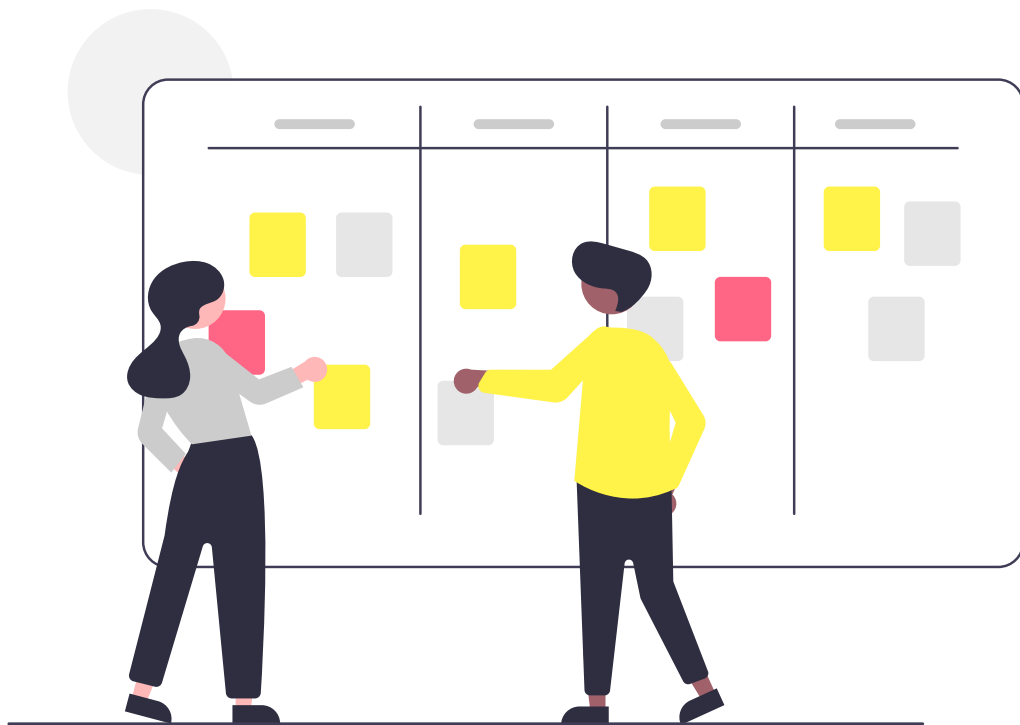


# IBB137 Project Management

Course information Spring 2021



## 1. Aim

This 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&A sessions, 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!

**PM Basics module** (with Lars Hallin) will give you a quick introduction to the core topic and basics tools and definitions used in Project Management. This module is mainly based on individual learning that builds on pre-recorded videos, exercises and reading. There will be opportunities for you to ask questions during two Q&A sessions.

The PM Basics module ends with a **Basic Test** (quiz on Canvas).

**Complex issues** related to Project Management will be divided into different modules during the remaining part of the course. The modules are:

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

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

An overview of the **course schedule** is available on the course homepage on Canvas.

## 6. Teaching team

Amanda Bankel – Course Director  
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Lars Hallin – Lecturer  
[lars.hallin@chalmers.se](mailto:lars.hallin@chalmers.se)

## 7. Communication during the course

In order to avoid miscommunication during the course, we ask you to direct all questions to Cedrik Sjöblom, our course assistant ([cedriks@chalmers.se](mailto:cedriks@chalmers.se)). Cedrik will make sure to answer you as soon as he possibly can and if he thinks that the information should reach the whole class, he will put an announcement on the Notice Board on Canvas.

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

## 8. Examination

The examination consists of two parts: the basics test (quiz on Canvas) and the home exam (in pairs) that are compulsory. In addition to these, students can gain bonus points for preparing for and attending the non-compulsory seminars that are offered during the course.

Test	Maximum marks	Marks required to pass	To get a 4	To get a 5
Course Overall	100	$\geq 40$	$\geq 60$	$\geq 80$
0120 Home exam	100	$\geq 40$	$\geq 60$	$\geq 80$
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 included in the PM Basics module (incl. reading, pre-recorded videos, exercises, and Q&A sessions). There will be a re-take for the test before the end of the course. You need to sign up for the test on Canvas. More information about the test can be found on Canvas.

The **Home Exam** is based on the topics covered in the lectures and the seminars. Make sure to read (and understand) the scientific articles included in the course. A Home Exam question may also include the reading of other texts; if so, this will be stated in instructions for the question. The home exam is written in pairs and you are free to choose your own writing partner. Please note that you cannot write the home exam alone or in larger groups than two students. The writing pairs should be confirmed before the deadline indicated on Canvas. If you need help to find a writing partner, there will be a forum on Canvas for matchmaking students before the deadline. You can also contact the course assistant. More information and submission can be found on Canvas.

Five **seminars** will be offered during the course. They aim to provide opportunities to better understand the course literature and prepare students for the home exam. The seminars are non-compulsory, but participation is highly recommended. For all seminars, students that wish to participate are required to submit a preparation on Canvas at the latest one day prior to the seminar. Instructions on how to prepare for the seminars are available on Canvas. Students that make the preparations and participate actively during the seminar can gain 3 bonus points per seminar. Thus, students can gain a maximum of 15 bonus points from the seminars.

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.

An **overview of the course deadlines** is available on the course homepage on Canvas. Any potential changes of exam or deadline dates will be posted on Canvas.

## 9. 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 exam writing partner.

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.

## 10. Course literature

**Course Books** (available as e-books on the Chalmers library website)

*Module 1: PM Basics*

- 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** (available on Canvas)

*Module 2: Navigating in the shadow system of PM*

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

- Feynman, R.P. (1986) Report of the PRESIDENTAL COMMISSION on the Space Shuttle Challenger Accident, *Volume 2 Appendix F; Personal Observations on Reliability of Shuttle*. Washington D.C.: NASA.

### *Module 3: Project methodologies*

- Engwall, M. (2003). No project is an island: linking projects to history and context, *Research Policy*, 32, 789-808.
- Takeuchi, H., & Nonaka, I. (1986). The new new product development game. *Harvard business review*, 64(1), 137-146.
- Appleyard, M. M., Enders, A. H., & Velazquez, H. (2020). Regaining R&D leadership: the role of design thinking and creative forbearance. *California Management Review*, 62(2), 12-29.

### *Module 4: Visualization in projects*

- Eppler, M.J., & Burkhard, R.A. (2007). Visual representations in knowledge management: framework and cases", *Journal of Knowledge Management*, 11(4), 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), 137-151.

### *Module 5: Ideas and Knowledge*

- Reid, E., & 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., & 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).331-340.
- Enberg, C. (2012). Enabling knowledge integration in coopetitive R&D projects—The management of conflicting logics. *International Journal of Project Management*, 30(7), 771-780.
- Govindarajan, V., & Srinivas, S. (2013). The innovation mindset in action: 3M corporation. *Harvard Business Review*, 6. (Link to download using your Chalmers library card is available on Canvas)
- Ihrig, M., & MacMillan, I. (2015). Managing your mission-critical knowledge. *Harvard business review*, 93(1), 17. (Link to download using your Chalmers library card is available on Canvas)

### *Module 6: 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), 394-414.
- de Meyer, A., Loch, C., & Pich, M. (2002). Managing Project Uncertainty: From

Variation to Chaos, *Sloan Management Review*, 43(2), 60-67.

- Olausson, D. & Berggren, C., (2010). Managing uncertain, complex product development in high - tech firms: in search of controlled flexibility. *R&D Management*, 40(4), 383-399.
- Segrestin, B., (2005). Partnering to explore: The Renault–Nissan Alliance as a forerunner of new cooperative patterns, *Research policy*, 34(5), 657-672.