

MSOM 643: Managing Project Resources and Project Procurement

Prerequisite(s): None



Credits: 3

I. Course Description

This course enables the student to gain an in-depth understanding of effective project resources and procurement management as they are introduced to the material offered by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Agile Practice Guide, and other resources. Major areas of study include human resource planning, acquiring the project team, developing the team, managing the project team, and identifying and procuring necessary project services and goods from outside vendors. The course combines theory and application to provide an up-to-date, practical learning opportunity that focuses on the emotional intelligence and leadership skills of modern managers and professionals in an age of global competition and rapid technological change. Agile, global, ethical, and biblical principles related to resource management activities are also explored and applied.

II. Course Objectives

At the end of this course, students should be able to demonstrate the ability to:

1. Describe the organizational environments (theory, behavior, culture) and evaluate the various types of organizational structures and advantages and disadvantages of each type within the context of resource and procurement management.
2. Describe and apply processes for the project manager to plan, acquire, develop, manage, and control resources (human and non-human) for a given project context
3. Apply resource management tools in a given project context to document and communicate project roles and responsibilities including responsibility assignment matrices, organizational break down structures, resource calendars and others.
4. Design an appropriate resource management plan given a project context to support successful outcomes and alignment with organizational strategic objectives.
5. Design a procurement management plan that is reflective of the procurement needs of the project including analysis of processes, various types of contracts, associated risks, and best practices for vendor management and contract procurement and control.
6. Given a project environment that is multicultural, global, virtual, agile, and inter-generational apply leadership techniques and practices to address team management, motivation, team building, decision-making, problem-solving and conflict management challenges.
7. Analyze ethical situations from a biblical perspective and recommend best practices for ethical decision making in the management of human resources and procurement.

III. Course Textbooks and Readings

Mastering Project Human Resource Management

Harjit Singh

Pearson

ISBN: 9780133837896

A Guide to the Project Management Body of Knowledge (PMBOK Guide) Sixth Edition

Project Management Institute, Inc.

ISBN: 978-1-62825-184-5

For a complimentary PMI member e-copy of this document, use your valid PMI membership password to 1) download and 2) unlock the .pdf file available at

<https://www.pmi.org/pmbok-guide-standards/foundational/pmbok>

Management by Proverbs: Scriptural Wisdom for Superior Results

Michael A. Zigarelli

9 to 5 Media

ISBN: 978-0-578-71821-7

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IV. Weekly Information

Module One – Week 1

Plan Human Resource Management

Objectives

At the end of this lesson, students should be able to:

- 1.1 Distinguish between organizational theory, behavior, culture, and structure
- 1.2 Evaluate the various types of organizational structures and their advantages and disadvantages
- 1.3 Describe the resource management processes,
- 1.4 Explain resource management planning including inputs, tools and techniques and outputs.
- 1.5 Identify and document project skills, roles, and responsibilities.

Reading

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide 6)

Chapter 2: Section 2.4.4 Organizational Structure Types - pages 45-47

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide)

Chapter 9: Project Resource Management:

Front Matter - Introduction

Section 9.1: Plan Resource Management pages 307-320

Read Agile Practice Guide

Chapter 6: Organizational Considerations for Project Agility

Sections 6.1 - 6.2, pp. 71-76

Read Mastering Project Human Resource Management text - pages 41-62

Chapter 2: Planning Human Resource Management

Deliverables

Discussion: Introductions

Discussion: Organizational Charts

Written Assignment: Case Study – A Case of Failed Human Resource Management Planning (Essay)

Module Two – Week 2

Estimate and Acquire Project Team

Objectives

At the end of this lesson, students should be able to:

- 2.1 Describe processes, tools and techniques used in estimating and acquiring resources
- 2.2 Explain the criteria for selecting and confirming resource availability
- 2.3 Compare agile team structure and team roles to roles in the waterfall methodology
- 2.4 Explain decision-making and negotiation skills in acquiring resources

Reading

Read *Mastering Project Human Resource Management* text - pages 101-117

Chapter 5: Acquiring Project Human Resources

Read Agile Practice Guide - pages 38-46

Chapter 4: Implementing Agile: Creating an Agile Environment

- 4.3.1 Agile Teams
- 4.3.2 Agile Roles
- 4.3.4 Team Structures

Read *A Guide to the Project Management Body of Knowledge (PMBOK Guide)* pages 320 -335

Chapter 9: Project Resource Management

9.2 Estimate Activity Resources

9.3 Estimate Resources

Deliverables

Discussion: Understanding Project Environment / Agile Teams
Resource Management Portfolio Component 1

Module Three – Week 3

Develop the Project Team

Objectives

At the end of this lesson, students should be able to:

- 3.1 Describe the steps in project team building and the effectiveness of team-building activities.
- 3.2 Explain the stages in team development and the reasons why project teams often fail.
- 3.3 Explain PM's emotional intelligence, leadership, and interpersonal skills in team development.
- 3.4 Describe the steps in project team building and the effectiveness of team-building activities.
- 3.5 Explain the impact of coaching and training on projects.

Reading

Read *Mastering Project Human Resource Management* text - pages 119-142

Chapter 6: Developing Project Human Resources

Read *A Guide to the Project Management Body of Knowledge (PMBOK Guide)* pages 336-344

Chapter 9: Project Resource Management

9.4: Develop Team

Deliverables

Discussion: Leadership and Team Motivation

Written Assignment: Case Study – A Focus on Competency Development. . . *PowerPoint Case Analysis*

Module Four – Week 4

Manage and Control the Project Team

Objectives

At the end of this lesson, students should be able to:

- 4.1 Explain the manage and control resource process, tools and techniques and outputs.
- 4.2 Describe team performance, feedback, and performance appraisal processes.
- 4.3 Assess the nature of conflict and identify five general techniques to resolve conflict.
- 4.4 Identify management and interpersonal skills needed to manage a project team.
- 4.5 Create a Resource Management Plan using Microsoft Word for a selected project.

Reading

Read *Mastering Project Human Resource Management* text - pages 143-169

Chapter 7: Managing Project Human Resources

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide) pages 345-358

Chapter 9: Project Resource Management

9.5: Manage Team

9.6: Control Team

Deliverables

Discussion: Performance Evaluations and Giving Feedback

Written Assignment: Conflict Resolution Methods ... *Ted Talk video analysis / PowerPoint Presentation*

Resource Management Portfolio Component II - Resource Management Plan

Module Five – Week 5

Plan Procurements

Objectives

At the end of this lesson, students should be able to:

- 5.1 Describe the overall project procurement management process.
- 5.2 Explain how to use the procurement planning tools and techniques.
- 5.3 Describe the various types of contracts and the associated risks.
- 5.4 Define the source selection criteria categories for project procurement.
- 5.5 Create an outline for a Procurement Statement of Work (SOW) and a Project Proposal.

Reading

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide) pages 459-481

Introduction

12.1 Plan Procurement Management

Read Agile Practice Guide - pages 77-78

6.3 Procurement and Contracts

Deliverables

Discussion: Procurement Planning

Written Assignment: Procurement Statement of Work / Proposal

Module Six – Week 6

Conduct Procurements

Objectives

At the end of this lesson, students should be able to:

- 6.1 Describe the conduct project procurements processes, tools and techniques
- 6.2 Evaluate the criteria to select qualified vendors/contractors
- 6.3 Explain the interpersonal, team and negotiation skills needed to conduct procurement.
- 6.4 Create a Procurement Management Plan using Microsoft Word for a selected project.

Reading

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide) pages 482-491

12.2 Conduct Procurements

Deliverables

Discussion: The Challenger Disaster / Exercise in Negotiation

Resource Management Portfolio Component III - Procurement Management Plan

Module Seven – Week 7

Control Procurements

Objectives

At the end of this lesson, students should be able to:

- 7.1 Describe the procurement controlling process, tools and techniques
- 7.2 Assess the contract and claims administration processes and reporting
- 7.3 Analyze procurement ethical issues and preventative strategies from a biblical world view
- 7.4 Evaluate personal responsibilities and work life balance from a biblical perspective

Reading

Read A Guide to the Project Management Body of Knowledge (PMBOK Guide) pages 492-501

12.3 Control Procurements

Deliverables

Discussion: Transforming Work Environment / Ethics in Procurement

Consolidated Portfolio

Final Exam

V. Course Project: Resource /Procurement Management Portfolio

Overview

This portfolio supports all the course objectives and requires the student to apply many of the resource and procurement management principles and methodologies learned throughout the course. This should be thought of as one large, comprehensive portfolio that is completed over seven weeks.

During the course students will select a project in which they will create a portfolio of artifacts on resource management and procurement management. These artifacts will serve as building blocks for the MSOM 645 capstone project.

The selected project can be from a current or prior organization. Each week students will complete a component of the portfolio.

By the end of the course students will prepare and submit the following tools and artifacts.

Week 2 - 2.3.3 Resource Management Portfolio Component I

Organizational breakdown structure (OBS)
 RACI Responsibility assignment matrix (RAM)
 Resource breakdown structure (RBS)
 Multicriteria analysis resource selection checklist

Week 4 - 4.3.3 Resource Management Portfolio Component II

Resource management plan

Week 5 - 5.3.2 Statement of Work / Proposal

Outline for procurement statement of work (SOW)
 Outline for project proposal

Week 6 - 6.3.2 Resource Management Portfolio Component III

Procurement management plan

Week 7 -

Add a kickoff meeting / team charter checklist

The final portfolio - .3.2 Consolidated Portfolio

Collect and edit submissions for weeks 2-6

The final submission should be all in one document with a cover page, table of contents, and one reference page.

VI. Course Information and Grading

Course Requirements (Weekly)

Each lesson will be based on the inclusion and grading of the following segments. The overall program outcomes will be measured based on the following standardized grading scale percentages.

70% Case Study Assignments/ Portfolio/Projects

30% Discussion Boards

100 %

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words

- ii. Responses must be >150 words
- b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
- 2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
- 3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

- 1. Late assignments are subject to a deduction of 10% of the available points for each day late.
- 2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
- 3. No work may be submitted after the last day of the course.
- 4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

The College of Adult and Professional Studies follows the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

A: 930 - 1,000 points

B+: 900 - 929 points

B: 830 - 899 points

C: 750 - 829 points

F: 0 - 749 points

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> Provides weak contribution to the discussion board Does not convey concept understanding Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> Makes mostly complete response to the questions Mostly restatement of materials Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> Advances the discussion and body of knowledge providing relevant, original thoughts to the question Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> Relevant and thought-provoking viewpoints Innovative and indicates a high level of thought High level of critical thought, analysis, and application of concepts and ideas
Support & References	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Addresses questions in a manner that is unclear Not appropriate APA format 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the post Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper APA format
Mechanics/Length	<ul style="list-style-type: none"> Post is less than 196 Poorly written 0 points for posts submitted after 11:59 PM EST on Thursday 	<ul style="list-style-type: none"> Post is 197-221 words A few writing errors 	<ul style="list-style-type: none"> Post 222-250 words Well written 	<ul style="list-style-type: none"> Post exceeds 250 words Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> Shows minor comprehension of concepts and viewpoints from peers Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> Shows adequate understanding of the knowledge and concepts posted by peers Responses are mostly, "I agree..." Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> Advances discussion providing additional commentary and critique Responses are correct but mostly restate the peers' viewpoints without development of critical thought Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Advances discussion providing additional commentary that is relevant or offers an alternative Critical thought development is evidenced by thoughtful and meaningful responses Source is relevant and published in last 3 years
Support & References	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Not appropriate APA format 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper APA format
Mechanics/Length	<ul style="list-style-type: none"> Post is less than 158 words Poorly written 0 points for posts submitted after 11:59 PM EST on Sunday 	<ul style="list-style-type: none"> Post is 158-178 words A few writing errors 	<ul style="list-style-type: none"> Post 178-200 words Well written 	<ul style="list-style-type: none"> Post exceeds 200 words. Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Critical Thinking	<ul style="list-style-type: none"> Consistently below expectations Lacks significant details of the assignment Lacks critical thought, analysis, and application Partially addresses the topic 	<ul style="list-style-type: none"> Inconsistent comprehension Marginal responses Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> Demonstrates satisfactory understanding Lacks answer to all questions/full scenario Demonstrates some knowledge of content and professional vocabulary Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> Relevant use of vocabulary throughout Demonstrates superior knowledge of concepts and theories Addresses problem/issue directly Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Not appropriate APA format 0-799 words Poorly written 0 points for late assignments 	<ul style="list-style-type: none"> Sources are outdated or ineffective Lacks focus on content Unorganized Some writing errors Not in appropriate APA format 800-899 words 	<ul style="list-style-type: none"> Student cites some relevant, current peer-reviewed sources Follows directions APA formatting demonstrated but not extensive 900-1000 words 	<ul style="list-style-type: none"> Professional writing structure Well-organized response Student cites appropriate, current peer-reviewed sources Proper APA format Exceeds 1000 words

Short Answer Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Clarity	<ul style="list-style-type: none"> Consistently below expectations Lacks significant details of the assignment Lacks critical thought, analysis, and application Partially addresses the topic 	<ul style="list-style-type: none"> Inconsistent comprehension Marginal responses Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> Demonstrates satisfactory understanding Lacks answer to all questions/full scenario Demonstrates some knowledge of content and professional vocabulary Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> Relevant use of vocabulary throughout Demonstrates superior knowledge of concepts and theories Addresses problem/issue directly Demonstrates active critical thinking relevant to problem identification and effective solutions
Depth	<ul style="list-style-type: none"> Lacked detail that demonstrates active thought One-sentence answer 	<ul style="list-style-type: none"> Provided enough detail for marginal requirement "Textbook" in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> Demonstrated some form of outside material used Shows some critical thinking and active thought 	<ul style="list-style-type: none"> Articulates critical thoughts & analysis throughout the answer Obvious use of outside resources to supplement resources
Quality	<ul style="list-style-type: none"> Unorganized Poorly written 0 points for late assignments 	<ul style="list-style-type: none"> Lacks focus on content Some writing errors 	<ul style="list-style-type: none"> Follows assignment instructions Well-written Few writing errors 	<ul style="list-style-type: none"> Professional writing structure Well-organized response Free of grammatical, spelling, & formatting errors