

# ES99K-15 Mindful Project Management

**24/25**

**Department**

School of Engineering

**Level**

Taught Postgraduate Level

**Module leader**

Victoria Jellicic

**Credit value**

15

**Module duration**

1 week

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This is a five-day intensive module; including lectures, seminars, and workshops.

[Module web page](#)

### Module aims

There are two specific features about project management theory which make it a slightly different type of subject to most other academic modules. Firstly, the subject has its origins in large-scale, complex operations. This means that a large proportion of the published theory concerns the planning and control aspects of the management of such processes. Secondly, most of the concepts were developed in the heyday of the 1960s, where a lot of activity was taking place in the aerospace, defence and construction sectors. This means that most of the basic literature is reasonably old and technically focused.

In the modern context, project management methods are now used for a much wider variety of applications including Humanitarian Engineering projects. In times of humanitarian challenges such as climate change, more and more people are engaged in post-disaster rebuild project management.

As a consequence, this module aims to span a range of sectors and be as multi-disciplinary and as possible. The planning and control aspects of the module occupy only about 20% of the total

time available.

The module aims are:

1. To develop a robust baseline of knowledge and understanding of the fundamental principles of project management, applicable to a humanitarian engineering project.
2. To introduce key theories, principles, processes, tools and techniques underpinning project management.
3. To raise critical awareness of common methods and other guidance for practical application in a humanitarian engineering context.
4. To demonstrate a student's learning in planning for a simulated project, including critical reflection of key theories, principles, processes, tools and techniques underpinning project management.
5. To apply and experience the concept of collective mindfulness necessary to address aspects of volatility, uncertainty, complexity and ambiguity (VUCA)
6. To investigate and define the humanitarian engineering problem, identifying any constraints including environmental and sustainability limitations; ethical, health, safety, security and risk in.
7. To develop understanding of current project and programme management approaches in a humanitarian engineering context.
8. To develop sensitivity to different project environments and to make comparisons and conclusions about them.
9. To increase the student's understanding of humanitarian engineering issues in the management of projects.
10. To provide experience of handling project management problems in a simulation setting.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The course syllabus including the following items:

- Examines fundamental principles of 'traditional' project management
- Explores approaches to stakeholder management, contract management and risk/uncertainty management
- Introduces key processes, tools and techniques underpinning project management:
  - o Looks at how project aims, objectives and scope are captured using a project initiation document
  - o Highlights risk management as a critical factor in the success of projects.
  - o Looks at approaches to estimation in projects
  - o Explores critical path methodology as a mechanism for project control
- Explores approaches of collective mindfulness as a human dimension to improving project performance

The following outline is envisaged:

Day 1:

Introduction to the course, assessment, schedule

Examples of humanitarian engineering projects, critical success factors

Moving beyond process: Collective Mindfulness as a critical success factor in project management; introduction of 5 principles of collective mindfulness

'Outside-in-view': Reflection on a humanitarian disaster: The K2 disaster 2008

Day 2:

SPATIUM simulation: Project Charter, Stakeholder Management, Contract Management (Planning Phase)

Day 3:

SPATIUM simulation: Execution (Construction Phase)

Day 4:

SPATIUM simulation: Completion, Reflection on simulated project, Ceremony

Day 5:

Project Readiness and Preparedness in a humanitarian engineering context

## **Learning outcomes**

By the end of the module, students should be able to:

- Students will be able to understand the importance of project management to a wide range of commercial and non-commercial organisations.
- Understand the options and solutions available to organisations for structuring their support and control arrangements for projects.
- Describe the tools and approaches applied by project managers to define, plan, monitor & control and closeout projects and understand the complexities and key issues within these stages across a range of project types.
- Demonstrate the ability to define, plan, monitor & control and closeout a simple project.
- Understand the ways in which project associated risk is identified, assessed, prioritised and responded to within organisations.
- Understand the importance and technicalities of stakeholder and contract management
- Appreciate the relevance of the human dimension to mindful project management: collective mindfulness
- Critically evaluate the benefits and limitations of current project management techniques, situating the understanding both within the context of contemporary project management practice and also in the theories that underpin the subject
- Development of cognitive and problem solving ability through analysis of cases

## **Indicative reading list**

Essential Reading:

Kutsch, E. and Hall, M. (2020) Mindful Project Management: Resilient Performance Beyond the Risk Horizon. 2nd ed. Abington: Routledge.

## **Interdisciplinary**

Students from a wide variety of disciplinary and professional backgrounds will attend this module, enabling them to explore topics from a range of different perspectives.

## Subject specific skills

Demonstrate the ability to define, plan, monitor & control and closeout a simple project.  
Critically evaluate the benefits and limitations of current project management techniques, situating the understanding both within the context of contemporary project management practice and also in the theories that underpin the subject.

## Transferable skills

Apply problem solving skills, information retrieval, and the effective use of general IT facilities  
Communicate (written and oral; to technical and non-technical audiences) and work with other  
Exercise initiative and personal responsibility, including time management, which may be as a team member or leader  
Awareness of the nature of business and enterprise in the creation of economic and social value  
Overcome difficulties by employing skills, knowledge and understanding in a flexible manner  
Ability to formulate and operate within appropriate codes of conduct, when faced with an ethical issue  
Appreciation of the global dimensions of engineering, commerce and communication  
Be professional in their outlook, be capable of team working, be effective communicators, and be able to exercise responsibility and sound management approaches.

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## Study

### Study time

Type	Required
Lectures	30 sessions of 1 hour (60%)
Private study	20 hours (40%)
Total	50 hours

### Private study description

Pre-module preparation and reading.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A

	Weighting	Study time	Eligible for self-certification
Group simulation exercise	20%	16 hours	No
The simulation will calculate a stakeholder satisfaction score, according to which a grade is calculated.			
Individual Assessment	80%	84 hours	No
An individual workbook that asks students to reflect upon their in-class experience (on collective mindfulness), and to evaluate and project their learning to a humanitarian engineering context.			

### Feedback on assessment

Assessments are graded using standard University Postgraduate Marking Criteria and written feedback is provided.

Detailed written and oral feedback will be provided by tutor to individual students for each element of assessed work, i.e. the individual assessment, simulation exercise and group assessment. Formative oral feedback will also be given to students at relevant points, i.e. within seminars throughout the module.

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## Availability

### Courses

This module is Core optional for:

- TESA-H1C1 Postgraduate Taught in Humanitarian Engineering
  - Year 1 of H1C3 Humanitarian Engineering (with Management)
  - Year 2 of H1C3 Humanitarian Engineering (with Management)

This module is Option list A for:

- TESA-H1C1 Postgraduate Taught in Humanitarian Engineering
  - Year 1 of H1C1 Humanitarian Engineering
  - Year 2 of H1C1 Humanitarian Engineering