

Victoria Management School

**MMMS 509 PROJECT MANAGEMENT**

Trimester Two 2009

**COURSE OUTLINE**

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**Contact Details**

**COURSE COORDINATOR**

**Dr. Jim Sheffield**

Room: RH902 Rutherford House

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**ADMINISTRATOR**

**Luisa Acheson**

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**Class Times and Room Numbers**

Day: Tuesdays

Time: 17:40 – 20:30

Venue: RH G02

**Teaching Period:** Monday 13 July to Friday 16 October 2009

**Class Meeting Dates:** 21<sup>st</sup> July – 18<sup>th</sup> August, 8<sup>th</sup> -15<sup>th</sup> September 2009, 13<sup>th</sup> October

**Withdrawal dates:** Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Introduction**

The aim is to provide each student with the skills to be an effective member of a project management team that make a difference to their organization.

This course examines the managerial practices required for practical success in managing projects. While a domain-independent integrating conceptual framework is developed, the examples tend to focus on the quick and effective development and deployment of information systems, including enterprise systems. Guidelines for both technical and managerial personnel are described within the context of various system development life cycles. Common problems are identified and the practices which best reduce the risk of failure are presented.

An action learning format is adopted. The key objective is the immediate application of problem-solving guidelines to the student's own current or desired work situation. A feature of the course is the focus on New Zealand practice and research.

By the end of this course, students should be able to:

- Evaluate requirements for, and capabilities of, people, process, product and technology
- Recognize classic mistakes and apply software development fundamentals to manage risk
- Choose systems development processes to manage customer expectations and to surface robust requirements
- Reduce the barriers between managerial, technical and user personnel via principled negotiation and an analysis of stakeholder needs

- Critique own project management experiences

### **Programme and Course-related Learning Objectives**

This course will provide students opportunity:

- to develop oral, written, visual and IT-related communication skills
  - through active participation in syndicate teams and class discussion
  - through the development and presentation of oral and written reports, using narrative, rhetoric, logic-based, diagrammatic, and other schema as forms of presentation
  - through formal and informal classroom debate
- to develop critical and creative thinking skills
  - through exercises and assignments that require analysis, evaluation, interpretation and synthesis
  - through exercises and assignments requiring the generation of creative ideas to solve problems
  - through debate and classroom discussion
  - through case studies based on real situations where these skills can be applied
- to develop leadership skills
  - through structuring independent study, choosing a case to analyse based on own experience
  - through facilitation of small group discussions and other activities designed to model leadership best practice
  - through fulfilling spokesperson duties, reporting on a group's activities or ideas to a class
  - through contribution of ideas to the tutor or lecturer in a constructive way
  - through designing action plans to help lead and implement change.

### **Overall Course Objectives**

The course has several objectives, which include:

- prescribing the basic requirements for managing projects efficiently
- describing the trade-offs required to bring projects in on time, within budget and with functionality that is fit for purpose
- examining a number of project management heuristics or 'Best Practices' for
  - efficacy,
  - major risks,
  - major interactions and trade-offs
- understanding the systemic nature of the issues involved in achieving optimal performance against particular goals in small to medium sized projects, such as IT systems developed in-house
- appreciating the complex and adaptive processes required to avoid outright failure in major strategic projects, such as the implementation of enterprise-wide systems
- critiquing own experience of a 'live' project management case in the light of the above guidelines

### **Course-related Student Learning Objectives**

On successful completion of the course, students should be able:

- to demonstrate an understanding of some major theoretical concepts and frameworks relevant to project management
- to apply such concepts and frameworks to their own project management thinking and behaviour
- to develop improved skills in critically analysing problematic situations and making compelling recommendations for collective action
- to recognise the importance of project management within the modern business context

Performance on each of these objectives is individually assessed by case work, class participation and presentation and a report.

## Workload

Workload expectations for this course total 150 hours. Because most of the formal evaluation occurs towards the end, yet draws on material presented throughout the course, time management is a major issue. Students are encouraged to gain an early understanding of the nature of the major cases, and to practice the personal judgment required for successful application of project management guidelines.

## Readings

The required textbook is: McConnell, S. (1996). *Rapid Development: Taming Wild Software Schedules*. Microsoft Press. Available from vicbooks, ground floor, Rutherford House.

### *Readings (\*=book extract or article included in the course book)*

1. Bhattacharjee, A. (1999). Beginning SAP R/3 Implementation at Geneva Pharmaceuticals, 1-22. (Enterprise Systems) \*
2. Brehm, L., & Lynne Markus, M. (2000). The Divided Software Life Cycle of ERP Packages. In Proceeding of Global IT Management Conference, Memphis, TN, 1-4. (Enterprise Systems) \*
3. Brown, C.V., & Vessey, I., (2000). NIBCO's Big Bang, Winner of the Best Teaching Case. In Proceedings of International Conference on Information Systems, Brisbane, 16-19 Dec, 2000. (Enterprise Systems) \*
4. Buttrick, R. (2005). The project workout. 3rd ed. Harlow, England: Pearson Education.
5. Callaway, E. (1999). The ERP Project. In Enterprise Resource Planning: Integrating Applications and Business Processes across the Enterprise, Computer Technology Research Corporation, Charleston, South Carolina, pp. 57-91. (Enterprise Systems) \*
6. Cleland, D. I., & Ireland, L. R. (2007). Project management: strategic design and implementation. Fifth edition, New York: McGraw-Hill.
7. Davenport, T. H. (2000). What Are Enterprise Systems and Why Do They Matter? Pages 1-13 in *Mission Critical: Realizing the Promise of Enterprise Systems*. Boston: Harvard Business School Press (Introduction to Enterprise Systems)
8. Davenport, T. H. (2000). The Promise and Perils of Enterprise Systems? Pages 29-41, 51-53 in *Mission Critical: Realizing the Promise of Enterprise Systems*. Boston: Harvard Business School Press (Introduction to Enterprise Systems)
9. Dvir, D., Sadeh, A., & Malach-Pines, A. (2006). Projects and Project Managers: The Relationship between Project Managers' Personality, Project Types, and Project Success. *Project Management Journal*, 37(5), 36-48. (Human resource management)
10. Garvin, D. (2001). The Timken Company. Harvard Business School (video) (Integrating framework #2)
11. Gotts, I. Introduction to Control/Enterprise Systems. *Nimbus Associates*. Video viewed 15 June 2009 at <http://www.youtube.com/watch?v=phaRUCx8IHA>
12. Gray, C. F., & Larson, E. W. (2006). Project management – the managerial process, third edition, New York: McGraw-Hill.
13. Johnson, J., Karen, D., Boucher, K. C. & Robinson, J. (2001). Project management: the criteria for success. *Software Magazine*, 21(1), S3-S11. (Project success )
14. Kerzner, H. (2006). Project Management: A Systems Approach to Planning, Scheduling and Controlling. 9th edition, New York: John Wiley and Sons.
15. Keller, R.T. (2001). Cross-functional project groups in research and new product development: Diversity, communications, job stress, and outcomes. *Academy of Management Journal*, 44, 547-555. (Human resource management)
16. Markus, M.L., & C. Tanis (2000). The Enterprise Systems Experience - From Adoption to Success. In R. W. Zmud (Ed.) *Framing the Domains of IT Management: Projecting the Future Through the Past*, Cincinnati, OH: Pinnaflex Education Resources, Inc, 2000, 173-207. (Enterprise Systems)
17. Meredith J. R., & Mantel S. J. (2006). Project Management - A Managerial Approach. (6th Ed.) New York: John Wiley and Sons.
18. Ministerial Inquiry to INCIS (2000). Downloaded June 2009 from

- [http://www.justice.govt.nz/pubs/reports/2000/incis\\_rpt/index.html](http://www.justice.govt.nz/pubs/reports/2000/incis_rpt/index.html)
19. Project Management Institute (PMI) Standards Committee. (2004). A Guide to the Project Management Body of Knowledge (PMBOK Guide), third edition, Newtown Square, PA: Project Management Institute.
  20. Scott, J., & Vessey, I. (2002) Managing Risks in Enterprise Systems Implementations, Communications of the ACM, 45(4), 74 - 81. (Project risk) \*
  21. Sheffield, J. (2008). Enterprise Systems, Course Outline for Inform 711, The University of Auckland Business School \*
  22. Sheffield, J. (2005). Systemic Knowledge and the V-Model, International Journal of Business Information Systems, Vol.1 No. 1/2, 83-101. (Problem structuring) (Integrating model #2)\* See also: [http://en.wikipedia.org/wiki/V-Model\\_\(software\\_development\)](http://en.wikipedia.org/wiki/V-Model_(software_development))
  23. Sheffield, J. (1995). Using Electronic Meeting Technologies, People and Performance, 3(3), 18-21. (Group problem structuring) \*
  24. Sheffield, J. (1993). Silent decision making, The University of Auckland Alumni News, 3(1), 16-17. (Group problem structuring) \*
  25. Sheffield, J., & Myers, M. (1992). New Zealand Cases in Information Systems. Auckland: Pagation Publishers. The coursebook includes the Deepsix Customs and CGV cases \*
  26. Shtub, A., Bard, J. F., & Globerson, S. (2005). Project Management: Processes, Methodologies, and Economics, 2nd Edition, New York: Prentice-Hall.
  27. Thomas, G., Seddon, P.B., & Fernandez, W. (2007). IT Project Evaluation: Is More Formal Evaluation Necessarily Better? In *Proceedings of PACIS Conference*, Auckland, 4th – 6th July, 2007, extract, our pp. 1-8. (Project evaluation) \*
  28. Ulfeder, S. (2001) The Dirty Half-Dozen: Six Ways IT Projects Fail – And How You Can Avoid Them, *Darwin Magazine*, June, 58-64. (Project Failure) \*

## Assessment Requirements

### Assessments

1. ***Class Participation*** **10%**  
 The mark will be based on contribution to all class discussions, except for those evaluated separately as part of Assessment 3 below. Class participation is correlated with timely preparation for each class, time management, learning from others, and success on the major case analyses. It provides a useful leading indicator of success or failure.
2. ***Commonwealth Games Village (CGV) Case Analysis*** **10%**  
 Each student collaborates with team members to analyse the case from a particular perspective, to produce a brief report, and to discuss it in class. While the team and class discussion provides an opportunity for synergistic (i.e., collaborative) learning, each student is assessed on the basis of the individual brief report.
3. ***Nibco Case Analysis*** **30%**  
 Each student collaborates with team members to analyse the Nibco case from a particular perspective, and produce a brief report (20%). Each team develops and presents a strategic overview and critiques that presented by other teams (10%).
4. ***Live Case Analysis*** **50%**  
 Each student draws on personal experience to produce a report analysing a “live” project management case. Students who are unable to do so will be provided a “paper” case.

### Handing in assignments

Assignments should be dropped at class, at the lecturer’s office or with Luisa Acheson. Students must also keep an electronic copy of their work.

## **Due Dates**

<b>ASSESSMENT ITEM</b>	<b>WEIGHT</b>	<b>DUE DATE</b>
Class participation	10%	.....
CGV Case	10%	Tues 8 <sup>th</sup> Sept
Nibco Report	20%	Tues 13 <sup>th</sup> Oct
Nibco Presentation	10%	Tues 13 <sup>th</sup> Oct
Live Case	50%	Fri 16 <sup>th</sup> Oct

## **Penalties**

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

## **Grading Guidelines**

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

## **Referencing**

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

## **Communication**

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

## **Email Contact**

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg

MGMT300\_Smith\_Pauline\_3000223344\_Ass1 Query

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**General University Policies and Statutes**

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

**Schedule (Overview)**

Class number	Date	Content/Focus	Coursebook articles
	Note: No class Tues 14 <sup>th</sup> July	Course books available from Linda Walker	
1	Tuesday 21 <sup>st</sup> July	Integrating framework #1: Deepsix Customs case	27,28
2	Tuesday 28 <sup>th</sup> July	Text chapters 2 & 3	
3	Tuesday 4 <sup>th</sup> August	Text chapter 4 & 5	20
4	Tuesday 11 <sup>th</sup> August	Text chapter 7 & 9	2
5	Tuesday 18 <sup>th</sup> August	Text chapters 10, 12, 37 and other Best Practices	
	TWO WEEK BREAK		
6	Tuesday 8 <sup>th</sup> September	<b>Submit/present CGV case</b> Integrating framework #2: Framing Strategic Projects	10,22, 23,24
7	Tuesday 15 <sup>th</sup> September	Managing an Enterprise Systems Project	1,5,7,8, 11,16,21
	THREE WEEK BREAK		
8	Tuesday 13 <sup>th</sup> October	<b>Submit/present Nibco case</b>	3
		<b>Submit Live case by Friday 16<sup>th</sup> Oct</b>	18