



SBM1101 Project/Program Management Fundamentals 1 (Project/Program strategic intent, business case, framework and governance)

UOS CODE SBM1101	UOS NAME Project Management Fundamentals 1		CREDIT POINTS 6	STATUS Core
SUMMARY	<p>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 analysed 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 and programs in a dynamic way. Project and program life cycles will be presented and 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 in this unit of study. In short, students are to develop fundamental knowledge and competency with respect to:</p> <ul style="list-style-type: none"> • 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 • Project governance and decision making over project life cycle • Monitoring and health checks of project/program governance over project and program life 			
COURSE CONVENOR COURSE TUTOR	Professor A Jaafari, ME, MSc, PhD, FIEAust, CPEng TBA			
ASSUMED KNOWLEDGE	Not applicable			
APPROXIMATE WORKLOAD	Lectures & Workshops	Team Work	Personal Work	Readings
	30 hours	>30 hours	>50 hours	>30 hours
PRE-REQUISITE <i>(course name)</i>	Must have completed CPD1011 Professional Development Planning			
OBJECTIVES	<p>This unit of study aims to impart a thorough understanding of systemic & holistic project & program management. The unit will target the following studies:</p> <ul style="list-style-type: none"> • 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 • Project governance and decision making over project life cycle • Monitoring and health checks of project/program governance over project and program life 			
TARGET COMPETENCIES <i>(Project and Program Management)</i>	<p>Understanding Projects & Programs</p> <ul style="list-style-type: none"> • Acquiring knowledge of different forms of projects, programs, relevant organisation structures and associated life cycle models • Learning planning processes needed for strategic management of projects/programs <p>Managing Strategic Context</p> <ul style="list-style-type: none"> • Ability to define/extract higher level business goals & strategy. (Basic competency in defining and/or extracting key performance indicators (KPIs) and metrics to represent business goals & 			



	<p>strategy, incl. gathering data, analysing and interpreting KPI values.)</p> <ul style="list-style-type: none"> • Know how to develop and or assess project/program business cases (Ability to assess and or develop project/program business case, performance measures (KPIs), metrics and associated assessment methods) • Ability to align project/program objectives with broader organisational strategies and priorities, incl. continuous monitoring and realignment with shifting priorities or changed circumstances <p>Managing Governance & Decision Making</p> <ul style="list-style-type: none"> • Ability to define/design project/ program organisation structure, governance, team structures, delegation, decision making, reporting and control mechanisms • Ability to continually monitor & conduct governance performance reviews vs. selected KPIs, highlight areas of concern, apply improvement initiatives & maximise alignment with strategic goals & objectives • Ability to phase out governance arrangements upon completion of project/ program incl. post project/program reviews & benefits realisation studies <p>Systems Integration</p> <ul style="list-style-type: none"> • Ability to design & apply strategies for systems' integration incl. processes to manage the interfacing of project components • Ability to understand how change control procedures should operate • Ability to monitor & continuously improve the health of project/program over its life
<p>TARGET COMPETENCIES (Personal and Socio-cultural)</p>	<ul style="list-style-type: none"> • Generic: All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset) • Leadership: Ability to direct, motivate & manage individuals & teams. • Commitment: Ability to dedicate to tasks & to project outcomes. • Attitude: Ability to create the right frame of mind that promotes integrity & support for achievement of project goals within a social context. • Self Direction: Ability to manage within and without guidelines & processes, and to work without supervision. • Learning: Ability to commit to continuous improvement in knowledge, skills & attitude, & to creating new knowledge developing skills & approaches. • Cultural Empathy: Ability to respect for & accommodate individual lifestyle, beliefs & norms. • Creativity & Innovation: Capacity to generate new ideas/approaches & make them happen.
<p>MODES OF DELIVERY</p>	<ul style="list-style-type: none"> • Upfront intensive workshop (4 days) • Project and team based flexible work facilitated via the Internet (over 10 weeks) • Face-to-face formal assessment (one week)
<p>ASSESSMENT</p>	<ol style="list-style-type: none"> 1. Formal knowledge test 2. Team project submissions (formatted as per specification for the same) 3. Formal PM competency assessment 4. Formal leadership & socio-cultural competency assessment

	PRESCRIBED FOR THE COURSE	SELECTED REFERENCES
<p>PRINTED MATERIALS</p>	<p>Learning material (lecture notes, slides, case study and other material available online).</p> <p>Case project (students' own case project subject to endorsement)</p> <p>Brief for team projects</p> <p>PMI, A Guide to Project Management Body of Knowledge (Latest edition)</p> <p>National Competency Standards in Project Management (obtained from the Australian Institute of Project Management).</p>	<p>Pinto and Morris (eds). (2004). The Wiley Guide to Managing Projects. John Wiley & Sons. www.wiley.com (ISBN: 0-471-23302-1).</p> <p>Turner, R J. (1993) Handbook of Project-based Management, McGraw Hill (ISBN-13: 9780077076566).</p> <p>Lewis, J P (1995). The Project Manager's Desk Reference. McGraw-Hill, 1995 (ISBN: 1-55738461-4)</p> <p>Dinsmore, P C (1993). The AMP Handbook of Project Management. American Management Association, 1993 (ISBN: 0-8144-0106-6)</p>



	<p>IPMA, International Competence Base (ICB).</p> <p>P2M, Project and Program Management for Enterprise Innovation, PMCC, Japan</p> <p>Other learning materials and resources</p>	
WEB SITES	<p>No single Web site presents all the necessary knowledge that students need to learn and apply. However, opposite are some useful sites to visit.</p>	<p>Online useful sources of references are:</p> <p>Students are expected to conduct own search and locate useful web sites. The following are just a sample of such sites:</p> <p>www.ogc.gov.uk/sdtoolkit</p> <p>www.e-programme.com</p> <p>http://members.aol.com/AllenWeb</p> <p>http://www.usaid.gov/ausguide/ausguidelines/index.cfm</p> <p>http://www.au.af.mil/au/awc/awcgate/awc-sp.htm#gen</p> <p>http://www.gannettfleming.com/damproject/01_home.htm</p> <p>http://www.projectmanagement.tas.gov/index.htm</p> <p>http://www.un.org/esa/sustdev/agenda21.htm</p> <p>http://www.adb.org/Projects</p>
Software	Not applicable	Please use standard software for your assignments.

COURSE CONTENTS	<p>Intensive Phase</p> <p>Day 1</p> <ul style="list-style-type: none"> • 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 • Lecture: introduction to project and program terminologies • Lecture: introduction to strategic management • Tutorial: work on understanding characteristics of projects, programs and differences, with particular emphasis on life cycle phases and interrelationship • Class discussion of tutorial work, focus on business results and strategic integration <p>Day 2</p> <ul style="list-style-type: none"> • Lecture: project/program business case determination, assessment and management • Lecture: defining corporate or business goals, strategy and their relationships or links to projects and programs, design of KPIs to assess linking and alignment • Lecture: techniques (e.g. balanced scorecard) for performance assessment of project and programs in meeting target KPIs or specific strategies and goals • Tutorial: business case determination, assessment of project performance vis-à-vis target KPIs • Lecture: design of project/program frameworks and processes • Tutorial: work on business case determination of a simple project/program and class discussion <p>Day 3</p> <ul style="list-style-type: none"> • Lecture: design of governance structures for management of projects and programs from the client/sponsor's perspective (project/program organisation design, governance models, team structures and reporting and control mechanisms) • Coursework regarding framework and governance design for assigned simple project (all students to work on a single project) • Lecture: 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 • Tutorial: work on design of governance design from a contractor's perspective • Comparison of sponsor and contractor's governance structures
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	<p>Day 4</p> <ul style="list-style-type: none"> • Assessment of individual competencies wrt project/program strategic intent, business case, framework and governance over each phase of project/program life cycle • Reinforcing learning outcomes and application of the same to forthcoming team project • Conduct of written test on management of project/program strategic intent, framework, governance structures and associated administrative arrangements • Students' feedback on the intensive phase 																				
	<p>Teamwork phase</p> <p>For the purposes of learning project/program fundamentals in an integrated and meaningful manner, students will assume responsibility for developing a detailed plan (covering strategic assessment, initiation, planning, execution and close out) for a single case project. In order to spread the load different areas of the case project will be addressed in SBM1101, SBM1102, SBM1201 and SBM1202 respectively, though the eventual Project Plan that emerges from the team's work should be a holistic and balanced solution NOT a collection of disaggregated plans.</p> <p>A structured learning program will be applied; in summary form it will comprise:</p> <ul style="list-style-type: none"> • An overall process for studying project strategic assessment, business case determination, relevant KPIs, frameworks for administration and governance of each phase to apply to a real life case project as advised in the unit's web site; • A program of the learning activities which are part of student's Team Workplan and individual competency acquisition needs which each student need to plan to conduct flexibly within the unit of study timeline as advised in the unit's web site (detailed schedules are to be developed and submitted as part of the Team Work/QA Plan) • The assignment Brief which is available as a downloadable file. Your team may develop your own Brief/project concept, and upon the Course Convenors' endorsement use the same as the basis for learning and development. Your brief should be developed to be similar to that found on the unit's web site. <p>The Learning activities are designed for each team to develop and evaluate a complete administrative design and governance plan for each phase of their case project via the following activities:</p> <table border="1" data-bbox="368 1205 1294 1570"> <tr> <td colspan="5">Assessment of learning styles and team roles, and balancing of team development of self management and socio-cultural/teamwork competencies</td> </tr> <tr> <td>Team Formation, Case Project selection and team QA/Workplan</td> <td>Activity 1 Best Practice Models vs. Case Project Requirements</td> <td>Activity 2 Initiation Plan for Project Business Case, Framework and Governance</td> <td>Activity 3 Detailed Plan for Project Business Case, Framework and Governance</td> <td>Activity 4 Evaluation, Formatting and Presentation of Project Report</td> </tr> <tr> <td>Submit Case Study, QA/Workplan</td> <td>Submit Literature Review</td> <td>Submit Methodology & Hypotheses</td> <td>Submit Critical Evaluation</td> <td>Submit Final Report & Presentation</td> </tr> <tr> <td colspan="5">Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to alidate competencies acquired versus target competencies</td> </tr> </table>	Assessment of learning styles and team roles, and balancing of team development of self management and socio-cultural/teamwork competencies					Team Formation, Case Project selection and team QA/Workplan	Activity 1 Best Practice Models vs. Case Project Requirements	Activity 2 Initiation Plan for Project Business Case, Framework and Governance	Activity 3 Detailed Plan for Project Business Case, Framework and Governance	Activity 4 Evaluation, Formatting and Presentation of Project Report	Submit Case Study, QA/Workplan	Submit Literature Review	Submit Methodology & Hypotheses	Submit Critical Evaluation	Submit Final Report & Presentation	Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to alidate competencies acquired versus target competencies				
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<p>COMPETENCY VALIDATION (via evidence and professional interview)</p>	<p>Final Report & assessment</p> <p>Each student must plan to progressively acquire, develop and document the relevant unit of study target competencies. The protocols on the web site for this purpose need to be followed carefully to prepare the required evidence of competency acquisition. The evidence for this unit to comprise a final report in two parts to validate individually the following: specific target unit of study competencies regarding governance and administrative design as well as Leadership and Socio-cultural competencies. These will be assessed separately and both need to show the student's development history using the student's L&D plan as the basis.</p>																				