

**Institute of Business and Economic Research**

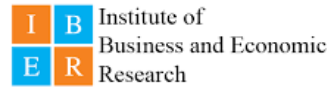
**United International University**



# **COURSE OUTLINE**

Post Graduate Diploma in  
**Project Management**  
(PGDPM)

**Institute of Business and Economic Research (IBER)**



**UNITED INTERNATIONAL UNIVERSITY**

*Institute of Business and Economic Research (IBER)*

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**POST GRADUATE DIPLOMA IN**  
**PROJECT MANAGEMENT (PGDPM)**  
**STUDENT HANDBOOK**

*A Complete Companion to the Six-Course Diploma*

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**Aligned to the PMBOK® Guide**

Six Courses · Two Trimesters · 18 Credit Hours

**Edition 2026**

## Foreword

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Welcome to the Post Graduate Diploma in Project Management (PGDPM) at United International University, offered through the Institute of Business and Economic Research (IBER). This handbook is your single, organised reference for the entire programme. It draws together the six course outlines, the shared teaching philosophy, the underlying PMBOK® Guide - Eighth Edition architecture, and the new PMI examination question styles so that you can see, in one place, how every part of the diploma fits together.

Project management is a practised discipline, not a body of facts to be memorised. The PMBOK® Guide (Eighth Edition) frames it as principle- led: six principles describe how to think, seven performance domains describe where to act, five focus areas describe the phases of effort, and a flow of processes describes what to do. Across the six PGDPM courses you will move from foundations and the project manager's role, through scope and scheduling and financial management, into stakeholder communication, quality and risk, and finally applied resource and procurement management. Each course is built on the same instructional rhythm so that learning carries forward rather than restarting.

This handbook follows PGDPM 101 as the template for every course: the same course- identification table, the same outcome- led structure, the same chapter rhythm, and the same assessment logic. It also equips you for professional certification by mapping PMBOK® tools and techniques to each subject and by explaining the eight question patterns now used in PMI examinations.

### **How to read this handbook in one sentence**

Master the foundations in PGDPM 101, then apply the same disciplined rhythm - synopsis, key terms, key points, practice notes, practical aspects, worked examples - to every subject that follows.

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## How to Use This Handbook

Every chapter in every PGDPM course follows the same predictable rhythm, first established in PGDPM 101 and carried through all six subjects. Knowing the rhythm lets you study efficiently: you always know where the central idea is, where the examinable traps are, and where the real- world behaviour is described.

| Chapter element                         | What it gives you                                                           |
|-----------------------------------------|-----------------------------------------------------------------------------|
| <b>Synopsis</b>                         | A short statement of the chapter's central idea - read this first and last. |
| <b>Learning Objectives</b>              | What you should be able to do after the chapter, expressed as verbs.        |
| <b>Key Terms</b>                        | Vocabulary defined where it first matters, in call- out boxes.              |
| <b>Prose Body</b>                       | The explanation itself, supported by tables and diagrams.                   |
| <b>Key Points</b>                       | The handful of essentials to recall for the examination.                    |
| <b>Practice Note (PMLism)</b>           | How PMI frames the Topics and the judgement traps it tests.                 |
| <b>Practical Aspects</b>                | What a practising project manager actually does in the field.               |
| <b>Worked Examples</b>                  | A principle turned into a decision you could actually make.                 |
| <b>Self- Check Questions</b>            | Revision questions in the new PMI item formats.                             |
| <b>Applied Scenarios / Case Studies</b> | Integrated situations that move across domains.                             |

### A suggested study cycle

1. Read the Synopsis and Learning Objectives to set your target.
2. Work the prose body once, then re- read the Key Terms boxes.
3. Consolidate with Key Points; flag the Practice Note traps.
4. Do every Worked Example with pen and paper before looking at the answer.
5. Attempt the Self- Check questions under time pressure, in PMP item formats.
6. Close the loop with the Applied Scenario, moving deliberately across domains.

## Programme Overview

The Post Graduate Diploma in Project Management (PGDPM) provides the knowledge, skills, and tools required to manage projects of varying complexity. It is designed for those who wish to advance into project leadership or to build deep expertise in the field. The diploma runs over two trimesters - about twenty-four weeks - and carries eighteen credit hours across six courses and two integrating modules. To earn the diploma a participant must complete all courses and assignments, pass the examinations, and complete the final project work.

### Programme objectives

- Provide a thorough understanding of project management principles, concepts, and techniques.
- Equip participants to plan, implement, monitor, and control projects effectively.
- Prepare participants for leadership roles and the management of project teams.
- Enable participants to apply project management knowledge to real-world projects.

### Structure: six courses across two trimesters

#### Trimester 1 - Foundations (about 12 weeks, 9 credits)

| Code      | Course title                                                    | Credit |
|-----------|-----------------------------------------------------------------|--------|
| PGDPM 101 | Introduction to Project Management & the Project Manager's Role | 3      |
| PGDPM 102 | Introduction to Project Scope & Scheduling Management           | 3      |
| PGDPM 103 | Project Financial Management & Cost Analysis                    | 3      |

#### Trimester 2 - Core Modules (about 12 weeks, 9 credits)

| Code      | Course title                                | Credit |
|-----------|---------------------------------------------|--------|
| PGDPM 201 | Project Stakeholder & Project Communication | 3      |
| PGDPM 202 | Project Quality & Risk Management           | 3      |
| PGDPM 203 | Project Applied & Resource Management       | 3      |

### Shared assessment model

All six courses use a consistent assessment structure so that effort transfers cleanly from one subject to the next. The weightings below are the common model used across the foundation and core courses.

| Assessment component                              | Weight | Format             |
|---------------------------------------------------|--------|--------------------|
| Continuous assessment (self-check & quizzes)      | 10%    | Weekly/Fortnightly |
| Class participation, worked examples & attendance | 10%    | In-session         |
| Term assignment / project brief                   | 10%    | Submission         |
| Mid-term examination                              | 30%    | Covers first half  |



| Assessment component              | Weight | Format                          |
|-----------------------------------|--------|---------------------------------|
| Final examination / final project | 40%    | Comprehensive, PMP exam formats |

## The PMBOK® Guide - Eighth Edition Architecture

Every PGDPM course is aligned to the PMBOK® Guide. Rather than memorising lists, you should understand the architecture, because the same architecture reappears in each subject: the principles tell you how to think, the performance domains tell you where to act, the focus areas tell you which phase of effort you are in, and the processes tell you what to do. The older five- process- group and ten- knowledge- area vocabulary still maps onto this structure, and PMP examinations draw on both.

### The Six Principles - how to think

| # | Principle                                                                   | What it asks of you                                             |
|---|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1 | <b>Be a Diligent, Respectful &amp; Caring Steward</b>                       | Act with integrity, care, and accountability for the whole.     |
| 2 | <b>Create a Collaborative Project Team Environment</b>                      | Build a team culture that shares leadership and ownership.      |
| 3 | <b>Effectively Engage with Stakeholders</b>                                 | Understand and involve those affected throughout.               |
| 4 | <b>Focus on Value</b>                                                       | Keep the outcome and benefit, not just outputs, in view.        |
| 5 | <b>Recognise &amp; Respond to System Interactions</b>                       | See the project as a system within larger systems.              |
| 6 | <b>Be an Accountable Leader / Demonstrate Adaptability &amp; Resilience</b> | Lead with integrity; adapt to change and recover from setbacks. |

*The Eighth Edition frames stewardship and leadership together under “Be an Accountable Leader,” folding integrity and shared leadership into one expectation.*

### The Seven Performance Domains - where to act

- **Stakeholders** - productive engagement of those who affect or are affected by the project.
- **Team** - building and leading a high- performing project team.
- **Development Approach & Life Cycle** - choosing predictive, agile, or hybrid delivery and its phases.
- **Planning** - organising and elaborating the work needed to deliver value.
- **Project Work** - managing processes, resources, procurement, and the flow of work.
- **Delivery** - delivering scope and quality that meet requirements and produce value.
- **Measurement** - assessing performance and taking action to keep value on track.
- **Uncertainty** - navigating risk, ambiguity, complexity, and volatility.

*The eight domains above reflect the performance-domain model; PGDPM courses group them under the headings of each subject - stakeholders and communication, quality and risk, resource and procurement, scope and schedule.*

### The Five Focus Areas and the flow of processes

The five focus areas describe the phases of effort across a project - from starting the project, through organising and preparing, carrying out the work, and keeping the project on track, to closing it. The flow of processes (the Eighth Edition consolidates these into a streamlined set, building on the familiar forty-odd

processes) describes the concrete actions taken in each focus area. The older five process groups - Initiating, Planning, Executing, Monitoring & Controlling, and Closing - map directly onto these focus areas, and PMP candidates should be comfortable moving between both vocabularies.

### Why this matters for the diploma

Each PGDPM subject is a deep dive into one or two performance domains, but all of them share the same principles, the same focus-area flow, and the same plan–execute–monitor–analyse–replan loop. Learn the architecture once and you can navigate every course.

## The Eight PMI-PMP Question Patterns

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Final examinations across the PGDPM courses use the “new question formats” found in current PMI / PMP testing. Memorising facts is not enough; these formats test judgement, sequencing, and the ability to act on incomplete information. Below are the eight question patterns you will meet, with how to recognise and approach each. Worked Self- Check items in every chapter rehearse them.

### 1. Multiple Choice (single best answer)

**What it is:** The classic format: a scenario stem and four options, exactly one correct. Often two options are plausible and one is the PMI- preferred action.

**How to approach it:** Eliminate clearly wrong answers, then choose the most proactive, value- focused, and stakeholder- respectful option. Beware answers that escalate too early or skip planning.

### 2. Multiple Response (select all that apply)

**What it is:** The stem states how many to choose (e.g. “choose three”). Partial credit is not given - every selection must be correct.

**How to approach it:** Treat each option as an independent true/false judgement against the scenario. Count your selections against the number requested before moving on.

### 3. Matching

**What it is:** Two columns - for example, tools matched to processes, or response strategies matched to risk types - to be paired correctly.

**How to approach it:** Match the pairs you are certain of first to reduce the field, then reason the remainder by elimination. Watch for distractors that almost fit.

### 4. Hotspot / Graphic

**What it is:** You click a region of an image - a point on a network diagram, a zone on a power/interest grid, or a cell on a heat map.

**How to approach it:** Read what the axes or nodes mean before clicking. For network diagrams, compute the path; for grids, locate the quadrant the scenario implies.

### 5. Fill- in- the- Blank

**What it is:** You type a term or a calculated value (e.g. an EMV, a critical- path duration, or a cost- performance index) rather than selecting it.

**How to approach it:** Follow the exact formula and units. Show the calculation on scratch paper, then enter the precise term or number requested - spelling and rounding matter.

### 6. Drag- and- Drop / Ordering

**What it is:** You place items into a sequence or into categories - ordering process steps, or sorting risks into response strategies.

**How to approach it:** Anchor the first and last items you are sure of, then fill the middle. For process ordering, follow the natural plan–execute–monitor flow.

### 7. Scenario- Based / Situational

**What it is:** A longer narrative describes a delivery situation and asks “what should the project manager do next?” - testing judgement over recall.

**How to approach it:** Identify the performance domain in play, decide what a diligent, accountable leader does first, and prefer addressing root cause over symptom. Avoid premature escalation.

## 8. Calculation / Numeric

**What it is:** Quantitative items - earned value (CV, SV, CPI, SPI, EAC), EMV and decision trees, PERT estimates, or critical- path floats.

**How to approach it:** Memorise the core formulas, watch the sign conventions (negative variance = behind/over), and double- check units before committing the answer.

### Mindset for every format

PMI rewards the project manager who plans before acting, engages stakeholders, addresses root causes, protects value, and escalates only when authority truly requires it. When two answers both look correct, choose the one a diligent, accountable leader would do first.

**PGDPM 101****Introduction to Project Management & the Project Manager's Role***Aligned to the PMBOK® Guide***1. PGDPM 101 Course Identification**

|                         |                                                                 |
|-------------------------|-----------------------------------------------------------------|
| <b>Course Code</b>      | PGDPM 101                                                       |
| <b>Course Title</b>     | Introduction to Project Management & the Project Manager's Role |
| <b>Credit Hours</b>     | 3 credit hours                                                  |
| <b>Level / Semester</b> | Foundation course - Semester 1                                  |
| <b>Prerequisites</b>    | None - this is the entry course of the programme                |
| <b>Facilitator</b>      | A B M Kalim Ullah, FCS, PMP, PMI-ACP, DASSM, LL.B               |

**2. Course Description**

PGDPM 101 is the foundation course of the diploma. It establishes the working vocabulary, mental models, and professional frame that every later module builds upon. The course introduces what a project is and is not, defines project management as a disciplined and value-oriented profession, locates projects within the program–portfolio hierarchy and the organisational environment, and gives particular weight to the role, competencies, and accountability of the project manager.

Throughout, the course teaches the architecture of the PMBOK® Guide - six principles, seven performance domains, five focus areas, and the flow of processes - while showing how the older five- process- group and ten- knowledge- area vocabulary maps onto it. Significant attention is given to the pre-project world, because the most expensive project failures are usually failures of the work that should have happened before a charter was ever signed.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Distinguish project work from operational work and explain why 'temporary' and 'unique' drive the entire discipline.
- CLO 2.** Define project management as the value-oriented application of knowledge, skills, tools, and techniques - and explain why application, not recitation, is the operative idea.
- CLO 3.** Locate a single project within the project–program–portfolio hierarchy and describe the role of the Project Management Office.
- CLO 4.** Describe the architecture: the six principles, seven performance domains, five focus areas, and the flow of processes.
- CLO 5.** Explain the role, accountability, and competencies of the project manager, including the PMI Talent Triangle and the leadership–management distinction.
- CLO 6.** Analyse the project environment - stakeholders, organisational structures, constraints, EEFs and OPAs - and judge their effect on a project manager's authority.



**CLO 7.** Recognise good pre- project work - needs assessment, feasibility, business case, benefits management - and explain its decisive effect on project success.

## 4. Lessons & Topics Map

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                                               |
|--------|------------------------------------------------------------------------------------------------------|
| 1      | Course orientation; pre- project work - where projects really begin; the four triggers of new work   |
| 2      | The Business Case, project justification, and the Business Plan / strategic alignment                |
| 3      | The Benefits Management Plan; outputs vs outcomes vs benefits                                        |
| 4      | Understanding Projects - definition, project vs operational work, why it matters                     |
| 5      | What is Project Management? Knowledge vs application; the continuous cycle                           |
| 6      | Project, Program & Portfolio; the Project Management Office (PMO)                                    |
| 7      | The Project Life Cycle and its phases; phase gates and go/no- go decisions                           |
| 8      | The Five Focus Areas; the Six Principles and the project mindset                                     |
| 9      | The Seven Performance Domains; the flow of processes                                                 |
| 10     | The Project Management Plan and its baselines                                                        |
| 11     | Project Constraints - balancing the competing demands                                                |
| 12     | The Role of the Project Manager; the PMI Talent Triangle; leadership and the sponsor                 |
| 13     | Project Stakeholders; organisational structures and project authority                                |
| 14     | The Project Environment (EEFs/OPAs); the profession, approaches, and the frontier (AI in PM); review |

## 5. Focus Module - Project Management Foundations, the PM Role & the Project Plan

This module couples three things - the foundations of the discipline, the role of the project manager, and the project management plan - and treats them as one connected arc. The foundations establish what a project and project management are; the project manager is the single person who turns those foundations into a coherent effort; and the project management plan is the instrument through which that effort is committed, baselined, and steered.

### Strand 1 - The foundations of project management

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet requirements and deliver the value for which the project was undertaken. Application is the operative word: it is practised, not merely studied. The Eighth Edition frames the discipline as principle- led - six principles describe how to think, seven performance domains describe where to act, five focus areas describe the phases of effort, and the flow of processes describes what to do. A project is distinguished from operations

by being temporary and unique, and any single project sits inside the wider project–program–portfolio hierarchy.

## Strand 2 - The role of the project manager

Every project has many contributors but exactly one project manager - the person assigned to lead the team responsible for achieving the objectives, accountable not for any single deliverable but for the integrated success of all of them together. PMI describes the modern project manager's competence as the Talent Triangle: ways of working (predictive, agile, and hybrid craft), power skills (communication, leadership, collaboration, emotional intelligence), and business acumen (strategic and organisational understanding). Management copes with complexity while leadership copes with change, and the project manager must do both. No relationship matters more than the partnership with the sponsor: the project manager brings transparency and options, the sponsor brings authority and decisions.

## Strand 3 - The project management plan

The project management plan is the document through which the project manager's integration becomes a concrete, agreed commitment. It is not a single schedule but the consolidated set of subsidiary plans - scope, schedule, cost, quality, resources, communications, risk, procurement, and stakeholders - together with the three baselines (scope, schedule, and cost) against which performance is measured. Above all it is a negotiated commitment, not a forecast: the basis against which variances are detected, change is controlled, and the project is steered back on course - closing the continuous loop of plan, execute, monitor, analyse, and re- plan.

## 6. PMBOK®- Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                                 | Purpose & exam relevance                                                                                                              |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Business Case &amp; Needs Assessment</b>                      | Justifies the project against organisational strategy. Tested in scenario items asking whether a project should be initiated.         |
| <b>Benefits Management Plan</b>                                  | Distinguishes outputs from outcomes and benefits. Matching items pair deliverables with the benefits they enable.                     |
| <b>Project Charter</b>                                           | Authorises the project and names the PM. Hotspot/scenario items test what the charter does and does not contain.                      |
| <b>Project Management Plan &amp; Baselines</b>                   | Consolidates subsidiary plans and the scope/schedule/cost baselines. Calculation items measure variance against baselines.            |
| <b>Organisational Structures (functional–matrix–projectised)</b> | Determines PM authority. Matching items pair structure types with the PM's relative authority.                                        |
| <b>EEFs &amp; OPAs</b>                                           | Environmental factors and process assets that constrain or enable the project. Multiple- response items ask you to classify inputs.   |
| <b>PMI Talent Triangle</b>                                       | Frames PM competence as ways of working, power skills, and business acumen. Scenario items test which competence a situation demands. |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                          |
|---------------------------------------------------|--------|------------------------------------------------|
| Continuous assessment (self- check & quizzes)     | 10%    | Weekly chapter self- check questions           |
| Class participation, worked examples & attendance | 10%    | In- session case discussion & attendance       |
| Term assignment / project brief                   | 10%    | Reconstruct a needs assessment + business case |
| Mid- term examination                             | 30%    | Covers first half                              |
| Final examination                                 | 40%    | Comprehensive, in PMP item formats             |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call- outs, and three closing panels - Key Points (what to recall), Practice Note (PMIism), and Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Scenario]** A sponsor asks you to start delivery immediately to save time, before any business case exists. What should the project manager do first?

- A. Begin work to satisfy the sponsor
- B. Escalate to the PMO for a ruling
- C. Facilitate a needs assessment and business case to justify the work
- D. Draft the schedule baseline

**Q2 [Multiple Response]** Which of the following are attributes that distinguish a project from operations? (Choose two.)

- A. Temporary
- B. Repetitive and ongoing
- C. Unique deliverable
- D. Funded from operating budget

**Q3 [Matching]** Match the Talent Triangle side to its meaning:

- |                     |                             |
|---------------------|-----------------------------|
| (1) Ways of working | (X) emotional intelligence, |
| (2) Power skills    | (Y) predictive/agile craft, |
| (3) Business acumen | (Z) strategic understanding |

**Q4 [Fill-in-the-Blank]** The three baselines consolidated into the project management plan are scope, schedule, and \_\_\_\_\_.

**Answer key**

Q1: C - value- led PMs ensure the work is justified before committing resources. • Q2: A and C - temporary and unique define a project. • Q3: 1–Y, 2–X, 3–Z. • Q4: cost.

**Practice Note (PMLism)**

PMI tests judgement, not recall. When a sponsor pressures you to skip planning, the preferred answer almost always restores the missing planning step rather than complying or escalating prematurely.

**PGDPM 102****Introduction to Project Scope & Scheduling Management***Aligned to the PMBOK® Guide***1. PGDPM 102 Course Identification**

|                         |                                                       |
|-------------------------|-------------------------------------------------------|
| <b>Course Code</b>      | PGDPM 102                                             |
| <b>Course Title</b>     | Introduction to Project Scope & Scheduling Management |
| <b>Credit Hours</b>     | 3 credit hours                                        |
| <b>Level / Semester</b> | Foundation course - Semester 1                        |
| <b>Prerequisites</b>    | None - entry course                                   |
| <b>Facilitator</b>      | Aadil Choudhury, PMP                                  |

**2. Course Description**

PGDPM 102 provides a rigorous examination of two foundational pillars of professional project management: scope management and schedule management. These domains constitute the structural core of project planning and execution, determining the boundaries of project work and the temporal framework within which value is delivered, across predictive, agile, and hybrid environments.

The course develops an analytical understanding of how scope is defined, decomposed, validated, and controlled, and how schedules are conceptualised, modelled, baselined, and adapted. Participants engage with the PMBOK® Guide (Eighth Edition) constructs relevant to scope and scheduling - requirements elicitation, the Work Breakdown Structure, activity sequencing, duration estimation, network logic, and critical path analysis. Recognising that deficiencies in scope definition and schedule realism are among the strongest predictors of project failure, the course emphasises evidence-based practices and defensible baselines.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Explain the principles of scope definition, decomposition, and validation, and distinguish product scope from project scope.
- CLO 2.** Develop a Work Breakdown Structure and associated scope baseline aligned with PMBOK processes.
- CLO 3.** Apply scheduling techniques including activity sequencing, duration estimation, network diagramming, and critical path analysis.
- CLO 4.** Compare predictive, agile, and hybrid scheduling approaches and select appropriate methods for different environments.
- CLO 5.** Prepare a complete schedule baseline using tools such as Gantt charts, iteration plans, and milestone charts.
- CLO 6.** Monitor and control scope and schedule using variance analysis, change control, and performance measurement.

**CLO 7.** Evaluate how organisational factors, constraints, and stakeholder expectations influence scope and scheduling decisions.

## 4. Lessons & Topics Map

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                 |
|--------|------------------------------------------------------------------------|
| 1      | Introduction to scope and scheduling; the value of clarity and realism |
| 2      | Product versus project scope; requirements- gathering techniques       |
| 3      | The Scope Statement and the Scope Baseline                             |
| 4      | Work Breakdown Structure principles, rules, and decomposition          |
| 5      | Validating and controlling scope; change control                       |
| 6      | Introduction to scheduling; activity definition and sequencing         |
| 7      | Duration estimation; network diagrams; critical path analysis          |
| 8      | Schedule compression techniques including crashing and fast tracking   |
| 9      | Predictive versus agile scheduling; iteration planning and backlogs    |
| 10     | Developing the schedule baseline; Gantt charts and milestones          |
| 11     | Monitoring and controlling schedule; variance analysis                 |
| 12     | Integrated change control for scope and schedule                       |
| 13     | Stakeholder influence on scope and scheduling decisions                |
| 14     | Tools, software, and emerging trends including AI in scheduling        |

## 5. Focus Module - Scope Management & Scheduling Management

This module couples two core disciplines of project planning - scope management and schedule management - as an integrated conceptual arc rather than two discrete subjects. Scope defines the boundaries of project work, while the schedule structures that work across time; together they form the organising logic through which a project is conceived, planned, and executed. The project manager synthesises these elements into a coherent delivery strategy, and the project management plan codifies and baselines that alignment.

### Strand 1 - Scope Management Foundations

Scope management ensures that the project includes all the work required and only the work required to deliver the intended value. The PMBOK Guide frames scope through collecting requirements, defining scope, creating the WBS, validating deliverables, and controlling changes. A well- defined scope baseline - the scope statement, the WBS, and the WBS dictionary - is the anchor for all downstream planning.

### Strand 2 - Scheduling Management Foundations

Scheduling translates scope into time. The project manager identifies activities, sequences them, estimates durations, and develops a schedule model. Techniques such as dependency mapping, critical path analysis, and resource optimisation ensure the schedule is realistic and achievable. Agile approaches emphasise

adaptive planning, short cycles, and continuous reprioritisation, while predictive approaches commit to a baselined critical- path schedule.

## 6. PMBOK® Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                             | Purpose & exam relevance                                                                                               |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Requirements Traceability Matrix</b>                      | Links each requirement to its origin and deliverable. Matching items pair requirements with WBS components.            |
| <b>Work Breakdown Structure &amp; WBS Dictionary</b>         | Decomposes scope to work- package level. Hotspot items ask you to identify a control account or work package.          |
| <b>Scope Baseline</b>                                        | Scope statement + WBS + dictionary. Scenario items test what triggers a change request versus progressive elaboration. |
| <b>Precedence Diagramming (PDM) / Network Diagram</b>        | Sequences activities with FS, SS, FF, SF dependencies. Hotspot items ask you to trace the critical path.               |
| <b>Critical Path Method (CPM)</b>                            | Identifies the longest path and float. Calculation items compute early/late dates, total float, and project duration.  |
| <b>Schedule Compression (crash / fast- track)</b>            | Shortens duration by adding cost or overlapping work. Scenario items test the cost–risk trade- off of each.            |
| <b>Gantt &amp; Milestone Charts; Iteration/Backlog plans</b> | Communicate the baseline. Drag- and- drop items order activities or sprint backlogs.                                   |
| <b>Earned Schedule / Variance Analysis</b>                   | Measures schedule performance (SV, SPI). Numeric items compute and interpret indices.                                  |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                          |
|---------------------------------------------------|--------|------------------------------------------------|
| Continuous assessment (self- check & quizzes)     | 10%    | Weekly chapter self- check questions           |
| Class participation, worked examples & attendance | 10%    | In- session case discussion & attendance       |
| Term assignment / project brief                   | 10%    | Build a WBS + schedule baseline for a scenario |
| Mid- term examination                             | 30%    | Covers first half                              |
| Final examination                                 | 40%    | Comprehensive, in PMP item formats             |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call- outs, and three closing panels - Key Points (what to recall), Practice Note (PMLism), and

Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Calculation]** Activities on the critical path have durations 4, 6, 3, and 5 days with finish- to- start links. What is the project duration along this path?

- A. 6 days
- B. 13 days
- C. 18 days
- D. 5 days

**Q2 [Scenario]** Mid- project, a stakeholder requests a feature not in the scope baseline. What should the project manager do first?

- A. Add it immediately to satisfy the stakeholder
- B. Reject it outright
- C. Raise a change request and assess impact through integrated change control
- D. Crash the schedule to fit it in

**Q3 [Matching]** Match the dependency type to its meaning:

- |        |                                          |
|--------|------------------------------------------|
| (1) FS | (X) both finish together,                |
| (2) SS | (Y) one finishes before the next starts, |
| (3) FF | (Z) both start together.                 |

**Q4 [Multiple Choice]** Which technique shortens the schedule by overlapping activities that would normally be done in sequence?

- A. Crashing
- B. Fast tracking
- C. Resource leveling
- D. Rolling- wave planning

### Answer key

Q1: C -  $4 + 6 + 3 + 5 = 18$  days. • Q2: C - changes to the baseline flow through integrated change control. • Q3: 1–Y, 2–Z, 3–X. • Q4: B - fast tracking overlaps activities (crashing adds resources).

### Practice Note (PMIism)

On the exam, 'gold- plating' (adding unrequested scope) and skipping change control are always wrong. Protect the baseline and route every change through integrated change control.



**PGDPM 103****Project Financial Management & Cost Analysis***Aligned to the PMBOK® Guide***1. PGDPM 103 Course Identification**

|                         |                                                            |
|-------------------------|------------------------------------------------------------|
| <b>Course Code</b>      | PGDPM 103                                                  |
| <b>Course Title</b>     | Project Financial Management & Cost Analysis               |
| <b>Credit Hours</b>     | 3 credit hours                                             |
| <b>Level / Semester</b> | Foundation course - Semester 1                             |
| <b>Prerequisites</b>    | None - entry course                                        |
| <b>Facilitator</b>      | Prof. Dr. Md. Qamruzzaman, Professor & Director- IBER, UIU |

**2. Course Description**

PGDPM 103 covers the principles and techniques of project financial management and cost analysis. It develops an understanding of the financial aspects of project delivery - budgeting, cost estimation, financial forecasting, and cost-related risk - and the tools used to manage project costs, including Earned Value Management (EVM), cost-benefit analysis, and life-cycle costing.

The course equips participants to manage project finances effectively, make informed trade-off decisions, and deliver objectives within budget constraints. It is aligned to the PMBOK® Guide (Eighth Edition) treatment of cost management within the Planning, Project Work, and Measurement performance domains, and emphasises numeric fluency because cost items are among the most heavily calculated on PMI examinations.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Understand the financial principles and concepts of project management and the cost management plan.
- CLO 2.** Develop project budgets and cost estimates using recognised estimating techniques.
- CLO 3.** Apply financial forecasting techniques, including sensitivity analysis and simulation concepts, to planning.
- CLO 4.** Identify and analyse project risks related to cost and develop cost- risk responses and reserves.
- CLO 5.** Use cost- management tools - Earned Value Management, cost-benefit analysis, and life- cycle costing.
- CLO 6.** Develop effective financial reporting and communication, including forecasts and project auditing.
- CLO 7.** Interpret variance and performance indices to decide corrective action.

**4. Lessons & Topics Map**

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                              |
|--------|-------------------------------------------------------------------------------------|
| 1      | Introduction to project financial management; the cost management plan              |
| 2      | Project financial statements and the time value of money (NPV, IRR, payback)        |
| 3      | Project budgeting; types of project cost; the cost baseline and S- curve            |
| 4      | Cost estimation techniques - analogous, parametric, bottom- up, three- point        |
| 5      | Contingency and management reserves; cost of quality                                |
| 6      | Financial forecasting; sensitivity analysis; Monte- Carlo concepts                  |
| 7      | Cost- risk identification, assessment, and response                                 |
| 8      | Earned Value Management I - PV, EV, AC and the variances (CV, SV)                   |
| 9      | Earned Value Management II - indices (CPI, SPI) and forecasts (EAC, ETC, TCPI, VAC) |
| 10     | Cost–benefit analysis and benefit–cost ratio                                        |
| 11     | Life- cycle costing and total cost of ownership                                     |
| 12     | Financial reporting and communication; dashboards                                   |
| 13     | Project auditing and cost governance                                                |
| 14     | Tools, software, and emerging trends including AI in cost forecasting               |

## 5. Focus Module - Cost Planning, Earned Value & Financial Control

This module treats budgeting, measurement, and financial control as one continuous discipline. A project is justified financially before it begins, baselined into a cost S- curve, and then steered using earned- value measurement so that variances are detected early and corrected. Financial management is therefore both a planning act and a control act, woven through the whole life cycle.

### Strand 1 - Estimating and budgeting the cost baseline

Cost management begins by selecting an estimating approach appropriate to what is known: analogous estimates for early, rough figures; parametric estimates where a scalable relationship exists; bottom-up estimates for precision once the WBS is detailed; and three- point (PERT) estimates to account for uncertainty. Estimates are aggregated into a cost baseline - the time- phased budget, often shown as an S- curve - to which contingency reserve is added for known risks and above which management reserve is held for unknown risks.

### Strand 2 - Earned Value Management and forecasting

Earned Value Management integrates scope, schedule, and cost into a single measurement system. Planned Value (PV), Earned Value (EV), and Actual Cost (AC) yield cost and schedule variances ( $CV = EV - AC$ ;  $SV = EV - PV$ ) and performance indices ( $CPI = EV / AC$ ;  $SPI = EV / PV$ ). From these the project manager forecasts the Estimate at Completion (EAC), the Estimate to Complete (ETC), the To- Complete Performance Index (TCPI), and the Variance at Completion (VAC) - turning today's performance into a credible projection of the final cost.

### Strand 3 - Financial justification and control

Beyond execution, the project must remain financially justified. Net Present Value, Internal Rate of Return, payback period, and benefit–cost ratio test whether the investment still makes sense, while life- cycle costing keeps the total cost of ownership in view. Reporting and auditing close the loop, giving sponsors the transparency to make funding decisions.

## 6. PMBOK® Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                                            | Purpose & exam relevance                                                                                  |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Estimating methods (analogous, parametric, bottom- up, three- point)</b> | Produce cost estimates with varying precision. Numeric items compute a PERT estimate $(O + 4M + P) / 6$ . |
| <b>Cost Baseline &amp; S- Curve</b>                                         | Time- phased budget against which EVM measures. Hotspot items locate over/under- run on the curve.        |
| <b>Reserves (contingency vs management)</b>                                 | Cover known vs unknown risks. Scenario items test which reserve to draw on and who authorises it.         |
| <b>Earned Value Management</b>                                              | Integrates scope, schedule, cost. Calculation items compute CV, SV, CPI, SPI.                             |
| <b>EVM Forecasting (EAC, ETC, TCPI, VAC)</b>                                | Projects final cost from current performance. Numeric items pick the right EAC formula for the scenario.  |
| <b>Net Present Value / IRR / Payback / BCR</b>                              | Investment selection metrics. Multiple- choice items pick the most valuable of competing projects.        |
| <b>Life- Cycle Costing / TCO</b>                                            | Captures cost beyond delivery. Scenario items weigh build cost against operating cost.                    |
| <b>Cost of Quality</b>                                                      | Prevention/appraisal vs failure cost. Matching items pair cost categories with examples.                  |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                             |
|---------------------------------------------------|--------|---------------------------------------------------|
| Continuous assessment (self- check & quizzes)     | 10%    | Weekly chapter self- check questions              |
| Class participation, worked examples & attendance | 10%    | In- session case discussion & attendance          |
| Term assignment / project brief                   | 10%    | Build a cost baseline + EVM report for a scenario |
| Mid- term examination                             | 30%    | Covers first half                                 |
| Final examination                                 | 40%    | Comprehensive, in PMP item formats                |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call-outs, and three closing panels - Key Points (what to recall), Practice Note (PMLism), and Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Calculation]** EV = 80,000; AC = 100,000; PV = 90,000. What is the Cost Performance Index (CPI)?

- A. 0.80
- B. 0.89
- C. 1.13
- D. 1.25

**Q2 [Calculation]** Using the same figures, what is the Schedule Variance (SV)?

- A. +10,000
- B. -10,000
- C. -20,000
- D. 0

**Q3 [Fill-in-the-Blank]** A three- point (PERT) estimate with O = 6, M = 9, P = 18 days equals \_\_\_\_\_ days.

**Q4 [Scenario]** An unforeseen risk with no budget line materialises and must be funded. Which reserve applies and who authorises it?

- A. Contingency reserve, authorised by the PM
- B. Management reserve, authorised by the sponsor/management
- C. The cost baseline, authorised by the team
- D. No reserve; cancel the project

### Answer key

Q1: A -  $CPI = EV / AC = 80,000 / 100,000 = 0.80$  (over budget). • Q2: B -  $SV = EV - PV = 80,000 - 90,000 = -10,000$  (behind schedule). • Q3:  $10 - (6 + 4 \times 9 + 18) / 6 = 60 / 6 = 10$ . • Q4: B - unknown- unknowns are funded from management reserve, authorised above the PM.

### Practice Note (PMLism)

Memorise the sign convention: negative CV/SV means over budget / behind schedule; an index below 1.0 is unfavourable. Read whether a question wants a variance (currency) or an index (ratio).

**PGDPM 201****Project Stakeholder & Project Communication***Aligned to the PMBOK® Guide***1. PGDPM 201 Course Identification**

|                         |                                                                 |
|-------------------------|-----------------------------------------------------------------|
| <b>Course Code</b>      | PGDPM 201                                                       |
| <b>Course Title</b>     | Project Stakeholder & Project Communication                     |
| <b>Credit Hours</b>     | 3 credit hours                                                  |
| <b>Level / Semester</b> | Core module - Semester 2                                        |
| <b>Prerequisites</b>    | Completion of PGDPM Semester 1                                  |
| <b>Facilitator</b>      | Md. Raihan Robin, BBA, MBA (Finance, University of Dhaka), AIBB |

**2. Course Description**

This course develops applied competence in stakeholder identification, analysis, engagement planning, and focused communications across predictive, agile, and hybrid projects. It teaches PMI-aligned stakeholder performance-domain practices and communication methods that ensure stakeholder needs are elicited, expectations are managed, and two-way feedback is embedded into delivery.

The course emphasises practical tools, worked examples, case studies, and a capstone communication plan that integrates stakeholder engagement with project governance. Because the Stakeholder and Communications domains are tested heavily through situational judgement, the course rehearses how a project manager decides whom to engage, how, and when.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Explain the PMI stakeholder performance domain and the role of focused communications in delivering stakeholder value.
- CLO 2.** Identify and document stakeholders using a stakeholder register and categorise them by influence, interest, and salience.
- CLO 3.** Analyse stakeholder needs and communication preferences to prioritise engagement and tailor messages.
- CLO 4.** Design a stakeholder engagement plan and a communication management plan specifying audiences, messages, channels, frequency, owners, and feedback loops.
- CLO 5.** Apply communication methods and artefacts (reports, dashboards, presentations, collaboration platforms) appropriate to stakeholder types and context.
- CLO 6.** Use negotiation and conflict-resolution techniques to manage difficult stakeholder interactions and preserve project value.
- CLO 7.** Monitor and evaluate stakeholder engagement effectiveness and adapt plans based on feedback and changing dynamics.

**CLO 8.** Produce a final, actionable stakeholder communication plan for a real or simulated project and present it to a stakeholder panel.

## 4. Lessons & Topics Map

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                        |
|--------|-------------------------------------------------------------------------------|
| 1      | Course orientation; PMI framing of the Stakeholder and Communications domains |
| 2      | Stakeholder identification techniques; the stakeholder register               |
| 3      | Stakeholder analysis: power/interest; influence/impact; salience              |
| 4      | Stakeholder mapping and prioritisation; RASCI and roles                       |
| 5      | Assessing stakeholder needs and communication preferences                     |
| 6      | Stakeholder engagement planning and strategy selection                        |
| 7      | Communication management planning: objectives, messages, owners               |
| 8      | Channel selection: meetings, reports, dashboards, collaboration tools         |
| 9      | Focused communications: tailoring, timing, and escalation paths               |
| 10     | Managing virtual and hybrid stakeholder interactions                          |
| 11     | Conflict resolution, negotiation, and escalation management                   |
| 12     | Building trust and credibility; ethical communication practices               |
| 13     | Reporting and presentation skills; visualisation and storytelling             |
| 14     | Integrated case study and capstone presentations                              |

## 5. Focus Module - Stakeholder Engagement, Communication Planning & Delivery Excellence

This focus module treats stakeholder engagement and communication as one integrated discipline that supports value delivery. Following PMI guidance, it moves from identification and analysis through planning, engagement, monitoring, and adaptation. Practical emphasis is placed on tailoring communications to context, embedding feedback loops, and measuring engagement effectiveness.

### Strand 1 - Identification and Analysis

The first task is to know who is affected. Tools include the stakeholder register, the power/interest grid, the salience model (power, legitimacy, urgency), and stakeholder maps. The deliverable is a prioritised stakeholder list with clear engagement implications - who must be managed closely, who kept satisfied, who kept informed, and who merely monitored.

### Strand 2 - Planning and Channels

The communication management plan specifies audiences, messages, channels, frequency, owners, and feedback mechanisms. Channels range from status reports and dashboards to stakeholder briefings, town

halls, and collaboration platforms. The plan matches the richness of the channel to the sensitivity and complexity of the message.

### Strand 3 - Engagement, Monitoring and Adaptation

Engagement techniques span consult, involve, collaborate, and empower. Monitoring uses stakeholder- satisfaction indicators, feedback logs, and engagement metrics, and the project manager revises tactics as feedback arrives and the project changes. Engagement is never finished; it is continuously re- tuned.

## 6. PMBOK® Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                                  | Purpose & exam relevance                                                                                                                        |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stakeholder Register</b>                                       | Records identity, interest, influence, and engagement strategy. Hotspot items ask which quadrant a stakeholder belongs in.                      |
| <b>Power/Interest (and Influence/Impact) Grid</b>                 | Classifies stakeholders for engagement effort. Matching items pair quadrants with manage- closely / keep- satisfied / keep- informed / monitor. |
| <b>Salience Model</b>                                             | Prioritises by power, legitimacy, and urgency. Scenario items test who to engage first when interests conflict.                                 |
| <b>Stakeholder Engagement Assessment Matrix</b>                   | Maps current vs desired engagement (unaware→leading). Scenario items ask what action closes the gap.                                            |
| <b>RACI / RASCI Chart</b>                                         | Assigns Responsible, Accountable, Consult, Inform. Multiple- response items test the single- accountable rule.                                  |
| <b>Communication Management Plan</b>                              | Defines audiences, channels, frequency, owners. Drag- and- drop items match message to channel.                                                 |
| <b>Communication Channels formula <math>n(n-1)/2</math></b>       | Counts communication paths. Calculation items compute paths as team size changes.                                                               |
| <b>Conflict- resolution modes (collaborate, compromise, etc.)</b> | Manage disputes. Scenario items test which mode a situation calls for.                                                                          |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                              |
|---------------------------------------------------|--------|----------------------------------------------------|
| Continuous assessment (self- check & quizzes)     | 10%    | Weekly chapter self- check exercises               |
| Class participation, case discussion & attendance | 10%    | In- session exercises and discussions              |
| Term assignment / project brief                   | 10%    | Stakeholder analysis and communication- plan draft |
| Mid- term examination                             | 30%    | Covers first half                                  |
| Final project (comprehensive communication plan)  | 40%    | Final submission and presentation;                 |

| Assessment Component | Weight | Notes                                     |
|----------------------|--------|-------------------------------------------|
|                      |        | includes feedback and conflict strategies |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call-outs, and three closing panels - Key Points (what to recall), Practice Note (PMIism), and Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Calculation]** A project team grows from 5 to 8 members. How many additional communication channels are created?

- A. 3
- B. 10
- C. 18
- D. 28

**Q2 [Scenario]** A powerful stakeholder with low interest keeps requesting detailed weekly reports they never read. What is the best response?

- A. Stop reporting to them entirely
- B. Keep them satisfied with concise, high- level summaries
- C. Escalate to the sponsor
- D. Manage them as closely as the project champion

**Q3 [Matching]** Match power/interest quadrant to action:

- |                               |                     |
|-------------------------------|---------------------|
| (1) high power, high interest | (X) keep informed,  |
| (2) high power, low interest  | (Y) manage closely, |
| (3) low power, high interest  | (Z) keep satisfied. |

**Q4 [Multiple Choice]** Two team leads disagree and a decision is needed quickly with a durable, mutually owned outcome. Which conflict mode is preferred?

- A. Withdraw/avoid
- B. Force/direct
- C. Collaborate/problem- solve
- D. Smooth/accommodate

### Answer key

Q1:  $C - 8 \times 7 / 2 - 5 \times 4 / 2 = 28 - 10 = 18$  additional channels. • Q2: B - high power / low interest stakeholders



are kept satisfied, not overloaded. • Q3: 1–Y, 2–Z, 3–X. • Q4: C - collaborating yields the most durable, mutually owned resolution.

**Practice Note (PMIism)**

PMI prefers collaboration/problem-solving as the highest-quality conflict mode, and engaging stakeholders directly over withdrawing or escalating. Tailor effort to the power/interest quadrant rather than treating everyone alike.

**PGDPM 202****Project Quality & Risk Management***Aligned to the PMBOK® Guide***1. PGDPM 202 Course Identification**

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>Course Code</b>      | PGDPM 202                             |
| <b>Course Title</b>     | Project Quality & Risk Management     |
| <b>Credit Hours</b>     | 3 credit hours                        |
| <b>Level / Semester</b> | Core module - Semester 2              |
| <b>Prerequisites</b>    | Completion of PGDPM Semester 1        |
| <b>Facilitator</b>      | Md. Aktaruzzaman, CMA (USA), PMP, ITP |

**2. Course Description**

PGDPM 202 integrates project quality management and project risk management into a single applied module. Successful delivery depends not only on achieving scope, schedule, and cost objectives but on delivering fit-for-purpose outcomes while proactively managing uncertainty. The course examines quality planning, assurance, control, and continuous improvement alongside risk identification, analysis, response, monitoring, and resilience.

Rather than treating quality and risk as separate functions, the course presents them as interconnected disciplines that influence decision-making throughout the life cycle. It is aligned with PMI guidance - the PMBOK® performance domains and the PMI Examination Content Outline - across predictive, adaptive, and hybrid environments, with worked examples and integrated case studies bridging theory and practice.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Explain the principles of quality management and distinguish quality planning, assurance, control, and continuous improvement.
- CLO 2.** Apply quality tools and techniques to establish standards, evaluate performance, and improve outcomes.
- CLO 3.** Interpret customer requirements and stakeholder expectations to define measurable quality objectives and acceptance criteria.
- CLO 4.** Use quality frameworks including PDCA, Six Sigma concepts, Lean thinking, root-cause analysis, and continuous improvement.
- CLO 5.** Identify project risks systematically and develop risk registers using structured techniques.
- CLO 6.** Conduct qualitative and quantitative risk analyses and prioritise risks by probability, impact, urgency, and context.
- CLO 7.** Develop and evaluate risk response strategies for threats and opportunities in predictive, agile, and hybrid projects.

**CLO 8.** Monitor quality and risk performance, apply professional ethics, and integrate both within a complete delivery scenario.

## 4. Lessons & Topics Map

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                                                  |
|--------|---------------------------------------------------------------------------------------------------------|
| 1      | Foundations of project quality - fitness for use, customer satisfaction, cost of quality, RASCI         |
| 2      | Quality planning - standards, metrics, acceptance criteria, requirements traceability                   |
| 3      | Quality assurance - audits, process improvement, quality culture; use of AI tools                       |
| 4      | Quality control - inspection, check sheets, Pareto and control charts, benchmarking, DoE                |
| 5      | Continuous improvement - PDCA, Kaizen, Lean, Six Sigma, TQM, JIT, root- cause analysis                  |
| 6      | Foundations of risk - risk vs issue, ambiguity, appetite, tolerance, inherent vs residual risk          |
| 7      | Plan risk management - ITTO and organisational process assets                                           |
| 8      | Risk identification - categories, the Risk Breakdown Structure, workshops, checklists, heat maps        |
| 9      | Qualitative risk analysis - probability, impact, urgency, prioritisation, data- quality assessment      |
| 10     | Quantitative risk analysis - EMV, decision trees, sensitivity (tornado), Monte Carlo, FMEA              |
| 11     | Risk response planning - avoid, mitigate, transfer, accept; exploit, enhance, share, escalate; reserves |
| 12     | Monitoring and implementing responses - reviews, reserves, reporting, issue management                  |
| 13     | Governance, ethics, compliance and resilience - COSO, ERM, ISO 27001/31000, 3 Lines of Defence          |
| 14     | Integrated quality- and- risk scenario - capstone discussion and review                                 |

## 5. Focus Module - Quality, Risk & Project Delivery Excellence

This module combines three interconnected strands - quality management, risk management, and delivery excellence - and treats them as one integrated discipline. Its governing principle is simple: every project outcome is influenced by both the quality of work performed and the uncertainties encountered throughout delivery.

### Strand 1 - Quality Management: building excellence into delivery

Quality management is a proactive process, not a final inspection. Participants learn to define standards and metrics, develop quality plans, establish assurance processes, apply control techniques, measure customer satisfaction, and drive continuous improvement. Practical tools include cost of quality and flowcharts for planning; check sheets and process mapping for assurance; Pareto analysis, control charts, and histograms for control; fishbone diagrams for root- cause analysis; and scatter diagrams for relationships.

### Strand 2 - Risk Management: managing uncertainty

Risk management is a continuous decision-making discipline that begins before execution and continues through closure. Participants identify risks systematically, build and maintain risk registers, conduct qualitative and quantitative analyses, evaluate threats and opportunities, select response strategies, and monitor exposure across the life cycle. Special attention is given to balancing exposure against objectives and organisational risk appetite.

### Strand 3 - Delivery Excellence: integrating quality and risk

The applied strand demonstrates that quality and risk are inseparable. Through worked examples and integrated case studies, participants make quality–risk trade-offs, balance compliance and agility, manage quality failures and emerging risks, improve resilience, and deliver stakeholder value under uncertainty. The capstone integrates quality planning, risk assessment, monitoring, and response within a single realistic environment.

## 6. PMBOK® Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                                   | Purpose & exam relevance                                                                                        |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Cost of Quality (CoQ)</b>                                       | Prevention/appraisal vs internal/external failure cost. Matching items classify costs.                          |
| <b>Seven Quality Tools (Pareto, fishbone, control chart, etc.)</b> | Diagnose and control quality. Hotspot items read a control chart for out-of-control points.                     |
| <b>PDCA / Kaizen / Lean / Six Sigma / TQM</b>                      | Continuous-improvement frameworks. Multiple-choice items pick the right method for the goal.                    |
| <b>Risk Register &amp; Risk Breakdown Structure (RBS)</b>          | Capture and categorise risks. Drag-and-drop items sort risks into RBS categories.                               |
| <b>Probability–Impact Matrix / Heat Map</b>                        | Prioritise risks qualitatively. Hotspot items locate a risk's cell.                                             |
| <b>Expected Monetary Value (EMV) &amp; Decision Trees</b>          | Quantify risk value. Calculation items compute $EMV = \text{probability} \times \text{impact}$ across branches. |
| <b>Sensitivity Analysis (Tornado) &amp; Monte Carlo</b>            | Reveal key drivers and ranges. Scenario items interpret a tornado diagram.                                      |
| <b>Response strategies (threats vs opportunities)</b>              | Avoid/mitigate/transfer/accept; exploit/enhance/share/escalate. Matching items pair strategy to situation.      |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                    |
|---------------------------------------------------|--------|------------------------------------------|
| Continuous assessment (self-check & quizzes)      | 10%    | Weekly chapter self-check exercises      |
| Class participation, case discussion & attendance | 10%    | In-session exercises and discussions     |
| Term assignment / project brief                   | 10%    | Quality and risk assessment report for a |

| Assessment Component  | Weight | Notes                              |
|-----------------------|--------|------------------------------------|
|                       |        | project                            |
| Mid- term examination | 30%    | Covers first half                  |
| Final examination     | 40%    | Comprehensive, in PMP item formats |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call-outs, and three closing panels - Key Points (what to recall), Practice Note (PMLism), and Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Calculation]** A risk has a 30% probability of a \$50,000 loss and a linked 20% chance of a \$20,000 gain. What is the net EMV?

- A. -\$11,000
- B. -\$15,000
- C. +\$4,000
- D. -\$30,000

**Q2 [Matching]** Match the threat response to its action:

- |                 |                                    |
|-----------------|------------------------------------|
| (1) Avoid       | (W) buy insurance,                 |
| (2) Transfer    | (X) remove the cause,              |
| (3) Mitigate    | (Y) reduce probability/impact,     |
| (4) Accept with | (Z) set a contingency and proceed. |

**Q3 [Multiple Choice]** Which tool best identifies the few causes responsible for most defects?

- A. Control chart
- B. Pareto chart
- C. Scatter diagram
- D. Histogram

**Q4 [Scenario]** An opportunity could let the team finish early if a vendor delivers ahead of schedule, but only if the team is ready. Which opportunity strategy assigns ownership to the party best able to capture it?

- A. Exploit
- B. Enhance
- C. Share
- D. Accept

**Answer key**

Q1: A -  $(0.30 \times -50,000) + (0.20 \times +20,000) = -15,000 + 4,000 = -\$11,000$ . • Q2: 1-X, 2-W, 3-Y, 4-Z. • Q3: B - the Pareto chart highlights the vital few (80/20). • Q4: C - sharing allocates the opportunity to the party best able to realise it.

**Practice Note (PMLism)**

Keep risk and issue distinct: a risk is a future uncertainty; an issue has already occurred. Watch sign conventions in EMV - threats are negative, opportunities positive - and remember threats and opportunities have mirrored response sets.

**PGDPM 203****Project Applied & Resource Management***Aligned to the PMBOK® Guide***1. PGDPM 203 Course Identification**

|                         |                                                   |
|-------------------------|---------------------------------------------------|
| <b>Course Code</b>      | PGDPM 203                                         |
| <b>Course Title</b>     | Project Applied & Resource Management             |
| <b>Credit Hours</b>     | 3 credit hours                                    |
| <b>Level / Semester</b> | Core module - Semester 2                          |
| <b>Prerequisites</b>    | Completion of PGDPM Semester 1                    |
| <b>Facilitator</b>      | A B M Kalim Ullah, FCS, PMP, PMI-ACP, DASSM, LL.B |

**2. Course Description**

PGDPM 203 consolidates the people- side and resource- side disciplines into a single applied module. It treats leadership and communication, motivation and skill development, team formation and performance, resource planning and acquisition, and the full procurement lifecycle - from make- or- buy analysis through contract closure - as one continuous course rather than separate Topics.

The module is built on the premise that project management is delivered through people: before schedules, budgets, and Gantt charts come the abilities to influence, communicate, and build trust. It is aligned to the PMBOK® Guide framing of Project Resource Management and Project Procurement Management and to the People domain of the PMI Examination Content Outline, with worked examples and applied scenarios at the heart of each Topics.

**3. Course Learning Outcomes (CLOs)**

On successful completion of this course, a participant will be able to:

- CLO 1.** Explain why leadership precedes administration, distinguish leadership from management, and apply critical thinking and emotional intelligence.
- CLO 2.** Communicate effectively across a project - selecting channels and methods, managing flows, and adapting style to stakeholders and situations.
- CLO 3.** Apply theories of motivation and skill mastery, and select a leadership style (including situational leadership) appropriate to a team.
- CLO 4.** Use recognised team- development models to form, support, and grow high- performing teams - virtual, co- located, and hybrid.
- CLO 5.** Execute the resource- management processes - plan, estimate, acquire, develop, and manage - and document roles using RAM, RACI, OBS, RBS, and WBS.
- CLO 6.** Manage the team day to day: track performance with burndown/burnup charts and the issue log, empower the team, run decision- making, and resolve conflict.

**CLO 7.** Conduct the full procurement lifecycle - make- or- buy, selecting contract types by scope certainty and risk allocation, planning, conducting, controlling, and closing.

**CLO 8.** Apply professional ethics and responsibility, and integrate the people, resource, and procurement disciplines on a single end- to- end scenario.

## 4. Lessons & Topics Map

The course is delivered over 14 lessons mapped to the following Topics:

| Lesson | Topics                                                                                                             |
|--------|--------------------------------------------------------------------------------------------------------------------|
| 1      | Foundations of project leadership - why leadership comes first; the five principal roles; management vs leadership |
| 2      | Communication skills - flows, channels, methods, and listening                                                     |
| 3      | Motivation and skill mastery                                                                                       |
| 4      | Situational leadership and other leadership concepts                                                               |
| 5      | Team development models - forming through performing                                                               |
| 6      | The resource- management process - the People domain; plan resource management; RAM/RACI/OBS/RBS                   |
| 7      | Estimating, acquiring and developing resources - histograms, leveling, the halo effect, team building              |
| 8      | Managing the team - burndown/burnup, empowerment, decision- making, conflict, virtual teams                        |
| 9      | Foundations of procurement management - make- or- buy, roles, the procurement lifecycle                            |
| 10     | Contract types and risk - fixed- price, cost- reimbursable, T&M, adaptive; risk allocation                         |
| 11     | Planning and conducting procurements                                                                               |
| 12     | Controlling and closing procurements                                                                               |
| 13     | Ethics and professional responsibility                                                                             |
| 14     | Putting it together - an integrated delivery scenario; capstone discussion and review                              |

## 5. Focus Module - Resource, Procurement & Project Applied

This module couples three strands - resources, procurement, and applied delivery - as one integrated whole. The People- domain skills (leadership, communication, motivation) are not a preamble but the foundation on which the technical work rests: every resource decision and every procurement decision is, in the end, executed through people. The integrated delivery scenario closes the loop, running the three strands together on a single realistic project.

### Strand 1 - The resource- management processes

Resource management treats people and physical resources together as a repeating, updating cycle: plan, estimate, acquire, develop, and manage. Documenting roles is a practical skill: the Responsibility Assignment Matrix (RAM) cross-references members with work packages; the RACI chart defines Responsible,



Accountable, Consult, and Inform with exactly one accountable owner; the Organisational Breakdown Structure (OBS) assigns responsibility to departments; the Resource Breakdown Structure (RBS) breaks work down by resource type; and the Work Breakdown Structure (WBS) ensures every work package has an owner.

### Strand 2 - Procurement: matching contract type to scope certainty

The procurement strand runs the full lifecycle - make- or- buy, planning and conducting, controlling and closing - around one relentlessly tested principle: match the contract type to the certainty of the scope, not to a wish to control cost. Cost- overrun risk shifts from seller to buyer as a contract moves from fixed- price, through time- and- materials, to cost- reimbursable. A fixed price on a vague scope does not remove risk - it returns to the buyer as inflated bids, change orders, and disputes.

### Strand 3 - Project applied: integrating the disciplines

The applied strand ties the other two to real delivery, carried by Worked Examples and Applied Scenarios in each chapter and consolidated in ten Integrated Case Studies. The capstone works the whole module end- to- end - leading and motivating a team, planning and acquiring its resources, and procuring what cannot be built in- house - showing how the people, resource, and procurement disciplines operate together rather than in isolation.

## 6. PMBOK® Tools & Techniques for this Subject

The tools below are the PMBOK® Guide methods most relevant to this course. Learn what each one displays, when to use it, and how it might be tested in the new PMI item formats.

| Tool / Technique                                                    | Purpose & exam relevance                                                                                            |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>RAM / RACI Chart</b>                                             | Assigns roles with one accountable owner. Multiple- response items test the single- A rule.                         |
| <b>OBS / RBS / WBS</b>                                              | Organise responsibility, resource type, and deliverables. Matching items pair each structure with what it displays. |
| <b>Resource Histogram &amp; Resource Leveling</b>                   | Show and smooth resource demand. Scenario items test the schedule effect of leveling.                               |
| <b>Team- development models (Tuckman) &amp; motivation theories</b> | Form teams and motivate. Matching items pair Maslow/Herzberg/McGregor with their core idea.                         |
| <b>Burndown / Burnup Charts</b>                                     | Track remaining vs completed work in agile delivery. Hotspot items read progress from the chart.                    |
| <b>Make- or- Buy Analysis</b>                                       | Decides build vs procure. Scenario items weigh capability, cost, and risk.                                          |
| <b>Contract types (FP, CR, T&amp;M)</b>                             | Allocate risk between buyer and seller. Matching items rank risk by contract family.                                |
| <b>Procurement documents (RFP, SOW, agreements)</b>                 | Define and award work. Drag- and- drop items order the procurement lifecycle.                                       |

## 7. Assessment & Grading

| Assessment Component                              | Weight | Notes                                               |
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| Class participation, worked examples & attendance | 10%    | In- session case discussion & attendance            |
| Term assignment / project brief                   | 10%    | Resource plan + procurement strategy for a scenario |
| Mid- term examination                             | 30%    | Covers first half                                   |
| Final examination                                 | 40%    | Comprehensive, in PMP item formats                  |

## 8. Teaching & Learning Approach

Each chapter follows a predictable rhythm: a Synopsis stating the central idea, a prose body with tables and Key Term call- outs, and three closing panels - Key Points (what to recall), Practice Note (PMIism), and Practical Aspects (what a practising project manager actually does). Worked Examples ground each Topics in real delivery, and Self- Check questions in PMI item formats serve as revision aids.

## 9. Sample Self- Check Questions (PMI Item Formats)

The following items rehearse the new PMI question patterns against this subject's content. Attempt each before reading the answer key that follows.

**Q1 [Scenario]** The scope of a specialised software build is poorly defined and likely to evolve. Which contract type best protects the buyer from disputes?

- A. Firm Fixed Price (FFP)
- B. Cost- Reimbursable or T&M with controls
- C. Fixed Price Incentive Fee on a fixed scope
- D. Purchase order at a flat rate

**Q2 [Multiple Response]** In a RACI chart, which rules must hold? (Choose two.)

- A. Exactly one Accountable per task
- B. At least one Responsible per task
- C. Every person must be Consulted
- D. Accountable and Responsible can never be the same person

**Q3 [Matching]** Match the motivation theory to its idea:

- |              |                            |
|--------------|----------------------------|
| (1) Maslow   | (X) Theory X/Y,            |
| (2) Herzberg | (Y) hierarchy of needs,    |
| (3) McGregor | (Z) hygiene vs motivators. |

**Q4 [Drag- and- Drop]** Order the procurement lifecycle steps:

- (i) Close Procurements
- (ii) Plan Procurement Management

- (iii) Conduct Procurements
- (iv) Control Procurements.

**Answer key**

Q1: B - uncertain scope suits cost- reimbursable / T&M; a fixed price on vague scope returns risk as change orders. • Q2: A and B - one A and at least one R per task. • Q3: 1-Y, 2-Z, 3-X. • Q4: ii → iii → iv → i (Plan → Conduct → Control → Close).

**Practice Note (PMLism)**

Risk moves from seller to buyer as you go fixed- price → T&M → cost- reimbursable. Match the contract to scope certainty, and remember each RACI task has exactly one accountable owner.

## Quick Reference - PMBOK® Tools by Subject

Use this map to revise which tools belong to which subject, and which performance domain they serve. Many tools appear in more than one course - the RACI chart, for example, supports both stakeholder roles and resource roles.

| Course           | Domain focus                            | Signature PMBOK 8 tools                                                        |
|------------------|-----------------------------------------|--------------------------------------------------------------------------------|
| <b>PGDPM 101</b> | <b>Foundations &amp; PM Role</b>        | Business case, charter, PM plan & baselines, Talent Triangle, EEF/OPA          |
| <b>PGDPM 102</b> | <b>Scope &amp; Schedule</b>             | RTM, WBS, CPM/network diagram, Gantt, schedule compression, SV/SPI             |
| <b>PGDPM 103</b> | <b>Cost &amp; Finance</b>               | Estimating methods, cost baseline/S- curve, EVM (CV/SV/CPI/SPI/EAC), NPV/IRR   |
| <b>PGDPM 201</b> | <b>Stakeholders &amp; Communication</b> | Stakeholder register, power/interest grid, salience, RACI, channels formula    |
| <b>PGDPM 202</b> | <b>Quality &amp; Risk</b>               | CoQ, 7 quality tools, PDCA/Six Sigma, risk register/RBS, EMV, decision trees   |
| <b>PGDPM 203</b> | <b>Resource &amp; Procurement</b>       | RAM/RACI, OBS/RBS, histograms/leveling, Tuckman, make- or- buy, contract types |

### Formulas you must know cold

| Formula                        | Meaning                                |
|--------------------------------|----------------------------------------|
| $CV = EV - AC$                 | Cost variance (negative = over budget) |
| $SV = EV - PV$                 | Schedule variance (negative = behind)  |
| $CPI = EV / AC$                | Cost efficiency (<1 = over budget)     |
| $SPI = EV / PV$                | Schedule efficiency (<1 = behind)      |
| $EAC = BAC / CPI$              | Forecast final cost (typical case)     |
| $PERT = (O + 4M + P) / 6$      | Three- point expected estimate         |
| $EMV = P \times \text{Impact}$ | Expected monetary value of a risk      |
| $\text{Channels} = n(n-1) / 2$ | Number of communication paths          |

## Exam- Day & Study Strategy

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### Before the examination

- Revise the eight question patterns and practise at least one of each per subject.
- Memorise the formula table until you can reproduce it from a blank page.
- Re- read every Practice Note - they flag the exact judgement traps PMI tests.
- Work each Worked Example by hand; do not just read the solution.

### During the examination

- Read the full stem before the options; identify the performance domain in play.
- For situational items, choose what a diligent, accountable leader does first - usually plan, engage, or address root cause rather than escalate or comply.
- For calculations, write the formula, substitute, then compute; check units and signs.
- For 'select all' items, judge each option independently and count against the number requested.
- Flag and return: never let one hard item consume time owed to several easy ones.

### The PGDPM through- line

Foundations (101) define the discipline; scope and schedule (102) and cost (103) make plans concrete and measurable; stakeholders and communication (201), quality and risk (202), and resource and procurement (203) deliver value through people and partners. Every course shares one architecture, one rhythm, and one mindset: plan before acting, engage stakeholders, protect value, and lead with accountability.

### — End of Handbook —

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