UNIVERSITY OF PÉCS
Faculty of Business and Economics

PROJECT MANAGEMENT

General data

Course code:	M17VZB01E
ECTS credits:	6
Type of the course:	general core course
Semester:	Fall, Semester 2
Course restrictions:	-
Course leader (with availabilities):	*Dr. Norbert SIPOS, Associate Professor* *+36 72 501-599/23132* *sipos.norbert@ktk.pte.hu* *office: B223*
Further lecturer(s) (with availabilities):	*Dorottya Anna SZABÓ, PhD student* *szabo.dorottya@ktk.pte.hu* *Dávid GYÖRGY, PhD student* *gyorgy.david@ktk.pte.hu*

1. Description and aims

The importance of projects is undoubtedly high in business management nowadays. It is due to two reasons: on the one hand, it is a key to the success of the realisation and implementation of non-operationalisable and big volumed problems. On the other hand, it is an essential financial source for those project proposals in line with the main priorities of the European Union. The course aims to clarify for students the possible cooperation between general management and project management. The course helps to get familiar with the concept of the project, megaproject to understand their role in portfolio management, program management, project management and organisational project management. The learning process is strengthened by the Microsoft Teams project management software.

The following techniques and methods will be discussed: SMART, PDCA, CPM, MPM, Logframe-matrix, Gantt diagram, scope/problem tree, project force field, etc. From the organisational side, different elements influence the success of the project, such as organisational factors, stakeholders and governance, project team and project life-cycle. We will determine project typology and then further evaluate project management processes, with emphasis on integration, scope, time, quality, cost, risk and human resource management.

2. Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, students should be able to:

CILO 1. know the conceptual framework of project management and the issues that redefine modern management methods in a specific way (PILO1);

CILO 2. understand the international challenges of project management and the challenges of the international and corporate environment (PILO 2);

CILO 3. to develop an independent project proposal, synthesising knowledge from different fields (PILO 3, PILO 4);

CILO 4. to carry out managerial and organisational tasks related to project management, and knowledge of the tools involved (PILO 5, PILO 6);

CILO 5. independently prepare project proposals in line with modern literature and relevant international and national standards of practice (PILO 4, PILO 5);

CILO 6. express his/her opinion in a professionally reasoned and responsible manner, taking into account the consequences of the decisions based on it (PILO 8).

3. Content, schedule

1. Why Project Management? Formation of student project teams. Familiarisation with Microsoft Teams project management software. Project basics. Project team building, conflict, and negotiation.
2. The Organisational context: strategy, structure and culture.
3. Project selection and portfolio management.
4. Leadership and the project management. Validation of formed Project teams' idea.
5. Scope Management. Risk management.
6. Cost estimation and budgeting.
7. Advanced topics in planning and scheduling: agile and critical chain.
8. Midterm-report submission, student presentation of the project
9. Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network Project scheduling.
10. Resource management.
11. Project evaluation and control.
12. Project closeout and termination.
13. Final report submission, student presentation of the projects.

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

Each of the participants has to take a presentation on the project in three different occasions (see CILO 2, 4, 5, and 6).

Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to answer and discuss selected questions and cases proposed at the end of the different parts of the book (see CILO 3, 4, and 6).

During lectures, several exercises will demonstrate the practical applicability of themes. Students will be provided with material and simulation added to the textbook to increase their knowledge of specific themes (see CILO 1, 2).

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved, written feedback about the presentations and the developmental phases of the project proposal including peers and professor (CILO 3-6).

Summative assessment elements:

Individual Assessment	0%	**Group Assessment**	100%

Name of the element	**Weight**	**Type**	**Details**	**Retake opportunity**	**Req.***	**Related CILOs**
Case-study solution (group assessment)	10%	group written coursework	Solving book embedded case studies or other project related problems given by the professor.	no	no	1, 2, 4, 5
Project validation (group assessment)	10%	group written and oral coursework	Max. 5 page long project proposal, 10 minutes of presentation in front of the professor, situation simulation or separate consultation with the professor.	no	no	1, 2, 3, 4, 5, 6
Mid-term report (group assessment)	30%	group written and oral coursework	Min. 20 page long project proposal, 15 minutes of presentation + 5 minutes Q&A in front of an extended management with participants of different functional areas or with the professor, simulated situation.	no	no	1, 2, 3, 4, 5, 6
Final report (group assessment)	50%	group written and oral coursework	Min. 40 page long final project proposal, 20 minutes of presentation, 10 minutes of Q&A, extended management and involving external professionals, simulated situation).	Yes. Students who fail the final report are provided two further opportunities to take an oral exam from the semester topics.	yes	1, 2, 3, 4, 5, 6

** Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.*

Further information on point distribution regarding the three phases of the project proposal development. In case of non-presence (illness, administrative reasons) at the presentation occasions, the students are allowed to deliver their part in an online format or pre-recorded form.

		20%	40%	40%
Validation	10%	Use of Teams and Planner	Presentation	Written part
Mid-term report	30%			
Final report	50%			

Artificial Intelligence can be partially used to respect the course's learning outcomes. This includes using AI for structuring and text-editing purposes, but not for generating complex solutions and descriptions. Keep in mind that it is the responsibility of the students to control the final quality of the content and outline. Consider these statements valid for submitting the case study solutions, too.

6. Learning materials

- Essential

Pinto, J. K. (2019): Project Management: Achieving Competitive Advantage, 5th ed. ISBN-13: 9780134730332

- Recommended

Eric, V. (2021): The Fast Forward MBA in Project Management: The Comprehensive, Easy-To-Read Handbook for Beginners and Pros. 6th ed. Wiley, ISBN: 9781119700760

(FBE) Jarjabka, Á. (2016): Clusters and their driving forces – lessons learned from the CNCB project. MARKETING ÉS MENEDZSMENT, 50(2), 54–67.

Project Management Institute (2021): A Guide to the Project Management Body of Knowledge, 7th ed., ISBN-13: 978-1935589679

(FBE) Kuráth, G., Szabó-Bálint, B., & Jarjabka, Á. (2022): Can a university's anniversary be used to strengthen employee engagement and improve the employer brand? Perspectives: Policy and Practice in Higher Education, 26(1), 11–18. http://doi.org/10.1080/13603108.2021.1955033

(FBE) Sipos, N., Pap, N., Gonda, T., & Jarjabka, Á. (2021): Feasibility and Sustainability Challenges of the Süleyman's Türbe Cultural-Tourism Centre Project in Szigetvár, Hungary. SUSTAINABILITY, 13(10). http://doi.org/10.3390/su13105337

7. Further information

International aspects embedded with the course
The project management through the Pinto book and the PMBOK, all of the relevant international trends and PM techniques are provided. Traditional case studies: Every chapter contains 2-3 case studies, a selection is processed with international aspects. The simulations focus on international work context (Project Management Simulation: Scope, Resources, Schedule; Global Collaboration Simulation: Tip of the Iceberg)
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The project proposals are encouraged to focus on environmental sustainability, considering the ethical and responsibility aspects of the stake- and shareholders. SDG9, but based upon the topic, it could be any of the SDGs.
Connections to the world of practice of the course
The projects are encouraged to be connected to the world of practice, working on problems of companies within the region. This means close collaboration with project owners, company visits, feedback by their side, presence of the project owners at the final report presentation, and eventual collaboration with them after the course closure.