INSTRUCTIONS FOR 2023 – 2024

Course Code and Title	
MLI-C1204 Agile Project Management	**6 cr**
Learning Outcomes and Content	

Learning outcomes for this course, upon successful completion, include the ability to:
1) understand and evaluate the differences and synergies between a typical "business as usual" context and implementing change through agile project management,
2) apply agile principles and approaches within complex projects in the context of digital transformation,
3) understand the agile management of quality, risks, time, cost, scope and benefit to deliver successful transformation outputs, and
4) define management products and critically evaluate their use within iterative projects.

Content:
The future success of businesses will require firms and individuals to change and adapt in a rapidly evolving and highly competitive environment. Hence, any change process within a business will need to embrace the full spectrum of competences and approaches. Businesses must be agile and quick in creating temporary organization structures to implement such changes to survive, compete or lead. This course will introduce students to the study of agile project management in order to tackle increasing complexities and the need for adaptability. Agile methodologies encourage continuous user involvement, providing higher visibility and transparency within the agile project life cycle. This results in a sharper focus on creating business value. In addition, agile approaches are more iterative compared to traditional approaches, and thus better suited to projects with high complexity and shorter planning horizons. Students will be engaged in a variety of activities to understand the importance, challenges, and best practices of agile project management.

Instructor Name and Profile
Serkan Ceylan (Associate Dean of the Faculty of Business) was born in Hamburg, Germany, and resided in the UK from 2006 to 2022 before returning to Germany. With visiting professorships/lectureships in Germany, Spain, Finland, and France, he has also undertaken external examiner duties for esteemed universities such as Lancaster University and the University of Bedfordshire.

To date, Serkan has successfully secured over £1,000,000 in research and enterprise grants from institutions like Research England and Knowledge Transfer Partnerships. He has also played a pivotal role in securing PhD scholarships from the Engineering and Physical Sciences Research Council and the Economic and Social Research Council. Additionally, Serkan serves as an executive director for the International Project Management Consortium.

As a published author, Serkan has contributed to the field with his book titled "AgileFrame®: Understanding Multifaceted Project Approaches for Successful Project Management." |

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Office Hours	2
Mon-Fri 12:00-13:00	

Required Reading
Ceylan, S., 2020. *AgileFrame: Understanding multifaceted project approaches for successful project management*. IPMC (Core textbook)

Pinto, J. K., 2019. *Project Management: Achieving Competitive Advantage. 5th Edition. Pearson. (optional)*

PMI. A guide to the project management body of knowledge (PMBOK guide). Ebook. (optional) Accessible: https://primo.aalto.fi/discovery/fulldisplay?docid=alma999348440906526&context=L&vid=358AALTO_INST:VU1&lang=en&search_scope=MyInstitution&adaptor=Local%20Search%20Engine&isFrbr=true&tab=LibraryCatalog&query=any,contains,%22project%22&sortby=date_d&facet=frbrgroupid,include,9069660715500125172&offset=0

I will give additional access to reading, when needed.

Course Schedule

Deduction due to an absence on the first day of the course: 5 points (on a 100-point scale) will be deducted from the student's final raw score before converting it to the final grade. If a student is absent on the first day due to illness, and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.

Session # and Day	Topic/s	Assignment/s
Session (1) Monday PM The Basics This session will delve into fundamental project management (PM) principles. While the focus is not specifically on agile project management, the emphasis is on essential PM practices. The intention is to establish a solid foundation and comprehension, enabling you to grasp agile working methods in subsequent sessions more effectively.	• Welcome and overview • Activity: Ice Breaker • Reasons for Projects • Activity: Why do projects fail? • Project Success Factors • Benefits of using AgileFrame • Projects, Programme & Portfolio Management • Project characteristics • Understanding the Project Conundrum	**Reading for next class:** Atkinson, R., 1999. Project management: cost, time and quality, two best guesses and a phenomenon, its time to accept other success criteria. International journal of project management, 17(6), pp.337-342 **Activity (for next class) – Discussion Forum:** Do you agree with the article? Give one example of what you agree/disagree with. Use the discussion forum to share your view. You are also encouraged to comment on other posts.

Session (2) Tuesday PM The Basics This session will continue with the fundamental PM principles. While the focus is not specifically on agile project management, the emphasis will continue on essential PM practices.	• Discuss yesterday's activity • Management Products • Breakout Activity: Search in groups for PM tools and present findings in class • LIDAR LOG, what is it and why use it? • Lessons Learned Cycle • Traditional VS Agile • Grounded Principles	**Reading for next class:** ROYCE, W.W., 1970. Managing the development of large software systems. In: ANON, ed. Western Electronic Show and Convention (WesCon), 25-28 August, 1970, Los Angeles. Los Alamitos: IEEE Computer Society, pp.328-338 [From this paper many waterfall methodologies started to arise, yet the paper also begins to critique waterfall and suggest improvements. It is perhaps just as much the birth of Agile as it is the birth of Waterfall. **Activity:** Be prepared to have a in class discussion: Try to highlight where an iterative approach is first mentioned.
Session (3) Wednesday Agile Framework This session will explore a framework that incorporates both traditional and agile working practices. It aims to offer a structure for integrating all future management products, activities, and working practices within a unified framework.	• Discuss yesterday's activity • AgileFrame Phase Cycles • Outline Phase • Strategic Direction Phase • Foundation Phase • Stage Boundary Phase • Management and Development Phase • Closing Phase	**Reading for next class:** Now let's consider the Agile Manifesto published in 2001. Seventeen software developers met and described a different way, attempting to speed up software projects that had traditionally been managed with Waterfall. Link: Manifesto for Agile Software Development (agilemanifesto.org) **Activity (for next class) – be prepared to have a in class discussion:** critically analyze the manifesto. What do you agree/disagree with?

Session (4) Thursday Pragmatic Themes This session will address pragmatic themes that require attention throughout the project lifecycle. While we will discuss these themes individually, the challenge lies in recognizing their interconnected nature, necessitating careful balance to attain project success.	• Pragmatic Themes overview • Effective Governance Structure • Communicate effectively and clearly o Activity: Lego • Outperform through collaboration and diversity • Project management team structure • Stakeholder engagement	**Reading for next class:** Case study (Sales Power Project) **Case study for next class:** Work on the Case Study Activity 1A and 1B - Building effective project teams & teamwork
Session (5) Friday Conclusion of week one This session will tie up any loose ends from the week, providing you with an opportunity for recapitulation and reinforcing our learning.	• Discussion Case study activity 1 • Recap • **Introduction to assignment (1)** • Key learning so far • General discussions • Weekly close out and feedback	**Weekly Reflection and Self-Directed Study:** (Please see additional info section for more information) **Activity:** At this early stage it is recommended you pursue breadth rather than depth, read the abstracts only of any papers concerning "agile" related to an industry you are particularly interested in – this is your time!
End of Week One		

Session (6) Monday (Week two) Decision Making This session will discuss the difficulties of decision making in PM.	• Knowledge-based view of project management • Use a knowledge-based approach for decision making • Reasonable control and realistic progress • Manage successfully • Responding to change • Change and issue control process • Progress and control	**Assignment Activity for next class:** Finalize your case study (Grocery) presentation for the following day. 5 minute PPT presentation.
Session (7) Tuesday (Week two) This session will explore various agile techniques. While some may be challenging to contextualize at this point, their clarity is expected to improve with time.	• Activity: Student Presentation (Grocery) ○ Activity: The Challenge [Tower] • Daily stand-up • Iterative development • Timebox overview • Bottom-up control	**Case study Activity for next class:** Work on the Case study (Sales Power Project) Activity 2A and 2B **Assignment Presentation Activity:** Have a 3-slide outline brief presentation ready to present in class. Formative feedback for assignment (1)
Session (8) Wednesday (Week two) Project Justification This session will address the fundamental question of why we undertake a project. It will explore the types of projects that require justification and delve into the essential components of a well-constructed business case as part of good practice.	• Student Presentation • Discussion Case study Activity 2 • Robust business justification • Business case headers • Case study Activity 2C and 2D and 4A • Activity: Start on Case study for supermarket project (this will be part of assignment one)	**Reading/Activity for next class:** Continue on Case study for supermarket project **Reading for next class:** The Best Response to Digital Disruption (mit.edu) https://sloanreview.mit.edu/article/the-right-response-to-digital-disruption/

Session (9) Thursday (Week two) Quality Management This session will concentrate on principles and themes related to establishing outputs that are fit for purpose. We will explore the key distinctions between agile and traditional approaches, providing you with insights to comprehend the differences in approach.	• Student presentation on Supermarket case study • Fit for purpose outputs • Focus on the dynamic value string • PRINCIPLE: Develop continuously • Activity: Role Play • Quality Methods • Requirements • Prioritization • Workshops	**Case study Activity for next class:** Case study (Sales Power Project) Activity 3A and 6A **Activity:** Work on Student Project Brief Presentation (groupwork)
Session (10) Friday (Week two) Conclusion of week two This session will tie up any loose ends from the week, providing you with an opportunity for recapitulation and reinforcing our learning.	• Potential Guest Speaker • Recap • Key learning so far • General discussions • Weekly close out and feedback	**Weekly Reflection and Self-Directed Study:** (Please see additional info section for more information) **Assignment Presentation Activity:** Work on and finalize Student Project Brief Presentation (groupwork)
End of Week Two		
Session (11) Monday (Week three) Assessment preparation day	• Assessment (1): Student Project Brief Presentation • Mock Exam (1) • Discussion of Mock exam • Lessons Learned	**Assessment (1): Student Project Brief Presentation** **Activity for next class:** Go through the mock exam one more time. **Activity for next class:** Create 5 knowledge check questions that follow the same format as the mock exam.

Session (12) Tuesday (Week three) Uncertainty Management This session will address the fundamentals of risks and opportunities. You will develop an understanding of why acknowledging uncertainties in project management situations is crucial and learn the best approaches for managing uncertainties within a project management context.	• Potential Guest Speaker • Awareness of Uncertainty • Risk and opportunity procedure (ROP) • Identify Risk • Probability and impact matrix (Assess) • Risk roles and definition	**Reading/Activity for next class:** Case study (Sales Power Project) Activity 5A
Session (13) Wednesday (Week three) Project planning and control This session will highlight the distinctions between traditional and agile approaches. You will gain an appreciation for the innovative nature of agile methodologies and deepen your understanding of the core concepts that underpin agile approaches.	• Potential Guest Speaker • Reasonable control and realistic progress • Plan levels • Degree of planning • Benefits-based planning	**Assignment Activity:** Finalize reflective journal Weekly Reflection and Self-Directed Study. Analysis of the available project management methodologies
Session (14) Thursday (Week three) Assessment preparation day	• In Class Mock Exam (2) • Discussion of Mock exam • Lessons Learned	**Assignment Activity: Assessment (3): Submit reflective journal** **Assignment Activity for next class:** Prepare for Exam
Session (14) Friday (Week three) Assessment day	• Assessment (2): Exam Day • Close out and final feedback	**Assessment (2): Exam Day** **Reading/Activity for next class:** None
End of Week Three – End of Module		

Grading	
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Course Requirements	Weighting (%) or maximum points
Requirement 1: Groupwork Assessment	40%
Requirement 2: Individual Exam	40%
Requirement 3: Reflective journal	10%
Requirement 4: Individual Participation	10%
Total:	100%
Total	100

Conversion scale	Final grade (official scale)
90 - 100	5
80 - 89	4
70 - 79	3
60 - 69	2
50 - 59	1
0 - 49	0

ECTS STUDENT WORKLOAD

This course is a 6 ECTS unit course, following the ECTS (European Credit Transfer System) guidelines of Aalto University School of Business. The number of hours the average student is expected to work in the course is 160 (including in-class and out-of-class work).

Types of Hours	Number of Hours
Contact hours (on- and off-campus):	**45**
Out-of-class hours:	**115** (Sum of fields below)
Work with course materials, eg required reading	**30**
Exam preparation	**15**
Individual research & writing	**45**
Team projects (meetings, research, preparation, etc.)	**25**
Other	**NA**
Total of all student workload (contact and out-of-class) hours:	**160**

ACADEMIC POLICY STATEMENTS

CODES OF CONDUCT

Academic excellence and high achievement levels are only possible in an environment where the highest standards of academic honesty and integrity are maintained. Students are expected to abide by the Aalto University Code of Academic Integrity, other relevant codes and regulations, as well as the canons of ethical conduct within the disciplines of business and management education.

In addition, the BScBA Program has strict exam regulations in force which must be followed in all test-taking situations.

TEXTBOOK POLICY

All required textbooks and other course materials are the responsibility of the student. It is the expectation of faculty that all students will have access to the textbooks and other reading material. If a student is not able to purchase his/her own copy of the textbook or other required reading materials, it is nonetheless the student's responsibility to find a way to complete the reading for the course.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are considered integral parts of teaching and learning at the BScBA program in Mikkeli. Therefore, regular class attendance is required of all students and attendance records are kept for each class. Students are also expected to be in class on time.

If the student participates in the final exam/assessment, it will be graded and counted towards the final grade.

The attendance policy of the BScBA program provides that:

1) **A maximum of three absences of any kind** is allowed for a 3-week, 6-credit course. Four or more absences will result in being dropped from the course.
2) Whenever taking an absence, **the student bears the risk of missing class**, and the consequences, which may include a lower participation grade, missing a graded activity, etc. It is up to the course instructor to decide whether or not a graded activity can be completed later.
3) **An absence on the first day of the course** will result in 5 points (on a 100-point scale) being deducted from the student's final raw score before converting it to the final grade. If a student is absent on the first day due to illness, and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.
4) **A student getting to class after the session has started** will not be able to enter the classroom until the first break and will get an absence for the day.
5) It is expected that **students marked present for the day are in class the entire time.** Students leaving class early may be marked absent.
6) **The instructor may include class participation as a component of the grade;** up to 15% of the total points that can be earned toward the final grade.
7) **The instructor may identify up to three days of the course (in addition to the first day) as mandatory,** ie taking an absence on those days would have a direct impact on the course grade.

The instructor for the course will take attendance in classes. The decision to drop a student from a course will be made by the instructor, who will inform Mari Syväoja, Manager of Academic Operations: mari.syvaoja@aalto.fi.

Addition to the attendance policy of the BScBA Program, Mikkeli Campus:
- This addition concerns absences in addition to the normal maximum of three that would fall under a category called **Medical and Family Emergency cases**.
- Students who want to use this option to complete a course must fulfil these criteria:
  - The total absences of the student will exceed the normally allowed three absences due to a major medical problem or family emergency.
  - The student will be absent no more than 5 days; exceeding that number of days will result in dropping the course.
  - Documentation or a detailed explanation concerning the entire period of the emergency (such as a medical certificate) is provided to the Manager of Academic Operations.
- The case-by-case solution will be coordinated by the Manager of Academic Operations, who will deal with the documentation and discuss with the instructor to find a pedagogical solution enabling the student to continue in the course. In case the MAO is on leave, the student should contact the other study office staff.
- The solution must not cause a significant increase in the instructor's workload. The grading elements for the course may be reviewed, and additional assignments may be arranged if feasible. However, a shifting of grading proportions may occur. The course grade might be affected due to the student missing some in-class activities.

Additional Information

Reflective learning is a way of allowing you to step back from your learning experience, help yourself develop critical thinking skills and, improve on future performance by analyzing what you have learned and how far you have come.

For this weekly exercise you need to create a reflective journal. Please use the template below. How will your learning from this topic shape your practice of project management in the future?

Each week allocate at least 15 minutes for your reflective journal. Do you have any open questions where you feel you need to do more research?

You should also allocate some self-directed study time of at least 45 minutes, per week, to help overcome some of your knowledge gaps that became apparent while taking the lesson so far.