

Course Syllabus

Course Title

Project Management for LIS

Semester

Summer 2016

Course Number

LIS590MGL

Instructor

Kevin Trainor

Catalog Description

Project management skills are essential for LIS practitioners who want to be leaders. Effective project management is needed to create everything from institutional repositories, to new library services, to new library buildings. This is a comprehensive course in project management for anyone who is serious about planning and managing successful projects.

This course combines knowledge, tools and techniques that are common to managing successful projects in any field with insight into the special challenges of managing projects in the LIS field. General project management subjects covered include a framework for project management, as well as the key project management knowledge areas: integration, scope, time, cost, quality, human resource, communication, risk, procurement, and stakeholder management. Specific LIS project management subjects covered include the demand for project management skills in libraries, case studies of projects in both large and small libraries, and methods for addressing the special challenges of digital library projects.

Required Text

Schwalbe, K. (2015). *Information Technology Project Management* (8th ed.). Cengage Learning. **ISBN-10:** 1285452348, **ISBN-13:** 978-1285452340

Or, you may substitute the next oldest version of this text:

Schwalbe, K. (2014). *Information Technology Project Management* (Revised 7th ed.). Cengage Learning. **ISBN-10:** 1285847091, **ISBN-13:** 9781285847092

Required Articles

Cervone, F. (2004). How not to run a digital library project. *OCLC Systems & Services*, 20(4), 162-166.

Cervone, H. F. (2006). Project risk management. *OCLC Systems & Services*, 22(4), 256-262.

- Cervone, H. F. (2007). Standard methodology in digital library project management. *OCLC Systems & Services*, 23(1), 30-34.
- Cervone, H. F. (2011). Understanding agile project management methods using scrum. *OCLC Systems & Services: International Digital Library Perspectives*, 27(1), 18-22.
- Chakravorty, S. S. (2011). The Babe Ruth effect. *Industrial Engineer: IE*, 43(3), 32-36.
- Greene, J. (2010). Project management and institutional repositories: A case study at University College Dublin Library. *New Review of Academic Librarianship*, 1698-115.
- Horwath, J. A. (2012). How do we manage? project management in libraries: An investigation. *Partnership: The Canadian Journal of Library & Information Practice & Research*, 7(1), 1-34.
- Kinkus, J. (2007). Project management skills: A literature review and content analysis of librarian position announcements. *College & Research Libraries*, 68(4), 352-363.
- Vinopal, J. (2012). Project portfolio management for academic libraries: A gentle introduction. *College & Research Libraries*, 73(4), 379-389.
- Wamsley, L. H. (2009). Controlling project chaos: Project management for library staff. *PNLA Quarterly*, 73(2), 5-6, 27.

Course Topics

- Introduction to Project Management
 - What is a Project?
 - What is Project Management?
 - Program and Portfolio Management
 - The Role of the Project Manager
 - The Project Management Profession

- Project Management and LIS Context
 - A Systems View of Project Management
 - Understanding Organizations
 - Stakeholder Management
 - Project Phases and the Project Life Cycle
 - The Context of LIS Projects

- The Project Management Process Groups
 - The Project Management Process Groups
 - Initiating
 - Planning
 - Executing
 - Monitoring and Controlling
 - Closing
 - Mapping Process Groups to Knowledge Areas

- Project Integration Management
 - Strategic Planning and Project Selection
 - Developing a Project Management Plan
 - Directing and Managing Project Work
 - Monitoring and Controlling Project Work
 - Performing Integrated Change Control
 - Closing Projects or Phases

- Project Stakeholder Management
 - The Importance of Project Stakeholder Management
 - Identifying Stakeholders
 - Planning Stakeholder Management
 - Managing Stakeholder Engagement
 - Controlling Stakeholder Engagement

- Project Scope Management
 - Planning Scope Management
 - Collecting Requirements
 - Defining Scope
 - Creating the Work Breakdown Structure
 - Validating Scope
 - Controlling Scope

- Project Time Management
 - The Importance of Project Schedules
 - Planning Schedule Management

- Defining Activities
- Sequencing Activities
- Estimating Activity Resources
- Estimating Activity Durations
- Developing the Schedule
- Controlling the Schedule
- Project Cost Management
 - The Importance of Project Cost Management
 - Basic Principles of Cost Management
 - Planning Cost Management
 - Estimating Costs
 - Determining the Budget
 - Controlling Costs
- Project Quality Management
 - The Importance of Project Quality Management
 - Planning Quality Management
 - Performing Quality Assurance
 - Controlling Quality
 - Tools and Techniques for Quality Control
 - Modern Quality Management
 - Improving Quality on LIS Projects
- Project Human Resource Management
 - The Importance of Human Resource Management
 - Keys to Managing People
 - Developing the Human Resource Plan
 - Acquiring the Project Team
 - Developing the Project Team
 - Managing the Project Team
- Project Communications Management
 - The Importance of Project Communications Management
 - Keys to Good Communications
 - Planning Communications Management
 - Managing Communications
 - Controlling Communications
 - Information Distribution
 - Performance Reporting
 - Suggestions for Improving Communications
- Project Risk Management
 - The Importance of Project Risk Management
 - Planning Risk Management
 - Common Sources of Risk in LIS Projects
 - Identifying Risks
 - Performing Qualitative Risk Analysis
 - Performing Quantitative Risk Analysis
 - Planning Risk Responses

- Controlling Risks
- Project Procurement Management
 - The Importance of Project Procurement Management
 - Planning Procurement Management
 - Conducting Procurements
 - Controlling Procurements
 - Closing Procurements

Course Objectives

- Understand the nature of projects and project management.
- Understand the special requirements of managing projects in an LIS context.
- Identify and explain the key elements of the five project management process groups.
- Identify and explain the key elements of the ten project management knowledge areas.
- Evaluate the applicability of the knowledge, tools and techniques covered in the course to a recent actual project.

Readings

Required readings are assigned for most class meetings. Students are expected to do readings in the Schwalbe textbook before listening to any recorded lectures (see below). Students are expected to complete other required readings (mostly journal articles) before the class meeting in which they will be discussed.

Recorded Lectures

I will record a lecture video for each chapter in the Schwalbe textbook. Lectures will be made available on YouTube. I will be recording a new set of videos for this semester. I intend to make videos available approximately 1 week before the class in which we will discuss the chapter covered by the video.

The reason that I am recording the lectures is that when delivered during class time lectures take up nearly all available class time during an 8-week semester. My experience is that this does not leave enough time for the quality of discussion and interaction that is appropriate for a graduate-level course.

Class Discussions

LEEP Live Sessions will be taken up by discussion of questions raised by the material in the Schwalbe textbook and discussion of journal articles assigned for reading. If we have as lively a discussion as I am anticipating, we may use up our entire scheduled 2.5 hour live session period. Nevertheless, if we have done a good job of discussing all of our work in less time, then I will adjourn the live session early.

Please get a headset and learn how to use it and Blackboard Collaborate features effectively.

If you are not an experienced hand at this, then please attend one of the excellent sessions offered by the GSLIS ITD group. In my experience, the ITD group goes above and beyond the call when helping students and faculty get ready to use these tools effectively. They have even been known to schedule individual sessions for those of us who were unable to make group sessions.

I like the text-based chat feature of our learning platform. Sometimes a short comment or a quick question is best communicated using chat. But, I will expect you to turn on your microphone and talk when the real discussion gets started. My experience is that there is not a great difference between discussions in online classes and face-to-face classes provided that we all try our best to use the online tools effectively. If the class does not get the benefit of your questions, comments, and stories, then this will not be the effective graduate-level course that you deserve. So, please try your best to get over any shyness that you may have regarding using your headset and share what you have to offer with the rest of us. ***I want to hear from each of you.***

Examinations and Self-Quizzes

At the end of the semester, there will be a 100-question multiple-choice final exam. The exam will be administered using the Moodle quiz feature and unlimited attempts will be allowed. The Moodle quiz activity will be open for approximately 14 days. You may make liberal use of the textbook, your notes, and other reference resources while taking the exam. I only ask that you do your own work and I expect you to conform to the University of Illinois policy on Academic Integrity (see below).

I will also be making practice quizzes available for each chapter of the Schwalbe text. These quizzes will also be administered using the Moodle quiz feature. While they will be automatically graded, grades on practice quizzes will not be counted toward your course grade. The practice quizzes are based on the same bank of questions used to create the exam. They are created using a different subset of questions from the same source. Taking these practice quizzes should give you a realistic sense of how you are likely to perform on the exam. If your practice quiz results show that you are having difficulty, please contact me to discuss how you might improve.

Student Paper

During the course, each of you will be working on a paper that will be completed by the end of the course. The paper will be an in-depth report on the use of formal project management tools and techniques in an actual project. You will be encouraged to choose a project that is similar to those that you hope to manage in the workplace. This might be a project conducted by an organization with which you are already engaged (employer, university, community) or it might be a project conducted by some other organization of interest to you. More details on the requirements for the student paper

will be available during our first class. During the final week of the course, each of you will present a short oral summary of your paper during the weekly live session. This final class is my favorite of the whole course. It gives a good synopsis of what students found in a wide range of settings. Students enjoy learning what is happening in settings that are different from the setting that they researched.

Work Required of Students

You will be expected to complete all reading assignments and watch all lecture videos before class. All work on written assignments must be done independently and submitted on or before the date and time due.

You will be expected to participate in class actively and share your own project management experiences (both good and bad) with the class. This includes attending live sessions and participating in the chat and voice discussions. It also includes contributing, reading, and responding to forum posts.

Please see the discussion earlier in this documents about expectations that I have for you in terms of having a headset, knowing how to use the headset, and knowing how to use Blackboard Collaborate features.

Study Groups

Each of you will be assigned to a group that will act as a study group. Once formed, groups will meet during a portion of most of our class sessions (in breakout rooms). Additionally, a forum will be created for each group so that members can exchange ideas and post drafts of their papers for comment. I encourage you to participate actively in your group and to seek support from the other members. You are not in competition with your classmates for a top grade. If everyone turns in work that merits an A+, then everyone will get an A+. So, it is in your interest to seek and provide support in your group.

Please note that the Class and Group Contribution component of your grade is substantial. So, please take group participation and individual participation requirements seriously.

Basis for Determining Grade

The various components of student work will contribute to the final grade based upon the following percentages:

- Exam: 50%
- Student Paper: 35%
- Class & Group Contribution 15%

Letter grades will be determined as follows:

- A+: 97 - 100%;
- A : 93 - 96%;
- A- : 90 - 92%;
- B+: 87 - 89%;

- B : 83 - 86%;
- B- : 80 - 82%;
- C+ : 77 - 79%;
- C : 73 - 76%;
- C- : 70 - 72%;
- D+ : 67 - 69%;
- D : 63 - 66%;
- D- : 60 - 62%;
- F : 0 - 59%;

Academic Integrity

Please review and reflect on the academic integrity policy of the University of Illinois, http://admin.illinois.edu/policy/code/article1_part4_1-401.html to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments.

When describing assignments in the syllabus or in other documents that provide the detailed requirements for one of your assignments, I have tried to be quite specific about the degree to which collaboration is encouraged and the degree to which you are expected to submit an original work of which you are the author. If you have any questions regarding the policy regarding a particular assignment, please contact me directly for advice.

Please be aware that the consequences of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

Statement of Inclusion

<http://www.inclusiveillinois.illinois.edu/chancellordivstmtswf.html#ValueStmt>

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Accessibly Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

Contact Hours

This course will require approximately 40 contact hours.