

## **PM 507: Project Financial Management**

### **School of Business and Management**

3 Credits

Effective Date: 10/1/2022

Grading Type: Decimal

Pre-requisite: PM 504

*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 Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

Project financial planning and management fall under the cost triad of project management. This course is a continuation of PM 504 and focuses on project activity-based financial principles, including planning resource management, cost estimating methods, earned schedule management, procurement management, and project budgeting. Students continue to build out their project plan by completing the financial management portion of the plan.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” 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.

## Course Outcomes

This course will prepare students to:

- CO.1 - Calculate estimated costs for a project utilizing various methods of estimation. **(Estimated Costs Matrix)**
- CO.2 - Justify the budget for a project to the appropriate stakeholders. **(Budget Presentation)**

- CO.3 - Create a resource management plan employing a variety of resource management methods. **(Resource Management Plan)**
- CO.4 - Develop a procurement plan for a project. **(Procurement Matrix )**
- CO.5 - Generate a budget for a project. **(Budgeting in Trello)**

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current .

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Resource Management Plan	15%
Estimated Costs Matrix	10%
Procurement Matrix	15%
Budgeting in Trello	20%
Budget Presentation	20%
Instructor Determined Activities (including participation)	20%
<b>TOTAL</b>	<b>100%</b>

### Resource Management Plan (15% of Final Grade)

Utilizing the project chosen in PM 504, students create a resource management plan, identifying all resources needed for a project, including people, services, products, and details needed in the project execution phase. This plan will be a portion of the final project plan, which will be finalized in PM 508. In a table format, the plan should include:

- A comprehensive list of resources needed for the project, including people, services, and products.
- The individual/group responsible for those resources.
- The individual/group/company providing the resources.
- The stage of the project the resources will be required (timeline).

Plan length will vary based upon the scope of the student's project.

<b>Components</b>	<b>% of Grade</b>
Resource List	40%
Key Individuals	40%
Timeline	10%
Writing Quality	10%
<b>TOTAL</b>	<b>100%</b>

Criteria	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Resource list	40	The resource list is complete and comprehensive based upon the project at hand.	The resource list is complete but may be missing one-two resources based upon the project at hand.	The resource list is partially complete. Several resources may be missing based upon the project at hand.	The resource list is incomplete. Many resources are missing based upon the project at hand.
Key Individuals	40	Key individuals that are responsible for the resources as well as the individuals providing the resource are provided for all resources listed.	Key individuals that are responsible for the resources as well as the individuals providing the resource are provided for most resources listed.	Some key individuals that are responsible for the resources may be missing or some individuals providing the resources are missing.	Many key individuals that are responsible for the resources may be missing or many individuals providing the resources are missing.
Timeline	10	A timeline appropriate for the scope of the project is provided for every resource.	A timeline appropriate for the scope of the project is provided for most resources	Timeline is missing for several resources or not appropriate for the project.	Timeline is missing for most resources or not appropriate for the project.
Writing Quality	10	The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of	There are few problems with organization, clarity or conventions that should have been fixed.	Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to	Frequent problems with organization, clarity and/or conventions make the paper hard to read.

		writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.		interfere with meaning.	
	100				

### Estimated Costs Matrix (10% of Final Grade)

The estimated costs of a project are integral to calculate for each resource in the research management plan. This document is also helpful when creating a project budget. Using the appropriate cost estimation method for their particular project, students complete a cost estimating worksheet that is provided in the course. The worksheet should include the type of cost estimation used to calculate each of the resources identified in the resource management plan.

Worksheet length will vary based on the scope of the student's project.

#### **Components**

Estimation Method

Costs

**TOTAL**

#### **% of Grade**

50%

50%

**100%**

Criteria	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Estimation Method	50	The estimation methods utilized are fully appropriate for the calculation of the cost of each resource.	Most estimation methods utilized are appropriate for the calculation of the cost of each resource.	Some estimation methods utilized are appropriate for the calculation of the cost of each resource.	Few estimation methods utilized are appropriate for the calculation of the cost of each resource.
Costs	50	Cost is provided for all resource calculations.	Cost is provided for all resource calculations. There may be one-two	Cost is provided for some of the resource calculations, or there are	Cost is provided for only a few resource calculations, or most

			inaccurate calculations.	several inaccurate calculations.	calculations are inaccurate.
	100				

### Procurement Matrix (15% of Final Grade)

Procurement planning is integral for successful project execution. This plan will be a portion of the final project plan, which will be finalized in PM 508. Using the template provided in the course as a guide, students develop a procurement matrix, which identifies the resources needed, the date each resource should be procured, the method of procurement, seller/provider of the resource, and estimated dates for contract negotiation and execution.

The procurement needs document length will vary based on the scope of the project.

**Components**  
Matrix Content  
**TOTAL**

**% of Grade**  
100%  
**100%**

Criteria	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Matrix Content	100	Matrix content has been completely developed for all sections. All procurement methods, seller/provider, and dates are logical and feasible.	Matrix content has been completely developed for all sections.  Most (all but one) procurement methods, seller/provider, and dates are logical and feasible.	Matrix content has been developed but is not complete (less than two sections missing). A few (two) procurement methods, seller/provider, and dates may not be logical and/or feasible.	Matrix content demonstrates very little development and is mostly incomplete. There are a number of procurement methods (more than two), seller/provider, and dates that may not be logical and/or feasible.
	100				

### Budgeting in Trello (20% of Final Grade)

Project management software tools enable project managers to centralize communication and enhance transparency of a project, while organizing information that is easily accessed by the project management team and stakeholders. Utilizing the project management software Trello, students generate a new board in Trello and add the Advanced Project Budgeting and Time Tracking Power Up to the board. Using the Power Up, students create a budget using the Resource Management table and Estimated Costs Matrix. All resources, including the time allocated for each of the deliverables are placed on the *To Do* card in Trello in an organized and easy to read fashion. The board is then shared with the instructor.

The length of the board will vary based upon the scope of the student's project.

<b>Components</b>	<b>% of Grade</b>
Board Content	70%
Board Format	30%
<b>TOTAL</b>	<b>100%</b>

Criteria	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Board Content	70	Trello board accounts for all time allocations (from the Resource Management Plan) and all costs of all resources (Estimated Cost Matrix) needed for the project.	Trello board accounts for most time allocations (no more than one missing) and most costs of all resources (no more than one missing) needed for the project.	Trello board accounts for some time allocations (no more than two missing) and some costs of all resources (no more than two missing) needed for the project.	Trello board is missing most (more than two) time allocation and most (more than two) costs of resources needed for the project.
Board Format	30	Data is presented logically and is readily available.	Data is presented logically and is available. Viewers need to conduct minor searches to find information.	Data lacks logical presentation and viewers need to regularly conduct searches to find information.	Data is scattered and is difficult to find.
	100				

## Budget Presentation (15% of Final Grade)

Detailed budgets are of utmost importance to a project and project stakeholders. Budget presentations allow project managers to explain the project costs in a comprehensive fashion during the planning stage of a project. Honing these presentation skills is integral for project communication and stakeholder engagement and buy-in. Utilizing the resource management plan, procurement matrix, and Trello budget, students determine the appropriate stakeholder group for their project, and create a presentation of their project budget that includes the following:

- Explanation of resources needed for the project, and the plan to procure each resource.
- Explanation of estimation methods used for each resource.
- Explanation of the contingency plans included in the budget.
- Overall cost of the project.

The presentation should be professionally executed via Zoom recording. Students use stakeholder appropriate visual aids in the presentation to demonstrate all of the above factors. The video should be no more than 10 minutes in length and the recording submitted to the assignment dropbox.

### **Components**

### **% of Grade**

Presentation Content for Justification of Budget	60%
Presentation Quality for Justification of Budget	30%
Use of Visual Aids	10%
<b>TOTAL</b>	<b>100%</b>

Criteria	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Presentation Content for Justification of Budget	60	The presentation thoroughly justifies the budget and addresses all of the assignment requirements; including the explanation for resources, estimation methods, contingency plans and articulation of	The presentation justifies the budget and addresses all of the assignment requirements. Minor details are missing.	The presentation somewhat justifies the budget addresses some of the assignment requirements (two requirements are missing) Some points details are missing or unclear	The presentation fails to justify the budget and addresses few of the assignment requirements. (only one). Many points are missing or unclear.



		the overall costs of the project			
Presentation Quality for Justification of Budget	30	The presentation is appropriate to your audience. Narration is clear, well-articulated, well-paced, and appropriately projected. Presentation length fits in the 8 - 10 minute range without rambling to 'fill time'	The presentation is appropriate to your audience. Narration is generally well-articulated, well-paced, and appropriately projected. Presentation length fits in the 6 - 7:59 minute range without rambling to 'fill time', OR goes beyond 7:59 with 'time fillers'	The presentation is somewhat appropriate to your audience. Messages are articulated verbally, but with inconsistencies in terms of pacing and/or projecting. Presentation length fits in the 4 – 5:59 minute range without rambling to 'fill time', OR goes beyond 5:59 with 'time fillers'	The presentation is inappropriate for your audience. Messages are articulated verbally, but language and time in inconsistent, stilted, and/or student is simply reading the slides or script. Presentation length is less than 4:00 minutes without rambling to 'fill time', OR goes beyond 4:00 with 'time fillers'
Visual Aids	10	Visual aids are used creatively and appropriately to supplement and enhance the narration. Visuals do not detract from, nor drown-out, key concepts	Visual aids are used appropriately to supplement the narration. Visuals generally do not detract from, nor drown-out, key concepts	Visual aids are used but do not necessarily supplement or add clarity to the presentation. Visuals periodically detract from, or drown-out, key concepts	Visual aids are simplistic and add no clarity to the presentation or are missing. Visuals regularly detract from, or drown-out, key concepts
	100				

## Instructor Determined Assignments (20% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include: collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class.

Descriptions are provided by the instructor in the course.

### **Components:**

### **% of Grade**

Quality of Content	50%
Quantity of Responses	30%
Timeliness	20%
<b>TOTAL</b>	<b>100%</b>

	% of Grade	Exceeds Standard	Approaching Standard	At Standard	Below Standard
Quality of Content	50	Rich, thoughtful and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free	Generally competent analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content	Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	Superficial, undeveloped and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult

		of grammatical or stylistic errors			
Quantity of Responses	30	Exceeds minimum number of required quality posts.	Required minimum number of quality posts.	Initial post and fewer than minimum number of required quality posts.	Some, or all, required quality posts missing.
Timeliness	20	Posts submitted on more than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on fewer than three days of the discussion time.	All posts submitted at the last minute without allowing for response time.
TOTAL	100 %				

## Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

## 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. City U 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 the [Title IX](#) portal page 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 the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

## **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 [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a user name and password.