



---

## SYLLABUS “PROJECT MANAGEMENT”

---

**Lecturer (name, academic title, e-mail):** Tatyana Vladimirovna Alesinskaya, Associate professor, e-mail: [tvalessinskaya@sfedu.ru](mailto:tvalessinskaya@sfedu.ru)

**Department responsible for the course or equivalent:** Institute of Management in Economic, Ecological and Social Systems; Department of Business Economics

**Semester when the course unit is delivered:** 5<sup>th</sup>

**Level of course unit:** Bachelor level

**ECTS credits:** 6

---

### ADMISSION REQUIREMENTS

---

Applicants are expected to have completed the following courses.

- Management;
- Economic and mathematical models and methods;
- Logistics.

---

### COURSE OBJECTIVES (AIMS)

---

- formation of knowledge on basic concepts, goals, objectives, methodology, principles, project management tools;
- development of projects of trade, technological and logistics processes and systems in the field of commerce, marketing, advertising, logistics and (or) commodity science using information technology;
- participation in the implementation of projects in the field of commerce, marketing, advertising, logistics and commodity science;
- design of the placement of trade organizations.

---

### COURSE CONTENTS

---

**Module 1. *Fundamentals of Project Management***

**Session 1. The concept of project management.** Relevance, essence, main concepts, goals and objectives, project management field, examples.

**Session 2. The project as a control object.** Lifecycle, environments, participants, and constraints. Process groups and knowledge areas. The classification of projects.

**Session 3. Interrelation of groups of project management processes.** Inputs, outputs, process participants of project management groups, their interaction.



**Session 4. Tools for project management process groups.** Goals, tasks, tools for developing solutions, problems.

**Module 2. *Function of Project Management (1)***

**Session 5. Management of project's content.** Goals, tasks, tools, issues, examples.

**Session 6. Management of project's time.** Goals, tasks, tools, issues, examples.

**Session 7. Management of project's cost.** Goals, tasks, tools, issues, examples.

**Session 8. Management of project's quality.** Goals, tasks, tools, issues, examples.

**Module 3. *Function of Project Management (2)***

**Session 9. Management of project's human resource.** Goals, tasks, tools, issues, examples.

**Session 10. Management of project's stakeholders and conflicts.** Goals, tasks, tools, issues, examples.

**Session 11. Project risk management.** Goals, tasks, tools, issues, examples.

**Session 12. History of project management.** Years, factors, ideas, achievements at each stage of project management development, examples. **Project management organizations and standards.** Professional organizations of project management, goals, tasks, formats of work, relevance, examples.

**Module 4. *Methodology of Project Management***

**Session 13. Review of project management methodologies.** Classic and agile methodologies, benefits and challenges of the situation of application examples.

**Session 14. Scrum Framework.** Scrum guide, principles, roles, artifacts, rituals, examples.

**Session 15. Modern trends and methods of project management.** Overview of modern tools and methods of organizational and project management: Agile tools, objects & Key Results, cross-cultural management, turquoise organization, etc.

**Session 16. Information technologies of project management.**

**Session 17. Summing up the course**

---

LEARNING OUTCOMES

---

**Knowledge:**

- the main subsystems, areas of knowledge, standards, tools of the organization and project management system;
- modern project management methodologies;
- methods for solving typical problems of project management;

**Abilities:**

- choose a project management methodology appropriate to the type of project;
- develop standard project management solutions;



- diagnose problem situations in the work of the project team, apply methods for managing groups and conflicts;

**Skills:**

- critical and systemic thinking;
- search for relevant information on the investigated problem;
- scientifically based argumentation of one's own opinion;
- public speaking.

---

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS

---

Educational technologies used in the study of the discipline provide for the use of active and interactive forms of classes in the educational process, namely:

- interactive lectures with discussion of issues;
- practical classes with:
  - discussion on problematic issues;
  - students' presentations on problem-oriented topics;
  - solving practical cases related to management problems;
- colloquium.

Educational technologies include the use of e-learning and distance learning technologies. Microsoft Teams will be used to create a remote workspace for collaboration and real-time communication, meetings, messaging, files and applications. For the offline interaction form, e-mail and group chats on VK are used.

The following activities are carried out for independent work:

- repetition of lecture material;
- search for scientific and technical information in open sources in order to analyze and identify key features;
- preparation for practical exercises and problem solving with the involvement of basic and additional literature;
- preparation for the colloquium;
- preparation for the exam.

---

ASSESSMENT METHODS AND CRITERIA

---

Criteria for evaluation:

**Discussion of issues at lectures**

The maximum number of points for a lecture of the semester is 16 points, 4 points for a module.



- 1 point for work on discussion of issues at one lecture class.

### **Case solving**

The maximum number of points for practical tasks of the semester is 24 points; 6 points for a module; 2 points for a practical class.

- 2 points - complete, detailed answers to the questions posed are given, the ability to distinguish essential and non-essential features, cause-effect relationships are shown. The answer is clearly structured, logical, stated in terms of science. Finished conclusions and generalizations on the issue. Comprehensive answers to clarifying questions.
- 1.5 points - complete, detailed answers to the questions posed are given, the ability to distinguish significant and non-essential features, cause-effect relationships are shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of "leading" questions of the teacher.
- 1 point - full but insufficiently consistent answers are given to the question posed, but the ability to distinguish significant and non-essential signs and cause-effect relationships is shown. The answer is logical and stated in terms of science. 1-2 errors can be made in determining the basic concepts that the student finds it difficult to fix on his own.
- 0,5 point - given an insufficiently complete and insufficiently detailed answer. The logic and sequence of presentation have violations. Errors were made in the disclosure of concepts and in the use of terms. The student is not able to independently identify significant and non-essential features and cause-effect relationships. The student can concretize the generalized knowledge, proving by examples their basic provisions only with the help of a teacher. Speech design requires amendments, corrections.
- 0,25 point - the student is familiar with the contents of the case, but is not able to formulate answers to questions.
- 0 points - the student is not familiar with the contents of the case.

### **Colloquium**

The maximum number of points for colloquium of the semester is 20 points; 5 points for a module.

The colloquium includes an oral answer to 5 questions in a module, the maximum score for a question is 1 point.

- 1 point - a complete, detailed answer is given to the question posed, the ability to distinguish essential and non-essential features, cause-effect relationships is shown. The answer is clearly structured, logical, stated in terms of science. Finished



conclusions and generalizations on the issue. Comprehensive answers to clarifying questions.

- 0,75 points - a complete, detailed answer is given to the question posed, the ability to distinguish significant and non-essential features, cause-effect relationships are shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of "leading" questions of the teacher.
- 0,5 points - a complete but not consistent answer is given to the question posed, but the ability to identify significant and non-essential signs and cause-effect relationships is shown. The answer is logical and stated in terms of science. 1-2 errors can be made in determining the basic concepts that the student finds it difficult to fix on his own.
- 0,25 points - given an insufficiently complete and insufficiently detailed answer. The logic and sequence of presentation have violations. Errors were made in the disclosure of concepts and in the use of terms. The student is not able to independently identify significant and non-essential signs and cause and effect communication. A student can specify generalized knowledge by proving their basic principles using examples only with the help of a teacher. Speech design requires amendments, corrections.
- 0 points - no answers were received on the basic questions of the colloquium.

### **Exam**

The maximum score for an exam is 40 points.

Part 1-written answer (20 points) for answers to 2 questions in the ticket (10 points for 1 question).

Part 2-oral answer (20 points) to questions (10 points for 1 question).

- 22-28 points – Competence is formed. The student has a general idea of the type of activity, the basic laws of functioning of objects of professional activity, methods, and algorithms for solving practical problems.
- 29-34 points – Competence is formed. The student can solve typical problems, make professional and managerial decisions according to well-known algorithms, rules, and techniques;
- 35-40 points – Competence is formed. The student is ready to solve practical problems of increased complexity, atypical tasks, make professional and managerial decisions in conditions of incomplete certainty, with insufficient documentary, regulatory and methodological support.



1. Blinov, A.O. Change management: textbook / A.O. Blinov, N.V. Ugryumova. - Moscow: Publishing and trading corporation "Dashkov and Co.", 2020.- 304 p. - URL: <http://biblioclub.ru/index.php?page=book&id=452539>
2. Левушкина С. В. Управление проектами: учебное пособие для вузов / С.В. Левушкина - Ставрополь: Ставропольский государственный аграрный университет, 2017. - 204 с. <http://biblioclub.ru/index.php?page=book&id=484988>
3. Vylegzhanina, A.O. Project Management Organizational Tools: A Training Manual / A.O. Leglegian. - Moscow; Berlin: Direct Media, 2015. – 312 p. URL: <http://biblioclub.ru/index.php?page=book&id=275276>
4. Shermet, M.A. Change Management: course / M.A. Shermet; The Russian Presidential Academy of National Economy and Public Administration. - Moscow: Publishing House Delo, 2015. – 129 p. URL: <http://biblioclub.ru/index.php?page=book&id=443299>