

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management Sciences
with effect from Semester A 2017 / 2018**

Part I Course Overview

Course Title: Project Management

Course Code: MS5223

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) MS5313 Managerial Decision Modeling

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to

- Introduce fundamental concepts of project management, with an emphasis on the trade-offs involved.
- Provide students with the tools and methodologies developed to assist project managers
- Enable students to apply the concepts and tools of project management through assignments, projects, and case studies.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Take decisions regarding the project portfolio in a company considering the medium/long term strategic goals, the financial impact, and available/required resources. (Ability) | 25% | | ✓ | |
| 2. | Plan to ensure that projects are completed on time and within budget, without compromising the quality or the scope. Demonstrate knowledge of project monitoring, risk management, communication management. (Ability) | 25% | | ✓ | |
| 3. | Recognize the importance of the role of the project management office as a key success factor, and the requirement of managing both the technical and socio-cultural dimensions of the project. (Attitude) | 20% | ✓ | | |
| 4. | Use contemporary project management software (e.g., Microsoft Project) to manage different stages of a project and spreadsheet models as decision support tool in project management. (Accomplishment) | 30% | | | ✓ |
| | | 100% | | | |

- A1: *Attitude*
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
- A2: *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
- A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|-------------------------|-------------------|----------|---|---|---|----------------------------|
| | | 1 | 2 | 3 | 4 | |
| Lecture | | ✓ | ✓ | ✓ | ✓ | |
| Exercises | | ✓ | ✓ | ✓ | ✓ | |
| Case studies and report | | ✓ | ✓ | ✓ | | |
| Examination (2 hours) | | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|--|----------|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: | | | | | 50% | |
| Exercises | ✓ | ✓ | ✓ | ✓ | 30% | |
| Case studies and report | ✓ | ✓ | ✓ | | 20% | |
| Examination: <u>50</u> % (duration: 2 hours if applicable) | | | | | | |
| Examination (2 hours) | ✓ | ✓ | ✓ | ✓ | 50% | |
| | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|----------------------------|-----------|--|---|---|--|---|
| 1. Exercises | | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills. |
| 2. Case studies and report | | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills. |
| 3. Examination | | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills. |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

An Overview of Project Management

The scope of project management. Defining project success. Defining the project manager's role; Defining the functional manager's role; Defining the Executive's role. The downside risk of project management. Classification of projects. Deferring views of project management. Concurrent project management concept. TQM in project management.

Management Issues

Organizing and staffing for project management. Project management bottlenecks. Effective time management. Managing the conflicts. Performance measurement. R&D project management. Predicting project success. Project management effectiveness.

Project Planning

Project specifications. Milestone schedules. Work breakdown structure. The planning cycle. Master production scheduling. Total project scheduling. Estimating activity time. Total PERT/CPA planning. Crash times. Alternative PERT/CPA models.

Computerized Project Management

Computerized project management. Project software evaluation.

Project Graphics

Bar (Gantt) chart. Other conventional project presentation techniques. Logic diagrams/network.

Pricing and Estimation

Pricing process. Pricing out the work. The pricing review procedure. Systems pricing. Estimating pitfalls. Estimating high-risk projects. Life-cycle costing.

Cost Control

The operating cycle. Cost account codes. Budgets. Variance and earned value. Cost control problems.

Trade-off and Risk Analysis in Project Management

Methodology of trade-off analysis. Industry trade-off preferences. Defining risk. Risk management methodology (risk assessment, risk analysis, risk handling).

Concurrent Engineering in Project Management

Understanding concurrent engineering. Project planning. Creeping Scope. Project management guidelines.

Merging Total Quality Management Techniques with effective Project Planning

Defining quality. The quality movement. The Taguchi approach. ISO 9000. The cost of quality. The seven quality control tools.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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|----|---|
| 1. | Erik W. Larson, Clifford F. Gray, Project management: the managerial process (6th ed.), 2014, NY: McGraw-Hill Education, New York |
| 2. | Eliyahu M. Goldratt, Critical Chain, latest edition, North River Press, Inc., MA 01230. |
| 3. | Kerzner, H., Project management: a systems approach to planning, scheduling and controlling (11th ed.), 2013, John Wiley & Sons, Inc. |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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|----|---|
| 1. | Project Management Institute, http://www.pmi.org/ |
| 2. | Hong Kong Chapter: http://www.pmi.org.hk/ |
| 3. | MS Project 2007 video tutorials: http://www.mhhe.com/business/ods/gray4e/Tutorials/VideoTutorials2007.html |
| 4. | International Journal of Project Management: http://www.elsevier.com/wps/find/journaldescription.cws_home/30435/description#description |