

Strategic leadership. Transformation and change

Master's degree in: Project Management

Subject: Business and projects in VUCA environments

Credits: 6 ECTS

Program: Master in Project Management

Modality: On-campus Full-Time

Semester: First

Type: Mandatory

Language of instruction: English

Academic year: 2025/2026

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1. Presentation

Strategic leadership is crucial in a dynamic business environment where fluid organizations need to constantly adapt to change. Leaders must be capable of effectively managing transformation and change, fostering a culture of adaptability and continuous learning. This involves promoting innovation, agility, and responsiveness to market demands.

For effective strategic leadership, the use of the Balanced Scorecard (BSC) is essential. This strategic management tool allows organizations to measure and manage performance across multiple key areas. Through financial, customer, internal process, and learning and growth indicators, the BSC provides a comprehensive view of the organization's performance, facilitating informed decision-making and aligning actions with strategic objectives.

Agile principles in companies establish the core values and key practices for software development and project management. These principles, such as collaboration with the customer, responding to change, continuous value delivery, and self-managed teamwork, have transcended the realm of software development to be applied in various areas, promoting flexibility and adaptability in complex and changing environments.

Finally, in the digital age, customer experience plays a fundamental role in business strategy. Fluid organizations must prioritize personalization, omnichannel engagement, and simplicity in customer interactions. Effective management of customer experience not only drives loyalty and satisfaction but also provides valuable insights for continuous improvement and market-driven innovation.

Thus, strategic leadership in fluid organizations requires a combination of long-term vision, operational agility, and a focus on customer experience. The use of the Balanced Scorecard and the adoption of agile principles are key tools in this context, enabling organizations to measure their performance, adapt quickly to changes, and concentrate on creating value for their customers in the digital era.

2. Program's learning outcomes

The subject-related learning outcomes are distributed as follows:

2.1. Knowledge

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|-------|---|
| RAT 1 | The graduate will be able to describe the projects needed to implement an strategic plan in a company, by means of real cases study. |
| RAT 2 | The graduate will be able to identify the implementation of a quality system in a business project through simulation-based learning. |

- RAT 3 The graduate will be able to describe the relevance of quality control in a business project's processes and results, through learning based on challenges and case simulations.
- RAT 5 The graduate will be able to identify correctly the hiring strategies suitable to the needs of each type of project and business environment, through cooperative learning and/or research.
- RAT 6 The graduate will know how to organize the team appropriately for the correct accomplishment of the different phases of each type of project and business environment.

2.2. Skills

- RAT 7 The graduate will be able to provide clear and precise explanations of any knowledge/information, both orally and in writing, in Catalan, Spanish and a third language, particularly English.
- RAT 8 The graduate will be able to apply digital technologies (at the right time) in his/her field of expertise.
- RAT 16 The graduate will know how to analyze the impact of a business transformation project by means of real case studies.
- RAT 17 The graduate will be able to make a correct analysis of the interest, power, influence and impact of stakeholders on the project.

2.3. Competences

- RAT 18 The graduate will be able to provide innovative, creative and entrepreneurial solutions in professional situations.
- RAT 19 The graduate will be able to evaluate the sustainability and social impact of the proposals presented, with ethical, environmental and professional responsibility.
- RAT 20 The graduate will be able to apply the gender perspective in the professional tasks.
- RAT 21 The graduate will be able to make accurate calculations of the overall and partial costs of each stage of a business project.
- RAT 22 The graduate will be able to evaluate effectively the investment approval decisions required to carry out a project.
- RAT 24 The graduate will be able to generate a basic risk management process, identifying and analyzing qualitatively the main risks and establishing corrective actions.

3. Subject's learning outcomes

The subject-based learning outcomes for this course are as follows:

- RAM 1 The graduate will be able to accurately design a project plan that enables the coordination and prioritization of resources and activities to achieve the expected results through the completion of an individual project.
- RAM 2 The graduate will be able to correctly apply project methodology towards business transformation through the execution of real case studies.
- RAM 3 The graduate will be able to reliably determine the structure and objectives of global standards in project management by preparing a report on a real business case.
- RAM 4 The graduate will be able to assertively explain the project results, conclusions, and the knowledge supporting them to specialized audiences through the presentation of a project.
- RAM 5 The graduate will be able to effectively design the project lifecycle and the lifecycle of the product or service developed by the project through the resolution of group or individual cases.
- RAM 6 The graduate will be able to correctly apply the process groups and knowledge areas that make up project management through the resolution of practical exercises.
- RAM 7 The graduate will be able to analyze in detail project management in different organizational environments and the adoption of a lifecycle approach for managing specific projects through the preparation of a written report.

4. Contents

- **Topic 1:** Liquid Organizations and Customer Experience in the Digital Age
 - The Fourth Revolution of Digital Technologies
 - Digital Transformation: Key Technologies and the MIT Model
 - Liquid Organizations and Trends in the Digital Era
 - The Imperative of Sustainability
- **Topic 2:** Strategic Management and Balanced Scorecard
 - Introduction to Strategic Planning, Business Environment, and Financial Management
 - Steps to Follow in Strategic Planning
 - Balanced Scorecard and Types of Organizations
 - Levels of Strategy

6. Grading system

Continuous assessment

Grading system	Weight
Block 1: Exercises, Problems, Report Preparation, Assignments, Presentations	40 %
Block 2: Participation and Oral Presentations	20 %
Block 3: Final Evaluation Test	40 %

Block 1 will consist of:

- Two individual evaluable activities. 10% each.
- Two group projects or reports. 10% each.

Block 2 will consist of:

- Participation and oral presentations – 20%.

Block 3 will consist of:

- An exam - 40%.

The final grade for the course will be obtained by weighting the three blocks. The minimum weighted grade required to pass is 5.0.

If the student fails Block 1 or Block 3 (or both) with a grade lower than 5.0, they may retake that block or blocks. This grade will average with the other blocks, and the maximum final grade the student can receive is 5.0.

If the student is unable to attend the initial evaluation, and can provide a justified reason (see regulations of the University of Lleida), they may take the exam on the date set for recovery.

Students who do not attend evaluative activities with a weight exceeding 50% will receive a general course grade of “Not presented.”

Alternative Evaluation

The single evaluation consists of a single exam that accounts for 100% of the course. The exam, and therefore the course, is passed with a grade of 5 out of 10 in this final test. If a grade lower than 5.0 is obtained, the student has the right to a recovery exam.

To opt for the single evaluation, it is necessary to send a written request to the coordination during the first 15 business days of the course. The procedure to follow to opt for this single evaluation is established in the specific rules of EAE.

Plagiarism is a fraudulent activity that can lead to severe penalties, both academic and legal. Academic honesty is one of the pillars of the educational commitment of the School, and the members of its

teaching community are especially aware and prepared to detect such actions. Given the difficulty often involved in conceptualizing plagiarism, it has been deemed appropriate to clearly define its content and scope in these regulations and policies.

Plagiarism is understood as the appropriation of works or other people's work by passing them off as one's own; that is, without explicitly crediting their origin. Plagiarism can consist of the unauthorized total or partial copying of someone else's work, or presenting the copy as an original work, impersonating the true author. Some examples of plagiarism are:

- Submitting someone else's work as if it were your own, regardless of whether the copy is total or partial.
- Paraphrasing a text by rephrasing it with other words, but making small changes in the language to disguise it and without citing sources.
- Buying or obtaining a work and presenting it as one's own.
- Relying on an idea or phrase from another person to write a new paper without citing the author of the work.

As established in Article 10 of the Academic Code of Conduct for Students at EAE Barcelona, without prejudice to the academic sanctions resulting from its application, the Academic Commission will promote the legal actions that correspond in case plagiarism could violate applicable regulations regarding intellectual property.

7. Bibliography

- Alina Weeler (2003) "Brand Design"
- Aronson, J. K. (2021). When I use a word.... The efficiency paradox. *bmj*, 375.
- Martin Neumaier (2003) "The Brand Gap"
- Francesc Miralles and Héctor García (2017) "The Ikigay Method"
- Gothelf, J. (2017). Lean vs. agile vs. design thinking: what you really need to know to build digital products with high-performing teams. Gothelf Corporation.