



1. General Information

Course Subject	IIMT
Course Number	3603
Course Title	Project Management
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

Professor YEN, Ping-Chang Benjamin
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Subclasses: 1A

4. Course Description

Course Description	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.
Prerequisites	ACCT1101: Introduction to Financial Accounting ECON1210: Introductory Microeconomics
Mutually exclusive	BSIM4011: Project Management

5. Course Objectives

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 to successfully deliver projects.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand and apply fundamental concepts, tools and techniques of project management.	✓					
CLO2. Demonstrate sophistication and competency in design, analysis, and evaluation of project management in a business environment.	✓	✓				
CLO3. Develop knowledge of principles, concepts, and methods in the leadership of complex projects from a systems perspective.		✓	✓			✓
CLO4. Develop capabilities for understanding, assessing, and resolving human, technical, and administrative issues for global deployed projects.			✓	✓		✓
CLO5. Develop capabilities to communicate effectively and to deliver projects successfully.				✓	✓	

8. 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	28.1
T&L2. Tutorial lab sessions. Students apply concepts learned in class for practical examples in the computer lab.	16	12.5
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.	16	12.5
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	18.8
T&L5. Self-study. Students preview, review, and reflect the course subjects.	36	28.1
	Total: 128	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Written Assignment	Homework to explain the basic concepts and to apply the principles of project management.	30%	1,2,4
A2. In-Class Participation and Case Discussion	Participation and case study of analysis and syntheses of current issues of project management	10%	1,2,3,5
A3. Midterm Examination	Closed-book examination.	25%	1,2,4
A4. Group Project Presentation	Knowledge Integration of course subjects for a business application.	15%	1,2,3,4,5
A5. Group Project Report	Knowledge Integration of course subjects for a business application.	20%	1,2,3,4,5

Assessment Rubrics

A1. Written Assignment	
A+,A,A-	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.
B+,B,B-	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.
C+,C,C-	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.
D+,D	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.
F	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 and Case Discussion	Frequency and quality of response in case study discussion
A+,A,A-	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.
B+,B,B-	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.
C+,C,C-	Contribute to the case discussions and activities by providing relevant and helpful

Assessment Rubrics	
	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.
D+,D	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.
F	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	
A+,A,A-	Achieve a standard of excellent performance in the examination with very accurate computation and very good analytical and problem solving skills
B+,B,B-	Achieve a standard of good performance in the examination with accurate computation and good analytical and problem solving skills.
C+,C,C-	Master a standard of acceptable performance in the examination with reasonable accuracy in computation and acceptable analytical and problem solving skills.
D+,D	Demonstrate a standard of marginally acceptable performance in the examination with some errors in computation.
F	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	
A+,A,A-	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.
B+,B,B-	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.
C+,C,C-	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.
D+,D	The presentation shows adequate effort to engage the audience, and demonstrates creativity, confidence, enthusiasm and capability in handling Q&A.
F	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	
A+,A,A-	-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 /

Assessment Rubrics

	<p>techniques /examples, which are nicely integrated to the analysis.</p> <ul style="list-style-type: none"> -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, 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.
B+,B,B-	<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.
C+,C,C-	<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. -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.
D+,D	<ul style="list-style-type: none"> -Presentation of content is adequately organized, thorough, precise, articulated with

Assessment Rubrics

	<p>clarity and fluency, and consistent with the analysis and recommendations followed.</p> <ul style="list-style-type: none"> -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.
F	<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.

10. 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 limited grasp of project planning, design, development assessment, and quality as evidenced by barely satisfactory performance in analysis and synthesis of student work.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Readings	Assignments	Other information
1	Introduction to Project Management -course Outline -Measures of Projects -Trade-offs in Managing Projects	-[MM] Ch.1 -Case – IT Projects -PM Resources		
2	Project Initiation, Selection & Planning -Project Initiation -Project Selection -Project Planning - Introduction	-[MM] Ch.2/6 -Proposal Examples		(Project Grouping)
3	Precedence Networks & Critical Path Methods -Project Activity Planning -Precedence Network -Critical Path Methods (CPM)	-[MM] Ch.8 -Scheduling (1)	HW#1	
4	Planning to Minimize Cost -Project Budgeting -Managing Cash Flows -Project Compression: Time-Cost Trade-offs	-[MM] Ch.7/9 -Budgeting Guideline		(Project Proposal)
5	(No Lecture)			
6	(No Lecture) Reading Week			
7	Planning with Uncertainty -Program Evaluation & Review Technique (PERT) -The Theory of Constraints & Project Buffer -Project Compression with Uncertain Task Duration	-[MM] Ch.8 Review - Probability	HW#2	(Project Plan)
8	Resource Management -Resource Leveling Problem -Resource Allocation Problem -Resource Allocation with Random Task Durations	-[MM] Ch.9 -Scheduling (2) -Simulation		
9	Midterm			
10	Project Team & Organizational Relationships-Roles & Responsibility of	-[MM] Ch.3/4/5-Case - Project Team-Case - Organization Type		(Project Review)

11. Course Content and Tentative Teaching Schedule

	Project Managers-Organizational Structure & Project Management-Subcontracting & Partnership			
11	Risk Management -Approaches for Analyzing Project Risk -Contract Types & Relative Risk -Risk Management Case Study	-[MM] Ch.6/7 -Case - Project Risks	HW#3	
12	Monitoring & Control -Design Effective Monitoring Systems -Project Communications Management -Project Implementation, Closure & Evaluation	-[MM] Ch.10-13 -Case – Bank under Risk		
10	Case/Project Presentation & Wrap Up		Project Report	

12. Required/Recommended Readings & Online Materials

Reading	<i>The Analytics Edge</i> . Dimitris Bertsimas, Allison K. O'Hair, and William R. Pulleyblank. Dynamic Ideas LLC., 2016.
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13. 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

14. Course Policy

1. Academic dishonesty includes cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Academic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on an exam or other assignment.
2. An orderly learning environment is extremely important for this course. Disruptive behaviors are inconsiderate to other students as well as to the instructor, and are absolutely unacceptable. Talking during lectures, arriving to class late, and any other disruptions of mobile devices are not allowed; students who are responsible for any of these actions will be subject to academic penalty and will be asked to leave the classroom.

15. Additional Course Information

1. Lecture notes and self-learning materials will be uploaded on Moodle.
2. No late assignment submission will be accepted.
3. The instructor reserves all the rights to make necessary changes to the syllabus. If so, the changes will be announced as soon as possible.