

ITT Technical Institute

PM462

Managing Project Virtual Teams

Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 50 (30 Theory Hours, 20 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EC321 Introduction to E-Commerce or PM331 Overview of Digital Technology or equivalent, PM333 Project Communication and Documentation or equivalent, PM351 Project Human Resource Management or equivalent

Course Description:

This course provides an introduction to the integration of the project processes needed in developing and managing projects in a digital environment. Emphasis is on impact of cultural differences in managing a project virtual team.

Syllabus: Managing Project Virtual Teams

Instructor:	_____
Office hours:	_____
Class hours:	_____

Major Instructional Areas

1. An introduction to virtual teams
2. The impact of cultural diversity on virtual teams
3. Processes for setting up virtual teams
4. Processes for managing virtual teams

Course Objectives

1. Compare the characteristics of a virtual environment with that of a traditional environment.
2. Select the communication and collaboration technology appropriate for a virtual team.
3. Analyze the impact of culture on a virtual environment.
4. Analyze the methods for developing leadership skills in a virtual team leader.
5. Set up a virtual team.
6. Manage the working of a virtual team.
7. Analyze methods for building trust in a virtual environment.
8. Organize a team meeting in a virtual environment.
9. Examine the dynamics of a virtual team.
10. Examine the working of a virtual team in an adaptive environment.

SCANS Objectives

SCANS is an acronym for Secretary’s Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Demonstrate the ability to clearly interpret and communicate information for managing global projects.
2. Schedule activities in order to meet deadlines.
3. Acquire, organize, analyze, and communicate information by using computers.
4. Complete a project in a culturally diverse environment.
5. Justify an opinion by communicating thoughts, feelings, and ideas.
6. Analyze the information to communicate the results in oral, written, or multimedia format.

Course Outline

Note: All graded activities, except the project, are listed below in the pattern of <Unit Number>.<Assignment Number>. For example, Writing Assignment 1.2 refers to the 2nd writing assignment activity in Unit 1.

Unit	Activities
1—An Introduction to Virtual Teams	<ul style="list-style-type: none"> • Content Covered: <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i>

Unit	Activities
	<ul style="list-style-type: none"> ○ Chapter 1, “Critical Success Factors for Virtual Teams” <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide):</i> ○ Chapter 9, “Project Human Resource Management,” Section 9.2.2.4, “Virtual Teams,” p. 228 • Writing Assignments: 1.1-1.2
2—Impact of Technology on Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 2, “Crossing Technical Boundaries” • Quizzes: 2.1 • Writing Assignments: 2.1
3—Impact of Culture on Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 3, “Crossing Cultural Boundaries” • Quizzes: 3.1 • Analyses: 3.1 • Research Assignments: 3.1 • Project Part I
4—Key Attributes of Good Virtual Team Leaders	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 4, “Myths and Realities of Leading Virtual Teams” • Quizzes: 4.1 • Research Assignments: 4.1
5—Processes for Setting Up Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 5, “Starting a Virtual Team” • Quizzes: 5.1 • Analyses: 5.1-5.2
6—Management of Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 6, “Team Member Roles and Competencies” • Quizzes: 6.1 • Analyses: 6.1 • Project Part II
7—Role of Trust in Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 7, “Building Trust in Virtual Teams” • Quizzes: 7.1 • Research Assignments: 7.1 • Writing Assignments: 7.1
8—Meetings of Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 8, “Virtual Team Meetings” • Quizzes: 8.1 • Analyses: 8.1
9—Dynamics of Virtual Teams	<ul style="list-style-type: none"> • Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed:</i> <ul style="list-style-type: none"> ○ Chapter 9, “Virtual Team Dynamics” • Quizzes: 9.1 • Writing Assignments: 9.1 • Project Part III

Unit	Activities
10—Ways of Working Adaptively in Virtual Teams	<ul style="list-style-type: none">• Read from <i>Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed</i>:<ul style="list-style-type: none">◦ Chapter 10, “Working Adaptively”• Quizzes: 10.1• Analyses: 10.1
11—Course Review and Project Presentation	<ul style="list-style-type: none">• Project Part IV

Instructional Methods

The curriculum is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and foster higher cognitive skills. The content is delivered using various media and delivery tools in the classroom.

The course uses the following teaching and assessment strategies:

Teaching Strategies

Examples and case studies highlighting the use of virtual teams in various business settings will be used in the classroom sessions. The in-class activities, such as discussion questions, will help promote collaboration and sharing of ideas. Role-play activities will help you experience situations similar to real life and apply the various methods or techniques for managing virtual teams studied in this course.

Assessment Strategies

- All assignments required in this course are specifically designed to focus on the various aspects of managing a virtual team.
- The writing assignments will be assigned as homework and will assess your understanding of the concepts covered in classroom sessions.
- To prepare you for the decision making involved in the day-to-day life of a virtual team member, this course uses analysis questions.
- In-class quizzes help in assessing unit-level concepts.
- Research assignments help build on the information related to various aspects of virtual teams—aspects that you covered in classroom activities.

Instructional Materials and References

Student Textbook Package

Duarte, Deborah L., and Nancy Tennant Snyder. *Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed*. 3rd ed. NJ: John Wiley & Sons, 2006.

Other Required Resources

In addition to the student textbook package, the following is also required in this course:

Project Management Institute, Inc. *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*. 4th ed. Newtown Square, PA: PMI Publications, 2008.

This book is normally issued with the following course: Introduction to Project Management. If students have not registered for that course, the book will be issued in this course.

Equipment and Tools

- Microsoft Project 2007

References

ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

Books

You may click “Books” or use the “Search” function on the home page to find the following books.

Ebrary

- Caslione, John A., and Andrew R. Thomas. *Global Manifest Destiny: Growing Your Business in a Borderless Economy*. Chicago: Dearborn Trade, A Kaplan Professional Company, 2001.
- Falcitelli, Maria, Dean Tjosvold, and Kwok Leung. *Leading in High Growth Asia: Managing Relationship for Teamwork and Change*. London: World Scientific Publishing Company, 2004.
- Pepitone, James S., and Anne Bruce. *Motivating Employees*. NY: McGraw-Hill Professional Book Group, 1998.

Reference

You may click “Reference” or use the “Search” function on the home page to find the following reference resources.

- Additional reference resources> Business> World Trade Organization
- Additional reference resources> Encyclopedias> CIA World Factbook
- Additional reference resources> Encyclopedias> Country Profiles
- Additional reference resources> Project Management> Project Management Institute

Course Evaluation and Grading

Evaluation Criteria Table

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Analyses	25%
Research Assignments	20%
Writing Assignments	15%
Quizzes	10%
Project	30%
Total	100%

Note: Students are responsible for abiding by the Plagiarism Policy.

Grade Conversion Table

The final grades will be calculated from the percentages earned in the course, as follows:

A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0