



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 574 941 2023S1 Project Management in Information Organizations – Course Syllabus (3)

Program:	Master of Library and Information Studies
Year:	2023 Summer Session
Course Schedule:	Tuesdays & Thursdays, 6:00–8:50 pm
Location:	Terrace Lab, IKBLC
Instructor:	Syeda Hina Shahid
Office location:	SLAIS 482
Office phone:	
Office hours:	Wednesdays 11-12.30 pm
E-mail address:	syeda.shahid@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: This course will prepare students for the reality of the workplace in libraries and archives, in which much of the work is organized around projects conducted by a designated project team. In order to operate successfully in this environment, students need to understand the social dynamics of teamwork, and the management and communication tools and skills that lead to successful project outcomes.

FNCC specialization: The assignments in this course are highly specific and technical in nature, therefore, this course cannot serve the requirements of the First Nations Curriculum Concentration (FNCC).

Learning Outcomes:

Upon completion of this course students will be able to:

1. [Understand the role and importance of project management in the organization] [3.2]
2. [Be aware of how people work, individually and in teams] [3.1]
3. [Be able to apply basic project management techniques and software] [2.1]
4. [Understand the role of communication in project management] [2.2]
5. [Understand the role of time, cost and quality management in successful projects] [1.3]

Course Topics:

- [Introduction to Project Management]
- [The Project Life Cycle]
- [Project Teams and Team Building]
- [Project Time Management]
- [Project Cost Management]



- [Tools and Processes for Project Management]
- [Project Human Resource Management]
- [Project Communications Management]
- [Project Risk Management]

Prerequisites: [MLIS and Dual MAS/MLIS: completion of MLIS core; recommended co-requisite: 504] [MAS: completion of MAS core and permission of the iSchool Graduate Advisor]

Format of the course: [This is an in-person course delivered through a combination of lectures, assigned readings, class activities, guest lectures, and hands-on tutorials with MS Project] [Students will work in a group to develop a project from start to finish which will show their mastery of course concepts]

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 20 hours

Recommended Textbooks: These are the recommended textbooks for the course and will be available through UBC library. Additionally, the recommended book chapters and journal articles will be assigned weekly and available through Canvas.

- Project Management Institute (PMI). (2021). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (7th edition) and *The Standard for Project Management*. Project Management Institute (PMI). [UBC library e-book]
- Barbara, A. (2017). *The No-nonsense Guide to Project Management*. Facet. [UBC library e-book]
- Horine, G. M. (2022). *Project management absolute Beginner's guide* (5th edition). Que publishing. [UBC library e-book]

Supplementary Texts: A good number of general texts are available on project management which may be useful for supplementary reading and for assignments. Some of the lessons are drawn from these texts.

- Hill, G.M. (2009). *The Complete Project Management Methodology and Toolkit* (1st edition.). CRC Press. [UBC library e-book]
- Graham, N. (2014). *Project management checklists for dummies*. Wiley [UBC library e-book]
- Allan, B. (2004). *Project Management: Tools and Techniques for Today's ILS Professional*. Facet. [UBC library e-book]
- Daugherty, A. & Hines, S. S. (Eds.) (2018). *Project Management in the Library Workplace* (1st edition). Emerald Publishing. [UBC library e-book]
- Steenhuis, Harm-Jan & Roland, Lawrence (2018). *Project-Based Learning: How to Approach, Report, Present, and Learn from Course-Long Projects*. Business Expert Press. [UBC library e-book]
- Lewis, C. M. (2022). *Microsoft Project Step by Step*. Microsoft press. [\[https://webcat.library.ubc.ca/vwebv/holdingsInfo?bibId=12166267\]](https://webcat.library.ubc.ca/vwebv/holdingsInfo?bibId=12166267) [UBC library e-book]
- Shirodkar, S. (2020). *Learning microsoft project 2019*. Packt Publishing. [UBC library e-book]



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Project charter (Individual)	May 23	15%	1.1, 1.2, 1.3, 3.1, 3.2
Communication plan (Group)	June 6	5%	1.1, 1.2, 1.3, 3.1, 3.2
Project presentation (Group)	June 22	25%	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1
Final project report (Group) + Self & team assessment (Individual)	June 29	35%+10%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
Attendance and in class participation		10%	1.4, 3.1

Assignment descriptions (brief)

1. Project charter (2 double sided pages)

The purpose of this individual assignment is to develop critical thinking among students as project managers. The components of the assignment enable students to develop their understanding about the overall life cycle and stages of a project. The charter document will include project goals, scope/justification, activities, team members, key stakeholders/sponsors, deliverables, risks, expected results and timeline. This assignment may serve as an initial draft and a working document which may accumulate based on weekly lessons. To pick a project, students are encouraged to select an organization they are familiar with, so they can ask for realistic data (if needed). The projects may be active, completed in the past or not started yet (new). It is also recommended to pick small projects to complete within the allocated term time.

2. Communication plan (1 double sided page)

The purpose of this assignment is to improve students' managerial and leadership skills through practice. This group assignment will serve as a technical and critical practice for students to think about the communication strategy, tools and activities to run a project. The assignment will enable students to develop understanding about accomplishment of project goals and objectives. The assignment will help students to understand the hierarchical structure of organizations and flow of communication to achieve quality deliverables within allocated time.

2. Project presentations (storytelling or project lesson learned through uploaded video or recorded presentation; also presented in class)

This assignment will enhance students' communication and team building skills. The students will use storytelling techniques to record a video or present to reflect on their final term project objectives, deliverables, progress and lessons learned. This assignment will help students in exercising how to discern important ideas in a video format or through presentation and sharpen their summarizing skills.

3. Final project report (3000-4000 words) + Self & team assessment (write about ½ page on each prompt)

The purpose of this final assignment is to synthesize the ideas, work, activities and research done throughout the term by students on their final term project. Students will be assigned a group project (3-4 students) early in the course which will be implemented throughout the course and accumulate through weekly deliverables. This document will be the final representation of students' projects from start to finish. For final term project selection, students are encouraged to share their ideas of project charters (Assignment 1, individual) with group members and the whole group selects or agrees upon one idea or project to carry forward and develop into a final term project. The components of the final project include goals, project status, project impact, recommendations, project schedule, planned to actual report, planned to actual budget, staffing, communication plan, risk assessment, closing, lessons learned and contribution to theory/practice. The second part of the assignment (individual) 'self and team assessment' gives you the opportunity to reflect on your own and your team's performance in the final project conduct and report writing from conceiving the project idea to the closing of the project. Please be constructive with examples while reflecting on your and your team performance.



1. How would you feel your group project team performed in relation to the project outcome?
2. Did all team members contribute substantially to the work? Are there any contributions by team members that you would like to highlight? What, if any, constructive feedback do you have for specific team members who under performed in certain aspects of the work? [This will not be passed on directly, but I may take it into account in my grading and feedback]
3. How would you self assess your own contributions to the project? What role did you take on and what are the key contributions to the overall project? Are there any aspects of teamwork where you could improve, and do you have thoughts on how you might accomplish that in future?
4. Considering the course as a whole, what did you find most interesting, and what was the most/least useful? Reflect on any aspects of personal learning or gaps in your knowledge or skill set that you identified during the course.

Course Schedule

Week	Date	Topic	Assignments/Exercises/Readings
1			
	May 16	Introduction to the course and project management	<ul style="list-style-type: none"> ● Comparing projects, operations, products activity ● Required journal article reading: Horwath, J.A. (2012). How Do We Manage? Project management in libraries: an investigation. partnership: <i>the Canadian Journal of Library and Information Practice and Research</i>. 7(1),1-34. Retrieved from https://journal.lib.uoguelph.ca/index.php/perj/article/view/1802/2492
	May 18	Project life cycle-principles-performance domains-project planning [Project initiation & planning]	<ul style="list-style-type: none"> ● Initiating project with MS project management software ● Creating a project charter ● Sample charter template [https://www.lac-bac.gc.ca/obj/007001/f2/007001-5105.4-e.pdf]
2			
	May 23	People side of projects-team building-stakeholder management-working in partnership	<ul style="list-style-type: none"> ● Case studies ● Storytelling: Describe a project you did. Put it in perspective. Does it satisfy the definition of a project? ● Assignment 1 due
	May 25	Staffing and scheduling the project-performance domain-WBS (work breakdown structure)	<ul style="list-style-type: none"> ● Working with MS project management software (Work formula, resources, use of calendar and resource management)



		<ul style="list-style-type: none"> • Final term project selection
3		
May 30	Cost management-type of cost-estimates-contingencies	<ul style="list-style-type: none"> • Working with MS project management software (Mastering link dependencies, agile projects and tracking techniques)
June 1	Communications management-asynchronous tools-synchronous tools-software	<ul style="list-style-type: none"> • Case studies • Write a communication plan (on term project)
4		
June 6	Project evaluation and ways of measuring impact	<ul style="list-style-type: none"> • Case studies on qualitative and quantitative methods • Assignment 2 due
June 8	Planning your deliverables	<ul style="list-style-type: none"> • Working with MS project management software (Reports and Templates) • Think-pair-share: Consider your peers are end users of your term project, record their requirements, review scope and write deliverables (on term project)
5		
June 13	Risk management	<ul style="list-style-type: none"> • Case studies (perform a qualitative risk analysis and develop an assessment matrix) • Risk analysis on term project
June 15	Project control management techniques-managing project issues	<ul style="list-style-type: none"> • Activity: create an issue log
6		
June 20	Project closure and dissemination	<ul style="list-style-type: none"> • Activity: document lesson learned and project contribution • Reflect on your term project's contribution to theory or practice
June 22	Presentation of projects	<p>Assignment 3 due Assignment 4 due (June 29)</p>

Attendance: Attendance is required in all class meetings.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Required Materials: The course materials are all available electronically through the Canvas course management site and the UBC Library at no extra cost to students. Additionally, Microsoft project



management software has been installed on all the devices in Terrace Lab, IKBLC for use during lessons. The devices can be used during the lessons through student IDs.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.