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**VIRTUAL CAMPUS**

**SCHOOL OF BUSINESS**

**SYLLABUS**

1. Mission Statement: Wayland Baptist University exists to educate students in an academically challenging,

learning-focused and distinctively Christian environment for professional success and service to God and humankind.

2. Course: **MGMT 5341** – VC01: *Managing Complex Projects*

3. Term: Fall Term 2017 (August 21 thru November 4, 2017)

4. Instructor: Knute Sorenson, Ph.D.

5. Office Phone and Wayland Email Address: Phone: (505) 710-4641 (C )

 Email: Knute.sorenson@wayland.wbu.edu

6. Office Hours, Building, and Location: (Phone or e-mail for an appointment time)

7. Class Meeting Time and Location: On-line through Wayland Baptist University Virtual Campus BlackBoard.

8. Catalog Description: Comprehensive study of the project management process and the complexities of project management from a systems perspective. Includes the systematic approach to project planning activities, controlling and closing project integration management, project scope management, project time management, project cost management, project quality management, project communication management, project risk management, and project human resource management.

9. Prerequisites: **MGMT 5340:** *Fundamentals of Project Management*

10. Required Textbook and Resources:

1. Course Text: Hass, K. (2009). *Managing complex projects: A new model.* Vienna, VA: Management Concepts. ISBN 9781567262339
2. Internet access
3. Active WBU Student email account.

11. Optional Materials:

1. Supplemental Text: Kerzner, H. (2013). *Project management: A systems approach to planning, scheduling, and controlling.* (11th ed.). New York, NY: Wiley & Sons. ISBN: 9781-11802-2276.
2. *Publication manual of the American Psychological Association* (APA) (6th ed.) Washington, DC: American Psychological Association.

12. Course Outcome Competencies: Upon completion of this course the student should be able to:

* Develop and employ the concepts of Systems and Complexity Thinking and Theories.
* Identify the roles and responsibilities of a program manager and a project manager.
* Describe the content of the various sections of a complex project plan.
* Create a network diagram, using precedence diagramming method (PDM), in developing a complex project plan.
* Apply the project management “complexity model” in determining the complexity of a given project.
* Classify and apply processes and techniques of monitoring project execution and change control.
* Describe the processes of leading a project team engaged in a complex project.
* Apply the biblical framework of ideas and beliefs that guides a project manager leadership behavior.

13. Attendance Requirements, Class Attendance – Online: I quote the Wayland Baptist University 2016-2017 online Academic Catalog:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11week term, may receive an F for that course. Instructors may also file a *Report of Unsatisfactory Progress* for students with excessive non-participation. Any student who has not actively participated in an online class prior to the *Census Date* for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. The Census Date for fall term is September 7, 2017. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy (online WBU Academic Catalog, 2016-2017).

**Undergraduate academics**

14. Statement of Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

 15. Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations” (online WBU Academic Catalog, 2016-2017).

 16. Course Requirements and Grading Criteria: It is expected that the graduate student will spend approximately two hours of study time for each class hour. All college-level work well be typed. Course work submitted late will have the grade reduced by 1.5% for each day the assignment is late. For the sake of time management, see paragraph 17, Tentative Schedule. I list below a breakout of course requirements with grading criteria.

1. **WBU Grading Policy:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.
2. **Discussion Board:** Beginning with Session 1 through Session 10, a weekly discussion board prompt will be posted within Discussion Board. Students will respond to a weekly discussion board prompt. Additionally, each student will respond to a minimum of one other class member’s response posting. The quality of students’ responses within these weekly discussion board sessions will be assessed. The general rubric below will be used to assess weekly responses. **Discussion Board represents 38% of the total grade.**

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| --- | --- |
| **Discussion Board Response Assessment Criteria** | **Points** |
| ***Excellent discussion and peer interactions*:** The student provided a scholarly response that contained critical analysis and thinking, clear connection to topic, cited creditable sources, and used proper English conventions. Response to peer showed critical analysis and thinking, contained a respectful dialoque, and contributed to peer’s view or position on the weekly topic. | **3.60 – 3.35** |
| ***Proficient discussion and peer interactions*:** The student provided a response that contained some critical analysis and thinking; connectioned to topic; some citation were used from creditable sources and other places within the response citations were missing where required, or sources cited were NOT creditable; and response contaned few English convention errors. Response to peer showed some critical analysis and thinking, contained a respectful dialoque, and contributed to peer’s view or position on the weekly topic. | **3.34 – 3.10** |
| ***Adequate discussion and peer interactions*:** The student provided a response that contained little critical analysis and thinking; connectioned to topic; some citation used were NOT from creditable sources, and other places within the response citations were missing where required; and response contained several English convention errors. Response to peer showed no critical analysis and thinking, and/or lacked a respectful dialoque, and/or provided some contribution to peer’s view or position on the weekly topic. | **3.09 – 2.90** |
| ***Inadequate discussion and peer interactions*:** The student provided a weekly response within discussion board. The response lack critical analysis and thinking, and/or lacked a connection to the topic, and/or no citations were used to support claims, and/or response contained too many English convention errors. However, the student did provie an adequate response to a peer’s discussion board posting. The response was respectful and/or provided some contribution to the peer’s view or position on the weekly topic. | **2.89 – 0.60** |
| ***No dsicussion, only peer interactions*:** The student failed to provide a weekly response within discussion board. However, the student did provie a adequate response to a peer’s discussion board posting. Thwe response to peer showed did not show critical analysis and thinking, and/or lacked a respectful dialoque, and/or provided some contribution to peer’s view or position on the weekly topic. | **0.59 – 0.01** |
| ***No discussion and no peer interaction*:** The student failed to provide a weekly response within discussion board, and failed to respond to a peer’s weekly discussion board posting.  | **0.00** |

1. Three Journal Article Critiques: Each student will prepare three Journal Article Critique Papers. The journal article paper will **NOT** summarize the article. Rather, the student will critique the article using information from the text and other scholarly reference material. The journal article critique paper will be written using an APA style and **will not exceed seven pages in text** (approximately a total of 10 pages counting cover sheet and reference pages). Within BlackBoard students will find three folders containing a list of journal articles for critique. These three folders will be made available at weeks 1, 3 & 6. The student will select one journal article from within each of the three folders. Completed journal article critique papers will be uploaded using the “Journal Article” Tab in BlackBoard. See the study plan at paragraph 17 for due dates. **Each journal article critique is worth 10% of the total course grade. The three journal article critique papers then represent 30% of the total course grade.**
2. Complex Project Management Concept Map: Each student will prepare a complex Project Concept Map. The concept map will reveal the key characteristic of a complex adaptive system as the complex adaptive system relates to program management (two or more projects). The concept map may be hand drawn or computer generated. In session #4, instruction will be provided in how to develop a concept map will be presented in a PowerPoint slide show. The concept map is due Session #10, by October 25. **The Complex Project Management Concept Map represents 12% of the total course grade.**
3. Project Management Case Study Analysis Final Exam: Beginning with Session #9, students will have access to a Project Management Case Study for the Final Exam. The purpose of this case study final exam is assess students’ application proficiency in complexity thinking in the analysis of project case study scenario. The Final Exam questions will be available in session #10 tab. **The Project Management Case Study Analysis Final Exam represents 20% of the total course grade.**
4. Means for Assessing Outcome Competencies:
5. Procedures Used to Compute Final Course Grade:

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| --- | --- |
| **Evaluated Area** | **Percentage** |
| 1. Discussion Board Posts and Peer Feedback | **38%** |
| 2. Three Journal Article Critiques (10% per article) | **30%** |
| 3. Complex Project Management Concept Map | **12%** |
| 4. Project management Case Study Analysis Exam | **20%** |

1. Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

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| **Grade** | **Points** | **Percentage** |
| **A** | 100.0 to 89.5 points  | 100% to 90% |
| **B** | 89.4 to 79.5 points | 89% to 80% |
| **C** | 79.4 to 69.5 points | 79% to 70% |
| **D** | 69.4 to 59.5points | 69% to 60% |
| **F** | 59.4 points or below | 59% and below |
| **I** |  | Incomplete: See important grading information below |

1. Letter Grade Criteria Defined:

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| --- | --- |
| **Grade** | **Definition** |
| **A** | At this level, the adult learner demonstrates insightful mastery of the course subject material and has achieved exceptional quality in precise understanding, and use of interdisciplinary courses and course key terms and theories in both written and oral communications format. |
| **B** | At this grade level, the adult learner exhibits professional competency and proper use of interdisciplinary courses and course subject material and demonstrates the skills to effectively use the key terms and theories of the course in both written and oral communications format.  |
| **C** | At this grade level, the adult learner achieves a general understanding of the course subject material and demonstrates an adequate competency in the correct use of key terms and theories in both written and oral communications format. |
| **D** | At this grade level, the adult learner achieves a vague and minimally adequate understanding of the course subject material and demonstrates a marginal competency in the correct use of key terms and theories in both written and oral communications format. |
| **F** | At this grade level, the adult learner is unable to present a general understanding of the course subject material and demonstrates an inadequate competency in the correct use of key terms and theories in both written and oral communications format. |

17. Tentative Schedule: (Calendar, Topics, & Assignments) For the purpose of time management, the course schedule is provided below:

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| **Homework &****Date & Session #** | **Activities and Assignments** |
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| 🕮HOME WORK for Session 1:  | Prior to first class session 🕮 Print and read course syllabus🕮 **Course Text:** **Read Introduction and Chapter 1** 🕮 **In BlackBoard**: Go to Course Content Tab, download, print and read the following journal articles:* *Ten ideas designed to rile everyone who cares about management* by Henry Mintzberg
* *Theories of almost everything* by P. Binder
* *Embracing Complexity* by Tim Sullivan

☞ Send an email to instructor at **knute.sorenson@wayland.wbu.edu** from WBU email account introducing yourself.  |
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| August 21 to August 27**Session #1** | **✇ Within Session #1 Tab:** Listen to four PPT lectures titled: 1) *Course* *Introduction*, 2) *Systems Thinking,* and 3) *Chapter 1 Parts A & B: Complexity Thinking in the World of Business*🕮 **Session 1 Assignments:** * Discussion Board: There are two requirements in Discussion Board for week 1:
* First requirement: *Student introductions*. Use the “introduction” format posted to week 1.
* Second requirement, complete week 1 Discussion Board prompt by August 28. Provided one peer feedback by August 30.
* Review and select first Journal Article for Critique. Found in Folder #1. Journal Article critique is due Session 3 - NLT Tuesday, September 5
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| 🕮HOME WORK for Session 2: | **Session #2**🕮 **Course Text:** **Read Chapters 2 and 3**. |
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| August 28 to September 3**Session #2** | **✇Within Session #2 Tab:** Listen to four PPT lectures titled: 1) *Complexity Thinking*, *Parts A & B,* 2) *Chapters 2: Applying Complex Thinking to Projects,* and *Chapter 3: The Project Complexity Model.*🕮 **Session 2 Assignments:** * Discussion Board: Complete week 2 Discussion Board prompt by September 1. Provided one peer feedback by September 3
* Work Journal Article Critique #1 – due September 5
* Use Journal Article Critique Template #1 found within Session #1 tab.
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| 🕮HOME WORK for Session 3: | **Session #3**🕮 **Course Text: Read** **Chapters 4 and 5** |
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| September 4 – September 10**Session #3** | **✇ Within Session #3 Tab:** Listen to five PPT lectures titled: 1) *Autopoiesis Parts A & B,* 2) *Chapter 4: Applying Complexity Thinking to Assign Key Project Team Members,* 3) *Chapter 5: Developing Leaders of Complex Projects*, and 4) *Concept Maps*🕮 **Session 3 Assignments:** * Discussion Board: Complete week 3 Discussion Board prompt by September 8. Provided one peer feedback by September 10.
* **Upload Journal Article Critique #1 by midnight** (Central Time Zone) **September 5.**
* Review and select second Journal Article for Critique found on Folder #2. Journal Article Critique #2 is due Session 6 -NLT Tuesday, September 26
* Use Journal Article Critique Template #2 found within Session #3 tab.
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| 🕮HOME WORK for Session 4: | **Session #4:** 🕮 **Course Text: Read** **Chapters 6 and 7** |
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| September 11 to September 17**Session #4** | **✇Within Session #4 Tab:** Listen to two PPT lectures titled: 1) *Chapter 6: Appropriate Project Cycles for Independent Projects* and *Chapter 7: Appropriate Project Cycles for Moderately Complex Projects*🕮 **Session 4 Assignments:** * Discussion Board: Complete week 4 Discussion Board prompt by September 15. Provided one peer feedback by September 17.
* Work Journal Article Critique #2 – due September 26
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| 🕮HOME WORK for Session 5: | **Session #5**: 🕮 **Course Text: Read Chapters 8 and 9** |
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| September 18 to September 24**Session #5** | **✇Within Session #5 Tab:** Listen to three PPT **lectures** titled: 1) *Chapter 8: Appropriate Project Cycles for Highly Complex Projects* and 2) *Chapter 9 Parts A & B: Managing the Dimensions of Project Complexity*🕮 **Session 5 Assignments:** * Discussion Board: Complete week 5 Discussion Board prompt by September 22. Provided one peer feedback by September 24.
* Work Journal Article Critique #2 – due September 26.
* Use Journal Article Critique Template #2 in Session #3 tab.
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| 🕮HOME WORK for Session 6: | **Session #6:**🕮 **Course Text: Read Chapters 10 and 11** |
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| September 25 to October 1**Session #6** | **✇Within Session #6 Tab:** Listen to three PPT lectures titled: 1) *Chapter 10 Parts A & B: Applying Complex Thinking to Large, Dispersed, Culturally Diverse Project Teams* and 2) *Chapter 11: Applying Complexity Thinking to Highly Innovative, Urgent Projects*🕮 **Session 6 Assignments:** * Discussion Board: Complete week 6 Discussion Board prompt by September 29. Provided one peer feedback by October 1.
* **Upload Journal Article Critique #2 by midnight** (Central Time Zone) **September 26**.
* Review and select third Journal Article for Critique from Folder #3. Journal Article critique #3 is due Session 9 - NLT, Tuesday, October 17
* Use Journal Article Critique Template #3 found within Session #6 tab.
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| 🕮HOME WORK for Session 7: | **Session #7:** 🕮 **Course Text: Read Chapters 12 and 13** |
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| October 2 to October 8**Session #7** | **✇Within Session #7 Tab:** Listen to two PPT lecture titled: 1) *Chapter 12: Applying Complexity Thinking to Ambiguous Business Problems, Opportunities and Solutions* and 2) *Chapter 13: Applying Complexity Thinking to Projects with Poorly Understood, Volatile Requirements*🕮 **Session 7 Assignments:** * Discussion Board: Complete week 7 Discussion Board prompt by October 6. Provided one peer feedback by October 8.
* Work Journal Article Critique #3 – due October 17
* Use Journal Article Critique Template #3, found in Session #6 tab
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| 🕮HOME WORK for Session 8: | **Session #8:** **🕮 Course Text: Read Chapters 14 and 15** |
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| October 9 to October 15**Session #8** | **✇Within Session #8 Tab:** Listen to three PPT lectures titled: 1) *Chapter 14: Applying Complexity Thinking to High-Visibility Strategic Projects* and *Chapter 15 Parts A & B: Applying Complexity Thinking to Large-Scale Change Initiatives.*🕮 **Session 8 Assignments:** * Discussion Board: Complete week 8 Discussion Board prompt by October 13. Provided one peer feedback by October 15.
* Work Journal Article Critique #3 – due October 17
* Use Journal Article Critique Template #3, found in Session #6 tab
* **Final Exam Project Management Case Study Scenario:** Within the Session 8 Tab, download, print, and review the project management case study scenario.
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| 🕮HOME WORK for Session 9: | **Session #9:** 🕮 **Course Text: Read** **Chapters 16 and 17** |
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| October 16 to October 22**Session #9** | **✇Within Session #9 Tab:** Listen to three PPT lectures titled: 1) *Chapter 16: Applying Complexity Thinking to Projects with Significant Risks, Dependencies, and External Constraints* and 2) *Chapter 17Parts A & B: Applying Complexity Thinking to Projects with a High Level of IT Complexity.*🕮 **Session 9 Assignments:** * Discussion Board: Complete week 9 Discussion Board prompt by October 20. Provided one peer feedback by October 22.
* **Upload Journal Article Critique #3 by midnight** (Central Time Zone) **October 17**.
* **Finalize Concept Map of Complex Project Management:** Concept map is due Session 10, NLT midnight (Central Time Zone) October 27.
* The **Final Exam** found in Sessions 9 & 10 Tabs, and will be available October 19.
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| 🕮HOME WORK for Session 10: | **Session #10:**🕮 **Work**  |
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| October 23 to October 29**Session #10** | **✇Within Session 10 Tab:** Listen to one PPT lectures titled: *Guidelines for Final Exam*🕮 **Session 10 Assignment:** * Discussion Board: Complete Session 10 Discussion Board prompt by October 27.
* Submit Concept Mapthrough “Assignment link” in Session 10 tab.
* **Final Exam Questions:** Within the Session 10 Tab, download and print the Project Management Case Study Final Exam questions.
* **Students will submit** responses to Final Exam questions with the “Final Exam” link within Session 11 tab.
* **Final Exam is due by midnight** (Central Time Zone) **Thursday, November 2.**
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| 🕮HOME WORK for Session 11:  |  **Session #11:****Complete**  |
| October 30 to November 4**Session #11** | 🕮 **Within Session 11 Tab**: Submit responses to Final Exam questions with the “Final Exam” link within Session 11. **Final Exam is due by midnight** (Central Time Zone) **Thursday, November 2**. |
| **Note: The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to student’s WBU email account.**  |

18. Additional information as desired by the faculty member:

1. **Students’ WBU Email Accounts:** By week 1 of theterm, graduate students will establish a WBU email account, and send an email to the instructor using the student’s WBU email account. This is a mandatory requirement, as I will communicate with the students enrolled within this course through BlackBoard email. If a graduate student experiences difficulty establishing a WBU email account, then the graduate student needs to contact the instructor via the telephone number provided.
2. **Course/Assignment Information:**
3. Students will need to use the Internet to access assignments on BlackBoard. Additionally, students will need computer speakers or headsets in order to listen to voice embedded PowerPoint lectures posted within BlackBoard.
4. Time all assignments are due is NLT 11:59 p.m. (Central Time Zone-Plainview time). Late assignments are subject to one letter grade reduction.
5. All written assignments will be in the APA Publication Manual (6th edition) writing style, 12-point Times New Roman and double-spaced. Additionally, all written assignments will be assessed on the basis of content, as well as, quality of grammar and punctuation, and proper application of APA writing style.
6. Questions concerning grades (scores) received on assignments will be resolved within one week after the assignment has been assessed.
7. All work will be the original work of the individual student. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty will result in a zero (0) for an assignment, and additional actions as outlined within online WBU Academic Catalog 2016-2017.
8. The student’s first point-of-contact for this course is the professor. If the professor cannot provide a satisfactory response, then the graduate students will next contact the student’s respective campus dean.
9. If the student sends the professor an email and does not receive an “acknowledge” reply from the professor with 24 hours, the student will retransmit the original email. If the student still does not receive a reply within the next 24-hour period, then call the professor.
10. **Expectations and Responsibilities:**
11. Instructor: As the instructor, I am responsible to communicate and instruct the course standards through identifying specific chapter learning objectives (CLOs); present clear, meaningful lectures focused on chapter learning objectives; and give useful feedback.
12. Student: As member of this course, my expectations are as follows:
	1. You will read this syllabus completely and understand your responsibilities.
	2. You will enter each on-line class session having read the assigned chapter(s) and having listened to the corresponding chapter lectures posted within BlackBoard.
	3. You will complete and turn assignment at the due date.
	4. You will present questions when text and /or lectured material are unclear.
	5. You will commit yourself to the learning process.
	6. **You will communicate with the professor.**