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.

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1. Introduction

This part of our guidelines is aimed at young people who are in education or training. It aims to help you develop your entrepreneurial skills.

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 What's in it for me?

There are many reasons why you should be entrepreneurial. For example being your own boss will give you independence, flexibility and if you succeed it will give you satisfaction, pride in your achievements and perhaps financial rewards as well. You will be in a position to control your own life, to decide where, when and how to work and your hobby could also be your work.

Try out your ideas

Perhaps the most important thing for many entrepreneurs is the possibility to try out their own ideas. To be creative and innovative and to be your own boss will can be very satisfying, when you want to try out something new you will not get *"no"* as an answer, it is you who will decide. Perhaps your idea was not that good in the beginning, but you will always have the possibility to change. Remember, it is you who decides! Remember also that it is important to be flexible and to be prepared to change course while you are on the way.

Independence

For many entrepreneurs there is a great satisfaction in the feeling of being independent. You make the decisions, you follow your ideas, you decide whether the idea was good or not and you will have the satisfaction and pride if you succeed. If you do not succeed at first you will have the opportunity to adapt your plans, to create new ideas and perhaps succeed the next time.

Satisfaction and pride

There is also a lot of satisfaction in seeing the results of your ideas and your work. It can be the satisfaction and pride from seeing that your idea was good and that other people like it. And it can be the satisfaction and pride in seeing your work resulting in the creation of employment and opportunities for other people and benefiting your local community (or even a wider community)!

Flexibility

The independence you have as your own boss also gives you the opportunity to be flexible when it comes to when, where and how to work. You can decide to a certain degree where your workplace will be. The use of modern technology makes this truer now than ever before and generally there are few limitations on where to set up a workplace. Your working hours will also be your decision. However you should not assume that if you have your own company you can have a lot of free time. Most people starting a business will have to work longer hours than normal, certainly in the beginning. But still there will be more flexibility in working hours than most employees have.

Responsibility

To have your hobby or your passion as a job is a dream for most of us. Some people may realise a dream like this as a professional football player or an artist, but many others will realise their dreams through being entrepreneurial. In this case your interest will then give you the motivation to work long hours and to go on even if things do not work out in the way you first thought they would. Most of the entrepreneurs that have succeeded have this inner motivation. You must also always be aware

that starting your own business means that you will have to do things and to work with matters other than the main idea behind your business. For example someone starting a riding stables will not only work with horses but will also have to deal with accounts, advertising and administration. To be an entrepreneur means you will have to deal with a great variety of tasks, and you can never fully prepare for all the aspects.
You must never forget the responsibilities you have if you start your own business. Money is always involved, and for the most part it will be your money. There could also be partners and employees that you will be responsible for.

1.3 Appetizers

Even

Even is 22 years, he has been at an upper secondary school for carpenters two years, two years as an apprentice, and two years at a technical college for carpenters.

One week after he ended school, he started his own business as a carpenter. He had known for a long time that this was what he was going to do.

His motivations for being an entrepreneur are many. First of all he wants to have the possibility to develop own solutions and own ideas and to have the opportunity to use his imagination when it comes to solving practical problems in building work. But also he wants to control his own time and his own free time.

One thing that was not a motivation for Even was the money. He speaks more about being responsible and not taking to big risks than getting rich.

Even was not satisfied with the help he got from school when it came to entrepreneurship. He has had much more help from his network outside school.

Thea

Thea was born in 1965. She finished upper secondary school in 1984 (general studies) and in 1989 (men's tailoring) and she finished her university studies in 1993 (folklore and Italian language). She worked as a tailor for some years, but she always had the dream of deciding her own time.

After being an employee for a short period, she decided to follow her dream. Despite of all the uncertainty and despite of her fear of taking financial risks she didn't feel she had any choice. She had a lot of help and support from others, also financial support, and without this support network, she couldn't have done it.

To day her company is doing well, she has just opened a new shop, and she has taken on staff so she can do what she can best; design clothes.

"We take it one step at a time, and have a lot to learn on the way", she says.

Viliam

Viliam is a successful businessman in his early forties. When he finished secondary apprentice agricultural school he continued to work on a co-operative farm for two years. During this time he was contacted by his friend who was about to set up a small business. He immediately liked the idea and instead of going back to the rat race, he decided to drop out of the corporate world for good. His decision paid off. Today he has his own company and employs a staff of 80 full-time workers and 50 part-timers.

How did the idea for your business come about?
"If you have been bitten by the enterprise bug, you normally know it. You simply can't do anything else. If that's how you feel, it's best to strike while the iron is hot. There is no better time to have a go than when you are young and prepared to take risks."

In one word, characterize your life as an entrepreneur.
"Well, it's definitely challenging or I would also agree on the description 'initiative'."

What would you say are the top three skills needed to be a successful entrepreneur?
"The first is already mentioned – accepting challenges – the second I think is optimism - live by the philosophy that this is the best of times, and that anything is possible – and third skill is being totally committed - hard work, energy and single-mindedness are essential elements in business world."

What advice would you give to college students who want to become entrepreneurs?
"You need to look at every employment opportunity that comes along in terms of what it offers besides a paycheque. All work is an opportunity. It's a chance to find out what you're good at. It's an opportunity to discover what's out there. Above all, it's an opportunity to find out what you love, what you're passionate about."

Matej

Matej is 18 years old. He is in his final year of secondary vocational school in Prievidza. Rather than go to university he decided to participate in the real word. During his studies he had already set up his own business dealing with livestock breeding. Since he was a child he has always had an interest in agriculture as his father owns a family firm specialized in beef production and processing. Through his valuable father's experience he gained many skills in this line of work as well as earning a salary. His father encourages him and assists anyway he can. Matej admits he couldn't have been so successful if he didn't get so much help, especially in the early days of his business.

How do you manage to fit school and your business together?
"I study on individual-based educational program. It means I study at home and just go to school to take exams. I sometimes consult my teachers for advice on school work."

What is your favourite aspect of being an entrepreneur?
"I have the flexibility and freedom of doing things on my own."

- What would I have to do to start a similar company?
- Ask the employer about what he or she think about being an entrepreneur

Another important thing to think about when you are visiting a company is the opportunity to make contacts. A network of contacts can be very important when you are applying for a job or when you are starting your own business.

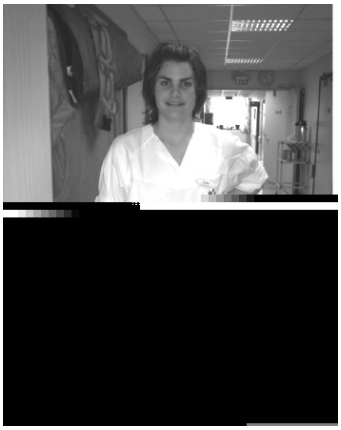
You should also ask for some time after the visit to discuss with your teacher and friends what you have experienced. To be prepared for such work it can be useful if you take notes when you are at the visit.

3.2 Placement in companies

You may have the opportunity to get some vocational training by spending a longer period of time in a company in a placement. Again it is important for you to be prepared. Ask your teacher to have a lot of time for preparation before a placement period and use this preparation time together with your classmates and teacher to be as prepared as possible.

Remember that working life may be quite different from school life. When on a placement you will not be with your classmates and you maybe the only student in the company. You will have to depend on yourself and your own abilities.

Line



Line is in her third year in Upper secondary school, studying health and social care. She has had placements in companies and institutions in each of her three years of study, and in the last two years it has been a compulsory part of her education. All together she has spent 30 weeks on placements in her last two years at school.

She has been placed in hospitals, institutions for disabled people and children's institutions.
An important part of her placement has always been the preparation at school. She has learned to behave as an employee and her teachers have tried to give her self confidence so she can take initiative at her work and ask questions when necessary. She has also prepared herself at school by revising the parts of the curriculum that were appropriate for her placement.

Every time when Line and her fellow students have finished a placement period they have to write reports about the work. She has learned that it is necessary to keep a good record of what she has done on her placement. There have also always been a lot of discussions between her, her teacher and her fellow students after a placement period. This has been a good opportunity for everyone to share their experiences.

One big difference between school and "real life" is that when you are in a work situation you have to deal with and talk to all kinds of people, and of course people that are older than you. You can learn a lot about yourself that would be difficult to learn at school. And of course you also learn about your chosen subject in another way.

"I behave a lot differently in my last placement period than I did in my first one", Line says.

3.3 Mentor Companies

One way of learning about working life and how you can start your own company is to get a mentor in the business world.

The following is an example of a mentor relationship from Wargentinsskolan in Östersund, Sweden.

NEU, Näringslivintegrerad Ekonomisk utbildning (Economics education integrated with the business world) is a secondary school in Östersund offering education in economics.

In grade two all students get a mentor in the business world, at a big or a small company that sells different kinds of products or services. The mentors have contact with two students through two years, one boy and one girl. The mentor normally has a high position in the company so that he or she has a good knowledge about everything that happens in the company.

Before the students do the first visit at the mentor company they have to do some preparation as "you never get a second chance to make a first impression" the following is some advice that the students have to think about.

- Dress appropriately
- Be polite and nice
- Be positive
- Tell the company about your abilities
- Make a timetable of your coming meetings with the mentor
- Your CV if you have one – take it to your first meeting
- Take some information about your school and your education

Structure of the mentorship programme

Meetings with the mentor three or four times each term.

- The students bring tasks from the school to solve together with mentor to each meeting.
- The students present the solutions in school, sometimes the mentors are invited to listen.
- There are joint activities e.g. lectures for the students and their mentors.
- The students often have mail contact with the mentors.

The following is some comments from one of the students at NEU on his thoughts on having a mentor in the business world.

What kind of company does your mentor work for?

"My mentor company Ascendo, is an IT-company that develops programmes for electronics invoice handling. The people that work at the company has a long experience of invoice handling"

How many employees are there?

"Ascendo has seven employees at the moment, but they are going to hire more people"

Who is your mentor?

"My mentor was chief of marketing when I first got contact with the company, but now he is the MD"

What do you do when you see your mentor?

"We always have our meetings at Ascendo. We discuss the questions we have brought from school with our mentor. The first time we were there he also gave us a tour at the company."

Have you learnt anything at the meetings with your mentor?

"I have learnt a lot at the meetings with my mentor. It is a little bit different than sitting and listening to the teacher in the classroom. If you get to meet someone that really works with what you are studying is becomes a little more real. This is a very good way of learning. I think I have learnt more about how a company works for real, how it is organised and so on".

What kind of tasks?

The following are three examples that you could bring to a mentor. They are divided into three levels. The first one is a quite simple exercise and the last one is more difficult and demands more knowledge from you as a student.

1. Your first visit at your mentor company.

- Describe the history of the company.
- Describe the business concept of the company.
- Describe the activity of the company.
- Show the logo of the company; is there a connection between the logo and the business concept?
- Who would you describe as the most important actors in the company's environment?
- Your own experiences and thoughts from your first visit.

When you come back to school, prepare a presentation in Power point, and write a report on the information that you have learned during the meeting.

2. Recruitment, administration and international contacts.

Get in touch with the company, tell them what you want to get from the visit, send them the questions you want to ask when you see them and set a date and time for the meeting. You can use one day for this meeting.

You should present the results from this visit in smaller groups with three companies in each group. You should plan and carry out this task together with your economics teacher and possibly your Language Teacher.

Suggested questions to discuss with your company:

A. Recruitment of staff. Some examples of what to discuss:

- External and internal recruitment
- Important factors at the first selection
- The main purpose with an employment interview
- Trial period of employment
-

countries are members of this organisation, which aims to make young people more entrepreneurial. If you want to know more visit their homepage at: www.jaintl.org
There is also a European umbrella organisation in which 29 countries are members, this organisation is called Junior Achievement Young Enterprise (JAYE) and their homepage is www.jaye.org

What will I do during my Young Enterprise year?

You and some friend will create a company; a good number of people to aim for in your company is 4-5. You will all be members of the board, but you will have to appoint an MD, a finance director, a head of marketing and so on. Together you will come up with the business concept and after that make a judgement of how much money you need as your start-up capital. To get this capital you can sell risk capital bills, maybe to parents, friends, or to other people that you think might be interested in your idea. You will also need the support of an interested teacher who is prepared to help you throughout the year. Remember that you can create different kind of companies and make different kinds of products and services that hopefully will give you some income. You can also create a company to support a good cause and give the money to an organisation or some project for helping people in need. You could also have a cultural project like setting up a show.
It's possible to realise so many of your ideas through the concept of Young Enterprise.

You will also;

- Write down your business concept
- Write a plan of business
- Build a team
- Work with marketing
- Create occasions for selling
- Attend trade fairs
- Work with money and bookkeeping
- Write an annual report

During the year there will be competitions around the country, this can differ from country to country, but normally there are local or regional competitions and the ones who win these will go on to a national competition. The winner of the national competition will be appointed the Young Enterprise Company of the year, and will later attend the grand international final.

What is the competition judged on?

- Business concept
- Plan business
- Logotype
- Display case
- Homepage
- Innovation
- The Environmental Price
- Service
- Goods

It can be a lot of work to do and it's important that you discuss everything in your group, so that you stay together for the whole Young Enterprise year.

If you want some inspiration you can check this homepage:
www.studentcenter.ja.org/aspx/PlanBusiness/VideoRoom.aspxkolla

Here are some comments from students who have worked with Young Enterprise:

"You have run a Young Enterprise company, what did you and your friends do?"

"We ran the company "Ljusstickan" (candlestick), it's a kind of extender that you attach to a match made by a wire. It is useful when you are going to light a candle that is placed in some kind of bowl, by using the stick you don't have to burn yourself."

"How many people were in your company?"

"We were four, three girls and one boy."

"How did you come up with the idea to your product?"

"It was one of us that had seen a similar product, so we took that idea and developed it so it became our candle stick."

"Did you get any help from an adviser?"

"We had two advisers, one that worked at a shop for kitchen equipment and one that worked at a bank. We did not use their help as much as we could have, though, but our adviser who works in the store offered us to sell the candle stick in his store."

"Where there any difficulties during the Young Enterprise year?"

"Since all people in our company had the same goal we did really well, but at the end of the year, after the trade fairs, it was awesome to get a summer holiday."

"What was the best thing that happened during the Young Enterprise year?"

"Our big goal during the year was to make it to the national trade fair, which we did, we did great at the regional trade fair and won several prizes. That was the best part. Of course there are other positive parts too; we made quite a lot of money, so much so we went on a charter trip abroad together."

"Would you recommend others to start a Young Enterprise company?"

"YES! That year was definitely the best and funniest year of Upper Secondary School. I liked it since you kind of did it for yourself, and you yourself set the level. No teacher told us what to do; they were only there to help if you asked. I developed as a person a lot during the year. I learnt how to plan better, how to contact people and think in another way to solve problems that occur. Besides that I learnt a lot about how to run a company. Personally I learn so much more if I get to do things practically instead of just reading about it. I think all students should take the chance to run a company, you can never loose!"

Market your company!

This task could be a good start when you are ready with your business concept.
In this task you are supposed to make a leaflet about your company and present this to your class orally. The aim with these two following exercises is that the receivers of the information want to buy your product/service after reading/listening to it.
Find facts and ideas about how a real company has created a leaflet:

- Gathering different kinds of brochures
- Interviewing media companies
- Searching the internet

Make a leaflet about your company:

- Sketch a suitable layout
- Think up a slogan

- Formulate selling and striking arguments that support your slogan
- Add just the most important, exciting and selling information
- Draw your own, or use already existing suitable and selling pictures and use them as support

Write a script to support your oral presentation:

- Write your script as an approximately five minutes long presentation where you try to "sell" your company
- Draw your own, or use already existing suitable and pictures and use them as support

Introduction:

Write an exciting introduction

Contents:

- Write about your company in an interesting and exciting way
- Describe what is good about your company
- Try and make people curious about your company and what it sells

Conclusion:

End your script by recommending your company, e.g. by saying, "Finally, I want to…" or "Before I end I would like to…"

To run a student company will give you experience for the rest of your life either if you are going to run your own business or if you are going to be an employee of somebody else.

3.5 External experts

It is important that what you study in school is relevant to the world outside of school. Occasionally it can be useful to invite experts from working and business life to tell about their experiences, particularly in connection with the subjects you are studying. Listening to people like this can tell you a lot about what it is like to start work or to start a business.
This could also be an opportunity for you to increase your network; perhaps you could make contacts that will be able to help you later on in your future career. By bringing together local entrepreneurs through this kind of event your school can provide a meeting point for them and thus becomes an important resource in local society. As a student you may take part in planning such networking events.
Examples of themes for lectures by external experts:

- A Human Resources manager of a company could talk about the competencies required at different positions in the company.
- A manger or other representative of an international business could come and speak about her/his experiences in different countries. This could support business studies as well as many other subjects e.g. languages, geography etc.
- A communication manager could make a lecture on different communication tools hers/his company uses in their external and internal communication. This could be part of the classes in the students' native language.
- And so on.

3.6 Project Based Entrepreneurial Learning

Doing a project can help you develop entrepreneurial knowledge and skills. Such a project can be carried out over a shorter or longer period, lasting from a few days to a few months. The project should focus on a real problem that you explore and investigate in order to find a solution and develop your knowledge.

Such a project should be developed by you and your fellow students within timeframes, guidance and directions set by your school. If you can link your task to a local business then you can get support, information and advice from them. The results of your project could also be of use to the business you co-operate with.

A group of Polish students were lucky enough to be able to go to a mountain region in Slovakia to research what tourists found attractive about the region. Their teachers in Poland had established a co-operation with teachers in the Slovakian region who worked with tourism. The management of one of the hotels in Prievidza wanted to learn more about the problem the students had identified and was more than willing to help the students arrange meetings with people to get the information they needed. At the end of the project the students had identified not only what the hotel should do in order to become more attractive to tourists, they also learned more about themselves and their capabilities in working with a real problem and with new people. The hotel management found that the students had identified important possible improvements and changed some of the facilities of the hotel accordingly.

In appendix 1 you will find a description of the different phases of a project.

4. Evaluation

Self evaluation can be done through different methods and ways to investigate your aims and hopes for the future. It helps you to measure where you are in terms of developing your entrepreneurial spirit. It can also help you to look forward and plan your future learning, decide what you are interested in and what your future goals and ambitions are.
Through a process of self evaluation you should develop an awareness of your aims and objectives as an employee. By discussing entrepreneurial skills you will probably find out to what degree you are creative, responsible, and able to take the initiative, and if you are a goal oriented person. Furthermore you can discover if you are a risk taker, have communications skills and already have the ability to co-operate or if you need to and are willing to develop these talents.
A process of self-evaluation can help you discover if you are self-reliant or would prefer to work as an employee. It can also help you identify obstacles to reaching your career goals.
A good method of self-evaluation is to write a log of say 1-2 pages about each learning experience. Doing this helps you to identify what you have learned, what you have enjoyed and what you have disliked. It can be used as a starting point for a discussion with your teacher and/or your class mates which can also help your self-evaluation process.

5. Examples, tools and exercises

5.1 How not to do it

Are You Making Any of These 10 Deadly Small Business Mistakes?

These traps/mistakes are common to many entrepreneurs and small business owners:

1. Getting Wedded To an Idea And Sticking With It Too Long.

Don't marry a single idea. Remember, ideas are the currency of entrepreneurs. Play with many ideas and see which ones bring money and success.

2. No Marketing Plan.

A marketing plan creates the kind of attention you need to get in front of the right types of people,

companies, etc. It is what attracts people to you! There may be as many as 25 ways to market your business at no or low cost. A good marketing plan implemented effectively, efficiently, elegantly and consistently, will eliminate the need for "cold calls!"

3. Not Knowing Your Customers.

Changes in your customers' preferences and your competitors' products and services can leave you in the dust unless you get to know your customers well, what they want now and will likely want in the future, what their buying patterns are, and how you can be a resource for them even if you don't have the right products or services for them now!

4. Ignoring Your Cash Position.

The world (aka customers) doesn't respond to even superior products in the timeframe that you think they should. You'll need plenty of cash to sustain yourself in the meantime.

5. Ignoring Employees.

Motivating, coaching and managing your staff is probably one of your toughest challenges as an entrepreneur/business owner today! Without your patience, persistence and "people skills," your problems can multiply quickly. Morale, productivity AND PROFITS can easily be destroyed!

6. Confusing Likelihood With Reality.

The successful entrepreneur lives in a world of likelihood but spends money in the world of reality.

7. No Sales Plan.

Without a sales plan, there's no serious way to gauge the financial growth and progress of your business. You need a realistic map for where the sales will come from, how they'll come and from whom.

8. Being a Lone Ranger.

You might be the key to everything BUT you cannot DO everything and grow at the same time. Even modest success can overwhelm you unless you hire the right staff and delegate responsibility.

9. No Mastermind.

Get an advisory board or a mentor! Sounds crazy for a small operation? It's not! The board can be family members that you trust, or friends. Ask them to be your board of directors and review your business plans and results with them. Having someone to bounce ideas off and get an objective opinion is critical.

10. Giving Up.

Some of the most successful entrepreneurs failed several times before doing extremely well. So, if you're failing, fail. And fail fast. And learn. And try again, with this new wisdom. Do NOT give up. Yet, do not suffer, either.

5.2 Letter of application and Curriculum Vitae

People who are interested can apply for a job by sending in a **letter of application** and a **curriculum vitae.**

The Letter of Application

(Also called the covering letter) – can be as important as the CV.
It often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains three or more paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job
- say why are you interested in the position and relate your interests to those of the company
- show what you can contribute to the job by highlighting your most relevant skills and experience
- indicate your willingness to attend an interview (and possibly state when you would be free to attend)

Curriculum Vitae

1. Personal details – (name, date of birthday, nationality, address, telephone)
2. Education – (schools, universities)
3. Professional experience
4. Interests
5. Additional skills
6. References

5.3 Tests

5.3.1 Multiple choice tests

Entrepreneurial skills:

Are you already an entrepreneur in your heart? Do you already have the entrepreneurial spirit?

		Absolutely 5 points	Agree 3 points	Agree to some extend 2 points	Not at all 0 points
1	I have staying power				
a	I try to do my best despite any obstacles				
b	I need obstacles to do my best				
c	If something is difficult to do or there are problems I tend to avoid it				
2	I am a responsible person				
a	I like to help my partners				
b	I think what is best for my friends before myself				
c	I never do anything without thinking about the ethical consequences				
3	I am used to taking the initiative				

a	In new situations I like to take the initiative				
b	I seldom take the initiative				
c	Sometimes I think that I should have taken the initiative				
4	I am goal orientated				
a	When I am working I am always focussed on the end result				
b	Sometimes I think about the end result				
c	I just work, the end result isn't important				
5	I trust myself				
a	I need someone to tell me that my work is good enough				
b	I never ask for help in whatever process or challenge				
c	I always know better than others				
6	I like to take risks				
a	It doesn't matter if I get the prize or not				
b	I like the idea of Russian roulette				
c	I spend money before I am even sure I will receive it				
7	I am a creative person				
a	I like to do things my own way				
b	I try to act in different ways				
c	I have to do things my way				
8	I am a brave person				
a	I never contribute in discussions				
b	I don't mind new challenges in my daily life				
c	I have to have a new challenge as often as possible				
9	I like to cooperate with others				
a	I am a loner, working best alone				
b	I work best as part of a team				
c	Sometimes I like to be a member of a working group				
10	I believe in importance of network				
a	I don't see the necessity of networking				
b	I am always looking to improve my networks				

5.3.2 Entrepreneur self-test

The Entrepreneur Self-Test was developed by the Rural Entrepreneurship Initiative, the predecessor of the Centre for Rural Entrepreneurship. This assessment was designed to help an individual identify and understand his/her entrepreneurial potential. The test can be used at the community level with residents engaged in or considering involvement with a business. Community or nonprofits service providers working with potential entrepreneurs might also use this test. The test can be found on this address: http://www.tvaed.com/pdf/entrepreneur_self_test.pdf

Scoring the test

Not all questions carry the same value and weigt. The following scoring approach is recomended:

First Two Questions under Motivation:
- 2 questions x 10 pts. = Score of 20

Remaining Questions under Motivation:
- 10 questions x pts. = 100 maximum pts. x factor of 25 =Score 25

Capacity - Skill Questions:
- 9 questions x 10 pts. = 90 maximum pts. x factor of 25 = Score of 22.5

Capacity - Networking/Partnering Questions:
- 6 questions x 10 pts. = 60 maximum pts. x factor of .25 = Score of 15

Support Questions:
- 5 questions x 10 pts. = 50 maximum pts. x factor of .25 = Score of 12.5

Low Potential	0 to 25 Score	Some Potential	26 to 50 Score
Moderate Potential	51 to 75 Score	High Potential	76 plus Score

The entrepreneur Self-Test consists of three sections: motivation, capacity, and support.

Motivation

( ) Evaluate your overall motivation to start and operate you own business. Score on to 10 scale, where 10 indicates strong agreement with the statement and 1 indicates little or no agreement with the statement.

( ) Perceive Opportunities - I am constantly seeing business opportunities or ideasthat have potential commercial value.

( ) Growth Oriented - I like growing or building business, or taking ideas and make something of them.

( ) Creative - I am crative and I am regularly coming up with new ideas on how to do things better or more efficiently.

( ) Innovative - I am innovative and I am able to find solutions to challenges and problems.

( ) Resourceful - I am resourceful and I am able to find solutins to challenges and problems.

( ) Dynamic - I am a dynamic person providing vision, hope and energy to those I am wor king and partnering with.

( ) Hard Working - I am a hard working person and I do what it takes to succeed.

( ) Flexible - I am flexible and I am abl to adapt to changes and surprises quickly and succesfully

( ) Risk Tolerant - I am risk tolerant and I am able to succesfully manage risk associated with creating and growing a business.

( ) Open to learning - I thrive on learning and I am constantly seeking out new information that vcan help me with my business.

( ) Competitive - I am motivated by succes and driven to do well.

( ) Collaborative - I believe in working with others who can help me make my dream reality.

Appendices

Appendix 1 – 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 abilty 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/councellors	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.