PROJECT MANAGEMENT

IE University
Professor: **CRISTINA FERNÁNDEZ TESORO**

E-mail: cfernandezt@faculty.ie.edu

Academic year: 23-24
Degree course: THIRD
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

Being a subject that highly recommends and reinforce a solid balance between individual and team work, students of project management would benefit from a proactive actitude towards learning on a continuous basis.

Setting tasks on a well planed calendar from the course's first week will help them make the most of the subject without struggling to meet deadlines.

Willingness to work step by step and be eager to learn from others and from their own skills are the best prerequisites to fulfill this course.

SUBJECT DESCRIPTION

Every project has five different elements in balance: finance, legal, technology, a specific field of expertise and the people who make it possible.

Along the course, the overall goal will be to guide students on a pathway that will show them how to change ideas into measurable realities.

In order to do so, we will describe and work with different project management methodologies. From the logical framework approach followed by the EU and UN to lean and agile methodologies.

They will learn about the context those methodologies appeared in and the root causes behind those changes on management perspectives.

At the end of the course students will be able to choose wich methodology would be more suitable depending on the kind of project they'll have to develop.

Both, logical framework methodology and agile ones will be complemented with management 3.0 tools and dinamics focusing on how to build a solid and efficient team.

Students will learn techniques to build a psychologically safe environment to work where each individual is encouraged to fulfill his/her potential and where learning is a constant.

To begin with, we'll pay special attention to define the project following EU Project Cycle Management Methodology.

This will include a matrix with:

- Project overview
- General and specific objectives

- Chronogram
- Budget
- Resources
- Activities
- Measurable indicators
- Verification sources

Assumptions: those potential non-controlled variables that will introduce risks on our projects. Students will learn that even though we cannot avoid risks we can lower the vulnerability of individuals towards them.

The goal will not end with the delivery of the proposed task. It will need to include a detailed analysis of the group organization and management along the experience.

Aspects as moving from general objectives to measurable indicators and outcomes, drafting of an action plan, role assignation, and dealing with pain points and deadlines would be experimented by the students first hand.

Students will be asked to:

- Develop a capstone project in teams using either logical framework methodology or agile one.
- Apply project management methodologies into a personal challenge focusing on their own professional development.
- Learn first hand "the essentials from project management" from UNSCC by following its online Module.
- Learn by doing on building their own working team together with their class mates. They'll have to find out about themselves: skills, sources of motivation, capacity to foresee, organize, develop and deliver the required projects.

OBJECTIVES AND SKILLS

Project management course aims to provide BIR students with the conceptual knowledge and practique tools needed to identify, build and manage multidisciplinary teams.

At the end of the course students will be able to:

- Identify and reinforce those aspects most valued by employees and employers. Those that constitute the pillars of a well stablished team:
    - Psychological safety.
    - Dependability/reliability
    - Clarity (in role structures, action plans and goals).
    - Meaning and personal purpose.
    - Impact.

Practice approach to Project Cycle Management Methodology (European Union standard methodology used on UE project proposal design, coordination and implementation): Students will learn how to design, draft and coordinate a project proposal following EU standard methodology. They will move from general objectives to measurable indicators and outcomes with fixed resources and deadlines.

As an invaluable tool, they'll count with UNSCC Module: "The essentials of project management".

 * Compare EU methodology with Agile one and be able to choose when to manage a project following one method or the other.

Reality check: On a learning by doing experience students will have to become a team in order to deliver a short "capstone project". In order to do so they'll have to identify and learn tools to avoid the 5 most common dysfunctions of a working team:

- Absence of trust

- Fear to conflict
- Lack of commitment
- Avoidance of accountability
- Inattention to results

Along the experience the main goals will be to:

- Define team values, (those that define them as a group and which they will agree to follow).
- Detect a set of pain points they would like to overcome.
- Negotiate to commit and agree on efficient solutions related to the described set of pain points.
- Appoint different team member roles. Each of them will be in charge of the agreed tasks that will lead the implementation of the designed solution.
- Drafting of the final team project proposal. They will be allowed to follow either EU Project Cycle Management Methodology or organize the project on agile sprints.

METHODOLOGY

Weighting

Estimated time a student should dedicate to prepare for and participate in:

Lectures (10.0)% 15 hours
Discussions (20.0)% 30 hours
Exercises (10.0)% 15 hours
Group work (30.0)% 45 hours
Other individual studying (30.0)% 45 hours
TOTAL (100.0)% 150 hours

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	0.0 %	0 hours
Discussions	0.0 %	0 hours
Exercises	0.0 %	0 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	0.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Presentation of the course:

Learning about students spectations and goals with the subject.

Setting and agreeing the working rules for the course.

Description of the evaluation method and different assignments.

Presentation of the team project. In groups of 5 to 7 people, students will be able to choose among different fields to center their project:

- Social impact
- International Cooperation
- Innovation

- Entrepreneurship

SESSION 2 (LIVE IN-PERSON)

A project has two main areas that need to be deleveped in parallel:

The tasks to be performed in order to achieve the goal and the people who carry them out.

On session two we'll begin by the latest ones puttin the focus on people management.

On a flip in the class approach, students will have to answer a question provided on Blackboard Ultra discussion board by the professor after the first class.

It will be the introduction to the essential elements that have to be in balance on any project.

We'll also introduce the essential elements on a team from Aristotle project designed by Google. (See re:work by Google on the course bibliography).

SESSION 3 (LIVE IN-PERSON)

Introduction to project management:

Following the flip in the class approach, students will be asked to find a EU country strategy paper from any developing country.

That will take them to learn about project definition and the six phases of project cycle.

With all that background information, when arriving to class we'll discuss about learnt insights and work with a practical example identifying the main priorities together with the general and specific goals stated on their selected country strategy paper.

Book Chapters: A Guide to the Project Management Body of Knowledge (Read in advance up to pg 12) (See Bibliography)

SESSION 4 (LIVE IN-PERSON)

Introduction to project management II.

We'll continue with the development of the logical framework matrix going deeper into its following elements.

That way we'll build on:

- Project overview
- General and specific objectives
- Chronogram
- Budget
- Resources
- Activities
- Measurable indicators
- Verification sources

Assumptions: those potential non-controlled variables that will introduce risks on our projects. Students will learn that even though we cannot avoid risks we can lower the vulnerability of individuals towards them.

Book Chapters: A Guide to the Project Management Body of Knowledge (See pg 14) (See Bibliography)

SESSION 5 (ASYNCHRONOUS)

Students will begin the UNSCC module on Essentials to project management.

Multimedia Documentation: Essentials of Project Management (E-learning module; UNSSC) (Will be Provided by Professor)

SESSION 6 (ASYNCHRONOUS)

The students will complete the UNSCC Module on "Essentials of Project Management".

Students will provide a source of verification of the module completion. (Message sent from the platform or screen shot with the module completion).

Multimedia Documentation: Essentials of Project Management (E-learning module; UNSSC) (Will be Provided by Professor)

SESSION 7 (ASYNCHRONOUS)

We'll discuss insights, challenges and doubts found on UNSCC module.

We'll then work in class with our country strategy papers working in groups to design a project applying lessons learnts from the elements of the logical framework matrix.

SESSION 8 (ASYNCHRONOUS)

After the previous classes focusing on how to identify the goals and tasks that compose any project, we'll go back to work on people's management.

This way we'll be working in parallel on the "how" to structure a project while creating a solid team to develop it.

Therefore, students will be asked to read before arriving to class the 5 dysfunctions of a team stated by Lencioni (See attached bibliography).

We'll work on the concept and practice with roleplay simulations in class.

Article: Strategies for Learning from Failure (HBS R1104B-PDF-ENG)

Book Chapters: The Five Dysfunctions of a Team. A Leadership Fable (2002. JosseyBass Inc.,U.S.) (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

Reality check when managing a project:

We'll work on a learning by doing approach.

The goal: providing students with tools to overcome the most typical dysfunctions of a team and reach an approach where it will be easy to identify the following elements:

- Agreed team values.
- Identified pain-points.
- Agreed solution.
- Person responsible to develop the solution.
- Deadline.

SESSION 10 (LIVE IN-PERSON)

Project management tools:

Organize tasks, chronograms, deadlines, clarify roles, agree on measures to introduce flexibility when a non expected incident happens... are all essential elements of project management.

We'll introduce two management tools: Trello and Monday.com to facilitate the everyday working plan of a project.

We'll also introduce canvas business model to organize the information.

SESSION 11 (ASYNCHRONOUS)

Roll up your sleeves to work on your team project!

The professor will assign five minute time slots to meet with students, follow up on their project and answer their questions.

SESSION 12 (LIVE IN-PERSON)

Working in modern times.

We'll have a brief introduction to the evolution of project management . This will be the first of two classes focusing on the topic.

On class 12 we'll move from taylorism to lean management appointing his main referent: Shigeo Shingo.

We'll offer lean principles:

- Consumer centered
- Elimating waste
- Getting everybody involved
- Continuous improvement

Then we'll move from theory to practice where students will have to roll up their sleeves with a simulation:

Their goal: they'll have to acomplish a task following three rules:

- Building it right from the start
- Avoiding waste
- Work flow can't be stuck

Practical Case: Masters Series Madrid (OPE010098-U-ENG-HTM)

SESSION 13 (LIVE IN-PERSON)

Class 13 will continue our path on the evolution to project management.

We'll present agile methodologies, introduce the context when they first appaered and identify their most common elements.

On a flip in the class approach students will be asked to find out the agile manifesto and bring it to class to nurture the discussion.

Practical Case: Masters Series Madrid (OPE010098-U-ENG-HTM)

SESSION 14 (LIVE IN-PERSON)

Taking Scrum as an example of agile methodology we'll go deeper in the analysis of an agile team:

We'll describe the roles of their members, how they organize their deliveries in sprints and how they meet and deliver feedback on their meetings/ceremonies.

This latest point will help us to go deeper on an essential topic: "how to deliver effective/constructive feedback".

Hint! Feedback from peers will be an essential point on our team and individual final presentations. Class 14 will be the perfect excuse to learn how to do it and practice it before those presentations.

SESSION 15 (LIVE IN-PERSON)

Once we have seen different management methodologies and introduce people's management it's time for students to develop their own individual project.

"The napkin project" will request them to identify a personal professional goal and the challenges that come with it. Then, draft/design a project to overcome those challenges and reach the objective.

Introduced on the first day of class when presenting the course assignments, is time for students to work on them.

The teacher will allocate time slots of 5 minutes to follow up on individual projects and answer students questions.

From this moment on, the Discussion Board in Blackboard ultra will also have an open thread to facilitate the communication students-professor.

The individual project represents the 20% of the final score.

SESSION 16 (LIVE IN-PERSON)

Focusing on our projects. Building on from peer to peer review.

The class will be devoted to discuss about team and individual projects.

Students will be alleatory selected to present either their team ideas or individual ones to the class.

Just the idea and the stage of development.

Peers will them work with the appointed person asking questions to clarify, offering ideas that could build on the project and pointing out the added value that the proposed project would bring.

The goal is that by having an open conversation, everybody can nurture from each others ideas, see which kind of challenges are common, solve doubts and move forward with the next steps of their projects.

SESSION 17 (LIVE IN-PERSON)

Managing stakeholders.

When working on a change project we may have to deal on how to avoid working in silos within a company.

Getting the collaboration and coordination with other teams or departments may be the difference between making your project a success or not.

In class, we'll work with the leadership developing matrix from Crossknowledge to find the best way to proceed in order to enhance communication and find the common goal that can lead us to a win-win strategy.

SESSION 18 (LIVE IN-PERSON)

Management 3.0

Management 30. appeared more than a decade after agile methods in the first decade of the XXI century.

While agile focuses on motivating the team to reach every individual full potential, management 3.0 goes a step further looking for the tools to develop each team member.

The individual development works on a correspondibility approach: the company provides tool for people's development while the individual makes the most of those tools.

Book Chapters: MANAGING FOR HAPPINESS: Games, Tools, and Practices to Motivate Any Team

(Read the first chapter) (See Bibliography)

SESSION 19 (LIVE IN-PERSON)

Introduction to Project Management 3.0 II

We'll combine theory with a learning by doing approach working on three areas of employee development:

- Developing our personal map
- Identifying sources of motivation to trigger productivity and self develpment.
- 7 stages of delegation from the management perspective.

SESSION 20 (LIVE IN-PERSON)

Team project follow up. Management tools: Follow up of each team Trello and Monday.com tools Students will be asked in advance to send the management tools they are developing within their team projects.

The professor will allocate 15 minute time slots for each team to follow up on their work. We'll revise how they organize tasks, deadlines and roles within the time project.

SESSION 21 (LIVE IN-PERSON)

It's all about resources and costs!!

On a flip class approach students will be asked to read in advance:

Chapter related to resources and budgeting from: "A Guide to the Project Management Body of Knowledge. The book offers a perfect link between waterfall and agile projects. That holistic approach will be really helpful for students on future professional challenges.

With those insights, we'll take advantage of session 21 to focus on one of the most common painpoints of project management: resource shortage.

We'll work on a class dinamic to identify different ways of collaborarion among teams, partners or companies to reach a win-win agreement.

Book Chapters: A Guide to the Project Management Body of Knowledge (Chapter on resources and budgeting) (See Bibliography)

SESSION 22 (LIVE IN-PERSON)

Designing with sustainability in mind.

Class 22nd will introduce the sustainability variable.

We'll first define the multiple areas of sustainability from UN Sustainable Development Goals. (UN multimedia material).

Then, working in groups, students will research, summarize and showcase examples of the 17 goals.

SESSION 23 (LIVE IN-PERSON)

Designing with sustainability in mind II from theory to practice.

Sustainability is a key element on any project that has to be present from the design phase.

After analyzing United Nations Sustainable Development Goals on the previous session, we'll move towards what sustainability may mean on the team projects we are currently designing.

Potential examples may include: training local employees, identifying sources to fund the project on the long term independently from donors...We'll work with students on improving the list.

SESSION 24 (LIVE IN-PERSON)

Final presentations are getting closer, therefore we'll get ready for them.

In order to do so, we'll focus on how to develop your best elevator pitch.

An elevator pitch is your "moment to shine". We'll work on how to have a nice "hook" as an intro, how to develop key ideas, be aware of body language, provide data, proofs and stating your added value, what will lead us to finally specify what you expect from your audience and be ready to rehearse, rehearse and rehearse.

We'll combine theory with just in time practice.

On a role play mode students will assign colleagues different topics to elavorate a pitch, after a few minutes to prepare we'll identify our speakers among classmates randomly and they'll have to take the stage for a 30" pitch.

SESSION 25 (ASYNCHRONOUS)

Individual project follow up.

The professor will allocate 5 minute time slots to follow up on students personal project. This will reinforce the open communication established through Blackboard Ultra discussion Board.

SESSION 26 (LIVE IN-PERSON)

Agile retrospectives: looking back on our project.

After an agile project is finished the team evaluates not only the results of it but how they have organized themselves and performed along the way.

Session 26 on agile retrospectives will be a gift for the students. When presenting their final team project they'll be able to use them to evaluate how they have organized the team, which insights they take with them on team work and which improvements and new ideas they would like to implement in future projects.

Students will be asked to read in advance the article:

Article: Agile Retrospectives: 4 Steps to Follow (teammood.com)

SESSION 27 (LIVE IN-PERSON)

Final sessions will focus on project presentations: both team and individual ones.

On group projects students will have to show how they have designed either their waterfall or agile methodology.

Together with the methodology, they'll share how the team has organized itself, distributing roles and tasks. They'll do it thanks to the use of a project management tool described in class, being a Trello board, and Monday.com one or other type of Gant diagram they'll have decided to choose.

SESSION 28 (LIVE IN-PERSON)

We'll mix individual and team projects along these three sessions where peer review will be an active and essential part of the class.

The presentation of the individual project in front of the class is voluntary while the presentation of the individual report will be compulsory.

On group projects students will have to show how they have designed either their logical framework matrix or agile methodology.

Together with the methodology, they'll share how the team has organized itself, distributing roles and tasks. They'll do it thanks to the use of a project management tool described in class, being a Trello board, and Monday.com one or other type of Gant diagram they'll have decided to choose.

SESSION 29 (LIVE IN-PERSON)

We'll mix individual and team projects along these three sessions where peer review will be an active and essential part of the class.

The presentation of the individual project in front of the class is voluntary while the presentation of the individual report will be compulsory.

On group projects students will have to show how they have designed either their logical framework matrix or agile methodology.

Together with the methodology, they'll share how the team has organized itself, distributing roles and tasks. They'll do it thanks to the use of a project management tool described in class, being a Trello board, and Monday.com one or other type of Gant diagram they'll have decided to choose.

SESSION 30 (LIVE IN-PERSON)

We'll mix individual and team projects along these three sessions where peer review will be an active and essential part of the class.

The presentation of the individual project in front of the class is voluntary while the presentation of the individual report will be compulsory.

On group projects students will have to show how they have designed either their logical framework matrix or agile methodology.

Together with the methodology, they'll share how the team has organized itself, distributing roles and tasks. They'll do it thanks to the use of a project management tool described in class, being a Trello board, and Monday.com one or other type of Gant diagram they'll have decided to choose.

BIBLIOGRAPHY

Recommended

 - P. Lencioni. (2002). *The Five Dysfunctions of a Team. A Leadership Fable.* JosseyBass Inc. ISBN 9780787960759 (Printed)

   Lencioni describes the most common dysfunctions that can prevent a team from achieving success

 - Project Management Institute. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Sixth Edition.* 6. PMI Global Standard. ISBN 9781628251845 (Printed)

   The hand book for project management cycle

 - Jurgen Appelo. (2017). *MANAGING FOR HAPPINESS: Games, Tools, and Practices to Motivate Any Team.* Wiley. ISBN 1085598612 (Printed)

EVALUATION CRITERIA

CRITERIA SCORE % COMMENT CLASS PARTICIPATION

- 20% Active participation in class.
- 20% UNSCC Module on "Essentials of Project Management".
- 20 % Individual project.

- 40 % Team Capstone Project (20% Presentation 20% Final Paper).

EVALUATION CRITERIA FOR ASSIGNMENTS:

- Timely submission.
- Coherent (grammar, spelling, flow), structured paper according to sections above.
- Makes thoughtful, compelling use of literature to draw evidence-based contributions to practice.
- Displays thoughtful deep self-reflection and engagement with material.

Criteria	Percentage	Comments
Active Class Participation	20 %	
UNSCC Module on "Essentials of Project Management"	20 %	
Individual project	20 %	
Team Capstone Project	40 %	(20% Presentation 20% Final Paper).

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today´s world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 16 and 17. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE´s learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/

RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

PROFESSOR BIO

Professor: **CRISTINA FERNÁNDEZ TESORO**

E-mail: cfernandezt@faculty.ie.edu

With more than 15 years of experience working as University teacher and academic researcher, Cristina is currently rolling up her sleeves working as University Professor at IE's Schools of Business and Global and Public Affairs while collaborating as Senior Consultant at the United Nations Institute for Training and Research.

She holds a European PhD in Public International Law and International Relations (Cum Laude).

Cristina is combining her teaching passion with an amazing one at IE university: developing the IE University Centers for Liquid Learning and Corporate Learning & Talent Management as A. Director.

She is working on new flexible, highly engaging methodologies and trends in Leadership and Learning within the fields of Corporate and Higher Education.

OTHER INFORMATION
CODE OF CONDUCT IN CLASS

Be on time. 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). Students attending online must always have their cameras on during the session or risk being marked absent.

1. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

2. Do not leave the room during the lecture: 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).

3. Do not engage in side conversation. 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. It 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".

4. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

5. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

6. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ADDITIONAL MATERIALS

- The hand book for project management cycle: https://idscs.org.mk/wp-

content/uploads/2017/04/WE

- SIDA Swedish International Development Coop. (2016). Technical note: A guide to Results-Based Management (RBM). SIDA. https://cdn.sida.se/publications/files/sida61994en-a-guide-to-results-based-management-rbm-efficient-project-planning-with-the-aid-of-the-logical-framework-approach-lfa.pdf
- Efficient project planning with the aid of the Logical Framework Approach (LFA) (Sida)
- Google. (2021). Google Rework: Guides Practices, research, and tools from Google to improve people processes. https://rework.withgoogle.com/guides/
- Google Guides Practices, research, and tools from Google to improve your people processes including Aristotle proj on psychological safety
- Mckinsey & Company. (2017). The art of project leadership: Delivering the world's largest projects. https://www.mckinsey.com/business-functions/operations/our-insights/the-art-of-project-leadership-delivering-the-worlds-largest-projects