

Strategic Project Management Module Handbook

MBA

1. What's this module about?

This module explores the theory and practice of strategic project management in a variety of organizational contexts. Students will develop the critical, theoretical and practical skills to develop a critical understanding of project management. Personal reflection is incorporated throughout the module, supported by the introduction of behavioral style frameworks.

2. How will this module deliver the relevant industry sector skills and competencies

This module will use case studies and students' professional experiences to gain new skills and competencies and allow for critical reflection on their own learning and to critique their previous working practice. Contemporary examples from industry will also be incorporated, through a selection of guest speakers.

3. What is the current research context that this module applies

Current research will be drawn from the staff teaching, as there are three active researchers participating in the delivery of the module, alongside industry experts via guest speakers. There will also be an opportunity for students to learn how to develop their own case studies.

4. How is internationalization delivered and applied within the module

International case studies will be used as part of the workshops. Alongside this there will also be opportunities to share relevant working practice through past experiences.

5. How does this module embed Principles of responsible Management Education

Personal and professional values, ethics and responsibilities are explored at an individual level through the introduction of behavioral frameworks, but also at a collective level via stakeholder management theory.

6. How will this module be delivered?

The module will be delivered by a blended learning approach. A pre-course reader pack will be issued out four weeks before the teaching block to support the classroom activities. The teaching block spans three days.

The teaching and learning strategies adopted are designed to encourage a critical and reflective approach to the course content and learning outcomes. To achieve this, a variety of teaching and learning methods will be used:

- Integrated discussions and case study workshops to encourage a student centred learning approach facilitating the application of theory to practice, and evaluation of the effectiveness of the models and concepts.
- A combination of self-directed individual, small group and whole group activities will offer a varied learning experience. This will allow students to develop reflexive skills considering how to make the most of their own knowledge, skills and attitudes to improve their strategic thinking and project management in different organizational contexts.
- The portfolio method of assessment supports action and reflective learning and is well suited to the integrated and experiential approach to learning to be adopted on the MBA.

7. Assessment Package

This module is assessed entirely through the production of a portfolio.

As the assessment is a portfolio activity this usually consists of approximately 4000-5000 words, but should be no more than 6000 words; the latter is the word limit and you should not go beyond this. Please note that direct quotes, executive summaries, and abstracts are included in

the word count. Tables and appendices are outside of the word count.

The report will focus on the application of concepts within an organizational context.

8. How will Blackboard be used with this module?

Blackboard (the virtual learning environment) is an essential learning tool, all materials used in seminars and lectures will be available through the site. Additional current resources will also be made available by teaching team.

9. How will students feedback

The University requires student feedback to be obtained and evaluated for every module through the SHU formal quality assurance processes. The method used is a questionnaire usually issued towards the end of the module or year. The results of this are analysed and used in reviewing the modules for next year. The module team will reflect on the delivery of the module on a regular basis throughout the year, taking into account informal feedback from the students and will also include observations made by student representatives through regular informal course reviews. The module team will also conduct a formal review once delivery is completed. This again takes student observations and feedback into account, but this time also includes the analysis gained from the formal questionnaires mentioned previously, student results, observations of the course leader, and feedback from the external examiner and others involved in moderation.

10. Feedback & Feed-forward Strategy and how students can access their Feedback

Throughout the delivery of the module there will be opportunities to receive formative feedback and feed-forward.

Following the submission of the assessment, students will obtain their feedback electronically, via the module Blackboard site.

11. Module Aims

This module explores and develops critical understanding of project management process required to manage projects from inception to completion within a strategic management context. It develops the ability to apply concepts of project strategy, benefits management, decision making, monitoring, control and problem solving in relation to the lifecycle of projects.

The module aims to encourage the development of effective strategic project management skills, supported by an analytic approach. It provides insights into contractual issues in relation to projects including co-ordination and management of the contracting process and contract performance.

12. Module Learning Outcomes

1. Develop a critical evaluation of current approaches to the decision making processes that are involved in project selection and management, and mechanisms for linking project management to strategic management.
2. Develop a critical overview of project management principles, lifecycle, tools and techniques and outcome criteria, as a basis for practical application.
3. Critically analyse the stakeholder management dynamic related to project management, inclusive of issues such as effective team working, leadership and effective decision making.

4. Evaluate and appraise contractual arrangements for projects, providing evidenced recommendations.
5. Critically reflect on your own learning evaluating how theories and concepts of project management are linked to other modules on the course, the organisational context and your own personal and professional development, citing actions to take and potential barriers to implementation.

13. Schedule of Study

The delivery of this module will follow a block model, with the delivery taking place during 12 - 14 October 2018.

14. Reading List

A full list of resources available to BAC students is available here:

<https://libguides.shu.ac.uk/bac>

The list of indicative reading material, websites and database resources is given on the next pages, although wider and organizational specific reading is recommended.

Reading List

Section	References
Project Management (journals)	<p>Atkinson, R., (1999). Project management: cost, time and quality, two best guesses and a phenomenon, it's time to accept other success criteria. <i>International Journal of project management</i> 17(6), pgs. 337-342</p> <p>Barber, E., & Warn, J., (2005). Leadership in Project Management: From Firefighter to Firelighter. <i>Management Decision</i> 43 (7/8), pgs. 1032-1039</p> <p>Denning, S., (2013). What went wrong with Boeing. <i>Strategy & Leadership</i> 41(3), pgs. 3-36</p> <p>de Carvalho, M.M., Patah, L.A., deSouza Bido, D., (2015). Project Management and its effects on project success: cross country and cross-industry comparisons. <i>International Journal of Project Management</i> 33 pgs. 1509-1522</p> <p>Hodson, D., & Paton, S., (2015). Understanding the professional project manager: cosmopolitans, locals and identity work. <i>International Journal of Project Management</i>, pgs.1-15</p> <p>LaBrosse, M., (2010). Incorporating green in project management. <i>Employment Relations Today</i> 3(37), pgs. 85-90</p> <p>White, D., & Fortune, J., (2012). Using systems thinking to evaluate a major project: the case of the Gateshead millennium Bridge. <i>Engineering, Construction and Architectural Management</i> 19(2), pgs. 205-228</p> <p>Yim Yu, C., (2008). A conceptual link among facilities management, strategic management and project management. <i>Facilities</i> 26 (13/14), pgs. 501-511</p>

Section	References
Stakeholder Management, Decision Making, Team Working	<p>Lloyd-Walker, B., & Walker, D., (2011). Authentic leadership for 21st century project delivery. <i>International Journal of Project Management</i> 29, pgs. 383-395</p> <p>Male, S., Kelly, J., Gronqvist, M., & Graham, D., (2007). Managing value as a management style for project managers. <i>International Journal of Project Management</i> 25, pgs. 107-114</p> <p>Muller, R., & Turner, J.R., (2007). Matching the project manager's leadership style to project type. <i>International Journal of Project Management</i> 25, pgs. 21-32</p> <p>Muller, R., & Turner, J.R., (2007). Leadership competency profiles of successful project managers. <i>International Journal of Project Management</i> 25, pgs. 21-32</p> <p>Pinto, J.K., (2004). Understanding the role of politics in successful project management. <i>International Journal of Project Management</i> 18(2), pgs. 85-91</p> <p>Savelsberg, C.M.J.H., Poell, R., & VanDer Heijden, B.I.J.M., (2015). Does team stability mediate the relationship between leadership and team learning? An empirical study among Dutch project teams. <i>International Journal of Project Management</i> 33, pgs. 406-418</p> <p>Tyssen, A.T., Wald, A., & Spieth, P., (2014). The challenge of transactional and transformational leadership in projects. <i>International Journal of Project Management</i> 32, pgs. 365-375</p>

Section	References
Procurement & Contracts (journals)	<p>Darwin, J et al (2000). Contracting in ten English local authorities: preferences and practices, <i>The International Journal of Public Sector Management</i>, Vol 13, Number 1, 2000, pgs. 36-57</p> <p>Dean, A M and Kiu, C (2002). Performance monitoring and quality outcomes in contracted services, <i>International Journal of Quality & Reliability Management</i>, Vol 19, Number 4, 2002, pgs. 396-413</p> <p>Embleton, P R and Wright, P C (1998). A practical guide to successful outsourcing, <i>Empowerment in Organizations</i>, Vol 6, Number 3, 1998, pgs. 94-106</p> <p>Hawkins, D., & Little, B., (2011). Embedding collaboration through standards - part 2: the key aspects of BS 11000. <i>Industrial and Commercial Training</i> 43 (4), pgs. 239-246</p> <p>MacDonald, C., Walker, D.H.T., Moussa, N., (2013). Towards a project alliance value for money framework. <i>Facilities</i> 31 (5/6), pgs. 279-309</p> <p>Ying, F (2000). Strategic outsourcing: evidence from British companies, <i>Marketing Intelligence and Planning</i>, Vol 18, Number 4, 2000, pgs. 213-219</p>

Section	References
Books	<p>Bender, S. (1999). Managing Projects Well. Butterworth-Heinemann</p> <p>Boddy, D. (2002). Managing Projects: Building and Leading the Team. Prentice Hall</p> <p>Hanson, M. (2002). Guide to Facilities Management Contracts. 2nd edn. Workplace law Network</p> <p>Kerzner, H., (2017). Project Management: a systems approach to planning, scheduling and controlling</p> <p>Lock, D., (2007). Project Management</p> <p>Meredith, J.R., (2017). Project management : a strategic managerial approach</p> <p>Mydleton, D.R., (2007). They Meant Well: Government Project Disasters. The Institute of Economic Affairs</p> <p>Roberts, P., (2012). Strategic Project Management (Strategic Success)</p> <p>Watson, M. (2002). Managing Smaller Projects: A practical guide. Project Manager Today Publications</p>

Section	References
Internet Resources and British Standards	<p>British Standards Institution (2015). BS EN 16601: Space project management. [online]. London, British Standards Institution.</p> <p>British Standards Institution (2012). BS ISO 15221: Guidance project management. [online]. London, British Standards Institution.</p> <p>British Standards Institution (2014). BS ISO 37500 Guidance on outsourcing. [online]. London, British Standards Institution.</p> <p>HM Government (2012). Building Information Modelling: Industrial strategy, government and industry in partnership https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34710/12-1327-building-information-modelling.pdf</p>

You should also make use of a range of other reading material including Journals such as:

- Project Management Journal
- International Journal of Project Management
- Information and Management
- The International Journal of Public Sector Management

These all contain useful and accessible material and most are available via the library gateway link.

15. Academic writing and critical appraisal/evaluation

Here are some general pieces of guidance on some specific aspects of what we expect from students in assignments and exams.

What is academic writing for?

Students sometimes seem to think learned articles and their assignments are almost unrelated. Not at all. The purpose is the same, even if the audience is different. Academic writing - and your assignments are examples of this - share one especially important feature: **they are intended to convince the reader by force of argument** (or, at least, to convince the marker you understand the material, which is not so very different in principle).

This is not the place to try to set out everything which you need to do to mount a credible and convincing argument, but broadly, if you make a significant point in your assignment, you should **support it with an argument, an example or illustration, and/or a reference**. It's a matter of judgment which you use in each case, or indeed whether you use one, two or all three.

There are three main "sins" in academic writing which undermine the persuasiveness which is its main goal. If you commit them, you may lose marks.

The three "sins" are:

- (1) The unappetizingly named "**regurgitation**". This means quoting or paraphrasing theory out of the literature with *no critical appraisal or application*.
- (2) "**Description**". This means *merely reciting facts*, e.g. like a case study written for class comment, *without using theory to analyse it or make sense of it*.
- (3) "**Prescription**". This involves asserting a point - a recommendation, say, or some important conclusion - *without supporting it with argument, example or reference*.

These sins do not stop a piece being interesting in itself or good "journalism" (writing which fails to fully supply the evidence a reader needs), but good *academic* writing aims to be more than just interesting: it aims to convince the sceptic by the force of argument.

It is good academic writing which gets the high marks.

Academic Culture: what tutors expect

It is very important indeed to note here that in UK academic culture tutors do not expect students to repeat to them in assignments what they have said in class or in articles or books. ***We expect students to develop their own arguments. Students show they have learnt about the subject by how effectively they answer the questions the examiners set.***

We see ourselves as trying to produce post graduates who can think for themselves, who know how to learn and to present an argument without having to be supervised by someone else, who can be trusted to exercise initiative: “autonomous – and lifelong - learners”. This is what employers tell us they want - autonomy is not just a narrow academic requirement. In other words, we academics and employers want students who can themselves deal with new learning in new situations. One way you show that is by learning from the course. Not “just repeat what tutors and books say” – but learn so you understand, internalise and use the material. You may know that SHU is a Centre of Excellence in Teaching and Learning (funded by the UK government) for Autonomy and for Employability.

What we want **you** to do in assignments, then, is for **you** to answer the questions we ask – not just to quote out of books or from lecturers, and least of all to cut-and-paste from the web. Of course we also want you to support your arguments with material from the literature because that is based in research - but what we are really trying to establish in assignments is what **you** have learnt in terms of how to handle strategy management.

Critical Appraisal

"Critical appraisal" or "Critical Evaluation" is fundamental at level 7 (Masters or MBA Degree). It means comparing and contrasting, and *evaluating*, theory, and how it can be applied. The academic literature contains many differing views of how the contemporary world works, and it changes with time (it would be very strange if it did not). The jargon to explain this is that knowledge is “contested”. Students are expected to be able to deal with contested knowledge, i.e. the many different ways of looking at management issues found in the literature: critical appraisal is **fundamental** at this level of business and management study.

“Evaluation” means identifying the good and bad points of a theory (or any other reason why it is being used in the assignment) and its alternatives. **It is very hard to say how important one thing in a situation is, without comparing it to other things.** Suppose your favourite team in your favourite sport loses too often. Someone might ask: *"Is the most important reason we lose that the goal keeper is bad?"* If you tried to answer this question you would certainly look at the goal keeper's performance, but in order to say whether this was the most important reason you would also have to look at all the other factors which might have contributed - poor defence, poor training, a poor manager, bad tactics, a penny-pinching chief executive who won't/can't buy the best players, poor morale due to bad leadership and so on and so forth. To say that one thing is the most important factor - to evaluate it - is to compare and contrast it with other factors.

So, if we ask a question like “Evaluate the contribution of managing culture to strategic management”, what we are expecting is not only that you will explain the significance of managing culture (if that is possible), but that you will also compare it to other factors in managing strategy – stakeholders, the environment (and its components), choice, change, and so on *ad infinitum* (and you make the choice of which items to deal with).

You must include critical appraisal in your assignments. It is one of the most important assessment criteria.

There is further support for students around academic writing, critical thinking and much more via the materials on the module Blackboard site.

16. Assessment Criteria

The assessment for this module is in the form of a portfolio:

Explore, evaluate and critique a project you or your organization has been involved with explicitly focusing on the areas below:

Activity 1: You are required to research the project lifecycle in terms of the different stages and the associated tools and techniques utilized in project management methodology. Use this framework to identify future recommendations.

Guide word count: max. 1000 words

Activity 2: In references to Activity 1, critically evaluate current approaches to the decision-making process that is involved in organizational projects, identifying potential areas to improve the strategic decision-making process.

Guide word count: max. 1000 words

Activity 3: Critically analyze project procurement for organizational projects, identifying a range of service delivery contracts and proposing areas to improve. Evaluate and appraise contractual arrangements and the decision-making process in relation to specific contracts, providing evidenced recommendations.

Guide word count: max. 1000 words

Activity 4: Critically analyze the stakeholder management dynamic, inclusive of issues such as effective team working, leadership and effective decision making.

Guide word count equivalent: max. 1000 words. This will be an assessed group presentation within the teaching block.

Activity 5: Reflect on your own learning in terms of understanding the concepts covered here and throughout the MBA course itself. Consider what actions you can take based on these observations, identifying both enablers and barriers. This can be done throughout the above activities or completed at the end of your assignment.

Guide word count: max. 500 words

Strategic Project Management: Portfolio Assessment Criteria

% Grade	0 - 39	40-49	50-59	60-69	70-79	80+
	Significant Fail	Marginal Fail	Pass	Merit	Distinction	Distinction +
Appraise and review project management principles, lifecycle, tools and techniques in relation to an organisational project, evaluating the project outcomes and possible future recommendations	No evidence of any debate on issues, with little or no evidence of reading; few if any references	Lacking in the appraisal of the issues and demonstrates a lack of reading with poor referencing and bibliography	Satisfactory appraisal of some of the debate on the issues and evidence of the use of a limited literature satisfactorily referenced	Clear appraisal of the debate on many of the issues and evidence of the use of a range of relevant literature, well-referenced	Excellent appraisal of the debate on the issues and evidence of the use of a wide range of relevant literature well reference	Outstanding, appraisal of the debate on the issues and appropriate use of an extensive range of relevant literature, well referenced
Critically evaluate current approaches to the decision making process that is involved in organisational projects, identifying potential areas to improve the strategic decision making process	Shows no ability to critically evaluate tools and approaches with a purely descriptive approach. No identification of improvements	Shows little ability to critically evaluate tools and approaches with a descriptive approach. Little or no identification of improvements	Some ability to critically evaluate appropriate tools and approaches. Some identification of improvements	Relevant critical evaluation of tools and approaches. Clear identification of improvements	Excellent critical evaluation of tools and approaches. Very good identification of improvements	Outstanding critical evaluation of tools and approaches. Extensive identification of improvements
Critically analyse project procurement for organisational projects, identifying a range of service delivery contracts and proposing areas to improve	No use of knowledge of theories and concepts from the course to reflect upon procurement. Future affects/impacts not discussed	Little use of knowledge of theories and concepts from the course to reflect upon procurement. Future affects/impact not explored	Use of satisfactory knowledge of theories and concepts from the course to reflect upon application and effectiveness of project procurement	Good use of knowledge of theories and concepts from the course to reflect upon application and effectiveness of project procurement	Excellent use of knowledge of theories and concepts from the course to reflect upon application and effectiveness of project procurement	Outstanding knowledge of theories and concepts from the course to reflect upon application and effectiveness of project procurement

Evaluate and appraise contractual arrangements and the decision making process in relation to specific contracts, providing evidenced recommendations	No ability to develop/evaluate the contractual arrangements and decision making. No evidenced recommendations are addressed	Limited ability to develop/evaluate the contractual arrangements and decision making. No evidenced recommendations are addressed	Reasonable ability to develop/evaluate the contractual arrangements and decision making. Some evidenced recommendations are addressed	Good ability to develop/evaluate the contractual arrangements and decision making. Good evidenced recommendations are addressed and justified	Excellent ability to develop/evaluate the contractual arrangements and decision making. Very strong evidenced recommendations are addressed and justified	Outstanding ability to develop/evaluate the contractual arrangements and decision making. Recommendations are well developed, supported and justified within context
Critically analyse the stakeholder management dynamic, inclusive of issues such as effective team working, leadership and effective decision making (presentation)	Stakeholders not clearly identified or placed within context. No analysis evident	Stakeholders identified but is lacking analysis of team working, leadership and decision making	Satisfactory analysis of the stakeholders and their dynamic. Team working, leadership and decision making addressed	Good analysis of the stakeholders and their dynamic. Team working, leadership and decision making addressed with some appropriate and supportive illustrative material	Strong analysis of the stakeholders and their dynamic. Team working, leadership and decision making addressed in a robust manner utilizing academic theory	Excellent analysis of the stakeholders and their dynamic. Team working, leadership and decision making addressed and analysed utilizing a wide range of academic theory
Reflect on your own learning in terms of understanding the concepts covered	A purely descriptive approach to personal and professional development through learning	A descriptive approach to personal and professional development through learning	Some critique of the notion of personal and professional development through learning	Appropriate critique of the notion of personal and professional development through learning	Clear and effective critique of the notion of personal and professional development through learning	Outstanding critique of the notion of personal and professional development through learning
Well-presented piece of work, demonstrating postgraduate written academic skills	No references included. Many errors in grammar and spelling, making it difficult or impossible to read	References limited/inappropriate. Many errors in grammar and spelling, making it difficult or impossible to read	References adequate but clearer and/or more references needed. Reasonable grammar and spelling but with several notable errors	Referencing clear and mostly accurate using appropriate conventions. Good grammar and spelling with some errors	Referencing clear and accurate using appropriate conventions. Near perfect grammar and spelling, with few errors	Referencing impeccable using appropriate conventions. No errors in spelling and grammar