Project Management
GBAT9101

Course Overview
Semester 1 2015
Important Notice

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## Semester 1 2015 course schedule

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<th>2 March</th>
<th>Unit 1</th>
<th>Introduction to project management</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>9 March</td>
<td>Unit 2</td>
<td>Project selection</td>
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<td>Week 2</td>
<td>16 March</td>
<td>Unit 3</td>
<td>The project organisation</td>
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<tr>
<td>Week 3</td>
<td>23 March</td>
<td>Unit 4</td>
<td>The project manager</td>
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<td>Week 4</td>
<td>30 March</td>
<td>Unit 5</td>
<td>Managing project teams</td>
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<td></td>
<td><strong>Mid-term recess:</strong> Friday 3 April* – Sunday 12 April</td>
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<tr>
<td>Week 5</td>
<td>13 April</td>
<td>Unit 6</td>
<td>Defining and planning the project</td>
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<tr>
<td>Week 6</td>
<td>20 April</td>
<td>Unit 7</td>
<td>Estimating project time and cost</td>
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<tr>
<td>Week 7</td>
<td>27 April</td>
<td>Unit 8</td>
<td>Developing the project schedule and plan</td>
</tr>
<tr>
<td>Week 8</td>
<td>4 May</td>
<td>Unit 9</td>
<td>Dealing with project uncertainty</td>
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<tr>
<td>Week 9</td>
<td>11 May</td>
<td>Unit 10</td>
<td>Project execution and control</td>
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<td>Week 10</td>
<td>18 May</td>
<td>Unit 11</td>
<td>Project reviews and close out</td>
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<tr>
<td>Week 11</td>
<td>25 May</td>
<td>Unit 12</td>
<td>Taking project management forward</td>
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<tr>
<td>Week 12†</td>
<td>1 June</td>
<td>Examination week 1</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>8 June**</td>
<td>Examination week 2</td>
<td></td>
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</tbody>
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*  3 April is Good Friday  
**  8 June is the Queen’s Birthday public holiday (except WA)  
†  For face-to- face students, the final class may be held in Week 13. This will be decided in conjunction in class during Week 1.
Course staff

Course Coordinator and author

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Jürgen Oschadleus
MA, MBA, ILPF, MAIPM, PMP®

email: j.oschadleus@unsw.edu.au

Jürgen is a Sydney-based consultant, educator and writer, with extensive teaching experience in tertiary and professional environments, in both online and face-to-face settings. His portfolio includes managing and consulting on a wide range of IT strategy and systems implementation projects in South Africa, Europe and across the Asia–Pacific region.

He has designed, developed and delivered numerous seminars and training events, and is a recognised keynote presenter and trainer on project communications and leadership issues. He has addressed industry and professional conferences on five continents, ranging from entry-level employees to corporate CEOs.

Jürgen holds a Master’s degree in History, an MBA in International Project Management and Organisational Development, and a Certificate IV in Workplace Training & Assessment. He is PMI accredited as a Project Management Professional (PMP®), and is an active member of the Project Management Institute (PMI), Australian Institute of Project Management (AIPM), Institute of Learning Practitioners and Toastmasters International. He is author of Heart of Influence.
Class Facilitator

The role of your Class Facilitator is to support the learning process by encouraging interaction amongst participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. MBT Class Facilitators comprise both academics and industry practitioners with relevant backgrounds.

You will be notified of your Class Facilitator’s name and contact details in your class confirmation email sent by MBT Student Services. Details will also be available in the gallery section of your online class for face-to-face and distance classes.
Course information

Aims

‘The practice of project management will be the activity that makes or breaks many global companies in this economic environment’.


Projects are the means by which organisations implement their strategy. Project management involves the overall planning, control and coordination of a project. It is the process by which responsibility for all aspects of a project are combined into one multidisciplinary function, designed to deliver the required outcomes to the organisation.

This course will introduce you to the project-management skills needed to effectively initiate, plan, execute and close out projects. The same basic principles apply to any sized project, from one with a duration of two weeks and a budget of a few thousand dollars to projects measured in years with budgets running into millions of dollars. These principles also apply to any type of project – from developing a new product to constructing a new building, to planning an event, or even a family holiday. The material presented is easily adaptable to the needs of today’s fast-paced business environment and changing organisations.

The processes presented throughout the course will provide you with the basic knowledge that you can apply to achieve success in any type of project.

The course has 12 Units that address various themes around managing projects in modern organisations, and take you through the various processes that contribute to the successful delivery of a project. We start with an introduction to project management, and follow with requisite project-management methodologies and skills, management of the individuals assigned to project teams, project planning and project communications, project execution and, finally, project closure. Woven through each Unit are the attributes of responsible leadership underpinning sustainable future organisations.

The course will not make you an instant project manager – or necessarily a successful one. However, it will provide you with a good understanding of the skills required to plan and then manage a project through its life cycle. The extensive use of cases and a simulation exercise will provide you with a practical context within which to apply the skills and techniques covered. Whether you contribute to projects, manage multiple small projects or a single large one, or are responsible for a project portfolio or a team of project managers, this course will equip you to improve the project delivery capabilities of your organisation.
Structure

Unit 1, *Introduction to project management*, introduces you to projects and project management. We define the concepts, terminology and types of projects and the role they play in a variety of organisations. We will also consider the key challenges in the successful delivery of projects, and introduce common project management lifecycles and methodologies.

Unit 2, *Project selection*, presents a systematic process to evaluate and select projects. Projects are selected on the basis of meeting the financial and other goals of the organisation, and require additional analysis prior to initiation. Several project selection models are considered and evaluated, and we address the rise of Project Portfolio Management. We introduce the project charter, and consider the process and content of project proposals, business cases and benefit plans.

Unit 3, *The project organisation*, examines how projects are structured and organised in different kinds of organisations. We introduce the role that the Project Management Office (PMO), governance structures and critical success factors contribute to successful project delivery, and consider the impact of organisational culture and the socioeconomic, legal, business cycle and technological environments on an organisation’s ability to respond effectively to the projects it undertakes.

Unit 4, *The project manager*, examines the evolving role of the project manager as both a manager and a leader. We examine the roles and responsibility of a project manager and outline the key technical and interpersonal skills required to plan and deliver a project and to manage the expectations of project stakeholders. We address some of the specific tools project managers should master, and highlight the importance of ethics and professional responsibility in building trust. Finally, we consider the range of professional certification options available to project managers.

Unit 5, *Managing project teams*, identifies team issues that a project manager must address. As businesses and projects increasingly become global concerns, focus is given to managing cultural diversity in projects, along with traditional team-building dynamics for collocated and virtual teams. We discuss conflict and negotiation techniques as they relate to both internal and outsourced project teams.

Unit 6, *Defining and planning the project*, covers the definition of a project. We review various approaches and discuss the preparation of the work breakdown structure (WBS) as a foundational tool for defining and planning any project. We also tackle the importance of developing an integrated project plan as a key input to managing and controlling projects.

Unit 7, *Estimating project time and cost*, addresses how we develop and refine project time and cost estimates. We consider various approaches to estimating, and methods to improve the quality of estimates.

Unit 8, *Developing the project schedule and plan*, outlines the steps required to develop project schedules, budgets and resource plans and to
optimise them within the project’s constraints. We consider various approaches, tools and techniques to present the plan to management.

Unit 9, *Dealing with project uncertainty*, considers the impact of risk and uncertainty on projects. We discuss risk management techniques, the development of appropriate contingencies and controls, and also look more broadly at recent developments such as lean (agile) approaches and critical chain project management, which are designed to address uncertainty.

Unit 10, *Project execution and control*, introduces project execution and the fundamental purposes and methods of project control. We assess the use of performance measurement and reporting systems, in particular Earned Value Management and status reports, in analysing progress and predicting future performance. We also address implementation challenges such as scope creep and related control issues.

Unit 11, *Project reviews and close out*, introduces the project audit and health check to ensure the ongoing viability and health of the project. We then turn to the termination of projects and describe the essential tasks that need to be completed in order to formally close out the project. We discuss the need for and content of a final project report, and lessons learned, which enable us to capture the project history and feed it back into organisational improvement initiatives.

Unit 12, *Taking project management forward*, provides you with an opportunity to reflect on what you have learned in the course and how this can be applied to improve your own management and leadership skills, as well as the project management maturity of your organisation. We also consider recent trends and consider future possibilities and opportunities for the profession and the people involved in managing projects.

**Online simulation**

A new feature of the course in 2012 was the introduction of a project simulation activity, which allowed students to experiment with the scope/quality/time/cost trade-off inherent in most projects. Developed by Harvard Business School, this simulation enables students to make both quantitative and qualitative decisions as they manage a critical new product-development project for a printer manufacturer.

Your primary objective is to bring a competitive product to market on time and on budget, ahead of the competition. The simulation tackles a range of scenarios, each adding a layer of complexity to the project objective.

Further details of the simulation will be provided to students closer to the time.
Learning outcomes

When you have completed this course you should be able to:

• identify and apply project-management tools and techniques to manage a project through its entire life cycle
• explain the importance of communications, organisation and team-leadership skills in project management
• define the role and responsibilities of a project manager
• analyse and determine the appropriate organisational structure, project approach and resource requirements for a specific project
• assess project risk and recommend alternative courses of action
• prepare project proposals and detailed project plans
• evaluate the status of a project by means of earned value management
• analyse and evaluate your team’s processes and performance in achieving project outcomes
• analyse and evaluate your own performance in achieving team goals
• provide constructive feedback to improve team-member performance
• consider ethical dilemmas project managers face, and recommend appropriate courses of action
• demonstrate tolerance and acceptance of the diversity of people and skills in any project
• identify and propose projects that deliver value to the organisation or community
• lead a project team towards completing project outcomes.

Skills you will need

There are no pre-requisites for this course.

Please refer to the AGSM Learning Guide (available in Moodle) for information you will find very useful in pursuing your studies.
Resources

Prescribed textbook

The prescribed textbook for this course is:


ISBN: 9781743071809

This book is based on the 6th edition of the Larson and Gray textbook of the same title, but is tailored towards an Asia Pacific audience. The McGraw-Hill Create™ eBook, *Project Management*, is now available for purchase. Students can locate and purchase the book online by using the following link:

https://create.mheducation.com/shop/#/catalog/details/?isbn=9781308038513

Note that the eBook requires the VitalSource Bookshelf® app on your device.

Many of the exercises throughout the Study Guide are based on the various case studies presented in the textbook. These are used to illustrate the concepts important to an understanding of project management.

Additional online textbook resources

It is suggested that you bookmark the publisher’s ‘Student Companion Site’ for additional material, software tutorials and quizzes for each Chapter. It can be accessed at: http://mhhe.com/au/larson.

Click on Student Edition under Online Learning Center:

It is also recommended that you obtain a copy of Microsoft Project or other project scheduling software (a 60-day trial version of Microsoft Project 2010 and 2013 is available through the textbook’s companion website).
Recommended reading

**Books (either the listed edition, or a more recent edition)**


**Journals**

*Australian Project Manager*, Journal of the Australian Institute of Project Management (AIPM)


*PM Network*, The Professional Magazine of the Project Management Institute (PMI)
Relationship to other courses in the MBT program

This course introduces project-management skills and addresses all project-management knowledge areas.

Because of its multi-disciplinary nature, project management covers a broad range of concepts and skills which will also be covered in other courses. For example, no course in project management is complete without addressing the critical issues of leadership and working with teams, and we provide a brief introduction to these topics from a project management perspective in Units 4 (the project manager) and 5 (working with project teams). However, students should also consider GBAT9131 Leadership in Complex Environments, GBAT9119 Managing for Organisational Sustainability, GBAT9121 Managing Agile Organisations, and GBAT9125 Fundamentals of People Management for a more comprehensive treatment of these vital topics.

The project-management course also complements (and provides a foundation for) several courses which refer to project-management methodologies and concepts with reference to the particular focus of those courses. They include GBAT9117 E-Business: Strategy and Management,
GBAT9126 Development of New Products and Services, GBAT9127 Supply Chain Management and GBAT9130 Enterprise Risk Management.

This course can be taken early in your MBT career, and will help you develop a range of skills such as managing project teams, managing project schedules and managing budgets. Not only will the skills be helpful as a complement to other MBT courses, but also in helping you successfully undertake your MBT studies as a series of projects.
Assessment

There are two assignments for GBAT9101 *Project Management.* Assignments must be received by 9.30am Sydney time on the due dates. Note that Assignment 2 is a group assignment. There is no examination for this course.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Throughout the semester</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 (Report)</td>
<td><strong>Wednesday, 25 March 2015</strong> (Week 4)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2* (Project Plan)</td>
<td><strong>Wednesday, 27 May 2015</strong> (Week 12)</td>
<td>55%</td>
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</table>

*Consists of a team component (35%) and an individual component (20%).

Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Your Class Facilitator may approve an extension of up to two days, after which requests must be made through the special consideration process. For details about this process, see: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

In the case of late lodgement without an approved extension, 10% of the assignment weighting will be deducted for each day late.
Continual course improvement

MBT courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments, and also when new editions of prescribed textbooks are published.

The MBT surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the MBT Program in general. This student feedback is taken into account in all course revisions.

The UNSW Business School also monitors the quality of students’ learning experiences in all its programs. A random selection of completed assessment tasks may be used for quality-assurance purposes. This information will be aggregated and used:

- to determine the extent to which program learning goals are being achieved for accreditation purposes
- to improve the quality of UNSW Business School programs.

All material used will be treated as confidential and these processes will have no bearing on course grades.

Student evaluations from the last presentation of the course

As a recommended starter course, Project Management attracts students with a diverse exposure to project management. Both experienced and novice project managers consistently praise the relevance and applicability of the content to their workplace, and comment favourably on the progression of the content, the mix of theory and practical application, the range of discussions and activities, and the level of knowledge, experience and engagement displayed by the facilitators.

The Larson et al textbook is popular as a general reference source, and the Harvard simulation in particular was singled out as an extremely valuable learning resource.

Students also viewed the lack of an exam in 2014 as a positive; they felt it allowed them to focus more on contributing across the whole of the semester.

The two common areas of concern relate to the amount of reading required and to apprehension about the group assignment.
The group assignment always attracts both praise and criticism from students. Many find it an unexpectedly rich source of interaction with other students, while others believe their real work experiences already cover the crucial concepts involved in working with teams. Given that teamwork is a graduate attribute, and project management is all about working within groups and teams, the group assignment remains a core component of this unit of study.

Suggested areas of improvement have related to:

- improving the workload balance between online discussions, individual learning and the assignments
- the technical and at times highly academic nature of some articles and the textbook
- a desire for a greater utilisation of audio and video content to assist learning
- more contemporary and real-world examples of some of the concepts covered
- less repetition of content across the textbook and Study Guide
- the composition of the groups for the second assignment.

Coordinator’s response

The 2014 semester saw a major shift in how the Project Management course of study was assessed. The exam was removed, and the weights of other assessment criteria were distributed across several areas of the course, thereby encouraging more and ongoing reflective learning.

The trial was successful and the exam will not be reintroduced in 2015.

The increased weight of the group assignment will also be retained, with some adjustments to the individual, peer-assessment component of the assignment.

The reading load of the course has been substantially reduced, primarily by removing duplication that existed between the Study Guide and the textbook. Several of the self-assessment exercises have been consolidated and moved to new online activities, enabling students and facilitators to check the understanding of core concepts.