

Fermanian School of Business



Fermanian
BUS 6067 Agile Project Management
3 Units

SP 25

Meeting days: Thursday 5:30-8:15	Instructor title and name: Matt Boyne
Meeting times: 5:30-8:15	Phone: 760.715-8071
Meeting location: MV 315 or Zoom	E-mail: mboyne@pointloma.edu
Final Exam: (day/time) March 6, 2025	Office location and hours: FSB 130 Tue, Thurs, Fri 11:00-1:00
Additional info: MV Office Hours 3:30-5:15 Thursday	Additional info: Zoom office hours as needed

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character - Professionalism - Excellence - Relationships - Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course examines the concepts and applied techniques for cost-effective management of projects. Key topics of focus include developing a project plan and scheduling resources, work breakdown structures, and project networks. This course also examines the current philosophies of leadership as applied to project management and identifies various styles of communication and conflict resolutions essential to project team leadership. Through case studies and various exercises, the student will develop enhanced leadership, communication, conflict management, and negotiation skills essential to project management.

COURSE LEARNING OUTCOMES

On completion of this class, students achieve the following Course Learning Outcomes (CLOs). You will:

1. Exhibit an understanding of project management theory, principles and best practices for team building, communication, negotiation and conflict resolution (PLO 1).
2. Evaluate project management body of knowledge competencies (PLO 3 & C1).

3. Formulate a project management plan based on project management knowledge, concepts and processes (PLO C1).
4. Use effective verbal and written communication skills to articulate a project management plan (PLO 6).
5. Collaborate as an effective team member when developing a project management plan (PLO 7).

COURSE CREDIT HOUR INFORMATION (required for online and hybrid delivery ONLY)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8-weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Josephs, A. & Rubenstein, B. (2018). *Risk up front: Managing projects in a complex world*. San Francisco, CA: Lioncrest Publications. (Called RUF).
- Cobb, C.G. (2023). *The project manager's guide to mastering agile: Principles and practices for an adaptive approach* (2nd ed.). John Wiley & Sons, Inc. (Called PMG)

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

<ul style="list-style-type: none"> • Discussions 20% - 200 Points (20%) • Weekly Homework – 700 Points (70%) • Final Case Study – 100 Points (10%) 	<p><u>Sample</u> grade scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A= (930-1,000 pts) 93-100%</td> <td style="width: 50%;">C= (730-769 pts) 73-76%</td> </tr> <tr> <td>A-= (900-929 pts) 90-92%</td> <td>C-= (700-729 pts) 70-72%</td> </tr> <tr> <td>B+= (870-899 pts) 87-89%</td> <td>D+= (670-699 pts) 67-69%</td> </tr> <tr> <td>B= (830-869 pts) 83-86%</td> <td>D= (630-669 pts) 63-66%</td> </tr> <tr> <td>B-= (800-829 pts) 80-82%</td> <td>D-= (600-629 pts) 60-62%</td> </tr> <tr> <td>C+= (770-799 pts) 77-79%</td> <td>F= (0-599 pts) 0-59%</td> </tr> </table>	A= (930-1,000 pts) 93-100%	C= (730-769 pts) 73-76%	A-= (900-929 pts) 90-92%	C-= (700-729 pts) 70-72%	B+= (870-899 pts) 87-89%	D+= (670-699 pts) 67-69%	B= (830-869 pts) 83-86%	D= (630-669 pts) 63-66%	B-= (800-829 pts) 80-82%	D-= (600-629 pts) 60-62%	C+= (770-799 pts) 77-79%	F= (0-599 pts) 0-59%
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[APA Style: How to Cite ChatGPT](#)

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of

1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - **Research Help Guide** to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- **Grammarly**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.

- b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU ATTENDANCE AND PARTICIPATION POLICY

MBA/MAOL Courses that are online or hybrid:

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

This course is designed in a Hybrid-Flexible format, also called Hy-Flex for short. For each eight-week Hy-Flex class, students can select their preferred method of participating on a week-by-week basis: attending class in person, joining the class synchronously on Zoom, or participating online asynchronously. Regardless of the chosen modality, the course will have two synchronous attendance requirements, where students will be required to attend the class session either in person or on Zoom.

For this class the synchronous attendance dates are January 16 and March 6, 2025. Both class meetings are Thursday nights at 5:30pm in Mission Valley room 315. You may also choose to attend via Zoom on these nights.

This approach aims to accommodate diverse learning preferences and schedules, offering students the flexibility to choose the mode of participation that best fits their needs while maintaining the same learning outcomes for all students, regardless of the chosen format.

Attendance

As a Hy-Flex class the attendance policy is very adaptable to your needs. An in-class attendance is available in Mission Valley. If you like to be part of the synchronous class but can't attend at that time the class will be conducted through Zoom. If unable to make either Zoom or in-person, a Zoom recording will be made available. The only "must attend classes" that you will have to be present for (either in person or virtually) are the first class and final, with the option to be in-person or Zoom. The final will only be given from 5:30 to 8:15 on its designated night. No alternative or make up assignments will be given for the final class. Absence will result in a zero being assigned for the final unless a university excused absence is granted. Check the University policy for excused absences [here](#)

USE OF TECHNOLOGY (FOR ONLINE OR HYBRID COURSES ONLY)

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

Week 1 (1/16): Please begin by reading the [Syllabus](#) and the [Course Introduction](#) pages, if you have not already done so. Your homework assignment this week will require knowledge of the course policies.

Then, from our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- RUF, Chapters 1-2
- PMG, Chapters 1-2

In addition, please watch the following video by this week's thought leader:

- [TEDTalk: How to lead in a crisis](#), by Amy Edmondson (Harvard Business School)

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 1 Homework: Answer the following two questions in their own submission. Please submit two separate Word documents to this same assignment.

1. Please go to Chapter 26 in PMG and answer the questions at the end of the case study on not successful agile transformations. (25 points)
2. Using the provided [case study](#), go to page 171-176 of RUF. Create the opening of the Project Statement with a title, header and revision, then please add a one liner concerning the POM+ project. (25 points)

Week 2 (1/23): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- RUF, Chapters 3-4
- PMG, Chapters 3-4

In addition, please watch the following video by this week's thought leader:

- [TEDTalk: How to turn a group of strangers into a team](#) by Amy Edmondson (Harvard Business School).

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 2 Homework: Answer the following two questions in their own submission. Please submit two separate Word documents to this same assignment.

1. Add on to week one's project statement work. This will be a continuous document throughout class. Continue development of your Project Statement from RUF using the [case study project](#) and the Primary Target along with the Secondary Target Customer write up. Emphasize clearly who you will make changes for. This is for clarity among your project team. Use the outline of Primary and Secondary Target Customer on page 176-178 of RUF. (25 points)
1. Please do the case study reading and end of case questions for Chapter 27 of PMG concerning Valpack. (25 points).

Week 3 (1/30): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- RUF, Chapters 5-6
- PMG, Chapters 5-6

In addition, please watch the following video by this week's thought leader:

- [TEDTalk: How great leaders inspire action](#) by Simon Sinek

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)
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Week 3 Homework: Answer the following two questions in their own submission. Please submit two separate Word documents to this same assignment.

1. Add on to weeks one and two's work. With the [case study project](#), please create customer measures of success for the project statement. Please then create business measures of success. These elements are on pages 178-183 of RUF. Add these elements on after the previous submissions Primary and Secondary Target Customers. (25 points)

Please answer the questions at the end of Chapter 28 on the Harvard Pilgrim Medical case study. (25 points)

Week 4 (2/6): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- RUF, Chapters 7-8
- PMG, Chapters 7-8

In addition, please watch the following video by this week's thought leader:

- [TEDTalk: Lead like the great conductors](#) by Itay Talgam

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 4 Homework: Answer the following two questions in their own submission. Please submit two separate Word documents to this same assignment.

1. Please use Chapter 29 of PMG and the General Dynamics UK case study. Please answer the questions at the end of the case. (25)
2. Building on the ongoing Project Statement, and using [the case](#), on pages 183-184 add in the Components of the project into the Project Statement. (25)

Week 5 (2/13): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- RUF, Chapters 10-11
- PMG, Chapters 9-10

Then please read this Microsoft tutorial:

- [Present your data in a Gantt chart in Excel](#) In addition, please watch the following video by this week's thought leader:
- [Interview: Risk up Front with Brad Rubenstein](#)

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 5 Homework: Answer the following three questions in their own submission. Please submit THREE separate files to this same assignment.

1. This week's homework completes the Project Statement.
2. Please create a calendar [for the case](#) in the easiest software, like Tableau, Google Calendar, or Excel or Stickies. Note the critical path-that longest stretch through the project.

Please also create an Accountability Matrix for [the case](#) project using the approach on pages 345 and 346 of RUF.

Week 6 (2/20): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- PMG, Chapters 11-13

In addition, please watch the following video by this week's thought leader:

- [TEDTalk: Plucky rebels: Being agile in an un-agile place](#) by Peter Biddle (Intel)

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 6: Take home Quiz simulating a Scrum Master Certification test.

Week 7 (2/28): From our course textbooks *Risk Up Front* (RUF) and *The Project Manager's Guide to Mastering Agile* (PMG), please read the following:

- PMG, Chapters 17-20

Then read this case study, which will be used next week as part of the final:

- [GE's Bold Digital Dream](#)

Finally, please take a few minutes to pause and pray through one of this week's guided devotions at d365:

- [d365: Devotions 365 days a year](#)

Week 7 Homework: Book Review and Write Up- This is a multipart assignment.

1. Select a book off the provided list that piques your interest. Over the semester there will be sign up list. Sign up for two classes you plan on attending either on Zoom or in person. If you can't make a class sign up but send me your write up and question via email and I will post it. During those times, pick a section of the book, it can be as small as a paragraph or a whole chapter. Pick something that intrigues you, something you are inspired by something you see use for when you are managing a global project and talk about it. No Power Point is needed, no stand up, no suits. Just talk, explaining what the section is all about, why it is important to you and how a supply chain professional can use it. This takes 5 minutes give or take. Come up with 1 question you'd like to talk about with your colleagues. Ask everyone that question and capture the responses.
2. Capture what you spoke about in writing in about 250 words give or take. Include questions and discussions from colleagues. At the end of class, you'll submit that Word document worth 50 points to this assignment. These two will be one part of the submission.
3. The other part will be an executive summary addressing the questions, what did the author intend with the book? And, how will I see the lessons? At the end of class submit a 2-3 page business memo ([OWL FormatLinks to an external site.](#)) describing what the authors intentions were, and how you will use those ideas in your vocation or practice.

Week 8 (3/6): Final Exam Case Study-Must be synchronous, either in person or via Zoom.