

INSTRUCTIONAL OFFERING	INFORMATION TECHNOLOGY MANAGEMENT IV
SUBJECT CODE (sapse code)	ITM41AB
EXAMINATION	CONTINUOUS EVALUATION
CREDITS	12
NQF LEVEL	7
TYPE OF LEARNING	VOCATIONAL TRAINING

Extended Syllabus:

UNIT	SPECIFIC OUTCOME	ASSESSMENT CRITERIA	CREDITS	NOTIONAL HOURS	WEEKS
1	Understand what a project is.	<p>We will know that the learner is able to understand what a project is if he/she independently and in the context of an active and learner-centered learning environment in higher education:</p> <p>a) Wrote down the definition and characteristics of a project.</p> <p>b) Identified the four stages in the Project Life Cycle</p> <p>c) Explained what is meant by the technical and sociocultural dimensions of the project management process.</p>	1.1	11	1
2	Understand how a project is integrated with the strategic plan of an organisation.	<p>We will know that the learner is able to understand how a project is integrated with the strategic plan if he/she independently and in the context of an active and learner-centered learning environment in higher education:</p> <p>a) Described the major components of the strategic management process.</p> <p>b) Explained the role projects play in the strategic management process.</p> <p>c) Identified the vision and mission of a company</p> <p>d) Explained how a project fits into the vision and mission of a company</p>	1.1	11	1
3	Define a suitable IT	We will know that the learner is able	1.1	11	1

	project independently and in the context of an active and learner-centered learning environment in higher education, by consulting any organization.		to define a suitable IT problem by consulting any organization if he/she independently and in the context of an active and learner-centered learning environment in higher education: a) Defined the project scope of the project by clearly, unambiguously and completely specifying the Project Objectives, Deliverables, Milestones, Technical Requirements, and Limits and exclusions of the project. b) Established project priorities clearly, unambiguously and completely. c) Created a Work Breakdown Structure including at least three levels.			
4	Estimate the project times and costs for each activity independently and in the context of an active and learner-centered learning environment in higher education.		We will know that the learner is able to estimate the project times and costs for each activity if he/she independently and in the context of an active and learner-centered learning environment in higher education: a) Conducted research on the various methods of cost estimation b) Applied an applicable cost estimation method in order to estimate the costs of work packages unambiguously and completely.	1.1	11	1
5	Schedule resources for each activity of a project in the context of an active and learner-centered learning environment in higher education.		We will know that the learner is able to schedule resources for each activity of the project if he/she independently and in the context of an active and learner-centered learning environment in higher education: • Scheduled the resources for each activity of the project clearly, unambiguously and completely.	1.1	11	1
6	Develop an Activity-on-Node network for the project independently and in the context of an active and learner-centered learning environment in higher education.		We will know that the learner is able to develop an Activity-on-Node network for the project if he/she independently and in the context of an active and learner-centered learning environment in higher education: • Developed an Activity-on-Node network and indicated clearly all the following for all activities: Early Start, Late Start, Slack, duration, Early Finish, Late Finish, Relationships Critical Path.	1.1	11	1

7	Create a Microsoft Project network file that represents the project in the context of an active and learner-centered learning environment in higher education.	<p>We will know that the learner is able to create a Microsoft Project network file that represents the project if he/she independently and in the context of an active and learner-centered learning environment in higher education:</p> <ul style="list-style-type: none"> • Created a Microsoft Project file that represents the project that indicates the sequence, duration, cost, resources, and critical path for all activities clearly, unambiguously and completely. 	1.1	11	1
8	Evaluate and measure actual performance of a project against a budgeted plan	<p>We will know that the learner is able to evaluate and measure actual performance of a project against a budgeted plan if he/she independently and in the context of an active and learner-centered learning environment in higher education:</p> <ol style="list-style-type: none"> a) Explained how organizations track project performance b) Explained, calculated and interpreted the following acronyms that forms part of a Cost/Schedule system: EV, PV, AC, CV, SV, BAC, EAC, ETC, VAC. c) Explained, calculated and interpreted the following /indexes used to monitor progress: CPI, PCIB, PCIC. 	1.1	11	2
9	Understand what is necessary to be an effective leader	<p>We will know that the learner is able to understand how to be an effective leader if the learner is able:</p> <ol style="list-style-type: none"> a) To understand the importance of the network of relationships that need to be managed to be a successful project manager b) To identify the "currencies" a project manager can use to influence others 	1.1	11	1

			<ul style="list-style-type: none"> c) To understand MBWA d) To highlight the importance of maintaining positive relationships with project sponsors e) To understand and discuss the importance of building trust for project success f) To identify some of the qualities of an effective project manager 			
10	Understand how to manage project teams		<p>We will know that the learner is able to understand how to manage project teams if the learner is able:</p> <ul style="list-style-type: none"> a) To identify key characteristics of a high-performance project team b) To appreciate the impact situational factors have on project team development c) To develop strategies for developing a high-performance project team d) To build skills that encourage functional conflict and discourage dysfunctional conflict e) To understand the challenges of managing virtual project teams f) To recognize the importance of the project manager's behavior in shaping how a team performs 	1.1	11	1
11	Know how to manage interorganizational relations		<p>10. We will know that the learner is able to understand how to interorganizational relations if the learner is able:</p> <ul style="list-style-type: none"> a) To understand the need and value of engaging in project partnering b) To be able to set and implement a partnering arrangement on a major project c) To understand why project partnering efforts fail d) To develop an evaluation procedure for evaluating partnering arrangements that results in early detection of potential problems e) To be able to practice principle negotiation <p>To provide helpful advice for managing customer relations</p>	1.1	11	1