



ST. FRANCIS COLLEGE
THE SMALL COLLEGE OF BIG DREAMS

Business & Technology Management Department

Course:
Mentored Internship for Project Management
Syllabus Spring 2009

Experiential Learning Opportunity

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Syllabus: IT 3XXX - Mentored Internship for Project Management

Introduction:

Integrating the theory of project management with practical experience solidifies the learning process by providing the opportunity to see the concepts come to life in a business situation. Students will apply their classroom learning in a structured, mentored setting while continuing to learn the concepts of projects based on the Project Management Body of Knowledge © (PMBOK©)¹. A key component of this internship is the one-to-one mentoring between faculty and student. The [National Society for Experiential Education](http://www.nsee.org/) (<http://www.nsee.org/>) defines an internship as "a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience." Mentoring, frequent sponsor evaluations and student feedback create a structured experiential learning environment where students can develop their skills and begin integrating with the business community.

Course Description:

This course will provide students with an opportunity to observe and participate in projects at an on-site internship and continue to learn the PMBOK© project concepts during weekly mentoring sessions with faculty. Students will work on-site at an internship for no less than 10/hours per week. Faculty will work closely with students to develop an understanding of how project management theory is applied in a work-based environment. Student activities on-site will vary depending on the project. They will participate, at some level, with the project team and document the project from initiation through the completion of the internship.

Course Objectives:

The course objective is to provide a structured experiential learning environment where students can apply classroom learning to a business project. At the completion of the course, students will have a portfolio documenting the elements of a project plan. This portfolio provides future employers with a means of assessing the capabilities of the students and their potential for placement within a project team.

Pre-requisites:

- a resume approved by the Career Development Office
- Instructor approval of internship candidate based on mutual agreement of course objectives
- Completion of IT 3301 Project Management

¹ Project Management Institute (PMI), is a global community of more than 285,000 professionals in approximately 160 countries. PMI has established the PMBOK© which is considered to be the global standard for project management processes. PMI also offers certification at various levels of proficiency for those individuals who successfully pass a certification exam.

Course Procedures and Intern Responsibilities:

- Students must provide the Faculty mentor with a resume that has been approved by the Career Development Center prior to acceptance in this course.
- Students will participate in selecting an internship which will enhance their career objective or their awareness of career choices.
- A benchmark test of basic project management concepts will be conducted at the beginning of each semester and a final exam will be conducted to determine the relative development of project management skill sets.
- Faculty mentor and internship supervisor will work closely throughout the semester to identify issues or areas of potential development for the student intern.
- Interns are expected to conduct themselves according to the Project Manager code of ethics (see Appendix A).
- Mentoring in preparation for sitting for the CAPM exam will be provided by faculty at the option of the student. Additional fees apply for the test registration and the testing center which is not associated with St. Francis College.
- The student will complete the required evaluation and documentation of the on-site project and provide a hard and soft copy to the instructor on the final day of classes.
- Students will learn Microsoft Project Management software in order to develop components of the project plan.

Assessment:

Your progress will be continually evaluated throughout the course by both your business supervisor and your faculty mentor. You should also be evaluating your own learning processes and proactively work with your mentor to determine knowledge areas which require additional practice.

You will assess you own business and collaborative skills at the beginning of the semester. This benchmark will help you and your faculty mentor determine areas of strength and areas of potential.

Your business supervisor will be asked to evaluate your general skill level after the first week of working with you. Again, this is a benchmarking assessment, not a grading assessment.

Your faculty mentor will evaluate your participation at the class sessions and the project plan you turn in at the end of the semester. Your business sponsor will also provide a grade based on the evaluation sheet (see Appendix B). Those three grades will be averaged to provide you with your final grade for the class. At mid-term your faculty mentor will assess your participation and work on the project to date as means of determining your mid-term grade.

Expectations for practical component:

You are expected to actively participate in the selection of your intern options. You will need to work with your faculty mentor to identify an internship that would assist you in obtaining your occupational goals. While some internships will be in place, you are encouraged to find internships on your own and have them assessed by your faculty mentor.

Once you have selected an internship opportunity, you will need to meet with the business sponsor to agree upon the work you will be assigned. The work requirements will be documented and signed by both the sponsor and the student intern using the Agreement Form found in Appendix B. If both parties agree, the internship can proceed with 10 hours of scheduled work time per week.

Expectations for the academic component:

You will be attending scheduled group classes during which time you will be expected to actively participate in the discussion of each intern's prior week at the business sponsor, identify issues related to the project and suggest solutions based on the Project Management Body of Knowledge ©. Your faculty mentor will provide instruction based on the PMBOK© and you will be expected to document your on-site project based on the PMBOK© framework. Optional: for those students aspiring to sit for the Certified Associate in Project Management Exam (CAPM), study components to prepare for the exam will be covered weekly.

The project plan you create will include the following documents:

1. Project Charter
2. Project Objective Statement
3. Work Breakdown Structure
4. Stakeholder Communication Plan
5. Risk Register
6. Network Diagram of critical path
7. MS Project Plan documentation

The project plan will be completed by the end of the semester and delivered to your instructor in both a hard copy and an e-version.

At the end of the semester, the student will complete the course with the following:

- A letter of recommendation from on-site project supervisor
- An e-portfolio of their project plan notebook
- An updated resume indicating their project management skill sets and a description of the project
- The time requirements in order to qualify for the sitting for the Certified Associate in Project Management (CAPM) exam

Faculty Mentorship Responsibilities

The following criteria specifically address the role of faculty mentors in the internship program:

- Prior to the internship, the Faculty mentor will discuss learning goals and objectives with the sponsor and the intern to facilitate the measurable objectives expected by all parties
- During the Internship, Faculty mentors will work with interns at least once a week either in group setting or on one-to-one basis.
- If necessary, Faculty mentors may visit sites and should speak with sponsors at a minimum of three times per semester to conduct evaluation of the intern.

- Faculty mentor will review and mentor the intern on issues regarding the on-site work and the development of the project management plan documentation.
- Faculty mentor will provide basic instruction on use of Project Management software for interns.
- Final review and assessment of the project management plan documentation and the sponsor's evaluation will be conducted by the Faculty mentor.

Bibliography (suggested resources)

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Cohen, Denis J. and Robert J. Graham. The Project Manager's MBA. San Francisco, CA: Jossey-Bass, 2001.

Cook, Curtis R. Just Enough Project Management. New York, NY: McGraw Hill Companies, Inc., 2005.

Frame, J. Davidson. Managing Projects and Organizations: How to Make the Best Use of Time, Techniques, and People 3rd Edition. San Francisco, CA: Jossey-Bass, 2003.

Gray, Clifford F. and Erik W. Larson. Project Management 3rd Edition. New York, NY: McGraw Hill Higher Education, 2005.

Ganthead Magazine : www.ganthead.com

Harvard Business Review, ed. Harvard Business Review on Managing Projects. Boston, MA: Harvard Business School Publishing, 2005.

Kerzner, Harold. Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Hoboken, NJ: John Wiley & Sons, Inc., 2005.

Kerzner, Harold. Project Management Best Practices: Achieving Global Excellence. Hoboken, NJ: John Wiley & Sons, Inc., 2006.

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Lambert, Lee R., and Erin Lambert. Project Management: The Commonsense Approach. Columbus: LCG Pub, 2000.

Levine, Harvey A. Practical Project Management: Tips, Tactics and Tools. Hoboken, NJ: John Wiley & Sons, 2002.

Mantel, Jr., Samuel J. et al. Project Management in Practice 3rd Edition. Hoboken, NJ: John Wiley & Sons, 2007.

Manas, Jerry. Napoleon on Project Management: Timeless Lessons in Planning, Execution, and Leadership. Nashville, TN: Nelson Business, 2006.

Microsoft Project Management Software tutorials can be found online at: www.microsoftoffice.com. These guides will augment your practical use of the software during this class.

Pitagorsky, George. The Zen Approach to Project Management: Working from Your Center to Balance Expectations and Performance. New York, NY: International Institute for Learning, Inc., 2007.

Project Management Institute. Practice Standard for Work Breakdown Structures. Newtown Square, PA: Project Management Institute, 2006.

Project Management Institute: www.pmi.org

The Project Management Podcast: www.thepmpodcast.com

Schwalbe, Kathy. Introduction to Project Management. Boston, Mass: Thomson Course Technology, 2006.

Wysocki, Robert K., and Rudd McGary. Effective Project Management Traditional, Adaptive, Extreme. Indianapolis: Wiley Pub, 2003.

Project Management Institute Code of Ethics and Professional Conduct

CHAPTER 1. VISION AND APPLICABILITY

1.1 Vision and Purpose

As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives—at work, at home, and in service to our profession.

This Code of Ethics and Professional Conduct describes the expectations that we have of ourselves and our fellow practitioners in the global project management community. It articulates the ideals to which we aspire as well as the behaviors that are mandatory in our professional and volunteer roles.

The purpose of this Code is to instill confidence in the project management profession and to help an individual become a better practitioner. We do this by establishing a profession-wide understanding of appropriate behavior. We believe that the credibility and reputation of the project management profession is shaped by the collective conduct of individual practitioners.

We believe that we can advance our profession, both individually and collectively, by embracing this Code of Ethics and Professional Conduct. We also believe that this Code will assist us in making wise decisions, particularly when faced with difficult situations where we may be asked to compromise our integrity or our values.

Our hope that this Code of Ethics and Professional Conduct will serve as a catalyst for others to study, deliberate, and write about ethics and values. Further, we hope that this Code will ultimately be used to build upon and evolve our profession.

1.2 Persons to Whom the Code Applies

The Code of Ethics and Professional Conduct applies to:

1.2.1 All PMI members

1.2.2 Individuals who are not members of PMI but meet one or more of the following criteria:

- .1 Non-members who hold a PMI certification
- .2 Non-members who apply to commence a PMI certification process
- .3 Non-members who serve PMI in a volunteer capacity.

1.3 Structure of the Code

The Code of Ethics and Professional Conduct is divided into sections that contain standards of conduct which are aligned with the four values that were identified as most important to the project management community. Some sections of this Code include comments. Comments are not mandatory parts of the Code, but provide examples and other clarification. Finally, a glossary can be found at the end of the standard. The glossary defines words and phrases used in the Code. For convenience, those terms defined in the glossary are underlined in the text of the Code.

1.4 Values that Support this Code

Practitioners from the global project management community were asked to identify the values that formed the basis of their decision making and guided their actions. The values that the global project management community defined as most important were: responsibility, respect, fairness, and honesty. This Code affirms these four values as its foundation.

1.5 Aspirational and Mandatory Conduct

Each section of the Code of Ethics and Professional Conduct includes both aspirational standards and mandatory standards. The aspirational standards describe the conduct that we strive to uphold as practitioners. Although adherence to the aspirational standards is not easily measured, conducting ourselves in accordance with these is an expectation that we have of ourselves as professionals—it is not optional.

The mandatory standards establish firm requirements, and in some cases, limit or prohibit practitioner behavior. Practitioners who do not conduct themselves in accordance with these standards will be subject to disciplinary procedures before PMI's Ethics Review Committee.

CHAPTER 2. RESPONSIBILITY

2.1 Description of Responsibility

Responsibility is our duty to take ownership for the decisions we make or fail to make, the actions we take or fail to take, and the consequences that result.

2.2 Responsibility: Aspirational Standards

As practitioners in the global project management community:

- 2.2.1 We make decisions and take actions based on the best interests of society, public safety, and the environment.
- 2.2.2 We accept only those assignments that are consistent with our background, experience, skills, and qualifications.
- 2.2.3 We fulfill the commitments that we undertake – we do what we say we will do.
- 2.2.4 When we make errors or omissions, we take ownership and make corrections promptly. When we discover errors or omissions caused by others, we communicate them to the appropriate body as soon they are discovered. We accept accountability for any issues resulting from our errors or omissions and any resulting consequences.
- 2.2.5 We protect proprietary or confidential information that has been entrusted to us.
- 2.2.6 We uphold this Code and hold each other accountable to it.

2.3 Responsibility: Mandatory Standards

As practitioners in the global project management community, we require the following of ourselves and our fellow practitioners:

Regulations and Legal Requirements

- 2.3.1 We inform ourselves and uphold the policies, rules, regulations and laws that govern our work, professional, and volunteer activities.
- 2.3.2 We report unethical or illegal conduct to appropriate management and, if necessary, to those affected by the conduct.

Ethics Complaints

- 2.3.3 We bring violations of this Code to the attention of the appropriate body for resolution.
- 2.3.4 We only file ethics complaints when they are substantiated by facts.
- 2.3.5 We pursue disciplinary action against an individual who retaliates against a person raising ethics concerns.

CHAPTER 3. RESPECT

3.1 Description of Respect

Respect is our duty to show a high regard for ourselves, others, and the resources entrusted to us. Resources entrusted to us may include people, money, reputation, the safety of others, and natural or environmental resources.

An environment of respect engenders trust, confidence, and performance excellence by fostering mutual cooperation — an environment where diverse perspectives and views are encouraged and valued.

3.2 Respect: Aspirational Standards

As practitioners in the global project management community:

- 3.2.1 We inform ourselves about the norms and customs of others and avoid engaging in behaviors they might consider disrespectful.
- 3.2.2 We listen to others' points of view, seeking to understand them.
- 3.2.3 We approach directly those persons with whom we have a conflict or disagreement.
- 3.2.4 We conduct ourselves in a professional manner, even when it is not reciprocated.

3.3 Respect: Mandatory Standards

As practitioners in the global project management community, we require the following of ourselves and our fellow practitioners:

- 3.3.1 We negotiate in good faith.
- 3.3.2 We do not exercise the power of our expertise or position to influence the decisions or actions of others in order to benefit personally at their expense.
- 3.3.3 We do not act in an abusive manner toward others.
- 3.3.4 We respect the property rights of others.

CHAPTER 4. FAIRNESS

4.1 Description of Fairness

Fairness is our duty to make decisions and act impartially and objectively. Our conduct must be free from competing self interest, prejudice, and favoritism.

4.2 Fairness: Aspirational Standards

As practitioners in the global project management community:

- 4.2.1 We demonstrate transparency in our decision-making process.
- 4.2.2 We constantly reexamine our impartiality and objectivity, taking corrective action as appropriate.
- 4.2.3 We provide equal access to information to those who are authorized to have that information.
- 4.2.4 We make opportunities equally available to qualified candidates.

4.3 Fairness: Mandatory Standards

As practitioners in the global project management community, we require the following of ourselves and our fellow practitioners:

Conflict of Interest Situations

- 4.3.1 We proactively and fully disclose any real or potential conflicts of interest to the appropriate stakeholders.
- 4.3.2 When we realize that we have a real or potential conflict of interest, we refrain from engaging in the decision-making process or otherwise attempting to influence outcomes, unless or until: we have made full disclosure to the affected stakeholders; we have an approved mitigation plan; and we have obtained the consent of the stakeholders to proceed.

Favoritism and Discrimination

- 4.3.3 We do not hire or fire, reward or punish, or award or deny contracts based on personal considerations, including but not limited to, favoritism, nepotism, or bribery.
- 4.3.4 We do not discriminate against others based on, but not limited to, gender, race, age, religion, disability, nationality, or sexual orientation.
- 4.3.5 We apply the rules of the organization (employer, Project Management Institute, or other group) without favoritism or prejudice.

CHAPTER 5. HONESTY

5.1 Description of Honesty

Honesty is our duty to understand the truth and act in a truthful manner both in our communications and in our conduct.

5.2 Honesty: Aspirational Standards

As practitioners in the global project management community:

- 5.2.1 We earnestly seek to understand the truth.
- 5.2.2 We are truthful in our communications and in our conduct.
- 5.2.3 We provide accurate information in a timely manner.
- 5.2.4 We make commitments and promises, implied or explicit, in good faith.
- 5.2.5 We strive to create an environment in which others feel safe to tell the truth.

5.3 Honesty: Mandatory Standards

As practitioners in the global project management community, we require the following of ourselves and our fellow practitioners:

- 5.3.1 We do not engage in or condone behavior that is designed to deceive others, including but not limited to, making misleading or false statements, stating half-truths, providing information out of context or withholding information that, if known, would render our statements as misleading or incomplete.
- 5.3.2 We do not engage in dishonest behavior with the intention of personal gain or at the expense of another.

Appendix B

Intern / Sponsor Agreement

Intern Self-assessment for collaborative skills

Initial Evaluation of Intern by Sponsor (initial, midterm, final)

Final Evaluation of program by Intern

Intern / Sponsor Agreement

| | | |
|--------------------------------|--|--|
| Sponsor Information | Company | |
| | Contact Name | |
| | E-mail address | |
| | Business phone | |
| | Corporate Mailing Address | |
| | Department | |
| | | |
| Project Information | Name of Project | |
| | Project Status (Initiation, Design, Execution, Closing) | |
| | Expected Completion | |
| | Type of project (Description) | |
| | Project Objective | |
| | | |
| Intern Responsibilities | Work requirements | |
| | How will work be evaluated | |
| | Who is responsible for evaluating | |
| Signatures | Sponsor signature | |
| | Intern signature | |



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Sponsor's Evaluation of Internship

Your evaluation will help the Business and Technology Department at St. Francis College to further refine the project management internship program. Please be as candid and objective as possible. Your time and willingness to participate is greatly appreciated.

Evaluation Key:
 1 = Unsatisfactory 2 = less than adequate 3 = acceptable 4 = better than average 5 = very good
 Please put a check mark in the column which indicates your evaluation.

| | Unsatisfactory | Less than adequate | Acceptable | Better than average | Very Good |
|---|----------------|--------------------|------------|---------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Ability to build professional relationships | | | | | |
| Attitude toward work | | | | | |
| Judgment and decision-making ability | | | | | |
| Dependability | | | | | |
| Ability to learn quickly | | | | | |
| Quality of work | | | | | |
| Written Communications Skills | | | | | |
| Oral Communication Skills | | | | | |
| Punctuality | | | | | |
| Skill development during the internship | | | | | |
| Ability to take direction | | | | | |
| Ability to work independently | | | | | |
| Exercised ethical behavior | | | | | |
| Overall Evaluation | | | | | |

Additional comments:

Areas for improvement:



Intern's Post-evaluation of Internship

Your evaluation will help the Business and Technology Department at St. Francis College to further refine the project management internship program. Please be as candid and objective as possible.

Evaluation Key

At what level would you rank your skills in each of these categories? Rate them as:

1 = Unsatisfactory 2 = less than adequate 3= acceptable 4= better than average 5 = very good

Place a check mark in the column which indicates the level of your skill.

| | Unsatisfactory | Less than adequate | Acceptable | Better than average | Very Good |
|---|----------------|--------------------|------------|---------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 |
| Ability to build professional relationships | | | | | |
| Attitude toward work | | | | | |
| Judgment and decision-making ability | | | | | |
| Dependability | | | | | |
| Ability to learn quickly | | | | | |
| Quality of work | | | | | |
| Written Communications Skills | | | | | |
| Oral Communication Skills | | | | | |
| Punctuality | | | | | |
| Skill development during the internship | | | | | |
| Ability to take direction | | | | | |
| Ability to work independently | | | | | |
| Exercised ethical behavior | | | | | |
| Overall Evaluation | | | | | |

Additional comments:

Areas for improvement:

Intern Evaluation of Sponsored Internship Course

This assessment is designed to identify the value of the internship experience as you perceive it. Please read the questions and answer thoughtfully.

Evaluation Key:

1 = Disagree 2 = Somewhat disagree 3= No change from before 4= Somewhat agree 5 = Agree

Please put a check mark in the column which indicates your evaluation.

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| This internship was valuable to my education. | | | | | |
| The internship lived up to its initial description. | | | | | |
| This internship will help me to locate and successfully obtain a position when I graduate. | | | | | |
| My overall ability to understand how an organization functions day to day is improved | | | | | |
| I was able to exercise professional behavior in all situations | | | | | |
| I have an increased confidence level in professional situations | | | | | |
| My time management skills have improved | | | | | |
| My overall knowledge of Project Management has improved | | | | | |
| My ability to work with others has improved | | | | | |
| I have better judgment and ability to make decisions | | | | | |
| I am better at learning new things | | | | | |
| My ability to communicate verbally has improved | | | | | |
| My ability to communicate in writing has improved | | | | | |
| | | | | | |