

chapters, the author successfully bridges theory with practice, thus reinforcing the learning process. More important, the author maps the discussion in the various chapters of this book to the widely accepted PMI's PMBOK® process groups. This feature, along with the case studies presented at the beginning of each chapter and the additional exercises given, would be an extremely helpful aid for candidates preparing for the PMI® CAPM® or PMP® examinations.

This book exemplifies the classical perspective of project management by explaining the processes and organization of resources to successfully complete the project with respect to the performance metrics. However, project management is evolving, and undertakes a paradigm shift, in order to address new managerial challenges and management situation, where complexity, uncertainty, and ambiguity are the rule. Thus, new currents of research demonstrate the need to move from a life cycle model of projects and project management toward theories of the complexity of projects and project management, projects as instrumental processes toward projects as social processes, product creation as the prime focus toward value creation as the prime focus, narrow conceptualization of projects toward broader conceptualisation of projects, practitioners as trained technicians toward practitioners as reflective practitioners (Winter, Smith, Morris, & Cicmil, 2006). Readers who wish to understand more of these changing perspectives and their impact of project management may refer, for instance, to the book *Making Projects Critical* (Hodgson & Cicmil, 2006). The book calls for viewing the projects within a wider organization and societal context by addressing topics such as actor network theory (ANT), uncertainty and role of "reorganization" projects, social constructionist perspective, and negotiation processes in interorganizational contexts. Other important reading would be the special issue of *International Journal of Project Management* on *Rethinking Project Management* [24(8): 2006], which exposes the results of a research project funded by Engineering and Physical Sciences Research Council (EPSRC). Insightful topics such as initiatives which promote reflective thinking in project management practitioners, research philosophy which underlies the research grounded in project managers' experience (praxis, reflectivity, and context-dependent judgement), and business projects which act as vehicles to implement business strategy, increased organizational effectiveness, and managing stakeholder benefits are addressed.

To conclude this review, this book extensively and objectively presents the managerial and technical aspects of the project management discipline such as planning, networking and scheduling, pricing and estimating, risk management, and people aspects largely in single-project scenarios and briefly in the context of portfolios. The objective of this work is to relate these managerial and technical aspects to effective project management and thence to project success. The templates presented for various project management activities and the case scenarios discussed, while being helpful to general project management audience, are especially beneficial to students and young project practitioners.

## REFERENCES

- Hodgson, D., & Cicmil, S. (Eds.). 2006. *Making projects critical*. Basingstoke: Palgrave Macmillan.
- Winter, M., Smith, C., Morris, P., & Cicmil, S. 2006. Directions for future research in project management: The main findings of a UK government-funded research network. *International Journal of Project Management*, 24(8): 638–649.

***Introduction to Project Management***, by Kathy Schwalbe. Boston: Thomson Course Technology, 2006. 316 pages, paperback.

Reviewed by G. Mathur, San Jose State University.

The industry is increasingly viewing project management, program management, and project portfolio management as essential to company success. As a consequence, the growth of project management courses and programs in universities and in industry education across many disciplines has generated a need for relevant course materials. Most project management courses are designed around a comprehensive textbook together with additional materials, such as case studies, articles, scheduling software, simulation tools, and other experiential learning exercises. Kathy Schwalbe's recently released book, *Introduction to Project Management* presents an excellent core module for project management instruction in several contexts. A comprehensive, general introduction to project management, written in an easy-to-read style, it would serve well as a textbook for an undergraduate project management course in business, science, or engineering, among other majors. It would be an appropriate introductory book together with in-depth industry case studies and additional readings for a case-based graduate

course in project management. In addition, it lends itself well to use as a reference book together with other primary course content in graduate courses where project management is a key element of the course; for example, courses on product development, engineering management, and management of innovation.

Not to be confused with the author's prior book, *Information Technology Project Management*, which is now in its 5th edition, this book is a more general and introductory book on project management. *Introduction to Project Management* introduces and discusses a project within the context of project, program, and portfolio management and positions it within the project management profession in the first chapter. The chapters that follow are centered on the main phases of a project's lifecycle—project, program, and portfolio selection; initiating projects; planning projects; executing projects; monitoring and controlling projects; and closing projects. The book uses an integrating case study to tie the discussion of these various stages together, providing a useful shared context for classroom discussion. It also illustrates the coordinated use of several tools and techniques of project management in a realistic context.

In the synthesizing case study, the author follows a global construction company's "Just-In-Time Training Project," illustrating the applications of project management tools and techniques in this one project, across its lifecycle. A comprehensive set of tools and techniques are used to illustrate how the organization selected, initiated, planned, executed, monitored and controlled, and closed the project. Sample outputs include a business case, project charter, project management plan, work breakdown structure, Gantt chart, cost baseline, resource histogram, risk register, progress report, and lessons-learned report, to name a few. A set of templates for creating these documents are available for download from the book's companion website.

Chapters are well organized, and there is a consistent format used in discussing each phase across these chapters. The text is clearly written, and the tables, illustrations, and cases are simply presented with relevant detail. Learning objectives are presented at the start. There is an opening case and case wrap-up. Real examples of "what went right" and "what went wrong" are provided from different industry contexts and are illustrative of real situations for the student with little experience of project management, yet allow the more experienced professional to relate well to the discussion. Media snapshot passages from television, movies, newspapers, and websites are provided to

show the importance and wide range of application of project management and are effective in keeping the discussion interesting and stimulating. At the end of each chapter, the author provides chapter summaries, quizzes, discussion questions, exercises, and proposes team projects, all of which are extremely helpful for student study as well as a source of ideas for the instructor. Key terms also are discussed at the end of each chapter.

Written, in a simple, clear, and direct style, the book is very readable for undergraduates unfamiliar with complex industry scenarios and for students who might face language challenges with English. This style also makes it possible for an instructor to include this book as a pre-read assignment or primer for a graduate or professional course where there is more emphasis on, and substantial use of advanced reading materials or in-depth industry case studies.

The author draws on industry best practices and links this textbook to the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) Guide 2004 as a standard. It can, therefore serve as a study guide for Project Management Professionals (PMP). The chapters are aligned with PMI's PMBOK® five basic process groups (initiating projects; planning projects; executing projects; monitoring and controlling projects; and closing projects). The nine knowledge areas articulated in PMBOK® are mapped into these chapters. Tools and techniques that are discussed and sample documents and templates provided are linked to these knowledge areas. With project management best practices constantly evolving, and textbook edition updates being quite frequent, having a paperback textbook which uses PMBOK® as a foundation is of good value for students.

Two CDs are included with the book to allow for experiential learning with scheduling software and project simulation. There is a 120-day trial version of Microsoft Office Project Professional 2003® and a project management simulation demo from Fissure, a PMI-registered education provider. Access is provided to a 120-day trial version of VPMi, a web-based project for project management.

An *Instructor Resources* CD is available with this book. The suggestions for an 8-week and a 14-week course outline and lesson plans and tips included in this CD are a helpful start to course development using this book. This CD also contains PowerPoint presentations, solutions to exercises, and test banks. A companion website provided by the publisher ([www.course.com/mis/pm/schwalbe](http://www.course.com/mis/pm/schwalbe)) serves as resources for lecture notes, interactive quizzes, templates, sample documents, guidance on how to

use the accompanying software, additional ideas for projects, case studies, and links to additional project management resources. The author's website ([www.kathyschwalbe.com](http://www.kathyschwalbe.com)) provides examples of student projects and presentations.

The book introduces PMI's project maturity model and best practices but focuses on project management practices. While this book would lend itself well as a module in the design for graduate level project management courses, instructors would mostly likely need to supplement it with the use of additional materials to address more advanced coverage of program and portfolio management and organizational issues. Some of the topics not addressed in-depth in this introductory text, which might be important in graduate level instruction, include aggregate planning procedures; project team dynamics; roles, responsibilities, and career paths for project management professionals; the role of project management function with the organization; and management of projects that span organizational and national boundaries. Instructors seeking to go deeper on one or more topics in their course can access additional materials or project management resources links that are provided on the two websites. In addition, when using student teams, instructors might want to provide further training on team dynamics beyond what is addressed in the book. The choice of supplemental case studies is typically customized to the teaching context. There is a set of case studies provided through the companion website and author's website, and instructors are likely to need to go beyond these sources.

With several excellent textbooks available for project management courses, a key decision when selecting the primary textbook for a course is determining which one is appropriate for the instruction level (e.g., undergraduate, graduate, professional training) and context (e.g., general management, engineering management, in-house training). By itself, *Introduction to Project Management* offers a comprehensive, introductory level coverage of the important concepts, tools, and techniques underlying project management. A project management textbook is typically integrated with other materials (e.g., simulation tools, case studies, articles). For an instructor who teaches project management in a variety of contexts, modifying and customizing pedagogy and course materials for each, this introductory textbook lends itself particularly well as a module that permits considerable flexibility in curriculum design. I am currently examining its possible integration as a resource in three course contexts:

project management for business undergraduates, product development for MBAs, and management of innovation for professional master of science graduate students.

***SimProject™: A Project Management Simulation for Classroom Instruction***, by Jeffrey K. Pinto and Diane H. Parente. New York, NY: McGraw-Hill/Irwin, 2003. ISBN 0-07-248087-4 Instructor's Manual (Version 1.2), 131 pages, soft cover. ISBN 0-07-248085-8 Player's Manual (Version 1.2), 94 pages, soft cover.

Reviewed by Kam Jugdev, Athabasca University.

Educators are constantly searching for new and relevant cases, exercises, and simulations to help students engage and stay engaged in the learning conversation. Simulations help students develop problem-solving and decision-making skills in a risk-free environment. Today's educational simulations are superior to earlier offerings, which were cumbersome and time consuming relative to their overall value. In virtual simulations, students experiment by role playing with virtual equipment and resources. Jeffrey K. Pinto and Diane H. Parente's *SimProject™* would make an excellent addition to an educator's set of resources for undergraduate or graduate courses offered in face-to-face environments, online, or in blended settings. This simulation would also be appropriate for certificate courses or training programs. The simulation is relevant across disciplines and can be used in a breadth of curricula (e.g., engineering, information technology, computer science, operations management) where there is a project management component to the course.

The *SimProject™* exercises help students sequentially apply project management concepts to new product development, information technology automation, and construction industry scenarios. *SimProject™* uses 12 periods to guide students to make decisions in a timely manner. The instructor can monitor and control each period. *SimProject™* is structured to challenge students to learn from each period, whether or not an instructor modifies the base settings. Since projects operate in real time and involve risks, instructors can introduce uncertainty into the project at any point, with such events as a mandated corporate training session, customer demands about the budget, financial difficulty in the company, national tragedy, negative

Copyright of *Academy of Management Learning & Education* is the property of *Academy of Management* and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.