

SYLLABUS

The project manager:
competencies, ethics and social
responsibility

Academic year 2024/2025

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1. General Organization

1.1. Subject Information

Subject Information	Topic	The project manager: competencies, ethics and social responsibility
	Topic Code	11_2MaPM_FT-EN-10
	Program Name	Master in Project Management Official Program of Universidad Internacional de la Empresa
	Credits	3 ECTS
	Type	Obligatory
	Year	First
	Period	First
	Language	English
	Teaching Modality	On-Campus
	Recommended study dedication per 1 ECTS	25 hours

1.2. Faculty

Teacher's name	Mr. Martin Garcia Vaquero PhD in Business Administration
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1.3. Subject Presentation

After more than 50 years of "scientific approach" to organization, people and projects, a generally accepted methodology has been consolidated to conceptually focus project management. This subject revises aspects related to human resources in projects; is part of a program that comprehensively covers the various areas and stages of the project, under a common methodological approach of the PMI.

The management of projects has become an activity consubstantial to any managerial position in the company: either as a specific dedication and object of the company's own activity (construction companies, engineering companies, consultancies or audits, etc.), or as an additional activity to the normal work position (for example, giving functional support to a new business opening), we are increasingly involved in the management of strategic projects.

We will develop the skills of the Project Manager in order to know how to manage and develop the people of the team, following a defined professional ethic, from a vision focused on social and environmental responsibility.

1.4. Learning results

CC5 Understanding the relevance of the professional social responsibility and sustainability in the planning of human resources, management and leadership in project teams.

HD2 Applying values and the values of the organisation in ethical and corporate social responsibility dilemmas in project management.

HD6 Applying time management in the project to prioritise the activities carried out according to criteria of urgency and importance, among others.

CP6 Involve stakeholders in the development of the project, addressing expectations and satisfied by the Project.

CP7 Selecting the people with the necessary skills to form a project team and carry out their responsibilities adequately.

CP9 Inform positively about of a project's values from the design presentation of results in order to create interest and encourage.

HD2 Sustainability and Social Commitment. Knowing and understanding the complexity of the economic and social phenomena typical of the welfare society; having the ability to relate welfare with globalisation and sustainability; achieving the

skills to use technology, the economy and sustainability in a compatible, balanced way.

HD7 PERSONAL TIME MANAGEMENT: Time management with the aim of improving personal effectiveness and that of the team you belong to, which means.

LEARNING OUTCOMES

- Understanding of the Project Manager Competency Development (PMCD) Framework.
- Development of the repertoire of techniques and social skills among the Project Manager's competencies.
- Knowing the criteria for creating and leading high-performance teams
- In-depth knowledge of the Project Manager obligations and ethical facets.
- Analysis of aspects of environmental and social responsibility in projects.

2. Content

1. Personal competencies: The Project Manager's management techniques and skills.

- Time Management
- Leadership of groups and teams
- Directing meetings
- Negotiating Techniques
- Interpersonal communication and project presentation techniques
- Self-assertion and control in conflict situations
- Emotional intelligence and stress control.

2. The Project Manager's toolbox

- Project techniques. The PMI's PMBOK
- Creativity and problem-solving support techniques
- Innovation support techniques
- Conceptual design techniques EDp, QFD, functional analysis, value analysis, FMEA, experiment analysis and JAD
- Decision-making support techniques
- Diagrammatic techniques for project control, programming and planning
- Work breakdown structures

3. Social and environmental responsibility

4. Professional ethics

- Work ethics and personal responsibility
- Ethics in project management. Deontology in project management. Values and self-regulation.

- The PMI's Code of Ethics and Professional Conduct.
- Ethics in project decision-making. Technical rationality and ethical rationality
- The ethical dimension of human behaviour
- The ethical dimension of motivation and leadership
- The ethical quality of the project and its team
- Means for achieving high ethical quality projects

3. Teaching and Learning Methodologies

Problem-based learning: This methodology places the learner at the center of learning. Having previously shared the information and knowledge necessary to face the problems, the resolution of the problems requires the student to go through a process of recognition of the recognition of what has been learned, identification of the needs of the problem and development of the appropriate competencies to achieve a satisfactory result.

The key to the success of this methodology in this program lies in the approach to the problems and in the previous exposition, analysis and synthesis of information and knowledge, sufficient to achieve the best possible result in the resolution of the problem, but also to pose enough learning and improvement challenges that motivate sufficient learning and improvement challenges to motivate students and achieve effective learning.

Experience-based learning: This methodological approach bases its effectiveness on the weight of experience in our learning processes. We learn much more from what we do than from what we hear or what we see. In the program we train professionals to lead and manage projects, so that every step, every subject, every subject, is based on experience and each module should be oriented to the development of the appropriate competencies in project management situations. In this sense, students will work on different projects, in a transversal way and throughout the course in order to be able to deploy and test the learning as the course progresses and test their learning as the course progresses.

Case studies: The case method would result in a complement or a nuance with respect to the methodologies previously raised. Although the final project and the business internship may place students in real problem-solving and experiential learning contexts, most of the situations should be fictitious, based on real, known cases and experiential learning, most of the situations should be fictitious, based on real cases, either known or experienced by the or experienced by the teachers, which will promote student learning in a simulation environment, without jeopardizing the success in managing a company.

Seminars and conferences: The training will be complemented with the organization of seminars and conferences in which professionals and academics of recognized prestige in the field will participate.

“Students with disabilities or special educational needs”

EAE Business School will guarantee the achievement of the skills listed for all students. Those students who present special educational needs related to their hearing, visual, physical and/or organic, intellectual disability, mental health problems or temporary disability that directly affect the achievement of their academic results, will be attended by Student Services. Analyzing the particular case, the unit will establish the appropriate measures for curricular adaptation and will provide academic support to both the faculty and the student to achieve them.

It will be an essential requirement for this to issue a report on curricular adaptations by said Unit, so students with disabilities or special educational needs must contact it, in order to jointly analyze the different alternatives.

4. Activities

Activity	# Hours	Face to face (%)
Exhibition: Group activities in which mainly the teacher share knowledge with the group experiences that serve to frame or provide the subject with content. This Presentation can be oral or written, in presentation form or using any other technological means or audiovisual. in certain circumstances the teacher instructs students, individually or by teams, let them be the ones to carry out the presentation of the key aspects of a matter, previous investigation of the topics to exhibit.	4	100
Contrast of previous knowledge: contrast with knowledge before, either before or after a exposure, will be key to reinforcing, make meaningful and strengthen learning achieved. The diversity of profiles, previous knowledge and experience of the students who make up a group, makes this especially difficult permanent exercise of contrast with their previous knowledge, but it is at the same time a source of enrichment that guarantees that the limits of up to where can only each group go It depends on the group itself.	4	100

Discussion: Once a phase of acquisition of knowledge, it is proposed activities that require relating this knowledge, understand it to be able to explain and contrast them. These are the activities that we include under the heading debate and that are of group character, although they can be carried out in a different way. In group or groups reduced, orally or in writing, to based on some questions and guidelines debate or being the students themselves protagonists of its moderation. In any case, any activity debate will be aimed at achieving of a series of conclusions that will be the guarantee of progress in the acquisition of expected learning. The comparison of scenarios is usually a discussion activity that helps in the their moderation and in the direction of the conclusions achieved	2	100
Summary: This epigraph includes a whole set of activities, individual or groups, which allow to identify Clearly what has been learned. From the realization of a scheme or conceptual map, until the resolution of an exercise, going through a presentation or a role playing game, we will find multiple activities that try to put revealed the acquisition of some specific knowledge and skills	2	100
Problem Solving: Activities of problem solving generate application scenarios of the lessons learned and deployment of skills developed during the course. They can be activities individual as in groups. In the problem solving the stage is bounded and is presented very clearly to the student the type of resolution expected and the powers that she must display for such resolution.	15	26,7
Resolution of cases: The resolution of cases places the student in a context very close to business reality, where he himself, individually or in group, you must identify the problem or the problems to solve and deploy the competences that he considers more appropriate depending on the outcome expected. The resolution of cases will in most cases the creation of management scenarios and project	20	40

management where to deploy the acquired skills.		
Autonomous work of the student: Study individual for exam preparation	24	0
Tutorials: Doubt resolution sessions about theoretical concepts or about practical jobs	4	0
TOTAL	75	

5. Assessment

5.1. Assessment methods

The Student Assessment Model at the University follows the principles of the European Higher Education Area (EHEA).

Assessment system	Weighting
Continuous assessment activities *	60 %
Weight of each activity: Participation: 20% Individual work or group work: 30 % Class presentations: 10 %	
Assessment system	Weighting
Exams*	40%

***In order to pass the course it is mandatory to obtain a minimum average of 5 points in each part independently (Continuous assessment activities and Exams)**

The final grade will be calculated using the weighting described above, except in the case of failure to pass at least one of the two sections. In the latter case, the final grade will be the lowest grade between the continuous assessment activities and the exams.

For sanctions associated with lack of academic honesty, the 'Normativa General de Evaluación y Calificación de la Universidad y la Normativa de Convivencia y Reglamento Disciplinario de Estudiantes' (General Regulation for Assessment and Qualification of the University and the Coexistence and Disciplinary Regulations for Students) will be applied. In particular, the use of content authored by someone other than the student himself must be adequately cited in the submitted work. In the event of a coincidence of more than 15% -reproducing information from sources without properly citing them-, the sanction will be a fail grade (0) in the activity in which it is detected.

In case of repeated behavior, the penalty will be a fail grade (0) in the subject and loss of the call in which the infraction occurred, in addition to the decision taken by the disciplinary committee for being a very serious infringement. Likewise, the use of fraudulent means during the exams will imply a fail (0) and may imply the opening of a disciplinary file.

In order to be assessed in ordinary call, you may not have more than 25% of absences in attendance.

In extraordinary call, the same competences/learning results will be assessed using the same system as in ordinary call. The student must repeat only the evaluative activities that he/she has not passed in ordinary call. Only students who have obtained a final grade of "Fail" or "Not submitted" may apply for extraordinary call.

5.2. Grading system

The course grade will be established on a numerical scale from 0 to 10, with the following associated qualitative grades:

Level of Proficiency	Official Grade	Qualitative Grade
Very competent	9,0 - 10	Outstanding
Proficient	7,0 - 8,9	Remarkable
Acceptable	5,0 - 6,9	Passing
Not yet competent	0,0 - 4,9	Failed

The mention of "Matrícula de Honor" ("Honors" degree) may be awarded at the discretion of the teacher to students who have obtained a grade equal to or greater than 9.0. One honors degree may be awarded for every 20 students when the teacher of the subject considers the

performance of the candidates have been exceptional. In the event that the number of students in the group is less than 20, just one Honors Degree may be awarded.

In each of the activities carried out, **the achievement of the learning results** will be measured, with impartiality and objectivity.

6. Bibliography

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