



**CARLETON UNIVERSITY  
BUSI 3309 D, E  
WINTER 2019  
PROJECT MANAGEMENT**

**Instructor: Dr. Uma Kumar**  
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**Course meets:**  
**Section E –Wednesday: 6:05 pm - 8:55 pm 417 SA**  
**Section D –Thursday: 2:35 pm - 5:25 pm 417 SA**

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#### **A. COURSE CALENDAR DESCRIPTION**

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

Precludes additional credit for BUSI 4308.

Prerequisite(s): third-year standing, BUSI 2301 and STAT 2606.

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#### **B. COURSE DESCRIPTION**

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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.

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### C. LEARNING OBJECTIVES and LEARNING OUTCOMES

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

- (a) 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 the need to manage the project portfolio
- (b) 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.
- (c) evaluate project performance.
- (d) Execute an effective project closure.

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### D. COURSE MATERIAL

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#### **Required Textbook:**

- Larson, E. W., Gray, C. F., Seventh edition: Project management – the managerial approach, McGraw-Hill 2017.
  - This textbook is available for purchase through the university bookstore or through the publisher e-store.

#### **Other Reference Books:**

- Project Management Institute, A guide to the Project Management Body of Knowledge (PMBOK GUIDE). Available as an e-book in the library.
- Kerzner, H. (2017). Project management – A systems approach to planning, scheduling, and controlling, Twelfth edition, John Wiley & Sons.

- Meredith, J. R., Shafer, S. M., and Mantel JR., S. J.: Project Management – A managerial approach, John Wiley & Sons.

**Class Notes:**

Any supplementary lecture notes and readings will be available on CuLearn.

**Case Studies:**

- There will be 6 mini-case studies to be used in this course. Details to be provided in class.

**Software:**

Treeplan and MSProject will be used

Microsoft Project - can be downloaded from:

<https://imagine.carleton.ca>

**Course Requirements & Methods of Evaluation:**


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**E. COURSE EVALUATION**


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**COURSE DESIGN**

The course consists of seminars, class discussions, in-class exercises, case assignments for class presentations and write ups, and a final exam. The grading scheme is as follows:

Assignments	10%
Case Presentation	10%
Mid-term Exam	25%
Project Charter Report	20%
Final Exam	35%
Total	100%

Students in groups will be required to participate in exercises that will be conducted during the class time. Class attendance and participation are important to acquire a better and lasting understanding of the material covered in this course.

**Assignments (10%)**

Assignments can be done in a group of two. Note that:

1. Late assignments will not be accepted and will receive the grade of zero.
2. Assignments that are not professionally presented, i.e., cannot be read without undue effort, will lose marks.
3. Assignments are due at the start of the class on the date specified.

4. Unless otherwise stated in the assignment question, solutions may be hand or computer calculated provided that the assignment requirements are followed.
5. Students should make arrangements to have a hard copy of their homework submitted in time if they are not able to make it to class on the day the homework is due.

**Case Presentation (10%)**

Class will be divided into twelve groups. Each group will be responsible for presenting a case. Assignment of cases is shown in the tentative schedule at the end of this course outline. This is a group work but only two or three members from each group will be standing in front of the class and presenting the case. Each presentation will be no more than 20 minutes. Case slides are to be submitted electronically after the presentation.

**Mid-Term (25%) and Final (35%) Examinations**

There will be 2 exams (including the final). Both exams are closed book, closed-notes.

The mid-term exam date and room to be announced.

No mid-term deferred examination will be given, except for documented and acceptable reasons as defined by the university regulations. In such case, the 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 or a withdrawal from the course.

University will establish and announce the date for the final exam.

Students are advised that exam papers (mid-term or final) will not be returned back to them after being marked. They will be available for consultation only at the instructor's office.

**Project Charter Report (20%)**

Each group is expected to select a real-life project; the project about which complete information is available to at least one member of the group or information is available publicly. Project should be such that you can easily define the project scope, identify main deliverables, identify the stakeholders, identify various risks, and roles and responsibilities of various players. **YOUR GROUP ROLE IS TO DEVELOP PROJECT CHARTER FOR THIS CASE.** Read carefully the content of the instructor's lecture notes on "Project Charter" and the reading 'Project Charter Guide' (on CULearn) to review the typical elements that a project charter should address in a number of key areas of project's manager authority and responsibilities. You may use the template given on page 6 of the Project Charter Guide. Further details to be given in class.

### Tentative Schedule

Session	Topics	Readings, Notes, and Cases
Session 1	<ul style="list-style-type: none"> <li>• Course Introduction – an overview</li> <li>• Project and Project Management</li> </ul>	Course Outline (available on CULearn)  Chapter 1
Sessions 2	<ul style="list-style-type: none"> <li>• Project Selection</li> </ul>	<ul style="list-style-type: none"> <li>• Case: Pan-Europa Foods – read the case prior to the class and prepare to answer questions posted on the course website (see CULearn)</li> <li>• Concepts and tools for project selection (Chapter 2: 37-51)</li> <li>• AHP and Scoring Model (Class Notes)</li> </ul>
Sessions 3	<ul style="list-style-type: none"> <li>• Project Manager</li> <li>• Project Management Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Problems</li> <li>• <b>Reading:</b> What it takes to be a Good Project Manager - read the case prior to the class in preparation for class discussion (see CULearn)</li> <li>• Effective Project Manager (Chapter 10:339-340; 359-362)</li> <li>• <b>Case:</b> Fund Raising Project Selection (<b>G1, G7</b>)</li> </ul>
Sessions 4	<ul style="list-style-type: none"> <li>• Project Scope Management -creating and using the Work breakdown Structure -responsibility Matrices -communication Plan</li> <li>• Project Scheduling: PERT/CPM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case:</b> Day in the Life (<b>G2, G8</b>)</li> <li>• Class Notes</li> </ul>
Session 5	<ul style="list-style-type: none"> <li>• Project Scheduling: PERT/CPM -Cont</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case:</b> Manchester United Soccer Club (<b>G3, G9</b>)</li> <li>• Practice Problems</li> </ul>
Session 6	<ul style="list-style-type: none"> <li>• Project Scheduling: PERT/CPM -Cont.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case:</b> Advantage Energy Technology Data Center Migration (<b>G4, G10</b>)</li> <li><b>Assignment # 1 Due</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Project Planning with MSProject</li> <li>• Modifying project to accommodate time and resource constraints</li> </ul>	
Session 7	<b>In-Class mid-term exam</b>	
Session 8	<ul style="list-style-type: none"> <li>• Stakeholder Management</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Stakeholder Analysis in Projects: Challenges in using Current Guidelines in the Real World</li> <li>• Stakeholder analysis (Chapter 10:340-355) and project communication planning (Chapter 4:119-121)</li> <li>• <b>Case:</b> The Pert Studebaker (<b>G5, G11</b>)</li> </ul>
Session 9	<ul style="list-style-type: none"> <li>• Project Charter</li> <li>• Project Risk Assessment and Management</li> <li>• Decision Trees</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Project Charter Guide by Treasury Board of Canada</li> <li>• Project Chartering (Chapter 4: 101-106)</li> <li>• Chapter 7</li> </ul>
Session 10	<ul style="list-style-type: none"> <li>• Decision Trees – Cont.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Notes</li> <li>• <b>Case:</b> Sustaining project Risk Management during Implementation (<b>G6, G12</b>)</li> </ul>
Session 11	<ul style="list-style-type: none"> <li>• Decision Trees – Cont.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Charter Presentations</li> </ul> <p style="text-align: center;"><b>Assignment # 2 due</b></p>
Session 12	<ul style="list-style-type: none"> <li>• Managing Project Execution and closure</li> <li>• Course wrap-up and Review</li> </ul>	<ul style="list-style-type: none"> <li>• Project Charter Presentations</li> <li>• Chapters 13, 14</li> <li>• Practice Problems</li> </ul>

## 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 Sprott 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](http://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](https://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](mailto: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](https://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 is 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](https://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](https://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; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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 at: <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 are 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/>

**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: [carleton.ca/csas](http://carleton.ca/csas).

**Important 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, in order to respond to your inquiries, please send all email from your Carleton CMail 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/>
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