



2nd Annual Conference and the Comenius Network “Entrepreneurship Education & the Word of Work”

“Career Management Skills and the Transition to the World of Work”

Organised by Ellinogermaniki Agogi in cooperation with STVG
25th – 28th of April 2012
Athens, Greece

**Supporting young people
in Europe to handle their life
in the World of Work by
Entrepreneurship Education
is our vision**



Organised by Ellinogermaniki Agogi in cooperation with STVG
25th - 28th of April 2012
Athens, Greece

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Lifelong
Learning
Programme

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About the conference

Conference: “Career Management Skills and the transition to the World of Work”

**2nd Annual Conference
of the Comenius Network**

“Entrepreneurship Education & the World of Work” “EE&WOW”:

The Conference

The main aim and objective of the conference - as a part of a three year process within the Comenius Network EE&WOW – is to inform, to present and to discuss one of the most important core elements of entrepreneurship education, Career Management Skills and to find common approaches to transfer knowledge, strategies and policies concerning this issue into practice.

The Network Background

The Comenius Network “Entrepreneurship Education & the World of Work” of which the conference is a part meets at least three main European strategic objectives concerning education, employment and youth: to strengthen competences of young people to manage their own life and job, to improve employability and youth employment and to avoid drop-out and early school leaving.

The Programme

Presentations out of national and European points of view give an overview and insight into general and specific topics concerning Career Management Skills, their manifestations in different areas of educational settings by means of typical and specific examples.

Round table discussions and workshops dealing with topics of successful pathways, smooth transition processes and positive career choices offer the opportunity to intensify the exchange of experiences and expertise, and to find starting points for new and innovative initiatives both national and cross-border or transnational.

Additional features

Combined with the conference a national event “Career Day” takes place and gives students the chance to meet professionals from the world of work out of several fields of professions for personal discussions about individual perspectives, job profiles and further options in education and employment, including self employment.

For the Network members a study visit and a network meeting take place combined with the conference.

April 2012

Peter Härtel / Michaela Marterer / Sofoklis Sotiriou

“Transferring knowledge to practice: The case of NanoPhos SA”

Dr. Ioannis Arabatzis, Managing Director and Co-Founder NanoPhos SA

Μεταφέροντας την τεχνολογία στην πράξη



Ioannis Arabatzis, PhD

Ελληνογερμανική Αγωγή, April 24th, 2012

Presentation Structure

Outline

1. What NanoPhos stands for...
2. The story so far...
3. The experience we gained...
4. Conclusions...

1. What NanoPhos stands for?

NanoPhos SA invents clever materials that solve every day problems.

By harnessing nanotechnology, we seek to create a cleaner & more hygienic environment!

Our vision is to:

“Tune the NanoWorld to serve the MacroWorld”

NanoPhos SA is the founders' wish to create a viable company that will excel technically, managerially, ethically and will transfer Nanotechnology into every day life

What is the problem that we solve?

SurfaShield

A ‘SERIAL BACTERIAL & DIRT KILLER’

A nanotechnology layer that gives *self-cleaning, self-sterilizing and anti-fogging* properties

Properties

Completely safe

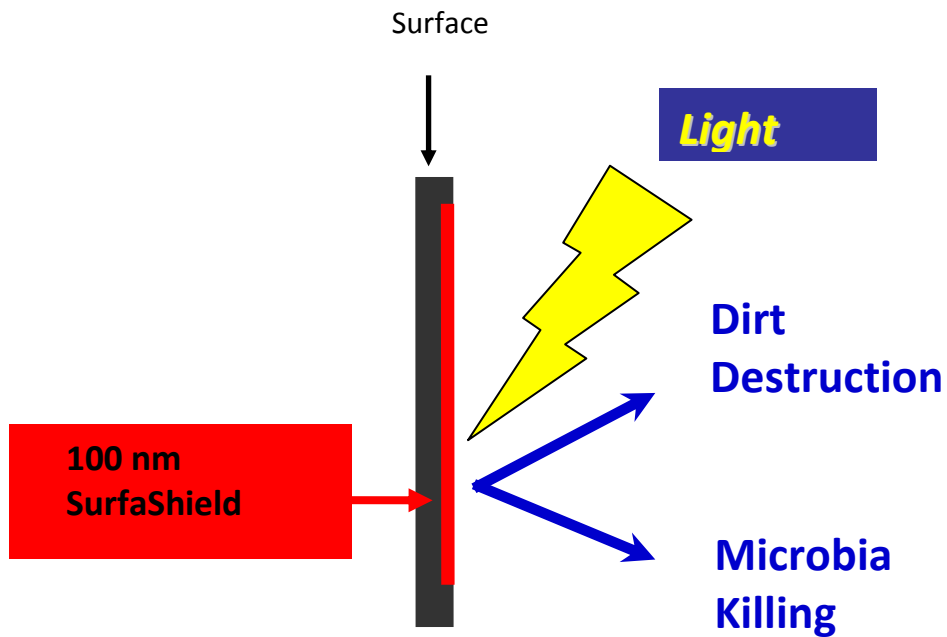
Invisible to the human eye (100nm)

Modified product can not be distinguished from the unmodified one

Permanent

Environmentally-friendly

Cost effective



SurfaPore

NanoTech driven, total protection against
Water, moisture and mould

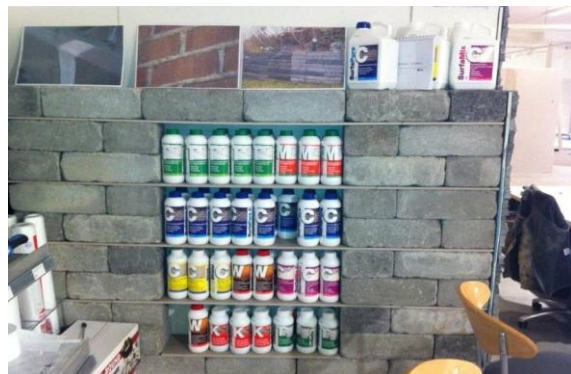
Properties

Perfect water barrier
Invisible to the human eye
No optical change
Permanent
Environmentally-friendly
Cost effective



SurfaPore

NanoTech driven, total protection against
Water, moisture stains and mould



2. The story so far...

Defining a dream...

On September 2000 → Initiation of Experimental work for a PhD Thesis

Research area: Applied Nanotechnology

Research Center: NCSR “Demokritos”

The research institute fully supported research activities by providing:

4-years Scholarship

Necessary Instrumentation & Infrastructure

Access to Literature & Knowledge

Any consumables needed

Scientific Research is:

exciting

creative

challenging

innovative

inspiring

focused



However:

Scientists tend to be **isolated**

Ideas are recycled among a few experts (fragile laboratory walls)...

They are **rarely motivated** to excel outside a lab

Most people are **risk averse and not opportunity obsessed**

Technical guys **do not adapt** easily to different ways of thinking

The Business School Experience

A Business School experience proved invaluable as:

Teaches **new tools** and **novel approaches**

Cultivates a **market-driven way of thinking**

Acts as a **pole of ideas**

Helps setting **quantifiable targets, goals & timeframes**

Promotes **team management and leadership skills**

Provides **access** to people and networks



The European Business Plan Competition

Not a competition, but

...an opportunity:

To form a team!

To test an idea in your first “live fire - business battlefield” ...

To get a meaningful feedback...

To face real managers, real investors, real ideas, real opportunities...

To find out if you have the guts...



After the EBPYC 2005...

Preserving a Win is more challenging than accepting a Loss



Multiple disorientating personal options

Absence of a sound customer interest

Risk appears greater

Absence of supporting infrastructure

Customers need to observe: Reluctance to adopt an innovation

Entering an unexpected battle

Who should be involved in the venture?

NanoPhos faced confrontation sooner than expected...

Let the founders' “mating dance” evolve...

Founders should share the same passion, values and vision.

Team members contribute value if they complement & balance each other...

NanoPhos' People Strongly Believe that:

Always pick your battles carefully. Follow the perfect economy strategy

Entrepreneurship is a challenge to overcome difficulties...

Lock 'n' Load!



NanoPhos SA was incorporated on November 15th, 2005
 It raised capital from FFF: 75.000 € only
 It established at the Science & Technology Park of Lavrio
 Within a month: Lab was operational & SurfaShield was tested

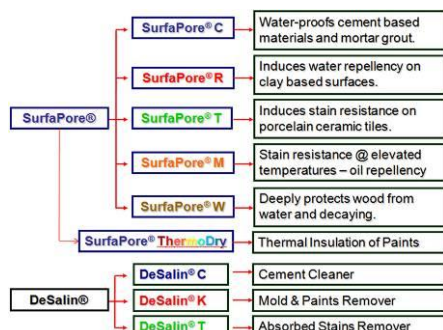
Early Achievements

Within 4 months NanoPhos has achieved to:

Become independent both for R&D and managerial activities.
 Be in discussion with industrial customers from two continents and seven countries.
 Run an industrial pilot production, in partnership with an international tiles manufacturer.
 Establish a SurfaShield production line.
 Officially certify SurfaShield Anti-microbial action.

Product Line Expansion

Industrial & Retail Products
 4 Major Product Lines
 More Than 50 SKUs
 Internal Aim to launch a new product every 8 months
 At least 5 Research Objectives
 Next Products:
 Transparent IR Reflecting coatings
 Maritime Industry



NanoPhos Presence 2011

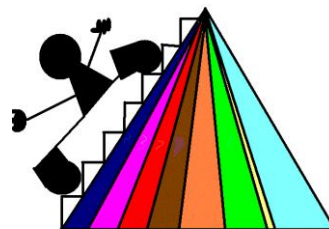
3. The experience we gained...

It is hard to manage uncertainty.
It requires guts & stomach.
You have to rely on modest resources.
It is hard to support people around you.

Terrifying Experience??

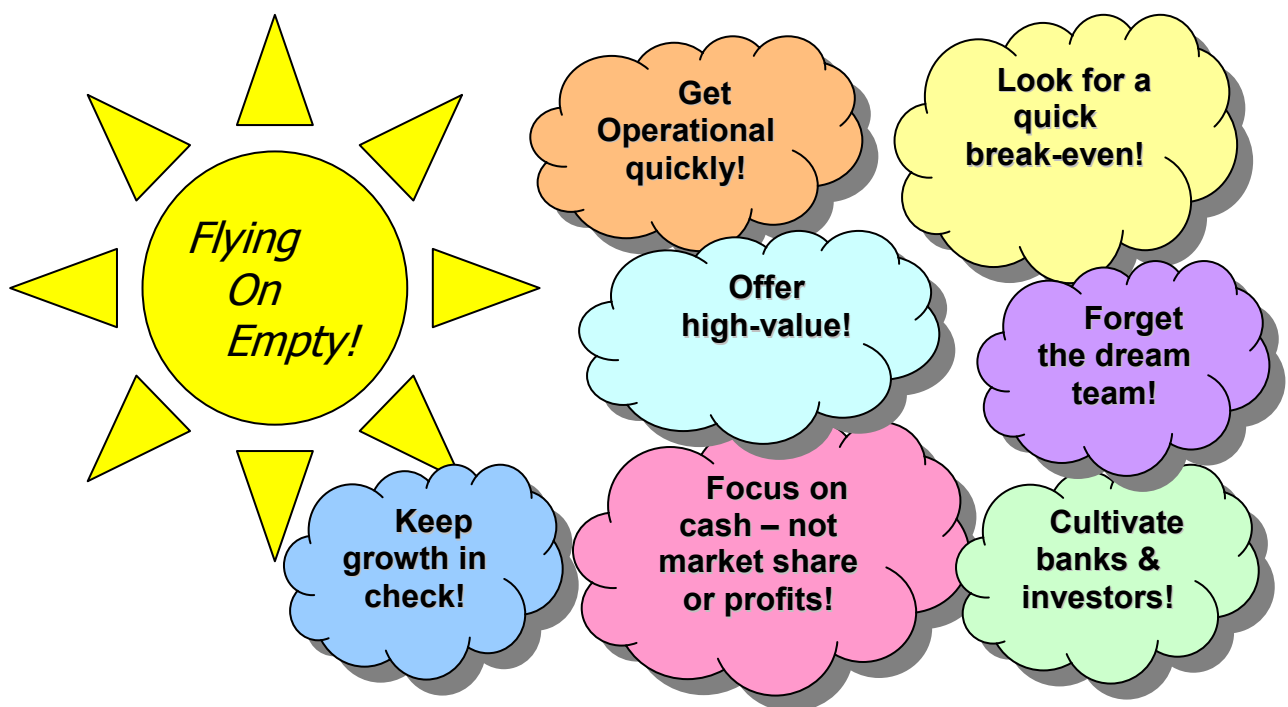


**Why people do not feel the “business heat”?
people cannot find money in order to launch!
Bootstrap Finance!**



Launch ventures with modest personal or FFFs funds
Do not waste brain-power scheming to raise super-\$/€
Spent time wisely – not courting investors
The challenge is not raising money but having the wits & hustle to do without it!
Enter the death-ground! More money = more mistakes!
Cut ties with the past, do not always dream the future, engage the present, fight like hell to get out alive!

A usual mistake: would-be founders interpret lack of interest from the investor community as a pronouncement that the business is doomed!



4. Conclusions...

Surviving the inevitable disappointments on the rough road to success requires PASSION!

Believe in your idea, product, venture
Screen ◇ Analyze ◇ Integrate
Perfectionism does not pay!
"Who dares wins"

Look things as they are!

Fear, anger, impatience, overconfidence cut off options
Business & Science require the outmost of realism
Be light on your feet, see far & wide.
Subsequently more options are available...

Acquire resources, not always money!

Take advantage of distribution channels, cost of money, create a network, other people needs, synergies...

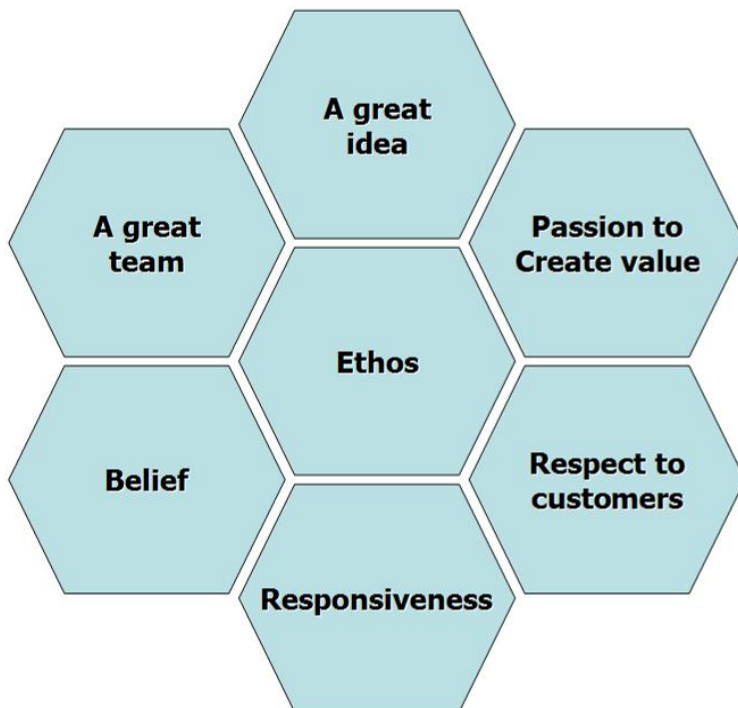
Entrepreneurship requires less resources than you think

Keep communicating your value offer

"Play ball & you will score!"

Expand the whole pie, not your own slice!

Bring & share value, 100% of zero is still zero



“From school desk to my own office desk”

Olga Stavropoulou, Managing Director & Co-Owner, Militos Emerging Technologies & Services



www.militos.org

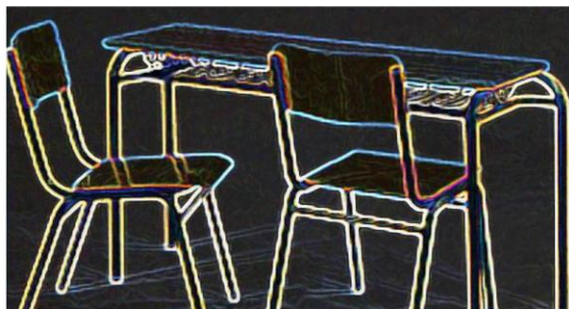


Όλγα Σταυροπούλου – Σαλαμούρη
Μίλητος Αναδυόμενες Τεχνολογίες & Υπηρεσίες

looking back ... really back!
Αρσάκειο Θηλέων Ψυχικού
1989

Τελευταίο Θρανίο
Όλγας & Νατάσσας

Μπροστά μας
Ανθή & Άννα





Still looking back ...
1989 - 1996

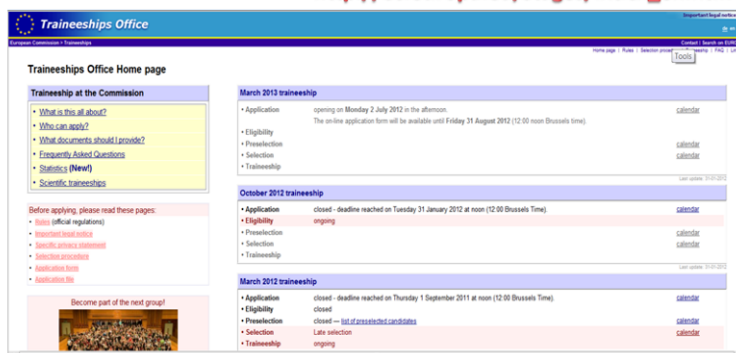
Northeastern University, USA

Πανεπιστήμιο Βρυξελλών



ΟΠΟΙΟΣ ΓΥΡΙΖΕΙ ΜΥΡΙΖΕΙ

http://ec.europa.eu/stages/index_en.htm



η δύναμη της πρακτικής άσκησης

αναβαθμίζουμε τη θεωρητική γνώση με πρακτική εμπειρία

money cannot buy



2000
ήρθε η Μίλητος



the luxury of professionalism



μόνη σε ένα μικρό γραφείο... είμαστε ήδη 15 Μιλήσιοι
νέα κοπέλα τότε... μητέρα και σύζυγος τώρα
μαζί με τη Μίλητο μεγάλωσα κι εγώ



2010
ήρθε ο Σωτηράκης

που ήταν το mentoring τότε?



the luxury of professionalism



τι είναι το Mentoring;

Μια συνεργασία μεταξύ δύο ανθρώπων που συνήθως εργάζονται στον ίδιο τομέα ή/και μοιράζονται κοινές εμπειρίες.

Μια υποστηρικτική σχέση που βασίζεται σε αμοιβαία εμπιστοσύνη και σεβασμό.

Ένας αποτελεσματικός τρόπος να βοηθήσεις άλλους να προοδεύσουν στην καριέρα τους και να αναπτυχθούν και σε προσωπικό επίπεδο.

Δεν αξιολογεί, δε συγκρίνει, δεν εκπαιδεύει.

Εντοπίζει από κοινού τις ανάγκες και **προτείνει λύσεις** ανάλογα με τα χαρακτηριστικά και τις ιδιαιτερότητες του καθοδηγούμενου.

Προτείνει πρακτικές συμβουλές που απομυθοποιούν τις δυσκολίες και δημιουργούν συνθήκες ανάπτυξης και βελτίωσης

Είναι εμπιστευτικό, συνεργατικό και βοηθητικό.



δίκτυο
μεντόρων
για την ενίσχυση
της **γυναικείας**
επιχειρηματικότητας

www.businessmentors.gr



Το έργο αυτό χρηματοδοτείται με την υποστήριξη της Ευρωπαϊκής Επιτροπής.
Η παρούσα δημοσίευση δεσμεύει μόνο τον συντάκτη της και η Επιτροπή δεν ευθύνεται
για τυχόν χρήση των πληροφοριών που περιέχονται σε αυτήν.



17 ευρωπαϊκές χώρες συμμετέχουν
στο Ευρωπαϊκό Δίκτυο Μεντόρων για
τη Γυναικεία Επιχειρηματικότητα

Στην χώρα μας η δράση υλοποιείται
από το ελληνικό δίκτυο BUSINESS
MENTORS



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European Network of Mentors for Women Entrepreneurs

National contact points

Belgium Ms Béatrice Allé	Cyprus Mr Panayotis Pastos	Greece Mr Jens Koslowsky	Hungary Ms Katalin Túröczy	Ireland Ms. Carol Brady	Italy Mr Marco Ardimanni
The Netherlands Mrs Dominique Bosma	Romania Mr Florin Nicolae Jianu	Slovakia Mr Andrej Klimant	Slovenia Ms Vida Perko	Spain Ms Cristina San cristóval Zurita	United Kingdom Ms Lisa McHullan
Albania Ms Flutura Xhabija	FYROM Mrs Gabriela Kostovska Bogoeska	Montenegro Ms Dragana Radević	Republic of Serbia Ms Sonja Manojlovic	Turkey Ms Yegim Seviğ	

Source: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/national_contacts_en.htm



Τι κάνει το ελληνικό δίκτυο BUSINESS MENTORS?

Δημιουργεί δεσμούς συνέργειας μεταξύ επιτυχημένων επιχειρηματιών (mentors) και γυναικών επιχειρηματιών που ξεκίνησαν πρόσφατα τη δική τους επιχείρηση (mentorees), και που καλούνται να ανταπεξέλθουν στα δύσκολα πρώτα χρόνια της επιχειρηματικότητας.

Για ποιο λόγο?

Γιατί πιστεύουμε ότι η καθοδήγηση από **επιχειρηματίες – πρότυπα** και γενικότερα τα επιτυχημένα παραδείγματα επιχειρήσεων **θα επηρεάσουν θετικά** και θα ενισχύσουν τη γυναικεία επιχειρηματικότητα, ειδικά σε περιόδους οικονομικών προκλήσεων όπως είναι η περίοδος που ζούμε σήμερα στην Ελλάδα.

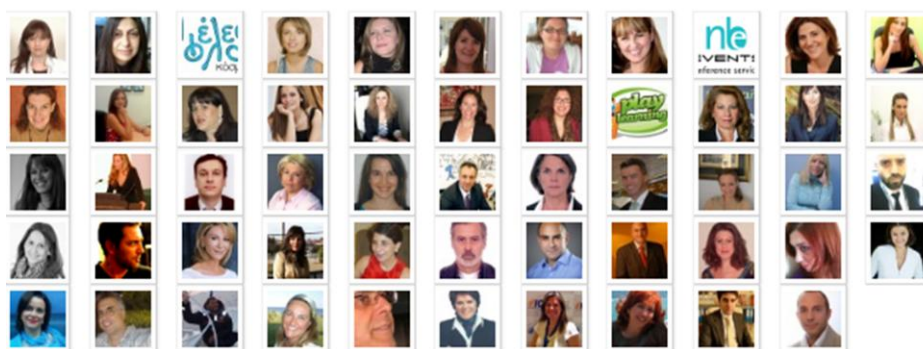
Πώς;

Φέρνουμε σε επικοινωνία ζευγάρια mentoring από όλη την Ελλάδα που θα συναντώνται τακτικά για τουλάχιστον 12 μήνες και θα έχουν αμοιβαίο όφελος από την ανταλλαγή ιδεών και εμπειριών.

Σκοπός μας είναι να βοηθήσουμε τις γυναίκες επιχειρηματίες όλων των ηλικιών να διατηρήσουν με επιτυχία την επιχείρησή τους.

Οι έλληνες επιχειρηματίες ενδιαφέρονται και ανταποκρίνονται!

52 mentors ★ 52 mentorees





Ευχαριστώ για την προσοχή σας!

"EE: For a creative mindset"

(EE = Entrepreneurship Education)

Alexis Komselis, Director ALBA Hub Enterprise and Development, ALBA Graduate Business School at the American College of Greece



**Εκπαίδευση στην Επιχειρηματικότητα:
για έναν δημιουργικό τρόπο σκέψης**

27/4/2012

“Σπουδές και Σταδιοδρομία”

Ελληνογερμανική Αγωγή

Αλέξης Κομσέλης

ALBA Hub for Enterprise & Development

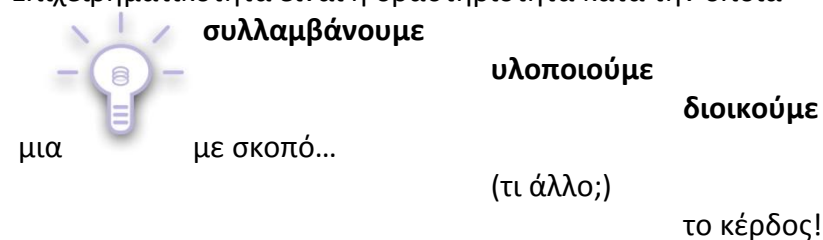
ALBA Graduate Business School

www.alba.edu.gr



Τι;;

Επιχειρηματικότητα είναι η δραστηριότητα κατά την οποία



Τι;;; Το Κέρδος;

Επιχειρηματικότητα είναι η δραστηριότητα κατά την οποία συλλαμβάνουμε, υλοποιούμε και διοικούμε μια ιδέα με σκοπό

(τι άλλο;)

τη δημιουργία αξίας!

(για εμάς & για τους άλλους)

... το πλαίσιο για κάθε οικονομική δραστηριότητα (πλέον)!

Πως;



Οπότε;

Τι χρειαζόμαστε;

ΚΑΙΝΟΤΟΜΙΑ

Τι;

Τι είναι Καινοτομία;

Τεχνολογική ανακάλυψη

Διαφοροποιημένο Προϊόν/Υπηρεσία

Νέα Διαδικασία

Νέο Κοινό

Καινοτομία = γνώση + δημιουργικότητα!

Ρίσκο;

Σε ποιον βαθμό;



αποφασίζεις:

Εκκίνηση (start up)

Οικογενειακή επιχείρηση

Ενδοεταιρική επιχειρηματικότητα

Κοινωνική επιχειρηματικότητα

Κρατική επιχειρηματικότητα

Για σένα!

Η επιχειρηματικότητα είναι τελικά στάση ζωής!

Βασίζεται στη δημιουργική σκέψη και στην επίτευξη των στόχων (και αξίας)

Προσωπικών – Επαγγελματικών – Κοινωνικών

Η δημιουργία μιας επιχείρησης είναι απλά ένα (μικρό) μέρος!

Πως;

Ρωτώντας!

Αναθεωρώντας τα δεδομένα!

Επαναστατώντας!

Υλοποιώντας!

Αμφισβητώντας!

Πως;

Μέσα από το παιχνίδι...

Μέσα από την ομαδική δραστηριότητα...

Μέσα από τα μαθήματα...

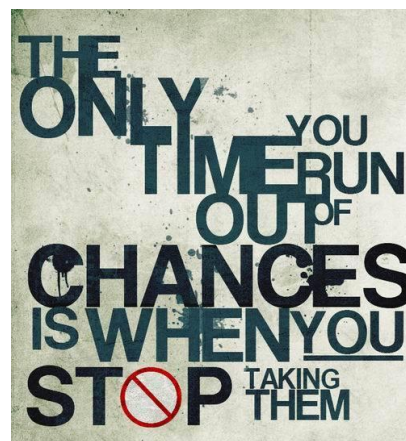
Μέσα από τις εμπειρίες...

Μέσα από τις αποτυχίες...

Μέσα από ένα πτυχίο;

Στάση ζωής!

Η δημιουργική σκέψη είναι στάση ζωής!



(Παρένθεση)

“Most people don't recognize opportunity when it comes, because it's usually dressed in overalls and looks a lot like work.”

Edison

Ευχαριστώ!

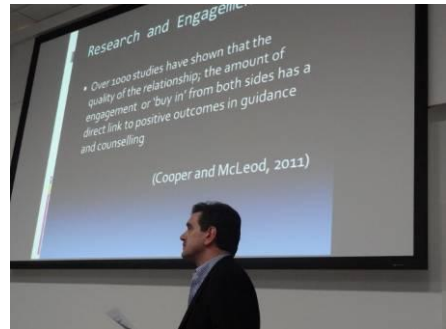
Αλέξης Κομσέλης

akomsel@alba.edu.gr

“Careers Education and guidance for Changing Contexts: Entrepreneurship and Motivation”

Peter Beven, Northumbria University, Programme Leader

*For inviting me from here: (3 Celsius)



*Thank you

Economic crisis in the EU
Unemployment
Social unrest
Uncertainty about the future
Massive coverage in the media
How does this fit with an entrepreneurial spirit?

*Changing Contexts

Must not end up blaming individuals for global economic changes
BUT
Often individuals can do more to develop their skills and opportunities

*Avoiding the Blame Game

(People) are disturbed, not by things, but by the principles and notions which they form concerning things

What is the point... there are no jobs
I blame the government
I'm stuck.....

*Epictetus Επίκτητος

But remember ... uncertainty in career education and guidance is NOT a new concept

* Reactions to Change

Decision Making: Planned Happenstance
Motivation and readiness for change

* Some ideas to inform career education and guidance

'classical decision theory or rational decision strategies ... are simply no longer
sufficient
for today's complex changing world ...
changing one's mind will be an essential skill in the future'. (Gelatt)

* Why work with chance?

Life is complex and changeable. Rational matching is not sufficient

People have diverse decision making mind-sets ...these can be as effective (if not more
so) as rational decision making

Coping with uncertainty, being flexible are desirable employability skills

* Why work with chance?

**PLANNED
experience**

e.g. learning, networking, work

'Taking action is not the same as deciding'

**HAPPEN
opportunities**

responding to unexpected

STANCE

an attitude of curious enquiry, keeping an open mind

How can we contribute to chance events?

being ready and willing to take action
being open-minded and flexible
taking a risk and seizing the opportunity
networking being 'out there' talking to people
being involved ... voluntary work, interests, learning
Exploring, being curious
Staying positive/ optimistic

- Curiosity:** exploring new possibilities
- Persistence:** exerting effort despite setbacks
- Flexibility:** changing attitudes and circumstances
- Optimism:** viewing new opportunities as possible
- Risk taking:** taking action in the face of uncertain outcomes

* Assisting clients to develop skills

Reframe career myths e.g. there is a perfect job out there

Challenge the notion that you need to decide before taking action

Engage client in curious exploration: network, learning, build confidence, try different things

* Planned happenstance in action

Screening / diagnostic questionnaires shift the focus from having a plan

careers education/ guidance activities and resources facilitate learning of...
different approaches to decision making, curiosity, flexibility, persistence, optimism,
risk-taking

* Other implications

“Careers counsellors have not been trained to be comfortable with a client who remains undecided for very long” Mitchell (2003)

* Practitioner values

Acknowledge - it is normal, inevitable and even desirable for unplanned events to influence careers

Think of indecision not as a problem to be remedied but a useful state

Help young people to develop skills that will enable them to take advantage of unplanned events

* Advice for career practitioners

‘Careers are seldom planned but are often developed by being aware of and acting on the landmarks that appear on the way’

‘An unplanned career is full of opportunity’

* Kathleen Mitchell (2003)

The stages of change model

Some aspects of the Miller and Rollnick motivational interviewing model

To understand the need for a repertoire tactics appropriate to the individual’s readiness

* Motivational Interviewing

1. **giving of a reason to act:** the act of giving somebody a reason or incentive to do something

2. **enthusiasm:** a feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling

* Motivation [moti váysh'n] (plural motivations) noun

Unmotivated



Extrinsic
(responsive to outside influences or sanctions)



Intrinsic
(responsive to internal reasons and wishes)

Where behaviour change is intrinsic, more likely to be longer lasting. This links directly with Motivational Interviewing principles

* Self Determination

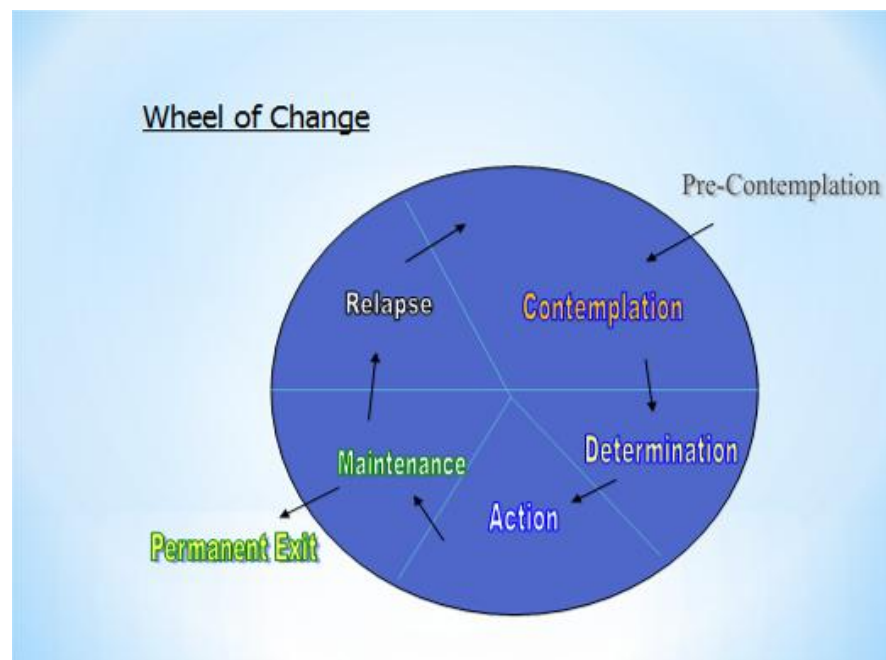
Should not categorise people as intrinsically “Motivated” or “Unmotivated”
Need to view motivation as a state of readiness to take action – which will vary from one time to another

The way an interviewer relates to an individual affects the outcome: there can be significant changes even with Young Persons appearing “unmotivated”

* Motivational Interviewing

Need to identify at what stage the person is at with regard to readiness to change
Prochaska and DiClemente- researchers who have described a series of stages through which people pass in the course of managing a problem
“The Wheel of Change”

* Assessing motivation



It is a circle: common for people to move round several times
Provides windows of opportunity where advisers can have significant influence
Different skills needed at different stages of the wheel of change

* Wheel of Change

The young person not yet thinking about the possibility of change
May report: "I haven't got a problem"
May express surprise there's anything to discuss
May be defensive pre-contemplators: "I'm only here because they force me to come here"
May have been referred by other people

* Pre-contemplation stage

Reluctant precontemplators: who don't want to consider change; may be unaware of the effect of problem behaviour; may feel comfortable where they are

Rebellious precontemplators: unlike the above, often have a great deal of knowledge about their behaviour; may be hostile to the idea of change

* Pre-contemplation: Four variations on a theme

The Resigned Precontemplator: Have given up on the possibility of change and seem overwhelmed by the problem.

The Rationalising Precontemplator: often appears to have all the answers. Not considering change because believe their situation is due to someone else's problem / mistake

* Pre-contemplation: Four variations on a theme (cont'd)

Some Awareness of the Problem

Characterised by "Ambivalence"

Both considers change and rejects it

Moves between reasons to change and reasons not to change

* Contemplation Stage

Where the balance tips towards intention to act

“I can’t go on like this”

“What can I do?”

“How can I change this?”

“I’ve got to do something about this”

* Determination Stage

The “*Doing*” Stage

What most people think of as advice and guidance:

The search for strategies to help the person bring about a change

Helping the Young Person to identify options and supporting them in reaching goals:

E.g. Information, advice, guidance

* Action Stage

This is about staying on track with the change plan

Helping the individual not to lose ground if plan does not work out immediately

E.g. maintaining morale in the face of a rejection of a job application

* Maintenance

Relapse is when an individual, having made some attempt to change “reverts back” to problematic behaviour or lifestyle

A key task here is to provide support to try to help the young person to avoid discouragement and demoralisation

Try to renew determination to act

* Relapse

Question- answer trap

Confrontation – denial trap

The “Expert” trap

Labelling trap

Premature Focus trap

Blaming trap

* Avoiding “traps” in Interviews

- Express empathy
- Develop discrepancy
- Avoid Argumentation
- Roll with Resistance
- Support young person in belief that they can make changes (self efficacy)

* Principles of Good Practice

- Ask Open Questions
- Listen reflectively
- Summarise
- Affirm
- Encourage self motivational statements: problem recognition, concern, intention to change and optimism for change

* Opening Strategies

- Asking evocative questions
- Exploring pros and cons
- Asking for elaboration
- Imagining Extremes
- Looking Forward
- Looking Back

* Developing Self Motivation



- Make a Summary Reflection:
- Review: concerns, any reluctance,
- incorporate self motivational statements from earlier in the interview
- Ask the “Key Question”
- Young Person to suggest next steps
- Follow answer with reflective listening
- Help individual identify priorities
- Negotiate plan for change

* Moving towards Action: Transition Stage

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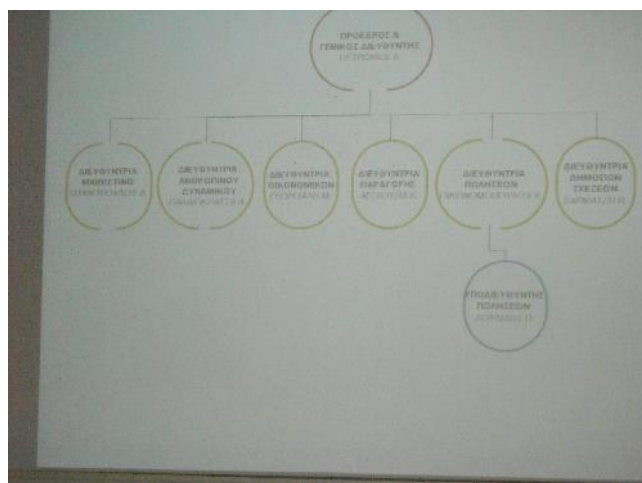
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* Contact Details

Study Visit: Presentation of EA school Entrepreneurship Project: a virtual company





Study Visit: Presentation of Avgouleia – Linardatou School
Entrepreneurship Project: a virtual company, Entrepreneurship in
Education: case studies and smooth transition to the World of Work



Attendees

LIST OF SPEAKERS AND ATTENDEES				
Nr	First name	Name	Institution	Country
1	Ioannis	Arabatzis	Managing Director and Co-Founder NanoPhos SA	Greece
2	Antonio	Arenado	Andalucía Emprende, Fundación Pública Andaluza	Spain
3	Peter	Beven	Northumbria University, Programme Leader	UK
4	María José	Cousinou	Andalucía Emprende, Fundación Pública Andaluza	Spain
5	Elica	Efremova	Junior Achievement Bulgaria	Bulgaria
6	Rago	Gianluigi	EUROCULTURA	Italy
7	Kristoffer	Hedram	Gothenburg Region of local authorities	Sweden
8	Lisbeth	Højdal	University College Capital/UCC	Denmark
9	Bettin	Luciana Levi	EUROCULTURA	Italy
10	Theo	van de Veerdonk	Gemeente 's-Hertogenbosch	Netherlands
11	Hetty	Oomens	Gemeente 's-Hertogenbosch	Netherlands
12	Martin	Rahe	EADA	
13	Susana	Reyes Garcia	EUROCULTURA	Italy
14	Sofoklis	Sotiriou	Ellinogermaniki Agogi School	Greece
15	Olga	Stavropoulou	Managing Director & Co-Owner, Militos Emerging Technologies & Services	Greece
16	Helle Mary	Toft	University College Capital/UCC	Helle Mary
17	Dagmar	Schaeffer	Teacher of German Philology, responsible for studies in Germany	Greece

18	Malin	Frykman	Gothenbourg Region of local authoritis	Sweden
19	Stavros	Savas	E.A.	Greece
20	Vassilis	Karamaounas	E.A.	Greece
21	Katerina	Riviou	EA	Greece
22	Giota	Natsikou	EA	Greece
23	Daniela	Stai	EA	Greece
24	Stavros	Savas	E.A.	Greece
25	Vassilis	Karamaounas	E.A.	Greece
26	Katerina	Riviou	EA	Greece
27	Giota	Natsikou	EA	Greece
28	Daniela	Stai	EA	Greece
29	Helen	Paikou	EA	Greece
30	Kate	Krokou	E.A.	Greece
31	Karolina	Kalkantara	E.A.	Greece
32	Nena	Nikoletta	E.A.	Greece
33	Elettheria	Tsarlidaki	E.A.	Greece
34	Elke	Zipp-Zarmakoupis	E.A.	Greece
35	Maria-Niki	Kerani	E.A.	Greece
36	Vasso	Koutsioumpa	E.A.	Greece
37	Soulou	Effrosini	E.A.	Greece
38	Dimitris	Rossis	E.A.	Greece
39	Boutou	Aphrodium		Greece
40	Perga	Parnasoita		Greece

41	Argelich	Angostara		Greece
42	Psomaka	Manetiata		Greece
43	Gieros	Partsakolakis		Greece
44	Stratos	Morgarita		Greece
45	Dimitris	Bikakis		Greece
46	Mary	Aggelavou	E.A.	Greece
47	Vaia	Mpampatsiav	E.A.	Greece
48	Maria	Kalyvianaki	E.A.	Greece
49	Dimitra	Karagianni	E.A.	Greece
50	Georgia	Bellou	E.A.	Greece
51	Rea	Pappa	E.A.	Greece
52	Kelly	Stathi	E.A.	Greece
53	Vicky	Papaioamm	E.A.	Greece
54	Chroni	Vasilikh	E.A.	Greece
55	Eleni	Dimitrildi	E.A.	Greece
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57	Elena	Vourliti	E.A.	Greece
58	Iona	Fotiadou	E.A.	Greece
59	Vasilki	Kalkani	E.A.	Greece
60	Dimitra	Psarrou	E.A.	Greece
61	Dimitra	Repanzi	E.A.	Greece
62	Olga	Doannou	E.A.	Greece
63	Christina	Tsoka	E.A.	Greece

64	Savina	Joannou	E.A.	Greece
65	Maria	Iatridi	E.A.	Greece
66	Konstautina	Karelioti	E.A.	Greece
67	Nikolitsa	Tourgiana	E.A.	Greece
68	Eirini	Mantzwrou	E.A.	Greece
69	Mary	Zacharaki	E.A.	Greece
70	Joanna	Kangua	E.A.	Greece
71	Arggro	Dimopoulou	E.A.	Greece
72	Kornilia	Savra	E.A.	Greece
73	Krystallia	Kyritsi	E.A.	Greece
74	Zoe	Antoniou	E.A.	Greece
75	Edmaris	Santos	E.A.	Greece
76	Joanna	Kangua	E.A.	Greece
77	Julie	Vlakavas	E.A.	Greece
78	Elena	Vourliti	E.A.	Greece
79	Elena	Staupoulou	E.A.	Greece
80	Dimitra	Dimiteakooulou	E.A.	Greece
81	Christina	Bourauni	E.A.	Greece
82	Elli	Papageorgisu	E.A.	Greece
83	Eliza	Mavromanolaki	E.A.	Greece
84	Yiota	Alenisu	E.A.	Greece
85	Dova	Tsakanika	E.A.	Greece
86	Vasso	Kariotoglou	E.A.	Greece

87	Maria	Mandrakridu	E.A.	Greece
88	Athanasopoulos	Charilaos	E.A.	Greece
89	Alexis	Komselis	Director ALBA Hub Enterprise and Development, ALBA Graduate Business School at the American College of Greece	
70	George	Perris	Special Collaborator of Chios Chamber of Commerce	Greece
71	Ioanna	Tsirogianni	Senior Data Analyst, Velti	Greece
72	Louisa	Grigorakou	Coach Psychologist	Greece
73	Zinon	Zampakidis	Economist, Teacher of Secondary Education, Hellenic American College of Athens	Greece
74	Zafi	Mandali	Teacher of English Philology, responsible for studies in UK	Greece
75	George	Perris	Special Collaborator of Chios Chamber of Commerce	Greece
76	Giannis	Andrios		Greece
77	Gleni	Joannidi-Pazadi		Greece
78	Christina	Bora		Greece
79	Minas	Taularidis		Greece
80	Angelika	Papoulaparou		Greece
81	Olga	Philippa		Greece
82	Fotini	Philosopho		Greece
83	Maria	Evangelasou		Greece
84	Basilikou	Dloika		Greece

85	Eva	Georgopolov		Greece
86	Charis	Alexandregos		Greece
87	Maria	Zioga		Greece
88	Anna	Panoziti		Greece
89	Maria	Chalika		Greece
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91	Joannis	Dimtropovlos		Greece
92	Pyrros	Merkouris		Greece
93	Pietros	Polidienemois		Greece
94	Costos	Fabikesis		Greece
95	Pokkou	Koizerios		Greece
96	Elisabeth	Borgia		Greece
97	Bora	Margodio		Greece
98	Angela	Tausiani		Greece
99	Sophie	Stafili		Greece
100	Dimitris	Melaugos		Greece
101	Colas	Konstaouris		Greece

Note to Attendees Some participants wrote their names in Greek letters, so the spelling of some names may be wrong.

LIST OF MEMBERS of the NETWORK EE&WOW

Nr	First name	Name	Institution	Country
1	Peter	Härtel	STVG	Austria
2	Michaela	Marterer	STVG	Austria
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4	Sofoklis	Sotiriou	Ellinogermaniki Agogi School	Greece
5	Antonio	Arenado	Andalucía Emprende, Fundación Pública Andaluza	Spain
6	María José	Cousinou	Andalucía Emprende, Fundación Pública Andaluza	Spain
7	Lisbeth	Højdal	University College Capital/UCC	Denmark
8	Theo	van de Veerdonk	Gemeente 's-Hertogenbosch	The Netherlands
9	Hetty	Oomens	Gemeente 's-Hertogenbosch	The Netherlands
10	Helle Mary	Toft	University College Capital/UCC	Denmark
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12	Bettin	Luciana Levi	EUROCULTURA	Italy
13	Rago	Gianluigi	EUROCULTURA	Italy
14	Susana	Reyes Garcia	EUROCULTURA	Italy
15	Iglika	Milosheva	Junior Achievement Bulgaria	Bulgaria
16	Elica	Efremova	Junior Achievement Bulgaria	Bulgaria
17	Kristoffer	Hedram	Gothenburg Region of local authorities	Sweden
18	Anna	Zoakou	Ellinogermaniki Agogi School	Greece

Lessons learned by partners of the network

AUSTRIA: Styrian Association for Education and Economics

“Career Management Skills and the transition to the World of Work” was the topic of the second annual thematic conference of EE & WOW.

In general, the various contributions by the speakers in the conference highlighted the importance of Entrepreneurship Education (EE) and how EE contributes to a better understanding of the strengths and interests young people have. Therefore EE activities assist young people to make the “right” choices in regard to their education and their jobs.

Entrepreneurs with a different background and different challenges showed by their examples which skills they need in their day-to-day work as entrepreneurs. Here are some paraphrased key conclusions of the presentations:

- A good business idea helps you to kick-start a company but you need a thorough business and academic training for being successful with your company in the middle and long term. (*Dr. Ioannis Arabatzis, Managing Director and Co-Founder NanoPhos SA*)
- Be prepared to do everything as an entrepreneur and don’t be too bossy. (*Olga Stavropoulou, Managing Director & Co-Owner, Militos Emerging Technologies & Services*)
- To be creative and innovative are central to a successful professional and personal life: Both are furthered by EE. (*Alexis Komselis, Director ALBA Hub Enterprise and Development, ALBA Graduate Business School at the American College of Greece*)

Peter Beven from Northumbria University put forward a highly informative and entertaining presentation of his view on career education and guidance and how entrepreneurship influences career education and guidance. He introduced the audience to the concept of “planned happenstance” which asked the conference attendees to take a different look on career guidance. “Planned Happenstance” shares quite a few attitudes that we think entrepreneurial behaviour has too:

- Curiosity: Exploring new possibilities;
- Persistence: Exerting effort despite setbacks;
- Flexibility: Changing attitudes and circumstances;
- Optimism: Viewing new opportunities as possible;
- Risk taking: Taking action in the face of uncertain outcomes.

One of the key sentences was:

“...Changing one’s mind will be an essential skill in the future’. (Gelatt)”

Overall, Peter Beven’s presentation was very inspirational.

The panel discussion complemented the presentations very good and reinforced some impressions that we gained before when we asked Greek students about their career choices’ rank list: Setting up one’s own company didn’t rank too high among them. Top on the list were: Clerk in the public sector, physician, architect and lawyer.

Bulgaria: Junior Achievement Bulgaria

Peter Beven’s presentation gave is another insight in entrepreneurship education. We have communicated his findings to our teachers; and we will his approach in teacher’s training.

The presentation by NanoPhos confirmed its JA Bulgaria’s vision that entrepreneurship should be combined with good education. Therefore we told this success-story as a best practice to the Bulgarian students. JA Bulgaria was inspired to pass on such entrepreneurial success-stories to the Bulgarian students – following the example of NanoPhos.

The female entrepreneurs taught us again that entrepreneurship has no boundaries. Actually, that was the conference’s main message for our organization. It was an example of the growing community of entrepreneurs around the world. And after the presentation, JA Bulgaria realized that in Bulgaria we have had a huge potential for further developing female entrepreneurship.

Creativity and innovation are another major element of the entrepreneurial spirit JA promotes. The presentation focusing on these aspects of entrepreneurship showed our organization once again that these are essential elements of EE that need to be developed further among young people. That is why JA Bulgaria focused on developing creativity and innovation within the Company programme by organizing creativity camps. The first creativity camp was organized in December 2012 after the conference where JA Bulgaria was inspired to do that.

Denmark: University College Capital

One of the most interesting points of the conference was the lecture given by Mr. Peter Beven who presented a model called 'the wheel of change' that explain the different stages in a person's change process. Mr. Beven emphasized, that the process of 'motivating' youngsters to be creative and innovative has to take into consideration the various stages a person can be in, in regards to their readiness to act. The model can be used at our Diploma courses to teach future career counsellors to work more systematical with clients to promote entrepreneurial spirit.

At the study visit at Avgouleia-Linardatou School we were presented an example of how students were working with virtual companies. The visit showed how students can be motivated through a different way of teaching – bringing school and the real world closer together through simulating real working conditions.

The Round Table Discussion about Learning Pathways for the successful and smooth transition of pupils from the school to the World of Work, showed how important it is to involve all stakeholders involved in the training of students. Of particular interest was the idea that was brought up about creating a kind of partnership between schools and trade organizations.

GREECE: ΕΛΛΗΝΟΓΕΡΜΑΝΙΚΗ ΑΓΩΓΗ – Ellinogermaniki Agogi

Study Visit: Presentation of EA school Entrepreneurship Project: a virtual company.

This was a very interesting session, as the whole team of EA School presented to our consortium the virtual company they set up and the products they had created, i.e. an ecological firelighter.

WOW partners had the chance to discuss with the majority of the pupils that participated in the project, share their views on entrepreneurial education, realize in practice how hands on activities of this thematic area can inspire young people, encourage them to work together, evolve their ideas and transform them to certain projects and products.

Presentation of Avgouleia – Linardatos School Entrepreneurship Project: A virtual company, Entrepreneurship in Education: case studies and smooth transition to the World of Work

During this visit WOW partners had the chance to meet pupils from Linardatos school, discuss with them the various entrepreneurial projects they had been involved, mainly focusing on the impact of these projects to their mindset and future plans: pupils set up a company, coordinated successfully its various departments (marketing, advertising, research, development, production, etc) and realized in practice how a company works and how important collaboration is.

It was also highly prioritized the role of mentorship in promoting and establishing entrepreneurial skills to youngsters and unanimously agreed that successful professionals should be more actively involved in education and transition of young people to the World of Work.

Transferring knowledge to practice: The case of NanoPhos SA"

A young and successful entrepreneur presented how he managed to set up his own company and transform the basic idea and results of his PhD dissertation into a commercial product; he focused on the difficulties and challenges of setting up your own business, and emphasized that a "good idea" is important for initializing a start up, but execution and a good business and academic background are even more important for setting up a sustainable and successful business. As a young entrepreneur our speaker emphasized that young people should take the risk and set up their own business, boost their creativity and self satisfaction, which is the cornerstone of success.

"From school desk to my own office desk"

Our speaker focused on the feminine aspect of entrepreneurship, describing the difficulties and challenges of setting up your own business and at the same time combining the demanding roles of wife and mother. Our speaker gave emphasis on the positive moments of this experience: setting up a working environment in accordance with your own ethics and rules, choosing your colleagues under a certain threshold, establishing certain quality criteria in your outputs; finally she underlined that when setting up your own business you should be prepared to do everything – even the most low level tasks, do not get bossy- and focus on cooperation and group work.

"Entrepreneurship education: For a creative mindset"

Our speaker focused on the importance of entrepreneurial education in the contemporary school; initially he identified the idea of entrepreneurship (what does it mean in practice and how it is related to innovation and creativity), intra – entrepreneurship, social – entrepreneurship and family business. He ended up that

creativity and innovation (should) hold a central position both in personal and professional life, as they are fundamental for setting up both personal and professional goals.

“Careers Education and guidance for Changing Contexts: Entrepreneurship and Motivation”

This presentation focused on entrepreneurial spirit and the connection to career management skills. Our speaker described motivational interviewing, a client centered approach with directive elements designed to help client explore ambivalence about change.

This presentation suggested ways in which the key features of the motivational interviewing approach might be applied in career education and guidance settings, especially in situations where clients are involuntary, or presenting with multiple issues and difficulties. It was also suggested that the use of revised measures of assessment based upon careful monitoring of client language in interviews could be a useful aid to measure client progress and development, and interviewer competence.

Round Table Discussion: Learning Pathways for the successful and smooth transition of pupils from the school to the World of Work.

This round – table discussion involved people from different professional fields and backgrounds; the moderator of the discussion presented shortly a recent research on vocational training based on the experiences of the Netherlands; additionally he encouraged the invited speakers to make a statement based on their personal and professional experience, with regards to entrepreneurial education and its role to contemporary educational settings.

The invited speakers, i.e. the CEO of Junior Achievement Greece, a Special Collaborator of Chios Chamber of Commerce, a Senior Data Analyst and a teacher in the field of finance, gave an overview of the entrepreneurial education in Greece, focusing on the current status, pros, cons and necessary steps that need to be accomplished.

Overall evaluation and personal reflection: The above mentioned presentations were very helpful for the next steps of our work within the network; on the one hand certain core terms, i.e., entrepreneurship and intra- entrepreneurship were clarified and explained under a certain perspective, related to creativity and innovation.

On the other hand young entrepreneurs and professionals presented their work and vision and described the experience of setting up their own business along with the lack of support from the educational system. The knowledge gained through this conference will prove to be very helpful for the collection of best practices, dos and don'ts and for identifying the next steps of our network collaboration.

ITALY: Eurocultura

The strongest point of the conference has been the speech of Mr. Peter Beven, who has once again highlighted as a good career management education and a good guidance can change the contexts, underlining the close relations existing between entrepreneurship and motivation.

Of particular interest were the interventions of the entrepreneurs who have brought their testimonies. The element common to all participants was the emphasis on the large ductility and flexibility that the entrepreneur must have. This is not just a natural gift but a skill that young people can acquire through appropriate training.

The study visits showed that entrepreneurship training projects have much impact on motivating students who take part, although, unfortunately, cannot be said that the enthusiasm and motivation of the class had a great insight into the complex of the school.

From the direct experience of students and teachers that implement entrepreneurship education projects it clearly emerges what are the soft skills that youngsters acquire, team spirit, conflict management, presentation skills, leadership, self esteem, and what are the corporate values they develop, the most important of which, to our opinion, is the corporate social responsibility.

The difficulty encountered by the students of a school to make their presentation in English has highlighted a very little ability to communicate in what is universally recognized as the language of business. In a globalized world, one of the core competencies is the ability to communicate fluently in English. We should keep this in mind when talking about entrepreneurship skills

NETHERLANDS: Municipality of 's-Hertogenbosch

1. The conference in Athens was a good combination of theory and practice.
2. The lecture of Peter Beven was very inspiring and formed the base for further discussion and thinking about entrepreneurship education. Also after the conference in Athens.
3. It is always interesting to see students' presentations. The study visits were interesting.
4. It was a pity that there was a misunderstanding about the content of the public part of the conference.
5. The presentations in Greek are not always easy to follow, despite simultaneous translations. So you lose parts of the content.

SPAIN: The Fundación Red Andalucía Emprende

The concept of the **"Wheel of change"**: A diagram which shows the different phases on the persons' mindset when they are considering the possibility of a change in their lives. The idea is very interesting when it links the students' mindset with the entrepreneurial spirit. (Peter Beven, Northumbria University).

How to promote the internal motivation of students, depending on the phase of the "wheel of change". (Peter Beven, Northumbria University).

Which kind of programs and skills do we have to impulse among students, depending on their social situation, and their position on the "Wheel of change". (Peter Beven, Northumbria University).

The role of **Institutions** like **Chambers of Commerce**, in the Gap between the World of Work and schools. (George Perris, Chios Chamber of Commerce).

The importance of changing the traditional system of education at schools, and implement the new system **"Learning by Doing"**. Teachers have to let students think by themselves instead of following teachers' opinion all the time. (Zinon Zampakidis, teacher).

The **policy makers** should support the Entrepreneurship Education Programs throw appropriate legislation. (Maria Laina, CEO Junior Achievement Grece).

Companies are increasingly interested on what's happening on the schools, they realize more and more each time that their future is strongly linked to the students' education. (Maria Laina, CEO Junior Achievement Grece).

Although it's not directly related with the conference, the two **entrepreneurship projects** were very interesting. (EA School, and Linardatou School).

SWEDEN: Göteborg Region Association of Local Authorities

Conference second day was somewhat of a disappointment as we were not given the opportunity to network to the extent that we wanted to do. On the other hand, it was positive that we got a lot of time together in the project group.

Always exciting to meet and exchange ideas with the project members. Provides useful perspective on the organization's work on entrepreneurship at home.

It became clear that it is still unclear what we in the projectgroup put in the concept of entrepreneurship.

Interesting study visit, but the downside to them was that they had to translate the students' presentations. Made it difficult to keep up with the content.

We spent a lot of time travelling on the metro. Time that we could have used to work on the "Does and don'ts".

Felt like we came a long way in the work of Dos and Don'ts. It was a result of that there were scheduled time for conversation and collaboration.

