Program Management and Planning: AD 646
AD 646 B1: Spring 2013

Professor Greiman
Class Location: CAS BO6A, Tuesday 6:00-9:00
Office Hours: By appointment and I am always available the hour before and after class

greiman@bu.edu
617-353-6860

1. Course Description:

1.1 Description from Course Catalog

Programs and projects deliver benefits to organizations by enhancing current capabilities or developing new capabilities for the organization to use. This course will provide a detailed understanding of program management and will present concepts that promote efficient and effective communication and coordination among various groups. Students will understand PMI® program management processes and use tools that automate and enforce processes for managing scope changes, risk, quality issues, schedules, resources and costs. You will learn how to design a program and manage program costs, risk, and communication within the context of Project Portfolios. This course is targeted to senior executives, portfolio managers, program managers and their team members, members of a PMO, customers/stakeholders, educators, and consultants. This course introduces processes and knowledge areas from three new PMI standards: Program Management standard, OPM3, and Portfolio Management.

1.2 Introduction

Program Management and Planning is the final course in the Project Management Masters Degree, the Project Management Certificate, and the BU Global Program. The course focuses on the relationship among portfolios, programs and projects and the important strategic objectives of each endeavor. The course is designed to assist students in developing a program management framework, policy and organizational and governance structure. Students will develop skills and techniques for chartering constituent projects, directing and managing program execution and managing the program team and stakeholders. The global legal, economic, cultural and political environments in which projects operate will be contrasted and mechanisms for resolving conflicts will be addressed. Lessons learned and skills necessary for leading complex mega projects will be examined through several of the world’s largest and most complex technology and infrastructure projects, and strategies for managing these projects will be developed. Portfolio and stakeholder management will be central to the understanding of program management and tools and techniques for managing these relationships will be discussed. Understanding why projects fail, and the processes necessary to develop successful projects will be discussed. Students will participate in daily discussions and
assignments based on actual case studies, and utilizing outside research will be a key component of the course.

**MET AD 646 Interdisciplinary Course Goals**

<table>
<thead>
<tr>
<th>Goal and Category</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Ethics and Standards - Substantial</strong></td>
<td>Ethical Considerations permeate every aspect of program and project management from how to structure, organize and govern a project to the daily decisions involving procurement, scope, cost, risk, quality and schedule. As program and project managers you are expected to reflect constantly on the subject of ethics and make sure that your conduct and decisions take into consideration not only your legal and contractual obligations, but your ethical obligations as well. We will discuss throughout this course important ethical decisions that project managers face on a daily basis and many of your assignments will incorporate these decisions and considerations. Projects succeed because of sound ethical principles and business standards and professional codes of conduct. Projects can also fail because of a lack of these principles and standards. There are many good models of ethical conduct in project management that we will discuss throughout the course.</td>
</tr>
<tr>
<td><strong>Critical and Innovative Thinking - Substantial</strong></td>
<td>Each of the case studies presented to you in this course will require you to research, analyze, and propose innovative solutions to complex problems including root cause analysis and quantitative and qualitative analysis. Solutions will require you to draw upon outside readings, your own experiences, Socratic methodologies, and empirical research.</td>
</tr>
<tr>
<td><strong>Global Perspective - Substantial</strong></td>
<td>The cases and discussions in class focus on cultural problems, global strategic business analysis, virtual teams and the international environment of project and program</td>
</tr>
</tbody>
</table>
management across industries and continents. The representative case studies present transnational project management issues from the perspective of the following countries: India, China, Japan, Germany, Mozambique, France, the U.K., Chad and Cameroon.

**Communication Skills - Substantial**

| Each student will have 3 opportunities to present responses to assignments in class and to also work together in small groups. Each week you will have a written assignment as well as an opportunity to participate in class discussions that will be evaluated. The course culminates in a high level research final paper that will count as 30% of your final grade. |

**Decision Making - Substantial**

| The decision making in this course is integrated into the case studies, weekly assignments, discussion questions and final paper. Students will assess each week the reasons for failure and success of actual projects and the role that the project manager’s decisions and the organizational and governance structure played in these outcomes. |

**Technical Tools and Techniques - Some**

| The skills learned in this course include program management methodologies, strategies, processes and procedures as well as how to present and implement recommendations and solutions to various case studies. Students will also develop research skills in preparation for their final paper. |

**Research Skills and Scholarship - Substantial**

| Each week assignments will involve outside research on the case assigned. At the end of the course students will write a scholarly research paper on a topic relevant to the subject matter of the course in accordance with APA standards and the research paper guidelines. |
1.3 Prerequisites: AD 642

2. Basic Information:

2.1 Schedule (See Pages 10-14)

2.2 Delivery Mode (Classroom)

2.3 Instructor

Professor: Virginia A. Greiman  
Administrative Sciences Department  
Metropolitan College, Boston University  
808 Commonwealth Avenue  
Boston, MA 02215  
E-Mail: ggreiman@bu.edu  
Office Phone: 617-353-6860

Biography

Professor Greiman, B.S., M.Ed., J.D., LL.M., Professor of Project Management and International Law at Boston University has more than 20 years of experience in public policy and regulation, global infrastructure development, mega project management, international law and legal reform. Her experience includes high level appointments with the U.S. Department of Justice and legal counsel to the U.S. Department of State and the U.S. Agency for International Development in Eastern and Central Europe, Asia, and Africa on privatization and development projects. Most recently, she headed a State Department delegation to Liberia on workforce and infrastructure development. From 1996 to 2005 she served as Chief Deputy Legal Counsel and Risk Manager to Boston’s $14.6 billion dollar Central Artery Project, America’s largest infrastructure project and recently has served as a major project adviser to several international megaprojects. She also served as United States Trustee for the U.S. Department of Justice where she managed the successful reorganizations of the Bank of New England and Seabrook Nuclear Power Plant. She has served as General Counsel for several state agencies including the Massachusetts Department of Banking and Insurance, the Executive Office of Education and the Department of Economic Development. Professor Greiman has served on many government boards and commissions including the U.S. Attorney General’s Fraud Task Force, the Governor’s Regulatory Relief Commission and the Commonwealth’s Designer Selection Board. She has published extensively and lectured internationally on program and project management, international law, cyber crime and global project finance and development. She is a member of the legal Bars of the District of Columbia, Virginia and Massachusetts and she is a certified Project Management Professional (PMP) and an Associate in Risk Management (ARM), and is admitted to the following Courts: U.S. Supreme Court, U.S. Federal Circuit Courts of the 1st and 4th Circuits, U.S. Court of Claims and numerous lower federal courts and state courts.

3. Course Materials

2. The following case studies and course materials will be available for purchase prior to class through Barnes and Noble or will be included in the Course Supplement.

1) HBS: The AtekPC Project Management Office
2) Supplement: NBT Control Case Study: Theory v. Practice
3) HBR: What is a Global Manager?
4) HBS: Siemens AG: Global Development Strategy (A) and (B)
5) HMU: The Art of Managing Virtual Teams: Eight Key Lessons
6) HBR: How to Think Strategically about Outsourcing
7) HBR: The Discipline of Teams
8) HMU: An Outsourcing Checklist
9) Supplement: The Big Dig Case Study
11) Supplement: The Big Dig 2006 Financial Plan
12) Supplement: Japan Railway and Transport Review: Financing EuroTunnel
14) HBS: Asia Case Research Center. Politics, Institutions, Culture and Project Finance: The Dabhol Power Project
15) HBS: How to Fail in Project Management (Without Really Trying)
16) HBR: Why Good Projects Fail Anyway
17) HBS: Microsoft’s Unlimited Potential (A)
18) Supplement: The Ethical Global Project Manager Case Study


4. Course Learning Objectives:

4.1 Course Goals and Objectives: After successfully completing this course, you will be able to:

- Demonstrate the important differences between Program, Project and Portfolio management and define the purpose, mission, structure and governance of a Project Management Office (PMO).
- Develop a Program Management Policy that will assure the ability to sell and deploy your Project Management Office (PMO).
- Plan for and implement a PMO that supports both tactical and strategic planning.
- Recommend ethical and corporate responsibility practices that should be adopted by all projects and programs.
- Address the challenges facing implementation of a PMO in a resistant culture.
Plan, optimize and manage multinational projects taking into consideration environmental factors, national differences, political risk, and cultural differences.

Address tactical and strategic aspects of virtual project management and outsourcing for large multinational projects.

Plan and implement the strategy, tactics, and processes needed for successful Program Management.

Identify the root causes of undesirable effects on a PMO.

Develop strategies to reduce and prevent risks and failures in program, portfolio and project management.

Implement processes to comply with cross cultural considerations and the legal, ethical and regulatory requirements of a PMO including the Sarbanes-Oxley Act and the Foreign Corrupt Practices Act.

Understand the risks and challenges in leading complex mega projects and partnerships.

4.2 Course Learning Objectives and Course Structure

This capstone course in International Program Management provides an opportunity for students to integrate skills, knowledge, and attitudinal development and review state-of-the-art issues and produce deliverables required for successful program management.

Students learn how to plan for and implement a PMO that supports both tactical and strategic planning and leadership skills as they pertain to change-control and decision-making.

A key focus of this course is the successful implementation of a Project Management Office in difficult and resistant environments and cultures.

As you have already learned in AD 642, project management is more of an art than a science. While there are some technical aspects that have textbook answers, much of project management cannot easily be characterized by the “right way.” Therefore, students are expected to critically interpret the text and course materials and challenge assumptions, and use data from several sources (beyond the texts) to make their case and support their arguments.

4.3 Course Expectations and Delivery Mode

Grading

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

Expectations
Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

*Minimal preparation* is reading the material and being able to summarize what it is about, identify the issues, and make recommendations.

*Superior preparation* involves being able to (i) summarize the situations/problems presented by the case; (ii) recommend solutions to the discussed problems; (iii) support your recommendations with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or the reasons why obvious solutions might be discounted.

### 4.4 – 4.7 Schedule, Assignments, Course Grading, Exams

**Grading Structure and Distribution**

The coursework will consist of contributions to the discussion forums, assignments, and final exams, weighted as follows:

<table>
<thead>
<tr>
<th>Evaluation Measures</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Assignments/Research</td>
<td>30%</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward only those who do exceptionally well with high grades. A Grade of A or A minus will be limited only to those students truly distinguishing themselves in the course. The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A-</td>
<td>15% to 20%</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>80%</td>
</tr>
<tr>
<td>Other</td>
<td>As merited</td>
</tr>
</tbody>
</table>

Class Participation

You are expected to participate. Participation in AD 646 is measured by your performance in the Assignments and Class Discussions. Class participation as well as
responses to assignments, will not only earn a good grade, but it will foster the learning experience through sharing of information and insight.

**Attendance**

Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn unless the instructor is notified and determines there have been exceptional circumstances. Students arriving late will be considered to have missed the class absent extraordinary circumstances.

**Course Deliverables**

A complete breakdown of all schedule information, class location, and assignments can be found on the Course Calendar page of your Syllabus. **Please Note that all Case Study Assignments should be limited to Three Pages unless otherwise noted. Kendall and Rollins assignments are separate from the Case Studies and those assignment should be limited to two Pages! Short, concise answers are preferred and bullet points are acceptable.**

**Class Discussions**

Each class we will discuss the assigned readings and class assignment. Students are expected to contribute comments to the class discussion.

**Final Exam**

There will be a Final Exam comprised of multiple-choice and true/false questions and it will cover information from the lectures and cases, from the textbook readings, and from class discussions. The exams are closed-book; this means no use of the textbook, case studies or other readings, your notes, or any research material.

The final exam will be given during the class session. There will be a practice mid-term take home exam that will help you prepare for the final exam. The mid-term exam will not be graded but will be discussed in class.

Exam Guidelines can be found at the end of this syllabus.

**Final Research Paper**

Students are expected to complete a research paper by the end of the course. **Final Research Paper Guidelines** are included at the end of this Course Syllabus.

**Paper Requirements**
You are to complete your research papers using the APA writing style and guideline for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store. As most referencing information is available either on the APA web site or on the CourseInfo site, the purchase of the guide is not essential. However, you do need to understand how to cite and reference correctly in all of your papers and assignments. *This is essential.*

Papers are to be **RESEARCH PAPERS.** Remember that work that you use from other authors MUST be referenced. Since it is assumed that you know little about the topic that you are writing on it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is your paper and not the cut and paste of someone else's work.

The internet has led to a false sense of what research is all about. Those new to research tend to think that it means spending an afternoon surfing the internet and then cutting and pasting from material available. Keep in mind the internet is:

1. Not quality oriented, as it has good stuff and not so good stuff. The internet does not know the difference.
2. The internet should NOT be the sole source location for your research. *That is to say I expect to see materials that are not available on the internet.*
3. Use the library. As an online student, you have access to academic journals. Academic research is far more valuable than random internet searches.

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**Academic Honesty**

Boston University considers plagiarism (any attempt by a student to represent the work of another as his or her own) and other forms of cheating serious offenses and enforces serious penalties when they occur. 

*Important Note:* Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College; a more condensed version of the plagiarism policy is found later in this syllabus.

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**Course Calendar**
The calendar will give you an at-a-glance overview of due dates for all the assignments for this course. Please be aware of all your due dates so you may plan your work ahead of time.

**Timely Presentation of Materials Due**

All work requests, such as homework assignments, discussion, research papers and exams, have due dates. The due dates are the LAST DATES that the stated material can be turned in. Any material presented after its due date may be rejected or downgraded. The due date is often viewed by students as the first date to turn in materials; it is best to think of it as the LAST DATE on which to submit materials.

**Course Outline**

The assignments table uses the following abbreviations:

<table>
<thead>
<tr>
<th>PMBOK</th>
<th>Reference Only And Not Required: Project Management Body of Knowledge by Project Management Institute, 3rd ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>Advanced Project Portfolio Management and the PMO: Multiplying ROI at Warp Speed by Gerald I. Kendall and Steven C. Rollins</td>
</tr>
<tr>
<td>HBR</td>
<td>Harvard Business Review Article</td>
</tr>
<tr>
<td>HBS</td>
<td>Harvard Business School Case Study</td>
</tr>
<tr>
<td>HMU</td>
<td>Harvard Management Update</td>
</tr>
<tr>
<td>JRTR</td>
<td>Japan Railway &amp; Transport Review</td>
</tr>
</tbody>
</table>

**Due Dates**: All assignments are due on the date assigned.

**Classes 1-4**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Assigned Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Kendall and Rollins (KR) - Chapters 1-3</td>
<td>KR Questions 1.1 to 1.10 page 21</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Developing a Program Management Framework, Policy and Organizational Strategy</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>KR – Chapters 4-6</td>
<td>KR Questions 6.6-6.8, p. 91</td>
</tr>
<tr>
<td></td>
<td>HBS Case Study: The Atek</td>
<td>The AtekPC Project</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assigned Readings</td>
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</tr>
<tr>
<td>Tues. Jan 29</td>
<td>The PMO Office, Portfolio and Stakeholder Management</td>
<td>PC Project Management Office</td>
</tr>
</tbody>
</table>
| Class 3 - Tues, Feb. 5 | Leading Complex Projects and Partnerships                          | - The Central Artery Tunnel Project Case Study and Finance Plan 2006  
- USDOT Public Roads Article  
- (JRTR) Financing Eurotunnel  
- PMBOK Chapter 7                                               | Respond to Big Dig Case Study in your course packet                                 |
| Class 4 - Tues. Feb. 12 | Big Dig v. Euro Tunnel                                                 |                                                                                   | Assigned Big Dig and Eurotunnel Question on Leading Complex Projects and Partnerships |
| Classes 5-10 |                                                                                       |                                                                                   |                                                 |

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Assigned Readings</th>
<th>Assignment</th>
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</thead>
</table>
| Class 5       | KR – Chapter 11 and 12  
NBT Control Case Study (Supplement)  
PMBOK, Chapter 1 and Chapter 7, section 7.3.2 Only. | KR Questions 12.1 – 12.5, p. 188  
NBT Control Case Study Questions |
<table>
<thead>
<tr>
<th>Class 6</th>
<th>Tues. Feb. 26</th>
<th>The Role of a Global Project Manager</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• HBR - What is a Global Manager?</td>
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<tr>
<td></td>
<td></td>
<td>• Read HBS - Siemens AG: Global Development Strategy (A)</td>
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<tr>
<td></td>
<td></td>
<td>• Read HBS - Siemens AG: Global Development Strategy (B)</td>
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<td>• Drafting Assignment for a Global Project Manager</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 7</th>
<th>March 5</th>
<th>Mid-Term Take Home Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There will be no class week 7 and instead you will be given a take home practice exam in Week 6 which you will bring back to class week 8 after Spring Break for grading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Practice Take Home Exam Distributed in Class 6</td>
</tr>
</tbody>
</table>

| Spring Break | March 11-March 15 | NO Classes Spring Break |
|             |                  | Work on Research Paper and Prepare Abstract over Spring Break |

<table>
<thead>
<tr>
<th>Class 8</th>
<th>March 19</th>
<th>Siemens Global Strategy A and B</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Siemens: Program Management Global Strategy</td>
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<tr>
<td></td>
<td></td>
<td>Abstract Due: Class 8 Siemens AG: Questions Due from Case Study</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Class 9</th>
<th>March 26</th>
<th>Virtual Teams, Offshoring and Transformational Outsourcing</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• KR – Chapters 26-28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HMU - The Art of Managing Virtual Teams: Eight Key Lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HBR - The Discipline of Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HMU - An Outsourcing Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team Project: Virtual Team Policy</td>
</tr>
</tbody>
</table>
### Class 10
**Tues. Apr. 2**

**Defining Value and Preventing Failure**
- HMU - How to Think Strategically about Outsourcing
- HMU - Close the Gap Between Projects And Strategy
- Outsourcing Questions

- KR – Chapter 25
- HBS - The Dabhol Power Project
- HBR – How to Fail in Project Management (Without Really Trying)
- Why Good Projects Fail Anyway
- Questions on Why Projects Fail and key factors in Successful Projects and Programs

### Classes 11-13

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Assigned Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 11 Apr. 9</td>
<td>Mozal Project Case Study: River of Aluminum</td>
<td>Questions on Mozal Project Case Study</td>
</tr>
<tr>
<td></td>
<td>Questions on Ethics Project Management Case Study</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Assigned Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Course Supplement</td>
<td></td>
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<tr>
<td>----------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Assigned Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apr. 30</th>
<th>Research Paper Outline Will be Submitted to Prof at: <a href="mailto:ggreiman@bu.edu">ggreiman@bu.edu</a></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No Class:</td>
<td>Research Conducted at BU Library for Final Paper</td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Final Research Paper Due</td>
<td>See Research Paper Guidelines at the end of this Syllabus</td>
</tr>
</tbody>
</table>

**CLASS OBJECTIVES AND ASSIGNMENTS**

Please Note that all Case Study Assignments should be limited to Three Pages unless otherwise noted. Kendall and Rollins assignments are separate from the Case Studies and those assignments should be limited to two Pages! Short, concise answers are preferred and bullet points are acceptable.

**Class 1 – Developing a Program Management Framework:** Kendall and Rollins Textbook (KR) Questions 1.1 to 1.10, page 21

**Objectives:**
Demonstrate the important differences between Program, Project and Portfolio management and define the purpose, mission, structure and governance of a Project Management Office (PMO).

Develop a Program Management Policy that will assure the ability to sell and deploy your Project Management Office (PMO).

Plan for and implement a PMO that supports both tactical and strategic planning.

**Assignment:**

The assigned reading and questions for this class in your textbook address the key factors in developing and deploying a Project Management Office (PMO). To broaden your understanding of the PMO, you should incorporate additional research into your responses as appropriate.

**Class 2 – PMO Office: AtekPC Project Management Office Case Study**

**Objectives:**

- Based on a real life case study analyze the process required to transition from a project focused organization to a Project Management Office (PMO).

- Understand the organizational structure required for the implementation of a successful PMO.

- Develop strategic program management tools to address limitations and cultural differences in the organization.

**Assignment:**

The AtekPC Project Management Office Case Study was assigned for this class to provide an overview of the challenges faced by management in the development and deployment of a PMO in an existing company. Based on the case study respond to the questions below incorporating not only the course reading materials, but any outside research that may be relevant. Be sure to cite the authority for any research included in your response.
1. What were the changes in AtekPC’s business environment that caused the company to introduce a PMO? Based on your assigned readings and research do these appear to be appropriate reasons for developing a PMO? Why or why not?

2. Describe AtekPC’s organizational structure and governance prior to introducing the PMO and discuss how the organizational structure and governance needed to be changed to meet the goals of the PMO.

3. What was the mission of the AtekPC PMO and what were the real drivers for the PMO?

4. Distinguish between Project focused and Enterprise oriented duties of a PMO?

5. Describe the primary issues faced by AtecPC management under the Two organizational models that were under consideration for the PMO? Explain the limitations of each of these models?

6. What were the limitations and cultural challenges that AtekPC faced in implementing a PMO?

Classes 3 and 4 – Leading Complex Projects and Public Private Partnerships: The Central Artery Tunnel Project and the English Chunnel

Objectives:

- Understand the risks and challenges in leading complex mega projects and partnerships.
- Contrast the use of public and private project financing in public projects.
- Identify the different types of stakeholders and the role they play in the project.
- Develop a list of lessons learned from a program management perspective that can be applied on future mega projects.

Assignment:

The Central Artery Tunnel Project known as the Big Dig and the English Chunnel are two of the largest projects every undertaken in their respective countries and for projects of these types in the world. Because each of these projects consisted of numerous smaller projects each were managed as programs. Based on your readings and outside research respond to the questions below.
Assignment – Class 3

1. Respond to the Big Dig Case Study Assignment in your Course Supplement on Cost Estimation entitled: The Big Dig Case Study: Challenges and Lessons Learned

Assignment – Class 4

Limit your response to each question below to no more than two pages for a total of four pages

1. Contrast the root cause of the Big Dig’s and Eurotunnel’s difficulties? With the benefit of lessons learned, what program management processes and procedures would you have recommended to assure a higher return on investment (ROI) on these projects within a reasonable time period?

Class 5 – Managing Change and Conflict Resolution: NBT Control Case Study

Objectives:

• Analyze an actual case study and identify the tools and techniques for turning around a project with serious overruns.

• Recognize the importance of the project control process in tracking performance.

• Distinguish between project and program controls and the ways in which a well structured Project Management Office can avoid potential problems.

Assignment:

The NBT Case Study assigned for this class in your Course Supplement was developed to demonstrate the important concepts raised not only in this week’s materials, but also the materials from the first two classes and reading assignments as well as your previous project management courses. In responding to the questions below, think creatively about the key problems in the NBT system and how you would resolve them.
1) Identify five major problems in the NBT business system.

2) What actions are needed to correct those problems?

3) How realistic is the budget request that was given to NOAA prior to Sarah’s arrival on the project?

4) Of all the problems faced, which problem has the potential for causing the largest overrun for the project?

5) How could a well organized Project Management Office have avoided the problem described in question 4?

Class 6 and 8 The Role of the Global Manager and the Siemens AG: Global Development Strategy (A) Case Study and Siemens AG: Global Strategy (B) Case Study

Objectives:

- Address the challenges facing implementation of a PMO in a resistant culture.

- Understand the reasons why companies build global R & D networks.

- Plan, optimize and manage multinational projects taking into consideration environmental factors, national differences, political risk, and cultural differences.

Assignment Class 6: What is a Global Manager?

Draft a one page job description for a strategic global business manager for the hypothetical company, Gemsigns Corporation, a life science technology corporation that manufactures pharmaceuticals and medical devices to cure rare diseases. Assume the Parent Company of Gemsigns Corporation is based in Boston, Massachusetts and the company operates in more than 40 countries including sales representative offices, distributors, branch offices, subsidiaries and joint ventures on every continent. The position requires that the global manager travel extensively. What qualifications do you think the position should require including education, training, licenses and permits, experience, prior positions, etc.? Be sure to distinguish among the various types of global managers in the HBR article assigned for this week's class, "What is a Global Manager?"

Class 7 - No Class - Midterm Practice Exam will be distributed in Class 6 and you will bring the completed exam to Class 8 after Spring Break. We will go over the answers to the questions in class 8 to help you prepare for your final exam. The mid-term will not be graded.
Assignment Class 8: The Siemens Case

1. ABSTRACT Due

2. The Siemens cases present a real life example of a company that needs to solve major project problems with a very large multinational project. The case involves cultural, political, technical and geographical issues. Respond to the questions below utilizing the facts from the case studies, class readings and your outside research.

1. What are the positives and negatives to building a global R & D Network?
2. What should Siemens ICN have done differently to avoid the NetManager crisis?
3. How should the cultural differences between India and Germany have been addressed early in the Project before setting up a new development site abroad?
4. How could project management have been improved in the areas of product planning, development, and testing?
5. How could miscommunication between Bangalore and Munich have been reduced?

Class 9: Virtual Projects: Virtual Teams, Offshoring and Transformational Outsourcing

Objectives:

- Address tactical and strategic aspects of virtual project management and outsourcing for large multinational projects.
- Plan and implement the strategy, tactics, and processes needed for successful Program Management.
- Recognize the importance of culture and the regulatory environment in outsourcing decisions and managing virtual teams

Assignment:

The Assigned readings for class 8 provide an overview of the major program, project, contractual, regulatory and cultural issues faced by multinational companies in managing virtual projects including virtual teams, offshoring and transformational outsourcing. The questions below highlight the important issues that need to be addressed by a Program Management Office in monitoring and controlling overseas operations.
1. Describe the key criteria you would look for in selecting an outsourcing partner assuming you are a product manager in a multinational company.

2. **Team Project: Virtual Team Policy.** Assume you have been assigned to develop a two page draft on policy governing virtual teams in multinational projects for the Project Management Office. What would you include in your policy memo to assure the needs of team members as well as the concerns of the management of the Project and the PMO have been addressed? The policy memo can include tools and techniques for addressing conflicts, managing activities, coordinating work with other team members, reporting on progress, risk issues and managing deliverables.

**Class 10 – Defining Value and Preventing Failure in Program Management**

**Objectives:**

- Identify the root causes of undesirable effects on a PMO.

- Understand the reasons for project failures through an actual case study.

- Develop strategies to reduce and prevent risks and failures in Program, Portfolio and Project Management.

**Assignment:**

After reviewing the assigned case studies and articles you should have an understanding of some of the key factors that cause projects to lose value and in some instances to fail. Utilizing this background and your outside research respond to the questions below.

1) Identify the various stakeholders in the Dabhol Power Project Case Study and the Issues most important to these Stakeholders. Where interests diverge, describe how these interests can be reconciled.

2) What were the root causes of the failure of the Dabhol Power Project? Are these causes typical of most projects? Based on your readings and outside research, discuss the typical reasons why projects fail, and how they might be addressed by early planning.
3) In the development of a Project Management Office, how would you address the “white space risk” and the “integration risk” discussed in the assigned article “Why Good Projects Fail Anyway.”

4) Why is it hard to recognize impending failure? Describe three of the most important avoidance techniques for limiting the impact of bad projects?

Class 11 - Creating Success - The Mozal Project and the Ethical Project Manager

Objectives:

- Contrast the characteristics of a successful project with an unsuccessful project.
- Identify the key practices of a successful project versus a failing project.
- Recognize patterns that cause projects to succeed and the qualifications of successful project and program managers and the importance of ethical leadership in our global society.

Assignment:

1) Describe three key attributes from a program management perspective of the Mozal Project that caused it to be a huge success as contrasted with the failure of the Dabhol Project.

2) Respond to the Global Project Manager Ethics Case Study in your Course Supplement

Class 12 – Microsoft Corporate Responsibility and the Ethical Global Project Manager

Objectives:

- Contrast the role of the Program Manager in Corporate and Infrastructure Projects.
- Identify best practices for program management based on actual case studies.
• Develop a framework for building a Project Management Office that identifies and institutes best practices based on the experiences of Microsoft and the Dabhol power project.

• Recommend ways of incorporating ethics and corporate responsibility into the Program Management strategy.

• Identify the various roles of a program manager for a large enterprise.

• Develop a checklist of attributes required for a global program manager.

• Recognize the importance of developing good ethical practices and the means for implementing and enforcing these practices.

Assignment:

The lessons learned from the utilization of Program Management on major projects and within leading companies, has generated best practices for small and large companies in transitioning to a PMO. These practices include defining the role of the program manager v. the project manager, identifying the competencies required of a program manager, the important considerations in establishing a PMO, measuring Program performance as it relates to the business’s strategic goals. Your response to the questions below should be based on best practices gleaned from your readings and research.

1) Describe the major areas of focus for a Program Manager at Microsoft, and the major areas of commitment. Would these same requirements apply to a Program Manager at a large infrastructure project like the Big Dig? (a) What knowledge, skills and attitudes would you look for in hiring a program manager for major mega infrastructure projects versus a program manager for corporate projects such as those sponsored by Microsoft? (b) How was corporate responsibility implemented in the Microsoft Project, and give two examples of how you might implement a commitment to corporate responsibility on a Project like the Big Dig?

Class 13 – Final Exam Guidelines
Final Exam Date: The Final Exam will be given during (class 13) on April 23, 2013.

Exam Instructions:

1. There are two parts to the final exam. Part I will have 30 multiple choice and true false questions and count one point each. Part II will have 35 multiple choice and brief essay questions and count two points each.

2. Part 1: 1 point each. Each student gets 30 questions = 30 points
   Part 2: 2 points each. Each student gets 35 questions = 70 points

3. The exam is a closed book, closed note exam.

4. You will have two hours to complete the exam.

5. You will not need a calculator.

Exam Review:

Listed below are several broad topics that you should review for the final exam. Please keep in mind that this study guide only highlights some areas for the exam and is not inclusive of all questions. The best preparation is to review all your readings, lecture notes and assignments.

1. Explain the meaning of the throughput model versus the cost model as defined in Kendall and Rollins

2. Understand the functions of a PMO and its major benefits and limitations

3. Be able to define and distinguish between projects, programs and portfolios

4. Define the services provided by a PMO

5. Recognize the key stakeholders in a Program versus a Project

6. Review the sample program charter

7. Describe the key issues in the NBT Case

8. Identify the problems in the Siemens case

9. Identify the different roles of a global manager
10. Understand the purpose of the Earned Valued System and the formulas discussed in class (No calculations will be required)

11. Distinguish between the contingency reserve and the management reserve

12. Distinguish between global, overseas, local and domestic operations

13. Recognize the factors that contribute to a successful project and the factors that cause a project to fail

14. Explain the key factors in selling a PMO to the CEO. How would you go about selling a PMO to a resistant CEO and your corporate sponsors

15. Define from the article you read what is meant by transformational outsourcing. Explain the real advantages of outsourcing and the risks and challenges in outsourcing.

16. Describe the key lessons learned from the Enron Dabhol Power Project in India.

17. What should Siemens have done differently to avoid the NetManager crisis?

18. Contrast the major issues in the Big Dig and the Euro tunnel cases. How were they alike and how were they different in terms of project structure, governance, stakeholders, finance? What were the root causes of the problems in each of these cases?

19. Identify the key elements of successful virtual teams, the life cycle of virtual teams, and how to manage conflicts in virtual teams.

20. What important contribution to projects did Microsoft demonstrate in the case study "Unlimited Potential"?

21. What is the role of a Program Board? How do you define Governance in a large Megaproject?

22. What are the primary responsibilities and roles of a Program Manager and the Program Manager’s Ethical Responsibilities to the Enterprise as contrasted with a project?

23. Identify internal and external stakeholders in programs. How do the issues and challenges differ for stakeholders in a project versus a program? How do they differ for a program manager versus a project manager?
25. Understand why programs must be aligned with strategic objectives and what is meant by sustainability?
MET AD646 - Final Research Guidelines

1. Introduction

Team Research Paper: One of the objectives of the Final Research Paper is to provide a simulation of all the core concepts introduced in this course. Within this context you are going to write a paper on a topic of your choosing. Within your paper you should aim to include several of the major objectives of this course listed in the beginning of the syllabus. Finally, you are to provide recommendations in your paper.

Team Paper Option: If you prefer to submit a team paper rather than an individual paper, I will consider this option. You must present the members of your team, the reason why you have chosen to work as a team, the added value of a team paper, and the topic of your paper no later than Week 8 when your Abstract is Due!!! Teams may consist of no fewer than 3 class members and no more than 5 class members and each member of the team will receive the same grade based on the evaluation of the Research Paper.

2. Content and Format

This is a RESEARCH PAPER. The length of the paper must not exceed 10 pages, double spaced. Use Microsoft word for your paper, 12” font, and number the pages.

The first page is the “title page” and contains title, name, etc., along with your abstract. (Yes, you need an abstract.) This page is included in the 10 pages.

You may include as many appendices as you like. Appendix #1 should contain the references.

The other appendices may contain charts, figures and tables, and these should not include much text beyond that necessary to explain the figure, or to provide a title or reference for the figure. You may include organization charts, flow charts, and tools and techniques or other figures in the appendices. These can be in any format that you find convenient.

The paper should follow APA Format. This includes the Abstract submission.

3. Final Paper Schedule

1. Abstract - An abstract of your paper is due Class 8 on March 19. The abstract should contain around 200 words about the paper and 200 words on what it is you intend to do. The goal of the abstract is to provide intermediate deliverables. That is, to help you measure progress and stay focused.
2. **Final Paper Due Date** - The final completed paper will be due **Tuesday, May 7, 2013.** The Research Paper should be emailed to your Professor at ggreiman@bu.edu. Because grades will be due the following week to meet graduation deadlines no extensions will be granted.

4. **Goals**

The goals of the final paper are for students to:

1. Select a program or project management office (PMO) and acquire the appropriate and relevant data.
2. Apply the information provided in the course to a realistic PMO.
3. Learn enough from an analysis to be able to make useful recommendations about the PMO.

5. **Paper Outline**

Use this outline as a template for your final program proposal.

1. Research purpose
2. Summary of research
3. Recommendations

**The most important section is “Recommendations.”**

One way to think about this is to imagine that you have been asked to develop a PMO as a consultant. You are to brief the CEO on the overall status of the PMO (which may or may not have started. You first analyze the PMO itself. Then, you present your findings and recommendations. The Recommendations section of your PMO is essentially the outline of your briefing to the CEO. It is the most important item.

You may modify this outline to suit your PMO. Different PMOs have different objectives and the weight given to each section will vary. The key is clear communication. Do whatever it takes to make your point.

References are very important. They show that you are aware of the program, portfolio, and project management literature (and that you are not reinventing the wheel).

6. **Choosing a Program/Portfolio/PMO**

Students may pick any Program or PMO to analyze. However, it is strongly recommended that you pick an organization or company you are familiar with and analyze how a PMO would be structured in that organization. It could be a private corporation or governmental organization. By picking a familiar organization you can
ask for and obtain realistic data.

Using a known organization also shortens the learning curve. You may pick a program that has not started (new), one that is ongoing, or one that has been completed (historical). The requirements and outline will vary somewhat depending on what type of program you choose. How you approach the recommendations will also vary.

If it helps, you may imagine that you are presenting to upper management on the status of a historical program or the plan for a new program. Or, you may imagine that you have been hired to perform an independent analysis of the program. In all cases, I will be interested in what you have to say.

7. General Guidance

During the course, we will talk about your selected topics. I will provide constructive feedback, and answer any questions you have. I will advise you on whether you appear to be proceeding in the right direction, and ensure that your proposal is feasible. If in doubt, ask!

8. Grading

We now come to the topic of Grading. How am I going to evaluate your research paper? I will evaluate your papers in the following categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Purpose and Communication (30%)</td>
<td>Communication is a key aspect of Program Management. How well is the program written? Is the report in a format that communicated your work and conclusions clearly? Was the idea of your paper carefully formulated? Are your references appropriate and correctly formatted?</td>
</tr>
<tr>
<td>Content and Research (40%)</td>
<td>Do you use a diversity of research? Have you used the terminology of the course correctly and throughout your write up? Have you used the methodologies, tools and content of the course? Was your research analyzed in depth?</td>
</tr>
<tr>
<td>Recommendations (30%)</td>
<td>Are the recommendations clearly derived from the research? Have you made the case for them? Do the recommendations say something original about the topic? Are the recommendations clearly related to your work, or are they just obvious statements about the research? Specifics based on an analysis are required.)</td>
</tr>
<tr>
<td>How original are your recommendations?</td>
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</table>
5. Requirements, Policies, and Standards.

Academic Conduct Policy

For the full text of the academic conduct code, please go to http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.

Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit—but more the result, perhaps, of laziness than of bad intent—is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

(The two paragraphs above are from H. Martin and R. Ohmann, The Logic and Rhetoric of Exposition, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.)
Academic Conduct Code

I. Philosophy of Discipline
The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. Academic Misconduct
Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. Violations of this Code
Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.

B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).

C. Misrepresentation or falsification of data presented for surveys, experiments, etc.

D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.

F. Knowingly allowing another student to represent your work as his or her own.

G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.

H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.

I. Submitting the same work in more than one course without the consent of the instructors involved.

J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

K. Failure to comply with the sanctions imposed under the authority of this code.