



IIMT3603 Project Management

GENERAL INFORMATION			
Instructor: Dr. Benjamin Yen			
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Consultation times: Tue/Thr 16:30 – 18:30 (or by appointment)			
Tutor: Mr. Ian Chan (chanhku@gmail.com) (TBC)			
Course website: Course Moodle page			
Other important details: NA			
Lecture	Tuesday	13:30-16:20	LE2 (TBC)
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, resources, organization, communication, risk, and procurement. This course is designed to integrate coursework through the business case study, discussion, and completion of a team-based project.</p>			
Pre-requisites: ACCT1101 Introduction to Financial Accounting, and ECON1210 Introductory microeconomics			
Co-requisite(s): NA			
Mutually exclusive: NA			
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; and5. To be able communicate effectively in both client and service provider languages to successfully deliver projects.			
FACULTY LEARNING GOALS (FLGs)			
FLG1: Acquisition and internalization of knowledge of the programme discipline			
FLG2: Application and integration of knowledge			
FLG3: Inculcating professionalism			
FLG4: Developing global outlook			

FLG5: Mastering communication skills			
FLG6: Cultivating leadership			
COURSE LEARNING OUTCOMES (CLOs) (Amendments must be approved by the Faculty Board.)			
Course Learning Outcomes		Aligned Faculty Learning Goals (FLGs)	
CLO1: Understand and apply fundamental concepts, tools and techniques of project management.		FLG1	
CLO2: Demonstrate sophistication and competency in design, analysis, and evaluation of project management in a business environment.		FLG1 & FLG2	
CLO3: Develop knowledge of principles, concepts, and methods in the leadership of complex projects from a systems perspective.		FLG2 & FLG3 & FLG6	
CLO4: Develop capabilities for understanding, assessing, and resolving human, technical, and administrative issues for global deployed projects.		FLG 3 & FLG 4 & FLG6	
CLO5: Develop capabilities to communicate effectively and to deliver projects successfully.		FLG 4 & FLG5	
COURSE TEACHING AND LEARNING ACTIVITIES			
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of study)
T&L1. Lectures. Key concepts, approaches, tools and techniques of project management will be discussed in the class.		36	30%
T&L2. Tutorial lab sessions. Students apply concepts learned in class for practical examples in the computer lab.		12	10%
T&L3. Small group meeting & discussion. Multiple discussion sessions in small group during the semester to provide the feedback and suggestions for case study and course project.		12	10%
T&L4. Case based study and analysis. Students express and share ideas and responses on the case questions or articles related to project management in the class. The discussion encourages students to reflect about main points after the class.		24	20%
T&L5. Self-study. Students preview, review, and reflect the course subjects.		36	30%
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 principles of project management.	30%	CLO1, 2, & 4
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 & 5
A3: Midterm Examination	Closed-book examination.	25%	CLO1, 2, & 4
A4: Group Project Presentation	Knowledge Integration of course subjects for a business application.	15%	CLO1, 2, 3, 4 & 5

A5: Group Project Report	Knowledge Integration of course subjects for a business application.	20%	CLO1, 2, 3, 4 & 5
	Total	100%	

Coursework / Examination Ratio: 75 % / 25 %

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	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-	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-	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	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	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 assignment 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 assignment 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 assignment 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 assignment 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 assignment 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 examination with very accurate computation and very good analytical and problem solving skills
Proficient 79-70	– Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills.
Competent 69-60	– Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills.
Adequate 59-50	– Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation.
Fail <50	– Fail to meet a minimum standard of passing the examination 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	<ul style="list-style-type: none"> - 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%)
Outstanding 100-80	<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

	<p>various perspectives. Highly relevant evidence/fact is provided to support the argument.</p> <ul style="list-style-type: none"> - 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, and 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 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, and systematic 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. - 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 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.

	<ul style="list-style-type: none"> - 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.
Adequate 59-50	<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 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.
Fail <50	<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 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

(MM: Main Reference)

Week	Subject	Reference	Remark
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1	(07/09)	Introduction to Project Management <ul style="list-style-type: none"> ▪ Course Outline ▪ Measures of Projects ▪ Trade-offs in Managing Projects 	<ul style="list-style-type: none"> ▪ [MM] Ch.1 ▪ Case - IT Projects ▪ PM Resources 	
2	(14/09)	Project Initiation, Selection & Planning <ul style="list-style-type: none"> ▪ Project Initiation ▪ Project Selection ▪ Project Planning - Introduction 	<ul style="list-style-type: none"> ▪ [MM] Ch.2/6 ▪ Proposal Examples 	(Project Grouping)
3	(21/09)	Precedence Networks & Critical Path Methods <ul style="list-style-type: none"> ▪ Project Activity Planning ▪ Precedence Network ▪ Critical Path Methods (CPM) 	<ul style="list-style-type: none"> ▪ [MM] Ch.8 ▪ Scheduling (1) 	HW#1 (Due: 01/10)
4	(28/09)	Planning to Minimize Cost <ul style="list-style-type: none"> ▪ Project Budgeting ▪ Managing Cash Flows ▪ Project Compression: Time-Cost Trade-offs 	<ul style="list-style-type: none"> ▪ [MM] Ch.7/9 ▪ Budgeting Guideline 	(Project Proposal)
5	(05/10)	Planning with Uncertainty <ul style="list-style-type: none"> ▪ Program Evaluation & Review Technique (PERT) ▪ The Theory of Constraints & Project Buffer ▪ Project Compression with Uncertain Task Duration 	<ul style="list-style-type: none"> ▪ [MM] Ch.8 ▪ Review - Probability 	HW#2 (Due: 23/10)
6	(12/10)	(No Lecture) Reading Week		
7	(19/10)	Resource Management <ul style="list-style-type: none"> ▪ Resource Leveling Problem ▪ Resource Allocation Problem ▪ Resource Allocation with Random Task Durations 	<ul style="list-style-type: none"> ▪ [MM] Ch.9 ▪ Scheduling (2) ▪ Simulation 	(Project Plan)
8	(26/10)	Midterm		
9	(02/11)	Project Team & Organizational Relationships <ul style="list-style-type: none"> ▪ Roles & Responsibility of Project Managers ▪ Organizational Structure & Project Management ▪ Subcontracting & Partnership 	<ul style="list-style-type: none"> ▪ [MM] Ch.3/4/5 ▪ Case - Project Team ▪ Case - Organization Type 	
10	(09/11)	Risk Management <ul style="list-style-type: none"> ▪ Approaches for Analyzing Project Risk ▪ Contract Types & Relative Risk ▪ Risk Management Case Study 	<ul style="list-style-type: none"> ▪ [MM] Ch.6/7 ▪ Case - Project Risks 	(Project Review)
11	(16/11)	Monitoring & Control <ul style="list-style-type: none"> ▪ Design Effective Monitoring Systems ▪ Project Communications Management ▪ Project Implementation, Closure & Evaluation 	<ul style="list-style-type: none"> ▪ [MM] Ch.10-13 ▪ Case - Bank under Risk 	HW#3 (Due: 29/11)
12	(23/11)	Project Procurement & Outsourcing <ul style="list-style-type: none"> ▪ Project Procurement & Outsourcing ▪ Managing Project in Challenging Time ▪ Case Study - Gap Phenomenon in IT Projects 	<ul style="list-style-type: none"> ▪ [MM] Ch.2/6 	
13	(30/11)	Case/Project Presentation & Wrap Up		Project Report (Due: 10/12)

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

- No textbook.
- References, handouts and cases will be posted on Moodle and/or distributed in the class

MAIN REFERENCE BOOK

- Project Management: A Managerial Approach (10th ed.) (MM)
by Jack R. Meredith and Samuel J. Mantel, Wiley, 2017

OTHER REFERENCE BOOKS

- Ronald Cook, Michael Harris, and Dennis Barber III. Management Consulting Projects: A Step-by-Step Experiential Guide 6th Edition, Kindle Edition Routledge; 6th edition (August 23, 2021)
- Jitesh J. Thakkar. Project Management: Strategic and Operational Planning. 1st Edition, Springer (August 20, 2021)
- Carl Scott and Richard A. Albritton. Information Technology Project Management, Wiley; 1st edition (August 17, 2021)
- Roel Grit. Project Management: A Practical Approach, Routledge; 5th edition (July 8, 2021)
- Gregory Usher. Project Management in the 21st Century: What You Need to Know About the Elephant, Eco-system and Experience, Springer; 1st edition (July 3, 2021)
- Seweryn Spalek. Data Analytics in Project Management. Auerbach Publications; 1st edition (June 30, 2021)
- Kent Guzman. Business Planner: Client & Project Management. Independently published (June 25, 2021)
- Darlington Akaiso. Project Management and Politics: Embarking on a Dangerous Critical Path. Soyounique Press (June 24, 2021)
- Stephen Hartley. Project Management: A practical guide to planning and managing projects. Routledge; 4th ed. (2020)
- Stewart R Clegg, Torgeir Skyttermoen, and Anne Live. Project Management: A Value Creation Approach. SAGE Publications Ltd; 1 edition (2020)
- Sandra F. Rowe. Project Management for Small Projects. Berrett-Koehler Publishers; 3rd ed. (2020)
- John M. Nicholas and Herman Steyn. Project Management for Engineering, Business and Technology. Routledge; 6th ed. (2020)
- Mark Phillips. The Practitioner's Handbook of Project Performance: Agile, Waterfall and Beyond. Routledge; 1st ed. (2019)
- Douglas Peyton Martin. Project Management Hacking: How to Manage Projects More Efficiently and Effectively in Less Time. Productivity Press; 1st ed. (2019)
- Project Management Institute. Project Manager Competency Development Framework, 3rd ed. (2018)
- Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK Guide), 6th ed. (2017)
- Erik W. Larson and Clifford F. Gray. Project Management: The Managerial Process. McGraw-Hill Education; 7 edition (February 7, 2017)
- Harold Kerzner. Project Management: A Systems Approach to Planning, Scheduling, and Controlling, Wiley, 12th ed. (2017)
- Amy S Hamilton. The Project Manager: Life Is a Project. Free Agent Press (2017)
- Javed Iqbal Saani. Managing Projects: Text and Cases. Amazon Digital Services LLC (2017)
- Thomas Keane. Project Management: Proven Principles in Agile Project Management for Successful Managers and Businesses. Independently published (2017)
- 50Minutes. Effective Project Management: Lead your team to success on every project. 50Minutes.Com (2017)
- Laurent Kummer. The Lean Project Manager: Six principles to do more with less in the project management world. Amazon Digital Services LLC (2017)
- Jack R. Meredith, Samuel J. Mantel Jr., Scott M. Shafer, and Margaret M. Sutton. Project Management in Practice. Wiley, 6th ed. (2016)
- Marcus Ries, Diana Summers. Agile Project Management: A Complete Beginner's Guide To Agile Project Management. CreateSpace Independent Publishing Platform (2016)
- John Knight. Project Management: Project Management, Management Tips and Strategies, and How to Control a Team to Complete a Project. CreateSpace Independent Publishing Platform (2016)

- Adam Richards. Project Management: A Beginner's Guide To Effectively Manage Any Project Like The Pros Do. CreateSpace Independent Publishing Platform (2015)
- Jeffrey K. Pinto. Project Management: Achieving Competitive Advantage. Pearson; 4th ed. (2015)
- Harold Kerzner. Project Management Case Studies . Wiley, 4th ed. (2013)
- Robert K. Wysocki. Effective Project Management: Traditional, Agile, Extreme. Wiley, 7th ed. (2013)
- Eliyahu M. Goldratt and Jeff Cox. The Goal: A Process of Ongoing Improvement , North River Press, 25 ed. (2012)
- Ted Klasterin. Project Management: Tools and Trade-offs. Pearson Learning Solutions (2011)
- Kathy Schwalbe. Information Technology Project Management. Course Technology, 6th ed. (2010)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

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

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

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 (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

e-learning platforms & materials

Course Moodle page

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%