MGMT508

Project Management

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Instructor contact details

Lecturer-in-charge: TBA

Email: TBA or send general enquiries to wlwyxy_29@zju.edu.cn

Office location: TBA

Consultation Times: to be announced, and by appointment

Teaching Times and Locations

The Time and Location: TBA

Lecture sessions include lectures, seminars, field trip(s) as well as in-class activities.

Units of Credit

The course is worth 6 units of credit, with total of 40 teaching hours.

Course Description

This unit focuses on a holistic approach to project management. It provides students with a high level of understanding of the different processes involved in project management, Students will also develop sound skills in the use of project tools to assist them with understanding the process. The content deals with concepts and definitions, organising and staffing the project office and team, planning, scheduling, cost control methods, risk management as well as contracts and procurement. Through a combination of formal learning, group and individual project work, and students own work experiences participants will develop a full understanding of the leadership and technical capabilities needed for effective project management.

Prerequisite

N/A. The course is open for students from all academic disciplines.

Learning Resources

Larson E W and Gray C F, *Project Management - The Managerial Process,* McGraw Hill, 6th edition (2014).

Academic journal articles and handouts on specific topics will be used supplement the textbook and lecture material.

Learning Objectives

By the end of this course you should be able to:

- Students completing the course will be able to question and test the feasibility of projects.
- Students completing the course will be able to use critical path and critical chain methods to plan project delivery.
- Students completing the course will be able to apply their learning in the management of project resources and teams.
- Students completing the course will be able to use a variety of monitoring and financial tools to manage the delivery of quality project outcomes.
- Students completing the course will be able to make planning and delivery decisions based on project risk analysis.

Course Delivery

The course will be taught in English through lectures, seminars, field trips, group activities and presentations. In addition to these, there will also be guest speakers and optional field trips available for students who would like to enhance their learning experience. The course sessions will be running during the weekdays, Monday to Friday. The course will be at a total of 40 hours.

Topics and Course Schedule

Topic	Additional reading materials	Activities
Introduction to the unit and key concepts	Peter Morris, (2013). Reconstructing Project Management Reprised: A Knowledge Perspective. Project Management Journal, Vol. 44, No. 5, 6–23. Turner, J.R., & Müller, R. (2003). On the nature of the project as a temporary organization. International Journal of Project Management, 21(1), pp. 1-8.	Lecture; In class activities
Project teams and estimation	Terry Williams, and Knut Samset. (2010), 'Issues in Front-End Decision Making on Projects', Project Management Journal, 41 (2), 38-49. Bent Flyvbjerg. (2006), 'From Nobel Prize To Project Management: Getting Risks Right', Project Management Journal, 37 (3), 5-15.	Lecture; Case Studies; In class activities
Project setup	Morris, Peter W.G. (1988) Chapter 2: Managing project interface Key Points for Project Success. In: Cleland, D., & Morris, P. W. G. (1988). Project Management Handbook. John Wiley & Sons, US. Davies, A., Gann, D., & Douglas, T. (2009). Innovation in megaprojects: systems integration at London Heathrow Terminal 5. California Management Review, 51(2), 101-125.	Lecture; Case Studies; In class activities
Project planning - time	Ryan J. Orr and W. Richard Scott (2008), 'Institutional Exceptions on Global Projects: A Process Model', Journal of International Business Studies, 39 (4), 562-88 Roger Miller and Brian Hobbs (2005), 'Governance Regimes for Large Complex Projects', Project Management Journal, 36 (3),	Lecture; Case Studies; Quiz

	September, 42-50.	
Project planning - resources	Flyvbjerg, B. (2014). What you should know about megaprojects and why: An overview. Project Management Journal, 45(2), 6-19.	Lecture; Case Studies; In class activities
Project risk analysis	Love, P. E., Edwards, D. J., & Irani, Z. (2012). Moving beyond optimism bias and strategic misrepresentation: An explanation for social infrastructure project cost overruns. IEEE Transactions on Engineering Management,59(4), 560-571.	Lecture; Case Studies; In class activities;Individual Essay
Alternative approaches to project planning		Lecture; Case Studies; In class activities
Project Monitoring and Control	Pinto, J. K., & Slevin, D. P. (1987). Critical factors in successful project implementation. IEEE Transactions on Engineering Management, (1), 22-27. Le, Y., Wang, Y., Luo, C., & Peng, Y. (2012). Integration of financial and contract management on the Shanghai Expo Construction Program. Journal of Cons	Lecture; Case Studies; In class activities
Socio-cultural aspects of project management, leadership, stakeholders and communications	Zeng, S.X., Ma, H.Y., Lin, H., Zeng, R.C., Tam, V.W.Y., 2015. Social responsibility of major infrastructure projects in China. International Journal of Project Management, 33(3), 537–548. Stone, R., 2008. Three Gorges Dam: into the unknown. Science 321, 628–632.	Lecture; Case Studies; Group Project
project management and project selection	Whyte, J. and Levitt, R. (2010) Information management and the management of projects. In: Peter W. G. Morris, Jeffrey K. Pinto, Jonas Söderlund (Eds.) (2010) The Oxford Handbook of Project Management. Oxford: Oxford University. Lu, Y., Li, Y., Skibniewski, M., Wu, Z., Wang, R., & Le, Y. (2014). Information and communication technology applications in architecture, engineering, and construction organizations: A 15-year review.	Lecture; Case Studies; Class presentation

	Journal of Manage	
Project procurement and project close down	Brady. T, & Davies, A. (2010). From hero to hubris-reconsidering the project management of Heathrow's Terminal 5. International Journal of Project Management, 28 (2), 151-157. Eisenhardt, K. M. (1989). Building theories from case study research. Academy of management review, 14(4), 532-550.	Lecture; Case Studies; In class activities

Assessments

Assessments in this course include:

Quiz	20%
Individual Essay	30%
Group Project and Presentation	35% Group report 15% Presentation

Grade Descriptors

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

High Distinction 85-100
Demonstration of comprehensive understanding and analysis of learning materials.
Work is written with sophistication and eloquence with inclusion of appropriate referencing, clarity, and some creativity where appropriate.

Distinction 75-84
Satisfies most criterias set out in HD. Forms an advanced understanding and analysis of learning materials.Work is well-written with high competence and includes appropriate referencing.

Credit 65-74

Presents a good understanding of ideas and concepts with the ability to articulate them well and soundly with a minimum errors.

Pass 50-64

Has a satisfactory understanding of ideas which are adequately written and presented.

Fail 0-49

Inability to comprehend ideas and concepts or address them.

Written style inappropriate to the assessments and student clearly has difficulties with expression.

Academic Integrity

Students are expected to uphold the university's academic principles, which are an integral part of the university's core values and principles. If a student fails to observe the acceptable standards of academic honesty, they could attract penalties and even disqualification from the course in more serious circumstances. Students are responsible for knowing and observing accepted principles of research, writing and any other task they are required to complete.

Academic dishonesty or cheating includes acts of plagiarism, misrepresentation, fabrication, failure to reference materials used properly and forgery. These may include, but are not limited to: claiming the work of others as your own, deliberately applying false and inaccurate information, copying the work of others in part or whole, allowing others in the course to copy your work in part or whole, failing to appropriately acknowledge the work of other scholars/authors through acceptable referencing standards, purchasing papers or writing papers for other students and submitting the same paper twice for the same subject.

This Academic Integrity policy applies to all students of the Zhejiang University in all programmes of study, including non-graduating students. It is to reinforce the University's commitment to maintain integrity and honesty in all academic activities of the University community.

Policy

- The foundation of good academic work is honesty. Maintaining academic integrity upholds the standards of the University.
- The responsibility for maintaining integrity in all the activities of the academic community lies with the students as well as the faculty and the University. Everyone in this community must work together to ensure that the values of truth, trust and justice are upheld.
- Academic dishonesty affects the University's reputation and devalues the degrees offered.

- The University will impose serious penalties on students who are found to have violated this Policy. The following penalties may be imposed:
  - Expulsion;
  - Suspension;
  - Zero mark/fail grade;
  - Marking down;
  - Re-doing/re-submitting of assignments or reports; and
  - Verbal or written warning.