



SECOVE

SECOVE

SUSTAINABLE ENERGY CENTRES
OF **VOCATIONAL EXCELLENCE**

<https://secove-project.eu>

*SECOVE traineeship model -
Development of Entrepreneurial skills
through work-based learning*

Guide for VET trainers



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1. INTRODUCTION

The Trainer's Guide on the development of entrepreneurial skills through work-based learning constitutes a comprehensive tool for both understanding and implementing the SECOVE traineeship model. It offers the conceptual background and methodology behind the model as well as practical guidelines to follow for the application of its different components.

The current guide adheres to a wide audience and addresses different actors who play different but essential roles in the SECOVE Traineeship model. The guide illustrates models, tools, steps, processes and practical examples that can assist each actor in designing, implementing and evaluating traineeships for VET learners that have as objective the development of entrepreneurial skills.

The guide is structured in the following sections:

- An overview of the SECOVE Traineeship model and its objective
- The benefits of the model and its implementation by the main parties involved
- The roles of the main actors, namely the trainee, the VET Career Officer, the VET Trainer and the Company Mentor
- An overview of the four main implementation steps of the SECOVE Traineeship model, in particular:
 - The “set-up” step which relies on the VET Provider's established structure and protocols but commonly includes issuing calls for companies and trainees to participate, admitting and matching the participants, preparing the necessary documentation, up to training the company mentors
 - The “before-the-traineeship” step which includes the matching between the selected companies and trainees; the development of the Traineeship Plan (which further includes the trainee self-assessment, the definition of the challenge, the definition of the entrepreneurial competences and learning outcomes as per the EntreComp framework, and the definition of the accompanying action plan); the signing of the Learning Agreement (LA); the recording of expectations for the involved parties; and the important skills used before the traineeship
 - The “during-the-traineeship” step which unfolds on the basis of the 3 phases of Challenge-based Learning (CBL), namely Engagement, Investigation and Action, but also includes the points on the available support services, the monitoring aspect and the important skills used during the traineeship by the involved actors.
 - The “after-the-traineeship” step which details the final assessment processes including the trainee self-assessment, the production of the





final traineeship report by the company mentor and the final evaluation by the VET provider.

- Examples of completed Traineeship Plans with the different elements of the respective template filled in on the basis of theoretical traineeships taking place in the wider sustainable energy sector.
- An overview of the potential risks associated with the adoption and implementation of the SECOVE traineeship model.
- The concluding remarks which constitute the last element of the main content body of the guide.
- The list of references, and
- The Annexes which provide a detailed presentation of the methods, tools and templates necessary for the understanding, implementation and reflection on the different elements of the SECOVE Traineeship model.





2. THE SECOVE TRAINEESHIP MODEL – AN OVERVIEW

Inspired by best practices and proven methodologies developed as part of the successful [EnterMode project](#), the SECOVE Traineeship model brings Vocational Education and Training into focus. The model's main objective is to enable and advance entrepreneurial capacity building for VET trainees performing traineeships in companies.

More specifically, the SECOVE Traineeship model aims to help VET trainees:

- develop *entrepreneurial competences and skills*, including creativity, proactiveness, willingness to take risks, independence, self-assurance, leadership, and teamwork, and, ultimately, cultivate an *entrepreneurial mindset*.
- raise awareness of entrepreneurship constituting a viable career choice.
- engage in real-life projects and activities on the business arena
- even gain the business competencies and understanding necessary for starting and effectively managing a business.

The SECOVE Traineeship model is comprised of 4 consecutive implementation steps, namely “set-up”, “before-the-traineeship”, “during-the-traineeship” and “after-the-traineeship” (see chapter 5). These steps correspond to 5 main phases, namely the preparation, engagement, investigation, action and assessment phases.

The *preparation phase* corresponds to the first two implementation steps and mainly includes inviting, selecting, matching and onboarding trainees and companies, and signing the necessary paperwork..

The Challenge-Based Learning (CBL) methodology is at the core of the SECOVE model and is unfolded in the next three phases of the traineeship (figure 1). These three phases correspond to the during-the-traineeship implementation step.

During the *engagement phase*, the company and the trainee define the challenge and build the Traineeship Plan. The trainees commence working on their challenge and set up their action plan during the *investigation phase*. The implementation of that action plan takes place during the *action phase*.

The company mentors play a key role throughout these three phases, being actively engaged through observation and job shadowing, equipping the trainees with the necessary resources, and providing guidance and mentoring.

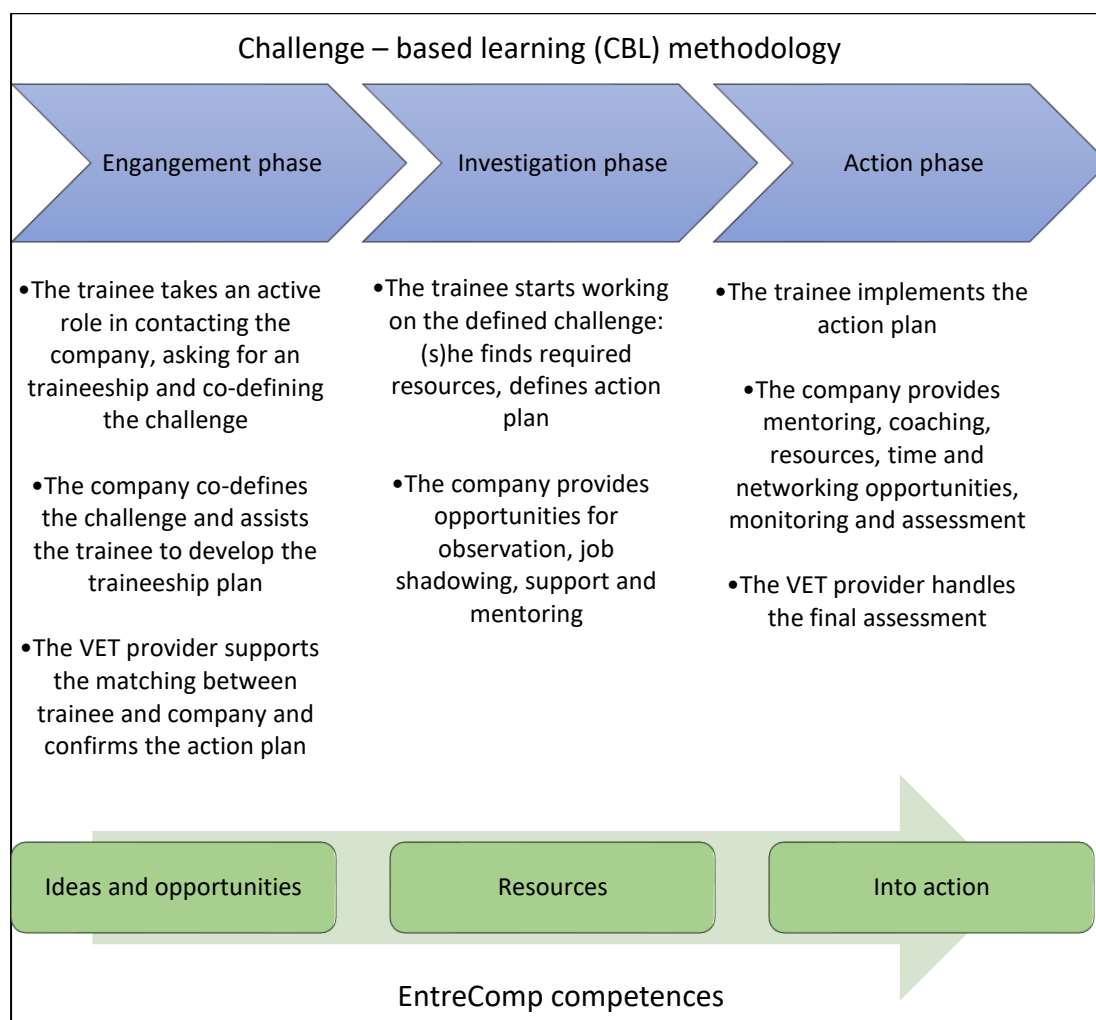
An integral capacity building pillar running parallel to these 3 CBL phases of the traineeship model is the [EntreComp framework](#), which SECOVE draws upon for the development of entrepreneurial competences and skills of the trainees.





The *assessment phase*, which aligns with the after-the-traineeship implementation step, concludes the traineeship, during which the trainees get the chance to reflect on their experience while company mentors and VET trainers get to debrief and evaluate the traineeship.

FIGURE 1: CHALLENGE-BASED LEARNING AND ENTRECOMP COMPONENTS OF THE SECOVE TRAINEESHIP MODEL



Source: Authors' elaboration

Close collaboration between VET providers and companies as well as the involvement of a plethora of persons in different roles are essential for the implementation of the SECOVE traineeship model.

The current guide illustrates the methodology for the implementation of the SECOVE traineeship model including a step-by-step approach and practical advice for all involved stakeholders. While we mention the roles involved in each step, before focusing on its specific activities, we highly recommend reading the whole guide in order to obtain an overall overview of the methodology.





3. THE BENEFITS

The SECOVE Traineeship model and the participation in the respective SECOVE traineeship programmes engender several benefits for all involved parties, and especially for the main actors namely the trainees, the companies, and the VET Providers. These benefits are outlined in table 1 below:

TABLE 1: BENEFITS OF APPLYING THE SECOVE TRAINEESHIP MODEL

For Companies (hosting organisations):
• Quicker cultural assimilation through challenge-based learning. • Boosted productivity from skilled trainee integration. • Innovative ideas and fresh perspectives from trainees. • Mentorship and pedagogical skills development for company mentors. • Higher visibility from sharing SECOVE traineeship success stories. • Bridging the education-workplace skills gap. • Streamlined talent recruitment process. • Recruitment and training cost reductions.
For trainees:
• Rapid acclimatization to company operations through participation in real challenges under real-life scenarios. • Support by company mentor support and access to company resources. • Increased confidence by solving challenges independently. • Enhancement of problem-solving skills. • Easier labour market entry with enhanced (technical and soft) skills. • Development of entrepreneurial competencies and skills. • Practical work experience within real company contexts.
For VET Providers:
• Strengthened partnerships with companies via agreements and active communication of traineeship design and development. • Attraction of a larger pool of candidate companies to participate in traineeship programmes. • Advancement of entrepreneurial education expertise and offerings. • Professional growth for administrative staff in terms of knowledge and experience through industry engagement.





4. THE ROLES

The fruitful collaboration between different involved parties is essential for the successful implementation of the SECOVE traineeship model, namely the trainees, the hosting organisations (i.e. the companies) and the sending organisation (i.e. the VET providers). These parties, some encompassing multiple individuals, are engaged from the initial planning stages through to the execution and conclusion of the traineeship. The diverse roles assigned to each participant are crucial, as the traineeship's success hinges on the effective organization and coordination among everyone involved.

For the SECOVE traineeship model to be successfully implemented and remain adaptable across various settings, it is imperative for all participants to truly understand their respective roles. Each party assumes a unique role, complete with distinct responsibilities and privileges. In certain scenarios, particularly within smaller and medium-sized organisations, it is possible for the roles outlined below to converge, being fulfilled by the same individual.

Specifically, within the SECOVE model, the parties involved and their corresponding roles are the following.

4.1 Trainee

Trainees stand as the primary beneficiaries and the focal point of the SECOVE traineeship model. To embark on a SECOVE traineeship, a trainee must initially apply following a call from the responsible office of the VET provider. Once selected, the trainee and the hosting company will collaboratively define and develop the Traineeship Plan, setting the objectives of the traineeship in unison. After the plan is agreed upon, the trainee will sign a Learning Agreement (LA) with both the hosting company and the VET provider.

The next phase is the implementation of the traineeship, where the trainee will address the challenge set before them, following the agreed-upon work plan. The trainee is also tasked with keeping a logbook of their completed activities, which will be reviewed by the company mentor.

At the end of the traineeship, the trainee will engage in its final evaluation and prepare a final report as documented in their last logbook entry. Moreover, the trainee will conduct a self-assessment to gauge the entrepreneurial competences they have developed throughout the traineeship.





4.2 VET Career Office(r)

The VET Career Officer plays a key role in drawing participation (from both trainees and companies), organizing all essential documentation (such as Memoranda of Understanding (MoU), Learning Agreements (LA), etc.), facilitating the matching between trainees and companies, and overseeing the traineeships from an administration point of view.

The Career Officer also delivers comprehensive guidance and training to company mentors regarding their roles, tasks, responsibilities and how to effectively navigate the trainee-mentor dynamic.

Furthermore, the Career Office ensures that trainees participating in the program are well-informed about their duties and the nature of the trainee-mentor relationship through various educational formats offered by the VET Provider, such as workshops, 1-to-1 meetings, etc.

4.3 VET Trainer

The VET Trainer establishes the criteria for the selection of participants, including both trainees and companies, offers feedback and eventually approves the Traineeship Plan, and is involved in evaluating each distinct traineeship conducted as well as the overall traineeship program.

4.4 Company Mentor

The company mentor plays a crucial role in guiding the trainee through every phase of their traineeship. This support begins with the initial task setup, which must receive the nod from the VET Career Officer and extends through all subsequent monitoring and advisory phases. Whenever necessary, the mentor implements adjustments to the traineeship process and liaises with the VET provider to promptly address any issues arising during the traineeship. An overall evaluation of the traineeship's execution is also provided by the mentor.

In further detail, the company mentor's responsibilities include:

Before the traineeship:

- Collaborates with other company departments, especially Human Resources (HR), to better define the trainee's project.
- Takes part in the company mentors' training.
- Ensures a trusting and cooperative relationship is established with the trainee.





- Briefs the trainee on the organization's objectives, resources, and operations for a comprehensive understanding of the company.
- Specifies the trainee's project clearly.
- Advises the trainee on the company's resource availability.
- Sets a work schedule with the trainee.
- Establishes agreed methods of communication and collaboration with the trainee.

During the traineeship, the mentor engages in mentoring/coaching by:

- Tracking the trainee's progress.
- Offering guidance as required.
- Encouraging the trainees in their duties, assisting them through challenges, and advising them to spark their engagement and augment the traineeship's impact.

At the end of the traineeship:

- Conducts the final evaluation of the traineeship.

The training of the mentors, offered by the VET Provider, is essential for their comprehension of their role within the framework and for developing skills necessary for fostering an effective mentor-mentee relationship. This includes understanding the dynamics of mentorship and sharpen skills in communication, inquiry, listening, and building a foundation of trust with the trainee. The company mentor's training, which could be conducted by the VET Career Officer, the VET Trainer or an external expert, is essential for preparing the mentor to effectively transfer knowledge and skills to the trainee, emphasizing the establishment of clear roles and responsibilities and the development of a productive mentor-mentee relationship.

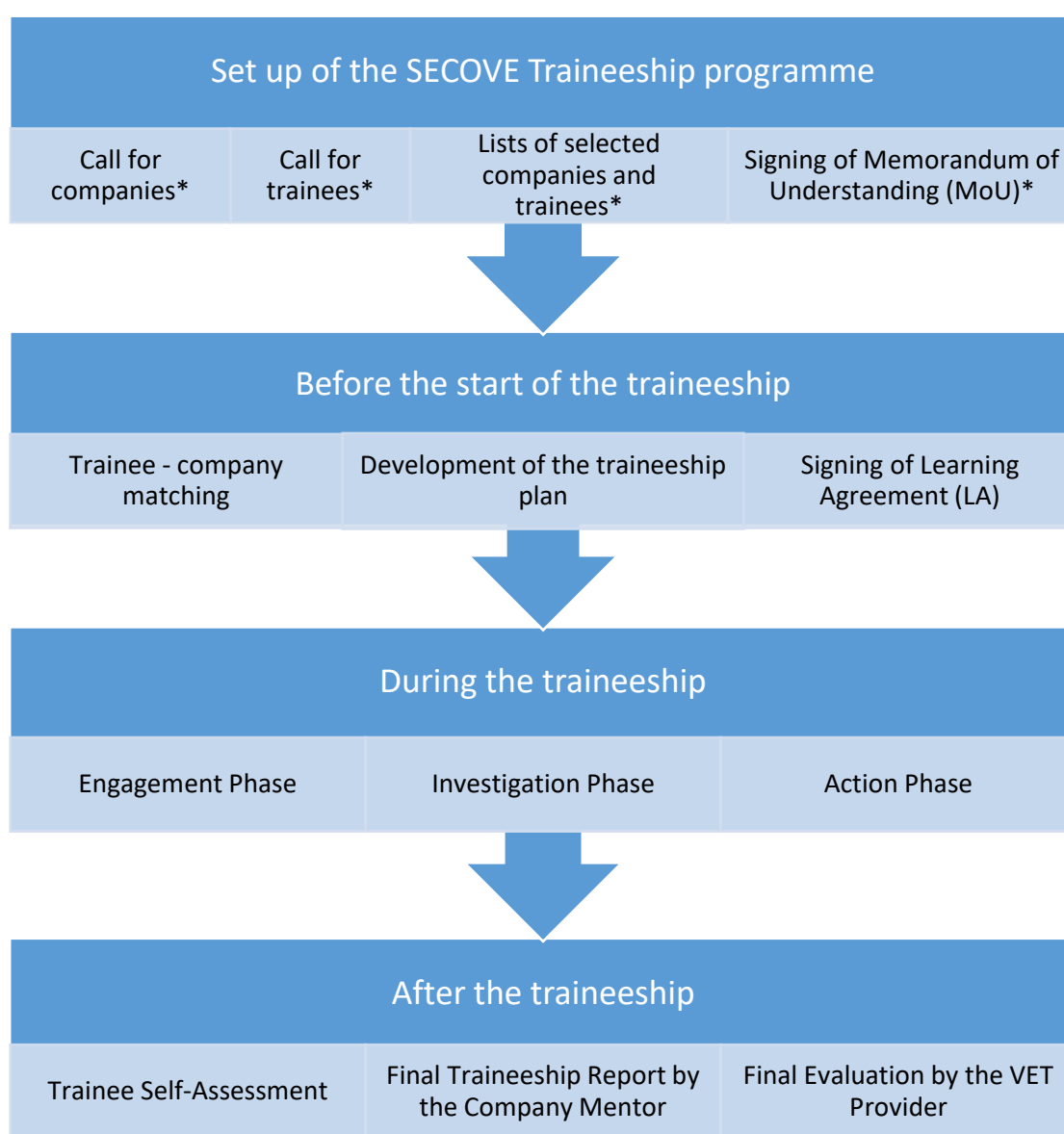




5. IMPLEMENTATION OF THE SECOVE TRAINEESHIP MODEL

Having defined the key roles and main parties involved in the SECOVE traineeship model, this section provides a synopsis of the implementation process. The SECOVE traineeship model comes into practice in the form of 4 key implementation steps. Figure 2 illustrates these 4 steps in the form of a concise schema.

FIGURE 2: THE FOUR (4) IMPLEMENTATION STEPS OF THE SECOVE TRAINEESHIP MODEL



Source: Authors' elaboration

**Commonly adopted elements of set-up plans for traineeship programmes*





The implementation of the SECOVE traineeship model commences with the overall set up and organization of the traineeship programme which is managed by the VET providers in accordance with the guidelines and protocols they have in place. Setting up a traineeship programme commonly includes the issuance of the calls of companies and trainees to participate, the production of the lists of participants, the company – trainee matching, the preparation of the necessary documentation including the signing of a Memorandum of Understanding (MoU), and potentially the training of the company mentors. An indicative set-up plan is illustrated in Annex I of this guide.

The before-the-traineeship step starts with matching the trainee with the company and extends to the development of the SECOVE Traineeship Plan, where trainees and the companies collaborate to define the project's challenge and the learning outcomes to be achieved. Aligned with the EntreComp framework, these outcomes aim to enhance specific entrepreneurial competences according to the EnterComp's progression model. The design of the SECOVE traineeships further leverages on these outcomes of the EntreComp framework by introducing challenges that promote them, utilizing Challenge Based Learning (CBL). The challenges, reflecting real-world scenarios or problems the company faces, might include solving a problem, launching a new project, or developing a new product. These challenges will be identified by the company mentors. The Traineeship Plan is then reviewed and approved by the VET Trainer leading to the creation of a Learning Agreement (LA) that must be signed by the representatives of the VET provider, the company, and the trainee.

During the traineeship, challenge-based learning is implemented across three phases: Engagement, Investigation, and Action. The hosting company supports trainees in developing their ideas and solutions in response to the challenge.

Upon the conclusion of the traineeship, the company mentor and the VET provider will evaluate the learning outcomes achieved, and the theoretical and practical knowledge gained throughout the traineeship respectively. Concurrently, trainees will undertake a self-assessment with the help of a dedicated tool. The company mentor will then review the self-assessment results, providing feedback and recommendations to the trainee.

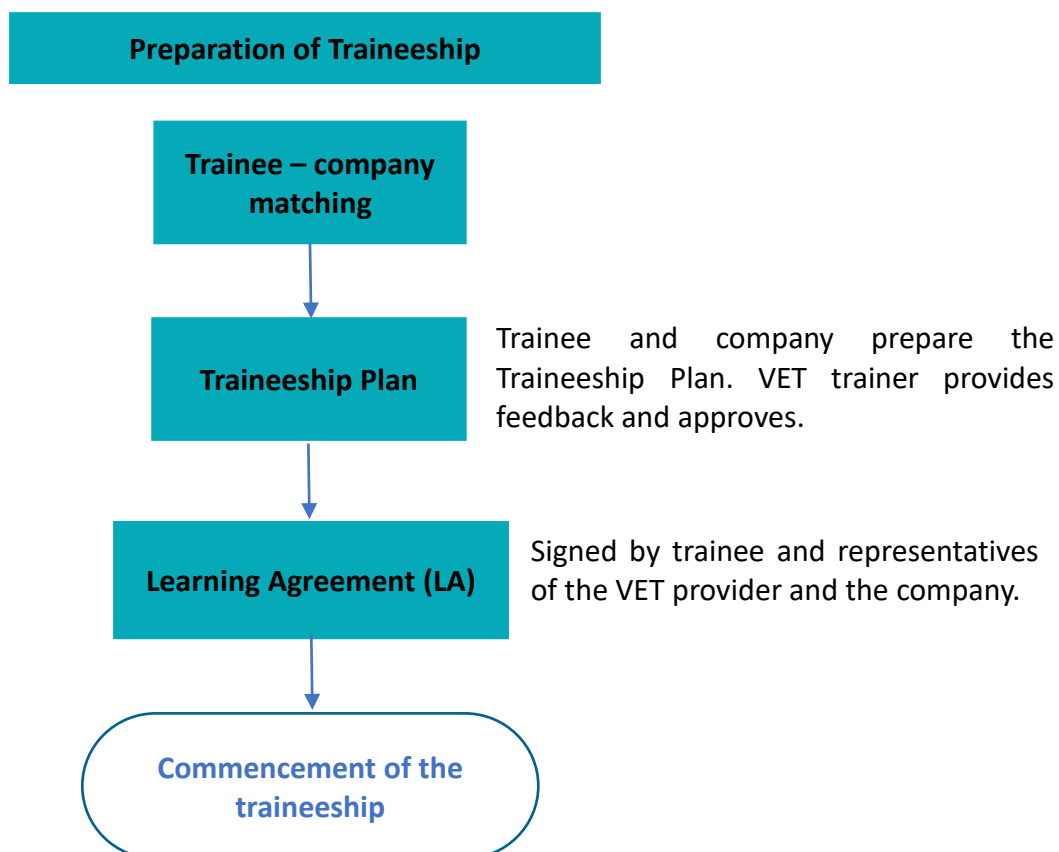




6. BEFORE THE START OF THE TRAINEESHIP

With the list of participating trainees and companies complete and the MoUs signed, the matching between trainees and companies takes place. Together they commence the preparation of the traineeship programme at that stage. During this preparation phase, the Traineeship Plan is created and the Learning Agreement (LA) is signed. It is during this phase that the company mentor starts cultivating a sense of independent work and stimulating entrepreneurial mindset for trainees. Moreover, the goals, objectives and challenges of the traineeship are being defined together with trainee. Hence, the preparation phase opens the floor to a closer collaboration between the company and the trainee, with both parties being engaged in designing of what the traineeship will look like through the development of the Traineeship Plan.

FIGURE 3: PREPARATION PHASE BEFORE THE START OF THE TRAINEESHIP PROGRAMME



Source: Adapted from EnterMode Mentors' guide





6.1 Trainee – company matching

The call for trainees and the call for companies results in a list of participating trainees and another list of participating companies. The VET Career Office takes over the process at this stage leading the trainee - company matchmaking. First-level contact between the trainee and the company is common practice at this stage, before an official agreement is reached.

The companies may be willing to organize a more comprehensive interview with the candidate trainee as a means of familiarization between the two parties. The company mentor and the trainee can take this opportunity to familiarize more deeply, getting acquainted with each other's background, expertise, knowledge and experience. This interview also serves as a common ground for setting main expectations and goals, both at personal level and with regards to the challenge the trainee will be called to address during the traineeship.



“Cheat-sheet” for company mentors preparing for the interview:

1. Draft a written plan – you must have clear objectives. You will be leading this interview. Be prepared. Know what the objectives are and which questions have to be answered before the traineeship starts.
2. Confirm the appointment in advance (via email, message, call) accentuating the date and location – Sending out a confirmation message will allow you to communicate the meeting's agenda and the trainee to come prepared on discussing the specific topics n concern.
3. Prepare your first few questions – Make a plan for the meeting's overall structure, begin with introductory questions, and follow up with information about the objectives. Some icebreakers are always a good idea to help the trainees get in their comfort zone.
4. Summarize and follow up – ensure all important items discussed during the interview are summarized and communicate next steps to follow.

6.2 Development of the Traineeship Plan

Following the matching between the trainee and the company, the next key step is the development of the Traineeship Plan. The Traineeship Plan is the joint outcome of both the company's and the trainee's input. In the center of the Traineeship Plan lies the challenge the company induces as per its needs but is then affirmed by the trainee. The learning outcome and the activities to be carried out are also to be defined. These are further detailed in the corresponding “Traineeship Plan template” available in Annex II.





The SECOVE Traineeship model aspires to drive entrepreneurial capacity building and the uptake of entrepreneurial competences and skills in alignment with the EntreComp framework. Nevertheless, a dedicated assessment of the trainee's entrepreneurial skills competences and skills is included as a means to better define the levels of such competences.

In order to form the Traineeship Plan, company mentors and trainees should adhere to the following steps:

- Trainee entrepreneurial competences/skills self-assessment (trainees)
- Challenge definition (including the accompanying storyline/narrative)
- Provision of necessary resources defined
- Identification and election of entrepreneurial competences and learning outcomes
- Finalization of the traineeship

These steps correspond to the different components of the Traineeship Plan template (available in Annex II). Additional information and details are also provided in the sub-sections below.

6.2.1 Trainee self-assessment

Although there are plenty of tools available for assessing the level of entrepreneurial competences, SECOVE encourages the adoption of the “Entrepreneurial Potential Innovation Competences (EPIC) tool. As a means for documenting the trainees’ progress and measuring the impact of the traineeship on the trainees’ entrepreneurial competence building, this guide provides an adapted version of the EPIC tool in an excel/table format (consult in Annex VII, Trainee Self-assessment tool). This tool can facilitate the comparison before and after the traineeship in terms of the level of entrepreneurial competences acquired. In particular, prior to the start of the traineeship trainees should assess their competences filling in the left column driving inspiration from their practical and work experiences to date. Accordingly, the trainees can assess their level of entrepreneurial competences using the right column of the same document after they complete their traineeships, hence, allowing them to track their progress point-to-point.

6.2.2 Challenge definition

Defining the challenge is key for maximizing the value of the SECOVE traineeship experience for both the company (in terms of relevance) and the trainee (in terms of entrepreneurial capacity building). The challenge should be representative of a real need or problem for the company, but maintain a certain level of breadth allowing for different approaches or solutions to be implemented. Its content shall mirror these needs or problems but also align with the expectations set for the trainee.

In pursuing the best results in terms of quality, the challenge should focus on a defined set of goals and include recommendations for certain actions to be taken. A





storyline echoing the different elements and scope of the challenge can substantiate the challenge-based nature of the traineeship and play a significant role in drawing higher levels of inspiration and engagement from the trainees.

In designing a strong challenge-based learning experience, the active involvement of the participating trainees is key, since information with regards to their expertise, knowledge, skillset will be used as a benchmark for tracking their competence-building progress. Mapping strengths and weaknesses will further allow mentors to design the actions that are most suitable for augmenting the trainee's entrepreneurial skills. Such information can further be used as a reference point for evaluating the trainee's knowledge gains post when the traineeship is concluded.

Other parameters of the challenge are defined by the company mentors taking into consideration the equivalent characteristics of the traineeship, such as its duration, the vocation or vocational educational discipline of the trainee, to name a few.

TABLE 2: EXAMPLE OF CHALLENGE

Challenge
<i>The trainee will develop a concise recommendations plan for the company's renewable energy projects outlook on the basis of self-developed and peer-based, field experience and a desk research analysis.</i>

Source: Authors' elaboration

6.2.3 Resource provision

The identification of the necessary resources which will be provided to the trainee constitutes the next element of the Traineeship Plan. These can be both tangible and intangible. The former may include workspace, office facilities, computer, or other kinds of equipment, to name a few, while the latter may include guidance, mentorship or other types of support. Documenting the resources provided to the trainee on a manifest is beneficial for better designing the action plan (Table 3).

TABLE 3: EXAMPLE OF A RESOURCE MANIFEST

Resources and support provided to the trainee			
Workspace and equipment		Support	
Workspace	☒	Access to company information	☒
Computer	☒	Participation in team meetings	☒
Stationery	☐	Mentoring	☒
Networking opportunities	☒	Training	☒





Phone	☐		
Access to office equipment	☒		
Other (Please specify)	Access to meeting /conference rooms	Other (Please specify)	Access to decision-making memos, project-related reports, transport for field trips

Source: Adapted from EnterMode Mentors' guide

6.2.4 Defining entrepreneurial competences and learning outcomes

Having defined the challenge and identified the necessary resources to be provided to the trainee, the definition of the entrepreneurial competences and learning outcomes follows to which the active engagement of the trainee is key. For this purpose, SECOVE has adopted the Entrepreneurship Competence Framework (EntreComp).

6.2.4.1 The Entrepreneurship Competence Framework (EntreComp)

The Entrepreneurship Competence Framework, also known as “EntreComp”, created by the European Commission's Joint Research Centre (JRC) on behalf of the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL), serves as a resource to foster entrepreneurial skills among people and organizations, within and outside the European Union. Its purpose is to outline the key competencies necessary for entrepreneurial effectiveness, serving as a guide for education, training, and policy-making.

6.2.4.1.1 Entrepreneurship as a Competence

As outlined by EntreComp, entrepreneurship is recognized as the ability to identify and pursue opportunities across various settings. It plays a vital role across all fields of study and is applicable to both commercial and non-profit initiatives. Entrepreneurship education focuses on building skills for creativity, innovation, risk management, as well as project planning and execution, with the ultimate goal of transforming ideas into action.

EntreComp describes entrepreneurship as a versatile competence relevant to various aspects of life, including personal development, social engagement, job market re-entry as an employee or entrepreneur, and the initiation of ventures with cultural, social, or commercial objectives. It empowers individuals to grow personally, contribute to societal progress, enter the job market, and launch or expand ventures with various aims.





According to EntreComp, the essence of entrepreneurial competence lies in transforming ideas and opportunities into action, highlighting the importance of being independent, proactive, resourceful and innovative, which are crucial and impactful skills in both personal and professional realms (Luppi, Bolzani & Terziena, 2019). As such EntreComp proposes a broader understanding of entrepreneurial competence beyond the capacity to build new ventures.

6.2.4.1.2 Entrepreneurial competences

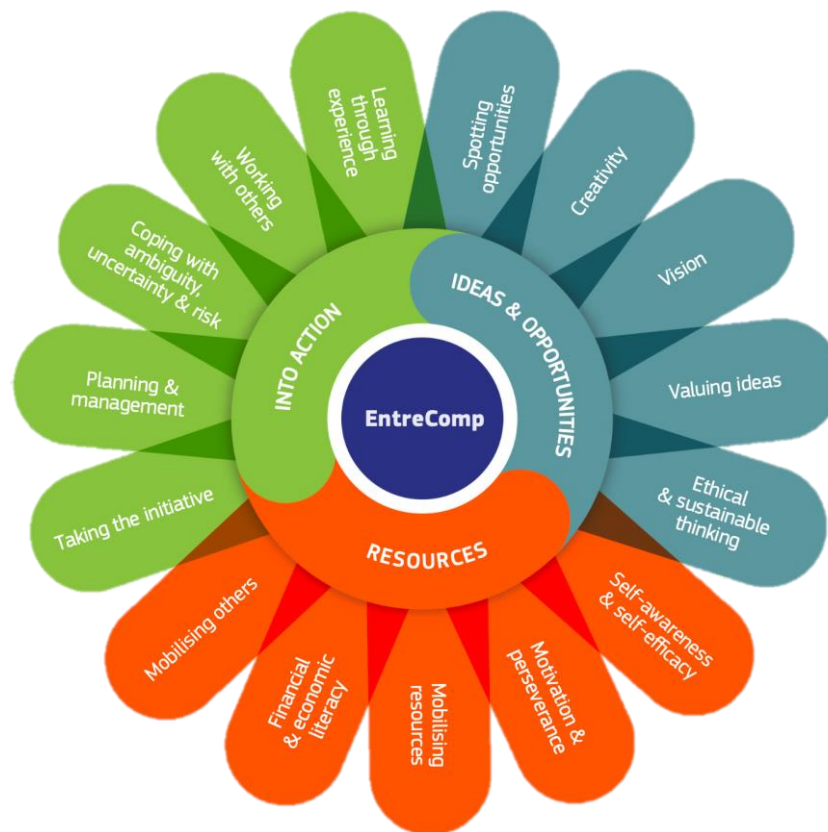
EntreComp delineates three core competency areas essential for entrepreneurial success:

1. *“Ideas & Opportunities”*: emphasizes the ability to recognize and capitalize on opportunities to create value for society, professionally, or personally. This involves being creative, having a vision, thinking sustainably and ethically, and understanding one's surroundings to spot chances for innovation.
2. *“Resources”*: focuses on efficiently managing and gathering resources, which include time, information, networks, and finances. Key competencies include developing self-awareness and confidence, economic literacy, and the capacity to collaborate and manage resources wisely.
3. *“Into Action”*: highlights the importance of transforming ideas into tangible actions. This includes strategic planning, managing uncertainty, risk, and learning from failure, as well as achieving set goals. Essential skills involve being proactive, managing projects effectively, and learning through doing.

Each of these areas is further broken down into specific competencies, making a total of *15 competencies* illustrated in the EntreComp wheel on figure 4 below and analyzed in further detail in Annex III. These competences are complementary and interlinked with one another. Primally, though, “entrepreneurship as a competence” supersedes all competences.

FIGURE 4: THE ENTRECOMP WHEEL: 3 COMPETENCE AREAS AND 15 COMPETENCES





Source: EntreComp (<https://entre-comp.eu>)

The arrangement of the presentation of the 15 competences does not suggest a specific order in the acquisition process or establish a ranking. Moreover, we should note that a learner is not expected to nurture each of these competences to the highest or even to an equal level necessarily. Based on the circumstances of adoption as well as on the context, it is logical to anticipate that certain competencies might receive greater focus while others may receive less, or alternatively, the competencies are adjusted to reflect an entrepreneurial process designed to enhance learning via entrepreneurship. This is considered an initial step in understanding the entrepreneurship competence, which will gradually be developed and refined to meet the unique requirements of distinct target groups.

Notably, EntreComp encompasses two key dimensions with regards to entrepreneurial learning progression:

- Cultivating a growing sense of independence and responsibility in leveraging ideas and opportunities to create value.
- Enhancing the ability to produce value in contexts ranging from simple and predictable to complex and ever-evolving.

6.2.4.1.3 EntreComp's Progression Model

Becoming adept in entrepreneurship does not imply following a strict set of steps. Rather, as seen in EntreComp's Progression Model, the limits of both individual and group entrepreneurial competences can be expanded to generate more significant outcomes through initiatives that create value. EntreComp's Progression Model is





designed as a guide to enhance proficiency, starting from generating value with external assistance to achieving transformative value creation. It is structured into four primary levels, namely, “Foundation”, “Intermediate”, “Advanced”, and “Expert”, each of which is further divided into two sub-stages:

1. At the *Foundation* level, the creation of entrepreneurial value is supported externally.
2. At the *Intermediate* level, the creation of entrepreneurial value is achieved with greater independence.
3. At the *Advanced* level, the focus is on developing the ability to turn ideas into action with a sense of responsibility.
4. At the *Expert* level, the value created significantly impacts its field of reference.

Within the scope of vocational education and training, the Foundation and Intermediate levels hold relevance and are incorporated in the material of the current guide. EntreComp’s progression model, focusing on these two levels, is further presented in alignment with framework’s learning outcomes (see section 5.2.4.2 below) in Annex III.

These proficiency levels offer a perspective on learning outcomes. The Progression Model is a thorough, but flexible tool to cater for various needs. It is not rigid in its approach, suggesting neither that all learners must achieve the highest competency levels nor uniform proficiency across all areas. For example, if the educational program is directed at employees in a specific shoemaking region, it might emphasize reaching an advanced level in skills such as 'identifying opportunities,' 'establishing vision,' 'gathering resources,' 'engaging others,' and 'planning and management.' Concurrently, it could aim for an intermediate level in 'financial and economic literacy.' Essentially, it is crucial to select competences based on the learners' needs. Thus, in the given scenario, prioritizing the ability to assess the financial feasibility of ideas could be proven to be more valuable than mastering complex accounting skills, which would demand an advanced level of skill.

We should highlight the importance of harmonizing the anticipated learning outcomes with the traineeship’s defined challenge for reasons of relevance and consistency. Upon the challenge is set, it is of utmost importance to define the actions required to bring the challenge to completion, which advance the desired learning outcomes.

The defined learning outcomes of the traineeship shall adhere to the EntreComp’s levels of progression described above. To this end, the implementation of the aforementioned entrepreneurial competence self-assessment before the start of the traineeship is key, in order to measure existing knowledge and map the skills that need improvement. Using this assessment as a baseline, the company mentor can better define the learning outcomes for the trainee and track his/her learning progress.

TABLE 4: EXAMPLE OF DEFINED LEARNING OUTCOMES





Competence area	Competence	Level of progression	Learning outcome
1.Ideas and opportunities	1.3. Vision	Foundation, Discover	<i>The trainee can develop simple future scenarios where value is created for his/her community and surroundings.</i>

Source: Authors' elaboration

6.2.4.2 Learning Outcomes

Cedefop (2017) highlights that learning outcomes are defined as the knowledge, skills, and understanding a learner is expected to possess upon completing a learning process. These outcomes are becoming increasingly essential for enhancing the quality and relevance of education and training across Europe. Statements of learning outcomes serve to clarify the goals of educational programs and qualifications, facilitating a unified effort towards meeting these goals.

Furthermore, learning outcomes act as a standardized reference within the European Qualifications Framework (EQF) to assist the process of comparing and transferring qualifications across different nations, educational systems, and institutions. The EQF serves as a shared European framework aimed at increasing the transparency and comprehensibility of qualifications across various countries and educational systems. By encompassing all levels of qualifications within all education and training subsystems, the EQF offers a thorough mapping of qualifications. Its primary objective is to enhance the legibility and understanding of qualifications across borders, which is vital for promoting the mobility of learners between countries. The EQF delineates eight levels of qualifications, ranging from basic (level 1) to advanced (level 8), to facilitate the clarity and portability of qualifications across different settings.

Table 5 illustrates the EQF descriptors for learning outcomes (Europass, n.d.), at Levels 3-5, which correspond to secondary (secondary or vocational diploma), upper secondary (higher national certificate, upper secondary diploma) and post upper secondary (higher national diploma) levels and are relevant for VET.

TABLE 5: EQF DESCRIPTORS FOR LEARNING OUTCOMES

EQF Level	Knowledge	Skills	Responsibility and autonomy
3	Knowledge involves basic factual knowledge of a field of work or study.	Basic skills required to carry out simple tasks and solve routine problems using simple rules and tools.	The ability to complete tasks and duties under supervision, with some autonomy.
4	Knowledge is factual and theoretical in a field of work or study.	Skills include a wide range of cognitive and practical skills required to solve complex problems by selecting	The ability to exercise self-management within the guidelines of work or study contexts that are usually predictable, but may involve





		and applying basic methods, tools, materials, and information.	changes.
5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	The ability to manage and supervise in contexts of work or study activities where there is uncertainty, complexity, and potentially unpredictable change, and to review and develop the performance of oneself and others.

Source: Cedefop (2017)

Learning outcomes serve a pivotal role in elucidating the aims of educational programs and qualifications, simplifying the pathway for all stakeholders to meet these goals. They offer multiple advantages: for learners, they specify the knowledge, skills, and competencies expected to be obtained as part of an educational program; for trainers, they facilitate program management, method selection, and learning process orientation; for the labor market, they delineate required skills and how to address them effectively; for VET Providers and educational institutions at large, they act as an important quality benchmark and inform ongoing program refinement; and for evaluators (herein VET Trainers), they facilitate assessment by defining clear assessment criteria.

The significance of learning outcomes lies in their ability to ensure transparency, enabling the verification of alignment between societal needs and the qualifications provided by educational and training systems. It is essential that learning outcomes consistently center on the learner's expected knowledge, skills, and competences (Cedefop, 2017).

Cedefop (2012) defines the achievement of learning outcomes as competences, which are recognized by the learner's capacity to independently apply knowledge and skills in real-world contexts, both socially and professionally. The 2008 recommendation on the European Qualifications Framework (EQF) offers a confluent definition of competence as "the proven ability to use knowledge, skills, and personal, social, and/or methodological abilities, in work or study situations and for professional and personal development" (European Parliament and Council of EU, 2008).

In the context of the SECOVE traineeship model, in order to ensure trainees develop the defined entrepreneurial competences, it is essential to define learning outcomes at the Traineeship Plan stage. SECOVE offers examples and outlines learning outcomes for competence as per EntreComp's Progression Model. Company mentors are encouraged to select expected learning outcomes from the EntreComp framework for their trainees.





EntreComp's learning outcomes are presented in Annex III, clustered per Competence Area, Competence and the relevant Levels of Proficiency (Progression Model)

6.2.5 Development of an Action Plan – Traineeship Plan finalization

The last element of the Traineeship Plan is the creation of a concrete action plan for the trainee. The Action Plan includes a set of well-determined and timed actionable items, which not only are essential for addressing the expected challenge but can contribute to the trainee's entrepreneurial capacity building as well. As such, every action point or activity of the Action Plan corresponds to a selected competence, further tied to a selected learning outcome. A brief example of how to design an action plan is provided in Table 6 below. Examples of proposed activities (action points) organised per EntreComp's Competence Areas, Competences and the relevant Levels of Proficiency (Progression Model) are available in Annex IV.

TABLE 6: EXAMPLE OF DESIGNING AN ACTION PLAN

Action	Associated competence	Time
<i>The trainee will study the company's history and envision which renewable energy technology it could pursue next.</i>	1.3. Vision	Week 1
<i>The trainee will join field trips to renewable energy plants to get a practical understanding of the solutions offered by the company's projects.</i>	2.1. Self-awareness and self-efficacy	Week 2
<i>The trainee will conduct a simple, high-level cost-benefit analysis of different sustainable energy solutions.</i>	2.4. Financial and economic literacy	Week 3

Source: Authors' elaboration

6.3 Learning Agreement (LA)

Signing the Learning Agreement (LA) constitutes the last step before the commencement of the traineeship. Signed by the trainee, the VET Provider, and the company representative, the LA adds a layer of transparency and efficiency in the preparation of the traineeship ensuring the trainee's completed activities are well recognized.

There is a plethora of LA templates the VET provider can use or even develop their own. The Erasmus+ programme provides a series of learning agreement templates, 1 of which specifically for traineeships, that can be accessed via: <https://erasmus-plus.ec.europa.eu/resources-and-tools/mobility-and-learning-agreements/learning-agreements>





6.4 Documentation of expectations

One element that is very important to be considered before the commencement of the traineeship is setting and measuring expectations for the trainees. Recording expectations, though the use of dedicated questionnaires, can help VET providers better assess the impact of the traineeships they organize and develop a more accurate evaluation report at their end. A template for such questionnaire is provided in Annex IX.

6.5 Important skills used before the traineeship

An overview of the most important skills that are expected to be used by the trainee before the traineeship is provided on table 7 below.

TABLE 7: IMPORTANT SKILLS USED BEFORE THE TRAINEESHIP.

Preparation activities for the trainee
Comprehensive research and company selection
Orientation in procedures, job interview processes, and candidate selection
Formulation of learning goals
Organization and planning
Application of various strategies for personal goal setting

Source: own elaboration





7. DURING THE TRAINEESHIP

As introduced in section 1, the challenge-based learning (CBL) methodology lies at the heart of the SECOVE traineeship model, enabling trainees to dive into real-life challenges a company is dealing with and in the process accelerate their uptake of entrepreneurial skills and competences.

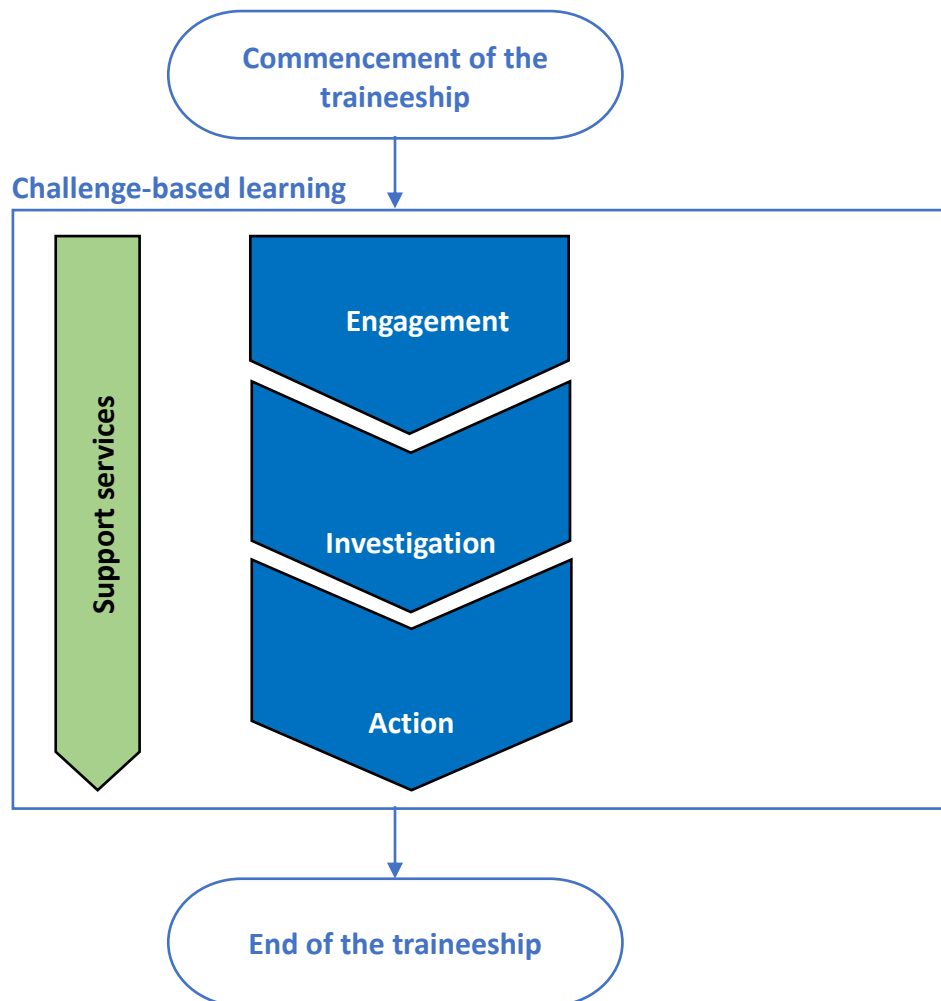
Challenge-based learning offers a collaborative model that engages learners in identifying and tackling real-world problems, thereby acquiring comprehensive knowledge alongside critical employability and entrepreneurial skills. This approach utilizes real-life challenges as the core around which learning experiences are structured. When confronting these challenges, both teams and individual learners apply their prior knowledge, utilize available resources, formulate strategies, and strive to devise effective solutions. Such challenges enrich the learning process by incorporating aspects of experiential and self-directed learning, fostering enthusiasm, critical thinking, and a sense of ownership over the learning journey. This learner-centric strategy enables trainees to confront typical workplace and real-world issues, while also cultivating essential skills like teamwork, analytical thinking, risk-taking, public speaking, confidence, self-drive, and creativity.

Nichols, Cator, and Torres (2016) describe the challenge-based learning approach as consisting of three sequential phases: “Engage”, “Investigate”, and “Act”. Each phase encompasses specific activities designed to equip learners with the skills needed to progress to the subsequent phase. A continuous cycle of documentation, reflection, and sharing supports the learning process, enhancing the educational experience. In this framework, the role of mentors evolves from merely providing information to facilitating the learners' exploration and comprehension of the problem at hand. Learners are encouraged to refine their understanding of the problem, formulate research questions, engage with a broad array of primary sources, explore various solutions, and ultimately select the most viable option.

In this section, the guide illustrates what each of these three phases entails while it also provides a brief overview of the types of support the company is advised to provide to the trainee, the monitoring process of the traineeship and the important skills the trainees and the company mentors are expected to utilize in this phase.

FIGURE 5: OVERVIEW OF PHASES DURING THE TRAINEESHIP





Source: Adapted from EnterMode Mentors' guide

7.1 The three phases of Challenge-Based Learning (CBL)

7.1.1 CBL phase1 – Engagement

The engagement phase partially overlaps with the preparation phase of the traineeship during which the challenge is defined and then continues within the course of the traineeship in the means of observation and job shadowing.

7.1.2 CBL phase 2 – Investigation

Having concluded the engagement phase and with the challenged defined, the trainees move to the investigation phase during which they are assisted by the company mentors to investigate the challenge and explore solutions to address it, including the required workplan. During this phase, the trainees acquire public or internal company information as well as support from the mentors. They may also





analyze past projects to identify patterns or best practices. It is in this phase that the trainees will develop an elaborate work plan to tackle their challenges which is based on the action plan they created as part of their Traineeship Plan.

Regular meetings between the trainees and the mentors are advised to be scheduled during this phase. These meetings are essential for tracking the learning progression and serve as a platform for the mentor to provide additional guidance and advise for corrective action and for the trainee to pose questions that may have arisen.

Moreover, the resources identified as part of the Traineeship Plan in the previous phase shall be provided at this stage to the trainee to implement his/her designed action plan sufficiently. The need for additional resources may be identified at this stage by the trainee.

During this phase, the company mentor provides the trainee with guidance and support for refining the action plan which will engender the trainee's entrepreneurial competence uptake and the delivery of the solution to the challenge posed. The company shall also provide job shadowing opportunities to the trainees, allowing them to witness the processes carried out by other employees firsthand. The latter can also contribute to the development of a more feasible action plan which can dynamically be updated throughout the traineeship's duration.

7.1.3 CBL phase 3 – Action

The third and last phase is action, during which the trainee moves to the implementation of the action plan they have developed. The activities defined in their action plan shall be completed and eventually the ultimate goal is the fulfillment of the set challenge. At this phase trainees are encouraged to work alone on their planned actions with the company's mentorship and guidance remaining at their disposal.

7.2 Support services

Alongside the main offering of the traineeship programme, the VET provider can provide a series of support services to the trainees. These may regard knowledge transfer, experience sharing, networking, mentoring, to name a few. Such services should be employed during the traineeship, concern both trainees and company mentors and aim at making interactions more hands-on; enhancing diversity; unfolding new opportunities; effectuating advanced responsibilities and commitment; sparking proactivity, interpersonal skills, teamwork, and creativity; and establishing a culture and mechanism of feedback, evaluation and growth.





7.3 Monitoring

The oversight of the traineeship is a crucial element for its success. Mentors are responsible for tracking trainees' progress in line with the Traineeship Plan. To accomplish this, mentors are encouraged to organize regular check-in meetings with the trainees to evaluate their development and provide guidance and support.

Trainees will also assess their own advancement by determining if the initially set benchmarks have been achieved and if they are adhering to the planned schedule. Mentors ought to motivate trainees to reflect on their work and progress, aiding them in recognizing their shortcomings and pinpointing areas that may require additional guidance.

An integral part of the ongoing supervision of the trainees' progress during the traineeship includes the use of a *Logbook*, maintained by the trainee, which will be utilized for compiling the final traineeship report by the company mentors. The format for this logbook will be provided at the commencement of the traineeship by the VET provider and must be in accordance with national standards and regulation. A template for the Logbook is available in Annex V of this guide.

7.4 Important skills used during the traineeship

A brief overview of essential skills that will be leveraged by the trainee throughout the traineeship is provided on table 8 below. Recognizing and being conscious of these skills is crucial for enhancing and developing them further.

TABLE 8: OVERVIEW OF SKILLS UTILIZED BY THE TRAINEE DURING THE TRAINEESHIP

During the investigation phase
Orientation within the company and its operations
Networking with team members and the company's organizational protocols
Teamwork and collaboration
Identifying and capitalizing on new opportunities
Enhancement of accountability
During the action phase
Engaging in self-reflection and self-assessment
Cultivating entrepreneurial competencies
Assuming work autonomy and embracing proactivity
Focused skill and talent development
Personal development





Enhancement of interpersonal/social skills
Developing problem-solving skills
Expanding professional network.

Source: Adapted from EnterMode Mentors' guide





8. AFTER THE TRAINEESHIP

The current section describes the final steps of the SECOVE model the traineeship is concluded which mainly regard the final assessment of the trainee and the corresponding feedback provided by the company mentors and the VET provider.

8.1 Final assessment

Upon completing the traineeship, the subsequent phase encompasses the final assessment of the trainee, employing three distinct instruments, namely a self-assessment by the trainee, a final traineeship report by the company mentor, and a final evaluation report and impact analysis conducted by the VET provider.

FIGURE 6: AFTER THE TRAINEESHIP



Source: own elaboration

8.1.1 Trainee Self-assessment

Trainees are encouraged to reassess their entrepreneurial competencies using the same evaluative instrument introduced during the preparation phase (refer to Annex VII – Trainee Self-assessment tool). This allows them to gauge the enhancement of their entrepreneurial skills through the traineeship and measure the degree of development. In this second round of self-assessment, trainees are expected to complete the right column of the tool's table.

8.1.2 Final Traineeship Report by the company mentor

As illustrated in section 4 above, the trainee will maintain a logbook for tracking the process through the duration of the traineeship. Filled out by the trainees and evaluated by the company mentors, this logbook records weekly activities, knowledge progression, additional support provided to the trainee, and necessary





adjustments that had to be made. This logbook forms the basis of the final traineeship report, compiled and submitted by the company mentor at the end of the traineeship. A template for this concluding report is available in Annex VI (Final Traineeship Report by the company mentor).

8.1.3 Final evaluation by the VET provider

Following the end of the traineeship, the VET provider undertakes the final evaluation of the programme, circulating a post-traineeship *questionnaire* among trainees to document actual outcomes. These are then compared to the expectations set before the traineeship commenced. A template for such questionnaire are provided in Annex IX.

Post-traineeship, the VET provides may additionally organize *round-table discussions* to scrutinize the qualitative dimensions of the traineeships. These discussions should involve trainees, company mentors, the VET trainer and VET Career Officer (in charge of traineeships).





9. EXAMPLES OF TRAINEESHIP PLANS

A template of the Traineeship Plan is available in Annex II. In this section examples of completed Traineeship Plans following that template are provided.

EXAMPLE #1 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties

Company: CEDI SA

Country: Greece

Name of mentor: Natassa Batsi

Contact Information: n.batsi@cedi.gr, +306910203040

Name of trainee: Zoe Kazantzidou

VET provider (sending organisation): IEK Omega

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge:

The trainee will develop a concise recommendations plan for the company's renewable energy projects outlook on the basis of self-developed and peer-based, field experience and a desk research analysis.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)
1. Ideas and opportunities	1.3. Vision	Foundation, Discover	<i>The trainee can develop simple</i>





			<i>future scenarios where value is created for his/her community and surroundings.</i>
2.Resources	2.1. Self-awareness and self-efficacy	Foundation, Explore	<i>The trainee can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have.</i>
2.Resources	2.4. Financial and economic literacy	Intermediate, Experiment	<i>The trainee can draw up a budget for a value- creating activity.</i>
3.Into Action	3.4. Working with others	Intermediate, Experiment	<i>The trainee can contribute to group decision- making constructively</i>

Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
The trainee will study the company's history and envision which renewable energy technology it could pursue next.	1.3. Vision	Week 1
The trainee will join field trips to renewable energy plants to get a practical understanding of the solutions offered by the company's projects.	2.1. Self-awareness and self-efficacy	Week 2
The trainee will conduct a simple, high-level cost-benefit analysis of different sustainable energy solutions.	2.4. Financial and economic literacy	Week 3
The trainee will participate in a brainstorming/reflection session drawing on best practices for dynamic decision-making on the field (based on the company's renewable energy sites)	3.4. Working with others	Week 4

Resources and support provided to the trainee

Workspace and equipment	Support
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Workspace	☒	Access to company information	☒
Computer	☒	Participation in team meetings	☒
Stationery	☒	Mentoring	☒
Networking opportunities	☒	Training	☒
Phone	☐		
Access to office equipment	☒		
Other (Please specify) <i>Access to meeting/ conference rooms</i>		Other (Please specify) <i>Access to decision-making memos, project-related reports, transport for field trips</i>	

EXAMPLE #2 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties

Company: Zelená stavba s.r.o.

Country: Slovakia

Name of mentor: Ľuboš Kolman

Contact Information: +421 123 123 123, info@test.sk

Name of trainee: Tim Tref

VET provider (sending organisation): Stredná priemyselná škola stavebná a geodetická (STAVKE)

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge: The trainee will design and plan a simple family house made of CLT panels - floor plan and find a solution for the connections to the constructions about acoustics. This challenge involves understanding of the basic principles of timber buildings relevant to green energy, production, properties, and advantages of using CLT panels.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between:	Competence (select the	Level (select between:	Learning outcomes (phrase the
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1. Ideas and opportunities 2. Resources 3. Into action)	competence: e.g. 1.1 Spotting opportunities)	Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	learning outcomes, consult EnterComp)
Into action	Taking the initiative	Level 1 - Discover	Trainee can show some independence when working on an assignment – a plan for a simple family house made of CLT panels.
Into action	Planning and management	Level 2 - Explore	Trainee can deal with changes or corrections being made to their design (by mentor) in a constructive way.
Into action	Working with others	Level 2 - Explore	Trainee can change their way of working and/or adjust it, actively listening to the opinions of others (e.g. mentor, other interns) when preparing the design of the family house.

Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
The trainee will map independently the current situation of using CLT panels for timber buildings on market, their properties, and advantages.	Taking the initiative	Week 1
The trainee will create a study of a simple CLT panel house, focusing on benefits in terms of green energy.	Planning and management	Week 2
The trainee will create a structural design of a simple house made of CLT panels – floor plan,	Working with others	Week 3





teaming up with either mentor or other interns.		
The trainee can describe risks of their design with regard to green energy, but also acoustics.	Coping with uncertainty, ambiguity and risk	Week 4

Resources and support provided to the trainee			
Workspace and equipment		Support	
Workspace	☒	Access to company information	☒
Computer	☒	Participation in team meetings	☐
Stationery	☒	Mentoring	☒
Networking opportunities	☒	Training	☐
Phone	☐		
Access to office equipment	☒		
Other (Please specify)		Other (Please specify)	

EXAMPLE #3 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties
Company: SALVIS s.r.o. Country: Slovakia Name of mentor: Sam Fem Contact Information: +421 321 321 000, info@test.sk Name of trainee: Natália Inter VET provider (sending organisation): Stredná priemyselná škola stavebná a geodetická (STAVKE)

Challenge
Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.
Challenge: Trainee will prepare an inventory of materials needed to carry out an LCA analysis, manually enter the calculated quantities of building materials, energy, and water consumption for the comprehensive LCA analysis of the buildings, develop a report





aimed at evaluating impact categories – GWP (global warming potential), EP (eutrophication potential), AP (acidification potential), ODP (ozone depletion potential). In this challenge the trainee will learn how to calculate the negative environmental impact of the construction industry, as well as to learn about more sustainable approaches in the field.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)
Into action	Taking the initiative	Level 3 - Experiment	Trainee can initiate a simple value-creating activity, such as preparation of the inventory for LCA analysis.
Into action	Learning through experience	Level 4 – Dare	Trainee can judge if and how they have achieved their goals, and evaluate their performance and learn from it.
Into action	Coping with uncertainty, ambiguity and risk	Level 3 - Experiment	Trainee can tell the difference between acceptable and unacceptable risks (e.g. impact calculation).

Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
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The trainee will gather the data for LCA evaluation. He will prepare an inventory of materials to carry out an LCA analysis.	Taking the initiative	Week 1
The trainee will estimate quantities of building materials, energy and water consumption for a comprehensive LCA analysis of the building.	Coping with uncertainty, ambiguity and risk	Week 1
The trainee will prepare a report aimed at evaluating impact categories - "Life cycle assessment report"	Learning through experience	Week 2
The trainee will make a proposal to reduce negative environmental impacts based on LCA analysis.	Coping with uncertainty, ambiguity and risk	Week 2

Resources and support provided to the trainee			
Workspace and equipment		Support	
Workspace	☒	Access to company information	☐
Computer	☒	Participation in team meetings	☐
Stationery	☒	Mentoring	☐
Networking opportunities	☐	Training	☒ The trainee will optimally undergo a short seminar about the LCA principles at the beginning of the traineeship.
Phone	☐		
Access to office equipment	☒		
Other (Please specify) One Click LCA software		Other (Please specify)	

EXAMPLE #4 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties
Company: Sarda Solares Country: Italy Name of mentor: Pierangela Sol Contact Information: info@test.it Name of trainee: Elena Pira





VET provider (sending organisation): CIOFS-FP

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge: Creation of a Business idea on Sustainable Energy

The students, divided in small groups, after desk research on innovative business ideas on sustainable energy, having access to company information and gathering info, and after an accurate study of selected resources (articles and video) on the issue, they will ideate a business idea on sustainable energy.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)
Ideas and opportunities	Spotting opportunities	Discover	Under direct supervision the trainee find different examples of challenges that need solutions and develop ideas that solve problems that are relevant to her/him and his/her surroundings.
Ideas and opportunities	Spotting opportunities	Discover	The trainee can find examples of innovative products, services and solutions.
Ideas and opportunities	Creativity	Explore	Alone and as part of a team, the trainee can develop ideas





			that create value for others.
Ideas and opportunities	Vision	Explore	The trainee can develop (alone or with others) an inspiring vision for the future that involves others and builds future scenarios around her/his value-creating activity.

Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
Desk research and study on sustainable development and innovative business ideas on sustainable energy, starting from Videos in Resources with training	Spotting opportunities	Week 1
Gathering info on Company information with mentoring	Spotting opportunities	Week 1
Examination of selected resources starting from SWOT analysis, with training and mentoring	Creativity	Week 2
Creating of a business idea on sustainable energy with mentoring	Vision	Week 3

Resources and support provided to the trainee

Workspace and equipment		Support	
Workspace	☒	Access to company information	☒
Computer	☒	Participation in team meetings	☒
Stationery	☐	Mentoring	☒
Networking opportunities	☐	Training	☒





Phone	☐		
Access to office equipment	☐		
Other (Please specify)	Other (articles, papers, video, slides etc.) <i>Sustainable Development Goals</i> by EU: https://international-partnerships.ec.europa.eu/policies/sustainable-development-goals_en <i>KNOWLEDGE BASE FOR THE SUSTAINABLE DEVELOPMENT GOALS</i> BY EU: https://knowsdgs.jrc.ec.europa.eu/ <i>Sustainable Development Goals 7: Affordable and clean energy</i> by Ethos academy: https://www.youtube.com/watch?v=dFXoys7ZTPg <i>10 Actionable Strategies for Launching a Sustainable Energy Startup</i> by Majid Salehi: https://www.linkedin.com/pulse/powering-your-success-actionable-strategies-launching-majid-salehi/ <i>Nine Startups Pioneering the Clean Energy Evolution</i> by Majid Salehi: https://www.linkedin.com/pulse/9-startups-pioneering-clean-energy-evolution-majid-salehi/ <i>Ten New Business Ideas for the Renewable Energy Sector in 2024</i> by Young Entrepreneurs Forum: https://www.youtube.com/watch?v=0pAN8qXpsr8 <i>SWOT Analysis</i> by Exact EU: https://wikis.ec.europa.eu/display/ExactExternalWiki/SWOT+analysis+-+strengths%2C+weaknesses%2C+opportunities+and+threats <i>SWOT Analysis</i> by Learn VLOG: https://www.youtube.com/watch?v=Ath_K1OuPzw <i>15 Free SWOT analysis templates to be edited</i> by Adobe.com: https://www.adobe.com/express/learn/blog/swot-analysis		

EXAMPLE #5 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties

Company: Sardelettrica
Country: Italy
Name of mentor: Pierangela Ciof
Contact Information: info@tesy.it
Name of trainee: Maurizio Inter
VET provider (sending organisation): CIOFS-FP

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge: Designing a Business Plan for a Sustainable Energy company

The students, divided in small groups, after the examination of selected resources (articles and video) on business plan, will design their personalised Business plan based





on the business idea of Example #4 using a Business Model canvas template and other resources.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)
Ideas and opportunities	Valuing Ideas	Experiment	Her/his vision for creating value drives her/him to make the effort to turn ideas into action.
Ideas and opportunities	Valuing Ideas	Experiment	The trainee can decide which type of value he/she want to act on and then choose the most appropriate pathway to do so.
Ideas and opportunities	Valuing Ideas	Dare	The trainee is driven by honesty and integrity when taking decisions.
Ideas and opportunities	Valuing Ideas	Dare	The trainee can produce a clear problem statement when faced with practices that are not sustainable.
Ideas and opportunities	Valuing Ideas	Dare	The trainee can identify stakeholders who are affected by the change brought about by her/his (or team's) value-creating activity,





			including stakeholders who cannot speak up (for example, future generations, climate or nature).
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Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
Examination of selected resources (articles and video) on business plan with training and mentoring	Valuing Ideas	Week 4
Designing of a Business Plan in Sustainable Energy using a Business Model Canvas template with training and mentoring	Ethical and Sustainable Thinking	Week 5

Resources and support provided to the trainee

Workspace equipment	and	Support
Workspace	☒	Access to company information ☒
Computer	☒	Participation in team meetings ☒
Stationery	☐	Mentoring ☒
Networking opportunities	☐	Training ☒
Phone	☐	
Access to office equipment	☐	
Other (Please specify)		Other (articles, papers, video, slides etc.) How to write a simple but good business plan for your startup by Bernardo Arnaud https://www.eu-startups.com/2018/07/how-to-write-a-simple-but-good-business-plan-for-your-startup/ Renewable Energy Business Plan Example by Ecorp: https://www.slideshare.net/JosephQuill1/renewable-energy-business-plan-example Startup Business Plan PowerPoint Presentation Slides by SlideTeam PPT Designs: https://www.youtube.com/watch?v=L-LfkD4cUIY Business Model Canvas Explained by Strategyzer: https://www.youtube.com/watch?v=QoAOzMTLP5s Business Model Canvas editable by EU Project CORSHIP: https://www.corship.eu/digital-toolbox/startups/business-model-canvas-editable-version/





EXAMPLE #6 OF COMPLETED TRAINEESHIP PLAN AS PER THE SECOVE TRAINEESHIP MODEL

Involved Parties

Company: ALFA
Country: Greece
Name of mentor: John Papadopoulos
Contact Information: jp@hotmail.gr
Name of trainee: Maria Nika
VET provider (sending organisation): DELTA 360

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge:

Development of an autonomous photovoltaic system from scratch. (Students will determine the preparation needed, the design's specifications, find the materials and install the system.)

The students will develop skills in the ENtercomp area of Resources (find the right equipment, materials etc, mobilise people to get permissions, etc) and Into action.

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)
Resources	2.3 Mobilising resources	Level 2-Explore	<i>Trainee can identify when external support is needed and can accept and utilise feedback.</i>
Resources	2.4 Financial and economic literacy	Level 3-Experiment	<i>The trainee can draw up and adhere to a budget for an activity.</i>
Resources	2.5 Mobilizing others	Level 2-Explore	<i>The trainee will communicate his/her</i>





			<i>ideas clearly to others.</i>
Into Action	3.1 Taking the initiative	Level 2-Explore	<i>The trainee can work independently to gather data and make decisions regarding their value-creating activity.</i>
Into Action	3.2 Planning and Management	Level 3-Experiment	<i>The trainee is able to utilise gathered data to draw up an action plan for completing the value creating activity.</i>
Into Action	3.3 Coping with uncertainty, ambiguity and risk	Level 3-Experiment	<i>The trainee can assess risks when making decisions and determine acceptable levels.</i>
Into Action	3.5 Learning through experience	Level 2-Explore	<i>The trainee can determine how the project related to their personal competencies.</i>

Action plan

Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
The trainee will define the following about the system: the period of operation of the system, and the needs it will support (Supported devices, Days of independence provided by the system)	3.4 Taking Initiative	Week 1
The trainee will analyse the specifications of the system (daily consumption) in order to determine its technical needs (equipment and its specifications) and determine how this data affects subsequent steps of the project.	3.2 Planning and Management	Week 1
The trainee will determine the necessary licensing that must be procured before moving on with the installation. The trainee will prepare and file any applications needed to obtain said licensing.	3.2 Planning and Management	Week 2
The trainee will look at different versions	2.4 Financial	Week 2





of necessary equipment (e.g. Panels, batteries, inverter) and determine their suitability and cost according to different suppliers.	and Economic Literacy	
The trainee will pick specific versions of equipment taking into account needs, safety, convenience and budget, and provide a final cost analysis for the system.	2.4 and 3.3 Coping with uncertainty, ambiguity and risk	Week 3
The trainee will present their final choices with justification to their mentor to verify their decisions or adjust according to feedback. Trainee will then procure the resources (batteries, panels, cables, inverter).	2.3 Mobilizing Resources	Week 3
The trainee will be informed of the necessary preparatory procedures before commencing installation, and any necessary additional assistance that might need to be mobilized. The trainee will then oversee the preparatory procedures.	2.5 Mobilizing Others	Week 4
The trainee will move on to the setup of the photovoltaic panel, an activity that is within their skillset.	3.4 Taking Initiative	Week 4
The trainee will reflect on their training experience and identify their personal weaknesses and strengths as they were identified through the project.	3.5 Learning through experience	Week 5
<i>(add rows accordingly)</i>		

Resources and support provided to the trainee

Workspace and equipment		Support	
Workspace	☒	Access to company information	☐
Computer	☒	Participation in team meetings	☐
Stationery	☒	Mentoring	☒
Networking	☐	Training	☐





opportunities			
Phone	☐		
Access to office equipment	☒		
Other (Please specify) <u>Equipment:</u> PV Panels, batteries, inverter and cables will be provided by the company, based on the requirements of the trainee		Other (Please specify)	





10. POTENTIAL RISKS IN THE IMPLEMENTATION OF THE SECOVE TRAINEESHIP MODEL

Throughout the implementation of the SECOVE traineeship model, certain hazards may arise, potentially impeding its success. In Table 11 below, the potential implementation risks and respective strategies for their mitigation are outlined.

TABLE 9: IMPLEMENTATION RISKS AND RESPECTIVE MITIGATION ACTIONS

Identified Risk	Mitigation strategies
Lack of participation interest from companies or trainees	Increase awareness and highlight the mutual benefits for both companies and trainees through the model's adoption.
The assigned challenge does not meet company needs or fails to foster trainee's entrepreneurial competences	Encourage companies to define the challenge and collaborate with trainees on co-defining the activities. Utilize the EntreComp framework for a comprehensive set of learning outcomes. The final Traineeship Plan is also the outcome of review by the VET trainer to ensure alignment with the model's objectives.
Deviations from the initial plan	Regular meetings between trainees and company mentors are encouraged as a means to better monitor the traineeship and ensure challenge completion. Company mentors have the authority to adjust plans as needed so any deviation risk can be tackled ad-hoc.
Company mentor lacks involvement	Both the company and the VET Provider should be actively engaged offering support, information and training to company mentors.
Extended preparation phase or changing circumstances	The current guide details the preparatory steps thoroughly, offering templates and examples to streamline this phase.
Legal challenges	The design of the SECOVE traineeship model assumes compliance with legal standards. Adjustments can be made to fit specific legal requirements at a national level as deemed necessary.

Source: own elaboration





11. CONCLUDING REMARKS

The SECOVE Traineeship model builds on strong theoretical, conceptual and experiential grounds to enable and advance entrepreneurial capacity building among VET trainees inducing them in real-life, challenge-based traineeships. The ultimate goal of the model is to cultivate entrepreneurial mindsets and raise awareness about entrepreneurship as a competence and as a viable career option.

As such, it opens the door to the great pool of VET learners to acquire novel, transferable skills that can equip them to better cope with the ever-changing job requirements while for some it may constitute the first step into a long journey of entrepreneurship. Eventually, this can have a multiplying effect, generating positive impact in the trainees' careers and personal lives as well as the market and society at large, bridging the skills gap and lowering unemployment rates for this community.

The expansion of the SECOVE traineeship model across the VET sector holds significant potential and constitutes a strategic goal which all consortium partners and their wider ecosystem will strive for.

Moreover, contemporary labour needs are dynamic and change much faster compared to only a few years ago, especially with the recent introduction and first-level integration of Artificial Intelligence across the market. Life-long learning and continuous upskilling or re-skilling at the workplace should be expected to be the norm in the years to come.

As such, initiatives like the SECOVE traineeship model are expected to evolve into essential tools for accelerating the upskilling and re-skilling of the workforce and graduates from different educational backgrounds.

The SECOVE model is comprehensive, well-structured and clear. Its application can be diverse and expanded from traineeships presented in this guide, to work/industrial placements, apprenticeships, and other work-based/ challenge-based learning schemes, without requiring extensive adjustments or alterations.





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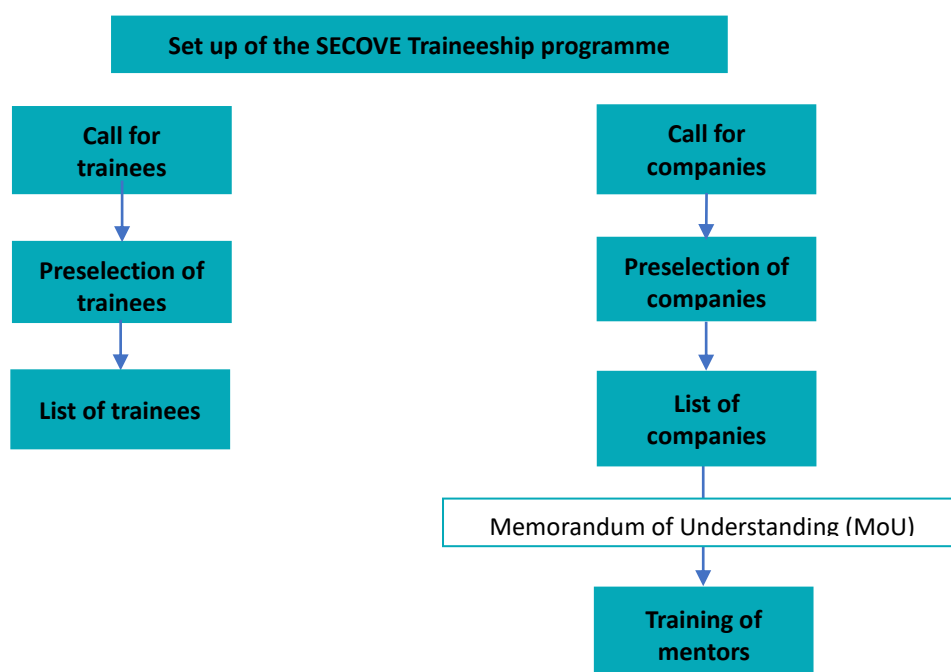




ANNEX I – INDICATIVE SET-UP PLAN FOR SECOVE TRAINEESHIP PROGRAMMES

The involved parties are invited to participate in the implementation of the SECOVE traineeship model (on a voluntary basis). Following the issue of an open call, the companies that will host the trainees will be selected on the basis of certain selection criteria. The selected companies will be willing to embrace and implement the proposed SECOVE challenge-based methodology, thus, advancing the trainees' acquisition of entrepreneurial skills and competences. They comprise the final list of selected companies. Parallel to the company selection, an application process shall be organized and run for the participating trainees. The latter will also be selected upon the issuance of a call for participation and on the basis of certain criteria. They comprise the final list of selected trainees.

FIGURE A1: SET UP OF SECOVE TRAINEESHIP PROGRAMME



Source: Adapted from EnterMode Mentors' guide

Call for companies

Being responsible for the set up and organisation of the traineeship programme, the VET provider issues a call for interested companies to participate. The process is usually driven by the VET Career Office. In the call for interested companies, the SECOVE traineeship model's scope, target, overall process, desired learning outcomes as well as the responsibilities of the participating company mentors shall be described in detail. The candidate companies shall first express their interest and motivation to implement the SECOVE model in the form of a *Letter of Intent (LOI)* directed to the VET Career Office. The selection criteria for the companies shall also be defined by the VET trainers, in alignment with the VET Career Office and in accordance with their regular criteria. The outcome of the call for companies and the aforementioned selection process will be a list of companies willing to implement the SECOVE model hosting trainees for their traineeships. Finally, the signing of a *Memorandum of Understanding (MoU)* is to take place between the VET provider and the company. The MoU is a document that provides the framework of cooperation between the two parties. The VET provider will decide on the content





and the specific details of the MoU, documenting the details of the collaboration such as the duration, scope, specific objectives, to name a few.

Call for trainees

Similar to the call for companies, the call for trainees shall clearly demonstrate the SECOVE model's scope, target, overall process and learning outcomes, achieving a clear distinction from other traineeship or practical experience programmes organized by the VET provider's organization. The candidate trainees are required to fill in and submit a form of expression of interest demonstrating their motivation to participate in the SECOVE traineeship programme. The call for trainees, the aforementioned form and the selection criteria for the participating trainees shall be defined by the VET trainers, in alignment with the VET Career Office and in accordance with their regular criteria.

Company mentor training

Prior to the commencement of the traineeships, the company mentors are encouraged to follow a short training, which is provided by either the internal VET trainers or external ones. The mentor training is part of the setup of the SECOVE traineeship programme and its scope is to acquaint mentors with certain didactic methods, develop their mentoring skills, and help them define their role and responsibilities in the traineeship. The mentor training can take place either before or after the trainee-company matching. The mentors shall take the training only during their initial participation in the SECOVE traineeship programme. In table A1 below, an indicative agenda for the SECOVE company mentor training is presented which is susceptible to alterations by the VET provider as per evolving needs.

TABLE A1: INDICATIVE AGENDA FOR A COMPANY MENTOR TRAINING

Topic	Indicative time
Welcome – presentation of participants	
Presentation of the SECOVE model to companies	30'
Discussion: Companies' view on the SECOVE Model and feedback	60'
Workshop: Challenge-based learning (CBL)	20'
Workshop: Challenge definition and setup	60'
Closure	10'

Source: Adapted from EnterMode Mentors' guide

Challenge-based learning (CBL) is at the core of the SECOVE traineeship methodology. The trainees are exposed to real life challenge faced by the company and will be provided with the resources and support required to come up with a feasible, sustainable solution. The challenge will be defined by the company on the basis of certain factors such as the duration of the traineeship, the hosting department/type of the company, etc. Most importantly, following the EntreComp framework, the trainees will develop entrepreneurial skills during their traineeships. The VET providers are encouraged to consult the following process checklist during the preparation phase (table A2).

TABLE A2: PROCESS CHECKLIST FOR VET PROVIDERS (PREPARATION PHASE)

Process	Check
Call of interest for companies	☐
Company selection criteria	☐
List of participating companies	☐
Call for interest for trainees	☐
Trainee selection criteria	☐
List of participating trainees	☐
Signed MoU with (company 1)	☐
Signed MoU with (company 2)	☐
Company mentor training	☐





Source: Adapted from EnterMode Mentors' guide





ANNEX II – TRAINEESHIP PLAN TEMPLATE

SECOVE Traineeship Plan

Involved Parties

Company:

Country:

Name of mentor:

Contact Information:

Name of trainee:

VET provider (sending organisation):

Challenge

Write down the challenge which will be provided to the trainees. The challenge should enable the development of entrepreneurial competences while ensuring relevance to both the trainee's interests and the company's needs. It should be open ended.

Challenge:

Competences

Following the EntreComp framework, define the entrepreneurial competences to be developed and the necessary actions that enable their development.

Competence area (select between: 1. Ideas and opportunities 2. Resources 3. Into action)	Competence (select the competence: e.g. 1.1 Spotting opportunities)	Level (select between: Foundation Level 1 - Discover Level 2 - Explore Intermediate Level 3 - Experiment Level 4 – Dare)	Learning outcomes (phrase the learning outcomes, consult EnterComp)





<i>(add rows accordingly)</i>			
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Action plan
Define the actions to be taken by the trainee. Ensure their link with the competences to be acquired.

Action	Associated competence	Time
<i>(add rows accordingly)</i>		

Resources and support provided to the trainee

Workspace and equipment		Support	
Workspace	☐	Access to company information	☐
Computer	☐	Participation in team meetings	☐
Stationery	☐	Mentoring	☐
Networking opportunities	☐	Training	☐
Phone	☐		
Access to office equipment	☐		
Other (Please specify)		Other (Please specify)	





ANNEX III – ENTRECOMP COMPETENCES X LEARNING OUTCOMES X PROGRESSION MODEL

					Foundation		Intermediate	
					Relying on support from others		Building independence	
					Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.
					Discover (Level 1) <i>Focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.</i>	Explore (Level 2) <i>Focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.</i>	Experiment (Level 3) <i>Focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.</i>	Dare (Level 4) <i>Focuses on turning ideas into action in 'real life' and on taking responsibility for this.</i>
Area	Competence	Hint	Descriptor	Thread				
IDEAS AND OPPORTUNITIES	Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value.	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.	Identify, create and seize opportunities.	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.





			Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.	<i>Focus on challenges.</i>	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.
				<i>Uncover needs.</i>	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.
				<i>Analyse the context.</i>	I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).	I can recognise the different roles the public, private and third sectors play in my region or country.	I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.
	Creativity	Develop creative and purposeful ideas.	Develop several ideas and opportunities to create value, including better solutions to existing and	<i>Be curious and open.</i>	I can show that I am curious about new things.	I can explore new ways to make use of existing resources.	I can experiment with my skills and competences in situations that are new to me.	I can actively search for new solutions that meet my needs.





			new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.	<i>Develop ideas.</i>	I can develop ideas that solve problems that are relevant to me and my surroundings.	Alone and as part of a team, I can develop ideas that create value for others.	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	I can test the value of my solutions with end users.
				<i>Define problems.</i>	I can approach open-ended problems (problems that can have many solutions) with curiosity.	I can explore open-ended problems in many ways so as to generate multiple solutions.	I can take part in group dynamics aimed at defining open-ended problems.	I can reshape open-ended problems to fit my skills.
				<i>Design value.</i>	I can assemble objects that create value for me and others.	I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community.	I can identify the basic functions that a prototype should have to illustrate the value of my idea.	I can assemble, test and progressively refine prototypes that simulate the value I want to create.
				<i>Be innovative.</i>	I can find examples of innovative products, services and solutions.	I can describe how some innovations have transformed society.	I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation).	I can judge if an idea, product or process is innovative or just new to me.



	Vision	Work towards your vision of the future.	Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.	<i>Imagine.</i>	I can imagine a desirable future.	I can develop simple future scenarios where value is created for my community and surroundings.	I can develop (alone or with others) an inspiring vision for the future that involves others.	I can build future scenarios around my value-creating activity.
				<i>Think strategically.</i>			I can explain what a vision is and what purpose it serves	I am aware of what is needed to build a vision.
				<i>Guide action.</i>			My vision for creating value drives me to make the effort to turn ideas into action.	I can decide what type of vision for creating value I would like to contribute to.
	Valuing ideas	Make the most of ideas and opportunities.	Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.	<i>Recognise the value of ideas.</i>	I can find examples of ideas that have value for myself and others.	I can show how different groups, such as firms and institutions, create value in my community and surroundings.	I can tell the difference between social, cultural and economic value.	I can decide which type of value I want to act on and then choose the most appropriate pathway to do so.
				<i>Share and protect ideas.</i>	I can clarify that other people's ideas can be used and acted on, while respecting their rights.	I can explain that ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights, for	I can tell the difference between types of licences that can be used to share ideas and protect rights.	I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas.

	Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions.	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.			example, copyrights or patents.		
				<i>Behave ethically.</i>	I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	I can describe in my own words the importance of integrity and ethical values.	I can apply ethical thinking to consumption and production processes.	I am driven by honesty and integrity when taking decisions.
				<i>Think sustainably.</i>	I can list examples of environmentally friendly behaviour that benefits a community.	I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole.	I can identify practices that are not sustainable and their implications for the environment.	I can produce a clear problem statement when faced with practices that are not sustainable.
				<i>Assess impact.</i>	I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts.	I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society.	I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community.	I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or



RESOURCES	Self-awareness and self-efficacy	Believe in yourself and keep developing.	Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your					nature).
				<i>Be accountable.</i>				I can tell the difference between accounting for use of resources and accounting for the impact of my value-creating activity on stakeholders and the environment.
				<i>Follow your aspirations.</i>	I can identify my needs, wants, interests and goals.	I can describe my needs, wants, interests and goals.	I can commit to fulfilling my needs, wants, interests and goals.	I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.
				<i>Identify your strengths and weaknesses.</i>	I can identify things I am good at and things I am not good at.		I can judge my strengths and weaknesses and those of others in relation to opportunities for creating value.	I am driven by the desire to use my strengths and abilities to make the most of opportunities to create value.





			ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	<i>Believe in your ability.</i>	I believe in my ability to do what I am asked successfully.	I believe in my ability to achieve what I intend to.	I can judge the control I have over my achievements (compared with any control from outside influences).	I believe I can influence people and situations for the better
				<i>Shape your future.</i>	I can list different types of jobs and their key functions.	I can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have.	I can describe my skills and competences relating to career options, including self-employment.	I can use my skills and competences to change my career path, as a result of new opportunities or from necessity.
	Motivation and perseverance	Stay focused and don't give up.	Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary	<i>Stay driven.</i>	I am driven by the possibility to do or contribute to something that is good for me or for others.	I am motivated by the idea of creating value for myself and others.	I can anticipate the feeling of achieving my goals and this motivates me.	I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.
				<i>Be determined.</i>	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.

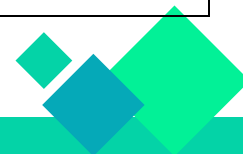


			failure.	Focus on what keeps you motivated.		I can recognise different ways of motivating myself and others to create value.	I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.	I can tell the difference between personal and external factors that motivate me or others when creating value.
				Be resilient.	I show passion and willingness to achieve my goals.	I am determined and persevere when trying to achieve my (or my team's) goals.	I can overcome simple adverse circumstances.	I can judge when it is not worth continuing with an idea.
				Don't give up.	I do not give up and I can keep going even when facing difficulties.	I am not afraid of working hard to achieve my goals.	I can delay achieving my goals in order to gain greater value, thanks to prolonged effort.	I can maintain effort and interest, despite setbacks.
	Mobilising resources	Get and manage the resources you need.	Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited	Manage resources (material and non-material).	I recognise that resources are not unlimited.	I can appreciate the importance of sharing resources with others.	I can experiment with different combinations of resources to turn my ideas into action.	I can get and manage the necessary resources to turn my idea into action.

			resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing).	<i>Use resources responsibly.</i>	I value my possessions and use them responsibly.	I can describe how resources last longer through reuse, repair and recycling.	I can discuss the principles of circular economy and resource efficiency.	I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).
				<i>Make the most of your time.</i>	I can recognise different uses for my time (for example, studying, playing, resting).	I value my time as a scarce resource.	I can discuss the need for investing time in different value-creating activities.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.
				<i>Get support.</i>	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can find and list public and private services to support my value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).	I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value-creating activities efficiently.
	Financial and economic literacy	Develop financial and economic know-how.	Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial	<i>Budget.</i>	I can judge what to use my money for.	I can draw up a simple household budget in a responsible manner.	I can draw up a budget for a value-creating activity.	I can judge the cash-flow needs of a value-creating activity.



			decisions over time. Manage financing to make sure my value-creating activity can last over the long term.	<i>Find funding.</i>	I can identify the main types of income for families, businesses, non-profit organisations and the state.	I can describe the main role of banks in the economy and society.	I can explain that value-creating activities can take different forms (a business, a social enterprise, a non-profit organisation and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on).	I can identify public and private sources of funding for my value-creating activity (for example, prizes, crowdfunding, and shares).
				<i>Understand taxation.</i>	I can outline the purpose of taxation.		I can explain how taxation finances the activities of a country and its part in providing public goods and services.	I can estimate the main accountancy and tax obligations I need to fulfil to meet the tax requirements for my activities.
	Mobilising others	Inspire, engage and get others on board.	Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication,	<i>Inspire and get inspired.</i>	I show enthusiasm for challenges.	I am actively involved in creating value for others.	I do not get discouraged by difficulties.	I can lead by example.
				<i>Persuade.</i>		I can persuade others by providing a number of arguments.	I can persuade others by providing evidence for my arguments.	I can persuade others by appealing to their emotions





INTO ACTION			persuasion, negotiation and leadership.	Communicate effectively.	I can communicate my ideas clearly to others.	I can communicate my team's ideas to others persuasively by using different methods (for example posters, videos, role-play).	I can communicate imaginative design solutions.	I can communicate the value of my (or my team's) idea to stakeholders from different backgrounds effectively.
				Use media effectively.	I can provide examples of inspiring communication campaigns.	I can discuss how different media can be used to reach audiences in different ways.	I can use various methods, including social media, to communicate value-creating ideas effectively.	I can use media appropriately, showing that I am aware of my audience and purpose.
	Taking the initiative	Go for it.	Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.	Take responsibility.	I can carry out the tasks I am given responsibly.	I am comfortable in taking responsibility in shared activities.	I can take individual and group responsibility to carry out simple tasks in value-creating activities.	I can take individual and group responsibility in value-creating activities.
				Work independently.	I show some independence in carrying out tasks I am given.	I can work independently in simple value-creating activities.	I can initiate simple value-creating activities.	I am driven by the possibility of being able to initiate value-creating activities independently.
				Take action.	I can have a go at solving problems that affect my surroundings.		I show initiative in dealing with problems that affect my community.	I actively face challenges, solve problems and seize opportunities to create value.



	Plan-ning and manage-ment	Prioritise, organise and follow up.	Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.	<i>Define goals.</i>	I can clarify what my goals are in a simple value-creating activity.	I can identify alternative goals to create value in a simple context.	I can describe my goals for the future in line with my strengths, ambitions, interests and achievements.	I can set short-term goals that I can act on.
				<i>Plan and organise.</i>	I can carry out a simple plan for value-creating activities.	I can deal with a range of simple tasks at the same time without feeling uncomfortable.	I can create an action plan which identifies the necessary steps to achieve my goals.	I can allow for the possibility of changes to my plans.
				<i>Develop sustainable business plans.</i>			I can develop a business model for my idea.	I can define the key elements that make up the business model necessary to deliver the value I have identified.
				<i>Define priorities.</i>	I can recall the order of steps that was needed in a simple value-creating activity I took part in.	I can identify the basic steps that are needed in a value-creating activity.	I can prioritise the basic steps in a value-creating activity.	I can set my own priorities and act on them.
				<i>Monitor your progress.</i>	I can recognise how much progress I have made on a task.	I can monitor whether a task is going to plan.	I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity.	I can set basic milestones and observation indicators to monitor the progress of my value-creating activity.
				<i>Be flexible and adapt to changes.</i>	I am open to changes.	I can confront and deal with changes in a constructive way.	I can change my plans based on the needs of my team.	I can adapt my plans to achieve my goals in light of changes that are outside my control.

	Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk.	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly.	<i>Cope with uncertainty and ambiguity.</i>	I am not afraid of making mistakes while trying new things.	I explore my own ways to achieve things.	I can discuss the role that information plays in reducing uncertainty, ambiguity and risk.	I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.
				<i>Calculate risk.</i>	I can identify examples of risks in my surroundings.	I can describe risks related to a simple value-creating activity in which I take part.	I can tell the difference between acceptable and unacceptable risks.	I can weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect my preferences.
				<i>Manage risk.</i>			I can critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors.	I can critically evaluate the risks related to the formal set-up of a value-creating venture in the area in which I work.
	Working with others	Team up, work together, and network.	Work together and cooperate with others to develop ideas	<i>Accept diversity (people's differences).</i>	I can show respect for others, their background and situations.	I am open to the worth that others can bring to value-creating activities.	I can combine different contributions to create value.	I can value diversity as a possible source of ideas and opportunities.



			and turn them into action. Network. Solve conflicts and face up to competition positively when necessary.	<i>Develop emotional intelligence.</i>	I can show empathy towards others.	I can recognise the role of my emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa.	I can express my (or my team's) value-creating ideas assertively.	I can face and solve conflicts.
				<i>Listen actively.</i>	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to my end users.
				<i>Team up.</i>	I am open to working alone as well as with others, playing different roles and taking some responsibility.	I am willing to change my way of working in a group.	I can work with a range of individuals and teams.	I share the ownership of value-creating activities with the members of my team
				<i>Work together.</i>	I am open to involving others in my value-creating activities.	I can contribute to simple value-creating activities.	I can contribute to group decision-making constructively.	I can create a team of people who can work together in a value-creating activity.



				<i>Expand your network.</i>	I can explain the meaning and forms of association, co-operation and peer-to-peer support (for example, family and other communities).	I am open to establishing new contacts and cooperation with others (individuals and groups).	I can use the relationships I have to get the support I need to turn ideas into action, including emotional support.	I can establish new relationships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network).
	Learn-ing through experience	Learn by doing.	Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's).	<i>Reflect</i>	I can find examples of great failures that have created value.	I can provide examples of temporary failures that have led to valuable achievements.	I can reflect on failures (mine and other people's), identify their causes and learn from them.	I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it.
				<i>Learn to learn.</i>	I can provide examples that show that my abilities and competence have increased with experience.	I can anticipate that my abilities and competence will grow with experience, through both successes and failures.	I can reflect on the relevance of my learning pathways for my future opportunities and choices.	I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses.
				<i>Learn from experience.</i>	I can recognise what I have learnt from taking part in value-creating activities.	I can reflect on my experience in taking part in value-creating activities and learn from it.	I can reflect on my interaction with others (including peers and mentors) and learn from it.	I can filter the feedback provided by others and keep the good from it.

ANNEX IV – EXAMPLES OF PROPOSED ACTIVITIES

Table A3 provides an approach to incorporating the EntreComp competencies into work-based learning activities, mainly tailored for VET trainees in the sustainable energy sector. Activities at the Foundation level are designed to introduce concepts and build basic skills relying on support from others, while those at the Intermediate level aim to deepen understanding and build independence, testing knowledge and experimenting with approaches in practical settings, hence, developing more sophisticated skills.

TABLE A3: EXAMPLES OF PROPOSED ACTIVITIES CLUSTERED PER THE FOUNDATION AND INTERMEDIATE LEVELS OF PROFICIENCY OF THE ENTRECOMP PROGRESSION MODEL

		Level of Proficiency (EntreComp Progression Model)			
		Foundation		Intermediate	
		Relying on support from others		Building independence	
		Discover	Explore	Experiment	Dare
Comp etence Area	Competence	Level 1	Level 2	Level 3	Level 4
1. IDEAS & OPPORTUNITIES	1.1 Spotting opportunities	- Explore the most successful opportunities the current players in the local/national renewable energy sector benefitted from - Identify regions and markets the company could expand the application of its sustainable energy solutions towards.		- Conduct market research to find gaps in the (local) sustainable energy market. - Map the local Private Purchase Agreement (PPA) in output (GWs) and size (€).	
	1.2 Creativity	- Create a vision board of a region running 100% on your company sustainable energy technologies. - Join a design thinking workshop to identify where the company's EV charging solutions could be applied next.		- Develop a business model canvas for a potential photovoltaic installations spinoff. - Run a sustainable energy solutions quiz among the company employees. - Interview the technicians you work closely and identify the 3 most common competences deemed valuable in field work.	
	1.3 Vision	Study the company's history		Create an impact map of the	



2. RESOURCES		and envision which sustainable energy technology it could pursue next. • Imagine what a full integration of electric mobility would look like in the local region. • Envision what the local city would look like having integrated your company's building energy management technologies.	company's upcoming sustainable energy projects. • List what you would change in the company's vision to adhere to a wider audience.
	1.4 Valuing ideas	• Identify the shared value of your company's solutions in the local community and share your thoughts with management. • Join meetings focusing on strategies for raising awareness about the environmental and social benefits of your company's offered solutions.	• Interview the employees you work closely with on current operational efficiency and draft a recommendations list of processes that need to be optimized. • Experiment with applying your company's values to personal or wider societal sustainability challenges. Try to find ways they can converge.
	1.5 Ethical and sustainable thinking	• Identify the social benefits of the company's offered solutions (beyond the environmental ones). • Identify the negative environmental impact of your company's windfarm projects.	• Create a list of recommendations for enhancing the company's Diversity and Inclusion (D&I) strategy aiming at becoming a role model for integrating diverse talent in the sustainable energy field. • Map operational processes that could become more sustainable and present your perceived negative impact to your manager.
	2.1 Self-awareness and efficacy	• Join field trips to renewable energy plants to get a practical understanding of the solutions offered. • Identify personal strengths and weaknesses in your field work. • Identify which interpersonal skills can help you at the workplace and which you need to further develop.	• Shadow a hydroelectric power technician on the day-to-day operations. • Ask for anonymous feedback on your field work performance and interpersonal relations with peers. Use it as a input for your personal development plan.





	2.2 Motivation and perseverance	• Explore reflective journaling on personal goals and interests. • Identify what drives you to perform your trainee role.	• Present a personal hydroelectric project idea to peers and request feedback. • List the highs and lows of your engagement and link them with your increased/decreased motivation to pursue a career in the sustainable energy field.
	2.3 Mobilising resources	• Identify tangible and intangible resources necessary to initiate, run and complete your challenge. • Identify necessary sustainable energy learning material for upskilling.	• Manifest and pitch for the resources and facilities you need to test your idea for a new smart metering service to be offered by the company. • Request additional equipment for accelerating a photovoltaic installation process your identified on the field.
	2.4 Financial and economic literacy	• Explore the energy exchange market and transaction mechanism for the sale/purchase of energy. • Understand the lifetime value of a renewable energy plant investment. • Budget the anticipated yearly maintenance of a photovoltaic plant. •	• Plan and budget for a prototype of a sustainable energy device. • Estimate the cost of replacing parts of the pipe of a hydroelectric power project. • Conduct a high-level cost-benefit analysis of different sustainable energy solutions.
	2.5 Mobilising others	• Identify the stakeholders from the local community that can advocate for your company's work and impact. • Post 5 success stories from your company on Social Media to extend outreach.	• Organize a meetup with your peers presenting the benefits from your traineeship experience and promoting the need for its continuation. • Reach put to the company's employees to fill in a form as input for your challenge.
	3.1 Taking the initiative	• Organize a presentation on the importance of sustainable energy at a local school. • Engage in brainstorming sessions with peers for your better understanding of challenges in their roles and responsibilities.	• Lead a campaign or event to promote sustainable energy in the community. • Organize a focus group with representatives of the community on the challenges for adopting sustainable energy solutions.
3. INTO ACTION			





	3.2 Planning and management	• Detail the timeframe of each subtask and the time necessary for performing it. • Plan regular meetings with stakeholders directly affecting your challenge.	• Propose changes to the company's strategic planning and business model trying to futureproof the company's offerings. • Propose the pilot integration of agile project management in your team
	3.3 Coping with uncertainty, ambiguity and risk	• Identify the ESG risks associated with the sustainable energy projects your challenge is part of. • Conduct a task in a field away from your knowledge assuming accountability for it.	• Assess the major risks associated with the company's current sustainable energy projects. Propose a management plan. • Identify painpoints of hydroelectric power plants and propose alterations to enhance their resilience to extreme weather phenomena.
	3.4 Working with others	• Participate in a role-playing exercise on decision-making for sustainable energy investments in uncertain scenarios. • Network with employees of the company's other departments as well as stakeholders from the wider sustainable energy scene.	• The trainee will participate in a brainstorming/ reflection session drawing on best practices for dynamic decision-making on the field. • Engage with company employees and stakeholder and network for future employment opportunities in the company and the sustainable energy sector at large.
	3.5 Learning through experience	• Reflect on the traineeship experience and identify the skills to be further developed. • Identify your most/least fitting aspects of the tasks you have performed in your challenges as well as your most/least favourite characteristics of the sustainable energy field.	• Perform a self-assessment evaluating your traineeship experience and the knowledge and skills you developed through challenge-based learning. • Develop a plan for further developing certain skills and competences post-traineeship.





ANNEX V – TEMPLATE OF LOGBOOK

1. INFORMATION

Trainee Name	
Company Name	
Company Mentor Name	
Total Duration (Weeks)	

2. WEEKLY SUMMARY

WEEK 1		
Duration (hrs):		
	Activities – Description of completed tasks	Comments
1		
2		
3		
4		
5		
	<i>add accordingly</i>	

Date:

Signature of Trainee: _____

Signature of Company Mentor: _____

WEEK 2		
Duration (hrs):		
	Activities – Description of completed tasks	Comments
1		
2		
3		
4		
5		
	<i>add accordingly</i>	

Date:

Signature of Trainee: _____

Signature of Company Mentor: _____





Duration (hrs):

Date: _____
Signature of Trainee: _____
Signature of Company Mentor: _____

Duration (hrs):

Date: _____
Signature of Trainee: _____
Signature of Company Mentor: _____

The monthly (analysis) report should be completed following the conclusion of the month it covers and sent through email. Trainees are highly recommended to go over their reports with their company mentor. Each response should be at least 100 words long, formatted in paragraph style, and written using full sentences.



2. Highlight any experiences from this period that you found especially fulfilling.

3. Share any challenges or difficulties you encountered during this time.

4. Discuss additional opportunities for professional development (like attending trainings, participating in field trips, engaging in directed studies, attending meetings, conducting research) that you took advantage of last month or are looking forward to next month.

5. Reflect on whether you sought additional guidance from your mentor over the month and describe any adjustments that were made as a result.

6. Any other observations, items, or concerns you wish to mention (optional).



ANNEX VI – FINAL TRAINEESHIP REPORT BY THE COMPANY MENTOR

Company:		
Name of the Trainee:		
Name of the Company Mentor:		
Challenge assigned to the trainee <i>(as per the Traineeship Plan)</i> :		
Challenge:		
Action plan <i>(as per the Traineeship Plan)</i> :		
Action	Associated competence	Completed
Action 1		☐
Action 2		☐
Action 3		☐
...		☐
Description of the traineeship <i>(short paragraph)</i> :		
Traineeship impact on company <i>(short paragraph)</i> :		
Traineeship impact on the trainee <i>(short paragraph)</i> :		
Main positive aspects identified <i>(short paragraph)</i> :		
Main negative aspects identified <i>(short paragraph)</i> :		
Comments/ General recommendations <i>(short paragraph)</i> :		





ANNEX VII – TRAINEE SELF-ASSESSMENT TOOL

The self-assessment tool for trainees is an MS-excel-based document stemming from the EPIC tool by HE Innovate ¹and accompanies the current guide as an attachment. A snapshot of the tool is provided below:

¹ The Entrepreneurial Potential and Innovation Competences (EPIC) course assessment tool is intended to aid instructors and educators in gauging the success of their courses on entrepreneurship. EPIC is applicable for evaluating the development of skills and competencies of learners across various entrepreneurship educational formats, including courses, modules, summer schools, boot camps, or training sessions. SECOVE's trainee self-assessment tool is based on the EPIC tool. EPIC is available at: <https://heinnovate.eu/en/user/sign-in?destination=/en/epic/dashboard>



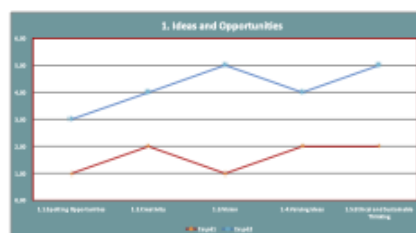


Trainee Self-assessment tool for SECOVE Traineeship programmes

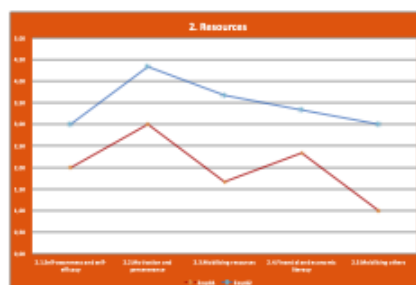
Please provide an answer within the yellow-highlighted boxes below. Please pick a score from 1 to 5 from the drop-down menu on each bar, filling in your answers before and after your traineeship will allow you to track your progress.

5	(Not capable at all)
4	...
3	...
2	...
1	(Very capable)

	For the following sentences please rate (on a scale from 1, not capable at all, to 5, very capable) your perceived ability to...	Before the traineeship	After the traineeship
		1,00	5,00
1. Ideas & Opportunities	1.1 Innovation orientation	1,00	5,00
	Identify new solutions for innovation value creation within your field of expertise	1	5
	Anticipate which opportunities will be of high value	1	5
	Select the most valuable opportunities when faced with multiple options	1	5
	1.2 Creativity	3,00	4,00
	Come up with innovative ideas	3	4
	Come up with new and different solutions	3	4
	Find new ways of solving problems	3	4
	1.3 Risk-taking	1,00	5,00
	Assess on how ways in which your ideas can develop successfully	1	5
	Imagine novel connections and relationships that will be important for the development of your ideas	1	5
	Anticipate what you need to do in order to reach the goals you set	1	5
	1.4 Entrepreneurship	3,00	4,00
	Identify the best value in new ideas within your field of expertise	3	4
	Assess which needs and requirements are necessary to solve the most important challenges within your field	3	4
	Anticipate which new developments will be of importance within your field	3	4
	1.5 Ethical and Sustainable Thinking	3,00	5,00
	Assess the social and ecological impact of your ideas	3	5
	Apply sustainability values (social and ecological) to your own practice	3	5
	Assess what is seen as "good/sustainable practice" within your field of expertise	3	5



	For the following sentences please rate (on a scale from 1, not capable at all, to 5, very capable) your perceived ability to...	Before the traineeship	After the traineeship
		1,00	5,00
2. Resources	2.1 Self-awareness and self-efficacy	1,00	5,00
	Achieve goals that you set for yourself	1	5
	Perform tasks that you are unfamiliar with	2	3
	Learned in experiences that you seek your mind to	3	5
	2.2 Motivation and persistence	3,00	4,00
	Finish assignments that you have started, even if you are tired of them	3	4
	Continue to work on tasks despite setbacks and failures	3	5
	Immediately start working on assignments even if they are challenging	3	5
	2.3 Establishing resources	1,00	5,00
	Actively network in order to increase your number of contacts	1	5
	Find the right people to assist you on various tasks	2	3
	Contact people you do not know when you need something	2	3
	2.4 Financial and economic literacy	3,00	5,00
	Estimate a budget for a new project	3	5
	Control costs in projects	3	5
	Read and interpret financial statements	3	5
	2.5 Mobilising others	1,00	5,00
	Make people enthusiastic about your ideas	1	5
	Convey your ideas in an unbiased manner	1	5
	Convince others to engage in your activities	1	5



	For the following sentences please rate (on a scale from 1, not capable at all, to 5, very capable) your perceived ability to...	Before the traineeship	After the traineeship
		1,00	5,00
3. Into Action	3.1 Taking the initiative	1,00	5,00
	Be the one who takes the initiative	1	5
	Make difficult decisions	2	3
	Quickly assess complex situations	2	3
	3.2 Planning and management	3,00	5,00
	Create a project plan	3	5
	Organise and structure tasks in a project	3	5
	Set project goals	3	5
	3.3 Working with uncertainty, ambiguity and risk	1,00	5,00
	Deal with uncertainty when implementing new activities	1	5
	Work under stress and pressure	2	3
	Deal with sudden changes and surprises	3	5
	3.4 Working with others	3,00	4,00
	Work with many different people	3	4
	Actively participate in team work	3	4
	Promote your ideas and opinions when working in a group	3	5
	3.5 Learning through experience	3,00	4,00
	Look for new opportunities to develop new knowledge and skills	3	4
	Learn from challenging and difficult tasks	3	4
	Select challenging work assignments that you can learn a lot from	3	5





ANNEX VIII – TEMPLATES OF QUESTIONNAIRES ON EXPECTATIONS BEFORE AND AFTER THE TRAINEESHIP

Q.1.1. Expectations of *trainees* before the traineeship

I anticipate that the traineeship will..

(1: totally disagree – 5: totally agree)					
	1	2	3	4	5
equip me with the necessary skills for navigating the competitive job market today.					
enhance my entrepreneurial skills and competencies.					
acquaint me with the business environment.					
offer me an introduction into working within a specific industry.					
present a realistic view of the daily operations within a real-life job setting.					
provide me with the ECTS credits needed to complete my degree.					
illustrate how tasks and responsibilities are allocated among staff members.					
help me learn how to be professional, be accountable and successfully complete tasks.					
advance my technical expertise and skills					
assist me in creating a network of contacts and professional relationships.					
allow me to immerse myself in a new company culture.					
deepen my understanding of my personal interests.					
facilitate my swift adaptation to the company by engaging in real-world challenge and problem solving.					
offer hands-on learning opportunities about the company's functioning through practical problem-solving.					
boost my self-confidence and self-esteem.					
empower me to work independently and develop my own solutions to challenges.					

Q.1.2. Experiences of *trainees* after the traineeship

My traineeship..

(1: totally disagree – 5: totally agree)					
	1	2	3	4	5
provided me with the essential skills for the current competitive job landscape.					
enhanced my entrepreneurial skills and competences.					
introduced me to the business world					
offered me an introduction into the experience of working in a specific sector.					
delivered an accurate depiction of the daily operations in a real-life job setting.					
fulfilled the ECTS credit requirements needed for my degree completion.					
Illustrated how responsibilities are distributed among staff members.					
helped me learn how to be professional, be accountable and successfully complete tasks.					
enabled me to advance my technical skills and expertise.					
enabled me to create a network of professional contacts and connections.					





granted me insight into the culture of the company.					
deepened my understanding of my personal interests.					
helped me swiftly integrate into the company environment through practical problem-solving.					
provided me with hands-on experience with the operational aspects of the company by addressing actual challenges.					
boosted my confidence and self-assurance.					
empowered me to work independently building my solutions to tackle challenges.					

