



21st Century Academic Forum Conference Proceedings
2014 Conference at Harvard

**Academics Behaviors to Foster Students Entrepreneurship
in Universities: The Way of a Little French University**

Thérèse Albertini¹, Thierry Fabiani², Nathalie Lameta³, Jacques Orsoni⁴

1 Management – Marketing, MCF, University of Corsica

Postal address: IUT de Corse- Campus Grimaldi - BP 52 - 20250 Corte

2 Management - Small business strategy, PAST, University of Corsica

Postal address: Université de Corse – IAE de Corte BP 52 – 20250 Corte

3 Economics, PRAG, University of Corsica

Postal address: IUT de Corse- Campus Grimaldi - BP 52 - 20250 Corte

4 Management – Marketing, University Professor, University of Corsica

Postal address: Université de Corse – IAE de Corte BP 52 – 20250 Corte

Abstract

French universities, with the backing of the Ministry for Higher Education, are increasingly involved in business awareness and training programmes. These actions have a twofold aim: to transmit knowledge and also to create a taste for action. To that end, this paper asks questions about how to stimulate the spirit of enterprise in students. Some of the thinking around these questions is certainly linked to the way the university community identifies the issues and approaches around entrepreneurship. So we will give thought here to how university staff view the incentives universities have created for setting up or restarting businesses and how to improve their effectiveness. We will look notably at the example of the University of Corsica. A qualitative study has been launched to produce a shared reference paper identifying opportunities for improvement and giving impulse to an innovative and unifying entrepreneurial project to be set up within universities.

Keywords: entrepreneurship, university, students, graduates

Introduction

Many research studies consider that the level of entrepreneurship in France is low compared to other countries (Fayolle, 2004; Boissin et al. 2007; Acs and Szerb, 2010; Ernst & Young, 2011; Degeorge and Fayolle, 2011). Ernst & Young's 2013 Business Barometer, which evaluates and ranks "entrepreneurial ecosystems" in the twenty G20 member countries, notes that France, despite having made significant progress, still has a poorly developed entrepreneurial potential.

Higher education graduates, because of their training and methods of work, are obvious candidates for the adventure of setting up or taking over a business. However, a study undertaken by the OPPE organisation in 2011 shows that even if students generally have a favourable attitude towards business and a positive image of entrepreneurs, few take the plunge. Aversion to risk, fear of failure and a lack of confidence certainly discourage their spirit of enterprise. Young graduates, put off by the crisis, economic uncertainty, tax policies and the negative influence of their family and friends, are reluctant to set up their businesses immediately (Didaxis consulting group, 2012). If 48% of young graduates wish to launch their own business, fewer than 3% of them actually do so.

And yet, with high levels of unemployment, even for young graduates, developing the spirit of enterprise in France by releasing energies and encouraging talents remains more than ever a challenge to be taken up.

In a situation like this, it seems legitimate for universities to take up the issue of entrepreneurship, notably by asking this question: how do universities give their students a taste for business? Some of the thinking around the subject certainly corresponds to the way the university community identifies the issues around entrepreneurship and what action to take.

So we will have to think about the way university people involved in this initiative view the methods and tools created within universities to set up, restart and develop businesses, and how their effectiveness might be improved, notably by looking at the case of the University of Corsica (Appendix 1).

We propose indeed to interview members of the University of Corsica who are working on the subject of entrepreneurship. We aim to create a shared reference paper, enabling future paths to be explored, changes to be proposed and joint actions to be undertaken. Thinking around the University's student enterprise education programme, the type of training, the impacts for business in Corsica, etc. will be mentioned as paths to be explored beyond the current study.

We are conducting our research in two phases. Initially, working from what has been published, we will look at how universities have taken up the entrepreneurial approach and the main initiatives they are taking to promote entrepreneurship. A qualitative study based on the University of Corsica will complete this review of literature. We can then draw up an inventory of the means deployed to sustain entrepreneurship and see how we can improve on what we have. We will present and comment on this grassroots survey (Appendix 2).

1. Entrepreneurship in higher education: the growing role of universities

Entrepreneurship can be broadly described as: *"starting from an idea, making use of an opportunity within a dynamic organisation which has been created from scratch or restarted and then developed by an individual or a group of people which then significantly evolves in a process that creates new value or stops existing value being wasted. [...] To be an entrepreneur is above all to be part of a continuously evolving and forward-facing project with a clear strategic vision."* (Emin and Paturel, 2007). So we observe that entrepreneurship is not necessarily restricted to the creation of a business but that the concept also covers the takeover and development of an existing business. In this way the idea is close to the vision put forward in the "entrepreneurship and the spirit of enterprise"¹ skills framework (2010). While keeping in mind that the factors we have just mentioned do not necessarily call on the same basic qualities, in this paper we will deal with them together. That is because our aim is to identify the means to encourage and even stimulate every form of business activity within universities. The spirit of enterprise, starting up new businesses and taking over existing businesses are examples. (Degeorge and Fayolle, 2011).

At present, French universities seem to be launching themselves into a sort of "enterprise marketing", to the extent that a large majority of them show a desire to incorporate the entrepreneurial approach into their establishments, through teaching modules, awareness days, specialised training, business incubators, etc. Entrepreneurship and its application to higher education is not as far advanced as in business schools and colleges of engineering (Fayolle, 2011). Nevertheless, over recent years, French universities have made considerable efforts to lessen the gap in this area.

The entrepreneurship plan launched in 2009 stipulates that schemes to develop the spirit of enterprise in students should take three directions:

- The establishment of student enterprise centres
- The development of Junior Enterprise initiatives within each university
- The appointment, within the majority of universities, of officially designated business contacts

The will to better integrate the enterprise approach in higher education is certainly not contrary to the idea of the "entrepreneurial university" put forward by Clark in 1998. The concept notably defines a university with an organisation conducive to an enterprise culture and whose staff and research programmes interact more closely with society outside. A university which has a greater degree of administrative and financial

¹ This framework is part of the master agreement of June 2010 between the employers' federation (MEDEF), the Ministry of Education and the Ministry for Higher Education and Research and the framework convention of November 2010 between the MEDEF and the Conference of University Presidents (CPU).

independence, which is more accountable for its actions and which is less reliant on public funding. Universities will thus have to find a balance between their traditional culture and the culture of the market (Rinne and Koivula, 2005, Shattock, 2005). The passing of legislation on the liberties and responsibilities of universities (LRU) is obviously not unrelated to this new mission conferred on the French universities.

Against this background, for universities to adopt a business approach and take action to stimulate the spirit of enterprise in their future graduates seems an integral part of the new vision of the university.

1.1. *Teaching initiatives*

The "entrepreneurship and the spirit of enterprise" skills framework introduced on 24 November 2011 urges the creation of business awareness and training modules throughout the bachelor-master-doctor (LMD) curriculum.

In reality, considerable efforts have been made to innovate teaching methods within universities so as to offer interactive, practical and effective courses (Fayolle and Verzat, 2009; Carrier, 2009). Students say, for example, that they react more positively to a startup simulation and testimonies from entrepreneurs than to courses as such on how to set up a business (Boissin et al., 2007). So it is important to give a more modern look to business training in higher education so as to make students better aware of how to set up or take over a business. In addition to teaching focused on how to write a business plan, solving case studies and on business games and simulations, other educational innovations have emerged to enrich this training. Without being exhaustive, some of them are worth citing. Surlemont and Kearney (2009) suggest applying enterprising teaching methods to stimulate a taste for enterprise. This approach has points in common with other teaching approaches such as active learning, problem and project focused learning and inductive methodologies (Verzat, 2011b). Enterprise education is based on four principles: students have responsibility in the learning process; students learn through direct experience; students work with others; learning is reflexive, that is to say students use experience as lessons for the future. This innovative learning approach may appear destabilising for the student, but also for the teacher. To stimulate this kind of approach the culture of the establishment must be incentive-based. Educational innovation of this sort therefore changes thought processes and leads to new teaching methods but can also create resistance (Verzat, 2011b).

Other original and undoubtedly more experimental teaching methods seem to be emerging. We can mention "drift" inspired by "Situationist International", a way of putting participants in a situation in which they can create, imagine and look differently at reality and its underlying opportunities (Bureau and Fendt, 2011). To get students to live real business situations is a complex task and the "drift" concept tries to "*simulate such situations: no clearly defined problem, great uncertainty, fortuitous circumstances, possibility of failure, conflict, a need to create resources, to be creative...*" (Bureau and Fendt, 2011, p. 94).

In addition to education, other actions are needed for business training to be improved.

1.2. *Initiatives and actions complementary to education*

French universities are taking many actions, organised notably around interviews with entrepreneurs, competitions and measures to support student projects.

As recent examples, we can cite the "Incontri" days of the University of Corsica in 2012, the first "Enterprise Special" day at Paris Dauphine in February 2013, the enterprise day at the François-Rabelais University of Tours in April 2013, the participation of the University of la Rochelle in the "Creative Universities" event in June 2012, the business startup competition at the University of Paris 13 in December 2012, the opening of the Peego startup at Dauphine in April 2012, etc.

Still more ingeniously, Dervaux (2011) describes the experiment set up at the Catholic University of Lille where a "Live my Life" event has been launched with the aim of bringing together the two worlds of teaching and business. Based on the television show of that name, teacher-business manager couples are formed. Each shares a day in the life of the other, and so discovers the situation and concerns of his or her partner. Between 2006 and 2010, 90 such partnerships were created. The experiment showed how rewarding these meetings were and how they enabled links based on trust to be formed. The underlying idea beneath this kind of initiative is that to produce innovators, the teachers upstream have to be made even more aware (Dervaux, 2011).

We can also mention the Junior Enterprise project which can be considered as a method of business initiation and falls into the "project-based learning" category (Barrès et al., 2011). The purpose of the Junior Enterprise project is "*finally not for the students to set up a business, but rather for them, through the project on which they are working, to develop what we can call business skills*" (Barrès et al., 2009, p. 90).

We can also point out the part played by university foundations. They also help make higher education graduates business-aware because they actually invite enterprises into the university.

Finally, it can also be seen that research into entrepreneurship is more and more common, as can be seen from the increasing number of theses produced on this subject between 2004 and 2007 (Messeghem and Verstraete, 2009) and between 2008 and 2009 (Fayolle et Messeghem, 2009).

1.3. *With what perspectives?*

Educational actions and initiatives encouraging entrepreneurship within the French universities are growing. Among them are incentives for researchers to set up their own businesses in order to create value from their work (Schieb-Bienfait et al., 2011). These actions and initiatives have the common aim of breathing the spirit of enterprise into students and giving them training in business. This seems to have a real usefulness because students become exposed to the world of business (Arlotto et al., 2012), develop a business consciousness (Fayolle, 2004) and become more likely to create businesses themselves (Boissin et al., 2007).

However, further efforts are needed to encourage business activity. In particular, we have to:

- Continue to encourage students to follow the enterprise path and try, perhaps in parallel, to lead them into the process of starting or taking over a business and to give them support and easier access to financial tools (Degeorge and Fayolle, 2011).
- Take account of "*cultural, institutional and situational factors*" (Fayolle, 2011, p.157). Business training thus needs to become more "customised" and reflect the political, economic and social aspects of the region surrounding the university.
- Take into account the time dimension and the attentiveness effect (Boissin et al., 2009). Students indeed appear to become more conscious of the obstacles to starting up a business the closer they are to the deadline, which corresponds to their entry onto the job market.
- "*Target more effectively*" (Fayolle, 2011). Fayolle and Gailly (2009) show that the impact of a 24 hour programme of initiation to the enterprise is all the stronger if entrepreneurial willingness, linked to previous business exposure, is low, and vice versa. In this case, it is interesting to use the level of entrepreneurial willingness as an indicator to profile students and thus give them better guidance (Fayolle and Gailly, 2009).
- Increase partnerships between universities and the enterprises of their surrounding areas so that business initiatives become more effective. This interaction between universities and businesses is mutually rewarding and raises the question of the role of universities in developing their regions (Kitagawa, 2005).
- Attempt to create a set of references (Lima et al., 2011) or a common framework as a support for objectives in terms of teaching, evaluation, skills to be acquired and training programmes to be set up (Verzat, 2011a). It could, for example, take the form of a compilation or showcase of best practices (Hofer, A. & al., 2010) and feedback to improve communication and stimulate innovation in the teaching of this subject.

Lastly and more generally, going beyond the subjects discussed above, the university can only become meaningfully involved in business and play its full part in communicating, supporting and raising awareness if there is strong regional, social and political commitment (Kitagawa, 2005).

Leading on from this very informative review of publications, it seemed pertinent for us to take a concrete example, that of the University of Corte, and look at it through the eyes of the teachers, research staff and administrative managers involved in launching business initiatives.

2. *Methodology and main results of the qualitative survey*

This section presents the different tools associated with the business approach deployed within the Pascal Paoli University as well as the possible means of improving their effectiveness. To do this, and to pinpoint the motivating and restraining effects on the actions undertaken and identify the potential for improvement, we had to conduct a qualitative survey involving the personnel of the University of Corte working on the promotion of entrepreneurship.

2.1. *Survey methodology*

To illustrate our point, we chose the University of Corsica, which for the last four years has had an educational and institutional programme which is worthy of attention (Appendix 1). Additionally, in Mediterranean areas, there is a cultural particularity which can have an effect on the spirit of enterprise (Marchesnay et al., 2006). According to Orsoni (2003), the lack of entrepreneurship in Corsica is linked to the absence of a business culture on the island due notably to the strong attraction of the public sector, to political errors and the existence of monopolies. However, recent figures on entrepreneurship in Corsica seem to show that the situation has markedly improved. Thus, in 2010, there were 123 business startups for every 10,000 inhabitants, as against 76 for every 10,000 inhabitants for all regions of France with the exception of the Ile de France².

In such circumstances, to instil the entrepreneurial approach at the University of Corsica could represent a major advantage for economic development.

A qualitative survey was conducted with University of Corte teachers, managers and administrators working on the issue of entrepreneurship. The methodological summary used in this approach is outlined in Table 1 and Appendix 2.

Added to the review of literature, this qualitative survey helps give a better understanding of existing business initiatives within a French university.

² APCE, 2012

Table 1-methodological factors in the qualitative survey

<i>Sample</i>
<ul style="list-style-type: none"> ▪ Identify the 20 university personnel working on the issue of entrepreneurship ▪ Of the 20 people, 15 were interviewed while five were absent during the survey period from 10 April to 30 May 2013.
<i>Interview guide</i>
<ul style="list-style-type: none"> ▪ An interview guide was created around five topics: <ul style="list-style-type: none"> ➢ The interviewee's career path ➢ Business teaching at the University (awareness, specialisation, development of business behaviours) ➢ How much those involved in teaching and training know of institutional government and university regulations, tools and aids on the subject ➢ Identifying the factors enabling or inhibiting the spread of the business spirit at the University of Corte ➢ A tentative new teaching approach to entrepreneurship
<i>Survey method</i>
<ul style="list-style-type: none"> ▪ Location: University of Corsica ▪ Collection method: handwritten notes, fully recorded
<i>Processing method</i>
<ul style="list-style-type: none"> ▪ Data processing: manual and TROPES³ software package

2.2. Main survey results and areas of improvement

The written statements obtained from the semi-structured interviews are an important source of information. Subjected to lexical analysis, they show how the business awareness tools are perceived, what are the incentives and inhibitors and how the tools might evolve.

2.2.1. How entrepreneurship is expressed and represented

Necessarily, the way the experts view the topics discussed has an influence on what they say. So it seemed to us important to highlight the vocabulary used by the people interviewed.

³ The TROPES software package was used here to extract the concepts from the reports, to create associations between concepts and to identify the groups of meanings most often used and their characteristics. This allows a semantic and pragmatic approach and ensures that the interpretations which are made are sound thanks to automated analyses (Ghiglione et al., 1998; Trébucq, 2006; Barès F., Houé T., Jacquot, 2011).

The speaking style tends to be argumentative (45% factive verbs) and factual (50% objective adjectives). "*Entrepreneurship is a willingness to set up or take over a business, to manage people and resources to attain an objective*" (Responsible, Professional Degree in Entrepreneurship)".

Taking charge using "I" represents 28% and "we" 22.2%. This can be construed as strong personal involvement with regard to the subject. However, we can detect doubt, which illustrates the difficulty of making students business-aware. Indeed, if universities are conscious of the issues behind this initiative, there are still doubts concerning the best way to make an impact on students. "Maybe we should try a change of approach. Maybe think about an approach which is more customised and which therefore better meets local circumstances. (Head of Institute of Business Administration). Table 2 shows the many different viewpoints of the 15 main players involved in business awareness initiatives within the University

Table 2 - Vocabulary used by personnel involved in business awareness at the University of Corsica

teaching	0551	purchase	0026	development	0015
enterprise	0275	vision	0024	will	0015
creation	0173	system	0024	responsibility	0014
knowledge	0093	finance	0024	aid	0014
Corsican	0081	place	0024	image	0014
problem	0075	advice	0024	employee	0014
time	0072	qualification	0022	culture	0014
work	0071	district	0021	success	0013
thought	0051	issue	0020	child	0013
people	0049	professional	0019	quantity	0013
builder	0048	policy	0019	fear	0013
tool	0047	research	0019	month	0013
organisation	0041	dimension	0019	wealth	0013
relation	0041	information	0018	confidence	0013
managing	0041	speech	0018	communication	0012
directing	0041	mission	0016	life	0011
intelligence	0039	insecurity	0016	management	0011
reasoning	0033	institution	0016	marketing	0011
economy	0033	lack	0015	construction	0010
network	0031	trade	0015	start and finish	0010
cognition	0027	choice	0015	family	0010
age	0026	solidarity	0015		

The thinking behind business awareness is shown here by a characteristic vocabulary which is recurrent and largely shared: "teaching", "enterprise" and "creation" are the naturally dominant generic terms. The logic of awareness is also described by typical, recurring word associations. The generic terms which are naturally associated are, most frequently, "creation > enterprise", as well as "university > enterprise" and "project > creation" (Appendix 3). This result shows that the very first idea associated with enterprise is creation, with a favourite tool which is teaching. We can note that the size of an existing business to be developed is not instinctively mentioned by the speakers and that the other factors complementing entrepreneurship training are only

mentioned secondarily. So, for example, the word "network" is in 20th position. The university players must therefore be made more aware of business in all its forms so as to be more effective in deploying their actions.

2.2.2. Towards sustained and supported active teaching methods

Efforts are being made in education. Business teachers are using learning methods in which students act out their own training such as business role plays, also called serious games, business plans even virtual enterprise creation.

Experts emphasise that the main aim of this kind of teaching is to demystify, to open student's minds to enterprise and make them want to find out more. (see Box 1)

Box 1 - Verbatim statements on the principal teaching objectives

"Access should be opened to courses on personal development and confidence boosting... France is a country where people are terrified of failure. In fact, this perception is largely exaggerated compared to the actual risks. It is true that 50% of businesses do not last more than five years, but these same businesses are often bought up. Moreover, closure is often due to bad relations between the partners" (Responsible, Professional Degree in Entrepreneurship).

"Through business awareness, we have to get across the idea that to be an entrepreneur is a kind of intellectual freedom. I am building my own future" (Head of Institute of Business Administration).

"We have to make all students of the University business-aware and above all make it clear that to start up or take over a business is open to all" (Vice President, Career Development).

"To encourage business-awareness is to give students drive... It is to offer them tools to make them less afraid of business (Deputy head, careers advice service).

According to the persons interviewed, the effectiveness of business teaching at the University of Corsica is dependent on various initiatives (Box 2 and Figure 1) such as:

- The establishment of an internal discussion process.
- The creation of an "ethical" business training programme conducive to healthy and effective economic development.
- The introduction of original and relevant training programs for business awareness teachers.
- Innovation becoming the main vector of business-linked education. The issue is to rethink education to make it as attractive and interactive as possible, with approaches such as project-based learning which are far removed from "pencil and paper" methods. These interview results allow us to establish a link with the work undertaken by many researchers citing the necessity of innovative teaching in business training (Fayolle and Verzat, 2009; Carrier, 2009; Surlemont and Kearney, 2009; Bureau and Fendt, 2011, Verzat, 2011b).

- The development of customised and situation-based education tailored to local circumstances. According to the interviewees, teaching must be organised around a "*territorial*" identity, a "*sort of DNA*". The works of Fayolle (2011) reinforce this idea.
- Boosting self confidence through the teaching given.
- The deployment of business-awareness education in all departments of the University. Business-awareness is recommended in all disciplines, from the first year onwards, with the possibility of ongoing programmes for some courses (Box 2). This result corresponds to the recommendations of the "entrepreneurship and the spirit of enterprise" skills framework (2011).

Box 2 - Verbatim statements about educational methods linked to the entrepreneurial approach

"There should be a real approach to construction around entrepreneurship. We should agree on the directions we want training and research to take (Head of Institute of Business Administration).

"More widely, universities are creating a new dimension which is really more a matter of regional development with corporate and social responsibility" (Head of department, University Foundation).

"It's less a question of enterprise but of how you go about it, what you put into it; the creative, ethical and political content too. Through what you do, you also define society... For me, what's missing is not so much the spirit of enterprise as the political vision of entrepreneurship. For me, entrepreneurial actions do not all carry the same weight" (Chief Secretary).

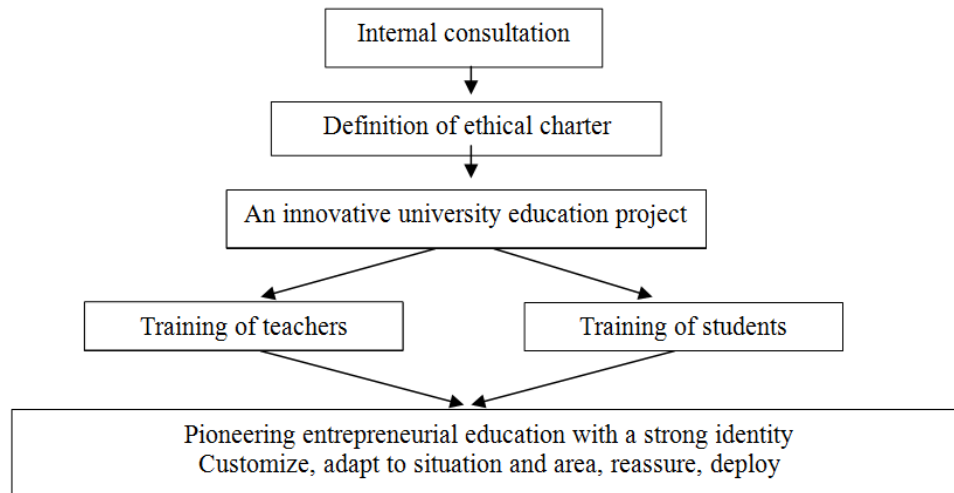
"We must develop project-based education and therefore train the trainers". (Head of university training centre).

"We must innovate. We must break free of the conservatism of universities. We have to imagine innovation in education" (Head of University evaluation unit).

"In business, customisation is important, it's even a major issue because a good business leader must have technical skills and a wide range of management skills" (University business education programme manager).

"... But if we don't give them business awareness upstream, it's too difficult afterwards, when they get to Masters level, to talk about business creation"(Vice President, Career Development).

Figure 1 - "University of Corsica Enterprise Education" teaching project



2.2.3. The necessary organisation and sharing of actions parallel to education

The actions launched by the University of Corsica to encourage the spirit of enterprise have increased, especially since 2009 (Appendix 1).

These actions are aided by the University Foundation, Junior Enterprise and apprenticeships and vocational training schemes (Box 3) which are notable stimulating factors.

Box 3 - Verbatim statements about the factors stimulating entrepreneurship

"Apprenticeship schemes could compensate the lack of experience which is a restraining factor for many students. This could show students the enterprise and sometimes prepare them to take over a business..." (University business education programme manager).

"On the face of it, I would say that apprenticeship is not the initial stimulus to business creation... On the other hand, it does take the lid off business and over time could change the student's vision of the enterprise" (Vice President, Career Development).

"Apprenticeship is a factor encouraging the spirit of enterprise, enabling more rapid development of practical skills such as project management and team work... It is one of many signals sent to students to create a climate of confidence and an environment favourable to entrepreneurship" (former Junior Enterprise chairman).

"Through apprenticeships and work placements, we gain a vision of the enterprise. It is a good way of transmitting business awareness information and therefore an understanding of entrepreneurship... Vocational training and vocational training centres are factors to take into consideration when setting up enterprise centres" (Deputy Head, Careers Advice Service).

"Students begin to see the Foundation as an aid, a value chain leading to the accomplishment of projects... Junior Enterprise is equally important because it helps create a taste for business" (Foundation Director).

"There are initiatives set up by the University and to my mind there are at least two levels: the University Foundation, the vocational Degree in Entrepreneurship, and the Masters, particularly in the Institute of Business Administration" (Head of Enterprise and Administrative Management department).

"Today, the Foundation and the Vocational Training Centre are important aids in publicising entrepreneurship and showing and popularising this image of the enterprise" (Head of Institute of Business Administration).

Beyond business understanding, the actions undertaken within the University of Corsica aim to create solid links between the University and businesses and to work on the image of the entrepreneur. *"Increasingly, we must develop images of business people who have succeeded in highly innovative areas"* (Chief Secretary to the President of the University).

Analysing the interviews also enabled us to highlight the key success factors in creating the business ecosystem at the University of Corsica (Table 3):

- Sharing a new vision of the role of the University along the lines of the thinking cited by Kitagawa in 2005.
- Building a *"shared vision"*, the internal players and those from outside such as institutions, professionals, associations etc. using the same approach. The works of Dervaux (2011) and Kitagawa (2005) mentioned above largely support this view.
- Identifying the enterprise players and creating firm networks.
- Placing the spotlight on the job of the entrepreneur.
- Training university *"field staff"*.
- Formalising the actions taken.
- Creating a dedicated business space such as an enterprise house or enterprise centre to help support student entrepreneurs more effectively. This idea can be found in the works of Degeorge and Fayolle (2011).
- Coordinating and communicating around the actions taken.

Table 3 - Key success factors in creating a business environment within the University of Corsica

<i>Strategic factors</i>	
<ul style="list-style-type: none"> ➤ New vision of the role of the University ➤ Jointly built by the internal and external players 	<p><i>"I believe now that we should share our viewpoints, that we should define a rather more collective, shared vision that we experiment and test together, and that we should share experience and build a common organisation (Chief Secretary to the President of the University).</i></p> <p><i>"There is an issue of entry into the professional world, but also of enriching the University through such practices. The chief mission of the University is to accompany and to adapt to</i></p>

	<i>changes in society" (Head of Vocational Training).</i>
<i>Tactical factors</i>	
<ul style="list-style-type: none"> ➤ Identify the entrepreneurial players and create firm relationships ➤ Focus attention on the job of the business leader ➤ Train University personnel ➤ Formalise the actions taken 	<p><i>"We need to create a bond between outside experts and University staff to supervise projects after university training" (Head of vocational training centre).</i></p> <p><i>"In my opinion, we should no longer work on the image of different sectors of the economy but on the image of the entrepreneur" (Head of Institute of Business Administration).</i></p> <p><i>"We need an enterprise culture. We must become familiar with business organisations and understand how to talk to them. We must train our staff and young people who are exposed to business" (Head of Institute of Business Administration).</i></p>
<i>Operational factors</i>	
<ul style="list-style-type: none"> ➤ Create a designated collaborative workspace dedicated to enterprise and student project support. ➤ Coordinate and communicate on actions taken 	<p><i>"We need to formalise the link between the University and business, and more practically, why not create an enterprise house?" (Head of department, University Foundation).</i></p> <p><i>"There has to be a clearly identified space for all users - students, university staff, people from outside." (Head of department, University Foundation).</i></p> <p><i>"We need to show what we are doing, setting up training which perfectly matches the economic, social and sporting environment. The modern university is embedded in its local area while having an international reputation." (Vice President, Career Development).</i></p>

The results obtained from this survey show that the issues of content, the ways and means of business teaching as well as the actions taken within the University of Corsica needed to be raised. Indeed, given the variety of practices, and especially the growing awareness of the changes and innovations wished for, it was becoming vital to take stock of the situation and identify future perspectives.

Conclusion, Discussion, Constraints and Perspectives

Higher education, through its commitment to "entrepreneurship" can reassure, incite and stimulate young graduates to start up or take over a business activity. The 2013 Enterprise Conference concluded that it was necessary to *"extend enterprise education in all its forms in all areas of higher education"*. So it seems essential within

universities to strengthen the educational content of enterprise teaching, to widen the experience of student enterprise centres and to provide support for students establishing their own businesses.

The ideas developed in the review of published material have highlighted generalised observations or situations and opportunities for changes to the enterprise education project.

Going beyond the review of literature, our research involved defining an experimental approach for Corsica. We proceeded by interviewing heads of teaching departments and administrators working on the subject of entrepreneurship within the University of Corsica having close links to the local environment. This enabled us to put together a manual of educational methods for enterprise teaching developed at the University of Corsica, but also to better understand the viewpoint of experts involved in the field of entrepreneurship. From this foundation we were able to establish a robust enterprise education project and identify the key success factors. The present article suggests some ideas for discussion and some potential improvements in the way business is approached in universities.

At the teaching level, the educational practices applied within the University of Corsica are worth reinforcing with creative methods such as "enterprising education" (Surlemont and Kearny, 2009) or active learning (Verzat, 2011b). All the difficulty lies in simultaneously giving students theoretical understanding and practical know-how. So we need to think first of all about an awareness programme for all students, then about specialisation at the student's initiative and finally about support for those who decide to make the leap. The teaching method should reflect these aims and should contain modules on business ethics.

The success of enterprise teaching courses is strongly dependent on the deployment of awareness and teacher training programmes. They could take the form of training seminars with the purpose of helping teachers acquire interdisciplinary understanding and be a means of bringing together all the participants involved in enterprise training. This programme could be completed by immersion days in local businesses. We could ultimately imagine the compilation of a "best practices" guide. This could be organised around a network, on the principle of economic intelligence where people involved in business awareness from inside or outside the University could exchange their practices and share their knowledge and "tips". This network could consider all subjects "from the idea to the project" such as financing, establishing the business plan, marketing, etc.

With regard to the actions taken by the University other than teaching, it seems to be the right moment to officialise the link between the University and business which is essential for better visibility and to formalise the different actions taken by the University. On top of that, we should establish a jointly created enterprise approach and define an "identified and identifiable" point of entry. We can cite as examples the University-Enterprise Council which is being set up, the launch of a PEPITE project⁴ or the creation of an enterprise house. These entry points could enable supporting

⁴ PEPITE projects (Student Centres for Innovation, Transfer and Enterprise) aim to spread the enterprise and innovation culture to young people in higher education and help students and recent graduates wishing to become entrepreneurs to make the leap. To date, 23 projects have been certified.

activities to be set up and could be a means of observation and analysis of business-related information on project support, monitoring, achievements and perspectives. Beyond the training for university personnel such as enterprise teacher training days, enterprise "discovery days", etc., this initiative can only exist and survive if it is shared at the same time by the University and local institutions, private enterprises, associations and all those who contribute to the economic fabric of the region.

All experimental research has its limits and needs to be completed.

The inherent limits to this study are related to the choice of a region with a strong cultural imprint (Orsoni, 2003, Marchesnay 2006) and could thus lead to local particularities even if the enterprise approach within the University seems fairly close to what is done in other universities.

In addition, because of the qualitative local survey, our results could not be generalised in all other universities. So this study has to be extended to other universities in order to confirm or not our suggestions for improvement.

It also seems advisable to carry out a study of the student population so as to verify the possible correlation between enterprise training initiatives and their impact on the attitude of students towards entrepreneurship. The purpose will be to reflect on business intention as an indicator of the effectiveness of the schemes with students.

References

- Acs Z.J., Szerb L. (2012), *Global Entrepreneurship and Development Index (GEDI)*, Edward Elgar, USA.
- Arlotto J., Jourdan P., Sahut J.M., Teulon F. (2012), Les programmes de formation à l'entrepreneuriat sont-ils réellement utiles ? Le cas des concours pédagogiques de création d'entreprise, *Management et avenir*, vol. 5, n° 55, pp. 291-309.
- Barès F., Houé T., Jacquot T. (2011), Le projet « Junior-entreprise » comme outil pertinent d'initiation à l'entrepreneuriat : Une analyse des comportements et compétences, *Revue de l'entrepreneuriat*, vol. 10, n°2, pp. 89-119.
- Boissin J.P., Chollet B., Emin S. (2007), Les croyances des étudiants envers la création d'entreprise. Un état des lieux, *Revue Française de Gestion (RFG)*, vol. 11, n° 180, pp.25-43.
- Boissin J.P., Chollet B., Emin S. (2009), Les déterminants de l'intention de créer une entreprise chez les étudiants : un test empirique, *M@an@gement*, vol. 12, n° 1, pp. 28-51.
- Bureau S., Fendt J. (2011), Dériver pour apprendre à entreprendre, *Entreprendre et Innover*, vol. 3, n° 11-12, pp. 86-94.
- Clark B.R. (1998), *Creating Entrepreneurial Universities : Organisational pathways of Transformation, Issues in Higher Education*, Oxford, Pergamon press for International Association of Universities.
- Carrier C. (2009), L'enseignement de l'entrepreneuriat au delà des cours magistraux, des études de cas et du plan d'affaires ?, *Revue de l'entrepreneuriat*, vol. 8, n° 2, pp. 17-33.
- Curri G. (2008), Des cours sur la création d'entreprises dans certaines Universités Allemandes : Un pas de plus sur la voie de la réforme, *Revue Politique et gestion de l'enseignement supérieur*, Ed. de l'OCDE, vol. 3, n°20, pp. 55-79.
- Degeorge J.M., Fayolle A. (2011), Les étudiants français ont-ils la fibre entrepreneuriale ?, *Entreprendre et Innover*, vol. 1, n° 9-10, pp. 21-28.
- Emin S., R. Paturel R. (2007), *Quelques problématiques de l'entrepreneuriat dans le contexte français*, in « Dynamiques entrepreneuriales et développement économique », Collection CEDIMES, Ed. L'Harmattan,
- Fayolle A. (2004), *Entrepreneuriat, Apprendre à Entreprendre*, Ed. Dunod, Paris.

- Fayolle A., Gailly B. (2009), Evaluation d'une formation en entrepreneuriat : prédisposition et impact sur l'intention d'entreprendre, *M@n@gement*, vol. 12, n° 3, pp. 176-203.
- Fayolle A., Verzat C. (2009) : Pédagogies actives et entrepreneuriat : Quelle place dans nos enseignements, *Revue de l'entrepreneuriat*, vol. 8, n° 2, pp. 1-16.
- Fayolle A. (2011), Enseignez, enseignez l'entrepreneuriat, il en restera toujours quelque chose, *Entreprendre et Innover*, vo. 3, n° 11-12, pp. 147-158.
- Fayolle A., Messeghem K. (2011), La recherche en entrepreneuriat entre 2008 et 2009, *Revue de l'entrepreneuriat*, vol. 10, pp. 53-72.
- Gareth W., Kitaev I. (2005), Aperçu général du contexte des politiques nationales favorisant l'entrepreneuriat dans les établissements d'enseignement supérieur, *Politique et gestion de l'enseignement supérieur*, Vol. 3, n°5, pp.133-151.
- Ghiglione R. Molette P., Landre A., Bromberg M. (1998), *L'analyse automatique des contenus*, Dunod.
- Hofer, A. *et al.* (2010), "From Strategy to Practice in University Entrepreneurship Support: Strengthening Entrepreneurship and Local Economic Development in Eastern Germany: Youth, Entrepreneurship and Innovation", *OECD Local Economic and Employment Development (LEED) Working Papers*, 2010/09, OECD Publishing.
- Kitagawa F. (2005), Universités entrepreneuriales et développement régional, *Politique et gestion de l'enseignement supérieur*, Vol. 5, n°17, pp.69-97.
- Lima E., Almeida Lopes R.M., Jorge Nassif V.M., Da Silva D. (2011), Intentions entrepreneuriales et opportunités d'amélioration de la formation Universitaire : quoi faire au Brésil, *11^{ème} CIFEPME*.
- Marchesnay M., Chabchoub Kammoun S., Ellouze Karray H. (2006) : Y-a-t-il un entrepreneuriat méditerranéen ?, *Revue Française de Gestion*, vol.32, n°166, p.101-118.
- Messeghem K., Verstraete T. (2009), La recherche en entrepreneuriat : état des thèses soutenues entre 2004 et 2007, *Revue de l'entrepreneuriat*, vol. 8, n° 1, pp. 91-105.
- Orsoni J. (2003), *Les châtaigniers de Tartavellu*, Essais, Ed. Albiana.
- Rinne R., Koivula J. (2005), La place nouvelle de l'Université et le choc des valeurs, *Revue Politique et gestion de l'enseignement supérieur*, Ed. de l'OCDE, vol. 3, n°17, pp. 99-132.

Schieb-Bienfait N., Boldrini J.C., Benguigui J.M. (2011), De la valorisation de la recherche universitaire par la création d'entreprise : bilans et perspectives, 11^{ème} CIFEPME.

Shattock M. (2005), Les Universités européennes et l'entrepreneuriat : leur rôle dans l'Europe du savoir, *Revue Politique et gestion de l'enseignement supérieur*, Ed. de l'OCDE, vol. 3, n°17, pp. 12-26.

Surlemont B., Kearney P. (2009), *Pédagogie et esprit d'entreprendre*, De Boeck, Bruxelles.

Swift A. (2008), Universities : An Entrepreneur's Ecosystem, *Xconomy*.

Trébuçq S. (2006), L'épargne salariale en France dans deux discours politiques de gauche et de droite, *Mots*, pp. 105-119.

Verzat C. (2011a), « Esprit d'entreprendre es-tu là ? . Mais de quoi parle-t-on ? », *Entreprendre et Innover*, vol. 3, n° 11 et 12, pp.7-18.

Verzat C. (2011b), Expérimenter et coopérer pour apprendre à entreprendre, *Entreprendre et Innover*, vol. 3, n° 11 et 12, pp.113-119.

Appendix 1 - University of Corsica figures and key dates

Foundation	1765 then reopened in 1981
Students	4300 students of over 60 nationalities
Degrees	More than 100 degrees awarded by 8 faculties: ➤ 3 training and research units ➤ 5 institutes and schools ➤ 4 subject areas: Law, economics, management; Art, literature, languages; Human and social sciences, science, technology, health
Personnel	320 teaching/research staff 580 staff from outside 210 administrative personnel 160 partner universities 200 doctoral students
Research	3 CNRS approved units: UMR-CNRS n°6134 "Environmental science" (SPE), UMR-CNRS n°6240 "Places, Identities, Spaces, Activities" (LISA), Fédération de Recherche CNRS n°3041 "Environment and Society" (FRES) 1 Technology Research Team (ERT) 8 research framework projects
Entrepreneurship – key dates	1998 Centre for Research and Technology Transfer (CRITT) established 1998 Enterprise Innovation Institute established 1998 Diploma in Entrepreneurship created 2004 Regional Technology Incubator established 2004 Professional Degree in Entrepreneurship created 2011 University Foundation established 2011 "Junior Enterprise" set up 2013 Specialised entrepreneurship research team formed 2013 Sapè project ⁵ launched
Some recent actions	Testimonies from some outstanding Corsican entrepreneurs Ideas competitions (Enterprise speed dating, Lingua azzione ⁶ , "U Premiu" of the CUSTRUI programme

⁵ The e Sapè project is a European distance learning programme managed by the University of Corsica with a business awareness component.

⁶ A competition for ideas. Students have 24 hours to set up a business virtually in the Corsican language.

Appendix 2 - List of interviewees

	Name	Status - Responsibility - Mission
1	<i>Bernard-Léoni, Vanina</i>	PRAG Director of the University of Corsica Foundation Responsible for strategic economic partnerships
2	<i>Bisgambiglia, Paul</i>	University professor responsible for the degree in physics
3	<i>Calendini, Jean-Baptiste</i>	PRAG Chief Secretary, University of Corsica
4	<i>Castola, Vincent</i>	University professor Vice President, career development Director of the Careers Advice and Professional Employment Centre (POIP)
5	<i>Costa, Jean</i>	University professor Director of the Doctoral School (ED)
6	<i>Cristofari, Christian</i>	University professor Director of the University Technical Institute (IUT) Former head of the Enterprise Creation Institute (ICE) and creator of a business incubator
7	<i>Fabiani, Thierry</i>	Senior lecturer at the University of Corsica In charge of a business incubator at the Leonardo da Vinci School Head of a consultancy firm
8	<i>Furt, Jean-Marie</i>	MCF Head of the Institute of Business Administration (IAE) at Corte
9	<i>Graziani-Invernon, Sylvie</i>	IGR Deputy Director POIP
10	<i>Lameta Nathalie</i>	PRAG Responsible for Professional Degree in Entrepreneurship (LPE)
11	<i>Micaelli, Paul-Toussaint</i>	Business manager, Honda Former head of ICE
12	<i>Ottavi, Pascal</i>	University professor Dean of the Faculty of Literature Lingua azione 24 h competition
13	<i>Riolacci, Cécile</i>	MCF Sciences Head of Vocational Training
14	<i>Ristori, Sébastien</i>	Doctoral student Financial Director, Carrefour Ajaccio Instigator and former president of the Junior Enterprise association
15	<i>Romani, Paul-Marie</i>	University professor President of the University
16	<i>Storaï, Christophe</i>	MCF Economics Head of the University of Corte Apprentice Training Centre (CFA)
17	<i>Terramors, Patrice</i>	MCF Management Head of the Enterprise and Administrative Management department at the IUT
18	<i>Tihay, Virginie</i>	MCF Physics

		Head of the School of Engineering
19	<i>Tomasi, Colette</i>	IGR Head of the evaluation unit
20	<i>Vautier, Jacques</i>	University professor Sapè project manager

Appendix 3 - Examples of word associations

(creation > enterprise)	52	(entrepreneurship > university)	6
(university > enterprise)	15	(advice > enterprise)	6
(project > creation)	14	(awareness > entrepreneurship)	6
(entrepreneurship > creation)	10	(creation > wealth)	6
(management > enterprise)	10	(professional > entrepreneurship)	6
(student > project)	10	(awareness > enterprise)	6
(student > enterprise)	10	(world > enterprise)	5
(Foundation > university)	9	(project > enterprise)	5
(entrepreneurship > enterprise)	8	(student > course)	5
(creation > takeover)	7	(training > creation)	5
(teaching > entrepreneurship)	7	(actor > university)	5
(teaching > student)	7	(student > entrepreneurship)	5
(enterprise > student)	7	(training > entrepreneurship)	5
(advice > university)	7	(creation > takeover)	5
(enterprise > creation)	7	(enterprise > project)	5
(student > creation)	7	(knowledge > enterprise)	5
(entrepreneurship > student)	6	(approach > creation)	5
(child > enterprise)	6	(approach > entrepreneurial)	5
(debate > work)	6		