



### 1. General Information

Course Subject	IIMT
Course Number	4601
Course Title	Information Systems Project Management
Academic Years	2024-2025
Grading Method	Letter

### 2. Instructors

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### 4. Course Description

Course Description	This course examines the concepts, techniques, and activities related to information systems development projects. Teams of student will carry out projects that span the entire information systems analysis and design life cycle, including planning and scheduling, cost estimation, risk analysis, team organization, process management and quality assurance. In the process students will become familiar with the use of computer-based tools and managerial techniques used in information systems development projects.
Prerequisites	IIMT2601: Management Information Systems
Mutually exclusive	COMP3404

### 5. Course Objectives

1. Enable students to critically understand the success factors of IS project planning, design, development, assessment, and quality assurance.
2. Equip students with soft and technical IS project management skills so as to contribute as a client, project team member or leader.
3. Train students to communicate effectively in both languages of end-users and technical personnel to successfully deliver IS projects.

### 6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge
- Goal 3: Inculcating professionalism

6. Faculty Learning Goals
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Describe the success factors of IS project planning, design, development, assessment, and quality assurance	✓	✓	✓			✓
CLO2. Work effectively in IS project and contribute as a client, project team member or leader	✓	✓	✓			✓
CLO3. Communicate effectively in both languages of end-users and technical personnel in order to successfully deliver an IS project	✓	✓	✓		✓	✓
CLO4. Apply the best practices around the globe of effective IS project management	✓	✓	✓	✓		✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures: Key concepts and knowledge will be thoroughly discussed in-class.	36	30
T&L2. Group project: Students in groups are to experience and develop research, project, and presentation skills.	78	65
T&L3. Student participation: Students are expected to actively contribute their views, ideas, and opinions.	6	5
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Group Project Report	<p>Objectives</p> <p>Each group will develop a project by applying the knowledge and abilities that you have learned through the Information Systems major, and to learn and demonstrate best IS project management knowledge and expertise. There are essentially two tracks of Group Project context. Track I is research-based whereas Track II is system/software development/innovation-based. No particular track is more preferred in terms of assessment. Each group should evaluate their own strengths and select the track that can most leverage and maximize their strengths. Each group will need to submit a proposal for the approval of the topic before carrying out the</p>	16%	1,2,3,4

## 9. Assessment Methods

	<p>project (details are to be advised in due course).</p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>- form groups;</li> <li>- develop a project with one of the following tracks, e.g.:</li> <li>- Track I <ul style="list-style-type: none"> <li>- Information systems research project,</li> </ul> </li> <li>- Track II <ul style="list-style-type: none"> <li>- Information systems or software development for an organization, or</li> <li>- Software application innovation.</li> </ul> </li> </ul> <p>The group project will be used to assess students' ability to (1) apply the knowledge and abilities that you have learned through the Information Systems major as far as possible; (2) demonstrate independent, critical, and relevant extended research; (3) deploy appropriate expertise in order to successfully deliver an IS research project, an IS/software development project for an organization or a software application innovation project; and (4) demonstrate your information systems project management knowledge and expertise.</p> <p>The report is expected to be thorough, precise, clear, fluent, and consistent. The report must be highly coherent and structured with both breadth and depth. Sufficient, relevant, and reliable facts/data/evidence should be used to support analyses/arguments/discussions/claims. Appropriate concepts/techniques/examples should be employed to illustrate your ideas. In case of an IS/software development project for an organization, the developed information system must be feasible and implementable with an insight into the business environment.</p> <p>The final report must be a formal document with a length of 30 – 40 pages (excluding cover page, appendices, references). The report should be typed, in A4-size paper, 1.5 spacing and font size 12. Proper citations (<a href="https://tl.hku.hk/plagiarism/">https://tl.hku.hk/plagiarism/</a>) are emphasized by the University.</p>		
<p>A2. Group Project Presentations</p>	<p>Students are required to present their group project in project presentations.</p> <ul style="list-style-type: none"> <li>- Interim presentation(s) - 8%</li> <li>- Final project presentation - 12%</li> </ul>	<p>20%</p>	<p>1,2,3</p>

9. Assessment Methods			
A3. Group Project Proposal	Each group will need to submit a proposal for the approval of the topic before carrying out the project.	4%	1,2
A4. Self-reflection report (individual)	Each student is required to submit an individual self-reflection report on what has been learned.	15%	1,3,4
A5. Student Participation (individual)	Each student is expected to actively contribute and share their views, ideas, and opinions whenever appropriate.	20%	1,3
A6. Group Project Contributions (individual)	Each student is required to actively and significantly contribute to all of the components of the project work as a whole (A1 – A3 above). The contributions are to be assessed with reference to the group's overall group project performance while subject to the peer-evaluation performance.	25%	1,2,3,4

Assessment Rubrics	
A1. Group Project Report	
A+,A,A-	<p>Track I</p> <p>The IS research question is clearly articulated, original, and important to the field. The objectives are specific, measurable, and relevant to the research question. The literature review is comprehensive, well-organized, and synthesizes key concepts and theories related to the research question. The research methodology is clearly explained and appropriate for the research question and objectives. The data collection and analysis procedures are well-designed and rigorous. The results are clearly presented and interpreted, and the analysis is thorough and sophisticated. The conclusion is well-supported by the data and analysis, and the contribution to the field is significant and original.</p> <p>Track II</p> <p>All key requirements are identified, with insightful and detailed analyses and design, sufficient supported with relevant data/facts, effective application of concepts and theories, well thought-out and robust system implementation and comprehensive evaluation, and excellent writing.</p>
B+,B,B-	<p>Track I</p> <p>The IS research question is clear and relevant, but the objectives may not be specific or measurable. The literature review is sufficient but may lack depth or organization. The research methodology is generally appropriate but may lack detail or rigor in some areas. The results are presented and interpreted adequately, and the analysis is mostly appropriate. The conclusion is supported by the data and analysis, and the contribution is somewhat significant or original.</p> <p>Track II</p> <p>Most of the key requirements are identified, generally insightful and detailed analyses and design, appropriate use of relevant data/facts, moderate application of concepts and theories, generally good system implementation and evaluation, and decent writing.</p>
C+,C,C-	<p>Track I</p> <p>The IS research question is somewhat relevant, but the objectives are not specific or measurable. The literature review is incomplete or lacks synthesis. The research methodology is somewhat appropriate but may have major flaws or limitations. The</p>

## Assessment Rubrics

	<p>results and analysis are incomplete or lack depth. The conclusion is somewhat supported by the data and analysis, and the contribution is limited.</p> <p>Track II</p> <p>A few key requirements are identified, somewhat insightful and detailed analyses and design, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre system implementation and evaluation, and marginally acceptable writing.</p>
D+,D	<p>Track I</p> <p>The IS research question is somewhat relevant, but the objectives are not clear or relevant. The literature review is cursory or contains major gaps. The research methodology is somewhat appropriate but has significant flaws or limitations. The results and analysis are insufficient or flawed. The conclusion is not well-supported by the data and analysis, and the contribution is weak.</p> <p>Track II</p> <p>Minor requirements are identified, with weak analyses and design, insufficient use of relevant data/facts, weak application of concepts and theories, mediocre and infeasible system implementation and evaluation, and unacceptable writing.</p>
F	<p>Track I</p> <p>The IS research question and objectives are unclear, irrelevant, or non-existent. The literature review is absent or irrelevant. The research methodology is inappropriate or seriously flawed. The results and analysis are absent or seriously flawed. The conclusion is absent or seriously flawed, and the contribution is non-existent.</p> <p>Track II</p> <p>Incorrect requirements identified, with unacceptable analyses and design, buggy or incomplete system implementation, and unacceptable writing.</p>
A2. Group Project Presentations	
A+,A,A-	The presentation is excellent, well organized, clear, fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone. The presentation group skillfully engages the audience and demonstrates a consistently high level of creativity, confidence, and enthusiasm.
B+,B,B-	The presentation is well organized, coherent, generally effective use of presentation aids, and appropriate length, pace and tone. The presentation group is generally able to engage the audience and demonstrates a high level of creativity, confidence, and enthusiasm.
C+,C,C-	The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone. The presentation group shows adequate effort to engage the audience and show a moderate level of creativity, confidence, and enthusiasm.
D+,D	The presentation is organized, fairly clear and fluent, with an attempt to use of presentation aids. It is more or less of an appropriate length, pace and tone. The presentation group attempts to engage the audience and show a low level of creativity, confidence, and enthusiasm.
F	The presentation is poor and not well-organized, unclear and not fluent with smooth progression of ideas, ineffective use of presentation aids, and inappropriate length, pace and tone. The presentation group makes little effort to engage the audience and demonstrates very low level of creativity, confidence, and enthusiasm.
A3. Group Project Proposal	

## Assessment Rubrics

A+,A,A-	All key requirements are excellently fulfilled with insights and details, critically supported with relevant data/evidence/facts, evidenced with very effective application of concepts and theories or reflections. The written work is highly structured, well thought-out, and excellent in writing.
B+,B,B-	Most key requirements are well fulfilled with insights and details, sufficiently supported with relevant data/evidence/facts, evidenced with an appropriate application of concepts and theories or reflections. The written work is quite structured, generally thought-out, and very good in writing.
C+,C,C-	Some key requirements are fulfilled with insights and details, generally supported with relevant data/evidence/facts, evidenced with an acceptable application of concepts and theories or reflections. The written work is structured, generally thought-out, and good in writing.
D+,D	Minimal number of key requirements are fulfilled with details, barely supported with relevant data/evidence/facts, evidenced with a limited application of concepts and theories or reflections. The written work is less structured, generally thought-out, and marginally acceptable in writing.
F	Very limited number of key requirements are fulfilled with insufficient details, supported with very limited data/evidence/facts, evidenced with an unacceptable application of concepts and theories or reflections. The written work is unstructured, not thought-out, and unacceptable in writing.
A4. Self-reflection report (individual)	
A+,A,A-	All key requirements are excellently fulfilled with insights and details, critically supported with relevant data/evidence/facts, evidenced with very effective application of concepts and theories or reflections. The written work is highly structured, well thought-out, and excellent in writing.
B+,B,B-	Most key requirements are well fulfilled with insights and details, sufficiently supported with relevant data/evidence/facts, evidenced with an appropriate application of concepts and theories or reflections. The written work is quite structured, generally thought-out, and very good in writing.
C+,C,C-	Some key requirements are fulfilled with insights and details, generally supported with relevant data/evidence/facts, evidenced with an acceptable application of concepts and theories or reflections. The written work is structured, generally thought-out, and good in writing.
D+,D	Minimal number of key requirements are fulfilled with details, barely supported with relevant data/evidence/facts, evidenced with a limited application of concepts and theories or reflections. The written work is less structured, generally thought-out, and marginally acceptable in writing.
F	Very limited number of key requirements are fulfilled with insufficient details, supported with very limited data/evidence/facts, evidenced with an unacceptable application of concepts and theories or reflections. The written work is unstructured, not thought-out, and unacceptable in writing.
A5. Student Participation (individual)	
A+,A,A-	Highly demonstrates a thorough understanding of the topic(s). Provides very critical analyses and shares very specific ideas with a high level of originality through very insightful independent research and/or highly active learning.
B+,B,B-	Mostly demonstrates a good understanding of the topic(s). Provides critical analyses and shares specific ideas with a sufficient level of originality through insightful independent

Assessment Rubrics	
	research and/or active learning.
C+,C,C-	Demonstrates a basic understanding of the topic(s). Provides analyses and shares ideas with a basic level of originality through sufficient independent research and/or active learning.
D+,D	Demonstrates a limited understanding of the topic(s). Provides limited analyses and shares ideas with a minimum level of originality without much independent research and/or active learning.
F	Demonstrates no understanding of the topic(s). Provides no analyses and shares ideas without originality, independent research, or active learning.

10. Course Grade Descriptors	
A+,A,A-	Student has consistently demonstrated an excellent grasp of information systems project management as evidenced by exceptional performance in analysis and synthesis of student work.
B+,B,B-	Student has demonstrated a substantial grasp of information systems project management as evidenced by above average performance in analysis and synthesis of student work.
C+,C,C-	Student has demonstrated a fair grasp of information systems project management as evidenced by average performance in analysis and synthesis of student work.
D+,D	Student has demonstrated limited grasp of information systems project management as evidenced by barely satisfactory performance in analysis and synthesis of student work.
F	Student has demonstrated very limited grasp of information systems project management as evidenced by poor performance in analysis and synthesis of student work.

11. Course Content and Tentative Teaching Schedule	
Topic/Session	Content
1	Introduction Fundamentals of IS Project Management
2	Fundamentals of IS Project Management / Project Consultation
3	Information Systems Research / Project Consultation
4	Interim Presentations (I)
5	Information Systems Research / Project Consultation
6	Information Systems Research / Project Consultation
7	Reading Week
8	Information Systems Research / Project Consultation
9	Interim Presentations (II)
10	Information Systems Research / Project Consultation
11	Information Systems Research / Project Consultation
12	Information Systems Research / Project Consultation
13	Final Presentations

## 11. Course Content and Tentative Teaching Schedule

14	Final Presentations
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## 12. Required/Recommended Readings & Online Materials

Reading	Supporting materials can be downloaded from Moodle when available. <ol style="list-style-type: none"><li>1. Information Technology Project Management (7th Edition) by Kathy Schwalbe, Cengage Learning, 2013</li><li>2. Information Systems Project Management (1st Edition) by Olson D. Louis, Business Expert Press, 2015</li><li>3. 50 Top IT Project Management Challenges by Premanand Doraiswamy, Premi Shiv, IT Governance Pub., 2012</li><li>4. Mastering IT Project Management Best Practices, Tools, and Techniques by Murali Chemuturi, J. Ross Publishing, 2013</li><li>5. Introduction to Information Systems Project Management (2nd Edition) by Olson D. Louis, McGraw-Hill, 2004</li><li>6. Information Systems Project Management: How to Deliver Function and Value in Information Technology Projects (2nd Edition) by Jolyon Hallows, AMACOM, 2005</li><li>7. Project Management for Information Systems (5th Edition) by James Cadle and Donald Y. Harlow, Prentice Hall, 2008</li><li>8. Information Systems Project Management by Avison, D. E and Gholamreza Torkzadeh, SAGE Publications, 2008</li></ol>
Textbook	<b>Information Systems Project Management: A Process Approach</b> (2nd Edition) by Christoph Schneider, Mark A. Fuller, Joseph S. Valacich, Joey F. George, Prospect Press, 2020

## 13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

## 14. Course Policy

1. Attendance of all lectures is not mandatory but strongly encouraged.
2. Plagiarism and copying of copyright materials are serious offences and may lead to disciplinary actions. For details, please refer to: <http://www.hku.hk/plagiarism/page2s.htm>

## 15. Additional Course Information

### Late Penalty

All assessment tasks must be submitted on or before the specified due date and time to the designated submission destination. The penalty policy for any late assignments will be as follows:

No. of Overdue Days	Deduction of Project Assessment
1 day	25%
2 days	50%
3 days or above	100%