

THE PROJECT LEADERSHIP ACADEMY



PMBA – Project Management Business Administration

*We manage tasks and activities, but those tasks and activities are performed by people who must be led.
Our ability to properly lead teams has a direct impact on the success of our projects.*

2015

8 Contact Hour Workshop

Instructor: Heath Suddleson, PSP (888) 983-4618
e-mail: heath@TheProjectLeadershipAcademy.com
website: www.TheProjectLeadershipAcademy.com

Grading: All Pass: Completion Certificates Provided

I. Rationale:

The Project Management Institute (PMI) has recognized a gap in understanding between Project Managers and overall company level or program level interdependencies. As a result, PMI now requires a minimum of 8 Professional Development Units (PDU) or 8 Contact Hours to be focused on Strategic Planning and/or Business Development. The PMBA provides 8 contact hours to satisfy both the Strategic Planning element and Business Administration element.

II. Course Aims and Outcomes:

Aims

At the completion of this course, attendees will be better able to lead teams in Strategic Planning efforts, have a positive impact on the profitability of the company, and thus demonstrate more value to the company as an employee.

Specific Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate an understanding of a Strategic Plan
- Contract a Strategic Plan and an Implementation Plan
- Select the appropriate tools for Strategic Planning
- Identify threats and opportunities during all stages of a project
- Translate execution strategies to individual accountability
- Reduce hidden costs to projects such as cost of working capital
- Implement Program or Company level purchasing plans
- Mitigate claims and litigation
- Satisfy clients to ensure future projects
- Position the company for higher fees on future projects
- Leverage your project performance into job security
- Make yourself priceless to your company

III. Format and Procedures:

Course work is presented in three formats. First is classroom presentation by instructors with participation by students is encouraged. The second format is interactive case studies and exercises performed as groups of students. The third format is a knowledge check where an interactive quiz is administered to determine if a knowledge gap still exists and provide discussion in the event a knowledge gap is identified.

Classroom presentations will be limited as much as possible and will not run longer than 90 minutes. As much as possible, students will be given 15 minute breaks at approximate 90 minute intervals. The lunch break will be 30 minutes followed by an interactive group exercise. This will provide a full hour in which students can eat their lunch while still allowing 30 minutes of contact time for certification/recertification credit.

IV. Basis and Assumptions

It is presumed that all students taking this course will have some basic knowledge of Project Management. Most will be employed as Project Managers and many will be certified Project Management Professionals (PMP).

V. Course Requirements:

1. Class attendance and participation policy:

If a student has a need to leave the classroom during contact time, no discussion with instructors is necessary if the student expects to return within 15 minutes. If the student expects to be out of the training for more than 15 minutes, they should consult with the instructor to determine if there is a more suitable time to take their absence or what can be done to review the material so that core knowledge is still gained by the student. If a student anticipates being out of the room for more than 2 hours, discussion may be held encouraging the student to retake the class another time. In the event that a student must retake the course, they may register for the future course at 30% of the non-discounted course rate. Refunds are not provided once the class has convened.

2. Course readings:

(a) Suggested text: The Project Management Body of Knowledge (PMBOK) published by The Project Management Institute (PMI)

(b) A course companion will be provided to each student upon arrival

(c) The Attitude Check: Lessons in Leadership (Tate Publishing 2013) by Heath Suddleson will be provided to each student upon arrival.

3. Assignments are provided during the course in the form of interactive exercises and case studies.

V. Grading Procedures: Grades are not given in this course. Certificates of Completion will be provided to students at the end of the class. Certificates will reflect the date the course was taken, contact hours, and course title.

VI. Academic Integrity

Each student in this course is expected to abide by reasonable standards of conduct.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student doing most or all of the work while other students merely watch.

Students should never give their course companion to anyone who has not taken the course. Much of the course companion requires participation to fully understand. Additionally, the course companion should never be given to another individual for the purpose of recreating, simulating, or conducting this course, either in whole or in part.

VII. Accommodations for students with disabilities

In compliance with the Federal, State, and Local equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made before arrival to the course facility, except for unusual circumstances, so arrangements can be made. Students are encouraged to notify instructors as early as possible for appropriate accommodations.

VIII. Inclusivity Statement

We understand that our members represent a rich variety of backgrounds and perspectives. The Project Leadership Academy is committed to providing an atmosphere for learning that respects diversity and all individuals. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across our companies and workplaces.

IX. Tentative Course Schedule: (May change to accommodate guest presenters & student needs)

Topics	Concepts to be discussed	Format
Hour 1 Strategic Planning	General Principles Steps and Phases Tools	Presentation
Hour 2 Strategic Planning	Use one tool to create a portion of a Strategic Plan	Interactive Exercise
Hour 3 Implementation Strategy	Budget Schedule Boundaries	Presentation
Hour 4 Q&A and Knowledge Check Lunch Break	Strategic and Implementation Plans	Knowledge Check
Hour 5 The Cost of Money	Project Cash Flow Hidden Costs Fiscal Opportunities	Presentation
Hour 6 Avoiding Claims Client Satisfaction	Establishing Relationships True Influence	Presentation
Hour 7 Interactive Case Studies	Multiple Scenarios challenging students perception and judgement	Interactive Exercise
Hour 8 Q&A and Knowledge Check	Review of all topics	Knowledge Check