

Course Syllabus

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This course is offered collaboratively through the UW MBA Consortium. Campus specific course information is listed below:
UW-Eau Claire: MBA 769 Project Portfolio Management
UW-Oshkosh: BUS 766-171 Project Portfolio Management
UW-LaCrosse: BUS 700

Credit Hours: 1.5

Course Term: Spring 2020

Delivery Mode: Online

Instructor Information

Name: Andrew Miller

Home Campus: UW-Oshkosh

Phone: (920)424-3041

Email: milleraj@uwosh.edu (Best Way to Contact Andy)

You can see more about Andy on the [Instructor Introduction page](#).

Course Description

This is a course that examines the simultaneous management of multiple projects by an individual and the strategic orientation of senior management toward an organization's portfolio of ongoing and potential projects. The course is organized around three themes: **SELECTION**, **PRIORITIZATION**, and **ALLOCATION**. As you'll see, the readings, discussions, and assignments reflect these key ideas for portfolio management.

After completing this course, students should be able to:

1. Discuss and differentiate concepts and techniques of project portfolio management (PPM), multiple project management (MPM), and program management.
2. Discuss the challenges of an individual performing MPM and ways to address those challenges.
3. Discuss and analyze the importance of projects being aligned with the organization's strategy.
4. Estimate resource (time, people, equipment) requirements for completion of a multiple project portfolio, identify disconnects between time requirements and time availabilities, and recalibrate portfolios to alleviate such disconnects.
5. Identify primary issues to be addressed when discussing the merits of project management with senior management in their organizations.
6. Create a new or revise an existing project selection system to reflect principles of PPM.

Required Course Materials

- James T. Brown, 2014. *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management*. New York: McGraw- Hill.
- Simon Moore, 2010. *Strategic Project Portfolio Management*. Wiley
- Readings and videos included in the commentary for each week of class.

Assignments and Activities

Activity	Scoring
What is On Your Plate Exercise - Part 1	25 points
What is On Your Plate Exercise - Part 2	25 points
What is On Your Plate Exercise - Part 3	25 points
Program Management Case Study	100 points
Organizational Portfolio Process Redesign	140 points
Class Participation (7 whole class, 7 group at 15 points each)	210 points
Discussion Summary	25 points
Total	550 points

Final Letter Grade Scale

Grades will be assigned according to each school's grading system. The following schedule gives you an idea of how the point totals correspond to grades.

Percentage	Consortium/UW-Parkside	UW-Oshkosh
93-100%	A	A
90-92.9%	A-	A-
87-89.9%	B+	B+
83-86.9%	B	B
80-82.9%	B-	B-
77-79.9%	C+	C+
73-76.9%	C	C
70-72.9%	C-	C
67-69.9%	D+	F
63-66.9%	D	F
60-62.9%	D-	F
0-59.9%	F	F

Late Policy

Assignments and discussion postings will not be accepted after the scheduled due date (without prior instructor consent) and will receive a 0. Failure to turn in your peer eval on time will result in a 0 for your peer eval score (10% of your grade). This includes corrupt files. It is your responsibility to verify that your file submitted to the assignment successfully. Please read through the instructions on [submitting and verifying submissions](#).

Consortium's Excused Absence Policy

An absence will be considered excused or authorized according to the following institutional policies:

1. The student's home campus policy on excused absences will apply.
 - o [UW Oshkosh](#)
 - o [UW-Parkside](#) (see page 31)
2. UW MBA Consortium students will follow the [UW-Eau Claire Authorized Absence Policy](#).

If your absence falls into the excused absence category, please contact me as soon as possible. I may request that you provide documentation, and I may need time to make alternative assessments available to you.

Course Expectations for Students

I expect students to be ready to participate in the course on the first day. This means students should be familiar with the Internet and the course software, and have completed their [profiles](#), and so on.

I expect students to be involved in class discussions both in smaller groups and in discussions for all class members (although the all class discussions may be split into two groups depending on enrollment).

I expect students to take all technical concerns to the course technical support staff by contacting Canvas support using the Help menu on the far left navbar (indicated with the question mark) or by emailing bizhelp@uwec.edu. If a student asks me about technical problems, I'll reply, "Sounds like a technical question. Why don't you ask the support staff?" I manage the content of and facilitate the interactions within the course.

Based on previous online offerings of this course, I anticipate that you will have to spend two to four hours a week online to keep up with class discussions, assignments, and so on. This does not count time spent reading the text material, working on class projects, or preparing for exams. This time may vary depending on your familiarity with the course software, the speed at which you type, the time of day you are logged on to the course Web site, and the speed of your ISP and modem.

I expect students to monitor their campus email account.

I expect students to adjust their notification settings to receive alerts when I have emailed you through Canvas and posted an announcement (I recommend receiving instant notification rather than a daily or weekly digest). The other notifications are up to you.

Writing Expectations

Because MBAs must communicate clearly in writing, professional writing and use of grammar will be included in my assessment of your assignments. Here are some resources on grammar that can help you brush up on the mechanics.

- [Purdue Online Writing Lab](#) offer grammar resources.
- [Grammarly](#) and [Hemingway Editor](#) will give you automatic feedback on your grammar. Review each suggestion carefully, as these are machine generated and may not be perfectly accurate. Remember that machine-generated feedback is an aid—not substitution—for learning proper grammar yourself.

You will also be expected to avoid plagiarism in your discussion posts and written assignments. Cite sources using APA format.

- [Turnitin](#) has a plagiarism prevention section so you can learn how to avoid accidental plagiarism.
- [The Purdue Writing Lab offers a guide to APA citations](#).

General Expectations

What does it mean to be a student in an online course?

In many ways, taking an online course is like taking a face-to-face course. Both feature individual assignments and cooperative group projects, and both require you to take exams to show you are learning the course material. The instructor directs you through the activities, posting announcements, delivering lecture materials, responding to questions, and grading assignments and exams.

The great benefit of being in an online course is that you can have direct, one-to-one communication with your instructor and fellow students at any time, rather than only during class or office hours.

Participation

1. You will be expected to do the same amount of homework as you would in a face-to-face class.
2. You will be asked to spend more time generating and participating in discussions with the instructor and the other students. These discussions, in which you will respond to the instructor's and other students' comments, play a central role in the learning experience.
3. You will also participate in team discussions. Team members will rely on you to participate and contribute to these discussions. You may also be responsible periodically for posting key ideas from your group's discussions to forums where the entire class can benefit from your insights. If your team agrees to it, the course software has chat capability so that you can conduct your discussions of course material synchronously (everyone at the same time).
4. You must be responsible for keeping up with the workload so that you can be an active participant in class discussions.

Unlike the situation in most face-to-face courses, where you can show up for class, listen to lectures, and perhaps not play an active role in discussion, the assignments in online courses require your participation. If you do not keep up with the reading and other homework, you will not be able to contribute meaningful, timely comments to the online discussions. Avoid this predicament by setting aside specific times each week for engaging in course participation activities, and stick to them. Otherwise, you may find that you quickly fall behind in reading messages to which you need to respond.

How often will I have to be online?

A good rule of thumb is to log on at least once a day to check announcements and review online materials. How long you need to be online depends on the activities for that session.

Look at the Calendar to see when certain assignments are due and when discussions begin and end. Different courses may offer very explicit schedules that tell you when you need to be online for different assignments. For example, you may have a class discussion for which you will need to submit an initial comment on a Monday and then respond to another student's comment on Tuesday. Both requirements will be noted on the Calendar.

Flexibility is built into online courses. You can log on when it is convenient for you, but there are some things to consider:

1. Although online courses are asynchronous (people are not online at the same time), there are deadlines.
2. You are responsible for studying the commentaries, PowerPoint presentations, audio clips, and other course materials.
3. You will need to contribute to discussions and reply to other students' comments.
4. You will need to turn in individual assignments on time.

Your presence in the course will be apparent only if you add to discussions and do online assignments. Also, as stated above, it is crucial that you keep up to date by reading all commentaries before participating in the online discussions.

Academic Conduct

To foster a productive learning environment, all students are required to accept and adhere to the Student Code of Conduct agreement in order to participate in this course.

My Role in this Course

This is a 7-week course and, thus, your success in this course will primarily depend on you and your active participation. Clearly, I will be actively reading all of your discussion posts as they progress. However, I will only step in when I feel I can add value. That said, I don't intend to direct the discussion – the direction we take will largely be up to you. Please interact with your teammates frequently, and view/respond to their discussion posts in a timely manner.

If you have questions, I typically will respond within 24-48 hours and sooner if I am able to.

Also, I will grade assignments within one week of the due date. If I can't meet this expectation, I will notify you as to why.

Finally, I am open to your suggestions. If you have an idea about how we can improve this course, I want to hear it. I see this as a learning community, not an instructor-driven drill, and I want to maximize your learning as much as possible.

Academic Integrity Policy

All class materials are the intellectual property of the instructor and may not be shared outside of this course (e.g., to commercial "study sites") without my permission.

Unless I specify otherwise, all work that you turn in to me should be an individual effort. The sentence structure, wording, and content for your assignments and discussions must be your original work. Academically dishonest behaviors include (but may not be limited to) the following:

- Intentionally or unintentionally presenting someone else's ideas or words as your own, either as a direct quote or paraphrased or summarized material, without the proper citation. You can cite your sources in APA format.
- Submitting work that is identical to or so similar to that of another's in its wording, sentence structure, and content that it cannot be considered original.
- Plagiarizing yourself by submitting work for evaluation in this course that was previously graded or otherwise evaluated in another course. You can cite your previous work. If you want to use your previous work, contact me first.
- Making up data or citations.
- Helping someone else engage in academically dishonest behavior, including posting course materials online.
- Violating copyright laws. In some cases, citing a source is not sufficient; you also have to obtain permission from the original source for the materials you use. Likewise, if you use any materials from this course outside this course, you may need permission to use them (e.g., in your company's training manuals, publications, or style guides).
- Any form of academic dishonesty will result in a grade of "F" for the assignment and will follow the student academic disciplinary procedures as established by the UW System Board of Regents ([UWS Chapter 14](#)).

Accommodation for Students with Disabilities

In order to ensure that all of our students have equitable access to our online course materials, we strive to meet the guidelines set by Section 508 of the Rehabilitation Act, which requires the public to provide reasonable accommodations to individuals with disabilities when posting web-based materials. Canvas is **compliant with W3C's Web Accessibility Initiative** and with **Section 508** guidelines. Additionally, Canvas was certified as a **substantially conformant LMS** by WebAIM, a third-party authority in web accessibility. If you find that course materials are not posted in a format that meets your needs, or you need testing accommodations, please contact Online Course Support at 1-715-836-6020 or email BIZHelp@uwec.edu and we will work with you to find a reasonable accommodation.

Course Summary:

Date	Details	
Mon Mar 30, 2020	<u>Complete the Student Code of Conduct</u>	12am
Tue Mar 31, 2020	<u>1.2 All-Class Discussion: Introductions</u>	to do: 11:59pm
Wed Apr 1, 2020	<u>1.3 Large Group Discussion: Prior Experiences With Program and Project Portfolio Management</u>	due by 11:59pm
	<u>1.4 Small Group Discussion : Managerial Time Commitments</u>	due by 11:59pm
Sun Apr 5, 2020	<u>1.5 Discussion responses due</u>	to do: 11:59pm
	<u>What's on Your Plate Exercise - Part 1</u>	due by 11:59pm
Wed Apr 8, 2020	<u>2.2 Large Group Discussion: Consistency</u>	due by 11:59pm
	<u>2.3 Small Group Discussion: Picking your own poison(s)?</u>	due by 11:59pm
Sun Apr 12, 2020	<u>What is On Your Plate Exercise - Part 2</u>	due by 11:59pm
	<u>2.4 Discussion responses due</u>	to do: 11:59pm
	<u>What's on Your Plate Exercise Part 2 Response Due</u>	to do: 11:59pm
Wed Apr 15, 2020	<u>3.2 Large Group Discussion: Does Your Stage Gate Have a Swinging Door?</u>	due by 11:59pm
	<u>3.3 Small Group Discussion: Sponsors? We don't need no stinking sponsors! (Or PMOs neither?)</u>	due by 11:59pm
Sun Apr 19, 2020	<u>3.4 Discussion responses due</u>	to do: 11:59pm
	<u>What is On Your Plate Exercise - Part 3</u>	due by 11:59pm
Wed Apr 22, 2020	<u>4.2 Large Group Discussion: Program=Project?</u>	due by 11:59pm
	<u>4.3 Small Group Discussion: Positive Programs, or Perceptive Positioning?</u>	due by 11:59pm
Fri Apr 24, 2020	<u>Midterm Course Evaluation</u>	to do: 11:59pm
	<u>4.4 Discussion responses due</u>	to do: 11:59pm
Sun Apr 26, 2020	<u>Program Management Case Study #1</u>	due by 11:59pm
	<u>Program Management Case Study #2</u>	due by 11:59pm

Date	Details	
Wed Apr 29, 2020	<u>5.2 Large Group Discussion: Collecting data for selection/prioritization decisions</u>	due by 11:59pm
	<u>5.3 Small Group Discussion: Project Generation and Prioritization Models</u>	due by 11:59pm
Sun May 3, 2020	<u>5.4 Discussion responses due</u>	to do: 11:59pm
Wed May 6, 2020	<u>6.2 Large Group Discussion: Portfolio Evaluation Tools</u>	due by 11:59pm
	<u>6.3 Small Group Discussion: Stop! In the name of (portfolio) love...</u>	due by 11:59pm
Sun May 10, 2020	<u>6.4 Discussion responses due</u>	to do: 11:59pm
Wed May 13, 2020	<u>7.2 Large Group Discussion: The Monkey in the Wrench?</u>	due by 11:59pm
	<u>7.3 Small Group Discussion: Course Reflections</u>	due by 11:59pm
Thu May 14, 2020	<u>Organizational Portfolio Process Redesign</u>	due by 11:59pm
Fri May 15, 2020	<u>7.4 Discussion responses due</u>	to do: 11:59pm
	<u>Final Course Evaluation</u>	to do: 11:59pm
	<u>Final Letter Grade</u>	
	<u>Small Group Discussion Summaries</u>	