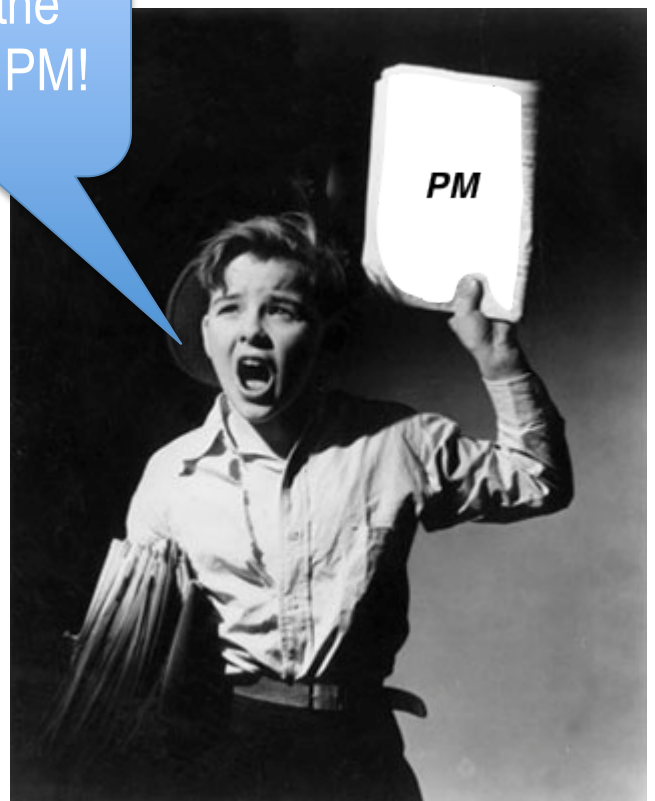


Course PM TEK366 Project Management RP2 2017-2018

Course Home Page: <https://pingpong.chalmers.se/launchCourse.do?id=8899>
Examiner: Jan Wickenberg jan.wickenberg@chalmers.se
Other faculty: See 'Staff' on course home page
Division: *Innovation and R&D Management at the Department of Technology Management and Economics*
Merit points: 7,5 (ECTS)
Course texts: Maylor, H. *Project Management* (2010; 4th ed) London: Prentice Hall
Other texts available in the Chalmers Library databases or made available under 'Hand-outs' on course home page
A full list of references is included in 'List of Pre-readings'
Examination: Fulfilment of mandatories (attending all Case seminars, meeting hand-in deadlines)
Basic Test (20%; 1.5 hp),
Case hand-ins (10% each, four hand-ins; 3 hp)
Home Exam (40%; 3 hp)
Document revision: See page header (above)

NOTE: This course PM has the following appendixes:
1 – The Course Schedule (on Course Home Page B)
2 – List of Pre-readings (on Course Home Page C)

Read the
Course PM!



COURSE CONTENT AND AIMS

This project management course deals with the issues of organizing and managing projects with the aim to provide an in-depth understanding of projects and practical management of them. You will obtain a broad knowledge of project management and project organizing in different types of organizations and inter-organizational settings. The course also places emphasis on understanding contractual issues of projects.

This means that the course contains general knowledge on project management and reflects such knowledge in contingences occurring when dealing with projects in technology-based firms. Thus, less emphasis will be put on specific project management tools. The course is designed so that *understanding* rather than *knowing* is prioritized. This means that the course will focus on perspectives and alternatives rather than on clear-cut answers and 'hands-on' knowledge. Thus, the course aims at introducing project management theory and present insights on project organizing and project navigating in technology-based firms.

COURSE DESIGN

The course consists of two parts (*Project Management Basics* and *Mastering Project Management*)

Part one: The Project Management Basics

This part is aimed at a general understanding of project management. You will be provided with insight of the prevailing vocabulary and perspectives of the project management movement profession, and this is core to the second part of the course.

The Project Management Basics consists of a number of intense lectures in the first reading weeks of the course, followed by a two-hour test ('dugga'). A re-test also is scheduled for the Exam week in the current study period.

Part two: Mastering Project Management

The teaching of Mastering Project Management consists of lectures and four thematic cases. This part aims at providing you with an increased understanding of what mechanisms keep mankind from perfecting project management. In order to achieve this, Mastering Project Management includes theories from different research disciplines outside of project management such as organization theory, leadership research, organizational politics, contract theory and organizational learning.

THE CASE ASSIGNMENT, THE CASE ESSAY AND THE CASE SEMINAR

Each case regards a Case PM and a number of texts. Each case with related articles is further introduced during a Case Lecture that will be followed by a Case Seminar later the next week.

You will be assigned to a Case group, and each Case group is required to write a text, the analytical Case Essay, to be handed-in at Tuesday the week after the Case Lecture. The Case PM and articles are available one week before each Case Essay hand-in. The case essays are graded.

Monday		Case Lecture A	
Tuesday		Case PM A published	
Wednesday			
Thursday	&	-	
Friday			
Saturday			
Sunday			
Monday		Case Essay A hand-in	Case Lecture B
Tuesday			Case PM B published
Wednesday			
Thursday	&	Case Seminar A	
Friday			
Saturday			
Sunday			
Monday		Essay A graded	Case Lecture C
Tuesday			...and so on...

The hand-ins and participation on each of the Case Seminars are mandatory. Your own work with each of the four Case Assignments is core to your learning from this course. We encourage you to start this work early.



Beware to avoid *the Student Syndrome*; "Despite people being given extra time (slack) for an activity, the extra time is wasted at the front-end, and they often won't start the activity until the last possible time" (Maylor 2010 p157)

The Case Groups

You will be assigned to a case group, consisting of about four students each. Case groups will be assigned before Case Lecture A and before Case Lecture C; thus, you will work in a case group with cases A and B, and another group with cases C and D. The assignment to groups is made by the faculty.

The Case Lectures

The aim with the Case Lectures is to provide you with theoretical and practical insights that you are expected to use when writing your *analytical case essay*. Roughly, the following “case specific” themes will be presented:

- *Organizing projects and organizational characteristics*. What are the notions to consider when understanding projects and project-based organizations? Are there different models on which to base a project organization? How are project activities coordinated? How do project stakeholders impact on project managing?

- *Project planning and control*. What is meant by steering a project and what different tools are there to support? What are different methods for planning and control? What characterizes project start and end? What various bases for project prioritizations are there?

- *Managing stakeholders*. Stakeholder management is dealt with in the Project Management Basics textbook, and thus is an integral part of that module. This case theme deals with stakeholders by extending the analysis into organizational politics and organizational behaviour to make the student able to recognize also covert politics in and between the organizations

- *Managing learning*. Projects are about delivering what has never been delivering before. How can this ability to learn be augmented by the project manager? What is the relationship between knowledge management and project management? How to foster learning between projects, and between the project organization and its environment?

The analytical Case Essay

The aim with the analytical case essay is to provide an opportunity to apply theoretical knowledge on case problems (i.e. to apply project management techniques in practice). Instructions are provided in the Case PMs; since the first PM is provided well after the course starts, an example of a general case instruction is provided here:

1. Start the “analytical case essay” by describing the message/issues the case is trying to convey. As you analyze the case, it is important that you write down all of the ideas that come to mind. Although you may not use everything that you write down in your analytical essay, simply writing down your thoughts will help you with tying them all together. This also makes it easier for you to refresh your thoughts and ideas after you have completed your analysis.
2. Derive at least three questions that reflect the issues depicted in the case story.
3. Use your own reflections and the provided articles (i.e. theoretical reasoning) to discuss possible answers to these questions.
4. End with a conclusion paragraph that summarizes what was stated in the body of your essay.

Again, the above general instruction is overruled by the directives of each Case PM, and is provided as an illustration.

The Case Seminars

Participants’ involvement is at the heart of the four Case Seminars: participants are responsible for their own investment in the learning process. It is the active participation in the discussions and preparation of all class members that will enhance learning. This means that your participation is giving the other student a chance to learn as well as you. The purpose of reading and proposing questions and discussion topics is about starting a joint analysis and understanding of the articles and chapters.

REFERENCING, COPYING, AND ACADEMIC HONESTY

In this course you are required to use a Harvard referencing style ('author/date'), either the one stated in the [Chalmers Library Reference Guide](#) (The Chicago Manual of Style, 15th edition) or the [APA style](#) (by the American Psychological Association).

You are encouraged to use a reference managing system, as it is important to get your references right. There is a built-in referencing system in recent versions of Microsoft Word, which can produce APA-compliant referencing. Many academics prefer the EndNote system, which stores your references in a database separated from your documents. EndNote is available for downloading by students in the Student Portal.

Aiming to become a future Master, you are encouraged to make use of the works of others. However, you must avoid plagiarism – if your writing is inspired by someone else's text, you refer to it, and if you copy it, you quote it. Please download and study [Academic Honesty and Integrity at Chalmers – What Are the Rules of the Game?](#)

Please note that lectures are copyrighted by the lecturers. Thus, you can not record a lecture (even for your own use), unless you have received authorization by the lecturer.

COURSE EVALUATION

A Course Evaluation Committee will be organized, consisting of the course leader and two to four students, during the Introductory Lecture. The committee will meet three times. Tokens of appreciation will be rewarded those three students who participate.

Students are encouraged to respond to the on-line Course Evaluation Questionnaire, which will be open after the Closing Lecture. All responses to the questionnaire are kept anonymous.

LEARNING OUTCOMES, ASSESSMENT AND EXAMINATION

At the end of the course students will be able to:

- Describe basic project management concepts and tools
- Apply project management theories to analyze the specific characteristics of industrial projects and based on this suggest appropriate ways to manage the projects.
- Frame, analyze and solve managerial problems in project settings using appropriate literature.
- Find, retrieve, and use literature to critically evaluate project management models.
- Structure and organize projects of a not too complicated nature.

Examination is by actively participating in the four Case Seminars, and passing the Project Management Basics Test (no extra aids or books allowed), the Case Seminar hand-ins, and the Home Exam.

The aim of the home exam is to create a state of *reflective learning* and not to test by rote. Knowledge from the whole course should be integrated, by working with the questions and themes of the course. Theory and practical knowledge should be integrated and various theories reflected against each other. Proven understanding of concepts and ability to build syntheses are encouraged as well as a structured reasoning.

The total amount of 100 points that can be gained from the course is divided accordingly; 20 points for the basic test, 10 points for each of the four Case Essays, and 40 points for the home exam. To pass the course, participation in compulsory activities and a minimum level of points (40%) on each of (a) the Project Management Basics Test, (b) the four Case Thesis hand-ins, and (c) the Home Exam, but a total of 50 points on the overall. Grade 4 requires a total of 65 points. Grade 5 requires a total of 85 points, and 12 points on the PM Basics test.

COURSE LITERATURE AND READING GUIDELINES

The textbook for this course is Maylor, Harvey "Project Management" (2010; 4th edition). The Project Management Basics lectures are designed to support the student in the reading of the textbook, and as the book is rather comprehensive, we believe it will be difficult to get high marks on the PM Basics test without having access to a copy of the book. Lecture presentation material will (when possible) be made available on the course page.

The assignments for each of the four cases will be published in a Case PM. When copyrights prevent electronic distribution (for some case texts), texts will be handed out during lectures.

The lectures and their corresponding articles

The lectures series aims to explore different aspects of project management theory and serves as a basis for own work and reflection. This may mean that individual lectures do not cover exactly what is published in the course literature, but rather the subject/theme in general. The lectures during the first weeks will concentrate on the basics of project management. The knowledge provided on the lectures could be integrated with practical experience when working with the group assignment.

Preparation before these lectures is called for. Instructions for how to prepare hand-ins and a example hand-in are provided on the Course Home Page.

REVISIONS COMPARED TO LAST COURSE EVENT

The grading levels for the course overall have been changed on MPA directive from 40%-60%-80% to 50%-65%-85%.

REVISIONS OF THIS DOCUMENT

2017-10-18	New document
2017-10-19	Clarified the appendixes and where to find them (p1) Stated that no extra aids or books are allowed on the Basics Test Added <i>Revisions compared to last course event</i>