CIT 380 Project Management
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Textbooks: Agile Software Development: The Cooperative Game (Free eText on Safari)

- Project Management Body of Knowledge (PMBOK) Guide, 5th Edition (Free eText through Library Safari Online)
- Complexity Theory and Project Management (Free eText through Equella)
- Project Management from Simple to Complex
- An Introduction to Project Management, 4th Edition
- Information Technology Project Management, 7th Edition
- Healthcare Project Management, 1st Edition
- Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 11th edition
- Project Management for Business, Engineering, and Technology, 4th Edition
- The Mythical Man-Month

Online Resources: Disciplined Agile Consortium
Coursera: Online Project Management Courses
TutorialsPoint: Project Management Methodologies
Project Smart: Tools for Project Management
GoLeanSixSigma.com: Self-Paced, Free Yellow Belt Training
Udemy: Lean and Six Sigma Training (White through Black Belt Options)
ISTQB: Certification Study Guide

Software: Microsoft Project Professional (free to CIT students via Dreamspark)
Online Project Management Software
Agile Scout: Agile-Scrum-Kanban Project Management Software

Course Description

This course is designed to help you learn to use project management knowledge, tools, and techniques to plan, implement, and manage coordinated work efforts and solve business problems. The course will give you the opportunity to organize and plan the elements of one-time, unique endeavors that add value to an organization. Emphasis is on developing both the "soft" skills such as working with people as well as the tools, techniques and methods of professional project managers such as Microsoft Project Professional.

Course Outcomes

The primary goal of the course is to help you improve your answers the questions "How am I growing as a project manager?" and "How do I learn to take matter unorganized and organize it into something that will benefit others?"

This typically involves coordinating people, tools, equipment, raw materials, schedules, budgets, stakeholder relations, quality planning, testing, and numerous other "details" in order to achieve a goal. In short the term management has to do with how to bring order to complexity.

The intended outcomes of the course can be summarized as follows:

1. Grow in the capacity and disposition to act and not be acted upon
2. Develop additional comprehension and capacity for stewardship and consecration
3. Develop and execute project plans according to modern project delivery methodologies.
4. Expand and deepen knowledge of, awareness of, and experience with how to lead and work individually, within a team, and within an organization to accomplish operational, tactical, and strategic level objectives, outcomes, and initiatives.
5. Create, practice, and implement professional oral and written presentations, reports, consumable solutions, and project-oriented deliverables.

Grading

Grades are determined by each instructor based upon an evaluation of course related study, effort, change, work, and/or growth. Classroom/laboratory participation, mastery of subject matter, growth, change, and promise of continuing success in sequential courses and/or professional environments in related fields are all criteria used to evaluate progress.

Qualitative approaches:

Generic guideline (taken from the [BYU-Idaho Grading System](#)

- "A" represents outstanding understanding, application, and integration of subject material and extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. Demonstrates diligent application of Learning Model principles, including initiative in serving other students.
- "B" represents considerable/significant understanding, application, and incorporation of the material that would prepare a student to be successful in next level courses, graduate school, or employment. The student participates in the Learning Model as applied in the course.
- "C" represents sufficient understanding of subject matter. The student demonstrates minimal initiative to be prepared for class. Sequenced courses could be attempted, but mastering new materials might prove challenging. The student participates only marginally in the Learning Model.

- "D" represents poor performance and initiative to learn, understand, and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter.

Alternative guideline (taken from Software Development: The Cooperative Game and Disciplined Agile)

- C - Shu – Follow – In this beginning stage the student follows the teachings of one master precisely. He (generic form of the pronoun – I'm not assuming gender here) concentrates on how to do the task, without worrying too much about the underlying theory. If there are multiple variations on how to do the task, he concentrates on just the one way his master teaches him.
- B - Ha – Depart – At this point the student begins to branch out. With the basic practices working he now starts to learn to depart from the rigid forms intelligently. He can sense and eventually articulate why he is departing and what the differences are or were between following and departing. He also starts learning from other masters and integrates that learning into his practice.
- A - Ri – Transcend – Now the student isn't learning solely from other people's ideas, but also synthesizing with and from his own practice. He creates his own approaches and adapts what he's learned to his own particular circumstances. Mastery at this level is characterized by fluid adaptation from one style to another and/or a unifying theory how/when/where/why to shift styles

Quantitative (Numbers-based) approaches:

Time Sample: Based on the guideline "The average student spending about 2 hours outside of class for every 1 hour inside of class should expect about a B+."

Hours growing as a project manager	Grade
140	A
130	A-
120	B+
110	B
100	B-
90	C+
80	C
70	C-
60	D+
50	D
40	D-
<40	F

I-Learn Gradebook Sample (Actual Point Values may vary slightly each semester)

Category	I-Learn	% of Total	Min-Max %
Individual	235	19.7%	20-25%

Quiz	100	8.4%	7-13%
Test/Assessment	400	33.6%	25-35%
Team	277	23.2%	25-35%
Leadership/Teamwork	180	15.1%	12-18%
Total	**1192**	**100.0%**	

Note that these point values were developed based on the following assumptions:

- BYU-I Guideline: "The average student spending 2 hours outside of class for every 1 hour in class should expect about a B+"
- This would mean that for a 3 credit class we should expect to be spending 3 hours in class and 6 hours outside of class (9 hours per week)
- For a 14 week class, this typically sums to between 115-125 hours total
- I assumed a productivity model for the class (e.g. how much have you produced and learned during each hour)?
- I assumed that each hour would be valued at 10 points per hour (1,150-1,250 total points at 10 points per hour)
- I also assume that some work and learning should be valued at a higher rate than 10 points per hour and others should be valued at a lower rate than 10 points per hour
- I assign the points in I-Learn based on how much time I would anticipate that it would take for an "average" student to do a thorough job as they learn and that each assignment may take multiple attempts and/or rounds of feedback with peers, mentors, teaching assistants, and/or instructors to get perfected
- A minimum of 1000 points attempted (roughly 100 hours) will be required to become eligible for a passing grade or higher with at least 300 of those points coming from tests or alternative assessments of competency.

Leadership/Teamwork

Much of the success of project managers comes from developing good leadership and people skills. Good leadership doesn't always mean that you dominate all the decision-making and work for the group, but that you lead by example in proposing courses of action, eliciting alternatives from team members, and bring out the best in each individual to meet the objectives of the task at hand.

Sound teamwork consists of demonstrating leadership without the title. This is sometimes referred to as "leadership from all angles" and is captured from a gospel perspective by the law of consecration.

Grades will be determined based on your written goals and summaries, feedback from team members, and from the instructor's observations.

Team Project Deliverables

You will be assigned teams for some work and you will form your own teams and implement a final project. Ideally this will be a project that all team members will have access to understand and become familiar with. This could be creating value for later sections of the course (e.g. building a web site to better organize the course content or facilitate better student-to-student, student-to-instructor, student-to-professional, and/or institution-to-institution interactions; a service, event, or fundraiser for a non-profit

organization; building the plan for an IBC course; building your own custom web or mobile application; extending a wing in a hospital; establishing a skilled nursing facility; etc.

Your team will be expected to build professional level project plans and deliverables such as work breakdown structure, schedule, resources, risk management plans, etc. that correspond with your selected project management style or methodology. Deliverables will be graded based on level of detail, thoroughness, accuracy, clarity of communication and grammar, professionalism, and timeliness.

Individual Assignments

Throughout the semester there will be multiple individual assignments including case studies, chapter exercises, and practice exercises designed to give you practice with the concepts, techniques, and tools of contemporary project management practices. Each student will take a turn teaching a principle of project management found in the scriptures at the beginning of each class period.

Quizzes

Quizzes may be given periodically throughout the course. Some will be conducted through the course website and some will be given in class. Some quizzes will be given to gauge your preparation for class that day and others will review material addressed in previous classes. Other quizzes may be team-based and/or require correction with explanations of changes.

Tests/Evaluation/Assessment

Tests and evaluations will be given to assess your individual understanding of project management concepts and will be based on the given topics, assignments, and class discussions.

See CIT 380 Syllabus Policies for updates and clarifications to the following policies and patterns below:
- Alternative Assessment Option
- Late Work
- Laptop/Mobile/Electronic Devices in class
- Extra Credit
- Attendance
- Severe weather/natural disasters
- Dress and Grooming Standards
- Academic Dishonesty

Preventing Sexual Misconduct Syllabus Statement

BYU-Idaho prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively "sexual misconduct").

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct

that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at titleix@byui.edu or 208-496-9200. Additional information about sexual misconduct and available resources can be found at www.byui.edu/titleix.

Disability Services Syllabus Statement

BYU-Idaho does not discriminate against persons with disabilities in providing its educational and administrative services and programs, and follows applicable federal and state law. This policy extends to the University's electronic and information technologies (EIT).

Students with qualifying disabilities should contact the Disability Services Office at disabilityservices@byui.edu or 208-496-9210. Additional information about Disability Services resources can be found at http://www.byui.edu/disabilities.

It is your responsibility to provide notification to the instructor within the first two weeks of the semester.

E-mail/Communication

All students are requested to use their BYU-Idaho e-mail account. If you have any questions about the course or need assistance, please contact me in person or by telephone during office hours; or by e-mail at any time.

CIT 380 Learning Model

Prepare	Teach One Another	Ponder/Prove
• Study the textbook(s), the resources provided, and actively search for alternative viewpoints on each topic • Complete preparation assignments	• Class discussions • Team discussions • Team project reports • Individual interviews with Instructor	• Individual projects • Group projects • Tests • Certifications • Unsolicited feedback