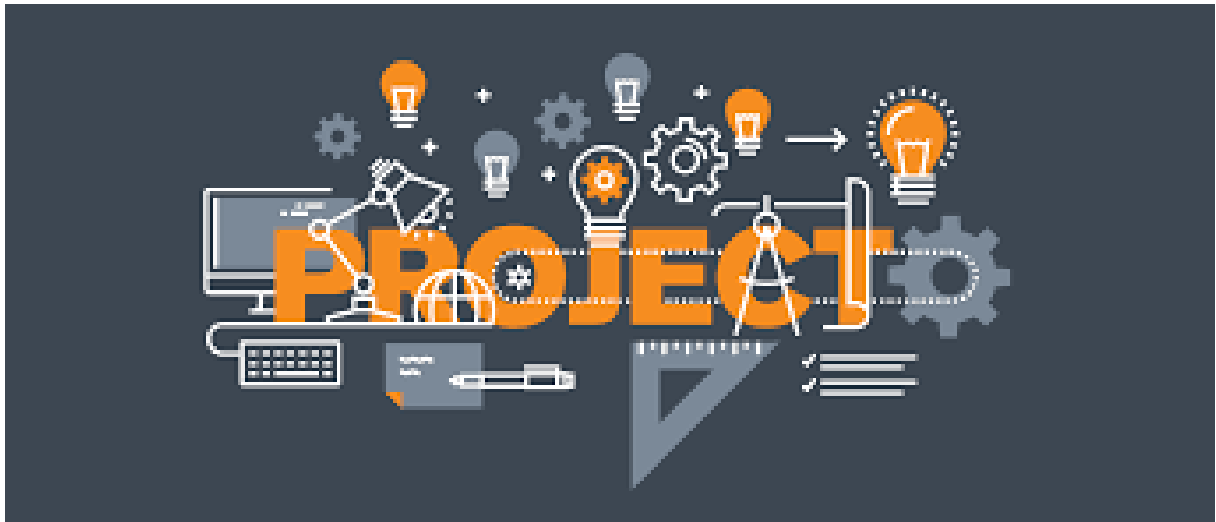


IBB137 Project Management

Course information Fall 2020



1. Aim

The course aims to impart a knowledge of project-work, i.e. the organization leadership and control of project activity. The course also aims to prepare the student for participating in project-related work. This will be achieved by practicing skills in communication and group dynamics. It deals with issues such as general knowledge on what is meant by a project and when project organization can/should be used, project leadership, various approaches for organization of projects, project start-ups, project evaluation, etc. It provides insight into group interaction theory as well as skills training in the subject. The course encompasses both practical and theoretical components.

2. Learning outcomes

After completion 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.
- Use literature to critically evaluate project management models.
- Structure and organize projects of a not too complicated nature.

3. Content

The course is about managing 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. The following themes could be identified in the course's subject area:

- Organizing projects and organizational characteristics
- Project leadership and learning
- Project planning and control

4. Organization

The course provides opportunities to develop two sets of project management skills: basic skills (i.e. basic understanding of the project process and tools to run projects) and advanced skills (i.e. based on state-of-the-art research about the most relevant topics in the field of project management).

The course has several components supporting your learning: live and pre-recorded lectures, Q&As, seminars, a test (quiz), and a home exam written in pairs. **Everything in the course will be carried out online.**

5. Timeline

The course introduction will give you the opportunity to get an overview of the course and to help you make up your mind related to how YOU want to structure your learning. There will be many opportunities to learn and go deeper into the understanding of complex project management issues – but you are in charge of setting your own ambitions for your learning!

Basics PM module will give you a quick start on the core topic and of the basics tools and definitions used in Project Management. This module is mainly based on individual learning building on pre-recorded videos, exercises and reading. There will be one opportunity to ask your questions in a Q&A.

This module ends with a **Basic Test** (quiz on Canvas).

Complex issues related to Project Management will be divided into modules during the rest of the course. The modules are:

- PM Basics (Lars Hallin)
- Navigating in the shadow system of PM (Jan Wickenberg)
- Project methodologies (Ingrid Mignon and Amanda Bankel)
- Ideas and Knowledge (Gouthanan Pushpanathan)
- Visualization in projects (Anke Averdunk)
- Managing complex projects in uncertain environments (Ksenia Onufrey & Ingrid Mignon)

For each module, there will be (live or pre-recorded) *lectures, scientific articles and discussions/seminars*.

The course will end with a **home exam**, based on essay questions, that will be written in pairs. You can choose your own writing partner.

6. Teaching team

Amanda Bankel – Lecturer
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Anke Averdunk – Lecturer
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Annie Evaldsson – Course Assistant
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Ingrid Mignon – Course director, Examiner
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Ksenia Onufrey – Lecturer
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Gouthanan Pushpanathan – Lecturer
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Jan Wickeberg – Lecturer
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7. Communication during the course

In order to avoid miscommunication during the course, we ask you to direct all questions to Annie Evaldsson, our course assistant (annieev@chalmers.se). Annie will make sure to answer you as soon as she possibly can and if she thinks that the information should reach the whole class, she will put an announcement on the Notice Board on Canvas.

A newsletter from the teacher team will be published on Canvas once a week.

Ingrid and/or Annie will have as “open office time” scheduled time every week, when you can drop in to ask questions. The time and link are available on Canvas.

8. Pairs for the home exam

You are free to choose the composition of the writing pairs for the home exam, so it is a good idea to start looking for a partner from the start of the course. Please note that it is not possible to write alone or in larger groups than 2 persons. Information about writing pairs should be confirmed before the deadline indicated on Canvas.

If you are having problem to find a writing partner, contact the course assistant. There will also be a forum on Canvas for matchmaking students before the deadline.

9. Examination

The examination consists of two parts. The basic test (quiz on Canvas) and the home exam (in pair) are mandatory.

Test	Maximum marks	Marks required to pass	To get a 4	To get a 5
Course Overall	100	≥ 40	≥ 60	≥ 80
0120 Home exam	100	≥ 40	≥ 60	≥ 80
0220 Basics Test	G	G	G	G

0120 and 0220 are all graded U (fail) or G (pass); the course overall grades are U-3-4-5 (some students confuse a received module grade G with a 3).

- The **PM Basics Test** is a pass/fail exam that will be carried out on Canvas. It is entirely based on the material including in the module “Basic Project Management” (incl. reading, pre-recorded videos, Q&A session). More information about the test can be found on Canvas (Modules – Examination – Basic Test). You do not need to sign up for the test. There will be a re-take for the test before Christmas.
- The **Home Exam** is based all the scientific articles and on the lectures. The home exam is written in pair. **Please note that you cannot write the home exam alone or in larger groups than two students.** More information and submission can be found on Canvas.

You need to use your eleven-position (ten-digit) civic number to identify your hand-ins etcetera. Note to foreign students with temporary civic numbers (having a letter in position 8): if you during the duration of this course would receive a permanent civic number (having a number in position 8), please state your 'old' temporary civic number when writing your exams.

For an overview of all the deadlines, see the last page of this course PM or the calendar on the course homepage on Canvas. Any potential changes of exam or deadline dates will be posted on Canvas.

10. 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 or the APA style (by the American Psychological Association).

As a Master student, you are encouraged to make use of the work of others. However, plagiarism and copying are strictly prohibited in the course. If your writing is inspired by someone else's text, you must refer to it, and if you copy it, you must quote it. We require that you carefully read the rules with regard to referencing, collaborating, and academic honesty available in the document “[Academic Honesty and Integrity at Chalmers –What Are the Rules of the Game?](#)” (2009) developed by the working group for pedagogy and competence development. Likewise, you are not allowed to discuss an on-going home exam or seminar preparation with anyone (other than your peer-writing partner, if you have agreed to co-write the exam with another student).

Please note that all course material is copyrighted by the teachers. Thus, you are not allowed to record, spare or share any course material without the approval of the course responsible.

11. Course literature

Course books (available as e-books on the library website):

Maylor, H. (2010). Project Management (4th ed.). Harlow, England: Pearson Prentice Hall. (Selected chapters – more information available on Canvas)

Pinto, J. K. (2012). Project Management: Achieving Competitive Advantage (3rd Global ed.). Boston: Pearson Education. (Selected chapters – more information available on Canvas)

Scientific articles (all articles are available on Canvas):

- Module *Navigating in the shadow system of PM*

Argyris, C. (1991). Teaching Smart People How to Learn. *Harvard Business Review*, 69(3), 99-109.

Buchanan, D., & Badham, R. (1999). Politics and Organizational Change: The Lived Experience. *Human Relations*, 52(5), 609-629.

Olin, T., & Wickenberg, J. (2001). Rule Breaking in New Product Development - Crime or Necessity? *Creativity & Innovation Management*, 10(1), 15-25.

Engwall, M. (2002). The futile dream of the perfect goal. In K. Sahlin-Andersson & A. Söderholm (Eds.), *Beyond project management - New Perspectives on the Temporary-Permanent Dilemma* (pp. 261-277). Malmö: Liber Ekonomi

- Module *Project methodologies*

Brown, T. (2008). Design Thinking. *Harvard Business Review*, Vol. 86 Issue 6, pp 84–92.

Engwall, M. (2003). No project is an island: linking projects to history and context, *Research Policy*, 32, 789-808.

de Meyer A, Loch C, Pich, M (2002) Managing Project Uncertainty: From Variation to Chaos, *Sloan Management Review*, Vol. 43 Issue 2, p60-67.

- Module *Ideas and Knowledge*

Reid, E. and de Brentani, U. (2004). The fuzzy front end of new product development for discontinuous innovation: a theoretical model. *Journal of Product Innovation Management*, (21), 170-184

Nobelius, D. and Trygg, L., 2002. Stop chasing the front end process—management of the early phases in product development projects. *International Journal of Project Management*, 20(5), pp.331-340.

Enberg, C. (2012). Enabling knowledge integration in cooperative R&D projects—The management of conflicting logics. *International Journal of Project Management*, 30(7), 771-780.

- Module *Visualization in projects*

Eppler, M.J. and Burkhard, R.A. (2007), "Visual representations in knowledge management: framework and cases", *Journal of Knowledge Management*, Vol. 11 No. 4, pp. 112-122.

van der Hoorn, B., 2020. Seeing the bigger picture: Conditions that influence effective engagement of project executives with visuals. *International Journal of Project Management*, 38(2), pp.137-151.

- Module *Managing complex projects in uncertain environments*

Shenhar, A.J., 2001. One size does not fit all projects: Exploring classical contingency domains. *Management science*, 47(3), pp.394-414.

de Meyer A, Loch C, Pich, M (2002) Managing Project Uncertainty: From Variation to Chaos, *Sloan Management Review*, Vol. 43 Issue 2, p60-67. (same as for Module *Project methodologies*)

Olausson, D. and Berggren, C., 2010. Managing uncertain, complex product development in high - tech firms: in search of controlled flexibility. *R&d Management*, 40(4), pp.383-399.

Segrestin, B., 2005. Partnering to explore: The Renault–Nissan Alliance as a forerunner of new cooperative patterns, *Research policy*, 34(5), pp.657-672.