



SBM1204 Project/Program Delivery Systems
 (Project/Program contracts design, administration and management)

<i>UOS CODE</i> SBM1204	<i>UOS NAME</i> Project/Program Delivery Systems			<i>CREDIT POINTS</i> 6	<i>STATUS</i> Secondary Core
<i>SUMMARY</i>	<p>The vast majority of projects and programs are realised through outsourcing and with the aid of fully strategized delivery approaches. The success and or failure of outsourcing or co-sourcing will depend on aligning the contractual terms and mechanisms with those of managerial strategies and thus paving the way for congruence of project/program objectives and contract goals. The focus of this unit of study is to advance the student's knowledge and competencies in designing and implementing optimal systems for contracting, administration and management of projects and programs with a view to responding to both strategic and implementation needs of sponsor/clients and other stakeholders. However, this study is not to be taken as legal advice or guidance. It aims to impart general competencies that project and program managers should possess in order to align contractual framework with the project administrative and managerial frameworks ensuring legal and managerial consistency as far as possible. The basic assumption is that project/program managers will define the strategies for delivery of their programs and draft heads of agreement on terms, conditions, obligations, responsibilities and other major issues. They will then be able to brief the respective lawyers to develop the relevant documentation to formalise the same. It is thus imperative that project/program managers will direct the whole process and ensure that the legal documentation reflects the true intention of the intended managerial approach.</p> <p>This unit of study will cover the following areas in both the intensive phase and the project phase: 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; optimisation 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 optimisation of project implementation structures to maximise conditions for successful project outcomes, fundamentals of project delivery systems, typical delivery systems, project alliance and integrated teams, performance-based project delivery methods.</p>				
<i>COURSE CONVENOR</i> <i>COURSE TUTOR</i>	Professor A Jaafari, ME, MSc, PhD, FIEAust, CPEng TBA				
<i>ASSUMED KNOWLEDGE</i>	SBM1202				
<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>	PM4001 recommended.				
<i>OBJECTIVES</i>	<p>Upon completion of the course, the student should:</p> <ul style="list-style-type: none"> Gain a thorough understanding of the legal system under which contracts are formulated, executed and managed, with particular emphasis on projects and programs; Develop competency in the systematic analysis of strategic objectives/business case requirements vs. delivery objectives; Know how to identify, analyse and allocate/transfer significant implementation risks via contracts; Design and apply alternative delivery systems; and Study advanced delivery systems such as relationship contracting and alliance modes 				
<i>TARGET COMPETENCIES</i> <i>(Project and Program Management)</i>	<p>Target competencies in this unit of study comprise the following:</p> <p>Selection of optimum delivery system</p> <ul style="list-style-type: none"> Demonstrate competency in systematic evaluation of typical delivery options, with a view to utilisation of the innovative features and promotion of performance-based contracting. Demonstrate competency in the optimum selection and application of a given project 				



	<p>delivery system to meet specific business and project objectives, within a given management approach.</p> <p>Identification and allocation of delivery risks</p> <ul style="list-style-type: none"> • 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 <p>Development, roll-out and on-going management</p> <ul style="list-style-type: none"> • 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 met and liabilities managed. 	
TARGET COMPETENCIES (Personal and Socio-cultural)	<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. 	
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"> 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
PRINTED MATERIALS	Extensive lectures notes, case study material and other information will be provided on-line as part of this course.	Contracts and the Legal Environment for Engineers and Architects Author: Joseph T. Bockrath, McGraw Hill Publishing Co. ISBN: 0070182396
WEB SITES	No single Web site presents all the necessary knowledge that students need to learn and apply. However, opposite are some useful sites to visit.	Online useful sources of references are: http://www.ogc.gov.uk/sdtoolkit/keyissues/fasterprocure/index.html
Software	N.A.	N.A.
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 	



	<ul style="list-style-type: none"> Briefing on how to conduct the entire unit of study Lecture: Fundamentals of the law of contracts and their formulation, validity, application and the role of courts in determining contractual relationships, responsibilities and authorities Lecture: Optimisation 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 Tutorial on project design of appropriate legal framework for optimum management Class discussion of tutorial work, focus on optimisation and delivery of business case <p>Day 2</p> <ul style="list-style-type: none"> Lecture: Traditional and design and deliver methods, how they work, risk allocation and other aspects Lecture: Flexible and performance-based contracting systems Tutorials work and class discussion <p>Day 3</p> <ul style="list-style-type: none"> Lecture: Relationship-based contracting Lecture: Outsourcing (service purchase or BOO/BOOT) Tutorial work and class discussion <p>Day 4</p> <ul style="list-style-type: none"> Revision and preparation for test Reinforcing learning outcomes and application of the same to forthcoming team project Conduct of written test on project/program delivery systems 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 project/program delivery systems principles and their application to each phase of 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. <p>The Learning activities are designed for each team to develop and evaluate a complete project/program delivery system strategy and plan* for their case project via the following activities:</p> <table border="1" data-bbox="443 1512 1364 1848"> <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 Case Project Delivery (Strategy)</td> <td>Activity 3 Detailed Plan for Case Project Delivery</td> <td>Activity 4 Evaluation, Formatting and Presentation of Project Report</td> </tr> <tr> <td>Case Project Summary, QA/Workplan</td> <td>Submit Assignment 1</td> <td>Submit Assignment 2</td> <td>Submit Assignment 3</td> <td>Submit Assignment 4</td> </tr> <tr> <td colspan="5">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 must address the contractual mechanisms and delivery systems that will be necessary to underpin the managerial strategies foreshadowed for each phase of the case project/program.</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 Case Project Delivery (Strategy)	Activity 3 Detailed Plan for Case Project Delivery	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 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</p>																				



	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.
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