**Program: Public Administration**

**Course Number: XXXX**

**Course Title: Program Management**

**University of XXXXXX**

**Fall/Spring Semester 20XX**

**name of school:**

**department:**

**program:**

**professor:**

Telephone Number:

Office Location:

Office Hours:

Email:

Website:

**course description/overview:**

The National Infrastructure Protection Plan (NIPP) designated a Federal Sector-Specific Agency (SSA) to lead the CISR capability within each of the 16 sectors. The Office of Infrastructure Protection (IP) is responsible for providing cross-sector leadership between the 16 SSAs and sectors to determine priorities, goals, and requirements. The U.S. Department of Homeland Security (DHS) IP is also the SSA for six of the critical infrastructure sectors. To successfully meet this complex mission to strengthen prevention and preparedness and mitigate risks and negative effects in the event of an emergency, critical infrastructure security and resilience (CISR) leaders must have the skills necessary to manage programs in high-risk, high-visibility environments. In addition, they have to be able to respond to rapid changes, quickly integrate new technology, optimize resources, manage public and private partnerships across and within the 16 sectors, and coordinate with international partners. Therefore, they must be able to rely on a proven framework of program management standards to pursue rational goals, reduce risks, and deliver predictable, repeatable results.

This course will familiarize learners with the necessary requirements to achieve effective program management. The framework presented is not a haphazard process and success does not occur by chance $—$ it requires a methodology of structured processes and tested tools coupled with leadership, integrity, and purpose. Specific areas of emphasis that will be covered include the five areas of a program’s lifecycle — initiation, planning, execution, monitoring/controlling, and closing, as well as the nine program management knowledge areas identified by the Project Management Institute (PMI) that are associated with these phases:

* **Integration Management:** Integrate and govern the activities and results from the program lifecycle and knowledge areas to ensure program objectives are met and cohesive program benefits are produced;
* **Scope Management:** Define what needs to be accomplished by the program and ensure that the required, and only the required work, is performed to complete the program successfully;
* **Time Management:** Plan and control the program schedule, including work activities and resources, in order to ensure work is on track throughout the program lifecycle to produce required deliverables and meet program objectives;
* **Cost Management:** Estimate, control, and track program costs from initial planning through program closure in order to successfully complete the program within the approved budget;
* **Quality Management:** Establish the standards and measure the degree to which the program deliverables and objectives fulfill the program requirements;
* **Human Resource Management:** Create and manage the processes and provide the leadership necessary to ensure the program team is onboard at the right time, has adequate skills and experience, and works cohesively within the established scope, schedule, and cost parameters to complete the program successfully;
* **Communications Management:** Develop and manage the processes used to generate, collect, distribute, and store information to ensure program personnel and stakeholders have the appropriate information they need in a timely manner;
* **Risk Management:** Identify, analyze, and prioritize program risks and develop and implement effective response strategies to minimize uncertainty and negative effects that might impede program success; and
* **Procurement Management:** Plan, execute, and monitor/control the procurement processes necessary to purchase or acquire the products, services, or results needed from outside the program to ensure produce required deliverables and meet program objectives.

**credits conferred**: 3

This course can serve as an elective in the Master of Public Policy (MPP) and Master of Public Administration (MPA) degree programs.

**prerequisite**: No prerequisites required.

**learning objectives**: The following objectives are mapped against applicable core competencies identified by DHS as important for CIP. Upon completion of the course, learners will be able to:

* **Risk Analysis:**
	+ Create a Risk Plan including a Risk Register and a Legal and Administrative Constraint Plan to outline the program’s strategy to identify, analyze, monitor, and resolve program risks and vulnerabilities.
* **Protective Measures and Mitigation Strategies:**
	+ Develop a Risk Plan to help identify and address unintended outcomes thereby allowing for pro-active development of protective measures and mitigation strategies.
* **Partnership Building and Networking:**
	+ Construct a Stakeholder Management Plan that identifies all stakeholders whose interests are affected (positively and negatively) by the program, their role and influence on the program, possible responses to various changes arising from the program, and potential networking and mitigation strategies to minimize negative impacts to the program and promote positive outcomes.
* **Information Collection and Reporting (Information Sharing):**
	+ Create a Communication Plan that identifies all stakeholders by role and establishes what information the stakeholder requires, how often the information is needed, how the information will be provided, and who is responsible for providing the information.
* **Program Management:**
	+ Utilize a framework or methodology of proven processes and tools within each of the five phases of a program’s lifecycle and the nine program management knowledge areas to lead a program team to produce required deliverables and successfully meet program objectives within the established scope, schedule, and cost parameters.
* **Metrics and Program Evaluation:**
	+ Establish and monitor/control plans with measurable standards within the areas of program integration, scope, time, cost, quality, human resources, communications, risk, and procurement to reduce unintended or negative outcomes and produce predictable, repeatable results that meet program objectives.
* **Sector Specific Technical and Tactical Expertise:**
	+ Course objectives do not specifically address this core competency area.

**delivery method:**

This course will be delivered in a typical 15-week semester format (approximately 40-45 hours). It will be conducted as a graduate level seminar and will include a combination of interactive lectures and guided discussions, case studies, and group and individual exercises to practice application of program management skills and tools. There will also be time in class to work on the program management plan deliverable.

This type of format depends onactive and informed participation by every member of the class; therefore, all participants are expected to read and critically considered each week's reading assignments and complete the associated questions and exercises prior to the start of class. In addition, all learners will participate in oral presentation of their team’s program management plan and provide constructive recommendations to their peers regarding their plans.

The course instructor will offer multiple opportunities for learners to provide constructive feedback over the period of the course. These may be in the form of group sessions or one-on-one sessions with the instructor. Learners will be afforded the opportunity to complete in-class evaluations at the end of the course. On-line feedback is also encouraged throughout the course.

**major course requirements:**

There are four substantive course requirements comprising 95% of the learner’s grade and a participation component comprising 5%. The course requirements include:

* Course Journal (20%):

In order to apply the concepts and methods introduced in the class readings and fully prepare and participate in class topic discussions (and in lieu of homework), learners will prepare weekly journal responses to all assigned questions and/or exercises prior to the start of each class (see the Weekly Class Schedule section for specific questions and exercises). Occasionally, journals may be checked during class to make sure responses are up to date. Learners do not need to write a comprehensive, exhaustive essay for each question/exercise —they just need to provide thoughtful, original responses (approximately one to three paragraphs) with references to the readings integrated. Completed journals will be turned in on the final day of the course.

* Program Management Plan (75% total — see each component below):

Each learner will select a small team to work with throughout the semester to jointly create a detailed program management plan for a real-life, work-related program (the program may be in process or not started yet). Teams are limited to three to four members — please inform the instructor if assistance is required for group formation. Each team member will self-assess their participation as well as their team members’ participation along the way to ensure equal distribution of labor and quality of work products. Time will be provided in class to supplement work on the plans but teams will also need to coordinate and meet outside of class to meet their deliverable goals.

* 1. Program Management Plan Proposal (10%): Each team will submit a succinct proposal of three pages or less to the instructor for approval:
		+ Describe what the program is supposed to do.
		+ Detail where the program is in the program lifecycle.
		+ Explain why the program was selected.
		+ Clearly demonstrate that the program is not too large to successfully construct a program management plan.
		+ Clearly demonstrate that information required to complete the plan will be accessible (e.g., original RFP, statement of work, requirements, etc.).
		+ Outline each team member’s responsibilities towards development of the plan to ensure equal distribution of labor and completion of tasks.
		+ Outline a schedule for completion of the plan and presentation on time.
	2. Program Management Plan (50%): Each team will submit a detailed program management plan to include:
* Developing a Program Charter:
	+ - * Define the business case for the program and expectations, including benefits and outcomes.
			* Explain the solution at a high level that the program will apply to meet the business need.
			* Identify the major deliverables for the program.
			* Describe the assumptions or circumstances that are assumed to be true in order to deliver the program.
			* Identify the critical success factors for the program.
			* Identify the constraints that are likely to limit the program team (e.g., legal constraints, administrative context of the program, requirements for approval of oversight agencies, etc.) not including normal constraints such as time and budget unless they are considered insufficient.
			* Identify laws, rules, processes, and oversight agencies that apply to the program.
			* Outline the requirements for program reporting.
			* Identify key stakeholders who need to review the program charter to ensure expectations are aligned.
		- Creating a Stakeholder Management Plan:
			* Identify all stakeholders whose interests are affected (positively and negatively) by the program.
			* Define each stakeholder’s role.
			* Determine whether each stakeholder is considered a positive (benefit from the success of the program) or negative stakeholder (perceive some kind of disadvantage or threat from the program).
			* Develop a stakeholder analysis (see template on pg. 336 in A. Jepsen and P. Eskerod, “Stakeholder Analysis in Programs: Challenges in Using Current Guidelines in the Real World,” *International Journal of Project Management*,27, (2009), 335 – 343).
		- Defining a Scope Management Plan:
			* Identify the program sponsor (i.e., person or organization who has ultimate scope authority).
			* Identify program customers (i.e., persons who have ultimate authority for acceptance of program deliverables).
			* Briefly outline the process for stakeholder review and acceptance of program deliverables.
			* Briefly outline the process that will be used and the persons who will be involved in the creation, approval, and future modifications of the Work Breakdown Structure (WBS).
			* Briefly outline the process for submission and approval of requirements and scope changes.
		- Mapping a Work Breakdown Structure (WBS):
			* Create a WBS, either in outline or graphic format that details the hierarchical listing of all deliverables for the program in a way that all stakeholders can understand.
		- Creating a Program Network Diagram and Resource Breakdown Structure (RBS):
		- Define the program activities or tasks that are required to create each deliverable or work product identified on the WBS.
		- Using the program activities identified above, sequence the tasks in logical order, estimate the duration of each activity, and calculate the critical path to create a Program Network Diagram.
		- Identify stage gates and what deliverables the program must have on the Program Network Diagram before it can move to the next activity.
		- Using the activities identified above, create a RBS.
		- Create a plan for managing program time (i.e., how will the schedule be tracked, what milestones exist, and who will be involved in schedule decisions).
		- Match the schedule to program constraints, such as milestones or other deadlines, and identify any schedule issues and possible strategies for resolution to get to a manageable baseline (e.g., deadline extension, scope reduction, crashing the schedule, and fast-tracking the schedule) (*Note: You do not have to redo the schedule, you just need to note problems and your recommendations for resolution)*.
		- Estimating Costs:
			* Create a Project Selection and Prioritization Matrix (see Wirick, p. 112) for the program.
			* Create a Rough Order of Magnitude (ROM) cost estimate for each of the activities previously identified on the Program Network Diagram coupled with the roles identified on the RBS; write a brief (i.e., couple of sentences) basis of estimate (BOE) or rationale for each ROM activity cost estimate.
			* Create a Cost Management Plan (see PMI, *A Guide to the Project Management Body of Knowledge,* pg. 166) to include level of accuracy, units of measure utilized, control account (CA) list linked to the WBS structure, variance thresholds, rules of performance measurement, and brief, high-level descriptions of the reporting formats and three cost management processes that will be used.
		- Creating a Quality Management Plan:
			* Identify reasonable, cost-effective program and product quality criteria or metrics that will determine success.
			* Briefly describe the process to be used for managing program quality and for stakeholder review and acceptance of products.
			* Define a process improvement plan detailing the steps for analyzing processes over the lifecycle of the program to identify activities for improvement.
		- Developing a Human Resources Management Plan:
			* Using the Program Network Diagram that outlined activities and durations, define resource and skill needs, including roles and responsibilities, at a high level.
			* Create a rough staff acquisition plan that outlines onboarding and exit timing for each of the resource roles.
			* Define evaluation criteria and ground rules for the team.
			* List management principles that will be enlisted to foster a culture of trust and motivation among the program team.
			* Create a program organization chart.
		- Developing a Communication Plan:
			* Develop a Team Charter for the program team (see Brown, p. 160).
			* Develop a one-page status tool to be used on the program and provide a one page, completed example.
			* Define the guidelines, frequency, and audience for use of the status tool.
			* Using the stakeholder analysis created above, develop a stakeholder communication plan that identifies each stakeholder, their role in the program, each stakeholder’s interests in the program, information the stakeholder will require, how often that information is needed, how the information will be provided, and who will provide the information (*Note: use your best judgment based on each stakeholder’s role as to whether they need to be included in deliverable development, decisions, and approvals)*.
		- Creating a Risk Plan:
			* Develop a Risk Register that identifies program risks and includes their probability, impact, risk factor, watch list, risk trigger, risk response strategy, and secondary risk (see Wirick, p. 185).
			* Create a plan for managing the program’s legal and administrative constraints previously identified in the Program Charter that includes identification of the constraint and source, evaluation of potential impact, strategies for coping, and responsibility (see Wirick, p. 193).
		- Outlining a Procurement Plan:
			* Identify purchasing processes and rules that may constrain the program.
			* Identify the types of contracts that can be used.
			* Identify methods and criteria to be used for vendor selection.
	1. Program Management Plan Presentation (15%):
* Each team will present their Program Management Plan to the class using a PowerPoint presentation, accompanied by a summary handout. The presentation should not take more than 20 minutes and the summary handout should capture main points and comprise 1 page. Following the presentation, teams will have 5 additional minutes for questions.
* The presentation format will mirror that of the Program Management Plan. All team members are expected to have an equal role in development and presentation of the plan. Presentations and the accompanying one-page summary handout are due in electronic format to the instructor no later than 6:00 p.m. on the night before the Week 14 class.
	+ - 1. General Class Participation (5%):

Each participant is expected to fully prepare and contribute conscientious and professional input to the course dialogue, including demonstrated knowledge of assigned readings and journal questions/exercises. In addition, learners will assess their own and their teammate’s participation and contribution towards their team’s Program Management Plan deliverable and their peer’s oral Program Management Plan presentations and summary handouts and provide respectful and honest feedback.

general course requirements:

* **Attendance:** Class attendance is both important and required. If a learner will not be in class, they must contact the instructor via phone or email, prior to the start of class. Learners with more than two absences may drop a letter grade or lose course credit.
* Late Work: Learners may only be excused from deadlines under extreme circumstances that the instructor will evaluate on a case-by-case basis with appropriate documentation. Learners are responsible for notifying the instructor in advance of any potential problems.
* Paper Guidelines:
	+ Papers must be typed, double-spaced in 12 pt. font with one-inch margins on all sides.
	+ Papers should not be in a binder or protector — simply staple in the upper-left corner.
	+ Papers should have a cover page with the title, learner’s name, course name, publication style used, and the date.
	+ Learners may use APA, Chicago, Turabian, or MLA format but they must pick one and be consistent.
	+ Learners are responsible for knowing how to properly cite referenced material. If more than three consecutive words of someone else’s work is used, it must be in quotes and cited appropriately. If five lines or more are cited, the quote should be single-spaced and indented. However, remember that quotes are someone else’s work and therefore should be minimized in this type of paper.
* Academic Integrity: All learners should be familiar with and adhere to the University’s honor code system.

**grading method:**

The final grade for this course will be based on:

Substantive Course Requirements:

Course Journal 20%

Program Management Plan Proposal 10%

Program Management Plan 50%

Program Management Plan Presentation 15%

Total Substantive: 95% of final grade

General Class Participation: 5% of final grade

**Other Grading Considerations:**

* **Writing Evaluation:** Language and the ability to succinctly and clearly present are fundamental to successful program management. Learners’ writing assignments will be measured on content, analysis, adequate depth and breadth of topic, clarity of concepts, organization, grammar, appearance, and correct publication style usage (e.g., APA, Chicago/Turabian, or MLA). Assignments will not be accepted late except in an emergency situation.
* **Team Evaluations:** Each learner will rate their own and their teammates’ participation and contribution towards development of the Program Management Plan at three different intervals during the course. The instructor will provide the evaluation form.
* **Oral Presentation Evaluation:** Each learner will critique their peers’ presentations and provide feedback in the areas of: (a) content (i.e., were syllabus requirements addressed?); (b) overall cohesiveness; (c) thoroughness; (d) organization; (e) presentation and handout appearance; (f) grammar; (g) oratory skills; and (h) timing. They will also describe at least one thing the presenter did really well and one area for improvement. The instructor will provide the evaluation form.
* **Course Grading Scale:** Subject to school or university policy.

**required course materials:**

*Note:**Select Ctrl+link to navigate to a source rather than typing a URL directly in a browser. Inform the instructor of any difficulties.*

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009).

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008).

E. Norman, S. Brotherton, and R. Fried, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008).

Project Management Institute, *A Standard for Program Management (2nd edition)*, (PMI: Newton Square, Pennsylvania, 2008), available electronically through university libraries for registered students.

Project Management Institute, *A Guide to the Project Management Body of Knowledge (PMBOK Guide) (4th edition)*, (PMI: Newton Square, Pennsylvania, 2008), available electronically through university libraries for registered students.

U.S. Government Accountability Office, *GAO Cost Estimating and Assessment Guide*, GAO-09-3SP, (2009), <http://www.gao.gov/new.items/d093sp.pdf>.

Kennedy School of Government Case Study (see the Weekly Class Schedule for specific requirement), <http://www.ksgcase.harvard.edu/>.

Various peer reviewed journal articles and government reports (see Weekly Class Schedule section for specific requirements).

**recommended course materials**

G. Levin and A. Green, *Implementing Program Management: Templates and Forms Aligned with the Standard for Program Management Second Edition (2008),* (CRC Press: Boca Raton, Florida, 2010).

P. Sanghera, *Fundamentals of Effective Program Management,* (J. Ross Publishing, Inc.: Fort Lauderdale, Florida, 2008).

**overview of course topics and course requirement due dates:**

|  |  |  |
| --- | --- | --- |
| Week | Course Topic | Course RequirementDue By Start of Class |
| Week 1 | Course Overview and Introduction to Program Management in the Public Sector | * Select a small team for program management plan assignment
* Team name and list of team members due by end of class
 |
| Week 2 | Program Management Lifecycle and Processes |  |
| Week 3 | Managing Integration and Governance |  |
| Week 4 | Managing Scope and Creating the WBS | * 1st team progress assessment due by class start (instructor will provide evaluation form)
 |
| Week 5 | Managing Time | * Program Management Plan Proposal due by class start
 |
| Week 6 | Managing Cost |  |
| Week 7 | Managing Quality |  |
| Week 8 | Managing Human Resources and Leadership |  |
| Week 9 | Managing Communications | * 2nd team progress assessment due
 |
| Week 10 | Managing Risk and Uncertainty |  |
| Week 11 | Managing Procurement |  |
| Week 12 | Optimizing Program Management |  |
| Week 13 | Team Work Session |  |
| Week 14 | Program Management Plan Team Presentations | * Presentation and Handout due by 6:00 p.m. the night before the Week 14 class
* Peer assessment for the Week 14 presenters due by the end of the Week 14 class
 |
| Week 15 | Program Management Plan Team Presentations | * Program Management Plan deliverable due
* 3rd team progress assessment due
* Peer assessment for the Week 15 presenters due by the end of the Week 15 class
 |

**course outline:**

**lesson 1 topic: course overview and introduction to program management in the public sector**

**1. Learning Goals and Objectives**: The learning objectives of this section include the ability to:

* Distinguish between programs, projects, and portfolios.
* Distinguish between projects and operations.
* Compare program management with project management.
* Describe the attributes of a successful program manager.
* Describe the main reasons that public-sector programs fail.
* Identify common Critical Success Factors (CSFs) for public-sector programs.

**2. Topic Questions/Exercises for Journal and Class Discussion**

* What is the difference between a program, project, and a portfolio? Give an example of each in your current or a previous workplace.
* What is the difference between projects and operations? Give an example of each in your current or a previous workplace.
* What are the most common reasons public-sector programs and projects succeed and fail?
* Why is it important that a program manager is first and foremost a leader and what are the characteristics of a successful program manager? Provide a real job description from your workplace or other source listing the qualifications, experiences, and skills required to be a program manager.
* What do you think are the most important CSFs a program manager needs to take into consideration for CISR programs?
* How can enhanced CISR program management help meet the three elements (e.g., leadership, capabilities, and accountability) that GAO recommends to increase preparedness, response, and recovery from catastrophic disaster?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapters 1 and 2.

Project Management Institute (PMI), *A Standard for Program Management,* Chapter 1 and 15.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 1.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 1.

U.S. Government Accountability Office, *GAO Report to Congressional Committees, Catastrophic Disasters: Enhanced Leadership, Capabilities, and Accountability Controls Will Improve the Effectiveness of the Nation’s Preparedness, Response, and Recovery System*, GAO-06-618, (September 2006), <http://www.gao.gov/new.items/d06618.pdf>.

U.S. Government Accountability Office, *GAO Report to Congressional Committees, Information Technology: Critical Factors Underlying Successful Major Acquisitions*, GAO-12-7, (October 2011), <http://www.gao.gov/new.items/d127.pdf>.

J. Dobbins and R. Donnelly, “Summary Research Report on Critical Success Factors in Federal Government Program Management,” *Acquisition Review Quarterly*, (Winter 1998), 61 – 82, <http://www.dau.mil/pubscats/PubsCats/AR%20Journal/arq98/dobbins.pdf>.

**4.In-Class Group Exercise:** Discuss examples of programs that could be used for course requirements.

**5. Course Requirement Due:** None.**lesson 2 topic: program management lifecycle and processes**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Describe the five program process groups or phases that comprise the program life-cycle.
* Explain the relationship between the program lifecycle and program benefits management.
* List the nine program management knowledge areas.
* Define the triple-constraints.
* Define the inputs, tools and techniques, and outputs for a Program Management Plan.
* Describe the relationship between stakeholders and a program.
* List the most common stakeholder groups.
* Describe the key organizational types and their influence on a program.
* Create a Program Management Plan.

**2. Questions/Exercises for Journal and Class Discussion:**

* Using a program you are familiar with, break it down into the five logical program process groups and describe the associated main functions and deliverables.
* What are the nine program management knowledge areas and their main outputs?
* What is the triple-constraint model and why is it important to create balance among the elements? How did the political pressures faced by NASA lead to triple-constraint trade-offs that affected quality and safety?
* What are the most common stakeholder groups? Why is it important to identify stakeholders and their roles and what are the guidelines you can use to identify stakeholders? Define the stakeholder groups on your current program.
* What are the key organizational types and their influence on programs? How would you categorize your current program’s organizational type and influence level?

**3. Required Readings**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 3.

PMI, *A Standard for Program Management,* Chapters 2, 3, 10, and 14.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapters 2, 3, and 10.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 3.

A. Jepsen and P. Eskerod, “Stakeholder Analysis in Projects: Challenges in Using Current Guidelines in the Real World, *International Journal of Project Management,* 27, (2009), 335–343.

T. Bond, R. Dimitroff, and L. Schmidt, “Organizational Behavior and Disaster: A Study of Conflict at NASA,” *Project Management Journal,* 36(2),(2005), 28 – 38.

**4.In-Class Group Exercise:**Each learner will select a small team to work with throughout the semester to jointly create a detailed program management plan. Teams are limited to three to four members — please inform the instructor if assistance is required for group formation. Teams will have time in class to form their team, determine their team name, and brainstorm possible programs that might be usable for their program management plan.

**5. Course Requirement Due:** Team name and list of members due by class end.

**lesson 3 topic: managing integration and governance**

**1. Leaning Goals and Objectives:** The learning objectives of this section include the ability to:

* Define Program Integration Management.
* Define the six Program Integration Management processes and the main outputs.
* Describe the five key elements that a program charter should contain.
* Differentiate between the benefit measurement methods used to select and prioritize projects (e.g., scoring models, benefit contributions, and economic models, constrained optimization methods, and expert judgment).
* Describe the purpose of program governance.
* Create a Program Charter.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the six Program Integration Management processes and the main outputs?
* Why is program integration management more complex in public-sector organizations than other organizations? Provide an example of the complexity of program integration management within your workplace.
* What are the five key elements that should be included in a program charter?
* What are the differences between benefit measurement methods to select and prioritize projects (e.g., scoring models, benefit contributions, and economic models, constrained optimization methods, and expert judgment)? Have you ever used any of these methods?
* What is the purpose of program governance and why is it so important that governance is proactive?
* Using Wirick’s Project Charter Template on pg. 64, outline a very high level program charter for your current or a previous program.

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 4.

PMI, *A Standard for Program Management,* Chapter 4 and 15.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 4.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 4.

**4. In-Class Group Exercise:**Teams work on their draft Program Charter.

**5. Course Requirement Due:**None.

**lesson 4 topic: managing scope and creating the work breakdown structure (wbs)**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Explain why scope is the foundation of the triple-constraint model.
* Identify the five processes required for scope management of programs and the main outputs.
* Describe different tools and techniques for collecting requirements.
* Identify best practices for managing public-sector program scope.
* Create a Scope Management Plan.
* Create a WBS.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* Why is scope the foundation of the triple-constraint model and what are the challenges of scope management for public-sector programs?
* What are the five processes for scope management of programs and what are the key tasks and main outputs in each area?
* What tools and/or techniques for collecting requirements have you been involved with? What tools and techniques do you think would be valuable to your current program?
* What are the best practices for managing public-sector program scope and why is each important?
* Describe your current program’s Scope Management Plan (see Wirick pg. 64) or other standard processes for managing scope. What could be done in your organization to better manage scope?
* Using your current or a previous workplace, describe the WBS and analyze the strengths and weaknesses of the structure.

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 4.

PMI, *A Standard for Program Management,* Chapter 5.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 5.

Norman et al, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008), Chapters 1 – 4, and 8.

**4. Recommended Reading:**

U.S. Government Accountability Office, *GAO Cost Estimating and Assessment Guide*, GAO-09-3SP, (2009), Chapter 8 and Appendix IX, <http://www.gao.gov/new.items/d093sp.pdf>.

**5. In-Class Group Exercise:**Teams work on their draft Scope Management Plan and WBS.

**6. Course Requirement Due:**

* Program Management Plan Proposal due.
* First team progress assessment due.

**lesson 5 topic: managing time**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the six processes for time management of programs and the main outputs.
* Identify the time constraints, including unique public sector constraints, often imposed on a program.
* Differentiate between mandatory and discretionary dependencies.
* Differentiate between predecessor and successor activities.
* Differentiate between analogous estimating, parametric estimating, expert estimating, and bottom-up estimating.
* Differentiate between time-constrained resource leveling and resource-constrained resource leveling.
* Differentiate between different strategies for compressing a program’s duration (e.g., deadline extension, scope reduction, crashing the schedule, and fast-tracking the schedule).
* Create a Program Network Diagram.
* Create a Resource Breakdown Structure.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the six processes for time management of programs and what are the main outputs?
* What is the difference between mandatory and discretionary dependencies? Give an example of each using your current or a previous program.
* What is the difference between analogous estimating, parametric estimating, expert estimating, top-down estimating, and bottom-up estimating? What are some of the unique considerations that a public-sector program manager must take into consideration when estimating? What do you think would be the best method for your current or a previous program and why?
* What is the difference between time-constrained resource leveling and resource-constrained resource leveling? What method(s) does your current program use?
* Define and provide examples of the different strategies for compressing a program’s duration (e.g., deadline extension, scope reduction, crashing the schedule, and fast-tracking the schedule).
* Using a program you are familiar with, breakdown the tasks/activities associated with a deliverable or work package and create a:
	+ Program network diagram using the activity-on-node (AON) method (include estimating activity durations and map the critical path).
	+ Resource breakdown structure (RBS) listing the resources required for the program.
	+ Using the program network diagram and critical path identified above, compress the duration of the critical path by 10%.

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 6.

PMI, *A Standard for Program Management,* Chapter 6.

PMI, *A guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 6.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 5.

Norman et al, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008), Chapter 7.

**4. In-Class Group Exercise:**Teams work on their draft Program Network Diagram and Resource Breakdown Structure.

**5. Course Requirement Due:**None.

**lesson 6 topic: managing cost**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the three processes for cost management of programs and the main outputs.
* Describe the additional complexities that public-sector organizations face with cost management.
* Define the concept of progressive elaboration used to estimate the costs of programs.
* Define rough-order-of-magnitude (ROM) estimating.
* Differentiate between the two major types of assets/inputs available to a program: (1) expendable, assigned assets, and (2) facilities and capital assets.
* Differentiate between earned value (EV), planned value (PV), and actual cost (AC).
* Define the key earned value formulas used to calculate the cost-performance index (CPI), cost variance (CV), schedule-performance index (SPI), and schedule variance (SV).
* Differentiate between estimate at completion (EAC), budget at completion (BAC), and estimate to complete (ETC).
* Define the three different assumptions used to calculate EAC.
* Describe how program management information systems (PMIS) are used to monitor, evaluate, and control planned cost and schedule performance.
* Prepare a Project Selection and Prioritization Matrix.
* Prepare a Cost Management Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What is the difference between earned value (EV), planned value (PV), and actual cost (AC)?
* What are the three formulas used to calculate the cost-performance index (CPI), cost variance (CV), schedule-performance index (SPI), and schedule variance (SV)?
* What is the difference between estimate at completion (EAC), budget at completion (BAC), and estimate to complete (ETC)?
* What are the three different assumptions used to calculate EAC?
* How could a comprehensive CISR Cost Management Plan that includes life-cycle cost theory help DHS meet GAO-11-153R’s recommendations to provide better budget planning descriptions?
* Complete exercises 1 and 2 on pg. 124 of the Wirick book.

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 7.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 7.

PMI, *A Standard for Program Management,* Chapter 13.

Norman et al, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008), Chapter 5.

U.S. Government Accountability Office, *Quadrennial Homeland Security Review: 2010 Reports Addressed Many Required Elements, but Budget Planning Not Yet Completed*, GAO-11-153R (2010), <http://www.gao.gov/new.items/d11153r.pdf>.

R. Hall and E. Dusenberry Dimitrov, “The Application of Cost Management and Life-Cycle Cost Theory to Homeland Security National Priorities,” *Homeland Security Affairs,* 5(2), (2009),

1 – 17, <http://www.gao.gov/new.items/d11153r.pdf>.

**4. Recommended Reading:**

U.S. Government Accountability Office, *GAO Cost Estimating and Assessment Guide*, GAO-09-3SP, (2009), Chapters 18 – 20, <http://www.gao.gov/new.items/d093sp.pdf>.

**5. In-Class Group Exercise:**Teams work on their draft Project Selection and Prioritization Matrix and Cost Management Plan.

**6. Course Requirement Due:**None.

**lesson 7 topic: managing quality**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the three processes for quality management of programs and the main outputs.
* Identify common challenges towards meeting quality standards in public-sector programs.
* Define the elements of cost of quality (COQ) including cost of conformance and cost of nonconformance.
* Distinguish between poor quality metrics and good quality metrics.
* Distinguish between Lean and Six Sigma quality approaches and identify their common features.
* Describe the value-stream mapping (VSM) process.
* Define Kaizen and its application to government processes.
* Create a Quality Management Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the three processes for quality management of programs and the main outputs?
* What are some examples of quality challenges that a public-sector program manager often encounters when trying to establish program quality standards and what can be done to address them? What challenges have you encountered in achieving public-sector program quality objectives?
* What are the main elements of cost of quality (COQ)? Using your current or previous program, evaluate performance using each of the elements.
* What are some examples of poorly defined quality metrics? Good quality metrics? Include examples of each from your current or previous program.
* What are the differences between Lean and Six Sigma? What are the similarities? Do you think Lean Six Sigma could increase the likelihood of CISR mission success?
* What is VSM? What is Kaizen? How are VSM and Kaizen related?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 8.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 8.

Normal et al, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008), Chapter 6.

J. Maleyeff, *Improving Service Delivery in Government with Lean Six Sigma, IBM Center for the Business of Government*, (2007).

http://www.doh.wa.gov/Portals/1/Documents/1000/PMC-ImproveServiceDeliveryLeanSixSigmaReport.pdf.

K. Marr, “Newt Gingrich: Nix Supercommittee for Lean Six Sigma,” *Politico*, (August 16, 2011). <http://www.politico.com/news/stories/0811/61481.html#ixzz1fbcby3iI>.

**4. In-Class Group Exercise:**Teams work on their draft Quality Management Plan.

**5. Course Requirement Due:**None.

**lesson 8 topic: managing human resources and leadership**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the four processes for managing human resources on programs and the main outputs.
* Identify challenges related to the management of public-sector program teams.
* Describe the five stages of development that teams go through (e.g., forming, storming, norming, performing, and adjourning).
* Describe ways to motivate teams.
* Define the six general techniques used to resolve conflict.
* Describe the interpersonal skills that program managers need to be successful.
* Differentiate between a program manager and a program leader.
* Create a Human Resources Management Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the four processes for managing human resources on programs and the main outputs?
* What are some examples of human resource challenges that a public-sector program manager often encounters and what can be done to address them? What challenges have you encountered in building and motivating a team?
* What are the five stages of development that teams go through? Provide an example from your current or a previous program to illustrate each.
* What are some techniques that can be used to motivate teams? What high-performing teams have you been a part of? What are the characteristics you feel contributed to this high level of performance?
* What characteristics define a leader? Describe a person you have worked with or heard of who demonstrated these qualities and how it made them successful.
* Complete exercise 2 on pg. 156 – 157 of the Wirick book.
* Using the Rudy Giuliani case study, answer the following questions:
	+ How was Mayor Giuliani prepared, personally, and how was New York City prepared, institutionally, for the events of September 11th?
	+ What do people in crisis need from their leadership?
	+ How can leaders prepare themselves as well as their institutions to rise to the moment in times of crisis?

**3. Required Readings:**

Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 9.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, Chapter 9 and Appendix G.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapters 2 and 6.

*Rudy Giuliani: The Man and His Moment* (Kennedy Case Study 1681.0), <http://www.ksgcase.harvard.edu/> or <http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1681.0>.

**4. In-Class Group Exercise:**Discuss the Rudy Giuliani case study and view the *Preparedness* (Kennedy Case Study 1732.9)and *Leadership* (Kennedy Case Study 1733.9) videos to draw lessons about effective leadership in crisis and in general (*Note: learners do not need to purchase the videos — the instructor will provide in class)*.

**5. Course Requirement Due:**None.

**lesson 9 topic: managing communications**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* According to the PMBOK, identify the five processes for managing communications on programs and the main outputs.
* Identify challenges related to communication management on public-sector programs.
* Describe the purpose and main elements of the program communication plan.
* Describe the purpose and main elements of a team charter.
* Differentiate between explicit and tacit knowledge.
* Identify strategies and methods to capture and manage organizational knowledge.
* Create a Communication Plan including a Team Charter and Program Status Tool.
* Create a Stakeholder Management Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the five processes for managing communications on programs and the main outputs?
* What are some of the common challenges related to communication management on public-sector programs and what can be done to address them? What challenges have you faced in managing stakeholder communications? How did you resolve the challenges?
* What is the purpose and main elements of the program communication plan? What means of communication have you used to reach the public and the media? How have you interacted with oversight agencies to keep them informed?
* What is the purpose and main elements of a team charter? What would you include in a team charter for your current program?
* What strategies and methods have you used to capture and manage organizational knowledge? What strategies could you employ for explicit knowledge? Tacit knowledge?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 10.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 10.

PMI, *A Standard for Program Management,* Chapter 10 and 14.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 7.

N. El-Gohary, H. Osman, and T. El-Diraby, “Stakeholder Management for Public Private Partnerships,” *International Journal of Project Management,* 24, (2006), 595 – 604.

**4. In-Class Group Exercise:**Teams work on their draft Communication Plan, including Team Charter and Program Status Tool and Stakeholder Management Plan.

**5. Course Requirement Due:**Second team progress assessment due.

**lesson 10 topic: managing risk and uncertainty**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the five processes for managing risk on programs and the main outputs.
* Define six risk categories for programs.
* Identify common risk categories on public-sector programs.
* Identify challenges related to risk management on public-sector programs.
* Describe the different methods that can be used to identify, analyze, and monitor program risks.
* Describe the purpose and main elements of the risk management plan.
* Describe the purpose and common metrics associated with a risk register.
* Describe the purpose of creating a plan for managing the program’s legal and administrative constraints.
* Create a Risk Plan including a Risk Register and Legal and Administrative Constraint Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the five processes for managing risk on programs and the main outputs?
* What are the main six risk categories for programs? Can you think of other categories for public-sector programs?
* What are the challenges related to risk management on public-sector programs? What challenges have you found in managing risks for CISR programs? What special challenges have you faced in managing the legal and administrative constraints for CISR programs?
* Why is risk management such an integral part of the IP mission success? What methods are used to address the risk requirements identified in the NIPP, PPD-8, and PPD-21? What are the risk outputs identified in the NIPP?
* What have you discovered about stakeholder risk tolerances and preferences in public-sector programs?
* Why do you think it is so difficult to make risk-based decisions in homeland security?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 11.

PMI, *A Standard for Program Management,* Chapter 11.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 11.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008), Chapter 8.

**High Level Review:**

U.S. Department of Homeland Security, *National Infrastructure Protection Plan: Partnering to Enhance Protection and Resiliency* (2009), <http://www.dhs.gov/xlibrary/assets/NIPP_Plan.pdf>.

Presidential Policy Directive-21 (PPD 21): *Critical Infrastructure Security and Resilience*: http://www.whitehouse.gov/the-press-office/2013/02/12/presidential-policy-directive-critical-infrastructure-security-and-resil.

U.S. Department of Homeland Security, Presidential Policy Directive-8 (PPD-8): National Preparedness, (March 30, 2011), <http://www.dhs.gov/xabout/laws/gc_1215444247124.shtm>.

**4. Recommended Reading:**

C. Bellavita, “Changing Homeland Security: Twelve Questions from 2009,” *Homeland Security Affairs,* 6(1),(2010), 1 – 30: <http://www.hsaj.org/?fullarticle=6.1.1>.

**5. In-Class Group Exercise:**Teams work on their draft Risk Plan.

**6. Course Requirement Due:**None.

**lesson 11 topic: managing procurement**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Identify the four processes for procurement management and the main outputs.
* Identify the main components that a procurement plan should address.
* Define and distinguish between the three general types of contracts (e.g., fixed-price, cost reimbursement, and time and materials).
* Differentiate between the three main components that usually comprise the criteria to be applied to vendor proposals (e.g., compliance with preregistration processes, screening criteria, and evaluation criteria).
* Identify common vendor evaluation criteria.
* Explain the benefits of a bidders’ conference.
* Identify the main activities that a program manager may be required to engage in to manage vendor performance.
* Differentiate between the key elements of performance management (e.g., inputs, activities, outputs, and outcomes).
* Define and distinguish between a contract and a service-level agreement (SLA).
* Identify the main elements that an SLA should contain.
* Develop a Procurement Plan.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* What are the four processes for procurement management and the main outputs?
* What are the main components that a procurement plan should address?
* What are the three general types of contracts (e.g., fixed-price, cost reimbursement, and time and materials)? What types of contracts have you worked with before? What worked well and what did not? Were there any disputes?
* What are the three main components that usually comprise the criteria to be applied to vendor proposals? What is the most commonly used vendor evaluation criteria? What criteria do you use to determine when to buy goods or services or use in-house resources? What challenges have you experienced in purchasing goods or services?
* What are the benefits of a bidders’ conference? How do you make certain that all vendors receive the same information?
* What is the difference between inputs, activities, outputs, and outcomes? What are the outcomes of your agency or department?
* What is the difference between a contract and a service-level agreement (SLA)? What are the main elements that an SLA should contain?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 12.

PMI, *A Standard for Program Management,* Chapter 12.

PMI, *A Guide to the Project Management Body of Knowledge (PMBOK Guide),* Chapter 12.

**4. In-Class Group Exercise:**Teams work on their draft Procurement Plan.

**5. Course Requirement Due:**None.

**lesson 12 topic: optimizing program management**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Explain how social network analysis can help manage chaos and complexity in programs.
* Differentiate between strategic planning and strategic management.
* Differentiate between performance measurement and performance management.
* Explain why strategic management and performance management are inextricably linked.
* Explain why strategic management is particularly important in emergency and disaster management.
* Identify the program management areas where empirical evidence has shown that programs run by political appointees are graded significantly worse than programs run by careerists.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* Using your current or previous program, identify potential sources of chaos and complexity and create a social network map to analyze them. Which network nodes require the most attention?
* What is the difference between strategic planning and strategic management? Does your current program employ one or both? Provide examples.
* What is the difference between performance measurement and performance management?
* Why is strategic management and performance management inextricably linked? Why is strategic management so important in emergency and disaster management?

**3. Required Readings:**

D. Wirick, *Public-Sector Project Management: Meeting the Challenges and Achieving Results,* (Wiley: New York, 2009), Chapter 13.

J. Brown, *The Handbook of Program Management: How to Facilitate Project Success with Optimal Program Management,* (McGraw Hill: New York, 2008),Chapter 9 and 10.

Norman et al, *Work Breakdown Structures: The Foundation for Project Management Excellence*,(Wiley: Hoboken, New Jersey, 2008), Chapter 9 – 11.

T. Poister, “The Future of Strategic Planning in the Public Sector: Linking Strategic Management and Performance,” *Public Administration Review, Special Issue,* (2010), S246 – S254.

M. McGuire and D. Schneck, “What if Hurricane Katrina Hit in 2020? The Need for Strategic Management of Disasters,” *Public Administration Review, Special Issue,* (2010), S201 – S207.

**4. Recommend Readings:**

J. Gilmour and D. Lewis, “Political Appointees and the Competence of Federal Program Management,” *American Politics Research,* 34(1),(2006), 22 – 50, <http://jbgilm.people.wm.edu/apr.pdf>.

T. Stanton, “Improving the Managerial Capacity of the Federal Government: A Public Administration Agenda for the Next President, *Public Administration Review,* 68(6),(2008), 1027 – 1036.

**5. In-Class Group Exercise:**Teams work on their Program Management Plan.

**6. Course Requirement Due:**None.

**lesson 13 topic: team work session**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Work cohesively on a team to develop work products for a Program Management Plan deliverable.

***2*. Topic Questions/Exercises for Journal and Class Discussion:**

* None.

**3. Required Readings:**

* None.

**4. In-Class Group Exercise:**Teams work to finalize work products for Program Management Plan deliverable.

**5. Course Requirement Due:**None.

**lesson 14 topic: team presentations**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Provide constructive feedback to peers on Program Management Plan Presentations and Handout.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* None.

**3. Required Readings:**

* None.

**4. In-class Peer Evaluation:**

* Rank each presenter/presentation on a scale of 1 to 5 (low to high): (a) content (i.e., were syllabus requirements addressed?); (b) overall cohesiveness; (c) thoroughness; (d) organization; (e) presentation appearance; (f) grammar; (g) oratory skills; and (h) timing.
* Describe at least one thing the presenter did really well.
* Describe at least one area for improvement.
* Provide any additional comments to help the presenter.

*Please be respectfully honest — we do not grow from the things we already do well; we grow when we improve in the areas that challenge us!*

**5. Course Requirement Due:**

* Program Management Plan Presentation and Handout due by 6:00 p.m. the night before class.
* Peer assessment for the Week 14 presenters due by the end of class.

**lesson 15 topic: team presentations**

**1. Learning Goals and Objectives:** The learning objectives of this section include the ability to:

* Provide constructive feedback to peers on Program Management Plan Presentations and Handout.

**2. Topic Questions/Exercises for Journal and Class Discussion:**

* None.

**3. Required Readings:**

* None.

**4. In-class Peer Evaluation:**

* Rank each presenter/presentation on a scale of 1 to 5 (low to high): (a) content (i.e., were syllabus requirements addressed?); (b) overall cohesiveness; (c) thoroughness; (d) organization; (e) presentation appearance; (f) grammar; (g) oratory skills; and (h) timing.
* Describe at least one thing the presenter did really well.
* Describe at least one area for improvement.
* Provide any additional comments to help the presenter.

*Please be respectfully honest — we do not grow from the things we already do well; we grow when we improve in the areas that challenge us!*

**5. Course Requirement Due:**

* Program Management Plan due.
* Third team progress assessment due.
* Peer assessment for the Week 15 presenters due by the end of class.