I. IDENTIFYING INFORMATION

Course: MSA 647
Course Title: People and Project Administration
EPN: 22346250
Term: Spring I
Location: Rowe 229
Course Dates: 1/11/2018 – 3/1/2018
Course Days and Times: Thursdays 5:30 PM – 10:20 PM
Prerequisites: None

Blackboard:

Blackboard is a web-based learning management system licensed by Central Michigan University (CMU). Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course’s Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Richard L. Hayes

Primary Phone Number: (989) 774-6525
Secondary Phone Number: N/A
E-Mail Address: hayes1rl@cmich.edu
Availability: One hour before class (Rowe 225)

Academic Biography:

Dr. Richard L. Hayes has over 35 years’ experience in all facets of research, system theory, personnel management, building technology, architecture and the construction industry. For the American Institute of Architects in Washington DC he was Director of Knowledge Resources where he developed,
directed, and identified emerging topics in the profession of architecture. For 14 years Dr. Hayes ran the AIA’s Research for Practice Program that included the Upjohn Research Initiative. Major projects included The Architect’s Handbook of Professional Practice 15th edition (the industry standard for firm management), Architectural Graphic Standards 12th edition as well as overseeing the AIA’s Architect’s Knowledge Resource Program.

His past professional work experience also includes being with the Center for Public Buildings of The Georgia Institute of Technology on assignment to the Naval Facilities Engineering Command Headquarters serving as their Chief Historic Architect. He has also been the Director of an Architecture Department for a private sector firm and a Research Architect for the US Army Corp of Engineers Construction Engineering Research Laboratory of Champaign, Illinois.

Dr. Hayes' professional registration includes architectural licenses in Michigan, Wisconsin, Georgia, Virginia and a NCARB Certificate. Georgia Tech awarded his Ph.D. focusing on architectural theory in 1995. In 2005 he became a Certified Association Executive (CAE) and in 2014 a Project Management Professional (PMP). Since 2003 he has taught for CMU’s Global Campus. Class assignments include MSA core classes (research methods, strategic planning, and multiculturalism), and Engineering Management courses (production planning, technology and the environment).

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Textbooks and Course Materials:

Title: Mastering Project Human Resource Management, Pearson

Author: Harjit Singh


Publisher: Pearson

Required: Yes

III. COURSE DESCRIPTION

Course addresses the people side of project management and defines key mechanisms, process flows, tools, and measurement criteria for improving stakeholder performance.

This course may be offered in an online format.

IV. COURSE GOALS AND OBJECTIVES

After successful completion of this course, the student will be able to:

1. Differentiate between policy level and implementation level stakeholders.

2. Predict and estimate the human resources required to complete the project work.

3. Execute and control project communication management plan.
4. Design a plan for stakeholder management.
5. Appraise human resource factors influencing the scope of the project.
6. Recommend and evaluate strategies for acquiring human resources.
7. Analyze project staff assignments and determine resource availability.
8. Systematize project human resources to improve project team performance and manage errors.
10. Critically evaluate mechanisms, process flows, tools, measurement, personnel evaluation, risk management, and cost control.

V. METHODOLOGY

This course is taught through a mix of discussion, lecture, and individual assignment. All materials, except the textbook, are available on the Blackboard course site.

Course responsibilities are organized around (1) lectures, (2) readings, (3) communication process in project administration (4) discussions, (5) writing weekly along with an individual paper, and (6) taking quizzes a final examination.

The content is designed to provide a broad and comprehensive understanding of how communication is conducted and will be useful for many of your core and concentration classes. Emphasis is on the overall communication process and includes a variety of diverse topics including stakeholder indication, analysis of stakeholders, planning human resources management, planning communications, planning stakeholder management, acquiring project human resources, developing human resources, managing human resources, managing project communications, managing stakeholder engagement, controlling project communications, and controlling stakeholder engagement. You will also learn how to use the APA style in your writing.

Students must be actively involved throughout the entire class in order to successfully complete course requirements. Assignments require that you read text chapters, prepare materials based upon the readings, participate in chat sessions, and develop a communications plan (stakeholder management) relevant to your concentration along with submitting work for instructor review at designated times throughout the course.

Please note that the course textbook is used extensively.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:
Review Syllabus
Run Blackboard system check
Course Outline:
The course occurs Thursday evenings 5:30 PM to 10:20 PM, each meeting is considered a “session” - expect to be in the classroom for the entire time, (breaks will occur). You should make sure you know when assignments are due. All references to time in the class are U.S. Eastern Standard/Daylight Times (EST).

Week 0 (Before the class starts)
Run Blackboard System Check
Syllabus Review
Take Quiz 1 (covers syllabus)

Session 1
Course Introduction

Initiating a project
Read the course textbook Introduction, pages 1 – 4
Assignment 1: Read Case Study Chapter 7, and answer 4 Questions page 168
Respond to in-class discussion questions

Session 2
Initiating a Project Continued
Read Chapter 1, pages 7 - 37
Respond to in-class discussion questions based upon this week’s reading
Assignment 2: Case Study Chapter 1, 5 Questions, page 35
Take Quiz 2, covers Chapter 1

Session 3
Planning a Project
Read Chapter 2, pages 41 - 62
Read Chapter 3, pages 63 - 81
Respond to in-class discussion questions based upon this week’s reading
Assignment 3: Case Study Chapter 2, 4 Questions, page 61
Assignment 4: Case Study Chapter 3, 5 Questions, page 79 (done in class)

Session 4
Planning a Project Continued
Developing and Managing (Executing) a Project

Read Chapter 4, pages 83 - 98

Read Chapter 5, pages 101 - 117

Respond to in-class discussion questions based upon this week’s reading

Assignment 5: Case Study Chapter 4, 5 Questions, page 97

Assignment 6: Case Study Chapter 5, 5 Questions, page 116 (done in class)

Take Quiz 3, covers Chapters 2, 3, 4, 5

Session 5

Developing and Managing (Executing) a Project continued

Read Chapter 6, pages 119 - 142

Read Chapter 7, pages 143 - 169

Respond to in-class discussion questions based upon this week’s reading

Assignment 7: Case Study Chapter 6, 3 Questions, page 141

Session 6

Developing and Managing (Executing) a Project Continued

Read Chapter 8, pages 171 - 183

Read Chapter 9, pages 185 - 201

Respond to in-class discussion questions based upon this week’s reading

Assignment 8: Case Study Chapter 8, 4 Questions, page 182

Assignment 9: Case Study Chapter 9, 5 Questions, page 200 (done in class)

Take Quiz 4, covers Chapters 6, 7, 8, 9

Session 7

Controlling a Project

Read Chapter 10, pages 205 - 219

Read Chapter 11, pages 221 - 232

Respond to in-class discussion questions based upon this week’s reading

Assignment 10: Case Study Chapter 10, 3 Questions, page 218

Assignment 11: Case Study Chapter 11, 4 Questions, page 231 (done in class)

Take Quiz 5, covers Chapters 10, 11
**Session 8**

**Conclusion**

Submit the Term Paper

Take Final Exam

Take the End-of-Course Survey

**Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion</th>
<th>Quizzes/Exam</th>
<th>Communications Plan (Term Paper)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Pre-class</td>
<td>Syllabus</td>
<td>Yes</td>
<td>Quiz 1 (Syllabus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Initiating a project</td>
<td>textbook Introduction, pages 1 – 4</td>
<td>Yes</td>
<td></td>
<td>Select Topic</td>
<td>Case Study Chapter 7, and answer 4 Questions page 168 submitted via Blackboard</td>
</tr>
<tr>
<td>2</td>
<td>Initiating a project continued</td>
<td>Chapter 1, pages 7 - 37</td>
<td>Yes</td>
<td>Quiz 2</td>
<td>Begin work on plan</td>
<td>Case Study Chapter 1, 5 Questions, page 35 submitted via Blackboard</td>
</tr>
<tr>
<td>3</td>
<td>Planning a Project</td>
<td>Chapter 2, pages 41 - 62, Chapter 3, pages 63 - 81</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Case Study Chapter 2, 4 Questions, page 61 submitted via Blackboard Case Study Chapter 3, 5 Questions, page 79 done in class</td>
</tr>
<tr>
<td>4</td>
<td>Planning a Project Continued</td>
<td>Chapter 4, pages 83 - 98</td>
<td>Yes</td>
<td>Quiz 3</td>
<td></td>
<td>Case Study Chapter 4, 5 Questions,</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Sections</td>
<td>Exercises</td>
<td>Comments</td>
<td></td>
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<tr>
<td>5</td>
<td>Developing and Managing (Executing) a Project</td>
<td>Chapter 5, pages 101 - 117</td>
<td></td>
<td>page 97 submitted via Blackboard Case Study Chapter 5, 5 Questions, page 116 Done in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Developing and Managing (Executing) a Project continued</td>
<td>Chapter 6, pages 119 - 142 Chapter 7, pages 143 - 169</td>
<td>Yes</td>
<td>Case Study Chapter 6, 3 Questions, page 141 submitted via Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Developing and Managing (Executing) a Project continued</td>
<td>Chapter 8, pages 171 - 183 Chapter 9, pages 185 - 201</td>
<td>Yes</td>
<td>Quiz 4 Case Study Chapter 8, 4 Questions, page 182 submitted via Blackboard Case Study Chapter 9, 5 Questions, page 200 done in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Controlling a Project</td>
<td>Chapter 10, pages 205 - 219 Chapter 11, pages 221 - 232</td>
<td>Yes</td>
<td>Quiz 5 Plan due Case Study Chapter 10, 3 Questions, page 218 submitted via Blackboard Case Study Chapter 11, 4 Questions, page 231 done in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Conclusion</td>
<td></td>
<td>Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignments Summary

Readings: 11 Chapters (are key to the Assignments/Case Studies)

Assignments: 11 (Read 11 Case Studies and Answer 47 questions total – 4 of the Case Studies will be done in class)

Discussions: 8

Quizzes: 5 – 10 questions each

Exam: 1 – 50 questions

Paper: A “Communications Plan” (stakeholder management) based upon Student’s CMU concentration

Post-Class Assignment: None

Student Involvement Hours:

Please anticipate approximately 2 hours of preparation (Week 0) prior to the official start of class.

You are expected to participate in the course via blackboard, email exchanges or other communication where appropriate. Participation is with the instructor and other class members centering on reading assigned material(s), submitting comments to the discussion forums as well as completing deliverables (items to be evaluated) in a timely fashion. You are expected to participate in chats.

Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions.

Please anticipate approximately 2 hours of preparation time for each collaborate session.

In addition, work on the communications plan should take about 10-15 hours to complete.

See Section "VIII. EXPECTATIONS Attendance and Participation" for more information.

VII. CRITERIA FOR EVALUATION (Evaluation Criteria on Course Deliverables):

Assignments/Case Studies:
At the end of each chapter in the book is a case study. Each case study contains a set of questions at the end of the study. All questions for each study must be answered. Each answer will be evaluated on completeness as well as on proper use of grammar.

Discussions/Participation:
Weekly discussions are a critical part of this course and the learning process. All students are expected to participate in the discussions of the weekly topics.

A student’s Discussion grade will be based on the instructor’s assessment of the quality of the student’s constructive contributions to the learning experiences of all course participants. Responses will be evaluated on the basis of (1) the regularity of the student’s posting, (2) whether the student takes the
leading role in certain discussions, (3) whether the student asks reading-informed, relevant questions about the course subject matter. The instructor will evaluate the students using the following rubric:

<table>
<thead>
<tr>
<th>Discussion Item</th>
<th>5 - 10 points</th>
<th>2 - 4 points</th>
<th>0 - 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Exploration</td>
<td>Effort at this level is greater than expected.</td>
<td>Effort at this level represents what is expected.</td>
<td>Effort at this level is less than expected.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Discussion shows deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussions.</td>
<td>Discussion is simple but shows some insight and analysis. Personal opinion is expressed lacks elaboration and detail. Offers some new line of thinking.</td>
<td>Discussion lacks insight and analysis or is non-existent. Simply rehashes or summarizes others’ points. Does not express opinion clearly. Discussion does not inspire further thinking.</td>
</tr>
<tr>
<td>Connections</td>
<td>Specific examples are used to connect concepts to personal experience.</td>
<td>Connections to course materials and/or personal experiences are not specific or lack elaboration and detail.</td>
<td>Connects are vague and do not address both course materials and personal experience.</td>
</tr>
</tbody>
</table>

**Quizzes:**
Students will complete five quizzes with 10 questions each in Weeks 0, 2, 4, 6, and 7. Each quiz is worth 30 points. You are given 30 minutes to complete. Each of them will be available at 8:00 AM on Wednesday of the week until midnight on Sunday of the week.

**NOTE:** Week 0 is the Syllabus Quiz and also consists of 10 questions. You are given 15 minutes and two attempts in taking it and the highest score will be recorded in your gradebook. It opens at 8:00 on Monday morning of Week 0 (the week before class begins) and closes at 11:59 on Sunday night of Week 1.

**Exam:**
One exam is given during the course. The exam will be evaluated based on accuracy, precision, and the final exam is cumulative.

**Paper (Communications Plan/Stakeholder Management):**
All papers are to follow American Psychological Association (APA) format and the student must keep a copy for their records. Written and constructed to graduate level use of language (includes grammar), demonstrating the formulation of a communications plan with a focus on the student’s particular CMU academic concentration. The paper should demonstrate recognition and formulation of a communication plan dealing with a subject matter relevant to the student’s concentration. This paper will include speculation on relevant documents, stakeholder identification, communication methods, and other relevant aspects.

The paper is an applied activity that requires students to apply what they have learned in class to a simulated or real-world issue. A bibliography should be provided and contain non-internet citations. Minimum of 10 pages required (page count does not include front or back matter). Demonstrates control of syntax, grammar, coherence; paragraphs are focused and connected with transitions.

**NOTE:** Beside the criteria listed below, reference section IV. COURSE GOALS AND OBJECTIVES above for other subjects to include in the plan.

Specific Criteria are as follows:

1) **Front Matter:**
   a) Cover Sheet/Title Page to APA/CMU format: Includes Student’s Name, CMU Concentration, Course Name/Designation, University Name, Instructor Name, Date of Submission.
   b) Table of Contents

2) **Chapter/Section 1: Introduction of the Issue/Problem**
   Delineates the setting, articulates the challenge, Stakeholders, problem and purpose/objective of the plan.

3) **Chapter/Section 2: Relevant Documents**
   Utilizes and synthesizes current, relevant, as well as credible documents sufficient in number to create the context for the plan along with Stakeholders.

4) **Chapter/Section 3: Methods**
   Distinguishes the initiating of the plan, techniques to be used with Stakeholders and clearly identifies what management approaches are needed to conduct the procedures.

5) **Chapter/Section 4: Analysis**
   Explains in detail the pros and cons of the methods that are suggested to be used.

6) **Chapter/Section 5: Conclusion**
   Includes a summary of the communication plan and stakeholder management approach.

7) **Back Matter (Appendix)**
   a) Bibliography (References) - reflects APA style, includes references cited in text and those consulted for background
   b) Stakeholder Registry
Grading Scale for Assessments:
Assignments/Case Studies: 11 @ 25 points each 275
Discussions/Participation:
[8 @ 10 points each 80 possible]
[Overall Participation 20 possible]
Quizzes: 5 (10 questions each) @ 30 points each quiz 150
Exam: 1 (50 questions) 150
Paper/Communications Plan 325
TOTAL: 1000

Grading Scale for all Assessments:
A  94-100%, 940 to 1,000 points
A-  90-93.9%, 900 to 939 points
B+  88-89.9%, 880 to 899 points
B   82-87.9%, 820 to 879 points
B-  80-81%, 800 to 819 points
C+  78-79%, 780 to 799 points
C   72-77%, 720 to 779 points
E   < 72%, 719 or below

NOTE: CMU does not employ C- or D grades

NOTE: The Incomplete (I) is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. An (I) Incomplete is assigned in cases in which the student has completed satisfactorily the major portion (50%) of the course requirements and has the ability to complete the remaining work without re-registering for the course. Further information on (I) Incompletes can be found in the current CMU Bulletin.

Late Assignments (LATE WORK POLICY):
Work submitted after the due date will be reduced 15% per day. NOTE: no submission will be accepted seven days after the due date or after the last day of the course. You are responsible for ensuring assignments are submitted on time and that your submission is received. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work into one-word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams must be taken within the schedule identified above. Failure to do so eliminates the opportunity to submit Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week NLT session five.
Make-ups and Rewrites:
All due consideration will be given to working students. Missed quizzes and exam will be scheduled on a time available bases. Documents submitted that do not conform to graduate-level work will be returned with comments pointing out deficiencies.

VIII. EXPECTATIONS

Attendance and Participation:
You are expected to participate in the course with me and classmates by reading assigned material(s), supplying comments during discussions in a timely fashion. Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions.

Lively discussions make for lively learning. It is expected that students will demonstrate mutual respect to one another during discussions. Given the passion that surrounds certain administrative issues, care should be taken to stay to the point at hand. Under no circumstances will personal demeaning discourse be acceptable.

If you have read this far send the instructor an email with the subject line “MSA 647 I have read this far” – this is not a joke request.

Be aware of and adhere to the course schedule, assignments, readings, group activities and related requirements as outlined above.

Complete all assignments, quizzes, and examinations on time. Unless noted, deadline for all work is midnight Sunday on the week due and all assignments are to be submitted through Blackboard -- not by email.

Check Blackboard and emails on a daily basis and grades on a weekly basis.

Contact the instructor via e-mail if there are any questions if there is a concern that cannot wait. Phone meetings can be arranged as required.

Expect many different instructional methodologies, including technology-based instruction, online discussion forums and presentations, chat sessions, video lectures, and web-based resource access.

Be familiar with the current software protocols for interactive online activities.

Netiquette:
This is the communication courtesy code. All members of the class are expected to follow rules of common courtesy in all email messages, discussions and other interactions. Respect is key.

Following are a few tips for appropriate communications and “etiquette.”
1) Use a descriptive subject line that reflects the topic.
2) Use your name in all correspondence.
3) Avoid abbreviations.
4) Use spell check before posting.
5) Use a positive and scholastically cheerful tone.
6) Use upper and lower case letters. All uppercase means you are shouting.
7) Write in short paragraphs; this makes things easier for the readers.
8) Understand that inappropriate communications will result in a lower overall grade.

Instructor Responsibilities and Expectations:
As your instructor, I will serve as your educational guide, learning partner and industry resource. My goal is to help students succeed and my expectation is that mutual respect, responsibility and proactive communications are important. Throughout this course, I encourage student questions, resource sharing and course feedback.

Students can expect the following of this instructor:
1) Instructor contact information is listed in the course syllabus. You may contact me anytime by email. If a conversation is needed, please note availability and a phone meeting will be arranged at a mutually agreed upon time.
2) I will respond to emails within 24 hours on Mondays through Fridays and within 36 hours on the weekend unless there are situations beyond my control, e.g. loss of electrical power.
3) Evaluations will be conducted and grades will be posted in a timely manner. All grades will be posted in Blackboard. Feedback and progress notes will be provided on Blackboard with the assignments and/or email as needed.
4) Evaluations will be completed for individual assignments within five business days of the deadline unless there are situations beyond my control, e.g. loss of electrical power.
5) All announcements, including updates, will be posted in the announcement section of Blackboard. All course materials, task lists, updates, supplemental readings, assignments and related resources will be posted on Blackboard.

Academic Integrity:
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:
Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.
IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at https://www.cmich.edu/library/Pages/default.aspx for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx.

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit https://www.cmich.edu/colleges/cst/math/Pages/Mathematics-Assistance-Center.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx. Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

References by Chapter

Chapter 1

http://www.tremendoustraining.co.uk/


http://www.mindomo.com/help/mind-mapping.htm

http://www.mindtools.com/pages/article/newPPM_07.htm


Chapter 2


Chapter 3

http://thinkexist.com/quotations/planning/


http://www.brighthubpm.com/project-planning/72911-why-you-need-a-project-communication-plan/


http://businesscasestudies.co.uk/kelloggs/devising-a-communications-plan/writing-a-communications-plan.html#axzz3BZQeuHzj

Chapter 4

http://www.tremendoustraining.co.uk/
http://www.excitant.co.uk/2012/02/what-is-the-difference-between-strategy-and-planning.html


Chapter 5


http://gcimmarrusti.wordpress.com/pm-quotes/


http://www.mymanagementguide.com/guidelines/project-management/hr-management/project-team-acquiring/

Chapter 6

http://sourcesofinsight.com/project-management-quotes/


Chapter 7

http://gcimmarrusti.wordpress.com/pm-quotes/


http://www2.parkland.edu/businesstraining/documents/HRMgmtfromPMBOK.pdf

http://www.mindtools.com/pages/article/leadership-theories.htm

Chapter 8


Chapter 9

http://www.tremendoustraining.co.uk/


http://www.ifc.org/wps/wcm/connect/938f8a0048855805beacfde6a6515bb18/IFC_StakeholderEngagement.pdf?MOD=AJPERES


Chapter 10


http://www.projectauditors.com/Company/Project_Management_Quotes.php


Chapter 11


