



THE UNIVERSITY OF  
WESTERN AUSTRALIA

*Achieving International Excellence*

# MBA



## *Unit Outline*

### *MGMT8665 Project Management*

### *Manila*

### *Quarter 3 2008*

This unit is for students who wish to understand and improve their project management skills, and for managers who oversee a portfolio of strategic projects. Topics include project creation and planning, scheduling, network analysis and resource management; control of projects during their development and execution phases; organizing the project team; benefits realization; managing a portfolio of projects.



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## CONTACT DETAILS

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Consultation Hours	By appointment, evenings or e-mail

### Your Lecturer

This offering of MGMT8665 Project Management for Quarter 3 (2008) shall be taught and facilitated by Mario Domingo, your Manila-based lecturer. He is currently the **Head of Corporate Programs Management** of Globe Telecoms Inc, where he is responsible for all product development, Enterprise Architecture and Enterprise-wide Projects Prioritization. Key Champion for Project Management competency initiatives at Globe at the individual and organizational levels. Awarded by the Australian Institute of Project Management with accreditation as a Project Managed Organization, the highest and most distinguished status for Project organizations in the Region and is the only one in the Philippines and the Asian region to receive the award.

He is concurrently the **Managing Director** of Drexel Sun Business Consulting and is the firm's most Senior Consultant specializing in project management, strategic management, process management, CMMI, I.T. Service Management, globalization and various consulting and training solutions.

Career Highlights in Project Management Include:

- JSF Program for USDOD, Project Management Consultant
- Land Systems Development for General Dynamics, Program Manager
- Global Procurement System Project General Motors Company, Program Manager
- PMO installation Ericsson Telecom, PM Consultant
- Project Management Competency Development Delphi Automotive, Inc., PM Consultant
- Senior Training Consultant Hewlett Packard – Education, Global
- Globe Telecom Project Management Consultant
- SBC Ameritech OPM3 Adoption, Consultant
- Price Waterhouse-Coopers OPM3 Adoption, Consultant
- 2005 Convergence Program SBC-Ameritech, PM Consultant

Educational Background:

- Masters Degree Applied Economics (M.A.E.)  
University of Southern California - 1985
- Masters Degree Finance (M.F.S.)  
University of Southern California – 1985
- Bachelor's in Business Administration Major in Finance (Cum Laude)  
University of Southern California - 1982

# UNIT DESCRIPTION

## Introduction

Welcome to Project Management MGMT 8665. This unit has been designed to introduce you to the subject project management but more importantly the issues in undertaking projects. The course will hopefully build onto some of the other MBA subjects you have taken and extend the ideas of organizational design and behavior into the realms of project management. These subjects are not a prerequisite for this course but some of the organizational structures may have been covered in other classes.

If you do not work in a project environment, many of the concepts presented in this course could still apply to you. Even with highly developed processes, there is often the need to amend or modify to suit new conditions. The use of projects is an effective way of delivering these changes.

While there will be references to theoretical or academic fundamentals on the nature of project management per se, the course design and the manner by which lessons shall be thought, shall be approached in as practical a way as possible. There shall be an attempt to give the participants of the class an intimate knowledge of the practice of project management through an active interaction with practitioners in the field. Teaching shall be facilitative in nature and the students shall be given the opportunity to focus on specific topics or project management areas of concern which appeal to them the most given the nature of their working environment.

It is expected that the students in the unit shall come from a wide range of backgrounds. The materials covered will be generic in nature. However, individual and group assignments shall specifically focus on each student's area of interest and concern.

## Unit Content

Both the Project Management Institute and the Association for Project Management publish an inventory of essential topics that should be covered when undertaking project management. The "Bodies of Knowledge" provide the content of this course.

In general terms, the course will cover:

- Understanding Project and Projects Management
- Roles of Project Managers
- Project Organization
- Strategic Imperatives for Project Management
- Project Management Life Cycle
- Project Management Tools and Methodologies
- Organization for Project Management
- Scope Definition and Control
- Time Planning
- Cost Estimation
- Project Control and Monitoring
- Risk, Quality and Other Planning Concerns
- Strategic Management and Project Selection

## **The Goal of the Unit**

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 shall give the students the chance to examine their relative experiences and test how the project management theory can assist them in their working environment. Through their interactions with practitioners in the field, they will have access to others who have worked in the industry with projects over a range of sectors. By also using project management theories to be presented, students can develop project management processes that suit each and everyone's needs.

With these outcomes achieved, the students should be able to tackle projects in a controlled and coordinated manner, be aware of how to align their projects to achieve the maximum benefit during execution of and delivery of the outcomes of the project and deliver successful projects.

Projects are a common way of enacting strategy, and knowledge of the management of projects is a key component in the implementation of strategy. In this way, it is expected that the students shall be able to put to good use the skills and ideas learned which this Unit shall offer.

## **Learning Outcomes**

On completion of this Unit, students should be able to:

- Understand what projects are, what project management entails and when the use of project management is appropriate
- Understand how projects and programs behave over their life cycle
- Understand how project developers select projects to execute
- Examine the organizational structures that are used to manage projects
- Develop time and cost plans
- Understand quality management systems as applied to projects
- Assess and manage risks on projects

## **Prerequisites**

The formal pre-requisite for this course is completion of Stage I. This unit assumes that students have an operational competency in the use of word processors, spreadsheets and the University's online journals.

## Key Dates

Component	Weight	Due Date
Project Management and Project Structure Research	15%	July 18, 2008
Group Case Study	20%	August 1, 2008
Group Activity on Project Simulation	20%	August 20, 2008
Individual Report on Project Application	20%	September 4, 2008
Final Take Home Examination	15%	September 13, 2008
Attendance and Class Participation	10%	- each meeting -

## Unit Structure

July 6 9am- 6pm Block 1

Unit 1 – Project Management Body of Knowledge 1 – This unit covers an overview of the practice of Project Management. It will cover the key definitions of project management. It will also introduce the context on how the practice became popular and how it is used across the world.

### 1.1 What is Project Management

- 1.1.1 Definition of Terms
- 1.1.2 Context
- 1.1.3 Process Structure
- 1.1.4 Framework and methodology

### 1.2 Key Result areas of Project Management

- 1.2.1 Project Success
  - 1.2.1.1 Personal Competencies
    - 1.2.1.1.1 Knowledge
    - 1.2.1.1.2 Personal Attributes
    - 1.2.1.1.3 Performance
  - 1.2.1.2 Organizational Competencies
    - 1.2.1.2.1 Organizational Project Management Maturity Model
      - 1.2.1.2.1.1 Projects, Programs and Portfolios
      - 1.2.1.2.1.2 Standardized, Measured, Controlled and Improved Processes

July 11,12 Block 1

Unit 2 Project Management Body of Knowledge 2 – This unit covers the body of knowledge; five process groups and 9 knowledge areas. It will span several sessions and will include detailed mapping of each knowledge area to the process group

### 2.1 Five Process Groups

- 2.1.1 Initiating Processes
- 2.1.2 Planning Processes
- 2.1.3 Executing Processes
- 2.1.4 Monitoring and Controlling Processes
- 2.1.5 Closing Processes

July 10 Block 2 9am-6-m

2.2 Nine Project Management Knowledge Areas

- 2.2.1 Project Integration Management
- 2.2.2 Project Scope Management
- 2.2.3 Project Time Management
- 2.2.4 Project Cost Management
- 2.2.5 Project Human Resources Management
- 2.2.6 Project Risk Management
- 2.2.7 Project Quality Management
- 2.2.8 Project Communications Management
- 2.2.9 Project Procurement Management

July 11, 12 Block 2

Unit 3 Organizing PMOs and Portfolio Management – This unit introduces a standard practice in PMO development. It covers in pragmatic terms how PMBOK and OPM#3applies to real-world PM needs. Group and individual work is extensive in this area.

3.1 Overview

3.2 Organizational Project Management Maturity Model (OPM3)

- 3.2.1 SMCI Model
- 3.2.2 PPP Framework
- 3.2.3 Assessment methods
- 3.3.4 Improvement framework

Embedded in the unit is the introduction of the Individual research work and the Group Case studies. The students shall learn the applications to their specific industries. They will engage in assessments and exercises which include the following:

- Understanding Project and Projects Management
- Roles of Project Managers
- Project Organization
- Strategic Imperatives for Project Management
- Project Management Life Cycle
- Project Management Tools and Methodologies
- Organization for Project Management
- Scope Definition and Control
- Time Planning
- Cost Estimation
- Project Control and Monitoring
- Risk, Quality and Other Planning Concerns
- Strategic Management and Project Selection

The components of the class shall be as follows:

Component
Project Management and Project Structure Research
Group Case Study
Group Activity on Project Simulation
Individual Report on Project Application
Final Take Home Examination
Attendance and Class Participation

## **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. For this reason the UWA Business School has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that 'to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials'. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

Class attendance and participation shall be important and will be graded accordingly.

## **TEXTBOOKS AND RESOURCES**

There is no prescribed textbook for this course. A list of references and reading materials shall be given from time to time.

## **TEACHING AND LEARNING RESPONSIBILITIES**

### **Teaching and Learning Strategies**

This course will be conducted with the use of interactive methods using cases of specific interest to students, research on theories and applications, group discussions and exercises, individual and other learning and skill-building methodologies. Sharing of actual real world problems and experiences on the subject will be highly encouraged. Group and individual projects shall require consultations and interviews with project management proponents and practitioners.

### **Charter of Student Rights & Responsibilities**

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

### **Use of Student Feedback**

As the class progresses, students are encouraged to air their feedback particularly on course content and delivery improvements. Students are encouraged to approach the professor anytime mutually convenient to discuss their concerns or any difficulty being encountered as the course progresses.

# **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 assessable tasks are designed to encourage students to explore and understand the subject more fully. For this particular subject unit, the following shall be the minimum mandatory requirements:

- 1) An Individual Project Management and Project Structure Assignment (Research Work)
- 2) A Group Case Study
- 3) A Group Activity on Project Simulation
- 4) An Individual Project on the Application of the Learning in an actual work setting.
- 5) A Comprehensive Take Home Examination

## **Assessment Components**

### **Assessment 1**

Each student shall be asked to submit a research paper on Project Management and Project Structure. Each student shall be asked to submit a review of at least 3 journal articles on the subject and present their understanding of the subject matter with an identification of an actual real world setting or scenario which the articles could best be associated with. This will require the submission of a written report and an oral presentation of the research output. Grading will be based on soundness of evaluation, relevance to the subject matter, difficulty of the article chosen and the quality of format and presentation of both the written and oral reports.

### **Assessment 2**

The class will be divided into groups with at least 4 members each. A case study shall be assigned for analysis. The cases to be chosen shall be cases that will highlight theoretical and practical applications of the various aspects of project management design, structure and implementation. A written report shall be required. A group presentation in class shall also be required. Depending on the class size, it is possible that different sets of cases shall be assigned per group to allow more comprehensive and balanced learning.

### **Assessment 3**

Each group shall be assigned a Project Activity for simulation. The professor acting as proponent shall set the performance, scope, time and cost limitations of the project study. Each group shall come out with a study containing all substantial elements of a project management undertaking.

### **Assessment 4**

Each student shall be required to submit a critique of an actual project study undertaken by his company or any other existing operation. The project shall be analyzed and the student shall identify areas where the project management practice has not been very well applied and comment on possible change on the outcome of the study had good project management practice been applied. The topic must require prior approval of the Professor.

Students will be assessed on their ability to see how project management methods could best be applied to specific situations. The report shall also demonstrate the students' appreciation of the benefits of applying sound project management practices at work. The level of student's comprehension of the theories and applications of the subject shall be assessed and graded.

### **Assessment 5**

The final examination shall include questions on theories and applications as well as some simple case situations for analysis. A common set of questionnaire shall be given to the students and each one will be graded on the quality of his discourse and presentation of learning in the course.

## **Submission of Assignments**

Assignments should be submitted in class on the due date or if handed into the office, a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

A hard and a soft copy (in CD) of each report shall be submitted. The student may elect to send the file copy by e-mail. At the end of the term, a CD compilation of all individual and group reports shall be submitted together with the Final Individual Paper and the Final Take Home Examination.

It is the intention that the marked assignments will be returned within two weeks of submission. The final papers shall however not be returned.

## The Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system.

HD (Higher Distinction)	80-100%
D (Distinction)	70-79%
CR (credit Pass)	60-69%
P (Pass)	50-59%
N+ (Fail)	45-49%
N (Fail)	0 -44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

- HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.
- D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.
- P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.
- N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The UWA Business School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

# Ethical Scholarship, Academic Literacy and Academic Misconduct

**Ethical Scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the [Ethical Scholarship, Academic Literacy and Academic Misconduct](#) and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit:

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/policies/student\\_related\\_policies/academic\\_conduct](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct)

## Academic Conduct Essentials (ACE)

From 2008 all newly enrolled students in Postgraduate programs are required to complete a short compulsory online module called *Academic Conduct Essentials (ACE)* within the first 10 weeks of trimester/semester. ACE introduces students to essential knowledge regarding ethical scholarship, helps prepare them for the expectations of their university career and informs them of correct academic conduct.

The unit can be accessed via WebCT (<http://webct6.uwa.edu.au>). The unit quiz must be completed with a mark of 80% or greater. Students may attempt the quiz as many times as they wish to gain the required pass mark. Completion of the unit will be recorded as an Ungraded Pass (UP) on students' academic records. Non-completion (NC) within the required timeframe will also be documented on formal academic records. More information on ACE is available at <http://ace.uwa.edu.au>

## Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Faculty of Economics and Commerce has the following regulation on Plagiarism:

"The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original."

## Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: 'Citing your Sources Harvard Style'

[www.library.uwa.edu.au/education\\_training\\_and\\_support/guides/how\\_to\\_cite\\_your\\_sources/citing\\_your\\_sources\\_-\\_harvard\\_style](http://www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style)

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: 'A Quick Guide to Using EndNote' which provides the basics for using EndNote with an essay

[http://www.library.uwa.edu.au/education\\_training\\_and\\_support/guides/endnote](http://www.library.uwa.edu.au/education_training_and_support/guides/endnote)

This is linked to the 'How to Use EndNote' page

[http://www.library.uwa.edu.au/education\\_training\\_and\\_support/guides/endnote/endnote\\_manuals](http://www.library.uwa.edu.au/education_training_and_support/guides/endnote/endnote_manuals) which provides more comprehensive information.

## **Taping of Lectures**

The Business School does not provide tape recordings of lectures, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

## **Appeals Against Academic Assessment**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the UWA Business School website or at <http://www.secretariat.uwa.edu.au/home/policies/appeals>

## **Student Guild contact details**

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Website: <http://www.guild.uwa.edu.au>