Course Description
This course introduces students to the basic tenets and components involved in project management. The primary objective is to provide frameworks that make it possible to track and measure project performance, overcome challenges and adapt to changes in a variety of professional environments. Specific topics covered in the course include project scope, time, cost, quality, human resources, communications, risk and stakeholder management and a variety of other operational issues that emerge during project planning, initiation, monitoring, and execution.

Course Objectives
1. Students will practice to identify and address project management issues, exercise judgment, and make business decisions by analyzing cases
2. Student will learn the PMI (Project Management Institute) recommended framework, practice concepts and vocabulary tested during PMP exam
3. Students will demonstrate competency across cultural settings and learn the impact of culture, gender, and age in project management discipline
4. Students will demonstrate ability to exercise ethical judgment pertaining to issues in project management

Course Structure
The course will consist of readings, case analysis, in-class tests and computer-based simulation.

It is important that you come to class prepared, having read the assigned materials and analyzed the cases. The more interaction and discussion we have the more we will gain from this course.

Every class will start with a mini multiple choice test, modeled off PMP test questions.

Significant part of the course will be taught through the use of cases that present both effective and, in some cases, ineffective applications of the project management process. You will place yourself in the role of the decision maker as you read through the situation, identify problems
examine the causes and consider alternative courses of action in light of the company’s objectives. The discussion of these cases will allow us to explore the interconnection between the business situation identified by each case and the project management issues that arise. The topics will be framed through supplemental readings from the text.

Finally, through computer-based simulation you’ll have a hands-on opportunity to explore the complexities of managing projects through a rapid experimentation. By setting and changing project parameters and observing effects on project outcomes, you’ll discover how scope, resources and schedule together with team dynamics and project organization combine to produce project success or failure.

Grading
Mini tests – 10%
Case Analysis/Class participation – 45%
Simulation – 10%
Exam – 35%

The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B-(2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their grades. Students must utilize their BC username and password to log on. If your username or password is not known, the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)


Case Packet (will become available at https://cb.hbsp.harvard.edu/cbmp/coursepacks. I’ll send a link to registered students a week before the first class)

Simulation is included into Case Packet


Text(s)/Readings (Recommended)
Cliff T. Ragsdale, Spreadsheet Modeling and Decision Analysis, 6th Ed, South-Western, Mason, OH, 2011

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are
distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the Summer Session Office at 617-552-3800 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates.

**Course Assignments**

It is expected that students will spend about 20 hours preparing for each of the 4 weekend classes. Students are expected to prepare the following assignments prior to the start of the class (please note that CP case selection might change till the end of August)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Prepare (by the start of the class)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td>Course Overview</td>
<td>PMBOK Ch1, 2, 3 (p3-61) HBR Ch1 (p3-29) CP: Learning by the case method, 9-376-241 CP: The AtekPC Project Management Office, 9-308-049</td>
<td>9/12</td>
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<tr>
<td>10/10</td>
<td>Scope Management</td>
<td>PMBOK Ch5 (p105-140) HBR Ch4 (p47-51), 5 (p53-56), 6 (p57-62), 7 (p65-71) CP: Acme Medical Imaging, 908D04</td>
<td>10/10</td>
</tr>
<tr>
<td>10/11</td>
<td>Time Management</td>
<td>PMBOK Ch6 (p141-192) HBR Ch8 (73-75), 9 (p77-85) Brown: Ch8 Modifying Project Schedules to Accommodate Time and Resources Constraints CP: American Constructors, Inc.: World Outreach Expansion Project, 910D16 CP: Cisco Systems, Inc.: Implementing ERP, 9-699-022</td>
<td>10/11</td>
</tr>
<tr>
<td>11/7</td>
<td>Cost Management</td>
<td>PMBOK Ch7 (p193-226), 8(p227-254), 12 (p355-389) HBR Ch19 (p143-147), 10(p87-96) Discuss: A Rush to Failure (HBR 10)</td>
<td>11/7</td>
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<tr>
<td>11/8</td>
<td>HR Management</td>
<td>PMBOK Ch9 (p255-285), 10 (p287-308), 13</td>
<td>11/8</td>
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