TRAINERS' GUIDE FOR THE IMPLEMENTATION OF THE ENTERMODE INTERNSHIP MODEL

IDEC SA
December 2019

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Introduction to trainers' guide

One of the main topics of today's discussion is the better connection between the world of education and the world of work. For young people to experience a smoother transition from Higher Education Institutions into the labour market, they need incentives and tools to enhance their soft and entrepreneurial skills during their studies. An institution that has the means to accomplice this and which can bridge the two sectors of education and enterprises, is internships.

The objective of the teachers' guide is to introduce entrepreneurial education and to train teachers from Higher Education Institutions and mentors from companies to be able to design, implement and evaluate internships for higher education students, with the aim to build entrepreneurial mind-set to students and to develop their entrepreneurial skills.

This guide should be viewed in conjunction with the EnterMode internship model. The EnterMode internship model's aim is to promote the acquisition of entrepreneurial skills and competences by students in higher education during their internships. The trainers' guide offers a set of step by step instructions and suggestions to enhance the internship programme and implement the EnterMode model. This guide will help mentors understand the notion of entrepreneurial spirit and allow them to develop the capacity to transfer the entrepreneurial spirit to students.

The guide is structured in nine chapters, the first chapter introduces entrepreneurial education and its importance, the second chapter gives information on the steps and involved parties required for the preparation on the EnterMode internships, the third chapter presents learning outcomes, how to select them and how to assess them, the fourth chapter gives practical information and examples to apply the challenge based learning methodology, the fifth chapter describes how the serious game is incorporated in the internship, the sixth chapter analyses how to apply incubation services during internships, the seventh chapter describes how mentors can participate in the EnterMode Community of Practice and the eighth chapter gives an example of how to fill in and prepare the internship plan, according to the EnterMode model. The ninth and final chapter at the moment includes a template, which mentors will use to document the internship, and after the end of the pilot phase it will include concrete examples of the application of the EnterMode model during internships.

The guide also contains four ANNEXES. The first ANNEX presents the template of the internship plan, which has to be filled in at the beginning and during the internship, the second ANNEX gives a self-assessment questionnaire which can be used by mentors to assess their incubation progress, the third ANNEX provides a check list for Higher Education Institutions and companies, which can be used at the preparation phase of the internships and the fourth ANNEX gives examples of activities that mentors can apply according to the competence they want to focus on and its level of progression.

1. Entrepreneurial education

Entrepreneurship education prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves (European Commission, 2015). Entrepreneurship is regarded as a key competence, and thus entrepreneurial education is one of the main elements in the European Agenda for the future of education and training.

But why is it important to implement entrepreneurial education? First, entrepreneurial education helps reduce the unemployment rates of young graduates and boosts career ambitions, thus strengthening their confidence. Entrepreneurship education also leads to improved entrepreneurial skills and attitudes. The implementation of entrepreneurial education can also lead to economic impact for the local community and it also prevents social exclusion. Furthermore, entrepreneurship education results in higher engagement of teachers and mentors, who also develop entrepreneurship culture themselves.

Entrepreneurship education does not only mean developing curriculum and modules specifically for entrepreneurship, but it should be incorporated it in various subjects, particularly within scientific and technical studies, in order to equip students with entrepreneurial competences.

Educators and mentors have a critical role to play in this process. They are facilitators of learning and multipliers of ideas (European Commission, 2014). They shape learning processes and can help students to achieve entrepreneurial learning outcomes — concrete knowledge, skills and attitudes. The purpose is for students to take more responsibility for themselves and their learning, to try to achieve their goals, to be creative, to discover existing opportunities and in general to cope with our complicated society. As a result, educators help students develop behaviours, skills and attributes to cope with and enjoy change and innovation, which leads to personal fulfilment and effectiveness.

But how can teachers and mentors 'teach' entrepreneurship? As Gibb (2005) argues, the pedagogy of entrepreneurship education is focused on students' activity in learning. The learning situations are flexible, interactive and based on multidimensional knowledge development. Knowledge is built together, and mistakes are regarded as a part of the learning.

There are several methods of activating students' interactive learning. Some of them include co-operative learning, problem-based learning, peer assessment, teamwork, learning by doing etc. The Entre.Mode model focuses on two of them, namely challenge- based learning and gamification, which are going to be assisted by the development of a Community of Practice for educators and mentors.

2. Preparation of EnterMode internships and involved parties

The aim of the EnterMode model, is to promote and facilitate the acquisition of entrepreneurial skills and competences by students in higher education during their internships. For an internship to take place under the EnterMode project, a series of actions need to be applied by Higher Education Institutions and company managers, as described below.

Step 1) Calls of interest

Firstly, the Higher Education Institution (HEI) responsible for organising the internships has to issue a call for students and a call for companies. These calls are issued by the HEI administration office, which is responsible for attracting participants from both sides. The call for students must be differentiated from the regular call that HEIs issues, in the sense that it will describe the scope of the EnterMode internship, its aim, the process as well as the desired learning outcomes. For students to apply, they have to fill out a form of interest, especially created for the EnterMode internships, in order to demonstrate their motivation for participating. The form as well as the specific criteria by which students are going to be selected, will be defined by each HEI academic responsible in collaboration with the administration office and according to their regular selection criteria.

Similarly, a special call for companies needs to be issued, in which the scope of the EnterMode internship, its aim, the process, the desired learning outcomes and the responsibilities of the involved mentors will be described in detail. For companies to be selected to host interns, they first need to provide a letter of intent to the HEI administration office, in order to express their interest and motivation to apply the model. The selection criteria for the companies will also be defined by each HEI academic responsible in collaboration with the administration office and according to their regular selection criteria.

Step 2) Matching between students and companies

After the final selection of students and companies that will host the internships, the HEI administration office will perform the matching between them. The office will then prepare the necessary paperwork to be signed by all the involved parties, the student, the company representative and the HEI. Before the start of each internship, a Memorandum of Understanding has to be signed between the company and the HEI in order for the partnership to be established and the internship to be applied.

Step 3) Forming the internship plan

The next step is to design the internship plan. The internship plan will be jointly prepared by the company mentor and the student who is going to do the internship. The challenge will be defined by the company, according to its needs, and agreed by the students. The learning outcomes and activities are going to be defined and described following the template given in Annex I of this guide. The competences, which the internship is going to focus on will be set according to the EntreComp

framework, but in order to define the level of the competences, on which the internship is going to focus, an assessment of the student's entrepreneurial skills will have to be done. There are a lot of online free to use tools, which can be used in order to assess the level of competences according to EntreComp. The EnterMode model proposes the use of The Entrepreneurial Potential and Innovation Competences (EPIC) assessment tool, which can be accessed through https://heinnovate.eu/en/epic/dashboard.

Further information about the different components of the template are found in ANNEX I and the methodology to be applied during the internship, can be found in the following chapters of this guide. When the internship plan is ready, the academic responsible has to review it and approve it.

Step 4) Agreements

The final step before the start of the internship is the signing of the learning agreement. The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the exchange to make sure the student receives recognition for the activities successfully completed. The agreement is signed by the student, the HEI representative and the company representative and will include the internship plan as an Annex.

Step 5) Training of mentors

Before the start of the internships, a short training of the company mentors by the HEI academic responsible or an external trainer, is encouraged to take place. During this training, company mentors will be introduced to didactic methods and will develop their mentoring skills. Moreover, their role in the internship will be defined as will be their specific responsibilities.

As mentioned before, the core methodology that is going to be used during the internship is challenge- based learning. The students are going to be faced with a real situation of the company and will have at their disposal resources and support to complete tasks and activities. They will have to find a viable solution. During this process, they will develop their entrepreneurial skills, as defined by the EntreComp framework. The parameters of the challenge will be defined by the company depending on the duration of the apprenticeship, the level of training, the type of the company etc.

The development of entrepreneurial skills during apprenticeships, will be boosted by an online serious game, especially designed for the EnterMode model. The serious game incorporates the gamification methodology into the internship and will act as a catalyst for the active participation and the engagement of the students to the internship. This gamification element is going to raise the students' motivation. More information about how the serious game is going to be implemented, can be found in the following chapters of this guide.

ANNEX III provides a check list, which HEIs and companies can use to facilitate the process.

3. Learning Outcomes and the EntreComp framework

The EntreComp framework defines and describes entrepreneurship as a competence, while describing its components in term of knowledge, skills and attitudes. The framework aims to establish a bridge between the worlds of education and work and to be taken as a reference de facto by any initiative which aims to foster entrepreneurial learning (EntreComp, 2016).

According to EntreComp, the main competencies are grouped under three areas: 'ideas and opportunity', 'resources', and 'into action'. These three competencies areas are tightly intertwined, and they comprehend 15 competencies that, together, make up the building blocks of the entrepreneurship as a competence for all citizens. All these competences are interrelated and interconnected and should be treated as part of a whole.

Learning outcomes according to the EntreComp framework

The EntreComp framework gives examples to write learning outcomes in specific areas of entrepreneurship and different progression levels. In pages 25 to 35 of the EntreComp framework[1], you can see the learning outcomes categorised into the progress levels.

One thing to take in mind is that learning outcomes also have to be consistent with the challenge proposed. After drawing the general framework of the challenge, concrete actions have to be defined, which will lead to the expected learning outcomes. These actions are steps that will lead to the fulfilment of the general challenge.

Furthermore, learning outcomes have to be expressed according to the progression level described by the EntreComp. As mentioned before, in order to define the level of the competence of a student, a diagnostic assessment has to be implemented, in order to assess prior knowledge and identify areas that need improvement. By assessing student's skills before the start of the internship, will help with the organisation of the internship plan and will also provide a baseline to assess his/her progress. A tool which can be used to assess the level of the students' competences according to the EntreComp is the Entrepreneurial Potential and Innovation Competences (EPIC) assessment tool. The EPIC assessment tool is designed to help educators to measure the effectiveness of their entrepreneurship courses and to assess the skill and competence development of participants. Mentors can use this tool and adapt it to meet the needs of the EnterMode internship, by creating a customised assessment.

The mentor can select the learning outcomes that he/she wants to be developed during the internship from the EntreComp framework[1] (pages 25 to 35) and adapt them according with students' specific needs and according to the challenge set. Then for each learning outcome chosen,

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[1] https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

an activity or action has to be defined, which will lead to the successful development of the competence chosen.

In ANNEX IV, mentors can find examples of actions that can be taken according to each learning outcome defined by the EntreComp framework.

Example of selecting Learning Outcomes according to the EnterComp framework:

		Learning Outcome
Competence area we want to focus on	Ideas and Opportunities	The intern, alone and as part of a team, will be able to develop ideas that create value for others
Competence we want to improve	Creativity	
Specific descriptor of the competence	Develop ideas	
Proficiency level we want to reach	Foundation	

Monitoring and final assessment

After defining the learning outcomes, mentors need to define the methods by which these outcomes are going to be assessed as well as the assessment criteria.

For each learning outcome, an assessment method should be applied, for the company mentor to measure the progress of the students and see whether corrective measures should be applied for deviations to the original learning plan. It is important to note that assessment methods are subjective and sometimes difficult to measure. Nevertheless, they are important in order to track the progress of the students.

Examples of assessment methods:

Learning outcome: The student will be able to formulate a basic business concept

Method: Written report

Learning outcome: The student will be able to identify strengths, weaknesses, opportunities and threats

Method: Case study

During the whole internship, a logbook will be kept, which will be used for the monitoring of the process. The logbook will entail information about weekly activities done, progression of knowledge, extra support given to the student and corrective measures that needed to be applied. The logbook will we used for the final report of the internship, which will be given at the end, after the final assessment. The logbook, as well as the final report will be prepared by the student.

At the end of the internship the final assessment will take place by the company mentor and the HEI academic responsible, who will assess the learning outcomes achieved, the whole implementation of the internship, the knowledge acquired, etc. In parallel, the student will conduct a self-assessment, by using a predefined method and tool, on the entrepreneurial skills he/she acquired. The company mentor will review the results of the self-assessment and give his/her feedback and recommendations to the student.

4. Methodology to use Challenge-based Learning

Challenge-based learning is a methodology used around the world to support student-centred learning. It combines real challenges that a company faces in everyday life with development of skills and competences.

In the EntreMode internship, the challenge will be defined by the company mentor, in collaboration with the student, and it will be included in the learning agreement. But in order to design challenge-based learning, information about the student's background, knowledge, previous experience etc. is required. For this reason, it is important to invplve the student at the designing level, in order to understand his/her level of proficiency and concentrate on the skills, which need to be enhanced. Knowing the student's strong and weak points, will help mentors to design specific actions, which will enhance student's entrepreneurial skills to the right level. Having all this information, will help with the assessment of the knowledge gained at the end of the internship.

Of course, the content of the challenge is going to differ according to the different needs of the companies and what they expect from the students. The challenge also needs to be related to real everyday life of the company and encourage students to find solutions to real problems. It needs to be focused on specific goals and propose actions to achieve high quality results.

The duration of the challenge as well as other parameters will be defined by the company mentors, by taking into account the duration of the internships, their specific vocation etc. Although the challenge is set by the company, it also has to match the vocation of the students and to be relevant to his/her studies.

Phases of challenge-based learning

Challenge-based learning is divided into three phases: Engagement, Investigation and planning of actions. Each phase includes activities that prepare the learners to move to the next stage.

Phase 1: Engagement/preparation phase

Steps to be followed by company mentors during Phase 1:

1. Define objectives of the internship,
2. Define challenge,
3. Connect challenge with a storyline,
4. Define resources to be given to the student,
5. Select competences which will be developed during the internship and define the learning outcomes,
6. Fill in the Internship plan.

The engagement phase starts during the preparation phase of the internship, where the challenge is defined, and continues during the internship with observation and job shadowing.

In order to set the challenge, the main objectives of the internship and its scope should be defined, as clear as possible. In order to do so, the SMART framework can be used (Frey, Bruno, Osterloh, & Margit, 2002). The acronym for SMART is: "Specific, Measurable, Achievable, Relevant, and Time-based."

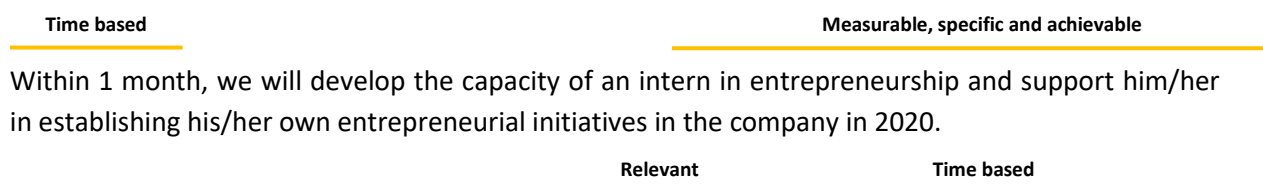**Specific**: What exactly do you want to achieve?

Measurable: The expected performance must be measurable
Achievable: The level of performance must be achievable within the given period of time. Too much ambition can result in not getting anything done.
Relevant: The value of relevance is motivation. What is relevant for the students?
Time-based: The time frame within which the objectives should be achieved.

Example of SMART objective for an internship:

Time based   Measurable, specific and achievable

Within 1 month, we will develop the capacity of an intern in entrepreneurship and support him/her in establishing his/her own entrepreneurial initiatives in the company in 2020.

Relevant   Time based

The next step is to define the challenge. The challenge should both be relevant to the development of entrepreneurial skills of the students, but also relevant to the organisation where the internship will take place. The challenge should represent a real need of the company, a real problem and should also be broad enough in order to offer different ways of completion. A storyline can be written in order to engage the students and motivate them. Resources which the company will give to the student need also to be identified. These resources can be both tangible, like for example office space, computers etc, or intangible, like for example time, guidance, support etc. Writing down resources which are available to the students is important, since it will help with the design of the action plan during the next phase of challenge-based learning.

When writing down the concept of the challenge, think of a real, complex issue related to the company.

Example of a challenge:
Interns will have to design a new Erasmus+ Strategic Partnerships proposal for Higher Education, which will be submitted in the next call of proposals deadline.

After defining the challenge, which will be given to the students, the competences which we want to develop should also be defined. The key to do so, is involving the student. First, the student may follow a self-assessment test of his/her competences according to EntreComp. As presented above, a tool which can be used for the diagnostic assessment of the student's competences and their level is the Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool. After

defining the competences, which we want the internship to focus on, as well as their level, we can start writing the learning outcomes. Competences can be prioritised according to the skills of the students but also according to the competences that your organisation may be is looking for in employees. More information about how to define and write learning outcomes, were presented in previous chapters of this guide. Do not forget that learning outcomes should be aligned with the EntreComp framework.

Example of defining learning outcomes:

Competence area	Competence	Learning outcomes	Level	Knowledge acquired
Ideas and opportunities	Creativity	The intern will be able to develop ideas that solve problems that are relevant to him/her and his/her surroundings	Foundation	In depth knowledge of selected concept

Phase 2: Investigation

Steps to be followed by company mentors during Phase 2:

1. Define concrete actions of the internship, together with student
2. Link actions to competences chosen in the previous phase
3. Draw a Gantt chart with deadlines for completion of activities
4. Define additional resources to be given to the student to complete the chosen activities
5. Define assessment methods to measure students' progress
6. Provide job shadowing opportunities
7. Update Internship plan

The second stage of the challenge-based learning is the investigation stage. During the investigation phase, students will elaborate the ways that they will use to find a solution to the challenge proposed. Concrete actions have to be identified, in collaboration with the company mentor. To set the concrete actions, you also need to link them to the competences, which the internship wants to develop. Think about how each action will lead to the development of the competence and it will result in the desired learning outcome. The questions, which need to be asked during the investigation phase, should include the competences which need to be learned and a possible solution to the challenge set at the previous stage. Except from that, a Gantt chart should also be prepared, with specific deadlines for the completion of the activities during the internship.

During the development of the actions which will be undertaken during the internship, resources which will be needed for the successful completion of the action, need also to be identified. Resources which will be given by the company should have already been identified within the previous stage. Furthermore, the interns will need to identify which extra resources they will need in order to complete the task and how they will be able to acquire them.

During the investigation phase the company mentor will provide guidance and support to the student in order to develop a concrete action plan, which will lead to the development of entrepreneurial competences and conclude the challenge proposed. The company will also offer job shadowing opportunities to the students so that the learner can observe the processes followed by other employees, which will help him/her with the development of the action plan.

The last step is to define the assessment methods, with which the progress of the students will be measured and monitored. The company mentor can decide on a combination of assessment methods to be used and should decide them in collaboration with the student. Assessment methods are proposed in a previous chapter of this guide, but the mentor can choose different methods from the ones proposed.

The Gantt chart prepared at this phase, should also specify dates when the company mentor will schedule meetings with the students, in order to assess their progression, give further guidance, identify corrective actions, which need to be implemented and answer questions which the students may have.

Example of designing an action plan:

Action	Related competence	Resources	Assessment method
Interns will develop a list of innovative ideas that can be developed into Erasmus+ proposals	Creativity	Computer with internet access Office space Time, support Access to online libraries Past Erasmus+ proposals	Portfolio Interviews

Date	1	2	3	4	5	6	7	8	…	…	…	…
List of innovative ideas			X									
1st meeting with student			X									
Action					X							

2nd meeting with student						X					
….											

Phase 3: Into action

Steps to be followed by company mentors during Phase 3:

1. Monitor completion of activities by students
2. Give support to students
3. Schedule regular meetings with students
4. Implement corrective actions if necessary
5. Keep logbook
6. Update Internship plan
7. Monitor progression of students in the EnterMode serious game
8. Join EnterMode Community of Practice
9. Conduct final assessment

The final stage of the challenged based learning is where the implementation of the action plan will take place. Students will need to complete the activities scheduled at the previous stages and fulfil the challenge set at the beginning of the internship. Students are encouraged at this phase to work on their own, always with the guidance and support of the company mentors.

Monitoring and evaluation are especially important at this phase. The company mentors should implement the structured monitoring and evaluation procedure especially designed for the EnterMode internships. Mentors should also monitor the progression of the students according to the internship plan, by using the assessment methods defined. In order to do so, mentors will need to schedule frequent meetings with the students, in order to assess their progress and offer their guidance and support. These meetings will act as "check points" and opportunity for feedback.

Some example questions which can be asked during these meetings are:

- Where are you in the process?
- What new knowledge or skills have you acquired?
- What has been your biggest success?
- What problems did you face?
- What are your top priorities for next week?

Students may also monitor their progress by judging whether the standards which had been set at the beginning have been met and whether they follow the original timetable set at the previous stage. Mentors should encourage students to reflect on their work and progression, which will help them identify their own weaknesses and spot areas where they need further guidance. Part of the continuous monitoring of the progression of the internship is the logbook, which will be held by the company mentors and will be used to draft the internship report at the end of the internships. The template of the logbook as well of the final report, will be given at the start of the internship by the sending HEI, according to national regulations and guidelines.

During the whole process of implementation, the company mentors will serve as co-learners and will offer opportunities of job shadowing to the students. They will provide a safe space and give opportunities to the students to develop their skills and attitudes. They will help the students and answer their questions but will not direct their activities or solve the problems which may rise. Students should be encouraged to proceed on their own and not have constant supervision. This will create a feeling of ownership to the students, which is crucial for the development of an entrepreneurial mind-set.

Mentors could also decide to give additional support like additional resources to the students, which will help them with the completion of the activities or apply corrective actions. These corrective actions will depend on the progression of the students and can be identified during the meetings with them. Examples of corrective actions could be: extending the deadline for the delivery of a specific task, changing one activity set at the beginning with another one etc.

An additional important part of this phase is the integration of the EnterMode serious game during the internship, which will act as a complementary means of developing student's entrepreneurial skills. Furthermore, company mentors are encouraged to follow the Community of Practice created by the EnterMode project, in order to have access to tips and information regarding internships or ask questions that may arise during the implementation. More information about how to apply the serious game during the internship and how to use the Community of Practice, can be found in the respective chapters of this guide.

This phase of challenged based learning, ends with the finalisation of the internship and the final assessment of the student. As described in previous chapter, the final assessment will consist of an assessment by the company mentor and HEI academic responsible and also by a self-assessment by the student. For the self-assessment of entrepreneurial skills of students, we encourage students to use the same diagnostic tool which was used at the preparation phase (EPIC tool), so that they can see how the internship developed their entrepreneurial skills and to what extent.

5. Incubation

To determine a practice-based approach regarding incubation in the EnterMode internship program in companies, different skills could be applied in multiple phases. We use the same phases as used regarding Challenge Based Learning, which is explained in the previous chapter. In this chapter we will discuss some practical examples and assignments to use during the internship, which will help you implement incubation elements in your company.

Challenge-based learning is an effective approach to use in internships. Students are able to gain real in-depth knowledge of company activities, create a high sense of responsibility and gain concrete commitment from motivated and accessible mentors. In addition, they learn to collaborate with peers to implement certain assignments to reach the set objectives and goals, determined prior to the internship.

The main incubation activities in the EnterMode internship approach are cooperation, knowledge- and experience sharing, networking and mentoring. These activities need to be implemented and used during the internship, and will establish hands-on interaction, diversity, new opportunities, increased responsibilities, pro activeness, commitment, interpersonal skills, teamwork, creativity, feedback moments, evaluation and personal growth, concerning both students and mentors.

Please be aware that the activities described below are not all applicable in every internship company. Size, company structure and policy will influence the usage of the different tools according to the incubation methodology during the internship. All the activities are examples of how to implement incubation in the internship program, which need to be adapted to each type of internship company.

Preparation activities prior the internship

During the preparation phase of the internship, you need to promote independent work and entrepreneurial behaviour. While having focus on development of entrepreneurial competences, targets, objectives and challenges need to be defined in the first phase of the internship. An in-depth interview needs to be done prior to the internship, to introduce your company and intern. The company (mentor) and the student need to get familiar with each other, learn about their background, knowledge and previous experiences. During this interview main expectations will be expressed to create common focus and purposes along the internship. This will lead to personal and challenging goals for each intern during the internship.

First, a company's mentor will be matched with the intern. This process is essential in order to create a confidential basis and foundation to build on and get most valuable and effective learning outcomes from the internship. The relationship between mentor and intern must be confidentially, where feedback can be expressed naturally without judging and prejudices.

Some tips in order to be well prepared for the interview;

1. Make a written plan – you must determine some clear objectives. You will lead this meeting, so you have to be prepared and know what are the objectives and which questions needs to be answered in order to start the internship.
2. Confirm the appointment (by email, personal message, phone call) – Send out a short message, which will confirm the appointment between you and the intern. Make sure you mention the date and location. Sending out a confirmation message (preferably written) will allow you to already share the topics you want to discuss during the meeting, so the students knows the agenda and is able to prepare specifically on these topics.
3. Prepare your first few questions – Have a plan for the broad structure of the meeting, start with some introductory questions, followed by obtaining information about your objectives. Some icebreakers might be nice to prepare and make sure the student will be in his comfort zone.
4. Wrap things up nicely and follow up – make sure you summarize all important items which have been discussed during the interview and explain which steps will follow.

All round experience

In order to provide the best experience for the intern, make sure you show all company's activities. Why? In this way the student will get a better understanding of the company's vision and mission and an overall view of company's work. If you want to receive full cooperation of the intern, including new, fresh insights regarding improvement of the entrepreneurial skills, students need to feel empowered and needs to experience a high sense of independence work during the internship. Cooperation and collaboration with multiple colleagues results in a wider network, which will positively influence both interns and companies opportunities.

Tips on how to introduce your company to the student:

- First you should introduce the student individual to each team member, followed by a joint activity, which could be a lunch or a morning/afternoon activity to get to know each other. Especially effective in short internships, you will reduce the 'introduction' time, which is needed for an intern to get acquainted with surroundings, new colleagues and the company.
- Assign non-supervisor buddies. Interns need someone where they can turn to, without worrying about being evaluated. In the EnterMode internship model, the supervisor will function as a mentor, but still the mentor will be part of the evaluation of the student.

Once introduced to the team, it is important to get familiar with all company's activities:

- Provide several small assignments to introduce the intern within various departments/work activities
- Use one big assignment where the intern needs to cooperate with all layers/departments of the company

Communication

When conducting the internship, several activities need to be executed in order to have full eyes on the progress of the intern. Through Intervision sessions, students and mentors monitor their progress

and evaluate their contribution to the internship company processes, which will lead to early identification of problems and hick ups. This must be done according to the appointments and goals in the workplan and Gantt Chart, which is agreed prior to the internship. To create an optimal learning environment and get the advantage of effective improvement in skill development, regular Intervision sessions must be scheduled. At least once a week on a set time and day, all interns (who attending the EnterMode Internship program) and mentor(s) must gather to share experiences, to learn from mistakes and bring learning to the next level. The mentor has an active role in these intervisions. Besides the leading role, the mentor needs to share his experience to function as a 'real' role model in business.

At the same time, the mentor could extract valuable lessons from the Intervision, as the EnterMode internship program promotes lifelong learning. The aim of an Intervision is to learn from (own and other's) experiences. You might help each other with good advices, network or just listening to the other Intervision participants. You reflect on the previous week(s), the problems, what could have been done better and how to improve these actions in the future. What did you learn and what will be your short-term goals for next week? Also, success stories need to be shared in order to inspire and be inspired, as an energizer for the next week.

Network

Another valuable part of the internship is the involvement in the existing network of the company. The company must include the intern in both methodological activities as functional activities. Include the intern in internal meetings, let them prepare internal trainings to educate current employees and other interns, let them contribute in external meetings wherever possible, to acquire fresh insights and opinions. Also share your existing network in order to have a positive contribution to the learning curve for both student and business partners.

Now you know the importance of networking within the company, it is time to introduce network events to the company to create connection between the interns, employees, organisations and business partners. These events don't have to be very extensive and don't need lots of preparation. A few examples of internal networking are listed below;

- Targeted roundtables – Group networking with a strategy. Group networking can be a lot less intimidating than one-on-one networking. Mix up employees and interns or break them up according their job title, interests, geographical location or other categories. Then, guide the conversation by supporting cards including several questions. These questions can be a mix of professional and personal questions and let them do the talking.
- Human bingo – a laid back approach for networking, without setting bars too high. To offer a human bingo game, you'll need to create bingo cards, a 5x5 matrix. Fill the boxes with things that are relevant to your industry and audience. Let the networking begin!
- Switch sides if… - Split your employees into two groups. One side will be a "yes" side and the other one will be a "no" side. Read to prepared questions one at the time and let the audience switch sides so that they are always on the side that reflects their feeling or answer to this question.

- Toilet roll challenge – Split the audience into groups and give each group a toilet roll. Ask everyone to take some, without explaining the reason. Then ask everyone to count the number of squares they have and share that many things about themselves.

Skills used by Interns and mentors during the internship

Below you find an overview of important skills which will be used during the internship from both intern and mentors. In order to improve and train these skills, you need to be aware of them. All skills are categorized by the three phases in CBL – Challenge Based Learning.

Intern	
Preparation activities	In depth research & selection of company
	Introduction in procedures, job interviews and selection
	Create learning objectives
	Planning management
	Use different methods in sorting out personal goals
Investigation activities	Introduction in the company and working field
	Networking/getting familiar with colleagues and company policies
	Collaboration
	Find and use new opportunities
	Improving sense of responsibility
Into action activities	(Self)Reflection and (self)assessment through Intervisions
	Development of entrepreneurial skills
	Improve working independently
	Development of skills and talents in the working field
	Personal growth
	Growth in interpersonal skills
	Problem solved thinking
	Enlargement of the network

Mentor	
Preparation activities	(Job)interview procedures
	Development of interpersonal and communication skills
	Planning Management
	Improving sense of empathy
	Search for talents to strengthen company's internal/external processes
	Create learning objectives
	Strengthen mentoring skills
	Share expectations and make agreements
Investigation activities	Sharing knowledge and company's objectives with intern
	Collaboration
	Connect intern with employees

	Find and use new opportunities
	Create diversity in collaboration/assignments
	Exploit intern's talents
Into action activities	Create a structured and daily schedule
	Stimulate working independently
	Provide training possibilities to students
	Offer network opportunities
	Stimulate of teamwork
	Provision of enough space and room for questions, reflection and feedback
	Self-reflection and assessment (Lifelong learning)
	Development of entrepreneurial skills

In ANNEX II of this guide, mentors can find a self-assessment questionnaire, which can help them monitor their own incubation progress and see which elements they need to improve during the course of the internships, regarding support given to the students.

6. Methodology to incorporate game-based elements and integrate the serious game

The online serious game, which is developed in the EnterMode project, will be integrated into the implementation phase of the internship.

The EnterMode online serious game can be applied during the whole process of the implementation of the internship. The goal of the EnterMode online serious game is to help players (students) to develop six entrepreneurial competences by completing several tasks (minigames). Mentors are encouraged to monitor the progression of students in the EnterMode serious game and urge them to complete it, since the game helps students to acquire the knowledge necessary to identify proper solutions of the completion of the challenge.

These six entrepreneurial competencies are the following:

1. Creativity
2. Vision
3. Mobilising resources
4. Spotting opportunities
5. Coping with uncertainty, ambiguity and risk
6. Working with others

The EnterMode online serious game includes six types of minigames:

1. Quiz (multiple choice question)
2. Quiz with image (multiple choice questions with images)
3. True or False
4. Drag & Drop
5. Memory
6. Decision tree

In the minigames, players can meet the key definitions, concepts, tools, and techniques related to the six entrepreneurial competencies. Minigames includes theoretical and practical knowledge as well.

The usage of this online serious game is the most effective, if it is played/used by an intern after his/her entrepreneurial competencies have been measured (by completing the EPIC tool, during the preparation phase), but his/her final challenged has not been completed yet.

The framework of the ENTER.MODE online serious game:

The online serious game is played individually, and registration is required to use.

The players have a big challenge: their main goal is to have a successful job interview with the Top Manager and get a job at the end of the game. This can only be achieved if they complete all the required tasks (minigames) with a high enough total score and collect the badges the game offers (three types of badges can be received: gold badge, silver badge and bronze badge). The higher the level of the badges a player has earned, the higher the chances of succeeding in the job interview.

At the beginning of the game, the players can choose from 3 mentors, who guide them through the whole game, give them feedback and extra information that can be used later during the interview. The players' score will be available in almost all the screens of the game and it will be updated every time the players acquire points. The game will also include a leaderboard, which will display the total scores of the top 10 players who have finished the game.

The game is played in an office building of 3 floors, which represent the difficulty levels of the game (1st floor=basic level, 2nd floor= advanced level and 3rd floor=final assessment). The 1st floor has 6 rooms, one for each competence (basic level). The 2nd floor has also 6 rooms, one for each competence (advanced level). On the 3rd -and last- floor is the Top Manager's office, where the job interview (final assessment) will take place. In the 12 "competence rooms", the objects/furniture hide minigames. Minigames pop up when the player clicks on an 'active' object (not all the objects in a room are active). There are 5 minigames in each room.

Pointing system: At the end of the minigames, points player has received appear and (s)he can choose either to play it again (at that moment or later) or see the results (correct/wrong answers with explanation/feedback). These explanations/feedbacks also contribute to the players' competence development. When the received points are final, the object that is connected with the minigame becomes colourful. When a player finishes all the minigames of a room (and has decided not to replay any of them), he/she can ask for his/her results. Then, the room is considered completed and the mentor pops up and gives feedback on the overall result that the player has achieved. They can go up a floor (level) only if all the rooms on the lower floor (level) have been completed. When all the "competence rooms" have been completed, the player gets to the Top Manager's office for the job interview.

The job interview: The interview will be an overall assessment of what the players have learned, but there will also be questions that can be answered only if the players remember what the mentors have said to them. The players can get through the job interview as many times as they want, as they were able to do with the rest of the rooms. However, if they choose to see their results, they receive the Top Manager's feedback and are informed about her decision (if they got the job or not). Then, the game is over. If the player wants, (s)he can reset the game (delete all the game data – score, badges, etc.) and play it all over again.

7. Community of Practice

The EnterMode Community of Practice (CoP) shall enable dialogue and exchange between Higher Education and Business actors. More specifically the EnterMode CoP aims at fostering mutual learning among Higher Education Institutions' teachers and company mentors, with a view to develop the capacities needed to build entrepreneurial skills and competences in students. During the EnterMode internships, company mentors are encouraged to join and participate in the EnterMode CoP.

The EnterMode CoP is defined to accommodate the following aims:

1. to create context for the implementation of the EnterMode model,
2. to identify and share good practice gathered from implementations of the EnterMode model,
3. to valorise the EnterMode model by building a common stock of knowledge and repertoire of practice,
4. to build a network of actors from HEI and business sector, with a view to validate, mainstream and sustain the EnterMode project results.

In order to become a member of the EnterMode CoP, persons must register a new account at www.discuss-community.eu, the European Platform for Communities of Practice on Lifelong Learning. After registration the new member will receive a notification email, which confirms the membership. The new member now can login with the credentials provided during registration.

New members after login are expected to proceed to the EnterMode CoP, entitled: "EnterMode - Developing entrepreneurial mindset and skills through internships in higher education", and push the "join" button. A direct link can be found on the right side of the page.

The EnterMode CoP can be found at: www.discuss-community.eu

Technical and organisational dimension of the EnterMode CoP

EnterMode to this end provides an online space, which offers a broad range of tools, allowing for different levels of engagement and learning. The community is hosted on DISCUSS, the European Platform for Communities of Practice in Lifelong learning.

Online communities have two interrelated constitutional elements in common: the association of community participants, and the enabling digital platform. While the community members create content, share knowledge and collaborate in accordance with the roles and rules set out for participation, technology supports the tasks of saving, organizing, searching and providing content, coordinating communication and enforcement of community rules.

The DISCUSS platform has been selected over other technical solutions, such as Facebook or LinkedIn groups, due to the fact that the platform builds on open source software, which allows for flexible integration of new features and functionalities, in response to new needs that might occur throughout and beyond the lifetime of the EnterMode project. Moreover, DISCUSS takes advantage

of media queries, fluid grid design, and craft interfaces, which allow users to participate in the EnterMode CoP on wide range of devices, from desktop computers to mobile phones.

The EnterMode CoP offers a variety of rich tools for asynchronous and synchronous communication, which by members can used to identify, explore, discuss or develop concrete activities with regard to an issue or problem of common interest. Moreover, social network functionality supports the building of personal relationships (and trust) between the members, with a view to the animation of social life and further evolution of the community after the completion of the project.

Moderators and facilitators, who are members of the project consortium, take care of the community progress and do actively support its "cultivation". Both, moderators and facilitators constitute the community management. In order to allow for a strategic approach, the partnership has developed both, a knowledge flow cycle and growth model for the EnterMode CoP. The EnterMode knowledge flow cycle is defined to work along four dimensions: knowledge resources, knowledge sharing, knowledge management and knowledge transfer. Furthermore, a growth model has been established, which serves as measuring stick, that shall be used to determine the development of the CoP over time and its fitness for purpose.

CoPs, different to other types of communities bring together practitioners who share an issue or problem. They exchange, collaborate and learn from each other with a view to improve existing practice or develop new and better practices. The EnterMode community is designed to support HEI teachers and academic responsibles, company mentors and other persons concerned with the implementation of EnterMode internships, towards solving problems that may appear during the piloting phase and future applications of the EnterMode model.

CoPs different to workgroups don't have objectives. They don't follow a workplan, and there is no predefined (learning) outcome. Nevertheless, the EnterMode CoP is expected to produce outcomes on individual and collective level as shown in the table below.

Table 1. Value created by the Enter.Mode community on individual and aggregate level

Short term		Long term	
For individual members of the Enter.M Community of Practice	*For the Enter.M Community as a whole*	*For individual members of the Enter.M Community of Practice*	*For the Enter.M Community as a whole*
Improved experience of work	Increased visibility and relevance of entrepreneurial education	Foster professional development	Emergence of strategic capacities for valorisation and exploitation
Help with challenges, share tips, quick answers to urging questions	Identification of problems and issues of common interest, more perspectives on problems	Expanding skills and expertise by learning from others' experience	Increased transparency of skills needs
Access to information, expertise, and good practice	Building of shared knowledge resources	Enhanced professional reputation through visibility and recognition within the wider community of entrepreneurial education	Capacity for building knowledge-based alliances with stakeholders
Confidence in one's approach to problems	Increased quality of discussion and collaboration, through emergence of common standards	Strong sense of professional identity	Emergence of unplanned capabilities
Fun of being with friends and colleagues from different parts of Europe	Development of non-convential and creative solutions		Capacity to take advantage of newly emerging opportunities and inititiate strategic collaboration
Sense of belonging to the wider community of entrepreneurial education	Prevent from „re-inventing the wheel"		Increased ability to foresee new developments in entrepreneurship education

8. Example of internship plan according to the EnterMode model

ANNEX I provides a template, which mentors can use to develop the internship plan according to the EnterMode model.

The first part of the internship plan should be developed in phase 1: Engagement preparation phase. This part includes the main objectives of the internship, the description of the challenge and the selection of the competences from the EntreComp framework, which the internship is going to focus on.

The second part should be developed during phase 2: Investigation. This part includes the description of the specific actions, which are going to take place during the internships, as well as timeframe, during which the selection action should be completed.

The final part should be developed during phase 3: Into action. This part includes the description of the support given to the student by the company mentor and corrective actions which had to be applied.

Example 1. Completed Internship plan template

Define the main objectives and scope of the internship.
Within 1 month, we will develop the capacity of Helen Smith and support her in establishing her own entrepreneurial initiatives in the company in 2020

Challenge
The intern will design a new Erasmus+ Strategic Partnerships proposal for Higher Education, which will be submitted in the next call of proposals deadline. **Resources available:** Office space, computer with access to the internet, network, time. **Tips:** Let student develop his own idea.

Competences				
Competence area	**Competence**	**Learning outcomes**	**Level**	**Knowledge acquired**
Ideas and opportunities	Creativity	The intern will be able to develop ideas that solve problems that are relevant to him/her and his/her surroundings	Foundation	In depth knowledge of selected concept
Resources	Financial	The intern will draw up a	Intermediate	Financial

	and economic literacy	budget for a value creating activity		skills
Into action	Coping with uncertainty, ambiguity and risk	The intern can compare value-creating activities based on a risk assessment	Advanced	Risk assessment

Action plan

Action	Related competence	Resources	Assessment method
The intern will develop a list of innovative ideas that can be developed into Erasmus+ proposals	Creativity	Internet access, publications, past proposals, new call for proposals	Portfolio
The intern will draw up a budget and justify its expenses	Financial and economic literacy	Budget examples and templates, financial tables	Observation
The intern will identify potential risks of their idea and will write ways of avoiding them	Coping with uncertainty, ambiguity and risk	Presentation of basic rules of risk assessment methods	Open ended questions

Trainer/mentor

Name: Ana Gonzalez

Contact Information: ana@ecoblue.com

Support to the student

Communication meetings at regular intervals

Provision of theoretical material on risk assessment

Extra help and guidance with drawing up the budget

Positive feedback

Topics of discussion during 1st meeting: Presentation of Erasmus call, description of processes etc.

Topics of discussion during 2nd meeting: assessment of delivered tasks, guidance and discussion on specific questions set by student, setting up of new delivery dates.

Corrective actions
Rescheduled delivery time of budget delivery, due to inconsistencies found at 1st delivery and lack of knowledge about financial terms by the student

Gantt chart

	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Delivery of innovative ideas	▓							
Delivery of budget			▓					
Risk assessment		▓						
1st meeting with student	▓							
2nd meeting with student				▓				

Example 2. Completed Internship plan template

Define the main objectives and scope of the internship.
Within 1 month, we will develop the capacity of John Smith and support him in establishing his own entrepreneurial initiatives in the company in 2020
Challenge
The intern will design and implement a new social media campaign that will support the launching

of our new product

Resources available: Office space, computer with access to the internet, network, time.

Tips: Let student develop his own idea.

Competences

Competence area	Competence	Learning outcomes	Level	Knowledge acquired
Ideas and opportunities	Creativity	The intern will be able to develop ideas that solve problems that are relevant to him/her and his/her surroundings	Foundation	In depth knowledge of selected concept
Resources	Financial and economic literacy	The intern will draw up a budget for a value creating activity	Intermediate	Budget preparation Financial skills
Into action	Coping with uncertainty, ambiguity and risk	The intern can compare value-creating activities based on a risk assessment	Advanced	Risk assessment

Action plan

Action	Related competence	Resources	Assessment method
The intern will develop a list of mottos for the social media campaign	Creativity	Access to past campaigns, advertisements of the company	Portfolio
The intern will make a list of different financial options regarding the campaign, in each social media	Financial and economic literacy	Financial data on last campaigns, impact on certain	Presentation

chosen to host the campaign		populations	
The intern will compare different options (costs, audience, duration etc) regarding a campain on a specific social media	Coping with uncertainty, ambiguity and risk	Presentation of basic rules of risk assessment methods	Report

Tainer/mentor

Name: Johana Gibs

Contact Information: johana.g@mail.com

Support to the student

Communication meetings at regular intervals

Provision of theoretical material

Extra help and guidance with social media accounts

Positive feedback

Topics of discussion during 1st meeting:

Presentation of past company campaigns, new product

Topics of discussion during 2nd meeting: assessment of delivered tasks, guidance and discussion on specific questions set by student, setting up of new delivery dates.

Corrective actions

Sceduled a meeting with the marketing manager of the company and the intern, to discuss the company's marketing strategy.

Gantt chart

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Delivery of mottos	▓							
Presentation of financial options		▓						
Comparison report			▓					
1st meeting with student		▓						
2nd meeting with student				▓				

9. Sharing experiences and recommendations

In order to attract more companies and students to follow the EnterMode model, mentors are encouraged to fill in the following template regarding the delivery of the internship. The case studies will then be gathered and presented in the guide as Good Practice for the application of the EnterMode model. Additionally, the following table will help you self-assess your experience after the internship.

Country
Higher Education Institution
Name: Department: Website: e-mail:
Name of the company
Name: Website: e-mail: Date of foundation: Number of employees: Sector: Activities:
History of the company's experience related to internships

Description of the Internship
Dedicated resources and support to the students
Monitoring and assessment
Competences developed during the internship
Positive Impact
Negative aspects
Conclusions and recommendations for improvement

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Glossary

Term	Description
Challenge -based learning:	A collaborative framework for learning while solving real-world challenges and problems.
Community of practice	A group of people who share the same craft or profession, and learn how to do it better as they interact regularly
Competence	A set of demonstrable knowledge, skills and attitudes that enable, and improve the efficiency or performance of a job.
EntreComp	The European Entrepreneurship Competence Framework (EntreComp) defining entrepreneurship as a framework. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.
Entrepreneurial mind-set	A state of mind, a way of thinking which orientates actions towards entrepreneurial activities and outcome
Entrepreneurial skills	A range of technical, management and personal skills that are needed for a successful entrepreneurial activity.
Experiential learning	The process of learning through experience is more specifically defined as "learning through reflection on doing". Hands-on learning can be a form of experiential learning, but does not necessarily involve students reflecting on their product.
Gamification	Gamification is the use of game design elements in non-game contexts.
Higher Education Institute	Higher Education Institute (HEI) is a term used in Europe to designate organisations providing higher, postsecondary, tertiary, and/or third-level education.
Incubation	A combination of business development processes, infrastructure and people, designed to nurture and grow new and small businesses by supporting them through the early stages of development.
Intern	A student who works in order to gain work experience or satisfy requirements for a qualification.
Internship	A period of work experience offered by an organisation to a young worker for a limited period.
Internship Administration office	University services responsible for developing, managing and implementing internship programmes for their students.

Mentor	A more experienced or more knowledgeable person that helps to guide a less experienced or less knowledgeable person (mentee). A mentor may share with a mentee information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources.
Mentoring	A system of semi-structured guidance whereby one person shares his/her knowledge, skills and experience to assist others to progress in their own lives and careers
Sending HEI	The educational institution, HEI, responsible for sending the student to the receiving/host organisation (company) to implement an internship.
Serious game	The serious game combines gamification and technology in a learning context. It is a game designed for a primary purpose other than pure entertainment. The "serious" adjective is generally prepended to refer to video games used by industries like education, scientific exploration, health care, emergency management, city planning, engineering, and politics. In the context of the present model, it refers to entrepreneurial competences.

ANNEX I – Template for teachers and mentors for the internship design

EnterMode Internship model

Define the main objectives and scope of the internship.

Challenge
Write the challenge which will be given to the interns. The challenge should be relevant for the development of entrepreneurial skills and at the same time relevant to the learners and the company. The challenge should be open ended.

Challenge:
Resources available:
Tips:

Competences

Define the competences to be developed, following the EntreComp framework and the concrete actions which will lead to the development of these entrepreneurial competences

Competence area	Competence	Learning outcomes	Level	Knowledge acquired
(add rows accordingly)				

Action plan			
Define the actions to be undertaken by the student and associate them with the competences to be acquired.			
Action	**Related competence**	**Resources**	**Assessment method to measure the knowledge progression**
(add rows accordingly)			
Tainer/mentor			
Name: **Contact Information:**			
Support to the student			
Corrective actions			

Gantt chart

Date	1	2	…									
Action 1												
Action 2												

ANNEX II Self-assessment questionnaire for the mentor

This is a self-assessment questionnaire, which can help you monitor your own incubation progress and see which elements need improvement during the course of the internships, regarding support offered to the students. You can measure and tick the box which represent your proficiency in each activity.

Activity	Introductory	Practice	Proficient	Advanced
Engagement/preparation phase				
Effective communication	☐	☐	☐	☐
Interpersonal skills	☐	☐	☐	☐
Preparation / warm welcome	☐	☐	☐	☐
Support by listening	☐	☐	☐	☐
Empathy	☐	☐	☐	☐
Creativity in determining effective goals for both intern and company	☐	☐	☐	☐
Investigation phase				
Support by listening and encouraging ideas and work	☐	☐	☐	☐
Provide the necessary resources	☐	☐	☐	☐
Effective communication	☐	☐	☐	☐
Facilitation and encouragement to be creative and try new ideas	☐	☐	☐	☐
Seek opinions and input for own improvements	☐	☐	☐	☐
Provide enough space to ask questions	☐	☐	☐	☐
Provide opportunities to give positive feedback	☐	☐	☐	☐
Provide opportunities to give improvement points	☐	☐	☐	☐
Provide enough space to ask questions	☐	☐	☐	☐

Into action phase

Provide structure and a daily schedule	□	□	□	□
Involvement in daily activities - e.g. external meetings	□	□	□	□
Effective communication	□	□	□	□
Empathy	□	□	□	□
Support by listening	□	□	□	□
Interpersonal skills	□	□	□	□
Organisation of weekly meetings (Intervision)	□	□	□	□
Provide opportunities to give a positive feedback	□	□	□	□
Provide opportunities to give improvement points	□	□	□	□
Seek opinions and input for own improvements - Self assessment	□	□	□	□
Seek for opinions and input for internal activities	□	□	□	□
Facilitation and encouragement to be creative and try new ideas - e.g. preparation of internal training	□	□	□	□
Provide enough space to ask questions	□	□	□	□
Development of entrepreneurial skills	□	□	□	□

ANNEX III Check list for the preparation of the EnterMode Internships

Higher Education Institutions

Step 1) Calls of interest

Process	Progress		Date
	Done	**Pending**	
Call for interest for students	□	□	
Selection criteria for students	□	□	
List of students	□	□	
Final selection of students	□	□	
Call of interest for companies	□	□	
Selection criteria for companies	□	□	
List of companies	□	□	
Final selection of companies	□	□	

Step 2) Matching between students and companies, Step 4) Agreements, Step 5) Training of mentors

Name of company	Name of student	MoU signed	Learning Agreement signed
		□	□
		□	□
		□	□

Companies

Step 3) Forming the internship plan

Process	Done	Pending
Completion of Internship Plan	□	□
Definition of Challenge	□	□
Selection of Learning Outcomes	□	□
Completion of self-assessment tool by student	□	□
Completion of training by HEI academic responsible	□	□

ANNEX IV. Examples of activities

		Level of proficiency	Foundation		Intermediate		Advanced		Expert	
		Progression	Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
			Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Ideas and opportunities	Spotting opportunities	Proposed activities	•Identify opportunities of launching a new product in the filed of your company. •Submit a questionnaire to the clients of the host company to identify strengths and weaknesses. •Submit a questionnaire to the managers of the host company to identify strengths and weaknesses. •Identify successful company at your city and explain which opportunity they benefited from. •Look for three good practices, that you believe are relevant in the field of activities of your host company from public internet articles and show it to your boss.		•Identify the target group of the new product. •Analyse the answers and share the analysis with supervisors and peers. •Evaluate existing opportunities which your host company already makes use of and think outside the box and identify at least one opportunity for your host company which are not used so far. •Look for three good practices, that you believe are relevant in the field of activities of your host company from public internet articles, debate in your team before showing it to your boss.		•Identify the time when the new product will be launched. •Develop hypotheses for improving relevant objectives. •Identify opportunities in your professional field based on your own market research. •Look for three good practices, that you believe are relevant in the field of activities of your host company from public internet articles. Draft a feasible action plan, and initiate action under supervision.		•Monitor sales of the new product for a given period of time and suggest ways to enhance sales. •Choose an action from good business practices, implement monitoring and do quality control on it. •Write a business plan and weigh all relevant factors - it can help you better plan entry into new areas. •Look for three good practices, that you believe are relevant in the field of activities of your host company from public internet articles. •Draft action plan considering benefit groups and long term feasible outcomes, and initiate individual action.	
	Creativity	Proposed activities	•Find examples to differentiate your product from competitors. •Submit a personal		•Explain the innovation of your product, is the process innovative or the product? •Analyse the answers and share the		•Find ways of testing the new product's attractiveness to end users.		•Develop 3 marketing strategies for the new product	

			questionnaire to the clients of the host company to identify strengths and weaknesses. •Submit a personal questionnaire to the managers of the host company to identify strengths and weaknesses. •Identify 5 innovative products/services/solutions coming to the market in last two years. Explain why you consider them as innovative. •Look ideas strictly applying design thinking methodology.	analysis with supervisors and peers. •Suggest one innovation in the host company and justify it. •Join a team, and brainstorm for ideas. If you are stuck, try to use design thinking methodology.	•Organise a brainstorming meeting to share innovative solutions. •Select one product/service/solution in your professional field and identify which improvements/innovations you suggest. Justify the improvements based on the latest research finding. •Form a team of diverse skill team members, and aim to reach an alternative for a commonly accepted idea.	•Identify an innovative action by starting its planning, implementation, monitoring and control. •Based on your own business plan think how can you transfer what worked for businesses outside your industry to your own market? Maybe you can improve on these ideas. Taking inspiration from other industries is a great way to boost your own creativity. •Lead a team of diverse skill members, and to reach for a sustainable idea.
	Vision	P**roposed activities**	•Imagine the progress in sales of your new product in the next 5 years. •Analyse the context and the history of the company. •Find the vision of 5 companies on internet. Identify the most important parts of vision. What is a deference between vision and mission? •Building on the current public vision of your host company, try enhance it.	•Write down your vision regarding your new product. •Identify the goals achieved and identify the implementation stages. •Study the vision of your host company. Through which company activities the vision is fulfilling? If company does not have vision –design the vision for them. Try to collect ideas from your teams, how to enhance the current vision of your company.	•Develop a strategic plan according to your vision. •Describe what improvements are expected in three and five years in the company. •Think about the vision for your team. Do your existing team vision and mission statements need some work? •Prepare the vision and mission for your team by involving your team to this activity. •Analyse the future opportunities of your company, and try to upgrade its current vision towards its new goals.	•Develop a roadmap of steps that need to be taken to launch a new product. •Plan objectives and establish a timed programme to carry out improvement actions. •Identify most promising product/service/solution related to your professional field. Prepare exploratory, normative and predictive scenarios for them. •Set new goals to your current host company, and develop new vision accordingly.

	Valuing ideas	Proposed activities	•Organise staff meetings from which to emerge the winning ideas implemented in the latest self-assessment reports. •Find values of 5 companies on internet. Can you think about them in social, cultural and economic terms? •Join to a management-level meeting at your host company, try to capture two-three ideas and form your own opinion.	•Describe the benefits of your internship to you and your company. •Discuss and evaluate the results of the adopted strategies, using brainstorming method. •Describe the way how the values can be protected. Which way suits mostly your host company needs? •Join to a management-level meeting at your host company, try to capture two-three ideas, and debate your opinion with your supervisor.	•Develop a dissemination and exploitation plan. •Identify innovative ideas and expected impact assessment. •Prepare the dissemination and exploitation agreement for product/service/solution of your host company. Join to a management-level meeting at your host company, try to capture two-three ideas, choose the most sustainable one and make a proposal towards the management to make it happen.	•Plan and implement an idea emerged from the previous brainstorming. •Think about the new idea on product/service/solution at your field of professional interest. Prepare the analyses of the new idea value from different stakeholders' perspectives. •Join to a management-level meeting at your host company, try to capture two-three ideas, choose the most sustainable one, and try to collect two-three supporting stakeholders.
	Ethical and sustainable thinking	Proposed activities	•Write down activities that the company can undertake to be more environmental friendly. •Identify the practices of the host company in relation to the environment, social media, governance. •Find the ethical codex of 5 companies on Internet. Identify the most important parts of their ethical behaviour. •Try to think of five major current societal or environmental challenges. Check whether your host company has any effect on them.	•Write down the impact of launching a new product to the company. •Analyse the possibility of improvement for at least one aspect for each of the three reference areas mentioned in the previous point. •Identify practices in your professional fields that are not sustainable and describe their implications for the environment. Brainstorm within your team to find the five major current societal or environmental challenges. Analyse together whether your host company has any effect on them.	•Describe the difference between inputs and outputs, outcomes and impact of the company. •Identify corrective actions and objectives to be achieved. •Describe at least three inputs, outputs and outcomes of your host company. Explain the interconnections between them and impact made. •Brainstorm within your team to find the five major current societal or environmental challenges. Do a small internet research, try to position your company against its competitors.	•Imagine that another employee treated you unethically. What would you do to prevent this from happening in the future? •Implement corrective actions and control results/ •Describe and assess the impact of your host company on environment. Suggest tools for impact monitoring and evaluation. •Brainstorm within your team to find the five major current societal or environmental challenges. Do a small internet research, try to position your company against its competitors. Make a proposal, how

						to achieve a better position against your competitors.
Resources	Self-awareness and self-efficacy	Proposed activities	•List different types of job positions found in the company, describe the skills needed for each position. •Produce a list of personal strengths and weaknesses in the workplace. •Make self-assessment based on MBTI test. List three best suitable jobs and three least appropriate jobs/positions for you. •A goldfish gives you three new strengths and takes away three of your weaknesses. Which would you choose?	•Create a CV, where you describe your skills and competences. •Identify which elements of weakness can be improved and through which routes. •Based on ENTRECOMP, which five competences are, in your opinion, the most developed by you? Which five competencies are the worst developed? What measures you can introduce to overcome this? •Start a team session: every team member should choose three strengths and weaknesses. Draw a human body together with different organs representing each skill.	•Team up with other employees/ interns in the company and work together to complete a small task. •Select an area for improvement. •Initiate the meeting of your team. Prepare the scenario for session which will help reveal your team strength and opportunities. Implement the session and write down the main strength to build on and main weakness to overcome. •Start a team session: every team member should choose three strengths and weaknesses. Draw a human body together with different organs representing each skill. The strengths should look healthy and the weaknesses should look ill. •Analyse the result.	•Identify the weaknesses of the company and create a yearly plan to overcome them. •Implement actions to improve the chosen area. •Identify and design strategies to overcome personal/ team or host organisation weaknesses and to develop strengths by anticipating future needs. •Start a team session: every team member should choose three strengths and weaknesses. Draw a human body together with different organs representing each skill. The strengths should look healthy and the weaknesses should look ill. Analyse, draw conclusions from the analysis and give feedback each team member how to improve.

	Motivation and perseverance	**Proposed activities**	•Write down what motivates you in your current position. •Quantify the time spent working even in comparison to others. •Identify your personal goals for 5 years. Describe the biggest challenges you expect to cope with. How will you overcome them? •Set yourself a 30-day goal. Make notes every day what did you do to achieve it.	•Analyse the causes that led to an increase / decrease in the commitment •Imagine your desirable future job. List personal and external factors which motivate you to get this job. •Set a joint-30-day goal with your team. Make notes of both actions and barriers every day on your way towards your goal.	•Write a speech for other employees to motivate them. •Identify the incentives that can implement the commitment. •Based on research, list the strategies which can help to keep people motivated. Prepare the concrete strategy for your team in host company to stay motivated. How you will evaluate the progress? Set a joint-30-day goal with your team. Make notes of both actions and barriers every day on your way towards achieving your goal. Monitor development of your group and motivate them to come over difficulties.	•Prepare an event to celebrate a successful outcome of the company. •Apply incentives and measure results. •Design the effective strategy for your host company to attract talented people and keep them motivated. Set a joint-30-day goal with your team. Make notes of bothr actions and barriers every day on your way towards achieving your goal. Monitor development of your group and motivate them to come over difficulties. Lead the movement by setting good example.
	Mobilising resources	Р**roposed activities**	•Make a list of resources given to you by the company and allocate them on different activities. •Define a task with the host company and discuss the material and immaterial resources available. •Describe material, non-material and digital resources you need at your current study at host company. •Acquire a small task within your host company. Make detailed inventory of the physical and human resources you need to	•List digital solutions that can help you market the launching of a new product. •Evaluate the adequacy of resources for the implementation of the task. •Prepare the list of free digital solutions which can be used at your current study or host company. •Acquire a task within your host company. Set the team roles together, and try to estimate the necessary human capacity (PM).	•Create a day to day time plan. •Request the allocation of additional resources or return excess resources. •Prepare the list of all type of resources utilised by your host company. Identify which resources are limited and suggest how they could be used/replaced in more efficient way. •Acquire a complex task within your host company. Set the team roles, and try to complete a full GANTT chart (resources and timing).	•Create a Facebook page to support your idea •Measure the results in terms of resources used and results achieved. •Based on research describe the main principles of circular economy and prepare the analyses whether those principles could be applied at your host company. Identify the opportunities that circular economy brings to your organisation.

			complete it.			•Acquire a complex task within your host company. Define a complete agile project plan.
Financial and economic literacy	Proposed activities	•Draw up a personal budget for the next 3 months •Implement a budget on a specific task. •Describe the main components of your personal budget. Identify your spending for one year and calculate your personal taxes. •Find a listed company in the sector of your host company. Looking at the chart of its share price make some predictions for the sector.	•Examine the possibilities of public funding for the company. •Discuss the budget with the supervisor. •Draw up the budget and the cash-flow needs for a value- creating activity at your host company. •Find some listed companies in the sector of your host company. Analyse together the share price trends of them, and try to establish some predictions for the sector.	•Write down cash flow needs for a company's project. •Implement scenario analysis based on relevant variables. •Based ion research, identify all possible sources for start-up companies in your country including grant opportunities. Describe the conditions upon which financial sources can be obtained. •Find some listed companies in the sector of your host company. Analyse together the share price trends of them, and try to compare the profitability of those companies with your host company using the P&L accounts.	•Calculate the monthly tax the company pays. •Implement and control task development. •Select one of the possible financial schemes and write the project proposal/business plan which will enable you get the funding from concrete donors. •Find some listed companies in the sector of your host company. Analyse together the share price trends of them, and try to compare the profitability of those companies with your host company using the P&L accounts. Make suggestions. •Make proposals for better profitability by learning from the reports of the listed companies.
Mobilising others	Proposed activities	•List different medias that can be used to market a new product. •Organise meetings with peers and stakeholders to illustrate the task. •Select one current problem	•Create a Facebook post regarding the company's products. •Ask questions to meeting participants to verify effective communication. •Choose idea how to improve your team performance. Prepare pecha kucha	•Create a Facebook campaign and event to promote the company's products. •Ask for collaboration to carry out the task. •Design effective social- media	•Create an internal fakebook group with other employees to support your project . •Measure the results in terms of participation and understanding of the objectives of the meeting.

			which has to be solved by your team/group. Organise the elevator pitch of ideas. •Try to find a success story of your host company and summarise it in a motivating twitter/FB post, try to get min 50 likes.	presentation to persuade your team. Form a team, search for success stories within your host company. Shoot a 2 min motivating video interview with the owners of those stories, and publish it on youtube, then share it on twitter/FB. Reach 100 likes.	campaign to mobilise people in relation to your activity in host company. •Form a team, search for success stories within your host company. Shoot five 2 min motivating video interviews with the owners of those stories, and publish it on youtube, then share it on twitter/FB. Reach 200 likes Organise a meetup, where you invite the story owners, to tell about their results. Get 50 participants.	•Prepare communication plan to get both, external and internal stakeholders on board, such as co-workers, partners, employees or senior managers. •Form a team, search for success stories within your host company. Shoot five 2 min motivating video interviews with the owners of those stories, and publish it on youtube, then share it on twitter/FB. Reach 200 likes •Organise a meetup, where you invite the story owners, to tell about their results. Get 50 participants. Analyse the outcome of the meetup, make an action plan, how to repeat this event regularity.
Into action	Taking the initiative	Proposed activities	•Identify an individual task to be carried out in the host company. •Think about your tasks and activities at your study or host company. What level of support do you require from others? Which of them you could start to perform independently? • Make a plan to organise an internal brainstorming about a problem area. Include proposed participants, subject, agenda, intended outcome.	•Initiate a simple task to be done by your co-workers in your department. •Identify a collective task and assign a responsibility. •Select one challenge/problem in your community. What initiatives would you suggest to overcome it? •Organise an internal brainstorming of a problematic area. Invite people, make clear what you want to discuss and achieve. •Reach min 5 participants.	•Help others in your team finish their individual tasks. •Check the results of the individual task and the collective task. •Describe the managerial structure and responsibilities at your host company. Suggest measures, which will increase the personal involvement of staff. Organise and conclude an internal brainstorming event with minimum 10 participants. Focus on a problematic area. Your role	•Comment on the results obtained and decide on corrective and improvement actions. •Suggest the reward scheme in your company including the main indicators to praise initiatives of others. •Organise and conclude an internal brainstorming event with minimum 10 participants. Focus on a problematic area, your role is to lead the discussion and to get to some kind of a conclusion. Analyse the results, and make a

					is to lead the discussion and get to some kind of a conclusion.	proposal to the management on how to implement one of the ideas.
	Planning and management	Proposed activities	•Write down your progress in a given task. •Plan the timing of a task shared with the host company through a time schedule of activities. •Set up your personal goals. Identify the steps to achieve your personal goals within next five years. •Analyse the current business plan of your host company. Try to spot some strong and weak elements of it.	•Create a business plan and set milestones. •Monitor the implementation of the time schedule. •Set up your long-, medium- and short-term personal and professional goals. Define priorities and action plans. •Form a team to analyse the current business plan of your host company. Try together to spot the top 3 risk factors in it.	•Write down your short term and long term goals for your future career. •Evaluate the elements of distortion with respect to the forecasts. •Based on research analyse the different methods for performance and impact monitoring. List the most appropriate methods for your current job at host company. •Lead the analysis of the current business plan of your host company. Try together to spot the top 3 risk factors in it. Make plans to handle those risks.	•Identify challenges connected to your business model and adjust it accordingly. •Reschedule, if necessary, the chronological porgramme, even choosing activities more relevant to the task. •Develop the performance indicators of the team you are involved in host organisation, needed to monitor progress towards a successful outcome in changing circumstances. •Lead the analysis of the current business plan of your host company. Try together to spot the top 3 risk factors and 3 opportunities in it. Make plans to handle those risks and set course of action to seize opportunities.
	Coping with uncer-tainty, ambiguity and risk	Proposed activities	•List risks connected to your business plan. •Perform a task assuming personal responsibility for implementation. •Identify five risks connected to your current job and/or current study.	•Make an assessment of identified risks. •Reshape the task in case of exogeneous changes. •Analyse and weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect your preferences. •Form a team and make short interview	•Make corrections to the business plan according to the results of the risk analysis. •Measure the achievement of goals. •Based on research describe risks and their assessment. List the main risks connected to your	•Plan actions to reduce the identified risks. •Assume a new task by drawing up different time schedules according to your scenario analysis. •Based on research, set up

			Make short interview with min 10 colleagues within your host company. Try to identify what they consider as top 3 risks of the company. Make a list of those, try to prioritise them.	with min 10 colleagues within your host company. Try to identify what they consider as top 3 risks of the company. Make a list of those, try to classify them as High/Medium/Moderate/Low risk.	current job at host company, asses and prioritise them. •Form a team and make short interview with min 10 colleagues within your host company. Try to identify what they consider as top 3 risks of the company. Make a list of those, try to classify them as High/Medium/Moderate/Low risk . Propose counter action to avoid those risks.	appropriate strategies for collecting and monitoring data, which help host company take decisions based on sound evidence. •Lead a team and make short interview with min 10 colleagues within your host company. Try to identify what they consider as top 3 risks of the company. Make a list of those, try to classify them as High/Medium/Moderate/Low risk Propose counter action to avoid those risks and monitor activities too.
	Working with others	P**roposed activities**	•Establish new contacts with clients, through the use of social media. •Get yourself entrusted with group work. •Describe your current team at host institution or your study group. Indicate the benefits which each person brings to team. •Make a list of your colleagues. Try to collect min 3 skills for each of them. •Reorder the list according to your preferred order for working with them in a team.	•Create a team and work together in a new project. •Define a heterogeneous group in terms of social inclusion. •Based on your personal contacts set up the diverse team to perform your current duties at your host company. Describe diversity as a possible source of ideas and opportunities. •Make a list of your colleagues. Try to collect min 3 skills for each of them. Choose 5 of them based on your preference, and form a team to solve any small problem.	•Assign roles in the team according to individual skills. •Bring out and identify the abilities of individuals through the attribution of responsibility. •Based on research, describe techniques how to deal with non-assertive behaviour (for example, destructive attitudes, aggressive behaviour and so on). •Organise a skill sharing inhouse event. Try to get most of the colleagues who will attend. •Use gamification methods to engage them. Compile a list after the event with the top 3 skills of each colleague,	•Design a social marketing campaign to engage clients. •Discuss the results and verify the satisfaction of the group. •Design effective processes to build networks of different or new stake-holders and keep them engaged at your host company. •Organise an inhouse event, where colleagues can share success stories with each other. •Moderate the meeting, so that everyone can share, and all can interact too.

						and try to propose some matching team variations for future reference.	•Produce a follow up report for all with a summary of lessons learnt from the event.
	Learn-ing through experience	Proposed activities	•Reflect on your experience in the internship and write down what you have learned. •Comment on personal experience highlighting strength and / or critical issues that have emerged. •Organise the small group session with friends, schoolmates or colleagues about personal failures and lessons learnt from these failures. Try to find 3 hackathons on the internet. Collect the challenge they attacked, and the results of the teams for the challenges.	•Do a self evaluation and compare the results with the goals you set at the beginning. •Share the experience and compare it with similar peer experiences. •Identify five opportunities to improve your strengths and reduce or compensate for your weaknesses. What you have to do in order to use them? •Form a team and find a pressing challenge within your host company. •Research for potential methods, how to attack such challenges best (hackathons, pitch competitions, ideation events, meetups, bootcamps, brainstormings etc.).	•Make a list of future education programmes that you would like to take. •Identify causes of failures and possibilities for improvement. •Think about your future desirable job. Describe the requirement for this job. Prepare your personal development strategy and career progress. Search for lifelong learning courses and/or other professional courses which will help you. Identify suitable MOOC . •Organise an inhouse ideation event, where colleagues receive one common challenge to solve. Help with forming teams, methodology and oversee the whole event.	•Implement corrective elements in a similar or more complex task. •Based on research, identify the most appropriate scheme for feedback collection and learn lessons from achievements and failures at host institution. Promote the idea among your colleagues. •Organise an inhouse ideation event, where colleagues receive one common challenge to solve. •Help with forming teams, methodology and oversee the whole event. Analyse the outcomes of the event, and try to propose action to include this process in the daily life of your host company.