



## BUSINESS SCHOOL

Course Outline 2019  
OPSMGT 757: PROJECT MANAGEMENT (15 POINTS)  
Semester 1 (1193)

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### Course prescription

Discusses tools and techniques for managing complex projects. Particular focus is given to balancing competing demands among scope, time, costs, and quality. Communication tools for facilitating relationships between the project team and customers are also discussed. Both qualitative and quantitative tools for risk assessment, mitigation, and management are covered.

### Course advice

None

### Goals of the course

The course is intended as a second course in project management. It is assumed the student understands mechanical elements such as how to construct GANTT charts, PERT charts, allocate resources, the 80 hour rule, etc. This course is about exploring the softer side of project management and about pushing into the role of the project manager (not the subfunction leader or project administrator). The project manager does not sit and crunch numbers. The project manager receives information and uses that information to make decisions.

### Learning outcomes (LO)

#	Learning outcome	Graduate profile capability*
LO1	Develop instincts about what to do under various project scenarios	<ol style="list-style-type: none"><li>1. Disciplinary knowledge and practice</li><li>3. Solution seeking</li></ol>
LO2	Be able to write a convincing business proposal.	<ol style="list-style-type: none"><li>1. Disciplinary knowledge and practice</li><li>4. Communication and engagement</li></ol>

#	Learning outcome	Graduate profile capability*
LO3	Identify common project failure pitfalls.	<ol style="list-style-type: none"> <li>1. Disciplinary knowledge and practice</li> <li>3. Solution seeking</li> </ol>

\* See the graduate profile this course belongs to at the end of this course outline.

### Content outline

Lesson Number	Topic	In-Class	Homework	Room Configuration
1	Introduction: Review of PM	Lecture		Standard classroom
2	Review of PM/Intro to computer simulation (continued)	Lecture		Standard classroom
3	Simulation	Computer Simulation		1 Computer lab
4	Simulation	Computer Simulation/Classroom simulation	SIMProject reflection	1 Computer lab
5	In-class Simulation	Class Activity		2 Computer Labs + Classroom
6	Writing a Business Case	Lecture	Develop business case proposal	Standard classroom
7	Negotiation	Negotiation game	Read Timberjack parts. There will be a quiz	Standard classroom. Must have configurable furniture.
8	Vendor Selection	Case Analysis: Timberjack Parts	Read Kotter article. There will be a quiz. Bring a	Standard classroom

			dollar coin next class.	
9	Change Management	Case Study: Cincinnati Children's Hospital Medical Center		Standard classroom
10	Program Management	Case Study: Unity Bank,		Standard classroom
11	Case Presentations			Standard classroom
12	Case Presentations			Standard classroom

### Learning and teaching

The course comprises approximately twelve seminar sessions of 3 hours each. Students will be expected to have completed readings before coming to class. Student reading of the materials will be tested through a set of take-home quizzes due before the class a reading is due. There will be relatively little lecturing in the course. Most learning will occur through various take-home assignments, scenarios, games, and case study discussions.

### Teaching staff

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### Learning resources

#### SIMProject

Mark Keil, Warren McFarlan. Timberjack Parts

John Fong, Nicole Haggerty. Unity Bank: Realizing Value From an M&A Integration

Anita Tucker and Amy Edmonson. Harvard Business Case 9-609-109. Cincinnati Children's Hospital Medical Center

John P. Kotter. Leading Change: Why Transformational Efforts Fail. (Harvard Business Review article).

### Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Simproject Reflection	20	Individual	End of term
Individual Business Case	30	Individual	End of term
Failure Case Analysis (oral)	30	Group	End of term
Quizzes	12	Individual	On the day of the assigned reading

Assessment task	Weight %	Group and/or individual	Submission
Summary of online lecture x 4	8	Individual	End of term

Further details on these assessments will be provided during our first lecture.

## Description of assessment tasks

Assessment task	Learning outcome to be assessed
Simproject Reflection	1, 3
Individual Business Case	2
Failure Case Analysis (oral)	1, 3
Quizzes	1, 3
Summary of online lecture x 4	1, 3

We have four assignments in this class.

*Simproject Reflection.* This is marked out of 20 points. You have to give me four learning points from your interaction with SIMproject. Each learning point is worth five (5) marks. Each learning point should be written as follows:

**The learning point in bold.** An extended description of the learning point.  
What happened in the simulation.

See the example reflection on Canvas for an example, but briefly:

**Always look both ways before you cross the street.** While this might seem an easy lesson to learn, the problem is that one can be distracted, so one forgets to do this. No matter what you are doing, when you reach the road, stop doing it, and cross the road first. In my first run of the simulation, I was too busy arguing with Abel so I forgot to look both ways. I then got run over by a car. In the second run, I stopped arguing, looked both ways and then resumed arguing with Abel once I safely reached the other side.

The learning point should come from SIMProject. It should not come from other class materials or be blindingly obvious. Thus, things like, "You need to plan a project," or "A GANTT Chart is..." are not acceptable learning points.

You get 1 mark for submitting a reasonable learning point, 2 marks for an accurate and full description, and 2 marks for the example.

*Individual Business Case.* This is marked out of 30 points. In the case, you are proposing a project to someone so they will provide you resources to execute the project. In general, a business case is a document you submit to ask for resources. There are business cases that are not projects. However, for this class, the only acceptable business case is one where you are proposing a project. Thus, the business case you submit must:

- Have a defined start and end date
- Have a defined scope
- Have a plan

Like all business cases, the business case must have a clearly defined benefit to the person or group you are requesting resources from.

Your business case is marked as follows:

- Proper organization/grammar (7 marks- Likert scale from very unsatisfactory to very satisfactory): I am not looking for any particular format, but instead am looking for how comprehensible your business case is. If the grammar is bad, the information I need to make a decision to fund your project is hard to find, the logic of the business case is hard to follow, etc. then you will get a score of less than 3. If on the other hand, I can easily see the argument of the business case, your score will be close to 7. Remember that the business case is supposed to be read quickly. It is important to have an executive summary of one page or less that has all the relevant information to quickly make a decision.
- Problem is worth solving (8 marks): To convince someone to approve your business case, you need to show them they have a problem that needs to be solved, or an opportunity they can exploit, and your case will solve it/exploit the opportunity successfully. Convince me I have a problem. This is measured on an 8 point likert scale.
- I believe it can be done: You show me what the intended outcome of the business case will be. If you are proposing a piece of software, show me what the features will be like, and screenshots. Walk me through the functionality of the system. If you are proposing building a building, show me the blueprint of the building. If this is an advertising campaign, show me things like the storyboard. Give me enough substance that I have a good idea what the completed deliverable will look like. Do this for me as a layperson. So, for example, if you are proposing a piece of software, a user interface and menu progression are more important than an ER diagram or data flow diagram. Most importantly, show me how the design will solve the problem. This is measured on a 7 point likert scale.
- I believe you can do it: Here, you show me that you have a good plan. In most cases, this is done with a detailed financial analysis, project management plan, etc. If you are planning an event (conference, family vacation), then I should see a detailed run sheet, describing where all assigned personnel will be and what they will be doing at any given time. It is important to consider not only what will go right, but also what will go wrong. For example, if you are proposing an IT system, I need to see the task list, and GANTT chart, but also need to see that you have factored in the likelihood things will be delayed. If there are delays, what will happen? Who are the critical personnel, and what will happen if something bad happens. All the disasters during SIMProject will be helpful in your planning here. If you are planning a wedding, what happens if the priest's car breaks down? You'd better have his handphone number so you can pick him up! This is measured on an 8 point likert scale.

Examples of good business cases are on Canvas.

*Failure Case Presentation.* This is presented during the last two weeks of class. You will analyse a real, documented project failure- typically one that cost some organization or country millions of dollars. These cases are extensively documented already. I do not want you to regurgitate the findings of others back to me. Instead, use what others have found to identify the one or two key issues that if they had been fixed, would have likely averted or significantly reduced the likelihood of project failure.

The amount of time allocated to the presentation depends fundamentally on the number of students in the class. The time limit per group is essentially 360 minutes divided by the number of groups.

Your failure case is marked as follows:

- How organized and effective is your presentation (5 marks- Likert Scale): I want you to present the material so everyone in the class understands what you said. I do not care about fairness, or equal presentation time or anything like that. Do not hand over between speakers unless you have a good presentation reason for doing so. If someone in your group has difficulty communicating their ideas in English, do not get them to present. If someone in your group cannot present in a strong, clear voice, do not get them to present. Make sure your presentation begins on time, and finishes when the time limit is up. These things will impact your grade.
- Diagnosis of problem (10 marks- Likert Scale): Identify the main things that went wrong. Typically, in these failure cases, a lot of things went wrong. But really, most of them are associated with one or two main issues. For example, the helpdesk systems of many failed IT projects are overwhelmed during launch, because of all the bugs. The insufficiency of helpdesk support isn't the key problem. It was caused by other problems. The things you will read will document that the helpdesk was overwhelmed. You need to move beyond this to realise the overwhelmed helpdesk was a symptom, not the problem. Be specific. Don't tell us they had poor project management. Of course they did. What particular element of project management did they fail at?
- Remedy (10 marks): Once you identify the one or two key problems, what should have been done? One of Nazi Germany's biggest mistakes in WW2 was to engage in a prolonged siege of Leningrad, a city with little strategic importance. Many historians believe this siege effectively cost the Germans the war on the Eastern Front. The siege was ordered by Hitler. Stating that Germany should not have attacked Leningrad as a remedy is a little too simple. It ignores the complex array of forces at play. Germany's generals knew sieging Leningrad was stupid. But the head of the German army was this non-military (Hitler's highest actual combat rank was lance corporal) person who wanted to play general. A proposal to attack Moscow instead of Leningrad must include in it a way of managing Hitler's interference.
- Defend yourself: Your group will be asked questions by your colleagues and instructor. Your ability to answer the questions determines your mark here. 3 marks.
- Ask questions of others: You have to ask a meaningful question of at least 2 other groups. You get 1 mark per meaningful question asked.

*Online Lectures.* This class relies principally on simulations, games, and class discussion. Most of the factual content comes from online videos. You are required to watch four online videos and then write a summary. You are given up to 2 marks per video. A 0 means you didn't watch the video. A 1 means you have made meaningful factual errors in your report. A 2 means you accurately summarized the video.

## Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

## Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

## Student feedback

As a result of feedback from the last semester, a detailed description of each assessment and examples are now available on Canvas.

## In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

## Graduate profile for

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.