

Innovation and Methodology

ECTS: 5

Recommended Contact Hours: 50

Students studying Innovation & Methodology will enroll into an innovative curriculum modality comprised of 2 academic modules: Design Thinking and Project Management. These comprehensive modules meet for 120 minutes, 5 days a week over a 4 weeks session for a combined total of 2,400 minutes.

Design Thinking

Prerequisites

An attitude of eagerness, empathy, pro-activeness, openness to collaborate and work hard (and have fun).

Course Learning Objectives

The complexity and uncertainty of the world of business requires a set of skills that combine analytical approaches with creative ones. The challenges are more often unstable, unpredictable, and complex. To be competitive in this environment, we need to be able to combine analytical and creative approaches.

The main objective of this course is to help students develop creative thinking skills and the ability to move from conceptual thinking to taking action. The skills practiced in the course include the ability to gain deep insights about users, to use these insights for defining and reframing problems into actionable statements, and generating ideas aimed at creating alternative solutions and approaches to the identified problem. Furthermore, students will learn to carry out practical experiments that create new learning on aspects central to the successful realization of the idea

During the course, we will follow the Design Thinking approach to tackle an innovation challenge. The course is going to be like a studio and the students will work their challenge on a weekly basis, receiving a weekly lecture about practical methods that they can soon put into practice.

LEARNING OBJECTIVES

1. Understanding of the links between innovation, value creation, and the role creativity plays.
2. Experience-based learning of one innovation approach and related methods
3. Ability to design and manage innovation projects by actually following the path of a real innovation project.
4. Understanding of the dynamics of learning and knowledge management necessary for innovation projects.
5. Know-how for fostering creative and innovative groups.
6. Develop communication and presentation skills.

MAIN TOPICS OF THE COURSE

The course progresses from opportunity identification to designing the new offering:

Topic 1: Identifying opportunities for innovation

Topic 2: Defining the project

Topic 3: Idea generation and conceptual development

Topic 4: Prototyping and experimenting

Topic 5: Validation and refinement of the idea

Topic 6: Convincing (elevator pitch)

Workload distribution

Lectures: 30% Participatory
sessions / autonomous work: 70%

Assessment criteria

Participation: 15%
Assignments: 20%
Final project presentations: 50%
Peer's evaluation: 15%

Bibliography

- Anderson, Simester, 2011, A step-by-step guide to smart business experiments, Harvard Business Review, March, pp. 98-105.
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- Gunther McGrath, Rita; MacMillan, Ian C. 1997: Discovering New Points of Differentiation. Harvard Business Review July-August 1997
- Kelley, T. (2001) Prototyping is the shorthand of innovation, Design Management Journal
- Kim, W. Chan; Mauborgne Renée 2005: Blue Ocean Strategy: From theory to practice. California Management Review Spring 2005.
- Kim, W. Chan; Mauborgne Renée 1999: Creating New Market Space. Harvard Business Review January-February 1999.
- Moore, Geoffrey A. 2004: Innovating Within Established Enterprises. Harvard Business Review July-August 2004.
- Segarra, E., "¿De dónde proceden las ideas?: las fuentes de innovación en la empresa", Harvard-Deusto Business Review, 2010

Project Management

Course Learning Objectives

The aim of this course is to enable you to contribute to the design, planning, implementation and evaluation of organizational projects in order to link strategy to execution while improving your managerial practice.

Course Contribution to Program

Project Management (PM) can be defined as "the application of knowledge, skills, tools and techniques to project activities in order to meet or exceed stakeholders needs and expectations from a project" (Project Management Institute, 1998) and covers a wide range of situations and activities, directed primarily at causing change. For example, PM can be used in implementing new strategies, developing new products, or changing specific processes within the organization.

In your professional life - regardless of the functional area or business sector you work in - one thing that you can be sure of is that you will participate, lead and/or sponsor projects.

Specific objectives of this course include: Improving technical skills

There are a number of issues that are specific to projects, especially in relation to planning and control of time and budgets. During this course, you will have the opportunity to analyze and practice helpful tools and techniques to develop projects. By the end of the course, you will have a range of new technical skills, which will help you to be more successful on your participation in projects.

Improving interpersonal skills

While technical skills are necessary to have a robust frame work to develop projects, to achieve success in while managing projects the key is in interpersonal skills (soft skills). Thus, we put emphasis on these skills, among others you have: teambuilding, customer expectations, assessing stakeholders interests, communication and presentation skills, etc. We will share our experience to help you develop these on your own and will also bring in gusts to further provide you with different points of view.

Improving intellectual skills

In many ways, project management requires integration of intellectual skills. So during this course, you will be asked to analyze and assess complex problems; reach decisions; and then synthesize your learning into action plans and "real life" projects. This will require you not only to read and study what others have done, but also to develop your abilities to think innovatively, laterally and holistically. This in turn will assist you in implementing your projects.

Content

1. COURSE OUTLINE

The Project Life-Cycle

There are a number of variations on a theme when it comes to describing a project life cycle. Some frameworks use a three-stage life cycle; others use up to nine stages. Here, we will review a five-stage life cycle:

Project Initiation

How do projects begin? In some cases, the need for change will come from the external environment or the competitive environment. In other cases, the need might arise from within the organization.

Project Definition

Once you have identified a need, it is important to define more precisely what the outcomes will be and how they will be achieved.

Project Planning

In this stage, the detailed plans are drawn up, including schedules and budgets, so that everyone in the team knows what exactly is expected from them.

Project Execution & Control

Now the project is actually put into practice and things begin to happen. As long as the planning has been effective, this stage should proceed without obstacles. Too often however, difficulties arise which make this stage the most problematic of all.

Project Closure

Once the project has been completed, an evaluation process should take place. All too often, this is overlooked in the relief of having completed the project, and yet it is important that it should take place, since in future the lessons learnt can be applied and project management improved.

2. COURSE PROGRAMME

What is Project Management?

What is a project?

Project vs operational work

Project and strategic planning

What is Project Management?

The PM Knowledge Areas

Methodology

Methodology used consists of different teaching tools:

Lecture presentations of the key tools, techniques and skills required for a successful project

management.

Discussion of business cases specific in PM tools & skills practice.

Link to business: Project presentations & discussions by Guest Speakers experienced in Project Management.

Team Project Assignment: practical application: Project selection, preliminary presentation, final presentations and contract book.

Wrap-up Quiz: this is a set of multiple choice questions at the end of the course that will enable you to confirm you acquired the key concepts.

Tutorials: to help you implement the tools you learn into your team's project, we will assume a role of "project sponsor" to assist you on your project progress.

This course is considered open book, to enable people to share their experience and opinion in project management to enhance the collective learning experience of all.

LANGUAGE

The course language will be English. The team products and presentation must be delivered in English.

Assessment

Assessment Breakdown

Description	%
Individual assessment	50
Team assessment	50

Assessment criteria

The assessment of course work will consist of two parts:

Individual assessment(50%)

Based on attendance, active participation, individual assignments (cases), a peer evaluation on the project contribution and a wrap-up quiz (to help you identify areas of strength and weakness).

Attendance: a major part of your learning in this course will take place in the classroom. You are expected to attend all sessions. However if for a justified reason you miss a class, you can compensate it by delivering, within the following two weeks, an executive summary (max 2 pages) of either recent articles on PM new methodologies or case study (describing industry, project and the key success factors for success / failure). Remember that ESADE's is a minimum attendance of 80%.

Active participation: in the form of insights, practical examples, questions, etc. will be rewarded on an individual basis. Focus will be on the contributions' quality rather than on quantity.

Team assessment(50%)

During the course, you will be asked to work in a team on a specific project (chosen by the team). This is a team responsibility for the final outcome, which represents how it happens in the real world. The assessment is broken down into 4 deliverables (Project selection, 1st presentation, Final presentation and Project Contract Book) and a class assessment. Both

presentations will be delivered to a simulated "steering committee". The team score will be allocated to the all team members.

Bibliography

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E. Verzuh, "The Fast Forward MBA in Project Management", John Wiley & Sons, Inc., 2008.

H. Ken Bowen, "Project Management Manual", Harvard Business School, 2002. "Managing Projects Large & Small", Harvard Business Publishing, 2004

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