Course Syllabus

University of Nevada, Las Vegas
Lee Business School
Department of Management, Entrepreneurship & Technology

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

MIS 746
IS Project
Management

BEH 121 | TR 5:30-6:45 PM

I. Preferred Textbooks

1) Avison, D. & Torkzadeh, G. (2009). *Information Systems Project Management*. Thousand Oaks, CA: Sage Publishing. ISBN 978-1-4129-5702-1.

2) Larson, E. & Gray, C. (2014). *Project Management: The Managerial Process*. 6th Edition. New York, NY: McGraw-Hill/Irwin. ISBN 978-0-07-809659-4.

II. Harvard Business School Cases

The Harvard Business School Cases listed below will be the basis of team class presentations. In the first week of class, teams will be formed (3-4 people, depending on class size). Each team will select a Harvard Business Case from the list below to present to the class. Presentations (with PowerPoint slide deck) will include detailed case background and analysis focusing on the business and project management approach, performance, results, prevailing issues and risks, what went wrong, what went right, and other noteworthy elements based on the case.

Team presentations should be designed to engage the class and drive class discussion. All class members are responsible to read the cases and be prepared to discuss them in class. Note that I may appoint one or more class members as opponents to the presenters. The sequence of team presentations will be scheduled in the first week of class.

Harvard Business Cases can be obtained at hbsp.harvard.edu via CoursePack

1) Instructor Presentation Example: "Apple Inc. in 2015." Case No.: 9-715-456 (Overall Strategy)
2) "Google Inc. in 2014." Case No.: 9-915-004 (Overall Strategy)
3) "Airbus A3XX: Developing the World's Largest Commercial Jet." (A), (B) & Case Flash Forward. Case No.: 9-201-028, 9-201-126 & 8562 (Ch. 1 & 2)

4) "Diamond Framework: A New Model for Project Management." Harvard Business Press, ISBN-13: 978-1-4221-2834-3 2834BC (Integration)
5) "Hewlett-Packard: The Flight of the Kittyhawk (A)&(B)." Case No.: 9-606-088 & 9-606-089 (Ch. 3 & 7)
6) "Offshoring at Global Information Systems, Inc." Case No. 9-204-144. (Ch. 12)
7) "Foremost, Inc. (A)," Case No. 9-604-017. (Integration)
8) "Enterprise IT at Cisco (2004)", Case No. 9-605-015. (Ch. 5,6,8 and IT)
9) "BAE Automated System (A)&(B): Denver International Airport Baggage-Handling System." Case No. 9-396-311, 9-396-312. (Ch. 2, 16)
10) "Elephant Walk Thru." Case No. 904M52. (Ch. 4, 10)
11) "Ellen Moore (A): Living and Working in Korea." Case No. 97G029. (Ch. 15)
12) "SchmidtCo (A)." Case No. 9-904-080. (Ch. 2,14)
13) "Teradyne Corp.: The Jaguar Project." Case No. 9-606-042. (Ch. 3, 16)
14) "Turner Construction Co.: Project Management Control Systems." Case No. 9-190-128. (Ch. 12, 13)
15) "Strike in Space." Case No.9-481-008. (Ch. 11)

III.   Software

We may use Microsoft Project software, available free of charge from the Microsoft Corp. for installation on your personal computer and installed on campus computers. You can obtain your free copy of the software by going to http://oit.unlv.edu/software/project and following the instructions there. Note that the Project Management: The Managerial Process book comes with a trial version that may be satisfactory for the course.

IV.   Course Description

This course focuses on the management of projects. The content deals with organizing, initiating, planning, executing, and controlling projects. The course includes major topics of project selection, requirements analysis, systems development, estimation, scheduling, behavioral issues, project governance, project implementation, project control and assessment. Primary class emphasis is on management and behavioral issues rather than technical issues.

V.   Learning Objectives/Outcomes

- To provide experience in using the concepts, techniques, and decision tools available to project managers.
- To emphasize the importance of system and organizational culture to ensure an integrative project management approach.
- To enlarge a basic understanding of the importance of work breakdown structures and networks to planning, scheduling, and controlling projects.
- To identify different types of organizational structures and the success project managers have had using them.
- To create an awareness of potential resource conflicts and their importance to meeting project cost and schedule objectives.

- To demonstrate the importance of strategy and prioritizing projects for effective resource allocation and for balancing a portfolio of projects.
- To provide a framework for a complete computer-based information system for managing projects.
- To have students leave the course with a holistic view of projects and their role in the organization, with detailed skills in use of project tools and systems found in practice and with a sensitivity to the behavioral issues all project managers must deal with in practice.
- To make a unique contribution to knowledge about IT management by exploring a problem or issue of special interest to you.

VI.   Conduct of the Course

The class is intended to be very participatory. One of the primary things that make an MS valuable is the unique and interesting experiences of the participants. It is important that we use that experience as one of our primary resources from which to learn.

VII.   Classes

Class time will be used primarily to discuss readings, cases, and other, instructor-presented materials. Each of us should bring our own experiences to the class as the lens through which to interpret the readings and issues.

Prepare for class sessions by reading the assigned material in advance. For each class session on **Harvard Business Case Analysis**, please bring to class a brief note or position statement commenting on your thoughts about the topics and issues raised in the readings. This is not an assignment. These are "talking notes" that will help us to be ready to have productive discussions in class. There is no special format for these documents except that they should have your name and the class date on them. They can be hand written or word processed. They won't be qualitatively evaluated. You won't receive feedback on them. They are for your use to support your class discussion.

I do track "prepared attendance" by recording talking notes turned in at class. Please bring a copy for you and one to give to me at the beginning of class for use in recording prepared attendance. Your active engagement in this class is essential to your growth as a manager/project manager/member of future project teams. Your level of participation will be reflected in your grade.

Regarding absences, if you have to miss class, there is no need to email me talking notes or notify me of your reasons for missing class. I'll automatically excuse up to two classes.

VIII. Term Project

As important as it is to survey a whole range of concepts in brief, it is also very important to focus on one specific issue in depth, to understand it well and to make a unique contribution to knowledge. Each team in the class should study a particular project as well as its problems and makes contributions to its solution. Suggested types of term projects include:

1. A case study or story about how managers in a firm (probably your firm) dealt (is dealing) with a problem in managing a project. I suggest that this be in the format of an article for a professional or executive journal, such as the *Communications of the Association for Computing Machinery* or the *California Management Review.*

2. A focused survey of the project management literature in a narrow area of research. The specific topics covered in the text can serve as the source for ideas on a topic. The readings mentioned in the reference lists at the end of each chapter can serve as the starting point for a literature search.

3. A policy memorandum in which you analyze a specific problem in managing IS projects, e.g., a better way to assess and manage risk, sourcing for systems to support specific services in the organization, etc., related to your organization and propose a solution. A policy memorandum is addressed to managers. It would usually contain an executive summary, on the order of around one page in length, a body, where the issues are analyzed in depth, and an appendix for lists, calculations, spreadsheets, financial performs, etc.

4. A pilot implementation of a new method for managing IT, such as a method for IS planning, requirements determination, evaluation, risk assessment, sourcing, etc.

5. Organization project management audit. This option should be selected only if your organization is actively engaged in several projects concurrently and you have reasonable knowledge and access to information about the management of these projects.

6. A comparison of your organization project management activities with the activities suggested in the text. The questions below might be helpful in getting you started on the paper. Assess:
    i. How does your organization ensure that projects support organizational strategy?
    ii. How does your organization select and prioritize projects?
    iii. How does your organization assign scarce human resources to projects?
    iv. What policies, processes and procedures are in place for project management?
    v. What tools does your organization use to manage projects?
    vi. How does the current organizational structure support management of projects?
    vii. What processes are in place for managing project teams? What reward systems are in place?
    viii. How are project managers managed and rewarded?
    ix. What processes are in place to ensure projects are audited and organizational learning takes place?
    x. To what extent do "drop in projects" – projects that circumvent established processes to go active immediately – derail your organization's ability to deliver projects overall?

The above list isn't exhaustive. I would encourage you to consider alternative types of projects. It is important to me and to you that your project for this class is something that will contribute to your value as a manager or executive and that it interests you. It is also important that this project be your own contribution and one that you produce especially for this class, i.e., not something that you've already done for your organization. It is essential that we start discussing term project ideas early in the semester.

IX. Term Project Deliverables

Note: See Class Schedule Below for Term Project Deliverables Due Dates

1) Project Ideas

Early in the semester we'll have a project ideation workshop in which we brainstorm ideas for projects. Each team will come prepared to class with a few slides to briefly present two project ideas. We'll all try to make suggestions. This will help to give us a jump start on developing project ideas quickly. Hearing others' ideas for projects may inspire you with a new idea for your team. Your "second best" idea may inspire someone else. Each team will create some slides to present project ideas.

Feedback to you: in-class discussion*

2) Project Proposal

Once each team has established their final project idea, the teams will write a project proposal. Your proposal should include these parts: title, description of the issue or problem that you're addressing, the setting in which you'll work, how you will address the problem, and the nature of the outcomes you expect. Usually about 1 page + in a Word document. Each team will present their project proposal to the class and submit a hard copy of it to me at the time of presentation.

I suggest that you think of this document as the start of your eventual report on which you will build the resulting final report.

Feedback to you: the project OK or not OK*

3) Project Feasibility Document

It is important to determine early in the semester that your chosen team project is feasible. Your project could be infeasible if you're unable to obtain the necessary data, e.g., interviews, articles, etc., or whatever kind of data is relevant for your project. This is a short document in which you show that you have demonstrated the feasibility of your team's course project, i.e., that the project can, in fact, be done.

It would include such items as:

- A listing of data that you have ascertained that you can obtain, including a reference list of books and articles that you have already obtained, lists of interview subjects that you have interviewed for your project, etc.

- If you're doing a case study you would assert that the firm's management has agreed.

- Notes from your interviews or readings.

The form of the document would be an outline of your eventual project report. It's a good idea to build on your project proposal to create this. Each team will present, submit and discuss their feasibility document directly with me so that course corrections can still be made if necessary.

Once teams have proven the feasibility of their projects, the project topics are set. Topic changes would normally not be expected moving forward and would usually result in a reduced grade for the course.

Feedback to you: none unless it looks like there is a problem.

4) Presentations

1) Mid-term progress presentation: a short, 5+ min, presentation on your team proposal and your progress implementing it.

2) Final presentation: a formal, managerial oriented presentation as well as Q&A of around 20-30 minutes total, with appropriate media, of the problem, setting, method, results and implications.

   Note that it is good form to present the professor with miniature copies of your slides at the time of the presentation.

5) Final Written Report

The article, policy memorandum or other expected written outcome of your project with a professional title page and so on. Note that after project presentation and final written report submission, team members will evaluate the individual contributions of the other members of the team (peer evaluation). Peer evaluation results will be included in the factoring of final, individual term project grades for all team members.

*Feedback: please feel free to set up an appointment for individual discussion about your project.

X.   Policies & Grading

Policies	Grading - Your final grade is based on a CUMULATIVE, WEIGHTED-POINT TOTAL (see distribution of points below).
	A (greater than 93%); A- (91-93%); B+ (88-90%); B (84-87%); B- (81-83%); C+ (77-80%); C (73-76%); C- (70-72%); D+ (67-69%); D (63-66%); D- (60-62%); F (less than 60%)

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

	Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
Grading	Student performance in this course is evaluated by: | Exam	40%
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Class participation	10%
Assignments	5%
Case Analysis	15%
Project (report & presentation)	30%
Total	100%	

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XI.   Tentative Class Schedule (to be adjusted)

CLASS	TOPIC	READING ASSIGNMENT
Week #1 (Jan. 19 & 21, 2016)	1/19: Introductions, Team Formation and Syllabus Review 1/21: Team Harvard Business Case Selection and	ISPM: Chapter 1; PMBOK highlights in class

	Presentation Sequence; Introduction to IS Project Management	
Week #2 (Jan. 26 & 28, 2016)	1/26: PM Concepts: Portfolio Management & Project Governance; **Term Project Idea Brainstorming** **1/28: Case Presentation Example: "Apple Inc. in 2015"; Term Project Idea Brainstorming Continued (if necessary)**	ISPM: Chapter 2; PMBOK highlights in class
Week #3 (Feb. 2 & 4, 2016)	2/2: PM Concepts: Project Initiation **2/4: Team #1 Case Presentation: "Google Inc. in 2014"**	ISPM: Chapter 2, 5; PMBOK highlights in class
Week #4 (Feb. 9 & 11, 2016)	2/9: PM Concepts: Resource Planning, Business Analysis **2/11: Term Project Proposals (5-Minute Team Presentations)**	ISPM: Chapters 3, 4; PMBOK highlights in class
Week #5 (Feb. 16 & 18, 2016)	2/16: PM Concepts: Project Planning – Part I **Assignment 1** **2/18: Team #2 Case Presentation: TBD**	ISPM: Chapters 4, 5, 8, 9; PMBOK highlights in class
Week #6 (Feb. 23 & 25, 2016)	2/23: PM Concepts: Project Planning – Part II **Assignment 2** **2/25: Term Project Feasibility Document Team Presentation (to Instructor Only) and Team Preparation/Discussion**	ISPM: Chapters 7, 10; PMBOK highlights in class
Week #7 (Mar. 1 & 3, 2016)	3/1: PM Concepts: Qualities of Effective PMs, Procurement **3/3: Team #3 Case Presentation: TBD**	PMBOK highlights in class
Week #8 (Mar. 8 & 10, 2016)	3/8: PM Concepts: Project Execution **Assignments 1 & 2 due** **3/10: Team #4 Case Presentation: TBD**	ISPM: Chapter 12; PMBOK highlights in class

Week #9 (Mar. 15 & 17, 2016)	**3/15: Term Project Progress Reports (5-Minute Presentations);** Mid-Term Review **3/17: MID-TERM EXAM**	
Week #10 (Mar. 22 & 24, 2016)	**Spring Break**	
Week # 11 (Mar. 29 & 31, 2016)	3/29: PM Concepts: Project Monitoring & Controlling **3/31: Team #5 Case Presentation: TBD**	ISPM: Chapter 6, 12, 13; PMBOK highlights in class
Week #12 (Apr. 5 & 7, 2016)	4/5: PM Concepts: Project Closing **4/7: Team #6 Case Presentation: TBD**	ISPM: Chapter 14; PMBOK highlights in class
Week #13 (Apr. 12 & 14, 2016)	4/12: PM Concepts: Project Management Body of Knowledge (PMBOK) Overview 4/14: PM Concepts: Waterfall vs. Agile	PMBOK overview in class
Week #14 (Apr. 19 & 21, 2016)	4/19: Term Project Team Study and Review **4/21: Term Project Presentations, Final Report Submission & Team Peer Evaluation – Session I**	
Week #15 (Apr. 26 & 28, 2016)	**4/26: Term Project Presentations, Final Report Submission & Team Peer Evaluation – Session II** **4/28: Term Project Presentations, Final Report Submission & Team Peer Evaluation – Session III**	
Week #16 (May 3 & 5, 2016)	Study Week	
WEEK #17 (THURSDAY, MAY 12, 2016)	**5/12: FINAL EXAM (6:00-8:00 PM)**	**BEH 111**