

**COURSE NUMBER: SCM 304-01**  
**COURSE TITLE: MANAGING AND ORGANIZING PROJECTS**  
**SEMESTER: SPRING 2019**  
**MEMORANDUM OF UNDERSTANDING (MU)**

**PLACE**

Class sessions will be held at 202 Joseph M. Bryan School of Business and Economics.

**TIME**

12:30 P.M. to 1:45 P.M. on Tuesdays and Thursdays.

**UNIVERSITY OPERATIONS DURING ADVERSE WEATHER CONDITIONS**

The University of North Carolina at Greensboro will remain open during adverse weather conditions unless an administrative decision on schedule changes is made by the Chancellor. If students have a question on whether classes are delayed, canceled, or if the university is closed, then they must call the **Inclement Weather Hotline** at (336) 334-4400 or the **UNCG Switchboard** at (336) 334-5000.

**FACULTY MEMBER**

Vidyaranya B. Gargeya

E-Mail: vbgargey@uncg.edu

Department of Information Systems and Supply Chain Management

424, Joseph M. Bryan School of Business and Economics

Phone Numbers:(336) 334-4990 (Work)

(336) 334-4083 (Fax)

(336) 545-9263 (Home)

**APPOINTMENT TIME**

2:00 p.m. to 3:00 p.m. on Tuesdays and Thursdays only. You are encouraged to stop in during office hours to talk about any problems or suggestions you may have concerning the course, careers, graduate school, benefits of majoring in supply chain management, or things in general. If you want to talk to the faculty member and find the appointment hours to be inconvenient, feel free to schedule any other appointment time.

**CATALOG COURSE DESCRIPTION**

An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

**PRE-REQUISITE COURSES**

The student should have declared a major in Accounting, Business Administration, Consumer Apparel and Retail Studies, Economics, Entrepreneurship, Finance, International Business, Information Systems and Supply Chain Management, Marketing, or Sustainable Tourism and Hospitality in the Bryan School of Business and Economics. It is assumed that the student has successfully completed the ISM 110 (Business Computing I), Financial Accounting (ACC 201), and Managerial Accounting (ACC 202) courses or their equivalents. The material to be covered in the Project Management (SCM 304) course

will be built on concepts learned in a high school mathematics class, and ISM 110, ACC 201, and ACC 202.

## **INTRODUCTION TO TOPICS COVERED**

Project Management deals with seeking new methods of planning, organizing, and controlling non-routine tasks. The management of a project differs in several ways from management of a typical enterprise. The goal of a project team is to accomplish its prescribed mission and then disband, though this is easier said than done. Project Management has been around for some time, though it has recently become more important because of the shifting emphasis on teams in accomplishing tasks. Some of the better-known examples of projects accomplished using project management techniques are:

- 1) The construction of the Egyptian pyramids
- 2) The Manhattan Project
- 3) The construction of the new School of Nursing Building at UNCG
- 4) The installation of an ERP software at Syngenta
- 5) The Apollo Space Program (Landing a Human on the Moon)
- 6) The election campaign to elect a governor of a state or the President of the United States of America.

## **COGNITIVE LEARNING OBJECTIVES**

Upon completing the course, the student should be able to:

- 1) Elaborate on the elementary concepts of project planning and organization, budgeting and control, and project life cycles.
- 2) Describe the organizational workflow including the staffing process, project planning elements, and the project plan contents.
- 3) Use several basic project management techniques including Work Breakdown Structure (WBS), Critical Path Method, Gantt Chart, and resource constrained scheduling.
- 4) Discuss organizational forms, conflict resolution, and issues related to leadership and task management in a project environment.
- 5) Use the basics of using project management software in some project management activities.
- 6) Demonstrate written and oral communication through formal writing assignments and team presentations.
- 7) Work in a team and achieve the desired objective.
- 8) Use project management techniques to execute a project.
- 9) Manage one's time effectively and efficiently.
- 10) Develop skills to become self-learners (i.e., learning to learn).

## **WITHDRAWAL**

The last date to drop courses without receiving academic penalty is March 11<sup>th</sup>, 2019 (Monday).

## REQUIRED READING MATERIALS

### Text Book

Pinto, J. K. (2016). *Project Management: Achieving Competitive Advantage* (4<sup>th</sup> edition). Pearson Education, Inc. ISBN-13: 978-0-13-379807-4 or ISBN-10: 0-13-379807-0.

The above-mentioned text book is available at the Barnes & Noble Bookstore in the Elliott University Center at UNCG) and “on-line” retail stores.

### Software

Microsoft Project software will be used in the course. There is no need to purchase the Microsoft Project software. The procedure to get free access is described as follows.

Microsoft Project is designed to assist a project manager and a project team in developing a plan, assigning resources to tasks, tracking progress, managing the budget, and analyzing workloads. You can install MS Project in your computers for free of charge on UNCG's Online Software Store. Steps to find, download, and install the software are:

If you are using a MacBook, you cannot download MS Project. The only way to run MS Project on your MacBook would be to dual-boot Windows and macOS on your MacBook. Please visit this website for more information.

- 1) Sign in on UNCG's Online Software <https://uncg.onthehub.com/WebStore/Welcome.aspx> Store with your UNCG username and password.
- 2) Search "Project".
- 3) Click on Project Professional 2019 if you have Windows 10, or Project Professional 2016 if you have Windows 7 or later versions except Windows 10, and click "Add to Cart". MS Project 2019 runs only on Windows 10.
- 4) In your cart, check for other software below that may be downloaded with MS Project. They may be Windows 10 Education (English) and Visual Studio Enterprise 2017 (Multilanguage). They are still free, but not relevant to our course. If you do not want them to be downloaded, then remove checks on boxes.
- 5) Before downloading, copy Product Key. You will use this 25-digit key to activate the product.
- 6) Just before downloading you may see above "Download" button "Burning the .ISO/.IMG file onto a disc - Important: You will need to burn an image file (.IMG or .ISO) onto a disc in order to install the software. For instructions on how to do this, click here." It is not important. Just click on the Download button. File is 2 GB or more. Thus, you will wait for a while depending on your Internet connection speed.
- 7) After you download the file, do not click on the icon directly to open it if you cannot open the folder. Click right on mouse and select "Open With" option. You must be seeing "Windows Explorer". Select it.
- 8) After you install the software, in order to activate, you need the product key (Step 7). Do not use your UNCG credentials for activation.

Students should read the required materials prior to attending each class session. Students should have the appropriate reading materials available for each class session.

## GRADING

The course grade is based on three exams (including the non-comprehensive final exam), one individual written assignment, and a team term paper. Each of the first two exams will consist of approximately 5 short-answer questions (i.e., multiple-response, true or false statements with substantiation, and brief discussions) and 2 mini-cases/quantitative analytical problems. The final exam will consist of approximately 10 short-answer questions (i.e., multiple-response, true or false statements with substantiation, and brief discussions) and 4 mini-cases/quantitative analytical problems. The total number of points on the short-answer questions will roughly equal the total number of points on the mini-cases/quantitative analytical problems. All exams are closed-book, and closed-notes. Grades are based on the following "absolute" scale (i.e., there will not be any "curving").

	<u>Points</u>	<u>Date</u>
Exam # 1	50	2/14/2019
Exam # 2	50	3/21/2019
Individual Written Assignment	25	3/28/2019 (Due)
Term Paper	75	4/16/2019 (Due)
Final Exam	100	5/3/2019 (3:30 p.m. to 6:00 p.m.)
	-----	
TOTAL	300	
	-----	

A  $\geq$  270; A-  $\geq$  260; B+  $\geq$  250; B  $\geq$  240; B-  $\geq$  230; C+  $\geq$  220; C  $\geq$  210; C-  $\geq$  200; D+  $\geq$  190; D  $\geq$  180; D-  $\geq$  170; and F < 170.

## RE-EXAMINATION POLICY

As a rule, re-examinations will not be held. Absence from the examinations due to illness, summons to jury duty, or any other compelling reason should be backed by the appropriate documents (e.g., medical certificate, etc.) to qualify for re-examinations. If possible, meet/talk with the professor before missing any examination to discuss the circumstances.

## INDIVIDUAL WRITTEN ASSIGNMENT

Each student has to submit a critique of an organization-based article that you have read from magazines (such as Fortune, or Business Week), newspapers (such as the Wall Street Journal, the Washington Post, the New York Times, or the News & Record), or journals (such as Project Management Journal, Industrial Management & Data Systems, Quality Progress, Quality Digest, Industry Week, Industrial Management, etc.). The above-mentioned list of magazines, newspapers, and journals is not an exhaustive one. The article should relate to one specific company/organization and must have been published after October 31<sup>st</sup>, 2018. The written assignment should relate primarily to any topic (or topics) of Managing and Organizing Projects covered in sessions 1 through 19. Students should make a habit of reading these magazines/newspapers/journals periodically and identifying issues related to managing and organizing projects.

Students should work on this written assignment on an individual basis (not in a group or a team). Individuals should neither seek nor receive help from friends and family in completing this written analysis. The written assignment should be typed (maximum 12 point size lettering), double-spaced on

8.5" by 11" paper, and minimum 3 full pages in length. Each written assignment should not typically exceed 5 pages in length. The assignment should be stapled and paginated.

The analysis should be written for an audience that is not familiar with the concepts related to operations management. Please assume that you are writing this critique for the campus newspaper. The individual written assignment should include three sections. The first section should be the summary of the article and a description of the topic (of the course) to which the article relates; the second section should relate to what you learnt about the issue/topic concerned from the Managing and Organizing Projects (SCM 304) course, and the last section should be an analysis and critique of the article from the view point of what you learnt from the course. The third section is an integration of the first two sections. That is, the analysis and critique should integrate the article with what you learnt from the course on that subject. To strengthen your analysis, you could use other information (published in other articles or from the company web site) on the organization referred to in the selected article. For the sake of clarity, please include a copy of the article and other information used in your submission. The article, text book, and other materials should be appropriately referenced in your written assignment using the guidelines provided in the following publication:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. Sixth edition. Washington, DC: American Psychological Association.

Prior to making your choice on a particular article, please feel free to consult with the faculty member on the relevance of the article to the Managing and Organizing Projects (SCM 304) course material. Please select the article of appropriate length (that is, one that is neither too short nor too long). Individuals are requested to refrain from repeating the details provided in the article (just to fill up space) in their respective written analyses. That is, individuals are requested to cover the topic thoroughly, but efficiently. Do not add verbiage for the sake of length. Oversized articles or drawings should be folded to the 8.5 " by 11" format. In preparing the written analysis, write from an objective view, in third person. Do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues. The written assignment will be graded on organization, thoroughness, insight of analysis, and written communication skill.

The individual written assignment is to be submitted at the beginning of the class period on March 28<sup>th</sup>, 2019. Late submissions will not be accepted. A separate cover page should include the title of the assignment, course title, course number (and section number), and name of the student. Each student should attest (with a signature) that "I HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on the cover page of the individual written assignment.

## **TERM PAPER**

Each student team (consisting of three/four students) is to write a paper analyzing the approaches taken by the managers/teams in managing and organizing projects in the Business Affairs office at The University of North Carolina at Greensboro. The teams will be formed and the projects assigned to the different teams by January 24<sup>th</sup>, 2019. The student teams will have to interview line managers or staff personnel in the organization to obtain an understanding of the project and how it is managed. The interview process must include face-to-face conversations with the members of the project team (and may include attending project meetings). Each and every member of the team must physically be present for the face-to-face conversations (and project meetings, if needed). The paper should use the Managing and Organizing Projects (SCM 304-01) course outline as a guide in organizing the analysis. Feel free to use the objectives listed in the "Schedule of Sessions" section of this Memorandum of

Understanding (MU) to create the outline/list of questions/issues for the visit to the organization. All the topics in the course outline (session 1 through session 24) that are applicable to the project should be addressed, preferably in the order in which they appear in the outline. The analysis should make use of the concepts presented in the course with respect to the various topics.

The term paper is primarily a descriptive exercise (rather than an evaluative one). In addition to analyzing the project, the paper should make one or two recommendations for improvement where appropriate. In general, the paper should be written from the point of view of an objective project management professional, who is writing for an audience that is familiar with the principles, concepts, decision/problem areas, and techniques of project management (at the level of SCM 304), but not familiar with the specific project (and project organization) being analyzed.

Each team is encouraged to develop the outline of each section of the paper prior to having the face-to-face meetings with project managers/team. This approach will not only reinforce the learning in preparation for exams, but also distribute the work associated with the term project more evenly over the semester. Students should feel free to discuss the term paper project with the professor as it is being developed. The written paper should be typed (maximum 12 point size lettering), and double-spaced on 8.5" by 11" paper. No minimum or maximum length is specified, although the papers are typically 20 to 25 pages long. Cover the topics thoroughly, but efficiently. Do not add verbiage for the sake of length. Include diagrams, photos, sketches, or other types of illustrations that will clarify your presentation. The paper should be stapled (or placed in a binder) and paginated. Write the paper from an objective standpoint. That is, do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues. The interviews with concerned individual(s) of the organization, text book, and other materials should be appropriately cited and referenced in your written assignment using the guidelines provided in the following publication:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. Sixth edition. Washington, DC: American Psychological Association.

The term paper will be graded on organization, thoroughness, insightful of analysis/recommendations, process of executing the term paper assignment, and written communication skill, and team presentation skills. It is highly recommended that a project management approach be taken for ensuring the timely completion of the project. The detailed procedure for completing the term project is given in the last 3 pages of this memorandum of understanding (MU). During the semester, the faculty member would be seeking feedback on the progress of the term paper. Points on the term project will be deducted if the procedure described is not followed.

Two hard copies of the term paper and a set of the 6 slides (including the title slide) of the Powerpoint material of the presentation should be submitted to the faculty member at the beginning of the class session on April 16<sup>th</sup>, 2019. The additional copy will be sent to the project manager by the professor. Late submissions will not be accepted. The deadline should be met irrespective of the scheduled time and day of your presentation. Submissions can be made any time prior to the due date (that is, there is no need to wait till the very last minute to make your submission). Copies of your transparencies should be made available to all the members of the class on the specific day of your presentation. Each presentation (lasting not more than 15 minutes) will be followed 5 minute question/answer session. The presentation should focus only on the highlights of the project, applications of the concepts, and one/two recommendation (s). Please refrain from repeating the written report (in its entirety) just to fill up time in your presentation.

A separate cover page should include the title of the assignment, course title and course number (including section number), and the names of the students in the team. Each member of the team should attest (with a signature) to the statement that "WE HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT" on the cover page of the term paper.

## **PEDAGOGIC APPROACH**

Lectures, videos, mini-cases, and situation vignettes will be used. The "lecture" sessions will rely on the "Socratic" method to the extent possible. All students are expected to attend each class session. If a student misses a specific class session, it is her/his responsibility to cover the topics so missed. Material covered in a previous class will not be repeated in a subsequent class. The schedule of sessions in the memorandum of understanding (MU) contains a listing of topics and assignments to be covered in the respective sessions. For a better understanding of the course content, each student must prepare for the topics and assignments (listed in the MU) prior to the appropriate class session. Each student should be prepared to discuss the assigned readings for each class session. The Discussion Questions (from the specific chapters in the text book) and the questions/issues identified as **WBCS !** in the respective class session should be **Worked Before the Class Session.** The information needed to answer the Discussion Questions and the questions/issues identified as **WBCS !** is directly available in the appropriate chapter in the text book. On an individual basis, each student may wish to work on the problems and questions and turn it in for checking by the professor. This would certainly assist the student in preparing better for the course and exams. The assigned questions given in the MU are only representative of the concepts that can be expected on the exams. The list of questions is not an exhaustive one. The MU provides a general plan for the course; deviations may be necessary. Students may plan on maintaining a three-ring binder for the course and take notes in the class sessions. A calculator (with the functions of addition, subtraction, multiplication, division, and square-root) and the text book should be brought to every class session and the in-class written exams.

## **TECHNOLOGY APPLICATIONS**

There would be some coverage of technological advances relating to Managing and Organizing Projects in the course.

## **ETHICAL PERSPECTIVES**

There would be some coverage of the ethical issues as they relate to the course.

## **GLOBAL PERSPECTIVES**

There will be minimal coverage of these global perspectives in this course.

## **POLITICAL, SOCIAL, LEGAL, ENVIRONMENTAL, AND REGULATORY ISSUES**

There will be some coverage of political, social, legal, environmental, and regulatory issues in this course.

## **IMPACT OF DEMOGRAPHIC DIVERSITY**

There will be some coverage of demographic diversity issues in the course.

## HONOR POLICY

Students are expected to comply with the UNCG Honor Policy described at the following web page:  
<http://academicintegrity.uncg.edu/complete/>

## FACULTY STUDENT GUIDELINES

The faculty and students in the course are expected to adhere to the faculty student guidelines stated at the following web page:  
<https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf>

## STATEMENT OF STUDENTS' RIGHTS AND RESPONSIBILITIES

As a student in this class you have explicit rights and responsibilities. Your full understanding and acceptance of the following rights and responsibilities can lead to more useful time in the class and more effective learning.

### You have the right to expect:

- a) Your professor to be prepared for each class, to start class promptly at the designated time and to end the class at the designated time.
- b) Your professor to teach all scheduled classes or arrange for a qualified substitute if it is necessary to miss class because of illness or University approved commitments.
- c) Clear statements of course expectations, policies, testing, and grading practices and student performance.
- d) Your professor to hold a reasonable number of office hours to discuss assignments or to assist you with course matters.
- e) Knowledgeable assistance from your professor regarding class assignments and course content.
- f) Your professor to behaviors reflecting equitable treatment, ethical practices, and respect for human rights.
- g) Opportunities to challenge ideas and defend your beliefs in a professional manner.
- h) To be challenged so as to grow both academically and professionally.
- i) Your professor to abide by University policies and to have fairness and clarity in the evaluation of your performance.
- j) Adequate opportunity to appeal any perceived violations of the above rights.

### You have specific responsibilities to:

- a) Plan your study and work schedule appropriately to allow sufficient time to do quality work in the course.
- b) Attend each class on time (and be present during the entire class session) and be prepared to discuss readings and participate in discussions.
- c) Complete assignments by due dates and submit quality work.
- d) Understand and follow course policies as explained in class and in the memorandum of understanding.
- e) Commit yourself to grow both academically and professionally by treating class sessions as business meetings.
- f) Work effectively and cooperatively as a team member on the team project as assigned.

- g) Practice ethical behaviors and display respect for the rights of others. Please refrain from eating, drinking, and chewing gum in the classroom.
- h) Contact your professor and discuss circumstances that may prevent you from achieving acceptable performance and to make contact on a timely basis.
- i) Fully understand and abide by the UNCG Honor Policy and other University policies on student conduct.
- j) Report observed violations of the UNCG Honor Policy.

## **BIOGRAPHIC SKETCH OF FACULTY MEMBER**

Vidyaranya B. Gargeya is a Professor in the Department of Information Systems and Supply Chain Management (ISSCM) in the Joseph M. Bryan School of Business and Economics at The University of North Carolina at Greensboro (UNCG). From 2006 through 2013, he was the Director of the Bryan Master of Business Administration (MBA) Program at UNCG and from 2013 through 2017, he served as the Head of the Department of Information Systems and Supply Chain Management. During the 2012-2014 period, Dr. Gargeya served as the co-Director of the Quality Enhancement Plan (QEP) process and a member of the Senior Leadership Team for UNCG as part of the re-affirmation of the university by the Southern Association of Colleges and Schools Commission on Colleges. Dr. Gargeya currently teaches primarily in graduate and executive programs. He holds a bachelor's degree in Chemical Engineering from Andhra University, Visakhapatnam (India), a Post Graduate Diploma in Management from the Indian Institute of Management, Bangalore, and a Ph.D. in Business Administration from Georgia State University. He has considerable work experience as an project engineer, and project manager in the petroleum industry.

Dr. Gargeya has taught at the University of Strathclyde (Glasgow, Scotland), Fachhochschule-Ludwigshafen (Germany), University of Hartford, Georgia State University, and the Jammalal Bajaj Institute of Management Studies, University of Bombay (India). His expertise spans the areas of global operations strategy, supply chain management, total quality management and continuous improvement, customer relationship management, performance measurement, service operations management, and general management. Dr. Gargeya has received, for his contributions to teaching, numerous awards including The University of North Carolina Board of Governors Award for Excellence in Teaching (2008), Bryan School of Business and Economics Tenured Faculty Teaching Excellence Award (2007), UNCG Alumni Teaching Excellence Award (2006), Wick Skinner Award for Teaching Innovation from the Production and Operations Management Society (2003), Bryan School of Business and Economics Senior Faculty Teaching Excellence Award (2002), and the Bryan School of Business and Economics Teaching Excellence Award (1997). He received the Business Media Leader Mover & Shaker Award in 2009 and the Triad Business Leader of the Year Award, 2011. His teaching innovations include the ACID Test (an interactive case examination with a guest speaker presentation) and the year-long in-process integrative course (titled Pizza, Picasso, and the Pyramids) for first year students in the full-time day MBA program.

Vidyaranya Gargeya has published more than 25 articles in journals such as *Journal of Operations Management*, *International Journal of Production Research*, *Computers & Industrial Engineering*, *Omega*, *International Journal of Quality and Reliability Management*, *Case Research Journal*, *Technovation*, *Transportation Research Part E*, *Business Process Management Journal*, *Decision Support Systems*, *The Journal of the Textile Institute*, and *Clothing and Textiles Research Journal* and has presented more than 70 papers at national and international conferences. He has co-authored a book titled *Customer Relationship Management: A Global Perspective*. Dr. Gargeya served on the Board of Examiners of the Malcolm Baldrige National Quality Award and the North Carolina Awards

for Excellence and he has also consulted with Fortune 500 companies. He served as the Academic Affairs Faculty Fellow, University of North Carolina System for the 2017-2018 academic year.

## SCHEDULE OF SESSIONS

SESSION #	DATE	TOPICS AND ASSIGNMENTS
1 <b>WBCS !</b>	1/15	DEFINITION OF A PROJECT AND PROJECT MANAGEMENT Chapter 1 (Introduction: Why Project Management?: Pp. 1-19): Discussion Questions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6.
<b>WBCS !</b> <b>WBCS !</b>		1) Define a project. Discuss the key elements in a project. 2) Describe project management.
2 <b>WBCS !</b>	1/17	WHY PROJECT MANAGEMENT AND WHAT ARE THE ELEMENTS? Chapter 1 (Introduction: Why Project Management?: Pp.19-29): Discussion Questions 1.7, 1.8, 1.9, 1.10, and 1.11. Case Study 1.3 (Disney's Expedition Everest).
<b>WBCS !</b>		1) Why is managing a project important? 2) Does good project management eliminate the "worry" of a project manager? Take a position and defend.
<b>WBCS !</b>		3) Using the Case Study 1.3 (Disney's Expedition Everest), discuss the characteristics of a project that are evident in the Expedition Everest project.
3 <b>WBCS !</b>	1/22	THE ORGANIZATIONAL CONTEXT Chapter 2 (The Organizational Context: Strategy, Structure, and Culture, Pp. 36-57): Discussion Questions 2.1, 2.2, 2.3, and 2.4.
<b>WBCS !</b> <b>WBCS !</b> <b>WBCS !</b> <b>WBCS !</b>		1) Why is organizational strategy important for effective project management? 2) Discuss the role of stakeholders and how it needs to be managed. 3) Describe the three organizational structures for managing projects. 4) Present the advantages and disadvantages in using the three organizational structures for managing projects. 5) Discuss the different types of project management offices (Weather Station, Control Tower, and Resource Pool).

---

SESSION #	DATE	TOPICS AND ASSIGNMENTS
4 <b>WBCS !</b>	1/24	THE ORGANIZATIONAL CONTEXT (Continued) Chapter 2 (The Organizational Context: Strategy, Structure, and Culture, Pp. 57-67): Discussion Questions 2.5, 2.6, and 2.7. Case Study 2.1 (Rolls-Royce Corporation).
<b>WBCS !</b>		1) Discuss the role of organizational culture in project management. 2) Describe how organizational cultures formed.
5	1/29	DISCUSSION ON THE PROJECTS (WITH THE PROJECT MANAGERS)
<b>WBCS !</b>		PROJECT SELECTION Chapter 3 (Project Selection and Portfolio Management, Pp. 76-90): Discussion Questions 3.1, 3.2, 3.3, And 3.4. Problems 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8.
<b>WBCS !</b>		1) Describe five important issues that managers should consider when evaluating screening models.
<b>WBCS !</b>		2) Describe the four approaches (Checklist Model, Simplified Scoring Model, The Analytical Hierarchy Process, and Profile Models) for project screening and selection.
<b>WBCS !</b>		3) Be prepared to construct a table identifying projects, their evaluative criteria, and ratings (using a Checklist Model), and based on the analysis, be prepared to select an appropriate project.
<b>WBCS !</b>		3) Be prepared to use scoring, screening, and profile models in selecting projects.
6	1/31	DISCUSSION ON THE PROJECTS (WITH THE PROJECT MANAGERS)
<b>WBCS !</b>		PROJECT PORTFOLIO Chapter 3 (Project Selection and Portfolio Management): Discussion Questions 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10. Problems 3.9, 3.10, 3.11, 3.12, 3.13, and 3.14. case Study 3.2 (Project Selection at Nova Western, Inc.)
<b>WBCS !</b>		1) Describe the Payback Period, Net Present Value (NPV), Discounted Payback, and Internal Rate of Return (IRR) methods in selecting projects.
<b>WBCS !</b>		2) Describe the mechanism by which a project portfolio is created by an organization.
<b>WBCS !</b>		3) Be prepared to use Payback Period, Net Present Value (NPV), Discounted Payback, and Internal Rate of Return (IRR) methods in selecting projects.

---

SESSION #	DATE	TOPICS AND ASSIGNMENTS
7	2/5	DISCUSSION ON THE PROJECTS (WITH THE PROJECT MANAGERS)
<b>WBCS !</b>		<p>THE PROJECT MANAGER</p> <p>Chapter 4 (Leadership and Project Manager): Discussion Questions 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, and 4.8. Case Study 4.1 (In Search of Effective Project Managers).</p>
<b>WBCS !</b>		1) Discuss the reasons for projects being underfunded in terms of resources.
<b>WBCS !</b>		2) Describe the purposes for having project meetings.
<b>WBCS !</b>		3) Differentiate between task-oriented behaviors and team-maintenance behaviors for project meetings.
<b>WBCS !</b>		4) Differentiate between traditional and non-traditional roles of project champions.
8	2/7	SCOPE MANAGEMENT
<b>WBCS !</b>		Chapter 5 (Scope Management): Discussion Questions 5.1, 5.2, 5.3, 5.4, 5.6, and 5.7. Case Study 5.3 (Project management at Dotcom.com).
<b>WBCS !</b>		1) Briefly explain the elements of project scope management.
<b>WBCS !</b>		2) Be prepared to develop a Work Breakdown Structure (WBS).
<b>WBCS !</b>		3) Be prepared to develop a Project Charter.
9	2/12	INTRODUCTION TO PROJECT SCHEDULING
<b>WBCS !</b>		Chapter 9 (Project Scheduling: Networks, Duration Estimation, and Critical Path, Pp. 296-311): Discussion Questions 9.1, 9.2, 9.3, and 9.4. Problems 9.1, 9.2, 9.3, 9.4, and 9.5. Handout problem.
<b>WBCS !</b>		Chapter 10 (Project Scheduling: Lagging, Crashing, and Activity Networks, Pp. 348-356): Discussion Questions 10.2, 10.7, 10.8, and 10.9. Problem 10.1, 10.2, 10.3, and 10.4.
<b>WBCS !</b>		1) Differentiate between Gantt charts and networks.
<b>WBCS !</b>		2) What is the difference between Activity-On-Node and Activity-On-Arrow networks?
		3) Be prepared to draw a Activity-on-Node (AON) network, an Activity on Arrow (AOA) network, and a Gantt Chart.
10	2/14	IN-CLASS WRITTEN EXAM # 1

SESSION #	DATE	TOPICS AND ASSIGNMENTS
11 <b>WBCS !</b>	2/19	<p><b>PROJECT SCHEDULING</b> Chapter 9 (Project Scheduling: Networks, Duration Estimation, and Critical Path, Pp. 311-324): Discussion Questions 9.5 and 9.6. Problems 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, and 9.12. Handout problem.</p> <p>1) Be prepared to identify the critical path(s) in a project network and discuss methods of “crashing” a project.</p>
12 <b>WBCS !</b>	2/21	<p><b>PROJECT SCHEDULING USING MICROSOFT PROJECT</b> Chapter 9 (Project Scheduling: Networks, Duration Estimation, and Critical Path): Microsoft Project Exercises 9.1, 9.2, and 9.3.</p> <p>1) Be prepared to compute the critical path using Microsoft Project software.</p>
13 <b>WBCS !</b>	2/26	<p><b>IN-DEPTH PROJECT SCHEDULING</b> Chapter 10 (Project Scheduling: Lagging, Crashing, and Activity Networks): Discussion Questions 10.1, 10.3, 10.4, 10.5, and 10.6. Problem 10.5, 10.6, and 10.7.</p> <p>1) Be prepared to estimate the cost of “crashing” a project. 2) Differentiate between “normal” time and “crash” time. 3) Differentiate between “normal” cost and “crash” cost.</p>
14	2/28	<p><b>SUBMISSION OF LIST OF QUESTIONS/ISSUES FOR DISCUSSION WITH THE PROJECT MANAGERS AND MID-SEMESTER REPORT ON PROJECT</b></p> <p><b><u>IN-PROJECT SCHEDULING USING MICROSOFT PROJECT (Room 221 Bryan Building)</u></b></p> <p>Chapter 10 (Project Scheduling: Lagging, Crashing, and Activity Networks): Microsoft Project Exercises 10.1, 10.2, 10.3, and 10.4.</p> <p>1) Be prepared to “crash” projects using Microsoft Project software.</p>

SESSION #	DATE	TOPICS AND ASSIGNMENTS
15 <b>WBCS !</b>	3/12	<b>RISK MANAGEMENT</b> Chapter 7 (Risk Management): Discussion Questions 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, and 7.10. Case Study 7.3 (Classic Case: Tacoma Narrows Suspension Bridge).
<b>WBCS !</b> <b>WBCS !</b> <b>WBCS !</b>		1) Define project risk. 2) Distinguish between the four stages of project risk. 3) Describe the five primary causes of project risk and four major approaches to risk identification.
<b>WBCS !</b> <b>WBCS !</b>		4) Discuss the four primary risk mitigation strategies. 5) Explain the Project Risk Analysis and management (PRAM) process.
16 <b>WBCS !</b>	3/14	<b>COST ESTIMATION AND BUDGETING</b> Chapter 8 (Cost Estimation and Budgeting): Discussion Questions 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, and 8.12. Problems 8.1, 8.2, 8.3, 8.4, 8.5, and 8.6. Case Study 8.2.
<b>WBCS !</b> <b>WBCS !</b>		1) Differentiate between the types of common project costs. 2) Distinguish between the direct and indirect costs, fixed and variable costs, recurring and non-recurring costs, and normal and expedited costs.
<b>WBCS !</b> <b>WBCS !</b>		3) Apply “ballpark” estimates and definitive estimates. 4) Be able to compute the fully loaded labor cost.
17 <b>WBCS !</b>	3/19	<b>COST ESTIMATION AND BUDGETING WITH MICROSOFT PROJECT (Room 221 Bryan Building)</b> Chapter 8 (Cost Estimation and Budgeting).
<b>WBCS !</b>		1) Be prepared to compute the time-phased costs of a project using Microsoft Project software.
18	3/21	<b>IN-CLASS WRITTEN EXAM # 2</b>

SESSION #	DATE	TOPICS AND ASSIGNMENTS
19 WBCS !	3/26	<p><b>RESOURCE MANAGEMENT</b></p> <p>Chapter 12 (Resource Management): Discussion Questions 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, and 12.8. Problems 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, and 12.9. Case Study 12.1 (The Problems of Multitasking).</p>
WBCS !		1) Discuss the variety of constraints that can affect a project, making scheduling and planning difficult.
WBCS !		2) Be prepared to apply resource loading techniques to project schedules to identify potential resource overallocation situations.
WBCS !		3) Be prepared to apply resource-leveling procedures to project activities over the baseline schedule using appropriate prioritization heuristics.
WBCS !		4) Describe the steps necessary to effectively smooth resource requirements across the project life cycle.
WBCS !		5) Apply resource management techniques within a multi-project environment.
20	3/28	<p><b>SUBMISSION OF INDIVIDUAL WRITTEN ASSIGNMENT</b></p> <p><b>PROJECT EVALUATION AND CONTROL</b></p> <p>Chapter 13 (Project Evaluation and Control): Discussion Questions 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.8, 13.9, 13. 10, and 13.11. Problems 13.1, 13.2, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 13.10, and 13.11. Case Study 13.1 (The IT Department of Kimble College).</p>
WBCS !		1) Describe the four key steps in a general project control model.
WBCS !		2) Discuss the strengths and weaknesses of common project evaluation and control methods.
WBCS !		3) Describe how Earned Value Management can assist project tracking and evaluation and for portfolio analysis.
WBCS !		4) Describe the advantages of Earned Schedule methods for determining project schedule variance, schedule performance index, and estimates to completion.
		5) Be prepared to draw the S-curve of the expected cumulative budget expenditures and compute the Schedule Performance Index.
21 WBCS !	4/2	<p><b>RESOURCE MANAGEMENT USING MICROSOFT PROJECT (<u>Room 221 Bryan Building</u>)</b></p> <p>Chapter 12 (Resource Management): Microsoft Project Exercises 12.1, 12.2, 12.3, and 12.4.</p>
WBCS !		1) Develop a resource usage view of a project using Microsoft Project software.

---

SESSION #	DATE	TOPICS AND ASSIGNMENTS
22	4/4	<b>PROJECT EVALUATION AND CONTROL USING MICROSOFT PROJECT (Room 221 Bryan Building)</b>
<b>WBCS !</b>		Chapter 13 (Project Evaluation and Control): Microsoft Project Exercises 13.1, 13.2, 13.3, 13.4, 13.5, and 13.6.
<b>WBCS !</b>		1) Be prepared to develop a resource usage view of a project using Microsoft Project software.
23	4/9	<b>PROJECT TEAM BUILDING, CONFLICT, AND NEGOTIATION</b>
<b>WBCS !</b>		Chapter 6 (Project Team Building, Conflict, and Negotiation, Pp. 186-215): Discussion Questions 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, and 6.9. Case Study 6.1 (Columbus Instruments).
<b>WBCS !</b>		1) Describe the building of a project team.
<b>WBCS !</b>		2) Discuss the characteristics of effective project teams.
<b>WBCS !</b>		3) Elaborate on why project teams fail.
		<b>PROJECT CLOSEOUT, TERMINATION, AND TRANSITION</b>
<b>WBCS !</b>		Chapter 14 (Project Closeout and Termination, Pp. 477-497: Discussion Questions 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10, 14.11, 14.12. Case Study 14.1 (New Jersey Kills Hudson River Tunnel Project).
<b>WBCS !</b>		1) Differentiate between project closeout, termination, and transition.
24	4/11	<b>ADVANCED TOPICS IN PLANNING AND SCHEDULING</b>
<b>WBCS !</b>		Chapter 11 (Advanced Topics in Planning and Scheduling, Pp. 366-391): Discussion Questions 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11, 11.12, 11.13, and 11.14. Case Study 11.1 (It's an Agile World).
		1) Compare and Contrast Agile Project Management and Extreme programming (XP).

---

SESSION #	DATE	TOPICS AND ASSIGNMENTS
24	4/16	<p><b>SUBMISSION OF TERM PAPER (ALONG WITH THE SIX SLIDES FROM THE POWERPOINT PRESENTATION)</b></p> <p><b>TERM PAPER PRESENTATIONS</b></p> <p>1) Describe three important aspects from each of the three term paper presentations.</p>
25	4/18	<p><b>TERM PAPER PRESENTATIONS</b></p> <p>1) Describe three important aspects from each of the three term paper presentations.</p>
26	4/23	<p><b>TERM PAPER PRESENTATIONS</b></p> <p>1) Describe three important aspects from each of the three term paper presentations.</p>
27	4/25	<p><b>TERM PAPER PRESENTATIONS</b></p> <p>1) Describe three important aspects from each of the two term paper presentations.</p>
28	4/30	<p><b>THE FUTURE OF PROJECT MANAGEMENT</b></p> <p>1) Describe the challenges in managing projects in the future. 2) Identify three important things you learnt in this course. Would those issues affect your professional life? If so, how so? If not, why not?</p>
29	5/3	<p><b>FINAL EXAM (150 Minutes)</b> <b>(3:30 p.m. to 6:00 p.m.)</b></p>

**SCM 3042-01**  
**MANAGING AND ORGANIZING PROJECTS**  
**SPRING 2019**

**PROCEDURE FOR TERM PAPER ASSIGNMENT**

- 1) Project teams (consisting of three/four members) will be formed and assigning of projects will be completed by January 22<sup>nd</sup>, 2019. It would be appropriate for each member to take on a different role. A time-keeper could keep the team members focused in the meetings as well as ensuring that the assigned work is being completed so that appropriate deadlines are met. A visit co-ordinator could serve as a liaison in fixing the visits as well as making telephone calls for collecting additional materials as necessary. A scribe/editor could be taking notes at each meeting as well as editing the materials submitted by the members of the team. A material organizer could ensure that all the materials (including references, appendices, and letters) are complete (in terms of content and coverage as per the schedule of sessions given in the memorandum of understanding). A project management approach in doing the assignment would certainly go a long way in enhancing the quality of the work as well as the timely completion of the term paper.
- 2) Determine team availability for meeting times and places. Schedule a team meeting (even if it were for a very short time period) every week. If this is not feasible exchange ideas/messages electronically.
- 3) Plan on having an initial meeting or being an observer at one of the meetings of the host department/project team by the middle of February 2019. That would enable you to get an initial feel for the project being studied. Also, that will help the students in developing the outline and list of questions for the term paper.
- 4) During the February 1<sup>st</sup> through the 15<sup>th</sup>, 2019 period, it would be appropriate to prepare a detailed outline of your paper. Before making the visit to the facility, as a team, "brainstorm" and make a list of questions that you would like to ask during your interviews and visits. This will help you to include all the key issues. Feel free to use the list of objectives provided in the Schedule of Sessions section of the MU in creating the list of questions/issues prior to the visit. Submit a status report of the project along with a list of your questions/issues to the professor latest by February 28<sup>th</sup>, 2019.
- 5) Be well prepared for the interviews/visits by utilizing the five hours of interview/meeting time with the managers of the concerned project. Spend the time fruitfully in the interview meetings. There should not be any inhibitions in asking the relevant questions about the issues concerned. If permission is granted by the organization, audio/video record your interview/visit. This would aid in the accurate gathering of information for the term paper.
- 6) Send a "letter of thanks" to the individual(s) concerned one day after the last visit. In this letter you need to indicate that a copy of the paper will be sent by May, 2019. A copy of this letter needs to be turned in with your paper. This is mandatory.
- 7) Meet (as a team) as soon as you can after the visit to discuss the issues that you have learned. If there are any unanswered questions, call the contact person in the organization for a telephonic interview.
- 8) Meet as a team to discuss the preparation of the final paper.
- 9) The original and a copy (for the organization) of the term paper (along with six slides form the Powerpoint presentation and a copy of the "letter of thanks" mentioned earlier) should be handed over to the faculty member (at the beginning of the class period) on April 16<sup>th</sup>, 2019. Late submissions will not be accepted.

**PEER EVALUATION FORM (TO BE SUBMITTED ON APRIL 25<sup>TH</sup>, 2019)**

Your Name: \_\_\_\_\_

Team Number: \_\_\_\_\_

Please use this form to rate the performance of your project team members. These ratings will be used to adjust (if necessary) the grade received by individual team members on the term project. Please do not rate your own performance. Written comments must be provided on the reverse of this sheet. Your ratings and comments on this form will be strictly confidential and hence please turn in this form individually (not in a team). Use the following scale for circling the performance of each team member:

1) Absolutely dissatisfied    2) Dissatisfied    3) Satisfied    4) More than satisfied    5) Delighted

Name of Team Member #1: \_\_\_\_\_

Name of Team Member #2: \_\_\_\_\_

Name of Team Member #3: \_\_\_\_\_

A. Punctuality and participation in team meetings (including visit to facility):

Team Member # 1	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 2	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 3	1	2	3	4	5
-----------------	---	---	---	---	---

B. Dependability to complete assigned work to meet dead lines at each stage of the project:

Team Member # 1	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 2	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 3	1	2	3	4	5
-----------------	---	---	---	---	---

C. Quality of work done at each stage of the project:

Team Member # 1	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 2	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 3	1	2	3	4	5
-----------------	---	---	---	---	---

D. Based on the ratings in categories A-C, the overall contribution in the completion of the project:

Team Member # 1	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 2	1	2	3	4	5
-----------------	---	---	---	---	---

Team Member # 3	1	2	3	4	5
-----------------	---	---	---	---	---

If a team member does not turn in this form (duly completed) by April 25<sup>th</sup>, 2019, 4 points will be deducted from the team score for that individual. If a team member receives an average rating of 2 or less on category D (overall contribution), then 8 points will be deducted from the team score on the term paper for that individual. If a team member receives an average rating of 1 on category D (overall contribution), then 15 points will be deducted from the team score for that individual.

The following extreme descriptors (on the five-point scale) should be used:

- A. Punctuality, cooperation, and contribution in team meetings (including visits to organization):
1. Did not arrive on time for most of the meetings. Did not cooperate (that is, was a “naysayer” most of the time). Did not contribute to the team discussions/meetings; was rarely prepared.
  5. Was always punctual for the meetings with substantial preparation in advance. Outstanding level of cooperation and engagement to handle the tasks at hand with a positive “can do” attitude. On occasion, would also help out (and motivate) the other members of the team to do their best.
- B. Dependability to complete assigned work to meet deadlines at each stage of the project:
1. Did not complete assigned work on time or submitted work at the last minute therefore giving the other team members very little time to respond with comments or by action. Always had excuses on why tasks were not done.
  5. Always completed his/her task(s) well ahead of schedule. Never missed a task milestone and hence never produced an excuse for *why* work was not done. On occasion, helped others to complete their tasks on time.
- C. Quality of work done at each stage of the project:
1. Work done was always incomplete. The others had to step in to complete the work. The work was sloppy with poor grammar, spelling errors and calculation mistakes.
  5. The work done was of an outstanding caliber with an excellent writing style and demonstrating excellent depth and breadth of analysis. Came up with integrative and innovative ways to represent results and/or organize the paper and presentation.

Comments (Required) on Strengths and Areas for Improvement for Individuals and the Team:

---



---



---



---



---



---