‘The Lisbon Lab Consulting Project’ in light of the Sloan Labs Four Dimensions

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CATOLICA LISBON

The Lisbon MBA
Agenda

1. Sloan Labs four dimensions
2. The Lisbon MBA
3. The Lisbon MBA Consulting Project
4. The Lisbon MBA Consulting Project in light of the Sloan Labs four dimensions
1. Sloan Labs four dimensions

- Work with Chris Kelly and Michellana Jester to analyze and compare Sloan Labs
  - Work in Progress
  - Sample: 8 Labs: China Lab, E-Lab, G-Lab, GHD-Lab, India Lab, i-Teams, L-Lab, and S-Lab

- Identified four dimensions:
  A. Process or Content
  B. Role of instructors
  C. Relationship with host
  D. Team formation
1.A. Process or Content

- Content Lab: GHD-Lab, S-Lab
- Process Lab: L-Lab
- Teaching methods differ
- When no content commonality in projects, classroom challenge to teach
1.B. Role of instructors

- Teacher’s roles are numerous (Beaty, 1999): Tutoring, Coach or trainer, Mentor, Supervision, Facilitation...
- Learning goals determine role of educator (Brookfield and Preskill, 1999)
- In Action Learning, facilitator role is essential (Raelin, 2006)
- In Sloan Labs: Senior Professor and/or Mentor
- Action Learning is a labor-intensive model
1.C. Relationship with host

- Academic-Practitioner engagement in Business & Management (Hughes et al., 2011)
  - ‘Academic consultancy’
  - ‘Courses and programs’

- Rules of the engagement:
  - ‘Client’ or host?
  - Fee? Participation through expenses?
  - Who owns the relationship: instructors or student team?
  - Final aim: ‘Client’ satisfaction? and Student learning?
1.D. Team formation

- Action Learning takes place in a team environment (Raelin, 2006)
- Team formation rules:
  - 1 student project leader per team who then chooses his team (Robinson et al., 2010, p. 99)
  - Faculty selects teams to maximize diversity
  - Student select team and project
  - Students selected from different countries
2. The Lisbon MBA

Top Business Schools

Triple Crown Accreditation
The Lisbon MBA Structure

 Integrative course at end of MBA program
3. The Lisbon Lab Consulting Project

• Duration: 11 weeks, Team spends 1 day a week at the client

• Project
  – Methodology presentation (session 1)
  – Project steps and milestones presentations (session 4-11)
  – Intra and inter-project discussions (session 4-11)
  – Final presentation in class (session 11) & to the client

• Consulting frameworks
  – Conducting interviews (session 4)
  – Issue Analysis (session 5)
  – Presentation Skills (session 10)
Process/Methodology Approach

Main steps

19/09  Identification
26/09  Disaggregation
24/10 Validation
7/11 Recommendation
21/11

Questions to answer

• What is the real problem that the management wants to solve?
• What are the key-issues that can be at the origin of this problem?
• What are the critical analyses to understand the impact of the identified key-issues?
• What are the corrective measures that the management should carry out?

Change

Lisbon Lab Consulting Project

C. Abecassis-Moedas
Numerous projects since 2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Firm</th>
<th>Project</th>
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<tbody>
<tr>
<td>2011-12</td>
<td>CESU</td>
<td>Make the Business Case for Cheque Emploi Service in Portugal</td>
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<td>2011-12</td>
<td>Optimus</td>
<td>Decide what to do with the shrinking Calling Card Business Unit</td>
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<td>2011-12</td>
<td>APSA</td>
<td>Evaluate the financial sustainability of the Casa Grande</td>
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<td>2010-11</td>
<td>Logoplaste</td>
<td>How to create processes and frameworks to maintain Logoplaste’s innovative corporate culture, between headquarter and factories, and across international locations?</td>
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<td>2010-11</td>
<td>ZON</td>
<td>Pay-TV Non-Organic Growth Opportunities in Sub-Saharan Africa</td>
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<td>2009-10</td>
<td>Charity Bank</td>
<td>Bringing the 'Charity Bank' (Bank and Charity that makes loans for non-profit) from England to Portugal (or an alternative)</td>
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<td>2009-10</td>
<td>Jose de Mello Saude</td>
<td>Internationalisation: where and how</td>
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<td>2009-10</td>
<td>Tese</td>
<td>Bringing the School of 'Social Entrepreneurship' from England to Portugal (or an alternative)</td>
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<td>2009-10</td>
<td>REN</td>
<td>Improve the Investor's Relations Strategy</td>
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<td>2008-09</td>
<td>Microsoft</td>
<td>To create a consumer (versus corporate) business</td>
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<td>2008-09</td>
<td>EDP Inovação</td>
<td>Entry strategy in distribution chain for electric cars</td>
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<td>2008-09</td>
<td>Hovione</td>
<td>Create a business, as a contract manufacturer of biopharmaceuticals delivered to the lung</td>
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<td>2008-09</td>
<td>Renova</td>
<td>How and where to internationalize</td>
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<td>2008-09</td>
<td>Edifer Imobiliaria</td>
<td>How to grow the revenues by internationalization and diversification</td>
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<td>2006-07</td>
<td>EDP Inovação</td>
<td>How to enter the solar energy market</td>
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<td>2006-07</td>
<td>Oracle</td>
<td>How to address the SME market</td>
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<td>2006-07</td>
<td>Unilever</td>
<td>Product portfolio management</td>
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<tr>
<td>2006-07</td>
<td>Temahome</td>
<td>Retail entry strategy and related business plan</td>
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4.A. Process Lab

- **Content or Process?**
  - Process Lab
  - Common methodology
  - Broad range of topics: internationalization, strategy, business case, expansion, sustainability, divestment...
  - No content commonality, so strong focus on process
4.B. Role of instructors

- Instructor team with 1 academic and 1 practitioner
  - Both involved in teaching and mentoring
  - Labor and time intensive
  - 2 mentors for each team
4.C. Relationship with host

- ‘Consulting’
- No fee
- Instructors initiate the relationship and then student team takes over
- ‘Client’ satisfaction is key: Client evaluates the team
- Students learning is essential
4.D. Team formation

• Teams ideally formed on profile (to increase diversity)
• Teams actually formed based on preferences and availabilities