Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 19.05.2023 11:31:13
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)

Higher School of Industrial Policy and Entrepreneurship
(faculty/institute/academy - the higher education program developer)

COURSE SYLLABUS

Agile Project Management
(name of the discipline/module)

Recommended by the Didactic Council for the Education Field of:

38.04.02 Management
(field of studies / speciality code and title)

The study of the discipline is conducted as part of the professional program of higher education.

Engineering Management
(name (track/specialization) of professional program of higher education)

2023

1. THE GOAL OF THE DISCIPLINE

The goal of mastering the *Agile Project Management* discipline is to introduce students the essence and tools of project management, enabling to make qualified decisions on coordinating people, materials and equipment, as well as funds and time to complete a specific project within time, budget and to customer's satisfaction.

The main objectives of the course are:

- to introduce the history of development of methods and approaches to project management;
- to study the theoretical foundations of project management;
- to study the role of a project manager at different stages of the project life cycle;
- to study the organizational forms of projects and methods of their management and optimization;
- to study the project planning tools and control of its performance.

2. REQUIREMENTS FOR DISCIPLINE OUTCOMES

The mastering of the *Agile Project Management* discipline envisages building the following competencies (parts of competencies) in students:

Table 2.1. The list of competencies acquired by students in the course of the discipline (outcomes of the discipline)

Competence Code	**Competence Descriptor**	**Competence Formation Indicators** (within this discipline)
GC-7	Capability to use digital technologies and methods of searching, processing, analyzing, storing and presenting information (in the professional field) in the context of digital economy and modern corporate information culture	GC-7.1. Searches the necessary sources of information and data, perceives, analyzes, consolidates and transfers information using digital tools, as well as using algorithms when working with data obtained from various sources in order to use efficiently the information received for problem solving; GC-7.2. Assesses information, its reliability, makes logical thoughts based on incoming information and data; GC-7.3. Follows and promotes the norms of a healthy lifestyle in various life situations and in professional work.
GPC-6.	Can critically evaluate the possibilities of digital technologies for solving professional tasks, work with digital data, evaluate their sources and relevance	GPC-6.1 Masters digital technologies for the successful solution of professional challenges GPC-6.2 can work with digital data, evaluate their sources and relevance GPC-6.3 Can use general or specialized application software

		packages designed to perform professional tasks
PC-1	Capability to manage the efficiency of an investment project	PC-1.1 Defines the operations and their sequence to implement the investment project. PC-1.2 Evaluates operational, estimates human resources and determines the participants in the investment project PC-1.3 Plans the implementation stages of the investment project, ensures the quality and quality control of the investment project implementation PC-1.4 Can work in specialized computer programs for the preparation and implementation of an investment project PC-1.5 Can search the necessary information for the preparation and implementation of an investment project PC-1.6 Can identify and assess the degree (level) of an investment project risks and develop measures to manage them
PC-3	Ability to manage organizations, departments, groups (teams) of employees, projects and networks	PC-3.1 Applies various organization management techniques existing in Russia and abroad PC-3.2 Applies generally accepted standards for effective interaction within the organization

3. THE PLACE OF DISCIPLINE IN HIGHER EDUCATION PROGRAM STRUCTURE

The *Agile Project Management* discipline s an elective block formed by students.

Within the higher education program students also take other disciplines and/or internships that contribute to the achievement of the expected learning outcomes as results of mastering the *Agile Project Management* program.

Table 3.1. The list of the higher education program components that contribute to the achievement of the expected learning outcomes as the disciplines results.

Competence Code	Competence Descriptor	Previous Disciplines/Modules, Practices*	Subsequent Disciplines/Modules, Practices*
GC-1	Ability to perform critical analysis of problematic situations based on the systemic approach and to develop a plan of action	Managerial Economics	Master's Degree R&D Pre-graduation Practice Preparing for defense and defense of the degree thesis
GC-7	Capability to use digital technologies and methods of searching, processing, analyzing, storing and presenting information (in the professional field) in the context of digital economy and modern corporate information culture	Managerial Economics	Master's Degree R&D Pre-graduation Practice Preparing for defense and defense of the degree thesis
GPC-6.	Can critically evaluate the possibilities of digital technologies for solving professional tasks, work with digital data, evaluate their sources and relevance	Managerial Economics	Master's Degree R&D Pre-graduation Practice Preparing for defense and defense of the degree thesis
PC-1	Capability to manage the efficiency of an investment project	Managerial Economics	Master's Degree R&D Pre-graduation Practice Preparing for defense and defense of the degree thesis

4. SCOPE OF DISCIPLINE AND TYPES OF SCHOLASTIC WORK

The total workload of the discipline is 5 credits.

Table 4.1. Types of educational work according to the periods of mastering the higher education program for FULL-TIME students

Type of Educational Work		TOTAL, academic hours.	Semester(s)			
			1	2	3	4
Contact Work, academic hours.		*54*			*54*	
Lectures (**LC**)		18			18	
Laboratory Work (**LR**)						
Practical/seminar classes (**PC**)		36			36	
Autonomous Work of students, academic hours.		*27*			*108*	
Control (exam /graded credit), academic hours.		*27*			*18*	
Total Workload of the Discipline	academic hours	**180**			**180**	
	credits	**5**			**5**	

5. DISCIPLINE CONTENT

5.1. Content of the Section of the Discipline

No	Name of the Discipline Section	Content of the Section	Type of Educational Work
1.	**Section 1. Introduction to Project Management**	The project concept. The project management concept. The main stages of the project management history. The difference between operational and project activities. Criteria for the project success. Project limitations. The main reasons for project failures.	Lecture, self study
2.	**Section 2. Fundamental Project Management Standards**	Standards in project management. PMI Institute of Project Management. PMI standards. Project program. Project portfolio. Organizational environment of projects. Project interested parties. Project sponsor. Project manager. Project customer. The art and technologies of management in project management. Project management in various organizational structures. Functional structure. Project structure. Weak matrix. Balanced matrix. Strong matrix. Mixed matrix. The project life cycle. The project life cycle. Project phases. Process groups and project management knowledge areas.	Lecture, self study
3.	**Section 3. The Main Stages of the Project Management.**	Project initiation. Development of the project statute. Project objectives. Identification of interested parties. Interested parties analysis. Project planning. Project management plan. Basic plan. Action plan of the project. The "incoming wave" method. Product content and project content. Product acceptance criteria. Results, exceptions and limitations of the project	Lecture, self study

4.	**Section 4. Project Execution**	Project management and work management. Project team development tools. The main causes of conflicts in the project. Ways to resolve conflicts in the project. Project execution reporting	Lecture, self study
5	**Section 5. Project Monitoring and Control**	Project content control. Deviations analysis. Project schedule control. Failure of the project deadlines. The method of mastered volume. Basic planned indicators. Basic measurable indicators. The main indicators. Forecasting methods in the project	Lecture, self study

6. EQUIPMENT AND TECHNOLOGICAL SUPPORT OF THE DISCIPLINE

Table 6.1. Equipment and technological support of the discipline

Classroom Type	**Equipment of the Classroom**	**Specialized Educational/Laboratory Equipment, Software and Materials for the Discipline** (if necessary)
Lecture Hall	An auditorium for conducting lecture-type classes, equipped with a set of specialized furniture; a board (screen) and technical means of multimedia presentations.	no
Laboratory	A classroom for laboratory work, individual consultations, continuous control and midterm certification, equipped with a set of specialized furniture and equipment.	no
Colloquium	A classroom for conducting colloquium-type classes, group and individual consultations, continuous control and midterm certification, equipped with a set of specialized furniture and multimedia presentation equipment.	no
Computer Class	A computer classroom for conducting classes, group and individual consultations, continuous control and midterm assessment, equipped with personal computers (___ pcs.), a blackboard (screen) and multimedia presentation technical means.	no
Autonomous Work of Students	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to EIEE.	419

* - the room for autonomous work of students **MUST BE** indicated!

Electronic educational materials used in the teaching process, multimedia presentations, a bank of test tasks, etc. are provided on the Web-local portal.

The following equipment is used for conducting classes:

- classroom whiteboard – 1 pc.;
- multimedia projector – 1 pc.;
- screen – 1 pc.;
- personal computers (laptops, tablets) for practical training.

Description of the classrooms where classes are held

No	Actual address of classrooms and facilities	List of main equipment
1.	Miklukho-Maklay st., 6, room 419	multimedia projector, screen, classroom whiteboard

7. INFRASTRUCTURE AND INFORMATIONAL SUPPORT NECESSARY FOR THE DISCIPLINE

a) Main Readings:

1. *Zub, A. T.* Upravlenie proektami [Project management]: textbook and workshop for universities / A. T. Zub. — Moscow : Yurayt Publishing House, 2023. — 422 p. — (Higher education). — ISBN 978-5-534-00725-1. — Text : electronic // Yurayt Educational Platform [website]. — URL: https://urait.ru/bcode/511087
2. A Guide to the Project Management Body of Knowledge (PMBOK Guide), Ed. 6th,2017. Rukovodstvo k svodu znanii po upravleniu proektami. [Guide to the knowledge on project management]. - M.: Olymp-Business, 2019. – 792 p.
3. Cohn, M. Scrum. Flexible software development. – Moscow: Williams, 2016. - p.576

b) Additional Readings:

4. Pavlov A.N. Effektivnoe upravlenie proektami na osnove standarta PMI [Effective project management based on the PMI] PMBOK 6 th Edition standard - Moscow: Laboratory of Knowledge, 2019. – 270 p.
5. Mazur I.I., Shapiro V.D., Olderogge N.G., Upravlenie proektami [Project management], Omega-L, 2014.
6. Stellman E., Green D. Learning Agile. Values, principles, methodologies. – M.: Mann, Ivanov and Ferber, 2018 – p. 448.
7. Lapygin Yu . H. Otsenka effektivnosti proektnogo upravleniya [Evaluation of the effectiveness of project management]// Economic analysis: theory and practice. - 2011. - N 15. - p. 50-53.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM FOR COMPETENCES LEVEL EVALUATION

The assessment materials and the grading system* to evaluate the graduate's level of competences (part of competences) formation as the results of the **Agile Project Management** discipline are specified in the Appendix to course syllabus.

* - The assessment materials and the grading system are formed on the basis of the requirements of the relevant local regulation of RUDN University.

95-100	Excellent A
86-94	Excellent B
69-85	Good C

61-68	Satisfactory D
51-60	Satisfactory E
31-50	Conditionally unsatisfactory FX
0-30	Unsatisfactory F

DEVELOPERS:

Associate Professor of the Applied Economics Department		A.A. Ostrovskaya
Position, educational department	Signature	Name, surname

HEAD OF EDUCATIONAL DEPARTMENT:

Deputy Head of the Applied Economics Department		A.A. Chursin
Name of the educational department	Signature	Name, surname

Annex

Methodological guidelines for students on mastering the discipline

The implementation of the course provides interactive lectures, practical classes (colloquiums) using multimedia equipment, preparation of autonomous creative projects and their subsequent presentations, testing, group discussions on the subject of the course, modern knowledge control technologies.

While studying the discipline, the student must attend a course of lectures, participate in the number of colloquiums provided by the course syllabus, do homework, study autonomously some topics of the course and confirm their knowledge during control activities.

The student's work in lectures consists in clarifying the basics of the discipline, briefly taking notes of the material, and clarifying issues that cause difficulties. The lecture notes are the basic educational material along with the textbooks recommended in the main list of readings.

The teaching of the main part of the lecture material involves usage of multimedia tools that facilitate the comprehension and consolidation of the material. Presentations are available for download from the RUDN website and can be freely used by students for educational purposes.

The student must master all the topics provided for by the educational and thematic plan of the discipline. Individual topics and training issues must be mastered autonomously. The student studies the recommended literature, briefly outlines the material, and clarifies the most difficult questions that require clarification during consultations. The same should be done with sections of the course that were skipped due to various circumstances.

For an in-depth study of the issue, the student should study the literature from the additional readings list and specialized websites. It is also recommended that students communicate in professional community forums.

Students study educational, scientific literature and periodicals on an autonomous basis. They have the opportunity to discuss what they have read with the teachers of the discipline during scheduled consultations, with other students at colloquiums, as well as at lectures, asking the professor questions.

A grading system is used to monitor academic performance:

The maximum number of grades – 100.

The number of credits – 3.

The maximum number of points for each type of work:

1. attendance – 5 grades;
2. classroom work – 30 grades;
3. homework - 23 grades;
4. control No 1, 2 - 12 grades;
5. report defense – 10 grades;
6. project defense – 20 grades (with a certificate of implementation or an external analysis of the proposed innovation);
7. the exam – 20 grades.

12. The toolkit for the midterm assessment of students in the discipline (module)

The code of the controlled competence or its part	Controlled Discipline Section	Controlled Discipline Topic	Assessment Toolkit (forms of control of mastering the professional program)											Scores Topics	Section Scores
			Classroom Work					Autonomous Work					Exam/Test		
			Survey	Test	Colloquium	Control Paper	Discussion	Essay	Homework	Report	Creative Project	Course Paper / project			
GC-1, GC-7 GPC-6, PC-1	Section 1: Project Management Theory	Subject 1: TThe project concept. The project management concept. The difference between operational and project activities.	5												20
		Subject 2: Organizational environment of projects. Project interested parties.	5												
		Subject 3: Project planning. Project management plan.	5				5								
GC-1, GC-7	Section 2: Project Management Practice	Subject 4: Project management and work management.	5								20				30

GPC-6, PC-1		Subject 5: Project content control. Deviations analysis. Project schedule control.	5												
GC-1, GC-7 GPC-6, PC-1		Report								10					10
GC-1, GC-7 GPC-6, PC-1		Milestone Certification (Control Paper)				10									10
GC-1, GC-7 GPC-6, PC-1		Test		10											10
		Credit											20		20
		TOTAL	10	10		10	10		20	10			20		100

3 Description of assessment scales

The ***unsatisfactory*** grade is in the form F(2); FX(2+).

The F(2) grade is given if the student scored less than 30 points, the FX(2+), if the student scored 31-50 points. The FX score (2+) enables to do the exam or test again.

The ***satisfactorily*** grade is in the form E(3); D(3+). The E(3) grade is given if the student scored from 51 to 60 points. Score D (3+) is given if the student scored from 61-68 points.

The ***good*** grade is in the form C(4), if the student scored from 69-85 points.

The score is ***excellent*** is in the form B(5); A(5+). The grade B(5) is given if the student has scored 86-94 points and indicates that all the required conditions for completing the course have been met. The grade A (5+) – 95-100 points is given not only if all the requirements are met, but also with the obligatory demonstration of a creative attitude to the subject, the ability to find original answers not contained in textbooks, the ability to work with sources that are contained in additional literature to the course, the ability to combine the knowledge gained in this course with knowledge other disciplines.

GS points	Traditional grades of the Russian Federation	ECTS scores
95 – 100	Excellent – 5	A (5+)
86 – 94		B (5)
69 – 85	Good – 4	C (4)
61 – 68	Satisfactory – 3	D (3+)
51 – 60		E (3)
31 – 50	Unsatisfactory – 2	FX (2+)
0 – 30		F (2)
51 - 100	Credit	Passed

4 Standard control tasks or other materials necessary for the assessment of knowledge, skills, and (or) experience of activities that characterize the stages of competence formation in the process of mastering the educational program

Applied Economics Department

Questions for the exam in the Agile Project Management discipline

1. What are the differences between programs and projects? How are they connected?
2. Name and describe the stages and phases of the project life cycle.
3. Name two or three features of project management. If these features are applied in the management of day-to-day operations, how will it affect its efficiency?
4. Give examples of a project in a manufacturing company that is both:

internal R&D project;

an innovative mono-project;

5. Provide one or two examples of the relationship between the goals of the project and the functional goals of the organization (department). Through what goals of the organization can they be agreed upon, and their achievement is coordinated?
6. Can the goals of the project and the goals of the department involved in the project conflict? If they can, what measures should be taken to smooth out such conflicts? Provide examples while explaining your opinion.
7. List the research methods of the project environment and give them a brief description.
8. For what type of projects foresight is the most valuable method of evaluating the project environment? Provide an example.

9. If a company operates in the field of mobile communications in a certain region, then correctly made foresight as to when 4G technology will begin to emerge in the region may be crucial for maintaining the competitiveness of the company. Do you agree with this statement or not? Provide arguments.
10. The impact of different stakeholders on the project varies. Suggest methods for assessing the strength of such an impact.
11. List the categories and corresponding functions of the project stakeholders. What determines the strengthening or weakening of the importance of certain categories of stakeholders for the completion of the project?
12. Suppose you are dealing with a high-risk project where the probability of success is 30%. How will different stakeholder groups react to such a high risk of project failure? Provide examples.
13. List the main stages of the team's development. What obstacles can delay the development of the team on the first of them? How can the manager forming the team take these difficulties into account when considering candidates for team members?
14. According to the recommendations, the project team should include not more than 10 people. What problems are likely to arise if 20 people are included in the team?
15. Your project is developing as planned. The project team has prepared a presentation for prospective clients, which you conducted. Which of the following, in your opinion, is the most appropriate thing to do at the next meeting of team members:
a) report on the results of the presentation and praise the team members for a job well done;
b) limit yourself to showing a presentation to prospective clients, and discuss new tasks at a team meeting;
c) analyze the technical aspects of the presentation, highlight its weaknesses and inform the team members about it;
d) to inform that the presentation as one of the tasks of the project has been made and sent to the report on the work on the project provided to the customer.
Explain your choice.
16. How can the action you chose in the previous task affect the diligence and enthusiasm of team members when performing a similar task in the future?
17. The project management is considering the possibility of increasing the size of the project team from four to seven people. Give examples of criteria that can be used to make such a decision. Do the concepts of criteria and constraints coincide?
18. In which cases are corrective actions applied and criteria redefined? Provide examples.
19. What is the difference between programmed solutions and spontaneous ones? Is it possible to program all the solutions in the project, or are there any fundamental limitations? If the latter is true, what is their nature?
20. What are the signs of limited rationalism and why do managers often limit themselves to satisfactory solutions?
21. In which mode should ideas be managed, closed or open? In your opinion, what member of the project team can: a) view ideas; b) change ideas; c) add or remove ideas?
22. What are the financial risks? What do you think are the most common reasons for the occurrence of financial risks?
23. Provide examples of objective and subjective reasons for financial risks.
24. What is the difference between non-systemic and systemic risks? Which of these risks are more difficult to identify and define?
25. Give examples of risks specific to different project phases.
26. In which cases is it recommended to use mathematical methods of risk assessment, and in which cases — analytical? Provide examples.
27. Give definitions of the estimate and budget of the project. What is the connection between these concepts?
28. What factors contribute to the increase in costs?

29. How is inflation considered while drafting a project cost sheet?
30. What are its adverse consequences for the project? Who is more protected from inflation: project owners or contractors? Explain the answer.
31. Is it always possible to compensate the consequences of prices rise for manufactured goods and services? What obstacles are there?
32. What are the adverse consequences of the later completion of the project?
33. List the main types of structures used for projects. Give examples of projects that it is recommended to carry out:
• functional structure;
• project structure;
• matrix structure.
34. Provide examples of matrix organizations. In which industries are they most common?
35. Why matrix structure organizations are mostly small organizations? What are the advantages of small organizations for project implementation?
36. Compare the project and matrix structure: which of these structures provides the best opportunities for project management by a project manager? Explain the answer.
37. Draw a block diagram that would cover three organizations: two of them on a parity basis sponsor a project to create treatment facilities that will be used collectively in the future, and a project team headed by
project manager. Display the project manager's subordination lines on the block diagram.
38. List three options for completing projects and provide their characteristics.
39. What sequence of actions does the normal completion of the project involve?
40. What are the reasons for the early completion of the project? Who and on the basis of what data can decide to terminate a project earlier?

Examination Cards

Discipline Agile Project Management

Examination Card No. 1.

1. What are the differences between programs and projects? How are they connected?
2. Name and describe the stages and phases of the project life cycle.
3. Determine which types of activities from the list include
projects, and which ones are not. In this list, some activities can be evaluated as projects under certain conditions:
1) creating a new product;
2) reorganization of the company structure;
3) development of a new vehicle;
4) warehouse construction;
5) holding an election campaign of the party;
6) implementation of an automatic accounting system in the warehouse;
7) moving to a new office;
8) organization of the celebration of the chef's jubilee.

Examination Card No. 2.

1. Name two or three features of project management. If these features are applied in the management of day-to-day operations, how will it affect its efficiency?
2. Imagine a team where people are rewarded for how well they obey the rules only,
and not for achieving specific goals and answer the questions:
• what and why would happen to the quality of work?
• what problems would the project manager face,
what would he do first of all in this context?
3. Think about what you consider the greatest achievements of mankind over the past ten years. Look at these achievements from the point of view of the project concept. Which of them are the result of the successful implementation of the project?

As part of the exam, the level of mastering all the competencies of the discipline can be controlled (depending on the question).
The set of examination cards includes assessment criteria for the discipline developed by the teacher and approved at the meeting of the department.

Criteria for assessing of answers to credit questions:
The answer to each exam is valued from 0 to 10 points:

Answer Assessment Criteria:	**Scores**		
	The answer does not meet the criteria	**The answer partially meets the criteria**	**The answer fully meets the criteria**
The answer is correct	0	1	2
The student answers without suggestive questions from the examiner	0	0.5	1
The student practically does not use the prepared draft	0	0.5	1
The answer demonstrates the student's confident command of the terminological and methodological apparatus of the discipline	0	1	2
The answer has a clear logical structure	0	1	2
The answer demonstrates the student's understanding of the connections between the subject of	0	1	2

the question and other sections of the discipline and/or other disciplines			

Developer:

PhD of Economics, Associate Professor of the Applied Economics Department _____ __C.Yu. Murtuzalieva____
position, name of the department signature Name, surname

DEVELOPERS:

Associate Professor of the Applied Economics Department		A.A. Ostrovskaya
Position, educational department	Signature	Name, surname

HEAD OF EDUCATIONAL DEPARTMENT:

Deputy Head of the Applied Economics Department — A.A. Chursin

		
Name of the educational department	Signature	Name, surname