**Project Management**

**Typical Learning Experiences of Students Earning Lower-Level Credit:**

* Work as technical program and project managers, as functional managers whose staff participates in programs and projects, and/or as executives to whom program or project managers report. (Usually one to three years experience.)
* Attend training sessions in areas such as basic acquisition contracts, contract negotiation, and/or cost and price analysis.

**Typical Learning Experiences of Students Earning Upper-Level Credit:**

* Work as technical program and project managers, as functional managers whose staff participates in programs and projects, and/or as executives to whom program or project managers report. (Usually at least five years experience.)
* Attend training sessions in areas such as contract law, negotiation of projects, and/or pre-award contracts.

**Discussion Topics:**

A project is a one-time activity with a well-defined set of desired results. Other characteristics of a project include a clear start and finish, a time frame for completion, uniqueness, involvement of a number of people on an ad-hoc basis, a limited set of resources (people, money and time), and sequencing of activities and phases. Project management refers to the processes, techniques and concepts used to run a project and achieve its objectives. The essentials of project management can be applied to projects as simple as developing a 30-page business plan in an entrepreneurship course or as complex as constructing a 60-story office tower.

If you are familiar with some (but not necessarily all) of the following topics, you may be eligible for lower-level credit in the area of project management. If you are familiar with advanced questions, you may be eligible for upper-level credit. If knowledge of some of the topics is substantial, you may consider requesting additional credit in more narrowly defined areas.

**Management Principles and Functions**

(Includes alternative project management, managing change, managing risk.)

Facts, definitions, concepts (lower-level):

* Describe the nature of program and project management.
* Describe the importance of end-item focus, careful planning, appropriate control, open and timely communication, and inter-project coordination and prioritization.

Relationships, knowledge of discipline, methodologies (upper-level):

* How do alternative organizational structures, elements and leadership maximize personal and project effectiveness?

**Project Life Cycles**

Facts, definitions, concepts (lower-level):

* Describe life cycles of projects*.*

Relationships, knowledge of discipline, methodologies (upper-level):

* How does project initiation, project implementation, and project termination affect the project completion?

**Role and Operation of the Project Manager’s Team**

(Includes power and authority of the project manager, interpersonal skills and relationships, organizing teams and team building.)
Facts, definitions, concepts (lower-level):

* Describe the role of the project team manager.

Relationships, knowledge of discipline, methodologies (upper-level):

* How will the Program Evaluation and Review Technique (PERT) affect the interpersonal skills and teams during the project?

**Organizing for Projects**

Facts, definitions, concepts (lower-level):

* What are some of the challenges when organizing for projects?
* What software can enhance project management?

Relationships, knowledge of discipline, methodologies (upper-level):

* What physical or mental tasks are performed when getting a project from origin to completion?
* What effects do new technologies have on project management?

**Leadership and Followship Motivation -- Individual, Group, and Organization**

Facts, definitions, concepts (lower-level):

* How do certain characteristics of leadership affect project satisfaction and performance?

Relationships, knowledge of discipline, methodologies (upper-level):

* What intrinsic factors of leadership when present, should create high levels of motivation?

**Decision Making**

Facts, definitions, concepts (lower-level):

* How will a reliable estimate affect project management decision making?

Relationships, knowledge of discipline, methodologies (upper-level):

* The decision tree is formed sequentially because?

**Coaching and Mentoring**

Facts, definitions, concepts (lower-level):

* Coaching and mentoring involves a variety of different skills and talents. Explain.

Relationships, knowledge of discipline, methodologies (upper-level):

* How can the coaching and mentoring provide personal challenges and a sense of accomplishment in personal growth?

**Conflict Management**

Facts, definitions, concepts (lower-level):

* Who can get involved in conflict management?

Relationships, knowledge of discipline, methodologies (upper-level):

* How effectively can the use of negotiation help in the conflict management process?

**Time Management**

Facts, definitions, concepts (lower-level):

* How does time management fit into the organizational culture?

Relationships, knowledge of discipline, methodologies (upper-level):

* What is the relationship between time management and managing risk?

**Enhancing Performance and Productivity**

Facts, definitions, concepts (lower-level):

* Describe how continuous improvement enhances performance.

Relationships, knowledge of discipline, methodologies (upper-level):

* What is the relationship between performance measurement, and managing change and productivity?

**Leading International Project Teams**

Facts, definitions, concepts (lower-level):

* Describe who must interface and support an international team.
* What are some challenges of working in international project management teams?

Relationships, knowledge of discipline, methodologies (upper-level):

* How should the project management team fit into an international organizational culture?