OM493 A01: Management of Technology Projects; CRNXXXXX

**Location:** Distance Learning

**Time:** Monday, Wednesday, Friday 7:20pm – 10:00pm

June 1 – July 4, 2020

**Instructor:** Dr. Jim Murray, Adjunct Professor of School of Business Operations Management

**Office:** Enterprise Hall 1st floor ISOM common area

**Email:** JMurray8@gmu.edu

**Phone:** 703-407-7393 cell

**Office Hours:** Monday 6:00pm – 7:00pm (before class) and by appointment

**Course Materials:**


A free copy of MS Project 2013 is available for download from MSDNAA website

**Course website:** [https://mymasonportal.gmu.edu](https://mymasonportal.gmu.edu)

**Course Objective:**

Managers are increasingly involved in the management of technology projects. These projects may involve the development of information systems, new products/processes or infrastructure development projects for the public or private sector. Project management is widely used in business to accomplish unique outcomes with limited resources under critical time constraints. Many managerial problems are associated with planning, directing, and controlling resources to meet the technical, cost, and time constraints of projects.

This course focuses on various areas of project management such as project organizations, teams, scheduling, cost control, earned value analysis, risk management, and managing project quality. On completing the course, the student should have a thorough understanding of complex, dynamic, and multi-dimensional issues in project
management. Students will also learn to use project management software - Microsoft Project – in planning, directing and controlling projects.

**Learning Objectives:**

- To gain exposure to various tools/techniques used to define, plan, and manage a technology project
- To develop logic and analytical thinking required in handling real-world technology projects
- To gain experience and knowledge in Microsoft Project software
- To understand the skills required as a project leader and a team member in a technology project

**Learning Tools for the Course**

- **Quizzes – from MHHE Connect software** - 10 assignments of short multiple choice, True/false, fill in the blank, graph interpretation, or matching questions will be given in class (20 questions of 1.5 points each for a total of 25 points each quiz). The quiz may be on new material to be discussed that day/class to ensure preparation and awareness of topics. It may also be given as a summary to assess retention and application of concepts discussed from the lecture and or exercises.

- **Class Exercises:** These are class learning experiences, completed, typically reading or case studies. Class exercises are designed to reinforce the topics learned in the class; they will not be graded for correctness. Students are suggested a fixed amount of time (usually 15-20 minutes) to work review the data or prepare; discussion boards may be used for preparation of each exercise. Class exercises will be occurring at random during the semester. Make-up class exercises are not allowed under any circumstances.

- **Individual Assignments:** Assignments will primarily consist of problem sets that are designed to give you valuable practice and enable your understanding of the concepts covered during the lectures. Each student is responsible for learning and understanding the material and is required to do the assignments individually. Assignments are to be handed in at the beginning of the class period in which they are due. No late homework assignments will be accepted.

- **Project Elements:** The individual student will select an appropriately sized project to develop the key elements (charter, structure, schedule, risk) which will form a core component of course learning. The purpose of this activity is to help students understand how concepts covered in the class apply to practice. Students may nominate topics of appropriate scope for instructor approval and may work in small teams of depending on class size. Incremental project reports of around 2 pages (double spaced) are due from the team at the points designated on the syllabus schedule for the semester. The students aren’t reporting the results of the planned work, but explaining how they will do the work – e.g., what will be the work breakdown structure and the accompanying schedule, what would the project cost be, what are the risks and how would they be managed. Individual or group participation by team member peers is part of the grade.
• **Class Participation**: The value gained from this course is greatly affected by the quality of class participation. Effective participation requires being prepared with proper information about the topic. It also requires reflection and synthesis of information (sometimes quite diverse) to form cogent arguments and points. A good insightful question posed, is as important to a discussion as synthesis and answer, I look forward to both during the discussions and discussion posts on BB, both quality and quantity of participation matters!

**Guidelines for Evaluating Participation**

**Outstanding Contributor**: Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. (4 points)

**Good Contributor**: Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well often substantiated and persuasive. If this person were not a member of the class, the quality of discussion would be diminished. (3 points)

**Unsatisfactory Contributor**: Contributions reflect inadequate preparation. Ideas offered are seldom substantive and do not provide a constructive direction for the discussion. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved. (2 points)

**Non-Participant**: This person says little or nothing in discussions. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. (0 points)

**Performance Evaluation and Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade %</th>
<th>Grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume &amp; 2 future PM job desc.</td>
<td>1%</td>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>Class Participation</td>
<td>4%</td>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td></td>
<td></td>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>Assignment (10@25points)</td>
<td>25%</td>
<td>B</td>
<td>83- 86.9%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>Class Team Debate Participation</td>
<td>5%</td>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>Exams (Midterm Exam)</td>
<td>25%</td>
<td>C</td>
<td>70-76.9%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>F</td>
<td>Below 60%</td>
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NOTE: This syllabus is a guide to the data and topics to be presented in the OM493 course and may be revised for schedule and student comprehension purposes as coordinated with the GMU SOB, ISOM department administration and registered students.

Attendance Policy: Attendance in this class is not required for an asynchronously delivered class, if a student has questions on the material it is highly recommended. In order to be successful in learning the course content students must remain current with this fast-paced delivery of material. Students are expected to review the material and assignment per the schedule for all class sessions. It is typical that each week some points towards the final grade will be due in the form of in-class assignments. Therefore, not keeping up with the class pace will entail missing points. I am available by email as well as the OM493 class discussion board for general class questions.

Communications: All communications from me to you will be directed via discussion board or e-mail. I will address all of my e-mails and replies ONLY to your @gmu.edu e-mail address for concerns of privacy and confidentiality. If you use another e-mail account as your primary e-mail, please be sure to forward your GMU e-mail to that account.

Make up HW, Assignment, & Exams: Grades revision or appeals on any assignment/test/homework need to be made formally and in writing within one week of the graded deliverable being returned. Notice will be given before each exam; if you cannot take the exam at the designated time, you must make arrangements with the instructor before the exam is given. Exams may be made up only under extreme emergencies AND at the sole discretion of the instructor. A penalty for lateness may be assigned. Missed exams will be assigned a score of zero. *Late homework or missed quizzes will not be accepted without pre-coordination and approval by the instructor.*

Disability: All academic accommodations due to disability should be arranged through the Office of Disability Service (ODC). If you are a student with a disability and you require academic accommodations, please contact the ODC at 703-993-2474. I will cooperate fully with the ODC to accommodate all students’ special needs.

Honor Code: Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the code’s provisions. In the spirit of the code, a student’s word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code.

The University's Honor Code is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this code. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. For more information on the University's Honor Code, please visit http://www.gmu.edu/catalog/apolicies/#honor_system_and_code.
**Class Etiquette:** Be courteous to and respectful to the instructor and your colleagues in class! Talking, texting, playing on laptop, doing work from other classes, or anything else that detracts from the in-class learning environment is not acceptable in the class.

**Learning Goals for the ISOM Major (note: Goals addressed in this course are highlighted in bold text)**

1. Apply knowledge of information technology and business functions to understand its application in assessing, designing and improving business processes.

2. Develop data organization, storage and processing solutions to support organizational needs for information management. They will also have the option of developing skills in the area of supporting decision making through business intelligence solutions.

3. Use knowledge of computer networks as part of the IT solutions for improving business processes. They will also have option of developing more advanced skills in the areas of network and security.

4. **Effectively manage information technology projects.**

5. Understand the overall systems development life cycle and be able to recommend IT system solutions accordingly. They will also have option of learning appropriate development tools to develop prototype of IT solutions for business management.

**Course Topics and Schedule**

A tentative list of topics is given below. The list follows the basic order and coverage of topics in the required text, and is subject to change during the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01</td>
<td>Modern Project Management</td>
<td>Ch. 1</td>
<td>To be read ahead of time – come to class to discuss</td>
</tr>
<tr>
<td>06/03</td>
<td>Org. Strategy and Proj. Selection</td>
<td>Ch. 2</td>
<td>MHHE Connect Assessment Chapter1 - Due</td>
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<td></td>
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<td></td>
<td>- Resume and Picture due posted to BB</td>
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<tr>
<td>06/05</td>
<td>Org: Structure and culture</td>
<td>Ch. 3</td>
<td>MHHE Connect Assessment Chapter 2 - Due</td>
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<tr>
<td>06/08</td>
<td>Defining the Project</td>
<td>Ch. 4</td>
<td>MHHE Connect Assessment Chapter 3 - Due</td>
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<td></td>
<td>- Project Study Plan – due 2 pgs.</td>
</tr>
<tr>
<td>06/10</td>
<td>Estimating Project Times and Cost</td>
<td>Ch. 5</td>
<td>MHHE Connect Assessment Chapter 4 - due</td>
</tr>
<tr>
<td>06/12</td>
<td>Developing a Project Schedule</td>
<td>Ch. 6</td>
<td>MHHE Connect Assessment Chapter 5 - due</td>
</tr>
<tr>
<td>06/15</td>
<td>Managing Risk</td>
<td>Ch. 7</td>
<td>MHHE Connect Assessment Chapter 6 – due</td>
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<td></td>
<td></td>
<td></td>
<td>Mid Term Exam (Ch1-7) Posted - Online</td>
</tr>
</tbody>
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### Per GMU SUB policy this course is to be offered asynchronously. Therefore, the lectures will be recorded and posted for student review at their designated timeframe. Class lesson recordings will be posted by the completion of Lesson Schedule above so by 10:00pm on the night of the lesson the lecture for that session will be posted. As an option, students will be notified and able to participate in the class recording as coordinated for improved but not required engagement.

A typical Class will consist of the following component: (7:00 PM -10:00 PM – 3 Hrs.)

1. Review of course syllabus & current activity progress – Professor
2. Questions from students on previous chapters covered – Students emails or posts to DB
3. Questions from students on upcoming chapter and assignments - Students emails or posts to DB
4. Review of chapter Power point slides as a theory basis - Professor
5. Chapter review / Discussion Questions – (use BB Discussion Board) Students responses to DB
6. Chapter case review – if 2 cases then ½ of class takes each case by G# Students posts to DB
7. Summary Chapter Discussion as a Group Professor

### Exam Format – Note questions will be randomized and drawn from a larger pool of similar questions

Exams Consist of 4 short response or essay questions (may have multiple parts) per chapter for 100 points.

Mid Term Chapter 1 – 7 consist of 7*3 = (21 questions +4 additional) * 4 points each = 100 Points
Final Exam Chapter 8—16 consists of 30 questions 5 per chapter, 3.33 points each = 100 points