

NEW SKILLS FOR NEW ENTREPRENEURS
ATTRACTION AND QUALIFICATION OF REFUGEES AS SUCCESSORS –
NEW ENTREPRENEURS

COMPETENCE ASSESSMENT GUIDELINES

Work Package 2



Hanse-Parlament



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CONTENT

- Step 1 Self-Assessment
 - The Questionnaire
- Step 2 External Assessment
 - The Interviewers
 - The Interview
 - The Implementation
 - The Results
- Evaluation of the Competence Assessment
- Annex I Analysis: Competence Assessment Tool
- Annex II Questionnaire (for internal use only)
- Annex III Questionnaire (for self-assessment)

After a thorough analysis of existing assessment tools, the conclusion was reached, that none of them satisfy the needs of the project “New Entrepreneurs”¹. Hence, a new tool perfectly adjusted to those needs has been developed. The assessment of entrepreneurial competences occurs in a two-step procedure:

1. Step: Self-assessment through a written or electronic questionnaire
2. Step: External assessment by means of personal interviews.

The interviews (step 2) should be based on the results of the self-assessment (step 1). This ensures that the self-assessment is complemented by external assessment to increase its validity. The interviewers get a personal impression of the participants and are encouraged to question possible contradictions or peculiarities of the self-assessment. Self-assessments bear the risk, that the respondent is not completely honest and rather gives answers that are socially acceptable or indicate how he or she would like to behave. The interviews are included to counteract this risk and add a personal dimension to the process.

At this stage of the process, it is highly advisable to have a translator because the participating refugees may not yet have partaken in a language course. Hence, sufficient language skills cannot be assumed. However, as command of the native language is not considered a selection criterion at this stage, the implementing partners are responsible to guarantee smooth communication.

STEP 1: SELF-ASSESSMENT

THE QUESTIONNAIRE

The questionnaire is divided into six sections. Annex II also shows the distribution of points for the individual answers, which is why it is intended exclusively for internal use among the project partners. Annex III, on the other hand, is the official version to be completed by the participants.

¹ Please refer to Annex I for the full analysis

Sections 3, 4 and 5 are based on the European Entrepreneurship Competence Framework (ENTRECOMP²):

Section 1 – Personal background, 8 questions	Not rated
Section 2 – Professional background, 4 questions	0 – 180
Section 3 – Ideas and Opportunities, 10 questions	0 – 120
Section 4 – Resources, 10 questions	0 – 120
Section 5 - Into Action, 10 questions	0 – 240
Section 6 – Closure, 2 questions	Not rated
Total score, 38 questions	0 - 660

The questionnaire can be filled out via an online system that will automatically sum up the total achieved score or alternatively in printed form. The online questionnaire is available for the different implementation countries (Italy, Austria, Germany) on the project website www.new-entrepreneurs.eu. While the original questionnaire is in English, it will be possible to have it translated mechanically via Google Translate in various other languages in the online version. Furthermore, the online version will show the total score:

Total Score

0 – 140	No entrepreneurial characteristics; Not recommended to start as an entrepreneur
140 – 290	Some entrepreneurial characteristics; possible entrepreneur, but solid training needed
290 - 420	Good entrepreneurial characteristics: ready to become entrepreneur, some training might be needed
420 +	Excellent understanding of entrepreneurial demands and shows solid characteristics; recommended to start as entrepreneur

² Published on March 4th, 2018, available at <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

EXPLANATIONS ON THE STRUCTURE OF AREAS 3 - 5 (SECTIONS) OF THE QUESTIONNAIRE

REFERENCE TO AND ORIENTATION TOWARDS THE "ENTRECOMP FRAMEWORK"

The individual items of Sections 3 to 5 are derived from or oriented towards the "EntreComp Framework" (ECF). A double query (differentiated into XY a. and XY b.) has been developed for each individual competence in the ECF sections (areas). In each case, the first item concerns an essential (partial) aspect of the competence that should be visible and present already in the beginning of the project activities and self-assessment of the (future) entrepreneur. The answers to these questions do not (initially) refer to the activities or processes of a (future) entrepreneur. The second item, however, takes up the same aspect of the competence but represents a relation of this competence to entrepreneurial activities.

To give an initial overview of the (non-)existence of essential competences among the participants, which is to be achieved by the survey, only one aspect per competence is taken into account and appears – as described above – as a double query in the questionnaire.

Furthermore, a differentiation of levels of proficiency of an entrepreneur (from "Foundation" to "Intermediate" to "Expert") has been developed in the ECF. The competence descriptions of the first two levels of proficiency (i.e. "Foundation" and "Intermediate") were used as a further design and selection criterion for the double queries in the questionnaire.

Thus, the basic reference to and orientation towards the ECF of the sections 3 to 5 of the questionnaire result from

- the general selection of 1 item per double query (thus 2 items) according to and based on the number of competences in the ECF
- the division of the sections/areas into 5 competence differentiations (sub-competences),
- the orientation of all items towards the lower levels of the "levels of proficiency".

Thus, a total of 10 items have been formulated for each of the 3 sections/areas and a total of 30 items are provided for the competence (self-)assessment.

DESIGN OF THE SCORING SYSTEM

The assignment of the point values for each given answer, which are generally not visible to the test persons (respondents), is carried out according to the following differentiation in their significance and benefit for entrepreneurial activities:

- a (very) low degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 0 and 3
- an average degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point value 6

- a (very high) degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 9 and 12.

This general scoring system is modified in the section/area “Into Action”, which is awarded special attention. The items included in this section are weighed double to emphasize the special importance of acting (on one’s own initiative) and (own) behavior for (future) entrepreneurs.

STEP 2: EXTERNAL ASSESSMENT

It is of utmost importance to evaluate the self-assessment questionnaire before conducting the interview in the second stage of the assessment process. The results of the self-assessment test are the foundation of the subsequent interview.

THE INTERVIEWERS

Ideally, the interview is conducted by three people. One is the contact person from the implementation partner, who continues to provide support for the participants during all training sessions. This person is the constant contact throughout the entire process and serves to build up trust and comfort. The second interviewer is an expert of the topic from the implementation partner. This person is also responsible to write the protocols of the individual interviews. And lastly, one entrepreneur, or alternatively, assessment expert should be included in the interviewer consortium.

Partner 2 Berufsakademie Hamburg will not participate in all interviews but should, nevertheless, attend at least one to three interviews per implementation partner. It is the responsibility of the implementation partners to arrange the date with the Berufsakademie.

THE INTERVIEW

The interview should take approximately 30 minutes. After the talk with the participant, the interviewers take some time to discuss the interview in private to provide a joint feedback and agree on further support measures. After the quick break for the participant, he or she is invited back into the room and consulted personally on the outcome of the assessment as well as on further steps. The results should also be send to the participant in writing.

THE IMPLEMENTATION

There are two version of how to setup the competency assessment. The first one is particularly fitting for the project.

- 1) The refugees carry out the self-assessment with the help of the electronic tool. They are not bound to be at a specific location for this. The implementation partners are free to decide whether they invite all participants to fill out the tests together at a specific location (online or offline) or whether the refugees fill them out online at a

location of their choice. Afterwards each participant will be invited individually for the assessment interview on a date that suits both parties.

- 2) Alternatively, the competency assessment can be carried out in a block system. The day would be divided into two halves. In the morning 6 participants fill out the electronic version of the self-assessment tool. Once the first participant is done with the test, the interviews can start. After all six participants have been interviewed, the interviewers take a lunch break. The same procedure is repeated in the afternoon. This setup can also be adapted to multiple consecutive days of competency assessment.

THE RESULTS

The results of the interview and following recommendations are recorded in writing. The participants are additionally informed and advised verbally. Furthermore, a short, written protocol of each interview should be created.

In the latter part of the interview the interviewers advise the participant on further steps as well as inform him/her about the further proceedings of the project activities. If the participant continues to partake in the project, he/she should already be invited to the next seminar.

It is important to note that no participant should be rejected from the training even if the assessment comes to a negative result. Furthermore, in the case that participants do not continue to partake in the project activities for whatever reason, the respective implementation partner has to ensure further support for the participant from other institutions.

All implementation partners are requested to submit an implementation report including the interview protocols to the lead partner Hanse-Parlament e.V.

THE EVALUATION OF THE COMPETENCE ASSESSMENT

The competence assessment is evaluated through three means: (1) questionnaire for all participants, (2) questionnaire for all interviewers, (3) accompanying observations by Partner 2 Berufsakademie Hamburg.

The Berufsakademie develops and sends out the questionnaires to all implementation partners by May 31, 2018 the latest. The surveys should include questions to both parts of the assessment procedure.

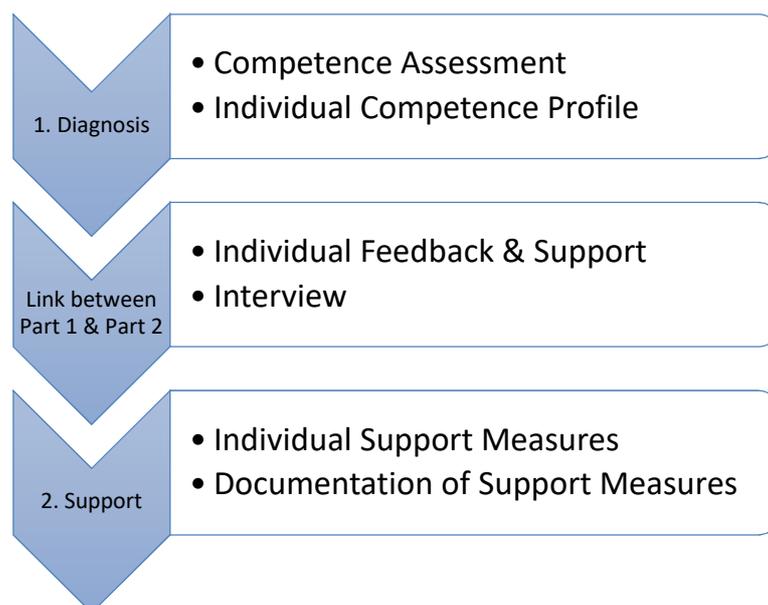
The implementation partners ensure that all participants and interviewers fill out the survey and send the completed questionnaires back to the Berufsakademie no later than August 31, 2018. The participants could, for example, fill out the evaluation questionnaire while they are waiting to receive their feedback after the interview.

ANNEX I ANALYSIS

Within the framework of WP2 of the "New Entrepreneurs" project, a competence assessment tool is developed. The tool serves to determine the entrepreneurial competencies and aptitudes of the participants to focus and accompany the subsequent consultation. It is advisable to call it a "profile check" or "potential analysis", or the like, instead of "test". This emphasises that this is not a graded exam, but a self-assessment that serves as a reflection and basis for the subsequent consultation.

After reviewing existing tools¹, the decision was made to develop a separate test based on the EU's EntreComp framework in order to have full control over the set-up and evaluation of the results. The following analysis shows how ambiguous the term "entrepreneur" is. Therefore, it is seen as important to have a tool at hand that corresponds to the project consortium's definition of "entrepreneurial competences".

Generally speaking, a potential analysis is structured in two parts: the diagnosis and the support measures. Both parts are connected through an individual feedback interview between the participant and the coach.



Source: Thomas Retzmann et al. (2017) Losleger – Potenzialanalyse zum unternehmerischen Denken und Handeln. Berufliche Orientierung von Jugendlichen und jungen Erwachsenen 2. vollständig überarbeitete Auflage, S.24. [translated and formatted by the author]

There are three different diagnostic approaches, which can also be linked with each other if necessary. The approaches are (a) personality-oriented, (b) simulation-oriented, or (c) biography-oriented. Regardless of which of these approaches is used, it is important to note that each diagnosis is only a snapshot of a person's set of competences and can therefore produce a different result at any different time.

¹ See list of consulted tests in appendix

According to Retzmann et al. (2017), the three diagnostic approaches should be understood as follows:

- (a) The personality-oriented approach is based on the assumption that personal characteristics are generally very stable and influence our daily behaviour. The diagnosis is made by using (self-assessment) tests.
- (b) The simulation-oriented approach is based on the assumption that behaviour depends on the situation. Therefore, the diagnosis is made through work samples and assessment centres.
- (c) The biography-oriented approach is based on the assumption that current behaviour can be derived by analysing the past. The diagnosis is made through interviews or CVs.

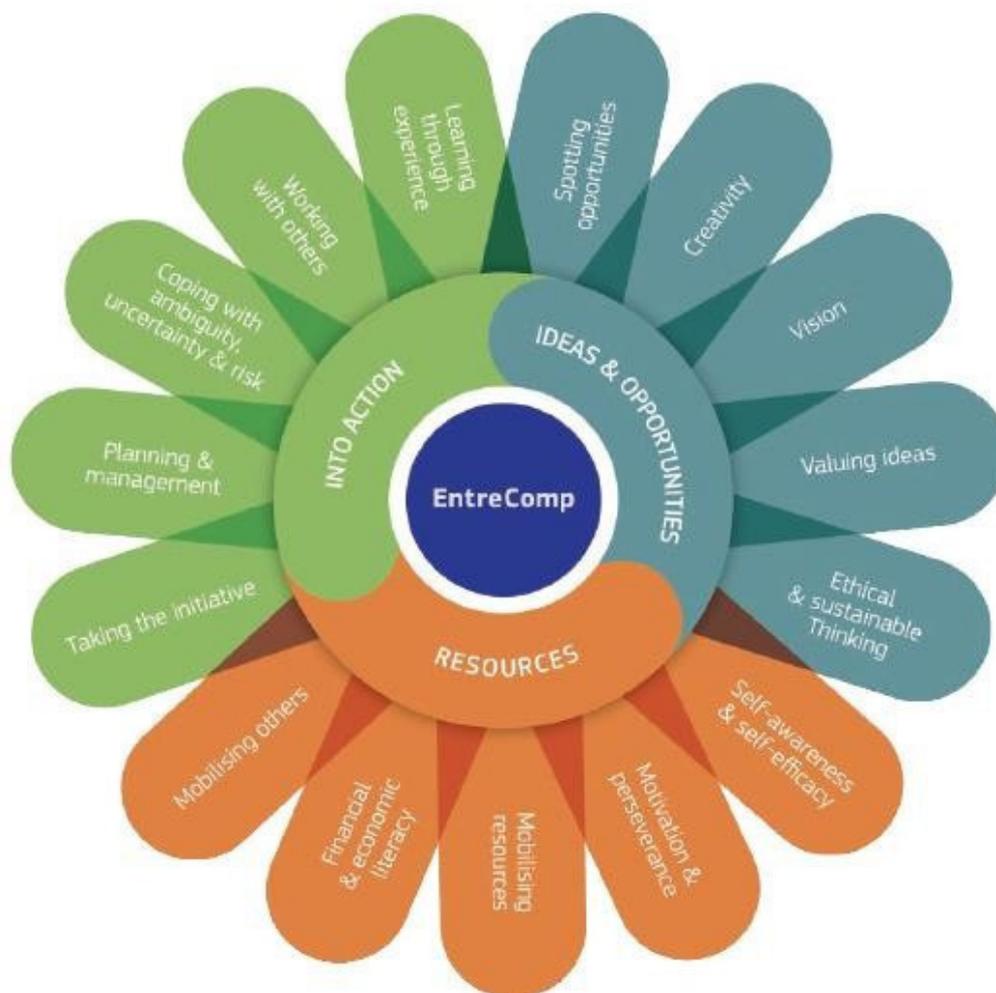
In the "New Entrepreneurs" project, a mixture of the first and the third approach is used, since the second approach is always case-specific and therefore unsuitable for the broad target group of the project. After a self-assessment test in which the areas of "personal skills" (personality-oriented) and "specialist knowledge and professional experience" (biography-oriented) are examined, the participants' need for support is determined and advised in a personal discussion between participant and coach. This two-step procedure serves on the one hand the broad application by standardised tests, on the other hand it nevertheless ensures that the needs of each participant are addressed individually.

In order to guarantee a high-quality assessment and training of the participants, requirement profiles must be created and operationalised. First of all, the term "entrepreneur" and the associated competences has to be defined. A literature search quickly reveals how diffuse the term "entrepreneur" is, and that there is no commonly used definition. Retzmann et al (2017): "The terms businessman and entrepreneur are often used synonymously in scientific discussions. Since there is no suitable translation of the word entrepreneurship, German-speaking authors describe the concept of entrepreneurship with the help of several actions. The terms entrepreneurship or entrepreneurial spirit are also often used. However, in contrast to the German term Unternehmer, the English term Entrepreneur emphasises the prospect of setting up new units. The entrepreneur can therefore predominantly be seen as the founder of a new enterprise and not as the one who takes over and continues an existing enterprise. In economics, the term entrepreneur is mainly used as a collective term for the performance of certain management tasks in companies. Nevertheless, the concept of entrepreneurship is not uniformly defined in the literature and often remains diffuse. Views and perspectives are often far apart" (p.13 f.)².

This leads to a certain difficulty in the development of a requirement profile. The crucial point is therefore not to draw up an exhaustive list of criteria that predict the success of an

² Original in German; Translated by the author

entrepreneur and can only be attributed to entrepreneurship, but to look at the characteristics entrepreneurs themselves consider important and which special characteristics distinguish them from other professional groups. To this end, the European Commission has developed the Entrepreneurship Competence Framework - EntreComp to provide a common reference framework for entrepreneurship as competence for all EU citizens. This framework can be used as a basis for curricula and learning activities, as well as for identifying entrepreneurial skills. However, an EU-own self-assessment tool has not yet been developed. Nevertheless, various projects are using the framework already (cf. McCallum et al., 2018). The EntreComp framework is divided into three areas of competence: (1) ideas and opportunities, (2) resources and (3) into action. These in turn contain five competences each, which are operationalised by about 30 learning outcomes per competence, so that in the end there are 442 learning outcomes (see graphic below).



Source: McCallum et al., 2018, p.14

The developed competence assessment tool in “New Entrepreneurs” is structured along the lines of EntreComp. However, as it is a very comprehensive list, the requirement profile is also very strongly based on the works of Dr. Sally Caird (2013) and Thomas Retzmann et al.

(2017). The latter, in turn, refers much to the “Big Five” by Lewis Goldberg (1992) or Paul T. Costa Jr. & Robert McCrae (1995) and the F-DUP test of Prof. Dr. Günter F. Müller (2010).

Dr. Sally Caird has developed the following main and sub-qualities of a requirement profile for entrepreneurs through a mixture of analyses of psychological tests, entrepreneur descriptions and pilot tests with entrepreneurs and other professional groups:

Need for Achievement	Need for Autonomy/ Independence	Creative Tendencies	Calculated Risk-Taker	Locus of Control
Orientation towards the future	Independence, preferring to work alone especially if they cannot be “top dog”	Curious and interested in new ideas	Analytical, being good at evaluating the likely benefits against the likely costs of actions	Opportunistic, seeking and taking advantage of opportunities
Orientation towards challenging but realistic goals	Self-expressive, feeling a strongly need to do their own thing their way, rather than work on other people’s projects	Imaginative, inventive or innovative tendency to come up with new ideas	Goal-oriented, setting themselves challenging but attainable goals	Self-confidence with the belief that they have control over their destiny and make their own luck, rather than being controlled by fate
Opinionated in defence of your ideas and views	Opinionated, having to say what they think and make up their own mind about issues	Change-orientation, preferring novelty, change and challenges with a dislike of being locked into routines	Decisive, being able to act on incomplete information and good at judging when incomplete information is sufficient for action	Proactive, taking personal responsibility to navigate the problems that arise to achieve success on their terms
Willingness to work long and hard when necessary to complete tasks	Leadership, preferring to be in charge and disliking taking orders	Versatile and able to draw on personal resources for projects or problem solving	Self-awareness with the ability to accurately assessing their own capability	Determination and express a strong-willed control over life
Determination to ensure your objectives are	Determination, strong willed and stubborn	Intuition, being able to synthesis ideas	Effective information management,	Self-belief, equating the results achieved

met even when difficulties arise	about their interests	and knowledge, and make good guesses when necessary	using information to calculate the probability of success	with the efforts made
Optimistic outlook	Individualistic and unresponsive to group pressure			
Effective time management	Unconventional, and prepared to stand out as being different to others			
Strong task orientation				
Reliance on own ability				
Responsible and persistent in pursuit of aims				
Restless, driven and energetic				
Results-oriented with yourself and others				

The "Big Five" by Lewis Goldberg, which were further developed by Paul T. Costa Jr. and Robert R. McCrae, serve as one of the foundations of the requirement profiles of Thomas Retzmann et al. They are also called OCEAN because of their initial letters and are further operationalised in a study by Thomas L. Harrison and Mary H. Frakes, so that the following characteristics are attributed to the five competencies "Open to Experience", "Conscientiousness", "Extroversion", "Agreeableness" and "Neuroticism":

Open to Experience	Conscientiousness	Extroversion	Agreeableness	Neuroticism
Awareness of one's own emotions	Acts and thinks in an organized and methodical manner	Assertive	Ability and desire to cooperate with other people	Strong emotional reactions to problems

Open to reconsider own ideas and views	It is important for him/her to keep commitments to others	Prefers excitement and stimulation	Ability to establish harmonious relationships	Often anxious or depressed
Has many interests	Persistent	High-spirited	Gets along well with other people	Worries often
Intellectually curious	Has a sense for his own ability to achieve things and control his fate	Likes to be busy		Takes a long time to overcome bad temper, anger or hostility
Thinks creatively	Responsible	Happy		
Tries new things	Perfectionist / Workaholic	Energetic		
	Striving for success and recognition	Dominant		
	Prudent			

The requirement profiles of Thomas Retzmann et al. are based on the evaluation of relevant scientific literature and interviews with entrepreneurs, managers, scientists, and teachers. In addition to the "Big Five", the F-DUP test by Prof. Dr. Günter F. Müller is also included. It describes the two skills of assertiveness and problem-solving orientation which, according to Retzmann et al., must be added to the "Big Five". These competences are defined as follows:

- “[Assertiveness is] the ability to communicate one's own interests and ideas in a socially acceptable manner and to exert influence on other people to an appropriate extent” (Müller, 2010).
- “[...] Problem-solving orientation [is] the ability of result-oriented thinking, target-oriented planning, and reflected action. It makes it easier to cope with non-routine business tasks. People with a high level of disparity of these abilities regard new occupational requirements, obstacles at work or difficult activities as "solvable problems" (Retzmann et al., 2017).

The “New Entrepreneurs” self-assessment tool is divided into six sections: (1) Personal Background, (2) Professional background, (3) Ideas and Opportunities, (4) Resources, (5) Into Action, and (6) Closure. For the evaluation two requirement profiles have been created; one concerned with the personality of the participant, and one concerned with specialised knowledge and professional experience.

This latter profile is considered especially important, whereby the focus here is less on officially recognised qualifications, but rather on acknowledging the participant's experience as entrepreneur. By enquiring about educational or professional experience, this part also provides information on the potential specialised knowledge that the participant has already acquired. The importance of this part is displayed in the high number of points participants can receive here.

The personality profile is based on the above-mentioned competences and learning outcomes of the EntreComp Framework, which have been partly combined to account for the overlap in their operationalisations. This results in the following requirement profile competences for "New Entrepreneurs":

Conscientiousness, Extroversion, Open to Experience /Creativity, Agreeableness, Neuroticism and Calculated Risk-Taker.

These competences can be found as well in a separate comparison of ten sources regarding entrepreneurial competences carried out by the author³. Motivation and persistence were mentioned in eight out of ten cases, planning and management in seven out of ten. Both are part of the operationalisation of conscientiousness. Furthermore, persuasiveness, independence, self-confidence, attention to opportunities, teamwork and a problem-solving work approach are mentioned in six out of ten sources. These competences are also part of the subsequent operationalisation of the personality requirement profile for "New Entrepreneurs". It is based on the works of Dr. Sally Caird (2013), Thomas Retzman et al. (2017), as well as a study by Thomas L. Harrison and Mary H. Frakes (2006). On the one hand, the following section demonstrates what exactly one should understand under different competences. On the other hand, this part also serves as an indication for the evaluation of the self-assessment test with direct reference to entrepreneurship as a concept.

A participant who is very conscientious should demonstrate the following qualities: belief in his/her own abilities and self-control over his/her own life. He/she is opportunistic, seeks and seizes opportunities that arise. Commitments are important for this person and he/she is considered reliable, responsible, persistent, determined and headstrong. Additionally, the participant demonstrates a great desire for recognition and success. He/she is future-oriented and forward-looking, takes responsibility and is willing to invest a lot of time to complete tasks and solve problems. Furthermore, this person acts and thinks in an organised, methodical and solution-oriented manner, manages time effectively, but can quickly become a perfectionist or workaholic. In terms of entrepreneurship it is important to be in the middle of the spectrum with regards to conscientiousness. With an overly high degree of conscientiousness, a person would quickly become pedantic and inflexible. This makes it difficult for an entrepreneur to adapt to rapidly changing circumstances, which is

³ See list of consulted sources in appendix

why flexibility is one of the important characteristics here. However, too low a degree would increase problems occurring in the area of planning and the ability to complete tasks. If this is the case, the person either needs to work on his/her skills or compensate the lack of such skills with a competent business partner.

The following qualities characterise an extrovert: assertiveness, a happy, optimistic and high-spirited personality, who pursues his/her goal energetically and with determination. He/she likes to be busy and prefers stimulation and excitement. This person is a leader, who often dominates and likes to take responsibility. He/she does not like having to report to someone else. He/she is an individualist and can work well alone and independently. Additionally, he/she is ready to stand out and does not respond to peer pressure. Despite this, he/she is not aggressive, uncompromising or inconsiderate. With regard to entrepreneurship, a higher degree of extroversion is certainly an advantage, as one has to constantly compete for customers and capital.

Openness and creativity are characterised by the following qualities: the person thinks creatively, is imaginative, inventive and innovative. He/she enjoys trying new things, is curious, versatile and interested in many things. He/she is open to questioning his/her ideas and principles and comes up with new ways of solving old problems. Additionally, he/she can build connections between ideas and knowledge, has a good intuition and can make well-founded assumptions. This person is oriented towards change and refuses to get stuck in routines. Regarding entrepreneurship one has to demonstrate a high degree of openness and creativity, since it helps to see new opportunities and find alternative solutions. However, a somewhat lower degree is also not completely disadvantageous, since it is still important to impose regulations and pursue goals consistently and until the end.

An agreeable person has a strong desire and the skills to cooperate with the others. He/she establishes harmonious relationships and gets along well with other people. In addition, this person often involves other people in his/her quest to solve a problem. These qualities distinguish a good entrepreneur. However, it must be taken into consideration that a person should not be too agreeable, since this can quickly become an obstacle to effectively pursue one's vision or make a difficult but necessary decision that might cause a conflict or confrontation.

A neurotic person fails quickly and is resigned. He/she reacts to problems very emotionally and takes a long time to get over bad news or anger. He/she worries a lot and quickly becomes depressed or anxious. An entrepreneur must demonstrate a low degree of neuroticism, as he/she may suffer setbacks and must take risks.

A calculated risk-taker can make decisions quickly and reliably, even if he/she does not have all necessary information at hand. This is the sign of good information management, a crucial quality of an entrepreneur. He/she has an analytical mindset and is good at weighing potential benefits of an action against its potential costs. He/she is goal-oriented and looks for challenging but realistic goals where he/she is willing to take a risk. Regarding

entrepreneurship it is important to be prepared to take risks, but on the other hand also to do it in a realistic and calculated way to avoid wasting capital and resources.

Following this logic, the “New Entrepreneurs” questionnaire is evaluated according to a point system. The result is available to the coaches in a personal interview, so that he/she, considering the self-assessment, can advise each participant on his/her further development. The following table summarises the above explanations and the pursued results:

Conscientiousness	Extroversion	Open to Experience/ Creativity	Agreeableness	Neuroticism	Calculated Risk-Taker
Medium value	Higher value	Higher value	Medium to higher value	Lower value	Higher value

The self-assessment test needs to be filled in by the participants independently and as honestly as possible. In doing so, it is important that the participants answer the questions according to how they actually think, feel or act and not according to how they would like to think, feel or act. The test does not aim to provide a performance review but serves as the basis for further actions of the coach, as well as for self-reflection. Therefore, the honesty of the answers is the prerequisite for successful coaching.

The questionnaire can be filled out via an online system that will automatically sum up the total achieved score or alternatively in printed form. The online version will show the total score as well as a short answer text. The self-assessment test is followed and accompanied by an interview with a qualified coach to strengthen the validity of the result.

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Entrepreneur. *What’s your entrepreneurial I.Q.?* <https://www.entrepreneur.com/article/246454>

Entrepreneurial Skills Pass: <https://self.entrepreneurialskillspass.eu/>

OctoSkills App: <http://www.octoskills.com/>

Psychtests. *Entrepreneurial Personality Profile*: <https://testyourself.psychtests.com/testid/3011>

Technische Universität Dortmund. Entrepreneurship School. *Test zur Unternehmerpersönlichkeit*: http://www.wiwi.tu-dortmund.de/wiwi/leo/Medienpool/Entrepreneurship/ENTREPRENEURSHIP_SCHOOL_-_Fragebogen1.pdf

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ANNEX II QUESTIONNAIRE (FOR INTERNAL USE ONLY)

Section 1 Personal background	Not rated
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1. Where are you from? Please let us know your home country.

(text field)

2. Please enter your age.

(text field)

3. Please indicate your gender.

female male transgender

4. For how long have you stayed in this country (= *Germany, Italy, Austria*)?

5. Do you have educational qualifications, (academic) titles, vocational qualifications that are of importance in your former cultural area (hometown)? (If yes, which?.....)

(text field)

6. Do you have educational qualifications, (academic) titles, professional qualifications that are of high relevance in the new, current society? (If yes, which?.....)

(text field)

7. Do you have other abilities or experiences which have personally a particular importance for you? (If so, which?.....)

(text field)

8. Did you or your family have a socially recognized / respected position in your home country? (If so, which?.....)

(text field)

Section 2 Professional background	0 - 240
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9. What is your highest education level? (~ oriented at the 8 EQF levels)

Options		Score
No school degree, basic knowledge		0
Some school, no degree, some knowledge		3
School until 16, good practical knowledge		6
School until 18+, school degree, solid knowledge		9
Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhD-level		12

10. How many years of working experience for a company do you have?

Options		Score
No working experience		0
Between several months and less than a year.		6
Between 1 – 3 years		12
Between 3– 5 years		18
More than 5 years		24

11. How would you rate your language skills besides your native language? Target market Germany, Austria or Italy

Options	No knowledge	beginner	basic knowledge	good	Very good, fluent
Written English	0	6	12	18	24
Spoken English	0	6	12	18	24
Written local language (German, Italian)	0	6	12	18	24
Spoken local language (German, Italian)	0	6	12	18	24

12. Did you work as an entrepreneur before?

Options	Score
No	0
Yes, just me, self-employed	24
Yes, I had my own company and employees	48

Section 3 – Ideas and Opportunities 	0 - 120
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(Competence: Spotting opportunities)

Please rate on a scale from 1-5.

13 a. In general, I can find ways and opportunities to help others.

Options	Score
1. Yes, true – that’s me	12
2. Yes, mostly	9
3. Sometimes	6
4. Not very much	3
5. No, not like me at all	0

13 b. I can find economically interesting opportunities to satisfy an economically relevant need.

Options	Score
1. Yes, true – that’s me	12
2	9
3	6
4	3

5. No, not like me at all		0
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(Competence: Creativity)

14 a. In general, I am curious about new things.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

14 b. I am curious about new things that can be developed into a business idea.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Vision)

15 a. I can build an inspiring vision of the future not only for myself but also especially for others.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

15 b. I can build an inspiring vision of the future for myself but also especially for others, in which I play an important role as an entrepreneur.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Valuing ideas)

16 a. I like to get other people’s opinions and share ideas.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

16 b. I know that other people’s business ideas can be used and acted on, while respecting their rights (for example, copyrights and patents).

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Ethical and sustainable thinking)

17 a. I understand that my ideas and behaviour have consequences for and impacts on my surroundings and the community.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

17 b. I understand that the ideas and behaviour of an entrepreneur also result in consequences for and impacts on the surroundings and the community.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

Section 4 – Resources

0- 120



(Competence: Self-awareness and self-efficacy)

18 a. I'm aware of my essential needs, desires, interests and goals, but also of my weaknesses as a person.

Options		Score
1. Yes, true – that's me		12
2		9
3		6
4		3
5. No, not like me at all		0

18 b. As a potential entrepreneur, I'm aware of my essential needs, desires, interests and goals, however, also of my weaknesses.

Options		Score
1. Yes, true – that's me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Motivation and perseverance)

19 a. I'm not afraid of working hard to achieve my goals and follow my passion, even if I experience difficulties.

Options		Score
1. Yes, true – that's me		12

2		9
3		6
4		3
5. No, not like me at all		0

19 b. I can imagine not being afraid to work hard to achieve entrepreneurial goals (as my passion) and overcome possible challenges.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Mobilising resources)

20 a. I know where I can get help when I face challenges.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

20 b. I know where I can get support or advice concerning my entrepreneurial activities when I have difficulties realising my plans.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3

5. No, not like me at all		0
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(Competence: Financial and economic literacy)

21 a. I can draw up an easy household budget in a responsible manner.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

21 b. I can draw up an easy budget plan for the first part of a business idea.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

(Competence: Mobilising others)

22 a. I can arouse enthusiasm in others for my ideas.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

22 b. I can motivate and arouse enthusiasm in others for my entrepreneurial ideas.

Options		Score
1. Yes, true – that’s me		12
2		9
3		6
4		3
5. No, not like me at all		0

Section 5 – Into Action

0 - 240


(Competence: Taking the initiative)

23 a. I show initiative in dealing with problems that affect me or my community.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9
4		6
5. No, not like me at all		0

23 b. I take action on business ideas and opportunities.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9
4		6
5. No, not like me at all		0

(Competence: Planning and management)

24 a. I can create an action plan which identifies the necessary steps to achieve my goals.

Options		Score
1. Yes, true – that’s me		24

2		18
3		9
4		6
5. No, not like me at all		0

24 b. I can create an action plan which identifies the necessary steps to achieve my goals as an entrepreneur.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9
4		6
5. No, not like me at all		0

(Competence: Coping with uncertainty, ambiguity and risk)

25 a. I can make personal decisions, even when the available information is insufficient, and the outcome is uncertain.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9
4		6
5. No, not like me at all		0

25 b. I take the risk to make a business decision, even when the result of the decision is uncertain and the information available is incomplete or ambiguous.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9

4		6
5. No, not like me at all		0

(Competence: working with others)

26 a. I can work well with very different people and groups (differences concerning gender, nationality, native country, origin, religious direction, political view etc.).

Options		Score
1. Yes, true – that's me		24
2		18
3		9
4		6
5. No, not like me at all		0

26 b. I can work well with very different people and groups to create economic value (differences concerning gender, nationality, native country, origin, religious direction, political view).

Options		Score
1. Yes, true – that's me		24
2		18
3		9
4		6
5. No, not like me at all		0

(Competence: learning through experience)

27 a. I can reflect and judge my achievements and failures and learn from them.

Options		Score
1. Yes, true – that's me		24
2		18
3		9
4		6
5. No, not like me at all		0

27 b. I feel confident that I reflect and judge my achievements and failures concerning entrepreneurial activities to become a better entrepreneur in the future.

Options		Score
1. Yes, true – that’s me		24
2		18
3		9
4		6
5. No, not like me at all		0

Section 6 – Closure	Not rated
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28. Is there anything else you would like to share / point out with regards of being /becoming an entrepreneur?

(text field)

29. If you like, you can share your email address, in case you would like to get a copy of this survey or be informed later on. We will not use your email address for any commercial use and strictly use it to personally get in contact with you.

(text field)

ANNEX III QUESTIONNAIRE (SELF-ASSESSMENT)

Section 1 - Personal background

1. Where are you from? Please let us know your home country.

2. Please enter your age.

3. Please indicate your gender.

female male transgender

4. For how long have you stayed in this country (= *Germany, Italy, Austria*)?

5. Do you have educational qualifications, (academic) titles, vocational qualifications that are of importance in your former cultural area (hometown)? (If yes, which?.....)

6. Do you have educational qualifications, (academic) titles, professional qualifications that are of high relevance in the new, current society? (If yes, which?.....)

7. Do you have other abilities or experiences which have personally a particular importance for you? (If so, which?.....)

8. Did you or your family have a socially recognized / respected position in your home country? (If so, which?.....)

Section 2 - Professional background
9. What is your highest education level? (~ oriented at the 8 EQF levels)

Options	
No school degree, basic knowledge	
Some school, no degree, some knowledge	
School until 16, good practical knowledge	
School until 18+, school degree, solid knowledge	
Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhD-level	

10. How many years of working experience for a company do you have?

Options	
No working experience	
Between several months and less than a year.	
Between 1 – 3 years	
Between 3– 5 years	
More than 5 years	

11. How would you rate your language skills besides your native language? Target market Germany, Austria or Italy

Options	No knowledge	beginner	basic knowledge	good	Very good, fluent
Written English					
Spoken English					
Written local language (German, Italian)					
Spoken local language (German, Italian)					

12. Did you work as an entrepreneur before?

Options	
No	
Yes, just me, self-employed	
Yes, I had my own company and employees	

<p>Section 3 – Ideas and Opportunities</p> 	
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Please rate on a scale from 1-5.

13 a. In general, I can find ways and opportunities to help others.

Options	
1. Yes, true – that’s me	
2. Yes, mostly	
3. Sometimes	
4. Not very much	
5. No, not like me at all	

13 b. I can find economically interesting opportunities to satisfy an economically relevant need.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

14 a. In general, I am curious about new things.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

14 b. I am curious about new things that can be developed into a business idea.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

15 a. I can build an inspiring vision of the future not only for myself but also especially for others.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

15 b. I can build an inspiring vision of the future for myself but also especially for others, in which I play an important role as an entrepreneur.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

16 a. I like to get other people’s opinions and share ideas.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

16 b. I know that other people’s business ideas can be used and acted on, while respecting their rights (for example, copyrights and patents).

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

17 a. I understand that my ideas and behaviour have consequences for and impacts on my surroundings and the community.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

17 b. I understand that the ideas and behaviour of an entrepreneur also result in consequences for and impacts on the surroundings and the community.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

Section 4 – Resources



18 a. I'm aware of my essential needs, desires, interests and goals, but also of my weaknesses as a person.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

18 b. As a potential entrepreneur, I'm aware of my essential needs, desires, interests and goals, however, also of my weaknesses.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

19 a. I'm not afraid of working hard to achieve my goals and follow my passion, even if I experience difficulties.

Options	
1. Yes, true – that's me	
2	
3	
4	
5. No, not like me at all	

19 b. I can imagine not being afraid to work hard to achieve entrepreneurial goals (as my passion) and overcome possible challenges.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

20 a. I know where I can get help when I face challenges.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

20 b. I know where I can get support or advice concerning my entrepreneurial activities when I have difficulties realising my plans.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

21 a. I can draw up an easy household budget in a responsible manner.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

21 b. I can draw up an easy budget plan for the first part of a business idea.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

22 a. I can arouse enthusiasm in others for my ideas.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

22 b. I can motivate and arouse enthusiasm in others for my entrepreneurial ideas.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

Section 5 – Into Action



23 a. I show initiative in dealing with problems that affect me or my community.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

23 b. I take action on business ideas and opportunities.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

24 a. I can create an action plan which identifies the necessary steps to achieve my goals.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

24 b. I can create an action plan which identifies the necessary steps to achieve my goals as an entrepreneur.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

25 a. I can make personal decisions, even when the available information is insufficient, and the outcome is uncertain.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

25 b. I take the risk to make a business decision, even when the result of the decision is uncertain and the information available is incomplete or ambiguous.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

26 a. I can work well with very different people and groups (differences concerning gender, nationality, native country, origin, religious direction, political view etc.).

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

26 b. I can work well with very different people and groups to create economic value (differences concerning gender, nationality, native country, origin, religious direction, political view).

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

27 a. I can reflect and judge my achievements and failures and learn from them.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

27 b. I feel confident that I reflect and judge my achievements and failures concerning entrepreneurial activities to become a better entrepreneur in the future.

Options	
1. Yes, true – that’s me	
2	
3	
4	
5. No, not like me at all	

Section 6 – Closure	
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28. Is there anything else you would like to share / point out with regards of being /becoming an entrepreneur?

29. If you like, you can share your email address, in case you would like to get a copy of this survey or be informed later on. We will not use your email address for any commercial use and strictly use it to personally get in contact with you.