



Central European University

BUSI 5106

Agile Project Management

(1.5 credits) AY 2016-17, Fall trimester

Instructor	:	Balazs Horvath (see last page for bio sketch)
Class meets (day and time)	:	see schedule for details
Classroom	:	see schedule for details
Office	:	
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1 Prerequisites

Computer literacy and basic office software skills are assumed.

2 Course Description And Objectives

This course is designed to provide theoretical understanding of agile project management together with the ability to apply the knowledge to real-life situations. Covers the concepts, tools and techniques of Scrum, one of the most popular agile project management methodologies, and extends it with the wider understanding of how to implement it in an organization, what are the pre-requisites and shows examples of real-life transitions.

Upon course completion, students should be able to:

- ✓ Decide if agile project management could be used for a particular project;
- ✓ Work in a team using Scrum or other agile philosophies;
- ✓ Define processes to establish agile in an organization;
- ✓ Start learning towards one of the agile certifications.

3 Main Topics

- Comparison of predictive and adaptive project management methodologies
- Overview of the history of agile project management methodologies
- The Agile Manifesto and its principles
- The Scrum methodology
- Scalability of Scrum, competence development, team management
- Leadership, conflict management and stakeholder management
- Transition from predictive to adaptive methodologies

4 Required And Recommended Text And Readings

4.1 Required Readings

N/A

4.2 Recommended Readings

- Shalloway, Alan; Beaver, Guy; Trott, James R.: Lean-Agile Software Development: Achieving Enterprise Agility
- Schwaber, Ken: Agile Project Management with Scrum
- Cohn, Mike: Agile Estimating and Planning
- Highsmith, Jim: Agile Project Management: Creating Innovative Products
- Derby, Esther; Larsen, Diana: Agile Retrospectives: Making Good Teams Great
- Adkins, Lyssa: Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition
- Cohn, Mike: User Stories Applied: For Agile Software Development

5 Grading

Exam (individual)	60 points
<u>Exercises & Minute papers</u>	<u>40 points</u>
Maximum Total	100 points

Class Participation: Please note that attendance is mandatory (see section of Policy on Class Attendance). Active participation is expected via questions, examples and other valuable contributions on the course.

Minute Papers: Minute papers are short written exercises, given at the beginning, during, or towards the end of a class. Their purpose is one or more of the following: (1) to check preparation on the assignment's key points; (2) to stimulate critical thinking and sound reasoning; and (3) to obtain feedback about topics discussed in previous class sessions. Usually minute papers are marked 0-3 points (max. 5).

Exercises and other relevant assignments may be assigned for the purposes of practice, some of which will be collected for review. Most exercises will be based on the various aspects of agile project management, helping the hands-on understanding of the methodology.

Exam: individual, written exam.

NOTE: Additional lecture notes and electronic material will be available via the CEU e-learning site. Submissions are ONLY accepted via the e-learning site. E-mailed documents and/or presentations will NOT be accepted. Late submission: 25% of the maximum available score is subtracted/day.

Available Grades

A: Outstanding

Flawless work of extraordinarily high standard: shows thorough understanding of all work covered in class and demonstrates considerable research of both practical and theoretical nature. Presentation of a very high quality meeting both academic and professional practitioner criteria. Excellent and appropriate use of English language. Shows considerable creativity, covers several issues outside the classroom material and justifies all assertions.

A-: Excellent

Excellent work: some minor flaws and omissions can be found. The arguments, conclusions and justifications are still sound.

B+: Very good

Very good work: showing strong evidence of understanding and some research of both theoretical and practical fields. May have small flaws in the presentation, but generally these errors do not distract the reader from the meaning of the work. The argument may be incomplete.

B: Good

Appropriate, though generally a medium quality work: shows a good attempt at understanding the principles and concepts involved. Good use of the prescribed reading and preferably describes some research. The argument is likely to have serious omissions or errors.

B-: Satisfactory

Satisfactory: a genuine attempt is made to tackle the question, but falls short in a number of areas. Presentation and use of English may be relatively poor. Lack of attention to details and missing research.

C+: Minimum pass

Borderline: little evidence of understanding of the concepts involved. Also little evidence of work.

F: Fail

Has not demonstrated sufficient understanding of the topic to allow a pass grade and credit to be awarded. Serious misunderstandings, insufficient analysis and evaluation.

Grading Scale

Points (%)	Grade
96-100	A
90-95	A-
85-89	B+
80 – 84	B
75-79	B-
60-74	C+
0-59	F

The above table serves as a generic example of the scaling applied: in line with the CEU grading policies the instructor reserves the right to adjust the scale, that is, to grade on a "curve", should he find that significantly more than the usual number of students would not pass the course under the indicated grading scale or should the distribution of the grades represent an unrealistic pattern.

6 Course Outline And Session Assignments

<i>Sessions</i>	<i>Topics</i>	<i>Assignments</i>
1	Introduction, requirements The predictive – adaptive scale Overview and history of agile project management Suitability and pre-requisites of agile methods The Agile Manifesto and its Principles	
2	Overview of Scrum Scrum timeboxing Scrum content management Scrum estimates	
3	Scrum roles Scrum artefacts Scrum meetings Risks in Scrum	
4	Scrum scalability Stakeholder management in Scrum Motivation in Scrum Team development	
5	Competence mapping and growth Conflict management Transition from predictive to adaptive management Mandatory and aspirational standards for ethics in project management	
6	Exam	

7 Intended Learning Outcomes

Core Learning Area	Learning Outcome
Interpersonal Communication Skills	Students will understand the specific communication requirements of working in an agile organization, and extend their knowledge of motivation and conflict management.

Technology Skills	Students will understand the concepts, tools and techniques used in Scrum, one of the most widely used agile philosophies.
Cultural Sensitivity and Diversity	Students will learn how a diverse team setup helps achieving project objectives, and how to help teams to overcome challenges naturally occurring in any organization dealing with limited resources.
Quantitative Reasoning	Students will learn how to use the content definition, estimating and reporting tools and techniques of Scrum in order to analyse, document and predict past and future project performance to make sound business decisions.
Critical Thinking	Students will gain the ability to analyse a project and its environment in order to decide whether an agile approach would be appropriate for its execution.
Ethics and Social Responsibility	Students will learn about the mandatory and aspirational standards for project management.
Management Knowledge and Skills	Students will expand their knowledge on competence management and team development specific to the successful implementation of an agile philosophy within an organization.

8 Policies On Class Attendance And Participation

Regular and punctual attendance at every face-to-face class session is a requirement of all degree programs at CEU Business School. Each class covers material not found in the readings. Furthermore, participation in class discussions is an important part of the learning experience for all students as well as a factor in grading. If illness or another unusual circumstance requires missing a class, please do your best to inform the instructor (or the Academic Assistant) in advance. A grade of “AF” (Administrative Fail) *WILL* be assigned for failure to regularly attend a course, to drop the course in time, or to complete requirements on time. Please note that those students who fail to attend *AT LEAST* 80% of the lectures (in full) will be assigned an AF, with *NO* exception.

9 Academic Integrity

All students must adhere to the principles of academic integrity in all work done for this class and for other classes. Attempted cheating in any form, including plagiarism, is extremely serious and can result in dismissal from the School and University. If you are caught cheating or plagiarising during a minute paper, exam, or any other written work, your assignment will be taken away immediately, and will be considered to be worth *ZERO* points, with no possibility of make-up. Such action will also go into your file in the Academic Office. Should you have another incident of similar calibre, you will be immediately dismissed from the Program, with no option to appeal.

10 Comments On Group Work

You may be responsible to handle working in groups as well as working alone throughout this course. As a form of voluntary group work, I strongly encourage you to form study groups to work through the course material and practice, particularly if you are experiencing some difficulties.

Should you choose or be required to work in a group for any assignment, please bear in mind that you will be evaluated *AS A GROUP*, regardless of the amount and distribution of the work input by each individual member. I choose not to ask group members to evaluate one another. Instead, I would like to encourage you to try and split the work in a way that all of you find agreeable, and take responsibility for your portion, while overseeing the others’ contribution as well.

11 Brief Bio Of The Instructor

Balazs Horvath is an established leader with 15 years of experience in project and business management from various industries globally. He is an entrepreneur who built and led teams of different sizes both as a project and a functional manager with a track record of successful R&D and go-to-market projects in large and small organizations. A teacher of project management (both predictive and adaptive methodologies) for clients across the globe for the past 8 years. Holds a PMP (Project Management Professional), CSM (Certified Scrum Master) and PMI-ACP (Agile Certified Practitioner) certifications and is a repeat volunteer to educate people to manage projects better.

LinkedIn profile:

<https://hu.linkedin.com/in/balazshorvath>