

Entrepreneurial potential

To determine the entrepreneurial potential is of high relevance to identify as many people as possible with potential for self-employment and to attract them as founders of new businesses or company successors. Thus the development of the entrepreneurial capacity of European citizens and organisations has been declared as one of the key policy objectives for the EU and Member States. In 2006 the EC identified sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society.

From 2014 – 2016 „the Entrepreneurship Competence Framework“ (Entrecomp) was developed by the EC. Based on this, a tool were developed in the project to determine the entrepreneurship potential.

The purpose of the output is to reliably identify persons suitable for entrepreneurial activities, to further qualify them for the acquisition of competencies, and to advise and to promote them until the commencement of self-employment. This promotes entrepreneurship and significantly increases the number of junior entrepreneurs.

The following activities were carried out to develop the output.

1. Analysis of existing methods and tools for the identification of entrepreneurial competencies, which led to the conclusion that no suitable instruments could be identified
2. Development of a two-step procedure for the identification of entrepreneurial competencies.
3. Comprehensive consultation and evaluation of the developed assessment by all project partners.
3. Testing and evaluation of the developed assessment procedure by a third party (without finances from this project).
4. Completion of the two-stage procedure for the identification of entrepreneurial competencies, translation of the questionnaire for the self-assessment (first stage) into the national languages and implementation by the project partners. .

The output below comprises the following results.

1. Competence Assessment Guidelines

[Annex I Analysis Competence Assessment Tool](#)

[Annex II Questionnaire for self-assessment \(only internal use\)](#)

[Annex III Questionnaire for self-assessment \(for self-assessment\)](#)

2. Concept for evaluations



COMPETENCE ASSESSMENT GUIDELINES

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 “INBETS”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 contractions 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.

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.

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

¹ Please refer to Annex I for the full analysis

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>

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. 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

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.

THE INTERVIEW

The interview should take approximately 30 – 60 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.

- 1) The participants 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 participants 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 4 to 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 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.

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.

The surveys should include questions to both parts of the assessment procedure.

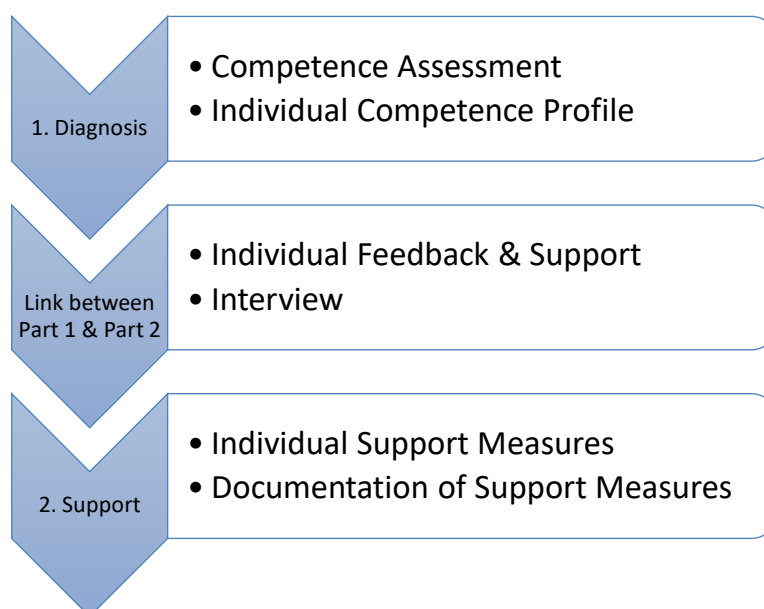
The implementation partners ensure that all participants and interviewers fill out the survey. The participants could, for example, fill out the evaluation questionnaire while they are waiting to receive their feedback after the interview.

ANNEX I ANALYSIS COMPETENCE ASSESSMENT TOOL

Within the framework of Work Package 5 of the "INBETS" 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 emphasizes 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.

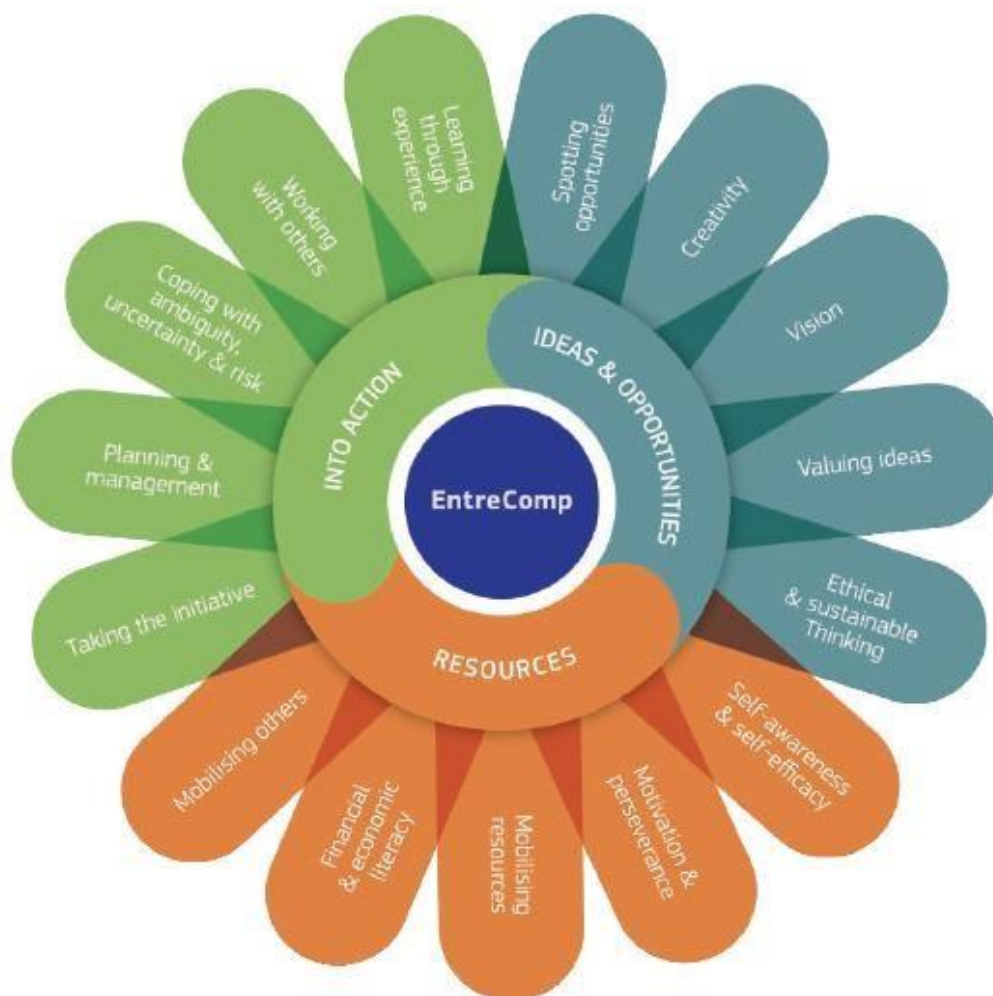
In the "INBETS" project, a mixture of the first and the third approach is used, since the second approach is always case-specific and therefore unsuitable for the broad target group of the project. After a self-assessment test in which the areas of "personal skills" (personality-oriented) and "specialist 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 “INBETS” 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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Entrepreneurial Skills Pass: <https://self.entrepreneurialskillspass.eu/>

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

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

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ANNEX II QUESTIONNAIRE (FOR INTERNAL USE ONLY)

Section 1 Personal background	Not rated
--	-----------

1. Please enter your age.

(text field)

2. Please indicate your gender.

☐ female ☐ male ☐ transgender

3. Do you have educational qualifications, (academic) titles, vocational? (If yes, which?.....)

(text field)

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

(text field)

Section 2**Professional background**

0 - 240

5. 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

6. 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

7. I know the industry sector well in which I would like to take over a company.

Options		Score
No, it's a completely new sector for me.		0
Yes, I have been working in the sector several months but less than a year.		6
Yes, I have been working in the sector between 1 – 3 years.		12
Yes, I have been working in the sector between 3– 5 years.		18
Yes, I have been working in the sector for more than 5 years.		24

8. 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

9. Did you work in a management/leadership position before?

Options		Score
No		0
Yes		24

Section 3 – Ideas and Opportunities



0 - 120

(Competence: Spotting opportunities)

Please rate on a scale from 1-5.

10 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

10 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

(Competence: Creativity)

11 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

11 b. I am curious about new things that can be developed into a new and improved direction for an already existing business.

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)

12 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

12 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 a business successor.

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)

13 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

13 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)

14 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

14 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: Leadership)

15 a. In a group, I usually take on the role of the leader.

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 am comfortable with leading employees, taking on responsibility and not shy away from making difficult decisions.

Options		Score

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

(Competence: Self-awareness and self-efficacy)

16 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

16 b. As a potential business successor, 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)

17 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

17 b. I am not afraid to work hard and long hours to achieve a successful business take over (which I consider my passion) and overcome possible challenges along the way.

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)

18 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

18 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

(Competence: Financial and economic literacy)

19 a. I can draw up a 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

19 b. I understand the financial and economic underpinnings of running a business and act according to them.

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)

20 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

20 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)

21 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

21 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)

22 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

22 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)

23 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

23 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)

24 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

24 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)

25 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

25 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

26. Is there anything else you would like to share / point out with regards of being /becoming an entrepreneur?

(text field)

27. 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 for self-assessment

English	Language of the country
<p>Welcome to the INBETS Competence Assessment for Entrepreneurship,</p> <p>This short questionnaire will help us to learn more about your skills and competences. Please take a few minutes to fill it out. If you would like to get a copy of your answers, please provide an e-mail address.</p> <p>Of course this is not obligatory and you can start without entering an e-mail address. If you do provide it, please be assured, that we will not use it for any commercial reasons and solely to contact you and send the results to you.</p>	
First Name	
Last Name	
Email	
Section 1 – Personal background	
<p>1. Where are you from?</p> <p>Please let us know your home country, citizenship</p>	
2. Please enter your age	
<p>3. Please indicate your gender</p> <p>Select</p> <p>Male</p> <p>Female</p>	

Transgender	
4. Do you have any business management experience? Yes No	
5. Becoming an entrepreneur, would you prefer To start your own business from scratch To take over a running company (e.g. after previous owner retires)? Both is possible, start from scratch or continue successful business as new manager	
6. Can you briefly describe two of your skills or business experiences that are particular important to you?	
Section 2 – Professional background	
7. What is your highest education level? No education High school (Gymnasium) Vocational diploma Currently studying at university Bachelor degree Master degree or PhD degree	
8. How many years of working experience do you have? No working experience Less than a year 1 – 3 years 3 – 5 years More than 5 years	

<p>9. How many years of management experience do you have?</p> <p>No management experience Less than a year 1 – 3 years 3 – 5 years More than 5 years</p>	
<p>10. How would you rate your English language skills?</p> <p>Written English Spoken English</p> <p>No knowledge Beginner Basic knowledge Good Very good, fluent</p>	
Section 3 - Competences	
Section 3.1 – Social competences	
<p>11. Making conversation is something I'm good at Please rate on a scale from 1 – 5 No, not me at all Not very much Sometimes Yes, Mostly Yes, true, that is me</p>	
12. Criticism helps me to improve myself.	
13. I have no problem speaking up, if I disagree with someone.	

14. I can work well with very different people and groups (regardless of differences concerning gender, nationality, native country, origin, religion, political view etc.).	
Section 3.2 – Methodological Competences	
15. I can create an action plan which identifies the necessary steps to achieve my goals.	
16. I know how to gather and handle new information and data to complete my work.*	
17. When I encounter obstacles, I can stay focused and try to find solutions.	
18. Speaking in front of a group of people is not a problem for me.	
Section 3.3 – Personal Competences	
19. I'm not afraid of working hard to achieve my goals and follow my passion, even if I experience difficulties	
20. I don't need a lot of guidance to be clear about what to work on.	
21. I carry out work, tasks or instructions carefully and follow the rules.	
22. I understand that my way of working, my ideas and behaviour have consequences for and impacts on my surroundings and the community	
Section 3.4 – Basic Professional Competences	
23. I am a creative person.	
24. I am comfortable working with electronic devices such as computers, tablets or smartphones	
25. I always complete tasks in a timely manner.	
26. I always check my finished work for mistakes.	
Section 3.5 – Cognitive Competences	
27. I can work an extended amount of time without getting distracted.	

28. I can easily imagine sizes, distances, figures and their relation to each other.	
29. I can remember new information right away and without much effort	
30. I can quickly identify cause and effect relationships.	
Section 4 – Future Outlook	
31. Please give your personal assessment of the extent to which the following statements apply to you? I disagree completely I disagree for the most part I agree partly I agree for the most part I absolutely agree	
a. I always wanted to be my own boss.	
b. I would like to run a company in a team with co-managers.	
c. I like to manage a company internally, but not be the face of the company.	
d. If you like, you can enter additional statement that you consider relevant for your institution for this test here ; please also translate then →	
e. If you like, you can enter additional statement that you consider relevant for your institution for this test here ; please also translate then →	
f. If you like, you can enter additional statement that you consider relevant for your institution for this test here ; please also translate then →	
Section 5 . Closure	
. Thank you, that is it. If you entered Email in the beginning, you will get the results. If you like you can give some feedback about the questionnaire here or share any additional information?	

Evaluation-Concept for „Potential Assessment & Individual Interviews“

Self-image/self-conception of the BA-H to the Evaluation

At the beginning this evaluation-concept is shown in the following the self-image of the project partner decisively responsible for the evaluation, Berufsakademie Hamburg (BA-H).

For the approach and the assignment of the evaluation by the BA-H it is especially important to stress that the BA-H gets on for the purposes of formative Evaluation as a supporter and companion of the project partners and uses basically no virtually precast questionnaires from other contexts or other unspecific evaluation instruments (e.g., guides for interviews) with which essential information and data relevant for project cannot be raised a little or not.

This means in particular that the present surrender instruments (questionnaires, guide tips, conversion information etc.) codecorate in defensible borders of the project partner and could be complemented, for example, around special contents and from it to derived questions (Items) which are of interest to the respective implementing partner for the pursuit of her specific assignments in the project.

For this the communication possibilities available in the project enough exist, e.g., by the regularly taking place project meetings or by direct address of the BA-H.

The present Evaluation-Concept for „potential assessment & individual interviews“ is based in particular on the present project works and the assistance resulting from it of the Baltic Sea Academy to the competence statement as well as on the first and meanwhile continued considerations which have been discussed on the past project meetings.

The concept serves on the one hand the representation of the essential aspects of an evaluation specific for project, in addition, on the other hand, it also serves the additional¹ information and with it support of the activities of the project partner (implementing partner) by the specification of background information for the planning and development of the first step of the Assessments (Selfassessment - online tool) and from information for the creation of the second step of the Assessments (expert's interview).

Within the scope of this additional information relevant instructions are given in the following some curriculum and the concept "curriculum" refers basically to all of information activities, consultation activities and training activities in the project.

Curriculum view in the Evaluation-Concept

In the project the statement and appraisal of resources and potentials of people (= participant or target group) within the scope of a two-stage Assessment procedure a central condition to be able to draw from it conclusions for the support, consultation and continuing education for potential entrepreneurs.

¹ The information *is additional* because essential information about the work package „potential Assessment & Individual is made available to interviews“ to the implementing partners already by the project partner "Baltic Sea aCADEMY".

Besides, the different activities should be understood in the project by a curricular view as shares of a comprehensive of information concept, consultation concept and training concept which looks at the personal conditions and at experiences as well as the competence and qualifications of the target groups in all phases of the support, consultation and training.

It is in a wide understanding of curriculum therefore not only about the already available qualifications and technical competence of which the participants of the target group already dispose as a potential entrepreneur, perhaps, but also around essential biographical backgrounds and experiences of which the target group disposes also and which the target group brings along as it were on account of her cultural and social integration in the country of origin (e.g., personality, education, family, networks etc.) in a country new for him.

About successful entrepreneurs with migration background it is reported over and over again that they needed beside the language also the right conditions and the right information of the right people at the right time to be able to follow up the idea of the independency or the employers generally.

Over here they were not often informed in the entrepreneur's trainings with a "only" business management look at the production of business plans, state support for existence settings up and financing capabilities as well as other business management bases or only very little.

Then a lot of necessary background information about the other important points which were important for the setting up of a company was found out about a high individual application, personal contacts, good friends and above all relevant networks and was used.

In her countries of origin these (potential) entrepreneurs would have known relatively easily or can bring in experience which conditions, which information which know-how and which contacts and networks need them for the question, like how I become an entrepreneur.

Attention of cultural and social capital

The availability of such, in the country of origin of developed know-how and the experiences linked with it are - in addition to the also necessary business management training contents - an area in the project in main features is considered and can be called in the specialised scientific area a look at the cultural and social capital.

The following should be understood here by cultural capital, e. g. the national language, the knowledge of the education system and education system, the if necessary availability of professional conclusions at school, the knowledge of professional career possibilities and the acquisition of professional qualifications etc.

The following should be understood here by social capital e. g., the knowledge and the consideration of social norms and values, the available personal relations with others, the integrated on private and professional networks, the own and social standing of the family, the knowledge of structures and expiries in organisations and institutions (e.g., to associations, organisations, authorities, financial institutions etc.

But exactly this cultural and social capital as a personal resource and if necessary the potential to be used of which one can dispose belongs in the understanding represented of curriculum and with it in the Evaluation-Concept also belongs to it here.

From the point of view of the wide curriculum understanding represented here it goes in a comprehensive training concept (here: in terms of support, consultation and training) always

around the creation of life phases and with it also around the consideration of all resources and potentials of which a person already disposes.

In the centre of curricula considerations stand therefore particularly the examination of available resources and potentials of the target group, in particular the occupationally relevant abilities, skills, knowledge, but just also the available cultural and social capital. Of the other the aims, the contents and methodical approach for the support and consultation of the target group as well as the acquisition of necessary technical competence and qualifications in trainings for the coping and creation of a future life situation as an independent entrepreneur also play an important role.

Besides, is particularly to be noticed for all planning considerations and creation considerations in view of the target group (people with escape background and migrants) that they dispose of a personal, cultural and social background as a rule other, as domestic entrepreneurs without migration background.

Therefore, this special resource equipment of the target group with her individual cultural and social capital is for all support processes, consultation processes and training processes also an object in the „potential Assessment & Individual interviews“ (cf. moreover also the application tips to the competence statement of the Baltic Sea Academy).

Anchorage of the idea of the cultural and social capital in the „Selfassessment“

Therefore, should be emphasised in addition to the present application tips of the Baltic Sea Academy that in some Items of the questionnaire for the Selfassessment explicitly aspects with special relation have been recorded to the cultural and social capital. In particular the questions 1, 5 - 8 put aspects of the cultural or social capital in the centre.

Selected Questions:

1. Where are you from? Please let us know your home country.
5. Do you have educational qualifications, (academic) titels, vocational qualifications that are of importance in your former cultural area (homeland)? (If yes, which?...)
6. Do you have educational qualifications, (academic) titles, professional qualification 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 familiy have a socially recognized / respected position in your home country? (If so, which?...)

With this kind (absolutely still rudimentary) inventory of the cultural and social capital should be created above all the following experts during the interview an objectively comparable access systematic for all participants to the biographically important information of the target group.

The answers to these questions in particular show as it were the first individual result of a inventory of the cultural and social capital.

The interviewers can estimate at this basis and with if necessary other demands moreover during the interview especially well whether the present personal cultural and social development of the participants has already shown one for the independency or the employers conducive frames.

The acceptance is related here with it that somebody who has grown up in surroundings in which own family, single members of the family, used, friends or friends have already acted as independent entrepreneurs can order of an important experience background and a lot of personal knowledge how one can become an entrepreneur what indicates to act as an entrepreneur which challenges and problems one must master etc.

These experiences and knowledge can be transferred as a rule hardly one to one to another country, however, offer just, therefore, a very good entrance for suitable information and consultation about the pursuit of a personal aim to proceed on the way to the entrepreneur in the new country.

Therefore, the experts should also know such aspects to the cultural and social capital in the second step of the Assessment and consider in particular by her whole appraisal in the second share of the interview (result presentation).

A basic look at the cultural and social capital could provide for the later phases in the project in which necessary business management knowledge is provided within the scope of trainings for a didactic creation especially oriented to target group, for example, by the consideration of experiences of the participants on the basis of examples, case studies, scenarios and other participant oriented methods.

There become following - in addition to the application tips of the Hanse parliament - some curricular significant notes and the two-stage assessment procedure shown.

2-stage assessment procedure

1. Step: Online tool as an instrument of the self-assessment (Selfassessment)

(Leading question from the point of view of the questioning participant (P): Do I dispose as a person with escape background or migrant of important competence, experiences and basically suitable qualities as an entrepreneur?)

- Objective relevant for curriculum of the Selfassessment (online tool)

With the online tool a questioning participant from curricularer view should carry out a self-assessment. Besides, aspects of his biography and with it also play be a personal and social background from the country of origin a big role. Therefore, in addition to usual biographical questions after country of origin, age and gender questions are put to the participant in support of Pierre Bourdieu (French sociologist²) also to the cultural and social capital (cf. 1, 5 - 8).³ Through this it should be

² Short information under <https://www.britannica.com/biography/Pierre-Bourdieu>

³ On the differentiation of the other capital forms which have been stamped by Pierre Bourdieu namely economic and symbolic capital is not entered here. However, they could attain at a later time in the project absolutely one

ascertained with the first sight (which should be further deepened in the later consultation) with which cultural and social capital the participant from his homeland are equipped (e.g., level of education, professional qualification, social standing and personal networks and contacts, special abilities and experiences).

This is significant because through this the first appraisal (from the participant as well as from the consultant) can be carried out whether the present biography delivers clues for whether and if necessary in which extent the idea of the independency and the employers is personal with the participant and is anchored by his social sphere.

The acceptance forms the basis of him that somebody who has been already confronted during former years in his personal sphere (friends, friends, family and other networks) with important aspects of the independency and the life as an entrepreneur and has also got to know this directly or indirectly brings along basically some positive conditions to be able to lead a life as an entrepreneur also personally.

With it such a person differs on account of another equipment with cultural and social capital clearly from a person who has made no points of contact and experiences in family and their networks with the subject Independency and Employers in her (present) life.

However, qualifying must be also mentioned that the availability of favourable conditions can show no sole grounds for the purposes of the cultural and social capital and other conditions whether somebody can also lead really a life as an entrepreneur and liked to lead to such lives.

Therefore, it makes sense in every case, the question

„Wants one to lead as a person a life as an entrepreneur or become an entrepreneur in the (new) country?“

to pick out as a central theme at suitable places of the support, consultation and support of employers with the participants during the project period and to make the object of a constructive discussion (e.g., within the scope of the second step of the interviews and the Workshops „motivation and creativity“).

- Corner points for the application and expiry of the procedure of the self-assessment (These corner points are included in the application tips of the Hanse parliament and, therefore, are not stated here again.)

2. Step: External assessment of the results of the 1st step by individual interviews as an instrument to validate the results of the self-assessment and to complement constructively

more particular importance. Cf. in particular to the concepts economically, cultural and social capital the German-speaking contribution under <http://unirot.blogspot.de/images/bourdieuukapital.pdf> or to the basic differentiation of the forms of the capital with Bourdieu the English-speaking contribution under <https://faculty.georgetown.edu/irvinem/theory/Bourdieu-Forms-of-Capital.pdf>

Central leading question for the interview:

Which fitting or less suitable conditions do the experts (interviewer) see on account of the results of the online tool (Selfassessment) and within the scope of the deepening interview for a professional way in the direction of independency and employers for the participants?

- Objective of the Assessments for the experts
Identification of suitable personal conditions and basic conditions of "independency" as well as indicating of if necessary not yet suitable personal conditions and basic conditions with the participant.

Basis for the assessment of the results of the Selfassessment by the experts or interviewers

Key question: At which places of the results of the Selfassessment the different experts / interviewer of the implementing partner do not see suitable personal conditions, experiences and competence etc. with the participant, at which places, however, yet.

Information and suggestions for experts / interviewer:

The interview is split in two shares. The first share serves essentially the discussion, deepening and explanation of the results of the Selfassessment (real interview share). In the second part the results of the Assessments are informed of the participant and the other action is discussed.

One basically supposes in the project and for this Evaluation-Concept that at least one of the interviewers with the essential bases of the leading of an interview is trusted and these are considered.⁴

The interviews with the target group are based on the results of the self-assessment (step 1). The interview can be conducted from up to three people:

- 1 x contact of the implementing partner and organizers of the participant;
- 1 x subject expert of the implementing partner and at the same the recorder;
- 1x entrepreneur (ideally with own migration background) or alternatively an Assessment expert instead of the entrepreneur

⁴ On the variety of basic knowledge and technologies for leading of qualitative interviews cannot be entered here. Also the technical literature is moreover more than enough. One finds some exemplarily useful and partly short information which can be adapted specifically for demand and specifically for situation to the project activities and be complemented with the implementing partners for the German language area, for example, online under the following links <http://www.rhetorik.ch/Interviewtechnik/Interviewtechnik.html>; http://www.crosstalk-online.de/output_material/other_materials/text_dt.pdf and for the English-speaking space, for example, under https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf, <http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf>

Aim of the interview

The aim of the interview is above all to sight the results of the Selfassessments by an external perception of the interviewers (as experts) constructively critically and to be of use as a basis for other exchanges of information and consultations.

Besides, the experts / interviewer of the implementing partner should discuss on the one hand the questioning results of the Selfassessment which conclude by the fact that of the participant dispose about basically good conditions, abilities, competence, qualifications and experiences concerning independency and entrepreneurship. However, on the other hand, the interviewers should also point to conspicuities, contradictions and if necessary available lacks of clarity or misunderstandings with the understanding of the questionnaire, his objective, to the consequences for the participant etc. For this it can be helpful to have a translator in the interview, besides.

Expiry-organizational and methodical tips for the interview (1st share of the interview)

The construction and expiry of the interview with the participants after the Selfassessment and the methodical action in the interview will have to be adapted by the interviewers adaptably in personnel, organizational and temporal as well as if necessary other possibilities and basic conditions of the implementing partner. Moreover there can be no obliging default or rules.

Some information about the expiry and about the methodical approach can be still stated and been of use as a suggestion or as a kind „possible timetable“. However, the order of the following expiry tips can be also changed in particular cases. Modifications or changes of this timetable which follow up basically the aim of the interview are as possible.

Suggestions to the expiry and to the methodical approach of the interviews

- At least one interviewer should already know for temporal reasons the results of the Selfassessment and know already the important aspects which speak rather for or rather against good conditions, abilities etc. for an entrepreneur.
- The participants should have been informed about the expiry and the aim of the interview at the latest at the beginning of the interview (if necessary already in the approach) enough. Also the subjects Data security and Anonymity should have been cleared. Moreover further inquiries should have been answered.
- The content feedback to the results of the Selfassessment should be planned as an explanation with the possibility to put further inquiries and understanding questions. In this share it is (still) about a sort of inventory and reflexion of the results towards the participant.
- In the other course the results which fit especially well to the conditions, experiences etc. of a beginning entrepreneur from the point of view of the implementing partner should be discussed and be deepened.

- However, in addition, had to go also the results which fit less well to the conditions, experiences etc. of a beginning entrepreneur, appealed and above all questions become. Just such results must be discussed again detailed to exclude that the results have come about rather on the basis of misunderstandings and lacks of clarity with the participant while answering the questionnaire. Besides it should be found out whether with the participant the discussed results of the Selfassessment could justify an appraisal with the experts in the sum rather to ascertain a bigger of information demand, consultation demand and still need for action concerning the preparation for a life than independent entrepreneur.

It should be found out whether with the participant still need of information exists.

- After the detailed feedback to the Selfassessment, clearing open questions and the deepening of important results the first share of the interview is closed.

Evaluation, results and other action (2nd share of the interview)

- After a phase of the internal consultation and discussion between maximum three interviewers the results of the Assessment are informed are informed of the participant and are discussed on the other steps.
- The results should be also processed understandably and be transmitted to the participant in a contemporary way in writing.
- Also in this share available questions of the participant should be answered to the results and to the other steps. Besides, should be also transmitted to the participant that the results of the Assessments could be used in the later course of the consultation and support also again, in particular for the case in which his close support person either changes, or, in addition, other support people into the consultation and support process are integrated.
- Besides should be pointed out to the subject Data security and the trusting contact with all personal dates expressly again. As a rule organisations dispose for the consultation of people with escape background and migrants of own quality assurance concept or comparable procedures and instruments for the sure contact with personal dates. To this available quality assurance can be also expelled.

Even if the single results and detailed knowledge of the extensive two-stage Assessments cannot be anticipated, should be briefly pointed out in the following to the aspects important from the point of view of the Evaluation which are fundamentally relevant for the whole result.

Whole result of the two-stage assessment procedure from the point of view of the Evaluation:

Availability of information with the participant (person with escape background or migrant)

- his selfapproximated conditions, abilities, competence, qualifications and experiences on the way to the entrepreneur
- the already widely fitting and if necessary still not to quite suitable conditions, abilities etc. and if necessary important basic conditions (e.g., bureaucratic obstacles, being absent applications, necessary certificates, proofs, certificates...) also with look at the available suitable or not yet suitable cultural and social capital on account of a certified feedback of the experts of the implementing partner
- his possibilities, in particular the not yet fitting conditions and basic conditions (open points) to improve
- the other points which are important from the point of view of the implementing partner and should be informed as a result of the assessment procedure of the participant

Questionnaire for participants of the Selfassessment (online tool)

Tip for the implementing partner: This questionnaire for the Evaluation should be filled out immediately or in a contemporary way on filling out the online questionnaire by the participant.

Tips for the participant of the online questioning (Selfassessment) for filling out of the questionnaire:

- Please, peruse the following questions carefully and answer them if possibly completely.
- With the questions you need to make as a rule only one cross in the answer scale. If you can give no answer, please use the small box „not applicable“.
- With open questions (without scale) we ask you, to write your answer in short clauses or headwords in the accompanying free field
- If you have basic questions for filling out of the questionnaire, turns to you please to the consultants of your organisation.

	fully applie s	largely applie s	partial y applie s	does apply a little	does not apply at all	not applic able
Share A: Basic understanding of the questions in the online questionnaire (online tool)						
1. I could understand the questions (if necessary with support) concerning the contents and answer well from my view						
2. If you have marked: „partially applies“ or „does apply a little“ or „does not apply at all“, please brag in the accompanying field which questions you have not understood linguistically or concerning the contents?	Specification of the number of the questions or alternatively the subject of the question, if you do not know the number any more					
Share B: Questions to the sighting, to the expiry and for the use of the results of the Selfassessment						
3. I have read the information as the sense and purpose (aim) of the Selfassessment and the online questionnaire and have understood.						
4. I have read the information about the expiry of the Self-Assessment and have understood.						
5. I have read the information about the other use of my results of the online questionnaire and have understood?						
Share C: Questions to the Usability and functionality of the online questionnaire						
<i>Usability</i>						
6. On the homepage of the online questionnaire all important information exists for me, in particular information	fully applie s	largely applie s	partial y applie s	does apply a little	does not apply at all	not applica ble
• on the subject / content of the questionnaire						
• to the aim of the questionnaire						
• to the carrying out institution of the questioning						
• to the approximate duration for filling out the questionnaire						
• to the attention of anonymity and data security						
7. I have not understood the following information or have confused me:	Short instructions					

8. I have missed the following information:	Short instructions

<i>Functionality on the computer</i>	fully applie s	largely applie s	partial y applie s	does apply a little	does not apply at all	not applic able
9. I could open the online questionnaire on the computer without problems.						
10. I could see the questions, tips and remarks on the computer in a suitable size and read.						
11. I find the optical creation of the questions, tips and remarks (paint, form, aesthetics) good.						
12. While filling out the online questionnaire I had on the computer no technical problems.						
13. The text which I myself have in the free text fields of the online questionnaire hineingeschrieben I could well read and if necessary correct again.						
14. I would still like to inform of the following experiences and impressions with filling out the online questionnaire:	Short instructions					

Many thanks for your participation in this questioning!

Evaluation for experts or interviewer (designs)

(Introduction text; to write if necessary from or from BA-H together with the implementing partner)

	fully applies	largely applies	partially applies	does apply a little	does not apply at all	not applicable
A. To the Selfassessment...						
1. From my view as an expert, the participant(s) have understood all questions of the Selfassessment and could answer them appropriately?						
2. If no, which (predominantly) not?	Specification of the number of the question.....					
3. On the basis of the results of the Selfassessment I could carry out a good appraisal, which conditions, abilities etc. the participants bring on her way or do not to become enterprisers						
4. I could discuss on the basis of the results known to me of the Selfassessment important aspects with the participant or deepen which they need for current and if necessary other consultation situations.						
5. Was there from your view as an expert, points which have been absent in the Selfassessment?						
6. If, yes, which?	Specification of the being absent points					
B. To the interview situation...						
1. At the time of the interview with the participant all experts were informed about the idea and the basic aims which are pursued in the project.						
2. If no, why not?	Short instructions					
3. At the time of the interview with the participant all experts (interviewer) were informed about the results of the Selfassessments of single participant.						
4. If no, why not?	Short instructions					
5. I find the realisation of the interview with three interviewers adequate and sensibly? (1 x constant contact; 1 x subject expert of the implementing partner; 1 x entrepreneur or alternatively Assessment expert)						
6. If no, why not?	Short instructions and if necessary suggestions for improvement					

As the course and the results of the interview						
I had the impression that to the participant during the Interview the meaning and the aim of the Selfassessments and the interview were known enough?						
If no, why not?	Short explanation					
I had the impression that the representation and transmission of the results of the Assessments has been recorded to the participant by this in total positively.						
If no, why not?	Short explanation					

	Please, specification in percent (%)
How high you estimate as an expert the interest of the participant which dispose at the time of the interview presumably of good conditions, experiences etc. to go on successfully the way to the entrepreneur.	
How high you estimate as an expert the interest of the participant which dispose at the time of the interview presumably of good conditions, experiences etc. to go on successfully the way to the entrepreneur.	
Other remarks as the course and results of the interview	Remarks:

Questions to the consultant / experts				
How long you are already active as a consultant for people with escape background or migrants.	Please, specification during months or years			
Which aspects are especially important for you in the consultation of people with escape background or migrants?	Please, headwords brag (e.g., construction of a trust basis...).			
Which aspects are especially important from your view for the support of enterprise independency of people with escape background or migrants in your country?	Please, briefly explain.			
How much experience do you have with the planning and realisation of interviews with people with escape background or migrants?	a lot of experience <input type="checkbox"/>	some experience <input type="checkbox"/>	little experience <input type="checkbox"/>	no experien ce <input type="checkbox"/>

Many thanks for your participation in this questioning!