

The professional licence Management and Entrepreneurship in the European Space

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Introduction

- ❑ Professional licences (bachelors) were created in France in november 1999 by ministerial decree.
- ❑ They have the particularity of being a one-year degree that welcomes students who already hold a 120 ECTS diploma.
- ❑ This third year, which confers the grade of licence, closes the first cycle of university studies with a professional training, intended to facilitate professional integration.

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The professional licence Management and Entrepreneurship in the European Space (Strasbourg)

- ❑ It was **opened in 2006** after accreditation by the Ministry of Higher Education.
- ❑ It was the result of an analysis of the employment needs expressed by companies and recommendations from socio-economic organisations.
- ❑ Each year, it welcomes **about thirty students**, all of whom work-study.
- ❑ A **second cross-border course** (parcours transfrontalier) was launched in 2014.
- ❑ This degree has been the subject of several audits designed to verify **the constant adequacy of the training with the expectations of the labour market.**

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Training for identified needs

A double observation in France:

- **94% of companies have less than 10 employees, 99% have less than 50 employees.**
- **An industrial base in Alsace composed mainly of SMEs/SMIs, with a dynamic of business start-ups.**

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Training for identified needs

Directors of de small companies:

- **are technicians, craftsmen, shopkeepers...**
- **are in the heart or the core of the business, but...**
- **have no management training,**
- **do not master the support activities or the development of the company.**

In small and medium-sized organisations, there is a real need for multi-skilled employees able to carry out non-production activities.

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The objective of the training

The importance of SMEs in a region such as Alsace, in the centre of Europe, requires not only specialists in various fields,

but also multi-skilled managers trained to Bachelor's degree, destined to become

- effective middle managers,
- managers with real versatility in professional, administrative, financial, commercial and legal skills...

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The interest of a Bachelor's degree

The licence professionnelle offers the possibility of obtaining a Bachelor's degree and of finding a job thanks to work-based learning.

The degree of bachelor is essential for the recognition abroad of the first two years of university training.

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The interest of a Bachelor's degree

SME directors are more interested in multi-skilled middle managers than in specialised senior managers (master 2) to whom they cannot provide a sufficient volume of work in their speciality and grant them a remuneration commensurate with their degree.

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Targeted jobs

- Administrative, financial, commercial and logistics manager in a small company,
- Director of general services in an SME,
- Assistant to the administrative manager in a medium-sized company,
- Management controller in an SME,
- Project manager,
- Business creator and takeover...

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Professionalization on an apprenticeship schedule adapted to the needs of SMEs

A rhythm of 2 days in training and 3 days in the company per week.

Why ?

- The frequency of contacts with external partners, customers, suppliers, various advisors, does not allow the apprentice to be absent for too long.
- A prolonged absence would be detrimental to the smooth running of the SME.

The apprenticeship programme is carried out in a wide variety of sectors, since SMEs are present in practically all sectors of activity.



Particular attention given to the title of the training

Management:

- The management professions integrate functions of responsibility within an SME: administrative and financial manager, logistics manager, sales manager, human resources manager, etc.
- These are recurring activities, carried out alongside the director and under his or her authority, which are easily adapted to work-study.

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Particular attention given to the title of the training

Entrepreneurship:

- The entrepreneurial professions cover the creation and takeover of companies and those of project developers.
- These are **one-off, non-repetitive activities of limited duration, carried out independently, which are difficult to organise on a work-based learning.**

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Different skills

Business creation and business management require similar operational knowledge, but the two activities call for very different skill profiles and the combination of these two terms within the same training course might seem inappropriate

but...

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Different skills

- Most business start-ups and take-overs are carried out by people aged over 35 on average after one or more professional experiences.
- A period of employment increases the success of the projects and the credibility of the creators.

Thus, management and entrepreneurship can be combined in the same training, since the experience acquired can be used to launch a business later on.



Particular attention given to the title of the training

European space:

- The growth of a small business requires new markets outside its borders.
- The creation of the European Union, a free trade area between member countries, is a real opportunity for SMEs that want to grow.

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Technical skills targeted

- Designing and improving internal and external procedures, defining the framework for administrative management and setting up steering tools and management charts based on the internal information system and the company's strategy.
- Preparing budgets, monitoring their implementation, interpreting variances and communicating.
- Ensuring administrative follow-up and personnel management.
- Intervening in the legal and tax aspects of assets (real estate, insurance, etc.), economic life (contracts, agreements, industrial property), financial engineering (loans, borrowing, etc.).

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Technical skills targeted

- Supervising cash flow and relations with banks.
- Negotiating with external partners (customers, suppliers, administrations, advisors, etc.).
- Ensuring commercial prospecting, international exchanges and a possible establishment abroad.
- Communicating in foreign languages.

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The architecture of the training

This programme follows a certain logic

- **It is through knowledge of the international economic, social and legal environment,**
- **that one can apprehend the relevance of the principles of SME management, the stakes and the constraints of its activities management,**
- **and respond to them by implementing steering tools and developing projects.**

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The architecture of the training

The training (60 ECTS) of 524 hours is divided into 6 UE given during 1 year (12 months) after a successful 2-year course in higher education (120 ECTS).

The 6 UE are grouped into 2 blocks:

- an "academic" block (UE1 to UE4)
- and a professional block (UE5 to UE6).



The training programme (syllabus)

UE 1 and UE2

UE1: The SME in its international environment

- 1.1 Business, competition and Europe
- 1.2 International trade
- 1.3 Business english
- 1.4 Optional module

UE2: Legal Environment of the SME

- 2.1 Tax and accounting Law
- 2.2 Business law
- 2.3 Social law
- 2.4 Optional module

UE 3 and UE4

UE3: Activities Management

- 3.1 Marketing and commercial relations
- 3.2 Supply chain
- 3.3 Performance management
- 3.4 Human resources

UE4 : Management of SMEs

- 4.1 Entrepreneurship
- 4.2 Organisation, structure and strategy of SMEs
- 4.3 Lectures

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The syllabus

The two professional modules

- **UE5 : Professional activity and follow-up (apprenticeship)**
- **UE6 : Professional thesis (assignment given by the host company).**

Depending on the skills already acquired or not acquired by the students, two optional modules are proposed:

- either a reinforcement in languages (German/Spanish)
- or a reinforcement in management or in management information systems.

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Knowledge control procedures

- **Each teaching unit is validated and the corresponding ECTS awarded when the average of the marks of the constituent modules is greater than or equal to 10 out of 20.**
- **Compensation between elements of the same teaching unit is carried out without eliminating marks.**
- **The Professional Licence (and the 60 ECTS) is awarded when the overall average is equal to or higher than 10 out of 20**
- **An average of 10 out of 20 or more is required for the professional follow-up and the thesis.**

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Partnerships and contributors to the training

- A partnership agreement has been established between the IUT Louis Pasteur/University of Strasbourg and the Chamber of Commerce and Industry of Strasbourg.
- The CCI is able to provide a panel of speakers who can supplement the teaching team in areas where the university's skills are insufficient or absent
- Professionals take part in recruitment interviews and commissions, in the evaluation of trainees, in the viva of project theses and in the jury for the award of the diploma
- Professionals participate in the management of the programme through the **development council**.
- The IUT is responsible for the pedagogical aspects of the training and the CCI is involved in the follow-up of students in companies and provides support in the search for a host company.

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Recruitment and selection of applications

The selection of applications is carried out in three stages:

- 1. A first phase consists of selecting approximately 60 to 80 applications**
- 2. In the second phase, all selected candidates are called individually for a motivation interview.**
- 3. In the third phase, the 50 selected candidates are admitted on condition that they have found a host company for the work-study programme before the start of the course (end of September, beginning of October).**

The candidates selected after the interview are accompanied by a training advisor from the CCI.

In the end, there are **about thirty apprentices** left at the beginning of the school year.



Professional integration

The work-based learning allows for very good professional integration after the training. Almost all succeed in doing something after their year.

☐ 70% remain on fixed-term or permanent contracts in the company that recruited them for the work-based learning or are hired in other companies (the reputation of the course makes this easier).

The positions held correspond to those of sales manager or assistant, administrative/financial, logistics, or human resources management...



Professional integration

- ❑ Some apprentices give themselves an experience abroad or embark on a project to create a company.
- ❑ A new trend, which is becoming more and more marked, is the continuation of studies towards master's degrees by continuing the work-study programme in the host company (In 2021, they are between 40 and 50%).

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The international dimension of training

- 1. It is complicated for French apprentices to do internships and assignments abroad, since their status as employees and the rhythm of the alternation required by companies are incompatible with real international mobility.**
- 2. The existence of a Franco-German cross-border apprenticeship contract had made it possible to open a Franco-German cross-border course for 5 years: training in France and alternating in German companies in Germany.**

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The international dimension of training

- 3. A summer university in partnership with a Romanian university is regularly organised on the theme of entrepreneurship in Romania at the beginning of July for one week.**
- 4. Foreign students are welcomed each year in the bachelor. Some come as part of a learning agreement, others to obtain the French licence diploma and register as French apprentices.**

For European students, the apprenticeship does not pose any problem, unlike for non-EU students.

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Conclusion

Why a university should use work-based learning ?

- Its vocation is to train the future managers of the economy.
- It must remain in contact with companies and respond to their qualification needs.
- It must be self-financing in order to develop. The price of training must reflect the added value it brings to companies and the economy.

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