



# PPMP20014 Complex Project Management

## Term 2 - 2020

Profile information current as at 02/10/2022 01:43 pm

All details in this unit profile for PPMP20014 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

This unit provides an introduction and overview of the field of practice known as complex project management. Complex project management is when a project has three characteristics. Firstly, complex projects are very complicated with lots of parts and interconnections. Secondly, there is a great deal of uncertainty. Finally, they are heavily time-constrained so there is little time to make decisions. In this unit you will explore these characteristics and how to manage them by undertaking assessments for complexity through analysis and systematic inquiry. You will investigate approaches to complexity by forecasting impacts and modelling outcomes. You will analyse the complexities of causes and effects, such as the role played by leaders, setting objectives, environmental and technological limitations and factors, and other constraints that increase complexity. In the unit you will be introduced to a number of examples of complex projects through case studies. You will be able to investigate and discuss the case studies with your peers and lecturers to increase your understanding and proficiency with the management of complex 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

Students must have completed the CQUniversity Graduate Diploma of Project Management or equivalent Project Management qualification from another Institution in order to do 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 2 - 2020

- Brisbane
- Melbourne
- Online
- Perth
- 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. **Group Discussion**

Weighting: 40%

#### 2. **Online Quiz(zes)**

Weighting: 10%

#### 3. **Written Assessment**

Weighting: 50%

### 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 Students' evaluation

**Feedback**

The unit offered real-life case studies and there is a wealth of good examples and complexity aspects being discussed over the unit

**Recommendation**

Keep the good practice and use real-life examples and cases in explaining the unit content. Assessment tasks are designed to investigate real complex cases.

#### Feedback from Students' evaluation Teaching team

**Feedback**

The teaching team was very supportive and the additional drop-in session were highly appreciated in explaining the content, assignment tasks, and the informal discussion.

**Recommendation**

Due to the online transition, there were a few issues with student adaptation to online mode and there was a need to further support the students learning. Extra informal drop-in sessions were scheduled to further explain the assessment tasks and the unit content. Moving forward feedback and discussion of assessments will continue to be provided within the weekly tutorials

#### Feedback from SUTE data

**Feedback**

Moodle maintenance was very clumsy. It should improve, and even the feedback for the assignments was given very late.

**Recommendation**

The Moodle site is to be updated to ensure easy access. Assessment tasks should be all placed in one section. There was some delay in sending back the assessment feedback where a new teaching staff asked for more time to build a learning curve in one campus.

## Unit Learning Outcomes

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

1. Explain the causes, environments, and properties of complex projects.
2. Identify different tools and techniques to aid a project manager manage complex projects.
3. Critically analyse whether different projects cases are complex projects.
4. Formulate, argue and defend a strategy that a project manager can apply to a complex project case study.
5. In a team analyse the root causes of failure with a number of sample complex project cases.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

■ N/A Level   ■ Introductory Level   ■ Intermediate Level   ■ Graduate Level   ■ Professional Level   ■ Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Group Discussion - 40%	•	•		•	•
2 - Online Quiz(zes) - 10%	•	•			
3 - Written Assessment - 50%	•	•	•		

### 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 - Group Discussion - 40%	○	○	○	○	○	○	○	
2 - Online Quiz(zes) - 10%	○		○	○				
3 - Written Assessment - 50%	○	○	○	○	○			

## Textbooks and Resources

### Textbooks

PPMP20014

#### Prescribed

#### **Aspects of Complexity: Managing Projects in a Complex World**

(2011)

Authors: Cooke-Davies, T  
Project Management Institute  
Newtown Square , PA , USA  
Binding: Paperback

#### **Additional Textbook Information**

Paper copies can be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).  
Alternatively, you can become a student member of the Project Management Institute:

<https://www.pmi.org/membership/join>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to PMI resorces online through PMI membership
- online database Emerald and Scince direct for journal articles
- Students are requested to join the Project Management Institute (PMI) and be a member of the PMI so they can download the text book. It is the students' responsibility to get a copy of the text book.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shane Doyle** Unit Coordinator

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## Schedule

### **Week 1 - Defining Complex Projects and Complex Project Management - 13 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Defining Complex Projects and Complex Project Management</p>	<p><b>Chapter 1</b>  <ul style="list-style-type: none"> <li>Aspects of Complexity: Managing Projects in a Complex World (2011); <b>Chapter 1</b> by Terry Cooke-Davies</li> <li>(Note: A complimentary PDF download of this research is available to PMI members)</li> <li><b>Additional Readings and Activities</b></li> </ul>           You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.</p>	<p>Lecture 1            Week 1 Tutorial: Introduction to the complex management: Unit Overview and assessment details</p>
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**Week 2 - Managing Projects With High Complexity - 20 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Managing Projects With High Complexity</p>	<p><b>Chapter 2</b> by Stephen Hayes and Daniel Bennett; Aspects of Complexity: Managing Projects in a Complex World (2011); <b>Additional Readings and Activities</b>            You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.</p>	<ul style="list-style-type: none"> <li>Lecture 2</li> <li>Week 2 Tutorial</li> <li><b>Release Assessment 1: Group Discussion Part A</b></li> <li>The goal of the GD is to create a formative assessment for learning, through active discussion and learning.</li> <li>Each group will be required to submit a report addressing the assessment tasks.</li> <li>Students are expected to actively engage in this assessment. Failure to do so will result in marks being deducted.</li> <li>Check the Moodle site for further information.</li> </ul>

**Week 3 -Tools for Complex Projects - 27 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Tools for Complex Projects:</p>	<p>Aspects of Complexity: Managing Projects in a Complex World (2011); <b>Chapter 3</b> by Kaye Remington and Julien Pollack <b>Additional Readings and Activities</b>            You will also be required to read some academic journal papers, visit web sites, or look at YouTube videos that will be identified on the website for this unit.</p>	<ul style="list-style-type: none"> <li>Lecture 3</li> <li>Week 3 Tutorial</li> <li><b>Release Assessment 3 (50%)</b></li> <li>The due date for this assessment is <b>Week 10 (Friday - 25 September, 2020)</b>.</li> <li>The assessment includes an oral presentation and students will be evaluated independently.</li> </ul>

**Week 4 -Strategic Management: Developing Policies and Strategies - 03 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<p>Strategic Management: Developing Policies and Strategies</p>	<p>Aspects of Complexity: Managing Projects in a Complex World (2011) Terry Cooke-Davies, PhD; <b>Chapter 4</b> by Christopher Loch and Federick Payne <b>Additional Readings and Activities</b>            You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.</p>	<ul style="list-style-type: none"> <li>Lecture 4</li> <li>Week 4 Tutorial</li> <li><b>Assessment 2: Quiz No. 1 due:</b> Only one attempt is allowed</li> </ul>

**Week 5 - Project complexity assessment and management tools - 10 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Project complexity assessment and management tools	Aspects of Complexity: Managing Projects in a Complex World (2011)Terry Cooke-Davies, PhD; <b>Chapter 5</b> by Chapter 5 by Stephen Carver and Harvey Maylor	<ul style="list-style-type: none"> <li>• Lecture 5</li> <li>• Week 5 Tutorial</li> <li>• <b>Assessment 1: Part A: Group Work Assessment (10%) due</b></li> </ul>
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### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

### Week 6 -The Impact of Complexity on Project Cost and Schedule Estimates - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Impact of Complexity on Project Cost and Schedule Estimates	Aspects of Complexity: Managing Projects in a Complex World (2011)Terry Cooke-Davies, PhD; <b>Chapter 6</b> by Dale Shermon <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"> <li>• Lecture 6</li> <li>• Week 6 Tutorial</li> <li>• <b>Final written assessment:</b> You are required to present the development of progress on your final written assignment</li> <li>• <b>All groups</b> are expected to brief the tutors on their progress and present what has been achieved, challenges, way forward and plans for meeting the deadline of the final written assessment.</li> <li>• Failing to present your work will have a negative impact your grades.</li> <li>• <b>Assessment 1: Part B: Group Work Assessment (10%) due</b></li> </ul>

### Week 7 - Beyond Competence: Developing Managers of Complex Projects - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Beyond Competence: Developing Managers of Complex Projects	Aspects of Complexity: Managing Projects in a Complex World (2011)Terry Cooke-Davies, PhD; <b>Chapter 7</b> by Lynn Crawford and Ed Hoffman <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"> <li>• Lecture 7</li> <li>• Week 7 Tutorial: Skills Acquisition: Constructionarium case</li> </ul>

### Week 8 - Human Behavior and Complexity - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Human Behavior and Complexity:	Aspects of Complexity: Managing Projects in a Complex World (2011)Terry Cooke-Davies, PhD; <b>Chapter 8</b> by Terry Cook-Davies <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"> <li>• Lecture 8</li> <li>• Week 8 Tutorial</li> <li>• Final written assessment: follow up discussion.</li> <li>• <b>Assessment 1: Part C - Peer Assessment report due (20%)</b></li> </ul>

### Week 9 - Controlling Chaos? The Value and the Challenges of Applying Complexity Theory to Project

## Management - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Controlling Chaos? The Value and the Challenges of Applying Complexity Theory to Project Management	Aspects of Complexity: Managing Projects in a Complex World (2011) Terry Cooke-Davies, PhD; <b>Chapter 9</b> by Kaye Remington and Roxanne Zolin <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"><li>• Lecture 9</li><li>• Week 9 Tutorial</li><li>• Discussion regarding the final written assessment</li></ul>

## Week 10 - Systems Thinking and the Systems Movement - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Systems Thinking and the Systems Movement	Aspects of Complexity: Managing Projects in a Complex World (2011) Terry Cooke-Davies, PhD; <b>Chapter 10</b> by Peter Checkland and Terry Williams <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"><li>• Lecture 10</li><li>• Week 10 Tutorial</li><li>• <b>Assessment 3: Written group assessment due (30%) 11.59 pm AEST (Friday - 25 September, 2020)</b></li></ul>

## Week 11 - Systems Engineering and Project Management - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Systems Engineering and Project Management	Aspects of Complexity: Managing Projects in a Complex World (2011) Terry Cooke-Davies, Ph D; <b>Chapter 11</b> by Andrew Daw <b>Additional Readings and Activities</b> You will also need to read some academic journal papers, visit web sites, or view YouTube videos that will be identified on the website for this unit.	<ul style="list-style-type: none"><li>• Lecture 11</li><li>• Tutorial 11</li><li>• <b>Assessment 2: Quiz No. 2 due:</b> Only one attempt is allowed</li><li>• <b>Assessment 3: Individual presentation (20%) due</b></li></ul>

## Week 12 - Presentation and Discussion - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Presentation and Discussion		<ul style="list-style-type: none"><li>• Lecture 12</li><li>• Week 12 Tutorial</li><li>• <b>Assessment 3: Individual presentation (20%) due</b></li></ul>

## Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Group and Peer Assessment (3 parts)

#### Assessment Type

Group Discussion



## Task Description

### Group and Peer Assessment: Overview

**This is a group and peer assessment, with an overall weighting of 40% (or 80 marks) comprising three parts:**

- **Part A: Group report (10% = 20 marks)**
- **Part B: Group report (10% = 20 marks)**
- **Part C: Peer assessment report (20% = 40 marks)**

### Purpose

- The primary purpose of this assessment item is to create an active learning environment so you can develop skills for undertaking research and translating, underpinning concepts about the important aspects of complex project management.
- The secondary purpose of this assignment is to give you the opportunity to enhance your analysis, communication, critical thinking particularly in the areas of thinking about and reflecting on different project domains and complex project management.
- You are expected to apply the tools you learned about managing complex projects, estimating the level of complexity as well as forming a proper scope of the context. Your participation, as a result, makes your learning more explicit as you translate your educational and personal experiences and share it with colleagues.
- You can then learn to critically examine the nature of your learning in this unit, in relation to specific experiences in your project management practice. It will also demonstrate that you have learned from those experiences, together with how you have achieved or maintained your professional competence.

### Task

Your task is to attend the lectures and tutorials, understand the case study, actively contribute to your group submission and contribute in the research, planning and writing of both reports together with the peer assessment report (as per the assessment criteria). The assessment has three parts (Part A, Part B and Part C) and you need to contribute and respond to each as detailed in the three assessment tasks. Part A and Part B involves students working in groups, whilst Part C (peer assessment report) requires students to individually assess another's group work.

### Groups

- Groups comprise 4 students. Students can select their own groups. The Unit Coordinator may vary the group size and composition.
- You are expected to actively participate, respond and engage in this group discussion to maximise active learning.
- The discussion requires students to reflect on the complexity aspects within a given case study(ies). This includes discussing the complexity types, environment, scale and characteristics - which will provide evidence of your understanding of complex project management.
- You will need to understand the case study, apply the knowledge developed and respond to the points, as requested. Tutorials will offer a platform to discuss the reports.
- Your contribution to the group discussion should also provide an account of your learning based on your personal practice and your critical reflection regarding the topics introduced during this unit.
- Failing to actively contribute to the tutorial sessions and groups discussions may result in marks being deducted. Further marking criteria will be including on Moodle in due course.
- Each group will nominate a group leader to submit their work, via Moodle.
- Flex (online) students may elect to work individually, or in groups. Assessment tasks may need to be modified accordingly.

### Assessment Due Date

The due date of each GDs will be released in due course

### Return Date to Students

Within two weeks from the submission closing date

### Weighting

40%

## Assessment Criteria

### Assessment

This group and peer assessment is worth a total of 40% (or 80 marks) comprising three parts:

- **Part A:** Group report (10% = 20 marks).
- **Part B:** Group report (10% = 20% marks) and
- **Part C:** Peer assessment report (20% = 40 marks).

Assessments will be based on the extent and quality to which it meets each of the following criteria.

Part A and Part B will each involve groups completing a written report, based on a case study involving a complex project. Each group report will be a maximum of 1500 words (including references). Group reports need to provide a detailed understanding of the case study. All arguments should be properly supported, using insights and relevant examples, drawn from the case study. In terms of complexity factors and ICCPM outcomes, reports need to address the minimum requirements. Reports should be relevant and accurately reflect the external varieties, supported by examples drawn from the case study. Finally, in terms of complexity types, reports need to graph their relative weight and be supported by a coherent argument and discussion.

Part C involves a peer assessment report, which will test an individual student's ability to constructively access the work of their colleagues. The evaluation of this assessment mainly concerns the quality of your written feedback and the validity of assessing the group work of others. Assessments of other groups work are expected to be in the form of constructive, relevant and appropriate feedback. Tutorials will offer a platform to discuss and assess the peer assessment report feedback. Further information on the assessment will be released on Moodle (including details of the case study) in due course.

#### **Part A Assessment (Group report) (10% = 20 marks)**

- Introduction
- Introduce causes of complexity aspects
- Analyse complexity factors
- Discuss ICCPM outcomes and complexity factors
- Identify main external varieties
- Identify and explain which complexity type(s) dominate
- Conclusion and reference list

#### **Part B Assessment (Group report) (10% = 20 marks)**

- Introduction
- Reviewing weights assigned for each characteristic
- Summing up similar characteristics with each complexity type
- Identifying required skills and competencies
- Tabulating skills/competencies
- Estimating impact on time/cost
- Conclusion & reference list

#### **Part C Assessment (Peer assessment report) (20% = 40 marks)**

- Review, check, comment and assess another groups work.
- Provide a critical review with constructive feedback and valid comments.
- Provide a high-quality evaluation and appropriate grading showing reasonable and valid marking (as per the marking criteria and rubric).
- Presenting and debating the feedback provided.
- The comments and feedback need to be aligned with the unit content and concepts together with the marking criteria.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online Group

## Submission Instructions

You may need to upload a group submission report followed by the peer assessment report to Moodle

## Learning Outcomes Assessed

- Explain the causes, environments, and properties of complex projects.
- Identify different tools and techniques to aid a project manager manage complex projects.
- Formulate, argue and defend a strategy that a project manager can apply to a complex project case study.
- In a team analyse the root causes of failure with a number of sample complex project cases.

## Graduate Attributes

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

## 2 Online Quizzes 10%

### Assessment Type

Online Quiz(zes)

### Task Description

#### Assignment

You are required to attempt the **TWO Quizzes** on time (each Quiz has 5 points)! Only one attempt is allowed for each quiz.

#### Purpose

The primary purpose of this assessment item is to help you to identify factors associated with complex project management.

The secondary purpose of this assessment is to give you the opportunity to enhance your analysis and critical thinking skills.

#### Notes

All questions will be reflecting and testing your knowledge and understanding of lecture materials

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Quiz should be attempted within a week from the release date

### Return Date to Students

This assignment will be marked by the Moodle computer program upon submission.

### Weighting

10%

### Assessment Criteria

The following criteria will be used to grade your assessment:

- The percentage of correct answers
- Note: You are encouraged to read the unit materials and attend the classes to complete this assessment

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Explain the causes, environments, and properties of complex projects.
- Identify different tools and techniques to aid a project manager manage complex projects.

## Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

## 3 Group Written Assessment

### Assessment Type

Written Assessment

### Task Description

**GROUP WRITTEN ASSESSMENT (50% = 100 marks) comprising:**

**Written group case study (30% = 60 marks); and individual presentation (20% = 40 marks)**

**Tasks:** Your task is to consider: -

- the complexity aspects of the case study, the uncertainties involved, the interconnectivity, and the wickedness of the problem;
- the stakeholders involved and their roles in magnifying the complexity level;
- the evaluation of the complexity level together with the size and the scale of the complexity;
- the four complexity types (structural, temporal, directional and technical complexity);
- the assessment/ evaluation of the complexity types and estimate the relative weight of each complexity type using the various assessment tools; and
- the various tools and techniques that might be useful to manage this complex project.

You should compile your discussion into an article while responding to the above points. You need to thoroughly study and understand the case study in order to create a clear and succinct summary of the case.

You need to illustrate the theories, tools, and techniques that might be relevant to manage such a complex case. You also need to use real evidence/examples from the case to support your discussion. Finally, you then must propose a management framework on how to address and reduce the complexity using the knowledge gained throughout the unit.

### Groups

- Groups will comprise 4 students. Students can select their own groups. However, the Unit Coordinator may vary the group size and composition.
- Students are expected to actively participate, respond and engage in this group assessment to maximise active learning.
- Students will be called for an oral examination (as part of group assessment) and present their work individually. Failing to satisfy the presentation requirements may lead to failing the assessment regardless.
- The primary purpose of this assessment item is to help you to define your thinking and to classify the tools and techniques related to the complex project management field.
- The secondary purpose of this assignment is to give you the opportunity to enhance your teamwork skills, analysis, critical thinking and written communication skills; particularly in the areas of argument development and academic writing.

### Structure

- You need to follow the Rubric.
- Your submission should follow the standard academic writing of a review article.
- Articles should be a maximum of 5,000 words in length (including references). Articles exceeding the maximum word limit (i.e. 5,000 words) by more than 10% will have marks deducted.
- The article should contain an abstract, clear and coherent introduction, thorough literature review, methodology, results, and discussion.
- The abstract should summarise your findings in no more than 250 words.
- The introduction should introduce the article and include brief relevant information about the case study as well as the objectives.
- The literature should present the evidence you have collected to support your argument, detailing

information about the case and relevant previous literature. It should highlight the complexity aspects, the uncertainties, and any other relevant information. The literature review should be integrated into the article.

- The methodology should show what has been done to analyse this case and how you undertook the research/analysis.
- The results should present the findings and may include critical discussion. A conclusion section should also be included.
- Each member should attach a sheet showing their contribution.
- Flex (online) students may elect to work individually, or in groups. Assessment tasks may need to be modified accordingly.
- NO ZIP file submission permitted.

### **Assessment Due Date**

### **Return Date to Students**

Assessment will be returned to students prior to confirmation of grades

### **Weighting**

50%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

#### **Assessment**

This assessment is worth a total of 50% (or 100 marks). The written group case study is worth 30% (or 60 marks) and the individual student presentation (and oral examination) (see point 9 below) contributes 20% (or 40 marks) towards the overall assessment. You will be assessed on the extent and quality to which it meets each of the following criteria.

1. A clear and coherent introduction which covers the rationale (the why) and a brief overview of the content;
2. Clear understanding of the case study based on a thorough review of the case including its complexity aspects;
3. An explanation of the causes, environment, and properties leading to complexity in this case study. A detailed description/ analysis of the complexity types needs to be provided;
4. Assessment of the level of complexity, providing relevant complexity radar diagram(s). This includes assigning relative weights, and justifications of the various complexity types;
5. Analyzing the full list of potential stakeholders involved, their roles, interest, and importance together with including a stakeholder matrix (for relevant stakeholders);
6. A discussion of the tools and techniques to support the project manager managing the complexities involved within the case study. Justifications should be provided as to why and how these tools could be useful;
7. The submission should be structured in a correctly formatted academic article including Abstract, Introduction, Literature Review, Methodology, Results, and Discussion;
8. A clear and concise conclusion including a summary of the main points and a reference list, with a minimum of 15 scholarly references;
9. Individual presentation and oral examination (20%): Student's performance will be evaluated individually and students may receive varying marks depending on their level of involvement, understanding and contribution during this session. Marks will be allocated according to a marking rubric.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online Group

### **Learning Outcomes Assessed**

- Explain the causes, environments, and properties of complex projects.
- Identify different tools and techniques to aid a project manager manage complex projects.
- Critically analyse whether different projects cases are complex projects.

## Graduate Attributes

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

## 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