2022/2023

Management of Projects and Human Teams

Code: 104015
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OB	3	2

Contact

Name: Miguel Vecino Vecino Cubero

Email: miquel.vecino@uab.cat

Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Prerequisites

There are no special requirements to take this course.

Objectives and Contextualisation

- Achieve a good level of understanding of the phases, methods and evaluation of projects and their practical application..
- Develop the ability to, from a sufficient set of data, define the project, the main milestones and possible contingencies.
- Know the main management tools and phases, planning, execution, delivery and closing projects.
- Distinguish the fundamental features that differentiate work teams from work groups.
- Acquire theoretical knowledge about effective leadership, managerial skills and effective communication in organizations..
- Learn the main aspects that make up a high performance team and how they can be applied in different situations, environments and circumstances..
- Have a panoramic and critical view of the different visions, theories and models on motivation and behavior in organizations..
- Develop a collaborative, creative and proactive attitude towards the resolution of problems as well as a positive critical spirit..
- Develop the ability to look for 'unconventional' solutions to complex problems and achieve a holistic and comprehensive approach to the organizational challenges derived from project management and people management.

Competences

- Be able to adapt to unexpected situations.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Respond to problems applying knowledge to practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Be able to adapt to unexpected situations.
4. Evaluate how gender stereotypes and roles affect professional practice.
5. Identify the key elements in processes to define the security policies of organisations.
6. Respond to problems applying knowledge to practice.
7. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
8. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
9. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
10. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
11. Use the capacity for analysis and synthesis to solve problems.
12. Work and learn autonomously.

Content

BLOCK 1 - PROJECT MANAGEMENT

Topic 1. Project direction and orientation

Definition of Project. Determinants of success and the failure of projects. The difficult decisions: previous steps. The life cycle of the projects. Selection and orientation strategies.

Topic 2. The decision to start a project

Elements of project analysis. Methodology of projects analysis: quantitative and classification methods. The portfolio perspective. An alternative perspective: The Game Theory applied to projects analysis and selection.

Topic 3. Planning the project

The previous planning: the Project Charter. The Budget and the Schedule. Risk Management. Communication Plan. Quality Assessment. Project delivery and closing.

Topic 4. Project execution and control

Main challenges. The Agile meethods for execution. Change management. Monitoring and control.

BLOCK 2 - TEAM MANAGEMENT

Topic 5. Team Leadership

Definition of leadership in project management. Theories about leadership. Contemporary perspectives on leadership.

Topic 6. Team Motivation

Motivation as a process. Understanding human needs. Theories about motivation. Managing expectations.

Topic 7. Change management

The need for change in modern organizations. The process of change. The main challenge for change: managing resistance. Vision and direction of the change. Leadership to change.

Topic 9. High performance teams

Introduction to group and team concepts. The process of transforming groups into teams. The integration of effective teams. Responsibility and Delegation.

Methodology

The methodology of this course is based on a dynamic, proactive and participatory model.
Students should study the topics by reading the indicated materials, they should participate in written discussion forums, and they should connect or watch the different lectures that the teacher will give.
The student's autonomous activities include both the assimilation of the contents set out in the manual, as well as the search for specific content and the reading of additional documentation that will be provided. A part of the documentation delivered or suggested may be in English.
Tutorials with the faculty will be arranged by email.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Videoconference with the active participation of the students	16	0.64	1, 2, 5, 7, 8, 4
Type: Supervised			
RESOLUTION OF DOUBTS ON SUBJECT AND PRACTICES	24	0.96	3, 1, 2, 6, 10, 9, 7, 8, 4
Type: Autonomous			
Personal study, reading articles and continous evaluation tests	110	4.4	3, 1, 2, 6, 5, 10, 9, 7, 8, 12, 11, 4

Assessment

Participation in the final test is subject to the prior approval of each of the PECs. The final test will be of multiple choice-type with four options per question, of which only one will be correct. Incorrect answers will discount ¼ of the score set for that question. To pass the test, it will be necessary to achieve a minimum score of 5.0. The course will not be considered as passed if this test has not been passed.
If you do not pass the subject in accordance with these criteria (continuous evaluation), you can do a recovery test on the scheduled date that will cover all the contents of the program.
To participate in that recovery, the students must have been previously evaluated in a series of activities, equivalent to a minimum of two thirds of the total grade of the subject. However, the qualification that will appear on the student's file will be of a maximum of 5-Approved.

Students who need to change an evaluation date must apply the request by filling in the document that is located in the EPSI Tutorials moodle space.

Notwithstanding other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student conducts any irregularity that may lead to a significant variation of the qualification of an assessment act, This evaluation act will be evaluated with a 0, regardless of the disciplinary process that can be instructed. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0 ".

Tests / exams may be written and / or oral at the discretion of the teacher.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation tests	50%	0	0	1, 2, 6, 5, 10, 9, 7, 8, 11, 4
Written test	50%	0	0	3, 2, 5, 10, 9, 7, 12

Bibliography

PROJECT MANAGEMENT

Baca Urbina, Gabriel. Evaluación de proyectos. 2013, 7ª edición. México: Mcgraw-Hill. Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991005497599706709

Brojt, David. Project Management: un enfoque de liderazgo y ejecución de proyectos en la empresa para aplicar el lunes por la mañana. Buenos Aires: Granica, 2013.

Cleland, David. Project Management Strateig Design and Implementation. Mcgraw-Hill, 1990.

Cleland, David. Field Guide to Project Management, Second Edition. John Wiley & Sons, Inc., 2004. Link to full text: https://onlinelibrary-wiley-com.are.uab.cat/doi/book/10.1002/9780470172346

Escotto, Jorge., Santiago Pedrosa, José. El genio director de proyectos. 2017: Createspace.

Harvard Business Review (Ed.). (2017). Guías HBR: Gestión de proyectos. Brighton, MA: Harvard Business Publishing. Link Library Access: https://csuc-uab.primo.exlibrisgroup.com/permalink/34CSUC_UAB/16inrgf/alma991000023889706709

Heldman, Kim. Project Management Jump Start. US: Wiley, 2018. Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjcib/alma991010351977706709

Klastorin, Ted. Gestión de proyectos. Barcelona: Profit Editorial, 2010. Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991006765469706709

Project Management Institute. A Guide to the Project Management Body of Knowledge. PMBOK Guide (2017). Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_skillsoft_books24x7_bks000132589

Raftery, J. Risk Analysis in Project Management. Taylor & Francis, 2003.

Toppenberg, G. "Game Theory and Project Management" (20 de enero de 2020). Silicon Valley Project Management: Text available:https://svprojectmanagement.com/game-theory-project-management

TEAM MANAGEMENT

Burke, R. J. y Cooper, C. Leading in turbulent times. Oxford: Blackwell, 2006.

Cameron, E., y Mike Green. Making sense of change management. London: Kogan Page, 2019. Link Library Access:
https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_crossref_primary_10_1108_0143773051062463

Chowdhury, Subir y otros. Management Siglo XXI. Madrid: Pearson Educación, 2000. Link Library Access:
https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991008455019706709

Furr, N., Kyle, N., y Thomas Zoega Ramsoy. Leading Transformation. Boston, Massachusetts: Harvard Business Review Press, 2018. Link Library Access:
https://csuc-uab.primo.exlibrisgroup.com/permalink/34CSUC_UAB/16inrgf/alma991000023889706709

Gennett, Dona M. ¡Delega!: Un modelo para crear equipos de alto rendimiento. Madrid. Empresa Activa: 2005.

Ibarra, H. Act Like a Leader, Think Like a Leader. Boston, Massachusetts. Harvard Business Review: 2015. Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991010432728606709

Koont, H. y Heinz Weihrich. Administración: una perspectiva global. 12ª edición. México: Mcgraw-Hill, 2004. Link Library Access: https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjcib/alma991003634439706709

Kotter, John P. Al frente del cambio: la hoja de ruta del experto mundial en liderazgo del cambio. Madrid: Ediciones Urano. Empresa Activa, 2007.

Maslow, Abraham H. Motivación y personalidad. España: Díaz de Santos, 1991.

Maxwell, John C. Las 17 Leyes Incuestionables del Trabajo en Equipo. Grupo Nelson, HarperCollins: 2003.

Morgeson, Frederick, Scott de Rue, D., y Karam, Elizabeth P. Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes. Journal of Management, vol. 36, núm. 1 (January 2010): 5-39. Link Library Access:
https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_proquest_journals_197138642

Nadler, D. A., y Lawlee, E. "Motivation: A diagnostic approach". Perspectives on organizational behavior (pp. 67-78). New York: McGraw-Hill, 1983.

Vroom, Victor H. Work and motivation. San Francisco: Jossey-Bass, 1964. Link Library Access:
https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991007237759706709

Software

Microsoft Office, OpenOffice or similar.