



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

**BUSI - 3309 PROJECT MANAGEMENT
FALL - 2020**

Instructor:	Aaron L. Nsakanda, Ph.D., Associate Professor, Supply Chain Management email: aaron.nsakanda@carleton.ca	
Modality	Hybrid (asynchronous and synchronous) - see below	
Timetable* (for synchronous sessions):	Section A	Fridays, 2:35pm-4:00pm
	Section B	Fridays, 8:35am-10:00am
	Section C	Wednesdays, 6:05pm-7:30pm
Online office hours (via bigbluebutton)	Tuesdays & Wednesdays: 3pm-400pm or by appointment)	

*all times in this course outline are Ottawa time (eastern standard time)

Modality details: Hybrid (asynchronous and synchronous)

- Synchronous means that the professor and the student interact with each other in real time through live Zoom sessions. Every week, we will have a synchronous class for each section lasting up to 75 minutes as per the timetable above. The rest of the course materials will be delivered asynchronously.
- Asynchronous delivery does not take place simultaneously. For this course, the material including recordings of the synchronous sessions, additional lecture videos, PowerPoint slides, and other materials will be posted on cuLearn.

A. COURSE DESCRIPTION

The past decades have been marked by an increasingly use of projects as means for organizations, whether private or public, large or small, for profit or not for profit, to achieve their strategic and operational goals. The future promises an increase in the importance and the roles of projects and project management. Some of drivers behind this increase include the growing demand for a broad range of goods and services, the increased customer focus, the increased worldwide competition, the compression of product lifecycles, the knowledge explosion, the threat of global warming, the change in the supply chain structures, the increasingly pressures to update information technologies and communications systems, the escalation in global trade, the increased needs for poverty reduction/alleviation and improving living standards of people in developing and emerging countries, etc. This course is designed to convey the principles, tools, techniques and methods employed in order to be effective in managing projects and leading the people responsible for executing the tasks that comprise the project. Topics explored include leadership dimensions, project selection, project



initiation, project organization, risk assessment, project planning, project budgeting, project scheduling, resource allocation, project monitoring and control, and project evaluation and closure. Project management software, like Microsoft Project Management, will also be introduced and used. The material is organized to enable both technical and non-technical participants to appreciate the value offered by a variety of management practices and planning tools as means for administering, directing, and coordinating projects.

B. COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

- (a) Recognize the role of projects in supporting organizational strategy.
- (b) Develop an understanding of the roles a project manager must balance in order to effectively deliver project results, offer vision and direction to a team, manage the expectations of multiple stakeholders, and motivate participants.
- (c) Develop in-depth knowledge in (1) managing the overall schedule to ensure that a project is completed on time and within budget; (2) identifying, tracking, managing and resolving project issues; (3) proactively communicating project information to all stakeholders; and (4) identifying, responding to and managing project risk.
- (d) Evaluate project performance based on a balanced set of key performance indicators.
- (e) Execute an effective project closure.

C. 2020/2021 COURSE CALENDAR DESCRIPTION AND COURSE PREREQUISITES -

Identification, selection, initiation, and organization of projects; risk assessment; project scheduling, performance monitoring and control, and termination. Emphases on foundations, principles and supporting techniques.

Third year standing, BUSI 2301, and STAT 2606, precludes additional credit for BUSI 4308. **The School of Business enforces all prerequisites.**

D. COURSE FORMAT

The format of the course consists of a mixture of lectures, mini-case studies, in class online exercises. Students in groups will be required to participate in exercises that will be conducted during the live sessions. Online class attendance and participation are important to acquire a better and lasting understanding of the material covered in this course.

E. COURSE MATERIALS

1. Required textbook

- (a) Larson, E. W., Gray, C. F. (2017): Project management – the managerial approach, seventh edition, McGraw-Hill, 659 pages. This textbook is available for purchase through the publisher e-store.
- (b) Stevenson W. J., Ozgur C., and Nsakanda A. L.: An Introduction to Management Science with Spreadsheets, 1st Canadian edition, McGraw-Hill Ryerson, 2009 (Hereafter SON). This text is recommended, but only few chapters or its parts

are required. They are provided to supplement some of the technical concepts that will be briefly discussed in class. The required chapters will be posted on CuLearn.

2. Class notes and readings

Instructor's lecture notes will be available for download on the course website (see CuLearn).

F. COURSE EVALUATION

The course evaluation will be based on the following four activities:

Activity	Weight
1. Lecture quizzes	15%
2. Project risk management process exercise	10%
3. Mid-term exam	30%
4. Final exam	45%
TOTAL	100%

The requirement for Satisfactory In-term Performance is set at a weighted average of 50% of all exams (i.e., midterm and final), not each. An Unsatisfactory In-term Performance will lead to failure (regardless of the performance in the other two activities above). The instructor will assign bonus points for class participation (see details below).

Final grades are subject to the Dean's approval.

1. *Online Lectures quizzes (15%)*

There will be a total of 10 quizzes based on the lecture videos. Each lecture has several questions and your "lecture quizzes" grade will depend on the number of questions you get right in the entire quarter. When calculating your final "lecture quizzes" grade (15%), you will be allowed to miss or get wrong 10 percent of the questions. The purpose of these quizzes is to keep up to date on the lectures to absorb better the course materials. The questions are typically very easy, and their objective is simply to make sure you are following the lecture as if you were on campus and to ensure that students have a good understanding of the course materials. The quiz will consist of multiple-choice questions, true or false, and fill-in blank questions. This is the process we will follow (see the summary of deliverables for specific dates):

- At the beginning of every week, the asynchronous lecture videos of that week will be posted on Culearn on Monday at 12pm at the latest. Any synchronous lecture video of that week will be posted on Friday at 6pm at the latest.
- Students have up to Tuesday at 1155pm of the following week to watch the lecture videos (asynchronous and synchronous) and to respond to the online quiz (see the summary of deliverables for specific dates).
- After Tuesday 1155pm, students will no longer have access to the online quiz of the previous week and will lose those points. Hence, no make-up is allowed.

Discussions between students on the content of the lecture videos are encouraged, but the quizzes must be done individually.

2. Project risk management process exercise (10%)

Students either alone or in group of 2 will select one of the project scope statements assigned in the course and will be required to identify the potential risks associated with the project, perform a risk assessment to analyze identified risks, and develop a risk response matrix that outlines how to deal with each risk. The due date of this activity is **October 22, 2020 (1155pm)**. The final report must be typed and limited to a maximum of 7 pages (1.5 line spacing, 12 points, times new roman). Report organization, neatness, and professionalism are particularly important. The final report is due on October 22, 2020 at 11:55pm through the CUlearn assignment dropbox.

3. Examination (75%)

There are 2 online exams (including the final). The test questions will come from the text, in-class online exercises, lecture notes, lecture quizzes and may consist of multiple-choice, short answers questions, mini-case analysis, or problems. All exams will have a set start and end time on a scheduled date (fixed exam). The online mid-term exam is scheduled on **Saturday, October 17, 2019 at 7am (the duration is 75 minutes)**. It covers the first 6 weeks of the term (it covers weeks 2-6). The university will establish and announce the date for the final exam. This exam will be partially cumulative. No make-up will be given for missed exams, except for documented and acceptable emergencies (as defined by university standard). **A deferred mid-term examination may include additional topics and must take place within two weeks after the mid-term scheduled date. Failure to meet this requirement will lead to a mark of zero.** Students are advised that exam copies (mid-term and final) will not be returned to them after being marked. They will be available for consultation only during the instructor's online office hours.

G. COMMUNICATIONS

In the "Forums" section of CuLearn, you will find a topic titled "Ask Me Anything." This is the best place to ask me questions related to the course. If you have a question that may apply to other students as well, please post them here so that others can benefit from the answer.

If you have a question of a personal nature or related to your own coursework, I can be contacted by email or during my virtual office hours.

For any email sent to me, it is important to use the structure outlined in the template below:

- The subject of the email must begin with **3309 - section - topic**
- The first line in the body of the email must contain your first name, last name, and your student number

The screenshot shows an email composition interface. The 'To' field contains 'Aaron Nsakanda <aaron.nsakanda@carleton.ca>'. The 'Subject' field contains 'BUSI 3309 - section- topic'. The body of the email is pre-filled with the text: 'First name, Last name, CUID' followed by 'Dear Professor Nsakanda:'.

H. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- *Attending the class.*
Each class benefits from the attendance and participation of all participants. Class attendance is mandatory. The participation grade will be affected by absences. If any circumstances prevent attendance to the class, the participant is responsible for all materials discussed, handouts distributed, assignments covered, and announcements made.
- *Arriving on time.*
Late arrivals are disruptive and show disrespect to those who are on time. Late arrivals are not allowed.
- *Minimizing disruptions.*
Participants are not allowed to leave and re-enter the class. All cell phones and electronic communication devices must be turned off during class. If an emergency situation requires keeping the cell phone turned on, it must be set in the silent mode and it is advised that the instructor be informed prior to the class starting. Participants should also avoid engaging in side conversations after class has begun.
- *Focusing on the class.*
Participants are not allowed to use laptops or hand-held devices for other tasks than notes taking while in class. Activities such as net surfing, and answering emails are very disruptive both to neighbors and to the entire class.
- *Being prepared for class.*
Participants must be ready to discuss any assigned readings and to answer any assigned questions.
- *Respect.*
Participants should act respectfully toward all class participants.

I. TENTATIVE SCHEDULE

*Every effort has been made to make the schedule as complete as possible, but there may be occasions where changes are required. The instructor will announce any deviations from the course outline in class.

Section	Week #														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A & B	9	9	9	9	10	10	10	10	10	11	11	11	11	12	
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	
C	9	9	9	9	9	10	10	10	10	11	11	11	11	12	12
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9

WEEK	Topic(s) & Delivery mode (Asynchronous vs Synchronous)		Lecture quiz (due date)
	Asynchronous	Synchronous (via zoom)	
1	no class		
2	Project Management - What and Why? <ul style="list-style-type: none"> Projects in contemporary organizations (chapter 1; chapter 2:27-34) 	<ul style="list-style-type: none"> Course introduction and overview 	15/9
3	Project selection - doing the right thing: <ul style="list-style-type: none"> Concepts and tools for project selection (chapter 2:37-51) Using scoring models in project selection (SON 9.1, 9.4) Using AHP in project selection (SON 9.1, 9.3) 	<ul style="list-style-type: none"> Case: Pan-Europa Foods - read the case prior to the class and prepare answers to questions posted on the course website (see CuLearn) 	22/9
4	Project initiation - setting the stage for action: <ul style="list-style-type: none"> Effective project manager (chapter 10: 339-340; 359-362) Project chartering (chapter 4:101-106) Projects in the organizational structure (chapter 3:67-81) Stakeholder analysis (chapter 10:340-355) and project communication planning (chapter 4:119-121) Project risk management (chapter 7) 	<ul style="list-style-type: none"> What it takes to be a good manager - read the article prior to the class in preparation for class discussion (see CuLearn) In-class activity - scoring models In-class activity - AHP 	29/9
5	Project initiation - setting the stage for action: <ul style="list-style-type: none"> Using decision trees in project risk assessment (SON, 10-5-10.8) 	<ul style="list-style-type: none"> In-class activity - understanding key project parameters In-class activity - risk assessment and management 	6/10

WEEK(S)	Topic(s) & Delivery mode (Asynchronous vs Synchronous)		Lecture quiz (due date)
	Asynchronous	Synchronous (via zoom)	
6	Project definition: <ul style="list-style-type: none"> Starting the project plan - WBS (chapter 4:108-117) RACI matrix (chapter 4:117-118) Estimating project budgeting (chapter 5) 	<ul style="list-style-type: none"> In-class activity - decision tree development and analysis 	13/10
7	Project scheduling: <ul style="list-style-type: none"> Planning tools to organize and sequence project activities (chapter 6) 	<ul style="list-style-type: none"> In-class activity - schedule visualization tools in practice 	20/10
Online midterm exam (75 minutes) - Saturday, 17/10 (7:00am - 8:15am)			
8	Project scheduling: <ul style="list-style-type: none"> Using Linear programming in project scheduling (SON, 2.1-2.9) 	<ul style="list-style-type: none"> In-class activity - Project network (CPM) In-class activity - Project network (PERT) 	3/11
9	Reading week (no class)		
10	Project scheduling: <ul style="list-style-type: none"> Modifying project to accommodate time and resource constraints (chapter 8:250-273, chapter 9) 	<ul style="list-style-type: none"> In-class activity - Using LP in project scheduling 	10/11
11	Project scheduling: <ul style="list-style-type: none"> Using Linear programming to deal with crashing decisions (SON, 2.1-2.9) 	<ul style="list-style-type: none"> In-class activity - project resource scheduling In-class activity - project crashing 	17/11
12	Managing project execution: <ul style="list-style-type: none"> Measuring and evaluating progress and performance (chapter 13) 	<ul style="list-style-type: none"> In-class activity - project crashing using LP 	24/11
13	Managing project closure: <ul style="list-style-type: none"> Project closure and auditing (chapter 14) 	<ul style="list-style-type: none"> In-class activity - measuring project progress and performance 	1/12
14	Course wrap-up	<ul style="list-style-type: none"> In-class activity - course review 	
15		<ul style="list-style-type: none"> In-class activity - course review (only for section C) 	

J. SUMMARY OF DELIVERABLES*

DELIVERABLE	DUE DATE
Lecture quiz # 1 (covers contents of Weeks 2 & 3)	22/9
Lecture quiz # 2 (covers contents of Week 4)	29/9
Lecture quiz # 3 (covers contents of Week 5)	6/10
Lecture quiz # 4 (covers contents of Week 6)	13/10
Lecture quiz # 5 (covers contents of Week 7)	20/10
Lecture quiz # 6 (covers contents of Week 8)	3/11
Lecture quiz # 7 (covers contents of Week 10)	10/11
Lecture quiz # 8 (covers contents of Week 11)	17/11
Lecture quiz # 9 (covers contents of Week 12)	24/11
Lecture quiz # 10 (covers contents of Week 13)	2/12
Mid-term examination	17/10
Risk assessment report	22/10

K. IMPORTANT ADDITIONAL INFORMATION

- **Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

- **Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

- **Group work**

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades Entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

- Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

- Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided

to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

- **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance a <https://carleton.ca/registrar/academic-integrity/>.

- **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>
Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

* Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the province.

- **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <http://carleton.ca/csa>

- **Other Information**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>.

Available at <http://calendar.carleton.ca/academicyear/>.