

MGT 172R: Business Project Management

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Note: This syllabus may be updated and revised at a later date.

COURSE DESCRIPTION

As projects become more complex and acquire (a never before seen) global characteristic, the demands placed on the project manager and her team are also changing. Whether working for NASA designing and building a sub-system for the international space station or leading a small volunteer effort to organize a theater production, competent project leadership requires understanding how to allocate financial, material, time-based resources, and how to motivate and maintain focus of your project team. Good intentions cannot substitute for misdirected resource utilization, as is amply demonstrated by the fact that fully one-third of all projects fail and another third end up well below expectations.

Business projects are conceived for a wide array of purposes, such as product development, construction, enterprise software installation, process re-engineering, or service deployment. While each of these examples exhibit unique characteristics, a capable manager needs to focus on nearly similar constraints of people, money, and performance expectations; and each project requires the project manager to motivate and lead her team members, and to make the appropriate decisions on quality levels, cost expenditures, tradeoffs, and risks.

This course examines the theories and practices of the three inter-related areas in project management: methodologies for organizing the effort, quantitative tools for planning and monitoring the project, and inter-personal skills for leading and communicating with the various stakeholders of the project. The topics covered include the role of project and portfolio management, organizational structures and their influence on project management, managing scope and specifications, planning and network scheduling, monitoring and reporting, costing, risk management, and organizing for global project management.

COURSE OBJECTIVES

The course has three inter-related objectives

1. Define common project management concepts and vocabulary, and explain its applicability to team-based work.
2. Discuss the methodologies for organizing the effort, the quantitative tools for planning and monitoring the project, and the set of inter-personal skills for leading and communicating with the various stakeholders of the project.
3. Apply the concepts, the tools, and the frameworks to better manage team-based work for superior outcomes.

This course will utilize recorded lecture videos, quizzes and discussions every week, as well as homework, simulations, a group project, a midterm, and a final. This quarter-length course is designed for upper division undergraduate students. There are no specific pre-requisites for this course.

COURSE MATERIALS

This course does not require the purchase of a textbook. Instead, each week you will watch short lecture videos that align with the weekly content. The videos are already linked within the weekly module in the order you should watch them. You can also access all course videos in the course's Media Gallery.

Additionally, a carefully selected set of readings has been designed for this course. Please note, prior to clicking a link for a reading, you must use the VPN Client. After you have logged in using the VPN, then click to access the reading. In addition, I will occasionally post more topical reading material on Canvas.

The course schedule with more detailed information can be found at the end of the syllabus.

ATTENDANCE & KEEPING PACE

You are expected to keep pace with the class, finishing up the week's work in the corresponding week. You will have till the weekend (by Sunday midnight PST) to finish each week's work.

There are two exceptions to the above rule

1. The weekly discussions are always due by Friday (midnight PST), while responses to your classmates are due Sunday (midnight PST). This will allow for interaction between the instructor and classmates.
2. In the 10th week: The canvas quizzes are due by Friday (midnight PST), the discussions are due by Wednesday (midnight PST), and the responses by Friday (midnight PST), the final class project writeup and video are due by Wednesday (midnight PST).

You are expected to complete each module and its components in the order it is listed in Canvas to ensure the course sequence is followed. All due dates are posted in Canvas.

I realize that despite your best efforts, you might be forced by circumstances beyond your control, to miss out or be late in your submissions in any one week. Delayed submission of the week's work will be excused, as long as the delay is no more than 4 days, **exactly once** per quarter. If you need any additional extensions, please contact me or the TA prior to missing out on the submission deadlines.

TEAM WORK AND GROUPS

This class will have a group final project where you will work together in teams of 5-8 people. You will be randomly placed in a group in week 2. The final project will include 2 deliverables (due in week 6 and week 9). More information about the actual final project and the specific deliverables are available on Canvas.

PEER EVALUATION

In an effort to evaluate individual effort alongside the team effort for the project, you will be required to submit team member peer evaluations. Details on how the peer evaluations will be conducted will be posted on Canvas during the last week of classes.

EVALUATION AND GRADING

Students will be evaluated based on their performance along the following dimensions:

1. Homework 10% – there will be two main homework assignments. The first one should be completed by end of week 5 and second one by end of week 9. Unexcused late submissions will not be accepted.

2. Weekly check-in Quizzes and discussion board 20% – there will be weekly check-in quizzes that clarify a concept/tool. These quizzes together are worth 11% and will need to be completed the week of the session before Sunday midnight of the corresponding week. Your answers and responses on the discussion board are jointly worth 9%
3. Milestone Project 20% - There will be a group project worth 20%. You shall work with your group and periodically present the status of your project, with the mid-point submission worth 5% and final submissions worth 15%. Details are given the “class project” document.
4. Midterm Exam 25% - There will be an 80 minute midterm during week 6. It can cover all readings, homework, quizzes, and video lectures up to week 5.
5. Final Exam 25% – There will be an 80 minute final exam during the exam week. It can cover all readings, homework, quizzes, and video lectures for the entire course.

ACADEMIC INTEGRITY

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University.

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

You can learn more about academic integrity at <https://academicintegrity.ucsd.edu/>

The complete UCSD Policy on Integrity of Scholarship can be viewed at:
<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the instructor and OSD liaison.

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/porta/tutorial.html>) Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **72 business hours in advance** of any exams or assignments. **No accommodations can be implemented retroactively.**

Please visit the [OSD website](#) for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

NONDISCRIMINATION POLICY STATEMENT

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,

physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

TITLE IX

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination.

You can make a complaint of harassment or discrimination — or simply make an appointment to find out more information — by contacting OPHD.

- (858) 534-8298
- ophd@ucsd.edu
- [Overview for Students](#) webpage

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help. The Rady School of Management is committed to upholding University policies regarding nondiscrimination, sexual violence and sexual harassment.

HEALTH AND WELL-BEING

In order to create a culture of care in your classroom, consider using this or a similar statement so that students understand the importance of well-being while striving for academic excellence.

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, [Professor's Name], so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | caps.ucsd.edu)
- Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
- CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
- The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)

COURSE SCHEDULE

The following is a tentative schedule. In general, while the topics shall remain the same, additional reading materials or videos may be posted as appropriate.

Week	Topic	Discussion board	Number of weekly quizzes	Readings, Videos & Homework
1	Introduction to Project and Portfolio Management Project management frameworks	✓	2	<ul style="list-style-type: none"> 1 zoom introduction session Why big IT projects crash. Financial Times. Aaron J. Shenhar, Dov Dvir. What Makes a Project Successful. Chapter from Reinventing Project Management: The Diamond Approach to Successful Growth and Innovation 6 course videos
2	Fast track project management & managing information flow	✓	3	<ul style="list-style-type: none"> Sobek II, D. K., Ward, A. C., & Liker, J. K. (1999). Toyota's principles of set-based concurrent engineering. MIT Sloan Management Review, 40(2), 67. Concurrent engg. simulation 4 course videos
3	Organizational structure & Project management Leading without formal authority	✓	2	<ul style="list-style-type: none"> Erik W. Larson, David H. Gobeli. 1987. Matrix Management: Contradictions and Insights. California Management Review Optional reading: Melcher & Kayser. 1970. Leadership Without Formal Authority: The Project Group, California Management Review 5 course videos
4	Project Planning and Scheduling	✓	3	<ul style="list-style-type: none"> ABCs of the Critical Path Method. Ferdinand K. Levy, Gerald L. Thompson, Jerome D. Wiest. Harvard Business Review. CPM and PERT simulation 7 course videos
5	Advanced Project Planning (PERT) Critical Chains	✓	2	<ul style="list-style-type: none"> Optional reading: Herroelen, W., R. Leus. 2001. On the merits and pitfalls of critical chain scheduling. Journal of operations management, Vol.19 (5), p.559-577 <i>focus on sections 1,2, and the qualitative part of 3.5</i> Parkinson, Cyril Northcote (19 November 1955), "Parkinson's Law", The Economist. 6 course videos Homework 1 due
6	Midpoint evaluations. Conflict management	✗	0	<ul style="list-style-type: none"> Zoom session (midterm review) Midterm exam Class Project Pre-Midterm Deliverable #1 Submission (Writeup) 1 course video
7	Pricing and Cost Estimation	✓	2	<ul style="list-style-type: none"> Optional reading - Peixoto, Joana, Anabela Tereso, Gabriela Fernandes, and Rui Almeida. "Project risk management methodology: a case study of an electric energy organization." Procedia technology 16 (2014): 1096-1105

	Risk Management			<ul style="list-style-type: none"> 9 class videos
8	Real Options & Value of Flexibility Experimentation and Risk Management	✓	3	<ul style="list-style-type: none"> Newton, "Opting for the right value for R&D." Financial Times Thomke, Stefan, and Jim Manzi. "The discipline of business experimentation." Harvard business review 92.12 (2014): 17 4 class videos
9	Information flows & Planning. Project portfolio management	✓	2	<ul style="list-style-type: none"> Eppinger, Steven D. "Innovation at the speed of information." Harvard business review 79.1 (2001): 149-158 Cooper, Robert G., Scott J. Edgett, and Elko J. Kleinschmidt. "New product portfolio management: practices and performance." Journal of Product Innovation Management: (1999): 333-351. Homework 2 due 8 class videos
10	Novelty, risk and variance. Review and synthesis.	✓	1	<ul style="list-style-type: none"> Loch, Christopher, et al. "Step into the unknown." Financial Times (2006). Class Project Final Deliverable #2 Submission (Presentation & Writeup) 3 class videos Live zoom session (synthesis & final review)
11	Finals week			<ul style="list-style-type: none"> Final exam