

Workshop, Angers  
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## The Leonardo Project

### **Xavier LESAGE**

Associate Professor in  
Entrepreneurship & Strategy

**ESSCA,**  
**School of Management**

### **Sébastien RONTEAU**

Associate Professor in  
Entrepreneurship & Strategy  
Chairman of ESSCA-CeRISE  
Head of Management Academic  
Department

**ESSCA, School of Management**



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**ESSCA-CeRISE**

**Centre of  
expertise &  
Recherche en  
Innovation,  
Strategy &  
Entrepreneurship**

# + ESSCA-CeRISE

## **Centre of expertise and Research in Innovation, Strategy & Entrepreneurship**

**ESSCA-CeRISE is a research centre dedicated to the analysis of the dynamics related to the fields of Innovation, Strategy and Entrepreneurship.**

**Strategic Innovation** is at the heart of the entrepreneurial process. It is based on the entrepreneur's capacity to find, formulate and deliver a strong value proposition to its market.

**The entrepreneurial spirit** is also a value that can be infused in firms to sustain the creation and adoption of innovation ideas and processes.

The research team's work focuses on the **analysis of various entrepreneurial and innovation-oriented practices in their strategic, organizational and individual dimensions.**



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## Research Topics

### Processus stratégiques entrepreneuriaux

- Modèles d'Affaires et écosystèmes
- Entreprise-réseau
- Stratégies territoriales

### Entrepreneurial Strategic Processes

- *Business Models & Ecosystems*
- *Business Networks*
- *Territorial Strategies*

### Entrepreneuriat organisationnel

- Management RH et intrapreneuriat
- Orientation Entrepreneuriale
- Management Stratégique de l'Innovation

### Corporate Entrepreneurship

- *HRM and Intrapreneurship*
- *Entrepreneurial Orientation*
- *Strategic Management of Innovation*

### Accompagnement à l'entrepreneuriat

- Dispositifs d'incubation
- Financement de la création

### Supporting Entrepreneurship

- *Incubators*
- *Fundraising Entrepreneurship*

### Profils d'entrepreneurs

- Compétences Entrepreneuriales
- Opportunités d'Affaires et Effectuation

### Entrepreneurial Profiles

- *Entrepreneurial Capabilities*
- *Business Opportunities and Effectuation*



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## Research Team

### L'équipe / Research team



Sébastien  
RONTEAU



Guillaume  
DETCHENIQUE



Florence  
GANGLOFF



Pascal MARTIN



Pascale BELDENT



Jean-Michel HEITZ



Jean-Yves  
BARBIER



Xavier LESAGE



Mahrane  
HOFIDHILLAOUI



Jean-Claude  
TADDEI



Jean-Pierre  
NOBLET



Vincent CALVEZ



Jacques BOULAY



Amélie JACQUEMIN



Stéphane FAUVY

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## Project Management at ESSCA ?

### ■ Undergraduate

- Operational Research and *Fundamentals of Project Management* (GANTT, PERT & Basics in Project Management)
- *Entrepreneurial Challenges & Market Studies in project mode*
- *Student associations and student events*

### ■ Master Degree

- *Project Management Course*  
for Students in pre-specialization track in Management
- *Master Degree in Entrepreneurship*
  - Active Pedagogy in Project Mode
  - Challenges

### ■ Executive Education

- *International Project Management Course*
- *Business Modeling and Planning Courses*

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## Project Management at the ESSCA ?

### ■ Focus 1 on the Executive Education Program

- Continuing training
- *IPM 2-day intensive course*

### ■ Focus 2 on the Initial Education Program

- Initial training for MD students registered in Entrepreneurship
- *'Being an Entrepreneur' 1D course*

### ■ Q&A

# + Management Department

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## ■ **Q&A**

# + Focus on the Executive Education

## IPM – 2D Intensive Course

### ■ **Outline of the Course :**

- Introduction to projects and project management
- Managing a project team and implementing PM tools
- Provide specifics to the defining, organizing and managing a project in an international context

### ■ **Methodology : an interactive and experiential approach**

- Start with a case study (LVMH 'nomadic object' project) to stop by briefs on key notions, tools and processes
- Collaborative working and interaction through stop and go
- Step-by-step project building, planning, and managing
- General debriefings through short vivas and slide shows



# + Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Game Scenario

Timing	Activity
<b>1<sup>st</sup> Session</b>	Project Initiation
<i>Deliverable</i>	<b>3' Short Vivas</b>
<b>2<sup>nd</sup> Session</b>	Project Definition and Organisation
<i>Deliverable</i>	<b>5' Short Vivas</b>
<b>3<sup>rd</sup> Session</b>	Planning and Budgeting
<i>Deliverable</i>	<b>8' Short Vivas</b>
<b>4<sup>th</sup> Session</b>	Prioritization and Project Management
<i>Deliverable</i>	<b>Report Finalisation Deadline</b>

# + Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Tools

Timing	Activity	Tools
<b>1<sup>st</sup> Session</b>	Project Initiation	No specific tools
<b>2<sup>nd</sup> Session</b>	Project Definition & Organisation	Models of Project Charter, Micro and macro tools, PERT
<b>3<sup>rd</sup> Session</b>	Planning & Budgeting	GANTT CHART and Network diagrams, Budget and Resource Graphs
<b>4<sup>th</sup> Session</b>	Prioritization and Project management	Project Crashing tools, Agile Method, Scrum, RUP, XP

- Free Project Management Softwares : MS Project, Open Workbench, OpenProj, **Ganttproject**, Dotproject & ReqMan



# Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Possible Applications

- **Continuing Training** : Initially designed for executive and business students who are day-to-day confronted to the project management constraints and who are expected to become project managers
- **Initial training** : Can be used for MD Students in Strategy, Management or Entrepreneurship who may be involved sooner or later in Project Management

### ■ Price

- 2000 EUR (exc. VAT) / 12 participants



# Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Summary

#### ■ Advantages

- Easy to play around
- Simulation of a real project management
- Project initiation, definition, organisation, planning and budgeting
- Concrete application and practising of basic tools (pert, gantt and resource diagrams)

#### ■ Disadvantages

- Difficult to fully implement if the size of the group is small
- Conversely, difficult to control and manage if the group is too large
- Generally basic knowledge or experience is required from the participants

# + Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Resources

- GARDINER, P.D. (2005), Project Management: A Strategic Planning Approach, Palgrave Macmillan.
- GIARD, V. & MIDLER, C. (1990), Pilotages de projet et Entreprises – Diversités et convergences, Economica.
- GRAY, C. & LARSON, E. (2006), Project Management- The managerial process, 3rd Edition, NY: MacGraw-Hill.
- MEREDITH, J.R. (1992), The management of Operations (4th Edition), John Wiley & Sons, New York.
- MIDLER, C. (1994), A management revolution at Renault, Centre de Recherche en Gestion de l'Ecole Polytechnique.
- SAHLIN-ANDERSSON, K. & SÖDERHOLM, A. (2002), Beyond Project Management: New perspectives on the temporary – permanent dilemma, Copenhagen Business School Press.
- SCHWALBE, K. (2006). Information technology project management (4th ed.). Thompson Learning.
- VALLET, G. (2003), Techniques de Suivi de Projets : Assurer les conditions d'achèvement d'un projet, L'Usine Nouvelle, Dunod.
- <http://www.afitep.org/> - <http://www.pmi.org> - <http://www.betterprojects.net>



# Focus on the Executive Program

## IPM – 2D Intensive Course

### ■ Illustrations :

- **LVMH Sun Case** : a luxurious leather case for PCs, tablets, laptops and smartphones which ensures autonomy and selfsufficiency through solar micropanels.
- **LV Baby Trecky** : a multifunctional baby trecky

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## Project Management at the ESSCA ?

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### ■ **Q&A**

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# Focus on the Initial Education

## Test and Audit of Business Plans

### ■ Outline of the 18 hours Course :

- Provide students with the ability to test any kind of idea/project and audit an existing project...
- ... in order to be able to proceed to the target testing and auditing of their own damned project !!
- To do so, students should first forget about it and have to work on some others' project development as well.

### ■ Tools : Tina SEELIG's inspiration

- « What I wish I knew when I was 20: a Crash Course on making your Place in the World », Harper Collins 2010.



# Focus on the Initial Education

## Test and Audit of Business Plans

### ■ Tina SEELIG's First Assignment

- ☐ Build **Teams of 4-5** Members ;
- ☐ Each team may be receiving an **envelope with 5 €** of seed funding ;
- ☐ You can spend as much time as you want planning ;
- ☐ However, **once you crack open the envelope**, you will have **only 2 hours** to **generate** as much **money** as possible ;
- ☐ You have 2 weeks from now Friday 10/12 16:30 **until Friday 10/26 evening 24:00** to complete the assignment ;
- ☐ Then, **on Monday 10/30**, each team has to send me **3 slides describing** what you have done, and **on Tuesday morning**, 9:30 each team will have **five minutes to present** their project to the class and a professional jury.



# Focus on the Initial Education

## Test and Audit of Business Plans

- Illustrations of the work done by the students this year

- The R.E.D. Project

- The StarEssca Academy

- The Skeys



# Focus on the Initial Education

## ‘Being an Entrepreneur’ - 1D Course

### ■ Outline of the Course :

- More than a game, a realistic project management experience
- It is the opportunity for students to work on a real case study of a small company, in presence of the entrepreneur himself
- During one day, students will be asked to understand a current problematic and providing several solutions to deal with it
- The main idea is not only to make them work on a real solution but to force them to defend it in front of someone who is really interested to find the best solution

### ■ Tools :

- Usual presentation material (projector, powerpoint,...)
- One workspace per group (in order to have one different solution per group)

# + Focus on the Initial Education

## ‘Being an Entrepreneur’ – 1D Course

### ■ Game Scenario

<b>1<sup>st</sup> Round</b>	The teacher introduces the company and its current problematic to work on
<b>2<sup>nd</sup> Round</b>	Students are split in 5 person groups and have to produce a first strategic and managerial diagnosis
<i>Deliverable</i>	<b>Short vivas : presentation of the diagnosis</b>
<b>3<sup>rd</sup> Round</b>	The entrepreneur reintroduces briefly the company and its problematic. Diagnosis are confirmed or not and additional information can be provided to fix solutions
<i>Deliverable</i>	<b>10' Short Vivas : draft of the solutions</b>
<b>4<sup>th</sup> Round</b>	The entrepreneur expose what solution he choose among all options and why. Feedbacks are given.
<i>Deliverable</i>	<b>Report Finalisation Deadline</b>

# + Focus on the Initial Education

## ‘Being an Entrepreneur’ – 1D Course

### ■ Possible Applications

- A concrete opportunity for all students to face a real situation, to work in group to elaborate strategic solutions, and to present their work in a proper way in front of a professional.
- A good introduction to entrepreneurship and how project management is crucial for a business manager
- A unique experience for a student to gather his project management theory and tools in order to deal with a situation far from university

### ■ Price

- 1000 EUR (exc. VAT) / 3-4 groups of 5 students = 15/20 participants

# + Focus on the Initial Education

## ‘Being an Entrepreneur’ – 1D Course

### ■ Summary

#### ■ Advantages

- Easy to implement and to duplicate
- Case Study based on a Current and relevant problematic
- Interaction and direct feedbacks from a professional in real-time

#### ■ Disadvantages

- Lack of productivity if the size of the group is too small
- Risk of redundancy if the group is too large (ideal 3 ou groups)
- Generally basic knowledge or experience is required from the participants in order to fully benefit from the experience

# + Focus on the Initial Education

## ‘Being an entrepreneur’ – 1D Course

### ■ Resources

- BARRINGER BR & IRELAND RD (2008), Entrepreneurship, successfully launching new ventures, New Jersey, Pearson Education.
- FILION L.-J. (2007), Management de la PME : de la création à la croissance, Pearson Education.
- GRANDVAL et RONTEAU (2011), Business Model : Configurations et renouvellement, Collection Les Fondamentaux, Hachette Supérieur.
- KIM & MAUBORGNE (2010), Stratégie Océan Bleu, Village Mondial.
- OSTERWALDER A., PIGNEUR, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley.
- SEELIG, T. (2010), What I wish I knew when I was 20, A crash course on making your place in the world, Harper Collins.
- Website of the company and business presentation with real data





# Focus on the Initial Education

‘Being an Entrepreneur’ – 1D Course

- Illustrations of the work done by 2 group of students this year

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