



International Management Institute
Post Graduate Diploma in Management (PGDM)
Project Management (OM 606)
CREDIT: Full (3 credits)
SESSION DURATION: 90 Minutes

TERM: V
YEAR: 2017-2018
BATCH: II

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Office hours: 9: 30 a.m. - 5.30 p.m.

Course Introduction:

A project is **temporary** in that it has a defined beginning and end in time, and therefore defined scope and resources. And a project is **unique** in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal. So a project team often includes people who don't usually work together – sometimes from different organizations and across multiple geographies. The development of software for an improved business process, the construction of a building or bridge, the relief effort after a natural disaster, the expansion of sales into a new geographic market — all are projects. And all must be expertly managed to deliver the on-time, on-budget results, learning and integration that organizations need. **Project management**, then, is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Course Objectives:

- a) To sensitize the student about the Project Management approach in business organizations.
- b) To make the students aware of the complete life cycle of the project.
- c) To impart knowledge to the students regarding the tools/ techniques to be used for effective project management.

At the end of the course, the students should be able to (learning Outcome):

- 1. Understand the importance of Project Management in business organizations
- 2. Plan, schedule and monitor projects using the tools and techniques discussed in the class

Pre-requisites for the course

Knowledge of basic mathematics including some statistics

Pedagogy

Pedagogy will be a combination of interactive lecture classes, problem solving in the class and some cases studies. *Students are expected to participate in the class and the onus of making the lecture interactive lies as much on the student as it does on the faculty.* Solving of problems shall be done in the class to help students develop quantitative analysis ability and understand application of theoretical concepts to real life situations. The course will be taught as per the session plan given in this document.

Evaluation criteria

End term exam	: 40 %
Class participation(Individual)	: 20%
Case Write-up (Team)	: 20%
Term Project	: 20%

Class Participation (Individual)

Class participation will be determined on the basis of a student's comments in each class session, including discussions of the non-graded assignments and readings. The instructor is highly biased towards comment quality as opposed to comment quantity.

In a typical session, one or more students will be asked to begin each discussion by addressing specific questions. If you have thoroughly prepared the case or reading, you should have no difficulty in handling such a lead-off request. After a few minutes of initial analysis and recommendations, the discussion will be opened to the rest of the class.

Some of the criteria that will be used to judge effective class participation include:

1. Is the participant a good listener?
2. Is the participant concise and articulate?
3. Are the points made relevant to the current discussion? Are they linked to the comments of others?
4. Do the comments show clear evidence of appropriate and insightful analysis of the case?
5. Is there a willingness to participate?

Written Assignments

In preparing the **four** written case analyses, please adhere to the following guidelines:

1. Work in groups of four to five students. **No groups of six will be permitted.**
2. Hand in one copy of the case write-up for each group.
3. **Written assignments are to be turned in** the classroom on the day they are due.
4. Please keep a copy of your write-up for your own use during class discussion.

5. **Written assignments must be less than 1500 words in length, accompanied by up to 6 supporting exhibits. This is a firm constraint.**
6. Exhibits should contain specific types of analysis, such as financial analysis, break-even charts, cost analysis, process-flow analysis, etc. Exhibits should contain any relevant supporting information that is too detailed for the body of the paper. Exhibits must not be simply an extension of the text.

No written solutions to the write-ups will be distributed, but rather will rely on the class session associated with the case to bring out the most important issues. The case write-ups will be graded using the following criteria (a version of these criteria will accompany your graded assignments):

Analysis

1. Does the paper contain analysis of the major issues?
2. Does the analysis incorporate properly the relevant tools?
3. Are assumptions made in the analysis stated explicitly?
4. Does the analysis isolate the fundamental causes of problems in the case?

Recommended Actions

1. Are the criteria for choosing among alternative recommendations stated?
2. Are the criteria appropriate?
3. Is the plan of action integrated in a logical way and linked to the analysis?
4. Is the action plan specific, complete and practical?
5. Is it likely that the recommendations will achieve their intended results?

Exhibits

1. Are the analyses in the exhibits done correctly?
2. Do the exhibits support and add to the text on key points?

Presentation

1. Is the paper too long?
2. Is the presentation of professional quality?
3. Is the paper logically consistent and effectively structured to sell its recommendations?

Term Project

For the term paper of the class, you will be working in teams to study and analyze various projects in view of what you have learned. The term paper has to be executed in various phases for which details will be shared in the class and the evaluation will be done on the basis of the milestones accomplished. The final phase of the term paper evaluation will be a presentation in the class. Presentations shall be evaluated for: *content, presentation style and communication, and response to questions*. Peer evaluation shall be done and all members of the group may not get the same grade.

Text book

Pinto, Jeffrey K., Project Management: Achieving Competitive Advantage, Pearson Education

Readings

Kloppenborg, Timothy J., Contemporary Project Management, Cengage Learning, Second Edition

Meredith, Jack, R and Mantel Samuel J., Project Management –A Managerial Approach, Wiley, Seventh Edition

Clifford F. Gray & Erik W. Larson., Project Management-The Managerial Process, Tata McGraw Hill, Third Edition

Session Plan

Topic	Session No.	Readings	Mapped Learning Outcome
Introduction to Project Management <ul style="list-style-type: none">• Projects vs other activities• Importance of Project Management• The Project Manager• Project life cycle• Project constraints Conceptualization of project <ul style="list-style-type: none">• Project Selection	1,2	Chapter 1 of text book Chapter 3 of text book	1, 2
Conceptualization of project <ul style="list-style-type: none">• Investment appraisal• Project Portfolio Management	3	Chapter 3 of text book	1, 2
Case study discussion and presentation	4	<ul style="list-style-type: none">• Case : Aadhaar : 'India's Unique Identification' System	1, 2
Planning for projects <ul style="list-style-type: none">• Project Plan• WBS• Project Cost and Budgets Planning for projects (contd.) <ul style="list-style-type: none">• Project Activity Scheduling• Networking Techniques : PERT and CPM• Gantt chart	5, 6	Chapter 5 and Chapter 9 of text book	2,
<ul style="list-style-type: none">• Network analysis (continued)	7, 8	Chapter 8 and Chapter 9 of text book	2,

Topic	Session No.	Readings	Mapped Learning Outcome
Risk Analysis in projects	9	Chapter 7	2
Case study discussion and presentation	10	<ul style="list-style-type: none"> Case: The Boeing 767: From Concept to Production (A) 	2
Organizing for projects <ul style="list-style-type: none"> Stakeholder Management Organizational Structure Forms of Organizational Structure Responsibility assignment matrix Implementation of projects <ul style="list-style-type: none"> Procurement and contracts 	11	Chapter 2	2
Case study discussion and presentation	12	<ul style="list-style-type: none"> Case study: AtekPC Project Management Office 	2,
Planning for Projects (Cont'd) <ul style="list-style-type: none"> Allocating Resources to the project Resource Loading Resource leveling Critical Path Method- Crashing a Project Critical Chain Project Scheduling 	13, 14	Chapter 10 Chapter 12 Chapter 11 of text book	2,
Project Execution <ul style="list-style-type: none"> Project S curve Milestone analysis Tracking Gantt Chart Earned Value Analysis 	15	Chapter 13 of text book	2
Case study discussion and presentation	16	<ul style="list-style-type: none"> Case study: BAE Automated Material Handling System 	2
Case study discussion and presentation	17	<ul style="list-style-type: none"> Case study: Teradyne Corporation-Jaguar Project 	2
Project Monitoring and Control <ul style="list-style-type: none"> Controlling Project Execution Evaluating The Project Project Closing	18-19	Chapter 13 Chapter 14	2
Presentations	20		1, 2