

BUSI - 3309 PROJECT MANAGEMENT
FALL - 2014

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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. COURSE PREREQUISITES -

Third year standing, BUSI 2301, and STAT 2606. **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 exercises. Students in groups will be required to participate in exercises that will be conducted during class time. Each group will be required to submit an exercise sheet at the end of the class. One of the in-class activities will consist of a team-based project simulation exercise of an interactive case describing a house flipping project for which tasks are defined and a precedence table is provided. The primary objective of this exercise is to experience various management aspects of project management: strategic decision making, financial planning and control, risk management, and behavioral issues. As this exercise will be conducted in a lab-setting, each team should have access to a laptop (not provided by the instructor) with the MS Project software installed on it. 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. (2014): Project management - the managerial approach, sixth edition, McGraw-Hill, 686 pages. This textbook is available for purchase through the university bookstore or through the publisher e-store (see the weblink on CuLearn).
- (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 (chapters 2, 9, 10, and 13). These chapters are available for purchase at <https://create.mcgraw-hill.com/shop/>. They are provided to supplement some of the technical concepts that will be briefly discussed in class.

Please note that at least one copy of each textbook will be on reserve at the Library.

Other references

The following books will be used as references:

- (c) Brown, K. A., Hyer, N. L., (2010): Managing projects - A team-based approach, McGraw-Hill, 416 pages.
- (d) Meredith, J. R., Mantel JR., S. J. (2012): Project Management - A managerial approach, eighth edition, John Wiley & Sons, 589 pages.
- (e) Pinto, J.K. (2013): Project Management - Achieving competitive advantage, Third edition, Pearson, 508 pages.
- (f) Kerzner, H. (2013). Project management - A systems approach to planning, scheduling, and controlling, Eleventh edition, John Wiley & Sons, 1264 pages.
- (g) Project Management Institute (2008). A Guide to the Project Management Body of Knowledge (*PMBOK® Guide*), fourth edition, 459 pages.

2. Class notes and readings

Instructor's lecture notes will be available for download on the course website (see CuLearn). MSPProject 2010 will be used as a learning aid for planning, scheduling, and tracking project activities. A copy of the software is free for download through CU msdn academic alliance

(https://secure.scs.carleton.ca:4430/msdnaa/index.php?campus=crlu_ssbus&action=signin)

F. COURSE EVALUATION

The course evaluation will be based on four main activities: assignments, in-class exercises (including a project simulation exercise), a project risk management exercise and exams. The weighting of each activity is as follows:

1. Assignments (3 equally marked)	30%
2. Project risk management process exercise	5%
3. Exams (2)	
Midterm examination	25%
Final examination	40%
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 with a grade of FND (regardless of the performance in other evaluations activities, such as assignments, project risk management process exercise, and in-class attendance and participation).

1. *Assignments (30%)*

Homework assignments to be done in groups up to 4 students will be posted on the course web site on the dates to be announced on the course news page. They are due at the start of the class on the date specified. The penalty for late homework is 20% per day (every 24 hours from the day and time the assignment is due). Assignments that are not professionally presented, i.e., cannot be read without undue effort, will lose marks. The instructor will not be responsible for a homework submitted through emails. 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. Unless otherwise stated, no collaboration between student groups is allowed for homework, although discussions are encouraged.

2. *Project risk management process exercise (5%)*

Students in groups up to 4 will be assigned a project scope statement 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 date of this activity will be announced in class.

3. Examination (65%)

There are 2 in-class exams (including the final). All exams are closed book, closed-notes. The test questions will come from the text, homework assignments, in-class hands-on exercises, lecture notes and may consist of multiple-choice, essay questions, mini-case analysis, or problems. The mid-term exam is scheduled on **October 18, 2014 from 9 am to noon (room TBA)**. The university will establish and announce the date for the final exam. This exam will be 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 papers (mid-term or final) will not be returned back to them after being marked. They will only be available for consultation at the instructor's office.

G. 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.

H. TENTATIVE SCHEDULE*

Section	Week #														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A		9	9	9	9	10	10	10	10	11	11	11	11	12	
		/	/	/	/	/	/	/	/	/	/	/	/	/	
B	9	9	9	9	10	10	10	10	10	11	11	11	11	12	
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
	5	12	19	26	3	10	17	24	31	7	14	21	28	5	

Week(s)/ sections		Topic(s)	Reading(s)
B	A		
1	2	<ul style="list-style-type: none"> ○ Course introduction and overview ○ Project Management - What and Why? 	<ul style="list-style-type: none"> ○ Course outline (available on CuLearn) ○ Projects in contemporary organizations (chapter 1; chapter 2:25-32)
2	3	<ul style="list-style-type: none"> ○ Project selection - doing the right thing 	<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) ○ Concepts and tools for project selection (chapter 2:36-50) ○ Using scoring models (SON 9.1, 9.4) and AHP (SON 9.1, 9.3) in project selection
3-4	4-5	<ul style="list-style-type: none"> ○ Project initiation - setting the stage for action 	<ul style="list-style-type: none"> ○ Case: What it takes to be a good manager - read the case prior to the class in preparation for class discussion (see CuLearn)? ○ 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 4:118-122) ○ Project risk management (chapter 7) ○ Using decision trees in project risk assessment (SON, 10-5-10.8) ○ Using Monte-Carlo in project risk assessment (SON 13.1-13.3, 13.6-13.7)
		<ul style="list-style-type: none"> ○ In-class activity - scoring models (week 3 for section B or week 4 for section A) ○ In-class activity - understanding key project parameters (week 4 for section B or week 5 for section A) 	
5	6	<ul style="list-style-type: none"> ○ 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)
		Assignment # 1 due (week 5 for section B or week 6 for other sections)	

6-10	7-11	○ Risk assessment exercise due (week 6 for section B or week 7 for other sections)	
		○ Project scheduling	○ Planning tools to organize and sequence project activities (chapter 6) ○ Using Linear programming in project scheduling (SON, 2.1-2.9)
			○ Modifying project to accommodate time and resource constraints (chapter 8:250-272, chapter 9) ○ Using Linear programming to deal with crashing decisions (SON, 2.1-2.9)
		○ In-class activity - schedule visualization tools in practice (week 6 for section B or week 7 for section A)	
		○ Assignment # 1 due (week 6 for section B or week 7 for other sections)	
		○ Tutorial on Microsoft Project 2010	○ Quick Reference guide to using Microsoft Project 2010 (see CuLearn)
		○ In-class activity - Project network (week 7 for section B or week 8 for section A) ○ In-class activity - Using LP in project scheduling (week 7 for section B or week 8 for section A)	
		○ Project simulation exercise	○ Case: Flip house project (see course web site) - read the case and prepare answers to posted questions on the course website (see CuLearn).
	○ In-class activity - project resource scheduling (week 8 for section B or week 9 for section A)		
	Assignment # 2 due (week 10 for section B or week 11 for other sections)		
11	12	○ Outsourcing project work: what, why, and how?	○ Partnership development and management (chapter 12) ○ Contract management (Appendix 12.1:449-454) ○ Request for proposal (Appendix 2.1:63-65)
		○ In-class activity - project crashing (week 11 for section B or week 12 for other sections)	
12-14	13-14	○ Managing project execution	○ Measuring and evaluating progress and performance (chapter 13)
		○ Managing project closure	○ Project closure and auditing (chapter 14)
		○ Course wrap-up and review	
		Assignment # 3 due (week 14 for sections A and B)	

*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.

I. IMPORTANT ADDITIONAL INFORMATION

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	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

FND:

To reduce instances of miscommunication, Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

Academic Regulations, Accommodations, Plagiarism, Etc.

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/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014 and for the April 2015 exam period is March 6, 2014.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

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.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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J. Undergraduate Academic Calendar (Fall 2014)

September 1, 2014

- Statutory holiday, University closed.

September 2, 2014

- Fall term begins. Orientation for teaching assistants.

September 2-3, 2014

- Academic Orientation. All students are expected to be on campus. Class and laboratory preparations departmental introductions for students and other academic preparation activities will be held.

September 4, 2014

- Fall and fall/winter classes begin.

September 17, 2014

- Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall/winter and fall term courses.

September 26-27, 2014

- Summer deferred final examinations to be written.

September 30, 2014

- Last day to withdraw from Fall term and Fall/Winter courses with a full fee adjustment.

October 10, 2014

- December examination schedule (fall term final and fall/winter mid-terms) available online.

October 13, 2014

- Statutory holiday, University closed.

October 27-October 31, 2014

- Fall break, no classes.

November 7, 2014

- Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations.

November 24, 2014

- Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

December 8, 2014

- Fall term ends. Last day of fall-term classes. Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

December 9, 2014

- No classes or examinations take place.

December 10-21, 2014

- Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 21, 2014

- All take home examinations are due.

December 25, 2014 to January 2, 2015

- University closed