Unit Outline*

MGMT8665
Project Management

MBA
Trimester 3 2011
Crawley

Brett Smith

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction

Project management is “the application of knowledge, skills, tools and techniques to project activities to meet project requirements”\(^1\). By undertaking MGMT865 Project Management you will be exposed to the body of knowledge that is generally accepted as good practice for managing projects. While project management techniques have been developed in the disciplines of Information Technology and Engineering, the unit takes a general perspective concentrating on managing value creation projects in business. The unit concentrates on facilitating change, efficient use of resources and controlling risk.

The unit is pitched at an introductory level. The unit focuses on the core concepts and knowledge areas of project management. These areas of knowledge form the basis of accreditation to the Australian Institute of Project Managers and the Project Management Institute (U.S.). The major content area is the planning of projects. However, some attention is given to project execution and control.

Students will be introduced to standard project management software and it is anticipated that students will makes use of the software for unit assignments.

Unit content

Professional bodies such as the Project Management Institute, the Association for Project Management and the Australian Institute of Project Management publish an inventory of the essential topics that should be covered when undertaking project management. These “Bodies of Knowledge” provide the content for this course. The course will cover:

- A definition of projects, programs and (project) portfolios
- Project Life Cycles
- Organisational influences on project management
- The nine Project Management Knowledge Areas
  - Project integration management
  - Project scope management
  - Project time management
  - Project cost management
  - Project quality management
  - Project human resource management
  - Project communications management
  - Project risk management
  - Project procurement management

Rather than cover each knowledge area in sequence, the organisation of the content is first to cover all knowledge areas at the project planning stage and then to re-examine their application to the project execution stage.

Organisational structure and its influence of project management are introduced at the beginning of the trimester. Throughout the unit we consider project management at the organisational level.

The goal of the unit

This unit is designed to introduce you to project management, the issues involved with implementing project management systems and some of the methods used by project managers to control and deliver their projects. Both the theoretical and practical aspects will be covered.

The project environment is a team environment and a significant component of this course is team based. The ability to tackle new challenges using some fundamental skills combined with working as a team will lead to a stronger project outcome.

The unit also allows you to examine areas of your own experience and test how the project management theory can assist in your working environment. By using the theory presented, you should be able to develop your own project management process to suit your own needs.

Learning outcomes,

On completion of this unit, you will be able to:

1. Demonstrate understanding of project management knowledge areas
   - The knowledge base of project management is reasonably standard. Students undertaking this unit will exit with an understanding of the core body of knowledge. Reflecting the attainment of knowledge of your discipline.

2. Apply project management skills, tools and techniques in a realistic setting
   - Accepting the classroom environment and trimester schedule limits the scope of applied work in this unit, students will demonstrate their capability of planning a realistic project in the team project. The team project is a useful instructional tool because the team output covers the hard project management activities (activity planning, cost and time estimation, work breakdown structure) and the team assignment process covers the soft project management activities (team management, leadership, project quality and communication).

3. Make use of standard project management software (Microsoft Project)
   - Students are given some instruction on the use of Microsoft Project and are given the opportunity to demonstrate their competency in the team assignment and in class exercises.
   - acquire the skills needed to embrace rapidly changing technologies.

4. Communicate a project plan by way of an oral presentation and written report
   - The communication of the project and its value to stakeholders is an essential skill in managing projects. The team presentation and report are the relevant assessments for this outcome.

5. Assess the worth of project management as a tool for implementing decisions
   - Students investigate the relevance of project management to their chosen industry. In particular students evaluate the usefulness of standardizing project management across the organization.
Educational principles and graduate attributes

The unit contributes to the university’s stated educational principles by examining the current best practice of project management theory (obj. 1). However, allowing scope for students to assess the worth of the project management systems in the area of work (obj. 5). Students will attain software skills appropriate for project management (obj. 3). The team assignment offers the scope for students to engage the community or business community and practice leadership skills in a team environment (obj. 2). Written and oral communication skills are highly valued in the area of project management. Students demonstrate communication skills in the completion of their case study, preparation of the project management plan for the team assignment and presentation of posters.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Project management knowledge base: All disciplines have a core body of knowledge that acts your entry ticket into the discipline’s community. It is important that a unit (particularly an introductory level unit) covers this knowledge. While the lecturer will guide you in the right directions – and provide some explanations – your weekly readings are the most useful way to learn this knowledge. The class seminars are where we meet to discuss the readings. To concentrate your focus on aspects of your readings a series of class participation assignments are set. The class time is divided between a lecture and discussion on the cases or other assigned activities.

Project management practical: Project management skills can only be developed by doing! The team assignment provides the space for you to develop your project management skills. Rather than setting a term project and ask you to submit a report on the last day of the class, the team assignment is integrated into the classes. About every third week, time is assigned for the team to share there experience with fellow students and to prepare intermediate documents. These exercises give the opportunity for short feedback cycles. Your aim is produce a working project management plan for a real project.

Project management issues: Unfortunately the class-room environment will not allow you to see a project through to completion. Case studies are used to supplement a real project. In doing the cases you will be exposed to some of the problems associated with projects. Through discussion and a written case report you will work through the real problems and offer solutions to the case.

Project management skills: Class exercises are used to introduce the skills and provide an immediate opportunity for students to practice. The face-to-face contact will include four one hour computer laboratories. In this class we shall introduce Microsoft Project.

Communication: In addition to formal project presentations a series of informal class discussions are planned. Think of these as open spaces, with a little more direction than usual. In week 3 you have the opportunity to present project possibilities and pitch your idea to classmates. In week 5 you present your team assignment plan (informal discussion). A poster session is organised for week 9 and your project management plan is delivered in week 12.
Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Brett Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:Brett.Smith@uwa.edu.au">Brett.Smith@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>6488 3979</td>
</tr>
<tr>
<td>Fax</td>
<td>6488 1055</td>
</tr>
<tr>
<td>Consultation Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Lecture Venue</td>
<td>Week 1 – 10 BUSN:WSFRM</td>
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<td></td>
<td>Weeks 11- 12 Simmonds GP3</td>
</tr>
<tr>
<td>Lecture Times</td>
<td>Monday 6.00pm-9.00pm</td>
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<tr>
<td>Unit Web Site URL</td>
<td>webct.uwa.edu.au</td>
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TEXTBOOK(S) & RESOURCES

Recommended/required text(s)

Required:


The course text is supplemented by a website at [www.course.com/mis/pm/scwalbe](http://www.course.com/mis/pm/scwalbe). You will need to set up an account and enter the key code that comes in the CD packet in the front of your book. In addition the text provides a trial version of Microsoft Project 2003 and a project management training CD.

Recommended:


I expect the guide to be your desktop reference book

Software requirements

Students will need access to the following software tools

- A Microsoft compatible word processor, spreadsheets and presentation program
- Capability to read and print Adobe PDF format.
- Access to Microsoft Project Planning software (provided with the unit text)

Additional resources & reading material

*Project Management Journal*, Project Management Institute (U.S.) ISN 8756-9728

*Project Management Journal* is the academic and research journal of the Project Management Institute and features state-of-the-art research, techniques, theories, and applications in project management. The *Project Management Journal'*s mission is to address the broad interests of the project management profession and maintain an editorial balance of content about research, technique, theory, and practice.

The *Project Management Journal* encourages submissions from researchers addressing the art and science of project, program and portfolio management situations according to an inter-disciplinary perspective. The journal's international and multi-disciplinary review team ensures continued standards of excellence in terms of quality of content and reputation among the academic community.


The *International Journal of Project Management* offers wide ranging and comprehensive coverage of all facets of project management. Published eight times per year, it provides a focus for worldwide expertise in the required techniques, practices and areas of research; presents a forum for its readers to share common experiences across the full range of industries and technologies in which project management is used; covers all areas of project management from systems to human aspects; links theory with practice by publishing case studies and covering the latest important issues.
**Topics Covered Include:**
Project concepts; project evaluation; team building and training; communication; project start-up; risk analysis and allocation; quality assurance; project systems; project planning; project methods; tools and techniques; resources, cost and time allocation; estimating and tendering; scheduling; monitoring, updating and control; contracts; contract law; project finance; project management software; motivation and incentives; resolution of disputes; procurement methods; organization systems; decision making processes; investment appraisal.

**UNIT SCHEDULE**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Lecture</th>
<th>Independent activity (e.g. readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/8</td>
<td>Projects</td>
<td>Overview of Projects, Project Management and PM Education GUEST: GALEN TOWNSON, PMI DIRECTOR OF EDUCATION</td>
<td>Schwalbe Chapter 1 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>5/9</td>
<td>Project Appraisal and Selection</td>
<td>Strategic Alignment Financial Models</td>
<td>Schwalbe Chapter 2 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>12/9</td>
<td>Organisational Issues</td>
<td>Project Organisations Professional Associations GUEST: CHRIS TURNER, DIRECTOR VEEV GROUP</td>
<td>Kloppenborg Chapter 3 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>19/9</td>
<td>Project Initiation</td>
<td>In Class MCQ London Ambulance</td>
<td>Schwalbe Chapter 3 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>26/9</td>
<td>Core Knowledge Areas I</td>
<td>CASE 1 London Ambulance Scope, Schedule &amp; Budget</td>
<td>Schwalbe Chapter 4 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>3/10</td>
<td>No Classes</td>
<td></td>
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<tr>
<td>10/10</td>
<td>MS PROJECT TRAINING* Computer Labs: This Building</td>
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</tr>
<tr>
<td>14/10</td>
<td>Core Knowledge Areas II</td>
<td>Project Baseline &amp; Quality</td>
<td>Schwalbe Chapter 4 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>17/10</td>
<td>Core Knowledge Areas II</td>
<td>Project Software Case In Class MCQ Human Resource &amp; Communication, Risk &amp; Procurement</td>
<td>Schwalbe Chapter 5 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>24/10</td>
<td>Facilitating Knowledge areas I</td>
<td>Project Software Case In Class MCQ Human Resource &amp; Communication, Risk &amp; Procurement</td>
<td>Schwalbe Chapter 5 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>31/10</td>
<td>PROJECT POSTER NIGHT</td>
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<tr>
<td>7/11</td>
<td>Project Managers and Leadership</td>
<td>The Apprentice</td>
<td>Schwalbe Chapter 6 Weekly Readings (CMO / Reader)</td>
</tr>
<tr>
<td>14/11</td>
<td>Monitoring and Controlling Closing Out</td>
<td>Earned Value In Class MCQ</td>
<td>Schwalbe Chapter 7 &amp; 8 Weekly Readings (CMO / Reader)</td>
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*Part time students working full time attend lab at usual time

*Fulltime students attend lab Friday Oct 14.
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

The assessments are closely linked to the outcome statements given earlier in this document; Refer to the outcome statement heading for a direct match between learning outcomes and assessment mechanisms. This section states the reasons why assessment items were chosen.

Broadly speaking the assessments are linked to two outcomes

Knowledge of project management agreed best practices: There is a standard body of knowledge (of course variations exist) in the project management discipline. A key objective of the unit is to introduce students to this knowledge. In all three assessment areas (class quizzes, team assignment and case studies) part of the assessment requires that you know and understand the key concepts and knowledge areas.

Applied project management skills: The Australian Institute of Project Management (AIPM) accredits its members by way of a competency measure. Prospective members are assessed through observations of their behaviour in a real project. The individual under assessment must display PM competencies not only through the final outputs, but also in the process. The team project is designed to do exactly that. Projects are not done individually. In fact a core competency in project management is human resources management (team leadership). The team project is essential for students to demonstrate their capabilities in a project management environment.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Trimester Week</th>
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</thead>
<tbody>
<tr>
<td>Case Answer</td>
<td>15%</td>
<td>Week 5 26/9</td>
</tr>
<tr>
<td>1 Project Software Case</td>
<td>20%</td>
<td>Week 8 17/10</td>
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<tr>
<td>3 in Class MCQ</td>
<td>3 x 10%=30%</td>
<td>Week 4 19/9</td>
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<tr>
<td></td>
<td></td>
<td>Week 8 17/10</td>
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<td></td>
<td></td>
<td>Week 12 14/11</td>
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<tr>
<td>TEAM ASSIGNMENT</td>
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<tr>
<td>See team assignment file (Week 2) for details</td>
<td>Project Proposal 5%</td>
<td>Week 3 12/9</td>
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<tr>
<td></td>
<td></td>
<td>Team Assignment 30%</td>
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<tr>
<td></td>
<td></td>
<td>Team Agreement 2%</td>
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<tr>
<td></td>
<td></td>
<td>Poster Night 6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Management Plan 22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4 19/9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9 24/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 11 7/11</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 3: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Case Assessments
- The details of the assessments are provided in the case assessment file distributed in week 2. This will include two in class discussion cases and one project management software case.
- In Class discussion cases: Prepare your answers prior to the class. Participate in the case. Finalise your answer in the week following the case. Upload your answers to WebCT by due date and bring a hard copy to class on the due date.
- Project Management Software case: Attend software training sessions. Complete case tasks in Microsoft Project. Upload your Project File and Report on the due date and bring a hard copy of the report to class of the due date.

Team Assignment File
- The details of the team assignment are distributed in week 1.
- Each student will propose a project for the team projects. Projects must have a sponsor (this maybe a colleague, friend, boss, student etc), provide a service or a product (could be organizational change, product development, information systems development, the organisation of an event etc.) and be reasonable for the time available in the class schedule (note: you will not execute the project, merely undertake some of the planning functions).
- Team agreement and assignment charter: Create a rough guide for your assignment. The best way to present this is by way of an assignment charter. The assignment is to produce a project management plan. The assignment charter formalises a contract between the team and your lecturer. It is also a great way to envision the entire assignment. The tem agreement is a contract for the behaviour of the team
- Your team will convey the details of your project to others in the class. Each team will produce a poster that is easily displayed to a small group. On the poster is some detail of what you have achieved (i.e. assignment progress) as well as sufficient information about the scope, schedule and budget of the project.
- Prepare a project plan for your sponsor. The plan is to include a description of the project and expected benefits as well as planning documents from a selection of (not necessarily all) the nine knowledge areas.

Class Quizzes will be multiple choice questions.
- This reflects an accreditation component for the Project Management Institute.
Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

Class Quizzes will be conducted in class. Submit your answers to your lecturer.
All other assignments are submitted by hard copy on the day of the class and via WebCT before class of the due date.

Student Guild
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E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities

Appeals against academic assessment
The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals ).