

THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS
Course Template for the Learning Outcomes System

School of Business
IIMT3603A - Project Management
2016-2017, Semester 1

GENERAL INFORMATION
<p>Instructor: Benjamin Yen</p> <p>Email: benyen@business.hku.hk Office: KKL803 Phone: 3917-5668 Consultation times: Tue/Thr 16:30 - 18:30 or by appointment</p> <p>Lecture Mon 14:30-17:20</p> <p>Tutor: Mr. Ian Chan (ichanhku@gmail.com, 3917-5165, KKL 605)</p> <p>Pre-requisites: ACCT1101 Introduction to Financial Accounting, and ECON1210 Introductory microeconomics</p>
COURSE DESCRIPTION
<p>This course focuses on the systems approach to planning, scheduling, control, and evaluation of business project management. The preliminary concepts, approaches, tools and techniques of project management are explored. Projects are temporary endeavors that organizations and individuals undertake to create a unique product or service. Projects are developed and managed through a defined set of procedures producing a consistent and effective management methodology. Special emphasis is placed on management and control of business related projects. The topics include management on scope, time, cost, quality, human resource, communication, risk, and procurement. This course is designed to integrate coursework in through the business case study, discussion, and completion of a team-based project.</p>
COURSE OBJECTIVES
<ol style="list-style-type: none"> 1. To provide students with understanding and applying the fundamental tools and techniques of project management. 2. To equip students with technical project management skills so as to contribute as a client, project team member or leader; 3. To further apply and internalize the knowledge of project management; 4. To gain insight into best practices and effective project management around the globe; and 5. To be able communicate effectively in both client and service provider languages of to successfully deliver projects.
PROGRAMME LEARNING OUTCOMES
<p>PLO1: Acquisition and internalization of knowledge of the programme discipline</p>

PLO2: Application and integration of knowledge PLO3: Inculcating professionalism and leadership PLO4: Developing global outlook PLO5: Mastering communication skills			
COURSE LEARNING OUTCOMES			
Course Learning Outcomes		Aligned Programme Learning Outcomes	
CLO1	Understand and apply fundamental tools and techniques of project management.	PLO1	
CLO2	Demonstrate sophistication and competency in design, analysis, and evaluation of project management systems in a technical environment.	PLO1 & PLO 2	
CLO3	Develop knowledge of principles, concepts, and methods in the leadership of complex projects from a systems perspective.	PLO2 & PLO3	
CLO4	Develop capabilities for understanding, assessing, and resolving human, technical, and administrative issues for global deployed projects.	PLO3 & PLO4	
CLO5	Develop capabilities to communicate effectively and to deliver projects successfully.	PLO5	
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected contact hour	Study Load (% of study)
T&L1.	Lectures: basic concepts and knowledge will be presented in the class through.	36	30%
T&L2.	Tutorial lab sessions: students practice concepts learned in class in the computer lab and work on examples with the tutor.	12	10%
T&L3.	Small group meeting & discussion: multiple discussion sessions with individual small group during the semester to provide the feedback and suggestions for course project and case study.	6	10%
T&L4.	Case based study and analysis: students express and share their ideas and questions on the case or articles related to project management in the class. These discussions encourage students to think about the class materials after class.	24	25%
T&L5.	Self study.	42	25%
Total		120	100%
Assessment Methods			
Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Written Assignment	Homework to explain the basic concepts and to apply the principle of project management. The students accomplish tasks using technologies covered in class. Through the	30%	CLO1, 2, & 3

	assignments they can acquire hands-on experience using these technologies.		
A2. In-Class Participation and Case Discussion	Participation and case study of analysis and syntheses of current issues of project management	10%	CLO1, 2, & 3
A3. Midterm Examination	Closed-book examination.	30%	CLO1, 2, & 5
A4. Group project presentation	Integration of knowledge of course subjects and practice for a business application.	15%	CLO1, 2, 3, 4 & 5
A5. Group Project Report	Integration of knowledge of course subjects and practice for a business application.	15%	CLO1, 2, 3, 4 & 5
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

Course Final Grade	Cumulative Score of all Assessment Tasks	Grade Descriptors
A+, A, A-	100 - 80%	Student has consistently demonstrated an excellent grasp of project plan, design, development, assessment, and quality as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+, B, B-	79 - 70%	Student has demonstrated a substantial grasp of project planning, design, development assessment, and quality as evidenced by above average performance in analysis and synthesis of student work.
C+, C, C-	69 - 60%	Student has demonstrated a fair grasp of project planning, design, development assessment, and quality as evidenced by average performance in analysis and synthesis of student work.
D+, D	59 - 50%	Student has demonstrated limited grasp of project planning, design, development assessment, and quality as evidenced by barely satisfactory performance in analysis and synthesis of student work.
F	<50%	Student has demonstrated very limited grasp of project planning, design, development assessment, and quality as evidenced by poor performance in analysis and synthesis of student work.

Assessment Rubrics for Each Assessment

A1. Written Assignment (30%)

Performance Level (with Score Range)	Assessment Rubrics for Written Assignment (100%)
Outstanding 100-80	– Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills, extended ideas such as element of own voice and opinion, originality, recommendation, and

	reflection.
Proficient 79-70	– Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills, good relational understanding such as a wide range and diversity of material beyond those provided in the course.
Competent 69-60	– Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills, with application of materials and without major errors of understanding.
Adequate 59-50	– Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation, barely adequate analytical and problem solving skills and with some error of understanding.
Fail <50	– Fail to meet a minimum standard of passing the examination with major errors in computation, inadequate analytical and problem solving skills and with major error of understanding or omission of explanation.

A2: In-Class participation / Group Case Discussion (10%)

Performance Level (with Score Range)	Assessment Rubrics for In-Class participation / Group Case Discussion (100%) (Frequency and quality of response in case study discussion)
Outstanding 100-80	– Consistently and actively contribute to the class discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives.
Proficient 79-70	– Actively contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising some thoughtful questions, occasionally synthesizing information obtained from readings and discussions and appropriately challenging assumptions and perspectives.
Competent 69-60	– Contribute to the case discussions and activities by providing relevant and helpful examples and analysis, identifying important issues, proposing creative and insightful solutions, raising thoughtful questions, synthesizing information obtained from readings and discussions, appropriately challenging assumptions and perspectives.
Adequate 59-50	– Contribute to the case discussions and activities by providing limited relevant and helpful examples and analyses, identifying some issues, proposing creative and insightful solutions and raising thoughtful questions.
Fail <50	– Do not contribute or make very few contributions to the class discussions and activities. Tend to provide only irrelevant examples and analysis, and to propose inappropriate solutions. Ideas shared are often unrelated to the topic being discussed.

A3. Midterm Examination (20%)

Performance Level (with Score Range)	Assessment Rubrics for Midterm Examination (100%)
Outstanding 100-80	– Achieve a standard of excellent performance in the assignment with very accurate computation and very good analytical and problem solving skills
Proficient 79-70	– Achieve a standard of good performance in the assignment with accurate computation and good analytical and problem solving skills.
Competent 69-60	– Master a standard of acceptable performance in the assignment with reasonable accuracy in computation and acceptable analytical and problem solving skills.
Adequate 59-50	– Demonstrate a standard of marginally acceptable performance in the assignment with some errors in computation.
Fail <50	– Fail to meet a minimum standard of passing the assignment with major errors in computation, inadequate analytical and problem solving skills.

A4. Group Project Presentation (20%)

Performance Level (with Score Range)	Assessment Rubrics for Group Project Presentation (100%)
Outstanding 100-80	<ul style="list-style-type: none"> – The presentation is excellent and well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone. – The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
Proficient 79-70	<ul style="list-style-type: none"> – The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone. – The presentation group is generally able to engage the audience and demonstrates a consistently high level of creativity, confidence, enthusiasm and capability in handling Q&A.
Competent 69-60	<ul style="list-style-type: none"> – The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone. – The presentation group attempts to engage the audience and show a moderate level of creativity, confidence, enthusiasm and capability in handling Q&A.
Adequate 59-50	– The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A.
Fail <50	<ul style="list-style-type: none"> – The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone. – The presentation group makes little effort to engage the audience and demonstrate very low level of creativity, confidence, enthusiasm and capability in handling Q&A.

A5. Group Project Report (20%)

Performance Level (with Score Range)	Assessment Rubrics for Group Project (100%)
<p>Outstanding 100-80</p>	<ul style="list-style-type: none"> - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective application of appropriate concepts / techniques /examples, which are nicely integrated to the analysis. - The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings by professionally synthesizing across both internal and external assessment. - Identify key issues for the application of project plan, design, development and assessment - All or almost all relevant issues of the application of project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation can be identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. - The recommendations are creative, practical, systematic, logical and aligned with the assessment and proposed changes. - The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan can align with the company’s needs and circumstances. - The report effectively arouses and maintains the reader’s interest. It is well organized, with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
<p>Proficient 79-70</p>	<ul style="list-style-type: none"> - Presentation of content is organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is insightful, critical, thorough, systematic and consistent. It is sufficiently supported by relevant and helpful fact/data, and effectively applies appropriate concepts / techniques /examples, which are nicely integrated to the analysis. - The overall assessment demonstrates a profound understanding of the company’s current situation and generates insightful overall findings. - All or almost all key issues of the application of IS/IT project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is identified and justified with sufficient evidence. The overall analysis is insightful, critical, thorough, systematic and consistent. - The recommendations are creative, practical, systematic, logical and aligned with the assessment and proposed changes. - The implementation plan is creative, practical, logical, well organized and justified with sufficient evidence. The plan is aligned with the company’s needs and circumstances. - The report effectively arouses and maintains the interest of the reader. It is well organized with clear coherence and smooth progression of ideas, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.
<p>Competent 69-60</p>	<ul style="list-style-type: none"> - Presentation of content is reasonably organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed.

	<ul style="list-style-type: none"> - The analysis is systematic, consistent, with some supports of fact/data, and moderate effective application of appropriate concepts / techniques /examples which are moderately integrated to the analysis. - The overall assessment demonstrates some understanding of the company's current situation and generates sufficient overall findings. - Some key issues of the application of IS/IT project plan, design, development and assessment are clearly and accurately identified from various perspectives. Highly relevant evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is identified and justified with limited evidence. The overall analysis is systematic and consistent. - The recommendations are systematic and moderately aligned with the assessment and proposed changes. - The implementation plan is moderately consistent and useful. The plan is moderately well aligned with the company's needs and circumstances. - The report is reasonably successful in arousing and maintaining the reader's interest. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. 	
<p>Adequate 59-50</p>	<ul style="list-style-type: none"> - Presentation of content is adequately organized, thorough, precise, articulated with clarity and fluency, and consistent with the analysis and recommendations followed. - The analysis is systematic, consistent, with some supports of fact/data, and adequate effective application of appropriate concepts / techniques /examples which are adequately integrated with the analysis. The overall assessment demonstrates limited understanding of the company's current situation and generates some findings. - Few key issues of the application of IS/IT project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is not fully identified and it is justified with limited evidence. The overall analysis is consistent. - The recommendations are of limited value to align with the assessment and proposed changes. - The implementation plan is moderately consistent and useful with some evidence. - The report is moderately skillful at arousing and maintaining the interest of the reader, It is of an appropriate length and tone, including proper and consistent referencing and citations without errors. 	
<p>Fail <50</p>	<ul style="list-style-type: none"> - Presentation of content is not well organized, unclear and not fluent. It is inconsistent with the analysis and recommendations followed. - The analysis is unsystematic, inconsistent, and insufficiently supported by facts/data. There is ineffective application of appropriate concepts / techniques /examples. The overall assessment demonstrates poor understanding of the company's current situation and generates poor findings. - Very few of the key issues of the application of IS/IT project plan, design, development and assessment are clearly and accurately identified from various perspectives. Limited evidence/fact is provided to support the argument. - The gap between the expected outcome and current situation is poorly identified and justified with evidence. The overall analysis is poor and inconsistent. - The recommendations are poor and inconsistent, and they are not aligned with the company's needs and circumstances. - The implementation plan is inconsistent and not useful, supported by limited evidence. The plan cannot help to align with the organizational business strategy and acquire competitive advantage. 	

– The report is not skillful at arousing and maintaining the reader’s interest. It is of an inappropriate length and tone, showing improper and inconsistent referencing and citations with errors.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Week		Subject	MM	Remark
1	(05/09)	<i>Introduction to Project Management</i> <ul style="list-style-type: none"> ▪ Course Outline ▪ Measures of Projects ▪ Trade-offs in Managing Projects 	1	
2	(12/09)	<i>Project Initiation, Selection and Planning</i> <ul style="list-style-type: none"> ▪ Project Initiation ▪ Project Selection ▪ Project Planning - Introduction 	2/6	(Project Grouping)
3	(19/09)	<i>Precedence Networks and Critical Path Methods</i> <ul style="list-style-type: none"> ▪ Project Activity Planning ▪ Precedence Network ▪ Critical Path Methods (CPM) 	8	HW#1 (Due: 29/09)
4	(26/09)	<i>Planning to Minimize Cost</i> <ul style="list-style-type: none"> ▪ Project Budgeting ▪ Managing Cash Flows ▪ Project Compression: Time-Cost Trade-offs 	7/9	(Project Proposal)
5	(03/10)	<i>Planning with Uncertainty</i> <ul style="list-style-type: none"> ▪ Classic PERT ▪ The Theory of Constraints and Project Buffer ▪ Project Compression with Uncertain Task Durations 	8	HW#2 (Due: 28/10)
6	(10/10)	(No Lecture)		(Project Plan)
7	(17/10)	(No Lecture) Reading Week		
8	(24/10)	<i>Resource Management</i> <ul style="list-style-type: none"> ▪ Resource Leveling Problem ▪ Resource Allocation Problem ▪ Resource Allocation with Random Task Durations 	9	
9	(31/10)	Midterm		
10	(07/11)	<i>Risk Management</i> <ul style="list-style-type: none"> ▪ Approaches for Analyzing Project Risk ▪ Contract Types and Relative Risk ▪ Risk Management Case Study 	6/7	(Project Review)
11	(14/11)	<i>Project Team and Organizational Relationships</i> <ul style="list-style-type: none"> ▪ Roles and Responsibility of Project Managers ▪ Organizational Structure and Project Management ▪ Subcontracting and Partnership 	3/4/5	HW#3 (Due: 24/11)

12	(21/11)	<i>Monitoring and Control</i> <ul style="list-style-type: none"> ▪ Design Effective Monitoring Systems ▪ Managing Multiple Projects ▪ Project Implementation, Closure, and Evaluation 	10/11 /12/1 3	
13	(28/11)	Case/Project Presentation & Wrap Up		(Project Report) (Due: 11/12)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

TEXTBOOK (cases, references and handouts will be distributed in the class)

- Project Management: A Managerial Approach (9th ed.)
by Jack R. Meredith and Samuel J. Mantel, Wiley, 2015
(Please contact university bookstore about e-version of this book)

REFERENCE BOOKS

- Project Management: Project Management, Management Tips and Strategies, and How to Control a Team to Complete a Project
By John Knight, CreateSpace Independent Publishing Platform, 2016
- Project Management: A Beginner's Guide To Effectively Manage Any Project Like The Pros Do
By Adam Richards, CreateSpace Independent Publishing Platform, 2015
- Project Management - Best Practices: Achieving Global Excellence (3rd ed.)
by Harold Kerzner, Wiley, 2014
- A Guide to the Project Management Body of Knowledge (PMBOK Guide) (5th ed.)
by Project Management Institute, 2013
- Effective Project Management: Traditional, Agile, Extreme (7th ed.)
by Robert K. Wysocki, Wiley, 2013
- The Goal: A Process of Ongoing Improvement (25th ed.)
by Eliyahu M. Goldratt and Jeff Cox, North River Press, 2012
- Project Management: A Systems Approach to Planning, Scheduling, and Controlling (11th ed.)
by Harold Kerzner, Wiley, 2013
- [Project Management: Tools and Trade-offs](#)
by Ted Klasterin, Pearson Learning Solutions, 2011
- Information Technology Project Management (6th ed.)
by Kathy Schwalbe, Course Technology, 2010
- Strategic Project Management Made Simple: Practical Tools for Leaders and Teams
by Terry Schmidt, Wiley, 2009
- Information Technology Project Management: Providing Measurable Organizational Value (3rd ed.)
by Jack T. Marchewka, John Wiley & Sons; 2009
- Project Management for Information Systems (5th ed.)
by James Cadle and Donald Yeates, Financial Times Management; 2007
- Project Management Case Studies (2nd ed.)
by Harold Kerzner, Wiley, 2006

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ (please specify)

COURSE POLICY

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism at <http://www.hku.hk/plagiarism/>

Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

- (a) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;
- (b) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (a) might be invoked.

ADDITIONAL COURSE INFORMATION

Late Penalty

All projects must be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

No. of days later than the due date	Deduction of the total point
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%