COURSE DESCRIPTION

Project Management is one of the most critical elements in the competitiveness and growth of organizations. Projects are the drivers of innovation and change and no organization can survive today without projects. Effective leaders in today's leading companies must be effective project managers. Furthermore, almost every business graduate may sooner or later be asked to manage a project. This course presents the classical foundations of project management and introduces students to the world of real-life project problems. Upon completion of this course, students will understand the basic concepts and critical factors of initiating, planning, organizing, controlling, and running a project. They will be able to develop a project plan, build a project team and adapt their project management style to the unique project characteristics. Course topics will include: project initiation, project success dimensions, integration, scope, planning, controlling and monitoring, time, cost and risk management, project organization, project teamwork, and project adaptation. The course will also advise students how they could prepare themselves for the PMP Exam of the Project Management Institute in order to become Professional Project Managers.

COURSE MATERIALS

Required HBP packet: a case study and a simulation https://hbsp.harvard.edu/import/853829


LEARNING GOALS AND OBJECTIVES

After completing this course, you should be able to:
1. Understand why project management is used in business.
2. Understand the various organizational structures for a project.
3. Clearly define project objectives and task flow.
4. Use tools such as project phase chart, PERT, and CPM to effectively manage projects.
5. Use metrics to gauge project progresses.
6. Identify and takes steps to mitigate project risks.
7. Close out a project.

PREREQUISITES

NA.

FORMAT OF THE COURSE (Quasi-Tactics)

- Lectures
- Textbooks
- Case discussion
- Individual assignments & exams

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy http://academicintegrity.rutgers.edu/

I will strongly enforce this Policy and pursue all violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through SafeAssign or Turnitin, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

EVALUATION AND GRADING

<table>
<thead>
<tr>
<th></th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam (multiple choices &amp; problems)</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final exam (multiple choices &amp; problems)</td>
<td>25 pts</td>
</tr>
<tr>
<td>Individual assignments (problem based)</td>
<td>20 pts</td>
</tr>
<tr>
<td>Team project</td>
<td>35 pts</td>
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<tr>
<td>Total</td>
<td>100 pts</td>
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</tbody>
</table>
GRADE VALUE: A: 95% above, A- : 90% to 94.4%, B+: 87.5% to 89.4%, B: 85% to 87.4%, B- : 80% to 84.4%, C+: 77.5% to 79.4%, C: 75%-77.4%, C- : 70%-74.4%, D: 60%-69.4%, F: less than 60% (0.5 and above will be rounded upwards, 0.4 and below will be rounded downwards). Please note that your final grade may or may not be curved.

TEAM PROJECT

Learners will form groups of approximately five members each. Each group will explore a project concept related to various issues we encountered during the COVID. Groups can choose topics such as addressing PPE shortage, scheduling elective surgeries, preparing for massive vaccinations, or home delivery, etc.

Ideally, the chosen issue and solutions should be closely related to your major(s). Each group should propose a conceptual solution to address corresponding issues and propose project initiation, planning documents as if the project will be implemented within six months with the budget limit not exceeding $2 million dollars per project. Please plan on covering at least the following in your project proposal.

It is OK to add additional information items as team see fit. Each team needs to work on distinct projects and therefore it is important for you to send in your project idea in the first week of the semester.

- Description of the project deliverable
- Issues/problems that will be addressed by this project
- Market analysis
  - Gap analysis - what have been addressed by establish industry practices and what still needs to be addressed?
- Analysis-qualitative and quantitative (as appropriate)
- If you were to initiate the project to address those issues/problems, how would you approach the project?
  - Project charter
  - WBS
  - Schedule (CPM)
  - Resource (Cost)
  - Risk management plans
  - Procurement management plans
  - Quality management plans
  - Projected outcome

Towards the end of the semester, each team is expected to turn in a project folder with all necessary documents listed above, along with relevant supporting information/materials. Please use APA citation format to organize your write-up. In addition, each team will have 25 minutes to present their findings with up to 5 minutes for questions.

Please find two separate rubrics, one for your write up and another for your presentation in the following:

- Final project proposal write up
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice (60%)</th>
<th>Competent (80%)</th>
<th>Proficient (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of Issues/Problems</strong></td>
<td>Identifies and demonstrates acceptable understanding of part of the issue/problem.</td>
<td>Identifies and demonstrates an accomplished understanding of the issue/problem.</td>
<td>Identifies and demonstrates a sophisticated understanding of the main issue/problem and its impact on the industry.</td>
</tr>
<tr>
<td>Weight 10.00%</td>
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<tr>
<td><strong>Industry/Gap analysis</strong></td>
<td>Presents a superficial or incomplete analysis of the identified issue; did not elaborate in details on how the issue has been addressed and did not discuss what the proposed project intend to address the issue.</td>
<td>Presents a thorough analysis of how the identified issue has been addressed in the industry; provide an overview of what could have been done to address the issue, yet did not elaborate on how the proposed project might address the issue.</td>
<td>Presents an insightful and thorough analysis of how the identified issue has been addressed in the industry, discuss what could have been done differently, and elaborate in details how the proposed project intends to fill the gap.</td>
</tr>
<tr>
<td>Weight 15.00%</td>
<td></td>
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<tr>
<td><strong>Project Documentations</strong></td>
<td>Provides most of documentations including project charter, WBS, schedule, resource, risk/procurement/quality management plans. The final submission reflects a lack of project planning and a lack of execution of project management concepts.</td>
<td>Provides a complete set of documentations including project charter, WBS, schedule, resource, risk/procurement/quality management plans. The final submission illustrates a well-designed project planning process as well as a good execution of project management concepts.</td>
<td>Provides a complete set of documentations including project charter, WBS, schedule, resource, risk/procurement/quality management plans. The final submission illustrates a thorough project planning process as well as an excellent execution of project management concepts.</td>
</tr>
<tr>
<td>Weight 45.00%</td>
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<tr>
<td><strong>Supporting material</strong></td>
<td>Insufficient information was obtained and/or sources lack validity and/or no formal APA citation format. Analysis and design considerations were not supported by the information collected.</td>
<td>Sufficient information was obtained and most sources were valid and in APA format. Analysis and design considerations were mostly supported by the information.</td>
<td>All relevant information was obtained and information sources were valid and in APA format. Analysis and design considerations were well supported by the information.</td>
</tr>
<tr>
<td>Weight 10.00%</td>
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<tr>
<td><strong>Teamwork</strong></td>
<td>Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.</td>
<td>The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.</td>
<td>The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration</td>
</tr>
<tr>
<td>Weight 10.00%</td>
<td></td>
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</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines.</td>
<td>Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization.</td>
<td>Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling errors.</td>
</tr>
<tr>
<td>Weight 10.00%</td>
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</table>
### Presentation grading rubrics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice (60%)</th>
<th>Competent (80%)</th>
<th>Proficient (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; Content</strong></td>
<td>Audience has difficulty following the presentation, unsupported assertions or illogical conclusions</td>
<td>Logical sequence of information allows the audience to follow presentation from introduction through conclusion, assertion support chain evident</td>
<td>Information presented in logical, interesting, and flowing sequence from introduction through conclusion &amp; content depth supports assertions and recommendations</td>
</tr>
<tr>
<td><strong>Weight 25%</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Research, Subject Knowledge, Resources</strong></td>
<td>Basic knowledge of subject is demonstrated, but elaboration is minimal or presenter fails to answer questions, references missing or limited research.</td>
<td>Presenter demonstrates in-depth subject knowledge, is at ease with material, answers questions thoroughly, solid research with cited references.</td>
<td>Presenter demonstrates expertise in subject through clear and concise explanation, elaboration, question and answer, and key points delivery. Credible, in-depth, and accurate research and data analysis with cited references that supports presentation.</td>
</tr>
<tr>
<td><strong>Weight 25%</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
<td>Limited visual aids support presentation.</td>
<td><strong>Weight 25%</strong></td>
<td>Clear and creative visual aids enhance the presentation, reinforce key points, and engage the audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Presenter’s pace is too slow or fast, jumps around, voice is low or unclear, multiple interjections distract audience, or fails to elaborate on key findings.</td>
<td>Presenter clearly and effectively communicates key ideas, speaking and pace comfortable for audience.</td>
<td>Presenter clearly and effectively communicates ideas and engages the audience, concise highlighting of key points is engaging.</td>
</tr>
<tr>
<td><strong>Weight 25%</strong></td>
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</tbody>
</table>

### COURSE POLICIES

1. The syllabus may be modified at the professor’s discretion to improve effectiveness and meet the needs of the class.
2. You are expected to be complete **all** scheduled sessions. The only exceptions follow those consistent with University policy. There may not be make-up exams or assignments.
3. You are expected to come prepared to the sessions. At a minimum this means that you have read and completed any assigned material or problems.
4. Please **silence your cell phone** and **refrain from text and IM messaging for sessions**.
5. **No electronic devices will be permitted during examinations.** The only possible exception will be calculators or laptops if exams are administered on-line.
6. Assignment Due Dates: **All assignments (including exams) are due when specified, not later.** All written assignments are to be typed and presented in a highly professional manner.
7. You are expected to check your Rutgers email and Canvas regularly for current course information. This will be the primary means of communication used for the course. “When in doubt, check your Rutgers email and Canvas.”

8. I encourage you to contact me with any questions that you have about the course through my email. Since I am teaching multiple different classes, please include the course number of 22:799:661 in your email subject line.

9. All University policies will be followed in this course.

COURSE SCHEDULE

(The course is available at https://rutgers.instructure.com/. Students are expected to monitor Canvas regularly for changes in the schedule and other important materials.)

Notes: 1 The schedule is an estimate and may change at the discretion of the Professor to improve the efficacy of the course based on the pace of the class.

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Focus</th>
<th>Key Tools &amp; Concept</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1       | Introduction, goals, overview of course | § Introductions, review syllabus and expectations  
|         |               | § Introductions to project management  
|         |               | § PMBOK framework & certifications | Syllabus & lecture notes  
|         |               | Chapters 1&2 from HJ2016  
|         |               | Form teams (4 members per team) |
| 2       | Project economics & Initiating projects | § Business strategy & methods for project selection  
|         |               | § NPV, payback period  
|         |               | § Cash flow, depreciation  
|         |               | § Project management process groups  
|         |               | § Defining business case  
|         |               | § Identifying Stakeholders  
|         |               | § Developing charter | Chapters 3-6 from HJ2016  
|         |               | Lecture notes  
|         |               | Assignment #1 available |
| 3       | Planning projects & work breakdown structure | § Project team integration  
|         |               | § Project scope management  
|         |               | § Introduction to work breakdown structure (WBS) | Chapter 7 from HJ2016  
|         |               | Lecture notes  
|         |               | Assignment #1 due  
<p>|         |               | Assignment #2 available |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Subtopics</th>
<th>References</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4    | Planning and schedule | § ID tasks and relationships  
§ Calculate schedule  
§ Critical path (CPM)  
§ Resource management  
§ Schedule compression techniques: Crashing and fast tracking | Chapter 7 from VE2015 Lecture notes | Assignment #2 due  
Team project initial submission due |
| 5    | Case discussion | ☄ In class exercise:  
Safe boat trip ltd.: Launching the flying ferries | HBP case from course pack |
| 6    | ProjectLibre | § Building a demo plan in ProjectLibre  
§ Mid-term review  
☄ In-class exercise: projectlibre practice | Pre-work: download software and review e-based lectures – see Canvas  
Team project discussion |
| 7    | Mid-term exam | Covers sessions 1-7 plus homework, cases and discussion |  |
| 8    | Executing project | § Deliverables  
§ Change requests  
§ Communication management  
§ Stakeholder management  
§ Issue logs | Chapters 11 & 12 from HJ2016 Lecture notes  
Assignment #3 available |
| 9    | Monitoring and controlling project | § Project integration management  
§ Project scope management  
§ Time, cost, and quality management  
§ Earned value analysis | Chapters 12 from HJ2016 Lecture notes  
Assignment #3 due |
| 10   | Project procurement and closure | § Customer acceptance / project completion form  
§ Contracts  
§ Transition plan / lessons learned | Lecture notes |
| 11   | Project team management & Agile | § Team composition  
§ Team dynamics  
§ Introduction to agile project management  
☄ In-class exercise: team analysis | Chapter 13 from HJ2016, PQ2011 Lecture notes  
Assignment #4 available |
| 12   | Project quality management & risk management | § Flowcharting & histogram  
§ Control charts  
§ Sources of risk  
§ Assess and identify Project Risk  
§ Mitigate and management of risk | Chapter 5 from VE2015 Lecture notes  
Assignment #4 due |
13  Project simulation  🎫 In-class exercise: project simulation  Course pack from HBP

14  Team project presentations  1. Submit printed copy of presentation to professor
2. Present your project to the class

15  Final exam

SUPPORT SERVICES


[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are pregnant, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek religious accommodations, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at http://vpva.rutgers.edu/.
If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via https://temporaryconditions.rutgers.edu.

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

If you are in need of mental health services, please use our readily available services.

[Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/]

[Rutgers Counseling and Psychological Services–New Brunswick: http://rhscaps.rutgers.edu/]

If you are in need of physical health services, please use our readily available services.

[Rutgers Health Services – Newark: http://health.newark.rutgers.edu/]

[Rutgers Health Services – New Brunswick: http://health.rutgers.edu/]

If you are in need of legal services, please use our readily available services: http://rusls.rutgers.edu/

Students experiencing difficulty in courses due to English as a second language (ESL) should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]
If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: http://www.ncas.rutgers.edu/rlc](http://www.ncas.rutgers.edu/rlc)

[Rutgers University-Newark Writing Center: http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

[Rutgers University-New Brunswick Learning Center: https://rlc.rutgers.edu/](https://rlc.rutgers.edu/)

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]