

Foreword

This project started as a local project introducing “Career Guidance” as a new approach to Guidance and Counselling in secondary schools in Sør-Trøndelag county in 2000. After some time we realised that Career Guidance was an international issue. We first came into contact with Young Enterprise and then, when we came into contact with Hjalmar Strømmer upper secondary school in Sweden we came up with the idea to combine Career Guidance and Entrepreneurship. Via different partner searches we found partners in Torun and Gdansk in Poland, Prievidza in Slovakia and Bradford in the UK. We wanted the partnership to be broad therefore we found partners from upper secondary schools, Universities and other expert partners.

Cooperation and contact between secondary education and local business and companies has been an important issue for many decades in vocational education in many countries. Many methods have been tried out and some have been found to be more successful than others, however it has always been a big challenge for schools to develop good methods for this cooperation.

Today’s students are tomorrow’s fellow workers and entrepreneurs. There has been a strong focus on Entrepreneurship and Career Guidance during the last decade all over Europe and these have been highly prioritised by the Leonardo da Vinci programme. Our idea was to combine Entrepreneurship and Career Guidance in an attempt to develop new ways to help our students to find their path into working life and to encourage them to develop their entrepreneurial skills.

We wanted this to be a project where practitioners wrote for other practitioners. In the context of our project this means that teachers have written for teachers. Our project was a partnership of fourteen different organisations that have worked out these Guidelines. Seven partners were teachers, counsellors and managers from upper secondary schools and three partners from Universities who had a supervising role. We also had four expert partners that contributed to methods, valorisation, ICT and administration of the project.

The main target groups for these Guidelines are Students and those who work close to students in secondary education.

1. Introduction.....	3
1.1 What are Entrepreneurial skills?.....	3
1.2 Being a mentor – what’s in it for me?.....	3
1.3 Appetizer – From a mentor’s point of view.....	3
2. Getting started.....	4
3. Different Methods – an entrepreneurial approach.....	4
3.1 Study Visits.....	4
3.2 Placement in companies.....	5
3.3 Mentor Companies.....	6
3.4 Student Companies.....	6
3.5 External Experts.....	7
3.6 Project Based Entrepreneurial Learning.....	7
4. Evaluation.....	8
5. Optional exercises.....	9
Exercise 1.....	9
Exercise 2 - (continuation of ex.1).....	10
Appendices.....	11
Word list.....	20

1. Introduction

This part of our guidelines is aimed at mentors in companies.

1.1 What are Entrepreneurial skills?

Entrepreneurial skills are generally taken to mean those skills which you need to have to be the kind of person who starts your own business, and this is what these guidelines concentrate on. Whatever you eventually do, using the guidelines should help you get more out of your education and training.

1.2 Being a mentor – what's in it for me?

A Challenge and an Opportunity

You, as a mentor for young people, are a very important person. You are able to give the student a glimpse of the business culture and an inspiration to develop entrepreneurial skills. The different kinds of work areas presented in your company can give students the inspiration to join the vocational education training system. Europe needs well educated students with an entrepreneurial spirit, which means taking risks, seeing possibilities and seeing obstacles as challenges for both male and female students. It is a challenge for you in your work as a mentor for students to be a part in this education and you and your company gives a valuable contribution to European society.

Your opportunity can be to take part in courses and lectures at school in different subjects, e.g. as further education for your staff. You can develop your network and you also have the possibility to influence the education of your future employees! As a mentor you also have the opportunity to meet your future competitors before they are established. Maybe it is a future employee or a business partner but it is for sure your next customer! You have possibility to make a difference, to influence a young person. You take a great social responsibility and your cooperation gives your company a good reputation. Young people look at your company from another point of view and can ask questions leading to new ideas or new ways of working. Maybe you can have use of the knowledge the school and the students have; specify a task you would like them to illustrate. For you and your company it can also be a competitive advantage to co-operate with the customers of tomorrow.

What do schools, parents and students expect from a mentor?

The most important thing is to awaken the entrepreneurial spirit in the students by your professional knowledge and experience.

The students need your time and guidance to encourage, your opinions to advise them and your co-unselling can help them understand and come to terms with their problems.

The parents need to know that their children are safe and that the cooperation with your company is an opportunity to learn something valuable for the future.

1.3 Appetizer – From a mentor's point of view

"I find the contact with the students very easy to cope with, it is stimulating and it does not take too long a time. They have a lot of ideas; some of them are useful to my company and they are very eager to do good work when I give them small tasks."

"I can recommend this kind of education, take your time and you will get a lot back from the youngsters" (www.foretagsam.se).

2. Getting started

Preparation – when a school makes contact with you for the first time.

- Make one or two specific persons in the company responsible both for the contact with school and students and introduction to different professions. The responsibility of taking the first contact is a school matter.
- Before starting the cooperation, sign a contract or a letter of intent with the school, the letter of intent comes from the school (app. 1).
- Make an agreement with the contact teacher about the first meeting; set the time and place, what are their expectations of this first meeting and get information about the students you are going to meet later. Be aware of insurance requirements.
- Agreements on timetable and discussions about contents of work with students and schools are necessary (app. 2).
- Special rules, security and privacy aspects should be presented in both written and oral style.

3. Different Methods – an entrepreneurial approach

General Instructions – suitable for different methods

- Since you are a role model, take your time and be patient with the students and expect them to respect your time schedule.
- The students must learn about your company, the products and then involve themselves in activities and work of the company (app. 3).
- Show the students how success can be achieved by giving them examples from your company and your clients.
- When the students have knowledge about your company and the work, see if there is something they can do for your company and make a proposal to the school and the students (app. 4).
- Encourage the students to create practical activities to use their entrepreneurial skills (app. 5).
- Stay in touch with the contact teacher and be very specific about the result from the work that the students are doing. Discuss the results with the students; tell them what is good and what aspects they need to improve, their strengths and their weaknesses (app. 6). Encourage them!
- You are not supposed to set marks, just inform the contact teacher about your opinion of the students (app. 7).

3.1 Study Visits

This is a short visit at your company for a day or a couple of days. The visitors could be one or two students or a class guided by a teacher. The purpose is to get an overview of a company and the production. When the school asks you about permission to visit your company, ask how many students there are, what age they are, how long time they plan to stay and if they have any special aim for the visit such as marketing, leadership or whatever is relevant. Show the students some of your products and if it is possible take a tour of the company. Describe the organisation and give the students time at the end of the visit if they have any questions. Give information about the different kind of professions that exist in your company and also give information about working demands you have on your employees. It is important to point out your positive points and what your company do to protect the environment and finally tell them that they will be welcome back.

3.2 Placement in companies

Placement of students in industry/business for long or short periods is an important part of the education. The period of placement can vary, but these are our definitions:

Short term – Not more than two days

Medium – One week

Long – Two-Four Weeks

Systematic - When the school has a partnership agreement for placement of the students, periods of a whole year (14 days at school /14 days in industry or 1 day/week)

The procedure in placing the student can vary depending if the school has written agreements with companies (partnership agreement) or if it is a less formal contract.

Short term

The object here for the students is to get some information or to get to know a new process/instrument or a way of doing things in connection with a certain project. It is also possible to get an overview of the business process as to what/how/where. The first contact is made by a teacher or by the student a couple of weeks before placement time.

During the placement try to have a short period with the student when he/she has the opportunity to ask questions about the company, the school tasks and the career choices they are considering. Ask about their experience during the placement period, what was good and what can be done in a different way?

Medium to Systematic term

The aim of this contact is to get to know if the student can do some independent work and learn from it. Can the student establish a personal relationship to his/her advantage? The students should send a letter/ email to the company in good time before their placement to introduce themselves. They should also mention the tasks they are supposed to fulfil during the period.

Visitors from school or mail and phone contact with the teacher should be announced in advance if possible if they have a lot of questions. Agree on the form for contact

Check list for mentor before the placement term.

- Contact persons
- Schedule/Timetable
- Welcome letter to the student
- Work tool and equipments.
- Safety regulations
- Information to all the staff
- Name badge for the student.

Introduction for the first day of a placement term

The introduction to the company should be adapted to the student's age and if there is written information he/she can take it home and read more. Talk about routines, breaks, lunchtime and have lunch together on the first day. Agree on where to meet every morning and how to get in touch with each other during the day.

A sightseeing tour in the company is welcome, you can introduce the student to his/her work mates and inform them about safety equipment.

Explain the tasks and encourage entrepreneurial thinking and the student's own initiative. A log is a good way of evaluating what he/she is learning during the placement.

Final day

Evaluate the placement with the student, use the log. You can also do a written form of evaluation and give the student credit for the good things he/she has done.

The final contact with the school should give you as a mentor an idea of what the student has learnt from his/her work in your company and also gives you as a mentor a hint of what was good and what could have been done in a different way. Tell the student you are interested in the outcome of the placement, it could be a written report you would like to read.

3.3 Mentor Companies

There are a number of ways the students can prepare for their future; running their own businesses and working as responsible, initiative taking employees. One good way is to let the students perform a series of projects with Mentor Companies. The projects will have a higher and higher degree of difficulty. For example one company could function as a mentor for two students during two years. Regular contact with the Mentor Company during this period is the core of the development of entrepreneurial skills. This is where theory meets practise and the students gain a better understanding as to why they need to learn the theoretical side.

By meeting the Mentor Company on a recurring basis the students gain insight into the important personal qualities of taking responsibility, planning, working with others and also getting to know them. This knowledge would not be gained if they only encountered their companies on infrequent occasions.

The object of career guidance is to support the students in making their decisions about and plans for their future studies and working life. The students gain knowledge of working life and business in general while at the same time they become enterprising and independent persons.

You, as a mentor for two students, are not supposed to set marks but to give some influence and share your knowledge of business life.

The school is supposed to take the first contact and give you some information about the students, about the projects and about the time you need for meetings. Speak to the students a couple of weeks in advance to set the agenda for the meeting.

When you meet the students for the first time try to create a good relationship with them. Be prepared to give them help with questions they forgot to ask during this first meeting; use e-mail or phone. Encourage the students to collect all information in for example a portfolio so they can clearly see their progress. Ask them for the report; they are supposed to let you check the information in the report to make sure everything is correct. Maybe you will be invited for an oral presentation of your company, try to attend this event. It is very important for the students since you are a very important person to them.

3.4 Student Companies

Students are starting a company together with e. g. Young Enterprise or Junior Achievement Five, students are all members of the board, but they have to appoint a MD, a manager of economics, a manager of marketing and so on. They are coming up with the business concept and a judgement of how much money they need as start up capital. The students sell risk capital bills, maybe to parents, friends, or to other people interested in the idea.

An interested teacher is prepared to support and help them throughout the year and they are in need of a business adviser as well. This is where you can support the school and the young entrepreneurs.

During the school year they have a lot of tasks to and they will probably ask for your opinion on different subjects. You can also use this opportunity to teach the students about the importance of ethics in business life.

Students' commissions could be....	Mentor can support in...
Create a business concept	Encourage them, listen to their ideas
Write a business plan	Show them some plans, explain the importance of good planning
Build a team	Talk about teambuilding and coaching
Work with marketing	Show them different marketing tools
Create occasions for selling	Use your own experience and give some advice to the students
Attend trade fairs	Talk about how to get the customers interested
Work with bookmaking and closure	Encourage them to keep all documents in good order
Write an annual report	Ask for a copy, show your interest in their work

The students also take part in competitions at the trade fair and they will need your competence in marketing and selling as well. Try to visit the trade fair, it is an experience and an impressive exhibition and it is very important for the students if you can visit the trade fair. (www.ungforetagsamhet.se)

3.5 External Experts

Win-Win Concept

Schools often invite clever lecturers in various subjects for further education of their employees. Your Company has an opportunity to join this education. If someone in your company needs further education in let's say a foreign language you also have the possibility to take the course at the school you co-operate with. Just ask them!

You are not alone! There are probably more mentor companies in your region and a lot of them you have never heard of. When you get an invitation from a school to join an exhibition, a seminar or an educational event you have the opportunity to meet a lot of interesting people, an opportunity to build a new network.

If you feel you have the time and interest to work with young people it is very fruitful for the school and the development of the education if you join the school board as an advisor and an expert.

Your work is an investment in the future not only for your company but also for your region and your country.

3.6 Project Based Entrepreneurial Learning

Students can develop their entrepreneurial knowledge and skills by doing a project (app. 8) work devoted to those aims. Such a project can be organized over a shorter or longer period lasting from a few days to a few months. The project should be focusing on a real problem that they have noticed and investigated in order to find solutions or more knowledge to that end. If you need a market investigation or a survey among your employees you can offer that work as a project for the school and the students. Other examples of projects are a business plan for your company, product developing, market planning, marketing tools, web sites, and stock-taking. If you are open to the students' innovative ideas, suggestions and solutions, you may find that your company will be able to develop by using the result of the students' work.

4. Evaluation

The evaluation will help estimate:

- if the practice has achieved the goals
- what the influence of the practice was on the students
- if the practice was valuable.

The data will be collected by conducting surveys, talks and systematical observations and will take into consideration all participants of the practice.

Professional monitoring will be conducted:

- What do the participants think the strengths and the weaknesses of the practice are?
- What changes would you suggest if you had to repeat the practice?
- Were you well instructed and prepared for the practice?
- To what extent did the practice meet your expectations?
- What were your opinions concerning the value and importance of every part of the practice?
- What sort of further activities could help you to gain maximum benefits from your experience?

Professional review:

- What was the real influence of the practice on the participants?
- Was it useful for the participants in introducing planned changes?
- To what extent did the practice help the participant achieve the planned goal?
- Will the participant use the knowledge and skills in future professional practice?
- Have any unexpected effects appeared (“added value of the practice”)?

Collective evaluation:

- What was the influence of the practice on an individual’s development?
- Did the practice meet real educational needs?

The result of all evaluation can give input to development and further education for all participants.

5. Optional exercises

Exercise 1

Exercises for a Mentor – Exercise 1 in order to wake entrepreneurial spirits.	
Subject:	Déjà-vu – the calculation of profits and losses.
Aim:	To be aware of the use of your life potential: abilities, knowledge, predispositions in your adult professional, social and family life.
Time:	60 minutes
Form:	Individual work, presentation, discussion.
Procedure:	<p>On a large sheet of paper stick your photos from your time in school: Remind yourself of different situations from the past; your successes, dreams, abilities.</p> <p>Give names and write under the photos your ability you had in the time of your youth Using a red felt-tip pen mark those abilities and skills which have used in your adult life, With a black felt-tip pen mark everything that you have squandered, have not developed or have not used.</p>
Conclusions:	<p>In our overwhelming busy everyday life of we rarely find time for reflection (the calculation of profits and losses). It is high time you realized the fact. And maybe you have an idea how your unused potential could be used in a new form. Good luck!</p>

Exercise 2 - (continuation of ex.1)

Why haven't you realized your youthful dreams?	
Aim:	Widening knowledge about yourself
Time:	45 Minutes
Form:	Individual work, presentation, discussion
Procedure:	<p>In the table below write three professions about which you were dreaming in your youth and answer the questions.</p> <p>In columns 2 and 3 write such information that you have as an adult.</p> <p>Your answers: think over carefully.</p> <p>Have you got any opinions concerning the constraints resulting from the "adult knowledge"?</p> <p>Try to spot that even in the naive ideas of a child some information about you personal life development may be included.</p>

Conclusions:

Profession you dreamt about	What made it impossible	What abilities you have

Appendices

Appendix 1 – Letter of Intent

Letter of Intent between (School Name) and (Company Name)

- The Company undertake the role as a Mentor Company during (time period) for the students (names) from (Class, School)
- The Company will give the student information about the company, the activities and the business development. This information is given through contacts between student and contact person, the mentor, and through common information about business and culture in the region as well as through practical participation in the activities. The information is also given through the projects the student will perform during time in the company.
- The School is aware of the sacrifice this co-operation is for the Company and the School will therefore adjust the work in the Company so far it is possible.
- The Company is aware of the importance of this co-operation for the student and the School and is therefore prepared to follow the schedule and the guiding principles given by the School.
- The parties agree on changing experiences and information about the project work, the student work and the co-operation overall.
- Letter of Intent is valid until (date)

.....
Place, date

For the Company

For the School

.....
Vice president/ Manager/ Owner

.....
Headmaster/Headteacher

Appendix 2 – Information from school to Mentor Company

We want to say Thank You for giving our students the opportunity to work as a trainee at (name of Company). Following parts concern our students, they are informed about the rules in both written and oral form.

- Absence must be advised to both school and the work place before work begins in the morning
- Lunch time is when the Company decides it is suitable
- The student has an Insurance valid for trainee work (attach a copy)
- During the trainee time the student must take part in the ordinary working hours
- The student must follow the rules and safety regulations concerning every work place

You are very welcome to phone or mail if you have any questions.
(Name phone and e-mail to the contact teacher)

Presence report

Student's name

Work Place

Week Monday Tuesday Wednesday Thursday Friday

Presence verified by

.....
(Mentor)

Appendix 3 – Example of a Student report from Mentor Company

The first report is almost always a presentation of the Company. If the students are placed in the company for a longer period, the report can include various topics from business administration, economic, equipment, work condition and products.

Encourage the student to take pictures if it is allowed, and show your interest in the report. Be very specific about what is allowed to be written about and what is private for the company. The difficulty in the report will increase during the placement time and the number of reports written. Try to take part in the oral presentation, if possible, invite the class to your company for a presentation time at the end of the placement time.

Appendix 4 – An Example of Student work in a Mentor Company

If your company has an assignment appropriate for the students to perform, ask them to do it. Some examples of work done by students; market investigations, web sites, presentations by using different Computer Programs and equipment, inventory work, marketing material.

Two girls placed in a Health Care Company for a week can do work, useful both for the company and the students. The mentor asks the girls for help with a market investigation. The company has a leasing contract on a machine and this machine does not pay back. Not so many customers use it. Since the girls are studying marketing they are interested in why the machine does not pay back and if they are able to make a change.

The girls compile a questionnaire and about 100 respondents answer by mail or letter. The girls then invite their mentor to do a presentation of the result from the investigation. This result led to more work for the girls.

“Marketing Tools”

In co-operation with the mentor and the owner of the company the girls made some advertising material and a proposal for the web site. The use of this machine has increased after advertising. The customers pay for using it is as much as is needed for the leasing costs.

The Mentor Company got some work done and the girls learned a lot about costs, the need for income and the importance of marketing!

The students have done their very best, you as a mentor should not forget; they are still learning!

Appendix 5

Example of a Mentor as an advisor for a Student Company

You will be invited to the student company for an oral and written presentation of their business idea. Maybe they will need help with a proper name, a logotype and probably with the manufacturing. It is the responsibility of the student to make contact and to keep in touch during the business year. Schools usually have some exhibitions and sometimes competitions among the Student Companies. You may be invited to be a counsellor or to be a member of a jury in the competition.

This is a good opportunity to give advice about different professions needed in a company and what the student should study if he/she is interested in a special profession. It is also time to encourage the students who are keen on starting a business of their own after graduating from school.

Appendix 6 – Example: SWOT- analysis

This model can be used not only in business and economic study; it can also be used for your student or for your own personal purpose.

Your **strengths** are your best knowledge and skills and of course your qualities and your **weaknesses** are the areas you know you ought to improve. Conclusions: is it a threat or an opportunity for your future?

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

Appendix 7

Mentor's opinion of a student; behaviour and result of work

Opinions of the student's work as a trainee when they are attending your company for more than one week.

Student name

Company name

Mentor

Elements	Opinions	X
Responsibility	Careless, needs more training	
	Partly careful and partly doing good work	
	Careful and able to finish work	
	Careful, responsible and able to finish work	
Able to take initiative	Insecure	
	Insecure on certain occasions	
	Reliable within normal performance	
	Reliable concerning new tasks and takes initiative	
Interested in the company	Not interested	
	Normal work, perform given tasks	
	Energetic and willing to do given tasks	
	Energetic, with endurance, gives proposals to solutions of various problems	
Ability to co-operate	Difficulties in making contact with fellow-worker	
	Making contact with fellow-worker in a satisfying way	
	Have a good contact with fellow-worker	
	Already one of the team, always positive and popular	
Innovativeness	No ideas of their own, give up when faced with difficulties	
	Normal performance	
	Normal performance, Find creative ways	
	Find creative ways, solving problems, own ideas	
Punctual	Late for work in the morning, often ask for an hour off.	
	Late at work now and then	
	Mostly on time for work	
	Always on time and well prepared for work	
Interest for the given assignments	Not active and not interested	
	Interested in some parts	
	Ambitious and interested	
	Ambitious and interested, has insight in to and understanding of business life	

Appendix 8

A Description of the different phases of a project.

All real projects usually consist of these main phases at school:

Introduction before a project starts:

An interesting problem area can be presented for students and teachers at a visit to a company, or found among themes for yearly local and national competitions or exhibitions.

Starting the project – problem formulation:

The final problem formulation is worked out by the students with guidance from the teacher and perhaps mentors from local industry/enterprise. The problem should be focusing on a real problem and must be clearly stated and limited. The students must get to know what time they have at their disposal and deadlines. How the project should be handed in, written or oral form, and if there is demand for practical work/experiments should also be decided. You as a mentor can give examples of real problems and also encourage the students by showing your interest in their reports.

Collection of information:

The students acquire knowledge and available information about the theme by searching in literature, visiting a library, consulting an expert, doing interviews, observing at a work place or perhaps conducting an experiment or doing a simulation. At this point it can be of interest to make arrangements with mentors from local companies or other "local experts" whom the students can meet at school or visit.

On the way:

As a mentor you can be supportive during the project, and be prepared to stimulate the student to think in an innovative and creative way to find solutions of how to solve upcoming problems. Be aware that it is the student who chose and has the problem, be prepared to support and give guidance to the students if they are hesitating or not knowing how to find solutions to their problems. It is a challenge for the students to keep to their timetable; you could help them to stick to their plan by reminding them and encourage them when you meet them.

Practical experiments:

If practical experiments are demanding, the students could be encouraged to find a partner company with whom they could identify possible problems. The task should be to find new solutions in different business processes.

Reporting and editing the results:

To be able to learn from the entrepreneurial process it is of great value to the student to report and edit the results. This is a continuing process during the whole project time to reflect on what they are doing. For that purpose the student could use a "logbook" to document their experiences during the project period. Remind the students to use the log when they are visiting your company.

Evaluating:

The evaluation of the project work may be done in different ways and how is agreed on when the student started the project. It is though, important that the teacher and the mentor give careful feedback during the project period as well as after the completed project.

Word list

Advise (Vb)	Give an opinion about what to do
Ambitious	Having a strong desire to be successful
Apprentice	Person serving an apprenticeship. A person learning a skill from a skilled person
Apprenticeship	Alternance based training regulated by contract between apprentice and company.
Business concept	The idea on which a business is based
Business culture	The unwritten laws in a company.
Business plan	A description of the steps a business will take to achieve its aims
Company	An organisation which sells goods or services to make money
Company management	The leaders of a company
Competitive advantage	Any factor that a company has that puts it ahead of other companies
Contact teacher	In Poland a teacher responsible for contacts between school and local society. In Scandinavia the main contact between a school and parents
Contractor	A person or business that supplies agreed goods and services
Costs	What a company must pay to be able to run their business.
Counselling	Help someone to understand and come to terms with problems
Creativity	To have new ideas and to see solutions
Curriculum	A plan for teaching and learning
Distributor	A person or business that ensures delivery of goods and services
Dynamic	Having ideas, enthusiasm and energy
Employee	Someone who is paid to work for someone else
Employer	Someone who pays others to work for him/her
Employment	When someone is paid to work for a business
Entrepreneurial skills	The ability to do something practical out of your own ideas
External expert	Person from outside of a business or organisation with specific knowledge and experience.
Fellow-workers	Other people you work with
Flexibility	Ability to change according to the situation
Gründer	Founder of an enterprise
Guiding	To encourage, showing someone direction
Implementation	To put a plan into action
Income	Money that is earned by company from selling goods or services
Independence	Freedom to act according to your own ideas
Innovative	The ability to introduce new solutions
Leasing costs	Money a company must pay if they prefer to rent equipment instead of buying it.
Letter of Intent	A written form of what partners intend to do in a co-operation
Market	Where buyers and sellers meet
Market investigation	A study concerning what people know or wish to know about companies or their products.
Marketing plan	The steps to be taken to encourage others to buy your product or service
Marketing	Encouraging others to buy your product or service
Mentor	A person in a company cooperating with schools and guiding/ advising students
Mentor companies	Companies interacting with students on a recurring basis.
Network	A group of organisations and/or individuals that work with each other

Placement	Limited period of time spent with host company for learning purposes.
Placement companies	Longer term student interaction with a company
Profit	Income - All costs = Profit
Project	A task that start and end during a period of time, which is not a part of the normal routine activities.
Project based entrepreneurial learning	Hands on learning through project work.
Recruitment	Finding people to be employed
Respondents	People who are supposed to answer questions, could be in a market investigation
Responsibility	You can trust on him or her, keeps promises, honest, if you ask him or her to do a job you can be sure it will be done!
Risk taking	Willingness to be entrepreneurial
Safety regulations	Rules that can save your life, to avoid accidents at work places.
Secret aspects	Certain things that are not supposed to be known by everyone
Self reliance	Belief in oneself
Student companies (within young enterprise)	Companies started by students for the purpose for practising entrepreneurship within school domains.
Study visit	Company visits with a specially purpose
SWOT Analysis	An analysis made to find your Strengths, Weaknesses, Opportunities and Threats
Trainee	Someone learn to do the job in a practical way at a work-place.
Tutor	Teacher responsible for groups of students across disciplines.
Vocational	Related to a trade or occupation
Vocational advisors/councillors	Person helping student to plan career paths.
Win-Win-concept	Both parts in a deal or in an agreement are pleased
Youth/young enterprise	Organisation with methodology embracing student companies.