

Stevens Institute of Technology  
Howe School of Technology Management  
**Syllabus**

**MGT 612:**  
**The Human Side of Project Leadership**

<u>Semester: Fall, 2013</u>	<u>Day of Week/Time: TBD</u>
<u>Instructors Name &amp; Contact Information:</u>  Peter Dominic, Ph.D. <a href="mailto:peter.dominick@stevens.edu">peter.dominick@stevens.edu</a>  Zvi H. Aronson, Ph.D. <a href="mailto:zvi.aronson@stevens.edu">zvi.aronson@stevens.edu</a>	<u>Office Hours:</u>  Class Website: <a href="http://www.stevens.edu/moodle">www.stevens.edu/moodle</a>

**Overview**

This course explores the “human side” of project management. It introduces and describes current thinking and research on the skills, qualities, and attributes needed to successfully lead others in a project-based environment. A significant emphasis is placed upon interpersonal competencies and skills required for leading and motivating groups/teams. On one hand, the principles and concepts discussed in this course are based upon theory and research and it is hoped that by the end of this course students will have a deeper theoretical and conceptual understanding of project leadership. On the other hand, this course is likely to be a departure from other courses. The focus here is on facilitating the students’ awareness and understanding of their own abilities.

*Prerequisites: None*

**Relationship of Course to Rest of Curriculum**

This course is integral to the Masters in Enterprise Project Management. It provides students with the opportunity to reflect upon, analyze and develop skills that relate to influencing without authority, motivating workers, organizing and leading teams, communicating and sharing information, and in conflict resolution, which are critical ingredients for project success. Because many project leaders are drawn from technical arenas, they often assume that these qualities are reserved for functional managers and that they can ignore their value and importance. This course alerts technical personnel to become sensitive to the human side of management to achieve project success.

## Learning Goals

- Introduce and describe key skills and competencies associated with leading others in a project management environment
- Provides students with opportunities to learn about their own strengths and development needs associated with these skills
- Familiarize students with key theories and principles relating to the study of leadership and the human side of project management.

## Pedagogy

A significant portion of the learning will occur through completion of self-assessment activities, participation in role-plays and simulations, discussion with others, and even through providing feedback to classmates.

## Required Text(s)

### *Required*

- Whetten & Cameron (2010) *Developing Management Skills, 8<sup>th</sup> edition*. Prentice Hall ISBN # ISBN-13: 978-0136121008
- Pinto, J.K., Thoms, P., Trailer, J. Palmer, T. Govekar, M. (1998). *Project Leadership: From Theory to Practice*. Newtown Square, PA: Project Management Institute Headquarters. ISBN #1- 880410-10-9

### *Articles*

- Zaleznik A., (1992). Managers and leaders: Are they different? *Harvard Business Review*, March-April, 1992. Product # 8334
- Kotter, J.P. (1990). What leaders really do. *Harvard Business Review*, May-June, 1990. Product #3820

### *Recommended but not required*

- Yukl, G. (2012). *Leadership in organizations (8<sup>th</sup> ed.)*. Englewood Cliffs, NJ: Prentice Hall. ISBN # - ISBN-10: 0132771861

All lecture notes (PowerPoint) and assignments can be found at [www.stevens.edu/moodle](http://www.stevens.edu/moodle)

## Assignments

- **Participation.** Given the interactive and experiential nature of this course, regular participation is a critical course requirement. Students will be required to participate in all group discussions, keep up with reading assignments and participate in assigned class activities. Students will also be required to participate, both as an individual and as part of a discussion group / team, in activities designed to provide students with theoretical knowledge and experiential feedback on project leadership. These activities will include questionnaires, surveys, cases analyses and simulations. **Students should expect to spend at least 5-6 hours each week working with course material.**

- **Skills Analysis Paper (U Inc.).** An assessment of the student’s strengths and development opportunities in relation to the leadership and management skill areas discussed in class and in relation to the student’s overall objectives. The student syllabus has more specific guidelines for completing this analysis.
- **Skills Development Paper.** A detailed plan outlining the steps and actions the student will take to capitalize on his/her strengths and improve on other leadership and management skills identified in the Skill Analysis Paper. The student syllabus has more specific guidelines for completing this requirement.
- **Exams and Quizzes.** There will be four brief exams/quizzes throughout the course. Each will focus on specific theories and principles covered in the required reading and reviewed in lecture postings. None of these will be cumulative.

Assignment	Grade Percent
Participation (100 points)	25%
<i>Skills Analysis Paper (U Inc.)</i> (120 points)	30%
Skills Development Paper (80 points)	20%
<i>Exams and Quizzes (100 points)</i>	25%
Total Grade	<b>100%</b>

## Ethical Conduct

The following statement is printed in the Stevens Graduate Catalog and applies to all students taking Stevens courses, on and off campus.

“Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Graduate Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism.”

Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Graduate School, which becomes a part of the permanent student record, to expulsion.

*Reference: The Graduate Student Handbook, Academic Year 2003-2004 Stevens Institute of Technology, page 10.*

Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments **MUST** contain the following signed statement before they can be accepted for grading.

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I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

Please note that assignments in this class may be submitted to [www.turnitin.com](http://www.turnitin.com), a web-based anti-plagiarism system, for an evaluation of their originality.

## Course Schedule

Week	Topic Covered/Readings/Assignments
1	<b>Course Overview and Introduction</b> <i>Readings /Assignment</i> : MSQ and SSS Software in-basket assigned (due in two weeks- Week 3 of class)
2	<b>Behavioral and Trait perspectives on managerial work</b> <i>Readings /Assignment</i> : Whetten & Cameron - (pp. 3-23); Pinto (Chapter 1), Zaleznik A., (1992). Managers and leaders: Are they different? <i>HBR</i> ; Kotter, J.P. (1990) What leaders really do. <i>HB Review</i> ; <i>Recommended - Yukl – Chapters 3 &amp; 7</i>
3	<b>Review of MSQ and SSS Software</b> <i>Readings / assignment</i> : MSQ and SSS Software in-basket due
4	<b>Self Awareness and Managerial Effectiveness</b> <i>Readings /Assignment</i> : Whetten & Cameron (Chapter 1); Pinto (Chapter 7); <i>Assessment website</i> : <a href="http://stevens.myvirtualmentor.com">http://stevens.myvirtualmentor.com</a>
5	<b>Communication and Coaching: A foundation for influencing</b> <i>Reading / Assignment</i> : Whetten & Cameron (Chapter 4); Pinto (Chapter 3) <i>Quiz #1 available</i>
6	<b>Influencing (with or without formal authority)</b> <i>Reading assignment</i> : Pinto (Chapter 9); Whetten & Cameron (Chapter 5); <i>Recommended - Yukl, (Chapter 6)</i>
7	<b>Conflict Management and Negotiation Skills</b> <i>Readings / Assignment</i> : Whetten & Cameron (Chapter 7.); <i>U Inc. paper due</i>
8	<b>Building Effective Teams</b> <i>Reading /Assignment</i> : Whetten & Cameron (Chapter 9);; Pinto (Chapter 6), <i>Quiz #2 available</i>
9	<b>Decision-making and Creative Problem-solving</b> <i>Reading /Assignments</i> : Whetten & Cameron (Chapter 3); Pinto (Chapter 8)
10	<b>Coping with Stress</b> <i>Reading / Assignment</i> : Whetten & Cameron (Chapter 2)
11	<b>Leadership Development and Planning</b> <i>Reading / Assignment</i> : Yukl, (Chapter 13 –to be provided); <i>Quiz #3 available</i>
12	<b>Leadership: Overview of theoretical perspectives (Situational/Contingency)</b> <i>Reading/ Assignment</i> : Pinto,(Chapter 2); <i>Recommended - Yukl (Chapter 8)</i>
13	<b>Leadership: Overview of theoretical perspectives (Charismatic and Transformational)</b> <i>Reading /Assignment</i> : Pinto, (Chapter 4-5, 10); <i>Recommended - Yukl (Chapters 9, 15)</i>
14	<i>Summary and Wrap-up</i> : <i>Assignments</i> : Submit development Plan <i>Quiz #4 available</i>