



## SYLLABUS

MBA Program  
2022 Spring Semester  
April 11 – June 20, 2022  
MBA-762-90-3 Project Management  
eLearning Online in CANVAS  
<https://chaminade.instructure.com/courses/20470>

### Class Schedule:

Dates: April 11, 2022 – June 20, 2022  
Course Cycle: Current Monday through the following Monday  
Class Location: [eLearning Online in CANVAS](#)  
Kick-Off Day One: April 11, Monday via ZOOM @6:30 – 7:20 PM HST

**Instructor Contact Info:** Dr. Maria Brownlow  
Office Hours: Noon – 01:00 PM; MWF at Kieffer Room 28 or *by appointment*  
Contact Office: 808-739-8337  
CUH email: [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu)

### 1. COURSE INTRODUCTION AND APPROACH

In October 1998, the Project Management Institute (PMI) was accredited as a developer of standards by the American National Standards Institute (ANSI). The **PMBOK® Guide** became a standard for project management. The current addition of the **PMBOK® Guide** is 7<sup>th</sup> a unique set of activities which became central to the operations of any organization.

*Project Management is defined as planning, organizing, directing/managing, and controlling of organizational resources to complete specific project goals and objectives.*

Project Management is central to operations in every industry and agriculture. This course uses examples and case studies in every chapter of the textbook. Many organizations spend enormous resources to manage projects who often fail. The answer why they fail is complicated because projects are complex endeavor with risks and unknown events.<sup>1</sup>

“One of the principal challenges of effectively teaching project management is to understand that project management duties are broad and diverse; most particularly, they require computational, software, and organizational/behavioral knowledge.”

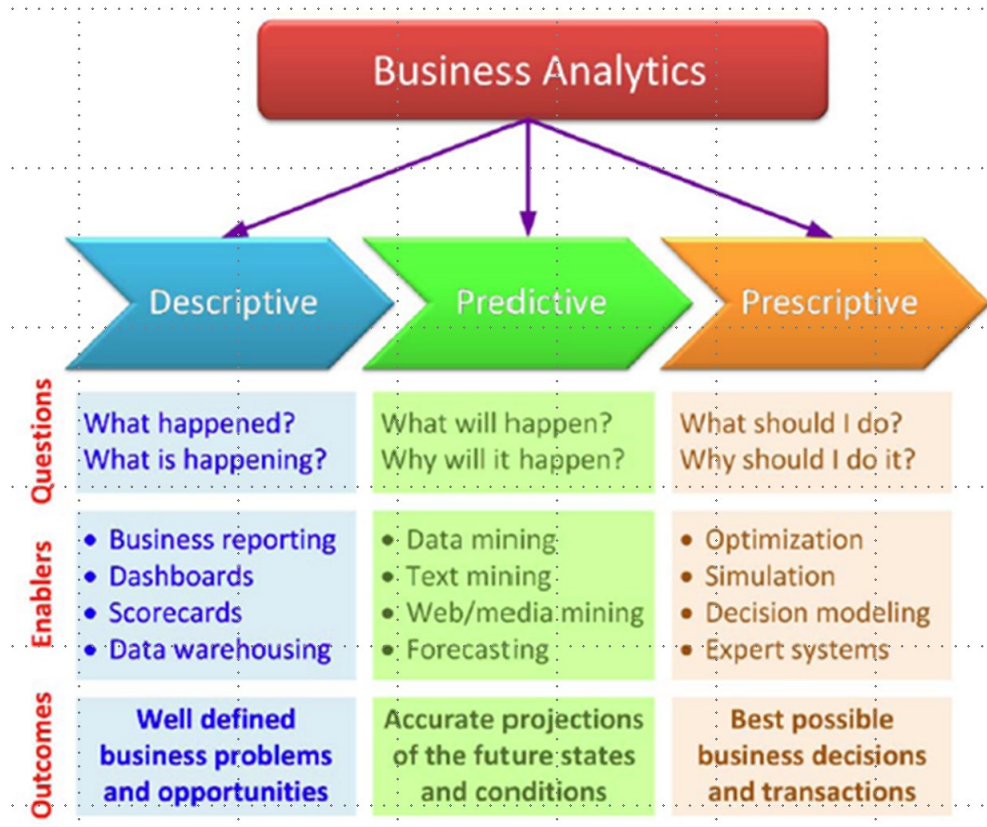
The “big data,” business analytics, and informatics as a part of an enterprise Decision Support System (DSS), provide support to executive management on project selection which supports the Vision and Mission of the organization.

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<sup>1</sup> Project Management, Achieving Competitive Advantage, 5<sup>th</sup> edition.

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*“The fascinating nature of project management is that it requires students to develop mastery of both “people” and “numbers” side of the discipline. No other position in an organization are the duties as broad and diverse as those found in the project manager role – developing strategies, financing, budgeting, negotiating, controlling, and monitoring – these are all routine responsibilities of project managers.”<sup>2</sup>*



Project Management is a temporary endeavor undertaken to create product or service. The project must indicate start and finish dates. The PMI PMBOK® Guide contains a “body of knowledge”<sup>3</sup>, skills, tools, and techniques to define activities meeting project requirements. A project must add value to the organization, otherwise why do it?

Why did project management become a center of our professional and private life? Let us say you want to visit Canada. It depends on what you would like to see, it is a project. If you are planning to go with your family or friends – the scope of your project is growing and to be successful, you must develop a plan. In brief, such a plan should have scope, schedule, budget, resources, risks and of

<sup>2</sup> Project Management, Achieving Competitive Advantage, fifth edition.

<sup>3</sup> Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK® Guide) Sixth Edition

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course start and end dates. Yes, you must define risks. The specific project circumstances will influence the constraints on which a good project manager must focus. It requires an effective use of knowledge and skills to bring this project to a successful end.

As knowledge and practical experience about project management grew lessons learned from reviews of the project successes and failures were documented and stored. The complexity project management grew exponentially.

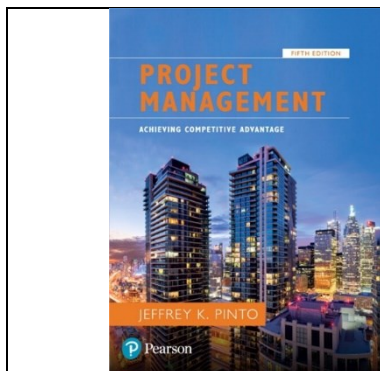
Project management requires leadership, team building, conflict resolution, negotiation, and influence in equal measure with the traditional and technical skill set. Successful project managers are people who have experience in managing projects, technical knowledge of available tools (software) and have all-embracing people skills.

This course presents principals of project management while addressing specific discipline-based examples. Each chapter describes project profiles of successful and failed projects. There is a common belief that we learn more from failures than successes. At the end of the chapter, students find a Case Study with questions to evaluate student's understanding or opinions about the project in the study. These cases also have discussion questions that can be used as short essays.

Why I selected "Project Management, Achieving Competitive Advantage" by Jeffrey K. Pinto, from Pennsylvania State University? There are many reasons, the major of which are listed below:

1. Dr. Pinto has received the Distinguished Contribution Award from the Project Management Institute.
2. Dr. Pinto is a practitioner and currently consults many organizations on project management.
3. Agile Project Management is the foundation of his textbook.
4. This course also provides step-by-step MS Project tutorials.
5. All Project Management Body of Knowledge (PMBOK) referencing is updated to its fifth edition.
6. Textbook includes samples of questions for the PMP Certification Exam, the highest standard of professional qualification for project manager.

### TEXTBOOK:



#### MBA-762-90-3 Project Management (3 Credits)

Textbook: Jeffrey K. Pinto, "Project Management, Achieving Competitive Advantage, Pennsylvania State University ", 5<sup>th</sup> Edition ©2019 Pearson: ISBN: 978-013-473033-2

**Note:** You can find various options on [VitalSource](https://www.vitalsource.com) via link: <https://www.vitalsource.com/products/project-management-jeffrey-k-pinto-v9780134730714>. Click on the above link for more details.

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### 2. CATALOG DESCRIPTION

This course will provide perspectives and processes used in effective project management from conception through evaluation. Employs hands-on learning to prepare students to develop project planning and oversight systems, identify and implement best practices, and establish operational links between project and organizational objectives. Focuses on use of project management in accomplishing strategic organizational goals.

### 3. COURSE LEARNING OUTCOMES

1. **Understand** and **articulate** why project management became such a powerful and popular practice in business (knowledge and comprehension).
2. **List and define** project life cycle. **Apply** project life cycle stages to business activities managing them to successful completion (application).
3. **Recognize** the key motivators that are pushing companies to adopt project management practices (analysis).
4. **Name and describe** three components of the corporate strategy model: formulation, implementation, and evaluation (comprehension).
5. **Employ** sophisticated scoring models such as the Analytical Hierarchy Process to **analyze** the value risk/return models (application and analysis).
6. **Differentiate** between the role of a manager and the characteristics of a leader (analysis). Understand the concept of emotional intelligence as it relates to how project managers lead.
7. **Demonstrate** knowledge how to structure a project team from the perspective skills needed, technology deployed, and human interactions within a successful project team (Comprehension and application).
8. **Recognize** the challenges that arise in maintaining an optimal project portfolio for new project investments (analysis).
9. **Formulate** the characteristics of effective project teams and why teams fail. **Examine** results and prepare lessons learned to close the project (analysis and evaluation).
10. **Gain** proficiency in both, top-down and bottom-up budgeting procedure for cost management (knowledge and comprehension).

### 4. PROGRAM LEARNING OUTCOMES

1. Manage the scope, cost, timing, and quality of the project. Focused on project success as defined by project stakeholders.
2. Align the project to the organization's strategic plans and business justify the project.
3. Identify project goals, constraints, deliverables, performance criteria, control needs and resource requirements in consultation with stakeholders.
4. Implement project management knowledge, processes, lifecycle and the embodied concepts, tools, and techniques to achieve project success.
5. Utilize technology tools for communication, collaboration, information management and decision support.
6. Appraise the role of project management in organization change.

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### 1. MARIANIST VALUES

An education in the *Marianist Tradition* is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006.

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006.

#### 1. Educate for formation in faith.

*"As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice."*

#### 2. Provide an integral quality education.

*"In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community."*

#### 3. Educate in family spirit.

*"Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University."*

#### 4. Educate for service, justice, and peace.

*"The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all peoples."*

#### 5. Educate for adaptation and change.

*"In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully."* <sup>4</sup>

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<sup>4</sup> 2014 Characteristics of Marianist Universities

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### 6. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua (‘Olelo No‘eau 364) [May I live by God.](#)
2. **Provide an Integral, Quality Education (Na‘auao)** Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) [Acquire skills and make it deep.](#)
3. **Educate in Family Spirit (‘Ohana)** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No‘eau 1200) [Recognize others, be recognized, help others, be helped; such is a family relationship.](#)
4. **Educate for Service, Justice, and Peace (Aloha)** Ka lama kū o ka no‘eau (‘Olelo No‘eau 1430) [Education is the standing torch of wisdom and using it has no boundaries.](#)
5. **Educate for Adaptation and Change (Aina)** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) [All knowledge is not taught in the same school.](#)

### 7. ASSESSMENT AND GRADING

The most common types of assessment used to measure results of learning outcomes:<sup>5</sup>

Performance-Based Activities	These activities assess the learner’s proficiency in meeting the learning objectives based on real-world assignments. For example, a learner can be assessed on his/her ability to create a WBS based on an assigned <i>case study</i> .
Practice Quizzes	<i>Quizzes</i> delivered at regular intervals (i.e., at the conclusion of each module) provide feedback to be used by the instructor and learner to indicate the level of proficiency in meeting the learning objectives.
Exams	<i>Exams</i> measure the level of proficiency obtained at the end of a learning event, by comparing it against a standard or benchmark. An example for a PMP® certification prep course could include a sample PMP® certification exam.

<sup>5</sup> Source: Project Management Institute, Dick, W., & Carey, L. (1996). *The systematic design of instruction*. Fourth edition. New York, NY: Harper Collin



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Grading will be based on the following table:

<b>GRADING YOUR ACCOMPLISHMENTS:</b>	<b>GRADE SCALE:</b>
<p style="color: red;">Grading is based on the CANVAS formula using weighted averages for various types of assignments.</p>	<p>A = 90% – 100%</p> <p>B = 80% – 89%</p> <p>C = 70% – 79%</p>

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s assignments, class participation, quizzes, tests, term papers, reports, and exams. They are interpreted as follows:

- A → Outstanding scholarship and an unusual degree of intellectual initiative
- B → Superior work done in a consistent and intellectual manner.
- C → Average grade indicating a competent grasp of subject matter.

Learning is a continuous process. We learn every day by observing, solving problems, making mistakes and not to repeat them again. Student responsibility is discovering your own style of learning. Educators’ responsibility is to create learning environment that student can discover, learn, apply, and flourish.

### 8. TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### 9. COURSE GROUND RULES

#### ***Attendance policy***

This class is on-line. CANVAS, course cycle starts from the current Monday through the following Monday, before 11:59 PM HST.

#### ***Academic Honesty***

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty. Academic dishonesty may include theft of records or examinations, alteration of

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grades, and plagiarism. Questions of academic dishonesty in a class are first reviewed by the instructor who must make a report with recommendations to the Business School Dean.

### ***Syllabus Modification***

This syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student's progress and performance in the course will be measured. These criteria may also be changed, and students will be notified.

### ***Guidelines for Communication***

Email: Use your Chaminade email account.

Always include a subject line.

Remember that without others being able to see your facial expressions or hear your tone, some comments may be taken in a way you did not intend. So be careful in wording your emails. Use of emoticons may be helpful in some cases. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Here are few important items "You Need to Know:"

24-Hour Chaminade University **Emergency Information Hotline (808) 739 – 7499.**

University Emergency Information webpage: <https://chaminade.edu/emergency/>

### ***Technical Support:***

CANVAS Technical Support is: **1-877-251-6615**

Technical Assistance for Canvas Users:

Search for help on specific topics at [help.instructure.com](http://help.instructure.com)

[Chat with Canvas Support 24/7/365](#)

Watch this [video to get you started](#) with online guides and tutorials.

Contact the Chaminade IT Helpdesk for technical issues:

[helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### ***Use of Technology to Harass***

No student may, under any circumstances, use technology to harass any other person.

### ***Writing Policy***

This course support described recommendation on formatting, e.g., use of MLA or APA. The standard font is Calibri or Arial.