University of Wisconsin-Madison
OTM 752 − Project Management
Fall 2019 – 1, 2 or 3 credits
Mondays 5:30PM - 8:00PM − 1295 Grainger Hall

Instructor: Enno Siemsen, PhD
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Course Credits: 3 credits

Office Hours: Monday, 1:00-2:00 PM.

Course Textbook: None

Course Web Site: https://canvas.wisc.edu/courses/169559

Requisites: Graduate standing

Course Description:

During their careers, managers spend a significant amount of time either participating in or leading projects. Projects are frequently used as proving-grounds for high-potentials. The skills that are required for project management are often the very same attributes that enable managers to successfully manage a business.

While every project is unique, some concepts and tools in project management apply to a wide range of different types of projects. The aim of this course is to equip students with these concepts and tools, and to develop them into successful project managers (and team members). The goal of this course is neither to refine existing project-management specialists in their expertise, nor to specifically train students for Project Management Certification. Rather, the objective is to equip generalists (i.e., any career concentration) with project management related skills that will be useful throughout their careers. With that aim in mind, the course will focus on broadly applicable concepts and methods and will cover both qualitative and quantitative aspects of project management.

The course assumes that students enter the course will a background in management; the instructor and guest speakers, together with the experience from students in class, will provide the broader context of project management. Students are expected to share their experience of either being a project manager or being a project team member with other students in class.

Learning Objectives:

The goal of this course is to help students understand the following:

- How to manage time and resources in a project.
- How to develop a project charter.
- How to deal with risk and uncertainty in a project.
- How to monitor and control a schedule and budget.
- Differentiate between traditional and agile project management approaches.
- Understand the complexity and strategic nature of project portfolio decisions.
- Understand the details of contracting in a project, and how to select contractors.

At the end of the course, students will be able to apply and evaluate project management techniques and have a basic understanding of the formal and informal tools available to manage the different stakeholders in a project.

Instructional Mode:

In-class lectures, recorded online lectures, experiential exercises and group work.

How Credit Hours are Met:

OTM 752 meets 14 times in the semester for 2.5 hours each time, five homework sets, a mid-term exam, and a final project. The class is a variable credit class, and students can sign up for the 1-credit, 2-credit and 3-credit versions.

Students completing the 1-credit version of the class need to attend the first 5 meetings and deliver two homework sets.

Students completing the 2-credit version of the class need to attend the first 9 meetings and deliver four homework sets, as well as the midterm.

Students completing the 3-credit version of the class need to attend all 14 meetings and deliver five homework sets, the midterm and the final project.

Course Structure:

See attached schedule for details.

Prerequisites:

The course makes extensive use of Microsoft Excel. You will need to be proficient in Excel to complete some of the homework sets. Students who have no knowledge in Excel are expected to learn the basics of Excel through self-study (e.g. through LinkedIn Learning, https://www.linkedin.com/learning/excel-2016-essential-training/). In addition, some basic knowledge of statistics and probability theory (i.e. what is a probability distribution), as well as

some understanding of finance (i.e. what is a net present value) is expected. The Canvas page of the course includes a Bootcamp which has online videos and quizzes that students can use to get up to speed.

Attendance:

Students are expected to attend class regularly. If students fail to attend class, they are expected to learn the material covered in class with the help of their peers. Class materials will always be made available on Canvas for that purpose.

Preparation:

The case has no book, but uses a few (free and purchased) cases. Students are expected to have read assigned reading materials before the beginning of class.

Course Website:

I assume that students have access to the course website on Canvas. I will use the course website to post homework sets and solutions, practice problems, video recordings, the slides from class as well as occasional excel spreadsheets. Please check the website regularly for new content.

Homework:

There are five homework sets assigned throughout the course (see attached schedule). These assignments are intended for the student to become more familiar with the concepts covered in lectures and in the text. Some of the homework exercises will require the use of Excel. You should submit your homework through Canvas.

Homework is to be presented in a neat, orderly fashion in a manner that would be presentable to your supervisor on a job. Homework sets are due before the next class after being assigned. Since the solutions to the homework sets will be posted on the course website after class, homework is due at the beginning of the class period - late homework will **not** be accepted and can result in 0 assigned points for that homework set.

Examinations:

During the semester, there will be one midterm exam given during a specified class period. The exam is closed notes but allows Excel to be used. I will distribute a formula sheet that includes most formulas at least one week before the exam takes place. Points in the exam are given for final answers. If, while grading, I can follow the logic that lead to a mistake, and the basic logic of how a student has approached the problem is correct, partial credit may be given.

The exam and all assignments will be graded on a 100 point scale. The midterm exam as well as other assignments may be curved. I use a progressive curve. If an exam or assignment requires curving, I define a curving factor $c < 1$, such that the total points lost are multiplied by c for the curved points lost. Suppose your original score was 90, i.e. you lost 10 points, and I define a $c = 0.90$. Instead of 10 points, you only lost $10*0.90 = 9$ points, i.e. your curved score is 91. Or suppose your original score was 50 points, i.e. you lost 50 points, and I also define $c = 0.90$. You

then lost 50*0.90 = 45 points, and your curved score will be 55 points.

Average Grade:

My objective is to obtain a grade point average of 3.3-3.5 in class. A final total score of 94 or above means an A, a final score of 90 or above means an AB, a final score of 85 or above means a B, a final score of 80 or above means a BC, a final score of 70 or above means a C and a final score above 60 means a D. Final scores below 60 lead to a failure.

Final Project:

At the end of the class, student teams submit a final project write-up of 5-10 pages. Purpose of the write-up is to apply one or multiple concepts from class to an ongoing (or recently completed) project. Student teams should select a project from their members. Project write-ups will be graded along three dimensions: Presentation (i.e. writing style; adequacy of graphs/figures, etc.), Application (i.e. correct application of classroom concepts) and Innovation (i.e. thinking beyond what was discussed in the classroom). Scoring excellent on at least two of these three dimensions will lead to a grade of 94 or above.

Academic Integrity:

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action.

According to the University of Wisconsin statutes Chapter 14, academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or(f) Assists other students in any of these acts.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Misconduct:

Students are expected to keep the noise level at a minimum. Discussions with classroom neighbors should only take place during designated discussion times. Laptop computers or tablets should only be used to take class notes, or to support in-class activities. Phones are expected to be silenced or turned off during class time.

Misconduct in the classroom, if it affects the instructor's ability to teach or other students' ability to learn, will result in expulsion of the student from the classroom. Sexual harassment of other students, or statements that are offensive to or discriminate against other students or the instructor in any way will not be tolerated and result in immediate expulsion from the classroom.

Students that feel harassed, offended or discriminated against by other students are encouraged to report these issues to the instructor.

Team Formation:

Throughout the semester, students will work on a team project. Students are randomly assigned to teams of 4 (occasionally, 3 or 5) by the instructor at the beginning of the semester. The deliverable of the team project is a 5-10-page write-up, detailing how a concept/method learned in class is applied to a real project one of the team members is currently working on, either as part of his/her job, in his/her private life or due to his/her engagement in extracurricular activities or hobbies.

Course Grade:

Grades are assigned for homework, peer evaluations, the exam and a final project write-up. Grades range from 0 (lowest) to 100 (highest) points and will be accessible through Canvas. The weights with which individual deliverables affect the course grade for the different versions of the class are summarized below.

	3-Credit	**2-Credit**	**1-Credit**
Homeworks	30% (5*6%)	60% (4*15%)	100% (2*50%)
Peer Evaluations	10%	0%	0%
Midterm Examination	30%	40%	0%
Final Write-Up	30%	0%	0%

Peer evaluations are obtained at the end of the semester. Students will be evaluated by the team of peers with whom they worked throughout the semester. While students do not see how individual team members have evaluated them, they can see their overall score from all team members. I will decide on the final peer evaluation grade based on these student peer evaluations.

Grading related questions are only considered if presented me up to 2 weeks after a homework set or exam is returned. Grades for an exam/homework set are frozen after the 2-week time period has passed.

Recordings:

I will record lectures and classroom discussions and make these recordings available to class over Canvas. This implies that some of the comments you make during class may be recorded and distributed to your peers in the class. If you do not agree to this arrangement, please send me an email during the first week of class, and I will stop recording and distributing recordings immediately. Also, if you wish specific comments to be deleted from a recording, please document the approximate time of the comment, and contact me after class so that I can make appropriate edits to the recording.

Make Up Exam:

Students requiring a make-up/alternate exam should inform me 2 weeks before the scheduled

exam and provide the necessary documentation. If a student does not attend the exam without informing me and does not provide a doctor notice within 24 hours after the scheduled exam time that explains his or her absence, no makeup exam can be scheduled, and 0 points will be recorded for that exam.

Disabilities:

If you have disabilities that affect your learning in the classroom, or your ability to take exams, please inform me within the first two weeks of the semester, and I will try to accommodate your concerns.

Schedule:

DAY	DATE	TOPIC	READINGS	ASSIGNMENTS
Monday	9/9	Introduction		
Friday	9/13	Project Valuation		**Homework Set A Issued**
Monday	9/23	Project Initiation	**What Successful Project Managers Do**	**Homework Set A Due**
Monday	9/30	Project Scheduling I	**Echelon Release (A)**	**Homework Set B Issued**
Monday	10/07	Project Scheduling II		**Homework Set B Due** **Homework Set C Issued**
Monday	10/14	Project Monitoring/Control	**The Pitfalls of Project Status Reporting**	**Homework Set C Due**
Monday	10/21	Mid-term Exam		
Monday	10/28	Using MS Project		
Monday	11/04	Schedule Risk/Risk Management	**Echelon Release (B)**	**Homework Set D Issued**
Monday	11/11	Agile Project Management I	**Embracing Agile**	**Homework Set D Due**

DAY	DATE	TOPIC	READINGS	ASSIGNMENTS
Monday	11/18	Agile Project Management II		
Monday	11/25	Project Portfolio Management I	**Project Portfolio Simulation**	**Homework Set E Issued**
Monday	12/02	Project Portfolio Management II/Project Contracting	**Novartis**	**Homework Set E Due**
Monday	12/09	Project Management Simulation		**Final Project Write-Up**