# COURSE OVERVIEW

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We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agsm.edu.au.
# Course schedule

## Session 1, 2016

### Project Management

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
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<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Participation is assessed throughout the session (30%)</td>
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<tr>
<td>2</td>
<td>15 February</td>
<td>2</td>
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<tr>
<td>3</td>
<td>22 February</td>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td>29 February</td>
<td>4</td>
<td>Assignment 1 due on Wednesday 2 March by 9.30am Sydney time – report (15%)</td>
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<tr>
<td>5</td>
<td>7 March</td>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
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<td>7</td>
<td>21 March*</td>
<td>7</td>
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<tr>
<td>8</td>
<td>28 March**</td>
<td>8</td>
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<td>9</td>
<td>4 April</td>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td>11 April</td>
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<td>11</td>
<td>18 April</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>25 April***</td>
<td>12</td>
<td>Assignment 2 due on Wednesday 27 April by 9.30am Sydney time – team project plan (35%); individual component (20%)</td>
</tr>
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* 25 March is Good Friday

** 28 March is Easter Monday

*** 25 April is Anzac Day
Course information

Course-level aims and learning goals

‘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.
Because of its multi-disciplinary nature, project management covers a broad range of concepts and skills that 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 Unit 4 (The project manager) and Unit 5 (Managing project teams). However, students should also consider the courses Leadership in a Complex Environment, Managing for Organisational Sustainability, Managing Agile Organisations, and 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 that refer to project-management methodologies and concepts with reference to the particular focus of those courses. They include E-Business: Strategy and Management, Development of New Products and Services, Supply Chain Management and Enterprise Risk Management.

This course can be taken early in your degree program, 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 courses in the program, but also in helping you successfully undertake your studies as a series of projects.

**Course learning outcomes**

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

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

This project simulation activity allows students to experiment with the scope/quality/time/cost trade-off inherent in most projects. Developed by Harvard Business School, it 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.
Program quality assurance

A number of international standards are embedded in the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

The Program Learning Goals (and related outcomes) used across the three MBAX streams of Change, Social Impact and Technology are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

   Learning outcome: Students should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.

   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.
3. **Communication:**

Our graduates will be effective communicators in professional contexts.

Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:**

Our graduates will be effective team participants.

Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:**

Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.

Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.

Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. **Leadership:**

Our graduates will have an understanding of effective leadership.

Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of teams.

**Associated standards committees and accreditation agencies**

- **AACSB:** [http://www.aacsb.edu](http://www.aacsb.edu)  
  Association to Advance Collegiate Schools of Business

- **EQUIS:** [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)  
  European Quality Improvement System

- **UNPRME:** [http://www.unprme.org](http://www.unprme.org)  
  UN Principles of Responsible Management Education
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
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](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)


Kendall, G I & Rollins, S C 2003, Advanced project portfolio management and the PMO: multiplying ROI at warp speed, J Ross Publishing Inc and IIL, Boca Raton, FL.


Lock, D 2007, Project management, 9th edn, Gower Publications, UK.


Project Management Institute Standards Committee, 2013, A guide to the project management body of knowledge (PMBOK), 5th edn, Project Management Institute, PA.


Journals
Australian Project Manager, Journal of the Australian Institute of Project Management (AIPM)
PM Network, The Professional Magazine of the Project Management Institute (PMI)
Project, the Magazine of the UK Association for Project Management
Project Management Journal, the Professional Journal of the Project Management Institute (PMI)

Websites
Please note that these URLs were current at the time of publication, and are provided as reference only – you are not expected to visit them all.

Associations
Project Management Institute http://www.pmi.org
Australian Institute of Project Management http://www.aipm.com.au
International Project Management Association http://www.ipma.ch
UK Association for Project Management http://www.apm.org.uk
International Center for Complex Project Management http://www.iccpm.com

General Sites
Project management portal from IIL http://www.allpm.com
Information resource for global PM issues http://www.pmworldlibrary.net
Tasmanian Government PM site; guidelines are excellent http://www.egovernment.tas.gov.au/project_management
Guest articles link http://www.maxwideman.com

Other resources
BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly newsletter with the latest in research, opinion and business then go to http://www.businessthink.unsw.edu.au.
eLearning
To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php
Login with your student zID (username) and zPass (password).

Moodle eLearning support
Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre
Hours: Monday to Friday: 8am – 8pm
Saturday and Sunday: 11am – 2pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support
Hours: Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm
Email: externalteltsupport@unsw.edu.au
Phone: Internal: x53331
External: 02 9385 3331
International: +61 2 9385 3331

Administrative and eLearning support
If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au
Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  
  Phone: +61 2 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au)

- **UNSW Learning Centre**

  [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**

  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **UNSW Counselling and Psychological Services**


  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

  Office: Level 2, East Wing, Quadrangle Building;

  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**

  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.

  Office: Ground Floor, John Goodsell Building;

  Phone: +61 2 9385 4734; [Email: seadu@unsw.edu.au](mailto:seadu@unsw.edu.au)
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised regularly and significant course updates are carried out in line with industry developments.

The AGSM 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 program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Project Management attracts students with 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, and the Harvard simulation was singled out as an extremely valuable learning resource.

Students also viewed the lack of an exam 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 course.

Suggested areas of improvement have related to:

- improving the workload balance between online discussions, individual learning and the assignments
- less technical (and at times highly academic) articles and more case studies (with some students requesting a more academic and theoretical flavour)
- 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
- increasing the amount of content related to agile project management
- an increased focus on project management in the public and not-for-profit sectors
- less repetition of content across the textbook and Study Guide
- the composition of the groups for the second assignment.

**Coordinator’s response**

The field of project, program and portfolio management is expanding at a rapid rate, and it is not possible for one course to adequately cover the full gamut of content and concepts from the field. As a result, *Project Management* has served as an introductory course, but its scope has increased over the past several years. This expansion has also been impacted by the need to utilise alternative methods of content delivery (e.g. video lectures and podcasts).

A concerted effort was undertaken in 2015 to reduce the reading load, primarily by removing some of the duplication that existed between the Study Guide and the textbook, and reducing the number of articles. Further reductions are planned for future versions of the material, but the focus and overall approach will only change when the course is scheduled for its next major review.

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. Assessment methods remain largely as they have been in 2015.

Facilitators will also review the number and type of weekly activities required to be undertaken to further streamline the weekly workload.
Course staff

Course coordinator

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. Jürgen is DISC and SDI-accredited, and is a certified speaker, coach and trainer with the John Maxwell Team. He is author of Heart of Influence, and has contributed to various other publications.

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. AGSM 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 AGSM Student Experience. Details will also be available in the gallery section of your online class for face-to-face and distance classes.