

PROFESSIONAL PRACTICE

IE University

Professor: **JERONIMO VAN SCHENDEL ERICE**

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Degree course: FOURTH

Semester: 1º

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Professional Ethics is the discipline that studies the principles, rules and dynamics that regulate a professional activity. This compound is called Professional Deontology. This course studies the deontology of Architecture from a global and contemporary perspective, as well as from the local perspective, its particularities and implications.

The academic content is divided in TWO COMPLEMENTARY COURSES: Ethics and Professional Practice. This course corresponds to PROFESSIONAL PRACTICE. Both conform a linear academic curriculum that is structured in four parts. The first part is an introduction of the status-quo in architectural practice nowadays. The second part studies the deontology of architecture in Spain, from the organization of the construction industry, to the legal frameworks that rule architects' work, and the personal attributions and responsibilities of the practicing architect. The third part expands the vision of architectural deontology through a comparative analysis of the Spanish professional organization, and the European one with other global approaches, focusing on the key similarities and differences. The fourth part is focused on better understanding, questioning and redefining the role of architects in society and their capacity to deliver value by using their unique set of skills and an entrepreneurial mindset. An important component of this fourth part is dedicated to understanding the entrepreneurial process and the most essential economic principles and factors that affect architectural practice, as a basis to suggest and build new professional models.

OBJECTIVES AND SKILLS

2.1 COMPETENCIES

2.1.1. BASIC COMPETENCIES

- CB1: Students have demonstrated knowledge and an understanding of a given area of study, building upon the foundation of secondary education, supported by advanced texts, and including aspects that engage the latest advances in their area of study.
- CB2: Students know how to apply their knowledge professionally to their work or vocation and possess the competencies that are often demonstrated through elaboration and defense of arguments and the resolution of problems within their area of study.

- CB3: Students can gather and interpret relevant facts (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific, and ethical topics.
- CB4: Students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students have developed the necessary learning skills to continue their studies with a high degree of autonomy.

2.1.2. GENERAL COMPETENCIES

- CG6: Knowledge of the industries, organizations, regulations, and procedures needed in order to transform projects into buildings, and to integrate drawings into the planning process.
- CG8: Knowledge of the role of entrepreneurship and management in the execution of projects in architecture and design.
- CG9: An understanding of the various employment possibilities available to the architect, and the application of the disciplinary tools of architecture to various related disciplines.

2.1. 2. SPECIFIC COMPETENCIES

- Module: Technical
- Subject: Professional Practice
- CE28: Knowledge of professional ethics, professional organizations, professional structures and civil liability.
- CE29: Knowledge of administrative and management procedures and professional processes.
- CE30: Knowledge of general office organization.
- CE33: Knowledge of real estate management.

2.1.3. TRANSVERSAL COMPETENCIES OF THE UNIVERSITY

- CT1: Ability to identify the main characteristics of cultural identities that characterize the contemporary world through the knowledge of central ideological currents.
- CT2: Ability to exercise professional behavior in accordance with constitutional principles and ethical values of the respective profession.
- CT4: Use disciplinary knowledge to analyze and evaluate current situations.
- CT5: Integrate oneself into interdisciplinary and multicultural teams to achieve common goals in a context of diversity.
- CT6: Work actively at in an international context.

2.1.4. SPECIFIC OBJECTIVES AND SKILLS

- Understanding the position that architecture plays as a profession into the creation of the city, and within the construction industry.
- Developing critical thinking regarding moral and professional issues.
- Developing critical thinking towards the contemporary practice of architecture.
- Understanding the essentials of what value means to society and how the professional practice of architecture creates value.
- Understanding basic unit economics and management principles in architectural practice.

We will therefore place special emphasis on competencies CE28, CE 29 and CE30, as described above.

2.2. LEARNING OUTCOMES:

From studying the two courses, Ethics and Professional Practice, students demonstrate:

1. Knowledge of professional ethics, professional organizations, and civil liability.

2. Knowledge of administrative and management procedures and professional processes.
3. Knowledge of general office organization.
4. Knowledge of real estate management.
5. Knowledge of the industries, organizations, regulations, and procedures needed in order to transform projects into buildings, and to integrate drawings into the planning process.
6. Knowledge of the role of entrepreneurship and management in the execution of projects in architecture and design.
7. An understanding of the various employment possibilities available to the architect, and the application of the disciplinary tools of architecture to various related disciplines.

METHODOLOGY

This fifteen (15) sessions course is structured in seven double sessions and one single wrapping session.

Every double session will combine some lecture time in which the contents of the course will be introduced, with time for in-class groupwork* or discussions related to the topics introduced and the additional readings or content required for each session (if applicable). The groupwork time might be followed by a discussion and presentation of the work done in the class.

At the end of every double session, the content of the next class will be briefly introduced and there will be time for assignment clarifications, if applicable, and general Q&A.

Participation throughout all the sessions and in all formats of the class is expected, encouraged and highly valued, representing a significant part of the final grades.

***Using a name tag in your desk is VERY important. Make your own with pen and paper if you don't have one. This helps faculty members and fellow students to manage well paced class conversations. It is much appreciated.**

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	18.67 %	14 hours
Discussions	6.67 %	5 hours
Exercises	21.33 %	16 hours
Group work	20.0 %	15 hours
Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Intro to Professional Practice. Intro to Competitions.

Structure of the course (Part 2 of Ethics, called Professional Practice).

Assignment will be announced (due date TBC. Typically two weeks after the last session): Model of a Practice, with preliminary Professional Reflection.

Introduction to Competitions:

- What is an architectural competition. Goals and objectives.
- Types of competitions

- Ideas, studies, project competitions, construction, full-cycle competitions.
- Are competitions only for buildings? What happens outside that market?
- Private competitions
- Public competitions

Competitions. An in-depth observation.

What is a competition. Goals and objectives.

Types of competitions.

- Ideas, studies, project competitions, construction, full-cycle competitions.
- Are competitions only for buildings? What happens outside that market?
- Private competitions.
- Public competitions.

Legal and institutional regulation.

- Colegios de Arquitectos.
- Syndicates and other organizations.
- Ley de Contratación Pública.

The Competition Call.

- Organizers, participants, sponsors and other Stakeholders. Who does what.
- Promoter. Risks, rewards, advantages and disadvantages.
- Organizer. Risks, rewards, advantages and disadvantages.
- Competitor. Risks, rewards, advantages and disadvantages.

Phases of a competition

- RFP/RFQ
- Preliminary qualification
- Q&A Period
- Development period
- Judgement period
- Jury results
- Conflict resolution
- Contract Negotiation (if applicable).

General documentation of a competition

- The project. Architectural documents.
- Technical documents.
- Economic documents.
- The team & expertise part. Team building assessment.
- (Partners, UTEs, delivery capacity, corporate solvency and durability).

Portfolio of projects and budget.

- Insurance policy, and other requirements.

Valuation/jury of the competition. Evaluation of each of the document types.

Analyzing investment and return in a competition

- Cost of opportunity
- Motivational cost (team)
- Economic cost
- Factors to consider

Advantage and differentiation in competitions - clients.

- How to win work through competitions.
- How to build a path towards big competitions.
- How to prepare for big competitions
- How to choose the right competitions
- How to build a competitive offer.

What happens when you win?

- Timing, negotiation phase, securing financing.

Group work and class discussion: discussing the model of competitions. Competition case assessment and development.

Recommended readings:

Book Chapters: Libro Blanco de Los Concursos (Colegio de Arquitectos de Madrid)

SESSIONS 3 - 4 (LIVE IN-PERSON)

Competitions. An in-depth observation.

What is a competition. Goals and objectives.

Types of competitions.

- Ideas, studies, project competitions, construction, full-cycle competitions.
- Are competitions only for buildings? What happens outside that market?
- Private competitions.
- Public competitions.

Legal and institutional regulation.

- Colegios de Arquitectos.
- Syndicates and other organizations.
- Ley de Contratación Pública.

The Competition Call.

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What happens when you win?

- Timing, negotiation phase, securing financing.

Group work and class discussion: discussing the model of competitions. Competition case assessment and development.

International Practice. Comparative with the Spanish System I.

Global overview of practice.

- Territories of opportunity
- Common challenges and opportunities
 - Raising the value of architectural services, the “other 99%”, expansion of the scope of work, sustainability, global agreements and working methods, automation, globalization, development areas and rapid urbanization.
 - UIA.

How to read a regional market in architecture. PESTLE fundamentals.

Comparative structures of practice, with Spain

- US, UK and the Commonwealth.
 - Practice organization
 - Definition of “an architect”, competencies and responsibilities.
 - The training and accreditation of an architect. Part I, Part II, Part III.
- The project: correlation between the phases and documents, with the phases and documents of projects in Spain.
- Regulatory and representative institutions: AIA, RIBA, ARB, etc.
- Overview of codes and regulations.
- Local cultural specificities.

Reflections on data about the profession in the Commonwealth.

In class group work (If time allows): fast PESTLE analysis for UK – London Region.

Recommended readings:

Book Chapters: The Architect in Practice (Pages 36-43, and Stages 0 to 3 Plan of Work) (See

Bibliography)

Technical note: International Code of Ethics on Consulting Services (UIA) (Will be Provided by Professor)

Technical note: Declaration 2050 Imperative (UIA)

Technical note: The Architects Code: Standards of Professional Conduct and Practice (ARB)

Technical note: Code of Professional Conduct (RIBA Architecture)

Technical note: CAA Survey of The Architectural Profession in the Commonwealth (ISSUU)

SESSIONS 5 - 6 (LIVE IN-PERSON)

International Practice. Comparative with the Spanish System I.

Global overview of practice.

- Territories of opportunity
- Common challenges and opportunities
 - Raising the value of architectural services, the “other 99%”, expansion of the scope of work, sustainability, global agreements and working methods, automation, globalization, development areas and rapid urbanization.
 - UIA.

How to read a regional market in architecture. PESTLE fundamentals.

Comparative structures of practice, with Spain

- US, UK and the Commonwealth.
 - Practice organization
 - Definition of “an architect”, competencies and responsibilities.
 - The training and accreditation of an architect. Part I, Part II, Part III.
- The project: correlation between the phases and documents, with the phases and documents of projects in Spain.
- Regulatory and representative institutions: AIA, RIBA, ARB, etc.
- Overview of codes and regulations.
- Local cultural specificities.

Reflections on data about the profession in the Commonwealth.

In class group work (If time allows): fast PESTLE analysis for UK – London Region.

International Practice. Comparative with the Spanish System II.

The profession at a European Level.

- Practice organization. ACE. Architect's Council of Europe
- Definition of “an architect”, competencies and responsibilities.
- The training and accreditation of an architect
- The project: correlation between the phases and documents, with the phases and documents of projects in Spain.
- Regulatory and representative institutions.
- Overview of codes and regulations.
- Exceptions and specific cases.
- Local cultural specificities.
- **A strategic overview of the industry in the region.**

China, Middle East and Africa.

- Practice organization
- Definition of “an architect”, competencies and responsibilities.
- The training and accreditation of an architect.
- The Design Institutes in China. Universities and affiliated offices.
- The project: correlation between the phases and documents, with the phases and documents of projects in Spain.
- Regulatory and representative institutions.
- Local cultural specificities.
- **A strategic overview of the industry in the region.**

Other International Standards and Seals.

- Sustainability standards (LEED, BREEAM, WELL and others).
- RICS, FIDIC.
- Delivery standards
- Project management standards. PMP.
- Quality standards.

In-class group work and discussion: international practice. Working in countries with different cultures and values, ethical and professional implications. Advantages and disadvantages.

Recommended Readings:

Article: European Deontological Code for Providers of Architectural Services (ACE)

SESSIONS 7 - 8 (LIVE IN-PERSON)

THE ENTREPRENEURIAL DESIGNER. INITIATIVE AND INNOVATION IN PRACTICE.

Entrepreneurship in the Built Environment: Industry of Opportunity

Technological, cultural and economic changes in the construction industry and why this affects architects’ practice models.

Introduction to the entrepreneurial process.

- What is an entrepreneur? What is a company? And what is a startup?
- The notion of problem, opportunity and value proposition.
- The innovation triangle.
 - Desirability à Value proposition Canvas & validation processes
 - Feasibility à Environmental Analysis
 - Viability à The business model, and the Business Model Canvas

How does this apply to architecture and design?

- The architects’ skillset for entrepreneurship and to navigate change.
- Case studies of design entrepreneurship that expand our reach and impact.

In class group work and discussion based on a movie screening of a fragment of The Founder.

Recommended Readings:

Book Chapters: Designing a World Class Architecture Firm. The People, Stories and Strategies Behind HOK (Pages 21-30) (See Bibliography)

Book Chapters: Entrepreneurship a Very Short Introduction (Chapter 2) (See Bibliography)

Multimedia Documentation: The Founder (FilmNation Entertainment; December 2016) (IE Library)

SESSIONS 9 - 10 (LIVE IN-PERSON)

THE ENTREPRENEURIAL DESIGNER. INITIATIVE AND INNOVATION IN PRACTICE.

Entrepreneurship in the Built Environment: Industry of Opportunity

Technological, cultural and economic changes in the construction industry and why this affects architects' practice models.

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In class group work and discussion based on a movie screening of a fragment of The Founder.

Innovation in Practice Business, Domains and Dynamics.

The King or Rich Dilemma in Architecture.

- From Boutique to Corporate. What's out there. Can they coexist?
- Differences, advantages and disadvantages of different models.

Alternative domains for practice. What they do, how business works for architects.

- Editor, photographer, scenographer, strategists, design innovation consultancy, operations, hybrids, and more.
- Investment funds, technology companies and real estate.
- Design as a bigger-corporation division. Changes in the last years. Advantages and disadvantages. Challenges for the professional realm.

Alternative Working and Organizational Models. A Critical Analysis.

- Tradition: Authorship and Hierarchy.
- Collaboration, co-creation, participatory design, design units or "studios".
- Companies owned by employees.
- Spinoffs and internal entrepreneurship.

Agile/Lean and their implications in design production.

- How have we been working in design? What can we change?
- What can we learn from "failing fast"?

In class group work and discussion: analyzing case study architecture companies.

Recommended readings:

Book Chapters: Professional Practice 101: Business Strategies and Case Studies in Architecture (See Bibliography)

Book Chapters: In the scheme of things: alternative thinking on the practice of architecture (See Bibliography)

Book Chapters: Future practice: conversations from the edge of architecture (See Bibliography)

Book Chapters: Designing a World Class Architecture Firm. The People, Stories and Strategies

Behin HOK (Chapters 14,15,17,18; Wiley, 2020) (See Bibliography)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Innovation in Practice Business, Domains and Dynamics.

The King or Rich Dilemma in Architecture.

- From Boutique to Corporate. What's out there. Can they coexist?
- Differences, advantages and disadvantages of different models.

Alternative domains for practice. What they do, how business works for architects.

- Editor, photographer, scenographer, strategists, design innovation consultancy, operations, hybrids, and more.
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- Spinoffs and internal entrepreneurship.

Agile/Lean and their implications in design production.

- How have we been working in design? What can we change?
- What can we learn from "failing fast"?

In class group work and discussion: analyzing case study architecture companies.

The Business Model in Architecture. Fundamentals.

General models of the industry. How do companies make money?

- Architecture practice. General B. Model Canvas and Operational Diagram.
- Construction company. General B. Model Canvas and Operational Diagram.

Architecture business models for "building architects".

- Consultancy, profit share on savings, fixed fee, fixed fee plus profit share, Work for equity, royalty models, social impact companies, not for profits.

In class group work and discussion: analyzing the business model of a reference office (information will be provided for the class).

Recommended Readings

Article: Why the Field of Architecture Needs a New Business Model (Architectural Record)

Article: Why Business Models Matter (HBR OnPoint Enhanced Edition) (HBR 9985-PDF-ENG)

Video: Business Model Canvas (Youtube)

Video: Value Proposition Canvas (Youtube)

Book Chapters: Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers (Chapter 1. Canvas) (See Bibliography)

Book Chapters: Lean Startup (Chapter 1. Vision; Portfolio Penguin, 2017) (See Bibliography)

SESSIONS 13 - 14 (LIVE IN-PERSON)

The Business Model in Architecture. Fundamentals.

General models of the industry. How do companies make money?

- Architecture practice. General B. Model Canvas and Operational Diagram.
- Construction company. General B. Model Canvas and Operational Diagram.

Architecture business models for “building architects”.

- Consultancy, profit share on savings, fixed fee, fixed fee plus profit share, Work for equity, royalty models, social impact companies, not for profits.

In class group work and discussion: analyzing the business model of a reference office (information will be provided for the class).

Getting Work and Keeping Business Alive in Architecture. Fundamentals.

Assessing your capacity to develop and/or grow a practice.

- The resources ecosystem: human, social, economic.
- The founding team.

Winning work.

- Do you work for clients or for other architects? Or both? To what extent?
- Developing clients and competitions.
- Customer Centric services and word-to-mouth.
- Communication. Key insights.

Ok. I have work. Let’s make sure I earn some money with it.

- Costs and margins. Cost of sales and operational costs basics.
- Cash Flow Fundamentals
- How traditional architecture offices charge their work. Problems and implications on payments, financial planning, reinvestment & innovation.
- What is Cash-flow and why is it important?
- Best practices to create cash-flow friendly project & services portfolio.
- Valuing artistic work.

Other relevant factors.

- People matters. Cost and problems of rotation and how to reduce it.

In class group work and discussion: FINAL REFLECTIONS AND COURSE ENDING.

Recommended Readings:

Article: Five foundations of a profitable practice (RIBA)

Book Chapters: Designing a World Class Architecture Firm. The People, Stories and Strategies Behind HOK (Chapters 7,10,11,17) (See Bibliography)

Book Chapters: The Architect in Practice (Chapter 11) (See Bibliography)

Book Chapters: Financial Management (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Final Business Models' Presentations

Teams presentations of the Assignment Model of a Practice, followed by classmates Q&A and professor input and feedback.

Specific instructions will be delivered in due time.

BIBLIOGRAPHY

Recommended

- David Chappell. (2016). *The Architect in Practice*. 11. Willey Blackwell. ISBN 1118907736 (Digital)

- Patrick MacLeamy. (2020). *Designing a World-Class Architecture Firm: The People, Stories, and Strategies Behind HOK*. ISBN 9781119685302 (Digital)
- Paul Westhead. (2013). *Entrepreneurship: A Very Short Introduction*. Oxford. ISBN 0199670544 (Digital)
- Andy Pressman. (2006). *Professional Practice 101: Business Strategies and Case Studies in Architecture*. John Wiley & Sons Inc. ISBN 0471683663 (Digital)
- Thomas Fisher. *In The Scheme Of Things: Alternative Thinking on the Practice of Architecture*. Minneapolis: University of Minnesota Press. ISBN 0816636540 (Digital)
- Rory Hyde. *Future Practice: Conversations from the Edge of Architecture*. New York: Routledge. ISBN 0415533546 (Digital)
- Alexander Osterwalder. *Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers*. Hoboken. ISBN 9780470901038 (Digital)
- Eric Ries. (2011). *The Lean Startup*. ISBN 0670921602 (Digital)
- Brian Pinder-Ayres. *Financial Management*. RIBA. ISBN 1859466028 (Digital)

EVALUATION CRITERIA

The final grade of each student will depend not only on their theoretical knowledge acquired during the course, but also on their ability to express with their own words and work, how such knowledge may be applied to their everyday professional life.

All assignments will be delivered via Blackboard in PDF format.

Assignment. Model of a Practice,

Assignment in groups of 4 students.

- 40% of the course grade.
- It will be announced and explained on the first sessions of the course.
- Due on the last session of the course (presentations in class might be scheduled).

A Guideline will be provided upon announcement. Based on the learnings developed over the duration of the class, the students will design the concept of an architectural design-enabled business, including some aspects such as the mission, vision and values of the practice, its value proposition and other business model essentials such as its revenue model, its clients and market definition, etc.

As a mere reference, the business concept will be delivered on a Powerpoint presentation (and its PDF version) in a maximum of 30 slides in total, and to be presented in a maximum of 10 minutes. An outline of the slides' structure will be provided as a guide.

Quality: concise, clear and effective writing and images is valued over extension.

Criteria	Percentage	Comments
Written case/Assignment	40 %	Model of a Practice
Indiv. contribution to groupal activities made in class	10 %	Activities Performed in Class
Individual Assistance and Participation	50 %	Individual

-Student's participation considers individual class participation both in the form of spontaneous questions, comments, or exhibition of the work done in class. Participation evaluation includes the student's contribution to an optimal learning environment, respecting the dynamic of the sessions, following class and allowing others to participate. Positive attitude is also appreciated.

Assignments will be assessed from 1 to 10 for each of the following criteria:

- Quality of the content delivered (pertinence, originality, sharpness, interest of the ideas introduced by the students, quality of the writing and having a document easy to read, and well crafted).
- Capacity to respond to the suggested topics or questions.
- In-time and in-format delivery (10/10 = on time, 5/10= late).

There is no final exam.

- The final grade will be the result of an average of the grades obtained during the class period and its assignments as described above. The student will pass the class when the grade is superior to 5, sharp. Since there is no final exam, the clarity of the concepts in the assignments especially important.
- The course will follow IE University's attendance policy, those students that do not comply with the minimum, will fail the course and will also be deprived of the opportunity to attend the second extraordinary exam period, passing directly to the third. The maximum grade to be obtained in the extraordinary exam period will never be higher than 8.
- Office hours will be scheduled upon request via email to the professor.

PROFESSOR BIO

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Architect. M.Arch II. Director MBArch. Co-founder and CEO of www.BILDIA.com

Jerónimo van Schendel is a Spanish-Colombian Architect, graduated from ETSAM. He holds a Post-Professional Master in Architecture (M.Arch II) with Distinction, from Harvard University Graduate School of Design (2016) where he also served as External Relations Officer for the Graduate Student Government. Jerónimo has worked as an architect independently, with Cruz y Ortiz, Rafael Moneo and Abalos+Sentkiewicz (Office Manager 2016-2019). He is an IDEO San Francisco CoLab Fellow (IoT & Blockchain Innovation Lab). While serving as an Office Manager at Abalos+Sentkiewicz, Jerónimo led projects in China, Latin America and Spain, coordinating the joint ventures, innovation and competitions of the firm (20+ competitions, including five 1st-Prize awards in 2016, 2017, 2018 and 2019).

Jerónimo was awarded the “Arquia 2011” national prize to architectural design, the “Real Colegio Complutense Scholarship for Postgraduate Studies”, and the Region of Madrid’s “Premio al Rendimiento Académico Excelente”. He has taught and participated in research at E.T.S.A.M, Harvard G.S.D and the Harvard Graduate School of Education (LEFT Initiative) and Universidad de los Andes, Colombia. He is currently the Academic Director of the Master in Business for Architecture and Design at IE A&D. His architecture and research work have been published or cited in media such as Arquitectura Viva, América Economía, Expansión, Archipreneur Magazine, Revista Arquitectos CSCAE, A+T, Metalocus, Ottiya Magazine, or Bill Aulet’s Workbook The 24 Steps for Disciplined Entrepreneurship. His work has also been exhibited at the Architektur Gallerie Berlin – Satellit, or the Harvard Center for South Asian Studies. Jerónimo’s current work at is focused on identifying and developing scalable entrepreneurship opportunities in the intersection of design, AEC, and technology. He is the co-founder and CEO of BILDIA, a SaaS-enabled marketplace and ecosystem for construction e-tendering and procurement.

E-mail: jvanschendel@faculty.ie.edu

OTHER INFORMATION

LIST OF RELATED BIBLIOGRAPHY:

Recommended readings related to each session, are listed under each session’s content.

The following list includes those readings and additional content related to the class, that might be of interest and/or utility for the students:

Bibliography. International Practice (Professional Practice).

- UIA. International Code of Ethics on Consulting Services
- UIA. Declaration 2050 Imperative: https://www.ace-cae.eu/uploads/tx_jdocumentsview/UIA_Declaration_EN.pdf
- ACE. European Deontological Code for Providers of Architectural Services: https://www.ace-cae.eu/uploads/tx_jdocumentsview/Deont-code_2016.pdf
- ARB. The Architects Code: Standards of Professional Conduct and Practice: <http://www.arb.org.uk/wp-content/uploads/2016/05/Architects-Code-2017.pdf>
- RIBA - Code of Professional Conduct: <https://www.architecture.com/knowledge-and-resources/resources-landing-page/code-of-professional-conduct>
- CAA. A Survey of The Architectural Profession in the Commonwealth: https://issuu.com/comarchitect.org/docs/caa_survey_of_the_architectural_pro

Bibliography. Entrepreneurship and Management (Professional Practice).

- **Highly Recommended: Knikker, Jan. How to Win Work: The Architect’s Guide to Business Development. RIBA 2021:** <https://www.amazon.es/How-Win-Work-architects-development/dp/1859469329>
- Why the Field of Architecture Needs a New Business Model (Architectural Record): <https://www.architecturalrecord.com/articles/13462-why-the-field-of-architecture-needs-a-new-business-model>
- How Architects can Transition to Buildings as Products (Architect Magazine): https://www.architectmagazine.com/practice/how-architects-can-transition-to-buildings-as-products-not-projects_o
- Osterwalder, Alexander, et al. Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers. Wiley, 2010.

- Thiel, Peter A., and Blake Masters. Zero to One: Notes on Startups, or How to Build the Future. Virgin Books, 2015.
- Lee Hancock, John. Siegel, Robert. The Founder (Movie). Jeremy Renner, Don Hanfield, Aaron Ryder, Karen Lunder. FilmNation Entertainment, December 16, 2016.
- Westhead, Paul, and Mike Wright. Entrepreneurship a Very Short Introduction. Oxford University Press, 2013.
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- Claire Bennie, How architects can win back trust and influence, AJ: <https://www.architectsjournal.co.uk/news/claire-bennie-how-architects-can-win-back-trust-and-influence/10023104.article>
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COURSE STANDARDS

1. Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. Using a name tag in your desk helps faculty members and fellow students learn your names.

3. Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
5. The use of Social Media or accessing any type of mobile-phone content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

