



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Agile Project Management</b>	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> <b>Other(s):</b>	Vilnius University Business School Saulėtekio ave. 22, Vilnius

Study cycle	Type of the course unit (module)
Second	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face / online	Autumn	English

Requirements for students	
<b>Prerequisites: none</b>	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module): programme competences to be developed		
The objective of this course is to develop Project Management knowledge and practice competences, with particular focus on Agile approach as well as social competencies in PM.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Gain theoretical knowledge and practical aspects about Agile Project Management principles, methods and tools and be able to explain and analyze Agile Project Management principles in projects, especially focusing on the following competences <sup>1</sup> : Scope (4.5.3), Time (4.5.4), and Teamwork (4.4.6).  Be able to demonstrate knowledge, comprehension and application of the following Key competence indicators using Agile approach: Structure the project scope (4.5.3.2); Define the work packages of the project (4.5.3.3); Establish and maintain scope configuration (4.5.3.4); Monitor progress against the	Lectures, literature review, presentations and group discussions, games/exercises in groups, group assignment, providing feedback to presentations of others, developing corresponding project plan chapters based on a case.	Assessment of group work, Assessment of participation in discussions, of feedback provided to others. Examination through cumulative short testing.

<sup>1</sup> Numbers are references to Individual Competence Baseline (ICB) for Project, Programme and Portfolio Management issued by International Project Management Association (IPMA),

<p>schedule and make any necessary adjustments (4.5.4.5). Be able to cooperate and communicate with peers and other stakeholders, effectively lead and manage the team.</p>		
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Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction to Agile Project Management; differences from traditional Project Management methods, Agile manifesto and principles	2		2				4	12	Analysis of literature for the lecture.
2. Agile product/project planning; Product Planning – From Business Case to Product Backlog, Agile Requirements Management – User Stories, Agile Estimation – Story Points, T-Shirt sizes, Agile Estimation Techniques – Planning Poker, Fast Sizing	2		2				4	12	Analysis of literature for the lecture.
3. Overview of most common Agile methods and their differences; Scrum, Lean Software Development, Kanban	2						4	13	Analysis of literature for the lecture.
4. Deep dive to Scrum; Introduction to main principles, Scrum roles, Scrum process and artifacts	2		4				6	13	Analysis of literature for the lecture.
5. Deep dive to DSDM Atern, Principles, Lifecycle, Roles and Responsibilities	2		2				4	12	Analysis of literature for the lecture.
6. Procurement and contracts in Agile projects	2		2				4	12	Analysis of literature for the lecture.
7. Agile project management for international projects	2		2				4	12	Analysis of literature for the lecture.
8. Agile project management scaling in big organizations and projects	2		2				4	12	Analysis of literature for the lecture.
<b>Total</b>	<b>16</b>		<b>16</b>				<b>32</b>	<b>98</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Evaluate how student understand theory by actively participating and contributing in the practical games/exercises during the class.	20%	Through the course as assigned	The following criteria are used for assessment: <ul style="list-style-type: none"> <li>– How much student engaged into the games/exercises?</li> <li>– Did student help the team he was assigned to achieve the goal of the games/exercises?</li> <li>– Did student ask critical questions and engage others in discussions?</li> </ul>
Examination after each topic.	80%	Through the course at the	Short testing with multiple choice the end of each topic. Questions in the examination correspond to chapters of the project plan. Student picks best answer based on theory he/she

		end of each topic	has heard in the class and games/exercises he/she participated to try the theory in the practical environment.
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<b>Author</b>	<b>Year of publication</b>	<b>Title</b>	<b>Issue of a periodical or volume of a publication</b>	<b>Publishing place and house or web link</b>
<b>Compulsory reading</b>				
Jim Highsmith,	2009	Agile Project Management: Creating Innovative Products (2nd Edition)		Addison-Wesley Professional
Ken Schwaber,	2004	Agile Project Management with Scrum		Microsoft Press