

### COURSE INFORMATION

Course title:	Project Management in Delivering Business Solutions		
Course code:	BAIT 510	Credits:	1.5
Session, term, period:	2019W2 P4-MBA	Class location:	HA 335
Section(s):	001	Class times:	Tue/Thu 10:00-12:00
Course duration:	Mar 09 to Apr 18, 2020	Pre-requisites:	N/A
Division:	AIS	Co-requisites:	N/A
Program:	MBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Zorana Svedic		
Phone:	604.822.9678	Office location:	HA 668
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### COURSE DESCRIPTION

We live in a world where change is inevitable. In order to survive, organizations need to develop innovative products and services, improve existing offerings and operations, and/or transform how they do business. Regardless of the industry, projects are considered as the means to achieve innovations, improvements and transformation.

Today, projects are indispensable for organizational results in government, for-profit, and non-profit organizations. As projects dominate our workplaces, managerial skills, techniques, and tools to manage projects efficiently and effectively have become a necessity.

In this course, we take a broad view of project management and utilize various knowledge areas outlined in the Project Management Institute's PMBOK as a structure for the class (i.e. project stakeholders, scope, time, cost, resources, communications, quality, and risk management).

NOTE: Although this course draws from the PMBOK – participation in this course does not yield PMI Professional Development Units.

### COURSE FORMAT

The main goal of this course is to acquaint students with frameworks, tools and techniques for successfully managing a project. Class sessions will usually start with a short lecture, followed by small group activities. Class notes for each session will be posted on the course website prior to each class. Students are required to review these notes and assigned readings before we apply these concepts in the class. In addition, students will have an opportunity to practice and apply project management skills via online project management simulation.

### LEARNING OBJECTIVES

By the end of this course, students will be able to assess what project management practices are needed for their projects and apply project management tools and techniques into their projects. Project management knowledge that students will acquire is general and applicable to all projects in all sizes and shapes. Therefore, the course is useful to those who will manage projects in any context.

### ASSESSMENTS

#### Summary

Component	Weight
Active Learning	30%
In-Class Quizzes	40%
Project Management Simulation	10%
Final Paper	20%
<b>Total</b>	<b>100%</b>

#### Details of Assessments

#### ACTIVE LEARNING (30%)

A graduate-level business course is most successful when there is active, thoughtful participation by each and every member. Every student is expected to attend all classes in full as specified by RHL Graduate School Attendance & Tardiness Policy. Attendance will be monitored.

**Individual (10%):** Every student is expected to participate in the class exercises and class discussions. Those who have not participated will not get any participation points. You will also be asked to self-evaluate your in-class participation.

**Group (20%):** Each class you will be assigned into random groups to complete various in-class activities. There will be a different group formed for each class.

Attendance alone does not guarantee full participation marks. Quality of contributions matters more than quantity. You must be in class to complete and receive credit for the activities. No make-up classes, activities or assignments will be offered.

#### IN-CLASS QUIZZES (40%)

There will be **four quizzes** throughout the term, each worth **10%**. Reviewing the class notes and assigned readings before class and paying attention in class will greatly increase your chance of getting higher score. You must be in class to complete these quizzes. **Missing quiz without Academic Concession will result in zero grade.**

### PROJECT MANAGEMENT SIMULATION (10%)

The Project Management Simulation offers students a hands-on opportunity to explore the complexities of managing projects through rapid experimentation. By setting and changing project parameters and observing effects on project outcomes, students will discover how scope, resources, and schedule – together with team dynamics and project organization – combine to produce project success or failure.

The PM Simulations will be auto-scored on four criteria: project scope, project schedule, project resources, and team process. However, in none of the scenarios you can get perfect scores, so the goal is to do the best you can with what you are given.

Students will run initial PM simulation scenario in-class, with easily achievable targets and even weighting between objectives. As a homework, students will continue to run additional PM Simulation scenarios with varied goals and challenges. The primary objectives are to execute a project plan successfully and deliver a competitive product on time and on budget. You can repeat these scenarios as many times as you wish before they close.

### FINAL PAPER (20%)

Instead of final exam, you will submit a paper describing your own **Reflections** on the **course**. During the course, we will cover various project management tools and techniques. This final assignment asks you to take a moment to reflect on what you have learned about project management and how you can apply these tools and techniques in your future projects. My goal is to get you to distill down the key lessons from the course and reflect on the impact of these on you as a learner.

You will also include a summary of the most valuable **Lessons Learned** from the **project management simulation**, pertaining to things that you did well or could have done better. Write about several issues, processes, or situations that had an impact on the project. Now that you have hindsight, describe what worked and what did not.

Final Paper is a TWO-PART **individual** assignment consisting of the following:

- **Cover Page:** include course number, assignment title, date, your name and student number
- **Reflection part:** 1000 words (+/- 100 words) – include the word count at the end of this part
- **Lessons Learned part:** 1000 words (+/- 100 words) – include the word count at the end of this part
- **References Page:** optional (use **APA Citation Style** for all sources)

**Format:** One document only in **PDF** format, Single Line Spacing, Normal Margins (i.e., 1”), standard Font type and size (e.g., Calibri, Arial, Helvetica; 11 point)

**Grading:** The paper will be graded based upon the depth of coverage and your effective communication of key lessons that you learned in this course. Each **part** will be marked out of **10 points** using the following scale: Below Expectations (5-6 pts), Meet Expectations (7-8 pts), Exceed Expectations (9-10 pts)

**Submission:** Final Paper PDF file is due online, on the day scheduled for the **final exam** via **Canvas Assignments**. Check **Canvas Assignments** for full details and specific deadlines! **Late submissions will NOT be accepted, and will receive zero grade!**

## LEARNING MATERIALS

**Course website:** Our primary means of electronic communication will be via Canvas course site. All course materials and instructions will be posted there:  
<https://canvas.ubc.ca/courses/35075>

**PMBOK: A Guide to the Project Management Body of Knowledge (PMBOK® Guide) 6<sup>th</sup> Edition**

By Project Management Institute (2017)

Available free online, via UBC Library website:

<https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=5180849>

**Project Management Simulation: Scope, Resources, Schedule V2**, Harvard Business School Publishing

In this single-player simulation, students take on the role of a senior project manager and manage a team tasked with developing a new product for an electronics manufacturing company.

Coursepack **BAIT 510 MBA 2019** available online (US \$15):

<https://hbsp.harvard.edu/import/689359>

## COURSE-SPECIFIC POLICIES AND RESOURCES

*Missed or late assignments, and regrading of assessments*

ALL assignments must be submitted on Canvas by the deadline! Contact instructor immediately if you are having any problems with the Canvas submission process.

**Late submissions will NOT be accepted, and will receive zero grade!**

In the event that you feel something was missed in the grading of your work (be it mathematical error or other), please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work. If you request a re-read, it will be read from scratch and your grade may go up or down. Each grade component is considered final one week after given to the class and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not already had the work re-read.

*Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### *Other Course Policies and Resources*

- **Professionalism.** Professionalism is required both in business and in the classroom. What does it mean in a learning environment? Coming to class on time and being prepared for the topic at hand. Listening to and respecting others (instructors and peers). Giving 100% of your attention to the course. Not distracting others with private conversations or off-topic behaviour. Students are expected to contribute during class discussions in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing. When someone is talking, it is expected that everyone will listen and not hold parallel conversations.
- **Phones.** Your phone should be on silent (vibrate turned off) and should be put away in bags. Do NOT use it in class unless specifically asked to do so by the Instructor.
- **Laptops or Tablets.** Expect to use pen and paper, not your mobile device, for note-taking in class. The default use of laptops/tablets is “lids-down” and you should only open up your laptop/tablet when Instructor asks you to do so for a specific task.

## **POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

#### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

(Subject to change with class consultation)

CLASS #	CLASS TOPICS	READINGS *	ASSIGNMENTS
Class 1 : 3/10	Intro to Project Management	PMBOK ch. 1, 2	Course Contract
Class 2 : 3/12	Project Initiation & Planning	PMBOK ch. 3	
Class 3 : 3/17	Scope Management (WBS)	PMBOK ch. 5	Quiz 1: classes 1-2
Class 4 : 3/19	Scheduling (Time)	PMBOK ch. 6	
Class 5 : 3/24	Scheduling (Cost)	PMBOK ch. 7	Quiz 2: classes 3-4
Class 6 : 3/26	Scheduling (Critical Path)		PM Simulation: Overview
Class 7 : 3/31	Resource Management	PMBOK ch. 9	Quiz 3: classes 5-6
Class 8 : 4/2	Risk Management	PMBOK ch. 11	
Class 9 : 4/7	Quality Management Communications Management	PMBOK ch. 8, 10	Quiz 4: classes 7-8
Class 10 : 4/9	Project Execution & Closure	PMBOK ch. 4, 13	Course Evaluation Self-Evaluation
Exam Period	Final Paper & PM Simulation Scenarios (A,B,C,D,E,F)		

\* PMBOK is to be used as a reference – you do not need to read this material in detail