



## **Syllabus**

### **SCHOOL OF BUSINESS AND MANAGEMENT**

### **PM 406: Project Risk and Change Management**

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## COURSE DESCRIPTION

This course utilizes a simulated project to teach students how to manage risk and crisis occurrence through a project's life cycle. Strong emphasis is placed on integrating SWOT, Risk Breakdown Structure, and Risk Mitigation into the overarching project life cycle. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships, especially in times of uncertainty and crisis. Students will learn and apply basic project management concepts related to identifying, classifying, and mitigating risk.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

## COURSE OUTCOMES

In this course, learners:

- Develop and implement appropriate risk identification and mitigation plans for both anticipated and emergent risks.
- Demonstrate ability to effectively work in a team environment.
- Establish the importance of projects as it relates to implementing and affecting organizational strategy and priority.
- Apply the following PM tools: SWOT, RBS, Risk Mitigation, and schedule control.
- Implement project control system to manage project change, communications, procurement, risk, quality and human resources.
- Demonstrate reflection and critical thinking as applied to high-stress risk and change management.

- Explain the project life cycle with a special emphasis on risk management within each phase of the life cycle.

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Change Control
- Change Management Plan
- Project Life Cycle
- Risk Analysis
- Risk Breakdown Structure
- Risk Identification
- Risk Management Plan
- Risk Matrix
- Risk Mitigation
- Risk Register
- SWOT

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Discussion Board or Instructor Determined Participation	10%
Risk Analysis and Identification Case Study	15%
Risk Management Plan	30%
Risk Change Management Plan	25%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Discussion Board or Instructor Determined Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of project management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online. Online classes are required to use the Discussion Board. Participation through discussion is an integral part of this course and is defined as

active engagement in a discussion or other activity. Instructors will determine the type of questions and their due dates. To provide a structure for balanced participation and allow you to maximize the benefit of the discussion boards, it is recommended that you follow these guidelines for online classes: 1) Each response should be at least 150 words in length and provide insight, substance, and reflect a respectful, supportive spirit. 2) Each response should demonstrate proper grammar, spelling, syntax, and punctuation. Your style should be lucid, expressive, and easily read. 3) Reference to any material must be properly cited using APA format. Cite at least 1 reference per weekly discussion board posting. 4) All responses are to be posted to the BlackBoard learning management system. It is advisable to post your original response by mid-week (determined by your instructor) to allow other students time to read and digest your words and appropriately respond to you. In addition, students are also required to provide at least two (2) substantial feedback/comments to their classmates by end of week. All responses are due by midnight (or other time requirement determined by your instructor) prior to the next class session. 5) If you have a question or comments meant specifically for your instructor, contact your instructor directly. If you have questions related to the course, use the Question and Answer Forum in the Discussion Boards Section of the Blackboard shell. If you want to talk about issues unrelated to the course material, use the Coffee Talk Forum found in the Discussion boards Section of the BlackBoard shell. This is a good place to mingle and get to know each other better.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Timeliness of responses	10%
Quality of responses	50%
Quantity of responses	20%
References	10%
Purpose/Thesis Statement	10%
<b>TOTAL</b>	<b>100%</b>

### Risk Analysis and Identification Case Study

Students should read the case below and create a SWOT analysis, Risk Register, and Risk Matrix for the Exotic Motor Car Company (EMCC) case. Student's should use all resources available to them and the SWOT analysis should focus on the exotic (foreign, expensive, niche) car industry based on current industry status. Car industry current status can be observed at Hoovers.com or via other industry web sites.

EMCC designs and assembles exotic automobiles. There are five models in their product line; A high performance, two-seat sports coupe and a drop head (convertible); A high performance four door sedan; A five door, touring shooting brake (station wagon); A five door rover designed for off-road use. EMCC is known for outstanding quality, reliability, relatively low cost of operation, and customer support.

Their work force is fiercely proud of its products and is tightly bonded within its various work groups. Nowhere is this more evident than its motor fit-check facility in Central City.

Central City site is where all motors for all models are shipped and put through a rigorous fit-run-check process that includes specification check (emissions, torque, etc), run test, dynamic-balanced tuning, and other complex routines before the motor is shipped to either the North Prairie site (40 miles north of Central City) where the sedans and shooting brake are assembled or to the Mountain View site (58 miles to the south of Central City) where the two seat sports cars are built. Once at the appropriate site, the motors are installed in the appropriate car.

Technicians are the best in the industry. They are loyal to EMCC products, despite periodic strikes and occasional acrimony with EMCC management. Technicians have developed long-standing personal

friendships. They help each other and there are lots of off work activities involving each other's families. There are several active employee resource groups and a highly successful diversity council. The Central City site has been in place for 50 years and many of the workers have tenure in the range of 25 – 35 years.

The workforce at Central City, using Lean+ and Six Sigma methods was able to reduce the fit-run check cycle time from two weeks to three hours (an industry breakthrough). Given the success of this activity, EMCC management has decided to close the Central City site and move fit-run check process to car-side where the motor is placed in a queue for direct installation in the appropriate vehicle at the appropriate site. There will be a 25% reduction in force (licensed transportation workers, expeditors, and related skills). The remaining workers will be reassigned to either the North Prairie or Mountain View site.

This move will break up most of the long-standing relationships among and between workers and force many workers to commute long distances to work on already heavily congested freeways. The union has filed an Unfair Labor Practice (ULP) and is threatening a strike. EMCC is maintaining that the Management Rights Article of the current bargaining agreement allows such a move.

Although EMCC is emphasizing the positive aspects of the move, employees are going through the grieving process and seeing management as, once again, being duplicitous.

Over the course, new dimensions of the case will be added and the project team will need to respond to changes. These new dimensions will come in the form of known knowns, unknown knowns, and unknown unknowns. Thus, you will be required to respond to a variety of risks through a comprehensive risk management plan.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Evaluate the implications of project management to organizational effectiveness (Org strategy and priority)	30%
Risk Identification Analysis Completeness	30%
SWOT Analysis Completeness	30%
Written Mechanics	5%
References	5%
<b>TOTAL</b>	<b>100%</b>

### Risk Management Plan

Based on the Risk Analysis and Identification assignment, the student will create a Risk Management Plan. The Instructor will provide additional information on the EMCC case. The Risk Management Plan will need to include the following components: Planning, Identification, Assessment, Scheduling, Response, Monitoring, and Communication. Refer to the template provided by your instructor as a basis for the Risk Management Plan.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Risk Assessment Completeness	30%
Risk Response and Monitoring Applicability	30%
Risk Communication Completeness	30%
Written Mechanics	5%
References	5%
<b>TOTAL</b>	<b>100%</b>

### Risk Change Management Plan

Based on the Risk Management Plan, the student will create a Change Management Plan associated with project control systems used for risk to scope, budget, and schedule. The Change Management Plan should address the process for change assessment, tracking, and approval. A narrative describing the change management process with supporting flow charts are required.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Change Management Assessment	30%
Change Management Tracking and Approval Process	30%
Alignment with Risk Management Plan	30%
Written Mechanics	5%
References	5%
<b>TOTAL</b>	<b>100%</b>

### Final Exam

Students should be prepared to answer a variety of questions pertinent to course content and assignments. The instructor will provide additional information on how exams will be administered

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Completeness of Essay Responses	90%
Written Mechanics	5%
References	5%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**



CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a user name and password.