

E513/V550 Environmental Project Management

Syllabus • Section 14623 • O'Neill A205 • Aug. 5-19

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| Teacher | Scott Burgins | Hours | M-F: 9:30-11:30 a.m./1:00-3:00 p.m. |
| E-Mail | Rburgins@iu.edu | Office hours | By appointment |
| Web site | Canvas | Phone | 812-272-3620 |

Course Description

This course covers foundational to advanced concepts and specific skills development in critical project management areas, including supervising project scope, time, cost, human resources and communication. This team-based course will focus on environmental sustainability case studies and include an academic foundation with an emphasis on the use of real-world skills.

Learning Objectives

- Deeper understanding of the project management life cycle from problem identification to implementation of recommendations.
- Dexterity with core project competencies such as designing a scope of work, time management, budgets, human resources and communication.
- How to build and guide a team through the planning process.
- Insight into the roles and motivations - along with management strategies - for key stakeholders including clients, consultants, experts and the public.
- Techniques to communicate effectively in writing and in person to team members, clients, key stakeholders and at public meetings.

Textbook

- *Guide to Project Management Body of Knowledge*; Project Management Institute. **This book is available free online at:**
[https://iu.skillport.com/skillportfe/main.action?assetid=RW\\$1956:_ss_book:132589#summary/BOOKS/RW\\$1956:_ss_book:132589](https://iu.skillport.com/skillportfe/main.action?assetid=RW$1956:_ss_book:132589#summary/BOOKS/RW$1956:_ss_book:132589)

Expectations and Requirements

The course emphasizes the development of practice competencies, professionalism and teamwork. In other words, roll up your sleeves and prepare for active learning.

The written and oral assignments emphasize professional audiences and tasks as well as intellectual inquiry. Your team will build a project in a simulated environment that will spill over into the real world, as we meet with professional planners, clients and consultants. There will be an emphasis on understanding competing viewpoints using workshops and role-playing.

At the end of this two-week sprint, your professional toolbox will be clanking with new gear, and not just blunt instruments like creating deadlines, there will be surgical tools for specialty

work such as fine-tuning motivation and expectations.

Class Structure

We have a staggering amount of material to cover in two weeks, so we must be systematic. The course will run August 5-15, with that final Monday dedicated to presentations in the morning followed by a general outpouring of relief and celebration.

We will meet Monday-Friday and on most days follow this schedule:

9:30 a.m.-11:30 a.m.: Lecture-Discussion

11:30 a.m.-1:00 p.m.: Break

1:00 p.m.-3:00 p.m.: Guest speakers or case study work

Instructor's Background

Scott Burgins is a battle-hardened community and economic development professional who has managed more than 170 projects across Indiana, working in most of the state's 92 counties. He now runs his own consulting business.

As a champion of environmental sustainability in The Hoosier State, he is intimately familiar with what can go wrong - and right – with a project. Those projects include a socio-economic impact statement on enlarging a hazardous waste incinerator in Fort Wayne, strategies for restoring brownfield sites and work on the state's first wave of countywide recycling programs.

Grade Breakdown

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|--------------------|-----|
| Participation | 20% |
| Daily Check-ins | 15% |
| Scenario Responses | 30% |
| Final Memo | 25% |
| Memo Presentation | 10% |

Participation: Just like it sounds. We are going to be in a small and fast-moving boat together, and everyone has to row.

Daily Check-ins: We'll have reading assigned on most nights, and a brief assignment each morning that covers those readings.

Deliverables: This is where you test your new skills and tools. Your group will be given a detailed scenario and then a problem to solve.

Final Memo: An exercise in wisdom dispersion and discomfort. You will be stretched as you use different methods to summarize key components of project management.

Memo Presentation: Your 7 minutes to shine during our last class together. Spend those precious minutes explaining to the class 1 or 2 (no more) of your responses to the Memo.

Academic Integrity

You know the drill. No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. A website defining plagiarism, with examples of acceptable and unacceptable ways to give credit for the ideas and words of others, and a separate self-test is available online. You are responsible for understanding the concept of plagiarism and for avoiding it at all times. Plagiarism is not acceptable in group or individual work.

Main plagiarism web site: <http://www.indiana.edu/~istd/>

Self-test: <http://www.indiana.edu/~tedfrick/plagiarism/item1.html>

Course Grades

The syllabus lists the minimum number of points needed over the course of the semester to earn a specific letter grade. ***This minimum number of points is an absolute threshold: a student either crosses the threshold into the next highest grade or stays at the lower grade (regardless of how close he or she is to that next higher grade).***

The instructor will respond with a courteous “no,” to any requests to move someone to a higher grade at the end of the semester because you are “*really, really close*” to that higher grade. Changes like these compromise the integrity of everyone’s grade, and force the instructor to draw inconsistent, unfair, and sometimes arbitrary lines about what is “good enough.” The requirements for each grade are spelled out clearly for you below. Expect that they will be followed strictly.

Major Disruptions in Your Life & Student Support

Some of you may find yourselves facing more than you can easily handle during the semester. It may be something wonderful, or it may be something terrible, but it will make it difficult or impossible for you to focus, work, think or otherwise deal normally with the semester.

Whatever may have happened, please remember that the Health Services folks have people whose primary job is helping students survive such problems, and your professors are aware that these things can happen. We try to be flexible and helpful about disruptions, although we will want a justification (without personal details) for doing so. If the disruption continues for any substantial length of time, remember that the university allows us to grant incompletes so that students can complete work when their semesters are interrupted. But bear in mind that you must request an incomplete before your grades have gone over the edge, which means communicating with us in the midst of the chaos.

It's easier to help if we know something is going on. Please try to be in touch as soon as you can - it makes it easier for all of us in the long run, even if it is difficult in the short run to bring yourself to talk about it. You don't owe us the details – just a message that life has become difficult or complex and some idea of what kind of timeframe you think might be involved will help us to help you best.

Up-to-date information on everything from helping students with food insecurity to financial wellness can be found at <https://studentaffairs.indiana.edu/student-support/get-help/index.html>. Avail thyself.

Counseling and Psychological Services (CAPS)

For information about services offered to students by the **Counselor in Residence**, visit the [CAPS website \(Links to an external site.\)](#).

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student.

Information about the policy on religious observation can be found at the following website:

<http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: [Get Help: Student Support: Division of Student Affairs: Indiana University Bloomington](#).

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal

regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed.

Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Fire and tornado procedures

In case of fire, unless otherwise directed, exit A221 towards 10th Street using the front entrance of the graduate wing. In case of tornado, the inside corridors on the second floor are safe

places.

E513 Environmental Program Management • Schedule

Here's the plan, but be advised, there are likely to be changes.

| Class | Topic | Before Class |
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| 1a Mon | Intro Discussion: Who Is Me? Toolbox: Project Management Triangle Sermon: Start at the End ... <i>Then Go Farther</i> PMBOK: Intro, Environment & Role of PM | Syllabus Myers-Briggs on card PMBOK: <i>skim</i> Chap. 1-2 <i>absorb</i> Chap.3 |
| 1b Mon | Scenario Planning: Project <i>Pre-mortem</i> Case Study Flamingoes: Assessing the Team | Performing a Project... Premortem Tool Case: Flamingo |
| 2a Tue | Discussion: Leadership and Followership Sermon: Master Your Circumstances PMBOK: Integration Management; Scope Management Toolbox: Scope of Work & Work Breakdown Schedule Goals vs. Objectives Work Breakdown Structure | PMBOK: <i>read</i> Chap. 4/ <i>internalize</i> Chap. 5 How to Define ... Federal Statement ... Determining Object... Scope Template & Ex. WBS Workbook & Ex. |
| 2b Tue | How-To: Hustle Scenario 1: Bloomington SAP: Writing a Scope of Work | |
| 3a Wed | Discussion: When a Community Development Plan <i>Is</i> The Project Sermon: Learn to Control Time PMBOK: Schedule Management Toolbox: Creating & Managing a Project Schedule How-To: Protect Your Time Scenario 2: Scheduling: Asheville Makes a Plan for Climate Resilience | PMBOK: <i>meld w</i> Chap. 6 Everything You ... How to Form ... When an Hour ... Manager Your ... Possibilities in ... Project Sked TEMPLATE Asheville Makes ... |
| 3b Wed | Speaker: Matt Weber, Restoration Branch Chief at DC Department of Energy & Environment | |
| 4a Thu | Discussion: You, The Decider: Trees vs. Sidewalks Sermon: Learn How to Make a Decision Toolbox: Structured Decision Making PMBOK: Cost Management | PMBOK: <i>read</i> Chap. 7 Structured Decision ... Guidance on ... Defining a Problem How-To: Develop Budget How to Manage TEM & EX |
| 4b Thu | Discussion: Problem Framing Speaker: Amanda Keene, Sustainability Operations Coordinator, IUPUI Due @ 11:59 p.m.: Scenario 1: Writing a Project Statement | |

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| 5a Fri | Discussion: The Quest for Quality Sermon: It's a Grade C World. Have a Plan B PMBOK: Quality Management How-To: Give Instructions Toolbox: Project Quality Checklist | PMBOK: <i>accrete with</i> Chap. 8 How-To Control Quality Quality Control TEM & EX Project Quality Checklist |
| 5b Fri | How-To: Give & Take a Criticism/ a Compliment Speaker: Brooke Fox, Environmental Scientist at RQAW Corp. Due Aug. 8 @ 11:59 p.m.: Scenario 2: Project Schedule | Institute to Bring ... |
| 6a Mon | Discussion: On Being Human PMBOK: Resource Management Toolbox: Project Roles Sermon: Group Relationships? It's Complicated | PMBOK: <i>read</i> Chap. 9 How-To Identify Roles How-To Manage Roles Identify Roles TEMPLATE |
| 6b Mon | Speaker & Field Trip: Steve Cotter, City of Bloomington Natural Resources Manager, Bloomington Parks and Recreation | |
| 7a | Discussion: Communications Sermon: That Green Chip on Your Shoulder? PMBOK: Communications Management Toolbox: The Weekly Project Update | PMBOK <i>syncretise</i> Chap. 10 Reading Room How to Develop a ... How to Manage ... Managers as Stewards ... Notes on Preparing ... Communication Plan Work... Project Status Work... |
| 7b | How-To: Listen Lisa Abbott, Executive Vice President for Economic & Community Development, Regional Opportunity Initiatives | |
| 8a | Exercise: You, The Planner Discussion: Risk Sermon: Rumsfeld Was Right (Known Unknowns, etc.) PMBOK: Risk Management Toolbox: Risk Management Workbook | PMBOK <i>read</i> Chap. 11 How-To Write Risk ... Risk Management Work... Risk Register Risk Control Log |
| 8b | Speaker & Field Trip: Josh Cisney, Manager, Portfolio Optimization, Hoosier Energy Nov 2021 - Present · 9 mosNov 2021 - Present · 9 mos Mana Scenario 3: Crisis Communication | |
| 9a | Discussion: Stakeholders Sermon: Bring Your Boss Solutions, Not Problems PMBOK: Stakeholder Management | PMBOK / ❤ Chap. 13 Successful Stakeholder... How-To Make ... Stakeholder Engagement.. Pitfalls in Human ... Ex: Stakeholder Map |

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| 9b | Scenario 4: Stakeholder Map Due: Scenario 3: Crisis Communication | |
| 10a | Discussion: Procurement Sermon: I'm Sorry, But You're Off the Project PMBOK: Procurement Management | <i>read</i> Chap. 12 How-To Project Procure... Negotiation Prep ... |
| 10b | Career Paths | |
| 11a | Final Memo Presentation | |