

# PMG 501 Project Management Theory

Online Accelerated Course | Fall A 2023 | Sections 90988 & 90989

# **Course and Faculty Information**

Course Term: August 17- October 6, 2023

Course Description: This course provides an overview of theories guiding conceptual development and practice of project management (PM). Topics include theory building, paradigms of knowledge creation, and constructs related to the three domains of project management (people, process, and business environment). Using a critical analysis approach, it examines conventional and emerging theories of project management and related tasks, including: identifying and partnering with stakeholders; leading and governing projects; communicating and building shared understanding; managing human resources; budgeting and allocating resources; and assessing and managing risks. Students will develop analytical, communicative, and creative skills that enable them to interpret, synthesize, and apply theories to solve complex project management problems.

**Credits: 3** 

**Prerequisites:** Degree-seeking or non-degree seeking graduate student

Instructor: Dr. K Holland

Contact Info: email: K.J.Holland@asu.edu phone: (703) 339-1274 Office

**Hours:** available by appointment.

College Contact: This course is offered by the College of Integrative Sciences and Arts (CISA). For more information about the college, visit our website: <a href="https://cisa.asu.edu">https://cisa.asu.edu</a>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to <a href="cisa@asu.edu">cisa@asu.edu</a>.

Below are the Course Learning Outcomes and Course Objectives for this course. Learning Outcomes describe what you will be able to do by the end of this course based on the work, activities and interactions. They typically describe essential skills and habits you will gain as a result of engaging in the work. Course Objectives describe what you will be able to do based specifically on what I will cover in this course.

# **Course Learning Outcomes**

At the completion of this course, students will be able to:

- 1. Explain the role of theory in project management;
- 2. Critically analyze and apply theories relevant to three project management domains (people, process, and business environment);
- 3. Apply various project management theories to different operational contexts.

# **Course Objectives**

- 1. Compare at least three theories of project management.
- 2. Analyze three project management theories of stakeholder management and engagement.
- 3. Explain three leadership theories and project governance models.
- 4. Summarize three project management communications theories, explaining how these promote development of shared understanding among team members.
- 5. Contrast three theories of human resources management.
- 6. Evaluate two theories of value and resource allocation.
- 7. Summarize two theories of risk their relationship to uncertainty.

# **Textbooks, Required Readings and Materials**

All readings will be supplied via Canvas. Please see detailed list in each week's module. The readings are also listed in the course outline section below.

This course requires the use of Packback, an online learning platform. The associated cost for the Packback access (\$50.50) will automatically post to your student account following the add/drop period: Digital Integrated Course Materials

## **How to Get Help from the Packback Team:**

**How to Register on Packback:**[Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback tool link on the left side of your course Canvas page.



2. Follow the instructions on your screen to finish your registration.



# **Face Coverings**

For current information about face covering requirements, please visit the <u>FAQ page</u>. If you require accommodations due to a disability or health-related concern, please contact the Disability Resource Center.

### **Course Access**

Your ASU courses can be accessed by both <u>my.asu.edu</u> and <u>asu.instructure.com</u>; bookmark both in the event that one site is down.

# **Computer Access Requirements**

We encourage you to use a PC or Apple laptop or desktop. You will need an internet connection that can effectively stream videos. It is recommended that your internet download speed is at least 5.0 mbps. You can use this tool to test your current connection.

### Who is eligible?

• Any currently enrolled ASU student is eligible to checkout a laptop or WiFi hotspot. The current availability of laptops can be found <a href="here">here</a>.

### Borrowing and returning laptop rules

- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.

- Laptops are available for checkout at the following libraries on all four campuses: (<u>Please</u> check online for current library hours) O Downtown Phoenix campus Library
  - O Polytechnic campus Library
  - Tempe: Hayden and Noble Libraries
  - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

# **Additional Requirements**

This course requires the following technologies:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Computer, keyboard, and speaker
- Microsoft Office (<u>Microsoft 365 is free</u> for all currently-enrolled ASU students)
   Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

### **Student Success**

To be successful in this course:

- Please check the course daily.
- Read the announcements. I post these a couple of times a week. They're usually time-sensitive. Read and respond to course email messages promptly.
- Complete assignments by the due dates specified.
- Communicate regularly with your instructor and peers.
- Create a study and/or assignment schedule to stay on track. Due dates are noted on course calendar.
- Access ASU Online Student Resources or CISA Academic Resources

# **Grading**

Your grade will be determined based on the following grading schema:

Grade	Percentage
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A+	100-99%
A	<99-94%
A-	<94-90%
B+	<90-88%
В	<88-84%
B-	<84-80%
C+	<80-78%
С	<78-70%
D	<70-60%
E	<60%
EU	<60%
EN	0%

# **Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments are generally available within **72 hours** of the due date (excluding weekends) in the Gradebook.

# **Late or Missed Assignments**

Late assignments are accepted up to 72 hours (3 days) past the due date. A 10% deduction per day to the score will be applied, unless there are extenuating circumstances and you have notified the instructor in advance of missing the deadline. After three days, the submission portal closes and a grade of 0 is posted.

Follow the appropriate University policies to request an <u>accommodation for religious practices</u>, or to request accommodation for missed assignments <u>due to University-sanctioned activities</u> or <u>active military</u> service.

# **Attendance Policy**

This is an online asynchronous course with no time-specific attendance requirements. Please see Course Time Commitment section below for expected time investment at hours of your choosing.

# **Communicating with your Instructor and Classmates**

### **Classroom Community**

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### **Community Forum**

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours (excluding weekends).

#### **Email**

ASU email is an <u>official means of communication</u> among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

### **Course Outline**

### Week 1: Theories and Paradigms in Project Management

This week, you'll learn about the role of theory in project management. By the end of this unit, you'll be able to explain and compare three project management theories and four research paradigms.

### **Learning Objectives:**

- 1. Describe four research paradigms and the role of theory in project management.
- 2. Summarize the scientific method and components of a theory.
- 3. Compare and contrast basic and applied research and the paradigms underlying each.
- 4. Examine how project management theory has changed over time.

### Learning Materials:

#### **READINGS:**

- 1. **Bredillet, C.** (2007-2008). Nine perspectives on research in project management. *Project management journal*. Part 2: 38(3), 3-5. Part 3: 38(4), 2-4. Part 4: 39(1), 2-61. Part 5: 39(2), 2-4. Part 6: 39(3), 2-5.
- 2. **Koskela, L. & Howell, G. A.** (2002). The underlying theory of project management is obsolete. Paper presented at PMI® Research Conference 2002: Frontiers of Project Management Research and Applications, Seattle, Washington. Newtown Square, PA: Project Management Institute.

- 3. **Muriithi, N. & Crawford, L.** (2003). Approaches to project management in Africa: implications for international development projects. *International journal of project management*, 21(5), 309319.
- 4. **Pollack, J.** (2007). The changing paradigms of project management. *International journal of project management*, 25(3), 266-274.
- Skaar, J., Bolviken, T., Koskela, L., & Kalsaas, B.T.
   (2020). Principles as a bridge between theory and practice. In I.D. Tommelein & E. Daniel (eds.), Proceedings of the 28<sup>th</sup> Annual Conference of the International Group for Lean Constructions (IGLC28), Berkeley, CA. (pp. 1-12).

#### VIDEOS:

- Lecture 1.1—What is theory and why does it matter?
- Lecture 1.2—Theories and paradigms of project management

#### Assignments:

- Annotate readings in Perusall
- Discussion board: Introductions and aspirations

### **Key Concepts Covered:**

- Paradigms and their normative assumptions
- Epistemology & ontology
- Pragmatism, positivism, constructivism, interpretivism
- Operationalizing critical
- Theory & theory development
- · Scientific method
- Hypotheses and variables
- Data & evidence
- Constructs & propositions
- Boundary conditions
- Context, operating environment
- Empirical, conceptual, computational
- Causation vs. correlation
- Basic vs. applied research
- Relationship between theory & practice
- Research design
- Unit and levels of analysis
- Qualitative
- Quantitative
- How social science theories differ from physical and natural sciences—their constitutive power
- Principles vs. standards

### Week 2: Stakeholder and Human Resources Management Theories

In this module, we'll learn about the importance of stakeholders to project success. By the end of this unit, you'll understand the theoretical foundations and rationale for stakeholder engagement. You'll also compare several theories of human resources management and motivation to understand employees as internal stakeholders.

#### **Learning Objectives:**

- 1. Explain the origins and iteration of stakeholder theory.
- 2. Describe practical and ethical aspects of stakeholder engagement.
- 3. Discuss and critique theories of human capital, human development, and motivation.
- 4. Identify and compare practices associated with (in)effective human resources management.

### Learning Materials:

#### **READINGS**

- 1. **Eskerod, P., Huemann, M., & Savage, G.** (2016). Project stakeholder management—Past and present. *Project Management Journal*, 46(6), 6-14.
- 2. **Bourne, L.** (2017 Aug. 21). Levels of stakeholder engagement. Web log retrieved from

https://stakeholdermanagement.wordpress.com/2017/08/21/levels-of-stakeholder-engagement/

- 3. **Murdick, R.G.** (1976). Managing human resources in project management. *Project Management Quarterly*, 7(2), 21-25.
- 4. **Swanson, R.A.** (2001). Human resource development and its underlying theory.
- 5. **Project Management Institute** (2017). The drivers of agility: Engaging people and building processes to accelerate results. Newtown Square, PA: Project Management Institute.

#### **VIDEOS:**

Lecture 2.1—Stakeholder theories and their application to PM •
 Lecture 2.2—Overview of human capital, human resource development, and motivation theories in project management

#### Assignments:

- Perusall—annotate readings
- Discussion board analysis 

   Read Drakos (2021) critique of human capital theory.
  - o Respond to prompt. Later, provide three peer responses.

### **Key Concepts Covered:**

- What and who are stakeholders?
- Internal and external stakeholders
- Evolution of stakeholder theory
- Identifying stakeholder interests
- Three approaches to stakeholder engagement
- Arnstein's ladder of participation
- Accountability & legitimacy
- Cooperation
- Difference between theories, frameworks, and models
- Problem structuring/framing
- Literature review
- Psychological safety
- Team effectiveness
- Collaborative team environment
- Economic theory
- Synthesis
- Human resources management system
- Motivation theories
- Humanistic management

### Week 3: Theories of Project Management Leadership and Governance

This module presents leadership and governance theories relevant to project management. By the end of this unit, you'll be able to explain three theories of leadership and governance, practices associated with each, and their role in project management success.

### **Learning Objectives:**

- 1. Define project governance and its component elements.
- 2. Explain three theories of governance used in project management.
- 3. Define leadership and explain three leadership theories relevant to project management.
- 4. Explain the relationship between leadership, governance, and project success.

### Learning Materials:

#### **READINGS:**

- 1. **Bekker, M.C.** (2015). Project governance—The definition and leadership dilemma. Procedia—Social and Behavioral Sciences, 194, 33-43.
- 2. **Kelly, E.V.** (2010). Governance rules! The principles of effective project governance. Paper presented at PMI® Global Congress 2010—North America, Washington, DC. Newtown Square, PA: Project Management Institute.
- 3. Nixon, P., Harrington, M., & Parker, D. (2012). Leadership performance is significant to project success or failure: A critical analysis. *International Journal of Productivity and Performance Management*, 61(2), 204-216.
- 4. **Turner JR & Müller R.** (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project Management Journal*. 36(2):49-61.
- 5. Coleman, S. & Bourne, M. (2018 Oct.). Project leadership: skills, behaviours, knowledge, and values. Buckinghamshire, UK: Association for Project Management.

#### **VIDEOS**

- Lecture 3.1—Theories of project governance
- Lecture 3.2—Leadership theories, competencies, and contingencies in project management

#### Assignments:

- Annotate readings in Perusall
- *Discussion board analysis:* SoftEd (2021). PMBOK 7: The adaptive project manager.

### **Key concepts covered:**

- Governance & its control function
- Polycentric governance
- Regulatory environment
- Compliance
- Rational choice theory
- Agency theory
- Transaction cost theory
- Resource dependence theory
- Shareholder theory
- Stewardship theory
- Leadership
- · Distributed vs. centralized
- Technical vs. adaptive challenges
- Informal vs. formal authority
- Leadership competencies
- Mental models and surfacing assumptions
- Project success factors
- Transactional, transformational, and leader-member exchange (LMX)
- Emotional intelligence
- Self-organization
- Uncertainty avoidance
- Organizational culture

### Week 4: Theories of Coordination, Communication, and Control

This unit introduces project management theories of coordination and control and the role of communication in each. By the end of this unit, you'll be able to explain and compare three theories of communication and control that inform project management practice.

### **Learning Objectives:**

- 1. Explain the functions of coordination, control, and communication in project management.
- 2. Compare and contrast Command & Control (C2) with adaptive control.
- 3. Describe 10 types of behavioral biases in project management.
- 4. Identify risks and benefits of poor/effective communication in project management.

### Learning Materials:

#### **READINGS:**

- 1. **Alleman, G.B. (2015)**. Is there an underlying theory of software project management? A critique of transformational and normative views of project management.
- 2. **Badiru**, **A. B.** (2007). Communication, Cooperation, and Coordination Model for Process Improvement of C2 Projects. Defense Technical Information Center, Jun, 1-19.
- 3. **Flyvbjerg, B. (2021)**. Top ten behavioral biases in project management: An overview. *Project Management Journal*, 52(6), 531-546.
- 4. **Project Management Institute (2013 May)**. The high cost of low performance: The essential role of communication. Newton Square, PA: Project Management Institute.
- 5. **Ziek, P., & Anderson, J. D.** (2015). Communication, dialogue and project management. *International Journal of Managing Projects in Business*, 8(4), 788-803.

#### **VIDEOS**

- Lecture 4.1—Theories of control and coordination in PM
- Lecture 4.2—Communication theory and practice in PM

#### Assignments:

- Annotate readings in Perusall
- Discussion board: Intel case study (Lavell, 2010)

### **Key concepts covered:**

- Coordination
- Command and control (C2)
- Mechanism
- Self-organization
- Control systems
- Adaptive control
- Cooperation and its forms in PM
- · Conflict & ways to address it
- Types of planning in PM
- Behavioral biases
- Cognitive biases
- Politics & power in organizations
- Communication
- Information flow & feedback
- Risks of ineffective communication
- Importance of clarity, detail, checking for understanding, & asking questions
- Communicating key PM topic areas (e.g., objectives, budget, schedule, scope)
- Priming effect
- Constitutive control
- Dialogue

#### Week 5: Theories of Resource Allocation and Value

This module presents theories of value and resource allocation in the context of project management. By the end of this unit, you'll be able to explain, compare, and apply three theories that guide resource allocation and value creation in project management.

#### **Learning Objectives:**

1. Explain the difference between value and benefits in project management.

- 2. Identify tangible and intangible forms of resources essential to project success.
- 3. Summarize the theory of constraints, contrasting it with capabilities theory.
- 4. Analyze the relationship between resources and strategy.

#### Learning Materials:

- 1. **Simsit, Z.T., Gunay, N.S., & Vayvay,** O. (2014). Theory of constraints: A literature review. *Procedia—Social and Behavioral Sciences*, 150, 930-936.
- 2. **Alleman. G**. (2021). Capabilities based planning. https://www.linkedin.com/pulse/capabilities-based-planning-glen-alleman-mssm-usc-1e/
- 3. **Koskela, L., & Ballard, G.** (2006). Should project management be based on theories of economics or production? *Building Research & Information*, 34(2), 154-163.
- 4. **Kerzner, H.** (2015). Value management and benefit realization. Retrieved from <a href="https://hennyportman.files.wordpress.com/2015/04/value-management-and-benefitsrealization-by-dr-harold-kerzner.pdf">https://hennyportman.files.wordpress.com/2015/04/value-management-and-benefitsrealization-by-dr-harold-kerzner.pdf</a>

5. **Bower, J.L., Doz, Y.L., & Gilbert, C.G.** (2005). Linking resource allocation to strategy. In J.L. Bower & C.G. Clark (eds.), *From resource allocation to strategy* (pp. 3-25). Oxford, UK: Oxford University Press.

#### **VIDEOS**

- Lecture 5.1—Theories of constraints and capabilities
- Lecture 5.2—Resource allocation in project management
- Watch: 3 capacity planning tips for IT teams https://www.youtube.com/watch?v=f16M6YV2q3w

#### Assignments:

- Annotate readings in Perusall
- Discussion board: Read and analyze Crawford (2009)

### **Key concepts covered:**

- Resources
- Tangible & intangible
- Budgeting & procurement
- Capabilities & capacity
- Theory of constraints
- · Value vs. benefits
- Value delivery system & components
- · Earned value
- Cost-benefit analysis
- Strategy
- · Co-benefits
- Business model
- Externalities & ESG reporting
- Quality
- Efficiency—static vs. dynamic
- Contingencies
- Sustainability
- Metrics & KPIs
- Leading and lagging indicators
- Impact

### Week 6: Risk, Decision Making, and the Future of Project Management

This final unit explores risk, uncertainty, complexity, and the future of project management theory. By the end of this unit, you'll be able to explain the conceptual foundations of risk in project management and the importance of understanding the broader social, political, economic, cultural, and ethical contexts that often give rise to it. You'll also demonstrate mastery of what you've learned in this course by constructing your own philosophy of project management informed by paradigms, theories, and concepts from modules 1-6.

### **Learning Objectives:**

- 1. Compare three types of risks, identifying their similarities and differences.
- 2. Summarize sources of risk and uncertainty in project management.
- 3. Evaluate your personal tolerance for risk and the implications of those results.
- 4. Construct your personal philosophy of project management, drawing from paradigms, theories, and concepts we've studied in this course and the PMBOK-7 twelve principles of project management.

#### Learning Materials:

- 1. Combined PDF (8 pages total):
- a) Alleman, G. (2013). Both aleatory and epistemic uncertainty create risk; and b) Baccarini, D. (2001). Risk management Australian style—theory and practice. Paper presented at Project Management Institute annual seminars & symposium, Nashville, TN. Newtown Square, PA: Project Management Institute.
- 2. **Project Management Institute (2013).** Navigating complexity. Newtown Square, PA: Project Management Institute.
- 3. Levitt, R.E. (2011) Towards project management 2.0. Engineering Project Organization Journal, 1(3), 197-210.
- 4. Wiewiora, A. & O'Connor, P. (2021). Knowing when to embrace ambiguity and when to fear it: Developing the ability to manage uncertainty in project management. Newtown Square, PA: Project Management Institute.
- 5. Cooke-Davies, T., Cicmil, S., Crawford, L., & Richardson, **K.** (2007). We're not in Kansas anymore, Toto: Mapping the strange landscape of complexity theory, and its relationship to project management. Project Management Journal, 38(2), 50-61.

#### **VIDEOS**

- Lecture 6.1—Risk, Uncertainty, and Complexity
- Lecture 6.2—Evolutionary perspectives & the future of PM

#### Assignments:

- Annotate readings in Perusall
- Construct your personal philosophy of project management

### **Key concepts covered:**

- Risk
- Aleatory & epistemic uncertainty
- Organizational and systemic risk
- Dependencies & tradeoffs
- Ambiguity & volatility
- Opportunities & threats
- Systems thinking & holism
- Abductive, deductive, & inductive logic
- Decision making
- Slack and buffers
- Change, evolution, & adaptation
- Resilience
- Complexity
- Dissipative structures
- Attractors & emergence
- Deterministic vs. stochastic
- Antifragile
- Tailoring & discerning
- **Diagnostics**
- **Ethics**

PMG 501 Fall A 2022 Foresight-environmental scannin 14

# **Assignment Details**

#### Annotating Weekly Readings via Perusall

Each week has five readings to help you gain mastery of the topic for that week. You will make comments in each reading to reflect your insights, understanding, and questions that arise as you read the articles. These annotations will be visible to other students to help everyone learn from each another.

#### Weekly Discussions in Packback

Each week includes a question, case, or article that will guide discussion among the entire class asynchronously. These discussion boards (DBs) consist of two parts. First, you will write and submit an initial post responding to a prompt and using the required formatting. The second part entails generating three peer responses to comment on your classmates' posts.

You will be assessed on the quality of your comments and participation in the discussions. High quality responses demonstrate ability to draw connections across that week's content, as well as integrating that with information you've previously been exposed to in prior units and your own professional experiences.

### Weekly papers in Packback Deepdive

Two weekly one-page papers will be submitted in Weeks 2 and 4. The one page is for content; you will have a title page and a reference pager in accordance with APA standards. Each paper will be worth 50 points.

Final Assignment: Personal Philosophy of Project Management This term we will be using the Packback Platform for:

• **Deep Dives** You'll submit graded writing assignments on Packback via Packback Deep Dives. On Deep Dives, you'll see the specific assignment details & rubric and as you write, get real time feedback on how you're anticipated to score on each rubric category. Packback will also give you feedback on your sources and help you auto-generate sources in the correct format.

All of these unique assignments live in our course's Packback community. Registration details are above in the textbook section.

### **Deep Dives Requirements**

You will use Deep Dives in our Packback community to research, write, and submit [essays, papers, journals, case studies] in this course.

The purpose of Deep Dives is to provide you with immediate feedback as you work on your writing submission.

You access all Deep Dives assignments (once they are assigned and viewable), by clicking "Deep Dives" on the left side of the community homepage. All writing & research should be done in Deep

Dives - Packback will give you grammar, formatting, and research feedback. Packback will also support citations for you.

Deep Dives will autosave your work as you type (like google docs). You can close out and come back as much as you'd like between the assignment start and due dates.

You will complete [3] writing assignments on Deep Dives: two weekly short papers and your final PM philosophy paper. See modules for the start and due dates for each assignment.

#### **Grade Breakdown**

Weekly Discussions	350 points
Five discussions @ 70 points each	
Weekly Papers (x2)	100 points
Perusall annotations	300 points
6 x 50 points = 300 points	
Final Assignment: Personal Philosophy	350 points
TOTAL =	1,100 points

# **Due Dates**

Course Schedule	Points	Due Date All assignments are due at 11:59 pm AZ time on dates shown
Module 1: August 17 - 20 Theories & paradigms in PM		
Discussion Board	70	Initial post: Saturday 08/19 Peer responses: Sunday 08/20
Perusall annotations	50	08/20

Course Schedule	Points	Due Date
		All assignments are due at 11:59 pm AZ time on dates shown
<b>Module 2: Aug. 21 - 27</b>		
Stakeholders & Human Resources		
Discussion Board	70	Initial post: Wednesday 08/23 Peer
		responses: Sunday 08/27
Perusall Annotations	50	8/27

Module 3: Aug. 28 - Sept. 3		
Leadership and Governance		
		Initial post: Wednesday 08/30 Peer
Discussion Board	70	responses: Sunday 09/03
Perusall Annotations	50	09/03
Short paper	100	09/03
Module 4: Sept. 4 - 10 Coordination, Communication, & Control		
Discussion Board	70	Initial post: Wednesday 09/06 Peer responses: Sunday 09/10
Draft Philosophy Paper (In Canvas) Peer Feedback (In Canvas)	40	9/17
	10	9/24
Perusall Annotations	50	09/10
Module 5: Sept. 11 - 17 Resource Allocation & Value		
Discussion Board	70	Initial post: Wednesday 09/13 Peer responses: Sunday 09/17
Perusall Annotations	50	09/17
Short paper	100	9/17
Module 6: Sept. 18 - 24 Risk, Decision Making, & the Future of Project Management		
Perusall Annotations	50	09/30
Module 7: Sept. 25 -Oct 1 Final project		
Personal Philosophy (In Packback)	350	10/05

# **Submitting Assignments**

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the <u>Time Converter</u> to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

### **Course Time Commitment**

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for collegelevel courses, which translates to:

- · 1 credit hour = 45 total hours
- · 2 credit hours = 90 total hours
- · 3 credit hours = 135 total hours
- · 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per	Total Time Requirement for a	
_	Week for a 3-credit course	3-credit Course	
6 weeks	22.5 hours	135 hours	
7.5 weeks	18 hours	135 hours	
8 weeks	17 hours	135 hours	
15 weeks	9 hours	135 hours	

# **Drop and Add Dates/Withdrawals**

If you are unable to take this course for any reason, be aware that there is a limited timeline to <u>drop or add</u> <u>the course</u>. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: <u>Withdrawal from Classes</u>, <u>Withdrawing as a Financial Aid Recipient</u>, <u>Medical/Compassionate Withdrawal</u>, and a <u>Grade of Incomplete</u>.

# **Grade Appeals**

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the CISA Grade Appeals policy.

# **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <u>ASU Student Resources</u> for Academic Integrity or provost.asu.edu/academicintegrity for more information.

# **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

# **Student Conduct**

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the

student's behavior disrupts the educational process per <u>Instructor Withdrawal of a Student for Disruptive Classroom Behavior</u>. The Office of Student Rights and Responsibilities accepts <u>incident reports</u> from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/onlineresources.html.

# **Student Accessibility and Inclusive Learning Services** (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc)

Email: DRC@asu.edu

**SAILS Phone:** 480-965-1234 **SAILS FAX:** 480-965-0441

# **Tutoring**

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit https://tutoring.asu.edu or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

### **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

### **Mental Health**

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: <a href="mailto:eoss.asu.edu/counseling">eoss.asu.edu/counseling</a>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

# **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with <u>SSM</u> 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or offcampus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

# **Prohibition of Commercial Notetaking Services**

In accordance with <u>ACD 304-06 Commercial Note Taking Services</u>, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

# **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at eac@asu.edu or the faculty head, Dr. Denise Bates.

### **Academic Affairs Manual**

For a complete guide to Arizona State University course policies, please refer to the <u>Academic Affairs</u> Manual (ACD).

# **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that

unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.