



The
knowledge
to compete

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS BUSI 3309A
2018 SUMMER
PROJECT MANAGEMENT**

Instructor: Zafor Ahmed, PMP

Office: DT 919-2

Office Hours: Appointments can be made Wednesday's between 17:00-17:45 or Any other time if meeting via Skype.

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TA: Indya Boucher-Martin

Course meets: Monday and Wednesday 18:05 -20:55

Pre-requisites & precluded Courses: Third-year standing, BUSI 2301 and STAT 2606. Precludes additional credit for BUSI 4308.

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 CALENDAR DESCRIPTION FROM UNIVERSITY CALENDAR

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

D. COURSE FORMAT

The format of the course consists of a mixture of lectures, quiz and in class exercises. In-class activities may include group based case analysis. Students in groups be required to participate in exercises that will be conducted during class time. In Class quizzes will assess the comprehension of lecture materials covered during the same class. **This is an INDIVIDUAL activity.**

E. COURSE MATERIALS

1. Required textbook

Please note that an electronic copy of the textbook will be available through the Library.

- (a) Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK® Guide), sixth edition.

Class notes and readings

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

Course Requirements & Methods of Evaluation:

The course evaluation will be based on three main categories of activities: in-class exercises and quiz, a midterm exam and a final exam. The weighting of each activity is as follows:

In Class Exercises and Quiz	30%
Exams (2)	
Midterm examination	25%
Final examination	45%
TOTAL	100%

1. In Class Exercise and Quiz (30%)

In class exercise and quiz will be based on the lectures and materials posted on CuLearn, There are no exercise or quiz for the class that has mid-term exam. Total mark of this category is **not** equally distributed as some classes will have more weight than others. Topics such as risk management, scope management, schedule management and cost management will have more weight compared to other topics. A complete distribution will be provided in CuLearn and in the first class.

2. Examination (70%)

There is one in-class exam (Midterm) and one formally scheduled exam (Final exam). All exams are closed book, closed-notes. The test questions will come from the text books, lecture notes, reference text book and in-class hands-on exercises and may consist of multiple-choice, mini-case analysis, and/or problems. The mid-term exam is scheduled on the 6th class (tentative). 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

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.

COURSE SCHEDULE

CLASS	TOPIC
1	INTRODUCTION AND OVERVIEW PROJECT SELECTION AND ORGANIZATION PROJECT MANAGEMENT AND PROJECT MANAGER
2	PROJECT INTEGRATION MANAGEMENT
3	PROJECT SCOPE MANAGEMENT
4	PROJECT TIME MANAGEMENT -I
5	PROJECT TIME MANAGEMENT -II
6	PROJECT COST MANAGEMENT-I

	(**Mid-Term**)
7	PROJECT COST MANAGEMENT-II
8	PROJECT QUALITY MANAGEMENT
9	PROJECT RISK MANAGEMENT
10	PROJECT HUMAN RESOURCE & COMMUNICATIONS MANAGEMENT
11	PROJECT STAKEHOLDER & PROCUREMENT MANAGEMENT
12	ADDITIONAL TOPICS & COURSE REVIEW

****EVERY EFFORT HAS BEEN MADE TO MAKE THE SCHEDULE AS COMPLETE AS POSSIBLE, BUT THERE MAY BE OCCASIONS WHERE CHANGES ARE REQUIRED TO SYNCHRONIZE WITH THE OTHER SECTIONS OF THIS COURSE. THE INSTRUCTOR WILL ANNOUNCE ANY DEVIATIONS FROM THE COURSE OUTLINE IN CLASS OR GROUP EMAIL****

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, Accommodations, 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/>

Requests for 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to 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; 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.

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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