



Supporting the entrepreneurial potential of higher education

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Case Study No. 14:

EMLYON, France: Educating entrepreneurs as a prime objective of a private business school

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About the sepHE Study

The study "Supporting the entrepreneurial potential of higher education" was based on a contract between the European Commission, Directorate General Education and Culture (DG EAC), and empirica Gesellschaft für Kommunikations- und Technologieforschung mbH (co-ordinator – Bonn, Germany) as well as the University of Wuppertal, UNESCO Chair of Entrepreneurship and Intercultural Management (Wuppertal, Germany).

The study's main purpose was collecting 20 case studies about insightful practice in entrepreneurship education at European universities. This is one of them. The findings from a cross-case analysis are included in the Final Report which is available at the study's homepage and at DG EAC's website.





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Abstract



EMLYON is a private management school based in the city of Lyon in France. It is among the highest ranked business schools internationally. Since the mid-1980s EMLYON has been focusing on developing entrepreneurial mindsets among students and faculty members. Today there is an emphasis on entrepreneurship education (EE) in all academic programmes and other activities, closely linked with the EMLYON Incubator. Since 2004, the school's baseline is "Educating Entrepreneurs for the World". In line with the school's focus, a large number of teachers are involved in EE: ten professors are covering entrepreneurship extensively; another 30 to 40 are involved in EE. Several lessons can be learnt from the EMLYON case. First, entrepreneurship education appears to require a long-term strategy, continuity and persistence. Second, the strength of EMLYON's approach seems to be in diverse education, combining research, teaching, incubating, mentoring, coaching, and other activities, which together generate an entrepreneurial culture at the university. Third, a strong focus on entrepreneurship education may require continuous innovation in teaching. However, since EMLYON is a private business school with specific resources, its approach may not easily be copied by public sector universities.

Case study fact sheet

■ Full name of the university, location:	Ecole de Management Lyon (EM Lyon), Lyon, France
■ Legal status:	Private
■ Campuses:	Three campuses : Lyon-Ecully Campus, Saint-Etienne Campus (France) and Shanghai Campus (China)
■ Year of foundation:	1872
■ Number of students (year):	2014: 2,800 students in Graduate Programmes 5,500 participants per year in Executive Education Programmes
■ Number of employees:	104 permanent professors (http://www.em-lyon.com/en/faculty-research-education)
■ Budget in most recent financial year:	2011/12: 50 million euro (According to Annual Report 2012)
■ Academic profile:	EMLYON has four academic departments: Markets and Innovation; Strategy and Organisation; Economics, Finances and Control; Management, Law and Human Resources. EMLYON is one of the highest-ranked business schools internationally – examples: N°10 MBA in the world for entrepreneurship (Financial Times, Jan. 2014); N°13 European Business School (Financial Times, Dec. 2013); N°1 French Business School Incubator (L'Entreprise, Nov. 2013)
■ Entrepreneurship education profile:	University Motto: "Educating entrepreneurs for the world"
■ Activities focused in this case study:	Seamless EE at an "entrepreneurial university" that has a strong profile not only in entrepreneurship teaching but also in entrepreneurship research, internal knowledge transfer from such research, and an entrepreneurial organisation of the university
■ Case gatekeeper:	Prof. Dr. Alain Fayolle, Professor in Entrepreneurship, EMLYON

Information included in this case study is from end of year 2014 unless stated differently.



14.1 The university's entrepreneurship education profile

14.1.1 The university's overall approach to entrepreneurship education

EMLYON's overall profile

EMLYON is located in the City of Lyon in east-central France, department of Rhône-Alpes.¹ Lyon has almost 500,000 inhabitants and is the third largest city in France. In contrast to most other full universities covered by the sepHE study, EMLYON is a private management school (Ecole de Management). It was established in 1872 by the Lyon Chamber of Commerce and Industry and is still affiliated to it.

EMLYON is one of the highest ranked business schools in France, Europe and the world. Exemplary rankings include the following: N°10 MBA in the world for entrepreneurship (Financial Times, January 2014); N°13 European Business School (Financial Times, December 2013); N°1 French Business School Incubator (L'Entreprise, November 2013).

EMLYON's overall approach to entrepreneurship education

Since the mid-1980s EMLYON has been focusing on developing entrepreneurial attitudes and entrepreneurial mindsets among students and faculty members. Today there is an **emphasis on entrepreneurship education (EE) in all academic programmes and other activities**. Entrepreneurship-related teaching activities target students at Bachelor, Master, Master of Business Administration (MBA), Executive Master of Business Administration (EMBA) and PhD levels. EMLYON Business School is also engaged in international entrepreneurship projects: Global Entrepreneurship Monitor (GEM)², Global University Entrepreneurial Spirit Students' Survey (GUESSS),³ and Successful Transgenerational Entrepreneurship Practices (STEP)⁴. EMLYON is also running several incubators and organises the World Entrepreneurship Forum⁵ each year.

Reflecting its shift towards focusing on entrepreneurship, in 2004 the baseline of the school changed and became "Educating Entrepreneurs for the World". This vision and mission also relates to entrepreneurs within companies, with respect to owner entrepreneurs, and with respect to social entrepreneurs. In the words of EMLYON professor Pablo Martin de Holan: "Entrepreneurship goes far beyond starting your own company. Entrepreneurship is about detecting and transforming opportunities and creating value for you, for firms and for whole communities."⁶ The idea behind this outlook is to teach students why and how it is important to produce and distribute wealth. EMLYON covers the aspect of distribution by teaching social responsibility and business ethics.

EE at EMLYON is closely linked with the "Incubateur EMLYON" (EMLYON Incubator)⁷ which used to be called "entrepreneur centre", established in 1984.

¹ EM is the abbreviation of the French term "Ecole de Management", i.e. Management School.

² See <http://www.gemconsortium.org>.

³ See <http://guesssurvey.org>.

⁴ See <http://www.babson.edu/Academics/centers/blank-center/global-research/step/Pages/home.aspx>.

⁵ See <http://www.world-entrepreneurship-forum.com/>.

⁶ Quoted from Global Entrepreneurship programme brochure, p. 2.

⁷ See <https://emlyonincubateur.wordpress.com>.



At the core of EMLYON's approach to EE is its **philosophy of "Pedagogical Innovation"**. It involves the idea that students are responsible for developing "their own learning projects in line with their ambitions, their talents and motivations", supported by EMLYON faculty.⁸

14.1.2 Leadership and governance

Importance of government strategies

The case study did not identify particular influences from the national or regional government on EMLYON's approach to and practices of entrepreneurship education. The university's board does not include members from government.

Importance of entrepreneurship in the university's strategy

At the core of EMLYON's mission and vision is the following statement: "Educating Entrepreneurs for the World is at the heart of everything we do at EMLYON", which would then be capable of creating new wealth, value and social justice.⁹ EMLYON further argues that its "distinctive quality is founded on teaching innovation and an entrepreneurial approach to management education"¹⁰. At the basis of the EMLYON approach is the idea to encourage students to take initiative and thus to turn ideas into practice. Students are to work in teams with an aspiration to accomplish things, which would then grow into high potential start-ups, high-growth companies, dynamic organisations and revitalised corporations.¹¹

Hence, EMLYON's mission statement refers directly to entrepreneurship and entrepreneurship education: "EMLYON is a European Business School devoted to **lifelong learning for entrepreneurial and international management**. Its entrepreneurial and educational project consists of stimulating the social responsibility of its participants, thus giving them all the support needed to achieve business success in the various cultural and economic systems around the world. Its know-how in training is based both on theory and on day-to-day company management. Its distinctive quality is founded on teaching innovation and an entrepreneurial approach to management education."¹²

This mission and philosophy is supported by **six core values** which EMLYON seeks to impart.¹³ (1) Creative value, which involves lateral thinking, challenging conventions, problem-solving, inventions and innovations. (2) Responsible value, which includes taking responsibility and a sense of social justice. (3) Empowering value, which involves providing the tools people need to succeed. (4) Inspiring value, which involves the

⁸ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Pedagogical-Innovation>.

⁹ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are>.

¹⁰ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/european-business-school-missions>.

¹¹ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/european-business-school-missions>.

¹² See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/european-business-school-missions>.

¹³ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/european-business-school-missions>.



creation of opportunities for EMLYON's people, thinking big, as well as motivating and invigorating people. (5) Bold value, which involves the courage of our convictions. (6) Genuine value, which involves being authentic and sincere.

Extent of high level commitment to implementing entrepreneurship

EMLYON's commitment to entrepreneurial education is supposed to transcend all of its educational activities. While initially emerging from the ideas of entrepreneurship experts, all levels of the business school were found to be firmly committed to the university's strategy.

Level of faculties' and units' autonomy to act

Since EMLYON's strategic target is supporting entrepreneurship and EE, there may be no particular difficulties to introduce new courses or methods in EE at the school.

Organisational implementation

In terms of the school's governance structures, there are several research centres active in the field of entrepreneurship. The most important ones are the Centre for Entrepreneurship and Centre in Economics and Finance which deals with entrepreneurial finance research. The EMLYON Incubator plays a crucial role in the university's entrepreneurship education (see section 1.4.1 for details).

Against the background of a large number of activities related to entrepreneurial education, one of the challenges that the management school was facing in 2014 was related to co-ordination and communication. EMLYON addressed the co-ordination and communication challenges through a mix of solutions; firstly, a formal structure of committees and; secondly, informal co-ordination through a strong corporate identity and related organisational culture, in which members of the organisation anticipate useful activities for the organisation.

The case study also found that successful innovation in entrepreneurial education at EMLYON very much depends on individual initiatives and how the institutional environment supports such individual initiatives. The interviews gave the impression that potential envy or even hostility from colleagues and administrators, manifesting in participative decision-making structures and bureaucratic procedures, may hinder the implementation of novel ideas. It appears that some initiatives see the light of day only because of a supportive combination of surprise (i.e. potential opponents not noticing the initiative), luck and management support.

University's importance for driving entrepreneurship in its environment

Through its activities, EMLYON seeks to drive forward the idea of entrepreneurship not only in its local and regional geographical environment, but also at the national and international level. EMLYON can be considered as a major supplier of entrepreneurs.

14.1.3 Resources: people and financial capacity

Human resources for entrepreneurship education

In line with the university's strong focus on entrepreneurship, a large number of internal staff and external lecturers are involved in EE. In terms of human resources, around ten



professors from different departments were covering different aspects of entrepreneurship education in their teaching and research activities in 2014, although their chair was not explicitly focusing on entrepreneurship. In addition, 30 to 40 internal and external lecturers were involved in entrepreneurial education.

Financial resources for entrepreneurship education

In the framework of the case study it was not possible to identify the financial resources spent on EE activities at EMLYON.

14.2 Entrepreneurship in curricula and teaching

14.2.1 Overview about curricular offers

EE covering all degree programmes

At EMLYON, curricular offers in EE cover all current students, ranging from Bachelor to Master, PhD, MBA, and executive MBA levels. EMLYON in France – i.e. excluding programmes in Asia and Africa – offers seven types of major programmes:

- **Bachelor Programme** (BBA EMLYON).
- **PhD Programme.**

The following programmes include specialisations. Some sub-programmes are available in several major programmes:

- **Graduate Programmes:** MSc in International Hospitality Management; MSc in Management; European Master in Management; Programme I.D.E.A - taught in French; Global Entrepreneurship Program; MSc in Sports Industry Management; MSc in Luxury Management & Marketing.
- **Specialised Masters Programmes:** Finance & Banking Range; Technology & Innovation Range; Marketing, Management & International Range.
- **MBA Programmes:** International MBA Full time; Executive MBA Part time; Railway Global Executive MBA.
- **Executive Development:** Advanced Management Programme/CPA; Executive MBA; Railway Global Executive MBA; Programme Général de Management (PGM); Diriger Une Activité (DUA); Objectif Administratrice; Transformation RH & Coaching; Open programmes; Corporate Solutions.
- **Programmes for entrepreneurs:** Programme I.D.E.A - taught in French; Global Entrepreneurship Program; Specialised Master Entreprendre; Advanced Management Programme/CPA; Start-Up/Relève Programme-Taught in French; Programmes d'accompagnement-Taught in French.

Each of the programmes includes at least one entrepreneurship course unit. Exhibit 14-1 includes an overview of selected offers.

*Exhibit 14-1: Overview about prominent curricular EE offers at EMLYON*

Name of course, degree	Objectives / specification	Target groups
Bachelor		
Business Game Simulation	Developing a sense for entrepreneurial initiatives	First-year bachelors
Innovation Project	100 hours course, developing entrepreneurial mindsets and including the development of a new venture project	Second-year bachelors
Graduate (example)		
Global Entrepreneurship Programme	Exemplary courses: Introduction to Entrepreneurship, Entrepreneurship and New Venture Creation, Finance for Entrepreneurs, Introduction to Intrapreneurship	First trimester students of the Global Entrepreneurship Programme
Global Entrepreneurship Programme	Exemplary courses: Social Entrepreneurship, Change Management for Entrepreneurs, Managing Growth for Entrepreneurs	Third trimester students of Global Entrepreneurship Programme
Specialised Master (example)		
MSc Entrepreneurs	Exemplary course: Entrepreneurial diagnosis and decisions	First-month students of MSc Entrepreneurs
MSc Entrepreneurs	Mutation of “internal start-ups” in large organisations, Business acquisition and take-over of family enterprises	Fifth-month students of MSc Entrepreneurs
MBA (example)		
International MBA	Entrepreneurial Leadership Project (ELP): nine-month team-based consulting project that corresponds with participant ambitions	International MBA students
PhD		
PhD programme	Foundations of Entrepreneurial Thinking (24 h, Alain Fayolle)	First year PhD programme students
PhD programme	Entrepreneurs and Democracy (12 h, Pierre-Yves Gomez)	Second year PhD programme students
PhD programme	Social Entrepreneurship (12 h, Ignasi Martí Lanuza)	Second year PhD programme students

Bachelor-level programme

The **bachelor programme** EMLYON BBA (Bachelor in Business Administration) is a four-year course of study that is, according to the programme description, “all about preparing future entrepreneurs”¹⁴. The programme is focussed on preparing for operational management and includes at least one element of entrepreneurship education in each year. For second year students, the new international bachelor programme is offering a 100 hours course titled “Innovation Project”. This course aims, among other objectives, at developing an entrepreneurial mindset and including the

¹⁴ See <http://bba.em-lyon.com/eng/>.



development of a new venture project.¹⁵ The PCE (Projet de Création d'Entreprise) is a compulsory programme for third year bachelors.

Graduate programmes

EMLYON offers seven graduate programmes. For example, the **Global Entrepreneurship Programme** supports students in becoming a “global entrepreneur” across different cultural and business environments. The Global Entrepreneurship Programme is a twelve-month, full-time programme taught in English. It involves a semester-long consulting project for a local company with students from other countries. The programme is a double degree programme between EMLYON Business School and Purdue University's Krannert School of Management (USA) and run jointly by EMLYON, Zhejiang University (China) and Purdue University (USA). They form a consortium of international business schools of recognised experts in global entrepreneurship.¹⁶

There are also components of entrepreneurial education included in non-specialist master programmes. For example, during the first semester of the **MSc in Management**, students will work on the New Venture Creation Basics Project, creating a virtual company. Students are introduced to and experience the entire entrepreneurial process, turning ideas into a business plan and then reaching out to the business world to receive feedback. A team of faculty members accompanies students in this project, providing both the support and the guidance needed to make the projects a success.¹⁷ Working on the New Venture Creation Basics Project is supposed to help students gain first-hand experience in turning an idea into tangible value, and to help develop the entrepreneurial mindset that is assumed to be key to future success. Furthermore, the programme offers twelve months of internships in international companies.¹⁸

The **I.D.E.A.** platform is a graduate programme taught in French.¹⁹ IDEA is the acronym of “Innovation, Design, Entrepreneurship and Arts”. It is a joint master-level course delivered by EMLYON and Ecole Centrale Lyon²⁰, a local institution of higher education focusing on engineering education. Its aim is to train entrepreneurs who are leaders in innovation, making the most of globalisation while driven by people-oriented values and appreciating the importance of sustainable development. In 2012, EMLYON Business School and Ecole Centrale de Lyon won the "excellent initiatives in innovative training" (IDEFI) call for projects, which aims to support flagship innovative higher education projects. The schools received a 6.3 million euro grant for their project, consisting of the I.D.E.A. Programme and the FabLab, the LearningLab and the I.D.E.A System – the core elements of the project. At the FabLab, students design physical or conceptual models that express their product, service or system innovation ideas. The I.D.E.A. System operates within the EMLYON Incubator. It provides a support mechanism for I.D.E.A. Programme students with business start-up projects. The Incubator provides assistance

¹⁵ See <http://bba.em-lyon.com/>, <http://bba.em-lyon.com/programme-bachelor/formation-bac-4-management>, <http://bba.em-lyon.com/programme-bachelor/formation-bac-4-management> <http://bba.em-lyon.com/programme-bachelor/cours-enseignement-bba>.

¹⁶ See <http://graduate.em-lyon.com/en/Global-Entrepreneurship-Program>.

¹⁷ See <http://graduate.em-lyon.com/en/MSc-in-Management> and <http://graduate.em-lyon.com/en/MSc-in-Management/Programme/Learning>.

¹⁸ See <http://graduate.em-lyon.com/en/MSc-in-Management>.

¹⁹ See <http://masters.em-lyon.com/fr/Programme-I.D.E.A.>

²⁰ See <http://www.ec-lyon.fr/centrale-lyon>.



from the outset of the entrepreneurship process, giving innovative entrepreneurs a support structure featuring a wide range of different systems²¹.

Specialised Master programmes

EMLYON offers specialised Master degree studies in the ranges of finance and banking, technology and Innovation as well as marketing, management and international issues. One of them is the **Master (MS) Entrepreneur**, preparing students for becoming leaders in small and medium-sized businesses. Education design in this programme is based on three principles: (1) Acquisition of entrepreneurial competencies and command of multidisciplinary methods to launch/develop new initiatives. (2) Development of talents and entrepreneurial skills which are focussing on action. (3) Understanding the different contexts for entrepreneurial activities; large enterprises, SMEs, start-ups, family-owned businesses, and consulting.²²

MBA programmes

EMLYON offers three programmes for Masters of Business Administration (MBA), which share the goal of helping students develop entrepreneurial leadership skills. The twelve-month full-time **International MBA** programme has a strong focus on entrepreneurship, and involves a nine-month consulting project. Amongst other things, the programme allows students to specialise in “new ventures”. It involves lessons from corporate and social intrapreneurs, as well as from entrepreneurs who started their own companies.²³

PhD level programme

The **PhD** programme at EMLYON also emphasises entrepreneurship. Among others, the first year includes a course on “Foundations of Entrepreneurial Thinking”, while the second year includes courses on “Entrepreneurs and Democracy” and “Social Entrepreneurship”²⁴.

Executive programmes

EMLYON offers a variety of executive programme, including for example, an Executive MBA. It prepares students for executive positions such as Vice President or Senior Vice President.

Programmes for entrepreneurs

A further non-academic programme targets **current entrepreneurs or practitioners** wishing to engage in entrepreneurial activities. For example, the Advanced Management Programme helps entrepreneurs to boost their company.²⁵ The programme “Start-

²¹ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Science-Business-Alliance> and <http://masters.em-lyon.com/fr/Programme-I.D.E.A.>

²² See semester-long consulting project for a local company with students from other countries, reinforcing teamwork on a global level and helping you acquire practical experience in addition to academic knowledge.

²³ See <http://graduate.em-lyon.com/en/International-MBA>.

²⁴ See <http://www.em-lyon.com/en/faculty-research-education/faculty-research/PhD-Programme/Programme-structure>.

²⁵ See <http://www.eml-executive.com/Nos-formations/Programmes-individuels/AMP-CPA>.



Up/Relève” helps participants capitalise on their professional experience to develop a start-up model or take over a company that has already been started.²⁶

14.2.2 Target groups

Main target groups of entrepreneurship education

Entrepreneurship education at EMLYON targets all students. In addition, since entrepreneurial education is a pivotal element of EMLYON’s branding and marketing strategy, it also targets all prospective students.

Continuous education

EMLYON offers a variety of seminars or courses in short-term and long-term executive programmes, for example the “Apprendre à Entreprendre”, which is a two-day introductory seminar for the PGM programme (Programme Général de Management).

Bridges to secondary education

EMLYON co-operates with a number of local and regional schools, for example engineering schools such as Ecole Centrale de Lyon, INSA, and CPE. Teaching activities mainly involve integrating engineering students in EMLYON’s entrepreneurship programmes.

14.2.3 Designing lectures and courses – basic curricular decisions

Objectives of entrepreneurship teaching

The spirit of entrepreneurial orientation is meant to permeate all activities at EMLYON, including the design of lectures and courses, and other fundamental decisions related to education. The underlying philosophy is emphasising a holistic and supportive approach that is related to the people’s individual aspirations, skills and abilities and other characteristics.

In return, at EMLYON, students cannot escape entrepreneurial education. Students in all courses are educated to become entrepreneurs. If they do not seek to set up businesses themselves, they are educated to become intrapreneurs within business organisations.

EMLYON’s pedagogical approach

Central to EMLYON’s approach to pedagogical innovation is the idea that entrepreneurial pedagogy should equip students with the ability to adapt, to innovate, to take risks, and to be open to the world. Instead of approaches based on learning from knowledgeable teachers, students are supposed to be the driving force behind their own learning project. This represents an uncommon way of learning, in line with the student’s ambitions, their

²⁶ See <http://www.em-lyon.com/en/Programmes/entrepreneurial-education/programmes-for-entrepreneurs/start-up-programme> and <http://www.em-lyon.com/en/Programmes/entrepreneurial-education/programmes-for-entrepreneurs/Programmes-d-accompagnement-Taught-in-French>.



talents and motivations.²⁷ Entrepreneurial pedagogy at EMLYON is based on the principles of being active, collaborative, systemic, open, reflective, and critical.²⁸

- **Active** pedagogy, project-based and encouraging engagement, initiative and creativity.
- **Collaborative** pedagogy, encouraging teamwork and use of resource networks, e.g. with other students, teachers, graduates, and companies.
- **Systemic** pedagogy, breaking down barriers between disciplines in order to solve complex problems.
- **Open** pedagogy, exposing students to diverse cultures, skills, perspectives.
- **Reflective** learning, encouraging self-awareness, personal development and the ability to learn from experience.
- **Critical** thinking, encouraging the development of critical faculties and the ability to question the status quo.

In practice, the entrepreneurial pedagogy approach involves the following specific items:²⁹

- An international, off-campus Bachelor Project,
- A team-based social sciences research project,
- Experiencing collaborative work through social networks,
- The creation of a collection of entrepreneurial case studies,
- A team-based Start-a-Company project,
- A group commando training session with the French Air Force Academy,
- Lessons designed to develop critical minds, open to issues such as controversial marketing, alternative management,
- The development of serious games and educational games,
- Cross-cultural experience through a semester in Shanghai and international internships and exchanges.

Methods and media

EMLYON uses a variety of instructional methods such as videos, case study analysis, and learning diaries. For example, the web-based course “Introduction to Entrepreneurship” is a blend of video-based lecture units, interactive virtual sessions, online forums and multi-choice assessment.

One particularly innovative element of entrepreneurship education at EMLYON is the **Massive Online Open Course** (MOOC) on “Becoming Entrepreneur of Innovation through Design Thinking”.³⁰ It is based on the pedagogy of the IDEA programme run

²⁷ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Pedagogical-Innovation>.

²⁸ Mostly direct quotes from <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Pedagogical-Innovation>.

²⁹ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Pedagogical-Innovation>.

³⁰ See <http://www.unow.fr/index.php/mooc-idea>.



jointly by EMLYON and L'École Centrale de Lyon. This means that the basic approach is the Design Thinking method. It addresses Master degree students. The MOOC has four presenters: Jean-Patrick Péché, responsible for design thinking at the IDEA programme; Fabien Mieyeville, Associate Professor at the l'École Centrale de Lyon and researcher at the Institute of Nanotechnologies at Lyon; Philippe Silberzahn, Professor for Entrepreneurship, Strategy and Innovation at EMLYON; and Renault Gaultier, co-founder of the IDEA programme. The course lasts over six weeks with six modules: (1) Innovation – why and how, (2) How to create state of the art technology beyond the benchmark, (3) How to define development axes and working hypothesis, (4) Researching solutions, (5) Integration and finalisation of the proposition, (6) Valorisation of the entrepreneurial project. The course is free of cost and open to anyone for registration. After successful completion, participants receive either a free certificate or they can obtain a certificate which involves an identity check but for which they have to pay. In its three editions, the course has attracted 18,000 participants.

EMLYON recently launched the innovative programme **European Entrepreneurial Journey (EEJ)** designed and taught by Prof. Alain Fayolle for EMBA students. EEJ is a five-month programme aimed at developing the ability to understand the role and influences of contextual variables in different European settings. Based on Fayolle's academic network, the EMBA students have to study an entrepreneurship-related issue in a given European country. To do this, each group composed of five students has to define an issue in relation to the entrepreneurial ecosystem in one European country. The 15 groups work on 15 different countries. They have to organise a three- or four-day visit to the country with the aim of meeting entrepreneurs, policymakers, venture capitalists, business angels, bankers, academics, and other network partners. They have to gather and analyse data to understand to which extent the contextual variables determine entrepreneurship policies, entrepreneurial behaviours and strategies in relation to entrepreneurship. The students have to regularly make presentations facing the other groups and sharing the results of their analysis with them. They are supervised by an EMLYON professor. In addition, in each country there is a facilitator from Fayolle's academic network who helps the students to get in touch with the entrepreneurship stakeholders in each country.

Evaluation of learning outcomes and feedback for students

As regards assessment of students' learning advancement, EMLYON uses rather traditional approaches, which includes monitoring the improvement of knowledge as well as the development of entrepreneurial skills. Amongst others, students are expected to use a teaching journal, where they have to take time and answer basic questions in order to reflect upon the learning process for each and every session. Additional elements for students' assessment include case study analysis and multiple-choice tests.

14.2.4 Setting of entrepreneurship teaching

Locations and timing

The entrepreneurial teaching activities are located in the business school and usually take place during the day, and sometimes on Saturdays. Many programmes involve internships in companies as well as learning and working abroad.



Formal evaluation of learning outcomes

Faculty members are mentoring and monitoring the external lecturers on the programme. In addition, there is also a systematic student evaluation of each teaching event. External lecturers play a major role when it comes to the supervision of student projects, as part of the curricular activities. The coaching and mentoring process is divided between professors, entrepreneurs and consultants.

14.2.5 Instructors: teachers and mentors

Professors, other employees and external lecturers of the university

Currently, there are ten professors teaching courses related to entrepreneurial education, although they are not specifically designated professors of entrepreneurship.

“Real entrepreneurs” as teachers

EMLYON involves representatives from various business backgrounds directly in EE activities. Specifically, EMLYON regularly invites entrepreneurs into the classroom. Some selected examples include:

- *Enterprises*: The CEO-owners of entrepreneurial firms deliver lectures and interact with the students, for example of Ad Vinam Aeternam (a wine service provider), Prismaflex (an advertising products manufacturer³¹) and Laureats Informatique (Laureats Informatique, a software company).
- *Financial institutions*: Philippe Mere, Banexi Ventures (venture capitalist), Didier Bernard (business angel) and Didier Tranchier (business angel) give lectures and interact with the students.
- *Support services*: Nathalie Carre (CCI de France), Romaric Cuzin (CCI de Lyon), Ulrich Schmidt and Philippe Garcin (Réseau Entreprendre) give lectures and interact with the students.

The directors of Region Rhône-Alpes incubators, the region where EMLYON is located in, give lectures on their activities and interact with the students.

The undergraduate course “Introduction to Entrepreneurship” for first year students involves 60 contact hours over a period of ten to twelve days and is organised around the project of developing and designing a business plan. The 560 students are taught and co-ordinated by a pedagogical team of academics and entrepreneurs. Within the framework parameters of the course established by the course coordinator, the lecturers have a certain degree of discretion. The pedagogical team of 14 people meets on a weekly basis.

EMLYON also seeks to train and help selected entrepreneurs to turn them into “academic entrepreneurs”, i.e. contracting them with EMLYON while maintaining their entrepreneurial business activity.

³¹ See <http://www.eml-executive.com/en/About-EML/News-Events/EML-News/News/30th-anniversary-of-the-EMLYON-Incubator-1984-2014>.



14.2.6 Management of entrepreneurship education

EMLYON has a **decentralised co-ordination of EE activities**; there is no specific entity for co-ordination. The programmes, professorial chairs and units (such as the incubator) are rather autonomous. However, the broad range of EE activities across different departments, chairs and other organisational units such as the incubator requires a high degree of organisational capability to manage complexity. The range of activities is managed through a system of programme committees and the management board.

With respect to “**teaching the teachers**”, the entrepreneurship lecturers do not receive any formal training. However, they are carefully selected – for example with respect to previous teaching performance – and then coached on the job during the teaching and learning process. The performance of the trainers is assessed on the basis of student feedback, feedback from other tutors as well as self-reflection and self-assessment. Furthermore, EMLYON has a learning laboratory which plays an important role in providing continuous general training for the teachers. Specifically, in entrepreneurship, EMLYON trains some entrepreneurs to develop abilities in teaching entrepreneurship. EMLYON has also designed and taught seminars to train entrepreneurship teachers at the national level under the umbrella of the Fondation Nationale pour L’Enseignement de la Gestion des Entreprise (FNEGE). EMLYON also runs related activities in Tunisia.

EMLYON is in the process of designing a two-day workshop for entrepreneurs to introduce them to teach at EMLYON.

External lecturers, such as guest professors, entrepreneurs and consultants, are supervised through a mentoring and coaching system. There are discussions before a particular course unit and reflections afterwards.

14.3 Extra-curricular activities related to entrepreneurship education

EMLYON offers **three major extra-curricular activities** in the field of entrepreneurship education, all in the form of student organisations: The Junior World Entrepreneurship Forum, EMicrocrédit which is focusing on microfinance and social entrepreneurship, and Junior Conseil, a consulting agency. The management school strongly encourages students to participate in these activities.

The **Junior World Entrepreneurship Forum** (JWEF) is linked to the World Entrepreneurship Forum (WEF), which was created by EMLYON Business School and KPMG France in 2008.³² Since then, ACE Action Community for Entrepreneurship, Nanyang Technological University (Singapore), ONLYLYON and Zhejiang University (China) have joined as supporters. The WEF is a global entrepreneurial ecosystem which includes entrepreneurs, social entrepreneurs, policy makers, experts and academics from five continents.³³ The JWEF aims to represent the youth version of the WEF, in line with the World Entrepreneurship Forum’s mission to “promote and accelerate junior entrepreneurship globally as a way to create wealth and social justice, to prepare the world of 2050”. JWEF is organised by a student association. It organises local or national events held all over the world, bringing together students and young entrepreneurs from

³² See <http://junior.world-entrepreneurship-forum.com/> and <http://www.world-entrepreneurship-forum.com>.

³³ See <http://www.world-entrepreneurship-forum.com/About-us/Vision-Mission>.



various backgrounds. JWEF events usually focus on topics discussed at the World Entrepreneurship Forum, last for two to four days and intend to promote and accelerate youth entrepreneurship through inspirational talks, impacting workshops and networking sessions.³⁴

EMicrocrédit³⁵ was established in 2008 as an organisation of EMLYON students. In 2014, about 20 students were organising micro-credits to (co-)finance the projects of (social) micro-entrepreneurs in foreign countries.

EMLYON Junior Conseil³⁶, established in 1972, is the junior enterprise of the EMLYON management school. It draws on 40 project managers and more than 450 students involved in its activities. It is one of the oldest junior enterprises in France and the first one to be certified according to ISO 9001 standards in 1999.

These extracurricular activities are complementary to the curriculum, i.e. they provide opportunities for transferring the skills acquired in curricular EE activities to real life situations. However, while supported by EMLYON, these extra-curricular activities are not content- or assessment-wise linked to the curriculum.

14.4 Institutional aspects of entrepreneurship education

14.4.1 Organisational set-up and change

Measures for coordinating and integrating entrepreneurship education across the university

There is a **system of committees** at EMLYON co-ordinating all teaching activities, including the ones related to entrepreneurial education.

EMLYON's **executive committee** is composed of a Dean, a Vice-President, a Corporate Resources Director, a Vice-President Dean of the Faculty, a Vice President for Research, an Academic Affairs Director, and a Talents and Identity Director.³⁷ Thus, the executive committee does not have specific positions for entrepreneurial issues such as a "Vice President for Entrepreneurship". All members of the executive committee are expected to support entrepreneurial teaching, behaviour and thinking, in accordance with the university's baseline.

There are also several **programme committees** in which entrepreneurial activities are co-ordinated and monitored. However, due to the large number of activities across different areas of the school, describing the system in more detail is beyond the scope of this case study.

³⁴ See <http://junior.world-entrepreneurship-forum.com/about-the-jwef-promote-and-accelerate-youth-entrepreneurship>.

³⁵ See <http://www.emicrocredit.com/>.

³⁶ See <http://www.emlyonjuniorconseil.com/>.

³⁷ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/business-school-governance>.



EMLYON Incubator

The EMLYON Incubator³⁸, which is a part of the university, plays a crucial role in the university's entrepreneurship education. It was established in 1984 as a "Centre for Entrepreneurs" and rebranded in 2008 as "EMLYON Business School Incubator". EMLYON considers the incubator as a major part of the regional, national and even international innovation and entrepreneurship ecosystem. The Incubator provides assistance from the outset of the entrepreneurship process, giving innovative entrepreneurs a support structure featuring a wide range of different services. It also provides multiple opportunities to meet and network with established decision-makers and entrepreneurs.

The EMLYON Incubator supports two types of projects: Firstly, projects by students and alumni of EMLYON and Central Lyon, as well as higher education institutions from the Lyon-Saint-Etienne conglomerate. Secondly, innovative projects from the region, with no specific link to EMLYON required.

In line with current and future economic challenges, the EMLYON Incubator supports three types of entrepreneurial projects:

- Business start-up projects in the high-tech, service and social economy sectors;
- Business takeovers by another company, an employee or a member of the founding family;
- The development of a new business line within an existing company, in start-up mode panel.

Influence of external stakeholders

External stakeholders are represented in EMLYON's Board of Governors.³⁹ The Board includes, among others, six representatives of the Lyon Chamber of Commerce and Industry, four business partners, two Independent Directors from business, and to representatives of the EMLYON alumni association who are also from business. There is thus a very strong representation of business perspectives in the Board.

14.4.2 Laws, statutes and codes

Regulations governing EE at EMLYON

There are no specific laws or university regulations governing entrepreneurship education at EMLYON. Rather it was found that the culture of the school was apparently exerting pressures and providing incentives in terms of status and recognition. The entrepreneurship-oriented organisational culture at EMLYON was found to potentially lead to a self-selection of those applicants for professorships with an affinity towards entrepreneurial education.

Incentives for staff to engage in or support entrepreneurship education

During an interview for this case study, Prof. Alain Fayolle mentioned that there were no specific incentives – financial or other – for faculty to engage in entrepreneurial

³⁸ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/EMLYON-Incubator>.

³⁹ See Annual Report 2012, p. 3.



education. However, professors engaged in entrepreneurial activities would de facto have a higher teaching load because of their close involvement with students and the higher intensity of supervision. Although not recognised by any workload allocation model, the higher degree of involvement of these members of staff may display a higher level of intrinsic motivation to become involved in EE.

Incentives for other stakeholders contributing to entrepreneurship education

Local stakeholders such as the Lyon Chamber of Commerce and Industry, local companies and educational institutions may have an interest to contribute to EE. They may perceive entrepreneurship as a driver of economic development and growth, closely linked to company start-ups and the supply of skilled labour.

14.4.3 Mindsets and attitudes

Raising awareness for the importance of entrepreneurship

EMLYON was found to very much embody entrepreneurship education: EE activities exist in all educational programmes, is the focus of EMLYON's mission and vision, and reflects EMLYON's positioning in the higher education market. Due to EMLYON's internal and external marketing activities, e.g. with respect to student recruitment, one may expect that all students as well as the stakeholders are aware of EMLYON's mission.

Encouraging entrepreneurial behaviour

EMLYON follows a differentiated strategy of encouraging entrepreneurial behaviour through EE, comprising three parts: **basic EE, specialisation, and practice**. Firstly, at a basic level, all students of all programmes are exposed to at least one course unit with respect to entrepreneurship. Secondly, EMLYON offers to specialise in a course related to entrepreneurship as part of the study programme. Thirdly, EMLYON provides a wide range of opportunities to practically engage in entrepreneurship. This practical engagement may take place either with direct involvement of EMLYON, e.g. through the incubator, or without, e.g. through student associations.

14.5 Outreach to external stakeholders of entrepreneurship education

14.5.1 Types of relationships with external stakeholders

Local, regional and global outreach

EMLYON is involved in several activities with the **local and the regional community**. Principal examples include programmes such as MultiCampus, Multidistrict Link and Entrepreneurs in the City.

EMLYON seeks to establish and develop links between students, school pupils and young entrepreneurs in underprivileged urban areas of the City of Lyon. The objective is to develop their entrepreneurial skills and potential and support their business start-up projects. Established in 2007 with the Sport in the City Association in Lyon, the **Entrepreneurs in the City** programme provides 250 hours of training. 60 young people



have joined the programme by the end of 2014 and 30 businesses have been set up since its launch, ten of which have been selected to join the EMLYON Incubator.⁴⁰

Regional partners provide for **grants** and bursaries for EMLYON's students. These include the EMLYON Entrepreneurs for the World; the CROUS bursary and the Jacques Lambert bursary. The Rhône-Alpes Regional Authority also helps finance international study trips.⁴¹

The **EMLYON Foundation** aims to develop the entrepreneurial spirit across the world, particularly via the educational system: The aim is to prepare entrepreneurs who are adaptable and able to work in countries around the world with different economic cultures. The Foundation helps developing entrepreneurs' social and environmental responsibility as well as creating new knowledge and new learning methods for young entrepreneurial leaders. Ultimately, the Foundation seeks to make EMLYON the European benchmark for education in entrepreneurship.⁴²

Close links with chamber of commerce

A specific characteristic of French management schools is their close connection to the local Chamber of Commerce. In case of EMLYON, the local chamber of commerce covers about 5,000 entrepreneurs in their "reseau d'entreprendre". It is through this link that many practical student projects and research projects, for example concerning the impact of entrepreneurship policies and practices, have emerged. There are about two to three meetings between the management school and the Chamber of Commerce Lyon every year. Vice versa, members of EMLYON faculty are advising the French network of the chambers of commerce and industry in the area of entrepreneurship.

World Entrepreneurship Forum

The relationships with external stakeholders culminate in the World Entrepreneurship Forum, a flagship global event for EMLYON. At this annual event, current entrepreneurs, would-be entrepreneurs, policymakers, practitioners, and board members meet and exchange their ideas.⁴³ The World Entrepreneurship Forum considers itself as the world's leading think tank devoted to entrepreneurs. It is a community of 250 members from 70 countries who meet every year to find entrepreneurial solutions to pressing issues in the world. It was founded by EMLYON, KMPG, OnlyLyon, Nanyang Technological University, Action Community for Entrepreneurship and Zhejiang University. The Forum encourages all forms of entrepreneurship that integrate economic and social objectives. It encourages members to become involved by implementing entrepreneurial initiatives in their countries of origin.

14.5.2 International relationships

EMLYON maintains links with various overseas institutions of higher education. Particularly close and thus noteworthy are its relationships with Purdue University's

⁴⁰ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Social-Responsibility>.

⁴¹ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/Who-we-are/Region>.

⁴² See <http://www.fondationemlyon.com>.

⁴³ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/International-Focus>.



Krannert School of Management (USA) and Zhejiang University (CHINE), as reported above.

The **Junior World Entrepreneurship Forums** (JWEF) are organised in different countries across the world by teams of students. They attract up to 10,000 students per year. Representatives from the Junior Forums attend the annual World Entrepreneurship Forum to report back on their recommendations. The Junior Forums offer young entrepreneurs and students the opportunity to meet and work with leading entrepreneurs.⁴⁴

The student association **eMicroCredit** provides financing solutions to entrepreneurs from all around the world who do not have access to traditional credit. It finances projects across the world, whether they are in Cambodia, Benin or even Vietnam. It promotes micro-finance with students of the EMLYON Business School as well as local populations.⁴⁵

14.6 Impact and lessons learned

14.6.1 Evaluating impacts of the entrepreneurship education approach

Overview of impact evaluation methods applied

EMLYON evaluates its courses through the traditional formative and summative approaches. EMLYON uses several indicators to evaluate the impact and success of its entrepreneurial education: the number of students in optional courses, the feedback from students based on their teaching diaries, and the feedback from executive participants at the end of courses.

Furthermore, with samples of its students, EMLYON has repeatedly done research and published findings on the assessment of entrepreneurship education programmes. The survey results helped to reconsider the way EMLYON is organising its entrepreneurship education offers.

The EMLYON incubator is tracking its start-ups and their development. In 2014 the incubator celebrated its 30th anniversary. During that period, EMLYON reported to have accompanied 1,350 projects with industry and incubated 950 companies with an 85% survival probability after five years, altogether creating 11,000 jobs.⁴⁶

Examples of successful companies

There are many examples of enterprises founded or co-founded by EMLYON graduates. At the 30th anniversary of the EMLYON Incubator, several of them were awarded a prize.⁴⁷

⁴⁴ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/World-Entrepreneurship-Forum>.

⁴⁵ See <http://www.em-lyon.com/en/emlyon-entrepreneurial-education/emlyon-business-school/student-life-at-the-business-school/Men-Sharing-Centre/EMicrocredit>.

⁴⁶ See <http://www.em-lyon.com/en/Journalist/press-releases-management-school-france/30th-anniversary-of-the-EMLYON-Incubator-1984-2014>.

⁴⁷ Examples quoted in a shortened form from <http://www.em-lyon.com/en/Journalist/press-releases-management-school-france/30th-anniversary-of-the-EMLYON-Incubator-1984-2014>.



LVL Medical: In 1989 Jean-Claude Lavorel created LVL Medical, now a reference for medical assistance at home. They offer patients the opportunity to be treated at home in the therapeutic conditions set by their doctors. The company has 3,600 employees working across France, with a turnover of 115 million euro.

Prismaflex: In 1988 Natalie Bassouls co-founded the Prismaflex group with Pierre Henry Bassouls and Jean-Philippe Delmotte. The group is both an industrial manufacturer of advertising products and a large-format digital printer. It has eleven subsidiaries, is present on all continents and listed on Euronext on the Paris Stock Exchange.

Methodia: Nicolas Bourgerie created Methodia, a European training company, in 2003. Its goal is to offer mass customisation. The company has trained over 30,000 individuals and 240 large companies.

Geolid: Gautier Cassagnau and Guillaume de Neuvier co-founded Geolid in 2008. The two partners who met during the "Petit Paumé" adventure at EMLYON propose innovative communication solutions. The company has eight regional offices, 120 employees and over 3,000 customers across France.

Sport dans la ville: In 1998 Philippe Oddou co-created Sport dans la ville in Lyon. It is an association that proposes insertion through sport and transmitted the values of sport so far to approximately 4,000 young people, often people in need of guidance in order to integrate socially and professionally. There were also 70 companies created since 2007 through the "Entrepreneurs dans la Ville" action, an entrepreneurship assistance programme designed by EMLYON and Sport dans la Ville.

14.6.2 Lessons learned

Summary of lessons learned from this case

There are several lessons for developing entrepreneurship education that can be learnt from the EMLYON case.

First, comprehensive entrepreneurial education may require a **long-term strategy**, continuity and persistence. At EMLYON, the strategic focus on entrepreneurship activities dates back at least three decades.

Second, the strength of EMLYON's approach may be in the **diversity of activities linked with education**: They are relating to research, teaching, incubating, mentoring, coaching, and other activities. Together these may generate an entrepreneurial culture throughout the university. In contrast to other cases of the sepHE study where there is often just a single personality or unit representing entrepreneurship education, at EMLYON the whole university was found to back EE.

Third, EMLYON was found to **integrate teaching, research and practice**. It seeks to address entrepreneurial issues systematically and it intends to be close to business practice.

Fourth, **continuous innovation** of educational practice may be required. Although successful comprehensive EE may require consistency and continuity over a long period of time – see the first suggested lesson above – there may also be a need for continuous innovation and improvement. Such innovation may be needed in order to stay up to date with developments in business, technology, society, and pedagogy.



Transferability to other universities

EMLYON is a privately owned business school, thus the logic and the business model are very specific. Private for-profit universities in France and other countries may find the EMLYON approach or parts of it worth using for designing their own products and services. Public sector universities, especially those full universities covering a wide range of academic fields, operate with different objectives and logics. They may use certain of EMLYON's entrepreneurial elements for thinking about valuable practices for their own institution.

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