Why this course is important for students:

By far, I believe Agile Methods are the most efficient, effective and intuitive means for teams to produce valuable, complex software that businesses depend on. Industry is seeing increased hiring demand for strong, agile leadership and experienced agile practitioners, as companies of all sizes look to remain competitive in delivering quality software to their customers – and agile methods create the competitive edge. Economic drivers have forced a need for greater efficiency and significant IT cost reduction. And for the past decade, significant investment made toward maturing traditional project management, SDLC processes, organizational alignment and capability all have had limited results in (and a limited focus on) effectively delivering value. Industry has passed its tipping point in adopting agile methods, and so companies are investing in talent to help make the pivot from traditional “plan-driven” approaches to that of value-driven results.

Who this course benefits most:
“Agile Methods” is perfect for entrepreneurially minded professionals, who aspire to work in any of these disciplines: IT management, product management, business analysis, software development, quality assurance, and program management. This
course is also appropriate for professionals not of a technical discipline (Human Resources, Sales, Finance, Supply Chain, etc.) who play a strategic role in IT Transformation.

Office Hours: Flexibility by phone, and students are encouraged to schedule appointments as needed. Additionally, please also look to engage our talented Teaching Assistant (TA) over the duration of our course.

Lectures: Tuesdays, 6:00pm - 8:50pm

Required Materials:
- Students will form into teams during our first class, where each team is responsible to purchase a hosted instance of Atlassian’s agile planning and tracking tool named: Jira. The cost to the team is around $10/month.
- *Select online readings may be assigned at the conclusion of each class to support the following lecture and class exercise. There is no required text for this course.*

Ethical Standards:
Students at Carnegie Mellon are engaged in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. To assure the validity of the learning experience Carnegie Mellon establishes clear standards for student work. You are required to be familiar with related university policies on this subject. An extract of these policies is reproduced here:

In any presentation, creative, artistic, or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.
Cheating includes but is not necessarily limited to:

- Plagiarism, explained below.
- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

As a matter of policy I will not tolerate cheating or plagiarism. If you are caught, you will automatically lose all marks for that exam/assignment. I will decide whether further disciplinary action should also be taken.
LEARNING OBJECTIVES

1. Students will gain hands-on skills and experience with Agile Scrum and similar agile methodologies that are in high demand with today's employers!
2. Students will demonstrate critical thinking and applied problem solving against a complex holistic system of agile values, principles and practices.
3. Students will learn the strategic drivers and benefits of agile methods, and the inherent complexities companies experience while adopting and scaling agile to the enterprise.

COURSE STRUCTURE

Students will be graded for their performance during this Mini, based on the number of points earned out of a total possible one-hundred (100) points.

Grades

97%-100%: A+
93%-96.99%: A
90%-92.99%: A-
87%-89.99%: B+
83%-86.99%: B
80%-82.99%: B-
77%-79.99%: C+
73%-76.99%: C
70%-72.99%: C-

How students earn points:

Participation (Classes 2-7) – Up to 5 points per class, totaling 30 points
Each student will be individually graded for classroom participation and joining our dialogue during lecture, as well
as participation during in-class team exercises. Attendance is therefore imperative for students to be able to earn full participation points and develop first-hand practitioner experience in agile methods. No attendance results in zero points for the missed class - and there is no way to earn these points if missed. Students will receive full points for demonstrably participating during lecture and in-class workshop exercises.

Sprint Demos & Retrospectives (Classes 3-7) – Up to 5 points per class, totaling 25 Points
During weeks 3-7, During our first class, Teams will be created, and each assigned a “Big Challenge”. Teams will be working toward their final summation presentation using weekly sprints. At the beginning of each class, teams will conduct Sprint Demos and Retrospectives for classroom/peer observation, highlighting results of the prior week’s sprint. Individual student grades will be assessed for quality of work, team contribution and professionalism during these Demos and Retros.

Research/Essay Paper - 25 Points
Individual grades will be assessed based on student’s quality of work, ability to explain complex topics in terms simple to understand, on breadth and depth of written submissions, and applied critical thinking. Each team will be assigned a paper assignment, where each student will author his or her own paper for individual grade submission. Students are encouraged to COLLABORATE with their team members, HOWEVER each student is responsible to submit their own paper demonstrating their unique point of view, and in their own voice. Student-Teams will receive paper assignments early in the course during Class 3, having papers due at the
beginning of Class 7. General guidance is that paper submissions be comprised of 2-3 pages of crisp, succinct writing that details a thoughtful response to the assigned work.

Finals Week - Team Summation Presentations - 20 Points During Class 1, students will form into small teams and be assigned “Big Challenge” projects. During Class 8 (Finals Week) Student-Teams are responsible to present a 30-minute summation of their work, conveying an executive-level explanation of the value of Agile Methods, sharing their well founded agile point of view as agile practitioners, the nature of the team’s journey through team adoption and continuous improvement having applied Scrum practices, and their overall team achievement (value delivered vs. planned). Each week, general progress, challenges, and perspectives will be discussed to help teams advance toward their final presentation. Each class lecture and in-class workshop allows students to build on their agile experience and perspective, which informs their team project work. Individual grades will be assessed based quality of work, level of contribution to their team, and presentation delivery skills.