

Evaluation report about

ENTREPRENEURSHIP EDUCATION

IN

ESDES

Université Catholique de Lyon

Lyon, France



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Introduction

Located in France's second largest economic region, ESDES was founded in 1987 as part of the Université Catholique de Lyon, and has quickly established itself as a leading business school. The school is state-recognized and its diploma carries the 'visa' of approval of the French Ministry of Education. Its mission is to train the managerial staff that companies require.

"Managers are trained at ESDES to deal with the challenges of the future. Equipped with the necessary skills, and trained to handle responsibility, they will become valuable assets to companies faced with the changes resulting from increasing globalization.

Creativity, tenacity, enthusiasm, an ability to organize, or ability at sports or music: at ESDES we recognise that every student has different qualities, different skills and different values. We provide an environment in which students can benefit from this diversity, exchange ideas and broaden their horizons.

This is accomplished through the study of the basics of management, marketing, accountancy, finance and management skills, in line with our values at ESDES.

The five-year course involves students in a learning process that combines both personal and professional development.

They attach particular importance to attitudes and behaviour that are likely to favour the integration and advancement of students in the business environment.

In this way ESDES develops the capability of managers not only to create value within their companies but also within the community: a well run company is like a responsible citizen, and always acts for the good of the community."

A French business school applying European standards

The courses at ESDES are organized in accordance with the recommendations of the current European 'LMD' reform. The ECTS (European Credit Transfer System) is used to facilitate academic coordination with partner universities and business schools.

Studies at ESDES are highly international. Each student takes two foreign languages and does a two-month work placement at the end of the 2nd year in a non-French-speaking country. In the 4th year, every student spends one or two semesters at one of the school's seventy partner universities or business schools.

Developing a career project

The ESDES learning experience consists of a business education with a human dimension. Considerable attention is placed on the development of personal qualities as well on the acquisition of

technical skills. Each student's career project is a central consideration for the teaching staff. Graduates of the school have therefore acquired professional skills and substantial personal maturity. Students are thoroughly prepared for taking up employment by sixteen months of work placements, field studies and constant contacts with professional people actively involved in business. All these experiences allow students to add a new dimension to their learning and develop their capacity for project-building.

1. ESDES

(Ecole Supérieure de Commerce & Management, Lyon)

REPÈRES

1987 : Founding of ESDES

1991 : Introduction of post-graduate course in Human Resources Management

1996 : Introduction of the five year course

1998 : ESDES joins the 'ACCÈS' admission test system with ESSCA (Paris-Angers) and IÉSEG (Lille)

1999 : Introduction of post-graduate course in Management and International Commerce

2000 : Recognition of the school by the state

2003 : - Diploma awarded the 'visa' of approval of the French Ministry of Education

- First students admitted to Postgraduate Studies in Strategic Business Management

Key Figures

- 820 students
- 120 teachers, 31 of whom are permanent
- 2,548 applicants in 2003
- 130 students in each year
- 70 links with other universities and business schools in 27 countries

1.1. Analysis of documents

1.1.1. The five-year course

In accordance with European and international teaching practices the ESDES course has two stages (a three year period followed by a two-year period) over which students may develop their career paths. The course is built around the key business skills that students will need in their future careers.

An active program of academic and personal development

Throughout the course, students benefit from a high standard of academic teaching, interdisciplinary studies, field work, forums, internships, and from the full-time support of the tutors and teachers,

creating a continuous process of development on an academic and personal level. All of these complementary factors combined with the associated student life ultimately produce highly motivated and well trained professionals.

	1 ^{er} cycle			Cycle Master	
Year	1	2	3	4	5
Curriculum	Bases of Management			<u>6 specializations</u> - Audit and Control - Finance - International Business - Human Resources - Sales Marketing - Development and Entrepreneurship	
-					
Internship	Internship in commerce	Linguistic and cultural immersion	Discovery of a function	International internship	Mission of finishing the studies
				or	
Periods in abroad		Semester at an English-speaking university		Semester at a foreign university	
				Thesis of applied research	
	Course of professional incorporation				

1st Cycle

Acquisition of basic business skills for all students

YEAR 1; YEAR 2; YEAR 3:

Instruction in basic business skills:

- **Sales and Marketing** - negotiation and sales techniques, analyzing market requirements, creating opportunities, drawing up an offer, presentations to clients, etc.
- **Finance** - how to understand and analyze a company's financial health or the feasibility of a project, setting up and monitoring a budget, analysis of costs, etc.
- **International commerce and languages** - learning how to work in a multicultural environment and how to develop within a company whose activities have an international basis.
- **Human and Social Sciences** - factors that motivate the workforce of a company are a vital part of

successful management.

- **Cross strategy, management and discipline** - for a fuller understanding of how companies function and the disciplines involved: law, statistics, mathematical decision making tools, office automation, etc.

Master Cycle

In-depth study and personalization of the course for each student

Year 4, Year 5:

International Management and Strategy

7. semester is spent studying abroad: ESDES has links with 70 universities in 27 countries

8. and 9. semester:

Choice of specialization:

- Finance
- Audit and Control
- Sales and Marketing
- International Business
- Human Resources
- Management and Entrepreneurship

10. semester:

Mission of finishing studies (from 6 to 12 months)

Three years to build the foundations

The first three years provide a general introduction to business management and the use of methodological, analytical and computer-based tools. The teaching is directly linked to the different professions within business management that the students gradually become familiar with, and will eventually take up when they have finished the full five-year course. The three-year period ends with an internship that puts into perspective the management techniques that the student has learnt.

All students follow the same program for the first three years and soon have to put a great deal of effort into their first internships and their work on interdisciplinary case studies that must not only be presented in written form but also accompanied by an oral account in front of a jury of professionals.

FACTS

Data processing and new technology are central to the course and multimedia and internet facilities are always available. Each student has a password for secure access to the school's computer facilities:

- unlimited internet access
- personal email address
- office software
- university library information resources
- contact with teachers via email

Two years of in-depth study in a personalization of the training process

The final two years of the course allow each student to develop their career paths on a more personal level: they must study for one or two semesters abroad and choose options depending on their specialization in the fifth year.

The fourth year has an international emphasis. During a semester in another country students are able to put into practice the techniques that they have learnt in a management and strategy perspective.

The fifth year progresses onto professional specialisation, offering students an opportunity to specialise in an area of business management by choosing one of the professional options. The last six months are devoted to an end of studies assignment in a company, providing a perfect springboard to employment. The course concludes with the submission of a thesis, based on research carried out during the final internship.

A choice of six options is offered to students in the 4th year

In response to employer's requirements the training provided at ESDES is both general and cross-disciplinary. In the 4th year the choice of an option helps students begin to specialise. Graduates at the end of the five years are confident in business management and commercial development in the wider sense, and in a context where the international dimension is always present.

Internships

Decisions about choice of career path and areas of specialisation should not be made without work experience. The internships and field work give students an understanding of the structure of companies, how they function, and the codes and practices of the business world. Students are confronted with the realities of the workplace, have opportunities to apply course material and ultimately to develop a career direction.

- 16 months of internships and assignments in France and abroad

- Field studies
- Final-year dissertation
- Post-graduate Internships

16 months of internships and assignments in France and abroad

1st year : 2 months

Stage Action commerciale

First-hand experience within a company or sales point, contact with customers and a commercial operations (reception of customers, sales, marketing, phone-sales, follow up, etc.).

2nd year: 2 months (May - September)

Internship abroad

Experience of linguistic and cultural immersion through a job or an activity within a structured organisation.

3rd year: 3 months (May- September)

Internship to gain professional work experience

The responsibility of having a genuine role within a company.

Fields:

accountancy, finance, project management, marketing, communication, commerce, export, administration, employee administration, human resources

4th year: 7. semester

3 choices:

Spending one semester on a partner university

or

6 months internship in international environment

or

Participating in fundamental management program (for integrant students in parallel admission)

Advanced internship

Carrying out a study or assignment that involves the use of sophisticated techniques and tools.

5th year: 6 months (from January)

End of studies assignment

Students must demonstrate their operational abilities in a project or role requiring autonomy and responsibility.

Personal research work: final-year dissertation.

Foreign students at ESDES through the exchange program are eligible for internships in the fourth and fifth years.

Every internship is followed up by a report or dissertation.

Internships abroad

ESDES places great value on the international dimension of the course and provides students with an opportunity to gain real professional experience abroad.

First-hand experience of an international environment

All students do a minimum of two months of internship abroad in the second year. Integrated into the course the internship offers the student a linguistic and cultural experience through employment or an activity within a structured organization. This initial work experience abroad introduces students to the diversity of business activity.

Internships abroad are a valuable experience, however specific guidance is required. ESDES has set up a system that helps students look for companies and choose the right one, and helps them prepare for their assignment. The school also ensures that contact is maintained while the student is abroad..

Students wishing to follow an international career may do all their internships abroad, and thus develop their ability to adapt to new environments and to be mobile.

Field studies

Students carry out field work throughout the course under the guidance of a specialist teacher (often a working professional or consultant). Companies regularly take students to carry out various studies:

1st year: Company profiles groups of 6 or 7

Training starts with an exercise in understanding how businesses are run: a general study of the main

aspects of business management.

Presentation of a written report.

1st year: Market studies groups of 4 or 5

Studies of markets, consumers, image, reputation, competition, customer satisfaction etc. requested by a company or an organisation.

2nd year: Financial analysis groups of 5 or 6

Study of a company's end of year accounts.

Analysis and conclusions

3rd year: Starting a company 5 groups of 4 or

Feasibility study of a new company: concept development, business plan, legal arrangements for setting up of a new company.

3rd year: Operational management groups of 5 or 6

Study of an operational management issue within a company: cost analysis, setting up of performance indicators, budget projection, monitoring of performance...

4th year: Management study groups of 4

Analysis of a company's management methods. Writing up of a report: observations, analysis and conclusions.

5th year: HRM options, Management & Entrepreneurship - Field studies groups of 3 or 4

Financial audits, setting up of skills management programs, customer satisfaction studies, etc. Written report and oral presentation to a jury consisting of the director of ESDES, the director of studies and the director of the company.

5th year: Sales and Marketing option - Merchandising studies groups of 4 or 5

Merchandising study of a department or sales point, recommendations and negotiation for release of new products.

Campus life

ESDES strongly encourages students to actively participate in campus life. Time-tabling is organised to give students a chance to pursue other activities. The clubs and associations of ESDES and the

Université Catholique provide a perfect environment for students to express and develop their budding entrepreneurial and management skills as part of their preparation for professional life.

ESDES students have the skills to organise new projects and activities on campus. To provide a structure for such activity the ESDES students association has **three organising bodies**:

- the Student's Office plays an active role in at the school, organising the induction weekend, the Gala, producing the year book and helping to welcome foreign students.
- the Sports Office coordinates all the sports activities controlled by the Fédération Nationale du Sport Universitaire (FNSU). The office also organises a skiing week and a sports competition between the ACCÈS schools.
- the Clubs Office organises cultural events and encourages student initiatives in a wide range of subjects such as film, music, art, journalism, the stock market, the internet...

Student life at ESDES also benefits from two newspapers, La Couette and ESDES Park, the music club l'Assoc' Music, the wine club and a wide range of activities organised by the Fédération des Étudiants de l'Université catholique de Lyon (FEL), which has 2,500 members.

Job Service

Job Service offers one-off assignments to students, mainly of a commercial nature. Its role is to facilitate relations between business and students. For students this is a way of finding paid work and of developing their professional experience.

ESDES Junior Council

This is a student organisation that obtains contract work from businesses whose activities are related to the students' field of study. Working with the school's specialist teachers the council offers students an initiation in entrepreneurial activity. The council may offer, for example, advice, financial and market studies, or internet services, all of which provide students with valuable experience.

Business partners

The development of ESDES is supported through the commitment and dynamism of all those who participate everyday in the teaching process: at school, in a company and on an international level. The contributions of students, teachers, managers and partners go hand in hand with ESDES's spirit of professionalism, initiative, tenacity and creativity.

A dynamic network of business partners

A business school should develop with the participation and support of the business world and respond to its requirements. A large part of the course at ESDES involves the participation of business partners, and ESDES maintains a dynamic partnership with a vast network of French companies and their subsidiaries abroad.

ESDES receives offers of internships and employment everyday. Students and former students are informed via the internet. An on-line service matches company offers with the profiles of students and graduates.

A joint project

This relationship with the business world begins during the selection of applicants and continues throughout the course. Businesses also contribute through the "apprentice tax": fees paid by the students do not cover the full cost of the course.

The partners of ESDES contribute through:

- participation in selection committees during the application process
- offering internships
- involvement in teaching activities at all levels
- participation in examination boards
- recruitment of graduates
- payment of the apprentice tax
- sitting on the ESDES Orientation Board, the ACCÈS Science Board and the University's Board of Governors.

A special department

The Business Relations department provides an interface between the school, students, graduates, and the economic environment, and maintains a link not only with students looking for work and internships but also with graduates developing their careers. ESDES's partners benefit every year from these close links with the school, which are an ideal way of introducing new blood into their companies.

An ever-expanding network of partners has been added to the pool of businesses in the Rhone-Alps region, providing access for students and graduates to both national and international offers of internships and employment.

1.2. Summary about the interview with Patrick Gilormini

Patrick Gilormini, who the interview was made with, is the head of the Management & Strategy Department and also a teacher at ESDES.

They have entrepreneurship course on bachelor level, in third year, which is obligatory for all the 120 students, called Business creation.

In the Master degree program, they also have an optional training course called Developing Business Unit. It focuses creating or initiating new venture. Usually 20-30 students choose this option a year.

The goal of entrepreneurship course is to give a feeling for the students what is creating a business about, having mind, not necessary to create a firm at the end of their studies, but give a mind what are the challenges, what are the opportunities.

In 3rd year, on bachelor level, students have to develop a Business plan, hand it in as a written report and finally present it to a jury. They have to find an idea, make a market analysis, count with human resources and materials & equipments required and with the investments required by provisional financial statements to validate the project. The assessor jury contains: a marketing, a HR and a finance teacher.

In 5th year, on Master level students can choose a faculty on entrepreneurship, called Developing Business Unit. They have more courses with professionals involved as Project management, Sales management, Financial analysis & financial control and Entrepreneurship.

The Entrepreneurship course contains a consulting assignment in groups of 2-3 students for a small or young company (which has been created in 2-3 years). Students have to address a marketing/purchase/financial problem and the solutions for that as a consulting assignment and make a presentation to the school and also to the entrepreneur, who will participate in the assessing process of students.

The assessment usually consists of writings, developing plans and presentation of them.

The courses which deal with entrepreneurship mainly just stimulate entrepreneurship, because most of the students do not create a company after their studies, maybe 3-4 years later.

The skills/competences developed in the curriculum could be classified in 3 main areas:

- 1, Service development
- 3, Economic viability of the project through financial control, regarding economic area
- 2, HR management

During the Business creation course, which takes place on bachelor level ¼ of students is motivated, but others more interested in different courses, later they specialized rather for marketing, finance etc., do not want to be entrepreneurs.

They are going to improve on that the virtual companies what they present at the end be encouraged to the more motivated students to create really the business based on the business plan.

The consulting task which is given for students on Master level, brought different results each year, because of difficult relations between students and company as well, during the work. In this year, a quite big part of students do not deal with this task easily, but it is changing year by year.

In the entrepreneurship point of view, the five words that popped up in his mind are:

having a vision; being aware of opportunities; personality to undertake; capacity to associate partners, ability to knit network; interrelate problems to find opportunities and people to solve them.

According to the list of competences, in his point of view the most important for an entrepreneur are the following: Recognize opportunities and acting on it, Leadership, Vision, Planning and organizing. He added a plus competence needed to the list, the “Technology literate”.

In my opinion about the system, the courses’ strength point is the focus on practice, next to the given theoretical knowledge background and students could get insight to the meaning of entrepreneurship quite early, but on the other hand, it is not easy to coordinate the process and handle the problems coming from personal relations.

Appendix 1. - Interview with Patrick Gilormini

Patrick Gilormini, ESDES

Head, Management & Strategy Department

Université Catholique de Lyon

Date of interview: 03.06.2008.

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General information about the interviewee

Patrick Gilormini is the head of the Management & Strategy Department and also a teacher at ESDES. He is experienced in project management, he worked as a consultant for 3 companies related to information systems and human resource reorganization, restructuring for small, medium and big businesses as well, before he started to teach at ESDES. He worked also on project development in France and either in abroad, mainly in Eastern Europe.

Which position does this specific course/module have in the curriculum (module, specialization, minor, master etc.)

We have entrepreneurship course on bachelor level, in third year, which is obligatory for all students (nr. 120) called Business creation.

In the Master degree program, we also have an optional training course called Developing Business Unit. It focuses creating or initiating new venture. Usually 20-30 students choose this option a year.

Is the course optional or obligated for the students?

On bachelor level it is obligated, on master level students have the choice, so it is optional.

How is this course set up? (What is the course/institute about?)

In 3rd year, students have to prepare a business plan in groups of 6. They have to find an idea, develop what it offers, what the business model is behind, make a market survey, validate what type of research will be required to make this business model work and then make the business plan from the

financial point of view. It is a 6 months long work/project; they can work from October to March each year and finally present it to a jury of ESDES' teachers. There is also an opportunity to present it on a campus creation competition /"concour"/, which is organized by the all universities in the Lyon area, in which students compare with others from other schools. Usually from 25 groups, 6-10 present their projects. They are motivated to exchange knowledge with other students in engineering and get special meetings with professionals (designers, financial organizations..) involved to business creation.

Which didactic principles are on the base of this course?

In 3rd year: Discussions, work based learning, group work, not too much lessons

In 5th year: Field studies

What is the goal of this part of the curriculum, what are the students trained for?

The goal of entrepreneurship course and faculty is to give a feeling for the students what it could be to create a business, having mind, not necessary to create a firm at the end of their studies, but give a mind what it is about, what are the challenges, what are the opportunities.

Suggest a provision to see it as an opportunity.

Which learning activities take place?

In 3rd year:(Bachelor level)

Business plan – written report, presented to a jury

- idea, market analysis, human resources and materials & equipments required → counting with investments required → Provisional financial statements to validate the project
- present that in front of a committee which contains: a marketing, a HR and a finance teacher

In 5th year: (Master level on Developing Business faculty)

Courses with professionals involved

- Project management
- Sales management
- Financial analysis and financial control
- Entrepreneurship:

Make a consulting assignment in groups of 2-3 students for a small or young company (which has been created in 2-3 years):

- The company addresses an issue on development to the students (called field study with real entrepreneur)
- Students have to address the problem, which could be marketing/purchase/financial problem and the solutions for that as a consulting assignment.

- Presentation to the school and the entrepreneur also presents, who will participate in the assessing of students that the results of the assignment is right answer for the question what he gave on the beginning of their work.
- The professional behavior is also assessed.
- In the future maybe they will not have 6 months but 12 months to do this assignment, they will have an opportunity to find the firm by themselves, to set up a diagnostic, to give recommendations about the issues what need changes in priority.

What does the assessment consist of?

The assessment usually consists of writings, developing plans and presentation of them.

These are in 3rd year business plan, in 5th year consulting assignment for an external company.

Is there contact with entrepreneurs and experts outside the school in this part of the curriculum and in which way?

Professionals are mainly involved in Master level.

Entrepreneurship and competences/ skills (Essence of the interview)

How would you define entrepreneurship?

- Capacity to find opportunities
- Bringing innovation, innovative ideas
- Ability to engage oneself, not only oneself but also for others
- Risk taking, just going out of the presently set up rules and finding new ways to do that
- Create an own or initiative in a company, means entrepreneurship or intrapreneurship (new product-line etc.)

Can you mention five words that you connect with entrepreneurship? (or: which 5 words first pop up in your mind?)

Having a vision

Being aware of opportunities

Personality to undertake (ability)

Capacity to associate partners, ability to knit network

Interrelate problems to find opportunities and people to solve them

Is this module about stimulating entrepreneurship or being entrepreneurial (or both)?

Stimulating entrepreneurship

Most of the students do not create a company after their studies, maybe 3-4 years later.

It is mainly about engaging yourself in a new venture (student association) and helping entrepreneurs when they deal with problems.

Are there competences/skills defined?

The skills/competences developed could be classified in 3 main areas:

- 1, Service development – how to develop a market, how to promote a product; field marketing, sales-force management
- 2, HR management – how to manage workforce; teambuilding/-management
- 3, Economic viability of the project through financial control, regarding economic area – do I lose money? if yes, why?

Can you select (out of the list with competences/skills below) a top 5 that you find most important for an entrepreneur? Can you also indicate if this competence/skill plays a role in this course and give examples?

The most important skills/competences according Patrick Gilormini are:

Recognize opportunities and acting on it – course on contemporary society, technology..

Leadership – difficult to teach in school; volunteer to participate in student initiatives/associations

Vision

Planning and organizing – field studies, business plan, consulting

Added: Technology literate – Scientific background should be improved; unique information technologies → Be up to date

Experience and Perception (Essence of the interview)

Can you indicate how students deal with this module?

On bachelor level ¼ of students is motivated in business creation exercise. 20-30% is more interested in it than others, they post more questions as well.

The virtual companies what they present at the end should be encouraged to the more motivated students to create really the business based on the business plan. We should improve on it.

Can you indicate which effect the working method has on the development of students?

Autonomy, creativity, methodology, negotiating within the group and with client (the entrepreneur during consulting)

How did you experience the module as a teacher/coach?

The consulting task which is given for students on Master level, brought different results each year. Last year was better than this. In this year the evaluation was good, but from 6 groups, 2 worked on proper way, really engaged, 4 had more problems, worked difficulty with conflicting within themselves, with the company and so on, difficult relations..

Can you point out a couple of strong and weak points of this module (program, initiatives) from your point of view?

Strong points:

- Department in charge of making connection with enterprises in Lyon
- Junior Enterprise:

It is a small consulting firm which is created by students, offers consulting services which are paid by the companies. They work for companies as consultant and negotiate in the price for their work.

- In the case of Business creation course, students start quite early (3rd year) to get know what entrepreneurship is about. They are just around 19-20 years old.
- Field studies, national and international experiences

Weak points:

- Students have not enough time to have knowledge. They have limited time for their projects because of other courses (half day for field study) which take places in 5 days at school. They need min. 1-1,5 day a week to work on their projects. → More time for field studies

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