

**University of Waterloo – Stratford School of Interaction and Business**  
**MDEI 623 - Fall 2019 V3.1**  
**DIGITAL MEDIA SOLUTIONS 2: PROJECT MANAGEMENT**

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**Office Hours: By Appointment**

**Lecture: DMS 3129 – Wed. 4-7pm**

**Description:**

This is an introductory course that guides students through fundamental project management concepts and skills needed to successfully launch, lead, and realize benefits from projects in business. Project management has become an integral part of most every firm's business models. This course will take a holistic and integrated approach to discussing the management of projects. Successful project managers skillfully manage their resources, schedules, risks, and scope to produce a desired outcome. In this course, students explore project management with a practical, hands-on approach through in class exercises, and assignment to manage outside development teams.

**Course Objectives**

In this course, we will examine issues, problems and challenges faced by individuals and organizations in the field of project management. The principal objectives of this course are to:

1. To provide an understanding of all major elements of project management and the responsibilities of the Project Manager
2. To use project management methods, techniques and skills
3. To align critical resources for effective project implementation
4. To understand the implications, challenges and opportunities for projects to achieve a successful conclusion
5. To understand what key success factors, and metrics, are in business, and how they relate to project success
6. To understand how to manage project teams, quality outcomes and efficient and effective delivery

**Recommended Readings:**

- Articles, documents, cases & information will be required throughout the term and where possible will be posted on LEARN. Additional materials can be found on course reserves through the library or as indicated on the weekly schedule.

**Evaluation:**

Requirement	Nature of Work	Percent of Final Grade
Contribution	Individual	30
Assignment #1 – Problem Topic	Individual	5
Assignment #2 – Project Roadmap	Pairs	25
Scrum Meetings - Reflection Notes x4	Pairs	10
Assignment #3 – Final Project Assessment	Individual	20
Presentation	Pairs	10
TOTAL		100

**Method of Instruction, materials etc.:**

It is expected that all students will actively participate in classroom discussions. In addition, students are expected to have prepared any assigned readings, for that class. The class session will be interactive, driven by student discussion, debate, critique and exchange of ideas. Each class will be partly devoted to the theoretical/conceptual readings assigned for that day, and more importantly to a discussion of the concepts associated with the applicable theory. Students should be prepared to state their reasoned opinions about the project concepts, and team experiences, both from a theoretical and practical view, and to debate differences of opinion with their colleagues.

**Contribution**

Class participation is one of the most important parts of this class and it is beneficial for everyone to come to class with an open mind and a willingness to share ideas. Projects can be described, intended, designed, and executed in a multitude of ways and it is in the best interest of the group as a whole to be able to share ideas. In order to have a classroom culture that is open and exploratory we need to trust that we will be heard and that we can make mistakes.

To quantify the contribution marks there will be a number of in-class discussions, exercises, case studies, and examples, to engage in each class. Students will be expected to meaningfully participate in class to receive a grade. Students, who do not come to class, cannot participate and therefore forfeit the mark.

**Assignment #1 – Problem Topic**

Students will be asked, individually, to provide a problem related to the “Problem Topic” assigned this term. The overall problem topic is meant to be broad so that students have the flexibility to explore a more specific target audience, within the problem space that could be tackled and hopefully solved. These student problems will be submitted to undergraduate teams and potentially selected for implementation. Problem topics submitted do not need to be, and shouldn’t be, final project ideas. The purpose of this assignment is to identify a problem worth solving that is realistic to solve in the time constraints of the course. Much like in the “real world”, managers must consider problems for assessment with some consideration of time constraints for implementation.

**Assignment #2 – Project Roadmap**

Students will be assigned, in pairs, as “Project Managers (PM)” to a specified development team. The instructor will allocate the assigned Target Problem Topic to be used by the Project Manager, to create the project roadmap. The project roadmap assignment is meant to utilize the market analysis gathered as well as the PM’s own analysis to create a deliverable that can be handed off to the development team

for implementation. The development team may also share their ideas about how to tackle and solve the problem. They may also suggest pivoting on a project. It is up to the PM assigned to the project, to critically evaluate the analysis, ideas, and make a decision about the project to be selected and planned out. The project roadmap should identify the project to be implemented and include the project goals and objectives, milestones, deliverables/outcomes, as well as timeline and any dependencies, resources needed, risks, metrics for evaluation and a schedule to be met by the end of the term as indicated on the weekly outline.

#### **Team Debrief – Reflection Notes x4**

Students are expected to submit a set of debrief and reflection notes as “Project Managers (PM)” for the assignment, regarding the weekly progress of the project, as well as the student’s assessment of the weekly status. This should include a summation of Scrum meetings that discuss what was worked on, what will be worked on, and any challenges currently faced, as well as the PM evaluation of the project status and the development team.

#### **Assignment #3 – Final Project Assessment**

Students are required to submit, individually, a final project assessment to demonstrate the critical thinking required to evaluate the success or failure of the assigned project. The purpose of this report is to show (individually), how the student Project Manager views and explains the issues faced during the project, and what evidence has been gathered to arrive at such conclusions. The report should also include the set of assumptions that were made throughout the project and the effect and influence of those assumptions. Finally the report should address the student’s position/role taken and the perspective of the final outcomes and conclusions about the project.

Report: The report will be a maximum of three double-sided pages (six sheets in total), excluding Cover Page, Executive Summary, Table of Contents and Bibliography. Students may include a maximum of three pages of optional exhibits if necessary. The report must be submitted both electronically through LEARN and in hard copy in class.

#### **Presentation**

In addition to the final written report, each team is required to present their projects to the class in their assigned pairs. The final presentation will allow each team to introduce the projects worked on as well as share with the class the experience of managing each project. Teams are asked to discuss their key learning’s as it relates to the process of leading and managing the project. Please note, the project manager’s “development teams” will not be present for the final presentations.

Timing for the presentation will be:

1. A 10-15 minute summary of the facts, issues and the group’s analysis of the project progression as it relates to the final deliverables.
2. A 5 minute Q&A session for questions from the class to the group  
The instructor will evaluate each presentation on the basis of clarity, relevance to course materials, creativity, professionalism, ability to address Q&A as well as engage with others Q&A sessions, and the overall depth of understanding of the project management concepts and tools and it’s value to the project assignment.

**Accommodations for Missed Assessments:** Students are expected to complete all assignments as regularly scheduled; however, there may be circumstances where accommodating a missed deadline/assessment is approved. Accommodation is not automatic upon the presentation of documentation. Instructors will use the documentation along with all information available to them, when determining whether accommodation is warranted.

Based on an approved absence, the weighting of the course requirements may be adjusted to make up for an excused absence from an assignment or any other similar component of the course and is at the discretion of the instructor.

**Assignment Collection:** Unclaimed assignments will be retained for one month after term grades become official in quest. After that time, they will be destroyed in compliance with Waterloo's confidential shredding procedures.

## **UNIVERSITY POLICIES:**

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Refer to the following for information:

Academic Integrity Office (UW): [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)

Academic Integrity (Arts): <https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

### **Discipline**

A student is expected to know what constitutes academic integrity [check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

### **Appeals:**

A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Note for Students with Disabilities:** AccessAbility Services, located in the new addition to Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the office at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin.

**Avoiding Academic Offences:** The Faculty of Arts has prepared a website dealing with ways to avoid academic offences. [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

MDEI 623 –Fall 2019 - Course Schedule – Wednesday’s

The following is a draft outline of the course for the coming term with assignments. At the end of each class additional assignments and/or content changes may be provided.

DATE	TOPIC	READINGS / ASSIGNMENTS / ACTIVITY
Class #1 Sept. 4	Introduction to Project Management	Class Discussion: Project Overview/Problem discussion Problem Topic: Community with the Stratford School Course/ Project overview/ Review syllabus
Class #2 Sept 11	Problem Definition & Concept Development	<b>DUE: Assignment #1 (Individual) – 5%</b> <ul style="list-style-type: none"> <li><b>Decide which community issue could be innovated/improved and is worthy of further investigation</b></li> </ul> <p>Article: Kuratko, Covin, Hornsby, “Why implementing corporate innovation is so difficult”, Kelley School of Business, Business Horizons (2014), v. 57, p.647-655</p> <p>Article: Iansiti, Toffel, Herman, &amp; Kelley, “Product Development Fundamentals” Harvard Business Review, Oct. 2016, p.1-10</p>
Class #3 Sept 18	Product Definition and Leadership	<b>RECEIVED: Review selections of Problem Topics</b> <p>Article: “What to Expect from Agile”, MITSloan Management Review, Winter 2018, V.59, No.2, p.39-42</p> <p>Article: Brown, “Design Thinking”, Harvard Business Review, June 2008, p.1-9</p> <p>Article: Customer Visits for Entrepreneurs, Harvard Business Review, Aug. 24, 2012, p.1-16</p> <p>Discussion: Planning vs Production / Showing work vs discussion of work / User Focus &amp; Stories</p>
Class #4 Sept 25	Sprint Planning	<b>RECEIVED: Market Analysis / Ideation from development team</b> <p>Article: Ribera, “Agile Project Management”, IESE Business School, Jan. 2018, p.1-16</p> <p>Article: Davenport “What you should ask your numbers people”, Harvard Business Review, July 2013, p.2-4</p> <p>Class Activity: designkit.org roadmap</p> <p>Class Activity: Begin to translate problem topic, using market analysis, into a project roadmap that follows the agile process learned</p> <p>Class Discussion: Product Owner vs Scrum Master (preparation for next week’s guest speaker)</p>

Class #5 Oct 2	Sprint Planning	<p>Guest Speaker: Adam Szakacs, Chief Software Development Officer, Fibernetics Corporation</p> <p>Article: O’Leary, Mortensen, &amp; Woolley, “Working Together Effectively Before It All Goes Downhill”, Harvard Business Review, Sept. 2015, p. 50-56</p> <p>Article: McGregor, Doshi, “Why Agile Goes Awry – and How to Fix it”, Harvard Business Review, Oct. 2018, p. 2-7</p>
Class #6 Oct 9	Sprint Planning  Teams Assigned / Project Roadmap presented	<p><b>DUE: #2 Project Roadmap (Team)</b></p> <p>Meet and Greet (PM and Development Team kick off)</p> <ul style="list-style-type: none"> <li>Project team includes two project managers and the assigned development team</li> </ul> <p>NOTE: 100% attendance is expected</p>
Oct 14 Thanksgiving / Oct 15-18 is Reading Week		
Class #7 Oct 23	Development / Managing the Project Roadmap <ul style="list-style-type: none"> <li>Team Building</li> <li>Motivating the Team</li> </ul>	<p><b>DUE: Scrum Meeting Reflection Notes #1 (Team)</b></p> <ul style="list-style-type: none"> <li><b>Review – Initial team meeting, communication plans, team skills assessment, sketch low fidelity idea review</b></li> </ul> <p>Article: Sting, Loch, &amp; Stempfhuber, “Accelerating Projects by Encouraging Help”, MITSloan Management Review, Spring 2015, p.1-9</p> <p>Article: Ferrazzi, K. “Getting Virtual Teams Right” Harvard Business Review, December 2014</p>
Class #8 Oct 30	Development / Managing the Project Roadmap <ul style="list-style-type: none"> <li>Resource Management</li> </ul>	<p><b>DUE: Scrum Meeting Reflection Notes #2 (Team)</b></p> <ul style="list-style-type: none"> <li><b>Review – low fidelity testing process and experience</b></li> </ul> <p>Article: Catmull, E. “How Pixar Fosters Collective Creativity” Harvard Business Review, September 2008</p> <p>Article: Christensen, C. “Using Aggregate Project Planning to Link Strategy, Innovation, and the Resource Allocation Process” (Ivey Publishing – Product # 301041)</p> <p>Class Discussion: Sprint reiteration, pivoting and keeping teams on track</p>
Class #9 Nov 6	Development / Managing the Project Roadmap <ul style="list-style-type: none"> <li>Project Evaluation and Controls</li> <li>Holding teams accountable</li> </ul>	<p><b>DUE: Scrum Meeting Reflection Notes #3 (Team)</b></p> <ul style="list-style-type: none"> <li><b>Prototype 1 reviewed</b></li> </ul> <p>Article: Davis, “Calculated Risk: A Framework for Evaluating Product Development”, MITSloan Management Review, Summer 2002, p.71-77</p> <p>Article: Kupp, Anderson, &amp; Reckhenrich, “Why Design Thinking Needs a Rethink”, Fall 2017, p. 1-5</p>

Class #10 Nov 13	Sprint Review & Retrospective Project Closeout  Project Closeout	<b>DUE: Scrum Meeting Reflection Notes #4 (Team)</b>  • <b>High fidelity prototype reviewed</b>  Article: Sprint Retrospective Chapter 9 & 10 (on Learn)
Class #11 Nov 20	Team Presentations	<b>RECEIVED: Final Prototype submitted</b>  <b>DUE: Final Project Assessment (Individual) – 20%</b>  Working class to finalize presentation
Class #12 Nov 27	Team Presentations	<b>RECEIVED: Prototype 2 for project</b>  <b>DUE: Presentation Day (Group 2) – 10%</b>  Groups will have 10 min to present, plus 10 min for Q&A and class consult/debrief.

**Class Contribution (individual) – 30%**