

## Syllabus

### Course Overview

This course introduces you to the fundamental basics of project management, providing a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools, and techniques defined by the Project Management Institute (PMI), including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile (Scrum, Lean, DSDM, and XP), PRINCE2, Waterfall, and Six Sigma. Finally, in this course, you study project politics and ethics, collaboration, and team-building and leadership.

### Audiovisual Presentation

You must use Kaltura or similar software to record a presentation for an assignment in this course. All Capella learners have access to Kaltura. To record and deliver your presentation, you may use Kaltura or, with instructor approval, an alternative technology. You will also need an external or built-in webcam and microphone available. Refer to [Using Kaltura](#) for setting up your hardware and for more information about this courseroom tool.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Technology Resources

Capella offers tutorials, labs, or a virtual desktop as part of this course. These resources offer software or guided practice in performing tasks related to achieving course competencies and completing assignments. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate project management methodologies and frameworks.
- 2 Evaluate the significance of project management benefits to business and IT projects.
- 3 Explain project management documentation to support business or IT projects.
- 4 Communicate effectively.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Kloppenborg, T., Anantatmula, V. S., & Wells, K. (2019). *Contemporary project management* (4th ed.). Boston, MA: Cengage Learning. ISBN: 9781337406451.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Al-Shargabi, B., & Sabri, O. (2015). [An evaluation of MIS implementation success factors](#). *Proceedings of the International Conference on Engineering and MIS 2015 (ICEMIS '15), Istanbul, Turkey*, 9. doi:10.1145/2832987.2833003
- Dinsmore, P. C., & Cabanis-Brewin, J. (2014). *The AMA handbook of project management*. New York, NY: Amacom.
- Drob, C., & Zichil, V. (2013). [Overview regarding the main guidelines, standards and methodologies used in project management](#). *Journal of Engineering Studies and Research*, 19(3), 26–31.
- Dybå, T., & Dingsøy, T. (2015). [Agile project management: From self-managing teams to large-scale development](#). *Proceedings of the 37th International Conference on Software Engineering (ICSE 15), Florence, Italy*, 2, 945–946.
- Fernandez, D. J., & Fernandez, J. D. (2009). [Agile project management: Agilism versus traditional approaches](#). *The Journal of Computer Information Systems*, 49(2), 10–17.
- Gomes, S., & João, M. (2010). [Improvement of segment business using DMAIC methodology: A case study](#). *International Journal of Performability Engineering*, 6(6), 561–576.
- Jones, M. C. (2008). [Large scale project team-building: Beyond the basics](#). *Communications of the ACM*, 51(10), 113–116.

- Meridian Educational. (2000). *Business ethics: A 21st-century perspective* [Video]. Films on Demand.
- Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA. 2017.
- Remer, D. S., & Ross, E. M. (2014). *Review of project and engineering management certifications offered by professional organizations*. *Engineering Management Journal*, 26(4), 3–12.
- Skillsoft (n.d.). *Microsoft Project 2016: Introduction to Microsoft Project* [Video].
- Skillsoft. (n.d.). *Microsoft Project 2016: Tracking projects* [Video]. null
- Waters, B. (n.d.). *The process groups (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
- Waters, B. (n.d.). *Planning risk management (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Agilemethodology.org. (2008). *The Agile movement*. Retrieved from <http://agilemethodology.org/agile-methodology-what-is-it/>
- *American Productivity & Quality Center (APQC)*. (n.d.). Retrieved from <https://www.apqc.org/>
- CompTIA. (n.d.). *CompTIA Project+*. Retrieved from <https://certification.comptia.org/certifications/project>
- Fister Gale, S. (2016). *Making the case: business-case templates give project teams the direction they need to deliver the right project, right on time*. *PM Network*, 30(6), 62–71.
- Investopedia. (2013). *5 most publicized ethics violations by CEOs*. Retrieved from <http://www.forbes.com/sites/investopedia/2013/02/05/5-most-publicized-ethics-violations-by-ceos>
- iSixSigma. (n.d.). *What is six sigma?* Retrieved from <https://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma>
- Prince2.com. (n.d.). *What is Prince2?* Retrieved from <https://www.prince2.com/usa/what-is-prince2>
- Project Management Institute. (n.d.). *About standards*. Retrieved from <https://www.pmi.org/pmbok-guide-standards/about>
- Project Management Institute. (n.d.). *Certified associate in project management (CAPM)*. Retrieved from <http://www.pmi.org/certifications/types/certified-associate-capm>
- Project Management Institute. (n.d.). *PM network*. Retrieved from <http://www.pmi.org/learning/publications/pm-network>
- Project Management Institute. (n.d.). *PMI agile certified practitioner (PMI-ACP)*. Retrieved from <http://www.pmi.org/certifications/types/agile-acp>
- Project Management Institute. (n.d.). *PMI code of ethics and professional conduct*. Retrieved from <https://www.pmi.org/about/ethics/code>
- Project Management Institute. (n.d.). *PMI today*. Retrieved from <http://www.pmi.org/learning/publications/pmi-today>
- *Project Management Institute*. (n.d.). Retrieved from <http://www.pmi.org>

### Suggested

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

- Skillsoft. (n.d.). *IT project management essentials: Introduction to IT project management* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Project fundamentals (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
- Waters, B. (n.d.). *Control the project schedule (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Creating a project budget (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Develop the project schedule (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Manage and control quality (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Project changes and closing (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft Ireland.
- Waters, B. (n.d.). *Project initiation and planning (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Richie, G. D. (2017). *Microsoft Project 2016: Microsoft official academic course*. Hoboken, NJ: Wiley. ISBN: 9781119298281.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Projects

### Project >> Project Plan Case Study

#### Project Overview

## Project Plan Case Study Scenarios

For this course project, you must select a case study to use throughout the course to complete the assignments.

Review the parameters for choosing your own case study and for selecting a predetermined case study. Once you have read through the material, decide which you will do.

- **Case Study 1: Destination Wedding**
  - You have been tasked with creating a project to manage a destination wedding. You will be required to figure out the destination. You have been given a budget of \$25,000. You will have to determine all costs and resources. The project must be completed in six months.
- **Case Study 2: Data Integration Software Tool for Communications 'R' Us Phone Company**
  - You have to build a software tool that enables data to be used by a variety of software applications for a telephone company. The team consists of an unknown quantity of personnel for the design, development, building, deployment, and operation and maintenance of the system. The team members may be located in different time zones. The sponsor, Ted Telee O'Phone, has asked that the tool should also be available in "the Cloud" so that the stakeholders may access it through an Internet browser. The budget for this project is \$50,000.
- **Case Study 3: Website for Dee Dee's Pawn Star Shop**
  - You are leading a team of three individuals to deliver an e-commerce website for a small local pawn shop. You are working with a suggested budget of \$10,000 to deliver the development of the site, all hardware, and hosting services.
  - The sponsor, Dorothy Deal, would like the site to highlight "Deals of the Day," as well as items she is looking for to complete collectible collections.
- **Case Study 4: Trip of a Life Time**
  - You have been asked to plan the trip of a lifetime for a family of 4 to visit 5 countries in 3 weeks with a budget of \$35,000. You will need to determine all costs, schedule and resources for this to be a success.

## Instructions

Using your selected case study project, you will build a Project Management Plan that will include the following:

1. Project Summary.
2. Summary of the Project Charter including a PM methodology.
3. Work Breakdown Structure (WBS)
  1. A WBS built in MS Project based on your selected business or IT project.
  2. A WBS that includes, at a minimum, four levels.
4. Communications Matrix.
5. Risk Matrix.
6. Project Budget.
7. Project Schedule.

Additionally, you will provide the following:

- Presentation explaining the Inputs, Outputs, Tools, and Techniques of each of the Knowledge Areas and Process Groups.
- Description of Project Management Training.
- Description of Project Management Certifications.

## Unit 1 >> Initiating the Project

### Introduction

Project management is a formal discipline with methods, tools, and techniques that are constantly changing with advances in technology. People have used *project management* going back thousands of years. Early construction projects included the ancient pyramids, medieval cathedrals, Indian cities, and Native American pueblos. Other large, early historical projects involved waging wars and building empires (Kloppenborg, 2019). Beginning in the 1950s, organizations began to develop a systematic project management approach to manage large-scale, schedule-driven projects.

This unit provides resources to study Project Initiation.

Project Initiation is the first of the five process groups defined in the *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide* (2017). During project initiation, the project manager:

- Aligns stakeholder expectations with the project purpose.
- Informs stakeholders of the scope and objectives of the project
- Defines expectations for the project success. (The project manager captures this information in the project charter and stakeholder register.)

The project manager applies organizational resources to project activities when project charter approval officially authorizes the project.

### References

Kloppenborg, T., Anantatmula, V. S., & Wells, K. (2019). *Contemporary project management* (4th ed.). Boston, MA: Cengage Learning.

Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA: 2017.

### Learning Activities

#### u01s1 - Studies

## Readings

Read the following from your *Contemporary Project Management* textbook:

- Chapter 2, "Project Selection and Prioritization," pages 49–51.
- Chapter 3, "Chartering Projects," pages 62–79.
- Chapter 6, "Stakeholder Analysis and Communication Planning," pages 176–189.
- Chapter 7, "Scope Planning," pages 220–239.

Read the following from the *PMBOK Guide*:

- Part 2: The Standard for Project Management.
  - Section 1: Introduction (14 pages).
  - Section 2: Initiating Process Group (3 pages).

Read the following from the Capella University Library:

- Al-Shargabi, B., & Sabri, O. (2015). *An evaluation of MIS implementation success factors. Proceedings of the International Conference on Engineering and MIS 2015 (ICEMIS '15), Istanbul, Turkey, 9.* doi:10.1145/2832987.2833003
  - Pages 1–2.
- Dinsmore, P. C., & Cabanis-Brewin, J. (2014). *The AMA handbook of project management*. New York, NY: Amacom.
  - Chapter 1, "What Is Project Management? Project Management Concepts and Methodologies," pages 18–28.
  - Chapter 26, "Project Portfolio Management: Principles and Best Practices," pages 284–296.

- Drob, C., & Zichil, V. (2013). Overview regarding the main guidelines, standards and methodologies used in project management. *Journal of Engineering Studies and Research*, 19(3), 26–31.

Use the Internet to read:

- The Project Management Institute (PMI) website. Since the Project Management Institute (PMI) was founded in 1969, it has grown to over 85,000 members worldwide. The Pennsylvania-based organization is the leading nonprofit professional association in the area of project management. It establishes standards, sponsors seminars, develops educational programs, has a professional certification program, and publishes *Project Management Journal* and *PM Network*. Its website is also an excellent resource for project managers. Review the information regarding memberships, certification, education, and publications.
  - Explore this website.
  - Explore the link for your local PMI chapter. You can find PMI chapters worldwide. Note the members, and what business organization each member represents. Follow links to websites for other PMI chapters.
  - Explore PM Network and PMI Today, two excellent sources for project management information published by PMI.
- Fister Gale, S. (2016). Making the case: business-case templates give project teams the direction they need to deliver the right project, right on time. *PM Network*, 30(6), 62–71.
- Project management standards websites:
  - "About Standards," from PMBOK Guide and Standards.
  - "What Is Prince2?" from Prince2.com.
  - "The Agile Movement," from Agilemethodology.org.
  - "What Is Six Sigma?" from iSixSigma.

## Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the Project Management Research Guide to help direct your research.

## Optional Resources

- Skillsoft. (n.d.). IT project management essentials: Introduction to IT project management [Tutorial].
  - 60 minutes.
- Waters, B. (n.d.) Project initiation and planning (PMBOK Guide sixth edition) [Tutorial]. Skillsoft.
  - 72 minutes.
- Microsoft Office Software.
  - You may use Microsoft Project to complete activities in this course. If you need practice using this software, Capella University supplies optional tutorials that can help. Use this page to access these resources.

### u01s1 - Learning Components

- Identify costs, duration, and resources to implement the project.
- Identify an appropriate project management methodology for the project.
- Identify the benefits that the project will bring to the organization
- Identify Stakeholder Assessment, Classification, and Identification.
- Identify Tasks for the project in a work breakdown structure.
- Define numbering for the WBS with levels.

### u01s2 - Software Preparation and Technology Access

In this course, you will be using software and technology that is needed to complete designated activities and assignments. There is no additional cost for this software and technology. Some software packages will be made available to you at no additional cost through Capella's subscription with Microsoft, while other software packages are available for free download through open-source licensing.

Capella University requires learners to meet certain minimum computer requirements. Please note that some software required for a course may exceed these minimum requirements. Check the requirements for the software you may need to download and install to make sure it will work on your device. Most software will require a Windows PC. If you use a Mac, refer to Installing a Windows Virtual Environment.

The software and technologies below are strongly recommended to support you in completing the course objectives. If you have access to other tools that you believe may still meet the requirements of this course, please discuss your selected alternatives with your instructor.

If you use assistive technology or any alternative communication methods to access course content, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) with any access-related questions or to request accommodations.

For this course, follow the instructions provided through the links below to download and install software or register for an account, as required.

## Microsoft Software

1. If you have a Capella MS Imagine account, go to Step 2. Otherwise, see the instructions for registering an account at [Microsoft Imagine Software Store](#).
2. Log into Capella's [Microsoft Imagine](#) WebStore.
3. Identify the version of **MS Project** that is compatible with your operating system.
4. Download and install.

For extra help, explore these additional resources on Microsoft Project:

- Skillsoft (n.d.). [Microsoft Project 2016: Introduction to Microsoft Project \[Video\]](#).
  - 2 minutes.
- Skillsoft. (n.d.) [Microsoft Project 2016: Tracking projects \[Video\]](#).
  - 3 minutes.

### u01s3 - Using Kaltura

In preparation for presenting to the project stakeholders throughout the project life cycle, complete the following:

- If you have not already done so, set up and test your microphone and webcam using the installation instructions provided by the manufacturer.
- Practice using the microphone and webcam to ensure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura](#) tutorial for directions on recording and uploading your video in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### u01a1 - Project Initiation

## Instructions

The first phase in the project management life cycle is the Project Initiation phase. To begin, you must define the project and identify the objectives, scope, and deliverables.

In this assignment, you will:

1. Select a project scenario to work with throughout the course.
2. Create a video and PowerPoint presentation in which you:
  - Define the project's objectives, scope, and deliverables in a Project Summary, including a Project Charter and a project management methodology.
  - Create a Work Breakdown Structure (WBS) for the project.

Choose a Project Scenario

Select a case study to use throughout the course to complete the assignments.

Review the parameters for choosing your own case study and for selecting a predetermined case study. Once you have read through the material, decide which you will do.

1. **Destination Wedding:** You have been tasked with creating a project to manage a destination wedding. You will be required to figure out the destination. You have been given a budget of \$25,000. You will have to determine all costs and resources. The project must be completed in six months.

2. **Data Integration Software Tool for Communications 'R' Us Phone Company:** You have to build a software tool that enables data to be used by a variety of software applications for a telephone company. The team consists of an unknown quantity of personnel for the design, development, building, deployment, and operation and maintenance of the system. The team members may be located in different time zones. The sponsor, Ted Telee O'Phone, has asked that the tool should also be available in "the Cloud" so that the stakeholders may access it through an Internet browser. The budget for this project is \$50,000.
3. **Website for Dee Dee's Pawn Star Shop:** You are leading a team of three individuals to deliver an e-commerce Web site for a small local pawn shop. You are working with a suggested budget of \$10,000 to deliver the development of the site, all hardware, and hosting services. The sponsor, Dorothy Deal, would like the site to highlight "Deals of the Day," as well as items she is looking for to complete collectible collections.
4. **Trip of a Lifetime:** You have been asked to plan the trip of a lifetime for a family of four to visit five countries in three weeks with a budget of \$35,000. You will need to determine all costs, schedule, and resources for this to be a success.

### Create Your Presentation and Deliverables

Create a 5–7-slide PowerPoint presentation with detailed notes. Your presentation should include the following:

1. Project Summary.
2. Summary of the Project Charter, including a PM methodology.
3. Work Breakdown Structure (WBS):
  - Using MS Project or other software, develop a Work Breakdown Structure (WBS) based on your selected business or IT project.
  - WBS should include, at a minimum, four levels.

Use Kaltura to present the PowerPoint and submit a video presentation. Refer to Using Kaltura for directions on recording and/or uploading your presentation in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

## Additional Requirements

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Number of resources:** Cite at least three current scholarly or professional resources.
- **Length:** Create a 5–7 slide PowerPoint with detailed notes.
- **Submission:** Submit the video presentation and the PowerPoint slides.

### Reference

Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA. 2017.

### Course Resources

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Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA. 2017.

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[Using Kaltura](#)

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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## u01d1 - Project Management Standards and Project Management Methodologies

For this discussion:

1. Select two project management methodologies. Describe the type of methodology (for example, sequential or iterative), benefits, features, type of organization, and best types of projects to implement using each of the methodologies.
2. Choose the project management methodologies you like the best and describe why you like that methodology better than the other. Provide supporting evidence for your stance.



## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion to allow time for peers to respond. The expectation for each discussion is that you respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Identify an appropriate project management methodology for the project.

### Unit 2 >> Planning the Project

#### Introduction

Project planning is an integral part of project management. Project planning tends to bring collaboration between many people involved, and planning is integrative in that the project manager must consider many factors.

The *PMBOK Guide* defines the planning process as the second Process Group out of five. The Planning Process Group consists of those processes that:

1. Establish the total scope of the effort.
2. Define and refine the objectives.
3. Develop the course of action required to attain those objectives.

References

Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA, 2017

Kloppenborg, T. (2019). *Contemporary Project Management* (4th ed.). Retrieved from <https://bookshelf.vitalsource.com/#/books/9781337670500/>

#### Learning Activities

u02s1 - Studies

## Readings

Read the following from your *Contemporary Project Management* textbook:

- Chapter 3, "Chartering Projects," pages 75–76.
- Chapter 6, "Stakeholder Analysis and Communication Planning," pages 189–194.

Read the following from the *PMBOK Guide*:

- Part 1: "A Guide to the Project Management Body of Knowledge (PMBOK Guide)."
  - Section 10: "Project Communications Management," pages 354–395.
- Part 2: "The Standard for Project Management."
  - Section 3: "Planning Process Group, pages 585–592.

Read the following from the Capella library:

- Dinsmore and Cabanis-Brewin's 2014 e-book, *The AMA Handbook of Project Management*:
  - Chapter 2, "Bodies of Knowledge and Competency Standards in Project Management," pages 31–45.
  - Chapter 3, "Project Management Process Groups: Project Management Knowledge in Action," pages 46–52.
- Fernandez and Fernandez's 2009 article, "[Agile Project Management: Agilism Versus Traditional Approaches](#)," in *The Journal of Computer Information Systems*, volume 49, issue 2, pages 10–17.

- Dybå and Dingsøy's 2015 article, "[Agile Project Management: From Self-Managing Teams to Large-Scale Development](#)," from *Proceedings of the 37th International Conference on Software Engineering (ICSE 15)*, Florence, Italy, volume 2, pages 945–946.

## Multimedia

Listen to the following multimedia piece to learn about roles on Agile projects and comparisons to traditional or waterfall development.

- [Agile Styles and Comparisons](#).

## Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [Project Management Research Guide](#) to help direct your research.

## Optional Resources

- Richie, G. D. (2017). *Microsoft Project 2016: Microsoft official academic course*. Hoboken, NJ: Wiley. ISBN: 9781119298281.
- Skillsoft. (n.d.). [IT project management essentials: Introduction to IT project management \[Tutorial\]](#).
  - 60 minutes.
- Waters, B. (n.d.). [Planning risk management \(PMBOK Guide sixth edition\) \[Tutorial\]](#). Skillsoft.
  - 67 minutes.
- Waters, B. (n.d.). [Project fundamentals \(PMBOK Guide sixth edition\) \[Tutorial\]](#). Skillsoft.
  - 51 minutes.

### u02s1 - Learning Components

- Identify Deliverables in project management plan.
- Identify Executive Summary in project plan
- Define Communications Matrix and plan in project.
- Identify Stakeholders in project.
- Define a Risk Matrix and Risk management plan for the project.

### u02v1 - Authess Practice

Click the linked title in the heading above to launch a project planning activity provided on the Authess platform. Refer to the Authess Support page in the Resources for support and information about Authess.

## Scenario Practice

This activity simulates a scenario in which you are the project manager for a company implementing a new accounting software product. The scenario begins after you have developed the project charter and are ready to move on to create the project's risk and communications matrices. What do you need to consider to evaluate and plan for risk? How will you ensure that key stakeholders in your project get the information they need, when they need it? This scenario will help you answer these questions and create matrices to capture the results and document your plans.

After completing this scenario practice you should be better prepared to successfully complete this week's Project Plan assignment.

### u02a1 - Project Plan

## Instructions

Project managers work with project management plans tailored to each specific project. We will be using a **Project Plan Template** (linked in the Resources) to complete project management tasks throughout this course for the project you chose in Unit 1.

Using the **Project Plan Template**, add the elements you created in the first assignment for your presentation:

1. Project Charter.

2. Project Scope.
3. Work Breakdown Structure (WBS).

This week, work through the Authess Practice activity in this unit to learn how to create risk and communications matrices. Then create those elements for your selected project, and add them to your **Project Plan Template**:

1. Risk Matrix.
2. Communications Matrix.

## Additional Requirements

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Length:** Use the **Project Plan Template**.
- **Font and font size:** Use Times New Roman, 12-point font.
- **Submission:** Submit your **Project Plan Template** with the sections identified above completed.

Course Resources

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Project Plan Template [DOCX]

### u02d1 - Project Versus Operations

As a project manager, you will need to understand the interaction of projects with operations.

For this discussion, write an initial post in which you:

- Evaluate the similarities and differences between an operations versus a project.
- Provide an example of operations and an example of a project in an organization. Provide supporting scholarly evidence for your choices.

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialogue further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

### u02d2 - MS Project – Create Project Schedule

Imagine you are a project manager tasked with creating a marketing campaign project schedule that defines the tasks, duration, dependencies, and resources for the Insty Chat App. Follow these steps to create your Microsoft Project schedule:

1. Create a Project to be completed in three months.
2. Enter Task details. Include a minimum of 20 tasks for a marketing campaign project schedule.
3. Add a Start and End date for each task.
4. Add Resources that reflect the resources responsible for each task.
5. Add Dependencies between tasks. The project schedule should demonstrate at least five dependencies.

Attach the project schedule to your post and provide a description of any issues you encountered and your solutions to the issues. Describe the features in Microsoft Project that most helped you complete the project schedule.

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Identify project tasks, resources, and project duration.

### Unit 3 >> Executing the Project

#### Introduction

Executing the project is the third process group out of five defined in the *PMBOK Guide*. The *PMBOK Guide* defines executing processes as those processes performed to complete the work defined in the project management plan to satisfy project requirements. This is where the work actually gets done—the knowledge and the skillsets are applied. As execution is occurring, it is important for the project manager to manage all tasks, schedules, and resources.

Reference

Project Management Institute. *Guide to the Project Management Body of Knowledge (PMBOK Guide) — Sixth Edition and Agile Practice Guide*. Newtown Square, PA. 2017.

#### Learning Activities

u03s1 - Studies

## Readings

Read the following from your *Contemporary Project Management* textbook:

- Chapter 8, "Scheduling Projects," pages 244–276.
- Chapter 10, "Budgeting Projects," pages 328–349.

Read the following from the *PMBOK Guide*:

- Part 1: "A Guide to the Project Management Body of Knowledge (PMBOK Guide)."
  - Section 6: "Project Schedule Management," pages 173–229.
  - Section 7: "Project Cost Management," pages 231–270.

Read the following from the Capella library:

- Dinsmore and Cabanis-Brewin's 2014 e-book, *The AMA Handbook of Project Management*:
  - Chapter 27, "Enterprise Project Governance: Directing and Structuring Organizational Project Decisions," pages 297–311.
- Jones's 2008 article, "Large Scale Project Team Building: Beyond the Basics," in *Communications of the ACM*, volume 51, issue 10, pages 113–116.

## Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [Project Management Research Guide](#) to help direct your research.

## Optional Resources

- Richie, G. D. (2017). *Microsoft Project 2016: Microsoft official academic course*. Hoboken, NJ: Wiley. ISBN: 9781119298281.

- Waters, B. (n.d.). [Develop the project schedule \(PMBOK Guide sixth edition\) \[Video\]](#). Skillsoft.
  - 109 minutes.
- Waters, B. (n.d.). [Creating a project budget \(PMBOK Guide sixth edition\) \[Tutorial\]](#). Skillsoft.
  - 68 minutes.

#### u03s1 - Learning Components

- Identify project tasks, resources, and project duration.
- Define the work items from WBS and costs.
- Identify planning and communication benefits.
- Communicate project management budget and schedule effectively.

#### u03s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

### Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assignments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

### Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

### Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

### Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

#### u03a1 - Project Budget and Schedule

## Instructions

In this assignment, you use Microsoft Project to create a Project Budget and a Project Schedule. You first develop your Project Schedule. Then, you include the budget for all the project-related costs. Include tasks for a minimum of five phases in your Project Schedule, with at least three levels of tasks beneath each of the phases.

Complete the following steps for this assignment:

1. Create your Project Schedule in Microsoft Project. Include tasks, durations, dependencies, resources, and a Gantt chart.
2. Develop a Budget in Microsoft Project or Microsoft Excel that includes the cost for each task, as well as subtotals for each of the five phases and a total cost.
3. Add references to your project budget and schedule, in the **Project Plan Template**.
4. Submit your final Project Plan, including your budget and schedule.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

## Additional Requirements

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Length:** Use the Project Plan Template.
- **Font and font size:** Use Times New Roman, 12-point font.
- **Submission:** Submit your final Project Plan with all sections completed.

Course Resources

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[ePortfolio](#)

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Project Plan Template [DOCX]

### u03d1 - Project Management Software and Tools

As a project manager, you need to know what project management software is available to implement on your projects. Some project management software is built around collaboration or designed to work better with sequential projects versus iterative projects.

For this discussion:

- Examine at least three project management software applications.
  - Describe the features, best uses, weaknesses, cost, and adoption in the market.
- Provide supporting evidence and references for your evaluation of project management software.

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## Unit 4 >> Monitoring the Project

### Introduction

Project management was originally a tool used by the U.S. military. Many companies have adopted project management during the past several decades. Today, companies worldwide employ dedicated project managers. The field is quickly growing in many aspects of business and IT.

As a project manager (PM), your main duty is to develop, manage, and organize projects. This can be an overwhelming task if you are not prepared. A PM must understand the needs, goals, wants, and anticipated outcomes of a project. By developing a detailed and comprehensive project management plan, the PM can successfully deliver the products, services, or results on time and within budget to meet stakeholder requirements (Weaver, 2007).

Monitoring and controlling is the fourth out of five process groups defined in the *PMBOK Guide*. Tracking, reviewing, and regulating the progress and performance of a project occurs throughout the project until closing.

Reference

Weaver, P. (2007). *The origins of modern project management*. Presented at the Fourth Annual PMI College of Scheduling Conference: "CPM Turns 50: A Celebration." Vancouver, British Columbia.

## Learning Activities

### u04s1 - Studies

## Readings

Read the following from your *Contemporary Project Management* textbook:

- Chapter 1, "Introduction to Project Management," pages 10–14.
- Chapter 14, "Determining Project Progress and Results," pages 456–497.

Read the following from the *PMBOK Guide*:

- Part 1: "A Guide to the Project Management Body of Knowledge (PMBOK Guide)."
  - Section 1: "Introduction," pages 17–25.
- Part 2: "The Standard for Project Management."
  - Section 5: "Monitoring and Control Process Group," pages 613–632.

## Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [Project Management Research Guide](#) to help direct your research.

## Optional Skillsoft Resources

- Waters, B. (n.d.). *Manage and control quality (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
  - 79 minutes.
- Waters, B. (n.d.). *Control the project schedule (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
  - 52 minutes.
- Waters, B. (n.d.). *The process groups (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
  - 73 minutes.
- Waters, B. (n.d.). *Project fundamentals (PMBOK Guide sixth edition)* [Tutorial]. Skillsoft.
  - 51 minutes.

### u04s1 - Learning Components

- Identify 10 Knowledge Areas defined in the *PMBOK Guide*.
- Identify the five Process Groups described in the *PMBOK*.
- Identify the relationship that each of the 10 Knowledge Areas has with the 5 Process Groups.
- Communicate project management Inputs, Outputs, Tools, and Techniques effectively.

### u04a1 - Project Management Knowledge Areas and Process Groups

## Instructions

Imagine your employer has asked you to give a presentation to the company describing how you are using the Knowledge Areas and Process Groups defined in the *PMBOK Guide* during your execution of the project you selected in Unit 1. Your PowerPoint slides must provide information about how the Knowledge Areas and Process Groups are related during the implementation of the project.

Follow the instructions below to create and submit a 5–7 slide PowerPoint:

1. Include the Inputs, Outputs, Tools, and Techniques for each of the Knowledge Areas and Process Groups.
2. Describe the relationship between Knowledge Areas and Process Groups.
3. Include detailed speaker's notes in your presentation.

## Additional Requirements

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Number of resources:** Cite at least three current scholarly or professional resources.
- **Font and font size:** Use Times New Roman, 12-point font.
- **Submission:** Submit a 5–7 slide PowerPoint with detailed notes.

### u04d1 - Understanding the Project Management Methodologies

The project methodology is determined by the type of organization and the desired outcomes, such as sequential versus iterative. As the project manager, it is your responsibility to determine what project methodology is best suited for the project you chose in Unit 1.

For this discussion, evaluate two project methodologies and include the following in your initial post:

- Definition of the methodology.
- Phases of the methodology.
- Required tools, techniques, and documents used in each phase.
- Expected outcomes of each phase.

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Identify an appropriate project management methodology for the project.

### u04d2 - Project Management Organizational Structures

Project management organizational structures fall into one of the following three categories:

1. Functional organization.
2. Matrix organization.
3. Projectized organization.

For this discussion, research these types of organizations and, based on your project selection (business or IT), answer the following:

- Which organizational type would be **most** beneficial and why?



- Which organizational type would be **least** beneficial and why?

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Identify the benefits that the project will bring to the organization

### Unit 5 >> Closing the Project

#### Introduction

Closing a project entails finalizing all activities needed to finish the project. Lessons learned are captured for the organization and future projects to improve the execution of the project and interactions with stakeholders. The *PMBOK Guide* defines closing the project as the fifth and final process group.

In today's professional environment, project managers are held to a high level of ethical integrity. So what makes up ethical integrity? Values. Specifically, the values of responsibility, respect, fairness, and honesty make up ethical integrity (Project Management Institute, n.d.). So how does a PM learn project management values? The PM learns by studying and passing project management–related certifications and agreeing to and upholding PMI's Code of Ethics and Professional Conduct.

In this unit, you will:

- Document Lessons Learned from your course project.
- Review "PMI's Code of Ethics and Professional Conduct."
- Identify real-world ethical violations.
- Review the types of project management certifications and project management training.
- Reflect on your learning in this course.

Reference

Project Management Institute. (n.d.). PMI code of ethics and professional conduct. Retrieved from <https://www.pmi.org/about/ethics/code>

#### Learning Activities

u05s1 - Studies

## Readings

Read the following from your *Contemporary Project Management* textbook:

- Chapter 4, Section 4-2b, "Project Cultural Norms," page 111.
- Chapter 15, "Finishing the Project and Realizing the Benefits," pages 503–511.

Read the following from the *PMBOK Guide*:

- Part 1: "A Guide to the Project Management Body of Knowledge (*PMBOK Guide*)."
  - Section 7: "Closing Process Group," pages 633–635.

Read the following from the Capella library:

- Dinsmore and Cabanis-Brewin's 2014 e-book, *The AMA Handbook of Project Management*:
  - Chapter 20, "Project Management Ethics: Responsibility, Values, and Ethics in Project Environments," pages 220–228.
  - Chapter 21, "Professionalization of Project Management: What Does It Mean for Practice?" pages 229–241.

- Gomes and João's 2010 article, "[Improvement of segment business using DMAIC methodology: A case study](#)," in *International Journal of Performativity Engineering*, volume 6, issue 6, pages 561–576.
- Remer and Ross's 2014 article, "[Review of Project and Engineering Management Certifications Offered by Professional Organizations](#)," *Engineering Management Journal*, volume 26, issue 4, pages 3–12.
- View Meridian Educational's 2000 video, "[Business Ethics: A 21st Century Perspective](#)."
  - 16 minutes.

Use the Internet to read:

- Investopedia's 2013 article, "[5 Most Publicized Ethics Violations by CEOs](#)," from *Forbes.com*.
- The [Project Management Institute](#) website.
- The Project Management Institute's "[PMI Code of Ethics and Professional Conduct](#)."
- The Project Management Institute's "[Certified Associate in Project Management \(CAPM\)](#)."
- The Project Management Institute's "[PMI Agile Certified Practitioner \(PMI-ACP\)](#)."
- CompTIA's "[CompTIA Project+](#)."
- The "[American Productivity & Quality Center \(APQC\)](#)" website.

## Virtual Resource Portal

Practice activities are provided for your use in the course. You may access these resources via the Virtual Resource Portal in this unit.

In addition to academic credit, Capella provides an opportunity to earn an exam voucher to current learners who meet specific criteria. Visit Capella's Campus iGuide page, "[Industry Certifications](#)" for information about opportunities to earn recognized industry certifications while earning your degree.

## Multimedia

You will use the following interactive for your first discussion in this unit:

- [CapraTek: Ethics and Professional Conduct](#).

## Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [Project Management Research Guide](#) to help direct your research.

## Optional Skillssoft Resource

- Waters, B. (n.d). [Project changes and closing \(PMBOK Guide sixth edition\) \[Tutorial\]](#). Skillssoft.
  - 64 minutes.

u05s1 - Learning Components

- Identify three or more project management certifications.
- Reflect on the areas of improvement and issues for a project.
- Identify three or more project management trainings.

**u05a1 - Project Lessons Learned**

## Instructions

Documenting lessons learned is an important part of closing a project. Record things like what was done well so it can be repeated in the future, and what could have been done better and how.

For this assignment:

1. Create a 5–7-slide PowerPoint with the following:
  - Lessons learned.
  - An evaluation of project management certifications and training, including:
    - Cost.
    - Audience.
    - Benefits.
    - Requirements.
    - Similarities and differences between certifications and training.

- Detailed notes.
2. Use Kaltura to present the PowerPoint and submit a video presentation. Refer to Using Kaltura for directions on recording and uploading your presentation in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

## Additional Requirements

- **Written communication:** Ensure written communication is free of errors that detract from the overall message.
- **Number of resources:** Cite at least three current scholarly or professional resources.
- **Font and font size:** Use Times New Roman, 12-point font.
- **Submission:** Submit the video presentation and the PowerPoint slides.

Course Resources

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Kaltura](#)

### u05d1 - PM Code of Ethics and Professional Development Analysis

As professional project managers in today's ever-changing and chaotic environment, we face numerous challenges for upholding the high standards of ethical behavior. We faced dilemmas involving issues such as bias, nepotism, and fraudulent activities. PMI has developed a set of conduct behaviors, including honesty, responsibility, respect, and fairness, to ensure long-term project success and project manager integrity (Project Management Institute, n.d.).

For this discussion:

1. View and evaluate the **CapraTek: Ethics and Professional Conduct** interactive (in the Resources) and select two of the violations.
2. For each violation, state:
  1. The violation.
  2. The "PMI Code of Ethics and Professional Conduct" value the violation impacted.
  3. Recommendations for mitigating the violation.

## Discussion and Response Guidelines

Regarding discussions in this course, you are encouraged to initially post early in the unit for each discussion, to allow time for peers to respond. The expectation within the course discussions is to respond to at least two posts by the end of the unit, but it is highly recommended that you extend the dialog further. Responding over multiple days will help stimulate a lively discussion.

Reference

Project Management Institute. (n.d.). PMI code of ethics and professional conduct. Retrieved from <https://www.pmi.org/about/ethics/code>

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[PMI code of ethics and professional conduct](#)

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[CapraTek: Ethics and Professional Conduct | Transcript](#)

### u05d2 - Course Review and Reflection

Reflect on your learning in this course, considering how your professional communications have improved throughout the course.

Specifically, discuss at least two ideas that were presented in this course that you feel will help you, or that may have already helped you, in your career as a professional project manager.

Did this course provide you with enough exposure to PM methodologies, tools, techniques, and strategies for you to decide to pursue a career in PM?

## Response Guidelines

You are not required to respond to the posts of other learners.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Reflect on the areas of improvement and issues for a project.

