

**TOMS - 5303 MANAGING PROJECTS  
WINTER - 2015**

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Timetable: Thursdays: 11:35am - 2:25pm

Course location: 328DT

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**A. COURSE DESCRIPTION**

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Foundations and core principles of managing projects with an emphasis on supporting techniques, practices, and methods as means for structuring, analyzing, scoping, planning, executing, monitoring, controlling, and reporting on international development projects.

This course introduces some of the foundations and core principles of managing projects and supporting approaches. Organizations of any kind around the world, whether private or public, large or small, for profit or not for profit – achieve their strategic and operational goals by carrying out projects. The emphasis of the course is on the application of project management knowledge, tools, and techniques to the planning, organization, and delivery of international development projects and programs. Funded by institutions (e.g., multilateral or regional development banks, United Nations associated agencies, bilateral government agencies, non-governmental organizations, global funds), these projects/programs cover a wide range of sectors and focus on poverty reduction/alleviation and improving living standards of people in developing and emerging countries, assistance to victims of natural or people caused disasters, capacity building and development of basic physical and social infrastructures, and on promoting environmentally sound development and basic human rights protection.

The format of the course consists of a mixture of lectures, case studies, class discussions, and presentations to peers. Topics explored include leadership dimensions, project initiation, project definition, organization structure, risk assessment, planning and scheduling, control and reporting systems, and performance measurement and monitoring. 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 international development projects.

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**B. COURSE LEARNING OBJECTIVES**

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

- (a) develop an understanding of the roles an international development 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.
- (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 based on a balanced set of key performance indicators.
- (d) Execute an effective project closure.

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### C. COURSE PREREQUISITE – Enrolment in the Sprott MBA concentration

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### D. COURSE MATERIALS

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#### 1. Recommended textbook(s)

There is not a mandatory textbook for this course. For students looking for readings to supplement some of the project management concepts, one of the following books is suggested:

- (a) Cleland D. I., Ireland L. R. (2010): Project manager’s portable handbook, third edition, McGraw-Hill Irwin, 442 pages.
- (b) Meredith, J. R., Mantel JR., S. J. (2012): Project Management – A managerial approach, eight edition, John Wiley & Sons, 589 pages.
- (c) Brown, K. A., Hyer, N. L., (2010): Managing projects – A team-based approach, McGraw-Hill, 416 pages.
- (d) Larson, E. W., Gray, C. F. (2014): Project management – the managerial approach, sixth edition, McGraw-Hill, 686 pages.
- (e) Kerzner, H. (2013). Project management – A system approach to planning, scheduling, and controlling, Eleventh edition, John Wiley & Sons, 1264 pages.
- (f) 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 CuLearn. All reading articles are available for download through the CU library catalogue (<http://catalogue.library.carleton.ca/>). A very few numbers of cases will required to be purchased from Harvard Business Publishing – HBP (link to be provided)

We will use the following cases/articles:

Title	Availability
o Youker, R. (1989): Managing the project cycle for time, cost and quality: lessons from the World Bank experience, <i>International Journal of Project Management</i> , 7 (1), pp 52-57).	CU library catalogue
o Jepsen A.L., Eskerod P. (2009): Stakeholder analysis in projects: challenges in using current guidelines in the real world, <i>International Journal of Project Management</i> , pp 335-343.	CU library catalogue
o Water supply and sewerage project (World Bank Publication).	CuLearn
o Heineke, J., Meile L. (2006): Flip house project, 11 pages.	CuLearn
o American Construction Inc.: World Outreach expansion project (Case # 910D16-PDF-ENG, HBS case, 11 pages)	HBP

### 3. Software

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

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## E. COURSE EVALUATION

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The course evaluation will be based on four main activities: a case/article analysis/review and presentation, project simulation exercise, a term paper reporting on a project implementation planning and control with the use of MSPProject, and final exam. The weighting of each activity is as follows:

1. Article/case analysis and presentation	27%
2. Project simulation exercise report	5%
3. MSPProject reports (2)	18%
4. Project management in practice	15%
5. Final exam	35%
<b>TOTAL</b>	<b>100%</b>

### 1. Article/case analysis write-up (20%) and presentation (7%)

There will be 3 selected cases/articles discussed in this course. Students in groups will be required to hand in managerial write-ups for 2 of these cases and to make a class presentation on one of these managerial reports. To assist in completing this assignment, a set of questions for each case that I expect to see answered will be provided. A managerial report of quality suitable for consulting practice is required. It must include (a) a cover letter, (b) an executive summary consisting of the more important results, conclusions, and recommendations; (c) the main body consisting of the detailed analysis, answers to the assigned questions, assumptions and analyses that led to these answers. Managerial write-ups should be precise and to the point not exceeding typed 10 pages (including appendices, 1.5 line spacing, 12 points - Times New Roman font). The managerial reports are handed in on the due date at the beginning of each class. An initial twenty (20) percentage points penalty applies to a late assignment and an additional ten (10) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 60% if submitted after the deadline on the due date, 50% if submitted the following day, and so on up to 0%. Students are advised that managerial reports will not be returned back to them after being marked. However, they will be available for consultation at the instructor's office. Be sure to keep a copy for yourself. The time limit for a revision request is 1 week after the marks are communicated. Although discussions between participants are encouraged, no collaboration is allowed between groups. The presentation will last up to 25 minutes followed by up to 15 minutes of Q&A and class discussion. The presenter group will be required to prepare and submit (before the class start) a set of power point slides on the content of the case/article and around an analysis that provides answers to a set of suggested questions (to be provided by the instructor).

### 2. Project simulation exercise final report write-up (5%)

Students in teams (or individually) will work in class on an interactive project case 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. The exercise will be conducted such as each team is able to see the performance of all teams based on the planning choices and a particular scenario each team experienced. 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. A written report that provides answers to given questions will need to be submitted at the end of this exercise.

### 3 MSPProject reports (18%)

There will be 2 MSPProject based reports (8%, 10%, respectively). Students in a team will be required to work on an assigned case using Microsoft Project and hand in a write-up of quality suitable for consulting practice. To assist in completing this assignment a set of questions for each deliverable that I expect to see answered in the write up will be provided. More information about each deliverable will be discussed in class and made available on CuLearn or distributed in class. The write-up must include (a) a cover letter, (b) a memo consisting of the more important results, conclusions, and recommendations; (c) an appendix containing all the supporting materials.

### 4 Project Management in Practice (15%)

Students in groups will identify and interview someone who works (or has recently worked) as an ID Project Manager. Each group will hand-in a comprehensive interview analysis making comparisons between project management in practice and the theoretical applications discussed in class. A class presentation of the findings is scheduled in the last class (duration TBD). The write-up should be precise and to the point not exceeding typed 15 pages (including appendices, 1.5 line spacing, 12 points - Times New Roman font). The interview questions must be submitted (in the appendix) with the final report.

### 5 Final exam (35%)

The final exam will be scheduled during the exam week (date TBA). It will be comprehensive and will consist of a combination of mini-case analyses, project scenarios interpretation, and quantitative problems solving. Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule. Students are advised that exam papers will not be returned back to them after being marked. They will be available for consultation only at the instructor's office.

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## **F. DROP COURSE POLICY**

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The deadline for academic withdrawal is the last day of classes (each term).

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## **G. CONDUCT**

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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 email 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.

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## H. PLAGIARISM

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### 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/>.

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## I. ACADEMIC ACCOMMODATIONS

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### 1. Participants with disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

## 2. Religious observance

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

## 3. 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.

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## **I. CHANGES TO THE SYLLABUS**

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Every effort has been made to make the course outline as complete as possible, but there may be occasions when changes are required. The instructor will announce any deviations from the course outline in class and the change will be posted on the course web page.

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## **K. *MBA Academic year***

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**Important Dates and Deadlines** can be found at:

<http://sprott.carleton.co/students/mba/dates-deadlines/>.

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**L. TENTATIVE SCHEDULE**


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Week	Topics/Agenda	Readings
1 (Jan 8)	Introduction to course overview and structure	<ul style="list-style-type: none"> <li>○ Instructor's course outline</li> </ul>
	Managing projects: What and Why?	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-1, available for download on CuLearn)</li> </ul>
	Project Initiation - setting the stage for action	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-2, available for download on CuLearn)</li> </ul>
2 (Jan 15)	Project Initiation - setting the stage for action (cont'd)	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-2, available for download on CuLearn)</li> </ul>
	Project definition - creating and using the Work breakdown Structure	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-3, available for download on CuLearn)</li> </ul>
	Project life cycle in-class exercise	<ul style="list-style-type: none"> <li>○ Youker, R. (1989): Managing the project cycle for time, cost and quality: lessons from the World Bank experience, <i>International Journal of Project Management</i>, 7 (1), pp 52-57)</li> </ul>
3 (Jan 22)	Planning tools to organize and sequence project activities Other readings	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-4, available for download on CuLearn).</li> <li>○ Project scheduling: PERT/CPM (Stevenson W. J., Ozgur C., and Nsakanda A. L.- An Introduction to Management Science With Spreadsheets, McGraw-Hill Ryerson, 2009, chapter 8, pp 359-391).</li> </ul>
	<ul style="list-style-type: none"> <li>○ Case write-up and presentation due (reviewing a project analysis report)</li> </ul>	<ul style="list-style-type: none"> <li>○ Water supply and sewerage project (World Bank Publication, available for download on CuLearn) - Project analysis report</li> <li>○ Water supply and sewerage project (World Bank Publication, available for download on CuLearn) - Project charter</li> </ul>
	<ul style="list-style-type: none"> <li>○ Case write-up and presentation due (Analyzing a project context)</li> </ul>	
	<ul style="list-style-type: none"> <li>○ MSPProject deliverable # 1 due</li> </ul>	<ul style="list-style-type: none"> <li>○ American Construction Inc.: World Outreach expansion project (Case # 910D16-PDF-ENG, HBS case, 11 pages, available for purchase from Harvard Business Publishing).</li> </ul>
4 (Jan 29)	Modifying project to accommodate time and resource constraints	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-5, available for download on CuLearn)</li> </ul>
	<ul style="list-style-type: none"> <li>○ Case write-up and presentation due (preparing a project charter)</li> </ul>	<ul style="list-style-type: none"> <li>○ Water supply and sewerage project (World Bank Publication, available for download on CuLearn) - Project analysis report</li> </ul>

(cont'd)

Week	Topics/Agenda	Readings
5 (Feb 5)	Project simulation exercise	<ul style="list-style-type: none"> <li>○ Heineke, J., Meile L. (2006): Flip house project, 11 pages (available for download on CuLearn).</li> </ul>
	Managing project execution (project performance monitoring and controlling)	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-6, available for download on CuLearn)</li> </ul>
	<ul style="list-style-type: none"> <li>○ MSPProject deliverable # 2 due</li> </ul>	<ul style="list-style-type: none"> <li>○ American Construction Inc.: World Outreach expansion project (available for purchase from Harvard Business Publishing).</li> </ul>
6 (Feb 12)	Project closure	<ul style="list-style-type: none"> <li>○ Instructor's notes (document MGP_ALN-7)</li> </ul>
	Project management in practice (presentation and interview report due)	
	Course wrap-up and challenges ahead	Instructor's closing notes
8 (Feb 23-27)	Project simulation exercise report (Feb 23, 2015)	
	Final exam (Feb 26, 2015)	