

Management of Projects and Human Teams

Code: 104015
ECTS Credits: 6

2025/2026

Degree	Type	Year
Prevention and Integral Safety and Security	OB	3

Contact

Name: Juan Miguel Vecino Cubero
Email: miquel.vecino@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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 methods 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.

Activities and Methodology

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 continuous evaluation tests	110	4.4	3, 1, 2, 6, 5, 10, 9, 7, 8, 12, 11, 4

Teaching language: spanish.

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.

Assessment

Continuous 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

CONTINUOUS ASSESSMENT

There will be four PECs corresponding to the topics studied in the course. These PECs have a weight of 50% of the final grade of the course. The remaining 50% corresponds to the theoretical exam.

The exam averages with the continuous evaluation subject to the condition of passing the exam (minimum mark 5).

The total weighted average must be 5 points or higher in order to pass.

SINGLE EVALUATION

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in a work related to the PECs (50%).

The date for this test and the delivery of the work of the subject will be the same scheduled in the timetable for the last continuous evaluation exam.

The same recovery system will be applied as for the continuous evaluation.

EVALUATION OF THE STUDENTS IN SECOND OR MORE SUMMONS

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

SECOND CHANCE EXAMINATION

The student who does not pass the course, who does not reach 5 (total) out of 10, according to the criteria established in the two previous sections may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the course. If the student has not been evaluated of these two thirds because he/she has not taken the tests, he/she will obtain a grade of Not Presented, without the possibility of taking the final exam.

In this exam the whole of the contents of the subject that have not been passed in the continuous evaluation will be re-evaluated.

In the case of passing the final exam, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

CHANGE OF DATE OF A TEST OR EXAMINATION

Students who need to change an evaluation date must submit the request by filling out the document that can be found in the EPSI Tutoring Moodle space.

Once the document has been filled in, it must be sent to the professor of the subject and to the coordination of the Degree.

REVIEW

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation students, the review process will be the same.

PLAGIARISM

If during the correction there are indications that an activity or work has been carried out with answers assisted by artificial intelligence, the teacher may complement the activity with a personal interview to corroborate the authorship of the text.

OTHER CONSIDERATIONS

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student performs any irregularity that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be instigated. in the event that several irregularities occur in the acts of evaluation of the same subject, the final grade of this subject will be 0 ".

The use of artificial intelligence (AI) technologies is permitted as part of the development process in this subject, provided the final result demonstrates a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on the influence of AI on the process and final result of the activity. Failure to be transparent about the use of AI will be considered academic dishonesty and may result in a penalty to the grade for the activity or, in serious cases, lead to more severe consequences.

If there are unforeseen circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

Bibliography

BASIC BIBLIOGRAPHY

Baca Urbina, Gabriel. Evaluación de proyectos. 2013, 7^a edición. México: McGraw-Hill. Enlace Bibliotecas UAB: 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 Strategic Design and Implementations. McGraw-Hill, 1998.

Cleland, David. Field Guide to Project Management, Second Edition. John Wiley & Sons, Inc., 2004. Enlace al texto completo: <https://onlinelibrary-wiley-com.are.uab.cat/doi/book/10.1002/9780470172346>

Harvard Business Review (Ed.). (2017). Guías HBR: Gestión de proyectos. Brighton, MA: Harvard Business Publishing. Enlace Bibliotecas UAB:

https://csuc-uab.primo.exlibrisgroup.com/permalink/34CSUC_UAB/16inrgf/alma991000023889706709

Klastorin, Ted. Gestión de proyectos. Barcelona: Profit Editorial, 2010. Enlace Bibliotecas UAB: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991006765469706709

Project Management Institute. A Guide to the Project Management Body of Knowledge. PMBOK Guide (2017). Enlace Bibliotecas UAB:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_skillsoft_books24x7_bks000132589

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. Enlace Bibliotecas UAB:

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. Enlace Bibliotecas UAB: https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991008455019706709

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

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

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

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

RECOMMENDED BIBLIOGRAPHY

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

Heldman, Kim. Project Management Jump Start. US: Wiley, 2018. Enlace Bibliotecas UAB: https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjcib/alma991010351977706709

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: disponible en <https://svprojectmanagement.com/game-theory-project-management>

Furr, N., Kyle, N., y Thomas Zoega Ramsøy. Leading Transformation. Boston, Massachusetts: Harvard Business Review Press, 2018. Enlace Bibliotecas UAB:

https://csuc-uab.primo.exlibrisgroup.com/permalink/34CSUC_UAB/16inrgf/alma991000023889706709

Ibarra, H. Act Like a Leader, Think Like a Leader. Boston, Massachusetts. Harvard Business Review: 2015. Enlace Bibliotecas UAB:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/1eqfv2p/alma991010432728606709

Koont, H. y Heinz Weihrich. Administración: una perspectiva global. 12^a edición. México: McGraw-Hill, 2004. Enlace Bibliotecas UAB:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/avjcib/alma991003634439706709

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

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. Enlace Bibliotecas UAB:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/1c3utr0/cdi_proquest_journals_197138642

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

Software

Microsoft Office, OpenOffice or similar.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	second semester	afternoon