

Teaching guide

IDENTIFICATION DETAILS

Degree:	Expert in entrepreneurship and Innovation Projects Management (UFV-Awarded title associated to Biomedicine)
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Faculty/School:	Experimental Science
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Course:	INNOVATION PROJECT MANAGEMENT (I)
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Type:	Compulsory Internal
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ECTS credits:	4
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Year:	3
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Code:	21214
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Teaching period:	Fifth semester
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	100
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Teaching staff	E-mail
Ana Mozetic Meaglia	ana.mozetic1@gmail.com

SUBJECT DESCRIPTION

Successful project management is very important in every business field, and a “must-have” in innovation projects, such as those related to biomedical tech transfer.

It has been shown in literature that the best approach to teaching Innovative Project Management (IPM) is the blended learning approach, which consists on the use of multiple instructional methods that emphasize the role of learners as contributors to the learning process, rather than recipients of learning.

Through this very practical approach, students will gain knowledge (e.g. on tech transfer project processes) and skills (e.g. communication, time management) to become successful project managers (PMs) as per up-to-date guides from the Project Management Institute®.

After the course, learners will have a sound understanding of the complexity of innovation project work as well as providing students with necessary knowledge and skills to plan and organize project assignments.

In addition, learners will receive and develop a full set of tools to manage innovative projects (handouts, digital documents, programs, apps...).

GOAL

The final goals & objectives are:

- Acquire knowledge about the different parts and stakeholders of projects, especially those ones that are critical in innovation projects (such as funding or risk management).
- Acquire a full set of personal and team-based project management skills, for further use during student's future scientific and entrepreneurial education.
- Provide students with a wide understanding of the tools available to achieve project success.

PRIOR KNOWLEDGE

- No specific previous technical, scientific or business knowledge is required to follow this course.
- A high proficiency level in English is recommended, as well as a clear team work attitude from all enrolled students.
- Fluent use of MSOffice applications (Word, Excell, PPT), and familiarity with apps is also recommended.

COURSE SYLLABUS

This course is composed of the following parts:

Part I: Introduction to Innovation Project Management (IPM)

Definition of effective project management
Relevance of IPM in the biomedicine field
Introduction to critical success factors in IPM (Tower of Babel)

Part II: Components of an innovation project

- 2.1 Core components of projects
- 2.2 Components of tech transfer projects

Part III: Skills and tools for effective IPM

- 3.1 Core skills as per the PM Institute®
- 3.2 Additional skills for successful project management
- 3.3 Classic and state-of-the-art PM tools

EDUCATION ACTIVITIES

Students will have full access in AULA VIRTUAL to all study material, including ppt's, articles and web links to be used in this course.

The course methodology will follow a practical & interactive approach between students and professor, based upon:

Lectures: regular face-to-face/ virtual lectures to provide and explain theoretical concepts, and real life project examples

Workshops and in-class gaming (based on what healthcare authorities allow at each moment), considering: to learn in practice project management-related issues and core competencies (e.g. mock negotiation workshop, delegation exercises)

Individual and group exercises: hand written exercises that students are required to answer and submit for evaluation, or present to the rest of the class

External speakers: to share with students their own professional steps and background related to IPM

Las actividades formativas, así como la distribución de los tiempos de trabajo, pueden verse modificadas y adaptadas en función de los distintos escenarios establecidos siguiendo las indicaciones de las autoridades sanitarias

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
40 hours	60 hours

SKILLS

Full set of skills associated with innovation project management, as well as use of tools to support successful project execution.

LEARNING RESULTS

Understands the key elements of a project and recognizes the special characteristics of innovation projects.

Understands relevance of successful project management for future business opportunities.

Acquires skills for innovation project management.

Knows and uses classic and state-of-the-art tools for project management.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL

The appraisal system includes evaluation of student's understanding of all theoretical program content, as well as the demonstration through practical exercises and simulations (individual and in group, team work oriented) that the student has acquired an adequate practical knowledge on the topic and project management skills.

The final evaluation is built according to the following weights and criteria:

Two Theoretical & exercise course exams, during the course (30% each). Grade should be over 5 to pass. Students must take Final exam of the Parts that they have not passed during the Course.

Teamwork (20%). Group work evaluation. The work must be presented and defended in class by all team members, evaluated by professor at course end. Minimum grade for this task to approve the subject is 5.

Class attendance & participation (20%). Individual evaluation based upon student's presence and participation.

Los exámenes serán presenciales siempre y cuando la situación sanitaria lo permita

EXTRAORDINARY CALL

In the extraordinary call exam no single previous course qualification is saved. Full topic content (practical & theory) must be passed in this call.

Los exámenes serán presenciales siempre y cuando la situación sanitaria lo permita

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Project Management Institute®. A Guide to the Project Management Body of Knowledge (Pmbok Guide).

Udo, N. & Koppensteiner, S. (2004). What are the core competencies of a successful project manager? Paper presented at PMI® Global Congress 2004—EMEA, Prague, Czech Republic. Newtown Square, PA: Project Management Institute.

Ward, J. L. (2009). Power up your program management skills: gaining key proficiencies. Paper presented at PMI® Global Congress 2009—Asia Pacific, Kuala Lumpur, Malaysia. Newtown Square, PA: Project Management Institute.

Schroeder, R., Durham, G., & Nevins, D. (2008). Building project managers for tomorrow. Paper presented at PMI® Global Congress 2008—North America, Denver, CO. Newtown Square, PA: Project Management Institute.

Hussein, Bassam A. A Blended Learning Approach to Teaching Project Management: A Model for Active

Participation and Involvement: Insights from Norway. Educ. Sci. 2015, 5, 104–125; doi:10.3390/educsci5020104
Fisher, Roger, William Ury, and Bruce Patton. 1991. Getting to yes: negotiating agreement without giving in.
Donna M. Genett. If You Want It Done Right, You Don't Have to Do It Yourself!: The Power of Effective Delegation.
QUILL DRIVER BOOKS

Additional

Recommended Website Readings
<https://www.pmi.org/>
<https://www.oepm.es/es/index.html>
<https://www.fecyt.es/>