

**INSTRUCTIONS FOR 2022 – 2023**

<b>Course Code and Title</b>	
<b>MLI-C1204 - Agile Project Management</b>	6 cr
<b>Learning Outcomes and Content</b>	
<p>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.</p> <p>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.</p>	

<b>Instructor Name and Profile</b>
<p>Dr Serkan Ceylan – Head of School &amp; Associate Dean Serkan was born in Hamburg, Germany, and moved to the UK between 2006 and 2022. He has visiting Professorships/Lectureships in Germany, Spain, Finland and France, and has undertaken external examiner duties for universities such as Lancaster University and the University of Bedfordshire.</p> <p>To date, Serkan has secured over £1,500,000 worth of research and enterprise grants from research bodies such as Research England and Knowledge Transfer Partnerships, as well as securing PhD scholarships from the Engineering and Physical Sciences Research Council and the Economic and Social Research Council. He is also an executive director for the International Project Management Consortium and has acted as an APM board member for the WESSEX region. He is a published author of the book: AgileFrame® Understanding multifaceted project approaches for successful project management.</p>

**Email Address**

sceylan@arden.ac.uk

**Office Hours**

Monday-Thursday 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&acet=frbrgroupid,include,9069660715500125172&offset=0](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&acet=frbrgroupid,include,9069660715500125172&offset=0)

I will give additional access to reading, when/if needed.

<b>Course Schedule</b>		
<p><b>Deduction due to an absence on the first day of the course:</b> 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 can provide the instructor with a medical certificate, the 5-point deduction will be waived.</p>		
Session # and Date	Topic/s	Assignment/s
Session 1: PM The Basics  13/02/2023 09:00-12:00	<ul style="list-style-type: none"> <li>• Activity: Ice Breaker</li> <li>• Reasons for Projects</li> <li>• Project Success Factors</li> <li>• Benefits of using AgileFrame</li> <li>• Projects, Programme &amp; Portfolio Management</li> <li>• Project characteristics</li> <li>• Understanding the Project Conundrum</li> </ul>	Activity (in class): Ice Breaker  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
Session 2: PM The Basics  14/02/2023 09:00-12:00	<ul style="list-style-type: none"> <li>• Management Products</li> <li>• LIDAR LOG</li> <li>• Lessons Learned Cycle</li> <li>• Traditional VS Agile</li> <li>• Grounded Principles</li> </ul>	Reading/Activity 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]  <b>Try to highlight where an iterative approach is first mentioned.</b>
Wednesday, Feb 15	<b>Career Day</b>	<b>No course activities</b>

<p>Session 3: Agile Framework</p> <p>16/02/2023 09:00-13:00 +1 hour of lost time</p>	<ul style="list-style-type: none"> <li>• AgileFrame Phase Cycles</li> <li>• Outline Phase</li> <li>• Strategic Direction Phase</li> <li>• Foundation Phase</li> <li>• Stage Boundary Phase</li> <li>• Management and Development Phase</li> <li>• Closing Phase</li> </ul> <hr/> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>• Pragmatic Themes overview</li> <li>• Effective Governance Structure</li> </ul>	<p>Reading/Activity for next class:</p> <p>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.</p> <p>Link: <a href="http://agilemanifesto.org">Manifesto for Agile Software Development (agilemanifesto.org)</a></p>
<p>Session 4: Pragmatic Agile Themes</p> <p>17/02/2023 09:00-12:30 +0.5 hours of lost time</p>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• Discussion Case study activity 1</li> <li>• Introduction to assignment (1)</li> <li>• Key learning so far</li> <li>• General discussions</li> <li>• Weekly close-out and feedback</li> <li>•</li> </ul> <hr/> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>• Communicate effectively and clearly</li> <li>• Outperform through collaboration and diversity</li> </ul>	<p>Reading/Activity for next class:</p> <p>Case study (Sales Power Project) Scenario + Activity 1A and 1B</p> <p>Building effective project teams &amp; teamwork</p> <p>Weekly Reflection and Self-Directed Study. (Please see additional info section for more information)</p> <p>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!</p>
<p><b>Start of Week Two</b></p>		

<p>Session 5: Decision Making</p> <p>20/02/2023 09:00-12:00 +0.5 hours of lost time</p>	<ul style="list-style-type: none"> <li>• Knowledge-based view of project management</li> <li>• Use a knowledge-based approach for decision making</li> <li>• Reasonable control and realistic progress</li> <li>• Manage successfully</li> <li>• Responding to change</li> <li>• Change and issue control process</li> <li>• Progress and control</li> </ul> <hr/> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>• Project management team structure</li> <li>• Stakeholder engagement</li> </ul>	<p><b>Activity for next class:</b> Finalize your case study (Grocery) presentation for the following day. 5 minute PPT presentation.</p>
<p>Session 6: Agile Techniques</p> <p>21/02/2023 09:00-12:00 +0.5 hours of lost time</p>	<ul style="list-style-type: none"> <li>• Student Presentation (Grocery) <ul style="list-style-type: none"> <li>◦ Feedback</li> </ul> </li> <li>• <b>The Challenge (In class activity: Tower)</b></li> <li>• Daily stand-up</li> <li>• Iterative development</li> <li>• Timebox overview</li> <li>• Bottom-up control</li> </ul>	<p>Reading/Activity for next class: Case study (Sales Power Project) Activity 2A and 2B</p>
<p>Session 7: Project Justification</p> <p>22/02/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Student Presentation</li> <li>• Discussion Case study Activity 2</li> <li>• Robust business justification</li> <li>• Business case headers</li> <li>• Case study Activity 2C and 2D and 4A</li> <li>• Activity: Start on Case study for supermarket project (this will be part of assignment one)</li> </ul>	<p>Reading/Activity for next class: Continue on Case study for supermarket project  The Best Response to Digital Disruption (mit.edu) <a href="https://sloanreview.mit.edu/article/the-right-response-to-digital-disruption/">https://sloanreview.mit.edu/article/the-right-response-to-digital-disruption/</a></p>

<p>Session 8: Quality Management</p> <p>23/02/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Student presentation on Supermarket case study</li> <li>• Fit for purpose outputs</li> <li>• Focus on the dynamic value string</li> <li>• PRINCIPLE: Develop continuously</li> <li>• Activity: Role Play</li> <li>• Quality Methods</li> <li>• Requirements</li> <li>• Prioritisation</li> <li>• Workshops</li> </ul>	<p>Reading/Activity for next class:</p> <p>Case study (Sales Power Project) Activity 3A and 6A</p> <p>Work on Student Project Brief Presentation (groupwork)</p>
<p>Session 9: Conclusion of week two</p> <p>24/02/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Possible Guest Speaker 09:00-10:00</li> <li>• Recap</li> <li>• Key learning so far</li> <li>• General discussions</li> <li>• Weekly close-out and feedback</li> </ul>	<p>Weekly Reflection and Self-Directed Study.</p> <p>Work on and finalise Student Project Brief Presentation (groupwork)</p>
<b>Start of Week Three</b>		
<p>Session 10: Assessment Day</p> <p>27/02/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Possible Guest Speaker 09:00-10:00</li> <li>• Mock Exam (1)</li> <li>• Discussion of Mock exam</li> <li>• Lessons Learned</li> </ul>	<p><b>Assessment (1): Student Project Brief Presentation</b></p> <p>Reading/Activity for next class:</p> <p>Go through the mock exam one more time. Create 5 knowledge check questions that follow the same format as the mock exam.</p>
<p>Session 11: Uncertainty Management</p> <p>28/02/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Possible Guest Speaker 09:00-10:00</li> <li>• Awareness of Uncertainty</li> <li>• Risk and opportunity procedure (ROP)</li> <li>• Identify Risk</li> <li>• Probability and impact matrix (Assess)</li> <li>• Risk roles and definition</li> </ul>	<p>Reading/Activity for next class:</p> <p>Case study (Sales Power Project) Activity 5A</p>
<p>Session 12: Project planning and control</p> <p>01/03/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Reasonable control and realistic progress</li> <li>• Plan levels</li> <li>• Degree of planning</li> <li>• Benefits-based planning</li> </ul>	<p>Finalise reflective journal Weekly Reflection and Self-Directed Study.</p> <p>Analysis of the available project management methodologies</p>

<p>Session 13: Assessment preparation</p> <p>02/03/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Mock Exam (2)</li> <li>• Discussion of Mock exam</li> <li>• Lessons Learned</li> </ul>	<p><b>Assessment (3): Submit reflective journal</b></p> <p>Reading/Activity for next class:</p> <p>Prepare for Exam</p>
<p>Session 14: Assessment day</p> <p>03/03/2023 09:00-12:00</p>	<ul style="list-style-type: none"> <li>• Exam Day</li> <li>• Close out and final feedback</li> </ul>	<p><b>Assessment (2): Exam Day</b></p> <p>Reading/Activity for next class: <b>None</b></p>
<p>Session 15:</p>	<p><b>Not needed as 2.5 hours allocated over 3 sessions</b></p>	

2022-2023

<b>Grading</b>	
<b>Course Requirements</b>	<b>Weighting (%) or maximum points</b>
Requirement 1: Groupwork Assessment	40%
Requirement 2: Individual Exam	40%
Requirement 3: Reflective journal	10%
Requirement 4: Individual Participation	10%
<b>Total</b>	<b>100</b>
<b>Conversion scale</b>	<b>Final grade (official scale)</b>
90 - 100	5
80 - 89	4
70 - 79	3
60 - 69	2
50 - 59	1
0 - 49	0

<b>ECTS STUDENT WORKLOAD</b>	
<p>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).</p>	
<b>Types of Hours</b>	<b>Number of Hours</b>
<b>Contact hours (on- and off-campus):</b>	<b>45</b>
<b>Contact hours for attending Career Day</b>	<b>4</b>
<b>Out-of-class hours:</b>	<b>111</b> (Sum of fields below)
Work with course materials, eg required reading	<b>25</b>
Exam preparation	<b>15</b>
Individual research & writing	<b>46</b>
Team projects (meetings, research, preparation, etc.)	<b>25</b>
Other	<b>N/A</b>
<b>Total of all student workload (contact and out-of-class) hours:</b>	<b>160</b>



## 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 (2022-2023)

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 can provide the instructor with a medical certificate, the 5-point deduction will be waived.
- 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](mailto:mari.syvaoja@aalto.fi).

### **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 analysing 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.