Module Guide

Fundamentals of Agile Project Management

BBS-7-FAP

School of Business

2018-19, Semester 2

Level 7

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1. MODULE DETAILS

Module Title:	Fundamentals of Agile Project Management
Module Level:	7
Module Reference Number:	BBS-7-FAP
Credit Value:	10 credits
Student Study Hours:	70 hours
Contact Hours:	30 hours
Private Study Hours:	70 hours
Pre-requisite Learning (If applicable):	
Co-requisite Modules (If applicable):	
Course(s):	MSc in Business Project Management / MSc IBM
Year and Semester	Year 1, Semester 2
Module Leader:	Dr Sara Hasani
MC Contact Details (Tel, Email, Room)	0207 815 7893 hasanis2@lsbu.ac.uk LR-365
Teaching Team & Contact Details (If applicable):	
Subject Area:	Project Management
Summary of Assessment Method:	Coursework
External Examiner appointed for module:	Dr Rosane Pagano

2. SHORT DESCRIPTION

This module outlines the fundamental principles, methodologies, methods, techniques, tools and metaphors that are applied to agile projects, particularly those that use Scrum or similar approaches. Within the module, different Scrum skills *(i.e.,* soft and hard skills) are developed through the practice of an iterative and incremental process, underpinned by a distinctive quality approach so as to produce a product that meets an organisational or business need.

3. AIMS OF THE MODULE

An exploration of the principles, methodologies, techniques, tools and metaphors that are applied in achieving a successful product. Emphasis is placed upon product delivery that has built-in quality and demonstrably meets stakeholders' needs'. Key aspects of Scrum (requirements, sprint planning, product backlog, sprint review and facilitation) are introduced within the wider context of agile project management. Core soft and hard skills of managing projects with agility, resourcefulness and flexibility are reinforced through working in teams on a live, real-world project.

4. LEARNING OUTCOMES

4.1   Knowledge and Understanding

- Describe the different roles and responsibilities within the scrum approach.
- Be aware of differences in stakeholders' perspectives
- Appreciate product complexity, variability and uncertainty.

4.2　Intellectual Skills

- Evaluate the role of metaphor, principles, methodologies and techniques in agile project management
- Apply an iterative and incremental approach to project management and product development.

4.3　Practical Skills

- Use facilitation skills and apply soft methodologies to identify and prioritise stakeholder requirements (product backlog), sprint plans, quality inspection approach, sprint review
- Employ an iterative and incremental process to review progress and identify key lessons learnt.

4.4　Transferable Skills

- Communicate effectively, appropriately and professionally in an organisational or project context
- Work with and meet obligations to others
- Recognise and support followership and/or be proactive in leadership
- Identify and reflect on strategies to improve own learning and performance.

5.　ASSESSMENT OF THE MODULE

Coursework only, framed as four groupwork components, with individual elements. You are required to complete all four components. The overall pass mark for the module is 50%.

The coursework brief is based on a real-world problem within an organisational context. You will be expected to work with colleagues as a team to develop a project and/or a product to resolve that real-world problem.

6.　FEEDBACK

You can expect to gain frequent Informal feedback from your peers and tutors during seminar discussions as the coursework assignment progresses

Formal feedback will normally be given 15 working days after the final submission of an assignment or as advised by the module leader.

General feedback applying to all students may also be placed on the module VLE site within 15 working days.

7.　INTRODUCTION TO STUDYING THE MODULE

7.1　Overview of Types of Classes

A combination of the following teaching and learning approaches will be used:
- Tutor-led discussions
- Group discussions and presentations
- Student-led project work.

7.2　Importance of Student Self-Managed Learning Time

Postgraduate study is primarily an opportunity to develop as an independent and hopefully lifelong learner. That is what being a 'Master of Science' means. Hence, and particularly with the topic of this module in mind, the teaching approach will be focused on developing practical insight. ***Do not expect cramming or spoon-feeding.***

For each contact hour, you should expect to spend at least three hours on self-managed learning. Accordingly, it is essential that you plan, in advance, a self-study programme around your personal schedule. Self-discipline, collegiality, teamwork and integrity are expected of you. You will be held to account on your commitments.

Overall, you are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. You will be encouraged to identify for yourself particular problems of difficulty and to use seminar discussions, where appropriate, for their resolution. Moreover, you *must* regularly access the Moodle site for this module. You should download the class materials from the Moodle site and do the recommended reading, before each class session.

The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.3   Getting Heard and Getting Help

Please talk to your course tutor. If at any time you are not clear about anything we have discussed in class or are not sure what to do. Usually, he or she will make time then and there to discuss it or arrange a mutually more convenient time. If you don't feel you can talk to your course tutor, then please contact the MBA Course Director or the Head of Division.

Alternatively, ask your student course representative to discuss the matter at the next Course Board. Course Boards are held in each semester. They are a constructive forum in which students and tutors can exchange viewpoints and expectations regarding the running of the course. They are attended by the Head of Division (HoD, or nominee), the Course Director, the relevant School Administrator and module leaders. In addition, other staff involved in seminars and workshops and the School Information Adviser are always invited.

In addition, the Student Centre is intended as a 'one-stop shop' for getting confidential help with a range of things, including study skills and academic English.

7.4   Employability

Employability can be described as the 'set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.' Hence, in this module, you have the opportunity to develop the critical applied research and problem recognition and resolution skills, plus the multi-cultural team working and project leadership skills that will enable you to act creatively and responsibly in a globalised economy.

The module aims to develop your understanding of the values, principles, methodologies, methods and techniques of agile projects using a Scrum or similar approach in 21st Century forward-looking, entrepreneurial, adaptive, sustainable organisations. You are likely to gain a foundational appreciation of the Scrum approach as applied to a live, small-scale innovation project. You will develop soft and technical skills in facilitation of requirements elicitation, planning and quality review. Your teamworking skills will undoubtedly be stretched to the limit – and will therefore ultimately be the stronger for it. You will also be expected to demonstrate that you are able to evaluate relevant information and to communicate it in a logical, structured and credible way.

All students – undergraduate, postgraduate, UK or international - can use the Employability and Careers Service Job Shop within the Student Centre. Their services are available to you for two years after graduation.

I encourage you actively to participate in the many and varied extra-curricular activities organised by LSBU student societies, relevant professional bodies, employers and the LSBU Enterprise Centre: in particular, the **CIBS lecture series** (http://bus.lsbu.ac.uk/cibs/ and the **Start** and **Evolve** enterprise talks and workshops organised by the Enterprise Centre.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The module is sub-divided into four interrelated parts:

Part 1 - Overview
Provides an overview of the agile approach, its key components and methods. An exploration of the vision which entails anticipated ROI, aspects of product/functionality releases and milestones. An understanding of the three Scrum roles: the product owner, the team and scrum master.

Part 2 – Scrum Events and Artefacts
A detailed understanding of product backlog, sprint backlog, sprint planning, sprint review and learning. The development of facilitation skills and use of soft methodologies to elicit and capture product owners understanding which are translated into requirements. The following Scrum skills are gained through practice: excel, user stories, product descriptions, time boxing, agile value stream mapping, burndown charts and resource costing.

Part 3 – Empirical Process Control
This part emphasises the built-in quality approach of empirical process control, the three components of which are transparency, inspection and adaption. The definition of 'done', conditions of satisfaction and acceptance criteria are explored. Formal opportunity for inspection and adaption are examined through sprint planning meetings and daily scrums. Appropriate methods and techniques are applied in the practice of the empirical control process.

Part 4 – Scrum execution and assignment
The development of a real-world innovation for an LSBU problem owner using the scrum approach. The innovation is produced to the satisfaction of the owner, together with a report documenting key lessons learnt from the project.

9. STUDENT EVALUATION

N/a. This is a new module informed by evolving current practice and research.

10. LEARNING RESOURCES

10.1 Core Materials

Cohn, M. (2004) *User Stories Applied.* London: Prentice-Hall Professional

Cohn, M. (2006) *Agile Estimating and Planning.* London: Prentice-Hall Professional

Poppendieck, M., and Poppendieck, M. (2003*) Lean Software Development: An Agile Toolkit.* Reading, MA: Addison-Wesley

Reinertsen, D. (2009) *The Principles of Product Development Flow: Second Generation Lean Product Development.* Redondo Beach, CA: Celeritus Publishing

Rubin, K. (2013) Essential Scrum, London: Addison-Wesley,

Ries, E. (2011) *The Lean Startup.* London: Portfolio/Penguin

Schon, D.A. (1983) *The Reflective Practitioner: How Professionals Think in Action.* London: Temple Smith

Schwaber, K. (2004) *Agile Project Management with Scrum.* Washington, USA: Microsoft Press.

10.2 Optional Materials

Andersen, E.S. (2008), *Rethinking Project Management: An Organisational Perspective.* Harlow: FT Prentice Hall

APM (2006) *APM Body of Knowledge,* 5th Edition. Princes Risborough, UK: Association for Project Management

Argyris, C., and Schon, D. (1978) *Organisational Learning: A Theory of Action Perspective.* Reading: Addison Wesley

Beck, K. et al (2001) *Manifesto For Agile Software Development.* Available at http://agilemanifesto.org/principles.html

Checkland, P.B. (1981) *Systems Thinking, Systems Practice.* Chichester, UK: John Wiley and Sons

Davis,R., and Davis, A. (2011) *Value Management: Translating Aspiration into Performance.* Farnham, UK: Gower Publishing Limited

Liker, JK (2008), *Toyota Culture.* London: McGraw-Hill

Manns, M.L. and Rising, L. (2004), Fearless Change. London: Addison-Wesley

Richards, K. (2007) *Agile Project Management: Running PRINCE2 Projects with DSDM.* Norwich,UK: The Stationary Office

Scholtes, P.R. (1998), *The Leader's Handbook.* New York: McGraw-Hill

Schwaber, K. and Sutherland, J. (2011) *The Scrum Guide* available at www.scrum.org

Schwaber, K. and Beedle, J. (2001) *Agile Software Development with Scrum*, Prentice Hall, USA.

Winter, M. and Szczepanek,T. (2009) *Images of Projects.* Farnham, UK: Gower Publishing Company

Journals
International Journal of Project Management
International Journal of Managing Projects in Business
Project Management Journal

E-sources:
- http://www.apm.org.uk/
- http://www.pmi.org.uk/

There are a few novels about managing projects. If you can find them they may be valuable and insightful. For example:

DeMarco, T. (1997), *The Deadline.* New York: Dorset House

Goldratt, E.M. (1997), *Critical Chain.* Aldershot: Gower

Kidder, T. (1982), *The Soul of a New Machine.* Harmondsworth: Penguin

Also two films: a documentary, *The September Issue* and its fictional remake, *The Devil wears Prada,* both about the high-pressure project to put together the September issue of American *Vogue.*