



IB 315 PROJECT MANAGEMENT FOR BUSINESS
IES Abroad Barcelona

DESCRIPTION:

This course examines the practical application of project management within a business context, emphasizing a customer-centric approach. Students will engage in a customized project, applying theoretical principles to real-world scenarios across the full project management lifecycle—from project selection and initiation to execution and completion.

The course covers both traditional and Agile/Scrum methodologies, highlighting their relevance in contemporary business environments. Students will learn to navigate the five phases of project management using tools and techniques that emphasize strategic alignment, resource optimization, and value delivery.

By the end of the course, students will be able to apply both predictive and adaptive project management methodologies, effectively manage each phase of the project lifecycle, and utilize project management technologies to drive business success. Additionally, students will develop critical soft skills, including the ability to lead diverse teams, adapt strategies to stakeholder needs, and align project outcomes with organizational goals.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR:

PREREQUISITES: One lower-level Business course

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures with real-world case studies
- Class discussions and group activities
- Hands-on project simulations and tools
- Guest Speakers

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class Participation – 10%
- Additional home exercises – 20%
- Group Project (including final presentation) – 30%
- Midterm Exam – 20%
- Final Exam – 20%

Course Participation

Class attendance and participation involve actively engaging in in-class activities, demonstrating proactivity by asking questions, and showing genuine interest during workshops, panels, and interviews conducted throughout the course. It also entails actively accessing and interacting with resources available on Moodle. A solid range of software tools and platforms will be used.

Midterm Exam

The midterm exam will assess both theoretical understanding and practical application. Students will be required to (1) answer questions related to key concepts covered in the course and (2) apply these concepts to specific case-based exercises completed in class. It will encompass all the topics discussed during the course up to the exam date.



Final Exam

The final exam will follow the same format as the midterm exam and will assess the remaining topics covered throughout the course.

Group Project Development

An important component of the final assessment involves creating a customized project, which the instructor will outline during the initial course sessions. This project will be a collaborative effort, completed in small groups, and will span the entire course duration. Students will apply tools and frameworks learned in class to conceptualize, plan, and manage a real-world business project from initiation through closure. Each group will choose a business innovation project such as the launch of a new product, service, or internal improvement initiative (e.g., digital transformation, sustainability effort, or customer experience enhancement). The project must be rooted in a realistic business context—students are encouraged to base it on a startup idea, an actual company challenge, or a social impact enterprise.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

1. Recall key project management concepts, terminology, and methodologies, including traditional, Agile, and Scrum approaches.
2. Explain the fundamental principles and processes of project management as well as analyze reasons for project failures and how to mitigate them.
3. Distinguish between predictive and adaptive project approaches and explain how Agile and Scrum support innovation and creative problem-solving.
4. Apply project management tools and techniques to initiate, plan, execute, monitor, and close a business project.
5. Implement Agile and Scrum methodologies in practical scenarios, adapting them to meet project and stakeholder needs.
6. Analyze and break down a project into tasks and phases, evaluating dependencies, risks, and stakeholder needs.
7. Align projects with business strategy, market trends, and stakeholder needs
8. Evaluate how resource allocation and stakeholder involvement influence project outcomes.
9. Justify project decisions based on data-driven insights and project performance metrics.
10. Design and present a comprehensive project plan—including scope, schedule, and budget—that addresses customer needs, applies risk, quality, and resource management practices, and aligns with business objectives.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Abroad Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, three percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests, and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Assignments and Readings
1	Session 1: Introduction to Project Management: - Project definition in a VUCA BANI world - Why projects fail - Role of the Project Manager - Leadership vs Management	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 1. Introduction.</u> Pp. 3-21 (19 pages) Berkun, S.; <u>The art of project management</u>, section 1.3. P. 23 Peña López, I.; <u>Managing complexity for systemic impact: responses to VUCA and BANI environments</u> https://ictlogy.net/20230822-managing-complexity-for-systemic-impact-responses-to-vuca-and-bani-environments/ Professor's Slide Deck. In-class exercises.
	Session 2. Customer-centric projects - Customer expectations - Empathy map and pain points - The Job-To-Be-Done	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 3. Project Initiation.</u> Pp. 55-78 (24 pages) Berkun, S.; <u>The art of project management</u>, section 3.7; section 5.7. Pp. 60-61, 104-105 (4 pages) Christensen, Clayton, "<u>Know Your Customers' 'Jobs to Be Done'</u>," Harvard Business Review https://hbr.org/2016/09/know-your-customers-jobs-to-be-done Professor's Slide Deck. In-class exercises.
2	Session 3. Project Selection - Qualitative vs quantitative criteria - ROI/payback - Innovation sweet spot	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 2. Project selection.</u> Pp. 25-52 (28 pages) Professor's Slide Deck. In-class exercises.
	Session 4. Project Life Cycle and Initiation - Phase overview and initiating a project - Mission, stakeholders, objectives	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 3. Project Initiation.</u> Pp. 55-78 (24 pages) Professor's Slide Deck. In-class exercises.
3	Session 5. Requirement Analysis - Stakeholder mapping - SMART goals - Requirements gathering techniques	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 4. Project Requirements.</u> Pp. 83-109 (27 pages) Professor's Slide Deck. In-class exercises.

	Session 6. Project Approaches - Predictive vs adaptive - Waterfall model Intro to Agile & Scrum	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 11. Agile Project Execution</u> . Pp. 301-311 (21 pages) Snyder Dionisio, C. <u>A Project manager book of forms</u> , 3 rd edition, Wiley. P.239-249 (11 pages) Professor's Slide Deck. In-class exercises.
4	Session 7. 10 areas of Project Management Triple constraint - Scope-schedule-budget triangle - Quality as a framework and trade-offs	Eby, K.: The Triple Constraint: <u>The Project Management Triangle of Scope, Time, and Cost</u> . September 20, 2017 (Full article, estimated reading time: 17 minute). Baratta, A. (2006). <u>The triple constraint: a triple illusion</u> . Paper presented at PMI® Global Congress 2006—North America, Seattle, WA. Newtown Square, PA: Project Management Institute. (Full article: estimated reading time: 14 minute). Professor's Slide Deck. In-class exercises.
	Session 8. Predictive Projects: scope - Planning Scope: Work Breakdown Structure (WBS) - Hierarchy of deliverables	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 5. Scope Planning</u> . Pp. 111-142 (32 pages) Professor's Slide Deck. In-class exercises.
5	Session 9. Predictive Projects: schedule and cost - Planning Scheduling and Budget - Critical path method (CPM) - Types of cost (fixed, variable, direct, indirect)	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 6. Schedule Development</u> . Pp. 146-161 (16 pages) Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 7. Cost Planning</u> . Pp. 185-211 (27 pages) Professor's Slide Deck. In-class exercises.
	Session 10. Customer Expectations - Placing the customer at the center - Verification and Validation	Professor's Slide Deck. In-class exercises. Guidelines for the Midterm in-class presentation.
6	Session 11. Midterm In-class Presentations Each team prepares a concise presentation and presents it in front of the class.	

	Session 12. Midterm Review and Study Guide. - In-class exercises Guerrilla Marketing. - A useful marketing strategy to enrich your Business Projects	The course topics are reviewed in class. Additional exercises are available for students. A mock-up version of the exam is discussed in class. On demand, projects are reviewed as well.
7	Session 13. Midterm Exam In-class written exam covering sessions 1–11	
	Session 14. Strategy Alignment & PMO - Linking projects to business goals - Programs & portfolios - PMO functions - Resource management	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 1. Introduction</u>. Pp. 5-7, 10-12 (6 pages) Berkun, S.; <u>The art of project management</u>, chapter 4. Pp. 66-85 (20 pages) A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. <u>Plan Resource Management</u>. Pp. 307-318 (12 pages) PMI, "Strategic Alignment: The Key to Project Success" https://www.pmi.org/learning/library/strategic-alignment-key-project-success-8334 Professor's Slide Deck. In-class exercises.
8	Session 15. Customer expectations: MVP and prototyping - Prototype vs MVP - Ideas for the prototype - MVP types	Professor's Slide Deck. In-class exercises.
	Session 16. Customer expectations: MVP and prototyping - Features for the MVP - Criteria to build an MVP - Application of the MVP to in-class projects	Professor's Slide Deck. In-class exercises.
9	Session 17. Resource and Risk Management. Guest speaker (1). The 5 types of risk in PM The scheduling and contents of the activity may vary depending on the guest speaker's availability	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 14. Managing Project Risk</u>. Pp. 377-420 (44 pages) A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. <u>Plan Risk Management</u>. Pp. 395-405 (11 pages) Professor's Slide Deck. In-class exercises.

	Session 18. Agile Principles - Agile Manifesto: 12 guiding principles - Agile mindset Introduction to SCRUM	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 11. Agile Project Execution</u>. Pp. 301-311 (21 pages) Agile Alliance, <u>Agile Manifesto: 12 principles</u>. Professor's Slide Deck. In-class exercises.
10	Session 19. Scrum Framework: flipped classroom - Scrum roles, Scrum artifacts and Scrum ceremonies - Sprint planning and stand-ups - Reviews and retrospectives - User stories, DoR and DoD	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 11. Agile Project Execution</u>. Pp. 301-311 (21 pages) Schwaber, K. and Sutherland, J.; <u>The Scrum Guide The Definitive Guide to Scrum: The Rules of the Game</u>. Pp. 1-14 (14 pages) Professor's Slide Deck. In-class exercises.
	Session 20. Change Management - Change control process - Managing resistance - Communication plans	Berkun, S.; <u>The art of project management</u>, , Section 14.4. Pp. 261-265 (5 pages) Hiatt, J.M.; <u>The Essence of ADKAR: a model for individual change management</u>. Prosci. Professor's Slide Deck. In-class exercises.
11	Session 21. Innovation in PM: Guest Speaker (2) AI tools and creativity applied to Project Management The scheduling and contents of the activity may vary depending on the guest speaker's availability	
	Session 22. Quality Management – Introduction - Quality definitions - Product Process Company Customer focuses - Lean Methodology and Waste	Berkun, S.; <u>The art of project management</u>, chapter 11. Pp. 190-212 (23 pages) Harish, K.A. and Selvam, M.; <u>Lean Wastes: A Study of Classification from Different Categories and Industry Perspectives</u>. The Asian Review of Civil Engineering ISSN:2249 - 6203 Vol. 4 No.2, 2015, pp.7-12 (6 pages) Professor's Slide Deck. In-class exercises.
12	Session 23. Quality Management – Planning - Cost of quality - Planning tools & techniques - Quality metrics	Martinelli, R.J.; Milosevic, D.Z.: <u>Project Management Toolbox, Chapter 12. Performance Reporting</u>. Pp. 325-349 (25 pages) Berkun, S.; <u>The art of project management</u>, chapter 11. Pp. 190-212 (23 pages) A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. <u>Plan Quality Management</u>. Pp. 271-286 (16 pages)

		Professor's Slide Deck. In-class exercises.
	Session 24. Final Presentation I - Group presentations - Feedback and Q&A	Group assignment: final presentation. In-class hands-on activity.

COURSE-RELATED TRIPS: Field trips to companies recognized for their expertise in managing complex projects are being considered as an alternative or an addition to the activity of guest speakers. **Deerns Spain** specializes in strategic consulting, system design, and sustainability engineering, while **Quadpack** is a leading provider of innovative packaging solutions for the cosmetics industry. These visits will provide students with firsthand insights into industry, the best practices and real-world applications of project management principles.

BOOKS:

The following two publications are used as references throughout the course.

- Berkun, S.; The art of project management, O'Reilly, April 2005.
- Martinelli, R.J., Milosevic, D.Z.; Project Management Toolbox, Wiley, 2016.

REQUIRED READINGS:

- A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. Plan Quality Management. P. 271-286
- A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. Manage Quality. P. 288-296
- A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. Control Quality. P. 298-305
- A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. Plan Resource Management. P. 307-318
- A Guide to the PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK), 6th edition. Plan Risk Management. P. 395-405
- Agile Alliance, Agile Manifesto: 12 principles.
- Barak, M.; Systematic Approaches for Inventive Thinking and Problem-Solving: Implications for Engineering Education. Int. J. Engng Ed. Vol. 20, No. 4, pp. 612±618, 2004.
- Baratta, A. (2006). The triple constraint: a triple illusion. Paper presented at PMI® Global Congress 2006—North America, Seattle, WA. Newtown Square, PA: Project Management Institute.
- Christensen, Clayton, "Know Your Customers' 'Jobs to Be Done'," Harvard Business Review <https://hbr.org/2016/09/know-your-customers-jobs-to-be-done>
- Eby, K.: The Triple Constraint: The Project Management Triangle of Scope, Time, and Cost. September 20, 2017
- Harish, K.A. and Selvam, M.; Lean Wastes: A Study of Classification from Different Categories and Industry Perspectives. The Asian Review of Civil Engineering ISSN:2249 - 6203 Vol. 4 No.2, 2015, pp.7-12
- Hiatt, J.M.; The Essence of ADKAR: a model for individual change management. Prosci.
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 2. Project Selection. Pp. 25-52
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 2. Project Initiation. Pp. 55-78
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 3. Project Initiation. Pp. 83-109
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 5. Scope Planning. Pp. 111-141
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 6. Schedule Development. Pp. 146-161
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 7. Cost Planning. Pp. 185-211
- Martinelli, R.J.; Milosevic, D.Z.: Project Management Toolbox, Chapter 107. Cost Management. Pp. 280-294
- PMI, Mapping your Value Stream, <https://www.pmi.org/disciplined-agile/da-flex-toc/mapping-your-value-stream>

- PMI, "Strategic Alignment: The Key to Project Success"
<https://www.pmi.org/learning/library/strategic-alignment-key-project-success-8334>
- Schwaber, K. and Sutherland, J.; The Scrum Guide The Definitive Guide to Scrum: The Rules of the Game. P. 1-14.
- Snyder Dionisio, C. A Project manager book of forms, 3rd edition, Wiley. P.239-249
- Southern New Hampshire University, "What Does a Project Manager Do?"
<https://www.snhu.edu/about-us/newsroom/business/what-does-a-project-manager-do>

RECOMMENDED READINGS:

- Gibson, R.; The 4 lenses of innovation. Excerpts and summary.
- Goldenberg, J., Horowitz, R., Levav, A., Mazursky, D.; Finding Your Innovation Sweet Spot, Harvard Business Review.
- Sutherland, J.; Sutherland, J.J.: Scrum, The Art of Doing Twice the work in Half the Time. Crown Business, New York.

ANNEX. GROUP PROJECT RUBRIC:

Criteria	Outstanding / Excellent	Above average / Very Good	Average / Satisfactory	Failing / Unsatisfactory
Content	Demonstrates deep understanding of project management principles; fully addresses objectives with insightful analysis and real-world relevance.	Covers key concepts and meets most objectives; minor gaps in analysis.	Basic understanding shown; some objectives addressed with limited detail.	Incomplete or inaccurate content; major objectives not met.
Structure	Clear, logical organization; smooth transitions; all sections well-developed and connected.	Generally well-organized; most parts clear and logically structured.	Some organization; ideas occasionally unclear or disjointed.	Poor structure; difficult to follow; major parts missing or confusing.
Presentation	Professional and engaging; excellent visuals, delivery (if oral), formatting, and teamwork.	Good presentation; minor issues with clarity, visuals, or engagement.	Adequate effort; some technical or delivery issues.	Unprepared or unprofessional; lacks clarity, polish, or team coordination.