

APHI 535D – Module 1

“The Storm of Management”

Introduction

Panapto Link:

<http://coursecast.sph.emory.edu/Panopto/Pages/Viewer/Default.aspx?id=522e0034-ba3e-45e9-88b5-9f5f33f402ef>

In Module 1, we are laying the foundation for the remainder of the course. We will introduce the nine knowledge areas and five process groups as defined by the Project Management Institute (PMI). Students will also apply these concepts to their model projects. Additionally, we will discuss ideas on how to tailor these processes to the specific situation. Using a scenario drawn from actual experience, students will apply the concepts of the triple constraint. We will also explore alternative approaches to the triple constraint.

We will also learn the benefits of applying a systems approach to project management. The Learning Resources section includes a presentation on leadership from Dr. Steve Thacker, former Director of Office of Surveillance, Epidemiology & Laboratory Services (OSELS) at CDC. The presentation offers unique insights into leadership in the public health space drawing on Dr. Thacker’s years of experience serving in multiple leadership roles at CDC.

Objectives

Upon completion of the Module 1, the student will be able to:

1. Map The Project Management Institute (PMI) five process groups to an actual project.
2. Explain how PMI’s processes should be applied across various types of projects.
3. Demonstrate how to apply and adjust project management tools to meet an extremely fast schedule.
4. Articulate the pros and cons of using the triple constraint in project management.
5. Explain some of the newer concepts that are being presented in place of the triple constraint.
6. Describe how a “Systems Approach” can and should be applied to project management.

Required Readings

1. Schwalbe, K. (2010). Information technology project management (Revised 6e). Independence, KY: Course Technology
 - a. Chapter 3 – The Project Management Process Groups: A Case Study
2. Baratta, A. *The triple constraint [electronic resource] : a triple illusion*
Available on the PMI Website – (\$15 for non-members / \$0 for PMI members)
<http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=00100981500>
3. Rahschulte, T. and K. Milhauser. *Beyond the triple constraints [electronic resource]: nine elements defining project success today*
Available on the PMI Website – (\$15 for non-members / \$0 for PMI members)
<http://marketplace.pmi.org/Pages/ProductDetail.aspx?GMProduct=00101287400>

Optional Learning Resources

1. *Developing Leaders: Learning From Others* by Stephen B. Thacker, MD, MSc, USPHS Available at: <http://www2a.cdc.gov/cdcup/library/presentations/leader/leadership.wmv>
2. PMP 42 Processes By Knowledge Area and Process Group (.pdf)
Posted in *Resources & References > Project Management and Technology Governance*

Assignments

1. **M1-1 (Due 8/31/13 @ 1:00pm) Discussion:** “The triple constraint affair” - After hearing about the triple constraint of project management, describe how you would adjust the constraints for the scenario “To Build or Not to Build” (detailed in Module 1 introduction - ppt slides) to meet project objectives in the most effective and efficient manner possible. Post your responses in the discussion board. (25 Points)
2. **M1-2 (Due 9/7/13 @ 1:00pm) Discussion:** Post responses/comments in Discussion Board for both questions below:
Schwalbe - Chapter 3:
 1. What does research suggest as a best practice for how much time should be spent in initiating and planning activities for projects? Do you think that estimate is realistic? Why or why not? How does spending more time on planning help reduce time spent on executing? Give examples of how this has worked on real projects.
 2. Why do you think organizations should develop their own information technology project management methodologies? Why can't they just follow a book or a methodology that has already been developed?
(50 Points)
3. **M1-3 (Due 9/7/12 @ 1:00pm) “How would PMI rate my model project?”** - Write a paper (2-4 pages) describing how the PMI process groups were applied on your model project. If used, how did the process enhance project delivery? If not used, describe how the process should have been applied. (75 Points)

Wrap-up

In Module 1, we focused on a broad introduction to the project management concepts we will learn throughout the semester. We learned how to tailor these approaches to meet the specific needs of the organization and project. As we move forward, we will dive deeper into the area of scope management and learn about several methods/tools used to define and manage the work performed on a project.