

Evaluation report about

ENTREPRENEURSHIP EDUCATION

IN

JEAN MOULIN UNIVERSITY

LYON 3

Lyon, France



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Definition of entrepreneurship by students:

“Way of life to develop one's on project”

”Personal adventure”

”Try to develop new things and do it on different way than others”

“Person, who accept to take the risk for do one thing, what he/she believes in.”

“Make something for what you can add a plus value.”

“To win something (sometimes money..).”

“Stay in the time.”

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INTRODUCTION

Jean Moulin University Lyon 3 (Université Jean Moulin Lyon 3) is a French public university, based in Lyon. It is under the Academy of Lyon. A total of 22,500 students study there for a three-to-eight year degree. The university was created on July 26th, 1973.

The university is located on three different campuses: the first one, called "Les Quais", is by the Rhône (river), the second, called "Manufacture des Tabacs" in the SE part of Lyon, and the last one in Bourgen-Bresse (Ain department).

The biggest school in terms of number of students is the Business School (IAE) with 35% of the students. Then come the School of Law (26%), the School of Foreign Languages (16%) and the School of Literature (13%). Other students attend the School of Philosophy, or programs such as professional short-term degrees.

During my analysis, I worked at the "Manufacture des Tabacs" campus, where the Business School (IAE) takes place. They have an interesting Master2 program, called Entrepreneurship and Management of SMOs, which is one of the 10 best Master in the nationwide qualification in France and takes a relevant part of this work.

On the other hand, next to the initial courses, it was also found a department of the university, called Espace Entreprendre, where entrepreneurial students can get support to their own business projects. To help the work and make more efficient the labor of this department, there is a student association, called Club of Student Entrepreneurs of Lyon3 (CEEL3) closely connected to it, which has common activities with the department, but exist as a separate organization by offering more opportunities the students interested in entrepreneurship, because the members of the Club should fulfill similar tasks, take responsibilities as at a company.

The University Lyon 3 offers different possibilities for students on every major to get the knowledge needed on entrepreneurship, to be entrepreneurial and to execute his/her business idea.

1. UNIVERSITY JEAN MOULIN LYON3 –

Institut d'Administration des Entreprises de Lyon (IAE)

(University of Lyon Business & Management)

IAE Key Figures (2006-2007)¹

- 6,000 students
- 144 permanent lecturers, 400 part-time lecturers
- 300 university partners, covering 66 countries
- over 1,000 international non-exchange students, 82 nationalities, 237 incoming international exchange students, 200 outgoing exchange students
- 3 research centers with 170 Ph.D. students, 8 research teams

The Institut d'Administration des Entreprises (I.A.E.), the University of Lyon Business & Management, is one of the biggest Business Schools in France. I.A.E. is the only institution of its kind to offer a full range of courses, from Bachelor's Degree to Ph.D. level in an international and professional environment. It educates some 6,000 students a year, representing nearly a quarter of the whole student population at the Université Jean Moulin Lyon 3. A significant part of the students are international students: although students are principally recruited in the Rhône-Alpes Region at the Bachelor level, more than 16% are international students as well as more than 18% at Master's level and 40% at Ph.D. level.

I.A.E.'s primary mission is to conduct research and teaching in all aspects of Business Administration and Management. The Faculty includes 144 Professors and Senior Lecturers complemented by over 400 part-time lecturers and by over fifteen visiting professors every year. The I.A.E. intends to be a highly recognized European Business & Management School, strategically located at the crossroads of huge European cities.

I.A.E. de Lyon offers degree programs designed to give students the knowledge, skills and professional competencies reflecting the realities of the globalized market place. All Degree courses are available in Life-Long Learning, increasing diversity in the classroom. The Degrees awarded to students are National Degrees ("Diplômes Nationaux"), which are accredited by the National Ministry of Higher Education and delivered by the State.

The I.A.E. has entered the Bologna process in 2002, the European education system reform also called "L.M.D. system" standing for "Licence Master Doctorat". The "Licence" Degree ("Bachelor") is

¹ Brochures of IAE of University Lyon3 and <http://iae.univ-lyon3.fr>, 20.05.2008.

obtained 3 years after the Baccalauréat (Bac), awarded at the end of High School, the Master's Degree 2 years after the Bachelor's Degree and the Doctorat (PhD), 3 years after the Master's Degree. All programs are designed to offer international exchange opportunities that enhance the I.A.E clear-stated mission to develop its international dimension since 20 years. To achieve this goal, curricula have evolved towards semesterization and European Credit Transfer System (ECTS).

A large quality network

The student who enrolls at the I.A.E. in Lyon is joining:

- one national of 29 French University Business Schools(I.A.E.), representing the first French Network for Management and Business Administration teaching,
- one alumni network with 15,000 former contacts,
- one network of 23,000 professional contacts,
- one international University network comprising over 300 partner institutions.

The IAEis located in downtown Lyon, on a campus called “Manufacture des Tabacs”, an ancient Tobacco Manufactory completely renovatd with a broad range of dedicated facilities. Students have easy access to urban life and to student residences with metro, busses and the tramway. The University includes 4 Faculties besides the I.A.E. and educates some 23,000 students per year both at the undergraduate and graduate level.

A strong international scope

Students and Faculty at the I.A.E are joining an organization fully aware of the importance of the international dimension and actively involved in this process for over 20 years. The clearly-stated mission of the I.A.E is to prepare students not only for the challenge of the European Union but also for the wider challenge of commercial, technological and cultural competition on a global scale by offering them a multi-cultural education.

Over 300 effective cooperation agreements allow students, faculty and research exchanges throughout the world. The exchange programs are based on university-wide agreements in the objective of balancing student flows and improving student exchange possibilities. Every year the I.A.E intensifies its partner- ships with international institutions. It started exchange cooperation with Western Europe and developed its network in North America, in Africa, in Asia and Latin America. 66 countries are now covered on all continents.

Strong connections with the corporate world:

good academic standing and close to practice

One of the I.A.E.'s first goals is student integration into the professional world. In its undergraduate and graduate teaching programs, in Life-Long Learning and in academic research, the I.A.E. has amply shown that it is able to respond to the needs of the business world. Courses are designed with a view to practical application while at the same time including a strong element of general culture.

The I.A.E. is constantly developing and reinforcing an important network of companies in all activity sectors, involved in selection committees, teaching, internship, student placement and professional conferences.

Close and permanent contacts with the business community help students to get good work placements and internships and to prepare their future careers as young graduates.

Three dynamic Research Centers

Research in Management has always been conducted at IAE de Lyon. The I.A.E. has three Research Centers whose activities enable it to keep ahead technology and update its syllabi accordingly. The three Research Centers are host laboratories for the M.I.F., Management Information and Finance, Doctoral College.

- The Magellan Research Centre, closely involved in a number of research networks, maintains active relations with many other Universities in France and abroad.
- ISEOR, one of the major French Research teams in organizational management. It was created in 1976 on the basis of a Research program on socio-economic performance.
- The Franco-Chinese Centre for Management Research.

1.1. ANALYSIS OF DOCUMENTS

1.1.1 The General Management Program (GMP)

This program is offered within the General Management Master-M.Sc. Management.

Program Objectives

The purpose of the program is to provide strong general Management courses for students who do not necessarily possess a Business academic background.

The program specificity lies in its ability to receive students from very varied background and to round out a strong initial education with an overall approach to Management.

Program Structure

To earn the Master in General Management Degree, students must complete 10 courses and defend a Thesis based on their Internship. The Degree is a National Degree awarded by I.A.E. de Lyon and accredited by the French Ministry of Education.

Courses are taught in English by combined Faculty of I.A.E.de Lyon, Professionals and International Partner University Professors.

September- December / January-March	Hours	ECTS
Integration Seminar	18	-
Business Economics	23	3
Business Law	23	3
Marketing & Sales Management	46	6
Organizational Behavior, HRM & Labor Law	46	6
Quantitative Methods & Data Analysis	23	3
Management & Information Systems	46	6
Corporate Finance & Control	46	6
Production, Quality & Operations Management	46	6
Strategic Management	23	3
1 course to be chosen among the International Seminars	18	3
Business French / English	46	-
Conferences	30	-
Personal Development	30	-
Internship & Thesis	-	15
Total	469	60

Duration:

The General Management Program is taught over one academic year consisting of two semesters: September to December and January to March, followed by a required Internship (3 months minimum).

Participants:

French and International Master's Degree students and young professionals in Life-Long Learning. Candidates typically come from the fields of Engineering, Law, Human Sciences, ...

Admission Requirements:

Applicants for the General Management Program must:

- hold at least a first year of a Master's Degree from a recognized institution.
- have a good command of English in writing and speaking.

If English is not their native language, applicants must submit scores from the TOEFL exam. Scores may not be more than 2 years old at the time of the application. (A minimum of 233 computer based test score or equivalent is required).

Applicants are first screened on the basis of their application form. A panel of 2 to 3 I.A.E. de Lyon staff and company professionals are to check applicant personal motivation and career objectives by interviews of successful candidates.

Application deadline is mid-June to start in the Fall.

Throughout the program students can participate in a wide range of activities (conferences, social and cultural activities, sport,...), benefit from our career services and get access to our Campus facilities (library, internet and Email, ...).

1.1.2. Master 2 MG - Entrepreneurship and Management of SMO (EMSMO)²

Natural synthetic: Training diplomat

National certificate

Place of education: Lyons

Level of conscription: Graduation (means after high-school) + 4

Length of training: 1 year

Year of exit: Graduation + 5

Approachable there: initial training

adult continuing education

Summary

The program of Master Entrepreneurship and Management of the Small and Medium Organizations - EMSMO (Master Management) is a training devoted to the total workmanship of problems of business development. The entrepreneurship is heard in the broad sense as sells door-to-door aiming at the creation of organization and as a system of stocks, which consequently invested in numerous dimensions of management, beyond the only creation of firm.

The targets of the Master are:

- Creation and development of new activities in firms or associations
- Management by plans
- The development of young entrepreneurial firms
- The creation of firm
- Accompaniment in the creation of firm
- The financing of the plans of development

The program of Master Entrepreneurship and Management of SMO is concentrated on the year of master 2. It is opened on selection to every tenured candidate of a master 1 or an equivalence, whoever is his course and that he is from the University Lyons 3 or from another institution.

Presentation of training

Objectives:

Professionals of the development of firm

Since 1992, the program of Master 2 Entrepreneurship and Management of the Small and Medium Organizations devoted itself for mission to form professionals, who able to piloting or to

² Brochures of IAE of University Lyon3 and <http://iae.univ-lyon3.fr>, 20.05.2008.

accompanying the development of their organizations.

Our experience shows that the workmanship of a specialty competence although essentials (marketing, plan, finances, human, juridical resources, engineer sciences) is not sufficient in these circumstances of strong evolution and firms search collaborators enlivened by an entrepreneurial mind.

The program of Master EMSMO mobilizes competences of academics and professionals who refer in their domains of competences, and the governance is assured by a partnership with the Centre of the young people's leaders of firm and OSEO.

A MOTOR: MIND TO UNDERTAKE.

The entrepreneur is heard in the broad sense as sells door-to-door aiming at the creation of organization and as a system of stocks, which consequently invested in numerous dimensions of management, beyond the only creation of firm.

Training targets so:

- Creation and development of new activities in firms or associations
- Management by plans
- The development of young entrepreneurial firms
- The creation of firm
- Accompaniment in the creation of firm
- The financing of the plans of development

That's why the program of Master Entrepreneurship and Management of SMO is approachable on selection. They recruit in this training of the participants of initial training with a concrete experience of the "ground" as participants of adult continuing education (between 15 and 30% by promotion).

Peculiarities:

The program of Master Entrepreneurship and Management of SMO is concentrated on the year of master 2. It is opened on selection to every tenured candidate of a master 1 or another, which is equivalence with that, whoever is his course and he is from the University Lyons 3 or from another institution.

This training takes place on 2,5 days a week to allow an activity in parallel at shared time, and favors missions of training period that can go until 6 months full-time.

Obligatory training/internship period:

Not obligatory training period is possible at the time from October till March. Days reserved for practice: Mondays, Tuesdays and on Wednesdays in the morning only.

Obligatory period: 6 months minimum, from March to September, full time.

Topics of training period:

- Behaviour of a plan (diversification, new establishment); Study of practicability;
- Launching of a new product;
- Structuring of a service;
- Strategy of financing of firm;
- Council in organization;
- Help to the creation of firm;
- Creation of firm.

Training period can notably be dedicated to the assemblage of a development or creation plan. Training period is constructed around professional missions validated by the firm and the representative for training. These missions are managed as plans.

Modalities of access

Requested trainings:

The postulated students in this program of MASTER 2 can come from all Masters 1 of IAE of Lyons, or from another adopted master 1.

Conditions of admission:

The admission in this program of the Master Management makes on selection, from the quality of the file (TAGE-MAGE test results, TOEIC or TOEFL results, academic results), professional plan and deepened maintenance. About 30 places are offered.

Initial Training

- Have a professional plan corresponding to the objectives of this mention and validate 60 credits in a first year of adapted Master. The candidates come from the University or from a business school, all from France or abroad.
- The candidates of the IAE of Lyons can come from all Master 1.

Adult continuing education

Between 20 % and 30 % of places is offered to participants of adult continuing education.

The candidates are chosen by quality of their experience but also on the quality of their plan. Selection is made in front of a specific jury. Training can be followed over 2 years.

Contents of education

This program is part of the master Management

- the organization and the contents of the Master
- the booklet of presentation

Organization of training

This training takes place on 2,5 days a week to allow an activity in parallel at shared time, and favours missions of training period that can go by 6 months in full-time.

Professionals linked to program give educations in 40 %. Seminars are constructed by process, by problems of firm and not by material.

Master 2 Management - Program Entrepreneurship and Management of SMO³

S3A - Program EMSMO (Obligatory - 15 ects)

3 obligatory lessons

0601228 - S3A - **Entrepreneurial strategy in SME's** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

The seminary offers a theoretical frame to represent the process of "strategic manufacture" by the leader, and who calls to link in a dialogic way strategy and entrepreneurship in the paradigm of complicity.

Acquired knowledge

- Know the bulk of the elements of the debate on strategy in SME's
- Know the characteristics of the strategic processes worked out "on the way "
- Know the foundations of the paradigm of complicity

³ Brochures of IAE of University Lyon3 and <http://iae.univ-lyon3.fr>, 20.05.2008. (French)

Target competences

- Know how to implement an autonomous cogitation on the different types of strategy situations, which you can meet in SMES
- Know how to solve problems by taking into account peculiarities of the leader
- Control of strategy argumentation in a persuasive way in SMES.

Contents

- Critic discussion on distinctive SMES identity and involvement in term of adaptation or innovation of the implements of strategical management
- Complex thought to arrest strategical action in SMES
- Work methodology on comprehension and animation of a process of strategy management
- Case study SMES.
- Strategical approach of the Social Responsibility of the Firm
- Case study focalized on the influence of the presentations of the leader, and on the notion of total performance (SRF) of the firm
- Session of synthesis, preparation for the exam.

Assessment

Final Exam: Writings, 4 hours.

Nature of test: Accomplished case study in pairs (2 ECTS)

Assessment: case study in groups (1 ECTS)

0602235 - S3A - **Management of plans of the firm** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

Seminary introduces the key mailmen of success of plans by stressing the strategical, political and manager dimensions of the behaviour of plans before being focused on more specific questions of management of plans. Numerous cases are mobilized but knowledge will be directly used for the plans of the students.

Acquired knowledge

- Acknowledge a plan in its characteristics
- Know typographies of plan and linked organizations
- Know and understand the main tools and methods of the behaviour of plan (structuring,

management,...)

- Know pathologies linked to form not controlled project.
- Understand the place of projects in the firm

Target competences

- Be able of questioning a project under the symbolic, political, strategical, manager, methodological, technical dimensions..
- Be able to identify an organization and a mode of adapted management in a project situation.
- Know how to interpret the produced information by the tools of management of project.
- Have basic knowledge to lead a project.

Contents

1. Main problems of the behaviour of a plan

- 1.1. (Re) target specification and their negotiation, confrontation in the customer system
- 1.2. Constitution of the project team, some paradoxical tensions (return on the seminary of management of transverse team)
- 1.3. Origin of drift, and capacity of correction, importance of stages upper reaches
- 1.4. The focusing of project and risk of imprisonment

Case study

2. Bet in critical perspective of the main tools of the management of project

- 2.1. Decompositions: XBS and systematic involvement of these choices.
- 2.2. Planning as building of common subjective landmarks
- 2.3. Management by the acquired value: problems of valuation and (re) negotiation.
- 2.4. The magazines of project and opportunities of study

Case study

3. Problems of Management by project

- 3.1 The firm project
- 3.2 Strategical management by projects
- 3.3. The development of means and competences
- 3.4 The strategical capacity of the firm project

Case study

4. Make a diagnosis of the functioning of projects in the firm

5. The governance project and the place of projects at the level of management

6. Structuring, organizing, planning and piloting his project

7. Piloting by risks

Assessment

Final Exam: Writings, 3 hours.

Nature of test: Analysis of the piloting of a project (2 ECTS)

Assessment: notation during lectures

Nature of Jobs and balance: Behaviour in group during a case study (1 ECTS)

0601229 - S3A - **Leading role and personality of the leader** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

The Leading role module and personality of the leader's objective is to provide the manager with understanding of his role in the future in the enterprise, by making him author and actor of performance and change.

Acquired knowledge

- Knowledge of one
- Knowledge of others
- Contribution in the team (firm)
- Constitution of the competitive teams

Target competences

- Opening of mind
- Suppleness
- Communication
- Personal coherence

Contents

I. - PRESENTATION OF MANAGER'S ROLE ACROSS THE MODEL OF DILTS

The attack of results and objectives

Respect for personal stocks and for corporate culture

The behaviour of change and innovation

The cohesion of team

II - UNDERSTAND THE STYLES OF MANAGEMENT WITH SITUATION MANAGEMENT

Understand his style of management

Know how to adapt his manager style to situations and to persons

Learn to develop the self-government of the partners

Learn to provoke the motivation of teams

III - BETTER KNOW HIMSELF WITH MBTI-TMS

Know his mode of functioning across his contour MBTI

Understand inter-personal difference, which create synergy or conflict

Know how to be in the team

Know how to fit to the others and to optimize his contribution in the group

IV - TO CAST IN THE PROFESSIONAL WORLD

Job of personal cogitation is allowed to adjust priorities and behaviours in the waiting of firms and function of manager.

Assessment

Final Exam: Writings

Assessment: notation during lectures

2 lessons in the choice: see list on Master Management Optional Courses

S3B - Program EMSMO (Obligatory - 15 ects)

3 obligatory lessons

0605108 - S3B - **Strategy of kickoff of new activities** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

This module's object is to light the students on the peculiarities of the definition of a strategy in

situation of kickoff.

Acquired knowledge

- The peculiarities of the kickoff of a firm;
- The different factors at the root of the definition of a strategy of kickoff;
- The different mobilisable tools in the context of a strategy analysis linked to a project of activity creation;
- Pronunciation existent between strategy choices and financial equilibrium.

Target competences

Knowledge:

- Construct a step of strategy analysis in a context of creation of activity;
- Arrest conditions of entrance on a market and set up an adapted strategy of kickoff;
- Drive cogitation around the triptych: volume, price, value, to define the foundations of a strategy of kickoff.

Contents

Left 1: The strategy analysis.

I. The bet in coherence of the tryptique Man plan organization: a precondition.

A. The objectives of the strategy analysis.

B. Of the necessity to think about the bet in coherence of different element of the model economic.

II. Maitrise " parties prenantes " and definition of a strategy.

A. The different actors implicated in the kickoff of a new firm.

B. Make prenantes parties of the actors of strategy definition.

III. Step of strategy diagnostic adapted to the context of the firm in creation.

A. The place of the leader in strategy diagnostic.

B. Tools for mobilization.

Left 2: The definition of a strategy of démarrage.

I. Foundations.

A. Volume, price, value: three axles of possible developments.

B. Define job and activity of the firm.

- II. Analysis of possible strategies.
 - A. Analysis of rules of the game.
 - B. Analysis of competitive advantages.
 - C. Adopted strategy in every competitive game.

- III. Analysis of kickoff.
 - A. Approach of S. Sammut.
 - B. The role of the plan of business.

Assessment

Final Exam: Writings, 3 hours.

Nature of test: Control of knowledge and case studies

Assessment: notation during lectures, Analysis in group

0603217 - S3B - **Organization of the financial assemblage of entrepreneurial plans** (CM: 23 h - 3
ects)

Credits ECTS: 3

Lectures 23

Objectives

To build and to find the financing of his activity constitutes a key stage of any project. This module's objective is to provide a total vision of conditions and modalities of financing of new activities for the participants.

Acquired knowledge

Acquire necessary tools in:

- The behaviour of the study of a file of financing;
- The elaboration of a diagnosis of coherence on a financial assemblage;
- The workmanship of the main implements of against - guarantee;
- The workmanship of clean stagecoaches in the job of financial dealer in creation.

Target competences

Knowledge:

- Appreciate the practicability of a financial assemblage;
- Arrest the conditions of intervention of the different actors of the financing of new activities;

- Identify the solutions of adopted financing in the characteristic of a particular project.

Contents

I. Assure the financial practicability of a plan

A. Appreciate the needs of financing

a / Measure internal means

b / Define the external needs

B. Mapping of the actors: who makes what?

II. The research of funds

A. The financing of the bottom of balance sheet

a / Envisage the needs of fund and their financing

b / Modalities of intervention of the banking establishments

B. The financing from the top of balance sheet

a / The actors from the top of balance sheet: leader of the firm, capital risk, business angel,

b / Envisage performance and financial equilibrium

C. Set up the financial assemblage of a plan

a / Which elaborate strategy assures the success of a financial assemblage?

b / Definition and role of the systems of guarantee.

Assessment

Final Exam: Writings, 3 hours.

Nature of test: Case study - Control of knowledge

Assessment: Notation during educations, Case study in group

0602236 - S3B - **Workmanship of organizational creativity** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

This seminary's vocation is to offer to the participants means to reveal their individual and collective inventive potential. The foundations of individual and organizational creativity are introduced,

methods are offered and practiced, positions are worked by the theatre of improvisation.

Acquired knowledge

- Understand the basic principles of creativity.
- Know the main techniques of creativity
- Know the basic principles of the animation of a group of creativity
- Know main phenomena that can restrain the creativity of a group.

Target competences

- Know how to be situated in an inventive attitude.
- Know how to choose and to apply methods of creativity adapted to a question and a context of firm.
- Know-how to evolve its behaviour according to the sequence of a session of creativity.

Contents

Foundations of creativity

- General introduction on the objectives of seminary
- Review and definition (the origin of creativity, the new ", modern provisions, the inventive, creativity and firm).
- Inventive aptitude: The mechanisms of production of ideas, brakes (social, logical, psycho).
- Main inventive steps: combinatory, associative, analogical, imaginary and principles of methods linked (Fundamental schemas, fast, brainstorm, lateral, synectic thought, cognitive mapping...)

Steps of creativity

- Practices of creativity
- The applications of creativity, creativity and innovation (R&D, Marketing, Management, Sale, Production, Communication).
- An example of step: the Mental Card (CM of creativity).
- Stages of an inventive step (Formulation, Impregnation, Distance, Crossroads, Evaluation).
- An example of inventive step: the research of names.
- Synthesis and proposal of personal financial years.

Job on individual behavior and puts together it in an inventive step:

- Sensitization by the theatre of improvisation
- The release of inventive means, proposal of some techniques
- The attitudes, which favor creativity
- Debriefing on the influence of the personal attitudes on the capacity of the group to produce an

inventive proposal together.

Job on the animation of sessions of creativity

- Participative creativity
- The inventive research of group (principles and practice). The role of the animator. Stimulations.
- Involvement of the actors
- Valuation of ideas
- Application through a session of the " Diagram of affinity "
- Debate of the article Creativity and SMES of Lecoivre and Verstratete.

Assessment

Final Exam: Writings, in group, 3 hours.

Nature of test: Job of creativity accomplished in group, job assessed in situation. Individual synthesis.

Assessment: Notation during educations, Participation and file on an inventive technology.

2 lessons in the choice: see list on Master Management Optional Courses

S4A - Program EMSMO (Obligatory in choice - 15 ects)

3 obligatory lessons

0601201 - S4A - **Dynamics of the transverse teams and Team Building** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures: 23

Objectives

The objective of the seminar is to sensitize the students in the management techniques to accomplish a plan under pressure. Essential problems are that arbitration between inventive instigation and piloting of performance for the real attack of the objective of the group.

Acquired knowledge

Know peculiarities and management techniques of transverse team

Identify and anticipate the possible reefs of functioning of this type of team

Know links between organizational structures and proneness in the creativity of teams.

Target competences

Capacity in management under pressure

Discretion of objectives allocated to the team

Adaptability in the evolution of the plan

Choice of the mode of organization according to the inventive dimension of the plan

Contents

The constitution of a team

- Difference between group and team
- The problems of the constitution of team / objectives
- Principles of enlistment in a team
- Location of roles in a team / specialties
- The main stages of evolution of a team of constitution in dissolution

The diversity of the team

- The concept of diversity applied to the team
- The taking into account of "wait " of a manifold team
- Management of stress
- The management of conflicts within the team

The team Building / learning

- Principles and steps: incentive, games, tournaments
- Emotional Intelligence
- Notion of cohesion of team, and its possible drift.
- Feeling of membership, identity of team vs. identity in the firm

The management of the team

- Return on knowledge in leading role
- Modes of management adapted to the context of the team, its plan
- The delegation: preparation and monitoring

The performance of the team

- Criteria of performance of a team
- Characteristics of the competitive working teams
- Capacity to influence behaviors in a team
- Lateral communication within the team
- Common obstacles to an efficient communication
- The development of interpersonal competences

Assessment

Final Exam: Writings, 3 hours.

Nature of test: Behaviour of an entrepreneurial; supervised and assessed by the teacher, analyses individual (2 ECTS)

Assessment: Notation during educations, Behaviour of an entrepreneurial plan in group (1 ECTS)

0607100 - S4A - **Methodologies of accompaniment of the SMO** (CM: 23 h - 3 ects)

Credits ECTS: 3

Lectures 23

Objectives

Seminary's objective is to introduce the features of the practice of advice to SMES by stressing particularly the nature of hired step and behaviour of the ruling teams faced with the consultants.

Acquired knowledge

- Know and understand the main tools and methods of strategy diagnosis in SMES / SMI
- Acquire relational competences necessary for the accompaniment of change in SMES / SMI.

Target competences

- Know how to identify the sources of met problems,
- Be capable to choose methods and tools according to identified problems,
- Know how to define a plan of study,
- To know how to interpret information to understand the involvement of the modalities of implementation of tools on the firm and its personnel..

Contents

It contains presentation and debates of 25 symbolic schemes, aiming at summing up some ideas force of a diagnosis of firm and consultant's job.

Approached topics:

- Organization (transverse processes, mode plan, sector,...)
- System of Information
- Behaviour of change
- Strategy of means - creation of value
- Engineering of Business
- Piloting of plan...

Bet in situation on different mini-studies of case among a dozen offered.

Job and restitution put together it for some, debate with all the participants for others.

Synthesis and conclusion

The basis is on 2 different cases of firms, intuitive building of a diagnosis method and restitution in the group. Exchanges.

Presentation of methods and tools of analysis are used during missions of advice in SMES.

Bet in situation on different cases is centered on financial and commercial functions.

Zoom lens is on the problematic of human resources in SMES. How the consultant has to arrests them? What does her position have to be? Bet in situation on different cases. Exchanges

Synthesis and conclusion

Assessment

Final Exam: Writings, 3 hours.

Nature of test: Case study (2 ECTS)

Assessment: Notation during educations, Case studies (1 ECTS)

0606238 - S4A - **International Seminar M2** (CM: 18 h - 3 ects)

Credits ECTS: 3

Lectures 18

Objectives

Existent dealers of foreign university keep the international seminars, and it is in 4 languages: English, Italian, Spanish, and German.

The students can make their choice among about twenty seminars, in variable contents every year.

Contents

FINANCE

- International Finance (Italian)
- Real Estate Finance (English)
- International Financial Management (English)
- Economy and financial markets of Latin America (Spanish)

HUMAN MEANS

- Development of the competitiveness of the European Labour Market and its Entities (Eastern Europe) (English)
- Leading role Communication and Motivation (English)
- Reached teach - Managing Conflict in the Workplace (English)
- Contemporary tournaments of Human Resources Management (English)

INTERNATIONAL

- El Comercio in los Paises Andinos (Spanish)
- International distribution and retailing in Central Poland and Europe (English)
- Managing Projects and Business Processes in has Global Environment (English)
- Introduction to relationship cross-country running-cultural (English)
- Multilateral Trading System (English)
- The Future of Emerging India (English)
- Governance and innovation in the chaines of global value - The sources of producers' international competitiveness of developing country (Spanish)

MARKETING

- Retail Marketing (English)
- The New Commercialization Challenges: To North American View (English)
- Advanced Marketing Management (English)
- Excellency in Customer Service (English and Spanish)
- Marketing Intended (English)
- Marketing Management (English)
- Venturing sucessfully in foreign markets: has tool for International marketing strategy and strategy and marketing (English)

STRATEGY

- Geostrategic Analysis of the International Environement (English)
- Managing Business Innovation : A North American Perspective (English)
- Strategic Management and Corporate Governance in Organisations (English)
- Coperative strategies (English)

OTHER TOPICS

- Leadership with a legal perspective (English)
- Business Ethics (English)
- Negotiation workshop (English)
- The Consultant's Background (English)

(This lesson is a part of more other trainings.)

2 lessons in the choice: see list on Master Management Optional Courses

S4A - Program EMSMO - Training period (Obligatory - 15 ects)

6 months training period from March

Master Management – Optional courses

The optional courses are offered in Master 2 in certain programs, which are common with the Master International Management.

Optional Courses besides the lessons of the different programs are offered also optionally.

These courses are opened subject to the number of registered students.

List of choice:

0602237 - S3A - Governance of the firm in development (CM: 23 h - 3 ects)

0604909 - S3A - Marketing of innovative plans (CM: 23 h - 3 ects)

0606275 - S3A - Intercultural Communication (CM: 23 h - 3 ects)

0606276 - S3A - Management in the countries of Oriental and Central Europe - PECO (CM: 23 h - 3 ects)

1116132 - S3A - Business English 1 (CM: 23 h - 3 ects)

0604910 - S3A - Business French 1 (CM: 23 h - 3 ects)

0604935 - S3A - International commercial law (CM: 23 h - 3 ects)

0601634 - S3A - International Management of human resources (CM: 23 h - 3 ects)

0606243 - S3A - Intercultural Management (CM: 23 h - 3 ects)

0602238 - S3A - Assemblage of alliances and partnerships (CM: 23 h - 3 ects)

0606244 - S3A - Risks Management and Sustainable Development in Europe 1 (CM: 23 h - 3 ects)

0606306 - S3A - International Business and Development 1 (CM: 23 h - 3 ects)

0603665 - S3B - Financial Simulation of plans (CM: 23 h - 3 ects)

0601635 - S3B - Management of human means in the firm in development (CM: 23 h - 3 ects)

0606295 - S3B - Management in Asia-Pacific (CM: 23 h - 3 ects)

0606299 - S3B - Management in the World Arab (CM: 23 h - 3 ects)

0604911 - S3B - Business French 2 (CM: 23 h - 3 ects)

0604932 - S3B - Business English 2 (CM: 23 h - 3 ects)

0603660 - S3B - International accountancy (CM: 23 h - 3 ects)

- 0102459 - S3B - European juridical Environment of business (CM: 23 h - 3 ects)
- 1216086 - S3B - LV2 German (CM: 23 h - 3 ects)
- 1416099 - S3B - LV2 Spanish (CM: 23 h - 3 ects)
- 1426078 - S3B - LV2 Italian (CM: 23 h - 3 ects)
- 0606246 - S3B - International Marketing 2 (CM: 23 h - 3 ects)
- 0606245 - S3B - Risks Management and Sustainable Development in Europe 2 (CM: 23 h - 3 ects)
- 0606307 - S3B - International Business and Development 2 (CM: 23 h - 3 ects)
- 0602240 - S4A - Accompaniment of entrepreneurial plans (CM: 23 h - 3 ects)
- 0602241 - S4A - Revitalization of intrapreneurial (CM: 23 h - 3 ects)
- 0604912 - S4A - Management of sales force (CM: 23 h - 3 ects)
- 0606247 - S4A - Management in Africa and Middle East (CM: 23 h - 3 ects)
- 0606248 - S4A - Management in America (CM: 23 h - 3 ects)
- 0606249 - S4A - Management in Peaceful Asia (CM: 23 h - 3 ects)
- 0601633 - S4A - Individual and collective negotiations in manager context (CM: 23 h - 3 ects)
- 0606305 - S4A – Social responsibility of firm in international context (CM: 23 h - 3 ects)

Markets

Professional markets:

The markets of the Master Entrepreneurship and Management of SMO are very important since they insert any structure having a plan of development, but by targeting SMEs particularly, the potential of growth of which is in general under promoted.

The ghost of missions entrusted to our awarding a diploma from their appointment is broad. Beyond generality, some recent and concrete examples:

CREATION from FIRM

- Creation of an agency of development of Internet sites.
- Creation of a society of management of renewable energy for the individuals.
- Resumption and reactivation of a mark and a model of watch.
- Creation of an agency of web design for firms of Maghreb.
- Resumption of the firm motor-coach operator family.
- Creation of an agency of investment and interim in the Loire for the jobs of production.
- Resumption of a firm of manufacture of seat for medical practitioners.

INTRAPRENEURSHIP

(means the student is involved in a firm where he/she has an own specific department for which he/she

is responsible):

- Autonomous development of a line of products devoted to the disabled persons.
- Reorganization of a family firm of pieces of furniture for a sourcing in central Europe.
- Comprehension and realization in subcontract of machines of packing.
- Creation of an independent musical quality-label and agent for musicians of Lyons.
- The creation of an agency of reception in Asia, diversification of a firm of Lyons.

MANAGEMENT BY PLAN:

- Responsible for a plan of development by frankness.
- Assisting plan for the comprehension of a logistical schema for the management of the waste of a big firm.
- Animation of artistic plans in partnership between the city of Lyons, and China.
- Responsibility logistics / quality in a firm of medicament.
- Responsible for computer plan for one SMES.

CONSULTING / ACCOMPANIMENT

- Consultant in an office of intercultural management.
- Accompanying for creators of firm.
- Consultant in the office leader in public plans.
- Adviser specialized in the financing of the small innovative firms.

Partnerships

Establishments:

Convention with The Polytechnic Institute of Lyon

IAE gives possibility by convention with IPL to certain students of the four engineers' schools members of the IPL, (CPE, ECAM, ITECH ISARA) to enter program EMPMO as part of a programme bi - awarding a diploma. The interested students have to get closer to their respective schools for the particular modalities of selection.

Firms:

CJD Centre of young persons leaders of firm, region Rhône Alps and section of Big Lyons. Its members bring their vision of the entrepreneurship, management and development of the firm. OSEO, South Est network, deals with the accompaniment, financing and innovation parts.

Domains Erasmus:

Management of firms

1.2. SUMMARY OF THE INTERVIEW WITH ALAIN ASQUIN

„ We believe, it is a spirit, it is a way to live, a way to be critic in front of the system.”

(Alain Asquin)

Alain Asquin is a teacher, who is the responsible for the Master Entrepreneurship and Management of SMO at University Jean Moulin Lyon3, at the IAE.

They enroll people from all the countries, who have enough experiences, knowledge, and who want to take through his/her parents' company later on etc. They focus only for the fifth year and ask people to go through their programme, which they are in and after come to them, so they are already actors, which is a good point for the teachers.

They have 25 students, but they would like to increase this number for 30. Not more, because it would have a negative effect on the close relation, which they have now.

There is a professional relation between the students and him and they get responsibility to give their best during their studies.

There is also emphasize on what happened during the seminars, teachers tell him about what is innovative, new in their lessons. What they do is free for each of them, but he wants to know, how they try to make it on an innovative, better way.

50% of the lecturers are very open-minded academics, 35-40% are professionals, who are also open-minded. 10-15% are guests, who just come 1 or 2 times to discuss about what they have lived.

During the course, students are motivated to be critic, speak about their opinion. The content of courses is given to them and also some well-sorted academic papers. They have to work on the content before they come to the seminars, because each seminar takes 3 hours, so it is needed to prepare themselves before to discuss efficiently the given subject.

The assessment usually consists of writings, work on case studies.

They believe, entrepreneurship is a spirit, it is a way to live, a way to be critic in front of the system and through the courses they try to inspire students to be entrepreneurial, be able to re-question, try to construct something and simultaneously see what is around them and paste that to the surrounding, which is very important for an entrepreneur.

Students considered their teachers competent people and they are satisfied with the process in his point of you. From teacher sight, each time it is a challenge, he can not know what will happen next time, at the next seminar, and he told he has to be aware each year.

1.3. SUMMARY ABOUT THE STUDENT QUESTIONNAIRES

Insight into the Entrepreneurship and Management of SMOs Master2

According to the questionnaires, students generally feel the courses prepare them well for entrepreneurship. They think it is a big advantage that students come from different regions, countries, which diversify the learning period and they can learn more from each other. On the other hand, most of them experienced and motivated who come here.

There is close relation between teachers and them which works well and they are satisfied.

During the courses, students mainly work on case studies, participate in discussions of different topics helping to have own opinion, to be entrepreneurial.

They get the learning materials before the seminars and they have to work on the content before they come to the seminars. Sometimes, it is difficult for them to handle their tasks of school in parallel their outside life (work etc.).

The assessment usually consists of writings, work on case studies and tests.

Almost all the competencies of the table are found in the curriculum by them .

Students think the teaching process work on good way, which thanks for the educators and the courses are very clear for them. Only a few students mentioned, that they are not enough pleased.

However, mainly those students are planning on becoming an entrepreneur and start-up a business or take through (the parents') company after graduation, who have entrepreneurial family background, positive examples in his/her surrounding or have already a firm.

In the view of competences/skills, which performed in the list of the questionnaire, some students indicated that most of these skills are important.

They mentioned most time the followings:

- Market orientation
- Recognizing and seizing opportunities
- Teamwork
- Leadership
- Managing
- Planning and organizing
- Vision
- Self-confidence
- Reflection

They rarely or never mentioned:

- International orientation
- Negotiation
- Result orientation
- Emotional stability

They think that almost all the competences could be found during the program, mainly the following competences:

- Market orientation
- Recognizing and seizing opportunities
- Communication
- Teamwork
- Leadership
- Analyzing problems
- Managing
- Self-confidence
- Reflection

Students do not want to add other skills to the list.

1.4. STRONG AND WEAK POINTS OF ENTREPRENEURSHIP EDUCATION

Strengths:

- Honest with students
- Really connected in the community
- Reactive – Students are very appreciated of that, they do it on a professional way, since the programme has running (1988)
- They are known in the community (but not known in the whole country)
- They have one of the 10 best masters in France, but what I want to people recognize there is quality here, and there are some others, where are not good qualities. My problem is that I can not make the difference to review of the students. It could be seen by people who are in the business. They will understand the difference and not at the moment when they are students.

Weaknesses:

- Difficult to coordinate
They have about 13 different courses with for each one, between 3-4 teachers and it is not easy to see what is going on to have an overview about the quality.
- They do not measure enough the work what they give students. Sometimes students have a lot of things to do in the same time, but they will improve it.
- Detect more people to operate, overhead of the project
- Good program, but lack of promotion

2. ESPACE ENTREPRENDRE

2.1. ANALYSIS OF DOCUMENTS

Espace Entreprendre is a department of the university, which is financed by the region.

Espace Entreprendre is a place where students can go and talk about their real business projects and not about theories. Anyone can go there, student, teacher or other people who work at the university and discuss about the project and see how the Espace Entreprendre can help him or her.

One of their aims is to follow people projects and it is also help to find the place, person who they need for their projects and which suits them the best. It was established 3-4 years ago. The responsible person (Laurence Herpelinck) of Espace Entreprendre played a relevant role in establishing the Club because it was very difficult to help students who were not there to ask her for it.

On one hand, the school should communicate it better, because it is not a common place, where people just go spontaneously.

On the other hand, people are not used to come and talk about their projects and usually they have an idea, but they did not speak about that and it just stay on the stage of idea. That's why she asked an ambitious student to help her to make the Club of Student Entrepreneurs of Lyon3, because for students, it is easier to make contact with a student club, like this, than just contact directly her. But the Club needs her services, her help. For examples, she offers help in the projects, organize some cocktails for the events...etc..

2.2. SUMMARY OF THE INTERVIEW WITH LAURENCE HERPELINCK

Laurence Herpelinck is not a teacher, but the responsible for Institute for Espace Entreprendre, which is a department of the University Lyon3, so the summary is made in connection with this department, not with some concrete course or module.

The Espace Entreprendre is a very important place for students, who are interested in entrepreneurship developing enterprise at University Lyon3. It was design to be entrepreneurial, totally different: meeting people, students can speak about their own project, they get help for that, they could meet with entrepreneurs and other important professionals from the "real" life. They can taste into what entrepreneurship means in practical way.

The most appreciablest competencies/skills, which are mainly developed, are the following: Creativity, self-confidence, the ability to make contacts people in the professional life and to be critic.

This department helps every students from different majors, who are interested in entrepreneurship to

get more knowledge and experiences on this field, also for those whose study does not connect with it, but have an own idea, project. Here an expert (and by her contribution more external professionals) helps them to realize their vision. Thanks for the diversification on students' majors, this place offers more opportunities for everyone to build their network and expand their knowledge on various fields as well. Students are inspired to be entrepreneurial and they are satisfied, which is very important in my point of view.

2.3. SUMMARY ABOUT THE STUDENT QUESTIONNAIRES

Insight into the Espace Entreprendre

According to the questionnaires, students, because it is their choice to bring their project here, are motivated and they are planning on becoming entrepreneurs. They work on their projects, sometimes together with others, but here is also true, that mainly those students are more ambitious and desperate, who have a sample in front, in the family or the round of friends.

It is relevant to have this place, where they can get the aid for their plans by an expert, they can gain a lot of friends form different fields of study. They think it is an advantage for them, in the aspect of present and future. Most student think that Espace Entreprendre deals with entrepreneurship very well and it improves their particular skills, furthermore, this activity prepare them well to be entrepreneurs, because it helps them to find the necesy contact, build network and gives the missing knowledge, what they did not get in the school.

In the view of competences/skills, which performed in the list of the questionnaire, some students idicated that most of these skills are important.

They mentioned most time the followings:

- Recognizing and seizing opportunities
- Planning and organizing
- Teamwork
- Vision
- Self-confidence
- Managing
- Leadership

They rarely or never mentioned:

- International orientation
- Strategic orientation
- Result orientation

- Emotional stability

They think that almost all the competences could be found during the activity of Espace Entreprendre, mainly the following competences:

- Recognizing and seizing opportunities
- Teamwork
- Managing
- Analyzing problems
- Communication
- Self-confidence
- Reflection

Students do not want to add other skills to the list.

The students are satisfied, because here they can get help for execute their ideas within a project, encourage creative thinking and get in contact with the professional life.

2.4. OBSERVATION OF FINAL COMPETITION

General information:

Visited: Association CEEL3 (Club of Student Entrepreneurs of Lyon3) and Espace Entreprendre, University of Jean Moulin Lyon3

Grade: Final Competition; Optional activity; For students who are members of the Club or just develop their projects by helping of Espace Entreprendre

Date: 07.05.2008

Give an objective description of the learning activities.

How many students are present: 5

How many teachers are present: 1+ Jury of experts

What do the students have to do, which activities take place:

5 students got into the Final Round of Entrepreneurship Competition of Lyon3 who present their project plans in front of a jury of experts. They have already selected and now they get an opportunity to present it for real professionals who award them one by one and the owner of the best project idea is supported by 1500 euro to execute his project and they give suggestions for the second and third best.

The topics of presentations:

1, APREM's in disco

Organization of events for teenagers (13-17 years) in disco at the end of the afternoon, and proscribing alcohol and cigarette

(Presented by a second year student on Economics & Management of IAE)

2, ACT'EMISS

Services and advices allowing to SMEs' the reduction of their overheads in a reduction of their greenhouse gas emissions

(Presented by a student on Entrepreneurship and Management of SMO Master2 of IAE)

3, A.J.P.I. Association for international criminal justice

Creation of scientific collaborate links between the faculty of Right of Lyon3 and international criminal jurisdiction for internships, conferences and trips of studies.

(Presented by a student on Criminal Right Master2)

4, RAMON PISTOULI

Promotion of urban art and artists' support by the broadcasting of their opening to the bio textile industry (sell T-shirts made of bio textile with creations of young urban artists)

(Presented by third year student on Private Right)

5, DECOLO BOBO

Publication of a free magazine on decoration and ecology to sensitize the readers to the eco-citizenship
(Presented by a student on Occupation of Medias Master2)

Where does the observed learning activity take place:

Within the school

Explain where: In the theatre room of University Lyon3

Which facilities are present?

-Presentations of the student entrepreneurial competitors supported by projector, laptops, sound and light techniques

-Portfolio with information and advertisements for guests

-Presentation of a report film made by the Club of Student Entrepreneurs of Lyon3:

The members of the Club made more short interviews with students about their vision on entrepreneurship, how they define it etc.

-Remuneration of the participants

What is the composition of the group (who are participating)?

The students, who present their project plans, come from different courses and in their different year and they have already selected.

The jury is formalized by external experts who are willing to support entrepreneurial students in their projects

Who is leading the learning activity?

There is one teacher (coordinator), Laurence Herpelinck, who is responsible for the "Espace Entreprendre". She is the housewife of the event and partly some members of the Association CEEL3 who organized this program.

Is during the learning activity mentioned which competences (/skills) are handled?

If yes: which competences are mentioned?

Communication, team work, presentation and organizer skills, creativity.

In which way and to what extent do the students need to collaborate during the learning activity?

Students have to collaborate with each other:

continuously – often – regularly – sometimes – never

Give an example:

It was needed to prepare and transact the programs.

Students have to collaborate with entrepreneurs or experts from the vocational field

continuously – often – regularly – sometimes – never

Give an example:

The projects of students are based on reality, they have to make contact the professional life and gather data for the financial planning and the other parts as well.

To what extent do students have to work individually?

continuously – often – regularly – sometimes – never

Give an example:

They worked on their own projects what they can present now.

They got support if they needed it, but they had a lot of individual works to develop their ideas and gather the information needed.

To what extent do the students have contact with entrepreneurs?

continuously – often – regularly – sometimes – never

Give an example:

During their works, they asked information from them and during the event, they get feedback and the bests will get awards from some actors of professional life (Banque Populaire, Crealys, Auxime, OSÉO, Chambre de Commerce d'Industrie Lyon).

To what extent does reflection on the development of the students take place?

continuously – often – regularly – sometimes – never

Give an example:

After every presentations, the experts propose questions and at the end of the competition they tell them their opinion in parallel with awarding.

What is the result or outcome of the learning activity?

This is the final round of the competition where they can try out themselves by presenting their plans to a jury of experts which contains a representative of a well-known French bank. The best project plan is supported by 1500 euro's prize offered.

2.5. STRONG AND WEAK POINTS OF ESPACE ENTREPRENDRE

Strengths:

- Practical
- Workshops by experts/professionals and not by teachers
- Students can come from different majors, which diversify this place and offer more opportunities for everyone to build their networks and expand their knowledge on various fields.

Weaknesses:

- Sometimes during the workshop there were not enough case studies.
- There is not enough "promotion" for the activities of Espace Entreprendre at the university.

3. CEEL3 - Club of Student Entrepreneurs of Lyon3

3.1. ANALYSIS OF DOCUMENTS

The Club was created in February. Of course they have been working on it before, but 6 February 2008 was the official date .

The profile of the Club is to gather the maximum of students who are willing to make business in the future and have developed entrepreneurial qualities. Their main goal is to bring awareness of entrepreneurship and then try to help students who have plan for their own projects by organizing some workshops (how to do your project, where to find financial help) and their third goal is to develop a network which gathers not only the students, but alumnis who are professionals now and also business people. It could be immediate help for students to go all by themselves and contacts different business professionals, so that's way they do it as a club. Students can contact them as a member of an association and they will be taken more seriously by external actors.

They have started it for not so long, because of it, they have to develop their contact with entrepreneurs, but they have already had some meetings and events, where they could meet with professionals. They are cultivating it on a dynamic way, thanks for the help, what they get from the Espace Entreprendre, a department of the University Lyon3.

Competences/Opportunities what could be given by the Club

- Gate to know each other

There is a big difference between the business schools and the universities where could be taken courses on economics.

The university is a big place, where generally students do not know a lot of people, there is no a lot of common things, so if the student is not a very sociable student, (s)he will be all by him/herself and the courses what (s)he take are mainly theoretical.

What they do is first of all to gather students to get know each other, student who has the same interest about building projects.

- The second is to gain self-confidence.

If they are with those students who have the same interest, they can gain more confidence in what they do. There are a lot of people, who has not got any entrepreneurs in the family, who has not so many contacts with these people, for who is a new thing. By having a club, they create this.

- Students can take responsibilities in the Club.

They designed this Club as a company so they have different tasks, which they give to their members with all its responsibility and students develop it by achieving their tasks.

How can they help for those students, who bring their own project to the Club?

They are not teachers or experts. So what they could do first, according to Mohammed Ammar (the president of the Club), is "to listen to him/her, what is his/her project, because usually it is a problem that people do not listen and not interested in others projects, thoughts. It is general thing in France, because entrepreneurship is a strange thing for them".

Secondly, they try to direct him/her to those institutions, which could help him/her and suit to his/her needs. There are a lot of institutions which could help them if they have an own project (chambre of commerce, banks..). These things are known by the main members of the Club, but the most of the people do not know it, because it does not taught at the university. They just deal with theoretical issues.

However, if someone's project is not well developed, they can tell them to work more on that, but it is not their responsibility to take care about others' project.

Activities

Workshops: "seance expert"

It is a concept designed by students themselves. They say they have needs and then they identify what they need as workshops, and they have to find the experts to come and talk about it. These are not teachers who are going to say what the students need, its their technic to say they need, for example, work on the financial aspect, or business plan aspect or network, so the needs come from them and they ask expert people, mainly Espace Entreprendre which helps them and then they try to find those experts who could help them on the found subject.

Till this time, they have had 3 workhops, all of them were with full of people who were interested in these.

They organize these events at the University Lyon3 and the attendance usually is higher than on normal school lessons, according to Mohammed Ammar.

Examples for projects

There were 5 projects of the Club, some of them are mentioned in the following:

- Creating a book store and a "wear"-house (where student can buy different clothes with the logo of the University to promote it) at the University Lyon3, because it is not exist yet and in France it could not be found any university which deal with this kind of products to produce and sell them.

The University Lyon3 is a public university and recently there have been some laws which enable the university to manage its own resources, so they are going to start a liberalization, which do not means privatization, just they start to manage and develop their resources and in this aspect the Club try to have this book store and clothes shop.

- The own project of Mohammed Ammar is about help the small and medium companies to develop

their activity in abroad. Because the big firms present and do their activities in abroad, but the others operate only in France, which is the result of the French culture.

- 28 May: Final contest of Lyon3 Entreprendre, which is organized by Espace Entreprendre.

Structure

Mohammed Ammar is the president of the Club. He is the head of the board which has 10 members called administrators. This board makes the main decisions about what the Club and staff should do. In the staff, they have a General Manager, Director of Human resource and Administration, Financial director (they have not had yet).

Financing

The Club is financed by the support of Espace Entreprendre and the government, (the city hall). They provide the place for office of the Club, the computers and finance the operation of the Association, which does not cost so much.

CEEL3 as a member of a worldwide network

The CEEL3 is a part of a bigger international network, which started from Canada, 15 years ago. Every universities and higher education institutes have an own entrepreneurship club there. It is a big institutional network which is known by every academics and it works very well. By the help of this institution, students are initiated and know about entrepreneurship in their early age, after secondary school. It help them to develop their own project in time and they go to the university not only to get the knowledge to fill a good vacancy, but to start-up their own business.

After the successful start in Canada, it was spread to Europe and Africa. For now, there are only French speaker countries, because they have a strong French culture and they wanted to develop it in other similar countries.

Now, there are about 10-15 clubs in France, 20 in Belgium and a lot of dynamic clubs in Africa in different countries. There are about 12 countries where you can find these clubs and the total amount of the clubs could reach 250.

But in France, it does not work on the best way compared with for example in Africa. Here, there is a big gap between business schools and universities, there is no contact between them. That's why it is difficult to promote entrepreneurship in France.

3.2. SUMMARY OF THE INTERVIEW WITH MOHAMMED AMMAR

Mohammed Ammar is a student and not a teacher, but the president and charter member of the Club of Student Entrepreneurs of Lyon3.

The summary is made in connection with the Club, and not with a concrete course or module.

The CEEL3 operate as an association, which is financed by the region and the government and supported by the Espace Entreprendre, a department of University Jean Moulin Lyon3, and which is a part of a bigger international network, which started from Canada.

The mission of CEEL3 is to gather students who are willing to make business in the future and have developed entrepreneurial qualities. They bring awareness of entrepreneurship and then they try to help students who have plan for their own projects by organizing some workshops and consultancy. They also develop a network which gathers not only the students, but alumnus who are professionals now and also business people.

They inspire the students to be entrepreneurial, bring their projects, speak about that and execute their ideas if those are viable.

They offer a gate to know those people who has the same interests and on this way they could increase their self-confidence.

The Club takes responsibility for them by preparing to the professional life. The main positions, the board of the association (President, General Director, Director of Human resources, Financial director...) are composed by the students and they develop themselves by achieving their tasks.

3.3. SUMMARY ABOUT THE STUDENT QUESTIONNAIRES

Insight into the Association Club of Student Entrepreneurs of Lyon3

The result of these questionnaires is similar to the research result of Espace Entreprendre, because there are more student, who participate in both activity, and there are some, who chose only one of them. The cause is that there is very close relation between the work of the Association and the Espace Entreprendre and not everybody has enough time to take a part of every tasks and activities.

According to the questionnaires, students, because it is also their choice to be a member of the Club, work on their project and participate in organizing common programs, work out common projects for the Club, are motivated. They are not just planning to become entrepreneurs but there are some of them who have already had a company or have business plan.

They evaluate this Club as an advantage, where they can meet with a lot of different people, who have the same interest, which is very useful for them. They realize the importance of the network building, they think it could help them to be successful later on in their own business. On the other hand, some of them have common project with another member of the Club, which opens new ways for both of them. But we can say that those students are more ambitious, who have already seen entrepreneurship as an opportunity in the family. However, there are some, who just joined because of friends, network, getting know new possibilities and broaden their knowledge. It is popular in France to join, to participate in work of associations and they are interested in this subject.

There is a student, who has already a company on the field of media, and jointed to the Club to broaden his network and work out new projects with other members in the future.

He also gave a presentation one time for the other members to show them to start-up an own business is possible and it works. On this way he tried to motivate those students, who hesitate or have fear of the failure and encourage those, who are near to the start line.

Next to the help for their projects, they can "drive" an association's life, improve it, gain friends form different fields of study. They feel it helps to make them to be more entrepreneurial and develops their skills.

In the view of competences/skills, which performed in the list of the questionnaire, some students idicated that most of these skills are important.

They mentioned most time the followings:

- Market orientation
- Recognizing and seizing opportunities
- Planning and organizing
- Teamwork

- Vision
- Self-confidence
- Managing
- Leadership
- Communication

They rarely or never mentioned:

- International orientation
- Strategic orientation
- Emotional stability

They think that almost all the competences could be found during the activity of the Club, mainly the following competences:

- Market orientation
- Recognizing and seizing opportunities
- Teamwork
- Negotiation
- Managing
- Analyzing problems
- Communication
- Vision
- Result orientation
- Self-confidence
- Reflection

Only one student want to add other skill to the list, the determination.

The students are very satisfied.

3.4. OBSERVATION OF MEETING OF CEEL3

General information:

Visited: Association CEEL3 (Club of Entrepreneur Students of Lyon3), University of Jean Moulin Lyon3

Grade: Meeting; Optional activity; For students who are members of the Club

Date: 07.05.2008

Give an objective description of the learning activities.

How many students are present: 8 (generally 6-10)

How many teachers are present: 1

What do the students have to do, which activities take place:

Two students (the director of the Club and his assistant) presented their idea about how to improve the club, gain more member.. etc. doing it by the help of a projector and laptop. They made more hard copies of the contents of their presentation and the main documents which were developed.

Where does the observed learning activity take place:

Within the school

Explain where: In a smaller classroom and the tables were put incircle by them to help the communication between the participants

Which facilities are present?

Presentation with projector and handouts

Interactive meeting

Discussion between those who are present

What is the composition of the group (who are participating)?

The students come from different courses and in their different year, who frames the board of the Club and who are intrested in the improvements of the Club (members).

Who is leading the learning activity?

There is one teacher (coordinator), Laurence Herpelinck, who is pesponsible for the "Espace Entreprenre", but she is mainly just help them in their work. The leaders of the activity were the director and his assistant of the Club who are students at the University Lyon3 in the same time.

Is during the learning activity mentioned which competences (/skills) are handled?

If yes: which competences are mentioned:

Communication, team work, presentation and organizer skills, creativity, keeping a meeting

In which way and to what extent do the students need to collaborate during the learning activity?

Students have to collaborate with each other:

continuously – often – regularly – some times – never

Give an example:

They discuss every main point, give suggestions. They have to solve the problems to improve the Club and prepare for the events which are organized by themselves.

Students have to collaborate with entrepreneurs or experts from the vocational field

continuously – often – regularly – some times – never

Give an example:

The projects which they work on and are their own "mission", are always connect with the vocational field and market. They have to make contact the different actors of the professional life and try to find the way to cooperate with them.

Often, they give suggestion and make researches for companies which want to begin a business in Lyon about how to do it... etc.

To what extent do students have to work individually?

continuously – often – regularly – some times – never

Give an example:

Everybody has an own project which he/she works on, next to their responsibility to improve and run the Association.

To what extent do the students have contact with entrepreneurs?

continuously – **often** – regularly – some times – never

Give an example:

They want to achieve their goals with their projects, and on the other hand they work also as a kind of consultancy for entrepreneurs and make some research for their demand to start-up a business in Lyon.

To what extent does reflection on the development of the students take place?

continuously – often – regularly – some times – never

Give an example:

During the meetings, this is a part of the discussion.

What is the result or outcome of the learning activity?

They made the presentation, evaluated their plans and they were satisfied with the results. They are really intrested in the life of the Club and try to do their best to find the way how it could be more and more successful.

I think it is a great practice to learn how to be more effective in their activity, how to organize the Assosiation's life and feel themselves real entrepreneurs with its responsibility. However, they work individually and after discucced their thoughts during the meeting, their "coordinator" also try to help them what should they change in their plans, how it could be more successful in her opinion. On the other hand, which, I think, is very important that the dicision making in their hands.

3.5. STRONG AND WEAK POINTS OF CEEL3

Strengths

- Students are given much attendance
- Students get help to execute their ideas
- Opportunity to build network within the school and outside of that, in the professional life

Weaknesses

- There is no enough contact with others to promote the Club. Now, it is not enough known, there are only about 20-25 members.
- It needs to spend more time with them on their projects.
- It needs more programs out of fields, having party to know each other on another way, in another aspect.
- There is no common website, which is needed, as Facebook. blog, newspaper would be also useful.

Appendix

Appendix 1. – Interview with Alain Asquin

Alain Asquin, University Jean Moulin Lyon3

Institute d'Administration des Entreprises /IAE de Lyon

Responsible of the Master Entrepreneurship and Management of SMO

Date of interview: 21.05.2008.

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Alain Asquin is a teacher at Institute of Business and Management, University Jean Moulin Lyon3. His education field is entrepreneurship and he is the responsible person for the Entrepreneurship and Management of SMO Master2 course.

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

Master2, but is only the feature, we do not like it.

Is the course optional or obligated for the students?

There are some, which is obligated, but you can also find some, which is optional.

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

We enroll people from all the countries. Those people who have enough experiences, knowledge, because we do not want to see entrepreneurship from only a theoretical point of view, but people who want to get more knowledge on project management, entrepreneurship or who want to take through his/her parents' company later on, we offer it.

We want to focus only for the fifth year and ask people to go through, to quit their program, which they are in and after come to us. It is a decision for them to quit their program, and after if they feel

they have enough mobility and they are looking for this knowledge, they know their needs and have experience, come to us. They are already actors, which is a good point for us.

We have 25 students, but we would like to increase this number for 30. Not more, because we are in a very close coaching relation with them, and that's way is a question of level. We do not want to increase it so high, because it would have an effect on the relation, it would not be the same like now.

We are persuade to have some engineers, people who are intern to create a new business, who already in an enterprise, intrapreneurs ("entrepreneurs inside", corporate), and who wants to coach entrepreneurs.

They are at a business or think about setting up a business, that' way they spend just half a week at school and during the other half, they could do their tasks, work, so they get a lot of outside work.

Which didactic principles are on the base of this course?

Discussions, work based learning

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

There is a professional relation between the students and me and they get responsibility to give their best. I expect them to give their best, what happens in small firms. Sometimes you can feel you are the boss, but not..

And I also ask my teachers to tell me what happened during their seminars, what is innovative, new in their lessons. What they do is free for each of them, but I want to know, how they try to make it on an innovative, better way.

During the course, we push our students to be critic, "what's your opinion about that?", "what do you do about that?".

On the other hand, there are students whose parents own a company, which has not international wings. We are developing an international side of these companies, we aid students to develop a project, set up a new business at international side.

Which learning activities take place?

The content of courses is given to the students and I also give them well-sorted academic papers and ask them to try to understand what happens in these. Some methodologies are also given of course, and they have to work on the content before they come to the seminars. I like to make the seminars open, and dynamic. I do not like when it looks like a "presentation", it is boring, I would like to make it "two-sides", bilateral. Each seminar takes 3 hours, so it is needed to prepare themselves before to discuss the given subject.

During discussions, the whole class participate in, sometimes I separate them two opposite parts, they get 10-15 minutes and after they have to argue next to their point of view and convince the other part, or just evaluate a final result.

What does the assessment consist of?

The assessment usually consists of writings, work on case studies.

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

50% of the lecturers are very open-minded academics. They are usually better in professional topics, than “professionals”, because they know what happens in the professional world, which could be thanks for their extra activities what they do, for example consultant (most of them). They are also competent in teaching, they know how to structure a lesson or seminar and do not have to run after the seminar to arrange their own business, so they are needed.

35-40% are professionals, who are also open-minded. They have been selected and they are here for years (3-5 years). They are open to students and sometimes mentors for training to them, even if they do not pay for that.

10-15% are guests, who just come 1 or 2 times to discuss about what they have lived, but not more because it would be repetition, as follows boring.

Entrepreneurship and competences/ skills (Essence of the interview)

How would you define entrepreneurship

It is a very open word. You can say “someone who creates a business”, but it is more diffused in France. There are a lot of associations here and people are entrepreneurs out of the company, but not maybe in the company. We have to give importance, spirit of entrepreneurship, even if people will not create a company. You can be entrepreneur on many different ways. We believe, it is a spirit, it is a way to live, a way to be critic in front of the system, but people like what is quantitative, what is easy to see.

We push our students to be critic, “what’s your opinion about that?”, “what do you do about that?”.

Some people say that one who is the victim of the system, or who think about the system. My opinion is not that. It is a way to be in front of the world and the world is critic. From project management to create a business, we have a lot of things.

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

Critic attitude,

Ability to combine resources and competences,

One who is not thinking and then acting, but thinking and acting, acting and thinking so these two attitudes cannot be separated,

One who has a dream of a project, who is looking for something. On academic way, we say theorology, you have to say something about where you want to go.

One, who wants to be someone in the system.

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

Being entrepreneurial.

We can say that there are 3-4 creations after the course in the coming months, there are also some in 2 years, and of course there are some who will never start up a business, just work for example at banks...etc.)

Are there competences/skills defined?

I cannot give you all of them, but I try to sum up the main competences.

1, The ability to make a new question in front of the system, the critic spirit, which means do not take everything as guaranteed. See what methodology is behind, which based on complex thinking, complexity, to make connections. Our courses tell about that. Be able to re-question, what people never do.

2, Be an architect – construct something on own way

I try to be solid with my students and ask them to give arguments.

3, be social actor/politics – do everything in the system, see what is around you

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 Alain Asquin are:

Vision – What I will make with the opportunity

Strategic orientation – Approach of the business

Open-minded (it was not in the list, but similar meaning with Reflection) – Way to accept critics, “Are you a learning entrepreneur?”

Teamwork

Managing – Inspire confidence with people

Experience and Perception (Essence of the interview)

Can you indicate how students deal with this module?

One of the first time when they considered us (teachers) competent people, even if the knowledge estimation of the content is not always the best. They feel that the training is very good and they are satisfied with the process.

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

Be critic

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

I have been running this program for 10 years, and each time I do not know what will happen, and it is a good feeling after a lesson, that I can tell myself “oh, it was a good seminar”.

I can resemble it, when you are a wine-maker. You do not know each time what will happen, but you have technics, background, climate..., so more what you know, but it will be excellent or not, you do not know. You have to be aware each year.

Can you point out a couple of strong and weak points of this module from your point of view?

Strengths:

- Honest with students
- Really connected in the community
- Reactive – Students are very appreciated of that, we do it on a professional way, since the program has running (1998)
- We are known in the community (but not known in the whole country)
- We have one of the 10 best masters in France, but what I want to people recognize there is quality here, and there are some others, where are not good qualities. My problem is that I cannot make the difference to review of the students. It could be seen by people who are in the business. They will understand the difference and not at the moment when they are students.

Weaknesses:

- Difficult to coordinate
We have about 13 different courses with for each one, between 3-4 teachers and it is not easy to see what is going on to have an overview about the quality.
- We do not measure enough the work what we give students. Sometimes they have a lot of things to do in the same time, so we will improve it.
- Detect more people to operate, overhead of the project
- We are good, but we have to let people know about us - promotion

Appendix 2. – Interview with Laurence Herpelinck

Laurence Herpelinck, University Jean Moulin Lyon3

Espace Entreprendre

Responsible of Espace Entreprendre, Lyon3

Date of interview: 20.05.2008.

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Laurence Harpelinck is the responsible person for Espace Entreprendre, which is a counselling department for students.

She has a master in economics and she worked on development of local enterprises in Belgium. She participated in a European project in which an organization was created, called European Centre for Entrepreneurship and Innovation (CEEI - translated into English). She was one of the responsible of this business centre.

She played a relevant role in establishing the Association CEEL3.

Laurence Herpelinck is not a teacher, due to that some questions couldn't be regarded to her position.

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

Not related

Is the course optional or obligated for the students?

Not related

How is this course (in this case the Espace Entreprendre) set up? (What is the course/institute about?)

What does Espace Entreprendre?

Practical aspects

How to develop the students' own ideas, business plan, project

Give help to reach their aims, give needed contacts for their projects

Which didactic principles are on the base of this course?

Not related

What is the goal of this part of the curriculum (the department in this case), what are the students trained for?

Mission:

Make the students aware how entrepreneurship, enterprises works, how it should proceed

Be entrepreneurial

Way to make new contacts (for example with a professional who came from a bank)

Which learning activities take place?

Workshops

We invite external experts for different practical aspects (financial, how associations work, business planning), who begin with a short theoretical overview about the subject in 15 minutes and after the students ask them, mostly about the students' own problems regarding to the subject.

(It has already been mentioned in the interview with Mohammed Ammar, because the operations of the Espace Entreprendre and the Association CEEL3 are close-knit. The association is mainly a frame, which help the students' work and offers more advantages, which is in short supply, if they would not have it.)

Interviews face to face

Students bring their projects to discuss about it. They try to prove why that is viable, and explain how they analysed the market before (if they did), why they think their project could be successful, how their plan is... etc.

What does the assessment consist of?

Not related

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

Not related

Entrepreneurship and competences/ skills (Essence of the interview)

How would you define entrepreneurship

Actions leading to a viable project

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

Self development, Achievement, Assertivity, Self-employment, Free

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

Being entrepreneurial

Are there competences/skills defined at Espace Entreprendre?

Creativity

Self-confidence

To be able to make contacts people in the professional life

To be critic

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 Laurence Herpelinck are:

Recognize opportunities and acting on it

When students develop their business plan, firstly they should ask themselves:

"Is it a real good idea? How can I check it by available information?"

Self-confidence

They usually ask themselves: "Does it a good idea to start-up a business in a young age?"

Teamwork

They help each other during their projects, they need to work together with other students and also work together with experts.

Market orientation

The first question, what I ask them when they bring their project is they did check the demand on the market or not.

Leadership

Experience and Perception (Essence of the interview)

Can you indicate how students deal with this module?

Students felt the activities were interesting and useful.

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

Pro activity, self-confidence

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

Positive

Can you point out a couple of strong and weak points of this module from your point of view?

Strengths:

- Practical
- Workshops by experts/professionals and not by teachers
- Students can come from different majors, which diversify this place and offer more opportunities for everyone to build their networks and expand their knowledge on various fields.

Weaknesses:

- Sometimes during the workshop there were not enough case studies.
- There is not enough "promotion" for the activities of Espace Entreprendre at the university.

Appendix 3. – Interview with Mohammed Ammar

Mohammed Ammar, University Jean Moulin Lyon3

Student and the President of Association CEEL3

Date of interview: 18.05.2008

Email HYPERLINK: asso.ceel3@gmail.com

General information about the interviewee

Mohammed Ammar is a student at University Jean Moulin Lyon3, he came to France after his secondary school in Ethiopia. He had 2 years in the major of economics and then he changed and went to study political science. He is one of charter member and also the president of the student business club named Association CEEL3 (Club of Student Entrepreneurs of Lyon3).

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

Not related

Is the course optional or obligated for the students?

Not related

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

What does CEEL3 (Club of Student Entrepreneurs of Lyon3)?

The profile of the Club is:

- to gather the maximum of students who are willing to make business in the future and have developed entrepreneurial qualities
- to bring awareness of entrepreneurship and then try to help students who have plan for their own projects by organizing some workshops (how to do their projects, where to find financial help)
- to develop a network which gathers not only the students, but alumnis who are professionals now and also business people.

It could be an immediate help for students to go all by themselves and contact different business professionals ... so that's way we do it as a club. They can contact them as a member of an association and they will be taken more seriously by external actors.

Which didactic principles are on the base of this course?

Not related

What is the goal of this part of the curriculum (the association in this case), what are the students trained for?

Students get an opportunity to work on their own (business) projects by the help of the Club members. They also can build their network, which offers help for them now and could be very useful in their professional life in the future, because they meet people who has the same interests, motivators and goals.

Which learning activities take place?

Workshops: seance expert

It is a concept designed by students themselves. They say we have needs and then we identify what we need as workshops, later on we have to find the experts to come and talk about it. The needs come from us and we ask expert people - mainly the Espace Entreprendre, which helps us - and then we try to find those experts who could help us on the found subject. Till this time, we have had 3 workshops, all of them were with full of people who were interested in these. We organized these at the University Lyon3 and the attendance was higher than on normal school lessons.

On the other hand, the Club has more different projects, which are developed by students. It has been about 5 projects of the Club since the beginning.

Examples for projects:

- Creating a book store and a "wear"-house (where you can buy different clothes with the logo of the University to promote it) at the University Lyon3, because it is not exist yet and in France. You won't find any university which deal with this kind of products to produce and sell them.
- My own project is about help the small and medium companies to develop their activity in abroad. Because the big firms present and do their activities in abroad, but the others operate only in France, which is the result of the French culture.
- 28 May 2008.: Final contest of Lyon3 Entreprendre, which is organized by Espace Entreprendre (It is a department of the university, which is financed by the region).

What does the assessment consist of?

Not realted

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

We have started it for not so long (February 2008) and it is going step by step, but we have already had some meetings and events (workshops) where we met with entrepreneurs. So, I would not say that we are at the maximum contacts, but we are developing it on a fast way, because we get help also from a department of the school, which does it on a good way.

Entrepreneurship and competences/ skills (Essence of the interview)

How would you define entrepreneurship

Way of life to develop one's on project

Personal adventure

Try to develop new things and do it on different way than others

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

Courage, Organization, Action, Success, Freedom, Risk, Adventure

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

Being entrepreneurial

Are there competences/skills defined at Association CEEL3?

Skills of "being entrepreneurial":

- Gate to know each other

The university is a big place, where generally you do not know a lot of people, there is no a lot of common things, so if you are not a very sociable student, you will be all by yourself and the courses what you take are theorythical.

- To gain self-confidence.

If you are with those students who have the same interest than you, you can gain more confidence in what you do. There are a lot of people who has not got any entrepreneurs in the family, who has not so many contacts with these people, for who is a new thing. By having a club, we create this.

- To take responsibilities in the Club.

We designed this Club as a company so we have different tasks, that we give to our members with all its responsibility and they develop it by achiving their tasks.

- Understand what enterprise is, how students are enterprising their projects, run competitions, run proof concept

- Look at the market, see the opportunities, develop their own projects which is viable for that and act on it

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 Mohammed Ammar are:

- Vision - Students bring their idea (project) to the Club
- Self-confidence - Show/speak about their project, act on it in real, contact the professional life, develop their plan
- Leadership
- Teamwork - work in the Club, for the development of the Club together with others; help the others in their projects
- Planning an organising - Organize events, workshops; find the time and way to reach their goals in their projects

Experience and Perception (Essence of the interview)

Can you indicate how students deal with this module (in the Club)?

Students appearance in the life of the Club:

Some of them are very enthusiastic, some of them are just interested in what happens and wait for acting.

Suggestions for improvements:

- More contact with others
- Having more time by spending with them on their projects
- Having going out of fields, having party to know each other on another way, in another aspect
- Common site as Facebook, blog, newspaper

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

President of the Club:

It is very important for students to eggs them not only to think, but act on their vision, project. Anyway, these would stay on the "idea-stage", they will forget it, because there is no enough support to act and to start-up their own business.

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

Strengths:

- Students are given much attendance
- Students get help to execute their ideas
- Opportunity to build network within the school and outside of that, in the professional life

Weaknesses:

- There is not enough contact with others to promote the Club. Now, it is not enough known, there are only about 20-25 members.
- It needs to spend more time with them on their projects.
- It needs more programmes out of fields, having parties to know each other in another way, in another aspect.
- There is no common website, which is needed, as Facebook, blog, newspaper would be also useful.