



# PPMP20014 Complex Project Management

## Term 1 - 2022

Profile information current as at 17/04/2024 02:12 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 1 - 2022

- 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. Written Assessment**

Weighting: 50%

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

Weighting: 10%

### 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



### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Graduate Attributes to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
<b>1 - Group Discussion - 40%</b>	◦	◦	◦	◦	◦	◦	◦	◦
<b>2 - Online Quiz(zes) - 10%</b>	◦		◦	◦				
<b>3 - Written Assessment - 50%</b>	◦	◦	◦	◦	◦			

## Textbooks and Resources

### Textbooks

PPMP20014

#### Supplementary

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

(2011)

Authors: Cooke-Davies Terry

USA

Binding: eBook

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to PMI resources online through PMI membership
- 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.
- Online database Emerald and Science direct for journal articles

## 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

**Masoud Aghajani** Unit Coordinator

[m.aghajani@cqu.edu.au](mailto:m.aghajani@cqu.edu.au)

## Schedule

### Week 1 - Defining complex projects and complex project management - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Defining complex projects and complex project management	<ul style="list-style-type: none"><li>• <b>Chapter 1</b> by Terry Cooke-Davies</li><li>• <b>Note:</b> A complimentary PDF download of this book is available for PMI members</li><li>• <b>Additional readings and activities</b> on the unit Moodle website</li></ul>	<ul style="list-style-type: none"><li>• Lecture 1</li><li>• Tutorial 1: Introduction to complex management:</li><li>• Unit overview and assessment details</li></ul>

### Week 2 - Managing Projects With High Complexity - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Managing projects with high complexity	<ul style="list-style-type: none"><li>• <b>Chapter 2</b> by Stephen Hayes and Daniel Bennett</li><li>• <b>Additional readings and activities</b> on the unit Moodle website</li></ul>	<ul style="list-style-type: none"><li>• Lecture 2</li><li>• Tutorial 2. Forming the groups for the group assessment</li></ul>

### Week 3 -Tools for complex projects - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

Tools for complex projects:	<ul style="list-style-type: none"> <li>• <b>Chapter 3</b> by Kaye Remington and Julien Pollack</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 3</li> <li>• Tutorial 3</li> <li>• The goal of the group discussion is to create a formative assessment for learning, through active discussion and learning. Students are expected to actively engage in this assessment and play a key role within the group.</li> </ul>
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#### Week 4 -Strategic management: Developing policies and strategies - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Strategic management: Developing policies and strategies	<ul style="list-style-type: none"> <li>• <b>Chapter 4</b> by Christopher Loch and Federick Payne</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 4</li> <li>• Tutorial 4</li> <li>• Group discussions: Quiz</li> <li>• Quiz 1: Non-graded quiz but you must attend</li> </ul>

#### Week 5 - Project complexity assessment and management tools - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Project complexity assessment and management tools	<ul style="list-style-type: none"> <li>• <b>Chapter 5</b> by Stephen Carver and Harvey Maylor</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 5</li> <li>• Tutorial 5</li> </ul>

#### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

#### Week 6 -The impact of complexity on project cost and schedule estimates - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Impact of complexity on project cost and schedule estimates	<ul style="list-style-type: none"> <li>• <b>Chapter 6</b> by Dale Sherman</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 6</li> <li>• Tutorial 6</li> <li>• Students are expected to present the progress and development of their final written assignment</li> </ul>

#### Week 7 - Beyond competence: Developing managers of complex projects - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Beyond competence: Developing managers of complex projects	<ul style="list-style-type: none"> <li>• <b>Chapter 7</b> by Lynn Crawford and Ed Hoffman</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 7</li> <li>• Tutorial 7</li> <li>• <b>All groups</b> are expected to brief the tutors on their progress and present what has been achieved, and the way forward.</li> <li>• <b>Assessment 1 Part A - Due Friday Week 7</b></li> </ul> <p><b>Written report with peer evaluation</b> Due: Week 7 Friday (29 Apr 2022) 11:45 pm AEST</p>

#### Week 8 - Human behavior and complexity - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Human behavior and complexity:	<ul style="list-style-type: none"> <li>• <b>Chapter 8</b> by Terry Cook-Davies</li> <li>• <b>Additional readings and activities</b> on the unit Moodle website</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 8</li> <li>• Tutorial 8</li> </ul>

#### Week 9 - Controlling chaos! The value and the challenges of applying complexity theory to project management - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Controlling chaos! The value and the challenges of applying complexity theory to project management

- **Chapter 9** by Kaye Remington and Roxanne Zolin
- **Additional readings and activities** on the unit Moodle website

- Lecture 9
- Tutorial 9
- Final written assessment: follow up discussion
- **Assessment 1 Part B - Due Monday Week 9**

### Week 10 - Systems thinking and the systems movement - 16 May 2022

Module/Topic

Systems thinking and the systems movement

Chapter

- **Chapter 10** by Peter Checkland and Terry Williams
- **Additional readings and activities** on the unit Moodle website

Events and Submissions/Topic

- Lecture 10
- Tutorial 10
- Quiz 2: Non-graded quiz but you must attend

### Week 11 - Systems engineering and project management - 23 May 2022

Module/Topic

Systems engineering and project management

Chapter

- **Chapter 11** by Andrew Daw
- **Additional readings and activities** on the unit Moodle website

Events and Submissions/Topic

- Lecture 11
- Tutorial 11
- Discussion regarding the final written assessment
- Assessment 2 - Due Friday Week 11

**Critical review report and presentation** Due: Week 11 Friday (27 May 2022) 11:45 pm AEST

### Week 12 - Unit review and discussion week - 30 May 2022

Module/Topic

Unit review and discussion

Chapter

- **Chapter 12** by Terry Williams
- **Additional readings and activities** on the unit Moodle website

Events and Submissions/Topic

- Lecture 12
- Tutorial 12
- Assessment 2 Presentations - Week 12

### Review/Exam Week - 06 Jun 2022

Module/Topic

### Exam Week - 13 Jun 2022

Module/Topic

Chapter

Events and Submissions/Topic

**Online quiz** Due: Exam Week Friday (17 June 2022) 11:45 pm AEST

## Assessment Tasks

### 1 Written report with peer evaluation

#### Assessment Type

Group Discussion

#### Task Description

This assessment item includes a group submission followed by an individual peer evaluation, with an overall weighting of 40% comprising:

- **Part A: Written report (25%) - Group Work**
- **Part B: Peer assessment report (15%) - Individual**

#### 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 and critical thinking skills when reflecting on different project domains and complex project management.
- You are expected to apply the tools you learned to estimate the project's complexity and form a proper scope of work to handle it. Your participation, as a result, makes your learning more explicit as you translate your educational and personal experiences and share them 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. The assessment has two components (Part A, Part B) and you need to contribute and respond to each as detailed in the assessment tasks. Part A requires students to work in groups, whilst Part B(peer assessment report) requires students to individually assess others' work. Detailed assessment criteria to be provided on Moodle website.

### **Groups**

- Groups comprise 3-4 students. Groups will be randomly allocated by the Unit Coordinator.
- 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 complex 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(s), apply the knowledge developed, and respond to the points, as requested. Tutorials will offer a platform to discuss the progress of your work.
- 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 group discussions may result in zero marks.
- Flex (online) students may elect to work individually, or in groups. Assessment tasks may need to be modified accordingly.
- The written report should be 1500-2000 excluding the references.
- Only one member needs to submit the written report on behalf of the group.

### **Assessment Due Date**

Week 7 Friday (29 Apr 2022) 11:45 pm AEST

Assessment 1 Part A - Due Friday Week 7 and Assessment 1 Part B - Due Monday Week 9

### **Return Date to Students**

Week 9 Friday (13 May 2022)

### **Weighting**

40%

### **Assessment Criteria**

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

#### **Part A**

- Part A will involve groups completing a written report, based on a case study involving a complex project.
- The written report needs to provide a detailed understanding of the case study.
- All arguments should be supported using insights and relevant examples, drawn from the case study.
- In terms of the complexity factors and ICCPM outcomes, the report needs to address the minimum requirements.
- The report should be relevant and accurately reflect the external varieties, supported by examples drawn from the case study.
- Finally, in terms of complexity types, the report needs to graph their relative weight and be supported by a coherent argument and discussion.

## **Part B**

- Part B involves a peer assessment report, which will test an individual student's ability to constructively access the work of their colleagues.
- The evaluation of your peer assessment will mainly depend on the quality of your written feedback and the validity of assessing the group work of others.
- Assessment of other groups is 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.
- Your evaluation will be checked and moderated to ensure the quality of the feedback and the peer assessment.
- Failing to submit the peer assessment report will lead to **zero (0) marks** for this part.

### **Part A: Written Report (25%)**

- Introduction (5%)
- Introduce causes of complexity aspects (10%)
- Analyse complexity factors (10%)
- Discuss ICCPM outcomes and complexity factors (10%)
- Identify main external varieties (10%)
- Identify and explain which complexity type(s) dominate (30%)
- Identifying required skills and competencies (10%)
- Tabulating skills/competencies (10%)
- Conclusion & reference list (5%)

### **Part B: Peer Assessment Report (15%)**

- Review of the identified complexity factors (10%)
- Review of the ICCPM outcomes and complexity factors (10%)
- Review of the identified external varieties as per Ashby Law (20%)
- Review of the complexity types and characteristics (20%)
- Review of the relevant skills matching the complexity types (20%)
- General comments on the report (most liked part/s) (10%)
- General comments on the report (possible improvements) (10%)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

You will 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 Critical review report and presentation**

**Assessment Type**

Written Assessment

**Task Description**

This assessment item includes a group submission followed by an individual presentation, with an overall weighting of 50% comprising:

- **Part A: Critical review report (35%) - Group work**
- **Part B: Presentation (15%) - Individual**

**Purpose**

- 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.

**Tasks**

- 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 a report 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 comprise 3-4 students. Groups will be randomly allocated by the Unit Coordinator who 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.
- Only one member needs to submit the critical analysis report on behalf of the group but each member needs to submit the presentation slides.

**Structure**

- Your submission should follow the standard academic writing of a review report.
- The report should be a maximum of 3,500 words (excluding references).
- The report exceeding the maximum word limit (i.e. 3,500 words) by more than 5% will be penalised.
- The report should be structured as a review report with clear and coherent abstract, 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 report 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's contribution must be attached as a separate sheet in the Appendix section of the report.
- Flex (online) students may be allowed to work individually with the approval of the unit coordinator.

**Assessment Due Date**

Week 11 Friday (27 May 2022) 11:45 pm AEST

**Return Date to Students**

Assessment marks will be released to the students on the day of confirmation of grades.

**Weighting**

50%

**Assessment Criteria**

This assessment comprises two parts:

- **Part A:** Critical review report - worth 35%, and
- **Part B:** Individual presentation - worth 15%.

You will be assessed based on the extent and quality to which it meets each of the following criteria:

- A clear and coherent introduction that covers the rationale (the why) and a brief overview of the content;
- A clear understanding of the case study based on a thorough review of the case including its complexity aspects;
- An explanation of the causes, environment, and properties leading to complexity in this case study. A detailed description/ analysis of the complexity types need to be provided;
- Assessment of the level of complexity, providing relevant complexity radar diagram(s). This includes assigning relative weights, and justifications of the various complexity types;
- Analyzing the full list of potential stakeholders involved, their roles, interest, and importance together with including a stakeholder matrix (for relevant stakeholders);
- 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;
- The submission should be structured in a correctly formatted academic report including Abstract, Introduction, Literature Review, Methodology, Results/Discussion, and Key Findings/Recommendations;
- A clear and concise conclusion including a summary of the main points and a reference list, with a minimum of 15 scholarly references;
- Individual presentation and oral examination - Students' 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.
- Students will be assessed on their oral presentation together with the accompanying presentation slides and notes.
- Presentations will be held via Zoom during the tutorial class in Week 12.

Part A: Critical Analysis Report (35%) - Group Submission

- Introduction (5%)
- Literature review (5%)
- Complexity factors (7%)
- Stakeholder matrix (8%)
- External varieties (10%)

- Complexity level (10%)
- Complexity characteristics histogram (10%)
- Structural/dynamic complexity matrix (10%)
- Dreyfuss model (10%)
- Butterfly effect (10%)
- Conceptual hurdles (10%)
- Report structure, grammar, referencing, etc. (5%)

#### **Part B: Individual Presentation (15%) - Individual Submission**

- Preparation and consistency of presentation (30%)
- Evidence of understanding and relevance of the presentation content (30%)
- Response to questions during the presentation (30%)
- Timing including questions and answers (5%)
- Presentation manners (5%)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Your document should be uploaded for TurnItIn score before submitting via 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.
- Critically analyse whether different projects cases are complex projects.

#### **Graduate Attributes**

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

## **3 Online quiz**

#### **Assessment Type**

Online Quiz(zes)

#### **Task Description**

#### **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.

#### **Task**

This assessment item involves an online quiz which is worth 10% of the unit marks.

- The quiz is an **open-book** test.
- The quiz will be available for **24 hours** on the Moodle website.
- Only **one attempt** is allowed within the timeframe whilst the quiz is available.
- There will be **10 questions** (a combination of multiple-choice and true/false questions).
- The questions will be randomly selected from a pool of questions from the related topics.
- The questions will test your knowledge and understanding of the lectures' material.
- There will be a time limit of **30 minutes** to complete the quiz (open attempts will be submitted automatically).
- You can attempt the quiz at any location provided you have access to Moodle website.
- It is your responsibility to use a reliable internet connection to attempt the quiz.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Exam Week Friday (17 June 2022) 11:45 pm AEST

The quiz must be completed within its allocated timeframe

**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**

10%

**Assessment Criteria**

- Each question carries equal marks.
- No penalty for the wrong answers will be applied.

**Referencing Style**

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

**Submission**

Online

**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

# 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