



*Executive Training
Short Courses & Seminars
Project Management*



Asia Pacific International College

*Graduate School of Business and
Project Management*

Invitation

Invitation from Professor Jaafari



**Professor Ali Jaafari, ME, MSc,
PhD, FIEAust, CPEng
Principal Executive Officer**

It is my pleasure to welcome you to our College. We believe that education is the key to progress; it unlocks the potential of people and leads to their success in life. Nelson Mandela once said: Education is the most powerful weapon which you can use to change the world. We at APIC understand the value of this message but like Leonardo Di Vinci believe that knowing is not enough, we must apply.

At APIC our focus is on the next generation of graduates who can master the challenges of our time and who can define the shape of industry and government. We believe that education should provide transition from ordinary to greatness; it should change our horizons and aid our personal growth. Our aim is to enrich our students' lives and give them the tools, skills and vision to define a new direction in their life. Our mission is to prepare our students for a rewarding career in industry, government and community.

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It constitutes a new and integrated educational platform to support the development of managers in terms of knowledge, competence, technology and society (Figure 1). As a contribution to the development of the field, APIC has made these diagnostic tools and systems readily available to the project management community.

The Learning Lab supports APIC's experiential and reflective learning approach to education and enculturation of project and program managers. All the constituent resources within the Learning Lab are based on years of sound research and development work undertaken by Professor Jaafari and his colleagues in a variety of forms, including detailed field studies of projects and programs, fundamental research work and extensive consulting assignments.

About APIC

ASIA PACIFIC INTERNATIONAL COLLEGE

(An Australian Higher Education Institution offering Postgraduate Education in Technology, Project and Business Management)

APIC is internationally renowned for excellence in teaching and applied research in business, project, program, portfolio, organization and technology management. The College is focused on both formal postgraduate degree programs and industry relevant executive courses. All degree programs are formally accredited at University level by the respective educational authorities in Australia. The College is formally registered by the government as a degree granting Australian Higher Education Institution.

Postgraduate students select the College to develop themselves because of the quality of the College's programs, unique delivery methodology, industry relevance and formal recognition. Right from the start the College has consistently enjoyed high satisfaction ratings and is proud of the past graduates' achievement.

The College has outstanding academic reputation and produces graduates of high calibre for the 21st century performance. The formal recognition and accreditation of the College's programs, as well as endorsement by the respective professional bodies and general standing of the institution provide unparalleled opportunities to students to learn the art and science of management in a dynamic fashion.

APIC's Learning Lab supports a holistic approach to assessment and development of students and practitioners in this field. It houses multiple APIC-developed resources, such as Project/Program Health Check (PH-Check), Competency Assessment Tool (CAT), Online Learning System (OLS) and e-Library.

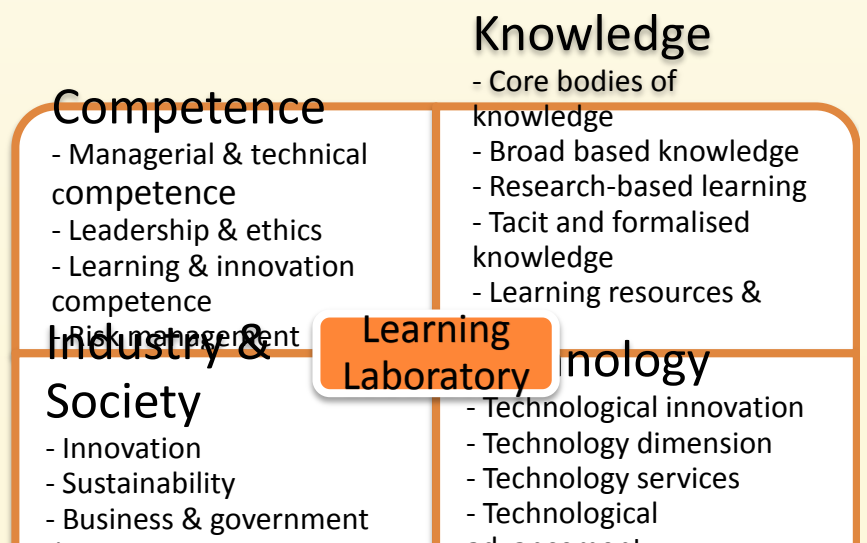


Figure 1: APIC's Learning Lab

The College (continued)

ASIA PACIFIC INTERNATIONAL COLLEGE

APIC does not see its role ending when a student graduates from one of its programs. Graduates and practitioners need to continuously assess and update their professional expertise to stay abreast of their field and to maintain or expand their range of engagements in industry and commerce.

APIC holds the view that a professional person's main asset is his/her stock of capabilities and that these capabilities must be explicitly recognized, assessed, maintained and further developed to ensure continuing relevance and alignment with industry trends. To this end, each professional person needs to have continuous access to facilities such as APIC's Learning Lab. Here he or she can evaluate their own portfolio of capabilities in a secure manner, locate gaps related to new roles and fresh challenges, undertake targeted development and obtain new sets of qualifications. APIC's vision is to provide systems and services that support graduates and practitioners in their quest for lifelong professional development, personal mastery and intellectual growth.

Summary

ASIA PACIFIC INTERNATIONAL COLLEGE

- APIC is a unique Australian Higher Education Institution established to achieve a paradigm shift in education and enculturation of project and program managers
- APIC provides a rich learning experience following the principles of experiential and reflective learning
- APIC encourages self-directed learning and development of an independent mindset
- APIC's Learning Lab supports holistic education including acquisition of professional values, perspectives, advanced knowledge and capabilities
- APIC's project and program management education is designed to address the realities and challenges of project management; it is supported by its unique diagnostic tools and systems
- APIC's graduates can return at any time to any of the APIC-developed diagnostic tools without charge
- APIC employs a world class faculty consisting of renowned academics and leading practitioners
- APIC's mission is to encourage students to seek career growth and capitalise on their full potential
- The emphasis in APIC programs is to link students of diverse background and experience to work in multi-disciplinary learning teams
- APIC provides a stimulating environment for peer group support, exchange of expertise and benchmarking to calibrate and test professional competencies in different contexts

Point of View

"The material just confirms to me what I have always known, that your work on developing and running teaching schemes are most ambitious and of good quality, and maybe much better than what many others have."

Professor Karlos Artto
Aalto University, Finland

"There is an increased need to have better skills to tackle increasingly more complex challenges; professionals are looking for ways in which to do this in a manner that fits in better with their busy schedules (as they try to achieve a better work/life balance). This program responds to this need in a systematic manner."

Natasa Gadzuric, Organisational
Development Officer, Downer
Engineering, April 2005

Point of View

"The MBPM is a very good idea and the program is very well structured and aligned to business needs. Almost everybody agrees that PM is a combination of science and art."

Hiroshi Tanaka, President of Global
Project Management Forums,
President of Japan Project
Management Forum, April 2005.

Executive Programs

OBJECTIVES

We recognize that in today's dynamic environment and diverse economies, all managers need to commit to a life long learning regime and continuously update their knowledge, skills, values and perspectives. New areas develop and sweep the globalised world of business and industry with an amazing speed making it essential for professional and executive people to keep abreast of all developments in their field. We are set up specifically to respond to these needs and requirements in an efficient and effective manner.

Our programs combine continuing education and formal academic award courses, whereby individual practitioners and executives can study as little as a one day course, to intensive knowledge workshops through to individual units of study and whole academic programs leading to recognized qualifications. Provided students undergo assessment, every single activity conducted flexibly can carry credit towards a recognized qualification. Up to 50% of an academic award can be studied in this manner.

All short courses, workshops and units of study are designed to be self contained learning packages with defined learning outcomes and no prerequisites literally. We believe that the participants are mature enough to assess what course unit or workshop is suitable for them and if they have sufficient background knowledge to complete the same.

PDP Workshop

APIC offers a range of workshops (short courses) with or without assessment in business, project, program, portfolio and organisation management. These may be studied as knowledge only courses or studied within a comprehensive competency framework.

The Professional Development Planning Workshop helps participants to map their current competencies, set learning and development targets and develop a personalised learning and development plan to maximise their gain from the available L&D opportunities. APIC's online interactive Competency Assessment Tool and L&D Planner facilitate the whole process in an effective and systemic manner.

OUR ADVANTAGE

Executive Diploma

Many executives, while able to attend short intensive workshops, cannot commit to a full time academic award program. APIC awards an Executive Diploma after an individual manager completes 4 intensive workshops in any combination and undergoes assessment at the end of each workshop. The Executive Diploma is not an academic award but it counts towards completion of an academic award.

Executive Diploma in Project and Program Management is awarded to an individual who has completed 4 intensive workshops taken from the Project Management Graduate Program provided that the studies are completed within 2 years. Likewise, Executive Diploma in Business Management is awarded to an individual who has completed 4 intensive workshops taken from the Business Management Graduate Program provided that the studies are completed within 2 years.

Project Management Courses

The intensive project and program management knowledge workshops are typically 4 days long. Each workshop is a self contained learning and development experience with defined learning outcomes. The workshop aims to immerse the participants in the latest thinking and concepts. It also aims to align the participants' knowledge, provide an opportunity for group learning and cross fertilisation.

As part of each workshop the College provides an electronic workshop pack (typically over 150 pages) that contains a copy of teaching materials, case studies etc. The workshops are offered as a practical hands-on intensive learning experience during which the participants work in groups to learn the process of applying knowledge successfully to management of projects, programs, organisations and venture as the case may be. Table 5 contains the list of project management workshops.

"We are what we repeatedly do. Excellence, therefore, is not an act but a habit"

-Aristotle

PROGRAM OBJECTIVES

Courses have been designed as a modular and flexible program. The focus is to develop managerial capabilities in a particular branch of

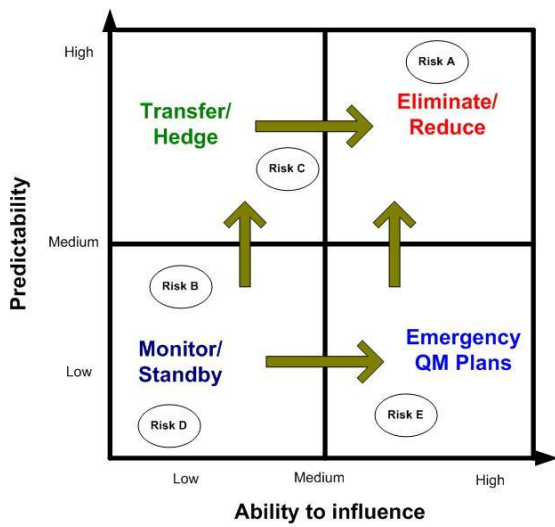


Table 1: Project, Program and Portfolio Management Workshops

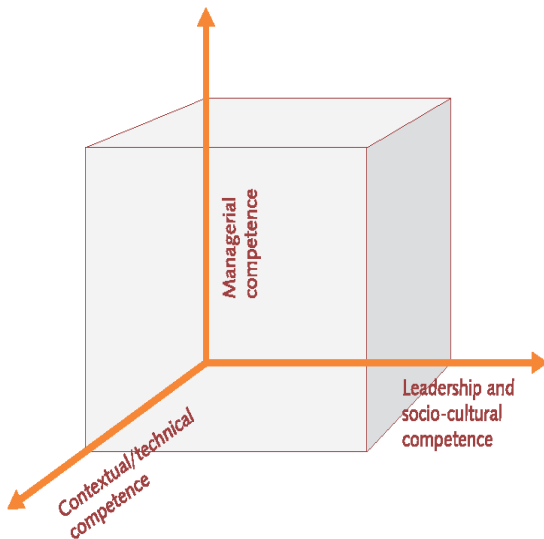
Workshop Code	Title	Duration (Day)	PMI's PDUs	AIPM's CDPs
CPD11011	Leadership and Socio-Cultural Competencies Workshop	1	7.5	10
CPD11021	Professional Development and Ethics	2	15	10
CPD11031	Project/Program Diagnostics Workshop	2	15	10
SBM11011	Project/Program Strategic Intent, Business Case, Framework and Governance	4	30	10
SBM11021	Project Human Resources, Communication and Integration Management	4	30	10
SBM11031	Project/Program Information and Communication Systems	4	30	10
SBM11041	Leadership and Change Management	4	30	10
SBM11051	Strategic Project, Portfolio and Program Management	4	30	10
SBM11061	Assessment and Development of Project-based Organisations	4	30	10
SBM12011	Project Scope, Time and Cost Management	4	30	10
SBM12021	Project/Program Quality, Risk and Procurement Management	4	30	10
SBM12031	Venture/Project Economics and Finance	4	30	10
SBM12041	Project/Program Delivery Systems	4	30	10
SBM12051	Project Formulation and Business Planning	4	30	10
SBM12061	Advanced Risk and Uncertainty Management	4	30	10

Table 2: Functional and General Management Workshops

Code	Title	Credit Points
CPD11021	Professional Development and Ethics	3
SBM21011	Operations Management	6
SBM21021	Marketing and Business Communication	6
SBM21031	Financial Management	6
SBM21041	Human Resources Management	6
SBM21051	International Business and Competitive Strategy	6
SBM21061	Organization Behavior and Internal Communication	6
SBM22011	Entrepreneurships, Innovation and Technology Management	6
SBM23011	Supply Chain Management Fundamentals	6
SBM23021	Advanced Supply Chain Management	6
SBM23031	Strategic Information Systems: Managerial Perspective	6
SBM23041	Enterprise Systems and Business Process Integration	6
SBM24011	Managing Enterprise Assets for Sustainability	6
SBM24021	Complex Asset Management	6
SBM24031	Managing Environmental Sustainability	6
SBM24041	Managing Emission Trading and Associated Schemes	6
SBM25011	Business Law and Due Diligence	6
SBM25021	Business Audit	6
SBM25031	Corporate Governance	6

Unit Overview

This workshop aims to present a practical yet sound approach to understanding and assessment of leadership and socio-cultural competencies. As part of the workshop participants will be given access to an online system to conduct self-assessment of their leadership and socio-cultural competencies. The main objective is for the participants to fully understand the concepts, framework, processes and methodology for leadership, and socio-cultural competency assessment and development.



Scope and Deliverables

The workshop is allocated to the underlying concepts for professional competency assessment and development as well as the concepts, framework and tools for assessment of leadership and socio-cultural competencies. A series of lectures will be presented to lay the foundation. It is followed by group work and deliberations to discuss the key concepts, framework and techniques of competency assessment. The idea is that the participants will gain a thorough knowledge of the underlying concepts, framework, tools and techniques of competency assessment.

The second part is allocated to practical hands on work. Each participant will spend time assessing own competencies applying APIC's online interactive tool (CAT). This will be followed by peer assessment and then group work. The whole process is designed for the participants to gain an in-depth knowledge and practical skills in competency assessment with focus on leadership and socio cultural competencies. The main deliverable is the insight individuals obtain of the principles of leadership and socio-cultural competency assessment. The result of competency self-assessment may also provide a guide to individuals in terms of their strengths and the area that they would need to focus on.

This unit will cover:

- Understand the fundamentals of leadership and socio-cultural competency assessment and development
- Assess your competencies using a defined and structured framework, and applying well-articulated criteria
- Test the validity of your assessment against those by professional peers and colleagues and develop prudent strategies for the acquisition of missing competencies

Unit Overview

This unit places major emphasis on understanding the processes of professional development and competency acquisition. Most practitioners associate competency with task dexterity and job-related skills, which is referred to as 'normative skills'. The question is how relevant and valid normative concepts are in today's environment of change and uncertainty. Competence is about autonomy; self-reference and group self-organization, i.e. the relatively enduring qualities that empower professional people to perform well individually and in groups despite prevalence of complexity and rapid change. It must be underpinned by strong personal and group ethics.

The unit will cover:

1. Fundamentals

- Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Briefing on how to conduct each phase and the entire unit of study
- The environment, mega trends and the rise in complexity and change and impact on individuals and organizations
- Envisioning the future and setting of realistic goals
- Ethics and professional conduct
- Group work and class discussion on the impacts of change on individual professionals and businesses
- Competency assessment and setting of professional goals
- SWOT analysis and development of strategies to aid own professional development in an optimum manner

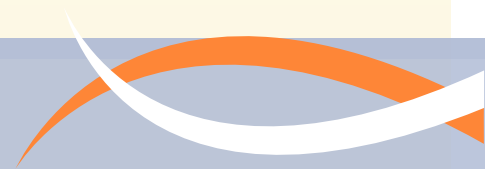
2. Group work, Summary and Feedback

- Lecture and group work: peer and group assessments
- Working with APIC's tools and systems
- Group work: consolidating and aligning individual learning and development challenges
- Presentation and discussion: groups to present their findings
- The way ahead: scope for individual assignment
- Continuous progress mentoring and improvement

Credit Points: 3

Aims and Objectives:

- Understand how to conduct environmental scanning and blue sky thinking
- Understand how to assemble and analyze mega trends generally and in specific
- Learn and apply principles of ethics and ethical conduct
- Define/refine your professional goals and set development targets
- Conduct SWOT analysis and develop optimum strategy
- Conduct broad competency assessment in respective areas
- Develop personal learning and development plan
- Define key performance indicators (KPIs) and metrics to assess progress against plan
- Compile and submit your L&D plan to continually improve yourself
- Manage and enhance own professional competencies



Unit Overview

This workshop presents an advanced method for project/program performance assessment applying the Project Health Check tool. The emphasis of project health check is to ascertain how well a project is being managed, applying 67 indicators that characterize 18 core managerial functions on projects/programs of significant size. It assesses whether the capabilities are adequate and whether the project or program is being managed at a desired level, e.g. in terms of governance and leadership, planning and control, information & communication management as well as finance, customers and markets, stakeholders, technology, etc. The report displays managerial performance against defined targets. It can be benchmarked at different levels of practice. The project health check methodology is a true risk and quality management approach. It has been designed to promote a proactive approach rather than reactive, and if applied prudently and regularly, it has the potential to improve the project performance substantially and shorten delivery time and reduce costs.

The unit will cover:

1. Fundamentals

- Advanced concepts of performance assessment
- Project/program health checks
- Project/program outcomes assessment against objectives
- Application of the PH-Check tool for project diagnostics
- Results of the case study
- Trial application of the online PH-Check

2. Tools & Systems

- Access to online project diagnostic tools to facilitate the assessment and benchmarking of the state of management of a project/program
- Access projects using 67 indicators (or a selection of these) at 5 levels
- Access projects against 18 criteria at 5 levels

Credit Points: 3

Benefits of Project Diagnostics:

The 1:10:100 rule indicates that if it takes a dollar to correct an error in the project conceptualization phase, it will take 10 dollars to correct it during the design and documentation phase and 100 dollars to correct it during the execution phase. However, most errors are due to poor understanding of project/program complexities particularly early in the life of a project.

The PH-Check provides an opportunity to assess whether or not the project team has a correct understanding of project challenges and complexities, whether they have the required capabilities and whether they are following an appropriate approach to the management of the enabling factors.

Capabilities are defined in terms of the human resources and their competencies, processes, tools, information sets as well as the actual managerial philosophy. At the highest level it is expected that a systems' approach will be applied to the management of the project. Any shortcomings in terms of the management of the enabling factors can have profound ramifications for the project outcomes.

Unit Overview

This unit of study will provide definitions of project and programs, business units and links between them. A thorough understanding of the strategic goals and context is vital to successful design and implementation of projects and programs. Considerations of environmental and project complexities will lead to better focus on achievement of goals and management of risks and uncertainties. The strategic intent and project contexts will be analyzed with a view to understanding and confirming the project business case on commencement but also in terms of continual re-evaluation and realignment of projects discussed. Different business imperatives (needs and requirements) will have to be considered in each project/program phase. Project governance over project life cycle is thus directed by these needs and available governance options. The design and implementation of appropriate governance structures vis-à-vis project/program strategic needs and requirements will thus be a major focus.

Credit Points: 6

Aims and Objectives:

This unit of study aims to impart a thorough understanding of systemic and holistic project and program management. The unit will target the following studies:

- Project and program management definitions and terminologies
- Goals, strategy and strategic management at business unit level
- Project/program life cycle models and their relationship to strategic management
- Project business case determination, documentation
- Linking and evaluation processes to assess and realign projects and programs to their respective goals and strategies
- Monitoring and health checks of project/program governance over project and program life
- Project governance and decision making

The unit will cover:

1. Introduction

- Workshop aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Project and program terminologies
- Strategic management
- Characteristics of projects, programs and differences, with particular emphasis on life cycle phases and interrelationship
- Business results and strategic integration

2. Business Case

- Project/program business case determination, assessment and management
- Defining corporate or business goals, strategy and their relationships or links to projects and programs, design of KPIs to assess linking and alignment
- Techniques (e.g. balanced scorecard) for performance assessment of project and programs in meeting target KPIs or specific strategies and goals
- Business case determination, assessment of project performance vis-à-vis target KPIs
- Design of project/program frameworks and processes
- Work on business case determination of a simple project/program and class discussion

3. Governance

- Design of governance structures for management of projects and programs from the client/sponsor's perspective
- Design of governance structures for management of projects/programs from the contractor perspective, including assessment of the same vis-à-vis contractual commitments and obligations, stakeholders, safety, health and environmental management obligations
- Design of governance design from a contractor's perspective
- Comparisons of sponsor and contractor's governance structures

Unit Overview

This unit of study focuses on 3 core competency areas relevant to project/program management, namely: (1) project human resources assessment and organizational design including human dynamics, leadership and team management; (2) communication management; and (3) project/program integration management. The aims are to develop basic competency in project human resources management, communication and teamwork management and integration management, reflecting the state-of-the-art practice and in line with recognized Standards such as *A Guide to Project Management Body of Knowledge* (PMBOK). This unit has a major emphasis on effective team design and management; it will focus on assessment of team competency gaps as well as effective approaches for the development of the missing competencies using a systematic approach. Further, team dynamics will be studied and techniques for assessing team roles will be presented and applied. Participants should thus gain basic competency on how teams are forged, optimized and managed under challenging conditions. There will be opportunities to apply the teamwork principles throughout the MBPM course and thus learn the art of forming high performance teams through engagement in the same. Considering communication management, the focus is not only on defining means, frequency and manner of communications among project participants and affected stakeholders but also learning styles and development of synergy among team members.

The unit will cover:

1. HR and Team Management on Projects and Programs

- Understanding project/program human resource requirements in each phase
- Developing human resources policy, motivation and project charters
- Assessing competencies and developing training schemes to improve individual competencies
- Review of team, structure, operation and mode
- Introduction learning styles
- Project responsibility allocation and communication reporting fundamentals
- Project team building fundamentals

2. Communication Management

- Understanding fundamentals of information/communication requirements
- Relationship between communications, integration and quality management functions on projects/programs and the need for a holistic approach

3. Integration Management

- Project/program integration management
- Plan development, execution and progress monitoring
- Integrated performance control and change management

Credit Points: 6

Aims and Objectives:

- Can demonstrate knowledge and basic competency in relation to management of project human resources and communication functions on projects
- Are able to assess and balance teams, determine learning styles, develop formal team work plan and internal QY procedures, and generally monitor teamwork effectiveness, communication and performance
- Develop basic competences in determination, integration and management of communication and documentation needs over project life, and build systems to manage the same Know how to develop plan, execute the same apply integrated change control processes
- Can apply knowledge and tools to simple projects in the workplace, in particular in building high performance teams

Unit Overview

Information and communication technologies (ICT) play a key role in successful development, staging and ongoing management of projects and programs. Thus, all project and program managers and directors as well as experts participating in projects and programs need to be thoroughly versed in effective utilization of ICT. Nowadays there are multiple choices of information and communication systems, ranging from fairly simple technologies such as email to more advanced systems offering a multitude of channels of communications as well as decision analysis and optimization. The thrust of this unit is to develop competencies in the design of appropriate information technology infrastructures for projects and programs in order to facilitate real time communication and collaboration as well as effective virtual teamwork.

Credit Points: 6

Aims and Objectives:

- Sound knowledge of the available technologies and ICT solutions typically applicable to projects/programs
- Competency in assessment of information and communication needs and requirements in each phase of projects/programs
- Competency for data capture and standardization over project/program life cycle
- Competency in document standardization, sharing and archiving processes
- Know how to conduct cost benefit analysis of the ICT systems and selection of an appropriate system for each case project/program
- Competency in projects re-engineering, benchmarks and testing
- Competency in risk analysis; management roles and technology surfaces
- Know how to set up effective computer-based teamwork and collaborative framework, particularly during design and planning processes where computer-based modeling may play a vital role in the project solution optimization

The unit will cover:

1. Information and Communications needs and options

- Course aims, objectives, target competences, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Project/program information and communication needs over project/program life cycle phases
- Tutorial on information and communication needs
- Data and document standardization through protocols and ICT media
- Building consensus on information and communication needs, formats, frequency, mode and responsibility
- Developing options and narrowing the list down to the promising options from typical solutions

2. Acquisition of Information and Communication Systems

- Evaluation and selection of the optimum solution
- Development of system diagrams and specifications plus other essential information for system acquisition and utilization purposes
- Pitfalls associated with ICT systems acquisition and installation

3. Effective Utilization an on-going Improvement

- Information and communication management processes, protocols and users training, relationship to quality management processes and systems
- Training and induction, with particular emphasis on promoting information sharing, timely communication and effective decision making
- Ongoing ICT systems evaluation and improvement using appropriate KPIs

Unit Overview

This course unit will address the art of leadership and change management, and will focus on articulated leadership competencies to lead and effect positive change, including motivating, training and leading staff and network business partners. Practical expertise in development and implementation of leadership and change management plans will be emphasized. Contemporary and innovative human resource management concepts and techniques applicable to complex environments will be explored. The course will cover advanced leadership principles and application, styles of leadership, design and implementation of leadership and change management plans. Typical topics covered include:

- Processes of leadership and change management (vision, mission, goals, values, communication and motivation, training and change management)
- Individual managerial styles using Situational Leadership Theory
- Conflict resolution through facilitation, intervention, prevention and jump-starting motivation
- Leadership of cross functional teams; promotion of creativity while emphasizing accountability and ownership
- Managing clients/sponsors and external stakeholders' expectations
- Strengthening organizational autonomy through staff empowerment, shared leadership and enhancement of competencies

Credit Points: 6

Aims and Objectives:

- Demonstrate ability to apply leadership and change management principles to align and motivate staff and partners' staff to realize goals in an effective and productive manner
- Understand how a results-oriented work environment can be created
- Know how to manage external stakeholders and their expectations
- Understand how to analyze and resolve conflicts through a systematic approach
- Know how to lead and manage cross functional teams
- Demonstrate knowledge in strengthening the organization, empowering individuals and promoting accountability and ownership principles
- Know the principles behind self-steering teams and autonomous work culture

The unit will cover:

1. Credibility

Skills in being influential and persuading others

Ability to act a strong role model

Ability to be analytically agile

2. Knowledge

- Ability to develop organisation-related policies and processes
- Ability to understand organisational dynamics
- Ability to attract, develop own people and set reward systems

3. Relationship

- Ability to create and maintain partnerships
- Know how to focus on the needs of others
- Know how to coach and develop others

4. Innovation

- Ability to prepare people for change
- Ability to seek out and act on opportunities
- Know how to demonstrate flexibility and explore options

5. Alignment

- Ability to scan and read the business
- Ability to integrate initiatives with business plans
- Ability to contribute to and support business strategy

5. Performance

- Ability to apply business acumen to decisions
- Ability to drive for results and manage risk
- Ability to evaluate outcome

Unit Overview

This course unit will address appraisal or confirmation of strategic goals and adoption of management philosophy and frameworks, setting up information and support systems and development of the underpinning competencies required. It makes a case for relating all program management decisions over program life cycle to strategic objectives. Under this approach strategic objectives are used to align and or integrate both downstream and upstream processes, information, teams and activities. Students will be exposed to the latest concepts, systems and techniques which will assist in the implementation of strategic project/program management methodology in the field. Introduction to program management philosophy and framework, and comparison with traditional approaches to management of large projects;

Credit Points: 6

Aims and Objectives:

- Sound knowledge of contemporary literature and methods of approach to program management, portfolio management including strategic management of large projects
- Competency in defining program life cycle, designing relevant managerial systems, organization design and execution of programs within a strategic framework
- Ability to approach front-end phase of programs and how to ensure that strategic objectives are properly constituted, considering the prevailing risks and uncertainties
- Know how to shape the downstream phases in line with strategic goals and policies, applying the relevant program strategies and managing risks and uncertainties effectively
- Competency in appraising and realigning programs over their life cycle and ensuring constant value addition and risk reduction in line with strategic objectives

The unit will cover:

- The contemporary models of program management (e.g. defence, aerospace, construction, etc.)
- Formulation/confirmation of program goals and strategies
- Decision evaluation and optimization techniques including risks and uncertainty management
- Managing the project operability, quality and functionality
- Management of due diligence and long term liabilities within an integrated program/project management framework

As organisations move to operate in a more complex environment, their ability to compete will be determined by how effective they can leverage their human (intellectual) capital to create and or tap commercial opportunities. Examples of such organisations abound in the pharmaceutical, aerospace, software, biotechnology, information and communication technologies and the entertainment industries. Not all organisations are capable of taking on risky and daring projects as their ability to do so varies considerably, depending on the organisation's market position, intellectual capital (people and their competencies), culture, business networks, business systems and associated leadership capabilities. Broadly, organisations can be classed in terms of a 5-point band, depending on their degree of dynamism and ability to take on daring projects and deliver the same successfully at the edge of chaos. These are: Class I (alert); Class II (focused); Class III (responsive); Class IV (capable); and Class V (creative-dynamic).

Organisational maturity models aid organisations to position themselves in the market place. Project-based organisations are a special category of organisations. The maturity of such organisations should be approached with care. This need was recognised by the US-based Project Management Institute with the release of their OPM3™ (Organizational Project Management Maturity Model) Standard in 2003. This unit of study reviews the history of organisations, then reviews the concepts of excellence followed by a description of project-based organisations. Creative-dynamic organisations possess numerous characteristics, mainly: distributed leadership around a widely accepted vision, customer/market centricity, project culture, speed and adaptability, focus on creativity and innovation, strategic partnerships and ITC-integrated business structures. As noted, rather than have a sole process efficiency focus this unit of study explores the capabilities and approaches that are needed to conceive and deliver projects in a knowledge-based creative

Credit Points: 6

Aims and Objectives:

- Sound knowledge of contemporary understanding (literature) and methods of approach to organizational design, assessment and improvement
- Competency in designing and implementing organizational assessment methods including effective communication of the results
- Ability to assist subject organization to set improvement goals and commit to the same
- Know how to design and evaluate the improvement schemes with particular reference to:
 - Project business capability improvement
 - Human resource competency development and improvement
 - Organizational factors improvement
 - Alignment of organization with environmental factors
- Ability to chart the progress of the improvement and take corrective measures to ensure consistent progress on all fronts

The unit will cover:

1. Assessment

- Literacy in terms of the latest concepts, tools and techniques in organizational assessment field
- Ability to consult the stakeholders on the objectives and functions of the assessment goals, aims and processes so as to encourage maximum cooperation
- Know how to implement an assessment scheme effectively and efficiently
- Ability to communicate the assessment results and demonstrate deficiencies in capabilities across all relevant functions within the organization

2. Design and implementation of improvement

- Ability to delineate capability gaps and obtain consensus from the relevant sections regarding missing capabilities in the organization
- Ability to scope capability acquisition activities, formulate a coherent project or program and implement applying normal project/program management approaches

3. Appraisal and continuous alignment

- Ability to continually evaluate the effectiveness and progress of the improvement activities and to report the same to all stakeholders
- Ability to identify performance shortcomings, prioritize these and take action to address the same

SBM12011 - Project Scope, Time and Cost Management

Unit Overview

This unit aims to develop basic project management knowledge and competency areas.

Management Body of Knowledge (PMBOK™), NSCPM and IPMA International Competence Base. The unit covers the following:

- Project scope planning, evaluation and change management: deliverables in project phases, alignment of outcomes with strategic intent and business cases; definition of the system, tools, processes and competencies needed to assess scope and integrate project/program elements, including value assessment and optimization across project/program life cycle:
- Project time planning, scheduling and progress management: appropriate levels of control and assessment of project progress against the schedule; time management strategies, defining milestones, conducting planning and sequencing of activities; developing coordinated schedules and resource plans and applying typical computer software in planning and time optimization.
- Project cost estimating, budgeting and financial management: cost estimation, planning and control, cash flow determination and finance, as well as defining means, frequency and manner of change management in a systematic manner; exception reporting, cost forecasting and managing cost variances, reporting and management of contingency budget and generally a good command of financial management of project/program.

Credit Points: 6

Aims and Objectives:

- Demonstrate knowledge and basic competency in relation to scope and change management on projects, as per the PMBOK™ requirements
- Demonstrate knowledge and basic competency in relation to scheduling and time management applying appropriate tools and techniques
- Demonstrate knowledge and basic competency in relation to financial management including cost planning, budgeting and variation/change management
- Ability to apply knowledge and tools to projects in the work environment including setting up relevant systems and controls

The unit will cover:

1. Project scope management

- Scope planning and client needs
- Scope, roles and responsibilities
- Change Management
- Project performance control and monitoring
- Project termination analysis

2. Project time management

- Project time planning
- Project activities identification
- Project resources and time estimation
- Project scheduling tools and techniques
- Project schedule control and monitoring
- Project progress monitoring and adjustment
- Resource utilisation and control

3. Project cost management

- Cost estimation, analysis and control
- Budget Planning (Budget, Time, Tasks, Costs)
- Resource identification
- Cash flow forecasting
- Budget control and management
- Cost variance management

SBM12021 - Project/Program Quality, Risk and Procurement Management

Unit Overview

This unit of study focuses on 3 core project/program management knowledge and competency areas, namely: (1) project quality management; (2) project

students are to develop fundamental knowledge and competency with respect to:

- Project/program quality management
- Project/program risk management
- Project/program procurement management
- Integration of project/program quality, risk and procurement management

With reference to project risk management the focus will be on the delivery of the project business case and achievement of the project objectives. This will shift the focus of risk management from the rather limited view of managing risks during the project/program execution phase. It is treated as a creative and exploratory process to guide the project team in learning new insights about

the project and means of mitigating exposure to risk and liabilities.

Considering procurement management, the focus will be on the delivery of the business case and the achievement of the project objectives. It will discuss the process for optimum procurement management including complete contractual strategy, design and delivery framework for projects/programs. It includes understanding and designing frameworks for project delivery and supply chain, developing procurement strategies and processes spanning soliciting bids, assessing bids and awarding contracts, on-going contractual management and all associated activities. This workshop is fundamental to understanding the crucial role of quality, risk and procurement management functions as tools in minimization of deviations to project goals and maximization of the chances for successful realization of project/program deliverables and outcomes.

Credit Points: 6

Aims and Objectives:

- Demonstrate knowledge and basic competency in relation to project/program quality management
- Demonstrate knowledge and basic competency in project/program risk management
- Demonstrate knowledge and basic competency in relation to project/program procurement management
- Ability to apply tools/techniques to projects/programs in the work environment, including setting up relevant systems and controls to manage quality, risk and procurement functions in each phase in an integrated manner

The unit will cover:

1. Project quality management

- Undertake QA/QC planning
- Apply quality tools and techniques to manage quality
- Undertake quality control and monitoring
- Undertake quality documentation and closure

2. Project risk management

- Undertake risk management planning
- Apply risk management tools and techniques to manage risks
- Monitor and control risks
- Undertake risk management documentation and closure

3. Project procurement management

- Plan project/program procurement
- Apply project/program procurement, tools and techniques to manage procurement
- Monitor and control procurement
- Complete project procurement and documentation

Money is the life blood of economy. Understanding, modeling and managing the finances of projects/programs and ventures are fundamental to achievement of successful business outcomes. Project/venture economics and finance belong to a branch of knowledge that is used very widely for the analysis of alternatives, formulation of financial strategies and decision making on virtually all investments. Thus, it is really at the core of quantitative management and capital budgeting.

This unit of study will equip students with insights and tools for financial appraisal and decision optimization. It aims at imparting the basic knowledge and competencies required in project appraisal and financial management applicable to all sectors of industry and business, including services, business investment, R&D, capital projects and projects in local, state and national government departments and agencies. Students are encouraged to learn to apply the tools to analyze projects, programs and ventures. The foundation sciences are compound interest rate mathematics and the family of techniques broadly known as discounted cash flow (DCF) techniques. Coverage includes Equivalent Uniform Annual Cash flow (EUAC), Present Value (PV), Internal Rate of Return (IRR), Benefit-Cost Ratio (BCR) as well as Bonds and Debentures, Depreciation, Replacement, Valuation and Capital Budgeting techniques.

Credit Points: 6

Aims and Objectives:

- A sound understanding of financial modeling, analysis and interpretation techniques
- Ability to design and orchestrate actual project/venture appraisal studies
- Ability to understand and prudently apply techniques of depreciation, valuation, replacement and associated analysis
- Ability to develop criteria for appraisal and optimization that incorporate not only financial returns but also community and stakeholders' benefits

The unit will cover:

1. Financial Modeling

- Competency in systematic evaluation of financial modeling techniques, with a view to utilization in the analysis of typical alternatives encountered in venture/project life cycle
- Competency in framing and applying at least 6 (preferably 8 or more) typical financial analysis techniques to venture/project in order to achieve project objectives and establish the criteria for selection of best alternatives in order to meet the desired set of business objectives

2. Financial Analysis

- Competency in performing both quantitative and non-quantitative analysis of alternatives for optimum development of a project to meet specific business objectives particularly in its formative stage.
- Competency in performing sensitivity, risk and uncertainty analysis to explore probable zones for optimum decision choices and associated courses of action affecting venture/project choices

3. Finance and Financial Planning & Management

- Competency in undertaking analysis of various funding options, selection development and management of the same in order to achieve specified business objectives
- Ability to develop and implement a selected project alternative based on both financial and non-financial considerations, and monitoring of the same during different phases of a

SBM12041 - Project/Program Delivery Systems

Unit Overview

This unit of study will cover the following areas in depth

Fundamental principles behind good management and comparison with legal requirements; social and ethical considerations on projects; understanding of stakeholders' rights and responsibilities and how these will affect project management; brief overview of the contract law; potential liabilities associated with project participation; optimization of project team responsibilities, provision of legal power for effective management; optimum systems for project delivery/management under uncertain conditions; management of OH&S, environmental due diligence and other statutory liabilities; strategic business risks and implementation risks, concepts for optimization of project implementation structures to maximize conditions for successful project outcomes, fundamentals of project delivery systems, typical delivery systems, project alliance and integrated teams, performance-based project delivery methods.

Credit Points: 6

Aims and Objectives:

- To gain a thorough understanding of the legal system under which contracts are formulated, executed and managed, with particular emphasis on projects and programs;
- To develop competency in the systematic analysis of strategic objectives/business case requirements vs. delivery objectives;
- To know how to identify, analyze and allocate/transfer significant implementation risks via contracts;
- To design and apply alternative delivery systems; and
- To study advanced delivery systems such as relationship contracting and alliance modes

The unit will cover:

1. Selection of optimum delivery system

- Demonstrate competency in systematic evaluation of typical delivery options, with a view to utilization of the innovative features and promotion of performance-based contracting.
- Demonstrate competency in the optimum selection and application of a given project delivery system to meet specific business and project objectives, within a given management approach.

2. Identification and allocation of delivery risks

- Demonstrate competency in the analysis of delivery risks & mapping of these to project/program business case and objectives
- Demonstrate competency in prudent application of results from risk analysis to develop a framework for allocation of delivery risks & mapping desired contractual relationships as a guide to contracts formulation & management

3. Development, roll-out and on-going management

- Demonstrate competency in development & implementation of typical delivery systems to achieve congruence of contractual and project/program objectives, focusing the energy & the intellect of the parties on locating best solutions for the project/program not on contract administration and conflicts resolution.
- Demonstrate competency in effective on-going administration of project/program delivery systems over project life, incl. effective change management, to ensure that project objectives will be

SBM12051 - Project Formulation and Business Planning

Front-end planning is critical to project success. Front-end planning consumes only a fraction of project monies yet locks in major decisions with profound ramifications for the whole of project life. This course seeks to develop a working knowledge of the fundamentals of front-end planning and optimization through problem-centered learning. The study will focus on market appraisal, business development, managerial issues both at development and operational stages, stakeholders' issues and structuring and financial planning, etc. as well as strategic planning of the pertinent social, political, community and environmental issues. All project implementation strategies are also formulated during this phase, including major decisions on management of quality, risks and procurement issues. The results are presented in a formatted document that is typically referred to as Project Definition Report. This document will contain a firm business case for the project, often used for financing purposes, and is the basis for sanctioning the project to proceed to the implementation phase. This course will cover the entire front-end phase, including conceptualization/creation, appraisal/definition and documentation stages. The course will leverage knowledge in a number of disciplines and is student-driven.

Credit Points: 6

Aims and Objectives:

- Have grounding in project formulation processes and techniques
- Be able to design and orchestrate actual project formulation studies
- Be able to develop criteria for appraisal and optimization that incorporate not only financial returns but also community and stakeholders' benefits

The unit will cover:

1. Designing the Planning Framework & Approach

- Ability to design and implement an integrated project formulation & business planning framework, defining relevant processes, tools, information needs and stages

2. Formulating Product/Service

- Ability to assess demand for target service/product, including market segmentation, forecasting, marketing strategies
- Ability to develop business architecture/model, conceptual design, major components and associated information to the extent that the feasibility of the scheme can be investigated

3. Planning for Management & Administration

- Ability to assess & factor in statutory & due diligence requirements (including planning issues, permits, environmental and other legal and statutory requirements, community acceptance, long term responsibilities and liabilities)
- Ability to determine optimum managerial structures respectively during business planning, implementation and operation phases

4. Environment & Stakeholders' Management

- Ability to identify all stakeholders, evaluate their needs, plan their participation & manage their interests continuously throughout venture/project life
- Ability to manage health and safety issues during both implementation and operation stages of the project

5. Formulating Business/Venture

- Ability to forecast revenues based on the estimated market size over proposed operating life, in line with the expected future sales and charges
- Ability to estimate capital expenditure and operating & maintenance costs, indirect costs and other expenses (e.g. sales expenses) during the currency of the proposed scheme

6. Presenting Business & Implementation Plan

- Ability to integrate information, compile a professionally designed project definition report, combining business plan & implementation plan
- Ability to design & present executive summaries, presentation slides and other targeted briefings for promotion of the venture to sponsors, investors, financiers, government agencies and other key players

As advocated in typical published literature and textbooks or Standards, risk management starts after a baseline design and plan has been prepared for the project/program. Its purpose is to mitigate risks that pose threats to the achievement of the base plan. This practice tends to lead to sub-optimal outcomes as all that is done is to smooth the path to achieve the base plan.

True risk management approach needs to challenge the base plan and treat it as a starting point. The project participants need to radically challenge the project business case, project assumptions, its implementation strategy and other key components. They need to come up with solutions that can enhance the project value and reduce its exposure to risks. This is a creative process; it requires setting stretched targets for the project and then deriving breakthrough solutions.

This unit of study addresses the following:

- Typical classes of risks and uncertainties on projects and business ventures;
- Quantitative risk and scenario analysis at the time of conceptualization to establish the viability and develop sound strategies to conceptual development and implementation plans;
- Analysis of market risks through cost competitiveness concepts;
- Implementation risks, comprising project completion (schedule) and cost estimate risks; and
- Holistic project risk management employing integrated teams.

Credit Points: 6

Aims and Objectives:

- Understanding of the concepts of advanced risks and uncertainty modeling, analysis, interpretation and application on all project phases
- Competency in the systematic analysis of risks and uncertainties on projects and programs in a variety of projects and programs
- Application of computer-based simulation and quantification of risks and uncertainties on projects and programs
- Design and application risk response strategies and assess their effectiveness

The unit will cover:

- Designing the risk Management framework and approach
- Identifying & classifying risks
- Acquiring data and evaluating risks
- Quantifying and interpreting risks
- Planning and implementing response
- Monitoring risks and readjusting project plans
- Managing knowledge

Code	Workshop	Duration	Start Dates*
CPD11021	Professional Development Planning and Ethics Workshop	2 days	29 March 2012 30 August 2012
SBM11011	Project/Program Strategic Intent, Business Case, Framework and Governance	4 days	02 April 2012 03 September 2012
SBM11021	Project Human Resources, Communication and Integration Management	4 days	10 April 2012 10 September 2012
SBM11031	Project/Program Information and Communication Systems	4 days	16 April 2012 17 September 2012
SBM11041	Leadership and Change Management	4 days	23 April 2012 24 September 2012
SBM11051	Strategic Project, Portfolio and Program Management	4 days	30 April 2012 02 October 2012
SBM11061	Assessment and Development of Project-based Organisations	4 days	07 May 2012 08 October 2012
SBM12011	Project Scope, Time and Cost Management	4 days	03 September 2012
SBM12021	Project/Program Quality, Risk and Procurement Management	4 days	10 September 2012
SBM12031	Venture/Project Economics and Finance	4 days	17 September 2012
SBM12041	Project/Program Delivery Systems	4 days	24 September 2012
SBM12051	Project Formulation and Business Planning	4 days	02 October 2012
SBM12061	Advanced Risk and Uncertainty Management	4 days	08 October 2012

*Offer of a short course is subject to achieving the required minimum number of enrolment. APIC is happy to offer these workshops on a flexible basis in Sydney or other designated locations.

Our Expert Lecturers and Professors

Selected Faculty List

Title	Given Name	Family Name	Qualifications
Professor	Ali	Jaafari	ME, MSc, PhD, CPEng, FIEAust
Mr.	Nima	Mir Sotoudeh	BSc, MSc, PhD (candidate)
Professor	Serge	Mukhi	BE, GradDip, MBA, PhD MIEAust,FAIM,MAITM
Dr.	Herbert	Schoch	BCom, MBA, PhD
Professor	Aradeshir	Lohrahsbi	BS, MBA, MS, PhD
Adj. Prof.	John	Wollett	BEng, MBA, PhD
Ms.	Sheridan	Evans	BA, BEdu, MBA, PhD (candidate)
Dr.	Georges	Baume	BA, Dip Edu, MSc, MBA, PhD
Dr.	Farhad	Daneshgar	BSc, MSc, PhD
Professor	David	Carmichael	BE (Hons), MSc, PhD
Adj Prof.	Ted	Tooher	BE/BSc, MPM
Professor	Sherif	Mohamed	BE, MSc, PhD
Dr.	Saeed	Shahbazmoradi	BSc, MBA, PhD
Dr.	Babak	Abedin	BSc, MS, PhD
Dr.	Thomas	Grisham	BE, MBA, PhD
Dr.	Deepak Kumar	Srivastava	BSc, MBA, PhD
Dr	Alessandro	Bignozzi	MBA, PhD, MSc
Dr	Cornelia	Veil	BA, MA, PhD
Dr	James H	Dobbins	PhD, MSc, BSc
Dr.	Ralf Josef	Müller	DBA, MBA, PMP
Dr.	Ramin	Vatanparast	PhD, MSc, BSc
Dr.	David	Grabovac	BA, MBA, PhD
Dr.	Nooshin	Jabiri	BE, MSc, PhD
Dr.	Neda	Zamani	BE, PhD
Dr.	Peter	Seebacher	BE, MSc, PhD
Adj A/Prof	Whittle	Stephen	BE, MSc, PhD
Dr.	Amid	Bakhtazad	BE, MSc, PhD
Mr	Ian	Kremmer	MBA, BEng (Honours)
Mr	Jürgen	Oschadleus	MBA, PMP
Mr	Miles Minter	Shepherd	BSc, QA Dissertation, APMP
Mr.	Olivier Simon	Friscan	BSc
Mr.	Patrick	Fernandez	MBA, MEngSc, BEng
Ms.	Alexandra	Meldrum	BEng (Hon), MBA, CPEng
Mr.	Mark	van Onna	MSc, MBA
Mr.	Saiid	Yahyazadeh	Corporate Member of the Institution of Engineers Australia, CPEng (Chemical), NPER (Chemical)

Our Expert Lecturers and Professors

Professor Martin H Thomas

AM FTSE HonFIEAust FAIE

Current Positions

Board Member and Educator, Asia Pacific International College

Chairman, Dulhunty Power

Non-Executive Director, EnviroMission Limited

Awards: Mechanical Sciences from Cambridge University

SUMMARY OF MAJOR SKILLS

Adjunct Professor Martin H Thomas followed a career in consulting engineering in the power and energy sector with Merz Australia in Perth before becoming a Director of the firm in Sydney in 1977. Following a merger in 1993 he became a Principal of Sinclair Knight Merz (SKM).

During his consulting career he was responsible for a number of power generation, cogeneration and energy management projects in Australia, the Pacific Islands, South East Asia, Africa and India. He developed the firm's expertise in industrial energy efficiency management, leading on to leading major World Bank industrial energy assignments in Kenya and India in the late 1980s. After his appointment as Director International Business in Merz he became a regular visitor to the World Bank and the Asian Development Bank as well as being Director responsible for regional power and energy efficiency and end use assignments for AusAID.

In 1995 Martin Thomas led the successful competitive proposal for the establishment of the Australian Co-operative Research Centre for Renewable Energy and Greenhouse Gas Abatement Technologies (ACRE), becoming its initial Chairman then Managing Director from 1996 to 1998. In 1997 he was appointed an Adjunct Professor of Murdoch University. During this time he helped to establish of the Sustainable Energy Industry Association Australia (SEIA) to draw together an otherwise fragmented young industry. He has more recently taken a similar role in helping to develop the Renewable Energy Roundtable, a coalition of peak sustainable and renewable energy industry bodies, on which he now serves as Vice Chairman.

Martin Thomas was President of the Institution of Engineers Australia (IEAust) from 1991 to 1992 and was elected an Honorary Fellow in 1996. He served as President of the Federation of Engineering Institutions of South East Asia and the Pacific (FEISEAP) from 1992 until 1994. He was elected a Fellow of the Australian Academy of Technological Sciences and Engineering (ATSE) in 1991 and appointed a Vice President from 1996 to 2000.

In 1993 Martin Thomas was appointed a Member of the Order of Australia for services to the engineering profession and to energy management. In 2003 he was awarded an Australian Centenary Medal for services to energy and engineering.

Dr John Woollett

PhD, MSc, BBld, BA

Current Positions

Director The Woollett Group; Educator Asia Pacific International College

Awards

PhD, MSc, BBld, BA

SUMMARY OF MAJOR SKILLS

John gained strong academic credentials and experience at leading universities in the USA and Australia, complemented by substantial international executive experience in project and construction management, property development and strategic business management. This creates a unique capability to contribute to postgraduate and undergraduate education.

Key strengths include the ability to:

- Educate, mentor and motivate postgraduate and undergraduate students in the science and art of project, construction and property management and capital works development.
- Infuse academic teaching and research programs with substantial industry “hard-nosed” international experience and insights.
- Engage active industry participants in education and research programs.
- Educate and research the management of large complex national and international developments and capital works projects to deliver economic outcomes and commercial returns.
- Teach the effective delivery of successful projects strategically, under budget, ahead of time, to the required quality, at minimal risk to owners and that realise the required outcomes.

1986 – Present	The Woollett Group Director
2002 – 2009	Boral Limited Director, Project Management Project Director, Moorebank and Greystanes Estate developments
1986 – 2002	CMR International Chairman and Co-founder
1980 – 1987	RMIT University Dean, Faculty of Built Environment Head, Department of Architecture
1977 – 1980	Harvard University Professor, Graduate School of Design
Pre 1977	Australian Construction Industry Construction manager and site engineer

Professor Sherif Mohamed

BSc (Eng), MSc, PhD, CPEng, MIEAust

Current Positions

Board Member and Educator, Asia Pacific International College
Professor, Construction and Project Management, School of Engineering, Griffith University
Research Centre Director, Infrastructure Engineering and Management, Griffith University

Awards

BSc (Eng), MSc, PhD, CPEng, MIEAust

SUMMARY OF MAJOR SKILLS

Prof. Sherif Mohamed is an accomplished educator and experienced consultant with a strong blend of technical and management skills gained through an international background in industry, government and university environments.

At the industry level, he is a chartered professional civil engineer with many years' experience in 'hands-on' project management. He has gained international experience through an application of these skills in many parts of the world. He holds a PhD degree from the University of Southampton (U.K.) and has broad practical experience of facilitating project performance and process improvement projects.

Prof. Mohamed specializes in both the Technical and People aspects of Project Management. Over the years, he has presented over 200 in-house and public Business, Project and Construction Management Programs for major corporations on topics such as Project Management, Performance & Process Improvement, Change Management, International Project Management, Risk Analysis & Management, Project Leadership, Project Management for IT Professionals, and Knowledge Management establishing himself as a well-sought after consultant. These programs proved to be popular to the extent that his client base has extended to both public and private sector organisations in the Middle East, Australia, Hong Kong, Indonesia, Singapore and Malaysia.

Industry Expert

Dr Thomas W. Grisham

BE, MBA, Ph.D.

Current Positions

Associate Professor Woosong University, Adjunct Professor University of South Florida, Adjunct Professor St. Petersburg College, Educator Asia Pacific International College

Awards

BE, MBA, Ph.D.

EXPERTISE

- International Education, Mentoring & Coaching, E-Learning
- Cross-Cultural Leadership
- Complex Enterprises in Multi-Cultural Environments (experience in 55 countries), and Societal-Enterprise Relationships
- International Program, Project, & Construction Management
- Partnering, Consortiums, and Alliances
- Conflict Management & ADR

DEGREES & ASSOCIATIONS

- RMIT University Doctor of Project Management (8/06). Thesis: Cross-cultural Leadership
- Duke University MBA (8/90)
- Vanderbilt University BE (5/71)
- Licensed Professional Engineer in California, Florida, and Missouri
- Project Management Professional (PMP)
- Active member of Project Management Institute (PMI)
- Active member of the International Project Management Association (IPMA)
- Registered consultant, Inter-American Development Bank & Asian Development Bank
- Active member, International Council for Research and Innovation in Building and Construction (CIB)
- Member of the Panel of Arbitrators, American Arbitration Association (AAA)
- Member of the Panel of Arbitrators, International Center for Dispute Resolution (ICDR)
- EPA - Accredited Asbestos Inspector/Management Planner
- The Association to Advance Collegiate Schools of Business (AACSB) International Business Accreditation Seminar

Saiid Yahyazadeh

Corporate Member of the Institution of Engineers Australia, CPEng (Chemical),
NPER (Chemical)

Current Positions

Worley Limited, Principal Process Engineer; Educator Asia Pacific International College

Awards

MS in Chemical Engineering, MSc/DIC in Advanced Chemical Engineering

SUMMARY OF MAJOR SKILLS

Mr Saiid Yahyazadeh has over 22 years of experience in conceptual design, front-end engineering, detail engineering, technical services, engineering coordination, project development and project engineering in multi-disciplinary engineering consultancies and project development companies. Major portion of experience includes working at Lead Engineer level on EPC Onshore & Offshore Oil & Gas projects. Expertise encompasses working with PRO-II, PROVISION, HYSYS, HTRI, HTFS, Flarenet, Pipe Phase and other general Process Engineering softwares and Microsoft Project and Power Point.

Mr Saiid Yahyazadeh was also the leading head for the Oilsearch SE Mananda Development Project. As Support Engineer he was in charge of the design of flow assurance chemical transfer/injection systems. He supervised Process Engineer for the Front End Design (Project Proposal) and Detail Design of the PSA Tail Gas Recovery Project. Scope of his work comprised implementation of AET (Process Licensor) BDEP into a comprehensive Saudi Aramco Project Proposal and Detail Design package and modifications to some of the existing facilities of the PSA and Visbreaker units.

As a Lead/Principal Process Engineer for KVAERNER E & C Australia Pty Ltd Mr Saiid Yahyazadeh was involved in the Shell Refining Australia Pty Ltd Project. As Senior Process Technologist for the scouting study and client representative for the basic and detailed design of HDS revamp project his scope of scouting studies comprises process design and optimisation for increasing the unit throughput to 3000 t/d and meeting the future tighter sulphur specification of 50 ppm. Works included performing test runs, evaluating the suitability and performance check of the existing reactor/catalysts for the future low sulphur feedstocks, preparing a base case simulation model to establish base information on the existing equipment, hydraulic check of the main process lines, pumps, vessels and columns, rigorous heat exchanger ratings, developing process/instrument data sheets for the new equipment and capital cost estimates for different upgrade options.

Miles Minter Shepherd

BSc, QA Dissertation, APMP

Current Positions

Director MSP Ltd; Educator Asia Pacific International College

Awards

BSc, QA Dissertation, APMP

SUMMARY OF MAJOR SKILLS

As the director of Miles Minter Shepherd Limited Mr Shepherd specializes in Management Consulting, Software Management Consulting, Online Administrative Management and Management Solutions Consulting. As Principal Consultant for AEA Technology plc he designed and implemented quality management systems to ISO 9001 for several new business units, integrating existing accredited systems and reducing the complexity of the supporting document structure.

At AEA Technology plc. Mr Shepherd was responsible for the development of project management systems to support customer projects and the application of those systems to major nuclear decommissioning projects. He was also appointed as Project Manager of the AEA contribution to the Bohunice, Slovakia, Decommissioning Tool Project funded by the PHARE program for the EC.

Mr Shepherd is teaching project management for the MSc program and in applied Systems approached in the Undergraduate program. In addition to the delivery of traditional distance learning material, tasks have included development of summer school programs, design and delivery of residential revision program and delivery of face-to-face tutorial support to students in remote locations. Other tasks have included modification of existing courses for specialist in-company delivery and redevelopment of critical course units.

Mr Shepherd moderated 2 groups of course related web based conferences (M865 Project Management and T205 Systems: Thinking: Principles and Practice). In addition to teaching groups in Australia, UK, USA and Eastern Europe, he also acts as Supervisor and Senior Tutor for MSc research students. Recently he wrote a new course unit for M865 Project Management in the course mid life review.

Professor Edward John Tooher

MPM, BEng (Hon) BSc, FAIPM, MIEAust, MPD, MAIB

Current Positions

Board Member and Educator, Asia Pacific International College

Awards

BE (Hons II), BSc, MPM, FAIPM, MIEAust, MAIB

SUMMARY OF MAJOR SKILLS

Ted has over twenty five years experience in the provision of management consultancy services to Government and Commercial clients, engaged over a wide range of asset planning, land disposal, building, heavy engineering, transport, health and information technology projects. He has particular experience in major campus redevelopment involving operating entities and in the release of capital from asset sales for business improvement. His work has also included large scale facility planning for major corporations.

Ted also lectures regularly in project management and related fields at a number of Universities. As an experienced Project Director and Manager Ted has expertise in the following areas:

- Asset Management / Value Management
- Project Direction, Management, Planning and Co-ordination
- Information / Advanced Technology Project Management
- Public enterprise restructuring and performance improvement
- Functional Analysis, Facility Planning, Design Development
- Implementation and Commissioning of major projects
- Business Planning and Commercialisation Processes
- Project Appraisal, Economic Analysis and Project Feasibility
- Organisational Change Management, 2 Staff Development
- Operational planning and systems development

Of particular note is Ted's experience in staff development and performance assessment, particularly in development of high performance teams for project applications. He has developed assessment tools for industry, team and individual performance and maturity measurement.

Program Leader

Professor Ali Jaafari

ME (Dist), MSc (Dist), PhD (Citation & Award), FIEAust, CPEng

Current Positions: Professor and President, Asia Pacific International College,
Honorary Professor of Project Management, (Formerly Chair Professor and Director of Program) at The University of Sydney

Awards: ME (Dist), MSc (Dist), PhD (Citation & Award), FIEAust, CPEng

SUMMARY OF MAJOR SKILLS

- As a long time international consultant, author, researcher and educator in project, program, business and systems management **Professor Jaafari** has wide expertise and professional experience.
- **Professor Jaafari** has, to-date, authored 190 publications in project, program, organisations and business management. **Professor Jaafari's** current research efforts are focused on strategic project, program and portfolio management, organisation management, innovation and change management, information management systems, TQM and management of risks and liabilities.
- **Professor Jaafari** acts as an expert consultant to industry and governments worldwide. In 1994 he acted as a special consultant on the Productivity Initiative Programme as part of TACIS. PIP was part of TACIS developed by the EU to re-train some 3,500 senior executives selected from Russian businesses, public institutions, government agencies and industry sectors. In April 2004 **Professor Jaafari** gave advice on the Transformation of Military Academies of Taiwan. In 2008 he provided advice to a major Australian organisation on the management of a large infrastructure project. In 2009-2010 he provided advice on a US\$1 billion Urban Transport Project. During 1990-93 **Professor Jaafari** headed Project Management Department in SMEC in Australia. In this role he was involved with multiple projects and programs, including Project Director of Hazardous Waste Transport Project in NSW, Australia. From 1969 to 1982 Professor Jaafari held numerous senior appointments in the UK and the Middle East working on major projects and programs, and advising top level government bodies.
- One of the most significant projects **Professor Jaafari** completed in 2006 was to research the project and program management competency needs of the petrochemical projects industry sector, design a competency standard, framework and associated assessment system, as well as training solutions to raise the competencies of over 5000 managers across 600 firms involved in the design, manufacturing, construction and commissioning of large complex projects in that sector.
- **Professor Jaafari** has conducted courses and seminars for over 4,500 executives, managers and professionals in Australia, Asia and Europe. He specialises in graduate education and professional development, and has developed innovative graduate programs that won numerous Excellence Awards.
- **Professor Jaafari** has been a regular contributor to, and invited speaker at high level international conferences and seminars, including *IPMA World Congresses on Project Management*. Most recently he was the conference co-chair and a keynote speaker of 3rd International Conference on Project Management (ProMAC2006) held in Sydney, 26-29 September 2006. He was the invited keynote speaker at the IPMA International Symposium in Russia, 14-17 February 2007. He was an invited keynote speaker and Conference Co-Chairman of the International Symposium on Project Management, held on 28-30 October 2009 in Bangkok, Thailand. He also chaired Asia Pacific Expert Seminar, held in Sydney on 19-20 November 2010. Professor Jaafari was the Keynote Speaker of the National Project Management Conference (PMOZ2010) incorporating the PMI Australia National PM Conference and ISSEC Conference, held on 23-29 August 2010 in Brisbane, Australia.

Recent Research and Consulting Assignments

Port of Melbourne Corporation, Infrastructure Projects Division

Port of Melbourne is Australia's largest container and general cargo port, handling around 37% of the nation's container trade. More than forty shipping lines, make around 3500 ship calls a year to Melbourne, providing services to ports in all major parts of the world. The port is at the north of Port Phillip Bay. It is serviced by more than 100 nautical miles of shipping channels and fairways between the Port Phillip Heads and the berths on the Yarra River, at Williamstown and Station Pier, Port Melbourne.

In response to the rapid rise in the shipping activities the Port has embarked on a range of infrastructure investments to expand its capacity and meet the current and future challenges faced. The investment portfolio will be realised through a range of new projects and programs on top of an already significant project volume, and the Corporation is anxious to strengthen its project management capabilities accordingly. APIC has been engaged by the Corporation to assist with the assessment of competencies of PM cadre as well as development and implementation of tailored training solutions to address the priority areas.

The assessment utilises the APIC's competency assessment tool (CAT) in which the competencies of each manager is assessed against 156 elements (within 57 units of competencies) that embrace behavioural, project, program, portfolio and organisation management competencies. The Corporation has an impressive team of highly skilled and experienced professional project managers who seek to identify and capitalise on their strengths. The goal is to build up the Corporation's PM capabilities in readiness for the impending rise in the volume of projects.

The participants utilise APIC's Learning and Development Planning tool (L&D Planner) to develop their own personal learning and development plan. APIC will then review all of the L&D Plans with a view in order to design an appropriate and tailored training program which can be delivered flexibly. The PM cadre has access to all APIC resources, tools and facilities. This is an ongoing partnership and a model for industry-academic cooperation. At some point in time when the current capabilities within the Infrastructure Division is properly mapped the whole portfolio will be reviewed vis-à-vis the anticipated work volume and associated challenges.

Aviation Terminal Expansion Project

APIC conducted a major study of the management of a number of projects grouped together as a program of \$330 million in a major airport in Australia. APIC utilised the Project Health Check tool as the basis of this consulting/research assignment and gathered a range of data from all sides involved in the planning, design, procurement and construction of this major program. The projects were designed to expand this national airport's capacity to cater for continuing passenger and freight growth.

APIC team determined that a 360° study was needed and accordingly gathered information from the client team and their advisors, the project management team and the managing contractor team. These results were analysed and compared to shed light on the complexities of this program. Following a detailed analysis of the data, APIC submitted its first report to the client. At the request of the client, APIC provided a host of strategic recommendations for improving the management of the subject projects.

Subsequently at the request of the client APIC delivered a number of workshops to explain the project findings and suggest additional measures to improve the team's performance. APIC was then asked to conduct the project health check every 3 months to monitor the project of the project and the effectiveness of the improvements already implemented. This cooperation demonstrates the value of research-based consulting to industry and it also proves the utility of Project Health Check, particularly in terms of the breadth and depth of assessing managerial performance on a given project/program.

Train the Trainers Project

APIC was awarded a major contract to train 30 highly qualified trainers to MBA (Project and Program Management) level as the second phase of an industry wide program that seeks to enhance the competencies of around 5000 managers across the petrochemical industry sector in a Middle Eastern country. This includes Engineering Firms, EPC Contractors, Consultants, Clients, Vendors and Manufacturers. APIC selected 33 talented young professionals from a pool of 500 applicants through a 3 stage screening process. They have already completed their training programs. The trainers have become leaders and act as agents of change within their own training and educational organisations.

As part of this scheme, it was proposed to set up a National Project Management Training and Certification Centre (PMTCC) as an independent qualifying and certifying body which will rigorously assess and certify managers' competencies for 5 roles. The PMTCC will accredit and monitor the quality of training programs as well as apply competency assessment protocols. Under these protocols, a panel of experts will assess objectively and systematically the application by individual managers. All qualified managers will be registered and required to undertake continuous professional development and periodic re-certification. Rules of tendering and pre-qualification will be modified so as to enable companies to have certified managers in their team in the near future. All the expenses incurred in implementing industry wide training and development programs will be paid for by the government to encourage maximum industry participation.

Shaping National PM Standards

APIC was engaged by the petrochemical industry sector in 2006 to conduct research and develop a National Project Management Competency Standard and Associated Training System for the Petrochemical Projects Sector. This project is the most comprehensive of its kind in the world as it sought to define and apply an integrated system to raise the capabilities of the entire industry sector.

The field research was completed by the end of July 2006. It field studies of a sample of major petrochemical projects as well as the assessment of managerial competencies of 40 managers in five different roles, comprising Senior Projects Executive, Project Director, Project Manager, Project Line Manager and Project Engineer or equivalent positions in all sides of the industry, i.e. Clients, Engineering and Procurement (EP) companies, Management Contracting organisations, Construction contractors (C) and Suppliers (S). APIC mapped and benchmarked the existing competencies of these roles as well as the results of the project field studies to ascertain the maturity of industry sector in general in terms of project conceptualisation, development, design and documentation as well as procurement and construction management performance.

Subsequently APIC applied the findings of the field research to define a PM Standard covering the competencies needed for the roles and developed this into a National Standard for Competency in PM for Petrochemical Projects. At the request of the client APIC developed a 10-year master plan to be applied in 3 stages that entailed training up to 4,500 project management professionals in this sector. This project is a component of a major program to raise the overall industry capabilities, including assessment and further development of project-based management capabilities across industry. The system APIC researched and developed is the most comprehensive of its kind in the world and one that is virtually assured of raising the capabilities and productivity of this industry sector. APIC's competency-based system of training and education has been adopted for training of the managers in this sector.

Recent Training & Workshop Seminars

- Establishing an Effective Project Management Office, Project Management 2012: Findings of the Year. International Project Management Conference, 26-29 September 2011, Organised by Bogdanov Associates, Moscow, Russia
- Project/Program Delivery Systems, 26-29 September 2011, APIC, Sydney
- Venture/Project Economics and Finance, 19-22 September 2011, APIC, Sydney
- Project/Program Quality, Risk and Procurement Management, APIC, Sydney
- Project/Program Scope, Time and Cost Management, 5-8 September 2011, APIC, Sydney
- Professional Development and Ethics, 1-2 September 2011, APIC, Sydney
- Emotional Intelligence Workshop: Assessment and Development of Leadership and Socio-cultural Competencies, 3 August 2011, PMOZ, Novotel, Sydney Brighton Beach
- Professional Competencies for Project, Program, Portfolio and Organisation Management, 3 August 2011, PMOZ, Novotel, Sydney Brighton Beach
- Integration Management in Complex Projects and Programs, 31 July 2011, MAPNA Oil and Gas Division
- Professional Development Planning Workshop, 26-28 July 2011, NOIC
- Modelling and Management of Large Engineering Projects, 25 July 2011, MAPNA Oil and Gas Division
- Professional Development Planning Workshop, 10-11 May 2011, Port of Melbourne Corporation, Melbourne, Australia
- Professional Development Planning Workshop, 5 and 6 March 2011, National Iranian Oil Company, Tehran, Iran
- Professional Development Planning Workshop, 3 and 4 March 2011, Oil Industries Engineering and Construction Company, Niavaran, Tehran, Iran
- Project Diagnostics Workshop, 26 February 2011, Oil Industries Engineering and Construction Company, Niavaran, Tehran, Iran
- Competency-based Human Resources Management and Development in Oil and Hydrocarbon Industries, Training Workshop, 23-24 February 2011, National Iranian Oil Company, Tehran, Iran
- Improving Project and Organisational Performance through Project Diagnostics. Training Workshop, 26-27 January 2011, IIMU Graduate School of Management, Kuala Lumpur, Malaysia
- Professional Development Planning Workshop, 10-11 May 2010, Port of Melbourne Corporation, Melbourne, Australia
- Improving Project and Organisational Performance through Project Diagnostics
29-30 April 2010, Chennai, India
- Project Diagnostics Seminar, Confederation of Real Estate Developers Association of India (CREDAI) Tamil Nadu Chapter Meeting, 26 April 2010
- Processes and Tools for Assessment and Development of Soft Competencies. 25 March Seminar presented to Project Management Tools and Processes Conference. 23-25 March 2010
- Project/program Human Resources, Communication and Integration Management. Centre for Technology Studies (CTS), S University of Technology. 26-28 January 2010
- Project/program Human Resources, Communication and Integration Management. Institute for Training and Research, Mining Industries and Mines (ITRMIM). 23-24 January 2010
- Asia Pacific Expert Seminar, 19-20 November 2009, Sydney, Australia
- The Making of Professional Managers and Leaders:- How to Succeed on the Face of a Fast-Changing World. , 26 October 2009. Asian Institute of Technology, Bangkok, Thailand
- Assessment and Development of Leadership and Socio-cultural Competencies workshop presented as part of the International Symposium on Project Management (ProMAC2009), 28-30 October 2009, Bangkok, Thailand
- Assessment and Development of Leadership and Socio-cultural Competencies workshop, Saudi Arabian postgraduate students at the University of Wollongong, 17 October 2009
- A Journey to Excellence for Project-based Organisations. 15 October 2009. Project Management 2010: Portfolios, Programs and Complex Projects. 13-15 October 2009

Facilities and Resources

APIC's Sydney Learning Centre is located in Sydney and opposite the Central Train Station providing easy access to the Sydney Central Business District (CBD), Darling Harbour and a direct train route to Sydney International Airport. Enhancing the great location APIC is surrounded by cafes, food courts, banks, parks and shopping malls and an existing Nightlife to cater for everyone. Sydney's Central Business District can be reached by train, bus or taxi in minutes. There are many pleasant parks and open spaces as well as recreational facilities within the walking distance of the College premises.



ONLINE LEARNING SYSTEM

APIC provides access to an integrated Online Learning System (OLS) through which students and staff can access APIC's courseware, e-library, competency assessment tools and other resources. The OLS is a core system of APIC's learning laboratory. Every student is expected to have his/her own laptop. APIC provides wireless access to the Internet in its North Sydney Campus free of charge. APIC's IT Systems Manager can be contacted in cases of difficulty in accessing the College's OLS, tools, and other support systems.



LIBRARY SERVICES

APIC provides access to a comprehensive online collection of journals, monographs, reports, magazines, conference papers and scholarly work to support the teaching and learning activities of the College. In addition the College provides a comprehensive set of electronic learning materials in each unit of study, workshop and or short course. APIC recommends purchase of a limited number of textbooks to support student studies.





www.apicollege.edu.au

Asia Pacific International College

55 Regent Street
Sydney NSW 2008
Australia
T: +612 9698 5206
F: +612 9698 5201
E: apicollege@apicollege.edu.au



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Higher Education Institution.

ACN 061 101 488