are responsible for submitting the assigned material to me through some other means, preferably by emailing a Microsoft Word attachment to dcnjim@att.net. Informing the instructor of your intention to be absent does not waive your obligation to submit assigned work on time. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (A- to B+).**

<u>**Grade Appeals**</u>

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a

clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. The instructor will carefully consider all such appeals. The instructor will not re-grade an individual component of an assignment; instead the instructor will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Accommodation Policy
"Students with disabilities <u>that have been certified by the Office for Disability Services</u> will be appropriately accommodated and should inform the instructor as soon as possible of their needs. <u>The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;</u> http://www.ods.ohio-state.edu/."

Office of Student Life Counseling and Consultation Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance
or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of
confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also
available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at
suicidepreventionlifeline.org**

<u>**Outline of Class Schedule, Topics, and Assignments:**</u>

Session	Topics Covered	Readings/Assignments
Session 1: May 16	Course overview, the challenges of public-sector projects, distinguishing characteristics of public-sector projects, why projects fail, overview of project roadmap, the definition of projects	Organize project teams and discuss project ideas
May 23: Memorial Day Weekend – No Class		

Session 2: May 30	Project initiation and integration, the role of the project charter	PM Memory Jogger Chapters 1 and 2 Taylor (9)
Session 3: May 30	Project team, working as a team, managing a team	PM Memory Jogger Chapter 3
Session 4: June 6	Development of the project plan, project scope management, the creation of the WBS, detailed project planning, tools	PM Memory Jogger Chapter 4 Taylor (5 and 6)
Session 5: June 13	Project execution, project time and cost management, communications	PM Memory Jogger Chapter 5 Taylor (13) Research Paper #1 and slides are due
Session 6: June 20	Research paper #1 - presentation and class discussion	
Session 7: June 27	Project execution - continued and Project closeout and evaluation	Taylor Section (2 and 3) PM Memory Jogger Chapter 6 Taylor (14)
July 4 Holiday – No Class		
Session 8: July 11	Expanded topics- Project Communication and Project Risk Management	Research Paper #2 and slides are due
Session 9: July 18	Research paper #2 - presentation and class discussion	
Session 10: July 25	Group project presentations	
Session 11: August 1	Group project presentations	Final project reports due, Final due