

**Project Management in Libraries**  
**LIS 2971: Special Topics**  
**Summer 2014 – 4 Week-3 Session**  
**July 7-August 2, 2014**

**Instructor Information**

Instructor: Karen Calhoun  
Office: 234 Hillman Library  
Phone: 412-228-2474  
Email: [ksc34@pitt.edu](mailto:ksc34@pitt.edu)  
Office Hours: by appointment

TA: Jessica Benner  
Office: 407 Information Sciences Bldg.  
Phone: 304-268-7672  
Email: [jgb14@pitt.edu](mailto:jgb14@pitt.edu)  
Office Hours: In my office: Tuesdays from 4:00  
– 6:00 pm & Thursdays from 12:00 – 1:00 pm  
(immediately after the class session).

**Course Information**

Classes: Thursdays, July 10, 17, 24 & 31, 9:00 a.m. – 11:50 a.m.  
522 Information Sciences Building

All course materials are available in Courseweb: <http://courseweb.pitt.edu> . Log in with your username and password and you should see the course “2147\_LIS\_2971\_SEC1300\_SPECIAL TOPICS: PUBLIC SERVS” in your course list. If you do not find the course in your list, please contact the instructor or TA.

**Course Purpose and Learning Objectives**

All types of organizations, including libraries, increasingly rely on new or redesigned services to maintain their viability in our technology-driven, fast-changing world. Projects play an essential role in introducing new services, but projects that are launched and implemented in an ad hoc way often do not work out as planned or even fail completely. This course will introduce you to the discipline of project management in a hands-on way, so that you can begin applying project management methods immediately. Since the growth of projects in libraries is pervasive, learning the foundational skills of project management will increase your value as a librarian.

Each class builds on the last and contributes progressively to the achievement of our course objectives. By the end of the course you should be able to:

- Define what a project is (and is not) as well as distinguish the phases of a project
- Propose and initiate a project
- Identify the role and knowledge of a project manager
- Identify and work with project stakeholders
- Describe some processes for developing and working with project teams
- Produce a *high-level* project timeline and *mini-work* breakdown structure
- Articulate the role of project management in libraries

**You and Your Classmates**

This course has no prerequisites; it assumes class members have no experience with formal project management. However, it is certain that you or your classmates have some degree of expertise managing projects, at least informally. We suggest that you take advantage of this by getting to know

your classmates and exchanging contact information with some of them. During the class you will often be working in pairs or in small groups to discuss ideas or compare notes on assignments, and we encourage you to continue this kind of cooperative work outside class.

### Readings and Assignments

Please note there are two short assignments to complete **before** the first class session (see Schedule of Topics and Assignments at the end of this document). Both of the required texts are available as e-books and in print.

There are multiple readings from the following two texts:

1. *A Guide to the Project Management Body of Knowledge: PMBOK Guide*. 2013. Project Management Institute, Incorporated.
  - a. Available *online* through Pitt via *Knovel*:  
<http://pitt.idm.oclc.org/login?url=http://app.knovel.com/web/toc.v/cid:kpGPMBKPM1/viewerType:toc/>
  - b. Available in *hardcopy* at Reserve Desk at Hillman Library : Call number – HD69.P75 G845 2013
2. You may also choose to purchase the book yourself from Amazon. Both online and print versions are available.
3. Jones, Roger, and Neil Murray. 2008. *Change, Strategy and Projects at Work*. Butterworth-Heinemann.
  - a. Available *online* through Pitt via *Ebrary*:  
<http://pitt.idm.oclc.org/login?url=http://site.ebrary.com/lib/pitt/Doc?id=10569270>
  - b. You may also choose to purchase the book yourself from Amazon:  
<http://www.amazon.com/Change-Strategy-Projects-at-Work/dp/0750689447>, or any other outlet.

Handouts and slides from class are another important source of course content. These will be available on the Courseweb site.

Please consult the **Schedule of Topics and Assignments** at the end of this syllabus for the specific readings for each class, both from these two sources and others. We will do our best to upload all readings to the course web site as reading/resource lists. *It is expected that all pre-class readings and other assignments will be completed before the class for which they are assigned.*

### Grading

**Your final letter grade will be calculated from the following:**

Best two of three quizzes at 10 points each	20 points
Worksheet proposing an idea for a small project of your choice	10 points
Draft project charter (sections 1 to 4)	10 points
Draft project charter (sections 5 and 6)	10 points
Completed project charter (all sections)	50 points
TOTAL	100 points

### Grades:

The points earned from your assignments will be added up, then converted to letter grades and grade points in accordance with the University Grading Policy for Graduate Courses (<http://www.pitt.edu/~graduate/reggrades.html>), as shown below.

A+	100-98 (4.0)	C+	79-77 (2.25)
A	97-93 (4.0)	C	76-73 (2.00)
A-	92-90 (3.75)	C-	72-70 (1.75)
B+	89-87 (3.25)	D+	69-67 (1.25)
B	86-83 (3.00)	D	66-63 (1.00)
B-	82-80 (2.75)	D-	62-60 (0.75)
F 59 and below (0.00)			

The last page of the syllabus describes the grading rubric for the project charter writing assignment in some detail. Explanations for how other assignments will be evaluated follow.

Please note that C (2.00) is the minimal graduate level attainment for a course. Course work that is unfinished as a result of extenuating personal circumstances (grade G) will be handled in accordance with university and/or school policy.

All assignments, except the final project charter, should be submitted at the beginning of the class session they are due. Please bring two copies of your assignments to class – because some of each class time will be devoted to discussing the assignments, you are responsible for bringing a second copy of your assignment to use in the discussion. The final project charter writing assignment should be submitted via CourseWeb under the Assignments area.

**Quizzes** on the pre-class readings will be given at the **start of class on July 17, 24, and 31**. They will consist of true/false, multiple choice and short answer questions. The quizzes will be straightforward; they are intended to help keep you on top of the course material and be ready to productively contribute to class discussions and group work. Because this class is so short, and each session and assignment builds directly on the last, it is imperative that you keep up with the readings and not get behind.

**Worksheet proposing an idea for a small project of your choice:** You will receive a template (worksheet) on which to base your proposal as well as a set of sample ideas for small projects. Your completed worksheet is due at the **start of class on July 17**. The purpose of this assignment is to provide the basis for your project charter, so please choose carefully and give heed to the completion of this assignment. You can propose a personal or professional project. Full credit (10 points) will be given to proposals that demonstrate your careful thought and effort to apply what you are learning to filling out each section of the worksheet. And, because it is so important to get started by choosing your project by the start of the second class, no proposal containing enough content to move to the next step (project initiation) will receive less than 8 credits.

**Draft project charter (sections 1 to 4):** Due at the **start of class on July 24**. Sections 1 to 4 contain your project objective(s), deliverables, scope and milestones. We will be using your draft charters as foundations for working singly, in pairs and as a group during class. The intent is to reinforce what we do in the each class and give you practice applying the concepts of project management to your project in an iterative fashion, by working with others. Drafts that show *a significant first attempt to come to grips with the concepts and vocabulary of project management*, as applied to your own project, will be given the most credit (10 points).

**Draft project charter (sections 5 and 6):** Due at the **start of class on July 31**. Sections 5 and 6 define your project team and stakeholders and contain your high-level work breakdown structure. As in the prior class, we will be using your draft as the foundation for working in class. Drafts that show a *significant first attempt to come to grips with the concepts and vocabulary of project management*, as applied to your own project, will be given the most credit (10 points).

**Completed project charter: Due, via Courseweb, no later than 11:59 p.m. on Friday, August 1.** This version builds on your drafts and incorporates the changes you made to sections 1-6 based on iterative discussion and your own review and reflection on course materials. Please see the grading rubric at the end of the syllabus for how credit will be given for completed project charters.

### **Late Work, Make-ups and Other Policies**

**Quizzes:** We will drop the lowest of three quiz scores. As a result there will be no make-up quizzes.

**Worksheet proposals and draft project charters:** Due to the concentrated nature of this course, together with the fact that each assignment builds on the last and forms the basis for work done in the next class with others, it is imperative that you come to every class and keep up with class assignments. Those who do not are less able to engage and contribute positively to the class and support their classmates. So please plan ahead. If you think you may miss class or fall behind in classwork, please consult with one of us immediately, and understand that this course's assignment due dates must be fairly inflexible.

**Completed project charter:** Please contact one of us as soon as you are aware that you may need more time to turn in your completed project charter, and in any case *no later than the week of July 28*. Your request to turn in a late final assignment must be documented with an explanation and (if applicable) relevant corroboration. Any approved late work **must** be turned in *no later than Monday, August 4*, as grades are due August 6, and an "incomplete" (grade I) is not available for this course.

**Attendance and participation\*:** Due to the concentrated, hands-on nature of this class, and the significant impact of missing even one of the four sessions, please make every effort to attend all classes. "Participating" in the course requires attending class, participating fully in discussions and group work, and completing pre- and post-class assignments. If you think you may miss a class, please consult with one of us immediately to discuss the matter.

*\*Participation in the form of attendance will be assessed in the sense that a student without the prior agreement of the instructor to miss a class will be subject to a reduction of 10 points from the total points earned from the assignments in the course.*

**Academic integrity:** Students are obliged to exhibit honesty and to respect the university's ethical standards when carrying out an academic assignment. Those who are caught cheating on a course assignment will receive no points on that assignment. Note we are subject to the Code of Academic Integrity of the University of Pittsburgh. For further information see <http://www.pitt.edu/~provost/ai1.html>

**Special consideration:** If you need accommodations due to a disability, please notify us and Disability Resources and Services no later than the end of the first week of class (July 11). The office of Disability Resources and Services is located at 216 William Pitt Union (412-648-7890).

**Classroom recording:** To ensure the free and open discussion of ideas, students may not record class sessions without the advance written permission of the instructor.

### Summary of Important Dates

When	What
July 10	<ul style="list-style-type: none"><li>• Pre-class short assignment and blog post reading due at start of class</li></ul>
July 17	<ul style="list-style-type: none"><li>• Quiz on Jones/Murray, Marrill/Lesher, PMBOK, Sierra and Glossary at start of class</li><li>• Worksheet proposing an idea for a project due at start of class</li></ul>
July 24	<ul style="list-style-type: none"><li>• Quiz on PMBOK, Starr, Minnesota handout at start of class</li><li>• Initial draft of project charter (sections 1 to 4) due at start of class</li></ul>
July 31	<ul style="list-style-type: none"><li>• Quiz on Jones/Murray, Horwath, WBS handout at start of class</li><li>• Initial draft of project charter (sections 5 and 6) due at start of class</li></ul>
August 1	<ul style="list-style-type: none"><li>• Completed project charters due via Courseweb no later than 11:59 pm</li></ul>

## Schedule of Topics and Assignments for Each Class Session

### First session – July 10 2014, 9:00 – 11:50 a.m. Introduction to Project Management in Libraries

#### Assignments to complete before class:

#1 Retrieve a copy of the *University Times* for April 17, 2014 and identify the articles that have small, medium or large projects related to them. The link to the issue is <http://www.utimes.pitt.edu/documents/V46N16.pdf>

#2 Read a short post to *American Libraries*: Revels, Ira. 2010. "Managing Digital Projects." *American Libraries*. March 10. <http://www.americanlibrariesmagazine.org/article/managing-digital-projects>

#### What we'll do in class:

Review the syllabus

Introduce project management and its core methods (lecture; also Revels 2010)

Work on recognizing a project when we see one (see assignment #1 above)

Review a handout of examples of small to medium-sized library projects

Prepare for the second session (July 17)

#### By the end of this class you will be able to:

- Understand the course objectives and how to fulfill them
- Articulate some reasons to use project management in libraries
- Discuss what a project is and compare it to other types of library activities
- Define the relationship between projects and strategic planning
- Describe where projects typically come from
- Describe the "triple constraint" of projects
- Distinguish the components and phases in the life cycle of a project
- Begin filling out a worksheet that proposes an idea for a small project of your choice

**Second session – July 17, 2014, 9:00-11:50 a.m.**  
**Selecting, Initiating, and Managing Projects**

**Assignments to complete before class:**

#1 Complete your worksheet proposing an idea for a project and turn it in at the start of class on July 17

#2 Read: Jones, Roger, and Neil Murray. 2008. "So What's the Strategy?" In *Change, Strategy and Projects at Work*. Butterworth-Heinemann. Read pages 20-26 of this chapter.

#3 Read: Marill, Jennifer L., and Marcella Leshner. 2007. "Mile High to Ground Level: Getting Projects Organized and Completed." *The Serials Librarian* 52 (3-4): 317–22.

#4 Watch and study: Sierra, Tito. 2011. "The Project One-Pager: A Simple Tool for Collaboratively Defining Project Scope" presented at the Digital Library Federation Forum, November 2.  
<http://www.slideshare.net/tsierra/the-projectonepager>

#5 Read: *A Guide to the Project Management Body of Knowledge: PMBOK Guide*. 2013. Project Management Institute. Read sections 1.7 and 1.8 (role and knowledge of the project manager).

#6 Review and study: Handout "Glossary of selected terms in project management" (link on Courseweb)

**What we'll do in class:**

A quiz on the readings for this class (listed above)

Worksheet proposing an idea for a project is due at the start of class

Learn how to initiate a project and produce a project charter

Explore elements of the vocabulary of project management

Learn about the role and knowledge of the project manager

Prepare for the next class (July 24)

**By the end of this class you will be able to:**

- Describe the purposes and components of a project charter that initiates a new project
- Define some basic terms and phrases in the vocabulary of project management
- Identify the principal elements of the role of a project manager
- Get started on your project charter using the template provided in class (the first draft –sections 1-4 – is due at the next class meeting – July 24)

**Third session – July 24, 2014, 9:00-11:50 a.m.**  
**Stakeholders, Communication, Timelines**

**Assignments to complete before class:**

#1 Review and study: Handout “Some sample charters of library projects” (link on Courseweb)

#2 Complete a first draft of your project charter (sections 1 to 4) and turn it in at the start of class on July 24

#3 Read: *A Guide to the Project Management Body of Knowledge: PMBOK Guide*. 2013. Project Management Institute. Read introduction to chapter 10 (project communications; read start of chapter up to section 10.1); introduction to chapter 13 and section 13.1 (project stakeholders; read start of chapter up to section 13.2).

#4 Watch and study: Starr, Joan. 2010. “Managing Stakeholders.”  
<http://www.slideshare.net/joanstarr/managing-stakeholders-3209804>

#5 Review and study: Handout - Minnesota Dept. of Health. 2013. “SMART Objectives.” (PDF downloaded from <http://www.health.state.mn.us/divs/opi/qi/toolbox/objectives.html> )

**What we’ll do in class:**

Initial draft of your project charter (sections 1 to 4) is due at the start of class

Quiz on readings for this class (listed above)

Define the roles of other key players in projects (sponsors, stakeholders)

Discuss and practice ways to identify and work with stakeholders

Explore the nature of project communications

Begin work on how to establish a work breakdown structure and high-level timeline

Prepare for the last class on July 31

**By the end of this class you will be able to:**

Identify and work with project stakeholders

Plan appropriate project communications

Produce and document high level project information (e.g., in a project charter)



**Fourth and final session – July 31, 2014, 9:00-11:50 a.m.**  
**Project Teams and Project Management in the Library Context**

**Assignments to complete before class:**

#1 Read: Jones, Roger, and Neil Murray. 2008. "Project Planning." In *Change, Strategy and Projects at Work*, chapter 5. Read pages 120-128 of this chapter.

#2 Read: Pages 7-23 of Horwath, Jenn Anne. 2012. "How Do We Manage? Project Management in Libraries: An Investigation." *Partnership: The Canadian Journal of Library and Information Practice and Research* 7 (1). <https://journal.lib.uoguelph.ca/index.php/perj/article/view/1802>

#3 Review and study: Handout on project timelines and WBS (work breakdown structure)

#4 Use the template provided in the July 17 class to begin drafting section 5 (an outline or diagram of a "mini" work breakdown structure—that is, the top two levels of your project's work breakdown structure under the name of the project)

#5 Use the project charter template provided in the July 17 class to draft section 6 (team and primary stakeholders)

**What we'll do in class:**

Initial draft of sections 5 and 6 of your project charter is due at the start of class

Quiz on readings for this class (listed above)

Continue work on processes for establishing project timelines

Learn about types of project teams and how to work effectively with them

Discuss how project management is being used in libraries

Prepare for the final assignment (your completed project charter)

**By the end of this class you will be able to:**

Define some types of project teams

Describe some processes for developing a team and facilitating teamwork

Produce a high-level project timeline and mini-work breakdown structure

**Final assignment due August 1**

Complete your project charter—all sections including your mini-work breakdown structure—and turn it in, via Courseweb, **no later than 11:59 p.m. on Friday, August 1, 2014.**

**Grading rubric for completed project charter writing assignment:**

Measurement	Guidelines	Points	Criteria: The Completed Charter Demonstrates...
Completeness, accuracy and mechanics	The level of completeness and accuracy in incorporating course material; the soundness of writing mechanics	Maximum 50 points for completed project charter	<p><b>50 points (completed charter)</b> = Good to excellent degree of comprehension and ability to apply concepts in course materials; good to excellent completeness and clarity with almost no conceptual/logical mistakes or omissions; few structural or grammatical writing errors.</p> <p><b>40 points</b> = Appreciation, comprehension and ability to apply most concepts in course materials, but contains some conceptual/logical mistakes or omissions and structural or grammatical errors.</p> <p><b>35 points</b> = Ability to apply many points from course materials but contains some important conceptual/logical/definitional mistakes and structural/grammatical writing errors</p> <p><b>25 points</b> = Rudimentary understanding of course materials at best; minimal effort and many conceptual/logical/definitional flaws or omissions; significant structural/grammatical writing errors. This is the minimum score.</p>