#### card of course

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| Subject name | Traditional and agile project management  |

1. The placement of the subject in the study system

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| 1.1. Field of study | Management |
| 1.2. Form and path of study | Full-time/Part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | - |
| 1.6. Subject Coordinator | Mgr Monika Kłos |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Directional/Practical |
| 2.2. Number of ECTS | 2 |
| 2.3. Language of lectures | Polish |
| 2.4. Semesters in which the subject is taught | III |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
	1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | Understanding the differences between traditional and agile approaches to project management. |
| C2 | Learning the methods, tools and techniques used in project management of both approaches. |
| C3 | Learn strategies for planning, monitoring and controlling projects in both contexts. |
| C4 | Gaining the ability to adapt the project management approach depending on the specifics of the project and the client's requirements. |
| C5 | Acquiring the ability to formulate projects. |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| No. | Description of subject learning outcomes | Reference to directional effectslearning (symbols) | Method of implementation (mark "X") |
| ST | NST |
| Classes at the University | Activities on the platform | Classes at the University | Activities on the platform |
| After passing the course, the student knows and understands **the knowledge** |
| W1 | Understands the differences between traditional and agile approaches to project management | Z1\_W06Z1\_W08 | X |  | X |  |
| W2 | Knows project management methods, tools and techniques, including scheduling, resource allocation, project progress monitoring and agile techniques such as Scrum and Kanban. | X |  | X |  |
| W3 | Understands the processes of planning, implementing and controlling projects, knows the risks in the project. | X |  | X |  |
| W4 | Knows the principles of working in project teams, including communication, negotiation and conflict resolution, in order to collaborate effectively with other team members. | X |  | X |  |
| After passing the course, the student is **able** to: |
| U1 | Use various project management methods and tools to effectively plan, monitor and control project progress. | Z1\_U03Z1\_U05Z1\_U10Z1\_U14 | X |  | X |  |
| U2 | Formulate projects based on the scheme: problem diagnosis-goals-intervention tools-resources | X |  | X |  |
| U3 | Adapt project management approaches to different project contexts and requirements, selecting appropriate management techniques depending on the specifics of the project. | X |  | X |  |
| U4 | Effectively identify and manage project risks, make decisions based on risk analysis, and apply strategies to minimize potential negative effects. | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** |
| K1 | Collaborate effectively with other project team members by demonstrating the ability to listen, empathize, and be open to diverse ideas and perspectives | Z1\_K01Z1\_K04 | X |  | X |  |
| K2 | Communicate effectively, both in writing and verbally, to present ideas, opinions and report on teamwork progress, while taking into account legal requirements. | X |  | X |  |
| K3 | Critically evaluate and reason about one's own project management experiences, learn from successes and failures, and apply continuous improvement to project management practice. | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

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| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of ………………. | Other | **ECTS points** |
| **ST** |  |  |  |  | 30 |  |  |  |  | 2 |
| **NST** |  |  |  |  | 15 |  |  |  |  | 2 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: LABORATORY

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| --- | --- | --- | --- |
| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") |
| ST | NST |
| **Classes at the University** | **Activities on the platform** | **Classes at the University** | **Activities on the platform** |
| 1. | Project definition, project features and parameters, project types, different approaches to project management | W1, W2, U1, U3 | X |  | X |  |
| 2. | Project life cycle | W1, W2, U1, U3 | X |  | X |  |
| 3. | Formulation of projects based on the scheme: problem diagnosis-objectives-intervention tools-resources | W1, W2, U1, U3 | X |  | X |  |
| 4. | Project Risk Management | W1, W2, U1, U3 | X |  | X |  |
| 5. | Project management methods overview | W1,W2 | X |  | X |  |
| 6. | Planning tasks and resource allocation in projects using various techniques, e.g. the PERT/CPM method. | W2, W3, U1, U3 | X |  | X |  |
| 7. | Using project progress monitoring techniques, such as earned value analysis. | W2, W3, U1, U3 | X |  | X |  |
| 8. | Practical application of agile methodologies such as Scrum and Kanban through simulated projects. | W2, U1 | X |  | X |  |
| 9. | Solving project management case studies that require the use of both traditional and agile methods. | W1, U1, U3 | X |  | X |  |
| 10. | Exercises on communication and teamwork in the context of project management. | W1, W4, U2, K1, K2 | X |  | X |  |
| 11 . | Analyzing project failures and successes and drawing conclusions from them about effective project management practices. | U4, K3 | X |  | X |  |
| 12. | Summary of classes and discussion of grades |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indication and description of methods of conducting classes and verification of achievement of learning outcomes and method of documentation)

Preparation of project documentation in a group in a selected area (e.g. the project may be of a social, economic, cultural nature). The following elements should be included in the project: problem diagnosis, objectives, indicators, description of activities, schedule, project management method, risk analysis, resources. Before starting work, group members will prepare and present a division of responsibilities for the implementation of the task . Assessment of the division of responsibilities will guarantee equal contribution to the work and thus an objective assessment of the subject credit.

The following elements will be verified in the work: correctness of the problem analysis (whether the analysis was developed based on available data, whether the problems are real and concern the project recipients or the area of project implementation), correctness of the definition of the project goals (compliance with the SMART criteria, feasibility of achievement), correctness of the description of activities (whether the activities lead to solving problems and achieving goals), correctness of the risk analysis and determination of resources necessary to implement the prepared project and the method of project management. The assessment of the project will be influenced by the ability to identify and dilemmas related to the preparation of the project.

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE |
| W1-W4 | Discussion, multimedia presentations, project/presentation work, design thinking | As part of the course credit, students in groups prepare a project as described above - 100% of the final grade | The project was assessed and archived on the platform |
| SKILLS |
| U1-U4 | Working on a project/presentation, design thinking | As part of the course credit, students in groups prepare a project as described above - 100% of the final grade | The assessed project ii archived on the platform |
| SOCIAL COMPETENCES |
| K1-K3 | Working on a project/presentation, design thinking | As part of the course credit, students in groups prepare a project as described above - 100% of the final grade | The project was assessed and archived on the platform |

3.6. Assessment criteria for the achieved learning outcomes

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| Learning effect | For a grade of 3 or "pass."the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

1. Heagney Joseph Fundamentals of project management, American Management Association, New York, 2016.
2. Efektywne zarządzanie projektami, R. K. Wysocki; tł. Magda Witkowska. - Wyd. 7. Gliwice: Helion, 2018
3. Janasz K., Wiśniewska J. (red.), Zarządzanie projektami w organizacji, Difin, Warszawa, 2014

**Supplementary**

1. Kotler Philip ; Kartajaya Hermawan ; Young David S., Attracting investors: a marketing approach to finding funds for your business, John Wiley & Sons Hoboken, 2004
2. Zarządzanie projektami, Marek Pawlak. - Wyd. 1, Warszawa: Wydawnictwo Naukowe PWN, 2012
3. Chmielarz W., Zarządzanie projektami @ rozwój systemów informatycznych zarządzania, Wydawnictwo Uniwersytetu Warszawskiego, Warszawa, 2013

4. Student workload - ECTS points balance

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| **Types of student activity** | **Student Load** |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **30** | **15** |
| Classes included in the study plan | 30 | 15 |
| **Student's own work** | **20** | **35** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 10 | 20 |
| Preparation for passing classes | 10 | 15 |
| **TOTAL STUDENT HOURLY LOAD** | **50** | **50** |
| **Number of ECTS points** | **2** | **2** |

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| Last change date | 30/09/2024 |
| The changes were introduced | ZAZ Education Quality Team |
| The changes were approved | Mgr Anna Bielak |