



SBM1106 Assessment and Development of Project-based Organizations

<i>UOS CODE</i> SBM1106	<i>UOS NAME</i> Assessment and Development of Project-based Organizations			<i>CREDIT POINTS</i> 6	<i>STATUS</i> Advanced
<i>SUMMARY</i>	<p>As organizations 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 organizations abound in the pharmaceutical, aerospace, software, biotechnology, information and communication technologies and the entertainment industries. Not all organizations are capable of taking on risky and daring projects as the ability to do so varies considerably, depending on the organization's market position, intellectual capital (people and their competencies), culture, business networks, business systems and associated leadership capabilities. Broadly, organizations 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).</p> <p>The US-based Project Management Institute released OPM3™ (Organizational Project Management Maturity Model) in 2003 as a Standard. OPM3™ is a foundation document for this unit of study, though the scope is considerably wider. The coverage starts with a review of organizational theory and evolution of modern day corporations, including a thorough understanding of total quality management concepts. It then proceeds to promote an understanding of the underpinning fundamentals on assessing and improving organizations through the application of quality management principles, followed by a study of project-based organizations which at its ideal state would exhibit creative-dynamic behavior. Creative-dynamic organizations 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 economy.</p>				
<i>COURSE CONVENOR</i> <i>COURSE TUTOR</i>	Professor A Jaafari, ME, MSc, PhD, FIEAust, CPEng TBA				
<i>ASSUMED KNOWLEDGE</i>	Command of the contemporary project management knowledge. Having completed or studying PM2002 concurrently will be a major benefit.				
<i>APPROXIMATE WORKLOAD</i>	Lectures	Team Work	Personal Work	Readings	
	Workshops				
	30 hours	>30 hours	>50 hours	>30 hours	
<i>PRE-REQUISITE</i> <i>(course name)</i>	Recommended all core and SBM1102 and SBM1202				
<i>OBJECTIVES</i>	<p>Upon completion of the course, the student should demonstrate:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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 				



<p>TARGET COMPETENCIES (Project and Program Management)</p>	<p>Assessment</p> <ul style="list-style-type: none"> Literacy in terms of contents of Standards such as OPM3™ as well as 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 <p>Design and implementation of improvement</p> <ul style="list-style-type: none"> 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 Ability to inspire, lead and motivate the entire program personnel, related contributors and stakeholders, including resolving any apparent discontent, dissatisfaction and generally developing positive energy and aligning activities with the development vision <p>Appraisal and continuous alignment</p> <ul style="list-style-type: none"> 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 Ability to communicate priorities and encourage performance improvements Ability to resolve conflicts, expedite decision making and encourage innovation 	
<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 & accommodation of 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"> Formal knowledge test Team project submissions (formatted as per specification for the same) Formal unit of study competency assessment Formal Leadership & Socio-cultural competency assessment 	
	<p>PRESCRIBED FOR THE COURSE</p>	<p>SELECTED REFERENCES</p>
<p>PRINTED MATERIALS</p>	<p>Learning material (lecture notes, slides, case study and other material provided online).</p> <p>Published papers and book chapters on strategic project management authored by Prof. Jaafari and his research team</p>	<p>Graham R. and England, R. (1997). Creating an Environment for Successful Projects. Jossey-Bass Inc.</p> <p>Artto, K.A., Martinsuo, M and Aalto, T., (2001) Project Portfolio Management, PMA Finland, ISBN 951-22-5594-4</p>



	<p>Jaafari, A. (2004). Project Management in 21st Century. Proceedings of 6th International Research Network on Organizing by Projects (IRNOP VI).</p> <p>Jaafari, A. (2004). Modeling Complex Projects, Chapter 13 of The Wiley Guide to Managing Projects Pinto and Morris (eds). John Wiley & Sons. www.wiley.com</p> <p>Jaafari, A. (2000). Life Cycle Project Management: A New Paradigm for Development and Implementation of Capital Projects. <i>Project Management Journal</i>, Project Management Institute, USA. Vol. 31, No. 1. pp.44-53.</p> <p>Jaafari, A. Doloi, H. and Gunaratnam, D. (2004). Life Cycle Project Management: A platform for Strategic Project Management. Book Chapter in PMI Book (Editors: Slevin, D. P., Cleland, D. I. and Pinto, J. K.)</p> <p>Thiry, M. (2003) Programme Management, Ch. 11 Project Management Pathways, APM</p> <p>PMI. (2003). Organizational Project Management Maturity Model (OPM3™)</p> <p>Central Computer and Telecommunications Agency (CCTA) (1999) Managing Successful Programmes 'HMSO Publications', London.</p> <p>Brief for team projects</p> <p>Other learning materials and resources provided online.</p>	<p>Central Computer and Telecommunications Agency (CCTA) (1994) Programme Management Case Studies: Volume 1, ISBN: 0 11 330666 0</p> <p>Turner, J.R. and Simister, S.J., (2000). <i>Gower Handbook of Project Management, 3rd edition</i> Gower Publishing.</p> <p>Kaplan, R.S. and Norton, D.P. (1996) "Using the Balanced Scorecard as a Strategic Management System", <i>Harvard Business Review</i>, Harvard College, Jan.-Feb. 1996, pp.75-85</p> <p>Thiry, M. (2002) " <i>The Development of a Strategic Decision Management Model: An Analytic Induction research process based on the combination of project and value management.</i>" Proceedings of the PMI Research Conference in Seattle, July 2002</p> <p>Thiry, M. (2002) " <i>FOR DAD: A Program Management Life-Cycle Process.</i>" Proceedings of the 5th PMI Europe Conference in Cannes, June 2002</p> <p>Thiry, M. (2002) " <i>Combining value and project management into an effective programme management model.</i>" <i>International Journal of Project Management</i> , Elsevier Science, Oxford (Apr. 2002) Vol. 20-3, pp. 221-228.</p>
<p>WEB SITES</p>	<p>Programme Management Maturity Model Questionnaire : http://www.e-programme.com/pmmm.htm</p>	<p>Students are expected to research both literature and internet sources for this unit of study. The following is a sample of relevant web sites:</p> <p>http://www.ogc.gov.uk/sdtoolkit/reference/deliverylifecycle/index.html</p> <p>http://appl.arc.nasa.gov/about/about_home.htm</p> <p>http://www.dsmc.dsm.mil/pubs/pubsgen.htm</p> <p>http://www.e-programme.com/</p> <p>http://ebiz.netopia.com/pmo</p> <p>http://www.e-programme.com/articles/what_is_pm.htm:</p>
<p>Software</p>	<p>N.A.</p>	
<p>COURSE CONTENTS</p>	<p>Intensive Phase</p> <p>Day 1: Evolution of organizations and rise of complexity</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: Review of organizational concepts and contemporary models • Lecture: Project-based organizations • Tutorial and class discussion on project-based and functional organizations 	



	<p>Day 2: Assessment of organizational capabilities</p> <ul style="list-style-type: none"> • Lecture: Fundamental principles for the design and application of assessment techniques • Lecture: A brief overview of PMI's Organizational Project Management Maturity Model in OPM3™ • Tutorial and class discussion: OPM3™ overview • Lecture: Assessment of organizational capabilities applying PBO approach • Tutorial and class discussion on PBO approaches and comparison with OPM3™ <p>Day 3: Design and implementation of improvement</p> <ul style="list-style-type: none"> • Lecture: Defining capability gaps, defining actions and activities to address these gaps and securing stakeholders' agreement on the scope of improvement activities • Lecture: Prioritization, and casting of all improvement activities into a project/program • Tutorial and class discussion on formulation of capability improvement project • Lecture: • Lecture: Implementing the improvement project, resolving conflicts, coordinating and realigning the activities • Lecture: Communicating the results, expediting decision making and encouraging innovation <p>Day 4: Reinforcing learning outcomes, knowledge tests and feedback</p> <ul style="list-style-type: none"> • Assessing current competencies in assessment and development of project-based organizations • Past test questions and discussion • Reinforcing learning outcomes and application of the same to forthcoming team project • Conduct of written test on fundamentals of organizational capability assessment and development • Students' feedback on the intensive phase 															
	<p>Teamwork phase</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 organizational capability assessment and development and applying the same to a real life case organization 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 which each student need 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. <p>The Learning activities are designed for each team to develop and evaluate a complete Capability Assessment and Development Report (CADR)* for their case organization via the following activities:</p> <table border="1" data-bbox="454 1601 1372 1960"> <tr> <td colspan="5" style="text-align: center;">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="text-align: center;">Team Formation, Case Project selection and team QA/Workplan</td> <td style="text-align: center;">Activity 1 Best Practice Models vs. Case Project Requirements</td> <td style="text-align: center;">Activity 2 Initiation Plan for Capability Assessment & Development of Case Organisation</td> <td style="text-align: center;">Activity 3 Detailed Plan for Capability Assessment & Development of Case Organisation</td> <td style="text-align: center;">Activity 4 Evaluation, Formatting and Presentation of Project Report</td> </tr> <tr> <td style="text-align: center;">Case Project Summary, QA/Workplan</td> <td style="text-align: center;">Submit Assignment 1</td> <td style="text-align: center;">Submit Assignment 2</td> <td style="text-align: center;">Submit Assignment 3</td> <td style="text-align: center;">Submit Assignment 4</td> </tr> </table> <p>Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate competencies acquired versus target competencies</p> <p>*. The CADR must be tailor made to fit the needs of the case organization, its market and its range of programs and portfolios. The CADR must systematically address current literature and select and develop a best practice assessment and development strategy, apply the same to the case organization, chart the relevant capabilities and show capability acquisition scheme.</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 Capability Assessment & Development of Case Organisation	Activity 3 Detailed Plan for Capability Assessment & Development of Case Organisation	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
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<p>COMPETENCY VALIDATION (<i>via evidence and professional interview</i>)</p>	<p>Final Report & assessment</p> <p>Each student must plan to progressively acquire, develop and document target managerial and leadership/socio-cultural 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: Specified target competencies and 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>
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