Faculty of Engineering, Computing and Mathematics

http://www.ecm.uwa.edu.au/

Project Management and Engineering Practice (GENG5505)

http://units.handbooks.uwa.edu.au/units/geng/geng5505

Credit points: 6

Semester 1, 2023

Crawley Campus

Unit Coordinator: Assoc/Prof Cosimo Faiello

CONTENT

Your lecturer

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Consultation time: By appointment

Lecture time: Tuesday 12pm & Thursday 1pm

Lecture venues: SSCI: G130 & WTLTS:G106

Practical classes time, commencing in week 1:

- Tuesday: 2pm, 3pm, 4pm
- Wednesday: 12pm, 1pm, 5pm

Practical classes venues: N/A as classes will be run online

Cosimo has a Doctorate in Science (D.Sc.) from Italy, an MBA (advanced) and a Master of Marketing (MMktg) focusing on project management and sustainable business development from UWA. He has been lecturing sustainable project management, strategic management, leadership and a number of marketing courses at UWA since 2006. He also taught management and international marketing at Curtin University.
Cosimo has considerable experience in project management, strategic management, leadership, sustainable business development and sustainable marketing, both in Italy and Australia. In Italy, he developed and managed a number of projects and held a senior management position as an advisor for the Italian Government. In Australia, Cosimo has managed several projects and held a board position as technical director for a publicly listed company. Cosimo has been running a consulting company specialising in sustainable business development, strategy, marketing and project management since 1999.

Practical class facilitators

Kelly Boden-Hawes -- kelly.boden-hawes@research.uwa.edu.au
Hi all! I'm Kelly and I'm currently studying a PhD in physical oceanography, though I completed an MPE in enviro engineering and an undergrad in mech. I took this unit in 2018 and have been tutoring ever since! I find that I've used the skills I learned in this unit in many aspects of my life. Understanding how to keep a project on time and on track definitely helped me manage through the final semester of my Masters' thesis as well as in working through my PhD journey. And some of the so called "soft skills" you'll learn this semester I've found to be invaluable in communication and networking, especially in this new age we're faced with. My aim this semester is to consolidate what you've learned in lectures as well as promote collaborations in groups and to help you best translate the unit content for use throughout the rest of your degree and into your career.

Balin Modic (22512036@student.uwa.edu.au)
Hello everyone, my name is Balin and I am currently in my final semester of the MPE specialising in Mechanical. I completed this unit semester 2 of 2021 and found it to be such a refreshing change from the rest of my course work which is all very centered around math's and the physical sciences. I am sure all of you will thoroughly enjoy developing a technical understanding of project management and will benefit greatly from this unit's project. Which will give you the chance to develop your ability to communicate and effectively manage your time and outputs whilst working within a team. My hope as your tutor is that I can not only help you to perform well as a student but also be able to facilitate the development of your project management knowledge so that you may apply this to your professional careers. If you have any questions in or outside of class, please never hesitate to ask as I am always happy to help.

UNIT DESCRIPTION

Introduction and goal of the unit

This unit will introduce students to the field of project management and engineering practice with a focus on achieving sustainable results based on a "triple bottom line" (TBL) approach: that is, achieving project objectives, while taking into account the societal and environmental implications of a project. A TBL approach to project management is now widely recognised by many organizations as being vital to achieving their strategic objectives. The achievement of strategic objectives often involves innovation and change. When innovation and change are associated with sustainable project management, organizations not only obtain a long-term competitive advantage, but they achieve it with strong support from a wide range of stakeholders. These are vital ingredients for organizations to remain viable and thrive over the long term.

Learning outcomes

On completion of this unit, students should be able to:

1. Evaluate sustainable project management theories and frameworks and apply them to 'real world projects';
2. Identify and evaluate problems relating to initiating, planning, executing, monitoring and controlling projects and choose appropriate frameworks and theories to solve them;
3. Understand how to align projects with organizational goals, and recognize the strategic significance of successful project portfolio selection;
4. Identify key project stakeholders and propose effective response strategies to manage stakeholder pressure in both local and global projects;
5. Formulate effective communication strategies (both written and oral) to correspond successfully with a wide range of project stakeholders;
6. Understand, apply and evaluate how to manage and lead a team throughout the various phases of a project, and propose strategies to actively solve conflict among team members;
7. Evaluate the main normative ethical theories and apply them to specific 'real world projects'.

Due to rapid change in the global business environment and the pressure of intense competition, more and more of organizational work has become project work. Sustainable project management – based on an ethical TBL approach - is an important tool available to an organization to successfully complete projects with a definite scope, budget, timetable, and quality standards, in line with strategic organizational goals.

For a project to achieve the above with ethical TBL practices, requires savvy leadership and management. This will be the objective of this course: To give students theoretical knowledge and skills to become proficient in managing and leading projects ethically, whilst achieving sustainable outcomes using a TBL strategy.

Educational and generic skills students will develop in this unit

- Multidisciplinary approach to learning (i.e. integrating knowledge across disciplines such as several engineering fields, finance, communication, strategic management,

project management, leadership, etc.), to facilitate the decision making process while dealing with complex problems;
- Develop and practice a range of learning approaches (project-based, cases study analysis, problem solving, self-reflective and online learning);
- Appreciate learning experiences from ongoing activities in a multicultural team context (i.e. working teams including students from different cultures/countries);
- Appreciate the importance of embracing appropriate professional Code of Ethics;
- Demonstrate interpersonal skills, group interaction skills, and both critical and creative thinking through team work and case discussions;
- Demonstrate written and oral communication skills through assignments and team discussions and presentations;
- Demonstrate an ability to critically analyse a 'real world' project;
- Demonstrate an ability to locate, synthetise, evaluate, manage and use relevant information;
- Demonstrate an ability to critically read and analyse 'real world' case studies;
- Demonstrate through written examination, effective knowledge of sustainable project management principles and theories and professional Code of Ethics.

Learning activities that support the learning outcomes

- Lecture and practical classes and active participation;
- Presentation, writing and submission of a "real world" group project;
- Final examination;
- Guided independent reading and learning;
- Use of electronic databases, literature resources, class and online learning.

TEXTBOOK AND RESOURCES

Textbook

<u>Required text</u>: Hartley S., 2018, Project Management: A practical guide to planning and managing projects 4th edition, Allen & Unwin (NSW - Australia)

Both the print and ebook editions are available from:

- **Dymocks**
- **Zookal**
- **Fishpond**
- **Amazon**

Other resources

Weekly readings, lecture notes and other relevant material will be made available on LMS.

Other resources & reading material (but not limited to)

Academic Journals

- Journal of Leadership, Accountability and Ethics
- Asian Business & Management
- Environmental Impact Assessment Review
- Harvard Business Review
- Impact Assessment and Project Appraisal
- International Journal of Logistics
- International Journal of Project Management
- International Journal of Technology Management & Sustainable Development
- International Journal of Sustainability in Higher Education
- Journal of Business Ethics
- Journal of Cleaner Production
- Journal of Product Innovation Management
- Journal of Project Management
- Strategic Management Journal

Business Periodicals

- Australian Financial Review
- Business Review Weekly
- Business Week
- Fortune

It cannot be over-emphasised how important it is to read widely.

TEACHING AND LEARNING

Teaching and learning approaches

This course is divided in two parts. The first part will run for eight weeks and includes face-to-face lectures and practical classes weekly. (Online restricted mode is also available and students who nominate to study fully online, require enrolment approval from Student Services). The lectures provide a summary of core concepts and theories of sustainable project management and their application. They will summarize key concepts and theories found in the text but will also add further information not included in the text. This means that the text is important in providing examples and discussion on the core concepts and theories, but it is not a substitute for the lectures and the additional readings. These concepts and theories will then be applied to project management and engineering practice settings through group discussions of the assigned weekly case studies during the practical classes.

A major written group project will be completed in this first part of the unit by week 7 to allow students to apply sustainable concepts and theories to a real project management and engineering practice scenarios. Concepts and theories related to the group project will be regularly discussed during the practical classes. Additionally, students are required to present their chosen project (video recorded) by the end of week 7. Further details will be provided later in the semester.

The second part of the course, which will run for four weeks is comprised of eight lectures (two per week) and four practical classes (one per week). The lectures will, firstly, introduce students to the main normative ethical theories and frameworks and how they apply to a variety of project management and engineering practice scenarios. Secondly, the lectures will focus on ethical issues specific to professional life, including a discussion of the benefits and limitations of professional codes of ethics, and other important aspects of professional ethics. Relevant ethical dilemmas will then be discussed in depth and applied to real world professional scenarios in the weekly practical classes.

The final exam will test students' understanding of project management concepts and theories, with a major focus on ethical and sustainable implementation. Further details will be provided all through the course.

Use of student feedback

In accordance with UWA policy you will be invited to complete both a SURF and SPOT evaluation form about this unit. The feedback will facilitate ongoing improvement to the structure of the course and the delivery. In addition, I encourage you to approach me at any time if there is something that I can do to make your learning more beneficial and enjoyable.

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia. It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. Please refer to the guild website the full charter of student rights, located at http://www.secretariat.uwa.edu.au/home/policies/charter

UWA Student Guild contact details

Phone: (+61 8) 6488 2295
Website: http://www.guild.uwa.edu.au

UNIT ASSESSMENT

This unit is divided into two parts.

In the first part of the unit, **which runs until the end of week eight (8)** students are exposed to the general principles of sustainable project management, while dealing with specific examples of project applications. Students will be asked on a weekly basis to read a project management case study and complete a series of questions. These questions will be the subject of analysis and discussion in the practical classes from week 2. This will expand students' understanding of the relevant concepts and theories of sustainable project management and engineering practice and will assist them with the learning progress over the semester.

Students will also need to work in a group to analyse a "real world" project management and engineering practice scenario and make sound recommendations on how to improve it, based on key concepts and theories learnt in the course. This task includes submitting a written group report, and an individual oral presentation of the project which must be submitted as a group (see assessment details below).

In the second part of the unit, **commencing in week nine (9)**, students are exposed to some of the central ethical theories and ethical issues that may arise in the professional field. The practical classes will give the students the opportunity to apply what they learn in the lectures to specific project management and engineering practice cases. Students will work together to discuss case studies and ethical dilemmas and develop considered ethical responses to difficult engineering situations.

The implementation of these components will contribute towards students' ability to complete the final exam and achieve the learning outcomes of the unit.

Assessment summary

Item	Weight	Learning outcome assessed (refer to pg. 6 above)	Due date
Major Group Project: - Report **30% (Group work)** -Presentation **15% (Individual task)**	**45%** (of overall unit mark)	1,2,3,4,5,6	Major group project due on **Monday 17th April, 5pm (WK 7)**. Only the electronic copy of the report must be submitted via LMS/Blackboard
		1,2,3,4,5,6	**Zoom/MS Teams video recorded project presentation (to be submitted on LMS/Blackboard) due on Friday 21st April, 5pm (WK 7)**
Final exam (online)	**55%** (of overall unit mark)	1,2,3,4,5,6,7	**Check exam timetable**

Assessment details

Major Group Project (45%)

You will be required to join a group of 6 individuals in your assigned practical class and to write a report of approximately **6,000 words** (plus or minus 5%) excluding the executive summary, appendices and references. You will be required to write, analyse, and solve a case study concerning a nominated "real world project". The project that you nominate to research must be approved by me by **Friday 10th March, 5pm (week 2).** The purpose of this assignment is to thoroughly investigate the project and provide recommendations based on the main concepts and theories studied in the course. The group project is divided into two components: a) Oral individual presentation, and b) Written group report.

a) Individual presentation (15%)

This will be a 4 minute (individual) presentation to be video recorded via Zoom/MS Teams with your group colleagues and submitted on LMS by **Friday 21th April, 5pm (week 7)**. You will be assessed on how clear and persuasively you present the facts, analysis and recommendations for your designated project with respect to the key steps of its lifecycle, specifically: 1) Project conceptualization; 2) Project planning; 3) Project execution (including monitoring & controlling); and 4) Project finalization/evaluation. Further details will be provided later in the course.

b) Written report (30%)

The written report is worth 30% of the total unit assessment, and is **due on Monday 17th April, 5pm (week 7)**.
Only the electronic copy of your project must be submitted through LMS. Additional instructions on report submission will be provided later in the semester.

This is a group project and you are expected to encourage each other and foster professional relationships that deliver an equitable workload for each group member. I suggest you work to each individual's strength. YOU are responsible for making YOUR group work. In situations where group conflict occurs, take active steps to correct it AS SOON AS POSSIBLE. As you will learn in this course, conflict may occur in team dynamics, and research shows that once conflict is resolved it can lead to higher group creativity and better outcomes. However, if you are unable to address persisting conflict in your group please talk to me as soon as possible.
Peer performance review is available in this unit and must be requested in writing before the group report's submission date. Marks will be adjusted if group consensus exists that one or more members DID NOT CONTRIBUTE EQUALLY. This will be based on the RECORD of meetings both face-to-face and online (refer to section below – getting organized for your group meetings), attendance, and/or medical certificates and dates when documents were submitted by each group member as evidence of contribution.

You should CHOOSE A PROJECT which is OF INTEREST TO YOU, and you need to ensure that relevant and reliable information to complete the project can be obtained relatively easily. Projects run by companies listed on the Australian Stock Exchange are recommended, as they publish significant information/reports on their website on a regular basis. Primary research with key management people in your nominated project - e.g. CEOs, general managers, senior project managers, project managers, supervisors and project engineers – as well as project management experts and consultants, is also recommended.

PLEASE REMEMBER: It is your responsibility to ascertain that sufficient and reliable information is available to complete your project satisfactorily.

Lastly and most importantly, REMEMBER to enjoy this project, and learn as much as you can from your group experience.

Objectives of the project

The objectives of this assignment are for students to:

- Write a case study on a "real world project";
- Analyse the case study by focusing on the project management approach in relation to the key steps of the project's lifecycle;
- Provide appropriate recommendations to improve the project outcome, based on the theoretical concepts and theories studied in the course.

These objectives are to be addressed in three separate sections.

Section A: Case study writing

In addressing this section, students should provide a short background of their chosen project and present the relevant information and facts - That is, students should report only the relevant information and facts that, in their opinion, are useful for analysing the steps of the project's life cycle in Section B. As specified earlier, the facts and other relevant information should be gathered from reliable sources (e.g. company reports, official publications on the Australian Securities Exchange (ASX) and information available from other government agencies, or primary research carried out with relevant stakeholders, etc.). This section should be approximately **1,500 words**, excluding references and appendices.

Section B: Case study analysis

In this section students are required to critically analyse their chosen project in relation to the key project management stages: a) Conceptualization, b) Planning, c) Execution (including monitoring & controlling), and d) Finalization/Evaluation. Based on the facts and other relevant information presented in section A, students should:

- Identify and analyse the problems encountered in each of these fours stages of the project lifecycle;
- Establish the relevant inferences to be made throughout the various phases of the project, and why these are relevant inferences;
- Identify and analyse differing perspectives on the relevant problems;
- Identify and analyse the relevant causes of these problems, and establish why they have occurred;

This section should be approximately **2,500 words.**

Section C: Recommendations to the case

Based on the facts in Section A and your analysis in Section B, choose appropriate theories and conceptual frameworks from the course, and apply these to the project management phases identified above. Based on your theoretical application you should be able to:

- Provide effective recommendations for each phase of your project on how to prevent and/or address the problems (and their causes) uncovered in your analysis;
- Prioritise recommendations by considering the potential benefits and consequences deriving from them.

There is no right or wrong answer but marks are given for how well you defend and support your arguments with relevant frameworks and theories. Your goal is to provide a convincing argument, supported by relevant conceptual frameworks and theories as to why your recommendations will address the problems and relating causes. This section should be approximately **2,000 words.**
Please note that the word count should include headings, sub-headings and in text-citations/referencing. For the report format please use times new roman 12 point font, 1.5 spaced lines.

In analysing and solving your case, I encourage you to combine both analytical and creative problem solving approaches.

Further details concerning the structure of the written report and the marking guide will be provided later in the course.

Getting organised for your group meetings

As part of your group project you will also be assessed on how effectively you manage your group meetings (I predict for many of you would be online meetings) and the outcome you achieve from them. For each meeting, to be chaired by a different team member, you need to:

- Prepare an **agenda**, including the list of items to be discussed at that meeting (include meeting date). Each team member should contribute towards preparing the agenda, which should be circulated early for everyone to pre-plan and attend the meeting appropriately prepared;
- Accurately record the discussion and decisions of each meeting and prepare the relevant **minutes.** The minutes should be prepared immediately after each meeting and should be relatively brief and focusing on content and decisions that are explicitly linked to each item on the agenda. The minutes should also include a schedule with the specific actions to be implemented: Who has to do what, and by when. Each team member must approve the minutes by reading and signing them, and the chairperson of each meeting must be clearly specified.

Given that both the agenda and minutes of your meetings are included in the assessable work relating to your written report, you are required to submit them with your report. Details of the assessment weight of this work will be included in the marking guide specified above.

Additional suggestions to improve your meeting individual/group performance: After each meeting you should reflect on the following questions: Did the meeting achieve its objectives? Was it successful in all aspects? Were there any matters which could have been handled better? I suggest you make a note of any issues/problems that you encountered, and decide how to resolve them to make your next meeting more effective.

END OF MAJOR GROUP PROJECT INFORMATION

Before you start – You will be formed into groups by the end of week 1, and you must obtain my approval before you (as a group) proceed working on your project. To do this, **you (as a group) MUST submit a one page summary (word document please) of your project by email to me by Friday 11th March, 5pm (week 2).** In your summary you should identify the following:

- The name, student number, and email address of all group members, as well as the practical class in which you are enrolled.

- A list of six projects in a priority order as you would nominate to research them, and provide a brief summary of ONLY the first project you plan to research and the reasons for your project choice;
- A schedule providing your group objectives and rules including:
    - What are your objectives as a team?
    - How will decisions be made – i.e. consensus group decision making or other?
    - When will you start considering the requirements of the final written projects? What will be the time line for the written reports? Will you assign tasks to each other, or work collectively or a combination of both?
    - What happens if someone doesn't complete their tasks?
    - Will you agree on a time line for set tasks?
    - How often do you meet? Does everyone need to attend every meeting?
    - What will happen if someone doesn't attend a meeting?

Practical class attendance and participation

As part of your continuous learning in this course, you are required to take part to a weekly practical class and participate actively in class activities led by your class facilitator. **As a group** you will be required each week to analyse short case studies relating to topics presented in the lectures and address a number of questions. You are then required to identify the relevant concepts of the cases, and put them in the context of your group project. A one (1) page bullet point summary of the key concepts identified in the case must be submitted to the class facilitator by each group by the end of the weekly class. Ongoing feedback on your submissions will be provided to you by your class facilitator in a timely manner.

Please note that marks will not be allocated for the practical classes. However, I encourage you to take a very active role in group activities and class participation as I consider it being essential to help you complete the course assignments and achieve the unit learning outcomes. Should you have any questions in relation to the above, please let me know.

Final Exam (55%)

The final exam is worth 55% of the total unit assessment and will be two hours in length. It will cover the content of the entire unit, including your group projects. The exam will consist of an essay question and short answer questions covering all topics studied throughout the semester. The final exam is closed book and more details of the exam will be provided later in the semester.

Students MUST sit the final exam during the examination period set aside by the University. **Overall, you must achieve a score of at least 50% to pass this unit.** To obtain full marks, ALL work MUST be handed in on time. In line with UWA policies, for late submissions, a penalty of 5% of the total mark allocated for the assessment item may be deducted per day for the first 7 days (including weekends and public holidays) after which the assignment is not accepted. Each 24-hour block is recorded from the time the assignment is due.

Failure to complete any aspect of the work required will result in failing to pass the unit.

END OF SPECIFIC ASSESSMENT DETAILS

Standard of Assessment

The Faculty of Engineering and Mathematical Sciences must ensure that the processes of assessment are fair and are designed to maintain its standards and those of its students. The Faculty of Engineering and Mathematical Sciences follows the University of Western Australia's grading system:

HD	(Higher distinction)	80-100%
D	(Distinction)	70-79%
CR	(Credit pass)	60-69%
P	(Pass)	50-59%
N+	(Fail)	45-49%
N	(Fail)	0-44%

The Faculty awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the Faculty's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

HD The student has a clear and in depth understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic frameworks presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic frameworks presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

CR The student demonstrates an understanding of the analytic frameworks developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.

P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic frameworks which had been developed in the unit. The student draws primarily upon unit materials for referencing.

N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic frameworks developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit frameworks and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

Supplementary Assessment

In line with the University's policy, students who achieve a grade between 45-49 may be eligible for a supplementary assessment.

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity. Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University's website at http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

Acknowledging sources of information

Please PAY SERIOUS ATTENTION to this section.

In the course of your individual and team work assignments, you will encounter ideas from many sources. All assignments that you submit MUST acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

Serious cases of plagiarism shall be referred to the School and the University's Board of Discipline. All students should note that cases of copying are reported to the School and documentary evidence, along with associated correspondence is placed on the student's permanent record.

In order to avoid engaging in plagiarism it is YOUR responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when

you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number. The Harvard style is the preferred referencing style, and for guidance on how to use it correctly please read the information available online:
http://guides.is.uwa.edu.au/harvard

Should you still have any doubts regarding correct referencing and/or how to acknowledge the work of others correctly, please come and ask me.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer/unit coordinator about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at
http://www.secretariat.uwa.edu.au/home/policies/appeals

LECTURES, PRACTICAL CLASSES & ASSESSMENT SCHEDULE

Please note: Topic, lecture sequence, and readings might be subject to change. You will be advised of any change

Week & date	Topic/Lectures (pre-recorded on LMS)	Text chapter & additional readings	Practical class activity	Assessment / item due
WK 1 27 February – 3 March	Introduction to GENG5505 An overview of sustainable project management Project management: An adaptable body of knowledge	Ch1 textbook plus readings on project life cycle, impact management & sustainability – available on LMS	- Introduction of tutorial plan - Team formation, exchange of contact details, & discussion on team rules - Briefing on main project (objective, format, marks, etc.) - Discussion on possible projects to analyse	
WK 2 6-10 March	Organizational capability: Emerging strategy, justification and capability Stakeholder management: Strategies for continuous engagement	Ch2 & Ch3 textbook - plus readings on project vision, strategy and portfolio management - plus Stakeholder management and response to stakeholder pressures – available on LMS	Case study discussion (including related questions) Ch 2 (pp. 105-106) & Ch 3 (pp. 132-134) textbook	**One page group summary including project choice to be submitted by email to me by <u>Friday 10th March, 5pm</u> (please refer to pp. 13-14 for additional details)**
WK 3 13-17 March	Scope management: Delivering on changing expectations Time management: Developing and controlling the schedule	Ch4 & Ch5 Textbook plus readings on project planning – available on LMS	Case study discussion (including related questions) Ch 4 (pp. 167-168) & Ch 5 (pp. 203-205) textbook	

Week & date	Topic/Lectures	Text chapter & additional readings	Practical class activity	Assessment / item due
WK 4 20-24 March	Cost management: Ending the reliance on the budget variance Quality management: Achieving technical excellence and customer satisfaction	Ch6 & Ch7 textbook Plus readings on project sustainable performance assessment - available on LMS	Case study discussion (including related questions) Ch 6 (pp. 235-237) & Ch 7 (pp. 259-261) textbook	
WK 5 27– 31 March	Human resource management: Developing and maintaining individual and team performance Communications management: Matching intent with outcome	Ch8 & Ch9 textbook plus readings on project team management, collaboration & performance – available on LMS	Case study discussion (including related questions) Ch 8 (pp. 300-302) & Ch 9 (pp. 331-332) textbook	
WK 6 3 – 7 April	Risk management: Proactively managing uncertainty, complexity and change Procurement management: Embedding value into the project	Ch10 & Ch11 textbook plus readings on project risk / uncertainty analysis& management and negotiation plus conflict management (local and global projects) – available on LMS	Case study discussion (including related questions) Ch 10 (pp. 359-361) & Ch 11 (pp. 385-386) textbook	
Study Break				

WK 7 **17-21 April**	Integration management: Unifying a coordinated approach Industry guest lecture (live online via zoom)	Ch12 textbook plus reading on post-project reviews – available on LMS	No practical class – Major group project due Group project presentation due	**Major group report due <u>Monday, 17th April, 5pm</u> (30% of overall mark for the unit) – <u>*Group task*</u>** **Project presentation due Friday 21st April, 5pm (15% of overall mark for the unit) - <u>*Individual task*</u>**
WK 8 **24-28 April**	N/A	N/A	No practical class	
WK 9 **1-5 May**	Ethical issues in business, project management and engineering practice Moral frameworks: Ethical theories and how to use them	Readings on ethics – made available on LMS	Case study on ethics applied to engineering (group & class discussion) (available on LMS)	
WK 10 **8-12 May**	Ethical theories and how to use them....continues Ethics & professionalism: Moral reasoning and Codes of Ethics	Readings on ethics – made available on LMS	Case study on ethics applied to engineering (group & class discussion) (available on LMS)	
WK 11 **15 - 19 May**	Steps in resolving ethical dilemmas Managing Cross Cultural Business Ethics	Readings on cross-cultural business ethics – made available on LMS	Australian Engineers Codes of Ethics (group discussion/critique & class discussion) (available on LMS)	
WK 12 **22-26 May**	Ethical management and leadership Exam review	Readings on ethical management and leadership – made available on LMS	Case study on ethics applied to engineering (group & class discussion) (available on LMS)	

Concluding Note

I hope that you find this unit both beneficial and enjoyable. I encourage you to be passionate and excited about this course, as I believe it will offer you a valuable opportunity to enhance your professional knowledge and abilities leading to a more successful career selection and advancement. If there is anything that I can do to help, please come and see me anytime.

Thank you & best wishes.

Cosimo Faiello

24 February, 2023