

Travail de Fin d'Etudes

en vue de l'obtention du titre de

Bachelier Assistant de Direction

Année académique 2014-2015

How Can Students Collaborate in the Development of a Company as part of a Course?

CAD Projects – How to Develop this Initiative at HELMo, in the Management Assistant Section?



Présenté par
Noémie GRANDJEAN

Date de la défense
Juin 2015



ECONOMIQUE



Saint-Martin
Campus Guillemins

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Introduction

What if students, who have no or little experience in the world of work, could contribute to the development of a company, help to improve it or create something within it, as part of their course? Apart from internships, initiatives to fit in the working world only start to appear at HELMo¹, while it is already a reality in other countries, as in Mexico (at the Instituto Tecnológico y de Estudios Superiores de Monterrey, in Querétaro) where I spent the last term as an Erasmus student.

I chose to develop this topic in my dissertation because I participated in a group work that caught all my attention: as part of my course on global economy, a Canadian student and I provided recommendations to the Regional Museum of Querétaro to improve its layout. This kind of projects, called CAD projects, appears to be very interesting for the students as well as for the companies. Moreover, the university invests a lot in these initiatives: 6 employees deal with the coordination of the projects.

I have divided my dissertation into 2 parts. The first part describes the ITESM², the CAD, which is the office in charge of the projects, and the way they work. The second part is more practical: I illustrate the theoretical part by describing the team work that I conducted last term. I also investigate to know if such projects could be undertaken between Walloon companies and students of the HELMo Management Assistant section. So the purpose of my dissertation is to be inspired by the approach that already exists in the Mexican university where I studied in order to find equivalent initiatives that could be put in place at HELMo.

¹ Haute Ecole Libre Mosane. Available on <<http://www.helmo.be/CMS/Home.aspx>>.

² Instituto Tecnológico y de Estudios Superiores de Monterrey. Available on <<http://www.itesm.mx/>>.

In writing my dissertation, I hope to find Walloon companies that could be very interested in these initiatives because if there is no demand from them, it could not be win-win situations, and it is that aspect that I like the most in this kind of collaboration. I also hope to discover through a survey that students who took part in a CAD project are satisfied to have done it, like me, even if there are some inconveniences. The motivation of the students is very important because they have to put a lot into their project to succeed.

Finally I hope that the professors of HELMo who will read my dissertation would be favorable to these collaborations between companies and students and maybe that in the future, they will implement them.

1 Theoretical Part

1.1 ITESM, Campus Querétaro, a University which Promotes the Entrepreneurship Spirit

1.1.1 Some Facts about ITESM

ITESM is a famous Mexican university which was founded in 1943 in Monterrey by Don Eugenio Garza and some company heads. They were convinced that Mexico needed more entrepreneurs. Don Eugenio Garza was an important businessman that fervently defended private enterprises and the right to be an entrepreneur. Hence the university became private, non-profitable and separated from political and religious powers. Initially ITESM was an Engineering School, but over time it has diversified in many fields: Administration, Architecture, Arts and Design, Communication, Computer Sciences, Economy, Human and Social Sciences, Law, Medicine, Sciences, ... ITESM rapidly developed other campuses in Mexico and nowadays 31 campuses are attended by more than 98,000 students¹. The university has been internationally recognized by some awards and accreditations: in 1950, ITESM was the first university in Latin America to obtain an accreditation from SACS² and it has kept it. In 2014 Quacquarelli Symonds³, a British ranking agency, ranked ITESM 7th out 300 institutions in its '*QS University Rankings: Latin America*'⁴. With its 7th rank, it is the best rated Mexican university (out of 50 Mexican institutions)⁵. It is also classified 2nd best employer in Latin America and 85th worldwide⁶.

¹ Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/Campuses>>.

² Southern Association of Colleges and Schools. Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/About+Us/Transforming+lives/Our+purpose/?cache=none>>.

³ Available on <<http://www.qs.com/about-us.html>>.

⁴ Available on <<http://www.qs.com/qs-university-rankings-latin-america.html>>.

⁵ Available on <<http://mexico.cnn.com/nacional/2014/05/30/el-tec-supera-a-la-unam-en-ranking-de-universidades-de-america-latina>>.

⁶ Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/Academic+offerings/?cache=none>>.

According to CENEVAL¹, ITESM is considered the best university in Mexico because of its academic program. Moreover, the good reputation of the university is also due to numerous alumni that carry out actions for the wellbeing of the population. Currently the President of Tecnológico de Monterrey² is the Doctor David Noel Ramírez Padilla.

1.1.2 The ITESM's Vision and Values

'We educate leaders who have an entrepreneurial spirit, a humanistic outlook and are internationally competitive'³.

This is ITESM's vision. It expresses that students, in choosing to study at ITESM, are trained to become managers who promote values such as entrepreneurial spirit, humanistic outlook and international competition. Through its academic program and its extra-curricular activities, we can notice that it is consistent with its vision. These values are complemented by 3 other ones: innovation, team working and integrity.

1.1.2.1 Entrepreneurial Spirit

ITESM has been a forerunner in Mexico in proposing entrepreneurship programs to its students for decades. It is the Eugenio Garza Lagüera Entrepreneurship Institute that deals with the development of entrepreneurship programs and services supporting entrepreneurship initiatives. This institute is the largest in Mexico as well as in Latin America and it collaborates with the most important university in entrepreneurship in the United States, the Global Consortium of Babson College. Encouraging the economic development in Mexico through its 11 Technology Parks, the institute offers support to small and medium-sized

¹ CENEVAL is the National Centre of Evaluation for Higher Education. Available on <<http://www.ceneval.edu.mx/ceneval-web/content.do?page=3879>>.

² Another denomination for ITESM.

³ Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/About+Us/Transforming+lives/Vision/?cache=none>>.

businesses as well as to new enterprises¹. For instance one of its programs called 'entrepreneurial families' enables students and their family to create a business project and work together on it making it a reality².

Instilling the entrepreneurial culture in students is very important because the country needs new entrepreneurs to face up to numerous social, economic and environmental issues. Young people should actively contribute to the building of the future of the country if they want to ensure a better tomorrow.

1.1.2.2 Humanistic Outlook

ITESM promotes dignity among all human beings and wants its students to care about society. Future entrepreneurs and businessmen should work first for the community's common good. This way of thinking starts at university: on the campus Querétaro, 85 student groups organize events about different themes (health, security, democracy, ...). Moreover, the Social Formation Department offers to students to take part in social projects, which enable them to be aware of the impact that they can have on the community's development. They strengthen a sense of responsibility by working with marginalized populations. Besides ITESM offers special scholarships to financially-needy students because entrepreneurs and leaders can come from any socio-economic context.

1.1.2.3 Internationally Competitive

Tecnológico de Monterrey has over time built strong partnerships with renowned universities and consortiums from over 45 countries in order to be internationally competitive. On the one hand, these alliances enable international exchanges for ITESM students (44 % of them have an

¹ Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/Entrepreneurship/?cache=none>>.

² Available on <<http://venaltec.queretaro.itesm.mx/cultura-emprededora>>.

international experience once in their path)¹. Tecnológico de Monterrey also attracts many foreign students in order to create an international environment on its campuses. In this way, Mexican students may be in contact with different cultures without leaving the country. They become global citizens and can be more competitive internationally. On the other hand, ITESM and its international partnerships develop together interesting academic and research projects.

1.1.2.4 Innovation

The university, through its innovative spirit, also encourages its students to be pioneers. For example, ITESM is the first in Mexico and in Latin America to use Internet. '*Nothing ventured, nothing gained*²: to be at the cutting edge of technology, risks must be taken. This is what ITESM did and it succeeded. Students must learn from their mistakes to redesign the future and they need to be creative to become problem-solvers.

1.1.2.5 Team Working

If you do not like team working, do not study at ITESM. Actually students do a lot of team working. I can confirm that: in each of my classes, I worked in a team several times. Students can develop their team spirit during classes but also in doing cultural and sport activities. Indeed the university offers its students a large choice of activities and it organizes events and sport competitions. Exercising is good for the physical and mental development of all, it also enables students to play together and thus build a team spirit. In working together individualism gives way to collaboration.

¹ Available on <<http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/English/Academic+offerings/?cache=none>>.

² Available on <<http://dictionary.cambridge.org/fr/dictionnaire/britannique/nothing-ventured-nothing-gained>>.

1.1.2.6 Integrity

ITESM students should become responsible, honest, respectful and transparent citizens. They develop these values through extra-curricular activities like sport, art and cultural activities: students organize democratic election to have representatives; when they play a part in an activity, they have the responsibility to participate actively and until the end, ... Besides, professors include humanism, ethics and social engagement in their program. For instance in my class of social entrepreneurship, I developed a project with other students to help an indigenous community in selling some of their handcrafted products. All the benefits were for them, we were volunteers. Moreover, when we offered their articles to shops, we tried to have fair prices as we wanted to add value to their products.

1.1.3 Educational Model TEC 21

After describing ITESM's vision and values, it is interesting to know more about ITESM's educational model, which is quite different from ours at HELMo.

Since 2013, ITESM has adopted a new educational model in order to respond better to the needs of students living in a global and ever-changing world. As the society (and the environment) is in constant movement, ways of thinking are also changing. ITESM wants to reinvent a more adequate pedagogic model for young people that have to face up to new challenges. The educational model TEC 21 is made up of 3 ideas: firstly, students must learn and experiment inside and outside classrooms. Classrooms are not only places to acquire knowledge. They are also spaces to share ideas, work and learn together. Secondly, university courses are more flexible: students can take between 4 and 7 different classes per term. Thus the number of classes taken per term determines the time that students need to finish their career. Moreover, they can choose the order of the courses. Then there are compulsory courses for each career as well as 6 'free' courses spread along the entire university path and chosen from

other careers. Thirdly, professors do not only teach knowledge, but also experience: they have to be inspiring, to share innovative ideas with students, to update their knowledge and to be close to the working world.

1.1.4 Comparison with HELMo

During my stay on the campus Querétaro, I noticed some differences between the academic organization at HELMo and the one at TEC de Monterrey¹. However, my stay abroad was during the application of the decree defining the landscape of higher education and academic organization of studies in Belgium². When I came back, I realized that HELMo had taken on an educative system that draws closer to the academic organization already implemented at ITESM: the academic year is now divided into terms (depending on the courses) as at ITESM, than into years as previously. Then, the course of study is split into blocs³ and the selection of classes is more flexible. The program becomes more personalized, as at ITESM.

Finally, there are only 2 big differences between HELMo and ITESM: at ITESM, a term is divided into 3 examination sessions. Moreover, the daily work accounts for 50 % of the evaluation of each session (in most courses). Thus, if students work well during the term, normally they succeed without problem. At HELMo, only final exams are generally organized (or integrated exams that assess course units), which represents only one chance to succeed and the daily work is not valued so much.

¹ Another denomination for ITESM.

² Available on <[http://www.helmo.be/CMS/Formations/Economique/Bachelier-Assistant\(e\)-de-Direction-\(Liege\)/Grille-de-cours.aspx](http://www.helmo.be/CMS/Formations/Economique/Bachelier-Assistant(e)-de-Direction-(Liege)/Grille-de-cours.aspx)>.

³ A bloc is worth maximum 60 credits and is made up of course units.

1.1.5 Inside ITESM: Campus Querétaro

Among all ITESM campuses, campus Querétaro is the one which I have selected because I took part in a CAD project there. This campus was founded in 1975, hence 32 years later than the initial campus located in Monterrey. One hundred and seventy students began to attend courses at Querétaro and by now they are more than 6,000¹. Every year, ITESM campus Querétaro welcomes more than 400 students from 40 different nationalities². This fact shows that the university is directed towards other countries. Since 1975, the careers have also diversified: in 1975, only 3 different careers were available (Agriculture, Computer Sciences and Business Administration). Nowadays, 19 different faculties exist, from Finance and Accounting to Industrial Design and from International Business to Biotechnology³. Currently the Campus' Director is the engineer Salvador Coutiño.

¹ Available on <<http://www.itesm.mx/wps/wcm/connect/Campus/QRO/Queretaro/Acerca+del+campus/Historia/>>.

² Available on <<http://www.itesm.mx/wps/wcm/connect/SIM/Queretaro+EN/About+us/Campus+Queretaro/>>.

³ Available on <<http://www.itesm.mx/wps/wcm/connect/SIM/Queretaro+EN/Programs+Overview/>>.

1.2 CAD (Centro de Apoyo al Desarrollo)

1.2.1 General Presentation of the CAD

'The CAD¹ is a program of ITESM which puts students and professors through small and medium (-sized) enterprises as well as through private and public institutions to work together on a project which gives a solution to a specific necessity. This collaboration contributes towards the sustainable development of the community'.²

Participating in a CAD project is a win-win situation because the company's needs are met and students' competences are strengthened. The CAD on campus Querétaro was created in 1999. CAD projects are offered in all faculties, through 47 different courses. Students work in a team (on average 4 students per team)³ during one academic term. This kind of project is not like an internship: students practice by themselves and regularly meet the company to show the progression of their work. In 2014, 576 projects were done (11 % more than in 2013)⁴.

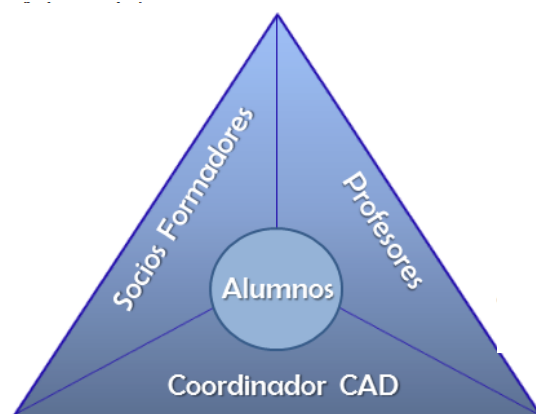
The director of the CAD is Mrs García Madrid. Eight employees report to her: 2 of them are in charge of online courses and 6 are CAD coordinators. One of the coordinators also deals with internships. Four groups of participants play different key roles in CAD projects: professors, CAD partners, CAD coordinators and students. Each group is described hereunder. By watching the triangle, we can notice that students are the centre of the project because they bind all the other parts.

¹ Centro de Apoyo al Desarrollo, which means Center of Support for Development. Available on <<http://identidad.queretaro.itesm.mx/2015/01/celebracion-anual-cad-2014-ano-mas-de-exitosas-vinculaciones/>>.

² TEISSIER YAFFAR, Alfredo, 2014. *Información CAD* [PowerPoint file].

³ Interview with Alfredo Teissier Yaffar, CAD coordinator, Querétaro, 11th November 2014.

⁴ Centro de Apoyo al Desarrollo (CAD, ITESM-CQ). Informe Anual del Centro de Apoyo al Desarrollo, Tec de Monterrey, Campus Querétaro, 2014 [video recording]. YouTube [online]. 13th February 2015. [Consulted on 22nd February 2015]. Available on <<https://www.youtube.com/watch?v=DaGWE0Wa9Vs&feature=youtu.be>>.



Legend

Alumnos	Students
Socios Formadores	Partners
Profesores	Professors
Coordinador CAD	CAD Coordinator

Picture 2: TEISSIER YAFFAR, Alfredo, 2014. Información CAD [PowerPoint file].

1.2.2 Groups and Key Roles

1.2.2.1 Professors

Professors advise students and help them to integrate classroom theory with workplace practice. They have a technical role. In 2014, 71 professors were in charge of CAD projects¹.

1.2.2.2 CAD Partners

CAD partners are the reference persons in the companies (often the manager). They contribute to the students' training. They provide students with a real opportunity to take part in the company's development. They set objectives with them, share their experience, give feedback about the project's progress and assess it. Some companies deal with several CAD projects during the same term if their needs are substantial.

To participate in a CAD project, organizations have to be legally constituted (legal or physical person). They have to fill in a form to explain what their needs are. Then, the request is analyzed by the department concerned (Sciences, Marketing, Economy, ...) and approved by a professor and a CAD coordinator.

¹ JOSÉ VÁZQUEZ, María, 2014. Celebración Anual CAD 2014, un año más de exitosas vinculaciones. Identidad 2.0 Campus Querétaro [online]. December 2014. 2015. [Consulted on 10th February 2015]. Available on <<http://identidad.queretaro.itesm.mx/2015/01/celebracion-anual-cad-2014-ano-mas-de-exitosas-vinculaciones/>>.

Finally, either partners present their project in front of the class so that the different teams choose one, or the projects are imposed. Companies can sell or use the students' work but they have to mention their names (intellectual property). In 2014, 336 different organizations took part in a CAD project (17 % more than in 2013). Thirty-seven percent of the CAD partners (15 % did not answer) have considered hiring the students that worked with them¹.

1.2.2.3 CAD Coordinators

CAD coordinators supervise projects and deal with the administrative part. They put CAD partners in contact with students and professors. Each coordinator is in charge of several careers. Actually they are the link between students, partners, heads of careers, heads of departments and ITESM. One of their roles is obviously to find companies that could participate in a project: they send mailings to those which are located in the area of Querétaro, they give lectures on the campus, they broadcast radio spots and write articles in newspapers to present the CAD and to explain what a CAD project could be. Each year, they improve their working methods by reassessing the system and through surveying the participating students. For example, since fall 2014, they have used Dropbox² for all the administrative documents to be transmitted instead of sending emails with enclosed documents to all the students. Since this year, they have made use of Doodle³ for meetings with students. In this way, students can easily check if their CAD coordinator is available or if he/she already has a meeting with others.

¹ TEISSIER YAFFAR, Alfredo, 2014. *Induccion CAD AD14 completa* [PowerPoint file].

² Dropbox is a file hosting service operated by Dropbox, Inc., headquartered in San Francisco, California, that offers cloud storage, file synchronization, personal cloud, and client software. Dropbox allows users to create a special folder on their computers, which Dropbox then synchronizes so that it appears to be the same folder (with the same contents) regardless of which computer is used to view it. Files placed in this folder are also accessible via the Dropbox website and mobile apps. Available on <[http://en.wikipedia.org/wiki/Dropbox_\(service\)](http://en.wikipedia.org/wiki/Dropbox_(service))>.

³ Doodle is an Internet calendar tool for time management, and coordinating meetings. Available on <<http://en.wikipedia.org/wiki/Doodle.com>>.

1.2.2.4 Students

Students carry out the project. They are responsible for the results. They put the classroom theory into practice and develop some new competences. They also acquire professional skills: they have some responsibilities, they work in a team, they have to be punctual for meetings with the CAD partner and they have to hand in their documents on time. They are not paid but all the expenses of equipment are covered by the company. The organization also has to ensure their security. Through the project, students have an impact on the company. In 2014, 97 % of the graduated students participated in CAD projects¹ because it enables them to have a professional experience before graduating, which is very sought after in the world of work. By the way, 12 % of the students graduated in 2014 have been hired by their CAD partner (not especially a permanent contract)² and 11 % of the 1,235 participating students (17 % more than in 2013) did more than one CAD project. Since 1999, 11,314 students have done CAD projects. In conclusion, participating in such a project is an added value for their CV³.

I also conducted an online survey (annex 1) among 80 students who participated in a CAD project in order to know:

- their different profiles;
- how they worked on their project;
- if they found it interesting and how beneficial it had been for them;
- if their relationship with their CAD partner and their professor was good;
- if they considered that the work of the CAD coordinator was efficient.

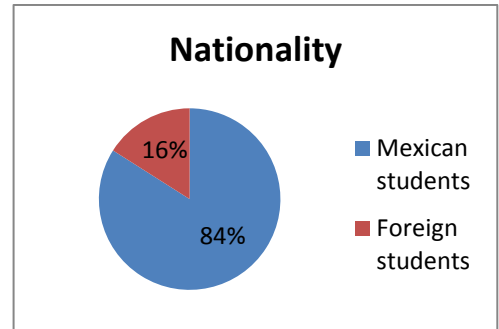
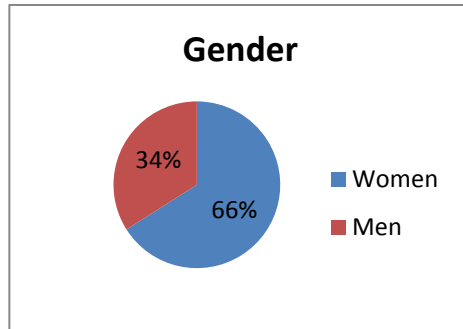
¹ Centro de Apoyo al Desarrollo (CAD, ITESM-CQ). Informe Anual del Centro de Apoyo al Desarrollo, Tec de Monterrey, Campus Querétaro, 2014 [video recording]. YouTube [online]. 13th February 2015. [Consulted on 22nd February 2015]. Available on the address: <https://www.youtube.com/watch?v=DaGWE0Wa9Vs&feature=youtu.be>.

² Interview with Alfredo Teissier Yaffar, CAD coordinator, Querétaro, 11th November 2014.

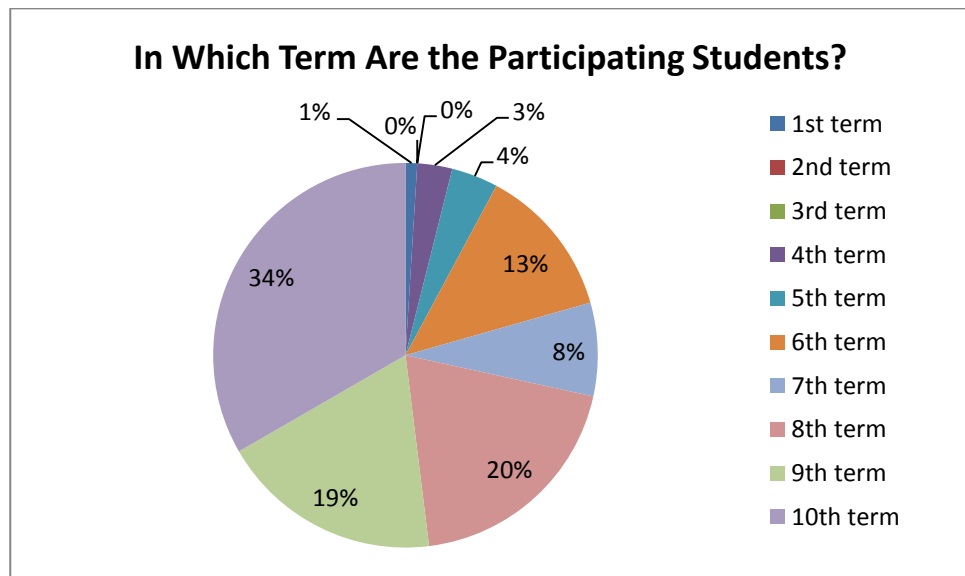
³ Curriculum Vitae.

Here is an overview of the results:

Sixty-six percent of the participants are female, 34 % are male. Eighty-four percent are Mexican and 16 % are foreign students.

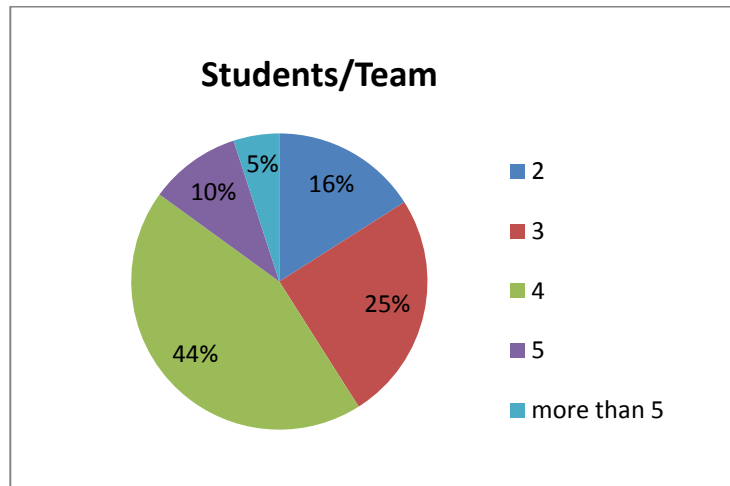


Ninety-four percent of the participants in the survey are in their sixth term or more (34 % are in their last term).

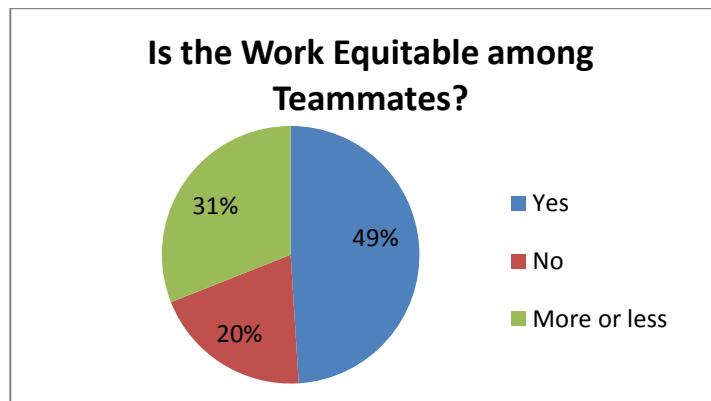


The main classes that students follow as part of a CAD project consist of economic, financial, market and international topics. Most put into practice the knowledge which is acquired during these classes.

With regard to teams, 85 % are made up by less than 5 members, with a majority of 4 persons per team (44 %).



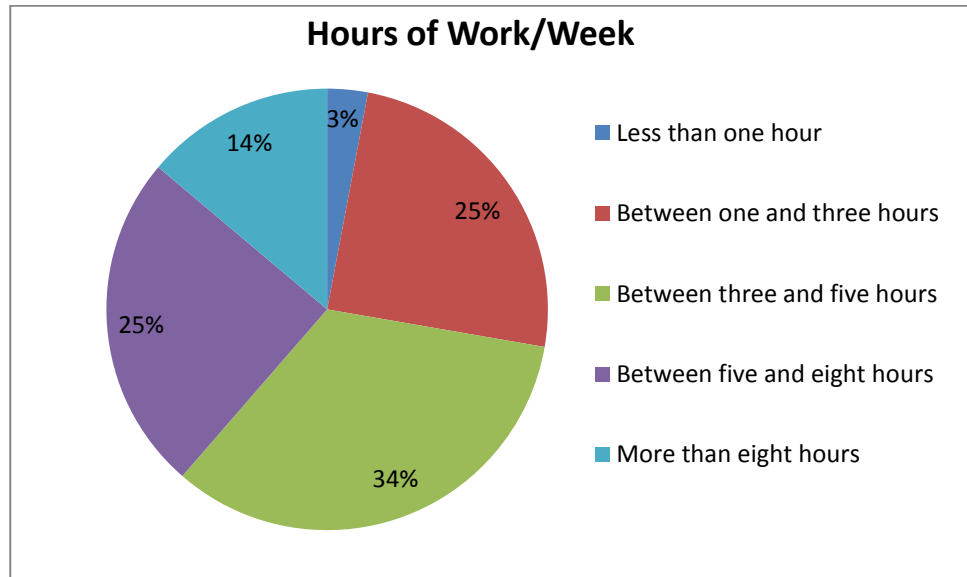
Almost half of the participants (49 %) think that their teammates work equitably (31 % reckon that more or less and 20 % disagree). Thus, a large majority (83 %) find interesting to complete a 'Self and Peer Assessment'¹.



Concerning the realization of the project, 54 % of the people questioned never work on it during the class hours.

¹ A Self and Peer Assessment is a co-evaluation of the teammates and an auto-evaluation of itself (cfr explanations page 23, in the part 'Project's Assessment').

Thirty-four percent work on it between three and five hours per week (out of the class hours), 3 % less than one hour/week and 14 % more than eight hours/week.



Only one half has a good idea of the time invested in such a project before starting it. Then, 74 % of the students consider that it is useful to hand in parts of the project 3 times during the term instead of just presenting the final project at the end of the term.

Besides, in my survey, I also asked what the project brings to the students from 3 different points of view: academically, professionally and personally.

Firstly, from an academic point of view, the following skills are developed:

- putting into practice theoretical concepts taught simultaneously in class;
- strengthening knowledge;
- better understanding;
- team working;
- solving real problems together (the team and the partner).

Secondly, from a professional point of view, the main actions that students reckon valuable are the following ones:

- working with a real company;
- meeting a boss;
- communicating and sometimes negotiating with different types of people;
- being responsible;
- glimpsing the world of work;
- establishing a professional network;
- getting a first labor experience (which is an added value for the curriculum).

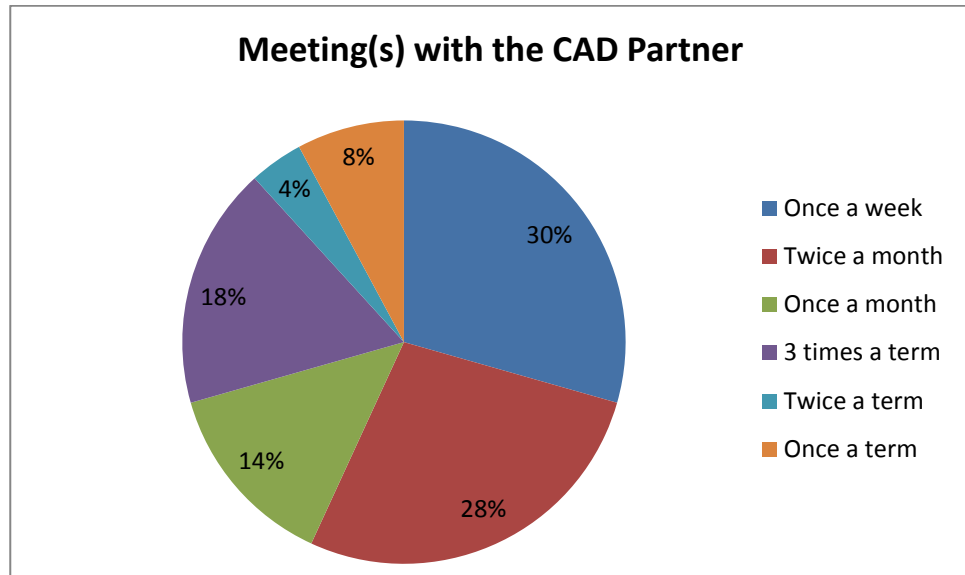
Thirdly, from a personal point of view, the main good points are the following ones:

- being better organized, more tolerant and determined;
- managing one's time;
- discovering oneself;
- coping with stress;
- developing an effective communication;
- getting personal gratification.

Eventually, most students (65 %) are interested in their project and 83 % are satisfied to have carried it out. However 31 % would not do it again, if they had the choice, because it is time-consuming; it lacks support from the partner, the professor or the coordinator; or because projects are not suitable. Sixty-nine percent receive a grade over 90 % and nobody has a mark below 70 %.

Regarding CAD partners, a majority of students (53 %) choose theirs with (40 %) or without (13 %) presentation of the project in front of the class. The projects are imposed on the remaining 47 %. Then, students (58 %) usually

meet their CAD partner between 2 and 4 times a month. So we can say that the follow-up is pretty good. A minority of students are not so lucky: 12 % see their partner once or twice a term and 32 % meet him/her 3 or 4 times a term.



Furthermore only 20 % think of being hired, 48 % think that they will not be hired and 29 % maybe (3 % did not answer). At last 64 % think that their project would be used by the company.

To summarize the answers to the question 'What has to be improved in the CAD concept?', we can say that according to students, CAD has to better select companies and better evaluate projects before proposing them to students. Either you are lucky and have a relevant project and a good CAD partner, either you are not. Even if this result shows that not all students are satisfied, 71 % of them think that the CAD partner shows interest in their project. Furthermore, there is a considerable amount of administrative work that stops students in the real development of the project. Another comment is that a financial assistance (for transport for example) is wanted, but only by few students. Besides, a minority of students reckon that professors and coordinators should be more in sync. However 70 % think that support from teachers is sufficient and 66 % consider the same for coordinators.

In a nutshell, most students who participated in CAD projects are at the end of their university curriculum. Teams are generally formed by 4 persons and they work on the project on average between three and five hours per week outside class hours. A large majority finds CAD projects interesting: they offer them the opportunity to develop academic, professional as well as personal assets. Students receive grades over 70 % for their project. So academic success is common and very good. Even if students want CAD to improve the selection of CAD partners and projects, they are relatively satisfied with theirs. Generally they also think that the support from coordinators and professors is sufficient.

1.2.3 Project's Assessment

Each project is assessed by the professor, the partner, the coordinator and the students. Generally, the evaluations of the professor and the partner count each for 45 % of the total assessment. The professor and the CAD partner assess the quality of the documents written by the students and the way they deal with the project. The CAD partner also evaluates the personal and professional qualities of the students.

The evaluation of the coordinator relates to the administrative part (to respect the deadlines). It always counts for 10 % of the total assessment. In these 10 %, the 'Self and Peer Assessment' (annex 2) of the teammates is included by a rule of 3. Here is an example:

Coordinator Grade	Teammate Grade	Total Grade of the Coordinator
9 % (= 100 % of the 10%)	9 % (out of 10 %)	$(9/10) \times 9 = 8 \%$

So the weight of the total coordinator's grade is 8 %.

They proceed in this way for the sake of fairness. In co-evaluating teammates and auto-evaluating himself/herself, a student who works hard is rewarded in

getting better marks than those who are not invested. In order to do this 'Self and Peer Assessment', students have to fill in an Excel document with the grade that they give to each of their colleagues and to himself/herself for these 4 different aspects: quality and content; punctuality; initiative and teamwork; and respect.

CAD projects are assessed 3 times during the term. At the end of this period, students have to give a final presentation in front of their partner, the professor and the coordinator. Sometimes, the heads of the career or / and of the department are present. If the jury considers that the students successfully achieved the project, they receive a diploma certifying that they completed a CAD project.

1.2.4 Documents to Be Handed In

There are 3 different partial exams for which documents have to be handed in. Here is the list.

1.2.4.1 First Partial Exam

1.2.4.1.1 Commitments of the Academic Partner

It is a document which has to be signed by the CAD partner. It is the list of his/her duties.

1.2.4.1.2 Confidentiality Letter

It is a document which has to be signed by the CAD partner, the professor, the CAD coordinator and the students. It mentions that some pieces of information about the company could be confidential. Other people cannot have access to this information.

1.2.4.1.3 Work Plan

After discussing the objectives with the CAD partner, students have to fill in a work plan with these different rubrics: introduction (brief description of the organization), justification (why is there a need to develop a CAD project), general objective of the project, sub-objectives, constraints and resources, strategy, deliverables (what the form of the final work will be), timeline, measurement, suggested date for the final presentation, student information and acceptance of the work plan (signed by the students, the partner and the coordinator).

1.2.4.2 Second Partial Exam

1.2.4.2.1 Partial Evaluation Emitted by Organizations

It is the grade that the CAD partner gives to the team. The assessment consists of 5 different aspects: compliance, quality and content of deliveries, punctuality, initiative and collaborative work, respect, active communication.

1.2.4.2.2 Students' Evaluation of the Organization

The team also assesses the CAD partner. The evaluation is divided in 7 parts: punctuality, formality and respect, collaborative work, effective communication, needed information delivered, commitment, feedback and continuity. The main objective of this document is to know what students think about their CAD partner and if there are some problems that have to be solved (by an intervention of the CAD coordinator or not). This assessment is taken into account only if it is handed in. If it is not, students lose marks. The content of the document is not taken into account in the evaluation of the project.

1.2.4.2.3 Self and Peer Assessment

It has already been described in the part 'Projects' assessment'.

1.2.4.3 Third Partial Exam

1.2.4.3.1 CAD Project Memory

This document is like a summary of the whole project. It is divided in 8 different parts. The first part is about general data about the organization and the project. The second and third parts have the same content as the work plan written for the first partial, except for the timeline. The fourth part relates to the potential detours that occurred during the project which diverted the project from the initial work plan. Then, the fifth part is the project development (initial diagnosis and undertaken actions). The sixth part concerns the intervention of the team (costs and benefits, public impact and goals achievements). Future opportunities to carry out a CAD project with the same organization are the seventh part of the document. Eventually, the final conclusions of the project are the last part of the CAD memory.

1.2.4.3.2 The Partner's Approval for the Final Presentation of the Project

The CAD partner assures that the team has achieved the objectives of the project mentioned in the work plan. He/she agrees that the students present the final results of the project.

1.2.4.3.3 Student's Final Situation

Each student has to complete this document individually. It is the project's feedback. So they can think about what the project has offered them, what competences they have improved and what they still have to enhance. The feedback relies on 5 criteria: teamwork, innovation, global vision, integrity and

human sense. Then, 6 open questions are asked about skills, values and knowledge developed during the project.

1.2.4.3.4 Final Evaluation Emitted by Organizations

The CAD partner gives a final grade (out of 100) to the team. Then, he/she has to answer some questions about the competences of the students. He/she must also assess them according to the 5 values quoted here above (in the part 'Student's Final Situation'). Finally, a mini survey is conducted in order to know if the CAD partner will use the project, if he/she is interested in taking part in further CAD projects in the future, if he/she thinks about hiring one of the students who worked with him/her and if he/she would recommend the students to another company.

1.2.4.3.5 Final Results

The team has to make a PowerPoint for the final presentation. It has to give its final product to the professor, the CAD partner and the coordinator. It can be a manual, a video, a model, a PDF document, ... it depends on the type of product. Moreover, the team must also put the results on a CD (if it is possible).

1.2.4.3.6 Self and Peer Assessment

It has already been described in the part 'Project's assessment'.

2 Practical Part

2.1 Illustration of a CAD Project through my Work with the Museum of Querétaro

During my stay in Querétaro, I took part in a CAD project as part of the course 'Global Economy'. During the second class, managers of companies came, introduced themselves and presented their needs and thus their proposal. Then, they left the classroom and we chose the project which had most interested us. A Canadian student, Saki Serizawa, and I opted for the one offered by the Regional Museum of Querétaro. I decided to take it because the cultural world had always appealed to me. Furthermore, I did a five-week internship in a tourist office in Bonn (Germany) last year. I had had the opportunity to visit some museums in Bonn. Thus, I thought that this would be an advantage to choose the museum's project.

For Saki and I, the course on 'Global Economy' was like a separate activity. It was not in line with our project. However, for most of the other teams, it was consistent with it. For instance, one group had to compare and analyze some Latin American countries and to suggest to their CAD partner in which country it was better to first launch their product. They could use some pieces of information taught in class. The teacher gave us advice on the presentation of the final results and we could ask her some questions if we had any doubts about the content of our project.

I will begin this illustrative part of my dissertation by briefly presenting Querétaro in its cultural background because it seems important to me to situate the museum in its environment to better understand the project. In a second phase, I will give an overview of the Regional Museum of Querétaro. Then, I will explain why it was necessary to do this project and what its purposes were. Moreover, I will describe the methodology that we used in order to work

together efficiently. Afterwards the main points and the conclusion of the project will be outlined. Finally, I will show the grades that we received and the benefits for me from academic, professional and personal points of view.

2.1.1 Cultural Background of Querétaro¹

Santiago de Querétaro is the capital of the state of Querétaro. It is one of the smallest states of Mexico with 11,978 km² and a population of 1,598,139 inhabitants. The climate is dry most of the year but with various climate zones.



Picture 3: Map of Mexico. The state of Querétaro is in green. http://www.queretaro.gob.mx/info_queretaro.aspx?q=CoZUwi4N3J0a+x222RrdKQ==

Before the arrival of the Spaniards, the state of Querétaro was inhabited by 3 communities: the Otomíes, the Chichimecas and the Purépechas, who may have dominated the region of Querétaro. During the colonization, Querétaro was considered the third metropolis of the New Spain. The economy of the city prospered well due to the large agricultural production and the number of farms that existed.

It was an important city: in 1848, when the United States invaded Mexico, it made Querétaro the capital, but it did not last long. It was also in Querétaro that the treaty of Guadalupe Hidalgo², giving half of the Mexican territory up for the United States, was signed in 1848. In 1867, the Emperor Maximilian I³ was sentenced to death and it is in Querétaro that the movement for the independence of Mexico began. In 1917, the Constitution was ratified and the

¹ This chapter is partially taken from my CAD project. SERIZAWA and GRANDJEAN, Saki and Noémie, 2014. El Museo de Querétaro. Querétaro: Instituto Tecnológico y de Estudios Superiores de Monterrey. CAD Project. [Viewed 4th April 2015].

² ANGEL, Martin, BASSET, Hervé, BOURBOULON, France, 2013. *Geoguide Mexique*. Edition 07. Paris: Gallimard Loisirs, January 2013. Guides Gallimard. ISBN 978-2-74-243279-0.

³ Napoleon III crowned the Austrian Archduke Ferdinand Maximilian emperor of Mexico in 1864. ANGEL, Martin, BASSET, Hervé, BOURBOULON, France, 2013. *Geoguide Mexique*. Edition 07. Paris: Gallimard Loisirs, January 2013. Guides Gallimard. ISBN 978-2-74-243279-0.



Picture 4: city centre of Querétaro. Noémie Grandjean, 16th August 2014.

ancestor of the Partido Revolucionario Institucional (PRI) was born, a large political party in Mexico. All these events took place in the Teatro de la República (theatre of the Republic) which still exists in the old center of Querétaro. Today, Querétaro's city centre is still full of well-preserved colonial designs. The historical monuments of Querétaro were declared UNESCO World Heritage Sites¹ in 1996.

Santiago de Querétaro is rapidly expanding and is growing in the economic, social and environmental fields. Many companies are choosing it as their base point. The rate of unemployment is low compared to other Mexican cities. The fact that Querétaro is next to the capital (at approximately two hours from Mexico City) means that it is close enough to feel its economic advantages while avoiding the largeness and chaos of the city. Querétaro is considered to be a very peaceful place, attracting many families and businesses. 21 % of the GDP² of Querétaro comes from tourism and commercial activities³.

Culturally speaking, 5 theatres and 8 major museums can be found in the city of Querétaro. In all, there are almost 80 cultural institutions which organize different cultural activities: dance, music, theatre, movie nights, art workshops, artisan markets, festivals and exhibitions for adults as well as for children. There are also a lot of churches and convents. For tourists, Querétaro offers guided

¹ The United Nations Educational, Scientific and Cultural Organization seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity. This is embodied in an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972. Available on <<http://whc.unesco.org/en/about/>>.

² Gross Domestic Product means the total value of all goods and services produced domestically by a nation during a year. It is equivalent to gross national product minus net investment incomes from foreign nations. Available on <<http://www.wordreference.com/definition/gross%20domestic%20product>>.

³ Available on <http://www.queretaro.gob.mx/info_queretaro.aspx?q=CoZUwi4N3J0a+x222RrdKQ==>.

trolley tours of the city centre, as well as costumed “legends of Querétaro tours” (both in Spanish). Often throughout the week, the city centre also offers free live concerts in the evening. Street shows on weekends can also be found.

2.1.2 The Regional Museum of Querétaro¹

The 'Museo Regional de Querétaro' is located in the historic centre of Santiago de Querétaro and currently belongs to the state. Today, the museum is part of what used to be the convent of San Francisco, with the adjacent church of San Francisco. The convent opened as a museum in 1936 and three years later became part of the National Institute of Anthropology and History².



Picture 5: Museo Regional de Querétaro.
<http://www.aquiqueretaro.com/MapaInteractivo/SanFrancisco.htm>

The manager of the museum is Bernardo Sarvide Primo and is one of the 52 employees who work in the museum. There are several departments: Manager's Office, Administration and Communication Department, Museography, Convent Library and Conservation of Convent Books, Community and Public Services Department, Restoration and Conservation Department, Photography and Visuals Department, Graphic Design and Advertising Department, and Permanent Collections Management.

¹ This chapter is partially taken from my CAD project. SERIZAWA and GRANDJEAN, Saki and Noémie, 2014. El Museo de Querétaro. Querétaro: Instituto Tecnológico y de Estudios Superiores de Monterrey. CAD Project. [Viewed 4th April 2015].

² The National Institute of Anthropology and History (INAH) investigates, conserves and divulgates the national archaeological, anthropological, historical and paleontological heritage, to strengthen the identity and memory of the society that holds it. Available on <<http://www.inah.gob.mx/english>>.

In the museum, there are 5 permanent exhibitions (1,659 m²) and 3 temporary



Picture 6: Museo Regional de Querétaro
https://www.facebook.com/MuseoRegionaldeQueretaro/app_168188869

ones. The main themes of the 2 exhibitions on the ground floor are archeology and ethnography of pre-Columbian cultures and the life and way of thinking of the Indigenous communities who are currently in the state, their lives and culture before contact with the Spaniards. Upstairs, the first space is dedicated

to the convent of San Francisco: its history, its uses and its importance in the development of Querétaro. The second space upstairs is about the Spanish occupation of the country. Afterwards, the guests can learn about Querétaro as part of a greater national history: who the important people were in the making of Querétaro, how it became a state, and more. Furthermore, guests can learn about the Mexican revolution, and the key role Querétaro played in the independence of Mexico.

Apart from the permanent exhibitions, the museum also has 3 separate spaces available for temporary exhibitions on the ground floor which oftentimes feature local artists, photos, or different aspects of the daily life in Querétaro.

In addition to the permanent and temporary exhibitions, the museum also houses the monastery library where approximately 14,000 books from the XVIth century to the XVIIIth century are currently kept or being restored. Due to their age, these books are unique, as well as fragile. Therefore, the museum dedicates a team to focus on restoring and keeping this valuable collection. Many of these books are about theology but they are also related to topics such as mathematics, chemistry, physics, literature and music. The library is currently not open to the public, although some of the books from the library are at times featured in the permanent exhibitions.

The museum brings in over 100,000 visitors each year and in 2013, 6,000 of the 130,000 visitors were foreigners. Half of the visitors are elementary and secondary schools. The museum offers guided tours in Spanish as well as school workshops, summer courses, publications and an auditorium for conferences. There are approximately 120 cultural activities organized during the year.

2.1.3 Necessity to Do a CAD Project with the Regional Museum of Querétaro

The museum wanted to improve the presentation of its exhibitions and the interaction with the guests. Moreover, it wanted to develop a partners' network in Mexico and internationally to share some exhibits and pieces. However, the museum did not have the time or the money to undertake this kind of investigation. That is why it decided to take part in a CAD project. Working with students was an asset because it wanted to have another point of view on itself and on the cultural activities of Querétaro. Furthermore, Saki and I were international students, which was another advantage because we could find and compare some museums of our home countries.

2.1.4 Purposes of the Project

Saki and I fixed the purposes of the project with Bernardo Sarvide. First of all, we decided to analyze and to take our inspiration from 3 Canadian museums and 3 Belgian / French museums, thus museums of our home countries. We had to choose museums that look into the same topics than the Regional Museum of Querétaro: art, civilizations, anthropology or history. Then, one of the purposes was to analyze and describe permanent and temporary exhibitions held by these museums, their activities as well as their services in order to give detailed information about how museums work in other countries. The second purpose was to provide recommendations to the Regional Museum of Querétaro through this analysis. We focused more on the presentation, and

aesthetics than solely on the content. These recommendations would enable the museum to improve its presentation and interaction with the public, which inadvertently would attract more guests.

Moreover, we had to express our view on the Regional Museum of Querétaro, on the cultural activities offered in the city and on the 6 museums that we analyzed. This approach was very important for Bernardo Sarvide because he absolutely wanted our opinion, as we were international students. He was able to identify some cultural differences.

We did not really work on the necessity to develop an international network because it was too much work for only one term. So we just provided contact data of the 6 analyzed museums. We suggested to Bernardo Sarvide to start a project focused on the development of an international network with another team of students, during another term.

2.1.5 Methodology

Saki and I decided to work separately for the research on the museums because it would have taken us too much time if we had worked together on this part of our work. Besides, it was not so easy to see each other because we did not have the same classes and timetable. Thus, Saki dealt with the 3 Canadian museums and I with the 3 Belgian / French museums. We just put together the 2 parts in the same document and we also checked if we had the same kind of content and the same structure in our work. We wrote the other parts of the work and filled in the administrative documents together.

To analyze the museums, we were not guided by the professor, but a little by our CAD partner. We did not use a standard method: we investigated the museums by their different branches (permanent exhibitions, temporary exhibitions, activities and services).

Then, we built the recommendations on our analyses and on our observations. We did not follow a guideline with specific criteria.

As a team, we communicated frequently, through emails, phone, Facebook, and in person. We also met our CAD partner together. By the way, we had a good communication with Bernardo Sarvide: almost each week, we met him at the museum and we were in touch with him by mails. All the meetings with Bernardo Sarvide did not only enable us to learn more about the museum, but also to make sure we were on track and following in an accurate direction with our project.

To be on time with our work, we spread it throughout the term in handing some parts of it to our CAD partner at specific dates and in respecting the deadlines given by our CAD coordinator.

2.1.6 Content and Conclusion of our Project

Our project was a PDF document which was made up of 56 pages. There were 3 different parts: the first section was about Querétaro, the second one related to our individual museums researches and the last section concerned our recommendations for the Regional Museum of Querétaro. Below I will describe more in-depth each part of the file.

2.1.6.1 Querétaro

This section was divided into 4 parts:

- 2.1.6.1.1 The cultural background of Querétaro: statistics and general information, brief history of the state and cultural activities in the city.

2.1.6.1.2 The Regional Museum of Querétaro: the building and the history of the museum, general information (opening hours, entrance fees, visitors, ...), services, exhibitions and the monastery library.

2.1.6.1.3 Saki's opinion on cultural activities in Querétaro.

2.1.6.1.4 My opinion on cultural activities in Querétaro.

2.1.6.2 Individual Museums Researches

This section was the biggest part of our project (40 pages). We worked on 6 different museums. Saki chose 3 Canadian museums:

- the Museum of Anthropology at the University of British Columbia in Vancouver (world arts and cultures);
- the Museum of History in Quebec (human history specifically in Canada);
- the Royal British Columbia Museum in Victoria (natural history and human history).

I worked on 2 Belgian museums:

- the Museum of Louvain-la-Neuve (world arts and civilizations);
- the Museum of Cinquantenaire in Brussels (world archeology, arts and history).

I chose one French museum because I found it very interesting for the Regional Museum of Querétaro: it is the Museum of Quai Branly in Paris (world arts and civilizations).

Actually we selected these 6 museums with Bernardo Sarvide: he wanted museums that related to the same topics than his museum (arts, cultures,

civilizations, ...). He did not want too little museums because he wanted us to find enough content on the Internet. With these criteria, we listed some museums in our countries, wrote a concise summary of them and then suggested the selection to Bernardo Sarvide. He chose those with the most interesting exhibitions.

Our main source of information was the Internet. We found data about the museums on their website and in writing mails to their staff. Saki had visited one out of her 3 museums. I had not visited any museum. However I asked a friend to visit the Museum of Louvain-la-Neuve for me.

For each museum, we started with a brief introduction to present them and their history. Then, we described the permanent exhibitions, as well as the temporary exhibits. Furthermore we showed what type of activities the museums offered to different kinds of public (adults, children, students, disabled people, ...). Finally, we provided contact data and some information about the services. In this way, the Regional Museum of Querétaro could contact the other museums if it wanted more information or if it wanted to work in partnership, share exhibitions, etc.

Besides, we analyzed 2 museums more in-depth, those we deemed the most interesting. Saki chose the Museum of Anthropology and I selected the Museum of Louvain-la-Neuve. For both, we gave our point of view on several elements (exhibitions, activities, ...) and we provided a map.

2.1.6.3 Recommendations for the Regional Museum of Querétaro

We split our recommendations into 2 sections: recommendations based on our analysis and research on our home museums and recommendations based on our visits to the Regional Museum of Querétaro. Indeed, as we met Bernardo Sarvide almost each week, we had the opportunity to visit the museum with or

without him several times. During these visits, we could notice some elements to improve. Here is, in short, the advice that we dispensed to Bernardo Sarvide:

- hiding cleaning supplies from public view;
- giving briefings to employees to improve contact with guests;
- updating the historical exhibits of Mexico and Querétaro;
- making sure of the good working of interactive devices;
- offering guided tours and presentations in English to internationalize the museum;
- establishing a better communication for the one-time activities (conferences, temporary exhibitions, workshops, ...).

After our analysis of our home museums, we could give the museum these recommendations:

- distinguish employees from guests to spot them more easily if information is needed;
- consult with Indigenous people about the exhibits of the museum, and what kind of representation they want to see of themselves and of their communities;
- bring out the current context of Indigenous people in the Querétaro state because some guests could think that they do not exist anymore;
- set up installations and make programs to welcome visitors who may be physically disabled, deaf, blind or more;
- create a website (a blog is not sufficient and not easy to navigate) to find information about current events, exhibits, and pictures of the museum more easily;

- develop new technologies such as applications for smartphones¹ and tablets, audio guides, Google Art², etc.;
- be inspired by the programs of the 6 museums that we had analyzed to develop new activities for the public.

2.1.7 Assessment of our Project

For the first partial exam, Saki's marks were 76.95/100 and mine were 85.95/100. There was a difference because Saki gave back her 'Self and Peer Assessment' late. Indeed, when students forget or give back a document late, they lose marks.

For the second partial exam, Saki's points were 92/100 and mine were 96/100. Once again, the difference was due to the 'Self and Peer Assessment'. However, this time, it was not because of a delay: either I gave fewer points to Saki than to myself, or it was Saki who assessed me better than herself. I cannot be more precise because the 'Self and Peer Assessment' was completed individually.

For the last partial exam, Saki received 83/100 and I got 88/100. The contrast in the grades was caused by 2 documents: the 'Self and Peer Assessment', because of the same reason as for the second partial exam, and the 'Student's Final Situation' because either Saki gave it back late or she did not complete it entirely.

¹ A smartphone is a mobile phone with an advanced mobile operating system. They typically combine the features of a cell phone with those of other popular mobile devices, such as personal digital assistant (PDA), media player and GPS navigation unit. Most smartphones have a touchscreen user interface and can run third-party apps, and are camera phones. Available on <<http://en.wikipedia.org/wiki/Smartphone>>.

² Google Art Project is an online platform through which the public can access high-resolution images of artworks housed in the initiative's partner museums. The platform enables users to virtually tour partner museums' galleries, explore physical and contextual information about artworks, and compile their own virtual collection. The 'walk-through' feature of the project uses Google's Street View technology. Available on <http://en.wikipedia.org/wiki/Google_Art_Project>.

Finally, the final evaluation took into account the 3 partial exams (an average was made). So Saki's final assessment was 84/100 and mine was 90/100. Our marks were in the average (in my survey conducted among students who participated in a CAD project, 69 % received a grade over 90 % and nobody had a mark below 70 %.)

2.1.8 Benefits of the Project

The CAD project has enabled me to develop some personal, academic and professional skills. Here is an overview of what I faced and what I have improved through this huge project:

- 2.1.8.1** As I am a little perfectionist, sometimes I take too much time to do a work because I want it to be close to perfection as much as possible. Because the project was time-consuming, I had to be very effective and thus I learnt to put priorities in the work to do it within a limited time. I also revised my requirements downwards.
- 2.1.8.2** I am a little shy, hence talking with a manager, who has the most important position in the museum, has enabled me to be more comfortable to talk in front of people and to give my opinion.
- 2.1.8.3** Meetings with the museum every week meant coordinating 3 schedules of different people: 2 students and a director of one of the main museums of Querétaro. Saki and I learnt to make compromises and negotiate our work.
- 2.1.8.4** Since the museum was an enterprise, it forced us to be organized, on time and responsible.
- 2.1.8.5** I learnt to work with people from different backgrounds: I have improved my communication and intercultural skills.

- 2.1.8.6** I have also learnt to get used to new situations more rapidly, to rely upon my teammate, and to be patient.
- 2.1.8.7** Having worked with a native English speaker (Saki), and having conducted all our meetings and documents for Bernardo Sarvide in English helped me to improve my language skills.
- 2.1.8.8** I summarized a huge quantity of information to present it in front of an audience within a given time: I have improved my ability to synthesize.
- 2.1.8.9** I did not put into practice knowledge taught during my class on Global Economy because my project was not in line with the course. However it was not the case for all the other teams of my class.

2.1.9 Conclusion of the Illustrative Part

The CAD project with the Regional Museum of Querétaro was the best academic experience during my Erasmus stay, but also the worst.

On the one hand, I am satisfied to have done it because it has enabled me to meet wonderful people: Saki was a really great teammate (and friend) and we developed a good team spirit. It was very pleasant to work with her. She was very interested in the history and culture of Mexico. Thus, she was keen on the Museum. Bernardo Sarvide was a very kind person. When we met him, we did not only discuss the project. Even if he was very busy with his work, he took the time to talk and share with us some ideas and good deals in Querétaro (restaurants, events, ...). Moreover, the project was rewarding because I have developed a lot of skills in dealing with a topic that interested me. I also felt helpful. Finally, I liked to work with the Regional Museum because it is such a beautiful institution. It was pleasurable to visit it: the patios are beautiful and the building inspires importance, wisdom and peace. When we visited it, we visited a museum but also more, because the building has its own history.

On the other hand, my CAD project was very time-consuming. It was difficult to find time to do homework and projects for my other classes. I had to be really well organized. Besides, while I was doing my homework, most of the exchange students that I knew were playing sport, following dance classes, having free time. My weeks were very busy compared to those of some other students. Fortunately, I managed to travel during some weekends. That is why I think that it was the best and the worst academic experience.

Then, Bernardo Sarvide was very satisfied with the fruit of our efforts: through an efficient methodology, we reached the purposes of our project: analyze 6 museums from Canada, Belgium and France, provide recommendations to the Regional Museum and give our point of view on cultural activities in Querétaro and on the program of 2 museums in Canada and Belgium.

Bernardo Sarvide really appreciated the international side of our project. He liked to have the opinion of people coming from outside Mexico.

My project was not the most representative CAD project because I could not really apply what I learnt from my course on 'Global Economy'. I know that some projects had a stronger link with the concerned course. For instance, in a class about advertising, students worked on their CAD project during the class hours and applied all the knowledge and skills that they learnt during this class. However, even if I did not really put into practice academic skills from the class on 'Global Economy', my CAD project has enabled me to develop other personal and professional skills. It was a very cross-cultural rewarding experience.

2.2 Would it Be Possible to Develop such Projects between Walloon Companies and HELMo?

This is the last chapter of my dissertation. It is also the ultimate aim of my work: to present CAD projects of the Instituto Tecnológico y de Estudios Superiores de Monterrey, campus Querétaro, and show their functioning by way of example to develop such projects at HELMo, and particularly for students in Management Assistant.

So this last part is divided into 5 sections: the first one describes projects that have already been conducted by students of the HELMo economic category and companies. In the second one, I mention some ideas of projects that could be started up for Management Assistant students. Then, I ask Mr Alen and Mr Therer if it could be possible to launch these ideas of projects. The fourth part shows if Walloon organizations could be potentially interested in projects carried out by students. Finally, I give a conclusion.

2.2.1 Students' Projects of the HELMo Economic Category with Companies¹

Some HELMo students from the economic category have already undertaken projects that have met a need of a company. Here is a non-exhaustive list of these projects:

- 2.2.1.1** In the Marketing section and in the framework of a course of the third year, a company comes and explains its need. Then, students work in teams to meet this need. They offer solutions to the company which decides which idea it favors and then implements it.
- 2.2.1.2** Since 2012, 'The Bocal' has enabled Marketing students to do Digital Marketing for companies which want to be more visible on the Internet. 'The Bocal' is a communication agency which gathers students from HELMo guided by experts in communication. The benefits received are totally invested in new equipment. Advantages for the students are learning by doing and an added value for their CV.
- 2.2.1.3** 'SALTO' is a project made up by students from the Management Computing section. They develop websites and softwares for companies. It is the same kind of project than 'The Bocal'.
- 2.2.1.4** In the Foreign Trade section, students who are in the second year go abroad to do business missions for Walloon companies. These missions are conducted in collaboration with the AWEX². They

¹ THERER, Philippe, 2015. *RE: Dans le cadre d'un TFE: projet à développer à l'HELMo?* [Electronic message]. 24th March 2015.

² Agence Wallonne à l'Exportation which means Walloon Export Agency. Available on <<https://www.awex.be/fr-BE/Pages/Home.aspx>>.

study the market of the product, launch it in a foreign country, promote it, create commercial contacts and / or do market surveys.

2.2.1.5 As part of the Ethics course, the Accounting students in third year meet a company and then work in teams on different topics to help it. For example, they find new customers, create a Facebook page, ... At the end of the project, each team presents to the manager of the company with what they have made.

We can notice that some students of the HELMo economic category have conducted projects that look like CAD projects. However, more initiatives of this kind could be undertaken (some sections, like Management Assistant, do not have any project in partnership with companies).

2.2.2 What Kind of Projects Could We Initiate in the Management Assistant Section?

After having listed projects that are already set up in some HELMo economic sections, I have thought about examples of projects which could be undertaken by Management Assistant students. I have focused on this section because there are not initiatives yet that look like CAD projects and because I have done this course.

To find these ideas, I examined the course of Management Assistant bachelor's degree on the HELMo website and my syllabuses of the first and second years. I have thought about what could be put in place easily. For the last year of the bachelor's degree I asked classmates what they learnt during the first term of this academic year. I also asked a friend who is in the first year of Management Assistant if the subjects were the same as two years ago. I also received ideas

from some professors. The examples are listed by blocs or years of the bachelor's degree¹ and by courses:

Bloc 1	Applied Informatics	Layout of Excel documents.
	Information Technology	Creation or modification of logos ² .
	Office Automation	Creation of a PowerPoint to explain an aspect of the company or to present the company as a whole.
	Statistics Applied to Economics and Management	Realization of a statistical survey and analysis of results.

Second Year of the Bachelor's Degree	Applied Informatics	Conception of an Access ³ database.
	Information Technology	<ul style="list-style-type: none"> • Publisher⁴: creation of leaflets, labels, posters, ... • Creation of models of mails. • Conception or updating of the company's organization chart. • Making of a form for a contest, for a request to the customers, ... • Realization of direct-mails to invite customers to an event or for other communications. • Layout of Word documents.
	Law	Fulfillment of tax returns (to offer to private individuals).

¹ The blocs 2 and 3 are in the process of writing.

² ALEN, Jean-Marie, 2015. *RE: Avis: projets étudiants – entreprises (TFE)* [Electronic message]. 25th April 2015.

³ Microsoft Access is a database management system from Microsoft that combines the relational Microsoft Jet Database Engine with a graphical user interface and software-development tools. Available on <http://en.wikipedia.org/wiki/Microsoft_Access>.

⁴ Microsoft Publisher is an entry-level desktop publishing application from Microsoft, differing from Microsoft Word in that the emphasis is placed on page layout and design rather than text composition and proofing. Available on <http://en.wikipedia.org/wiki/Microsoft_Publisher>.

Third Year of the Bachelor's Degree	Information Technology	<ul style="list-style-type: none"> • Creation of (basic) websites by WordPress¹. • Online data storage: OneDrive², Dropbox. • Communication structure for social networks: Facebook, Twitter, LinkedIn, ...
	Projects and Events Management ³	Realization of a project for a company.
	Written and Oral Communication in Business	Corrections of mails and other documents.

Furthermore, this list is only made up of some general examples. As projects have to meet a specific need of a company, they can be very particular. Companies must present their project to the professors. Then, they decide if students are able to do it or not. So projects can be very precise and unique to a company.

2.2.3 Difficulties to Develop this Kind of Projects

I asked Mr Therer, Director of the HELMo Economic category, and Mr Alen, the coordinator of the Management Assistant section, what they thought about the list of examples that I had sent them and what the main difficulties to develop these projects could be. Here is an overview of their answer⁴⁵:

¹ The WordPress software is a Content Management System that is able to manage a website. Available on <<http://glossaire.infowebmaster.fr/wordpress/>>.

² OneDrive is a file hosting service that allows users to upload and sync files to a cloud storage and then access them from a web browser or their local device. It is part of the suite of online services formerly known as Windows Live and allows users to keep the files private, share them with contacts, or make the files public. Available on <<http://en.wikipedia.org/wiki/OneDrive>>.

³ ALEN, Jean-Marie, 2015. *RE: Avis: projets étudiants – entreprises (TFE)* [Electronic message]. 25th April 2015.

⁴ ALEN, Jean-Marie, 2015. *RE: Avis: projets étudiants – entreprises (TFE)* [Electronic message]. 12th April 2015

⁵ THERER, Philippe, 2015. *RE: Avis: projets étudiants – entreprises (TFE)* [Electronic message]. 11th April 2015.

My approach is coherent with the program of the bachelor's degree in Management Assistant because all bachelor's degrees need a substantial link with the world of work. At HELMo, this interconnection must be reinforced.

The difficulties to develop this kind of partnerships (companies – students) are very real: first of all, the objectives that students have to reach during their bachelor years have to be compatible with the needs of companies. HELMo would need someone to centralize the demands of companies and to check if they are compatible with the objectives of the courses. Then, there is a risk of 'dishonest' competition with companies that would offer the same kind of services, as they will be charged and not the students. Furthermore, it would be better if the data given by companies were not confidential because it would not be possible to do presentations in front of the class, etc. The company could be anonymous, but it could make the project more complex.¹

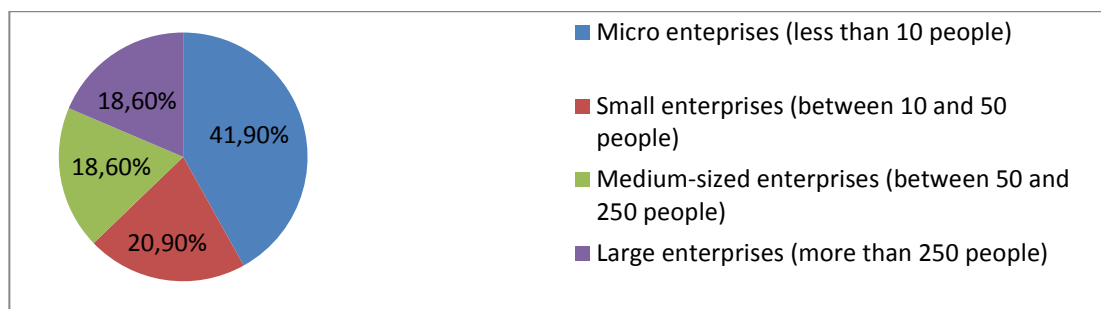
Moreover, HELMo has to take into account the new decree (defining the landscape of higher education and academic organization of studies in Belgium), in other words, the course units and the integrate exams. By the way, professors are working on the decree and we can notice that in the course unit 6, the world of work is taken into consideration: by team, students must prepare an oral presentation with a PowerPoint after having visited a company. The topic of the presentation must be an economic topic linked to the regions of Liège, Verviers or to the German-speaking part of Belgium². By this speech, companies can learn something from students.

¹ ALEN, Jean-Marie, 2015. *RE: Avis: projets étudiants – entreprises (TFE)* [Electronic message]. 25th April 2015.

² HELMo, 2015. *Informations sur fiche UE 6*. 12th April 2015. Internal document of HELMo.

2.2.4 Are Walloon Organizations Interested in Participating in Projects Carried Out by Students?

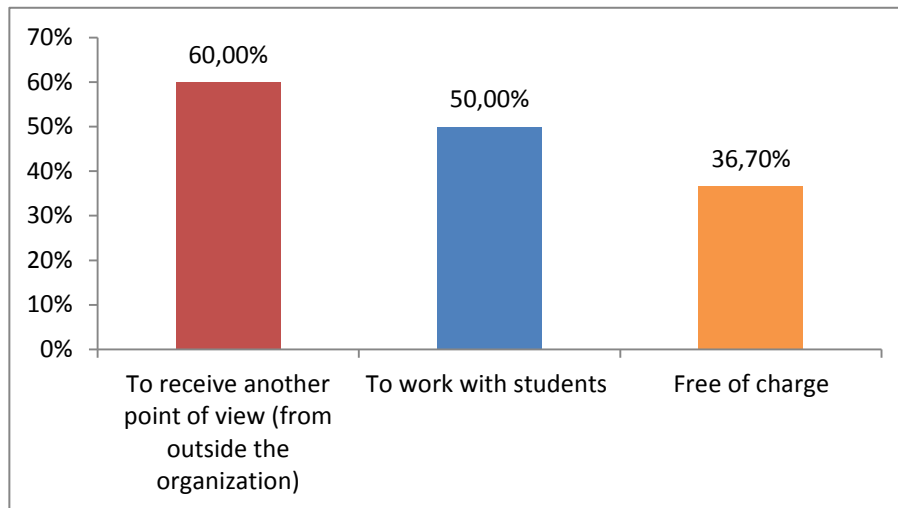
I conducted a mini survey among 43 Walloon organizations in different business sectors (annex 3). I sent my online survey to companies listed on the website of my municipality, I shared it on Facebook and asked my parents to send it by mails to their acquaintances. The companies that answered my poll have different sizes¹:



I asked them if they would be interested in participating in a project conducted by bachelor's degree students. I specified that it would meet one of their needs or would solve one difficulty that they face. I also added that students would not be paid. 69.8 % of the organizations answered that they would be interested in taking part in such projects.

¹ Available on <http://ec.europa.eu/growth/smes/business-friendly-environment/sme-definition/index_en.htm>.

The main reason is to receive another point of view (from outside the organization). The second motivation is to work with students. The last one is that it is free of charge.



Among the organizations that answered negatively, the main reasons are that some do not have enough time to supervise a project, are just not interested in the approach or think that students are not responsible enough. More said that the structure of their organization is too big and so, it is too complicated to set up new plans (they need authorizations of senior executives).

To conclude, in analyzing the results, it is better to focus on micro, small and medium-sized enterprises (less than 250 employees) to offer projects because in organizations of more than 250 employees, their complex structure makes it more difficult to undertake new initiatives coming from outside the organization.

2.2.5 Conclusion

Even if projects between students and companies already exist in the HELMo economic category, they have to be more developed. In the Management Assistant section, initiatives of this kind only start to be created (through the course unit 6, for instance). Although we can imagine some types of projects, if we want to have a win-win situation, they particularly have to come from the needs of a company. Then, professors have to analyze if the project is feasible or not, considering the skills that students have to develop.

There are demands from Walloon organizations, especially from micro, small and medium businesses to be a part of students' works. However, some constraints could make the projects' integration in the course of study difficult, even if the approach is interesting and in agreement with the formation.

Conclusion

What if students, who have no or little experience in the world of work, could contribute to the development of a company, help to improve it or create something within it, as part of their course?

After having written my dissertation, I can say 'yes, why not'. Students, even if they lack working experience, can solve a problem that a company faces or improve something. They can also bring another point of view and use skills and knowledge that are sometimes more up-to-date than those companies know. I find these projects enhancing for students because they have to take some responsibilities and they make themselves useful, as they help a company. Moreover, in taking part in those, students live a professional experience, which is an added value for their CV. What I like the most in the projects is that it is real and students genuinely contribute to the development of a company, as part of one of their courses.

I wanted to share this rewarding experience because I think that CAD projects are worth thinking about and thus I wanted to go into their working and potential development at HELMo in depth through my dissertation. The project with the Regional Museum of Querétaro has brought me academic, professional and personal benefits. Furthermore, in writing it in English, as well as my dissertation, I am more self-confident and have improved my English skills.

It is sure that setting up these kinds of projects at HELMo would be a big investment in time and in persons (at ITESM, campus Querétaro, 6 coordinators work on that for more than 1,000 participating students). However, in spite of the difficulties, maybe it is worth it ... I know that initiatives of this kind are taken

at HEC–ULg¹, for instance, but I did not talk about these in my dissertation because I wanted to focus on HELMo.

Besides, I was surprised by the enthusiasm generated for entrepreneurial actions at the ITESM university: activities which stimulate the entrepreneurship spirit and innovation are frequently organized on the campus. I have the impression that the teaching is more dynamic. Moreover, students seem more motivated and more receptive to the courses and extra-curricular initiatives offered by ITESM. I think that Mexican students are better aware of the luck they have to study than Belgian ones. This may explain their motivation.

I hope that my dissertation has provided input for a debate about partnerships between students and companies, even more as the course program is being reformed. I also hope that it was interesting to know more about another university and another educative system.

¹ Ecole de gestion de l'Université de Liège which means Management School of the University of Liège.

3 List of Abbreviations

AWEX	Agence Wallonne à l'Exportation
CAD	Centro de Apoyo al Desarrollo
CENEVAL	Centro Nacional de Evaluación para la Educación Superior
CV	Curriculum Vitae
GDP	Gross Domestic Product
HEC-ULg	Ecole de Gestion de l'Université de Liège
HELMo	Haute Ecole Libre Mosane
ITESM	Instituto Tecnológico y de Estudios Superiores de Monterrey
SACS	Southern Association of Colleges and Schools
TEC (de Monterrey)	Tecnológico (de Monterrey)
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Pictures

Picture 1 (logo on the cover page): TEISSIER YAFFAR, Alfredo, 2014. *Información CAD* [PowerPoint file].

Picture 2: TEISSIER YAFFAR, Alfredo, 2014. *Información CAD* [PowerPoint file].

Picture 3: Gobierno Querétaro, 2014. Información General. *Página oficial del Gobierno del Estado de Querétaro, México* [online]. 2015. [Viewed 4th April 2015]. Available on the address: http://www.queretaro.gob.mx/info_queretaro.aspx?q=CoZUwi4N3J0a+x222RrdKQ==

Picture 4: GRANDJEAN, Noémie, 2014. *Querétaro Street* [photo]. Querétaro centre. [Viewed 4th April 2015].

Picture 5: AQUÍ, 2002. Templo y ex convento de San Francisco. *Aquí Querétaro* [online]. 2002. [Viewed 4th April 2015]. Available on the address: <http://www.aquiqueretaro.com/MapaInteractivo/SanFrancisco.htm>

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5 List of Appendices

Appendix 1: Survey 'Proyecto CAD – Preguntas para Alumnos'.

Appendix 2: Self and Peer Assessment.

Appendix 3: Survey 'Participer à un Projet Réalisé par des Etudiants'.

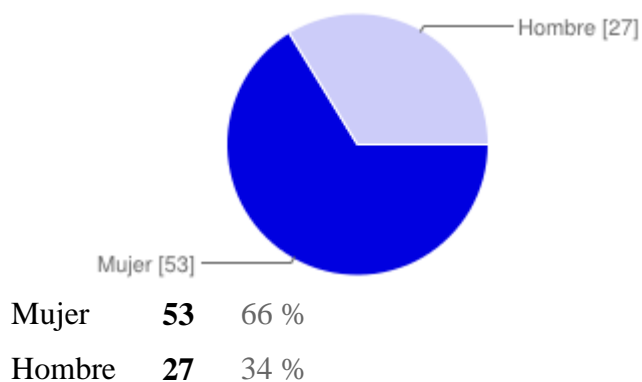
Proyecto CAD – Preguntas para alumnos

80 réponses

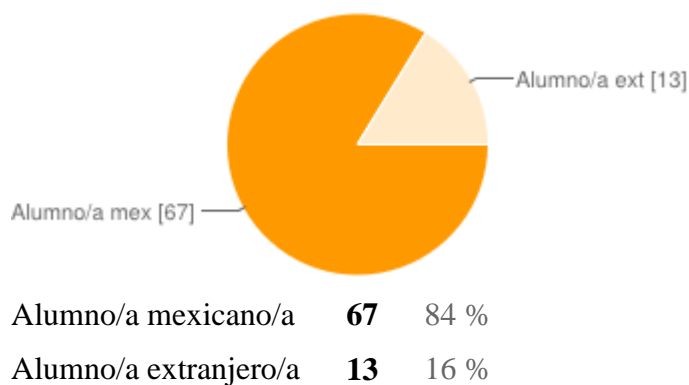
[Afficher toutes les réponses](#) [Publier les données analytiques](#)

Résumé

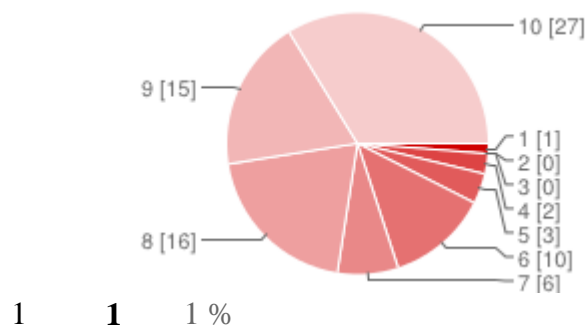
Selecciona



¿Eres alumno mexicano o extranjero?

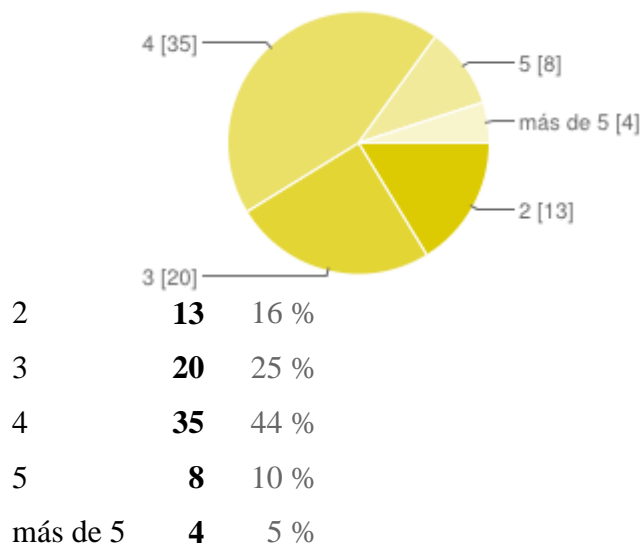


¿En qué semestre estás?



2	0	0 %
3	0	0 %
4	2	3 %
5	3	4 %
6	10	13 %
7	6	8 %
8	16	20 %
9	15	19 %
10	27	34 %

¿Cuántos alumnos había en tu equipo (incluyéndote)?



¿En el marco de cual clase hiciste el proyecto CAD?

Proyecto de finanzas
 Inteligencia de mercados
 operación aduanera
 Operación Aduanera
 Comunicación Estratégica Aplicada
 cadena de suministro segura
 Bloque
 Logística
 Proyecto de Finanzas
 Inteligencia de Mercados

Proyecto CAD
proyecto mecatronico
Operación aduanera
Proyecto empresarial
Proyecto de inserción profesional
Investigación de mercados cualitativa
Desarrollo de nuevos productos
Desarrollo de Alimentos y Bioproductos
Calidad
comunicación estratégica
consultoría administrativa
proyectos de diseño
Proyecto de inserción profesional (Diseño)
proyecto cad
global economy
Desarrollo de alimentos y bioproductos
Economía global
proyecto empresarial
ECONOMIA GLOBAL
Economía Globa
Globalización económica
Inocuidad y en Calidad
Proyecto de Incersión Profesional
Publicidad y Mercadotecnia
Laboratorio de Geomática
Investigación de mercados cuantitativa, investigación de mercado cualitativa
CAD
Dibujo computarizado
Global Economy
Global economy
Aceleración de empresas familiares
cualitativas
Operación Aduanera y Cadena Logistica Segura
Economia global
Ergonomía para el diseño
Econometría Financiera 2
inteligencia de mercados internacionales I
contabilidad de costos
Ingeniería de Software, Aseguramiento de calidad, Administración de proyectos de TI

Diseño Producción de Comunicación para las organizaciones(video corporativo). Imagen Corporativa.

Investigación de Mercados

Varias, publicidad, iimagen corporativa, investigacion de mercados cuali y cuanti

Video Corporativo, Publicidad e Imagen Corporativa

procesos biotecnologicos

Globalization

Proyecto de Inserción Profesional

Costos

Ingenieria mecanica

Mercadotecnia Cualitativa

Proyecto Integrador de Arte y Tecnologia

economia global

Costeo de actividades de produccion y servicios

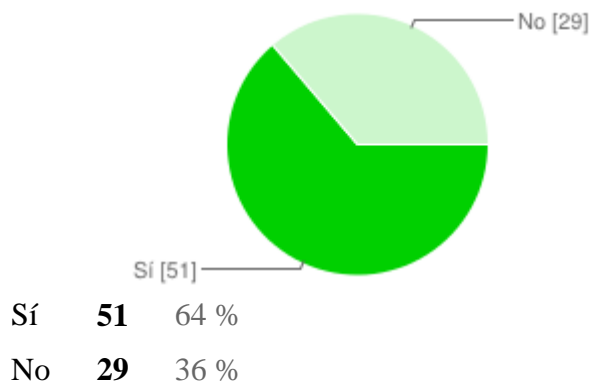
Economía Global

Costeo de Actividades y Servicios

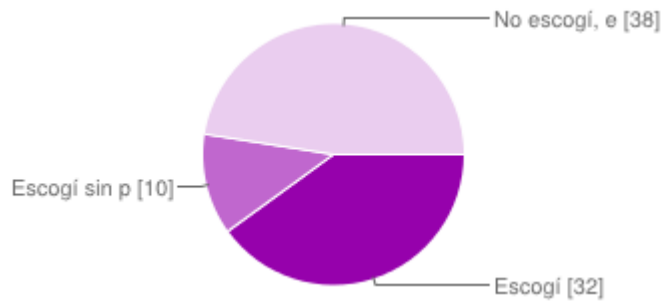
Imagen corporativa

Investigación de mercados

¿Antes de tomar esta clase, sabías que en el marco de esta clase había un proyecto CAD a realizar?

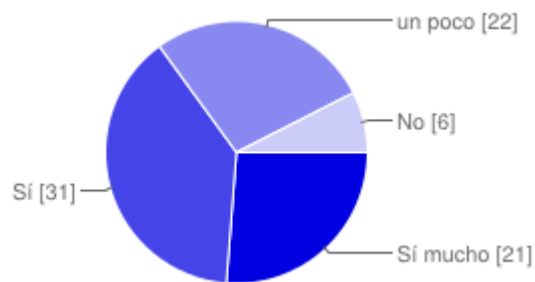


¿Antes de elegir un proyecto, los diferentes proyectos CAD fueron presentados a todos los alumnos de la clase? ¿O tu proyecto te fue impuesto?



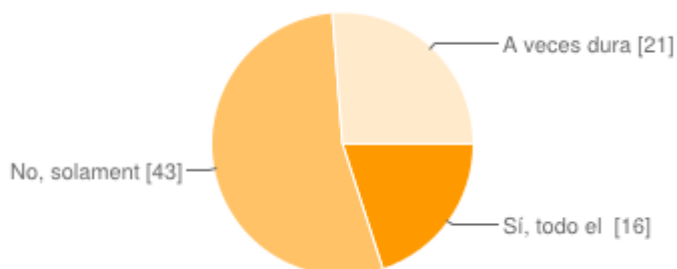
Escogí	32	40 %
Escogí sin presentación de los proyectos	10	13 %
No escogí, el proyecto me fue impuesto.	38	48 %

¿Te interesaba el tema de tu proyecto?



Sí mucho	21	26 %
Sí	31	39 %
un poco	22	28 %
No	6	8 %

¿Trabajaste en el proyecto CAD durante las horas de clase o fuera?



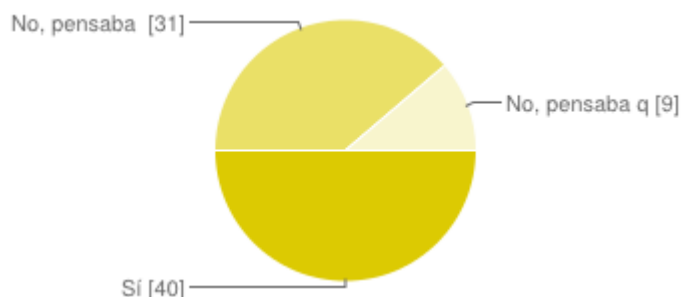
Sí, todo el tiempo durante las horas de clase	16	20 %
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No, solamente fuera de las horas de clase	43	54 %
A veces durante las horas de clase	21	26 %

¿Cuántas horas por semana trabajaste en el proyecto CAD fuera de las horas de la clase?

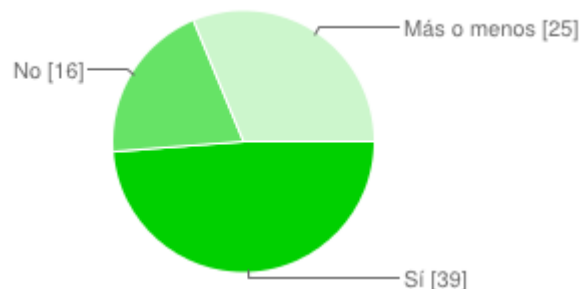
Menos de 1 hora	2	3 %
Entre 1 y 3 horas	20	25 %
Entre 3 y 5 horas	27	34 %
Entre 5 y 8 horas	20	25 %
Más de 8 horas	11	14 %

¿Antes de empezar el proyecto, sabías que implicaba esta cantidad de trabajo?



Sí	40	50 %
No, pensaba que implicaba menos trabajo	31	39 %
No, pensaba que implicaba más trabajo	9	11 %

¿El trabajo entre los miembros del equipo estuvo bien distribuido, es decir, todos trabajaron lo mismo?



Sí	39	49 %
No	16	20 %

¿Para realizar el proyecto CAD pusiste en práctica competencias vistas durante la clase? ¿Si sí, cuáles fueron?

si, aplicamos todo tipo de cortes y las tolerancias necesarias para poder ensamblar nuestro proyecto.

Si, el método para resolver un problema y buscar la mejor solución

Todos los temas vistos en clase los apliqué a mi proyecto

Si todo lo de iso 9001

la clase era más que nada enfocada al proyecto, vimos muy pocos temas, pero sí aplicamos lo visto en muchas clases anteriores a esa

No, ninguna

Liderazgo, técnicas de manejo de recursos humanos, procesos de control de calidad orientados a desarrollo de software, procesos de ingeniería de software.

Sí. La elaboración del diseño y aplicación de encuestas principalmente. La elaboración del documento final que incluía: planteamiento de la situación, hipótesis, objetivos, resultados, etc.

Todo lo visto en clase lo aplicamos a la par durante la elaboración del proyecto

Si, todo fue cosas vistas en clase

Manejo de layers Manejo de vistas en 3D Interpretación y análisis de resultados

La planeación del proyecto (alcances, objetivos, responsabilidades) que se plasmaron en el Brief de Diseño.

Si, especialmente la habilidad de buscar normas y que estas apliquen al tema específico

Aplicación de los conceptos de imagen corporativa en la generación de identidad (misión, visión, valores)

Sí Todo el proceso de diseño, desde la identificación de un problema hasta una entrega tangible y probada por los usuarios finales.

El uso del programa Stata para correr análisis econométricos.

Auditor, consultor, investigador, negociador.

No . Fue investigación propia

Si, estrategias de manufactura

Trabajo en equipo, diseño de un escenario global con contexto teórico para analizar estudios de casos.

No

Sí, aplicamos conocimientos de visibilidad y lenguaje visual.

Conocimiento de la normatividad de alimentos en México.

Regulaciones alimentarias Estándares de calidad

No se, consejos de los profesores y ejemplos

Sí, en uno de mis CAD tenía que saber hacer un manual por lo tanto el proyecto para la

empresa era un manual. Para video corporativo no mucho, solo algunas cosas de los tipos de

videos que podíamos hacer. Creo que esa materia está enfocada a hacerle un video a una empresa. Aprendí otras cosas que me hubiera gustado poner en práctica.

Trabajando con otras personas, manejo de tiempo, profesionalismo.

Trabajo en equipo, Innovación, Design Thinking

Si. Todos los temas vistos en Inocuidad. Ningún tema del proyecto CAD de calidad se vio en clases.

El proyecto iba encaminado a la materia, pero el contenido debió ser aplicado a alumnos de negocios y no de relaciones internacionales

No, a los profesores debíamos entregarles lo que nos pedían y al cliente lo que nos pedían. No había convergencia

No.

Sí, solamente una

Trabajo en equipo

Unicamente algunos recursos de la materia, la mayoría fueron conocimientos de materias de semestres anteriores

si el proyecto estuvo relacionado con la teoria vista en la materia.

NO, EL PROYECTO TENÌA QUE VER CON OTRAS CUESTIONES, PERO DE TODOS MODOS ME AYUDÒ A MI VIDA PROFESIONAL.

no, durante la clase de CAD

si, aplicar la teoria para la evaluación de los 11 estándares NEEC

Aplicación de encuestas Segmentación FODA Propuestas técnicas Junta con directivos

Análisis de mercados, uso de SPSS, encuestas.

No, fueron más competencias desarrolladas en clases anteriores

Si

Solo un tema vi durante el semestre.

Diseño mecánico estática diseño mecatrónico

Utilizamos algunos conceptos de la clase, sin embargo no sentí que el proyecto estuviese totalmente relacionado con la clase

Correcto: >Trabajo en Equipo >Responsabilidad Compartida >Comunicación Efectiva (con el equipo y con el socio) >Análisis de Costos >Identificación de Tipo de Sistema de Costeo

Si las teorías económicas

perfil de un país

Proyecciones financieras Razones financieras Evaluación de proyectos

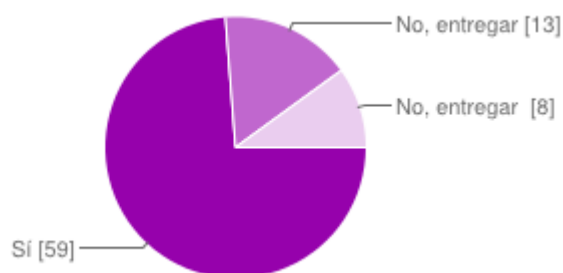
Si, investigación y análisis de datos además de resolución de problemas

Pocas

Totalmente, aplicación de encuestas, como interpretarlas y darle sentido a la investigación para determinar si es viable o no un negocio

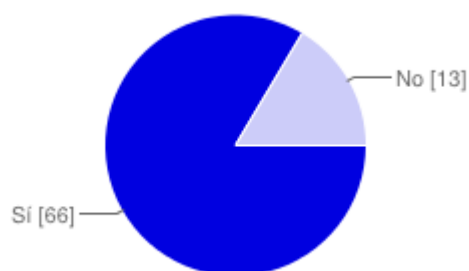
Todo el material academico

¿Te parece que entregar 3 avances es útil?



Sí	59	74 %
No, entregar menos avances sería mejor	13	16 %
No, entregar más avances sería mejor	8	10 %

¿Te parece que hacer un "Self and Peer Assessment" es una buena idea?



Sí	66	83 %
No	13	16 %

¿Qué cosas tienen que mejorarse en el concepto del proyecto CAD?

Muchos documentos inútiles que rellenar. proceso muy burocrático, todo los formatos de la carpeta solo quitan tiempo, lo del calendario de actividades igual, se debería solo de concentrar en la resolución del proyecto, una memoria descriptiva que explique todo el proceso y evaluación de compañeros,

Relacion con las empresas. asesoría por parte del CAD Explicar mejor cada entrega. evaluar a las empresas de proyecto antes de dejarlas participar

La forma en la que existe mucha libertad y en ocasiones la empresa interesada no esta obligada a ayudar. Es un proyecto en el que chance se comprometa.

Escoger empresas más establecidas y que conozcan más de sus productos y servicios. No solo empresas que se inscriban por que " suena bien"

Investigar creo

La organización Selección de proyectos viables y reales El socio no sabía ni lo que iba a pedir, no sabía como enfocar el proyecto, tuvimos que ayudar a definirlo

Un mejor filtro para las instituciones. Que sepan los alcances que se pueden realizar Que no contamos con recurso económico propio para invertir

comprar Cd a la escuela. Trabajar durante algunas clases sobre el proyecto.

demasiadas formalidades administrativas y poco apoyo del coordinador CAD

Proyectos de calidad y encaminados para aprendizaje de la materia.

Más proyectos que estén relacionados con mi carrera (LRI)

Que los proyectos de la clase sean similares entre sí en cuanto a la carga de trabajo.

Llevar la teoría a la práctica

Que los proyectos que se eligen sean mejores y que de verdad den un valor al alumno

Más proyectos sociales

A veces los tiempos entre entregas es limitado y no podemos desarrollar de manera eficiente los entregables

Los maestros deberían revisar los proyectos antes de aceptarlos ya que algunos de ellos están mal enfocados a la especialidad de las diferentes carreras.

Proyectos acordes a la carrera que se estudia

Menos papelería y mayor conciencia ecológica

Que haya una relación más directa con la clase en cuestión.

un mejor filtro al elegir a los socios. Nosotros tuvimos mucha suerte, pero otros alumnos en mi grupo tuvieron muchos conflictos, o el proyecto no estaba muy orientado con la materia.

Mejorar el soporte con la profesora, ella no ayudó; el apoyo recibido fue por parte de otros profesores del departamento

Escoger mejor los proyectos para la licenciatura de LRI!!!!... Normalmente nos ponen a hacer cosas de LIN.... es absurdo!!! A mí sí me tocó algo relacionado con mi carrera. (ELABORAR UN MANUAL LEGAL PARA PONER UNA EMPRESA DE IDIOMAS EN EUA) pero hay compañeros que literal les toca hacer estudios de mercado... eso qué!???

mas tiempo, que fuera de dos semestres o menos trabajo

Explicar a los empresarios las limitantes de los estudiantea

Debería de haber menos papeleo.

Es demasiado papeleo y no tiene mucha relevancia. También considero que no se selecciona bien a las empresas, pues en muchas ocasiones estas necesitan un proyecto antes del que se está realizando; por ejemplo trabajé con una empresa haciendo una campaña publicitaria y esta realmente necesitaba antes un proyecto de investigación de mercado profundo.

Es mucho papeleo que se debe de entregar a CAD lo cual aumenta la carga de trabajo.

La evaluación de los proyectos, sobretodo unificar en la parte del profesor y que en las clases se dedique tiempo para revisar los proyectos CAD (1 clase antes de la entrega)

El tipo de proyectos

que se de un apoyo económico aunque sea para el transporte

Que los coordinadores CAD dejen muy claro al cliente las limitantes del proyecto, ya que hay muchos casos en que los clientes nos pedían cosas que no correspondían a la clase (Ej. Diseño de logo, publicidad) y les molestaba que les dijéramos que no nos tocaba hacerlo.

Presentar las empresas y la persona de la empresa con quien vamos trabajar. La profesora y el coordinador de CAD deben hablar más juntos para pedir la misma cosa.

Más apoyo por parte de los profesores y coordinadores con la compañía, ya que a veces es difícil tratar solos con ésta, pues cambian los conceptos a la mitad del proyecto, falta de compromiso, etc..

Una vez terminado el proyecto, si el socio-formador realmente piensa llevar a cabo tus ideas dentro de su empresa u organización, debe dar créditos al autor del trabajo e incluso en medida de lo posible un crédito económico por el proyecto que retribuirá como "inversión" a su empresa.

Que los asesores estén relacionados a la materia. Nos asesoro un LIN en una proyecto enteramente financiero.

Las empresas que escogen, hay empresas que eran casi inexistentes (no tenían un producto tangible, ni logo ni imagen) y los dueños no sabían bien que querían. A un equipo de mi salón le tocó y les fue muy difícil porque no estaba tan enfocado a la materia

Converger las necesidades del cliente con el de las mateias

La elección de los proyectos que vayan de acuerdo a la complejidad requerida de cada semestre

El área que queremos desarrollar el proyecto CAd

Equipos de trabajo

La dinámica con el empresario. Que realmente sean proyectos aplicados a tu carrera. que le den mas importancia al proyecto y no sea solo para pasar la materia.

Las empresas q se eligen

los proyectos a realizar, que seaan buenas empresas

Que todos los proyectos tengan el mismo nivel de objetivo y dificultad, ya que son demasiado disperejos

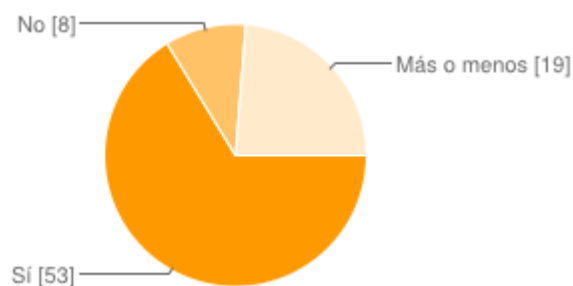
Que todos los proyectos exijan lo mismo de los estudiantes, en mi caso en particular mi proyecto fue poco demandante y siento que no aportó ni aprendí tanto como podría haber sido en un mejor proyecto, como fue la situación de otros compañeros.

El que sea un proyecto relevante para los alumnos a los que se les va a pedir que lo realicen y que además los socios con los que se vincula la escuela que realmente vayan a ayudar a los alumnos cuando lo necesiten. En lo personal, a mi equipo nos toco un "cliente" bastante flexible y empatico que estaba disponible y dispuesto cuando lo requeríamos. Esto fue la clave de que nos pudieramos desarrollar en base a lo que se esperaba de nosotros y además de poder dejarles un trabajo perdurable y funcional.

Más continuamente, tener más proyectos CAD ya que yo sólo tuve uno en 4to y estoy cursando otro en mi último semestre (materia: proyecto de inserción profesional que nos valen la materia

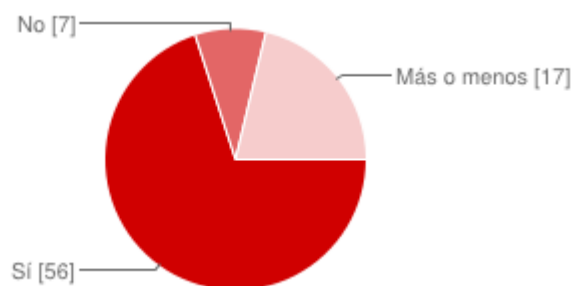
como tesis y ceneval) , tendrías más experiencia laboral. Soy diseñadora y nos ayudaría en generar un mejor portafolio.

¿Te ayudó bien tu coordinador CAD?



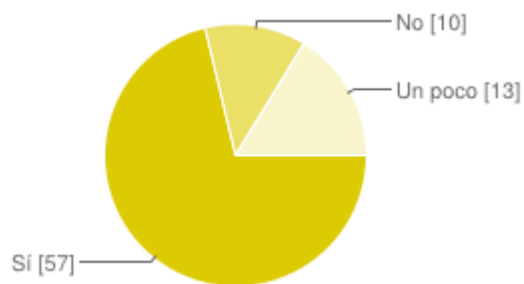
Sí	53	66 %
No	8	10 %
Más o menos	19	24 %

¿Te ayudó bien tu profesor?



Sí	56	70 %
No	7	9 %
Más o menos	17	21 %

¿Se interesó el socio CAD (la empresa) en tu proyecto?



Sí	57	71 %
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No	10	13 %
Un poco	13	16 %

¿Cuántas veces viste al socio CAD?

1 vez por semana	24	30 %
2 veces por mes	22	28 %
1 vez por mes	11	14 %
3 veces por semestre	14	18 %
2 veces por semestre	3	4 %
1 vez	6	8 %

¿Qué te aportó el proyecto desde el punto de vista académico?

Pones en práctica todo lo que viste en tus clases anteriores. Vas al tiempo con tu clase y al mismo tiempo que te enseñan algo lo aplicas

Herramientas para reforzar conocimientos en la elaboración de presupuestos.

Respecto a nuestra carrera, en mi equipo tuvimos la oportunidad de realizar un costeo con datos reales, contundentes, y variables; a diferencia de cómo lo hacemos en el salón de clases, donde todos los casos son hipotéticos, y existe una respuesta correcta. En un proyecto como este, no se tiene una certeza completa de si el trabajo realizado es correcto; pues a diferencia de los ejercicios en clase, no se conoce la respuesta, se debe de generar una respuesta.

aprender a dibujar las piezas mecánicas en la computadora con la precisión necesaria para imprimirlas o llevar a cabo el diseño.

Me ayudó a trasladar varios conocimientos teóricos a la vida real

Aprendizaje sobre desarrollo de proyectos en un ambiente formal y de negocios.

Conocimiento del área

Aprender a trabajar con personas raras

Experiencia

Poco

Que te muestra como es el ámbito profesional

Cómo dar una presentación formal ante autoridades. y cómo presentar un formato correctamente.

Poner en práctica la teoría resolviendo un problema real

Distribuir más mi tiempo, poner en práctica mis conocimientos y que no se quedaran como un tema más de clase, así como a hacer un análisis crítico de la situación.

Puse en práctica la teoría de la clase y entendí mejor.

Aprender a trabajar con malos equipos.

No me aportó muchas cosas nuevas, más bien reafirmé conocimientos, pues el nivel de complejidad del proyecto no fue muy exigente.

escribir un grande trabajo, trabajar en equipo,

Aplicación de conocimientos aprendidos en un ambiente real.

El tema específico que me tocó en mi proyecto CAD me permitió aprender mucho de países en Asia y África de los que sabía poco.

Desarrollo de temas vistos en clase

A ver como se realiza el trabajo en el mundo real. Poner en práctica todo lo aprendido

Utilizar mucho de lo visto en mi carrera

A llevar una mejor administración y organización.

Mucho estrés.

Esta ha sido una de las pocas experiencias en donde he podido aprender de manera simultanea y práctica lo que aprendí durante el semestre lo cual me pareció excelente. Así reforzábamos los temas y era más fácil comprenderlos.

Informacion en un proceso innovador en el area de alimentos.

la oportunidad de trabajar con un problema real.

Aplicación real de los conceptos teóricos

Responsabilidad en tener entregables a tiempo.

Conocimiento en área legal y en exportación de manuales.

Aprendí a seguir requerimientos reales para un proyecto.

Nuevos conocimientos referente a la materia

Experiencia en asuntos familiares

Me permitió una visión global sobre el efecto que tiene una investigación de mercado cuando se pretende iniciar un negocio

Experiencia y no solo teoría

Poner en práctica los conocimientos de la carrera

experiencia al poner en práctica la teoría

acercamiento al mundo real

Mucho, trabajo en equipo.

Muy poco

Conocimiento académicos

Experiencia en el uso

Investigación de mercados

Desarrollo de competencias de la clase en un proyecto real, aplicación de la materia.

Me ayudo a ver de una manera mas práctica una materia que, en mi carrera, suele ser muy teórica.

Mejoraron mis habilidades de investigación y análisis de información.

aprendizaje

Nada

¿Qué te aportó el proyecto desde el punto de vista profesional?

En gran medida a mejorar mis habilidades de trabajo en equipo, organización, y respeto. Ya que al ser un trabajo que realmente iba a repercutir en una empresa, el grado de responsabilidad es mucho mayor, por lo que estas habilidades fueron de gran relevancia para la realización de este proyecto. El trato diario y cordial con el cliente nos ayudo a ser personas más profesionales en nuestro trabajo pues eramos no solo imagen de lo que cada uno proyectamos sino de nuestra institución.

experiencia y práctica para saber trabajar con una empresa real

Manejo de proyectos, trato al cliente.

Aprendí a llegar acuerdos con mi jefe para poder tener los mejores resultados

Experiencia

Manejo de software y mejorar el análisis de usuarios reales.

Experiencia en tomar decisiones que involucren cuestiones financieras

Poco

Me aportó la seguridad de saber que mis ideas por más simples o sofisticadas, pueden llevarse a cabo sabiendo cómo transmitirlos/exponerlos.

Supe cómo tratar con el socio(empresario), fue muy difícil, pero tuvimos la experiencia

Experiencia profesional

La capacidad de sintetizar información e investigar de manera sistemática

Tener la experiencia de trabajar con una empresa.

Hacer las cosas en serio sabiendo que van a repercutir a personas con empresas, no solo es una calificación. También te abre las puertas a conocer gente y tener esas conexiones

La capacidad de dialogar con un cliente y buscar soluciones juntos.

Hablar con un director, tener una comunicación profesional, responsabilidad

Curriculum

Manejo de clientes

Experiencia.

Experiencia laboral

aprendí a trabajar en equipo y a lidiar con socios difíciles

Experiencia, y un buen proyecto para mi portafolio profesional.

me aportó el trabajar con una empresa y hacer trabajo en equipo con un sentimiento de responsabilidad real.

Relacionarme acertivamente con el socio.

Sacar adelante un proyecto aunque no sea de tu competencia

Me aportó la experiencia y la capacidad de tratar a un cliente. Poder dialogar y llegar a soluciones conjuntas, más que solo seguir una serie de indicaciones.

Lo que no quiero volver a hacer en mi vida, en qué no quiero trabajar.

Experiencia real sobre aplicaciones teoricas

Experiencia para aplicarlo en mi vida laboral

Un otra visión de como se hace business en un otro país

Fue interesante trabajar de manera directa con el cliente, presentarte como si fueras una "agencia de investigación" y poder darle resultados que le ayudarán a su negocio me hizo ver el alcance que puede llegar a tener mi trabajo.

Saber trabajar y/o lidiar con clientes.

es más fácil diseñar piezas ahora que se dibujarlas con precisión y todo lo que implica la elección del material y las tolerancias de las piezas para los ensambles.

Involucramiento empresarial

La experiencia de trabajar con una empresa real

Comprendí como se manejan diversas empresas y las dificultades que se pueden presentar en las mismas.

Experiencia al tratar con una empresa.

experiencia de trabajo con una empresa

El estar muy al pendiente con el socio con visitas constantes, siempre dar más de lo que la persona espera, y a procurar siempre una buena relación basada en la comunicación y el respeto mutuo.

Responsabilidad

Un acercamiento más real a trabajo en equipo en el ámbito profesional.

desarrollar ese conocimiento a la perfección para la correcta aplicación en mi futuro como mercadologo

El trabajo que debes realizar cuando te piden un proyecto

darme una idea de lo que pasa afuera de la escuela

Mucho, trabajo en equipo.

Conocer como trabaja el conglomerado empresa-administrador de proyectos en una vida laboral.

Interacción con una empresa y la forma de trabajar

Cómo lidiar con diferentes tipos de personalidades, me acercó un poco más a realidad cómo es llevar un proyecto dentro de una empresa.

Experiencia dentro de un proyecto real

¿Qué te aportó el proyecto desde el punto de vista personal?

Sensibilización y nuevas perspectivas por el giro de la misma.

Hipocresía.

Procurar siempre buenas relaciones con las personas, ya sean tus compañeros, tu maestro, o tu socio.

Conocer una empresa y mantener contacto directo con la misma.

Ver aspectos de mi carrera que me gustan mas que otros

Organización

pude crear nuevas relaciones y descubrir algunas habilidades en mi

Equipo

-

Nuevos amigos. (Contactos)

Más seguridad para cualquier actividad que pueda realizar en un futuro, con gente desconocida, y saberme a la altura de los retos para realizarlos.

hacer las cosas más importantes antes que las otras cosas, estar menos perfeccionista

Aprender a trabajar en equipo

Carácter, fuerza interior

Empatía por otras personas, conocí la situación del Hospital General de México y las malas condiciones en que funciona este lugar, por lo que siento una responsabilidad de hacer mejoras a través de mi ejercicio profesional en el sector salud en México

Aprendí a trabajar mejor en equipo, a pedir ayuda cuando la necesitaba.

Aumentó mi capacidad de organizar mis tiempos y mi responsabilidad

satisfacción de haber logrado el reto y haber aprendido mucho!

colaborar de manera eficiente en equipo y determinar mi gusto por el área de investigación de mercados (más gusto a mi carrera)

Experiencia de trato con las personas

Un mejor CV

Manejo de equipo y stress

Poder relacionar lo que aprendes con lo que haces

organización y trabajo en equipo

Descubrir mis habilidades, fortalezas y debilidades como individuo en proyectos relativamente grandes

Tolerancia a comentarios poco profesionales por parte del cliente.

Supe muchas cuestiones legales que desconocía. Al adentrarme en la investigación pude encontrar muchas cosas nuevas.

En lo personal me sorprendió el poder haber transmitido los conocimientos que llevaba de la carrera a un proyecto real con una empresa real la cuál necesitaba de una respuesta de mi parte. Fue un proyecto bastante absorbente y al cual le dedicamos bastante tiempo sin embargo me demostré a mi mismo que ya tengo la capacidad como para dar una solución a algo práctico.

Tolerancia a la frustración

Me ayudó mucho con mis problemas de "dead line" o "due dates". Era mal organizada pero como solo tienes un día para entregar las cosas, lo haces a tiempo porque sabes que le va a afectar a todo el equipo.

Aprendí a ser más paciente

Trabajo en equipo

experiencia

Comunicación, trabajo en equipo, tener que confiar en los demás para hacer un trabajo en equipo, división de tareas y retroalimentación de 360°.

Conocimientos básicos de las herramientas CAD

El trabajar en equipo en un proyecto tan grande me hizo mejorar mi comunicación con mis compañeros, organizarme mejor y ser paciente. Hablar con el cliente para entender lo que requería y explicarle hasta donde podíamos nosotros trabajar en momentos fue complicado, pero al final nos entendimos bien

Habilidades para relacionarme y comunicarme con las personas. Comunicación efectiva (oral y escrita)

Mucho aprendizaje, tanto técnico como de comunicación

La organización con los tiempos para hacer las cosas en tiempo

Me dio el incentivo para arriesgarme más y salir de mi comodidad para hacer un proyecto.

Conocimiento acerca de proyectos ecoturísticos en varios países

Compromiso

Me aportó mucha satisfacción de creer en mi trabajo, de hacerlo no por el hecho de que tendría una calificación o un reconocimiento académico, lo hice con la convicción de demostrarme a mi misma que soy profesional, me apasioné con mi proyecto y los resultados en la satisfacción de mi cliente, mis profesores, y yo misma se reflejaron en muchas cosas.

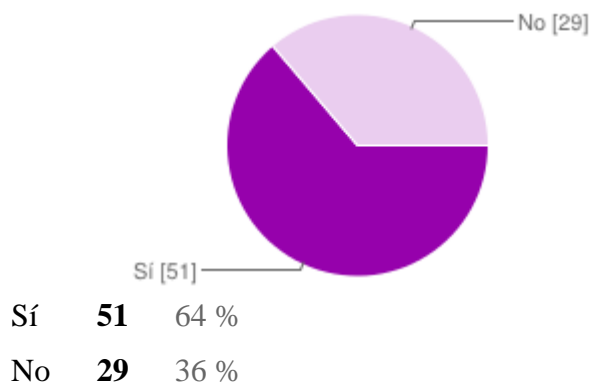
trabajo en equipo equitativo y constante.

Aprender a comunicar efectivamente

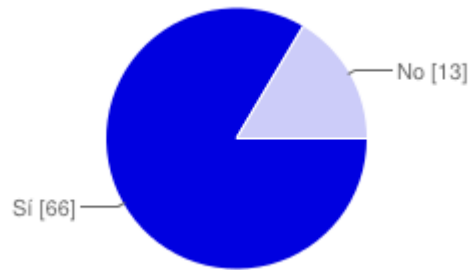
Manejo de tiempo.

Nada

¿Piensas que la empresa va a usar tu proyecto en el futuro?

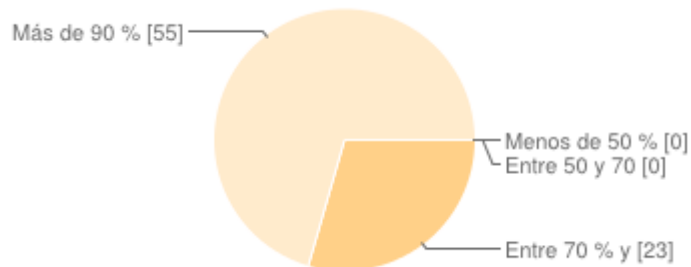


¿Estás satisfecho/a de haber realizado tu proyecto CAD?



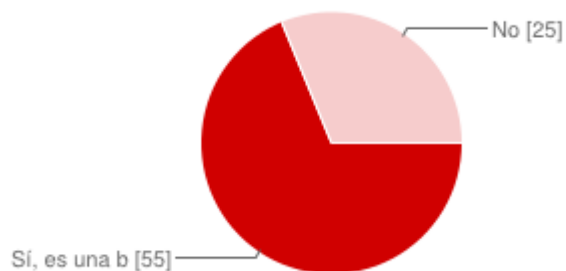
Sí	66	83 %
No	13	16 %

¿Tuviste una buena calificación en tu proyecto?



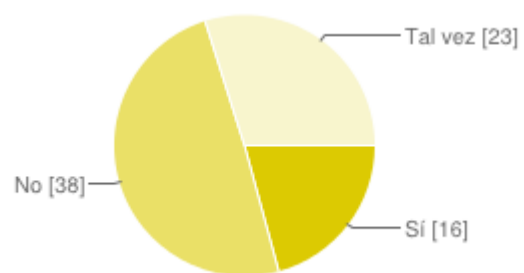
Menos de 50 %	0	0 %
Entre 50 y 70 %	0	0 %
Entre 70 % y 90 %	23	29 %
Más de 90 %	55	69 %

Si pudieras elegir ¿harías de nuevo tu proyecto CAD?



Sí, es una buena experiencia	55	69 %
No	25	31 %

¿Piensas que hay posibilidades de que la empresa te contrate?



Sí **16** 20 %

No **38** 48 %

Tal vez **23** 29 %

Self and Peer Assessment

Name:

Course:

Project:

Evaluation Rubric						Grade given to each partner				
Aspects	Excelent 100	Good 90	Regular 80	Bad 60	Very Bad 0	Autoevaluation:	Student 1:	Student 2:	Student 3:	Student 4:
QUALITY AND CONTENT	Worked according to the plan. Met commitments. Reflected high quality in the deliverables, both in content and presentation.	Worked according to the plan. Met commitments. Reflected acceptable quality in the deliverables, both in content and presentation.	Tried to work according to the plan. Met most of the commitments. Reflected regular quality in the deliverables, both in content and presentation.	Tried but didn't succeed to work according to the plan. Met almost any of the commitments. Reflected bad quality in the deliverables, both in content and presentation.	Didn't work according to the plan. Didn't meet any of the commitments. Reflected very low quality in the deliverables, both in content and presentation.					
PUNCTUALITY	Was on time to all the team meetings and appointments with the company. Respected the time for each activity.	Was on time to most of the team meetings and appointments with the company. Respected the time for each activity.	Was not on time or didn't participate in some of the team meetings and appointments with the company. Didn't respect the time for each activity.	Was not on time or didn't participate in most of the team meetings and appointments with the company. Didn't respect the time for each activity.	Was never on time or never participated in all of the team meetings and appointments with the company. Didn't respect the time for each activity.					

INITIATIVE AND TEAMWORK	Always showed initiative with relevant ideas and participate in its implementation.	Most of the time showed initiative with relevant ideas and participate in its implementation	Never showed initiative, just participate in its implementation	Showed indifference and sometimes participated in the implementation of the ideas.	Showed apathy and never participate in the implementation of the ideas.					
RESPECT	Promoted respect and respected all the participants. Followed the rules.	Respected all the participants. Followed the rules.	Followed the rules.	Didn't respect some of the participants. Didn't follow the rules.	Didn't respect any of the participants. Didn't follow the rules.					

0	0,0
Student 1:	0,0
Student 2:	0,0
Student 3:	0,0
Student 4:	0,0
Student 5:	0,0

Participer à un projet réalisé par des étudiants

43 réponses

[Afficher toutes les réponses](#) [Publier les données analytiques](#)

Résumé

Quel est votre secteur d'activité?

Action sociale	3	7.3 %
Activités associatives diverses	1	2.4 %
Administration publique	1	2.4 %
Agriculture et pêche	3	7.3 %
Automobile (fabrication, services et commerce)	0	0 %
Bois	0	0 %
Commerce de détail	1	2.4 %
Commerce de gros	0	0 %
Construction	1	2.4 %
Culture, loisirs et tourisme	1	2.4 %
Education et formation	2	4.9 %
Energie	0	0 %
Environnement et gestion des déchets	0	0 %
Fabrication de machines et d'équipements	0	0 %
Fabrication de matériel de transport (hors aéronautique, spatial et automobile)	0	0 %
Fabrication de produits minéraux (céramiques, tuiles, briques, etc)	0	0 %
Fabrication d'équipements électriques, électroniques et optiques	0	0 %
Fabrication diverses (meubles, pierres précieuses, instruments de musique, de sport, jouets, etc.)	0	0 %
Finance, banques et assurances	4	9.8 %
Horeca (Hôtel, restaurants, cafés)	2	4.9 %
Industrie aéronautique et spatiale	0	0 %
Industrie alimentaire	3	7.3 %

Industrie du papier et du carton	0	0 %
Industrie du verre	0	0 %
Industries chimiques et pharmaceutiques	2	4.9 %
Industrie du textile, de l'habillement, du cuir et des chaussures	0	0 %
Industrie extractives	0	0 %
Information et communication	3	7.3 %
Métallurgie et fabrication des produits métalliques	1	2.4 %
Santé	3	7.3 %
Services aux particuliers et aux entreprises	4	9.8 %
Services IT (Information Technology)	3	7.3 %
Transports et logistique	1	2.4 %

Combien d'employés / ouvriers y a-t-il dans votre entreprise?

Moins de 10	18	41.9 %
Entre 10 et 50	9	20.9 %
Entre 50 et 250	8	18.6 %
Plus de 250	8	18.6 %

Seriez-vous intéressé à participer à un projet mené par des étudiants de bachelier? Ce projet répondrait à un besoin ou à une difficulté rencontrée au sein de votre entreprise.

Oui	30	69.8 %
Non	13	30.2 %

Pourquoi?

Pas de disponibilités horaires !

pas intéressant dans le cadre de l'endroit ou je travaille
car grosse structure

La réponse pourrait être oui mais : - Quel est le bachelier concerné ? Peut-être n'a-t-il aucun rapport avec le cadre de ma profession, difficile donc de choisir de façon éclairée. - Je ne suis qu'employée et le choix d'une telle démarche ne me revient pas même si elle pourrait-être intéressante

Car trop de boulot et le temps est précieux dans mon domaine

Parce que je ne suis ni manager, ni project manager, ni CEO ou autre. Je ne peux prendre une telle décision pour ma société. De plus, pour une entreprise tournant avec plusieurs millions d'euros, nous ne pouvons donner trop responsabilité à des étudiants. Ceux-ci doivent être cadrés et ne peuvent en aucun cas parler au nom de la société (Présentation ou utilisation de réseau sociaux précisés ds l'intitulé)

Parce que les jeunes d'aujourd'hui ont acquis une réputation de fainéant, je-m'en-foutiste, de déconnecté de réalité,... Un jeune ambitieux est de plus rare de nos jours.

difficile de rentrer dans un domaine financier comme cela. Ce serait plus facile de prendre un étudiant en stage.

Par exemple que je ne vois pas très bien sur quel problème nous pourrions travailler, sans quoi, ce serait avec plaisir.

Parce qu'il faut une autorisation... Il faut demander à la direction et avoir un besoin supplémentaire d'information.

Quels sont les aspects qui vous intéressent dans ce type de projet?

La gratuité	11	36.7 %
Travailler avec des étudiants	15	50 %
Avoir un autre point de vue (extérieur à l'entreprise)	18	60 %
Autre	2	6.7 %