

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Expert in entrepreneurship and Innovation Projects Management (UFV-Awarded title associated to Biomedicine)		
Faculty/School:	Experimental Science		
Course:	INNOVATION PROJECT MANAGEMENT (II)		
Type:	Compulsory Internal	ECTS credits:	4
Year:	4	Code:	21216
Teaching period:	Seventh semester		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
María Ángeles Mellen Rodríguez	ma.mellen@ufv.es
Javier Suárez Salgado	

## SUBJECT DESCRIPTION

Building on the lessons learned in “Innovative Project Management I (IPM)” we will dig further in the key concepts that enables the progress of key projects, in large and small biomedical corporations.

Being in the middle of a paradigm change, driven by the Digital revolution, that is being further accelerated within the current circumstances, the enhancement of creativity and innovation skills is proving crucial for project managers (PMs) to thrive. The objective of the course is to secure that students acquire a solid base of concepts, methodologies and approaches in the areas of negotiation, business model innovation, and innovative project development and deployment.

Additionally, we will cover core activities around design thinking an innovative project articulation such as ideation, prototyping, testing, communication, governance and buy-in of company’s board / senior leadership teams.

The approach of the subject will have a profound practical component, where students will get in contact with key methodologies and techniques within a context that will mimic real market situations.

Different materials will be used including printed and digital documents, video content, web content, apps, etc.

## GOAL

The main aim of the subject is to provide the students with knowledge to define, develop and deploy innovative sound projects within life sciences related organizations.

The specific aims of the subject are:

Acquire knowledge about the different aspects that a Project Manager (PM) should consider when developing an innovative project.

Gain perspective on the key skills that a PM should have to access and thrive in the role. Put in practice a set of personal and team-based project development and management skills and tools, for further use during student's future scientific, entrepreneurial or corporate career.

## PRIOR KNOWLEDGE

Notions of project management are required for this course. (Refer to IPM I).  
A high proficiency level in English is recommended, as well as a clear team work attitude from all enrolled students.  
Fluent use of Microsoft Office applications (Word, Excel, PowerPoint), is also recommended.

## COURSE SYLLABUS

Section 1: Project Management in the digital era

1.1 Evolution of the working environment in innovative companies

1.2 Technical and soft skills required in the 4th Industrial Revolution, in practice

1.3 Negotiation in the job

Section 2: Starting up an internal or external venture in the Biomedical industry

2.1 Identification and ideation of innovative projects

2.2 Innovative project definition and approval

Section 3: Developing a project in the Biomedical industry

3.1 Teams setups, leadership and collaboration

3.2 Projects governance and communications

3.3 Leveraging Agile techniques for projects development

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

-Workshops and group gaming: to learn in practice project management-related issues and core competencies (e.g. negotiation workshop, interview simulation, etc.).  
 -Individual and group exercises: handwritten exercises that students are required to answer and submit for evaluation or present to the rest of the class.

\*\*\* "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

Use state of the art methods & tools to generate innovation in a person-oriented manner in any organization.  
 Develop an action oriented innovative mind-set.  
 Design innovative, scalable and impact-driven projects.

## LEARNING RESULTS

PM skills enhancement that students can use for the rest of their careers, at any kind of life science related business.  
 Develop a technical approach to the innovation process. Awareness of the different tools and methodologies.  
 Understand the importance of negotiation skills at any level or stage when designing an innovative project.  
 Further develop effective governance, communication and coordination skills in multifunctional teams.

## LEARNING APPRAISAL SYSTEM

### ORDINARY CALL

- 1.- Participation (20%). Individual evaluation based upon student's participation and collaborative team behavior.
  - 2.- Investigation exercises with class presentation (including remote presentation) worked by teams (20%). Investigation exercise subjects and content will be presented along the lectures.
  - 3.- Course exams at the end of the lectures (60%). Minimum grade to pass this task is 4
- \*\*\*Los exámenes serán presenciales siempre y cuando la situación sanitaria lo permita\*\*\*

### EXTRAORDINARY CALL

Theoretical concepts knowledge will be measured by an individual exam. Minimum grade to pass this task is 4.  
 \*\*\*Los exámenes serán presenciales siempre y cuando la situación sanitaria lo permita\*\*\*

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Innovation Horizons: A review of the different levels of innovations within organizations (Steve Blank)

[https://www.slideshare.net/sblank/innovation-at-50x-081515-51681670/10-Innovation\\_Succeeds\\_Where\\_there\\_is](https://www.slideshare.net/sblank/innovation-at-50x-081515-51681670/10-Innovation_Succeeds_Where_there_is)  
[https://www.slideshare.net/sblank/innovation-at-50x-081515-51681670/27-Three\\_Horizons\\_of\\_InnovationSource\\_modified](https://www.slideshare.net/sblank/innovation-at-50x-081515-51681670/27-Three_Horizons_of_InnovationSource_modified)

Testing vs Piloting: Why a pilot is not the solution to test a hypothesis (Paul Taylor)

[https://www.slideshare.net/Paulbromford/how-to-build-an-innovation-lab-55989917/2-Its\\_often\\_easier\\_to\\_make](https://www.slideshare.net/Paulbromford/how-to-build-an-innovation-lab-55989917/2-Its_often_easier_to_make)

How to Test Your Assumptions: Testing assumptions in a logical order to avoid time and money waist (Jon Fjeld)

<https://sloanreview.mit.edu/article/how-to-test-your-assumptions/>

Why the Lean Start-Up Changes Everything? Harvard Business Review May 2013 (Steve Blank)

<https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>

## Additional

Design Thinking by Institute of Design Stanford Business School

<https://dschool-old.stanford.edu/groups/k12/wiki/ad2ce/attachments/3946e/DESIGN%20THINKING%20PLAYBOOK%20%281%29.pdf>

42Hr Negotiation Agabio consultants

[https://es.slideshare.net/agabio/negotiation-excerpt?qid=b46feac7-bae4-4a57-8f61-a6a11ea9f2e5&v=&b=&from\\_search=2](https://es.slideshare.net/agabio/negotiation-excerpt?qid=b46feac7-bae4-4a57-8f61-a6a11ea9f2e5&v=&b=&from_search=2)

Book: HBR'S 10 Must Reads: The Essentials

Book: The McKinsey Way

Book: The Technology Fallacy: How People Are the Real Key to Digital Transformation

Book: Key Management Models: The 60+ Models Every Manager Needs to Know (Financial Times Series)

Blog de Steve Blank, <http://steveblank.com/>