

Faculty of Commerce and Administration

International MBA Programme

2008

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



**VICTORIA
MANAGEMENT SCHOOL**

Te Kura Whakahaere

IMBA 553

Project Management

COURSE OUTLINE

- Start Date:** Start Date to be announced (t.b.a.)
- Format:** 12 - two-hour sessions over two weekends.
- Lecture Times:** Date t.b.a.: 2:00 pm – 6:00 pm & 7:00 pm – 9:00 pm
Date t.b.a.: 11:00 am – 3:00 pm & 4:00 pm – 6:00 pm
Date t.b.a.: 2:00 pm – 6:00 pm & 7:00 pm – 9:00 pm
Date t.b.a. : 11:00 am – 3:00 pm & 4:00 – 6:00 pm
- Location:** to be announced by Mr Jeremy Cheng
- Teaching Staff:** Ofer Zwikael, Ph.D., PMP
- Office: RH 928, PO Box 600, Wellington, NZ
Email: ofer.zwikael@vuw.ac.nz
- Telephone: 644-463-5143 Fax: 644-463-5084
- Textbook:** Meredith J. R. and Mantel S. J. (2006). *Project Management - A Managerial Approach*. (6th Ed.) John Wiley and Sons.

Course Objectives

The International Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this capability is an understanding of the dynamics of project management in organisational settings.

The course will examine project management approaches and processes required for succeeding in the workplace; it will attempt to provide practical tools to better manage projects and to provide an understanding of how projects can be better managed.

The intent has been to design a course which introduces the broad field of project management. The course continues the study of managing organisations' operations used in previous courses on Operations Management.

The focus is on the development, use, and integration of management tools and their adjustment to the project environment. Throughout the course, the emphasis is on taking a managerial view of the situation, and implementing tools to support decision making.

Programme and Course-related Learning Objectives

This course will provide students opportunity:

- to develop oral and written communication skills
 - through active participation in class discussion
 - through the development and presentation of oral and written reports
 - through formal and informal classroom debate
- to develop critical and creative thinking skills
 - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
 - through debate and classroom discussion
- to develop leadership skills
 - through structuring an independent group project
 - through leading a project and a group exercise
 - through fulfilling spokesperson duties, reporting on a group's activities to a class

Overall Course Objectives

By the end of this course, you should:

1. Have an understanding of the organisational context and environment within which project management operates.
2. Have an understanding of project and program frameworks.
3. Have a strategic perspective with respect to the linkages and interrelationships of strategic deployment and project management.

Course-related Student Learning Objectives

On successful completion of the course, students should be able:

- to demonstrate an understanding of some major theoretical frameworks and concepts relevant to project management
- to use such frameworks to manage complex projects.
- to develop an ability to communicate recommendations related to critical analysis of a specified managerial situation using a specific theoretical framework.
- to recognise the importance of critical analysis, leadership and communication in project management

Readings

The **required** textbook is: Meredith J. R. and Mantel S. J. (2006). *Project Management - A Managerial Approach*. (6th Ed.) John Wiley and Sons.

Reference books:

1. Kerzner, H. (2006). *Project Management: A Systems Approach to Planning, Scheduling and Controlling*. 9th edition, John Wiley and Sons.
2. Shtub, A., Bard, J. F. & Globerson, S. (2005). *Project Management: Processes, Methodologies, and Economics*, 2nd Edition, Prentice-Hall (ISBN: 0130413313).
3. Cleland, D. I., Ireland, L. R. (2007). *Project management: strategic design and implementation*. Fifth edition, McGraw-Hill.
4. Project Management Institute (PMI) Standards Committee. (2004). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*, third edition, Project Management Institute, Newtown Square, PA.
5. Buttrick, R. (2005). *The project workout*. 3rd ed. Harlow, England: Pearson Education (ISBN: 0273681818).
6. Gray, C. F., Larson, E. W. (2006). *Project management – the managerial process*, third edition, McGraw-Hill.

Articles:

1. Johnson, J., Karen, D., Boucher, K. C. & Robinson, J. (2001). Project management: the criteria for success. *Software Magazine*, February/March, 21, 1; p. S3-S11.
2. Keller, R.T. (2001). Cross-functional project groups in research and new product development: Diversity, communications, job stress, and outcomes. *Academy of Management Journal*, 44, 547-555.
3. Zwikael, O., Cohen, Y., Sadeh, A. (2006). Non-Delay Scheduling as a Managerial Approach for Managing Projects. *International Journal of Project Management*, 24, 6, 330-336.
4. Zwikael, O., Globerson, S. (2004). Evaluating the Quality of Project Planning: A Model and Field Results. *International Journal of Production Research*, 42, 8, p. 1545-1556.
5. Zwikael, O., Globerson, S., Raz, T. (2000). Evaluation of models for forecasting the final cost of a project. *Project Management Journal*, 31, 1, 53-57.
6. Ibbs, C. W. & Kwak, Y. H. (2000). Assessing Project Management Maturity. *Project Management Journal*, 31, 1, 32-43.

Assessment

Individual Assignment	20 %	due date t.b.a.
Group Project Assignment	30%	due date t.b.a.
Final Examination	50 %	date date t.b.a.

Individual Assignment (20%) – In this assignment you are expected to develop a business case for a project. The individual hand-in assignment will be discussed during the initial session, at which time detailed terms of reference will be distributed. Written assignment reports will be due at the lecture by 2:00 pm on Date t.b.a.

Group Project (30%) – In this assignment you are expected to develop a project plan. Written Group Reports will be due on Sunday, Date t.b.c. at the lecture by 11:00 am.

Final Examination (50%) - A final three-hour open-book examination will be held on Date t.b.c., (location and details to be advised by APIB) during which students will be expected to apply their knowledge to organisational problem situations described by means of case vignettes. In accordance with University policy, students must obtain a minimum of forty percent of the marks available on the final examination in order to pass the course. A calculator can be used in the final examination. You will be assigned a case to study and asked to answer questions about the case that will require you to draw on different theories covered in the course. All book chapters and articles covered during the course are examinable.

Course Terms of Reference

Late Assignments

Given the modular nature of the course delivery and relatively short time for marking and return, it is imperative that assignments are handed in on time. Late assignments will incur a 50% penalty on the assigned mark. Assignments more than two weeks late will not be accepted. In addition, late assignments will not be available by the agreed-to return date.

Obtaining Terms

To obtain terms to sit the final examination in this course, students are required to participate in both weekend modules and submit both written assignment reports.

Passing the Course

In order to pass this course, students are required to obtain at least forty percent of the final examination marks available, and obtain at least fifty percent of the overall course marks available.

Victoria IMBA Grading Standards

Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

Individual Work

While the Victoria IMBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed. Please do not work together to formulate a response and do not loan out your completed assignments.

Plagiarism

The Victoria IMBA programme views plagiarism as a serious offence. Students who plagiarise put themselves at risk of expulsion from the programme. Plagiarism is defined as representing someone else's work as your own. It includes: cutting and pasting material from websites, typing in sentences and paragraphs from books and journals, copying from other assignments and materials, and taking quotes that others have used without recognising the originator. It also includes writing verbatim from a textbook in an open-book examination situation without recognising the source of your material. If you use other peoples' materials, then you must give them credit and recognise the source. This includes making the material explicit by putting it in quotations and placing a footnote at the bottom of the page or back of your document to indicate complete details of the author and source.

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui



GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the VUW website.

The University Statute on Student Conduct and Policy on Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the APiB Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct

Academic Grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the IMBA Director. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct

Reasonable Accommodation Policy

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible.

disability@vuw.ac.nz

The name of the Disability Liaison Person can be obtained from the IMBA Programme Director.

Appeals / Concerns / Statute on Conduct

If you have any concerns with your courses, you should first talk to the lecturer concerned and, if you are not satisfied with the result of that meeting, contact the Director of the IMBA. The University has developed independent procedures for dealing with academic grievances and complaints. These procedures are set out in the Statute on Academic Grievances in the University Calendar.

Session Schedule - IMBA 553 - 2008

	Date	Topic	Reading Chapters (Meredith and Mantel, 2006) and articles
1.		Project management – introduction Why do projects fail? Project critical success factors	Chapter 1
2.		Project life cycle Banking project case study	Chapter 2 Johnson et al. (2001)
3.		Project initiation	Chapter 3
4.		Organisational and project structure OBS – organisation breakdown structure Project team leadership	Chapter 4 Keller (2001)
5.		Project planning Scope planning WBS – work breakdown structure Schedule planning	Chapters 5 & 8 Zwikael & Globerson (2004)
6.		Resource planning Cost planning	Chapters 7 & 9 Zwikael et al. (2006)
7.		Time-cost trade-off Project crashing case study	Chapter 6 & 9.1
8.		Risk management Quality management	Zwikael et al. (2000)
9.		Computer Lab–Microsoft Project	-
10.		Computer Lab–Microsoft Project	-
11.		Project control ERP project case study	Chapters 10 & 11
12.		New trends in project management Course Revision	Chapters 2.1 & 2.7 Ibbs & Kwak (2000)

IMBA 553 – Sessions 1-3

Projects and strategy - Teaching Objectives

Overview:

Allocation of scarce resources among a multitude of diverse projects is a continual problem many organisations face due to lack of budget, resources or knowledge. A systematic project prioritisation process improves project selection, project proposals, and helps to extend limited funding to maximise project progress and completion.

The module will address practical processes and tools that are being used to help organizations align their projects to their strategic objectives. Concepts and information obtained in this workshop will be useful in helping you lay a strategy for the future of your organization.

Learning Objectives

By the end of this module, you will be able to:

- Understand how projects can contribute to implementing organisational strategy
- Understand project prioritisation best practices
- Better align projects to key business objectives
- Learn to describe the value of PM in terms of the business enterprise

Module Content:

- Strategic management and project portfolio
- Project prioritisation models
- Choosing a project prioritisation model
- Implementing a project prioritisation model
- Score and prioritize projects

IMBA 553 – Sessions 4-8, 11-12

Developing and controlling a project plan - Teaching Objectives

Overview:

Faulty planning will result in project failure, whereas high-quality project planning increases the project's chances of success. This module is intended to create an understanding of the project planning processes that are essential to develop the integrated project plan and to control the project progress. This module introduces you to the best practices in project planning and control, and provides you with useful tools and concepts.

Learning Objectives

By the end of this module, you will be able to:

- Understand project planning best practices
- Understand project controlling best practices
- Develop a high quality project plan
- Understand what is included in a high quality project plan

Content:

- The importance of planning
- Critical success planning processes
- Scheduling planning
- Risk management planning
- Cost planning
- Quality planning
- Human resources planning
- Top management support during the planning phase
- A tool for self project planning assessment
- Cross cultural analysis of project planning capabilities
- Cross industry analysis of project planning capabilities
- Project control
- Earned Value management

IMBA 553 – Sessions 9-10

MS Project - Teaching Objectives

Overview:

Any project manager can improve project results using a project management software package. The most popular project management software package is MS-Project, developed by Microsoft. This module is a hand-on one, situated in a computer-lab, in which the software is taught and exercised.

Learning Objectives

By the end of this module, you will be able to manage projects effectively using MS-project

Course Content:

- Best practices for developing a Gantt chart
- Sorting, grouping, filtering and customising fields
- Calculating fields and Graphical indicators
- Resource Management and Resource levelling
- Cost budgeting and control
- Project control using Earned Value Management (EVM)
- Ms Project reports