



SBM1104 Project/Program Leadership and Change Management

<i>UOS CODE</i> SBM1104	<i>UOS NAME</i> Project/Program Leadership and Change Management		<i>CREDIT POINTS</i> 6	<i>STATUS</i> Secondary Core
<i>SUMMARY</i>	<p>Effective projects and program management demand heightened leadership and change management expertise to motivate and unite people behind the project vision and to ensure continuous alignment of core teams with strategic goals of the project. In this era of scarce resources, tight deadlines, complex project and programs, uncertain and shifting environments, demanding clients, tough regulatory regimes and alert public, leadership and people skills play a pivotal role in successful conceptualization, planning, documentation and implementation of projects and programs across all branches of industry. Project/program managers must be well versed in the art of:</p> <ul style="list-style-type: none"> • Creating and effectively communicating an articulated and consistent project/program vision • Aligning project/program with the broader business goals and strategies • Building confidence and promoting creativity in own teams and amongst core partners • Inspiring and influencing key players outside their line of authority • Managing change and crises on projects and programs • Managing performance and resolving conflicts <p>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 on projects and programs, including motivating, training and leading staff and network business partners. Practical expertise in development and implementation of leadership and change management plans will be emphasised. Contemporary and innovative human resource management concepts and techniques applicable to complex project/program 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.</p> <p>Contents include:</p> <ul style="list-style-type: none"> • 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, interventions, prevention and jump-starting motivation • Management of cross functional teams, including promotion of creativity while emphasising accountability and ownership • Managing clients/sponsors and external stakeholders' expectations • Strengthening project/program organisations through the philosophies of empowerment, shared leadership and enhancement of competencies • Moving towards the philosophies of self-steering and autonomous work culture 			
<i>COURSE CONVENOR</i> <i>COURSE TUTOR</i>	Professor A Jaafari, ME, MSc, PhD, FIEAust, CPEng TBA			
<i>ASSUMED KNOWLEDGE</i>	SBM1102			
<i>APPROXIMATE WORKLOAD</i>	Lectures & Workshops	Team Work	Personal Work	Readings
	30 hours	>30 hours	>50 hours	>30 hours
<i>PRE-REQUISITE</i> <i>(course name)</i>	SBM1102 recommended			
<i>OBJECTIVES</i>	<p>Upon completion of the course, the student should:</p> <ul style="list-style-type: none"> • Demonstrate ability to apply leadership and change management principles to align and motivate project staff and partners' staff to realise a project or program in an effective and productive manner 			

	<ul style="list-style-type: none"> • Understand how a results-oriented work environment can be created on projects and programs • Know how to manage external stakeholders and their expectations • Understand how to analyse and resolve conflicts through a systematic approach • Know how to lead and manage cross functional teams • Demonstrate knowledge in strengthening project organisations, empowering individuals and promoting accountability and ownership principles • Know the principles behind self-steering project teams and autonomous work culture with emphasis on projects and programs
<p>TARGET COMPETENCIES: <i>Creditability (ability to influence the rest of the project/program/ organization strategically)</i></p> <p>Acknowledgement: All target competencies in this unit are adapted from the Australian Public Service Commission's HR Capability Model.</p>	<p>Skills in being influential and persuading others</p> <ul style="list-style-type: none"> • Making a positive impression and engendering confidence • Influencing attitudes and opinions and gaining agreement to plans and ideas • Negotiating and resolving conflict • Effectively communicating across audiences <p>Ability to act a strong role model</p> <ul style="list-style-type: none"> • Acting with integrity, high ethical standards and upholding values • Modelling high standards of behaviour through own actions • Inspiring trust by treating all individuals fairly • Making fair decisions and standing by agreements made • Being resilient and showing courage <p>Ability to be analytically agile</p> <ul style="list-style-type: none"> • Demonstrating strong analytical skills in diagnosing issues and trends • Anticipating problems and initiating effective responses • Assessing and prioritising issues • Thinking laterally • Thinking quickly on one's feet
<p>TARGET COMPETENCIES: <i>Knowledge (ability to use specialist knowledge to advise and develop project/program related policies and practices and to influence organizational and individual performance and behaviour at work).</i></p>	<p>Ability to develop project/program-related policies and processes</p> <ul style="list-style-type: none"> • Continually sourcing and applying relevant knowledge and expertise • Understanding current approaches, tools and technology • Actively staying up to date with the sponsors' guidelines and processes <p>Ability to understand project/program organisational dynamics</p> <ul style="list-style-type: none"> • Influencing the culture of the project/sponsor organisation and its impact on project/program policies and processes • Having a command of corporate governance and strategically using this information • Understanding the interplay between organisational structure and culture • Understanding the points of influence in the project/program organisation <p>Ability to attract, develop own people and set reward systems</p> <ul style="list-style-type: none"> • Being alert to and understanding where project/program organisations stand in the market • Knowing what makes the project/program an employer of choice • Having a detailed knowledge of current human resource management thinking and applications to maximise the potential of staff • Understanding the behavioural triggers that affect or improve performance
<p>TARGET COMPETENCIES: <i>Relationship (ability to facilitate positive working relationships, mentor others and focus on client needs)</i></p>	<p>Ability to create and maintain partnerships</p> <ul style="list-style-type: none"> • Establishing and maintaining good relationships across the project/program/organisation • Collaborating with client to formulate and implement project/program initiatives • Fostering open and frank discussion of issues with others <p>Know how to focus on the needs of others</p> <ul style="list-style-type: none"> • Understanding and focusing on the needs of people and the project/program/organisation • Accommodating and adapting to different circumstances and audiences • Demonstrating an interest in, and understanding of, the views of others



	<p>Know how to coach and develop others</p> <ul style="list-style-type: none"> • Enabling others to make the best use of their talents • Empowering others to take initiative and solve problems • Guiding other managers in actively managing people issues
<p>TARGET COMPETENCIES: <i>Innovation (ability to prepare people for new challenges, make change happen, seek and act on opportunities and improve and enhance the way things are done).</i></p>	<p>Ability to prepare people for change</p> <ul style="list-style-type: none"> • Proactively explaining and supporting change initiatives • Demonstrating a clear sense of one's own role as an enabler of change • Building a shared enthusiasm and purpose for change • Supporting individuals to manage change <p>Ability to seek out and act on opportunities</p> <ul style="list-style-type: none"> • Continually looking for ways to enhance and create methods to achieve business outcomes • Seeking, evaluating and where practical integrating better practices within the project/program organisation • Championing innovative ideas and initiatives <p>Know how to demonstrate flexibility and explore options</p> <ul style="list-style-type: none"> • Critically evaluating and exploring alternatives to the way things are done • Helping others to find creative ways around obstacles • Being open to new ideas • Seeking and encouraging ideas from others
<p>TARGET COMPETENCIES: <i>Alignment (through knowledge and understanding of the business, integrating project/program initiatives with and helping to shape project/program strategy)</i></p>	<p>Ability to scan and read the business</p> <ul style="list-style-type: none"> • Taking responsibility for learning about, and being alert to, changes in the underpinning business of the project/program • Maintaining project/program business knowledge through frequent interaction with experts and potential end users • Reading and translating the project's business case to others <p>Ability to integrate project/program initiatives with business plans</p> <ul style="list-style-type: none"> • Identifying and setting project/program priorities within the context of business plans • Presenting strong business cases for project/program priorities • Blending both a strategic and operational focus in providing advice and delivering results <p>Ability to contribute to and support project/program business strategy</p> <ul style="list-style-type: none"> • Translating legal requirements and organisational expectations of performance and direction into project/program plans and strategies • Working to support and shape long term organisational goals • Working with project teams to promote and facilitate the integration of the project/program plans with the business plan
<p>TARGET COMPETENCIES: <i>Performance (ability to apply business acumen and evaluate project/program options to deliver business outcomes)</i></p>	<p>Ability to apply business acumen to project/program decisions</p> <ul style="list-style-type: none"> • Approaching project/program issues from a strategic business perspective • Understanding the implications of project/program on business plans • Understanding financial and budgetary implications • Understanding and using business performance analysis and evaluation tools to evaluate projects/programs • Demonstrating effective project and contract management skills <p>Ability to drive for results and manage risk</p> <ul style="list-style-type: none"> • Anticipating situations, assessing the probable impact, weighing options and planning accordingly • Being energetic and taking personal responsibility to deliver on agreed outcomes • Accessing best resources to get the job done • Maintaining high performance even when under pressure • Being prepared to stand one's ground in the best interests of the project/program/organisation



	<p>Ability to evaluate outcomes</p> <ul style="list-style-type: none"> Continually monitoring project/program initiatives and scope to maintain consistency with business outcomes Evaluating outcomes, considering business implications and integrating results into the broader business context Assessing the added value of implemented project/program initiatives 	
MODES OF DELIVERY	<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) 	
ASSESSMENT	<ol style="list-style-type: none"> Formal knowledge test Team project submissions (formatted as per specification for the same) Formal PM competency assessment Formal Leadership & Socio-cultural competency assessment 	
	PRESCRIBED FOR THE COURSE	SELECTED REFERENCES
PRINTED MATERIALS	<p>PMI, A Guide to Project Management Body of Knowledge (Latest edition)</p> <p>Learning material (lecture notes, slides, case study and other material provided online).</p> <p>National Competency Standards in Project Management (obtained from the Australian Institute of Project Management).</p> <p>Case project (students' own case project subject to endorsement)</p> <p>Brief for team projects</p> <p>Other learning materials and resources provided online.</p>	<p>Goleman, Boyatzis and McKee (2003). New Leaders. Time Warner Books.</p> <p>Scholtes, Joiner and Streibel (2003). The Team Handbook, Third ed. Oriel inc.</p> <p>Bolton (1979, 1986). People Skills. Simon & Schuster Inc.</p> <p>Pinto and Morris (eds). (2004). The Wiley Guide to Managing Projects. John Wiley & Sons. www.wiley.com</p> <p>Gray and Larson (2000). Project Management: A Managerial Approach, McGraw Hill.</p> <p>Turner, R J. Handbook of Project-based Management, McGraw Hill.</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>
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>http://members.aol.com/AllenWeb</p> <p>http://www.ausaid.gov.au/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	Not applicable



COURSE CONTENTS	<p>Intensive Phase</p> <p>Day 1: Theoretical constructs of leadership and change management</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 the entire unit of study• Lecture: A study of contemporary projects/programs, their composition and their environmental complexities• Theoretical constructs on leadership, tools and techniques available for leading and change management• Coursework: Group review of theoretical framework and constructs, their applicability to projects and programs• Participants seminar: Findings and discussion of group reviews <p>Day 2: Leadership and change management within projects/program</p> <ul style="list-style-type: none">• Lecture: The role of effective leadership and change management in contemporary projects/programs• Design and application of effective leadership and change management frameworks on projects and programs (vision, mission, goals, values, communication and motivation, training and change management)• Group work: Project/program complexities and shifting priorities in both public and private sectors• Class discussion of the group findings and consolidation of theoretical precepts <p>Day 3: Assessing and development of leadership styles, competencies on projects and programs</p> <ul style="list-style-type: none">• Lecture: Leadership development pathway, assessment approach and instruments• Coursework: Individual assessment of leadership competencies• Coursework: Peer assessment• Participants seminar: Framework, methodology and assessment of leadership competencies on projects and programs• Group work: How to implement leadership in distributed work environments, including virtual teams, virtual organisations• Group presentation: Effective leadership and change management approaches on virtual projects and environments <p>Day 4: Revision, testing and feedback</p> <ul style="list-style-type: none">• Leadership theoretical constructs, dimensions and instruments including change management• Relevance of leadership and change management theories to projects/programs• Assessment and development of project/program leadership and change management competencies• Conduct of written test on fundamentals of project/program leadership and change management• Students' feedback on the intensive phase
	<p>Teamwork phase</p> <p>For the purposes of learning project/program leadership and change management fundamentals in an integrated and meaningful manner, each participant team will conduct a systematic study of a major real life project in progress or a recently completed project with a view to producing a comprehensive report as how the leadership and change management processes can be improved, developing and validating a detailed plan for the same. The plan should address each of the phases of the case project/program and show how the project/program organisation should transit from one phase to the next over its life cycle.</p> <p>The above research-based study will be conducted within a structured learning program comprising:</p> <ul style="list-style-type: none">• An overall process for studying project leadership and change management of the case



	<p>project as advised in the unit's web site;</p> <ul style="list-style-type: none"> • A program of the learning activities which are part of student's Team Workplan and individual competency acquisition needs conducted 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. <p>The Learning activities are designed by each team to develop and evaluate a complete a report on leadership change management plan* for their case project via the following activities:</p> <table border="1" data-bbox="443 488 1366 846"> <tr> <td colspan="5" style="background-color: #f8d7da;">Assessment of learning styles and team roles, and balancing of team development of self management and socio-cultural/teamwork competencies</td> </tr> <tr> <td style="background-color: #fff3cd;">Team Formation, Case Project selection and team QA/Workplan</td> <td style="background-color: #fff3cd;">Activity 1 Best Practice Models vs. Case Project Requirements</td> <td style="background-color: #fff3cd;">Activity 2 Initiation Plan for Project/Program Leadership & Change Management</td> <td style="background-color: #fff3cd;">Activity 3 Detailed Plan for Project/Program Leadership & Change Management</td> <td style="background-color: #fff3cd;">Activity 4 Evaluation, Formatting and Presentation of Project Report</td> </tr> <tr> <td style="background-color: #d1ecf1;">Case Project Summary, QA/Workplan</td> <td style="background-color: #d1ecf1;">Submit Assignment 1</td> <td style="background-color: #d1ecf1;">Submit Assignment 2</td> <td style="background-color: #d1ecf1;">Submit Assignment 3</td> <td style="background-color: #d1ecf1;">Submit Assignment 4</td> </tr> <tr> <td colspan="5" style="background-color: #d1ecf1;">Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate competencies acquired versus target competencies</td> </tr> </table> <p>*. The plan needs to focus solely on the leadership and change management for each phase of the case project/program addressing the range of competencies specified in this unit of study.</p>	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/Program Leadership & Change Management	Activity 3 Detailed Plan for Project/Program Leadership & Change Management	Activity 4 Evaluation, Formatting and Presentation of Project Report	Case Project Summary, QA/Workplan	Submit Assignment 1	Submit Assignment 2	Submit Assignment 3	Submit Assignment 4	Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate 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 both relevant target leadership and change management 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 to validate individually the original and enhanced leadership and change management competencies. These will be assessed and need to show the student's development history using the student's L&D plan and previous competencies as the starting point.</p>																				