



PPMP20009 *Leading Lean Projects*

Term 1 - 2024

Profile information current as at 29/04/2024 01:23 pm

All details in this unit profile for PPMP20009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Leading Lean Projects will develop your hard and soft skills in project management methodologies and core principles of the lean approach in project management. You will discover the evolving nature of lean principles and explore how project management concepts can be embedded in a continuous improvement initiative. You will learn about leadership competencies that are crucial for delivering successful projects. You will be presented with case studies that highlight the methodologies and lean principles and how they can affect project outputs and outcomes. You will familiarise yourself with the use of common management control systems to illustrate how to successfully lead and deliver lean transformations for projects.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Brisbane
- Melbourne
- Online
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation - Student responses

Feedback

Students found the unit engaging and well structured, with the right balance of individual and group work.

Recommendation

Continue to ensure that the unit is structured to support optimum student experience.

Feedback from Unit Evaluation - Student responses

Feedback

Teaching staff demonstrated commitment to providing an enriching and supportive environment for students.

Recommendation

Continue to encourage a learning environment that is engaging and supportive.

Feedback from Unit Evaluation - Student responses

Feedback

Some students noted that they found the first assessment difficult. This assessment requires students to observe a process in a workplace.

Recommendation

Students are informed that if they are not currently working they can approach any organisation to complete the first assessment. They are also encouraged to use this as an opportunity to engage with organisations within the industry they would like to work. This advice will continue to be provided to students and tutors will continue to emphasize this in their classes.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Review lean transformation framework by explaining lean approaches, project lifecycle and change management
2. Compare and contrast project management methodologies
3. Examine leadership competencies for successful delivery of projects
4. Determine management control systems for lean process capabilities
5. Explain the processes and techniques to acquire, develop and manage project teams.

This unit will satisfy one of the requirements for Australia Computer Society (ACS) accreditation in the postgraduate ICT courses.

The unit might also contribute to the required number of academic study units for students wishing to undertake profession certification with the Project Management Institute's (PMI) professional qualifications, such as CAPM or PMP. The ACS recognises the Skills Framework for the Information Age (SFIA). SFIA is in use in over 100 countries and provides a widely used and consistent definition of ICT skills. SFIA is increasingly being used when developing job descriptions and role profiles. ACS members can use the tool MySFIA to build a skills profile at

<https://www.acs.org.au/professionalrecognition/mysfia-b2c.html>

This unit contributes to the following workplace skills codes as defined by SFIA:

- Business Analysis (BUAN),
- Project Management (PRMG),
- Stakeholder Relationship Management (RLMT),
- Systems Integration (SINT),
- Change Management (CHMG),
- Release and Deployment (RELM),
- IT Operations (ITOP),
- Problem Management (PBMG).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•			
2 - Written Assessment - 40%			•	•	
3 - Online Quiz(zes) - 20%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○		○	
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○		○	○
4 - Research		○	○		
5 - Self-management					
6 - Ethical and Professional Responsibility			○		○
7 - Leadership			○		○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%	○	○	○	○				
2 - Written Assessment - 40%	○	○	○	○		○		
3 - Online Quiz(zes) - 20%	○	○	○	○		○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ashkan Memari Unit Coordinator

a.memari@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
INTRODUCTION TO LEAN MANAGEMENT	Outline <ul style="list-style-type: none">• What is Lean?• Lean concepts• Why Lean?• What is Six Sigma?• Lean Six Sigma Reading material <ul style="list-style-type: none">• To be provided on the Moodle website	<ul style="list-style-type: none">• Ice breaking and unit details• Expectations and overview• Lecture 1• Tutorial 1

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
LEAN FRAMEWORK IN PROJECT MANAGEMENT	Outline <ul style="list-style-type: none">• Lean concepts in project management• Lean framework in project management• Change management framework Reading material <ul style="list-style-type: none">• To be provided on the Moodle website	<ul style="list-style-type: none">• Lecture 2• Tutorial 2

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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LEAN AND VALUE MANAGEMENT	<p>Outline</p> <ul style="list-style-type: none"> • Understanding value • The seven wastes • Sources of waste • Value stream mapping • Process improvement <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 3 • Tutorial 3
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Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
LEAN THINKING AND PROJECT MANAGEMENT METHODOLOGIES	<p>Outline</p> <ul style="list-style-type: none"> • What is a project management methodology? • Characteristics of project life cycles • Project life cycle selection • Overview of PMBOK and PRINCE2 <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 4 • Tutorial 4

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
AGILE PROJECT MANAGEMENT AND LEAN METHODOLOGIES	<p>Outline</p> <ul style="list-style-type: none"> • Agile vs traditional project management • Agile principles • Agile life cycles • Agile methods • Value stream mapping <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 5 • Tutorial 5 ◦ Groups for Assessment 2 must be formed in Week 5 ◦ All students must attend their tutorial class to be included in a group.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • Make-up classes may be scheduled during this week if necessary. <p>Assessment 1 - Case Study Due: Vacation Week Monday (1 April 2024) 8:00 am AEST</p> <p>Assessment 1 - Case Study Due: Vacation Week Monday (8 Apr 2024) 8:00 am AEST</p>

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
LEADERSHIP COMPETENCIES FOR LEAN PROJECT MANAGEMENT	<p>Outline</p> <ul style="list-style-type: none"> • The role of a project manager • Competencies of a project manager • Differences between leadership and management • Leadership styles • Conflict management <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 6 • Tutorial 6 ◦ Assessment 2 question 1 will be attempted in Week 6 tutorials. ◦ All group members must attend the tutorial to commence question 1 in class and receive marks.

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

TEAM COMPETENCIES FOR AGILE PROJECT MANAGEMENT

Outline

- Dynamics of team performance
- Situational leadership for teams
- Servant leader approach
- The role of a project manager in an Agile environment
- The role of a team member in an Agile environment
- Agile mindset
- Agile roles
- Agile techniques

Reading material

- To be provided on the Moodle website

- Lecture 7
- Tutorial 7
 - Assessment 2 Question 2 will be completed and Assessment 3 will be initiated in Week 7 tutorials
 - **All group members must attend the tutorial to complete question 2 in class to receive marks.**

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
PROJECT QUALITY MANAGEMENT TOOLS AND TECHNIQUES	<p>Outline</p> <ul style="list-style-type: none"> • What is quality? • Quality management concepts • The cost of quality • Seven quality control tools • The 5 Why's • Kaizen events • 5S technique <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 8 • Tutorial 8

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
LEAN SIX SIGMA CONCEPTS AND APPLICATIONS	<p>Outline</p> <ul style="list-style-type: none"> • What is Lean Six Sigma? • Six Sigma quality approach • Principles of statistical quality control • Lean Six Sigma journey • A Lean tool: The Kanban system <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 9 • Tutorial 9

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
RISK MANAGEMENT FOR LEAN PROJECTS	<p>Outline</p> <ul style="list-style-type: none"> • What is project risk? • What is project risk management? • Project risk management processes • Risk management tools for Lean projects <p>Reading material</p> <ul style="list-style-type: none"> • To be provided on the Moodle website 	<ul style="list-style-type: none"> • Lecture 10 • Tutorial 10

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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ORGANISATIONAL PROJECT MANAGEMENT (OPM)

Outline

- What is OPM?
- Benefits of implementing OPM
- Organizational strategy and business change
- Organizational maturity and project success
- Best practices in OPM
- Readiness for implementing OPM
- OPM implementation framework

Reading material

- To be provided on the Moodle website

- Lecture 11
- Tutorial 11

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
REVIEW OF PMBOK® GUIDE AND PRINCE2®	Outline <ul style="list-style-type: none">• PM Process Groups in PMBOK• PM Knowledge Areas in PMBOK• ANSI Standard for Project management and PMBOK 7th Ed.• PM Processes in PMBOK• PM Principles in PRINCE2• PM Themes in PRINCE2• PM Processes in PRINCE2 Reading material <ul style="list-style-type: none">• To be provided on the Moodle website	<ul style="list-style-type: none">• Lecture 12• Tutorial 12 Assessment 2 - Leadership competencies and management control systems for lean process capabilities Due: Week 12 Monday (27 May 2024) 8:00 am AEST Assessment 3 - Invigilated Quiz Due: Week 12 Friday (31 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<ul style="list-style-type: none">• Make-up classes may be scheduled during this week if necessary.• Assessment 3, online Quiz will be completed this Week. Details in the Unit website on Moodle. Note: No exams in this Unit Assessment 3 - Online Quiz Due: Exam Week Friday (7 June 2024) 5:00 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Notes:

- During the teaching Weeks in Term 1, there are two nationally observed public holidays and some local holidays that would impact on the the schedules of some lectures and/or tutorials.
 - Nationally observed public holidays - **Good Friday on Friday 29 March 2024, Easter Monday on Monday 1 April 2024** and **Anzac Day on Thursday 25 April 2024**.
 - Local holiday details will be announced by the university or the relevant campuses and some details are available from the CQU Academic Calendar.
 - Any classes scheduled on a holiday will need to be rescheduled to another day. The alternative arrangements will be provided to students during the Term.
- Some States and Territories within Australia observe the Australian Daylight-Saving Time (DST). Daylight saving is ended on **Sunday 7 April 2024** in New South Wales, Victoria, South Australia, Tasmania, and the Australian Capital Territory while it is not observed in Queensland, Western Australia or the Northern Territory. In Term 1, until Sunday 7 April 2024, Sydney and Melbourne students or any students enrolled from the DST observing parts of Australia (Australian Eastern Daylight Time - **AEDT**) are one hour ahead of Queensland (observing the Australian Eastern Standard Time - **AEST**). This could be reflected in Moodle and other systems you use. All students, please check for the correct times depending on your location.

Communication protocols:

- Please contact your local lecturers and tutors as your first point of contact for any concerns. You can contact the Unit Coordinator at a.memari@cqu.edu.au for any further concerns. Your emails will be answered within 24 - 48 hours by all relevant staff. Please allow for reasonable hours of communication - E.g. staff members are not expected to be available during late night.
- Students must use their CQU student email accounts to communicate with staff and other students to ensure priority and for privacy/cyber security. Using personal email addresses may result in your emails getting blocked by firewalls or getting into junk folders and not being viewed by staff.

Assessment Tasks

1 Assessment 1 - Case Study

Assessment Type

Written Assessment

Task Description

This assessment is to be completed and submitted **INDIVIDUALLY**.

This assessment is worth **40%** of your **total mark**.

This individualised assessment takes an **innovative approach** by **embracing generative AI tools**, challenging you to synergise academic theories, lecturer content, and AI-generated insights in exploring lean project management concepts.

You will be given a case study scenario in which you are required to identify, analyse and explain lean project management concepts and project management practices that were taught through Weeks 1 - 5. You are expected to write a reply to a number of questions explaining in detail various project management best practices that were used to achieve the outcome described in the case scenario. Your understanding of the application of LEAN concepts and AGILE best practices will be tested in this assessment.

Your ability to provide coherent and relevant answers to the questions as per the marking criteria will be evaluated.

These criteria support the achievement of the Unit Learning Outcomes stated in the assessment specification document.

It is crucial that you demonstrate critical reflection in linking theory to the case study.

All work must be properly referenced (Harvard Referencing style).

Word count is between 2000 and 2500 words for the total of the various parts of the assessment.

Guidelines for AI Integration (detailed guidelines available in your Moodle Assessment 1 tab):

- **Explicit Acknowledgment of AI Use:**
Clearly state where generative AI was employed in generating content for the assessment. Include the prompt

used for AI analysis as a part of your submission. For instance, a section titled "AI Contributions" can precede each question, outlining the prompts and AI tools utilized. An example is provided below:

- **AI Contributions:**

Example: For the explanation of Lean Approaches within the lean transformation framework, AI was employed to generate insights into the key principles and strategies. The prompt used was: "*elaborate on the fundamental lean approaches in project management, emphasising their role in achieving operational excellence.*" According to ChatGPT, lean approaches involve "*minimizing waste, optimizing processes, and fostering continuous improvement*" (ChatGPT, Used prompt: Explain Lean Approaches).

- **AI-Generated Content (Reference to the AI used):**

For example, According to ChatGPT, lean approaches involve "*minimizing waste, optimizing processes, and fostering continuous improvement*" (ChatGPT, Used prompt: Explain Lean Approaches).

- **Link to Lecture Slides (Reference to Lecture Materials):**

Example: The definition of lean approaches generated by ChatGPT aligns seamlessly with the content discussed in Lecture 6, specifically Slide 21, which emphasises the significance of minimising waste in project processes. The lecture underscored the importance of continuous improvement by removing 8 types of waste from different processes (Lecture 6, Slide 13).

- **Ethical Considerations:**

Example: To validate the insights provided by AI on Lean Approaches, I cross-referenced the generated content with reputable literature on lean methodologies (Smith et al., 2022). This external source confirmed the relevance and accuracy of the identified lean principles, adding credibility to our analysis.

- **Connected the Findings to the Given Case Study:**

Example: In the case study context, section 2, page 5, ChatGPT was employed to generate insights into the application of lean approaches. ChatGPT highlighted the importance of waste reduction and process optimization, aligning with the case study where these principles contributed to project efficiency. This connection was reinforced by referring to the lecture material, specifically Slide 5, Lecture 2, emphasising the significance of lean approaches in achieving project objectives.

- **Proper Referencing (Harvard Style):**

Ensure that both the AI-generated content and your original contributions are properly referenced in Harvard style. Distinguish between AI-generated and personal content to maintain **academic integrity**.

Please refer to the Assessment 1 document available in your Moodle Assessment 1 tab for complete instructions and requirements of this assessment.

Assessment Due Date: Monday of the **Mid-Term Break**

Assessment Due Date

Vacation Week Monday (8 Apr 2024) 8:00 am AEST

Return Date to Students

As per CQU Assessment Policy and Procedure (Higher Education Coursework).

Weighting

40%

Assessment Criteria

- The student displays an understanding of a research paradigm and evidences competence in scholarly writing
- The student displays an understanding of the Lean transformation framework and demonstrates the ability to apply the concepts to the context of the case study
- The student relates the wastes of Lean to different PM methodologies and applies the concepts to the case study
- The student displays an understanding of teamwork as a pillar of the House of Lean and applies the concepts to the context of the case study
- The student demonstrates critical reflection and derives meaningful learning from this exercise
- The student displays competence in summarising findings and learning
- The student demonstrates ethical considerations in the use of AI, including Ethical AI Acknowledgment, Cross-Verification for Accuracy and Responsible Referencing

Please check the unit Moodle page for further details.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submission guidelines will be provided in the unit Moodle page.

Learning Outcomes Assessed

- Review lean transformation framework by explaining lean approaches, project lifecycle and change management
- Compare and contrast project management methodologies

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

2 Assessment 2 - Leadership competencies and management control systems for lean process capabilities & Recorded Presentation

Assessment Type

Written Assessment

Task Description

Group & Individual submissions

This assessment is worth **40%** of your **total mark**.

This assignment includes 2 parts:

1. **Assessment 2A, 30 marks (Group):** Case study analysis due by Friday of week 11
2. **Assessment 2B, 10 marks (Individual):** Recorded Presentation, due by the Friday of week 12

Task Description

Assessment 2A (Group): Case study analysis

This assessment is to be done in GROUPS of 3-4 members. Groups have to be formed by **Week 5** in discussion with your tutor and all groups will be issued a unique group identifier. **Individual submissions will not be marked unless with prior approval by the Unit Coordinator.**

Distance mode (DST) students will also have to form into similar groups. Individual submission can be allowed to DST students by applying in writing to the Unit Coordinator by Week 6.

You will be given a case scenario and you are required to analyse the case and apply all your knowledge gained from Lectures 1 - 10 to structure your answers for each of the questions. This assessment will test your ability to propose and discuss solutions in a cohesive manner that will resolve the issues that are highlighted in the case scenario. **It is crucial that you demonstrate critical reflection in linking theory to the case study.**

All work must be properly referenced (Harvard Referencing style)

Word count between 2500 and 3000 words

Please refer to the Assessment 2 specification document available in your Moodle Assessment 2 tab for complete instructions and requirements of this assessment.

Assessment 2 is due in week 11.

Guidelines for AI Integration (detailed guidelines available in your Moodle Assessment 2A tab):

- **Explicit Acknowledgment of AI Use:**

Clearly state where generative AI was employed in generating content for the assessment. Include the prompt used for AI analysis as a part of your submission. For instance, a section titled "AI Contributions" can precede each question, outlining the prompts and AI tools utilized. An example is provided below:

- **AI Contributions:**

Example: For Question 1 on Leadership Competencies, the group employed AI to generate initial insights, focusing on identifying key leadership traits. The prompt used was: *"Utilise AI to outline the fundamental leadership competencies crucial for successful project delivery in the given case scenario."* According to ChatGPT, leadership competencies are defined as *"exemplifying visionary thinking, fostering effective communication, and exhibiting adaptability in complex project environments"* (ChatGPT, Used prompt: Explain Leadership Competencies).

- **AI-Generated Content (Reference to ChatGPT/or any other AI used):**

Example: According to ChatGPT, leadership competencies are defined as *"exemplifying visionary thinking, fostering effective communication, and exhibiting adaptability in complex project environments"* (ChatGPT, Used prompt: Explain Leadership Competencies).

- **Link to Lecture Slides (Reference to Lecture Material):**

Example: The definition of Leadership Competencies generated by ChatGPT aligns seamlessly with the content discussed in Lecture 7, specifically Slide 12, which emphasises the significance of these competencies in project management. The lecture underscored the importance of visionary thinking for setting project goals, effective communication for team cohesion, and adaptability for navigating dynamic project landscapes (Lecture 7, Slide 12).

- **Ethical Considerations:**

Example: To ensure the accuracy of the AI-generated information (which was not available in lecture slides), I went beyond internal references and cross-verified the definitions by referencing an external article from a reputable project management journal (Johnson et al., 2021). This external source affirmed the validity of the identified leadership competencies and added a layer of credibility to our analysis.

- **Connected the Findings to the Given Case Study:**

Example: In the given case study, I employed ChatGPT to generate insights into the lean project management concepts applied (include the prompt used). ChatGPT highlighted the significance of real-time collaboration tools, identifying them as a critical factor in enhancing team communication and efficiency within the project environment (ChatGPT, Section on Collaboration Tools). This AI-generated insight aligns seamlessly with the case study, where we observed the implementation of advanced collaboration platforms. For instance, the case study referenced the adoption of a cloud-based project management system, promoting real-time communication and document sharing among team members. Connecting this finding to the lecture material, specifically referencing Slide 8, Lecture 4, our analysis concurs with the emphasis on the importance of effective communication tools in lean project management. The lecture highlighted how streamlined communication contributes to the elimination of wasteful processes, a fundamental aspect of lean methodologies.

- **Proper Referencing (Harvard Style):**

Ensure that both the AI-generated content and your original contributions are properly referenced in Harvard style. Distinguish between AI-generated and personal content to maintain academic integrity.

Please refer to the Assessment 2 document available in your Moodle Assessment 2A tab for complete instructions and requirements of this assessment.

Assessment 2B (Individual): Recorded Presentation

Assessment 2B aims to assess your individual comprehension of the group submission for Assessment 2A and your ability to articulate your contribution to this assignment. You are required to create and record a 10-minute oral presentation, submitting a YouTube link of the recording to the Workshop platform on Moodle. Please adhere to the recording instructions provided below. The presentation should showcase your comprehensive understanding of your learning from Assessment 2A, encompassing the following components:

- **Your Contribution and Role in the Group:**

Provide a concise and clear statement regarding your specific role within the group for Assessment 2A. Articulate your contribution to the group project, highlighting key responsibilities and tasks you undertook. Offer insights into how your individual efforts complemented the overall group objective and the successful completion of Assessment 2A.

- **Examine Leadership Competencies for Successful Project Delivery:**

Showcase your understanding of leadership competencies as examined in Assessment 2A, specifically focusing on traits crucial for the successful delivery of projects.

Discuss the insights gained from AI-generated content and how they align with leadership competencies discussed in the group submission.

Recording instructions:

1. The recorded presentation must show both your face and the presented slides.
2. You must use Zoom or a similar app to record your presentation and save the recording to your computer.
3. Upload the recording to YouTube by selecting the "unlisted" option for privacy.
4. It is your responsibility to ensure that the shared link of your video is working before submission.
5. Ensure that the recording is of sufficient quality for the assessor to clearly understand and evaluate the presentation.
6. Ensure that your presentation is well-prepared, with clear and concise content, and that you address all the components of the assessment.

Assessment Due Date

Assessment 2A will be due on Friday of Week 11. Only one member of the group is to submit the assessment file. Assessment 2B will be due on Friday of Week 12.

Return Date to Students

As per CQU Assessment Policy and Procedure (Higher Education Coursework).

Weighting

40%

Assessment Criteria

Assessment 2A (Group - 30 marks): Case study analysis

- The students demonstrate an understanding of leadership styles and display the ability to apply the theories to the case study
- The students demonstrate an understanding of various aspects of PM competency and display the ability to apply the theories to the case study
- The students demonstrate an understanding of agile self-directed teams and their impact on centralised management control
- The students demonstrate an understanding of elements of project risk management and display the ability to identify risks and formulate responses
- The students display self reflection and identify areas for improvement
- The students demonstrate ethical considerations in the use of AI, including Ethical AI Acknowledgment, Cross-Verification for Accuracy and Responsible Referencing

Assessment 2B Recorded Presentation (10 marks)

- **Content knowledge (4 marks):** Thorough coverage of main components, sound knowledge and understanding of the initial research stages.
- **Organisation & structure (2 marks):** well-organised material, logical content ordering, and coherent structure.
- **Professionalism & Presentation Skills (2 marks):** effective communication and use of body language & eye contact, use of visual aids, engaging the audience with a confident and professional presence, and time management.
- **Relevance to Unit Material (2 marks):** the content and reflection align with the learnt concepts and show genuine engagement with the unit & integration of the knowledge gained in class

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Assessment 2A: Only one student from each group is to upload and submit the completed assessment tasks on behalf of the entire group. Students should decide which group member will upload. Please make sure the team member names and student IDs are clearly stated in the submission document. Assessment 2B must be submitted individually.

Learning Outcomes Assessed

- Examine leadership competencies for successful delivery of projects
- Determine management control systems for lean process capabilities

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

3 Assessment 3 - Invigilated Quiz

Assessment Type

Online Quiz(zes)

Task Description

The quiz will only be conducted in-class during the scheduled tutorial classes for on-campus students. A separate Zoom session will be scheduled for online students. This assessment is worth **20%** of your **total mark**.

This assessment item involves an Invigilated quiz during your tutorial classes in **Week 12** for on-campus students. **A separate Zoom session will be scheduled for Distance/Online students.**

Students will be required to answer a set of questions related to all the learning outcomes of this unit. The quiz will be based on the knowledge gained throughout the first 11 weeks. It is necessary for students to complete all learning

activities prescribed in this unit to gain the knowledge to successfully complete the quiz.

- Only one attempt is allowed.
- The quiz is a **closed-book** and **in-class** test during **tutorial classes** in **Week 12**.
- The quiz must be completed within the given timeframe.
- There will be 40 questions (a combination of multiple-choice and true/false questions).
- There will be a time limit of 50 minutes to complete the quiz. Your quiz will automatically be submitted after 50 minutes.
- The quiz covers the content from Weeks 1 to 11 (lectures, tutorials, readings, etc.).
- Questions will be drawn from a pool of 450 questions. When you attempt the quiz, 40 questions will be randomly selected and displayed. It is very unlikely that two students will see the same questions.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 12 Friday (31 May 2024) 5:00 pm AEST

The quiz will only be conducted in-class during the scheduled tutorial classes in Week 12 for on-campus students. A separate Zoom session will be scheduled for online students

Return Date to Students

The online quiz will be marked by the Moodle computer program upon submission. Marks will be released after the quiz has been closed.

Weighting

20%

Assessment Criteria

Each question carries equal marks, and there are no penalties for wrong answers. If a Save option is available, remember to save while you are answering questions.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submission guidelines will be provided in the unit Moodle page.

Learning Outcomes Assessed

- Review lean transformation framework by explaining lean approaches, project lifecycle and change management
- Compare and contrast project management methodologies
- Examine leadership competencies for successful delivery of projects
- Determine management control systems for lean process capabilities
- Explain the processes and techniques to acquire, develop and manage project teams.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem