

entrepreneur ☺

The Impact of the Young Enterprise Scheme

YES Alumni Survey October 2013

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Executive Summary

This 2013 YES alumni survey marks the first time in which Young Enterprise Trust have had the opportunity to collect concrete feedback on our flagship programme, the Lion Foundation Young Enterprise Scheme (YES). We set out to measure the impact at both an individual level (in terms of skills learnt and the influence on decisions) as well as at a country level (in terms of companies started and jobs created).

While casual feedback from students, teachers and parents has always been very positive, it is of great interest to be able to contextualise the outcomes of this programme for alumni in the short and long term. We anonymously surveyed alumni; approximately half of respondents were very recent alumni, and half were alumni from earlier years. The results from this survey have been overwhelmingly positive, both in the short term and long term findings. The survey confirms the impact that YES has had on the lives of those that have participated. At a macro level, there were 22 entrepreneurs who responded to the survey who between them, have set up more than 47 companies and created more than 1,000 jobs. All but one of these respondents said that YES was either a major or minor factor in deciding to start their own companies.

The 2013 survey asked a number of questions to gauge the skills which alumni felt they had learnt from taking part. Survey respondents were positive about the practical business skills which are central to the YES programme. The intended outcome has always been to educate young people about business through a practical learning experience, and this was shown through the data. 'How to Write a Business Plan', and

'Sales and Marketing' were overall the two most cited skills alumni had received. Interestingly, soft skills or life skills were also shown to be important outcomes of the programme for alumni. 87.4% of respondents identified 'Team Work' as a skill they learned; 80.2% cited 'Confidence', and 73.9% said they learned 'Communication Skills'.

The survey then focussed on the short term impact which the YES programme has had on respondents. More specifically, alumni were asked what the outcomes of participating in the YES programme had on their post-secondary school choices.

ALUMNI STORY ROD DRURY



Already a successful technology entrepreneur Rod Drury co-founded the online accounting software company Xero. Rod

Drury took part in YES at Napier Boys' High School in the eighties.

Rod believes that the YES programme offers a collection of skills that give students their first exposure to the normal model of getting qualified and going to get a job. Rod also believes the programme is meaningful and will improve productivity and make the country better.

As expected, the survey found that 79% of students did not continue on with their specific YES business, as students diverge in their pathways after secondary school. However the survey found that YES did have some effect on individuals' short-term choices after school. 32% of respondents said that YES influenced them to change their career or study pathway, and a further 44% said that YES reinforced their choice.

Following on from this, the survey aimed to gauge the long term outcomes from YES in relation to the economic prosperity and growth of New Zealand. This section specifically focussed on alumni who had self-identified as entrepreneurs. There were 22 respondents who self-identified as an entrepreneur and over 90% of these people said that YES had influenced their decision to set up a business. Many of these entrepreneurs had set up a business with a global or nationwide reach. While the exact number cannot be calculated, the survey responses show at least 1,000 jobs have been created in at least 47 companies which were started by YES entrepreneurs. Just under 55% of entrepreneurs had businesses which employed between 2-10 people, and 1 respondent ran a business which employed over 500 people. There was a strong community focus with 77.2% saying that their business could be classed as a social enterprise, or had implemented a strong community service programme.

Finally, the survey was designed to test what participants took away from their time in the YES programme. Overwhelmingly, every survey respondent said they felt that current students should be encouraged to participate in it, and 76.6% said that they felt that all students would benefit from the experience. Qualitative data collected included some comments which focused on how well-run the programme is, how important YES was to their personal development, and how YES taught them important skills not just for business, but for wider career areas too.

This feedback has been very positive for the YES programme. It speaks to the success of the programme in educating students through practical and authentic business experiences. Excitingly, they also show the empowering impact the YES programme has had on some older alumni in the long term, who have proceeded onto careers in entrepreneurship and business.

ALUMNI STORY

STEFAN LEPIONKA



Stefan Lepionka participated in YES at St. Patrick's College in Silverstream in the 1980s. Stefan originally wanted to be a doctor, but says he did not have the brains nor the skillset. Instead, he found his passion in building and running businesses and has set up and sold two successful companies – Stefan's and Charlie's Juice.

According to Stefan, he wasn't the best at school when it came to study. What he enjoyed was the practical aspect of implementing a business idea and YES gave him the opportunity to bring something to life. Stefan also talks about his most fond memory was working with the team.

Section 1 – Background

Young Enterprise Trust offers a range of programmes and resources to primary, intermediate and secondary schools around business, entrepreneurship and financial literacy. The Lion Foundation Young Enterprise Scheme (YES) is the flagship for senior secondary school.

YES is full year programme where students set up and run a business while still in school with real products and services, real profit and loss.

YES was first piloted in 1980 in Awatapu College and was then rolled out nation-wide in 1981. The purpose of the programme was, and still is, to build an enterprise culture through participants learning about business. Participants also develop the soft skills critical for the world of work.

Over the years, the YES programme has evolved but the concept of creating an authentic learning experience around business remains. In recent years, the programme has been reviewed to align with the NCEA Business Studies Achievement Standards, providing the opportunity for students to gain credits at the same time as completing the program.



Section 2 – The respondents

The challenge

We have received positive anecdotal feedback from participants, teachers and parents over the years, however to date we have had little opportunity to gauge a long-term view of the outcome of this programme. Until 2012, the Trust did not have the capability to keep in contact with students as personal data was limited and therefore there was no way of soliciting feedback from older alumni.

At the end of 2011 / beginning of 2012, there were two projects which were implemented with a view of starting to collect long term evidence:

- The Trust implemented a CRM system to allow contact details to be stored and to have individual categorised as alumni.
- The YES Alumni programme was launched asking past students to voluntarily connect with us. We pushed the message through social media and through various channels. Past students are able to go onto www.yesalumni.co.nz to officially register, or they can sign up directly with one of our staff members.

The survey process

The survey was sent out to all individuals registered as an alumnus in our CRM system via an email, with a link to a Survey Monkey site. This included:

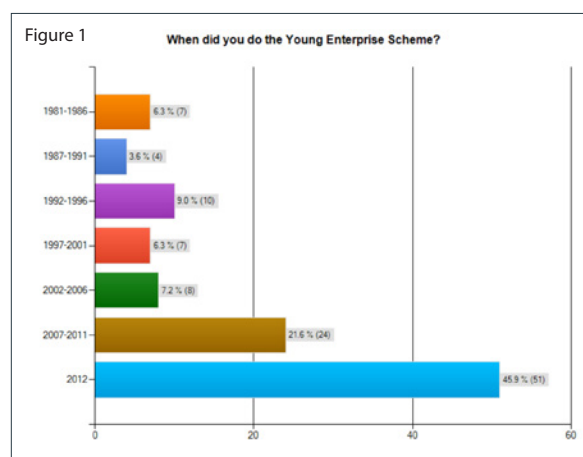
- 365 individual who participated in YES between 1981 and 2011, and who have voluntarily connected with us.
- 2,170 individuals from the 2012 YES year. This represents all students who participated, less those who have chosen to opt out of the alumni programme and those for whom we do not have a valid email address.

The email was sent just once, but there was also one post on the YES Alumni Facebook page and one post on the Young Enterprise LinkedIn Company page.

Scattered through this report are “Alumni stories” which have been inserted to support data that came out of the survey. These alumni stories are from past students who have previously been interviewed for the YES Alumni programme and whose stories have featured in the past on www.yesalumni.co.nz. As the survey was completely anonymous, it is unknown whether these individuals formed part of the respondent pool or not.

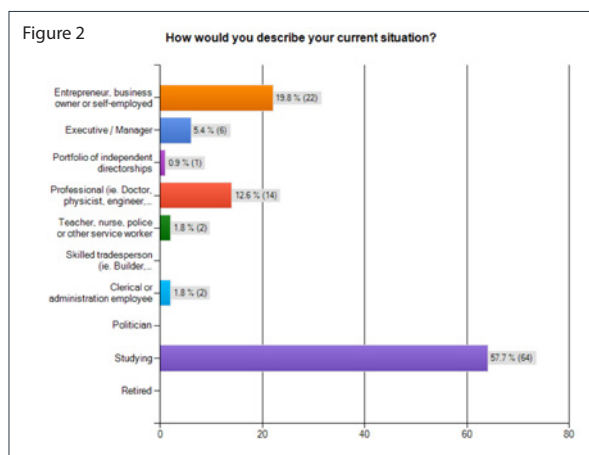
The respondents

In terms of respondents of the survey, it was just about evenly split between the 2012 alumni and older alumni with 51 respondents from 2012 and a total of 60 from earlier years (See Figure 1).

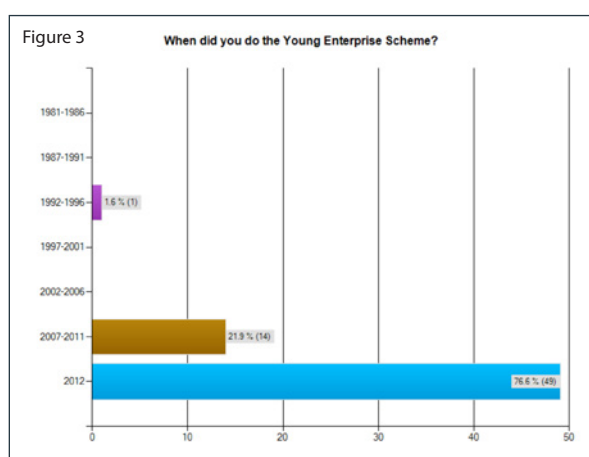


The survey response rate for alumni who completed YES between 1981 – 2011 can be considered high at just over 16% but it could be argued that those alumni are more engaged as they chose to register with us.

Respondents were asked to self-identify what they were currently doing (See Figure 2). The largest group (57.1% or 64 individuals) were currently studying, followed by entrepreneurs (19.6% or 22 individuals) and then those in a professional career (12.5% or 14 individuals). No respondents claimed to be in the skilled tradesperson or political sectors and only 1 respondent stated that they were retired.

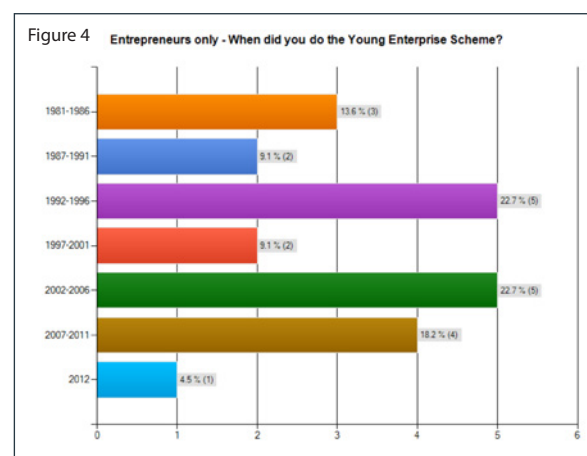


Of those who are studying, all bar one individual participated in YES between 2007 and 2012 and therefore are considered our younger alumni (See Figure 3). This would be due to the fact that most alumni go on to tertiary study directly after they finish the program, and thus most of the respondents who graduated from the program in earlier years (1981 – 2006) are now in the workforce.



For those that identified themselves as entrepreneurs or business owners, there was a wider spread of age groups, with specific booms from 1992 – 1996 and 2002 - 2006 (See Figure 4). A significantly smaller percentage (4.5%) of them stated that they completed the program in 2012. This could be credited to the fact

that they are younger alumni and have thus had less time to develop their entrepreneurial abilities beyond the program.



ALUMNI STORY PAUL GROVER

Paul Grover went to Hastings Boys High school and participated in YES in 1981. His YES Company produced can caps and his team worked closely with Watties.

He is currently the owner and director of Observatory Crest, an IT distribution company with offices in New Zealand and Australia. According to Paul, "the best thing I learnt was how the whole structure of a company worked". Paul also commented that they "were mentored by some great executives".

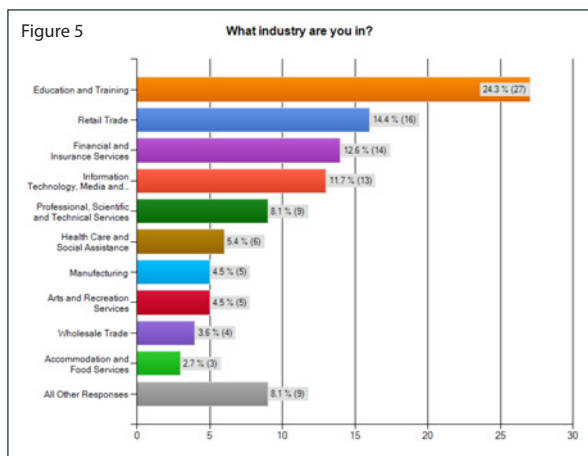
ALUMNI STORY

RACHEL TAULELEI

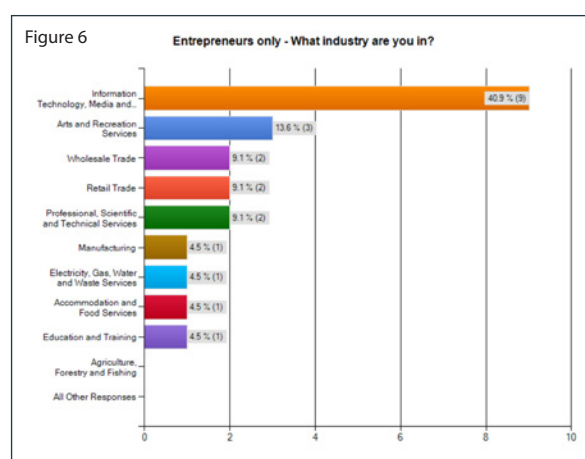
Rachel Taulelei is an example of a successful young entrepreneur amongst the YES alumni (1990). She owns Yellow Brick Road, co-founded the Wellington City Markets, and has also received the Sir Peter Blake Emerging Leader award. Her advice to budding entrepreneurs is to find something they are passionate about.



A majority of overall respondents said that they were now in the Education and Training industry (See Figure 5), at 24.3% (27). While we know of alumni that have gone onto the Education and Training industry, this number may be artificially high as many students selected this as their industry. Taking this group aside Retail Trade, Financial and Insurance Services, and Professional, Scientific and Technical Services were the next three most popular. The second most common was Retail Trade, at 14.4% (16).



The results for entrepreneurs, however, were very different (See Figure 6). 40.9% of entrepreneurs said they were in the Information, Technology, Media and Telecommunications industry, with other industries receiving a much smaller and more even spread.



ALUMNI STORY

STEVE LINDSEY

Steve Lindsey is current the Principal of Papmoa College in the Bay of Plenty. Steve first encountered YES as a student in 1985 at Mt Roskill Grammar school where his team produced sports sweatshirts. Steve believes that YES taught him lots of valuable skills that can not only be used in business, but in life in general as well. Steve also commented that his job as a Principal is to run an enterprise, and that enterprise just happens to be a school.

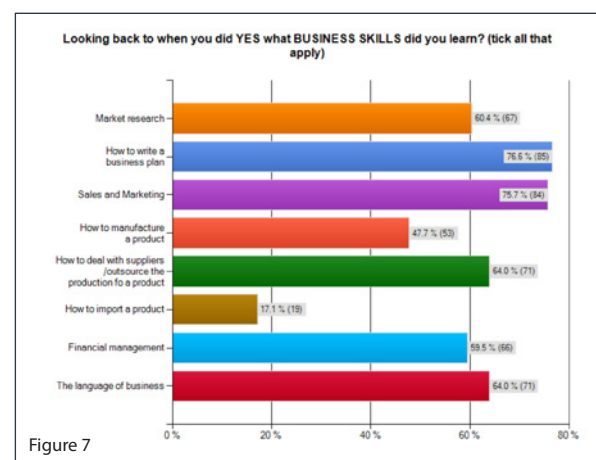
Section 3 - The Outcomes: Skills Learned through YES

The intended outcome of YES has always been to teach young people about business through an authentic and practical learning experience. YES is a programme designed to learn by doing, and students are given the opportunity to set up and run their own company, complete with real products and services, real profit and loss. In addition to the support from their teacher, YES companies are connected to a business mentor who helps to guide them on their journey.

The programme is structured so that the students have a complete experience running a company within the space of a year. Students start by doing market research to identify their target market. They then focus on writing a business plan and pitch that to a panel of judges. They need to manufacture, outsource or import their product or service. They create a sales and marketing plan and then work to sell their product, sometimes directly and sometimes through a reseller. They need to manage their financials and at the end of the year they submit an annual review, which is like an annual report.

Respondents were asked to identify which business skill they felt they learned by doing YES (See Figure 7). Across all respondents, the most acknowledged skill was “How to write a business plan” (76.6%) following closely by “Sales and Marketing” (75.7%). More than 50% of all respondents also felt that they had learned skills of Market research, How to deal with suppliers or outsource, Financial management and the Language

of business. Just under half (47.7%) of the respondents felt that they learnt how to manufacture a product, with a deficiency in learning to import that product (17.1%).



ALUMNI STORY SEEBY WOODHOUSE



Seeby Woodhouse founded Orcon at the age of 19 and went onto sell the business to Kordia at the age of 25. He credits YES with teaching him the “language of business”.

By contrast, those that self-identified as an entrepreneur rated Sales and Marketing well above all other skills with 68% selecting that skill, followed by “How to deal with suppliers / outsource the production of a product” at 54% (See Figure 8). Entrepreneurs’ results came in slightly lower than the average across-the-board. However, more than 40% of respondents felt they had also obtained the skills of Market research, How to write a business plan and the Language of business. More than 30% felt they had learnt skills around financial management, with the product manufacturing and import statistics still lacking (at 18.2% and 4.5% respectively).

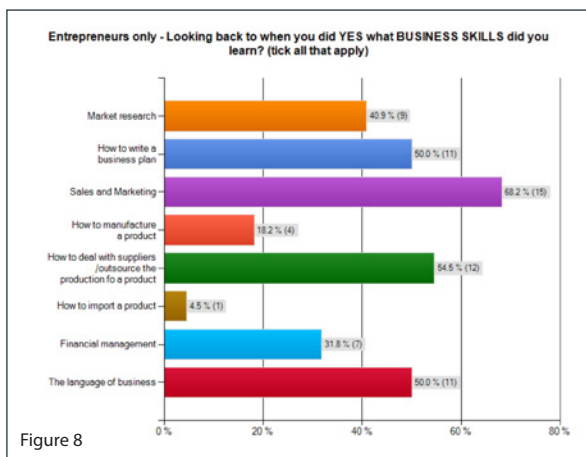


Figure 8

While the intended outcome of YES is to teach about business, anecdotal evidence taken from students at the end of each year is that there are unintended outcomes; these skills can be considered soft skills or life skills. To test this, respondents were asked to rate a number of skills which are not specifically business related.

The biggest skill that was identified was Team work at 87.4%, followed by Confidence at 80.2% and then Communication skills at 73.9% (See Figure 9).

At least 55% of all respondents felt they had learned at least one SOFT skill from YES. Many of these alumni felt that they gained multiple SOFT skills from partaking in YES, an unintended but highly beneficial outcome for the program.

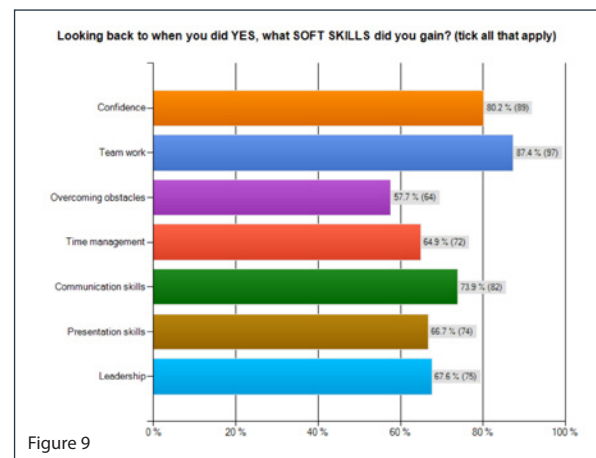


Figure 9

ALUMNI STORY MIKE McROBERTS

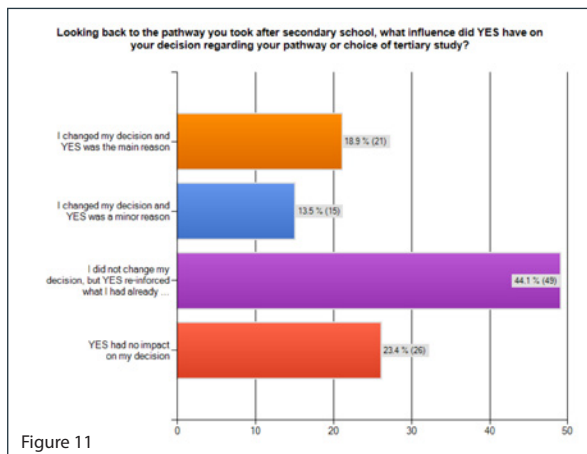
In his YES Alumni interview, Mike McRoberts talks about the communication skills he learned from YES, specifically how to listen to your client / audience, and how he uses that in his role as a journalist with TV3.



Section 4 – The Short Term Impact: Looking at post-secondary school

After considering the skills learned as a result of participating in YES, the survey aimed to identify if YES had any impact on individuals after secondary school. Specifically, the survey aimed to identify if YES influenced the individual's pathway out of secondary school.

Across all respondents, over 32% said that they changed their decision regarding their pathway or choice of tertiary study and that YES was either the main reason (18.9%) or a minor reason (13.5%) (See Figure 10). Just over 44% said that they did not change their mind, but YES helped to reinforce what they had already planned. Only 23.4% of respondents said that YES had no impact on their decision.



For those that self-identified as an entrepreneur, a higher percentage (40.9%) of respondents said that YES was the reason they changed their pathway or choice of tertiary study (See Figure 11). Interestingly, a much smaller percentage (9.1%) of the entrepreneurs said that YES had no impact on their decision.

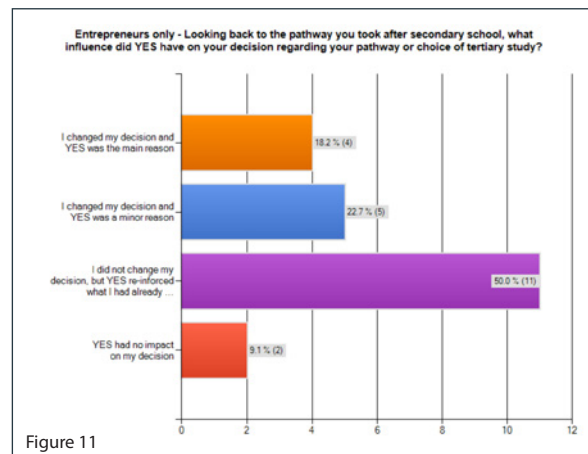


Figure 11

ALUMNI STORY MEG BARTLE



Meg Bartle talks about being "lost" in secondary school, contemplating dropping out of Year 12 with no intention of going on to university. She credits YES with her transformation and at the time of her YES Alumni interview was in her third year of a triple-major degree at Victoria University majoring in International Business, Marketing and Economics.



ALUMNI STORY JONNY WILSON

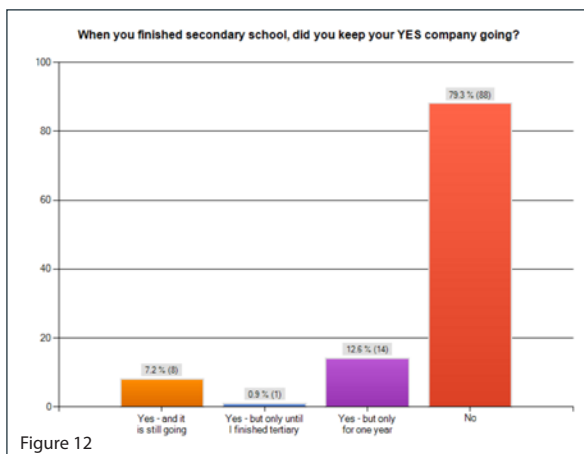
Jonny Wilson is currently the Director of the Goodtime Music Academy but he was not always so successful. According to Jonny, "I was the classic high school student that didn't fit into the system, If I wasn't failing, I was scraping through. I wasn't stupid; I just wasn't interested and engaged in what was on offer. When I think back to highlights of school I remember taking part in the Young Enterprise Scheme, and although my product was terrible I still remember having a blast.

Jonny went on to pursue music and business and now owns 4 different music related businesses, 3 of them in education. He has over 40 staff and has taught over 3500 students.

One question that regularly gets asked is whether YES companies carry on after the end of the year. To do so, the company must immediately register with the Companies Office; it then becomes liable to pay Inland Revenue company tax. During this YES programme, students are exempt from paying company tax to Inland Revenue, but they do pay 25% tax to Young Enterprise Trust.

Anecdotal evidence is that YES companies do not generally carry on as the members of the team move in different directions and become focused on their tertiary study. So, it was not surprising to see that 79% of respondents did not carry on their YES Company.

Of all the respondents, it was noted that 23 individuals did carry on with 8 stating that their YES company is still going and 14 stating that they carried their company on for a further year after completing the program (See Figure 12).



ALUMNI STORY CARING & CO

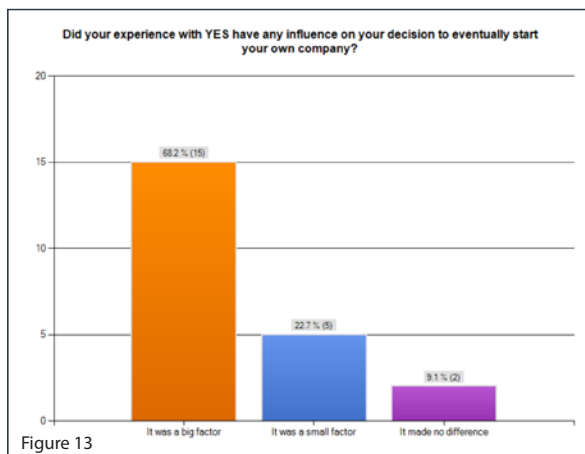


Caring & Co was a YES Company from 2012 from Manurewa High School with five directors. They were a social enterprise that was supporting Life Education Trust. They recognised the power of the brand of Harold the Giraffe and they promoted their award winning olive oil with the slogan "one bottle, one child" to refer to the fact that for every bottle sold, they would donate money to put one primary school student through a Life Education Trust programme. Caring & Co were named the Company of the Year in 2012. The five directors have all gone on to tertiary study – three are studying commerce at AUT, one is studying commerce at University of Auckland and one is studying to be a teacher at the University of Auckland. They have kept their company going and in 2013 diversified their range to add a honey product to their original olive oil product.

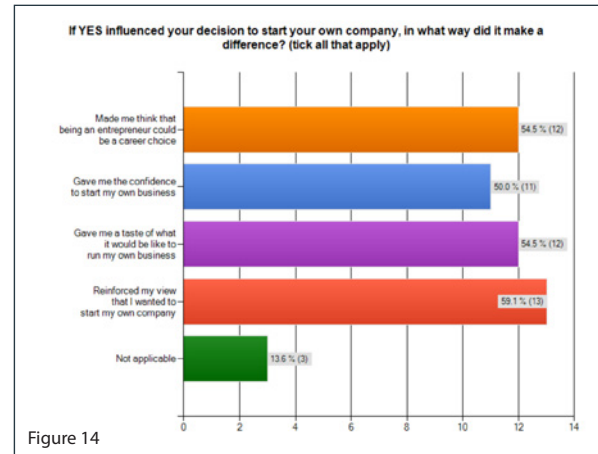
Section 5 – The Long Term Impact: Companies started and jobs created

After looking at the short term effects that YES had on the paths alumni took, the survey also aimed to look at the long-term effects YES had on alumni. From this the impact of the YES programme on the wider world can be inferred. In particular, this section of the survey focused on respondents who self-identified as Entrepreneurs.

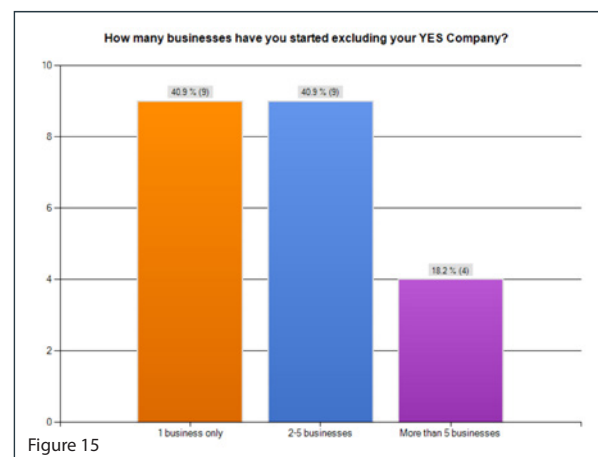
Entrepreneurial respondents were asked whether their experience is the YES programme had an influence on their decision to start a company. The vast majority, at 90.9%, stated that YES had at least some influence on their decision to start a company. Just over 68% (15) of these said that their experience with the YES programme was a big factor in their decision to start a company (See Figure 13). Only 2 said that YES made no difference. This shows that the YES programme has had an important long-term impact.



For more detail of the influence of the YES programme on individuals, respondents were asked about how the programme made a difference (See Figure 14). The most popular response, at 59.1%, was that it re-enforced their view that they wanted to start a



company. Just under 55% said that YES made them think that being an entrepreneur was a viable career choice, and the same number said that it gave them a taste of what running a business would be like. Only 50% said that it gave them the confidence to get started. 3 respondents said that none of these applied, of which two were likely the respondents who did not feel that YES had an influence on their career choice.



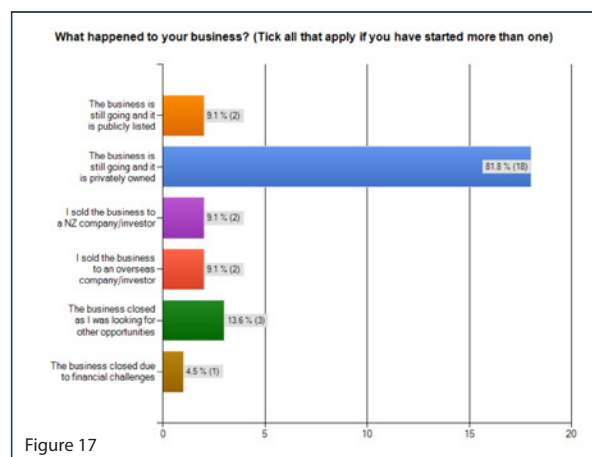
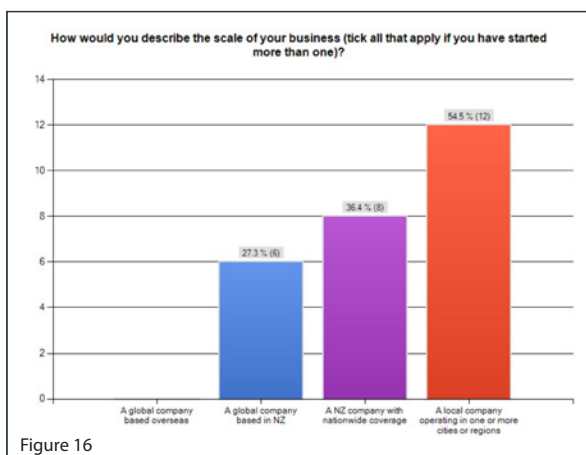
Questions were tailored to look at how many companies alumni started and how many jobs were created as a result of this. 40.9% (9) of these entrepreneurial respondents have started 1 business since the YES programme, and the same number had started between 2-5 (See Figure 15). Four respondents had started more than 5 businesses.

ALUMNI STORY NIGEL BAMFORD

Nigel Bamford is the founder and current CEO of Escea Gas Fireplaces, with 45 employees and a market that extends beyond New Zealand. In his interview he talked about not limiting yourself to New Zealand, and encouraged YES students to think carefully about global markets.



Of these entrepreneurs, 27.3% have started a global company based in New Zealand, and 36.4% started a company with nationwide coverage (See Figure 16). This data shows the large scale of success that some YES alumni go on to in their careers as entrepreneurs, and the wide reach of their businesses.



In looking at long term impacts, it is important to take into account the outcome and success of the businesses respondents started. The vast majority of respondents said that the businesses they started were still functioning (See Figure 17). 2 businesses were publicly listed, and 18 were still going and were privately owned. Only 1 respondent had a business which had been closed down due to financial challenges.

Of the companies started by YES alumni, it is particularly interesting to see how many extra people have been positively affected in terms of job opportunities and employment (See Figure 18). Only 3 of the respondents had run a business where they were the sole employee. The most popular bracket, at 54.5%, was those who had employed between 2 and 10 people. 5 respondents had started companies which had over 50 employees, with 1 employing over 500 people.

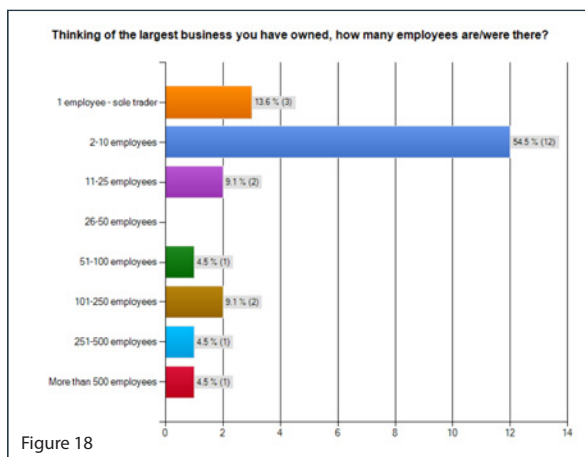


Figure 18

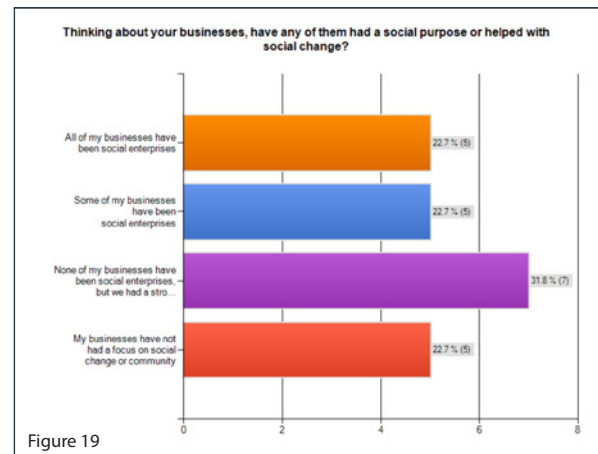


Figure 19

Some YES alumni-run companies also, according to the survey data, have had a wider effect on society through social enterprise. The answers were quite evenly spread in this question, with 10 respondents stating that all or some of their companies were social enterprises. 31.8% (12) said that whilst their company was not directly a social enterprise, they had a strong community service programme (See Figure 19). Only 22.7% said that their companies had no focus on social enterprise, change or community service.

ALUMNI STORY NATHALIE WHITTAKER

YES 2000-2001 alumni Nathalie Whittaker founded the successful social enterprise Givealittle, a no-fees online fundraising tool for people and charities. In her YES interview she said that it is crucial to “truly believe in your product or service”, as is the case for her involvement in creating Givealittle.



Section 6 – General Feedback

The final question of the survey was designed to test how much the respondents took away from participating in YES by asking if they would encourage current students to participate (See Figure 20).

All respondents answered that they would encourage it, with an overwhelming 76.6% saying that they felt that all students would benefit. This means that the course has had a positive impact on every respondent, and they feel it would also have a positive impact on others.

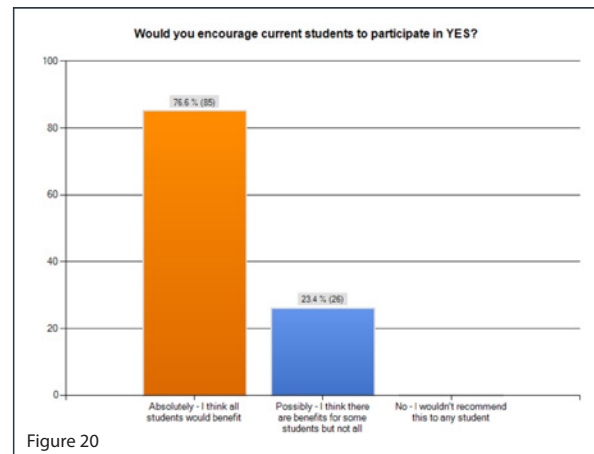


Figure 20

ALUMNI STORY ALISON SHANKS

Alison Shanks is best known as a gold medal cyclist and she openly talks about how YES has helped her as an elite athlete. Alison went to Queen's High School in Dunedin and her product was "Sweet & Saucy", a sauce made from red capsicums. According to Alison, "YES gave me an understanding of all the different components that go into a company to produce one product and the importance of using each individual's expertise in their specialist area to get the best results."



The survey ended with the opportunity for respondents to give any last feedback in an open-ended format. Following is all the comments that were submitted.

I absolutely loved doing YES as a subject in my final year of school and highly recommend it to current students. I feel that the life skills I learnt through YES have been incredibly beneficial to me, and have helped me since leaving school. It confirmed my passion for business and it also gave me a practical understanding of WHY we needed to learn our other school subjects.
YES was a great introduction to business and governance - It is great that the programme has grown and become the force it is since 1983!!!
I also gained significant value (business & soft skills) from attending the YES School for Young Entrepreneurs at Victoria University in 1999.
I think YES is a fabulous programme and was definitely one of the most valuable things I did during my secondary school years. It helped me realise that I have a real passion for business and subsequently I have spent my entire professional career in the banking industry, working with businesses to help them achieve their goals.
I think the YES initiative is a fantastic concept and more learning experiences in schools should be based around "real life" situations. I learnt a lot out of my YES experiences and 20years on I still remember it - I don't remember the book work I did in other classes!
great program overall, teaches students to collaborate with the 'real world'
Great program - i loved it. would have done it again in year 13 if it wasn't for the importance of level 3 NCEA.
I think YES teaches students some of the most skills in life. I could not imagine not teaching Business Studies and being involved in YES.
I think the main thing for me is that YES is part of what I've become, but the skills are so ingrained that it's not something I think about on a day-to-day basis - but if people ask how I started or realised I wanted to get into business, I always go back to our lipgloss company that we started under the YES scheme.
YES needs to link in with local authorities from both a community development and economic development perspective. At the moment it seems too insular and linked only to the connections of the individual students or teachers.
Yes it is a very effective program and anyone interested in business should do it because you learn so much vital information and experience to learn from.
I work in the defence industry.

Was one of the best things I got involved with at school. Enjoyed it so much I decided to studying commerce at university as well as engineering, even though I never took business subjects at school.
The Young Enterprise Scheme is perhaps the most well run secondary schools scheme in the country. It is professionally organised, engaging, and delivers a huge amount of knowledge that no other competition matches. I have been involved in numerous (actually, an inordinate amount of) competitions throughout my time at school, and none of these compare to YES. This scheme also gave me an entry into the business world, and helped me make contacts that have allowed me to be well ahead of my peers. Thank you YES, you were fantastic.
I haven't left school yet.
I think YES is an excellent programme that has a range of benefits for everyone but particularly those who are entrepreneurial, business or financial services-based. It was extremely helpful in building my confidence and teamwork as well as making connections with people I still keep in touch with. The skills that I learnt from YES has enabled me to participate and win competitions at university -- I am very grateful for my YES experience's influence in my life!
I loved YES and though it was stressful at times the skills I gained are priceless and have set me up for a great life of business.
YES helped me learn many things that were both useful in business as well as life. I was able to create and utilise many wonderful memories and experiences through the principles I learned from YES. So yeah, I would encourage every student thinking of doing YES to jump into it. You won't regret it :)
Due to the time pressures of the YES scheme and the school year, perhaps extending the programme over two years may be beneficial and less stressful
YES was fun.
Had a great time being a part of the YES program and I think it was a really good way to give students an introduction to the business world as up until then I had very little understanding and I think most students would be the same way.
I love YES :)
YES was great and taught me so much. I still often talk about it in job interviews today. Extremely passionate about YES and believe it is a huge benefit for all students.
YES was a fantastic learning curve for the skills necessary to be successful in innovation and entrepreneurship

It was an amazing experience that taught us so many skills that you don't learn in normal classes that are benefitting me now that I am in tertiary education. Thanks to YES it solidified what I wanted to do after high school and has created many opportunities; including being a dragons den judge at Epsom Girls for the new teams this year to practice their presentation skills. My younger sister is looking forward to participating in the scheme in a couple of years time.

YES is a fantastic program. I did this in Year 12 and as the managing director of my team, I felt I gained the most from the experience. I found it very challenging keeping my team together to the finish line and keeping them motivated. It has really helped me grow and develop as a person and would highly recommend it. To this day, I can still use it as an example for many job interview questions to do with time management, team work, leading a team, dealing with conflict and overcoming challenges.

YES is a great program and in 2012 I thoroughly enjoyed the program. There is so much learning and fun to be had which you can carry through in your future career and studying. I would recommend it to everyone!

Really enjoyed the YES program, helped me to where i am today with 3 successful business (pj repairs, inflatablez: the cube, spotza advertising) at the age of 18 being able to work for my self is amazing and couldn't ask for anything else. I still go back to my old school (timaru boys high) and catch up on how everyone is doing in the YES program.. great to see the skills they are learning. I believe YES is doing a massive part of New Zealands future by giving young people the opportunity to learn business. Thanks Young Enterprise! keep up the good work!

I remain a firm supporter of YES even though my work does not involve me running my own business. Any student that is contemplating a career in business or working with businesses will benefit from YES, provided they are willing to put in the effort and work as a team.

asking if there are long term benefits almost seems like the wrong question. All knowledge gets added upon and I don't think there is any subject at school that you could ask a 37 year old what impact it had long term and they would say it had life long impact. I think the greater benefit is a short term impact to open a student's eyes to possibilities and open doors to further learning or participation in business. Did me studying english or trigonometry really have long term measurable benefits? If English needed sponsorship to be in schools and students were surveyed like this would the outcomes be positive for English? I'm not sure they would be, but we still believe in the importance of teaching English.

Looking back YES provided a great insight to business that re-inforced my career direction. It taught me that my accounting studies had a tangible practical application and gave me the passion to do what I am doing today. The benefit and direction that our business mentor gave our team is a key driver behind my continual support of the YES program as a mentor for todays students as well as mentoring in other programs such as the NZICA Executive Insight.



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