Columbia University GSAPP
Project Management: From Idea to Implementation |PLA4467-1
Fall Semester 2019 | Thursday October 21 – December 5 | 9-11AM
204 Fayerweather

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Course Description
This practitioner-led course exposes students to fundamental project management concepts and the behavioral skills necessary to launch, lead, and actualize benefits from projects across sectors. Planners, designers, policy makers, real estate developers, and those working in adjacent industries are often in a position of leading, supporting, or influencing projects and initiatives with multiple moving pieces. Sometimes an individual is explicitly in control, whereas sometimes a project manager must achieve success without influence – and find ways to garner resources and stakeholder support from those not directly under her/his control. Skilled project managers oversee resources, schedules, scope, risks, and both internal and external factors to deliver positive results.

In this course, students explore project management with a hands-on, pragmatic approach through case studies, real exercises, and live examples. Students can expect a combination of reading and hands-on work to practice real-life skills and application to advance current and future projects, with exposure to different software programs that are commonly used by today's practitioners. We will give special attention to controversial projects, operating in a resource-constrained environment, and "managing up" as a project manager. As a class, we will review causes of project failure and success, and risk mitigation during early project phases.

Note: this class is designed to be highly participatory, with both short individual assignments and a group project. The best way of learning project management is by *doing*, and that is what we will be endeavoring on together. Students will be expected to spend time together outside of class on group assignments, and will be graded both by the instructor and via 360 peer reviews on their contributions to group projects.

Course goals
This course aims to provide students with an overview to the basic concepts necessary to start and execute projects in today's planning and development environment. Project management is a life-long practice; it is impossible to become an expert within a seven-week timeframe. However, the tangible result of a student's active participation in this class should be increased understanding of project management principles, increased

ability to work in teams, development of a project plan, and ability to navigate schedule, scope, budget, and risks. These hard-skills developments will support students in coursework during the remainder of their time at the GSAPP, and in the workforce going forward.

Course Logistics and Policies

Attendance

As noted throughout, project management is a like a sport or orchestral performance – your success depends upon a) you showing up; b) you participating in class in a way that demonstrates you are highly prepared (readings completed, software tested) via class discussions or other activities, and c) you participating in your group assignments in a way that demonstrates you are highly engaged (readings completed, individual portion done, etc. etc.).

All class members will be asked to sign in at the start of class. Both attendance and meaningful participation will be a critical factor of grading. You are expected to be at every class; unexcused absences are not permitted. If you expect to miss class for religious observance, please let me know well in advance in writing (email permissible.) Weather and mass transit are unpredictable and may cause delay or cancellation of Columbia's classes. In these cases, excused absences will be granted only if Columbia officially closes, and in those cases, we will endeavor to make up the class. If the school is open, I will be here – and fully expect that you will be as well.

If you do miss class, I expect an email letting me know why you were unable to attend. In these cases, it is 100% your responsibility to obtain and learn the information that you missed. If you were receiving feedback on your assignments, please reach out to me directly to receive that assignment. Again – if you miss class, this is your responsibility. (Project management in practice!)

Electronic Devices

For the purposes of class, laptops only are permitted. Other devices are not. This policy may be revised at any time. I trust that during class, students are using computers for notes and assignments only. If for any reason this is not the case, this policy may be revised. Given that we will be utilizing project management software, it will benefit all of us if we adhere to group policy.

Homework Policy

You will have homework due throughout the course, designed for your learning and professional growth. These include but are not limited to, reading, individual assignments, and group assignments. Late assignments will not be considered for grades, though are recommended for completion as most assignments roll up into cumulative work throughout the course.

Guest Lectures
While almost every project requires the same fundamentals to be managed well, each project has unique requirements, and every project manager approaches their work differently within the context of his/her operating environment. We are privileged in this course to have two guest lecturers join us, each with a different perspective to share. I expect that you will be ready with questions and take advantage of the opportunity to meet with these leaders in the field.

Course Assignments and Grading
Throughout the course, you will be evaluated on your completion of and participation in a variety of assignments and tasks. The course is designed like a real project, with readings and assignments that roll up to a final project and presentation, with reflection points along the way. Much like real projects, you will be working both in teams and individually, and your grade will reflect this as well.

Students will be responsible for:

- **Weekly Readings.** These are due *on or before* class, so that you are prepared for lecture and group work. All readings are designed to be practical, and estimated reading times are listed in the syllabus. All readings are available for download on Canvas; no textbooks are required.
- **Preparation of two individual reflections.** These short narratives require you to respond to specific prompts and provide me with 1-2 pages of thoughtful reflection. I am not looking for a thesis. I seek your critical, honest questioning of your understanding of the material and the learning process. These are due on or before class on the date listed.
- **Discussion questions for three presentations** (David Quart, Alisia Kreynes, Rebecca Karp). Due by 5PM the Wednesday before class in the three weeks where case study presentations are taking place, you are required to submit questions for our guest speakers and me. These questions will guide our Q+A, and ultimately support your own project management.
- **Attendance in class.** See aforementioned discussion.
- **Discreet assignments leading up to the final deliverable.** Starting in Week 2, you will have tangible team assignments due on a regular basis. These are all designed to inform your final team project and presentation.
- **Final deliverable report and presentation.** Due at the end of the semester, these companion pieces represent your team's best and iterative work throughout the semester. You will present to a panel of professionals, who will share their feedback and thoughtful questions with you. I will review and grade your final team report.
- **360 feedback on team members**. Project Management is like a team sport or an orchestra, and every member of the team has an important role to play. At the end of the semester, I will ask you to share holistic feedback on your team member's performance, as well as your own performance, for my review and consideration. I will give you guidance on how to do this at the start of the course.

About the Team Project. As you likely know, urban planning - whether that be policy, planning, real estate, architecture, economics, etc. - almost always happens in teams. Learning to effectively work in teams, and manage projects well as a team, is hands-down among the most important skills you will need upon graduation and working in the field. The Team Project will ask you to work in groups of five or six, and to look at a real-life planning project with a defined scope. Each week, you will be asked to submit a different part of the project, with components including a project workplan, team roles/responsibilities, project approach, budget, management plan, schedule - all of the things that you would need to do in real life. Each assignment corresponds to a weekly topic. Exact assignments will be provided, with examples, in the first week of class. By the end of the course, students who actively participate will be able to apply the fundamentals of project management to an urban planning scenario.

Students Grades will be based on:
- 10% Attendance
- 20% Participation
- 30% Assignments
- 50% Group Project- Final Report and Presentation

The table below summarizes the individual and team assignments that must be handed in, with due date, planned for the course. All assignments should be submitted to the class website unless otherwise noted.

Assignment	Due Date
Week 1	
Reflection	Thursday, October 24
Week 2	
Project Working Team Agreements	Thursday, October 31
Team roles and responsibilities	
Technology Presentation	
Week 3	
RFP Response Outline	Thursday, November 7
Project understanding and scope (1st	

Draft)	
Project Schedule and team structure (1st Draft)	
Week 4	
Communications Plan (1st Draft)	Thursday, November 14
Stakeholder Map and Management Plan (1st Draft)	
Project Schedule and Team Structure (2nd Draft)	
Week 5	
Pecha Kucha Presentation	Thursday, November 21
Risk Management Strategy	
Project Approach Draft	
Week 6 – THANKSGIVING WEEK – no class	
Reflection	Wednesday, November 27
Week 7	
Reflection	Tuesday, December 3
Finals Week	
Final Report	Tuesday, December 10
Final Presentation	Thursday, December 12

Week over Week Readings and Assignments

Week 1- October 21 – Introduction + Course Overview

Objectives: Review class objectives and syllabus; cohort introductions; assign teams for group project; content introduction

So – you've signed up for a class on Project Management! Congratulations. Project management is the art and science of "getting things done" – how individuals, groups, and organizations look at a project or policy and determine how to accomplish it. In today's class, we will review the syllabus and course overview, including what we aspire to cover during our time together. We will introduce ourselves, and form teams that will be the basis of group projects throughout the term. We will develop working agreements for the entire class, and align ourselves for a strong semester. We will introduce the final projects.

Format: Lecture, discussion

Readings due:
- Laufer, Alexander et al. What Successful Project Managers Do. MIT Sloan Management Review. 2015. (20 minutes)
- Dvir, Dov and Shenhar, Aaron J.. What Great Projects have in Common. MIT Sloan Management Review, 2011. (5 minutes)
- Burek P. Influence of the scope statement on the WBS. Paper presented at PMI Global Congress 2011. Project Management Institute. 2011. (10 minutes)

Assignments due:
- Two paragraph reflection on a time when you recognized the need for different or better project management. Clearly identify the project goal, and what was missing. (Individual assignment)

Week 2- October 28 – Fundamentals of Project Management

Objectives: Review fundamentals and best practices in project management; discuss case study. Additionally, give and receive an overview to/from other members of the cohort on PM technology that may be useful toward final project.

Project management is a learned set of skills, and an integrated tool kit that professionals use to manage their initiatives. This class will cover key aspects of project management including scope, resources (time, money, people), communication, and risk, through the lens of starting a new project or initiative. We will discuss the case study reading as an example of these principles. We will also briefly review the assignments for next week's in-class presentations.

Format: Lecture, hands-on activity + discussion

Readings due:
- Udo, Nathalie. Starting right. 2009 PMI Global Congress Proceedings. 2009 (5 minutes)
- Harvard Business Review Staff. Five Critical Roles in Project Management. Harvard Business Review. 2016. link. (5 Minutes)
- Urch Druskat, Vanessa and Wolff, Steven B. Building the Emotional Intelligence of Groups. Harvard Business Review. 2001. (20 minutes)
- Amado, M. et al. Project Management for Instructional Designers: Chapter 12. Budget Planning. n.d. Link. (30 minutes)
- Walker, L. W. (2012). The scope crept, the risks leapt! Paper presented at PMI Global Congress 2012. Newton Square, PA: Project Management Institute. (5 minutes)
- Browning, Tyson and Ramasesh, Ranga. Reducing Unwelcome Surprises in Project Management. MIT Sloan Management Review. 2015. (10 min)
- *(Optional)* The Ultimate Guide to Cost Estimating. Smartsheet. n.d. link.

Assignments due:
- Group project:
  o Project team working agreements
  o Roles/responsibilities of project team
  o Team work plan for rest of semester
  o 2-4 minute presentations to your peers reviewing today's PM software (Trello, Slack, Asana, Smartsheet). Each group to present. See assignment on course website.
- Early questions about final project (individual or group)

Week 3- November 7 – The Authorizing Environment + Stakeholder Management (Guest speaker – David Quart) AND Tools to Help Us Get There

Objectives: Learn about the preconditions and other people necessary to make projects successful, hearing directly from a real-life case study example about Essex Crossing.

You may have a beautiful project plan – ample time, plenty of money and staff, your boss is on board, and it seems like everything is set to go. However – nothing is moving forward, despite your best efforts. When launching or running a project, it's critical to understand the authorizing environment. Who is in charge? What conditions are necessary for success both internally and externally? Who wins or loses by your project moving forward? Which stakeholders need to be involved? This case study example will dig into these important questions. A second part of today's class will involve each project team making short presentations to the rest of the cohort with recommendations on PM technology that may assist with the final project.

Format: Guest lecture with Q+A, work time and TA with Rebecca on projects for second hour

Readings due:
- **Essex Crossing Background**
    - NYCEDC. Seward Park Mixed-Use Development Project ULURP Application. 2012.- link
    - Stapinski, Helene. Essex Crossing, a Renewal Project 60 Years in the Making. New York TImes. 2017. link
    - Finder, Alan. Lower East Side Housing: Plans and Conflict. New York Times. 1988. link
    - Williams, Keith. The creation of Essex Crossing, from slum to SPURA to city-backed megaproject. Curbed. 2017. link
    - Kim, Elizabeth. 50 Years After Eviction For Urban Renewal, Some Former LES Residents Told They're Too Poor To Return. Gothamist. 2019. link
    - City Planning Commission Report August 22, 2012. link. (pp 40- 49, 174- 185)

- El-Gohary, Nora et al. Stakeholder Management for public private partnerships. Centre for Information Systems in Infrastructure & Construction, Department of Civil Engineering, University of Toronto. 2006. link
- Forman, J. B. & Discenza, R. (2012). Got stake?: (Holder) management in your project. Paper presented at PMI Global Congress 2012. Newtown Square, PA: Project Management Institute. (5 minutes)
- Andrews, Matt et al. Building State Capability: Evidence, Analysis, Action: Chapter 9, Managing Your Authorizing Environment. 2017. (30 min) link
- *(Optional)* Sutterfield, Scott et al. Case Study for Project and Stakeholder Management Failures. Project Management Journal. 2006. (link) (20 minutes)

Assignments due
- Individual:
    - Discussion questions for David Quart (submit in advance)
- Group:
    - Outline of RFP response, and draft of project understanding/scope section
    - Draft RFP response project schedule and team structure

Week 4- November 14 – Risk Management: Scope, Resources, + Teams (Guest Speaker – Alisa Kreynes)

Objectives: Learn about the risks that can threaten your projects – and strategies for managing risk - by hearing directly from a real-life case study example about Project Supervision of the Design & Construction of the Tanahu Hydropower Plant in Nepal. Consider how this shows up in international and domestic contexts.

Every project is a living, breathing thing, managed by people, within changing organizations and shifting dynamics. Under the best circumstances, we experience consistency in a project schedule, budget, scope, and team. Under more typical circumstances – everything changes! These changes can put a project at risk – and good project managers are adept at risk management. How do you know what to consider as a project risk? How and when do you track risks – and what can you do to anticipate and mitigate risk? What considerations for risk change depending on sector (private, non-profit, government) or setting (domestic, international, rural or urban, developed or developing)? This case study will explore many of these questions based upon a real-life scenario. Students will also discuss their team workplans and begin to think through questions of risk.

Format: Guest Lecture with Q+A; 1-1 feedback to groups about work submitted to date; group work time to start risk management strategy

Readings due:
- **Nepal Earthquake Readings**
  - Taylor, Alan. Nepal's Earthquakes: One Year Later. The Atlantic. 2016. link (10 minutes)
  - Barry, Ellen. Earthquake Devastates Nepal, Killing More than 1,900. The New York Times. 2015. link (10 minutes)
  - Nepal: Tanahu Hydropower Project. Asia Development Bank. nd. link
- Harvard Business Review Publishing Staff. How to Manage Risks to Your Project. Harvard Business Review. nd. link (5 minutes)
- Agug Wibowo, Mochammad et. al. Risk Management in Indonesia Construction Project: A Case Study of a Toll Road Project. 2018. link
- Barton, Michelle and Sutcliffe, Kathleen. Learning When to Stop Momentum. MIT Sloan Management Review. 2010. link (10 minutes)
- Guckert, Donald and Ripley King, Jeri. Who Pays for the Architects Mistakes. APPA. 2002. Link. (5 minutes)

Assignments due:
- Individual assignment
  - Discussion questions for Alisa Kreynes (submit in advance)
- Group assignment
  - Draft RFP response communications plan with client
  - Stakeholder map and management plan
  - Updated project schedule and staffing plan

Week 5- November 21 – WORKING SESSION – Peer review interim project management plans and presentations

Objectives: Present your interim project management plan to your colleagues for feedback in a [pecha kucha](#) format. Just as with projects in the work environment, this provides an opportunity to focus on sticky spots, invite collaboration and buy-in, foresee roadblocks – all necessary toward driving a project forward.

Developing a project management plan and approach inevitably raises questions, areas of uncertainty, and opportunities to break through with creativity. As you will have learned throughout the course, many things about successfully managing projects in the planning and development environment are outside of the control of the individual project manager. In our penultimate class, you are invited to deliver a short, tight presentation that focuses on an area of your project or plan on which you are stuck, seek feedback or collaboration, and want to test new ideas. Give the high level and then hone in on the most important thing that your team is working through, and that you need discussion on. This interim presentation is a great opportunity to test strategies, just as you might in a work situation: How do you present a new idea or an unknown to your team for feedback? What do you need to share to get external stakeholders on board? If you cannot see a way through a schedule or budget, how, when, and why do you share which information to get guidance? This class requires all students to come ready to present, listen, and collaborate with each other.

Format: 10 minute presentations, 15 minute peer Q+A. *NOTE: I will cut you off at 10 minutes. No exceptions. Length of presentations and peer review subject to change based on class size.*

Readings due:
- None

Assignments due:
- Group
    - Internal presentation with any necessary handouts
    - Risk management strategy section of response
    - Project approach section detailed outline

Week 6 - Thursday November 28 – Thanksgiving, NO CLASS

Assignments due Wednesday, November 27
- Individual
    - 2-3 paragraph individual reflection: project management reflections to date; self-observation; outstanding questions

Week 7- December 5 – Project Management in Practice + Project Close Out (Rebecca Karp case study)

Objectives: Through the lens of a consultant project manager and leader, learn about the Lowline via a case study presented by Rebecca Karp. Reflect on the project from pursuit to project plan to close out.

If project management is a learned set of skills, and an integrated tool kit that professionals use to manage their initiatives, as posited earlier in this course, thinking about project close out and transition from before you even start a project can be important. How will an initiative or project succeed once you have finished your piece? Will you need a new project plan, or different people to buy in for success? Is your project short term and isolated, or longer term? Presented via a case study on the Lowline in Manhattan's Lower East Side, this class will review PM fundamentals discussed throughout the course, as well as focus on project close out and transition.

This class will cover key aspects of project management including scope, resources (time, money, people), communication, and risk, through the lens of starting a new project or initiative.

Format: Lecture with Q+A; time for final questions/discussion on project

Readings due: Lowline; project close out reading
- The Lowline
  - Nevins, Jake. The upside down: inside Manhattan's Lowline subterranean park. The Guardian. link (10 minutes)
  - Lowline Plan
  - On the 10th Annivarsary of its COnception, $83M Lowline Still Years Away. Bowery Boogie. 2019. link.

Assignments due:
- Individual assignment
  - Discussion questions for Rebecca Karp (submit in advance)
- Group assignment
  - Continue to work on project final deliverables and presentations

Finals Week – 12/10 + 12/12– to be scheduled

Congratulations! We made it to the end of the course. You will have four assignments due during finals week:

- Individual assignment
    - Reflection on what you have learned regarding project management. Maximum two-page narrative. Due Tuesday 12/10
    - 360 grading on your team members. Due Friday 12/13.
- Group assignment
    - Final report. Due Tuesday 12/10.
    - Final presentation. Due Thursday 12/12. Format expected to be 15-minute presentations with 15 minutes feedback and/or Q+A from a professional panel