

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Project Leadership

**CODE NO. :** PMG103 **SEMESTER:** 14S

**PROGRAM:** Project Management

**AUTHOR:** Ted Newbery

**DATE:** 14S **PREVIOUS OUTLINE DATED:**

**APPROVED:** "Ted Newbery" 14S

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**CHAIR** **DATE**

**TOTAL CREDITS:**

**PREREQUISITE(S):**

**HOURS/WEEK:** 18 hour weekend course

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*For additional information, please contact Ted Newbery Chair*  
*School of Continuing Education*  
*(705) 759-2554, Ext. 2448*

**I. COURSE DESCRIPTION:**

In this exciting course, you will learn the different competencies required to go beyond working as a team member to learning how to become an effective project leader. The development of skills such as conflict resolution, problem solving, negotiations, building and sustaining effective relationships are some of the required competencies of this course. The role and relationship of the Project Manager amongst the various Stakeholders will be understood.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Distinguish the role of the Project Manager amongst the various Stakeholders.  
Potential Elements of the Performance:
  - Understand the difference between traditional organizational structures and project organizations
  - Use techniques to get the stakeholders' attention
2. Use team effectiveness skills to manage project teams and to build and sustain effective relationships.  
Potential Elements of the Performance:
  - Lead a team through the phases of team development
  - Leverage unique strengths within the team to create balance
3. Anticipate, manage and resolve conflict.  
Potential Elements of the Performance:
  - Recognize the signs of conflict vs. healthy debate
  - Conduct a "difficult conversation"
4. Use negotiation skills.  
Potential Elements of the Performance:
  - Define what a BATNA is and use it to conduct negotiations
5. Problem solve and use problem solving skills.  
Potential Elements of the Performance:
  - Realize the value of facilitation in projects
  - Understand brainstorming and SWOT techniques
6. Identify ways to keep the team motivated and engaged.  
Potential Elements of the Performance:
  - Recognize team building as an ongoing process

- Understand the opportunities and issues with Rewards and Recognition
7. Understand pitfalls in Project Leadership.  
Potential Elements of the Performance:
    - Recognize potential project disaster situations before they occur
  8. Apply change management techniques to projects.  
Potential Elements of the Performance:
    - Explore the Project Manager's role as an agent of change
    - Manage team/individual resistance to change

**III. TOPICS:**

1. The Project Manager in the Grand Scheme of Things
2. Building the Team
3. Establishing Rapport
4. Negotiation and Conflict Resolution
5. Using Problem Solving Skills to Drive Results
6. Keeping the Team Motivated and Engaged
7. Common Pitfalls In Project Leadership
8. Leadership and Change

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

A Guide to the Project Management Body of Knowledge, 5<sup>th</sup> Ed. (Project Management Institute)

Project Management: A Systems Approach, Publisher Wiley.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**8 in-class quizzes each worth 12.5% of final mark**

The following semester grades will be assigned to students:

**Grade**

**Definition**

*Grade Point  
Equivalent*

A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.