PROJECT MANAGEMENT IN THE DIGITAL WORLD: LANDING THE STRATEGY
TEACHING GUIDE
2024-2025

GENERAL DATA

Name:	PROJECT MANAGEMENT IN THE DIGITAL WORLD: LANDING THE STRATEGY
Code:	801505
Academic Year:	2024-25
Degree:	University Master's Program in Business Administration and Management
No. of credits (ECTS):	5
Location in the curriculum	2nd quarter
Department	Strategic management
Chief of Department	Dr. Alfonso Bárcena
Last revision date:	July 2024
Lecturer in Charge:	Prof. Josep Maria Garcia Sala Prof. Carlos Canivell

1. GENERAL DESCRIPTION

The subject area focuses mainly on understanding the entrepreneurship and internationalisation process and its associated operations. Working on different avant-garde methodologies from both a theoretical and practical point of view, providing students with the necessary tools for the creation and internationalisation of a newly created company.

Creating a company requires multidisciplinary knowledge and skills in the field of business management. The course exposes students to both the theoretical and practical foundations of how to identify and evaluate a business idea, until it becomes an international company.

The classes incorporate dynamics of innovation as a phenomenon of constant tension between the forces of market-pull and technology-push. These tools are necessary to understand where business opportunities come from, and the different existing management models to develop these opportunities, as well as generate discussions on how to build new markets for emerging ideas. Students will be provided with different approaches to entrepreneurship and innovation over time, in order to understand what kinds of opportunities may appear and how they should be managed and promoted.

The contents of the subject will be taught by combining multiple methodologies such as case-based learning, project-based learning, and problem-based learning.

Throughout the course, students will work as a group on an entrepreneurship case in which the techniques learned during it will be applied. Students will be led to consider and select the most appropriate techniques according to the stage of the project and will be invited to make the prototypes and tests necessary to validate the idea and bring it to market successfully.

Each criterion and each of the techniques and tools dealt with in the teaching sessions will be put into practice through the approach and resolution of exercises and cases.

2. OBJECTIVES

Provide students with a comprehensive understanding of the processes of creating a new company or start-up (Business Model, Value Proposition Design & Blue Ocean Strategy)

- Train in business skills necessary for entrepreneurship such as strategy, teamwork, communication skills (especially in public), leadership and presentations in front of customers and investors.

- To publicize the different existing approaches for the creation of business models by introducing tools from lean companies (Lean Start-Up, Business Model Canvas).

- Encourage teamwork to develop a marketing plan for a new product or service for an existing organization or for a new company.

- Provide a framework for understanding innovation as a strategy for the creation of new companies and their management (Lean Start-Up).

- Understand the competitive environment and analyse how it fits into the corporate strategy of a new product or service from an innovative point of view (Open Innovation).

- Get a complete understanding of the advantages of applying business creation methodologies based on interaction and empathy with the user (Customer Centricity).

- Provide tools for risk reduction and learning acceleration thanks to "prototyping" and quick decision-making (Design Thinking & Value Proposition Design).

- Make an approach to business management focused on disruptive innovation and not just incremental growth (Open Innovation).

- Introduce visual thinking techniques, brainstorming methodologies and creativity for the generation of ideas.

- Provide the necessary tools for storytelling and presentation techniques to attract customers, users and funding.

- Train in the main disruptive business development methodologies, Design Thinking, Lean Start-Up, Blue Ocean Strategy, Value Proposition Design, Open Innovation, & Business Model Canvas.

3. LEANING OUTCOMES

- Interpret the benefits and risks that the incorporation of robotics, artificial intelligence and automation implies for the organization.
- Apply different project management approaches and agile methodologies.
- Design digital business models based on methodologies such as Growth Hacking and Design Thinking.

4. CONTENTS

UNIT 1. DESIGNING THE VALUE PROPOSITION.

Learning specific outcome:

At the end of the presentation, the debate and the practices of application of the contents of this topic, the students will be able to:

- Obtain methodologies to approach the launch of businesses and products quickly, validated by users/customers and at low cost.
- Design experiments that allow you to pivot quickly in case of failure and focus the business to the needs of the market in the fastest possible way.
- Have differentiation tools, designing a value proposition based on the validation of the market and the customers/users.
- Design, test, create and direct products and services that customers really want.

Contents:

1.1. How to design a good value proposition: Value proposition design.
1.2. The Lean Start-Up methodology and how to apply it.
1.3. The Lean Canvas and its differences with the Business Model Canvas.

UNIT 2. THE BUSINESS MODELS, THE CANVAS BUSINESS MODEL

Learning specific outcome:

Presented and practised in class the methodology purpose of this topic, the students will be able to:

- Understand and work with the business model from an integrated point of view that understands the company as a whole.
- Understand the advantages and disadvantages of adopting different revenue strategies (freemium, long tail...) and their relationship with Blue Ocean tools.

- Have strategic thinking tools, with a high-level vision of the business model.
- Understand the interrelationships between the model's different elements, key to assess in "what if?" scenarios, the impact of each change.
- Have a tool that integrates other Blue Ocean tools, empathy maps, etc.

Contents:

2.1.   Customer segmentation.
2.2.   The value proposition and our competitive strategy.
2.3.   Sales and distribution channels.
2.4.   Relationship between stakeholders and the identification of necessary alliances.
2.5.   Revenue streams.
2.6.   Identification of key resources and activities.
2.7.   Definition of the cost structure and breakeven point.

UNIT 3. THE ENTREPRENEURIAL STRATEGY

Learning specific outcome:

Once this subject is brought to light in class and worked on, students will be able to:
- Have tools to grow and create new markets considering non-customers.
- Innovate in value.
- Differentiate your offer at low cost by identifying the gap in the market for it.
- Generate value curves.

Contents:

3.1. Blue Ocean strategy and how to apply it to a start-up company.
3.2. Strategic canvas for the definition of a business plan.

UNIT 4. INVESTMENT READYNESS: PREPARING FOR INVESTMENT

Learning specific outcome:

Presented and practised in class the methodology purpose of this topic, the students will be able to:
- Make a good investment pitch and express the business idea in a clear and attractive way.
- Identify and value the most important metrics in a newly created company.
- Have a map of the existing financing tools for start-ups, as well as a guide to obtaining these.

Contents:

    4.1.- Storytelling tools and making a good pitch.
    4.2.- How to analyse and capture the metrics of a newly created company.
    4.3.- Funding tools.

UNIT 5. PRODUCT DEVELOPMENT

Learning specific outcome:

Presented and discussed the topic in class, the students will be able to:
- Understand the Design Thinking methodology and the benefits of applying this methodology that forces empathy with customers.
- Have tools to develop products or services that meet customer needs by reducing risk and accelerating learning with rapid "prototyping."
- Incorporate innovation tools as a tool for business growth and empowerment of the work team.
- Have the knowledge and skills necessary to observe and understand the needs of users and customers, develop rapid user experiments and prototypes, and develop market predictions.
- Incorporate brainstorming methodologies to accelerate ideas, as well as storytelling and presentation techniques to increase customers.
- Understand visual thinking methodologies to express ideas, products and services.

Contents:

    5.1. Introduction to the Design Thinking methodology, Gift Giving Experience, benefits and experiences developing innovative products.
    5.2. Empathy map and definition of the point of view.
    5.3. Brainstorming and gamestorming. How to select good ideas.
    5.4. Rapid "prototyping" techniques.
    5.5. Visual thinking and storytelling techniques.

UNIT 6. CORPORATE INNOVATION AND ECOSYSTEM

Learning specific outcome:

At the end of the presentation, the debate and the practices of application of the contents of this topic, the students will be able to:
- Know the main models of innovation and corporate entrepreneurship.

- Technology transfer models
- Incubation models.
- Acceleration models
- Main differences between the different models, particularities by sector.
- Advantages and disadvantages from the point of view of the corporate and the entrepreneur

Contents:

6.1.- Open innovation

6.2. - Acceleration and incubation models

6.3. - Technology transfer models

6.4. - Innovation ecosystems

UNIT 7. MANAGING START-UPS AND INNOVATION

Learning specific outcome:

At the end of the methodological description, the practices of application of the contents of this topic, the students will be able to:
- Manage the day-to-day of a newly created company in an agile way, optimizing the time and available resources to the maximum.
- Obtain quick results and respond to market needs in an agile and economical way.

Contents:

7.1. - Agile methodologies for the day-to-day management of a newly created company.

7.2. - SCRUM as a project development, management and monitoring tool.

7.3. - Use of the TRELLO tool for agile management

UNIT 8. INTEGRATED INNOVATION METHODOLOGIES

Learning specific outcome:

At the end of the presentation, the debate and the practices of application of the contents of this topic, the students will be able to:
- Have different avant-garde methodologies to innovate in a venture.
- Understand the importance and need to incorporate innovative processes in the creation of new companies and new business ideas.

Contents:

    8.1. - The Harvard Business Review methodology.
    8.2. - MIT Entrepreneurs.

UNIT 9. SPRINT METHODOLOGY

Learning specific outcome:

Presented and discussed the topic in class, the students will be able to:
- Based on the Design Thinking methodology, delve into another product development methodology, SPRINT.
- SPRINT condenses the entire process in 5 days going from data analysis to sketch and prototyping.
- Delve into Sketch and Creative Product Development Techniques
- Improve storytelling and customer/end user approach

Contents:

    9.1.   SPRINT methodology
    9.2.   Examples of digital product development.

5. TEACHING AND LEARNING METHODOLOGY

Teaching is carried out through a series of face-to-face sessions, whose spirit is to combine theory and practice in a balanced way, complemented with a series of didactic materials (manual and presentation), exercises and cases for their resolution, facilitated online and with feedback, which is also online,
The face-to-face activities that will be carried out through:
- Presentation by the teacher of the theoretical contents of the different themes of the subject area.
- Discussion of contents.
- Application of the concepts and methodologies to practical examples.

Learning will be consolidated by working on the exercises and cases that will be provided online, evaluating it and providing feedback to the student on its scope.

6. ASSESSMENT

In accordance with the Bologna Plan, the model rewards the constant and continuous effort of the student body. For the 2020-21 academic year, 60% of the grade for the subject area is obtained from the continuous evaluation of the supervised activities and the remaining 40% from the face-to-face final exam. There is a notice for the final exam.
The final mark for the subject area (FM) will be calculated from the following formula:
- **FM = Final Exam Mark x 40% + Continuous Assessment Mark x 60%**
- Minimum mark of the final exam to calculate the FM will be 40 points out of 100.
- The subject area is passed with a FM equal to or greater than 50 points out of 100.

Activity	Description	% Continuous Evaluation	
Deliveries:			**40%**
Business Case	VALUE PROPOSITION DESIGN	10%	
Business Case	BUSINESS CANVAS	20%	
Business Case	STRATEGIC CANVAS	10%	
Business Case	STORYTELLING	10%	
Business Case	COMPANY VALUATION	20%	
Business Case	INVESTORS PROPOSAL	20%	
Business Case	PRODUCT PROPOSITION	10%	
Test:			**20%**
	TEST SESION 3	25%	
	TEST SESION 4	25%	
	TEST SESION 5	25%	
	TEST SESION 6	25%	
Examen final			**40%**
	Examen final	100%	

7. BIBLIOGRAPHY

6.1 BASIC BIBLIOGRAPHY

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- Paul Harris (2011) Design Thinking; Gavin Ambrose, AVA Publishing
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6.2 COMPLEMENTARY BIBLIOGRAPHY

- Dave Gray, Sunni Brown, James Macanufo (2010) Gamestorming: A Playbook for Innovators, Rulebreakers and Changemakers, , O' Relly
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