

BA 4618 – Project Management
Friday 08:40 - 12:15

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Course Description:

Globally and in Turkey, successful organizations attribute project management to improved organizational performance. This is because projects are the link between business strategy and implementation of key business objectives. Mastery of key tools and concepts provides students with a significant competitive advantage in the job market.

This course aims to aid students in acquiring a broad understanding of project management, and to equip them with tools and techniques for initiating, planning, executing, monitoring & controlling, and closing projects. The learning objectives of this course are applicable to projects in any industry or field of study.

Throughout the course, project management life cycle processes, tools, and soft-skills (communication, team building, and leadership) will be discussed, analyzed and evaluated in detail. Lectures, case studies, class discussions, and the group project incorporate real world examples from the professional/internship experience of both the instructors/students respectively. Example projects examined will be from within Turkey, internationally, as well as World Bank and EU projects implemented using the Project Cycle Management Methodology (PCM).

In addition, the course introduces **Artificial Intelligence (AI) applications in project management**, highlighting how AI is increasingly used to support decision-making, forecasting, risk analysis, resource optimization, and performance monitoring in modern project environments.

Students will explore how **AI-enabled tools** can assist project managers in areas such as:

- project planning and scheduling support,
- predictive risk and issue identification,
- data-driven performance analysis,
- stakeholder communication and reporting,
- lessons learned and organizational knowledge reuse.

The course also emphasizes the **responsible and effective use of AI**, including its limitations, ethical considerations, and the importance of human judgment, leadership, and collaboration alongside AI-supported systems.

Students will be asked to work in groups of four and prepare a project charter. The project schedule, resources and budget will be prepared using Microsoft Project software. Students are also expected to participate actively in class discussions and complete case study assignments.

Course Student Learning Objectives: (CSLO)

A. To provide experience in using the concepts, techniques, and decision tools available to project managers based on the Project Management Institute's Project Management Book of Knowledge (PMBOK) Guide®, version 6.0 & 7.0 and upcoming 8.0

- B. To enlarge upon a basic understanding of the importance of the following when planning, scheduling, and monitoring/controlling projects:
- triple constraint of quality (scope)/budget (resources)/schedule
 - stakeholder analysis
 - work breakdown structure (WBS)
 - project network
 - agile methods & use of AI (Artificial Intelligence)
- C. Role of Leadership and Team dynamics in projects
- Project Leaders versus Project Managers
 - Communication skills
 - Team Building
 - Conflict management
- D. Explain the role of Artificial Intelligence in modern project management, and evaluate how AI-supported tools enhance planning, execution, monitoring, and decision-making across the project life cycle. **Evaluate the impact of AI on project teams and leadership**, including changes in roles, communication patterns, collaboration, and decision authority.

Learning and Teaching Methods:

This course is going to make use of formal lectures, in-class discussions, written case study reports, and computer exercises. The PowerPoint presentations for each session and supporting links/videos will be uploaded to the METU Class page, and they will include the main learning objectives topics of the course.

Required Reading:

The following textbook will be used as the reference guide:

- Gray, C.E., & Larson, E.W., Project Management: The Managerial Process, 7th editions, McGraw-Hill International (Connect Online Platform)

Assessment and Grading:

Grading for the course will be determined by satisfactory achievement of the following requirements:

Participation & Quizzes	20%
Exercises and Case Studies	20%
Group Project Charter	30%
Final examination	30%

Participation & Quizzes: Students are expected to come prepared to discuss the material assigned for that date and take an active role in class activities. Students are also required to actively contribute to their group's term project presentation. There will be several pop-up quizzes whose content will be mostly from the material of the relevant week.

Exercises and Case Studies: All students are expected to individually undertake computer exercises and case studies and submit these for evaluation. In class discussions and end of chapter questions will also be graded in lieu of these activities. Additionally, assigned project groups will complete an in-class exercise to develop a Work Breakdown Structure (WBS) and risk assessment matrix. This information will be used to develop a project network plan for setting activities on a timeline. The schedule, deliverables, milestones, and resources will be captured using the Microsoft Project tool by each project group and submitted.

Group Project Charter: The purpose of the term project is to give the students an opportunity to apply and demonstrate their understanding of the tools and principles covered in the class to a project of choice. The

project charter paper should follow the process outlined in the class materials and the template provided: writing a scope statement, identify milestones, deliverables, risks, assumptions, dependencies and constraints.

Submission of Assigned Coursework: All course-related work must be submitted electronically via email to all instructors. It is preferred that you do not submit paper copies of the assigned coursework.

Course Policies:

COURSE REQUIREMENTS: The students will be assigned readings from the presentation slides and are expected to come to class prepared and ready to take part in class discussions.

COMMUNICATION PROTOCOL: METU Class will be the primary communication mechanism used throughout the course.

STUDENT DISABILITIES: Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's Disability Support Office (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; engelsiz@metu.edu.tr) verifying their disability, and outlining the special arrangements required. Please note that no accommodations will be provided to the disabled students prior to the completion of this approved University process.

ACADEMIC DISHONESTY: The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BS/MBA degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

CHEATING: All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure of the course and referral of the case to the Dean of the Faculty or the Graduate School of Social Sciences for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort, as well. Persons observed cheating in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

PLAGIARISM: The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources should be referenced appropriately. Persons observed to plagiarize while preparing assignments will be referred to the Dean of the Faculty or the Graduate School of Social Sciences for additional disciplinary action and also they will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

CIVILITY IN THE CLASSROOM: Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

Past observations showed that the METU classroom experience is improved when the following are true:

Students arrive on time. Timely arrival ensures that classes are able to start and finish at the scheduled times. Timely arrival shows respect for both fellow students and faculty and it helps to create a better learning environment by reducing avoidable distractions. Students are fully prepared for each class. Much of the learning in this course takes place during classroom discussions. When students are not prepared, they cannot contribute to the learning process. This affects not only the individual but also the classmates who count on them. Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged; however, intolerance for the views of others is unacceptable. Laptops, phones and wireless devices are turned off.

KNOW YOUR RIGHTS AND RESPONSIBILITIES! <http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR! <http://oidb.metu.edu.tr/en/academic-calendar>

The instructor assumes that students who attend the next class have understood and accepted to agree with all the requirements and rules of this course.

Semester Schedule

The following table gives the tentative schedule for the semester.

Week	Topic
1 <i>Feb 20</i>	Introduction <ul style="list-style-type: none"> - Terminology, Project Lifecycle
2 <i>Feb 27</i>	Overview of Project Management <ul style="list-style-type: none"> - Project / Program / Portfolio - Project Organization - Governance
3 <i>Mar 06</i>	Strategic Management <ul style="list-style-type: none"> - Vision - Value of Project/Program management (PPM) - Role of PPM in Strategy Execution - Benefits Realization Management <p><i>Groups and Project Topics assigned</i></p>
4 <i>Mar 13</i>	Communications and Scope Management <ul style="list-style-type: none"> - Stakeholder Analysis exercise – AI as a Stakeholder - Communications Planning - Scope Management <p><i>Expectations for Group project charter discussed</i></p>
5 <i>Mar 27</i>	Work Breakdown Structure (WBS) workshop (in class) <ul style="list-style-type: none"> - Defining the Project - Identifying Assumptions, Dependencies, Constraints - AI in Planning

6	Developing Project Networks <ul style="list-style-type: none"> - From Work Package to Network - Use of slack - Lags - AI in Scheduling
Apr 3	<i>Case #1 assigned</i> <i>Project Charter template presented</i>
7	Project Schedule and Resourcing using Microsoft Project <ul style="list-style-type: none"> - Estimating Project Time and Cost - Agile and “Traditional” projects -
Apr 10	<i>Case #1 is due</i>
8	Change & Complexity <ul style="list-style-type: none"> - Creative Problem Solving, Lateral Thinking - From Complexity to Simplicity - Change Accelerators
Apr 17	<i>Computer exercise #1 is due</i> <i>Feedback on Project Charters presented</i>
9	Risk Management <ul style="list-style-type: none"> - Risk Assessment - Risk Planning - Opportunity
Apr 24	<i>Draft Project Charter is due</i> <i>Case #2 assigned</i>
10	Project Leadership <ul style="list-style-type: none"> - Defining Leadership, Leader vs. Manager roles - Deep Dive on Communication skills - Virtual communication challenges -
May 8	<i>Case #2 is due</i>
11	Team Dynamics <ul style="list-style-type: none"> - 5 Dysfunctions of a Team - Building and Leading Teams - In-class Disaster Scenario Group Exercise - Conflict Management
May 15	<i>Computer exercise #2 is due</i>
12	Emerging Topics <ul style="list-style-type: none"> - Earned Value Management & Team Dynamics – cont. - Knowledge Management
May 22	<i>Final MS Project Plan is due</i>
13	<ul style="list-style-type: none"> - <i>Project Teams</i> - <i>Presentations of each team</i> -
June 5	

