UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

EUTOPIA
European University

Facultatea de Studii Europene
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Course syllabus
Academic year 2024-2025

1. Information about the program

1.1 Higher Education Institution	**Babeş-Bolyai University**
1.2 Faculty	**European Studies**
1.3 Department	**European Studies and Governance**
1.4 Field of study	**Management**
1.5 Study level	**Master**
1.6 Programme of study/ Qualification	**Advanced Management**

2. Information about the discipline

2.1 Title	**Project Cycle Management**						
2.2 Course holder	**University Lecturer, PhD Gianina JOLDESCU-STAN**						
2.3 Seminar holder	**University Lecturer, PhD Gianina JOLDESCU-STAN**						
2.4 Year of study	**1**	2.5 Semester	**2**	2.6. Type of assessment[1]	**C**	2.7 Type of module[2]	**OB**

3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	**3**	3.2 of which for course	**2**	3.3 of which for seminar	**1**
3.4 Total no. of hours in the curriculum	**42**	3.5 of which for course	**28**	3.6 of which for seminar	**14**

Time distribution: 6 X 25 = 150	Hours
Study by using handbook, reader, bibliography and course notes	31
Additional library/specialised online research, field research	31
Preparation of seminars/laboratories, homework, projects, portfolios and essays	40
Tutoring	4
Examinations	2
Other activities:	

3.7 Total no. of hours for individual study	108
3.8 Total no. of hours per semester	150
3.9 No. of ETCS credit points	6

4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖ Basic knowledge of economic, legal and technical terminology (English- level B2)

[1] E - exam, ME - multi-term examinations, C - collocutional examination/assessment test
[2] OB - core module, OP - elective module, F - extracurricular module

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5. Conditions (where applicable)

5.1 For the development of the course	❖
5.2 For the development of the seminar/laboratory	❖ Minimal attendance of 75%

6. Specific skills acquired

Professional skills	❖ The ability to articulate project goals, delegate tasks, provide feedback, and liaise with stakeholders at all levels. Ensuring that everyone involved understands their roles and responsibilities, which fosters collaboration and keeps the project on track. ❖ Orientation towards problem-solving and uncovering unforeseen challenges and obstacles that require quick thinking and creative problem-solving. Professionals in project cycle management should be adept at identifying issues, analyzing root causes, and developing viable solutions. This involves critical thinking, resourcefulness, and the ability to adapt to changing circumstances while maintaining project objectives. ❖ Multi-tasking. Managing a project involves juggling multiple tasks, deadlines, and resources. Strong organizational skills are essential for effective project planning, scheduling, and coordination. This includes creating timelines, allocating resources efficiently, and managing budgets. Being organized helps prevent delays, minimizes risks, and ensures that the project progresses smoothly from initiation to completion. ❖ Effective leadership involves inspiring and motivating team members, fostering a positive work environment, and providing direction and support when needed. Leadership skills also include delegation, conflict resolution, and decision-making, all of which are essential for driving the project forward and overcoming obstacles along the way.
Interdisciplinary skills	❖ Cross-functional Collaboration: Project cycle management often involves teams composed of members with diverse backgrounds and expertise. Being able to collaborate across different disciplines is essential for synthesizing ideas, leveraging diverse perspectives, and integrating specialized knowledge into cohesive project plans. Individuals skilled in cross-functional collaboration can facilitate communication and cooperation between team members from various departments or areas of specialization. ❖ Adaptability and Flexibility: Interdisciplinary projects often encounter unforeseen challenges and require individuals to adapt to evolving circumstances. Being adaptable and flexible allows project managers and team members to adjust their approaches, strategies, and priorities in response to changing requirements or constraints. This may involve integrating new technologies, accommodating shifting stakeholder needs, or incorporating emerging best practices from different fields.

7. Course objectives (based on list of acquired skills)

7.1 General objective	❖ To equip students with the knowledge, skills, and tools necessary to effectively plan, implement, monitor, and evaluate projects from inception to completion and to provide a comprehensive understanding of the project

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	management process and the various stages involved in managing projects efficiently and successfully.
7.2 Specific objectives	❖ To enable students to develop comprehensive project plans. This includes understanding how to define project scope, set clear objectives, identify project stakeholders, create the project matrix, establish realistic schedules, allocate resources efficiently, and develop risk management plans. ❖ To equip students with the skills to effectively monitor and evaluate project progress and performance. This involves understanding how to establish key performance indicators (KPIs), collect relevant data, track project milestones, assess project risks, identify deviations from the plan, and implement corrective actions as needed. ❖ To ensure that students understand the importance of proper project closure and knowledge management. This involves learning how to conduct project reviews, document lessons learned, capture best practices, archive project documentation, and facilitate knowledge transfer to relevant stakeholders and future projects.

8. Contents

8.1 Course	Teaching methods	Observations
1. What are projects? Stages of the project cycle. The need for PCM in the management of non-reimbursable funds in Romania	Lecture Interactive presentation Case-studies Brainstorming	
2. Types of grants in Romania. Types of applicants/beneficiaries	Lecture	
3. Project management principles	Interactive presentation	
4. Logical framework approach (LFA)	Case-studies	
5. Logical framework matrix (LFM) or Theory of Change (TOC)	Brainstorming	
6. E1- Programming (who is responsible, who can be involved? How?) - priorities, operational programmes	Lecture	
7. E2- Identify funding sources that respond to our problem/need	Interactive presentation	

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8. E3- Formulation of the application/ funding request	Case-studies	
9. E4- Funding	Brainstorming	
10. E5- Implementation (milestones, documents, relationship with funder)	Lecture	
11. E6- Evaluation (during, post implementation, risks)	Interactive presentation	
12. Cost-benefit analysis/ Best practices	Case-studies	
13. Sustainability	Brainstorming	
14. Course evaluation and feedback	Interactive discussion Q&A	

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1. Biggs, Stephan, Smith, Sally, „A Paradox of Learning in Project Cycle Management and the Role of Organizational Culture", in *World Development*, vol. 31, 2003, pp. 1743-1757, https://www.sciencedirect.com/science/article/abs/pii/S0305750X03001438
2. European Commission: Directorate-General for Digital Services, *PM² Project management methodology – Guide 3.1*, Publications Office of the European Union, 2023, **https://data.europa.eu/doi/10.2799/970188**
3. Gary R. Heerkens, Project Management. 24 Leasons to Help you Master Any Project, 2007, https://accord.edu.so/web/content/33461?download=true&access_token=3985be1b-1655-4daf-943c-9b478bf7ebfb
4. Golini, R., Corti, B., & Landoni, P., More efficient project execution and evaluation with logical framework and project cycle management: evidence from international development projects. *Impact Assessment and Project Appraisal*, *35*(2), 2016, 128–138, https://doi.org/10.1080/14615517.2016.1239495, https://www.tandfonline.com/doi/full/10.1080/14615517.2016.1239495#abstract
5. Heagney, Joseph, *Fundamentals of Project Management*, 4th ed., Amacom, 2012, https://www.nesacenter.org/uploaded/conferences/SEC/2014/handouts/Rick_Detwiler/15_Detwiler_Resources.pdf.
6. Jonathan L. Portny, Stanley E. Portny, *Project Management For Dummies*, John Wiley & Sons, 2020.
7. Morris, Peter W. G., *The anatomy of major projects: a study of the reality of project management,* 1987, UK, https://www.osti.gov/etdeweb/biblio/7258617
8. Morris, Peter W. G., *The Management of Projects*, 1994, London, https://archive.org/details/managementofproj0000morr
9. Project Management Institute (PMI), *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*, 7th edition, 2021, https://www.pmi.org/standards/pmbok
10. Zhong, Allan, and David Dockweiler, "Learning Cycle-Based Project Management and Its Application." Paper presented at the SPE Annual Technical Conference and Exhibition, Virtual, October 2020.

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doi: https://doi.org/10.2118/201515-MS, https://onepetro.org/SPEATCE/proceedings-abstract/20ATCE/3-20ATCE/449932

8.2 Seminar/Laboratory	Teaching methods	Observations
1. Discussing administrative and organisational aspects and preparing the examination map	Teambuilding Organisational activities	
2. Setting a theme and organising the Matrix of the individual projects	Individual activities	
3. Implementing project management principles in students' case-studies	Team activities Individual activities Progress report	
4. Applying TOC to students' case-studies	Team activities Individual activities Progress report Discussions	
5. Individual work: how to apply for a grant with an idea	Individual activities Discussions	
6. Implementation	Individual activities Discussions	
7. Teamwork: How to evaluate a project application	Team activities Individual activities Progress report Discussions	
8. Evaluation	Peer review Evaluation Q&A	

Bibliography:

1. Biggs, Stephan, Smith, Sally, „A Paradox of Learning in Project Cycle Management and the Role of Organizational Culture", in *World Development*, vol. 31, 2003, pp. 1743-1757, https://www.sciencedirect.com/science/article/abs/pii/S0305750X03001438
2. European Commission: Directorate-General for Digital Services, *PM² Project management methodology – Guide 3.1*, Publications Office of the European Union, 2023, **https://data.europa.eu/doi/10.2799/970188**
3. Gary R. Heerkens, Project Management. 24 Leasons to Help you Master Any Project, 2007, https://accord.edu.so/web/content/33461?download=true&access_token=3985be1b-1655-4daf-943c-9b478bf7ebfb
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9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:

Project cycle management skills are applicable across various industries and sectors. Whether in business, healthcare, education, development, or government, projects are ubiquitous. Learning project cycle management equips students with versatile skills that can be applied to a wide range of career paths. Proficiency in project cycle management can open up opportunities for career advancement. Many leadership and management positions require the ability to plan, execute, and oversee projects effectively. By mastering project cycle management, students enhance their prospects for leadership roles and career progression.

Learning project cycle management teaches students how to adapt to changing circumstances, overcome obstacles, and stay resilient in the face of adversity. These qualities are highly sought after by employers looking for candidates who can thrive in dynamic and unpredictable environments.

10. Assessment

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the course material Presentation of project map	Oral exam Individual problem-solving questions	60%

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10.5 Seminar/ Laboratory	Activity during seminars Implication in team-activities and on-the-job activity	Ongoing evaluation	40%
			Ex officio: 1 point
10.6 Minimum standard of performance			
For grade 5: *Active attendance to a minimum of 2 seminars* *A coherent presentation of the project map* *The ability to answer one of the questions asked at the final examination*		For grade 10: *Active attendance to a minimum of 3 seminars.* *A coherent presentation of the project map and the ability to respond to a risk management question based on the project map.* *The ability to answer to questions asked at the final examination.*	

Date	Course holder signature	Seminar holder signature
23.09.2024	Gianina JOLDESCU-STAN, PhD	Gianina JOLDESCU-STAN, PhD

Date of departmental approval

…25.09.2024…….

Head of department signature

Nicoleta RACOLȚA-PAINA, PhD