



PPMP20014 Complex Project Management

Term 3 - 2023

Profile information current as at 05/05/2024 10:28 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 3 - 2023

- 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. **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 Student 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

Continue the informal drop-in sessions and other forms of support to students.

Feedback from Student evaluation

Feedback

The students believe they were able to develop valuable knowledge and experience with great practical applications that will benefit their career.

Recommendation

Maintain the integration between the theory and the practice by explaining the complexity aspects and concepts with real examples.

Feedback from Student evaluation

Feedback

More real-life problems and contemporary content can be presented.

Recommendation

More relevant and recent real-life problems will be included in the lectures and tutorial sessions. Case studies will be expanded.

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 |
| 1 - Group Discussion - 40% | • | • | | • | • |
| 2 - Online Quiz(zes) - 10% | • | • | | | |

| Assessment Tasks | Learning Outcomes | | | | |
|------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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

There are no required textbooks.

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

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Schedule

Week 1 - Defining complex projects and complex project management - 06 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| Defining complex projects and complex project management | <ul style="list-style-type: none">• Textbook - Chapter 1 by Terry Cooke-Davies• Note: A PDF download of this book is available for PMI members• Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none">• Lecture 1• No Tutorial this week |

Week 2 - Managing Projects With High Complexity - 13 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| Managing projects with high complexity | <ul style="list-style-type: none">• Chapter 2 by Stephen Hayes and Daniel Bennett• Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none">• Lecture 2• Tutorial 1: Forming the groups for the group assessment |

Week 3 -Tools for complex projects - 20 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|-----------------------------------|---|--|
| Tools for complex projects | <ul style="list-style-type: none"> • Chapter 3 by Kaye Remington and Julien Pollack • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 3 • Tutorial 2 • 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. • Release the individual assessment Party A |
|-----------------------------------|---|--|

Week 4 -Strategic management: Developing policies and strategies - 27 Nov 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Strategic management: Developing policies and strategies | <ul style="list-style-type: none"> • Chapter 4 by Christopher Loch and Federick Payne • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 4 • Tutorial 3 • Group discussions/ formation |

Vacation Week - 04 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation week | | |

Week 5 - Project complexity assessment and management tools - 11 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Project complexity assessment and management tools | <ul style="list-style-type: none"> • Chapter 5 by Stephen Carver and Harvey Maylor • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 5 • Tutorial 4 |

Week 6 -The impact of complexity on project cost and schedule estimates - 18 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| The impact of complexity on project cost and schedule estimates | <ul style="list-style-type: none"> • Chapter 6 by Dale Shermon • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 6 • Tutorial 5 |

Vacation Week - 25 Dec 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------|---------|------------------------------|
| Vacation week | | |

Week 7 - Beyond competence: Making managers ready for complex projects - 01 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Beyond competence: Making managers ready for complex projects | <ul style="list-style-type: none"> • Chapter 7 by Lynn Crawford and Ed Hoffman • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 7 • Tutorial 6 • All groups are expected to present their progress • Assessment 1 Part A - Due Friday Week 7 |

Week 8 - Human behaviour and complexity - 08 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------|---|--|
| Human behaviour and complexity | <ul style="list-style-type: none"> • Chapter 8 by Terry Cook-Davies • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 8 • Tutorial 7 • Assessment 1 Part B - Due Friday this week 8 |

Week 9 - Controlling chaos! The value and the challenges of applying complexity theory to project management - 15 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Controlling chaos! The value and the challenges of applying complexity theory to project management | <ul style="list-style-type: none"> • Chapter 9 by Kaye Remington and Roxanne Zolin • Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none"> • Lecture 9 • Tutorial 8 • Final written assessment: A follow-up discussion |

Week 10 - Systems thinking and the systems movement - 22 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| Systems thinking and the systems movement | <ul style="list-style-type: none">• Chapter 10 by Peter Checkland and Terry Williams• Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none">• Lecture 10• Tutorial 9 |

Week 11 - Systems engineering and project management - 29 Jan 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Systems engineering and project management | <ul style="list-style-type: none">• Chapter 11 by Andrew Daw• Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none">• Lecture 11• Tutorial 10• Discussion regarding the final written assessment• Assessment 3 - Week 11 |

Week 12 - Unit review and discussion week - 05 Feb 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|--|---|
| Unit review and discussion | <ul style="list-style-type: none">• Chapter 12 by Terry Williams• Additional readings and activities on the unit Moodle website | <ul style="list-style-type: none">• Lecture 12• Tutorial 12• Assessment 3 Presentations - Week 12 |

Exam Week - 12 Feb 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Written report with peer evaluation

Assessment Type

Group Discussion

Task Description

This assessment item includes **GROUP** submission followed by an **individual** evaluation, with an overall weighting of 40% comprising:

- Part A: Written report (**30%**) - **Group Work**
- Part B: Individual report (**10%**) - **Individual evaluation (AI Reflection)**

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

Students are expected to work in groups and finalise the group's formation and settings by Week 3 latest

Your task is to attend the lectures and tutorials, actively engage with the lectures, understand the case study (ies), and work progressively

The assessment has two Parts (Part A and Part B) and you need to respond to each as detailed in the assessment tasks.

Failing to submit either part entitles **zero marks**

Part A requires students to submit group reports, investigating a complex case (to be advertised)

Part B Aims at introducing the students to the AI embedment in Learning and Teaching

Following the group submission, each student will be asked to work individually and actively engaged in analyzing, and reflecting upon a complex case. This could be towards reflecting and analyzing the complexity aspects of a complex case/scenario generated by AI tool. Further details will be released on Moodle.

Students will be judged and marked for this Part based on their submission and you are expected to provide thorough, constructive, relevant, and accurate feedback.

- You will provide evidence of your understanding of complex project management. Therefore your work should be using the PPMP20014 terms, language, and concepts
- You will need to understand the case(s). This will require undertaking some research to understand the case and provide a meaningful analysis
- There is no specific word count, but you are expected to submit a group report with no less than 2500 words excluding the references

Assessment Due Date

Return Date to Students

The Assessment 1 Part A due is on Week 7, and the Assessment 1 Part B due is on Week8.

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

- The written report needs to provide a detailed understanding of the case study. Use the unit terms and language in explaining the complexity aspects
- 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: AI Reflection

- Part B involves evaluation report , which will test student's ability to constructively assess a complex case study.
- Your submission will be judged based on the quality of your analysis and reflection where you are expected to reflect on a generated AI report about a complex issue/projects
- Assessment of others' work is expected to be in the form of constructive, relevant, and appropriate feedback. If you are analyzing a case study you need to form a good understanding of the case, review generated AI report and undertake an in-depth review
- 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.

Part A: Group Written Report (30%)

- Introduce the case and demonstrate your understanding of the complexity context within the case study(15%)
- Analyse and evaluate the complexity factors (10%)
- Discuss ICCPM outcomes and complexity factors (10%)
- Identify main external varieties- Ashby Law (15%)
- Identify the complexity factors and group them under the main four complexity types (30%)
- Link the complexity types with the desired project manager competencies (15%)
- Conclusion & reference list (5%)

Part B: Individual Assessment Report (10%)

- Review the report/case assigned to you and provide a comprehensive analysis, evaluation, and comments
- Provide a detailed response to the task sheet and prove a high level of understanding and analysis

Referencing Style

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

Submission

Online Group

Submission Instructions

Your document should be uploaded for TurnItIn score before submitting via Moodle. Only doc. files can be submitted

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 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 with random questions
- The quiz will be available for **24 hours** on the Moodle site
- Only **one attempt** is allowed within the timeframe whilst the quiz is available.
- 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 cut-off time of **20 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

The quiz must be completed within its allocated timeframe (6 hours).

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

- 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

3 Critical review report and presentation on a case study: Current Topic

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 of 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 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 presentation (as part of a group presentation) 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 and presentation slides on behalf of the group.

Structure

- Your submission should follow the standard academic writing of a review report.
- The report should be a maximum of 3,000 words +/- 5% (excluding references).
- The report exceeding the maximum word limit (i.e. 3,000 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

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 needs to be provided;
- Assessment of the level of complexity, providing relevant complexity radar diagram(s). This includes assigning relative weights, and justifications for 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 in 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 the below marking rubric.
- Students will be assessed their oral presentation together with the accompanying presentation slides and notes.

- Presentations will be held via Zoom or face-to-face 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 Group

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

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