



### SOUTH CHAMPAGNE BUSINESS SCHOOL (SCBS)- PRESENTATION

- It is created in 1992 and it is situated in Troyes (Grand Est Region).
- SCBS is doing part from ESC Troyes Group which is constituted by more entities: SCBS, Superior School of Tourism and Superior School of Design.
- SCBS is having more programs:
- PGE – Master Degree
- BBA- Bachelor international- Bachelor of Business Administration
- BBM- EIME – CAMEROUN- Bachelor of Business Management
- GBM- Global Bachelor in Management
- MSc- Innovation, Creativity and Entrepreneurship Master Degree Program
- Actually, SCBS is having 800 students, 5000 alumni, 125 universities partners in the World, 34 double degree diplomas
- Entrepreneurship lessons are managed by Entrepreneurship and Innovation Department managed by Mr. Julien de Freyman.
- SCBS has very relationships with the Technopole de l’Aube en Champagne (TAC) which is having 54 enterprises and 1 student incubator called YEC (Young Entrepreneurs’ Center). SCBS is also in contact with the important parties of the entrepreneurial ecosystem: Commerce Chamber, local firms, BPI, General Council, etc.

### AWARENESS COURSES IN ENTREPRENEURSHIP

- **Examples of proposed courses:**

Introduction to innovation and entrepreneurship

- **Public:**

Only for students

- **Objectives:**

The purpose of these courses is to create awareness toward entrepreneurship. Students have to understand in the end of these courses the entrepreneurship ecosystem and the steps to create a business. Moreover, they learn how they can break the most popular entrepreneurs’ myths. They are also aware that they can become intrapreneurs by creating an added value in their future companies.

The courses are also built around some recent results of GUESSS study (Global University Entrepreneurial Student Spirit Survey) (2017). One of the main results of this study is that students prefer to have cofounders when they create a business. For this reasons, during entrepreneurship courses, students are exposed to different cultures through the participation of the international students of the school but also through the involvement of various students’ profiles, such as the designers or engineers. SCBS is having strait relationships with the

Superior School of Design which making also part from ESC de Troyes Group, with EPF and with Technological University of Troyes.

- **Methods / Practices:**

SCBS is using a variety of pedagogical methods and practices for the entrepreneurship lessons, but the majority of them are built around theory and business case studies. Also the courses are using immersion by exposing students to firms of TAC (Technopole de l'Aube en Champagne), conferences with entrepreneurs from known companies (e.g., LDR medical). Other methods involve the students' participation to some entrepreneurship actions organized by YEC (Young Entrepreneurs' Center) as for example the hackathons and the creativity and entrepreneurial competition named GAME of BRAIN.

- **Expected Outcomes:**

In the end of the entrepreneurship awareness courses, students are able to understand that they can create a business and that they are able to produce an added value in an established company if they choose to be an intrapreneurs.

- **Added value of methods and practices used:**

The courses are done around the active pedagogy which requires to students to be actively involved in the entrepreneurship lessons via business case studies and the immersion activities proposed (conferences, workshop, and competitions). The courses are managed by the teachers and real entrepreneurs. Students are also confronted to the entrepreneurship ecosystem by a strait relationship with different parties: TAC, UTT, EPF, Commerce Chamber, Banks, and Entrepreneurship Clubs.

- **Recommendations in using the practice:**

Entrepreneurship courses give students the opportunity to work with other cultures and other students' profiles (engineers and designers) and they understand that the entrepreneurial project is asking an interdisciplinary approach.

### **SPECIALIZED COURSES IN ENTREPRENEURSHIP**

- **Examples of proposed courses:**

- Business Plan Contest
- How to turn your business idea into a business model?
- Global Business Challenge
- Crisis Strategy
- International Project Management

- **Public:**

Only for students

- **Objectives:**

The purpose of these courses is to make students understand how they can use entrepreneurship tools and simulate the entrepreneurial experience. As in the case of awareness lessons, specialized courses in entrepreneurship courses are exposing students to different cultures through the participation of the international students present in the school and through the involvement of students with various profiles, such as the designers or engineers. This

interdisciplinary approach is favored by a straight relationship with Design School, EPF and UTT.

- **Methods / Practices:**

Different methods are used to teach students to experience entrepreneurship. The courses are done around theory and practice concretized in business plan competitions, company creation simulations and business games. These courses are also using the active pedagogy which actively involves students by immersions and simulations. Students are confronted to real specialists and entrepreneurs from the entrepreneurial ecosystem in order to develop their entrepreneurial project. For example, students are working with TAC specialists' entrepreneurs, BPI, banks, local enterprises representatives.

- **Expected Outcomes:**

In the end of these lessons students are able to use a toolbox which gives them the knowledge and the instruments to create their business. They also experiment how to work in a mixed team formed by different cultures and different students' profile. Students who want to go further in the entrepreneurial experience are directed to the MSc – Innovation, Creativity and Entrepreneurship Master Degree. This master degree is offering to students the opportunity to create their own business or to participate actively to the creation of innovative solutions for local firms.

- **Added value of methods and practices used:**

Students have the opportunity to experiment the creation of a firm and to be exposed to entrepreneurial ecosystem in order to reinforce their project. Also the academics and professionals involved in teaching these courses have an appropriate background to supervise the students in their entrepreneurial adventures. Academics from the school are often invited by TAC to participate as experts for the technopolitan firms. These experiences give to academics a real image about the market and the entrepreneurial projects.

- **Recommendations in using the practice:**

As in the case of awareness courses, the specialization courses give to students the opportunity to work with other cultures and other students' profiles (engineers and designers) and they understand that the entrepreneurial project is asking an interdisciplinary approach.

### **ACCOMPANYING AND SUPPORT PROGRAMS FOR ENTREPRENEURS**

- **Examples of proposed courses:**

They are mostly proposed in the MSc (Innovation, Creativity and Entrepreneurship Master Degree Program). This master is done on collaboration between SCBS and EPF.

Here are some examples of courses done in this program:

- Entrepreneurial Team Formation
- Design Thinking
- The Fine Art of Failure
- Rethinking and Designing New Business Model
- Intellectual property for innovators and entrepreneurs
- Entrepreneurial Finance
- Product lifecycle management

- Managing in turnaround companies
- Mentoring

- **Public:**

Only for students

- **Objectives:**

The purpose of these courses is to accompany the student in the entrepreneurial project.

- **Methods / Practices:**

The most used methods are related to business case studies and mentoring. Students are working for their own entrepreneurial project or innovative projects proposed by local firms. Students are followed by mentors as teachers or specialists from YEC of TAC (Young Entrepreneurs' Center). Also students are working with technical researchers and teachers in order to validate their business model. They could effectuate an internship of 6 months in YEC in order to develop and reinforce their entrepreneurial project.

- **Expected Outcomes:**

Students are putted in real situations. They create their own business or they participate actively to the creation of innovative solutions for local firms. Their activity is mixed between the classes but also the students' incubator. For their relationships with the local firms they have regular meetings to validate the innovative solutions proposed.

- **Added value of methods and practices used:**

Students are closed to the entrepreneurial ecosystem via the closed relationship with TAC, Commerce Chamber, BPI, and banks and local firms. They are really involved in entrepreneurship activities and supervised by teachers, entrepreneurs and different specialists.

- **Recommendations in using the practice:**

As in the case of awareness and specialization courses, the accompanying programs are exposing students to different cultures and to a variety of students' profiles.



### EDC DE PARIS - PRESENTATION

- It is created in 1950 and it is situated in Paris (Ile de France Region).
- Actually, EDC Paris is having 1450 students, 15000 alumni.
- The main programs are related to a bachelor degree and the master degree diploma.
- Entrepreneurship lessons are handled by Entrepreneurship and Innovation Department managed by Mr. Philippe Massiera.
- In 2010, EDC is becoming a member of the Conference des Grandes Ecoles.

### AWARENESS COURSES IN ENTREPRENEURSHIP

- **Examples of proposed courses:**

- Introduction to corporate management
- Ethics and Entrepreneurship

- **Public:**

Only for students

- **Objectives:**

The purpose of these courses is to initiate students to entrepreneurship and to create an interest for this field. Students have to understand that entrepreneurs are willing to take risks, generate new ideas and to create potentially profitable solutions to daily-life problems. They are also confronted to entrepreneurship in all its forms: creation, takeover involving and failure. They are exposed to intrapreneurs' role inside of a company.

- **Methods / Practices:**

All the courses are built on the HEC Pedagogy model organized around theory and business case studies. There are also other methods as: conference as TED's format and missions in real companies.

- **Expected Outcomes:**

Students are expected to have openness toward entrepreneurship and to understand and how to put into action the entrepreneurial spirit not only in business but also in their lives. Students have to discover all the forms of entrepreneurship and have to break the entrepreneurial myths. They have to understand how they can produce a value being also intrapreneurs.

- **Added value of methods and practices used:**

The entrepreneurship courses are related to more aspects: proactivity, pragmatism and an approach of learning by doing. The courses by their format and methods put into the light the culture of the school which is very focused on the entrepreneurial spirit and they motivate students to launch themselves in the entrepreneurial adventure. Students are in closed contact with alumni who already created their own business and they can share with them the difficulties and advantages related to firm's creation. The students also benefit from EDC capital support which helps students to finance their entrepreneurial project. Students are motivated to create a business as a self-accomplishment project where passion is central.

- **Recommendations in using the practice:**

There is a need to break the myth of the entrepreneur "rich and famous" and to underline the idea of the effort and risks which are specific to the real entrepreneurial project. Students can understand the real amplitude of the business creation process only by being confronted to real entrepreneurs and real entrepreneurship cases. In the first year during the awareness courses 56 % of students want to create a company. At the end of their trajectory in the business school, 6 % are really creating a company.

### **SPECIALIZED COURSES IN ENTREPRENEURSHIP**

- **Examples of proposed courses:**

- Business Plan
- Business Model
- Design Thinking
- Business practices

- **Public:**

Only for students

- **Objectives:**

The purpose of the courses is to help students to create a company. In these courses students are learning some central aspects in the business creation as the business model and a business plan.

- **Methods / Practices:**

Courses are built on the HEC Pedagogy model with lessons and business case studies. Students are also exposed to an enterprise creation together with a real entrepreneur and they help him to validate its business model and realize a business plan. This entrepreneurial project is supervised by tutors from the school during 3 months and it involves 3 evaluations. The feedbacks received during the three evaluation sessions realized by experts and professionals reinforce the entrepreneurial project.

- **Expected Outcomes:**

In the end of these lessons students are able to use a toolbox which gives them the knowledge and the instruments to create their business.

- **Added value of methods and practices used:**

Students have the opportunity to experiment the creation of a firm and to be exposed to the entrepreneurial ecosystem in order to reinforce their project. The specialized courses in entrepreneurship are conceived in greater details by known experts in entrepreneurship. Moreover, there is good balance between professionals and academics in teaching these specialized courses of entrepreneurship. A distinction is done between students who are in a business creation process and those who are more generally interested by the entrepreneurship field in order to allocate an appropriate supervision.

- **Recommendations in using the practice:**

No particular recommendation

### **ACCOMPANYING AND SUPPORT PROGRAMS FOR ENTREPRENEURS**

- **Examples of proposed courses:**

The courses are performed mostly in The “Entrepreneurial-Student” Track which is aimed at those who create a company.

- **Public:**

Only for students

- **Objectives:**

The purpose of these courses is to accompany the student in their entrepreneurial project.

- **Methods / Practices:**

The most used methods are related to theory, business case studies and mentoring/ coaching. Students entering in the “Entrepreneurial-Student” Track are selected by a jury. They have access to school network and are supervised by a professor from inside of the school.

- **Expected Outcomes:**

Students have to create real entrepreneurial projects.

- **Added value of methods and practices used:**

The program “Entrepreneurial Student” Track is unique in France. It offers the opportunity to be chosen at any time during the course of studies as it allows the flexibility needed by the ‘apprentice-entrepreneur’ to meet the various obligations inherent to his/her project.

- **Recommendations in using the practice:**

There is no standard receipt for similar programs in accompanying students wanting to create an enterprise. Each program has to be conceived in function of the school resources and environment. The success of each program is given by how the courses are built internally and how they are proposed in the student entrepreneurial trajectory. There is a necessity to explain to students that business creation demands to pass by more steps and there is an effort and patience to allocate to each of them. The success of the business creation process is given by how the students are valuing the coaching supervision they receive.



### TOULOUSE BUSINESS SCHOOL (TBS) - PRESENTATION

- Founded in 1903 by the Toulouse Chamber of Commerce and Industry, the initial mission of Toulouse Business School was to respond to the need in the local community for highly trained business leaders and personnel.
- Today, TBS is one of France's leading integrated management schools, with a primary mission of preparing students for managerial responsibilities through the development of their analytical, integrative, and interpersonal skills while promoting a lifelong learning process.
- The international scope and academic tradition at TBS continues to evolve in exciting directions, with partnerships around the world and new degree programs taught on campuses in Barcelona and Casablanca.
- Entrepreneurship department is handled by Mr. GUEGUEN Gaël

### AWARENESS COURSES IN ENTREPRENEURSHIP

- **Examples of proposed courses:**
  - Courses related to business creation and to the entrepreneurship as a career
- **Public:**

Only for students of bachelor degree

- **Objectives:**

The purpose of these courses is to initiate students to entrepreneurship and to create an interest for this field. They are also confronted to entrepreneurship in all its forms: creation, takeover involving and failure.

- **Methods / Practices:**
  - Intensive lesson during 2 weeks in April with all profiles of bachelors' students
  - Work in groups in order to create a business
  - Presentation in front of a pedagogical jury
- **Expected Outcomes:**

Students have to discover the steps to create a business and all the forms of entrepreneurship and have to break the entrepreneurial myths. They have to probe audacity, integrity and openness.



- **Added value of methods and practices used:**

Unique lesson realized by gathering all students of bachelor program (3<sup>rd</sup> year program). Students work in a limited time and under pressure to create a business and they learn to be identified to their firm.

- **Recommendations in using the practice:**

This lesson helps students to go deeply in the realization of their prototype and to have an overall image anchored in reality about their project.

### **SPECIALIZED COURSES IN ENTREPRENEURSHIP**

- **Examples of proposed courses:**

Entrepreneurship Major is composed by more courses in Entrepreneurship:

Introduction course in Entrepreneurship

- Introduction lesson about entrepreneurship and strategy and about all types of entrepreneurship

Practical course- Entrepreneurial opportunity

- Students learn to put in practice the aspects they have integrated for the introduction course done before
- Students have to create a business and to validate their business idea
- Students are working in groups with an international student

Entrepreneurial course about SMEs growth

- Students learn how to manage a business after the creation phase
- They learn also the financials issues specifics to the new venture
- They understand the entrepreneurial ecosystem
- They have the opportunity to meet a financial investor to discover how they have to prepare a future financial investments for their venture

In Master 2 students have the occasion to do a professionalized specialization in entrepreneurship (OP en Entrepreneuriat)

- Students work under the supervision of an academic and a professional who can be an entrepreneur or a financial and juridical professional
- The purpose of this professionalized specialization is to create 15/20 startups
- They are doing some theory in the first semester and then the second semester is dedicated for the work in their venture

- **Public:**

Master 1 and Master 2 Students and MBA professionals

- **Objectives:**

These lessons have the objective to give:

- An alternative to the students' career
- Intrapreneuriat skills
- Needed tools for business creation
- Accompanying the students wondering to create a new venture

- **Methods / Practices:**
  - Business case studies
  - Work in groups 4/5 persons
  - Testimonials from the persons in charge of business incubators and others working in other positions of the entrepreneurial ecosystem
  - Learning by doing
- **Expected Outcomes:**
  - The purpose of these lessons is to create new contacts and networking opportunities and to form the entrepreneurs of tomorrow
  - Each year there are 3 business creations in the end of these lessons
- **Added value of methods and practices used:**
  - Through the intermediary of these lessons, students understand if they are able to create a business
  - They meet also the persons in charge of different functions in the entrepreneurial ecosystem
  - They are able to understand what are the issues involved by each of the phase related to business creation
- **Recommendations in using the practice:**
  - Entrepreneurship is regional, it depends on the demands asked by each geographical region
  - It is important to meet the enterprises from the region to learn how they adapt to the regional landscape
  - It is also a must to understand the functioning of the entrepreneurial ecosystem

### **ACCOMPANYING AND SUPPORT PROGRAMS FOR ENTREPRENEURS**

- **Examples of proposed courses:**

The school disposes of a business incubator offering more services to students' entrepreneurs

- **Public:**

Master students, professionals, engineer students

- **Objectives:**
  - The purpose of these lessons is to advance the evolution of the firm
  - They have first 6 months' contract which is renewed if necessary
  - They can prolong their staying in incubator until 18 months
  - They are accompanied by a professional and a teacher
- **Methods/practices**
  - Meet the students once in a month to see their advancement
  - First meeting in order to understand their objectives
  - The teacher is giving the academic view and the professional the pragmatic view on the project
  - They have also a psychological support as they can share their experiences with the other students

- They can have access to some financial resources given by ATALE association – 21000 eur
- There is a regular measure of the performance indicators
- **Expected Outcomes:**
  - They have to create a firm and to survive
  - The students who created a firm and succeed are invited to come and testify for the others their experience
- **Added value of methods and practices used:**
  - These incubation program is an important asset for the school as is offering students' autonomy, business creation and the possibility to realize a joint effort between academics and professionals.
  - The merit of the business incubation program is also to create multidisciplinary teams
  - They can be financed by ATALE Association
  - The actual results of the program are:
    - 500 students
    - 50 entrepreneurship projects
    - 20 business creations
- **Recommendations in using the practice:**
  - It offers the opportunity to understand the entrepreneurial ecosystem
  - It creates a proximity between design, engineering and business fields
  - It makes a mixed accompanying program with an academic and professional dimension

## RECOMMENDATIONS

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Based on the data collected from the interviews realized in the three French Business Schools, we can make some recommendations. However, we are aware about the limitations of our study that integrated only some French Business Schools. Other studies are demanded for the future to better describe the entrepreneurship practices used in education in French Business Schools.

Several recommendations could be taken into account and reinforced with more evidence from other schools.

### Regarding the Entrepreneurship Awareness lessons

These lessons are generally introductive for the entrepreneurship field and they are dedicated mainly to students and they concern more the bachelor program and the Master 1 Program

- The courses could be done around the active pedagogy which requires for students to be actively involved via business case studies and the immersion activities proposed (conferences, workshop, and competitions).
- For more efficiency these courses could be done by a joint effort between teachers and real entrepreneurs or professionals involved in the entrepreneurial ecosystem.
- Students need to be confronted to the entrepreneurship ecosystem to understand better its functioning (e.g., actors, activities, etc.).
- These courses could be done with various students' profile coming from other specializations (e.g., engineers and designers) and cultures (e.g., international students).
- These lessons have to be built around more aspects: proactivity, pragmatism and an approach of learning by doing. Moreover, these lessons could focus more on the steps related to the business creation and on the realization of a prototype for the product/service being created.
- They have to focus especially on the entrepreneurial spirit and they have to motivate students to launch themselves in the entrepreneurial adventure.
- Creating a contact with the alumni students who already created their own business could give to actual students an image about the difficulties and advantages related to firm's creation. Students can understand the real amplitude of the business creation process only by being confronted to real entrepreneurs and real entrepreneurship cases.
- There is a need to break the myth of the entrepreneur "rich and famous" and to underline the idea of the effort and risks which are specific to the real entrepreneurial project.

### Regarding the Entrepreneurship Specialized lessons

In these lessons, students have the opportunity to experiment the creation of a firm and to be exposed to the entrepreneurial ecosystem in order to reinforce their project. These lessons are dedicated for students from the Master 1 and Master 2 programs and professionals in MBA programs.

- Through the intermediary of these lessons, students understand if they are able to create a business.
- The purpose of these lessons should be to give to students an understanding about the issues involved by each of the phase related to business creation.
- A distinction must to be done from the very beginning between students who are in a business creation process and those who are more generally interested by the entrepreneurship field in order to allocate an appropriate supervision.

- There is a need to supervise the project using a joint effort between academics and professionals.
- The specialization courses should give to students the opportunity to work with other cultures and other students' profiles (engineers and designers) and they should understand that the entrepreneurial project is asking interdisciplinary approach.
- These lessons should be adapted to regional demands of the entrepreneurial ecosystem. It is important to meet the enterprises from the region to learn how they adapt to the regional landscape.

### Regarding the accompanying and support programs in Entrepreneurship

These support programs are generally performed in the incubators of the schools or they are realized under the format of a specific specialization. They are addressed to students of different profiles (designers, engineers and managers).

- These programs need active supervision which should be done by teachers, real entrepreneurs and professionals
- These incubation programs are an important asset for the school and its reputation and they generate students' autonomy, new opportunities for business creation and the possibility to create a symbiosis between students, teachers and professionals.
- These support programs should be well integrated in the regional entrepreneurship ecosystem
- Accompanying programs should encourage the mixed teams creating, favoring a proximity between design, engineering and business fields
- Business Schools should put into action specific entrepreneurial support programs as the case of the "Entrepreneurial Student Track". This program offers the opportunity to realize a balance between the school's obligations and the entrepreneurial projects' responsibilities. Also this program gives a real status to student entrepreneurs, they are named 'apprentices-entrepreneurs'. With this label, they obtain a certain reputation and legitimacy.
- Students should also have the possibility to access some financial capital needed at the beginning of their business (e.g., access to a business angels network, investment associations, etc.)
- Each program should be conceived in function of the school resources and environment. The success of each program is given by the way it is built internally and by its integration in the student entrepreneurial trajectory
- The success of these programs it depends on the extent to which the students are valuing the coaching supervision they receive.