MENTORS' GUIDE FOR THE IMPLEMENTATION OF THE ENTERMODE INTERNSHIP MODEL

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List of Abbreviations

CoP	Community of Practice
EntreComp	Entrepreneurship Competence Framework
EPIC	Entrepreneurial Potential and Innovation Competences tool
HEI	Higher Education Institution
HR	Human Resources
LMS	Learning Management System
MoU	Memorandum of Understanding
WBL	Work Based Learning

Introduction to mentors' guide

The mentor's guide is the main tool for the implementation of the EnterMode model[1], during the EnterMode internships, since it offers practical guidelines and tools. For this reason, this guide should be viewed in conjunction with the EnterMode internship model.

The EnterMode internship models' aim is to promote the acquisition of entrepreneurial skills and competences by students in higher education during their internships. It is constituted of several phases, which combine different elements that lead to the development of the entrepreneurial skills. For each phase, the mentors' guide offers a set of step by step instructions and suggestions to enhance the internship programme and implement the EnterMode model.

The guide is addressed to the different actors that take part in the EnterMode internships, namely HEI administration officers, HEI academic tutors and company mentors. The steps, tips and examples described in this guide will help each actor design, implement and evaluate internships for higher education students.

The guide is structured in 8 parts:

- Overview of the EnterMode model, which gives a brief description of the model
- Set up of the EnterMode internship model, which includes information about the issuing of the EnterMode call for students and companies, the preselection phase and the signing of the Memorandum of Understanding between companies and HEIs.
- Before the internship, which describes the steps to be taken before the actual start of the internship, the matching between students and companies, the set-up of the internship plan and the signing of the learning agreement.
- During the internship, which describes the processes during the three phases of the challenge-based learning, the implementation of the serious game and the incubation services provided by companies.
- After the internship, which describes steps for the final assessment of the internships.
- Community of Practice, which gives an overview of the community, its functionalities and the responsibilities of facilitators and members
- Examples of internship plan, which provides two examples of how the internship plan can be filled in
- Sharing experiences, which provides a template for the documentation of good practices which will be collected during the pilot application of the EnterMode model.

The guide also contains seven ANNEXES. The first ANNEX presents the template for the Memorandum of Understanding, which will be signed between companies and HEIs. The second ANNEX presents the template of the internship plan, which has to be filled in at the beginning of the internship, the third ANNEX gives a self-assessment questionnaire, which can be used by mentors to assess their incubation progress, 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, the fifth ANNEX gives a template for

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[1] https://entermode.eu/outputs/

the logbook that should be kept weekly by students and reviewed by mentors, the sixth ANNEX gives a template for the final report prepared by the company mentors and the seventh ANNEX provides the self-assessment questionnaire, which the student is expected to complete at the beginning and at the end of the internship.

1. The EnterMode Internship model – overview

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 companies.

The EnterMode model is constituted by several elements and divided in different phases. During the preparation phase, the HEIs issue specific calls for students and companies, set the selection criteria and facilitate the matching between students and companies. Furthermore, HEIs are responsible for signing the Memorandum of Understanding and the learning agreement with the companies and the students.

During the internship, the challenge-based learning methodology is applied, which is divided into three phases. The engagement phase, where the student together with the company define the challenge and set up the internship plan. The investigation phase, where the students starts to work on the defined challenge and sets the action plan. The into action phase, where the student implements the action plan. The company mentor plays an active role throughout the different phases of the internship. He/she helps the student by offering opportunities for observation and job shadowing, by providing the necessary resources that will help the student complete the challenge and by providing mentoring and guidance.

The implementation of the EnterMode internship is supported by two more elements. The serious game, which the student is encouraged to complete and which acts as a supporting element for the acquisition of entrepreneurial skills, and the Community of Practice, where the HEI tutors and company mentors can find support, relative resources and materials and can also discuss about the progress of the internships with their fellow peers.

After the EnterMode internship is concluded, the assessment phase is implemented, where the student is asked to fill in a self-assessment questionnaire and a debrief of the whole internship is organized by the company mentors and HEI tutors.

Figure 1: EnterMode Internship model

Challenge – based learning		
Engangement phase	**Investigation phase**	**Into Action phase**
•The student takes an active role in contacting the company, ask for internship and define the challenge	•The student starts working on the defined challenge: (s)he finds required resources, defines action plan	•The student implements the action plan
Students play the EnterMode serious game		
•The company defines the challenge and supports the student to develop the internship plan	•The company provides opportunities for observation, job shadowing, support and mentoring	•The company provides mentoring, coaching, resources, time and networking opportunities, monitoring and assessment
Company mentors and HEI tutors participate in EnterMode Community of Practice		
•The HEI supports the matching between studnet and company and confirms the action plan		•The HEI manages the final assessment
Ideas and opportunities	Resources	Into action
EnterComp competences		

Source: own elaboration

The model requires the cooperation between Higher Education Institutes and Companies and the involvement of different persons, in different roles, as presented in the model. In the present guide we present the methodology for the implementation of EnterMode model with concrete steps and practical advice for all involved parties. For reasons of clarity, in each step we mention the persons who are involved. Nevertheless, we recommend that you read the whole guide to have an overall overview of the methodology, before focusing on your specific activities.

2. Set up of EnterMode internship programme

The application of the EnterMode model should be on a voluntary basis, for all involved parties. The companies that will host the interns will be selected, following an open call and they need to fulfil specific selection criteria. The call for companies will end to a list of companies that are willing to apply the proposed EnterMode methodology, in order to cultivate entrepreneurial competences to their interns.

A parallel application process should be organised for the students that will participate in EnterMode. The students will be selected, based on a call for students and specific selection criteria.

The whole set up and preparation for the organisation of the internships will be managed by the Higher Education Institutes, as described in this chapter.

Figure 2: Set up of EnterMode internships programme
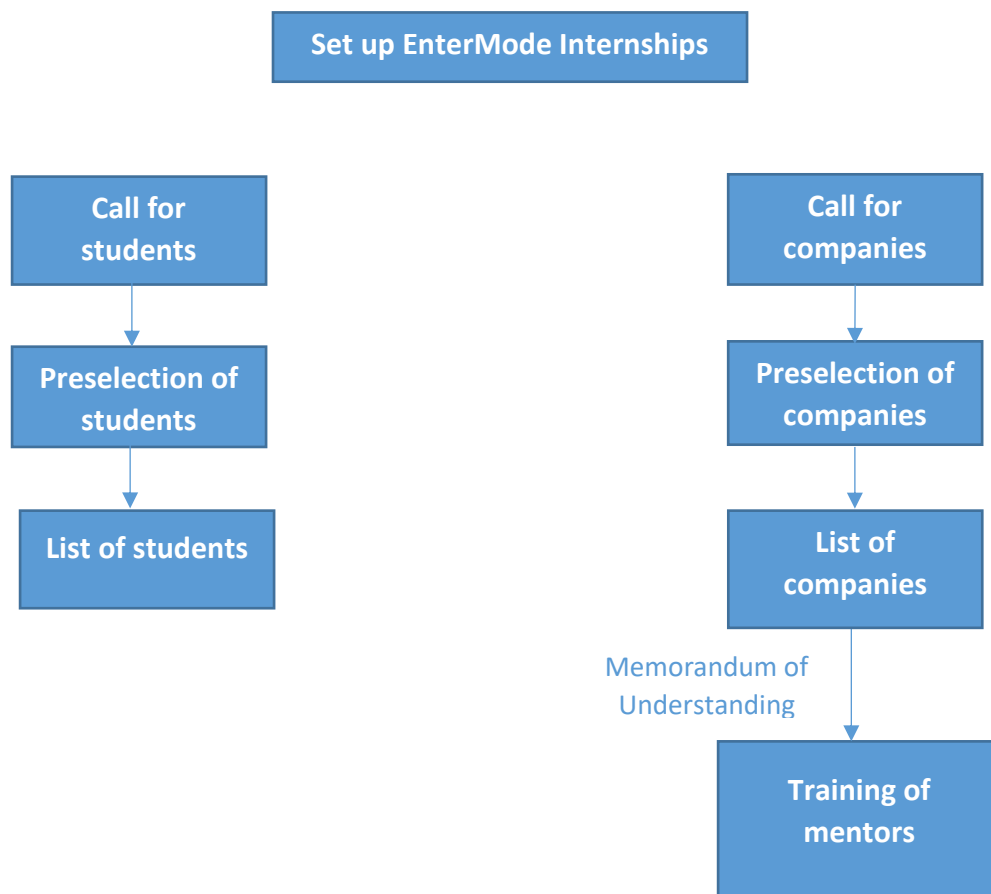
Source: own elaboration

2.1 Creation of a list of interested companies

Firstly, the Higher Education Institution (HEI) responsible for organising the internships has to issue a call for companies. The call for companies is usually issued by the HEI administration office, which is responsible for internships.

The call for companies should mention 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 in applying the model. The selection criteria for the companies will also be defined by each HEI academic tutor in collaboration with the administration office and according to their regular selection criteria.

The outcome of this call and selection process will be a list of companies willing to apply the EnterMode model and host interns. Next step is the signing of a Memorandum of Understanding (MoU), between the HEI and the company. The MoU is a document that provides the framework of cooperation between the two parties, i.e. HEI and company. The HEI will decide on the content and the specific details of the MoU, such as duration of MoU, scope, objectives, etc. An example of an MoU is available as Annex I: Memorandum of Understanding.

2.2 Call for the students

The call for students for their participation in EnterMode must be differentiated from the regular call for internships 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 call for students, the form as well as the specific criteria according to which students are going to be selected, will be defined by each HEI academic tutor in collaboration with the administration office and according to their regular selection criteria.

2.3 Training of the company mentors

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

The training of mentors is part of the set-up of the EnterMode internship programme but should be organised after the matching between the students and companies. If a company mentor has participated in previous trainings, there is no need to attend the training again.

An indicative programmed for the training of company mentors is presented in table 1. The HEI can adapt the training programme, according to the different needs, i.e. number of the mentors participating, level of preparedness, etc

Table 1: Indicative agenda for a short training of company mentors for EnterMode

Topic	Indicative time
Welcome – presentation of participants	
Presentation of the Internship Model and the Mentor's guide to Companies	30'
Discussion - The Companies' view on the Model	60'
Challenge based learning	20'
Workshop: Setting up challenges	60'
Using the EnterMode CoP for guidance and support	30'
Integrating the Online serious game	20'
Closure	10'

Source: own elaboration

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 expected to raise the students' motivation. More information about how the serious game is going to be implemented, can be found in following chapters of this guide.

HEIs can use the following check list to assist them in the preparation phase:

Table 2: Preparation phase – checklist for HEIs

Process	Check
Call of interest for companies	☐

Selection criteria for companies	☐
List of companies	☐
Call for interest for students	☐
Selection criteria for students	☐
List of students	☐
MoU signed with …………. (company 1)	☐
MoU signed with ……….. (company 2)	☐
Training of company mentors	☐

Source: own elaboration

3. Before the internship

After the matching phase, the students have been assigned to specific companies and now it is time to start planning the individual internships. The preparation of the internship involves the development of the internship plan and the signing of the Learning Agreement. During the preparation phase of the internship, the company mentor needs to promote independent work and entrepreneurial behaviour. While having focus on development of entrepreneurial competences, targets, objectives and challenges need to be defined in this phase prior to the internship, together with the student. Therefore, in this step, the company and the student have a more active involvement, as they need to engage in preparing the Internship Plan.

Figure 3: Preparation of the internship

Preparation of Internship	
Matchmaking between students and companies	
Internship Plan	Student and company prepare the internship plan. Feedback and approval from Academic tutor
Learning Agreement	Signed by student, HEI representative, company representative
Start of the internship	
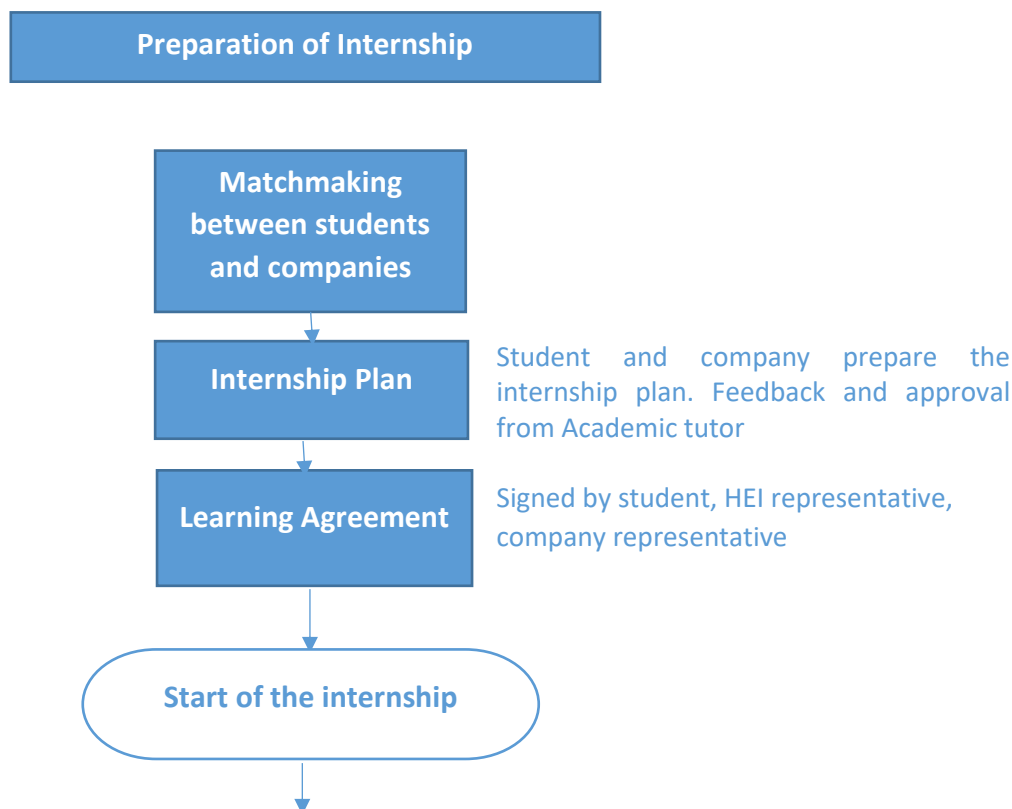
Source: own elaboration

3.1 Matching students with companies

After the final selection of students who will be involved and companies that will host the internships, the HEI administration office will administrate the matching between them, following a procedure

similar to the one for all internships. At this phase, the students may have a first contact with the companies, before they conclude to an agreement.

The company may organise an in-depth interview prior to the internship, to introduce the 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.

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 for the mentor, 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.

3.2 Forming 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 with by the student. The learning outcomes and activities are going to be defined and described following the template given in Annex II: Internship Plan Template, 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.

Taking the above into account, the steps that should be followed by company mentors and students for the development of the internship plan are:

- Self-assessment of entrepreneurial skills by students
- Define challenge, connect challenge with a storyline,
- Define resources to be given to the student,
- Select competences which will be developed during the internship and define the learning outcomes,
- Fill in and finalise the Internship plan.

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

3.2.1 Self assessment by students

There are some 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. For reasons of convenience and for measuring the impact of the internship on student's competences, we have adapted the EPIC tool, in an easy to use excel tool (ANNEX VII: Self-Assessment tool for students) that captures the students entrepreneurial competences before and after the internship and thus serves as a comparison tool. Before the start of the internship, students should rate their competences by using the left column, while thinking about some practical experiences they have had. After the internships, students should use the same file and complete the right column.

3.2.2 Definition of the challenge

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 or 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.

To design challenge-based learning, information about the student's background, knowledge, previous experience etc. is required. For this reason, it is important to involve 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 design specific actions, which will enhance student's entrepreneurial skills to the right level. Having all this information, will also 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 each company and what it expects from the student. 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.

Table 3: Example of a challenge

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.

3.2.3 Resources

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.

Table 3: Example of writing resources

Resources and support to student			
Office space and equipment		**Support**	
Office space	☒	Access to company information	☐
Computer	☒	Participation in team meetings	☐
Stationery	☒	Mentoring	☒
Network opportunities	☒	Training	☒
Telephone	☐		
Access to office equipment	☐		
Other (Please specify)		Other (Please specify)	publications, past proposals, new call for proposals, Budget

			examples and templates, financial tables, Presentation of basic rules of risk assessment methods

3.2.4 Definition of competences and learning outcomes according EnterComp

After the formulation of the challenge, in which the students will work, the competences which we want to develop should also be defined. The key to do so, is involving the student. EnterMode uses the EntreComp framework for the formulation of competences and learning outcomes.

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

The EntreComp framework gives examples how to write learning outcomes in specific areas of entrepreneurship and different progression levels. In pages 25 to 35 of the EntreComp framework[2], you can see the learning outcomes categorised into the progress levels.

Table 4: Example of defining learning outcomes

Competence area	Competence	Level	Learning outcome
Ideas and opportunities	Creativity	Foundation	The intern will be able to develop ideas that solve problems that are relevant to him/her and his/her surroundings

One thing to keep 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 self-assessment has to be implemented, in order to assess prior knowledge and identify areas that

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

need improvement. By assessing a student's skills before the start of his/her internship, will help with the organisation of the internship plan and will also provide a baseline to assess his/her progress.

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.

3.2.5 Finalisation of the internship plan

The last step for the finalisation of the internship plan is the development of an action plan for the student. An action plan consists of a set of specific and time bound action points, necessary for the accomplishment of the challenge and at the same time connected with the entrepreneurial competences that the student needs to develop. Therefore, each action point is directly connected to a chosen competence. For each learning outcome chosen, an activity or action has to be defined, which will lead to the successful development of the competence chosen.

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

Table 5: Example of designing an action plan

Action	Related competence	Time
Interns will develop a list of innovative ideas that can be developed into Erasmus+ proposals	Creativity	Week 1
The intern will draw up a budget and justify its expenses	Financial and economic literacy	Week 3
The intern will identify potential risks of their idea and will write ways of avoiding them	Coping with uncertainty, ambiguity and risk	Week 2

3.3 Learning Agreement

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 internship 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.

3.4 Skills used by Interns and mentors before the internship

Below you find an overview of important skills which will be used in this phase 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 Challenge Based Learning.

Table 6: Skills before the internship

| Preparation activities	
Intern	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
Mentor	(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

Source: own elaboration

4. During the internship

In the EntreMode internship, the challenge is defined by the company mentor, in collaboration with the student, and it is included in the learning agreement.

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

The engagement phase of the challenge-based learning methodology starts in the phase before the internship, while the student needs to activate to find a suitable company for the EnterMode internship and continues, during the internship.

Figure 4: During the internship
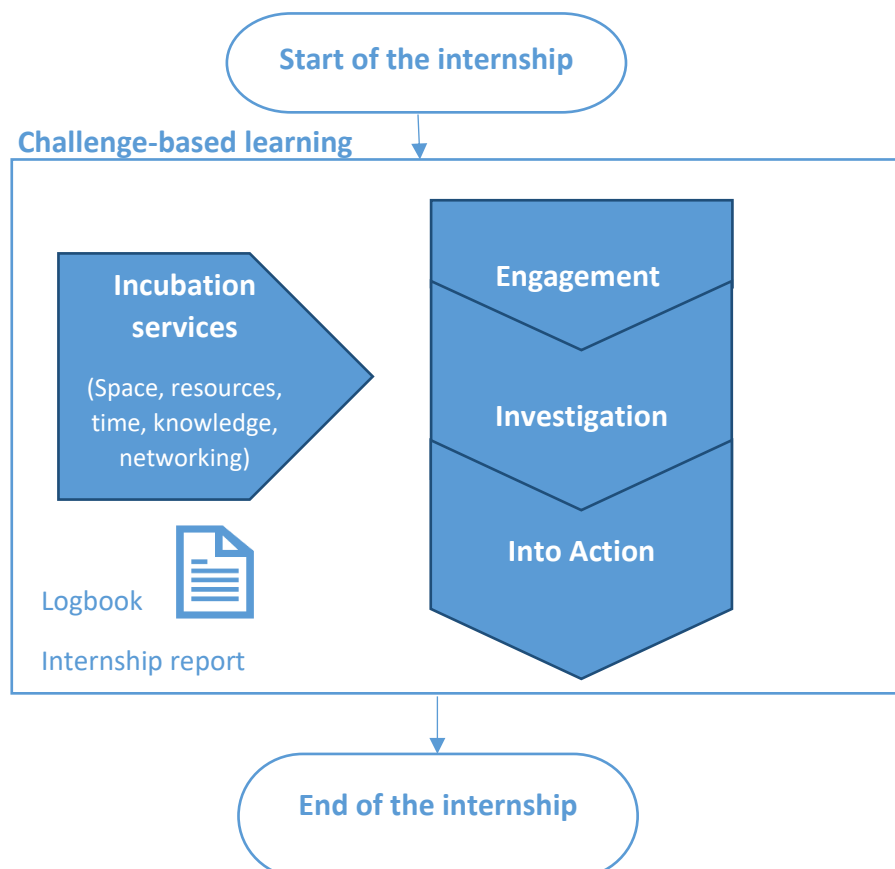
Source: own elaboration

Other important elements of the EnterMode model that are interlinked with the challenge-based learning are: (1) the incubation services that the company provides to students and (2) the serious game that supports the achievement of selected competences. Please be aware that the activities described below are not all applicable in every internship. Size, company structure and policy will influence the usage of the different tools proposed in EnterMode methodology followed during the internship. All the activities are examples of how to implement challenge-based learning and incubation in the internship programme, which need to be adapted by each company.

4.1 Phases of challenge-based learning

Phase 1: Engagement/preparation phase

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

Phase 2: Investigation

The second stage of the challenge-based learning is the investigation stage. The student with the support of the mentor will investigate the given challenge and try to find solutions and plan the work. During the investigation phase students should have access to information i.e. bibliography, literature or company information and support from their mentors. They may also need to go through previous projects of the company to identify patterns and see some examples of work. During this phase, the students will elaborate a detailed plan to accomplish the give challenge that is based on the action plan written in their internship plan.

A Gantt chart should also be prepared, with specific deadlines for the completion of the activities during the internship. The Gantt chart prepared at this phase, should 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.

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 intern will need to identify which extra resources he/she will need in order to complete the tasks and how he/she 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 action plan of the student can be further updated during the internship.

Phase 3: Into action

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 to 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.

4.2 Support from the company and the mentor

The main support services provided to students through what we call 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.

4.2.1 All round experience

In order to provide the best experience for the intern, the mentor needs to make sure that the students gets a tour in 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 the company wants 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 result in a wider network, which will positively influence both interns and companies' opportunities.

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 arise. 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.

Tips for the mentor:
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

4.2.2 Intervision

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 skills development, regular intervision sessions must be scheduled. At least once a week on a set time and day, all interns (who attend 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. Also, success stories need to be shared in order to inspire and be inspired, as an energizer for the next week.

> Tips for the mentor:
> Some example questions which can be asked during intervision 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?

4.2.3 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 and functional activities. Include the intern in internal meetings, let him/her prepare internal trainings to educate current employees and other interns, let him/her 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.

Tips for the mentor:

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.

4.2.4 Resources

Mentors could decide to provide additional resources to the students, which will help them with the completion of the activities. Further resources can include extra time for the completion of tasks, access to information, access to company equipment, mentoring from a specific employee, training etc. During the internship, the student should develop the competence to identify the resources needed for the completion of an activity and ask for them, therefore this process reinforces student's competences.

4.3 Monitoring of the internship

Monitoring is especially important at this phase. Mentors should monitor the progression of the students according to the internship plan. 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 to them. Intervision meetings can act as "check points" and opportunity for feedback.

Students will 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 student and will be used to draft the internship report at the end of the internships by the mentors. The template of the logbook, will be given at the start of the internship by the sending HEI, according to national regulations and guidelines. A template for the student logbook can be found in ANNEX V: Logbook.

4.4 Serious Game Integration

An additional important part of this phase is the integration of the EnterMode serious game during the internship, which will act as a complementary mean for developing student's entrepreneurial skills.

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 competences 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 images (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 competences. 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 competences have been measured (by completing the self-assessment tool, during the preparation phase), but his/her final challenged has not been completed yet.

4.4.1 The framework of the EnterMode 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 will 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 new points. The game will also include a leader board, 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 there 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 each minigame, 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 player has learned, but there will also be questions that can be answered only if the player remembers what the mentors have

said to him/her. 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.

4.5 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 Challenge Based Learning.

Table 7: Skills during the internship

Investigation activities	
Intern	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
Mentor	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	
Intern	(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	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

Source: own elaboration

In ANNEX III: Self-assessment questionnaire for the mentor, 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 they offer to the students.

5. After the internship

Figure 5: After the internship
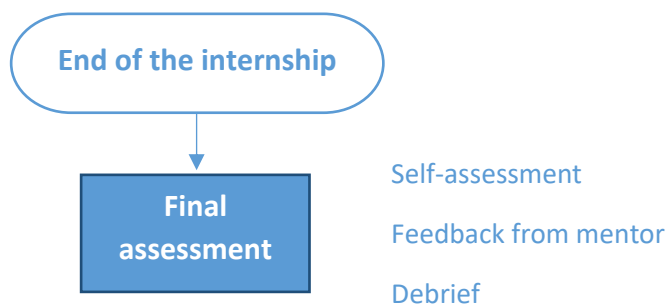
Source: own elaboration

5.1 Final assessment

After the finalisation of the internship, the follow up phase includes the final assessment of the student, using three different tools.

The final assessment will consist of a self-assessment by the student, a final report by the company mentor and an assessment by the academic tutor.

Self-assessment

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 (ANNEX VII: Self-Assessment tool for students based on EPIC tool), so that they can see how the internship developed their entrepreneurial skills and to what extent. At this second self-assessment exercise, students should fill in the right column.

Final report by the company mentor

During the whole internship, a student logbook will be kept, which will be used for the monitoring of the process. The logbook will be completed by the students and will be reviewed by the mentors. It will entail information about weekly activities done, progression of knowledge, extra support given to the student and corrective measures that need to be applied. The logbook will we used for the final report of the internship, which will be delivered at the end, by the company mentor. A template for the final report can be found in ANNEX VI: Final report by company mentor.

Final assessment

The final assessment by the HEI academic tutor will take place, based on the input received (results of self-assessment, logbook, final report) and usual practices of the HEI. The academic tutor will assess the learning outcomes achieved, the whole implementation of the internship, the knowledge acquired, etc and provide a final assessment or grade. The tutor can also assess the results through an interview with the student.

6. EnterMode Community of Practice

The EnterMode Community of Practice (CoP) enables dialogue and exchange between Higher Education, companies and students that are involved in entrepreneurial education in general and in the application of EnterMode internship model . More specifically the EnterMode CoP aims at fostering mutual learning among different actors, with a view to develop the capacities needed to build entrepreneurial skills and competences in students. During the EnterMode internships, all actors involved in the EnterMode model are encouraged to join and participate in the 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,
5. To involve students in the Community of Practice that will bring their own point of view.
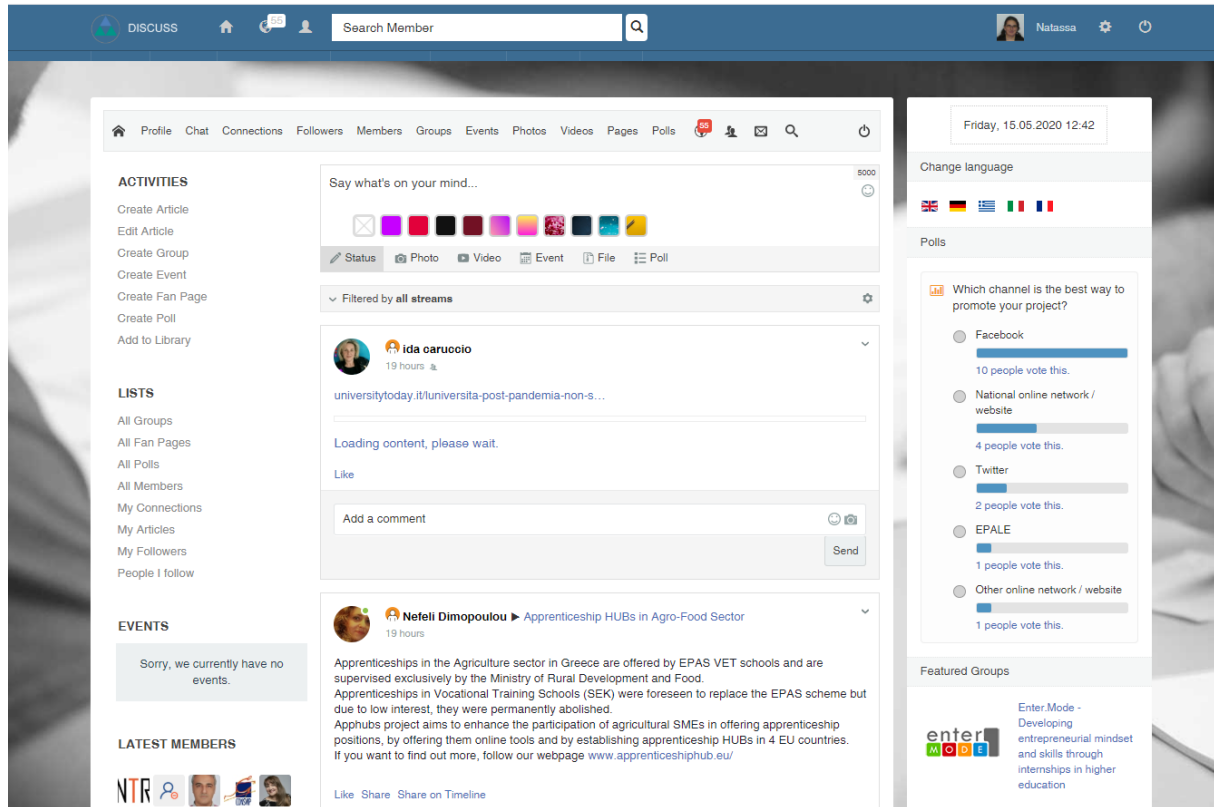
6.1 Registration to EnterMode Community of Practice

In order to become a member of the EnterMode CoP, one 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, can 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 to EnterMode CoP can be found on the right side of the landing page of DISCUSS Community.

Figure 6: Discuss platform – Link to EnterMode CoP

6.2 Roles in EnterMode Community of Practice

Moderators and facilitators, who are members of the project consortium, monitor the community progress and 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.

In the table below, we present the expected activities from moderators and facilitators, towards the operation and success of EnterMode CoP.

Table 8: Expected activities from moderators and facilitators in CoP

Activities	Key issue	Means
Stage 1. Getting started - Building knowledge assets		
Invite members Identify member needs / expectations	What does the community bring the members? (see table of values)	Questions Poll
Identify core members and build relationships	What can they bring into the community?	Observation Poll
Invite outside view	Where do they come in?	Networking
Getting familiar with knowledge objects	How to use knowledge objects?	Practice
Create content	Relevance of content What? When? How often?	Create
Organize events (Planning) See our ideas for events	Relevance of topic What? When? How often?	Organize
Stage 2: Activate members - Knowledge sharing		
Stimulate discussion and reflection Request specific information	What do you think? What is your experience? Where to get more information?	Initiate a discussion Simple reaction Posting link to external content Comment on others' posts Telling a story
Support learning	What works and why? What difficulties did you face? What were the most crucial success factors? Can the solution found be transferred?	Targeted question Poll

Create value for members (see table of values)	What would you like to see from the group, and why? Why did you join the community?	Question Poll
Initiate events	What events would you like to see?	Question Poll
Health checks	What is the reason for low participation? Why do discussions drop?	Explore and report indications back to facilitators and moderators
Expand community		Ask core members to identify and invite new members
Stage 3: Foster productivity and organize results - Knowledge Management		
Curate knowledge objects shared Curate good practice found	Organise the content, make easier to members to find relevant content	Comment on others' posts and contributions Initiate discussions
Stage 4: Capitalize on knowledge gained - Knowledge Transfer		
Stimulate feedback from organizers of internships Stimulate feedback from students	Recommendations What should we keep? What should we skip? What should we add?	Initiate discussions
Feeding findings from internship pilots into community Publish success stories	Get feedback from community Revise good practice	Initiate discussions

Source: own elaboration

New members are expected to participate actively in the CoP and contribute with resources, posts, discussions with other members or simply with comments and likes to other members posts. As they become familiar, they are expected to invite other members, initiate discussions and contribute more actively to the community.

In the table below, we present the different stages of engagement of members in the EnterMode CoP.

Table 9: Engagement stages in CoP

Activities
Getting familiar
Navigate through DISCUSS platform
Navigate through EnterMode CoP
Browse discussions and resources
React /comment to other members posts/ contributions
Participate in polls
Contribute
Post a contribution
Participate in discussions
Upload resources, relevant articles, photos, videos E.g. promoting WBL and internships, cooperation between HE and companies, entrepreneurial learning, gamification, EntreComp, assessment of entrepreneurial competences, incubation etc
Initiate discussions
Create an event
Create a poll
Create original content
Stories of successful internships (articles or videos) (Description of context, duration type of company, tasks, challenges, entrepreneurial learning outcomes, game elements, positive and negative results, impact)
Testimonials by students, companies or HE tutors (Ask the following questions: What are the advantages of doing an EnterMode internship? What has been the most challenging issue of your internship? What entrepreneurial competences have you acquired? How the serious game supported the development of entrepreneurial competences? What advice would you give to other students?)
Invite new members
Invite persons from your organization e.g. colleagues, students
Invite persons from your network

Become a facilitator
See table 2

Table 10: Value created by the EnterMode community on individual and aggregate level

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

	the wider community of entrepreneurial education	
	Strong sense of professional identity	Emergence of unplanned capabilities
		Capacity to take advantage of newly emerging opportunities and initiate strategic collaboration
		Increased ability to foresee new developments in entrepreneurship education

Source: own elaboration

7. Example of internship plan according to the EnterMode model

ANNEX II: Internship Plan Template, 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

Involved Parties
Company: Smith and Co **Country: Greece** **Name of mentor: Adam Batler** **Contact Information: adam@test.gr, +302108899555** **Name of student: Helen Smith** **HEI of student: University of Greece**
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 and support to student

Office space and equipment	Support

Office space	☒	**Access to company information**	☐
Computer	☒	**Participation in team meetings**	☐
Stationery	☒	**Mentoring**	☒
Network opportunities	☒	**Training**	☒
Telephone	☐		
Access to office equipment	☐		
Other (Please specify)		**Other (Please specify)**	publications, past proposals, new call for proposals, Budget examples and templates, financial tables, Presentation of basic rules of risk assessment methods

Competences			
Competence area	**Competence**	**Level**	**Learning outcomes**
Ideas and opportunities	Creativity	Foundation	The intern will be able to develop ideas that solve problems relevant to her and her surroundings
Resources	Financial and economic literacy	Intermediate	The intern will draw up a budget for a value creating activity
Into action	Coping with uncertainty, ambiguity and risk	Advanced	The intern can compare value-creating activities based on a risk assessment

Action plan		
Action	**Related competence**	**Time**

The intern will develop a list of innovative ideas that can be developed into Erasmus+ proposals	Creativity	Week 1
The intern will draw up a budget and justify expenses previewed in it	Financial and economic literacy	Week 3
The intern will identify potential risks of her idea and will write ways of avoiding them	Coping with uncertainty, ambiguity and risk	Week 2

Example 2. Completed Internship plan template

Involved Parties
Company: Testing cubes

Country: Italy

Name of mentor: Amanda Ker

Contact Information: amanda@testing.com , +39894545456

Name of student: John Smith

HEI of student: University of Alambra

Challenge

The intern will design and implement a new social media campaign that will support the launching of our new product

Resources and support to student			
Office space and equipment		**Support**	
Office space	☒	**Access to company information**	☒
Computer	☒	**Participation in team meetings**	☐

Stationery	⊠	Mentoring	⊠
Network opportunities	⊠	Training	⊠
Telephone	⊠		
Access to office equipment	☐		
Other (Please specify)		Other (Please specify)	Access to past campaigns, advertisements of the company, Financial data on last campaigns, impact on certain populations, Presentation of basic rules of risk assessment methods

Competences

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

Action plan

Action	Related competence	Time
The intern will develop a list of mottos for the	Creativity	Week 1

social media campaign		
The intern will make a list of different financial options regarding the campaign, in each social media chosen to host the campaign	Financial and economic literacy	Week 3
The intern will compare different options (costs, audience, duration etc) regarding a campaign on a specific social media	Coping with uncertainty, ambiguity and risk	Week 4

8. Sharing experiences and recommendations

The success stories are meant to present experiences derived during the application of the model and highlight the benefits of participating in the EnterMode internship programme. These stories will enrich the guide and encourage more companies and students to follow the EnterMode internship programme. Each story is about one individual student.

The following table should be completed by company mentors along with the students who participated in the EnterMode pilots. Use the template below to write concise paragraphs that can tell the story of the internship. The information gathered from each successful story, will be presented in the final version of the guide as a narrative story.

Title of the successful story
Hint: The title can include the name of your company, the challenge of the student etc.   *E.g. Launching a Facebook campaign in IDEC*
<<Write here the title>>

Context

Please describe the involved parties and provide the required information. Context gives the reader a clearer understanding of the experience.
 Hint: You can use the following questions and structure your text in paragraphs, using subtitles
  - Did the mentor provide mentorship also for other interns (non EnterMode) at the same time?
  - Did the company prepare an internship plan before the start of an internship in the past?
  - Did the company set learning outcomes before the internship in the past?

Higher Education Institution	**Company**
Name: Department: Website:	Name: Website: E-mail: Sector: Years involved in internship programmes: Name of mentor? Total number of interns which have been trained in the company:

<<Write here a text >>

Description of EnterMode internship

Hint: You can use the questions below and structure your text in paragraphs, using subtitles

- *What was the objective of the internship?*
- *What was the challenge set?*
- *Did you set a daily schedule for the intern?*
- *Did you provide feedback to the students and how?*
- *How was the monitoring of the internship conducted?*

- *How did you communicate with the student?*
- *How did you provide support to the student? How often did you meet?*
- *What corrective actions did you apply?*
- *What did students learn during the internship?*

<<Write here a text >>

Resources offered to the student

Hint: You can use the information below and structure your text in paragraphs, using subtitles.

Office space: ☐

Computer: ☐

Network opportunities: ☐

Stationary: ☐

Telephone: ☐

Mentoring: ☐

Training: ☐

Access to company information: ☐

Participation in team meetings: ☐

Other: _____

<<Write here a text >>

Competences developed during the internship

Hint: You can use the information below and structure your text in paragraphs, using subtitles.

EntreComp competences:

Spotting opportunities ☐	Financial and economic literacy ☐
Creativity ☐	Mobilising others ☐
Vision ☐	Taking the initiative ☐
Valuing ideas ☐	Planning and management ☐
Ethical and sustainable thinking ☐	Coping with uncertainty, ambiguity and risk ☐
Self-awareness and self-efficacy ☐	Working with others ☐
Motivation and perseverance ☐	Learning through experience ☐
Mobilising resources ☐	

<<Write here a text >>

Lessons learned

Hint: You can use the questions below and structure your text in paragraphs, using subtitles

- *What was the impact of the internship on the student?*
- *What was the impact of the internship on the company?*

- *Did you encounter any barriers?*
- *Did you identify any negative aspects?*
- *Do you have any recommendations?*

<<Write here a text >>

Testimonials

Student:	**Company Mentor:**

Photos

Attach 1-2 photos for the story. E.g. the student's workplace, a photo of the company, a photo of the student and the mentor, a product the student developed etc.

If you attach photos of persons, make sure you have a written consent to use their photos for publication

<<Attach photos here >>

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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 (CoP)	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 of, performance of a job.
Career office	Career offices or career services, popular at universities, are services that help individuals make informed career choices. They may also maintain collections of reference books periodicals, newspapers, and employment newsletters and run services on occupational exploration, emerging occupations, and salaries, undergraduate and graduate schools, resume writing, interviewing, and more.
Distributed social learning	A theory of learning process and social behaviour which proposes that new behaviours can be acquired by observing and imitating others. Being distributed, it does not need face-to-face interactions; rather it makes distributed resources over a network.
EPIC	The Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool was designed to help educators to measure the effectiveness of their entrepreneurship courses. It can be used to assess the skill and competence development of participants in different entrepreneurship courses, modules, summer schools, bootcamps or training programmes.
GDPR:	General Data Protection Regulation (GDPR) is a regulation in EU law on data protection and privacy for all individual citizens of the European Union (EU) and the European Economic Area (EEA).
Hands-on learning	A hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn. Known also as "Learning by doing".
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 it 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 (HEI)	Higher Education Institute (HEI) is a term used in Europe to designate organisations providing higher, postsecondary, tertiary, and/or third-level education.
HEI Administrative officer	HEI office who administratively manages the internship.
HEI Academic tutor	An academic who is academically supervising the internship.
HR responsible	Responsible for Human Resources of the company.
Incubation	A combination of business development processes, infrastructure and people, designed to nurture and grow new and small businesses by supporting them through their early stages of development.
Intern	A student, who works in order to gain work experience or satisfy requirements for a qualification.
International Relations Office	University services responsible for developing and coordinating the international activities of the staff and students. This involves providing support and feedback to the University management on staff and student mobility.
Internship	A period of work experience offered by an organisation to a young worker for a limited period.
Internship office	University services responsible for developing, managing and implementing internship programs for their students.
Learning analytics	The measurement, collection, analysis and reporting of data about students and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.
Company Mentor	A more experienced or more knowledgeable person that helps and guides 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 modelling. 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.
Organisational learning	The process of creating, retaining, and transferring knowledge within an organisation.

Sending organisation	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 this model, it refers to entrepreneurial competences.
Student	Higher education student who, for the needs of this model, participates in an internship programme.
Receiving organisation	The organisation, company, responsible to host a student that will implement an internship.

ANNEX I Memorandum of Understanding

Annex 1 presents the template for MOU which should be adjusted upon the requirements of each involved parties (HEI and company).

LOGO OF BOTH PARTIES

MEMORANDUM OF UNDERSTANDING

between

NAME OF UNIVERSITY

City, Country

and

COMPANY NAME

City, Country

…………..COMPANY NAME..(hereafter the receiving organisation)

and

…………..UNIVERSITY NAME..(hereafter UNIVERSITY ACRONYM)

hereby establish a Memorandum of Understanding with regards to an Internship Program facilitating the receiving organisation acceptance of (UNIVERSITY ACRONYM) students as interns.

Part 1. Purpose

With a view to training high-level researcher and practitioners with the skills and knowledge necessary to solve today's global/regional/local challenges, (UNIVERSITY ACRONYM) has established and internship program with the receiving organisation that will further the individual student's education and develop the practical skills he or she will need for his/her future job. Special focus will be given to entrepreneurial learning and support the acquisition of related skills and competences, by the student that participate in the Internship Program.

Part 2. Period of Partnership

The period and itinerary of the internship to be engaged in by the student is to be agreed upon by all three parties (the receiving organisation, UNIVERSITY ACRONYM, the student) prior to the commencement of the internship.

Part 3. Content

The content of the Internship Program and the manner in which the student will be assigned is to be determined through consultation among all of three parties (the receiving organisation, UNIVERSITY ACRONYM, the student).

Part 4. Assigning the internship mentor

The student's internship mentor at the receiving organisation is to be determined by consultation between (UNIVERSITY ACRONYM) and the receiving organisation.

Part 5. Conditions of internship

The internship mentor undertakes to report back to (UNIVERSITY ACRONYM) on the student´s progress over the course of the Internship Program. The structure of the report will be provided by the (UNIVERSITY ACRONYM). The student's faculty mentor at (UNIVERSITY ACRONYM) is to monitor the student's progress in terms of how the Internship Program fulfils his/her training goals. To this end, the faculty mentor undertakes to contact student regularly in order to observe the student's progress and visit him/her personally, if possible.

Part 6. Evaluation

The intern must submit an internship report to both the receiving organisation mentor and (UNIVERSITY ACRONYM) faculty mentor at the end of his/her internship period. The internship mentor and (UNIVERSITY ACRONYM) faculty mentor are to submit evaluative reports to (UNIVERSITY ACRONYM) based both on the internship report.

Part 7. Expenses

The matter of costs for running the internship is to be determined by consultation between the receiving organisation and (UNIVERSITY ACRONYM).

Part 8. Accidents met during the period of internship

While the student is obliged to take out appropriate student insurance, receiving organisation and (UNIVERSITY ACRONYM) agree to work together to resolve any problems pertaining to accidents met by the student during the term of his/her internship.

Part 9. Travel expanses

Payment of travel costs to and from the receiving organisation is, a matter of discretion, to be determined through consultation among the three parties (the receiving organisation, UNIVERSITY ACRONYM, the student).

Part 10. Lodgings/accommodation during the internship period

The matter of leasing or loaning lodgings/accommodation to the student during the internship period is to be determined through consultation among the three parties (the receiving organisation, UNIVERSITY ACRONYM, the student).

Part 11. Remuneration during the internship period

The matter of remuneration paid to the student during the period of internship is to be agreed upon by the three parties (the receiving organisation, UNIVERSITY ACRONYM, the student).

Part 12. Code of conduct during the internship period and keeping confidentiality

The (COMPANY) will sign an Internship Agreement with the student in which the student declares that he/she undertakes to abide by any employment rules set out by the receiving organisation to facilitate the Internship program; agrees also to follow instructions and accept supervision throughout the internship period; agrees to keep strict confidentiality. On no ground is the student to disclose information obtained over the course of the Internship program which is deemed classified by the receiving organisation.

Part 13. Publication of results

The publication of research or other results gained by the student over the period of his/her research or other work is to take place only after consultation with (UNIVERSITY ACRONYM) and the receiving organisation.

Part 14. Period of validity of the Memorandum of Understanding

The Memorandum of Understanding is valid for five years, effective from the date that its signing is concluded by responsible persons of (UNIVERSITY ACRONYM) and the receiving organisation.

Part 15. Termination/renewal of the Memorandum of Understanding

A period of six months' notice is required in the case when either party (UNIVERSITY ACRONYM) or the receiving organisation wishes to terminate the agreement established in this Memorandum of Understanding. Any such wish must be expressed in writing. Any decision to renew the agreement must again be agreed upon by both parties, with both parties expressing their desire to continue at least six months prior to the expiration of the period covered by the current Memorandum of Understanding.

Part 16. Others

Additions or amendment to the provision fixed by this Memorandum of Understanding are possible at any time, subject to consultation and agreement between both parties.

Two copies of this Memorandum of Understanding are to be prepared, each to be signed by the two parties (UNIVERSITY ACRONYM) and receiving organisation. One copy is to be retained by each party.

For the NAME OF THE UNIVERSITY

For the NAME OF THE COMPANY

_____

NAME

POSITION

Date:

_____

_____

NAME

POSITION

Date:

_____

ANNEX II – Internship Plan Template

EnterMode Internship Plan

Involved Parties
Company:
Country:
Name of mentor:
Contact Information
Name of student:
HEI of student:

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 and support to student			
Office space and equipment		**Support**	
Office space	☐	**Access to company information**	☐
Computer	☐	**Participation in team meetings**	☐
Stationery	☐	**Mentoring**	☐
Network opportunities	☐	**Training**	☐
Telephone	☐		
Access to office equipment	☐		
Other (Please specify)		**Other (Please specify)**	

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**	**Level**	**Learning outcomes**
(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**	**Time**
(add rows accordingly)		

ANNEX III Self-assessment questionnaire for the mentor

This is a self-assessment questionnaire, which can help you monitor the incubation progress you offer 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 to 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 to try new ideas - e.g. preparation of internal training	□	□	□	□
Provide enough space to ask questions	□	□	□	□
Development of entrepreneurial skills	□	□	□	□

ANNEX IV. Examples of activities

Area	Competence	Thread	Foundation		Intermediate		Advanced		Expert	
		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
			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 field 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, from public internet articles, that you believe are relevant in the field of activities of your host company and show them 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, think outside the box and identify at least one opportunity for your host company which it has 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 them 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 benefits groups and long term feasible outcomes and initiate individual action.	

Creativity	*Proposed activities*	•Find examples to differentiate your product from competitors. •Submit a personal 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 the last two years. Explain why you consider them as innovative. •Look ideas strictly applying design thinking methodology.	•Explain the innovation of your product, is the process innovative or the product? •Analyse the answers and share the 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.	•Find ways of testing the new product's attractiveness to end users. •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 findings. •Form a team of diverse skill team members and aim to reach an alternative for a commonly accepted idea.	•Develop 3 marketing strategies for the new product •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, to reach for a feasible and sustainable idea.
Vision	Proposed **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 enhancing 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 the company in three and five years. •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.	•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.

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					•Analyse the future opportunities of your company and try to upgrade its current vision towards its new goals.	•Set new goals to your current host company and develop its new vision accordingly.
Valuing ideas	P**roposed 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 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 ways you can use to protect the values. Which way suits mostly your host company needs? •Join 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 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 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	P**roposed activities**	•Write down activities that the company can undertake to be more environmentally 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	•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 (environment, social media, governance) 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	•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	•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

			host company has any effect on them.	together whether your host company has any effect on them.	challenges. Do a small internet research, try to position your company against its competitors.	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**	P**roposed 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 competences are the less developed? What measures you can introduce to overcome this? •Start a team session: every team member should choose three strengths and weaknesses related to skills. Draw a human body together with its different organs representing each of those skills.	•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 a session, which will help reveal your team strength and opportunities. Implement the session and write down the main strengths 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 to each team member on 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 face them? •Set yourself a 30-day goal. Make notes every day what you did to achieve it.	•Analyse the causes that led to an increase / decrease in your 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 the host company to stay motivated. How will you 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 both actions and barriers every day on your way towards achieving your goal. Monitor the development of your group and motivate them to come over difficulties. Lead the movement by setting good example.
	Mobilising resources	**Proposed 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	•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 daytime 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 a 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.

			human resources you need to 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 on 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 that of 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 that of 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.	•Create a Facebook post regarding the company's products. •Ask questions to participants in a meeting, to verify effective communication.	•Create a Facebook campaign and event to promote the company's products. •Ask for collaboration to carry out the task.	•Create an internal Facebook group with other employees to support your project. •Measure the results in terms of participation and understanding of the objectives of the meeting.

			•Select a current problem which has to be solved by your team/group. Organise the elevator pitch of ideas (describing your skills to achieve them in a way short enough to present during a brief elevator ride). •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.	•Choose an idea how to improve your team performance. Prepare a brief and concise (Pecha Kucha) 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.	•Design an effective social- media 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 about 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 regarding 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.	•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.

					Your role is to lead the discussion and get to some kind of a conclusion.	Analyse the results and make a proposal to the management on how to implement one of the ideas.
	Planning and management	P**roposed 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 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 with your team 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 time plan, even choosing activities more relevant to the task. •Develop the performance indicators of the team you are involved in the host organisation, you need to apply to monitor progress towards a successful outcome in changing circumstances. •Lead the analysis of the current business plan of your host company. Try together with your mentor 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 uncertainty, ambiguity and risk	P**roposed 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.	•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 appropriate strategies for collecting and monitoring data,

			Make short interview with min 10 colleagues within your host company. Try to identify what they consider as being the top 3 risks of the company. Make a list of those, try to prioritise them.	•Form a team and make short interview with min 10 colleagues within your host company. Try to identify what they consider as being the 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, assess 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 being the 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.	which help host company make 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 being the 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 the 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 a team with diverse participants, 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 responsibilities to them. •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 and try to propose some	•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 stakeholders 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 as well. •Produce a follow up report for all with a summary of lessons learnt from the event.

					matching team variations for future reference.	
Learning through experience	P**roposed activities**	•Reflect on your experience in the internship and write down what you have learned. •Comment on personal experience highlighting strong and / or critical issues that have emerged. •Organise a 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, brainstorming 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 of 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 a 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.

Source: Adapted from EntreComp, 2016

ANNEX V. Logbook

I. INFORMATION

STUDENT NAME	
COMPANY NAME	
MENTOR NAME	
TOTAL INTERNSHIP DURATION IN WEEKS	

II. WEEKLY SUMMARY

WEEK 1		
Duration in hours:		
	Activities/Description of tasks completed	**Comments**
1		
2		
3		
4		
5		
6		
7		

Date:

Signature of Intern: _____

Signature of Mentor: _____

	Activities/Description of tasks completed	Comments
WEEK 2		
Duration in hours:		
1		
2		
3		
4		
5		
6		
7		

Date:

Signature of Intern: _____

Signature of Mentor: _____

	Activities/Description of tasks completed	Comments
WEEK 3		
Duration in hours:		
1		
2		
3		
4		
5		
6		
7		

Date:

Signature of Intern: _____

Signature of Mentor: _____

	Activities/Description of tasks completed	Comments
WEEK 4		
Duration in hours:		
1		
2		
3		
4		
5		
6		
7		

Date:

Signature of Intern: _____

Signature of Mentor: _____

III. MONTHLY ANALYSIS

The monthly report is to be completed after end of the month in review and must be submitted via email. Students are strongly encouraged to discuss their reports with their company trainer. The answer to each question must contain at least 100 words, be typed in paragraph form, and use complete sentences.

1. **Describe your main tasks and responsibilities for this report period.**

2. **What experiences were particularly rewarding during this period?**

3. **What experiences were particularly difficult during this period?**

4. **Describe other professional growth opportunities (e.g., conferences, field trips, directed readings, meetings, research...) that you were able to capitalize on last month and/or hope to have next month.**

5. Did you require extra support from your mentor during the month? Which corrective measures were applied?

6. Other Comments, items, or issues *(not compulsory)*

ANNEX VI. Final Report by Company Mentor

COMPANY:
NAME OF THE INTERN:
NAME OF THE MENTOR:
Challenge assigned to the student *(according to the internship plan)*:

Action plan *(according to the internship plan)*:		
Action	**Related competence**	**Completed**
Action 1		☒
Action 2		☐
Action 3		☐
...		☐
Description of the internship *(please write a short paragraph)*:		

Impact of internship on company *(please write a short paragraph)*:

Impact of internship on the student *(please write a short paragraph)*:
Main positive aspects *(please write a short paragraph)*:
Main negative aspects *(please write a short paragraph)*:
Comments/Recommendations *(please write a short paragraph)*:

ANNEX VII. Self-assessment tool for students

The self-assessment tool for students is based on the EPIC tool[3] and is offered as an excel file which accompanies the EnterMode mentor's guide.

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[3] https://heinnovate.eu/en/epic/dashboard