**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2010
COURSE REVISED IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: April 2016
*(six years after UEC approval)* *(month, year)*

## OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

| CMNS 430 | Communications | 3 |
|---|---|---|
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT | UFV CREDITS |

**Project Management Communication In Action**
COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

This course prepares students, with or without project management experience, to work as collaborative, effective, and efficient project team participants and communicators. Students will practice the process of communication within project management that provides clarity, direction, and team success. Students will be introduced to a variety of project management documents and project team roles. They will also learn how to use a variety of written, oral, and interpersonal communication strategies to enhance the project team experience. This course can be applied to a wide variety of workplace settings and projects.

PREREQUISITES: 60 university-level credits, including CMNS 251
COREQUISITES:
PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** **45**

STRUCTURE OF HOURS:

| | | |
|---|---|---|
| Lectures: | **25** | Hrs |
| Seminar: | **20** | Hrs |
| Laboratory: | | Hrs |
| Field experience: | | Hrs |
| Student directed learning: | | Hrs |
| Other (specify): | | Hrs |

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

**OTHER:**
Maximum enrolment: **36**
Expected frequency of course offerings: Every other year
*(every semester, annually, every other year, etc.)*

| | | |
|---|---|---|
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) | ☐ Yes | ☒ No |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | ☐ Yes | ☒ No |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: | ☐ Yes | ☒ No |

Course designer(s): Linda Pardy

| | | | |
|---|---|---|---|
| Department Head: | David Thomson | Date approved: | **September 9, 2011** |
| Supporting area consultation | | Date of meeting: | **October 28, 2011** |
| Curriculum Committee chair: | Tetsuomi Anzai | Date approved: | **January 20. 2011** |
| Dean/Associate VP: | Jacqueline Nolte | Date approved: | **January 20. 2011** |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: | **February 3, 2012** |

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Analyze the roles and responsibilities of project team members
- Critically evaluate the communication style of the "ideal" project manager
- Analyze communication strategies used in various project management models
- Match "ideal" project management communication strategies to context specific projects
- Facilitate project team meetings
- Resolve project dilemmas
- Write a project scope proposal
- Write a project charter
- Produce a detailed work plan
- Design a project team communication plan
- Design a project progress reporting system
- Write a project close report

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture
Role play
Case study
Writing labs
In-class learning activities
Student-led projects

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

Greer, M. (2002). *The project manager's partner: A step-by-step guide to project management.* Amherst, Massachusetts: HRD Press Inc.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

| | |
|---|---|
| Case study student-led seminar | 15% |
| Mid Term Quiz | 10% |
| Project Start-up Portfolio | 25% |
| Project Team Facilitation | 10% |
| Project Management Process Portfolio | 25% |
| Participation & Transfer of Learning Plan | 15% |

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

This course builds on skills learned in other writing and oral communication courses to help students develop the key communication skills needed to participate in or lead a workplace project through from start to finish.

***Course content continued:***

**A) Overview of Project Management Models, Documents, & Processes**

1. Project management terminology
2. Roles and responsibilities of the project team members
3. Working with project planning documents
4. Project manager communication styles
5. Writing project management reports
6. Project management resources

**B) Communication Plan Life Cycle**

1. Articulating the deliverables
2. Documenting the project scope
3. Writing a project charter
4. Creating a project work plan
5. Selecting a project team – Building a relationship

**C) The Living Project: Communication Strategies**

1. Initiating the project
2. Executing the project
3. Facilitating a project team
4. Reporting project progress
5. Controlling the project
6. Resolving project challenges
7. Communicating project problems
8. Evaluating when to “kill” a project

**D) Communicating the Project Close**

1. Writing project status reports (for both successful and failed projects)
2. Communicating with stakeholders
3. Acknowledging project team contributions
4. Networking for future projects
5. Writing the project close report