

ENTREPRENEURSHIP: A SERIOUS GAME



A REPORT ON AN AUDIT OF KEY EUROPEAN ENTERPRISE SKILLS

September 2015



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1. Introduction

The project's objective is to create an international learning environment for entrepreneurial skills that is flexible, effective and usable in many different employment contexts with learning materials that will engage and be fun for young people.

Target groups are policy makers, students and teachers/trainers, employees and (future) entrepreneurs;

This project will:

- define, develop, and build for all in work a competence framework for entrepreneurial skills
- identify and integrate "international entrepreneurial skills" to equip young people for the global economy
- develop an online enterprise game that includes these skills and is available and usable in many different teaching and training contexts.

The aim of this first project activity "O1 – Skills Audit" is to develop a comprehensive and up to date skills overview of the enterprising employee and the successful entrepreneur to produce a European Framework of Enterprise Skills, designed to identify, describe and classify those skills which our respondents judge to be both entrepreneurial and enterprising. This will be the groundwork for all following products. Companies want to be sure that the resulting competence framework and the updated Serious Game are based on what is happening and is best practice in the work place.



2. Methodology and Research Details

Step One: Literature research

All partners carried out a literature research in their country on entrepreneurial behaviour and/or entrepreneurship education. The study consisted of an analysis of relevant documents like curricula, official documentation, articles of best practices or other studies and publications in order to gain a picture of international enterprising behaviour. In total the consortium found 158 entrepreneurial skills and behaviours that were collected in a list (translated into English), together with the sources where partners found them (see annex 1).

Of these 158 skills found in international literature the top ten skills referred to most frequently were:

- Creativity 14
- Motivation 14
- Risk taking 14
- Innovative 8
- Know how 7
- Responsibility 7
- Flexibility 6
- Forward looking vision 6
- Independence 6
- Solution orientated 6

The numbers indicate how often they were mentioned



Step Two: Creating a Questionnaire

BFI then created a draft version of a questionnaire that contained all these skills. To make the questionnaire easier to answer, the skills and behaviours were clustered into the following fields:

- Achievement Motivation
- Independence and Risk tolerance
- Capacity for teamwork
- Creativity
- Endurance
- Emotional Stability, Assertiveness, Empathy
- Self-efficacy

This draft underwent several feedback loops and discussions with all partners. The final form of the questionnaire was thus made suitable for all partners. An online-version was created in English, Spanish and German for each partner to carry out the next step in the skills audit.



Step three: Research amongst Stakeholders

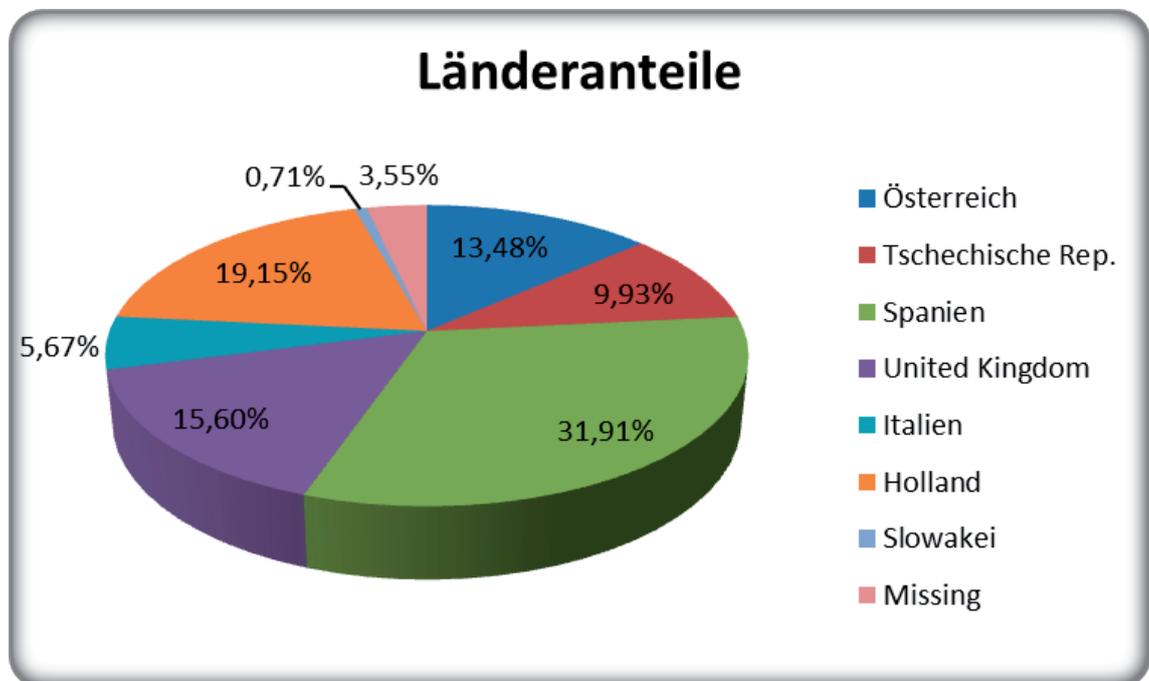
Every partner used this online survey to research best practice in the workplace and interview successful practising entrepreneurs in their country. The aim of this questionnaire was to develop a comprehensive and up to date skills overview to produce a European Framework of Enterprise Skills designed to identify, describe and classify those skills which employers judge to be both entrepreneurial and enterprising. By obtaining a clear insight into the actual work practices of working employees in the participating companies of the project, we recorded what employers and other stakeholders say are the most important skills and behaviours for entre- and intra-preneurship for young people looking for a job.

Each partner identified at least 15 respondents, consisting of a mixture of chambers of commerce and industry, organisations in the fields of education and the economy, business managers, human resource managers and employees in companies. The number of respondents was increased to include where possible more SMEs. In total 141 completed questionnaires from all partner countries were received

3. Results from the survey

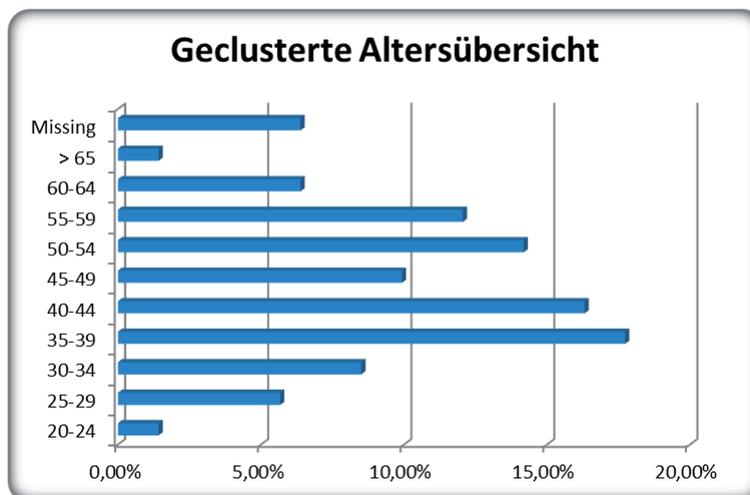
The most interesting parts of the survey are highlighted here. The total statistical interpretation can be found in annex 3.

Countries:



The following countries took part in this survey: Austria, Spain, Italy, the Czech Republic, Slovakia, the United Kingdom and the Netherlands. The country of Slovakia was not taken into consideration due to the low frequency. The largest number of questionnaires returned was 45 people in Spain, around 32% of the total, followed by participants from the Netherlands with 19% and the UK with 15.6%, representing 22 people.

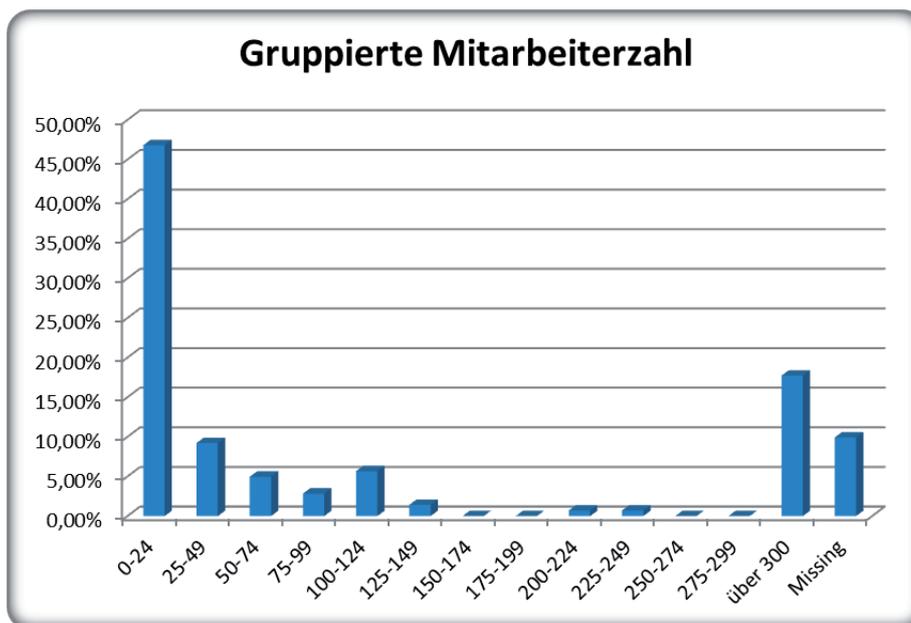
Age of the participants in the survey:



The age group of 35 – 39 years has the highest percentage share with 17.7% or 25 people. Not to be forgotten is the fact that 9 people (6.4%) didn't mention their age. The core age boundary lies between 35 – 44 which make up 34.1%.



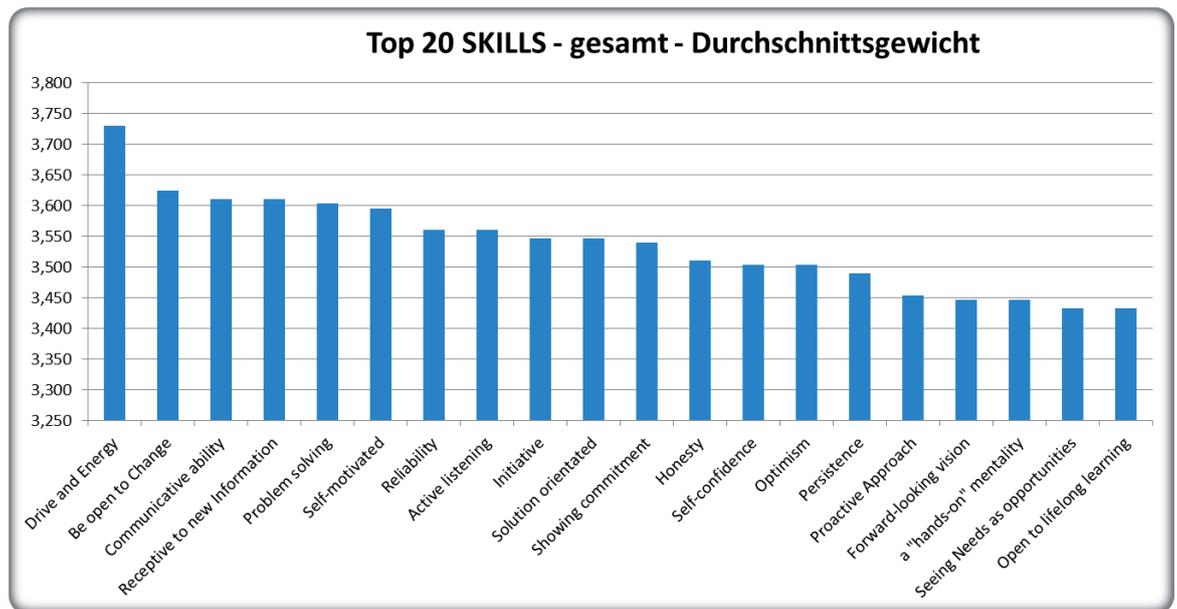
Employees:



Two extremes can be noticed with regard to the members of staff: On the one hand 47 of the test persons mentioned that they have between 0 - 24 members of staff, while on the other hand 18% mentioned that they employ over 300 people. Seven of those mentioned that they employ more than 2000 people (2 even employ about 18,500 people).

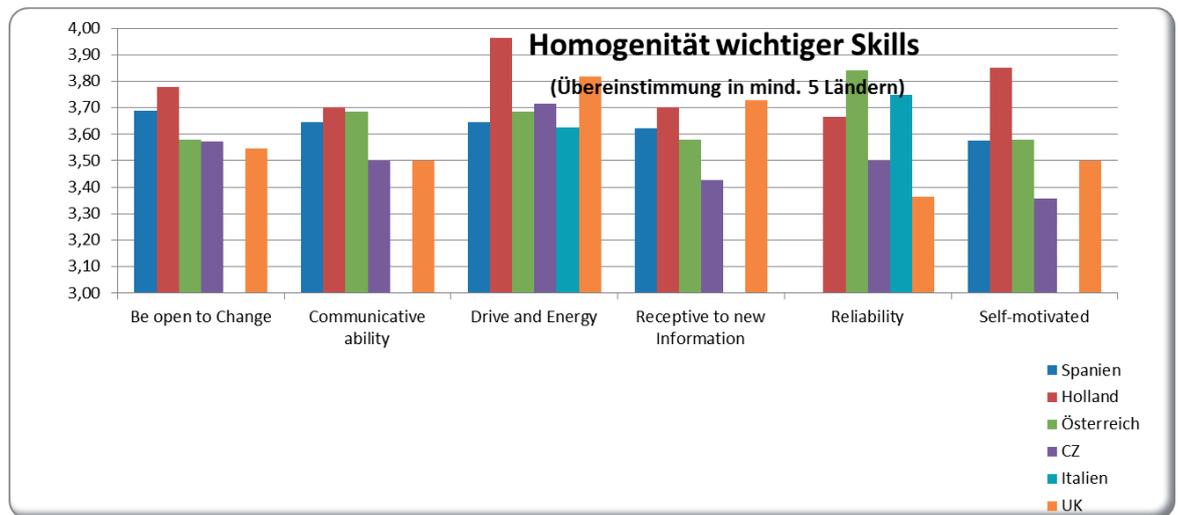


Top 20 Skills of all countries:



The top three of all skills mentioned by all partner countries were drive and energy, be open to change and communicative ability.

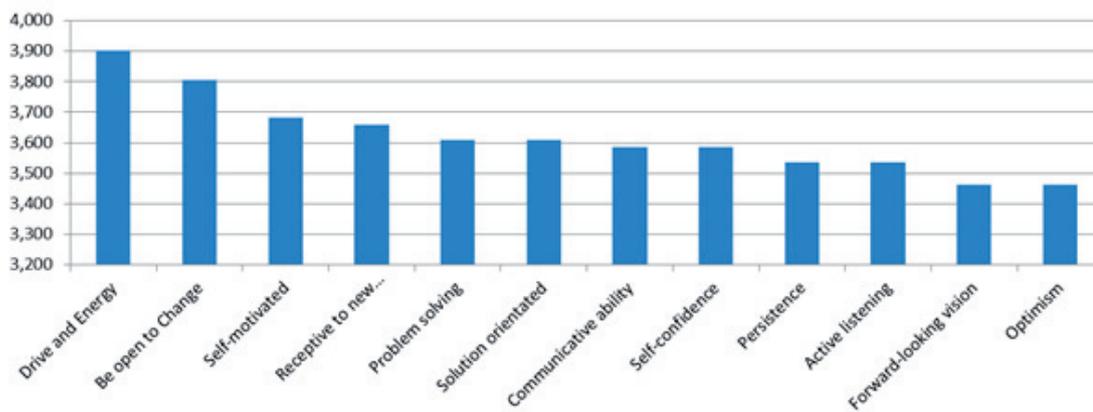
Homogeneity of skills between countries:



This graph highlights the level of homogeneity for the 6 most important skills. In other words those skills that are important for at least 5 countries and are found in the country specific list of Top 20 skills. Only one skill, namely “drive and energy“, is found in all countries in the Top 20 Skills.

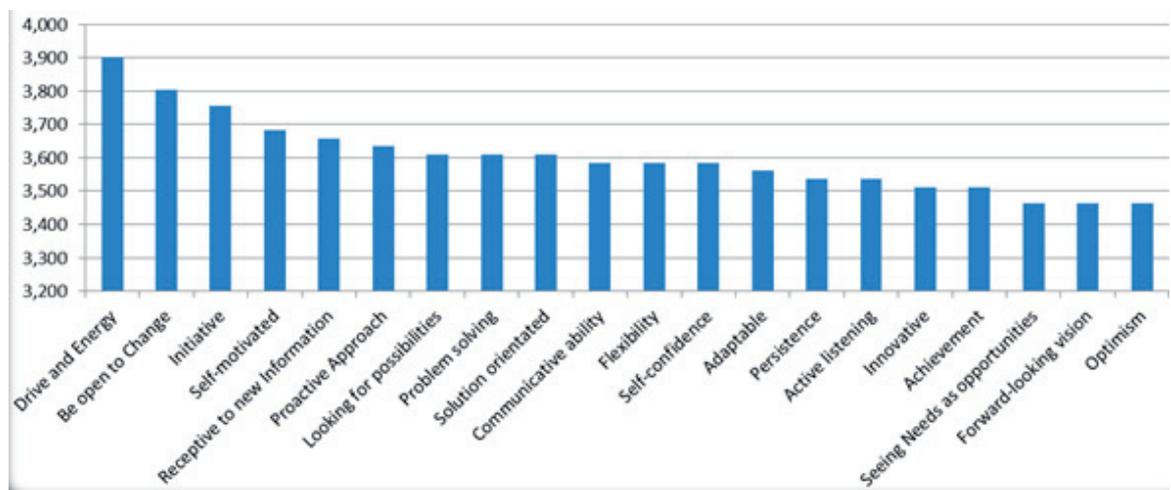


Skills from enterprises with 1-80 employees:





Skills from enterprises with more than 80 employees:



The first two skills drive and energy and be open to change are the same for smaller and larger companies. The third skill is different: for companies with less than 80 employees it is self-motivated; in companies with more than 80 employees the third skill is initiative (followed by self-motivated in the top four).



4. Conclusions:

The project partnership chose the outcome of the literature research as the base for the audit questionnaires, the survey of companies and other experts. It was thought experts in the entrepreneurial field would choose more or less the same skills as were mentioned in the studies and curricula. One very significant result of the skills audit was the difference between the outcomes of these two research methods: the literature research prioritises different skills from those that in the action research were regarded as most important. The top three skills mentioned in the international literature were: creativity, motivation and risk taking while the top three of the results of the international survey were drive and energy, be open to change and communicative ability. This contrast between theory and practice is interesting. However, the project partnership decided to stick with the outcomes of the audit they had carried out with practitioners.

The research findings and results were analysed by the partnership at a meeting in Austria in May 2015 in order to develop a draft skills overview. It was decided not to take the top 10 skills of all countries but to take the top three of every partner country and then to define and describe them for greater clarity and understanding. This methodology took account of any international aspects of the named skills in preference to listing the top 10 of all the countries.





The partnership came up with the following list of 15 skills by taking the top 3 skills from each country.

- 1. Active listening
- 2. Drive and energy
- 3. Reliability
- 4. Problem solving
- 5. Open to life long learning
- 6. Showing commitment
- 7. Looking for possibilities
- 8. Learning capacity, learning attitude
- 9. Solution orientated
- 10. Self motivated
- 11. Goal orientation
- 12. Flexibility
- 13. Independence
- 14. Proactive approach
- 15. Receptive to new information



5. Skills Overview

The final step was the composition of the final skills overview document. This was compiled based on the previous research and discussion activity with stakeholders. It contains the 15 most popular skills of each country that took part of the survey.¹ This document is the basis for the following competence framework. See Annex 4.

¹ It was decided to combine “drive and energy” and “self motivated”, as they are very close together in meaning. Consequently there are only 14 skills on the list.



Annex 1

Spain

- 1 Caracterización de los Intraemprendimientos en el Grupo MONDRAGÓN DE España y en las empresas de IBAGUÉ en Colombia
Ing. Diana Janneth Varela Londoño
Dr. Iñazio Irizar
- 2 Intraemprendimiento, clave en el futuro de la empresa
Javier Megias
<http://javiermegias.com/blog/2012/04/innovar-a-traves-de-los-intraemprendedores/>
- 3 12 características básicas de los emprendedores de éxito
Emprende PYME
<http://www.emprendepyme.net/12-caracteristicas-basicas-de-los-emprendedores-de-exito.html>
- 4 Emprendedores: 3 Formas de impulsar tu creatividad
Óscar Sánchez, fundador y Director General de Tech Sales Group
El Economista.es <http://www.eleconomista.es/blogs/emprendedores/?p=5559>
- 5 Emprender en el aula
Desarrollo de la cultura emprendedora
<http://www.todofp.es/todofp/orientacion-profesional/busca-empleo-entrenate/emprendedores/emprender-aula.html>
- 6 Atrévete a emprender
Cámaras de Comercio, Ministerio de Educación y Fondo Social Europeo
D.L.: AS-2.587 / 2010
Coordinación editorial: Ciudad Industrial del Nalón S.A.U. (VALNALÓN)
Chapter 3 Reflexiones Emprendedoras José Antonio Vega (p.22)
- 7 REVISTA IDEA septiembre 2014 N° 42
“La Dimensión Internacional de la FP en Navarra”
Formación Profesional Y Emprendimiento
Belén Goñi (Directora de Institución Futuro)
- 8 Entrepreneurial dimension Profile (EDP)
ECKERD College, Leadership Development Institute
Authors: Mark Davis, Jennifer Hall and Pam Mayer
October 14, 2014



Netherlands

- 1 Ambitious Entrepreneurship. A review of the academic literature and new directions for public policy Report for the Advisory Council for Science and Technology Policy (AWT) and the Flemish Council for Science and Innovation (VRWI).
Erik Stam, Niels Bosma, Arjen van Witteloostuijn, Jeroen de Jong, Sandy Bogaert, Nancy Edwards, Ferdinand Jaspers
January 2012
- 2 Onderwijs en ondernemerschap verbinden. De toekomst vraagt nu om actie! EEN UITGA-VE VAN ONDERNEMEND.NU
Roelf Jager
November 2014
- 3 Creativity: A key link to entrepreneurial behavior a Department of Management and Marketing
Stephen Koa, John E. Butlerb
USA Business Horizons (2007) 50, 365–372
- 4 The impact of entrepreneurship education on entrepreneurs skills and motivation University of Amsterdam
Oosterbeek, H., Praag van, M., Ijsselstein, A.,
European Economic Review 54 (2010) 442–454
- 5 Contemporary Issues in Business, Management and Education 2013
Merle Küttima, Marianne Kallastea, Urve Venesaara, Aino Kiisb
Tallinn School of Economics and Business Administration
Social and Behavioral Sciences 110 (2014) 658 – 668 1877-0428
- 6 Self-Efficacy and Entrepreneurial Intention: The Mediation Effect of Self-Regulation
Zaidatol Akmaliah Lope Pihie & Afsaneh Bagheri
- 7 Van onbewust onbekwaam naar onbewust bekwaam Ontwikkelen van persoonlijke houding in ondernemendheid en duurzaamheid
Kortstee, H., Wel van der, M., Schaafsma, S., Wesselink, R., Visschers M., Benerink, R., Geven, S., Bouma, K., Schuring, R., Jong de, R
- 8 Invloed van ondernemend leiderschap op het bedrijfsresultaat
Sivak, M., University of Twente
- 9 Entrepreneurship and Vocational Education CINOP
Onstenk, J.,
Den Bosch, Netherlands European Educational Research Journal, Volume 2, Number 1, 2003



Czech Republic

1 VEBER, Jaromír a Jitka SRPOVÁ. Podnikání malé a střední firmy. 3. aktualiz. a dopl. vyd. Praha: Grada, 2012, s. 54 - 57. Expert (Grada). ISBN 978-80-247-4520-6.

2 VESECKÝ, Zdeněk. Úspěšný podnikatel musí být už od dětství lehký antisociál. Podnikatel.cz [online]. 2014 [cit. 2015-01-27].

Dostupné z: <http://www.podnikatel.cz/clanky/uspesny-podnikatel-musi-byt-uz-od-detstvi-lehky-antisocial/>

3 Charakteristika podnikatele v České republice. Český statistický úřad, 2007.

Dostupné z: [http://csugeo.i-server.cz/csu/2007edicniplan.nsf/t/6E0038EFB2/\\$File/1152-07-4.pdf](http://csugeo.i-server.cz/csu/2007edicniplan.nsf/t/6E0038EFB2/$File/1152-07-4.pdf)

4 CASANOVA, Petr. 7 podnikatelských vlastností, o které přicházíme v zaměstnání. In: First Class: Svět a myšlení úspěšných [online]. 2014 [cit. 2015-01-27]

Dostupné z: <http://www.firstclass.cz/2014/11/7-podnikatelskych-vlastnosti-o-ktere-prichazi-me-v-zamestnani/4/#sthash.ESqOBW79.wL8mnp3.dpbs>

5 PLHOŇOVÁ, Věra. Základy podnikání malých a středních firem. Znojmo: Soukromá vysoká škola ekonomická Znojmo, 2013, s. 16 - 17. ISBN 978-80-87314-36-4.

Dostupné z: <http://www.svse.cz/uploads/File/ZMPS%20PS.pdf>



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- 1 Theorie des Entrepreneurship. Perspektiven zur Erforschung der Entstehung und Entwicklung junger Unternehmungen
Michael J. Fallgatter, Neue betriebswirtschaftliche Forschung, Wiesbaden 2002
- 2 Elisabeth Gail: Nachhaltig Selbstständig.
<http://www.nachhaltig-selbstaendig.at/die-fuenf-schritte/> (Stand 2015-02-12)
- 3 WU Wirtschaftsuniversität Wien. Entrepreneurship Center Network
www.ecn-network.at (Stand 2015-02-12)
- 4 Van Fleet, James K.: Die 22 größten Management-Fehler. Landsberg 2001
- 5 Die 4 Ebenen unternehmerischen Denken und Handelns
Hihn Michael
<http://www.manager-wiki.com/strategie-grundlagen/85-die-4-ebenen-unternehmerischen-denkens-und-handelns>
- 6 Berner Winfried. Unternehmerisches Denken: Der zweifelhafte Nutzen einer romantischen Metapher
<http://www.umsetzungsberatung.de/lexikon/unternehmerisches-denken.php>
- 7 Heidenberger Burkhard. Büroorganisation Unternehmer-Tipps. Ein Traum von einem Mitarbeiter
<http://www.zeitblueten.com/news/traum-von-einem-mitarbeiter/>
- 8 Trauernicht Markus. Eigenschaften an denen Sie gute Angestellte erkennen
<http://www.markustrauernicht.com/blog/chefsache-infos/eigenschaften-angestellte/>
- 9 Berufsübergreifende Qualifikationen sind gefragt. Warum sind Zusatzkenntnisse so wichtig
<http://www.wissen.de/berufsuebergreifende-qualifikationen-sind-gefragt>
- 10 Fournier, Cay von. Der perfekte Chef. Frankfurt: 1967



United Kingdom

- 1 The Intelligent College
Andrew Thomson, Saad Medhat, Sarah Peers
A Think Tank Report by the New Engineering Foundation & Nef Institute of Innovation and Knowledge Exchange
- 2 Peter Jones Enterprise Academy model <http://www.pjea.org.uk/>
- 3 Northstowe Economic Development Strategy. Economic Vision & Strategic Aims
Joseph Well, Genecon
- 4 Entrepreneurial Behavior: Transforming an Innovative Idea into an entrepreneurial product
opencollegetextbooks.org
- 5 http://libweb.surrey.ac.uk/library/skills/Entrepreneurship/B722B322_1_section2.html
- 6 <http://homebusiness.about.com/od/beforeyoubegin/a/6-Essential-Character-Traits-Of-An-Entrepreneur>
- 7 William E. Jennings, „A Profile of the Entrepreneur“
- 8 http://www.amosweb.com/cgi-bin/awb_nav.pl?s=wpd&c=dsp&k=entrepreneurial+behavior
- 9 <http://www.truelifecoaching.com/top-10-behavior-traits-of-the-successful-entrepreneur/>

ENTREPRENEURSHIP is a key competence for growth, employment and personal fulfilment. The European Commission defines it as “an individual’s ability to turn ideas into action”. In line with this definition, entrepreneurship does not only mean the “ability to set up a new business”, but the ability to use a set of competences and to have certain skills and behaviors. All entrepreneurs tend to share general skills, such as communication, team-building and creative-thinking.

We would like to know what employers say, what are the most important skills and behaviors for entre- and intrapreneurship for young people who are looking for a job.

The aim of this questionnaire is to develop a comprehensive and up to date skills overview of the enterprising employee and the successful entrepreneur to produce a **European Framework of Enterprise Skills** designed to identify, describe and classify those skills which employers judge to be both entrepreneurial and enterprising.

The outcome is a training needs analysis and a training program for FE institutions, in order to transform ideas into action. The training program will be used in different national qualifications and qualification levels to raise “mindfulness” and behavioral/soft skills in entrepreneurship in an international/multicultural context.

Thank you for your support!

Information about your company:

Company Name: _____

Branch: _____

Head Office / Country: _____

Number of employees: _____

Of these employees under 25 years (approx.): _____

Personal Data:

Age: _____

Gender: Select one item.

Achievement Motivation	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
Drive and Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charisma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energiser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always seeking innovation and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing needs as opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single-mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forward-looking vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress resistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical approach: learning by doing approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge, Know-how, intellectual intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open to lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independence and Risk tolerance	very important ☺☺	rather important ☺	less important ☹	not at all important ☹☹
Looking for possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand potential of opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing the will to succeed and the spirit of overcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ambition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a "hands-on" mentality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination and courage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action-orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-conformist and critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning capacity, a learning attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breaking the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conscientiousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Capacity for teamwork	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
Collaborative Community Builder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicative ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership tolerance for ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

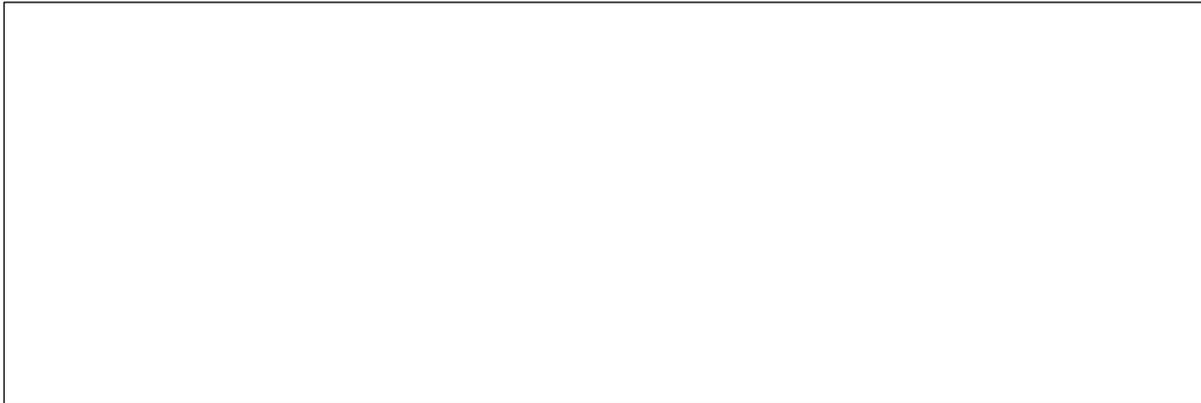
Creativity	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
A strong focus on identifying opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Habit breaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idea generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incubator of ideas and new talent: an ideas exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and identify opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to new information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing the routine things differently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be open to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trendsetter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proactive approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Endurance	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
Persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay on top of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adherence to principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonconformity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

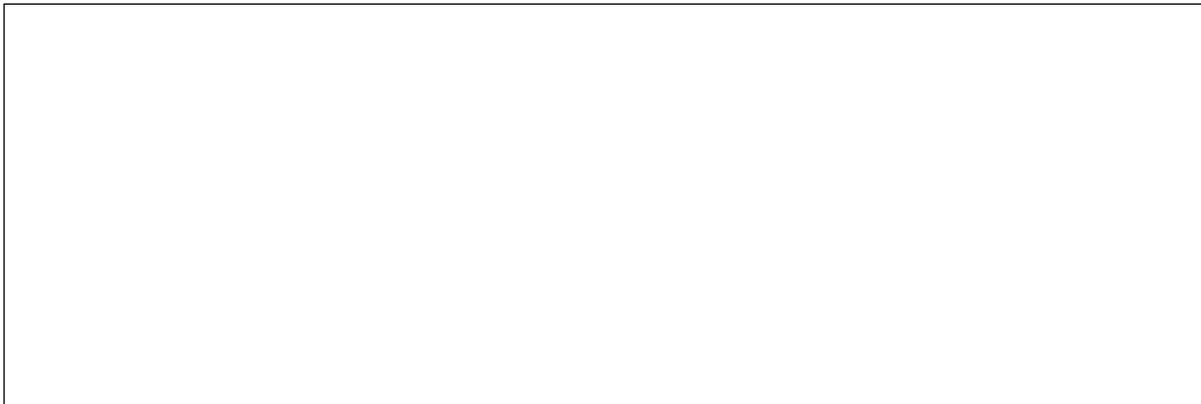
Self-efficacy	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
Instigator - ahead of the herd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solution orientated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking chances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic leadership that guides, and contributes to the successful outcome of the initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search, get results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emotional Stability, Assertiveness, Empathy	very important 😊😊	rather important 😊	less important 😞	not at all important 😞😞
Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition and reward of teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement and decision-making framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship to work and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and championing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirit of compromise and responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquisitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faithful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cogency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sincere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comment:



What do you still consider useful, purposeful, etc.?



Thank you for taking the time!

Source of cluster categories:

<http://de.wikipedia.org/wiki/Unternehmertum>

A.EXPLANATION

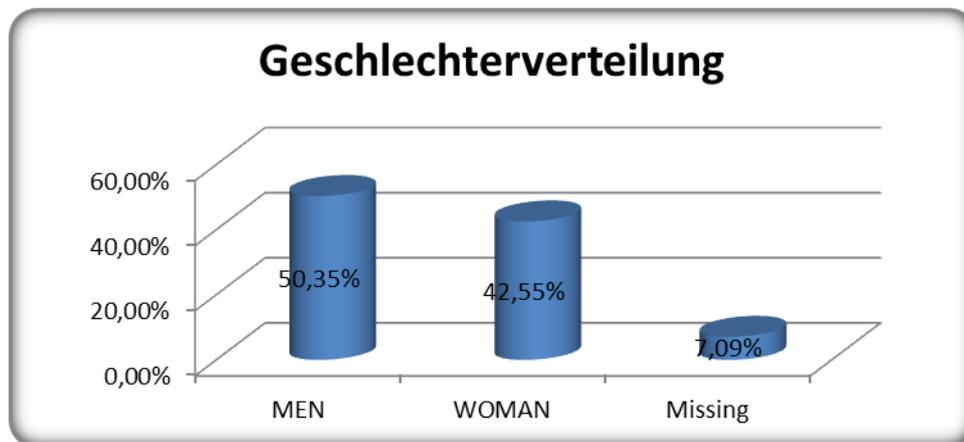
There were 4 possible responses in the survey with regard to the listed skills. These are shown here in accordance with their evaluation factor and are as follows:

- very important (factor 4)
- rather important (factor 3)
- less important (factor 2)
- not at all important (factor 1)

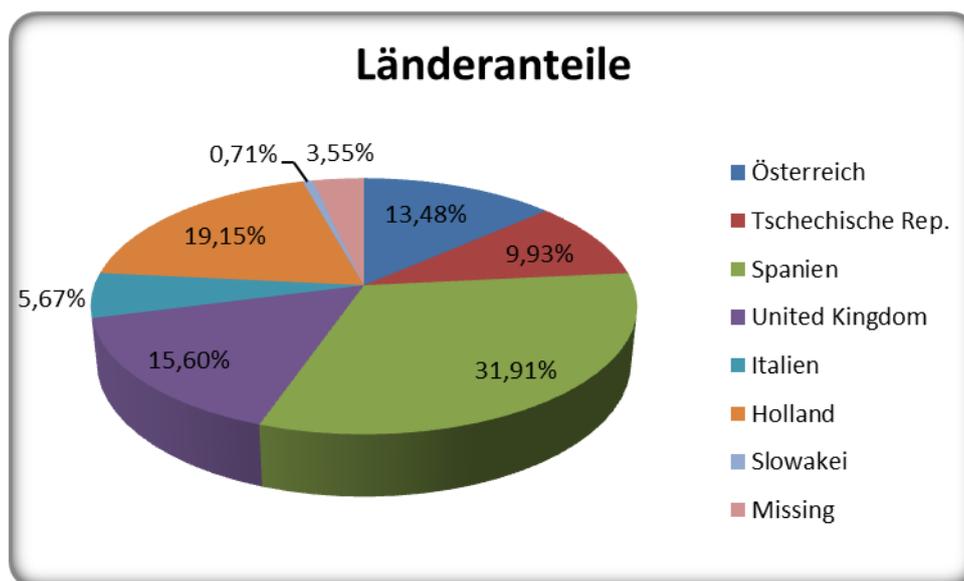
A skill with 100% approval has an evaluation factor of 4.

B.OVERALL SUMMARY

141 questionnaires took part in this online survey.

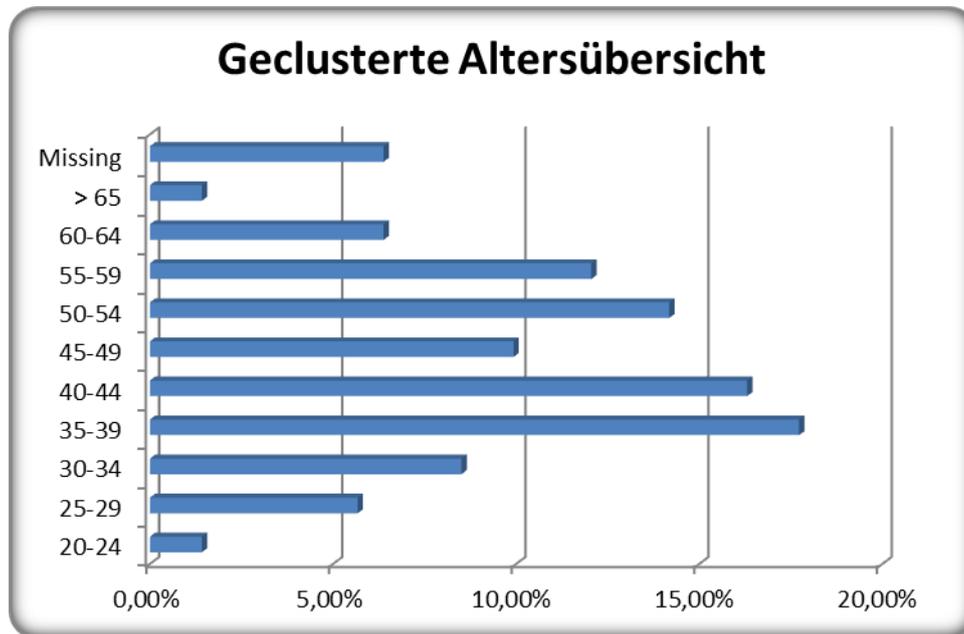


Every second questionnaire was filled in by males.

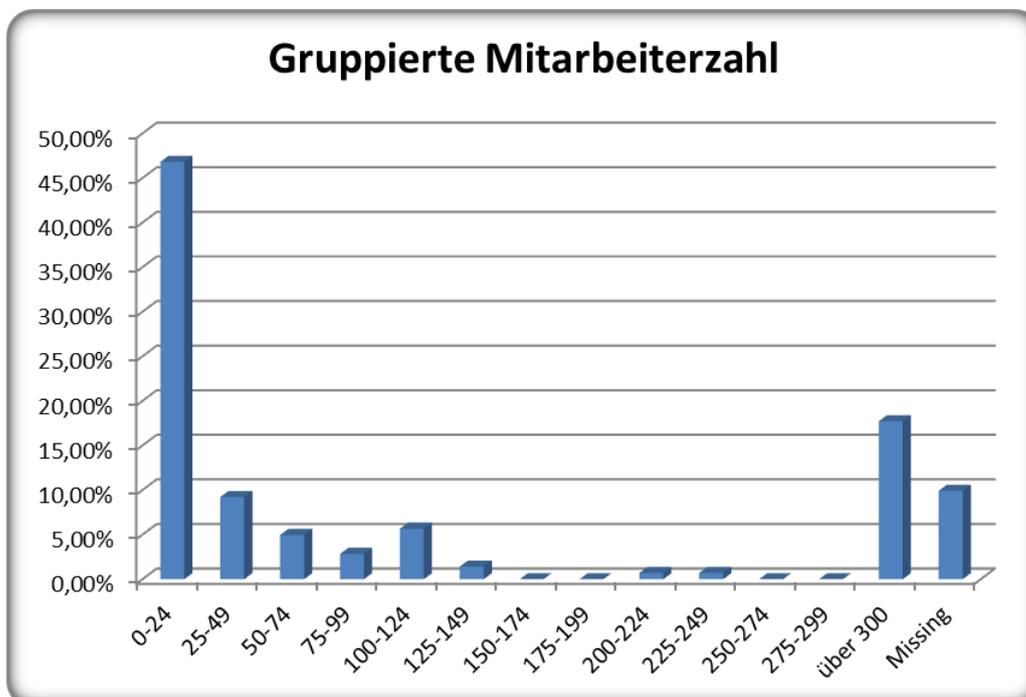


The following countries took part in this international project: Austria, Spain, Italy, the Czech Republic, Slovakia, the United Kingdom and the Netherlands. The country of Slovakia was not taken into consideration due to the low

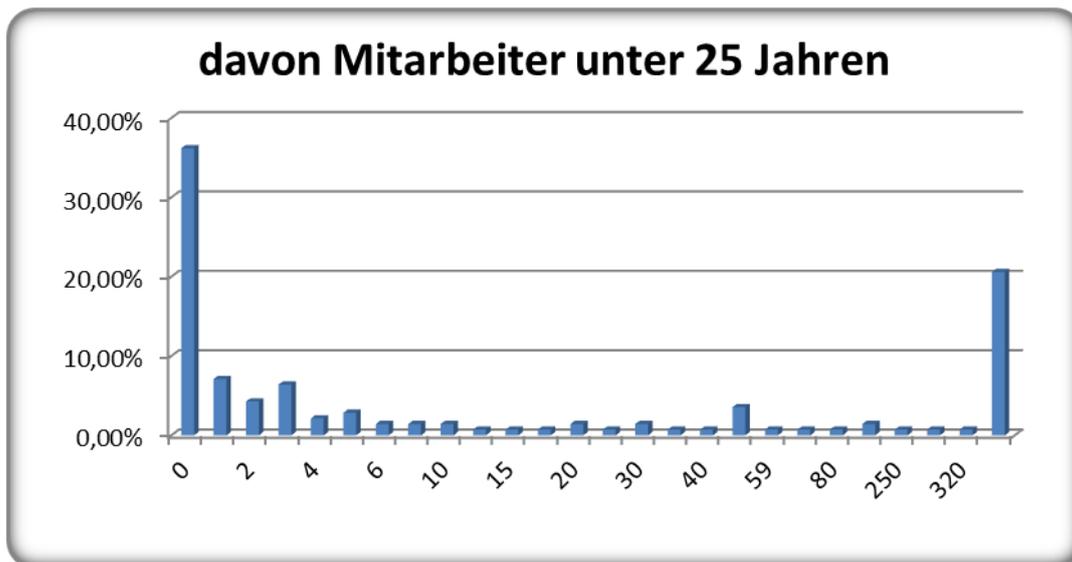
frequency. Most evaluations were returned by test persons in Spain at around 32%. In actual numbers that means 45 people, followed by participants from the Netherlands with 19% and the UK with 15.6%, which actually are 22 people.



The age group of 35 – 39 years has the highest percentage share with 17.7%. Actual numbers being 25 people. Not to be forgotten is the fact that 9 people (6.4%) didn't mention their age. The core age boundary lies between 35 – 44 years of age which makes up 34.1%.



Two extremes can be noticed with regard to the members of staff: On the one hand 47 of the 100 test persons mentioned that they have between 0 - 24 members of staff, while on the other hand 18% mentioned that they employ over 300 people. 7 of those mentioned that they employ more than 2000 people (2 even employ about 18,500 people).

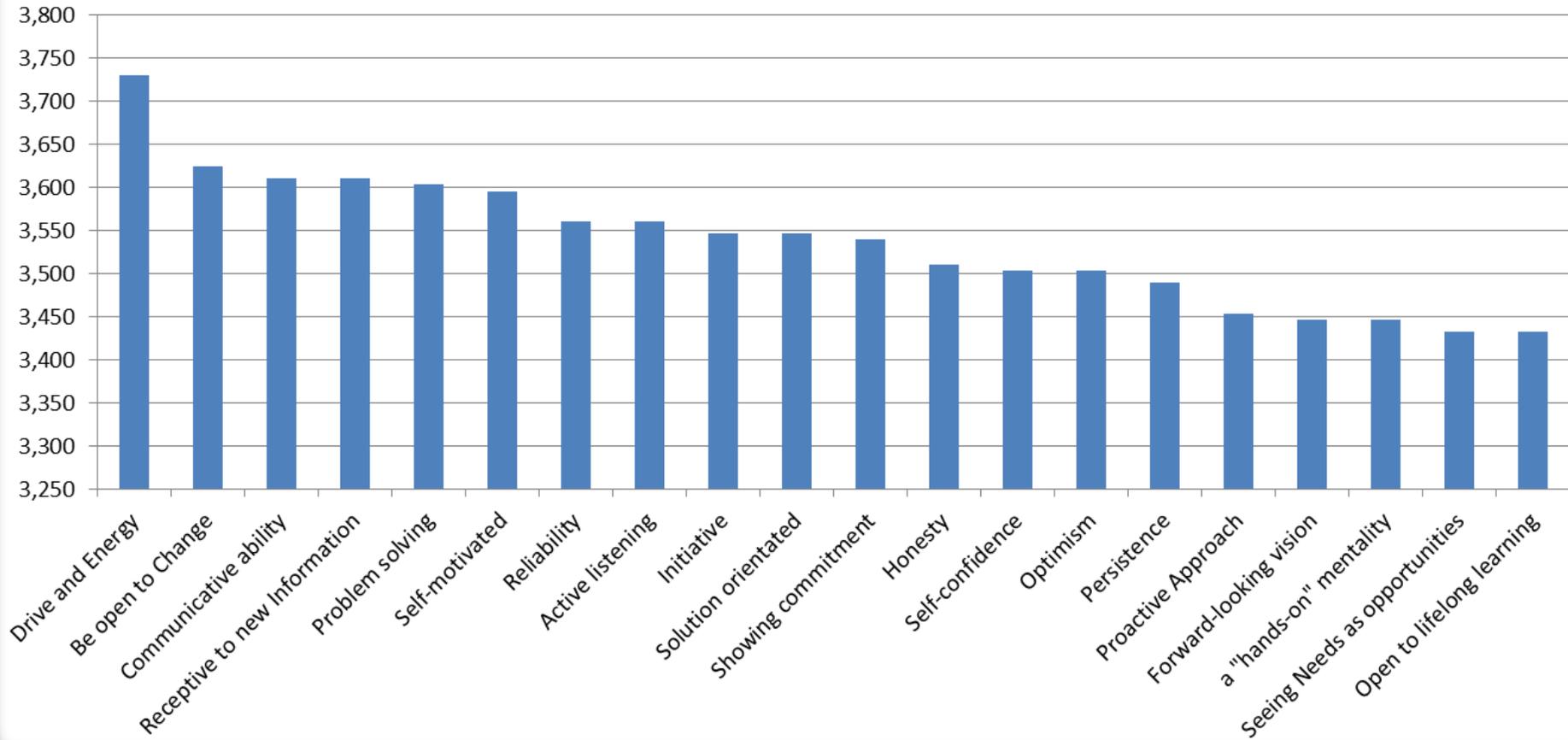


This graph represents the age of members of staff below the age of 25 years..36% said that they do not have any members of staff under 25 years of age.29 participants did not comment.

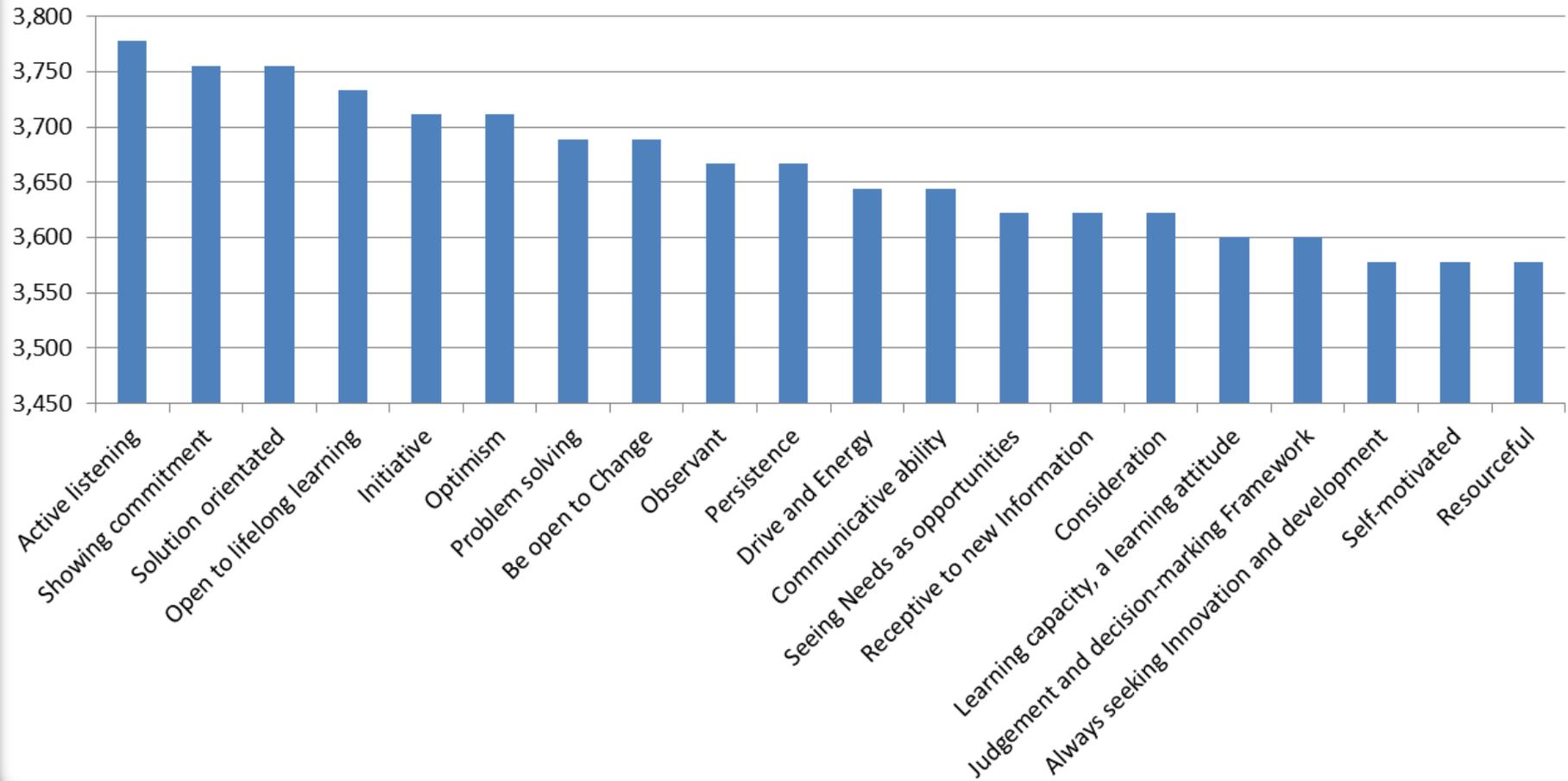
The primary aim of this evaluation was to find out what the 20 most important Top Skills are. These skills are listed in the following overview:

- Drive and energy
- Be open to change
- Communicative ability
- Receptive to new information
- Problem solving
- Self-motivated
- Reliability
- Active listening
- Initiative
- Solution orientated
- Showing commitment
- Honesty
- Self-confidence
- Optimism
- Persistence
- Proactive approach
- Forward-looking vision
- a "hands-on" mentality
- Seeing needs as opportunities
- Open to lifelong learning

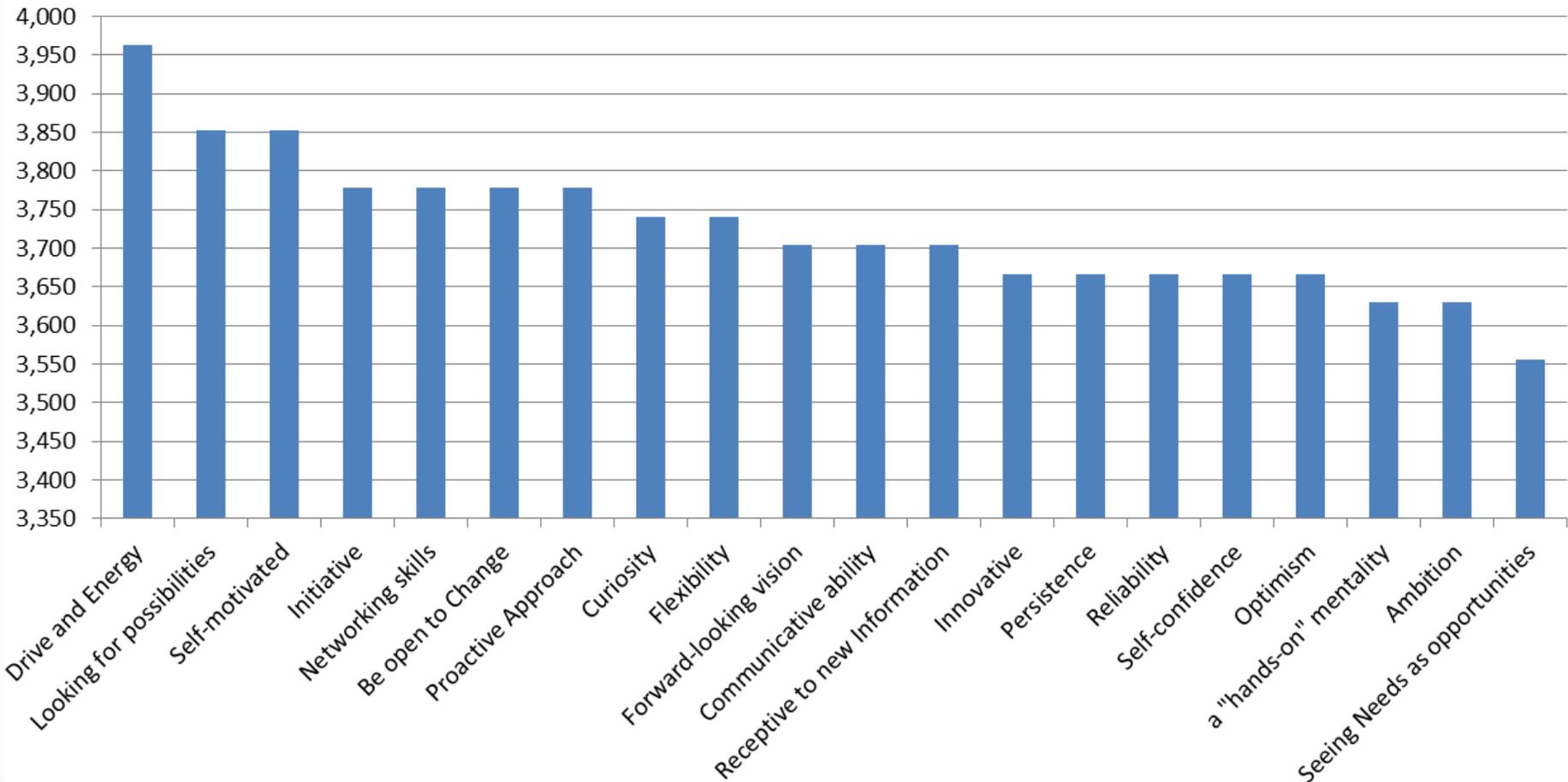
Top 20 SKILLS - gesamt - Durchschnittsgewicht



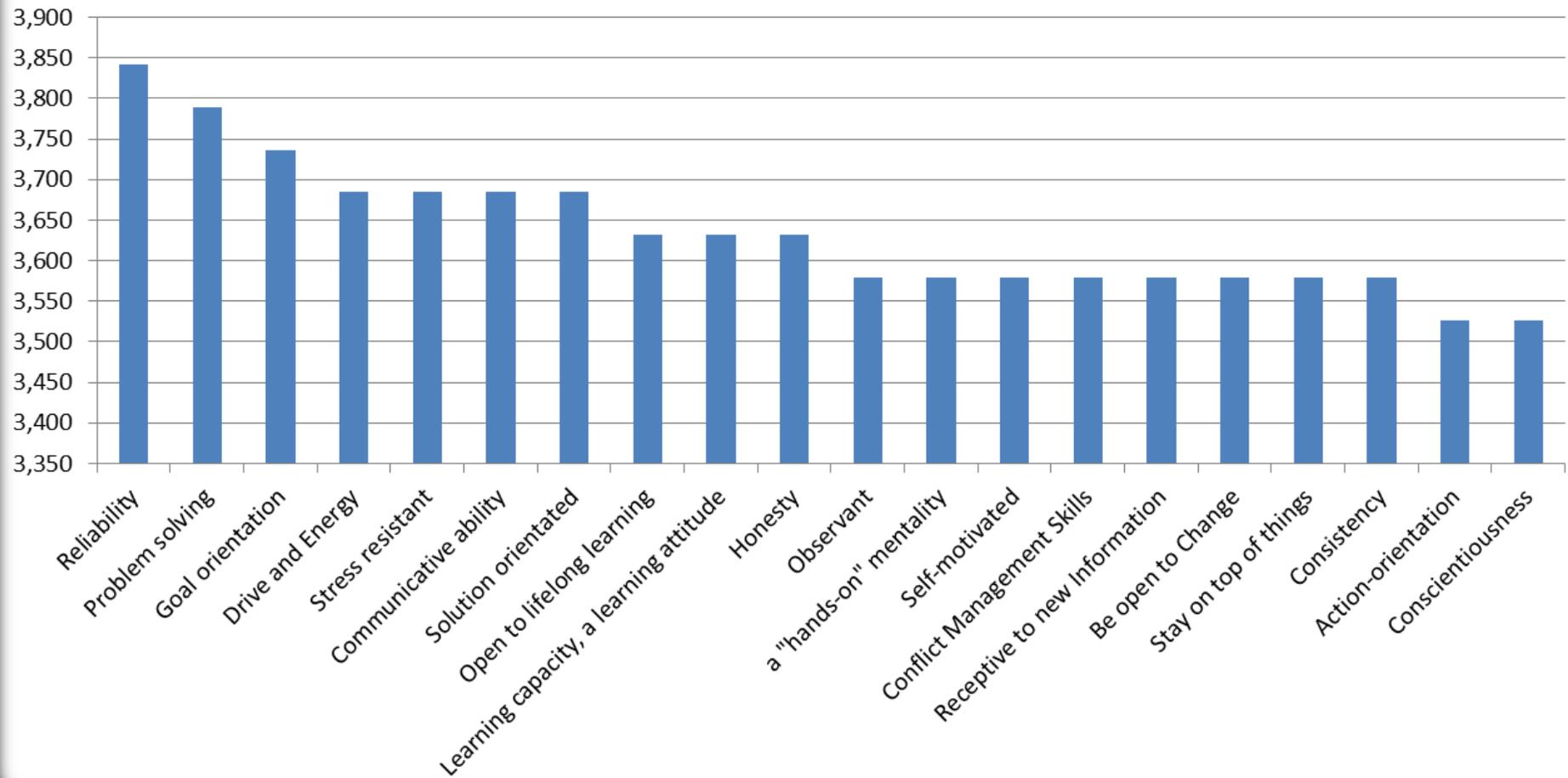
Top 20 gewichtete Skills - SPANIEN



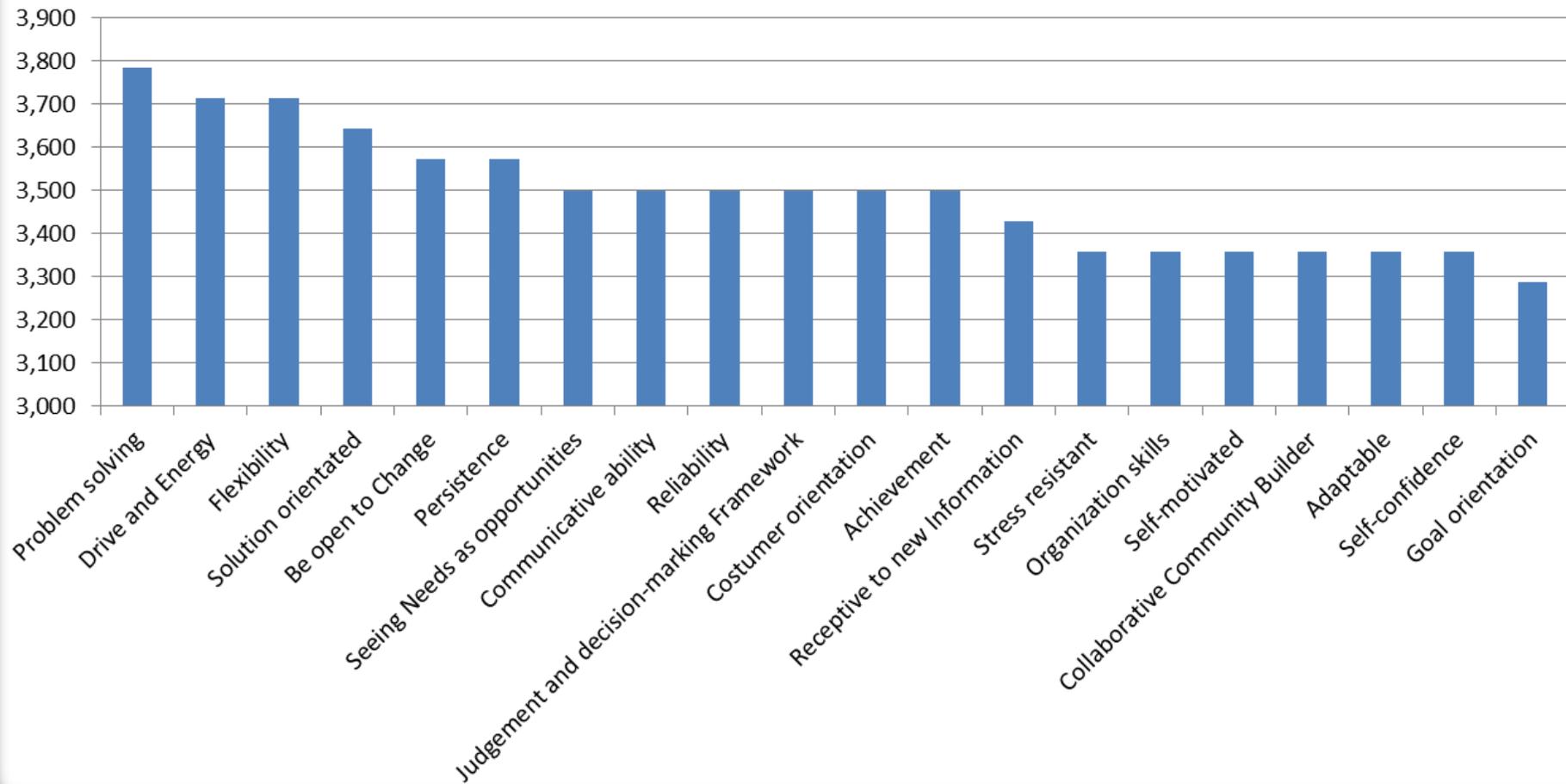
Top 20 gewichtete Skills - HOLLAND



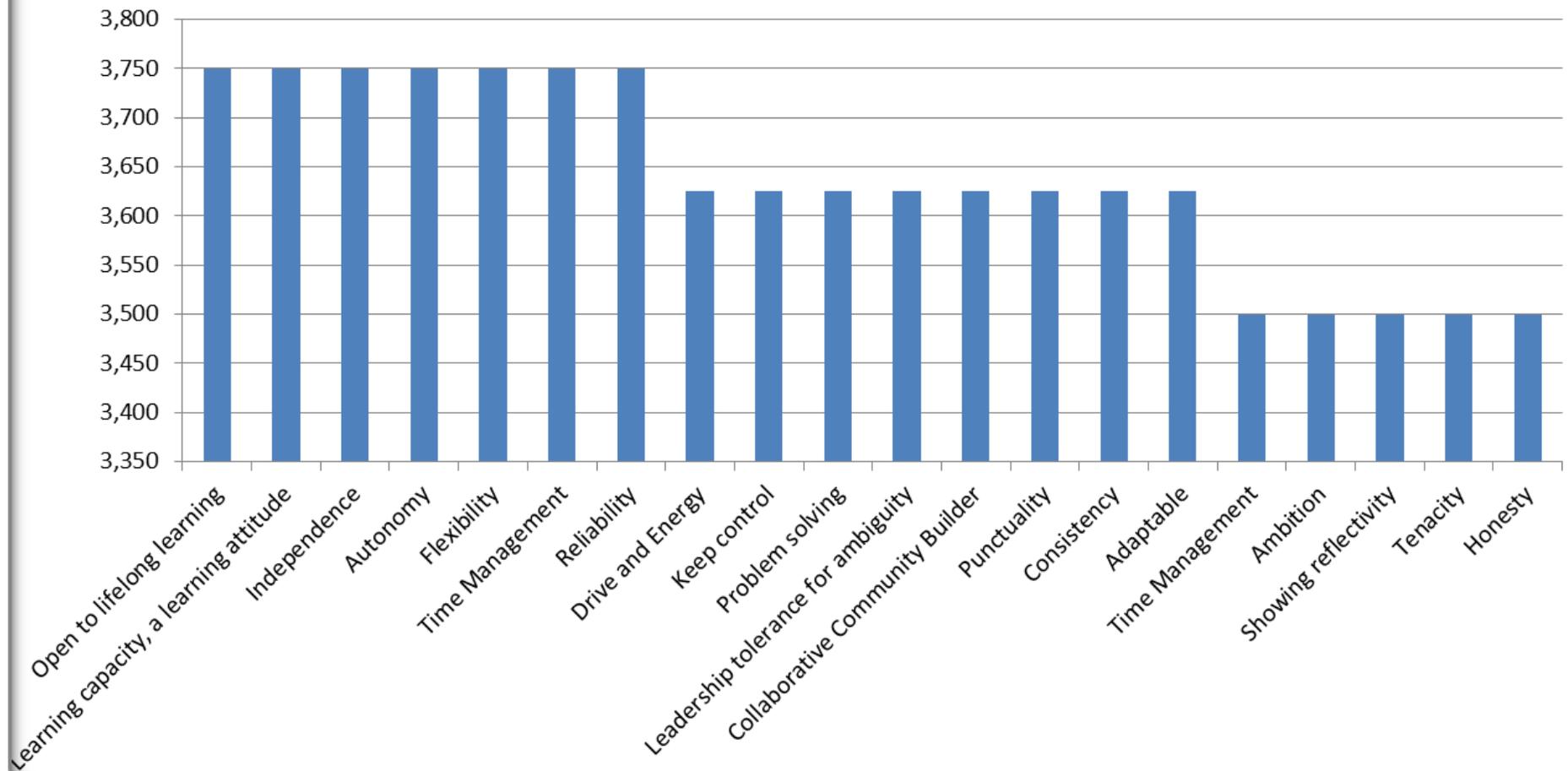
Top 20 gewichtete Skills - ÖSTERREICH



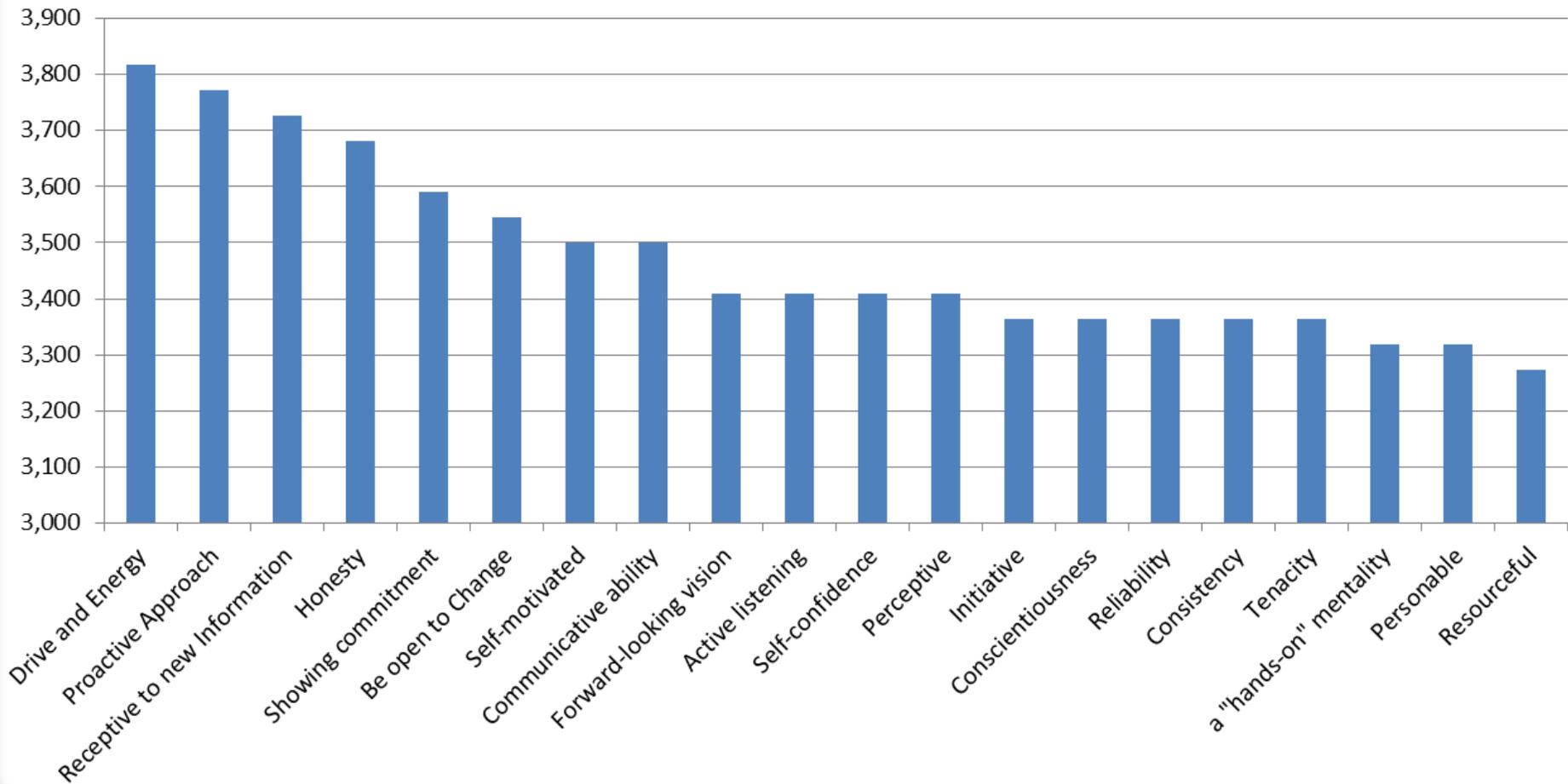
Top 20 gewichtete Skills - TSCHECHISCHE REPUBLIK



Top 20 gewichtete Skills - ITALIEN



Top 20 gewichtete Skills - UNITED KINGDOM

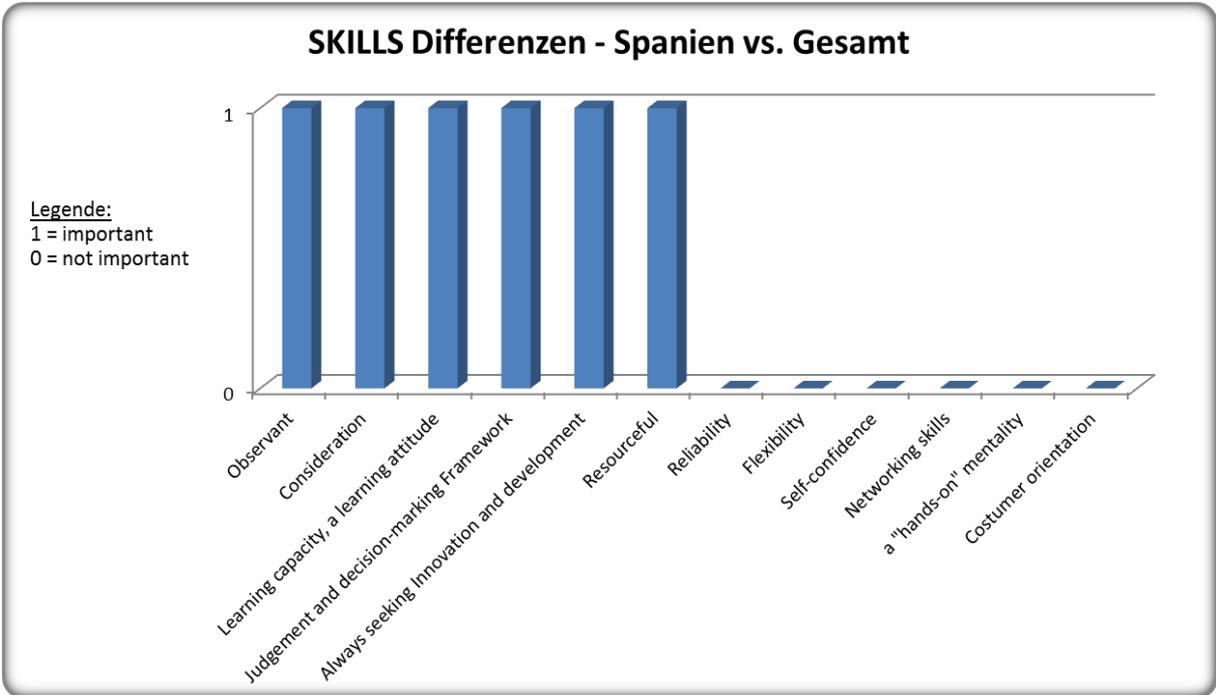
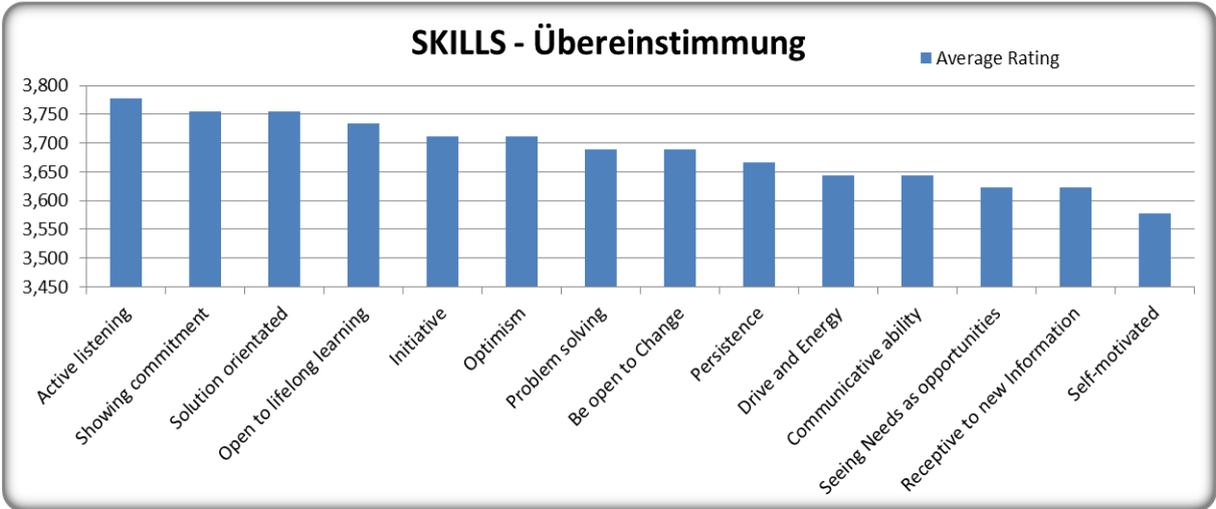


C.DETAILED SUMMARY

C.1. Country specific distinction with regard to skills.

Compare the individual countries' top skills with the overall skills.

Spain (incl. average rating):



These 6 skills from “observant” to “resourceful” are important for Spain but they are not in the overall Top 20 Skills. However the other skills such as “reliability” up to “customer orientation” that are important overall are not included in Spain’s Top Skills.

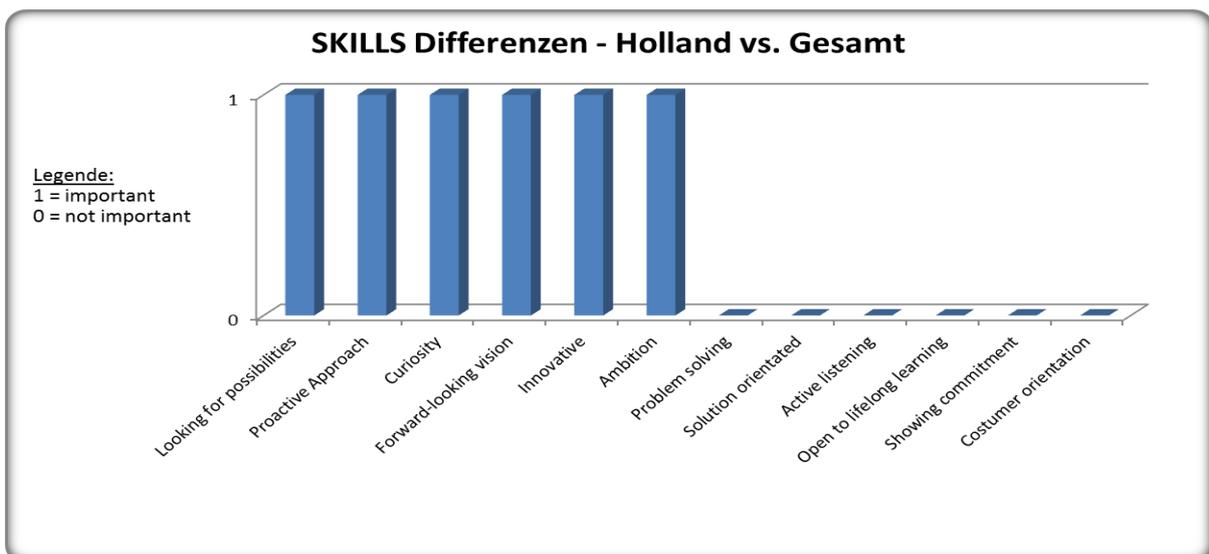
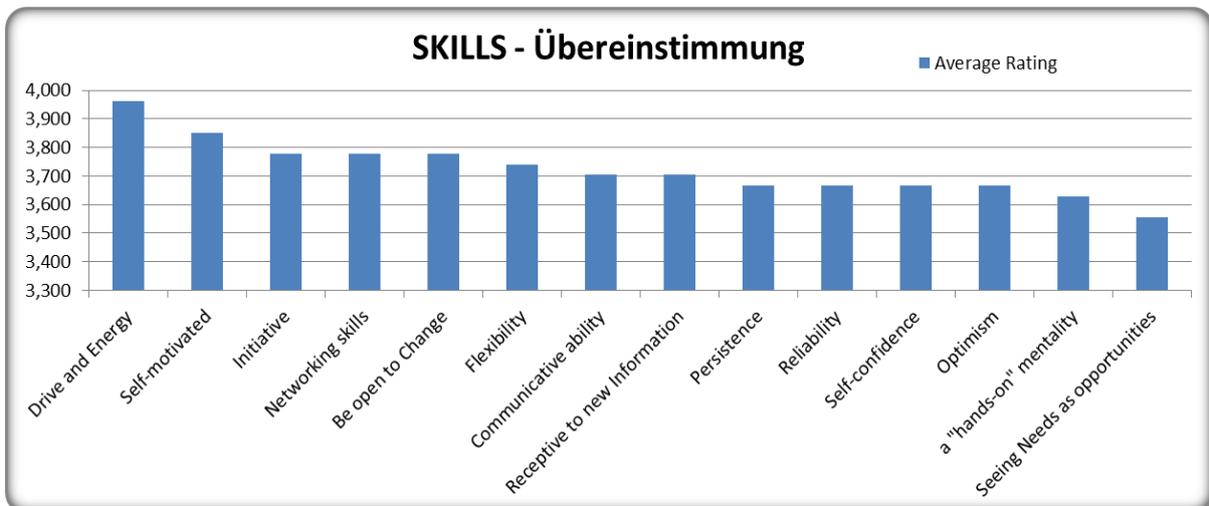
Newly included:

- Observant
- Consideration
- Learning capacity, a learning attitude
- Judgement and decision-making framework
- Always seeking innovation and development
- Resourceful

Not included with regard to the overall picture:

- Reliability
- Flexibility
- Self-confidence
- Networking skills
- a "hands-on" mentality
- Customer orientation

The Netherlands (incl. average rating):



The skills “looking for possibilities” up to “ambition” are important skills in the Netherlands, while skills such as “problem solving” up to “customer orientation” have an importance in the overall picture but not in the Netherlands.

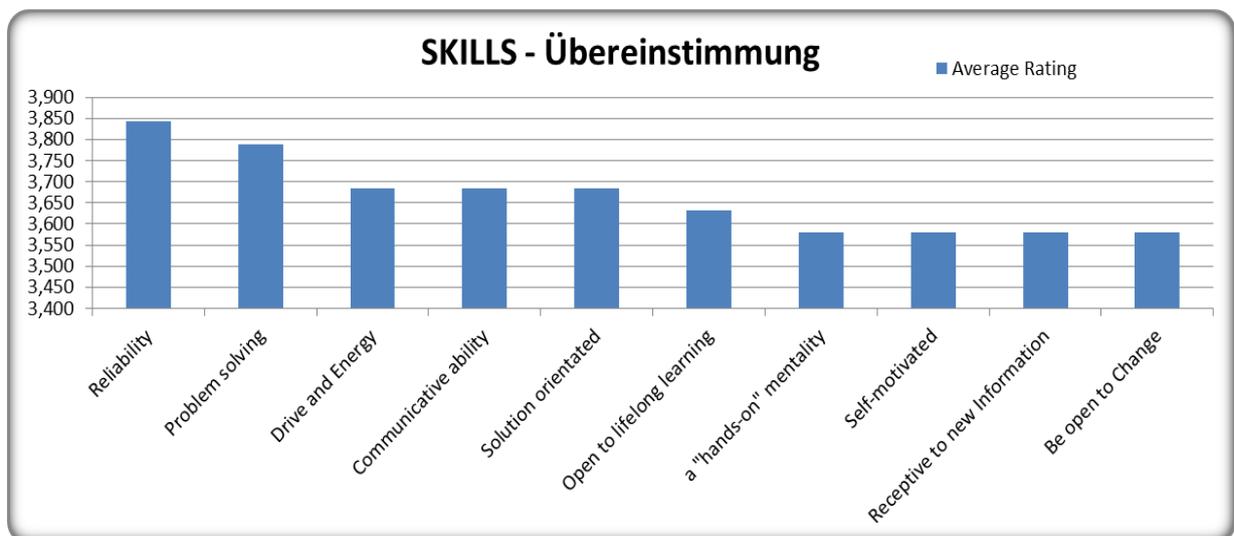
Newly included:

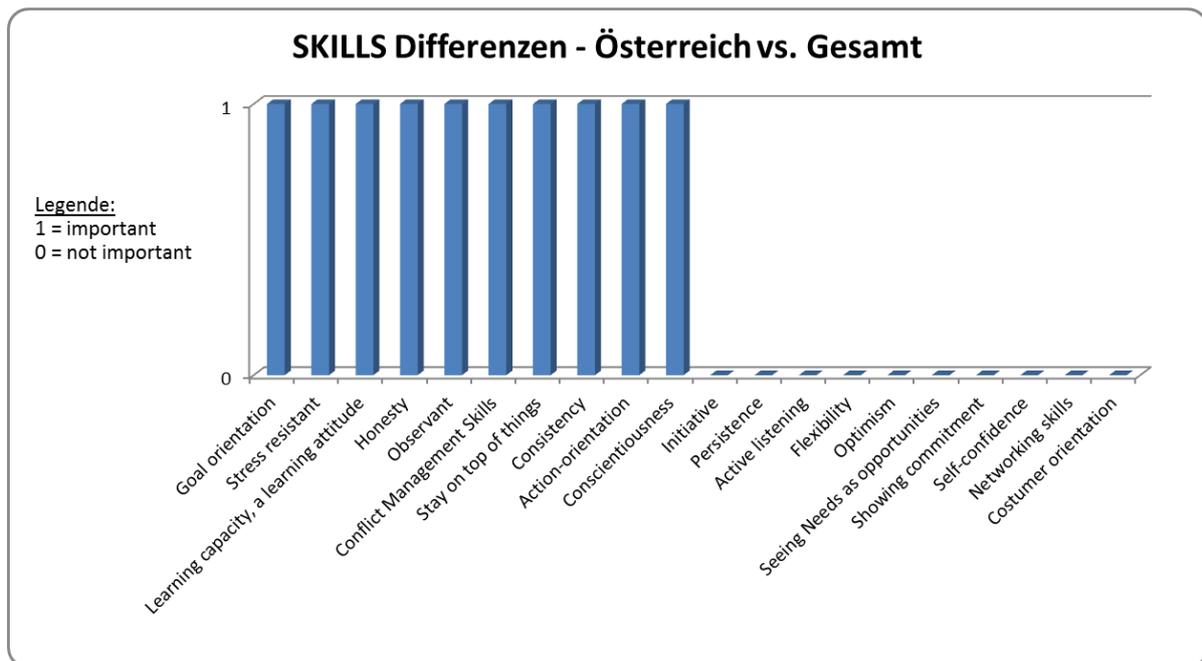
- Looking for possibilities
- Proactive approach
- Curiosity
- Forward-looking vision
- Innovative
- Ambition

Not included with regard to the overall picture:

- Problem solving
- Solution orientated
- Active listening
- Open to lifelong learning
- Showing commitment
- Customer orientation

Austria (incl. average rating):





The skills “goal orientation“ up to “conscientiousness“ are important skills for Austria, while skills such as “initiative“ up to “customer orientation“ have an importance in the overall picture but not in Austria.

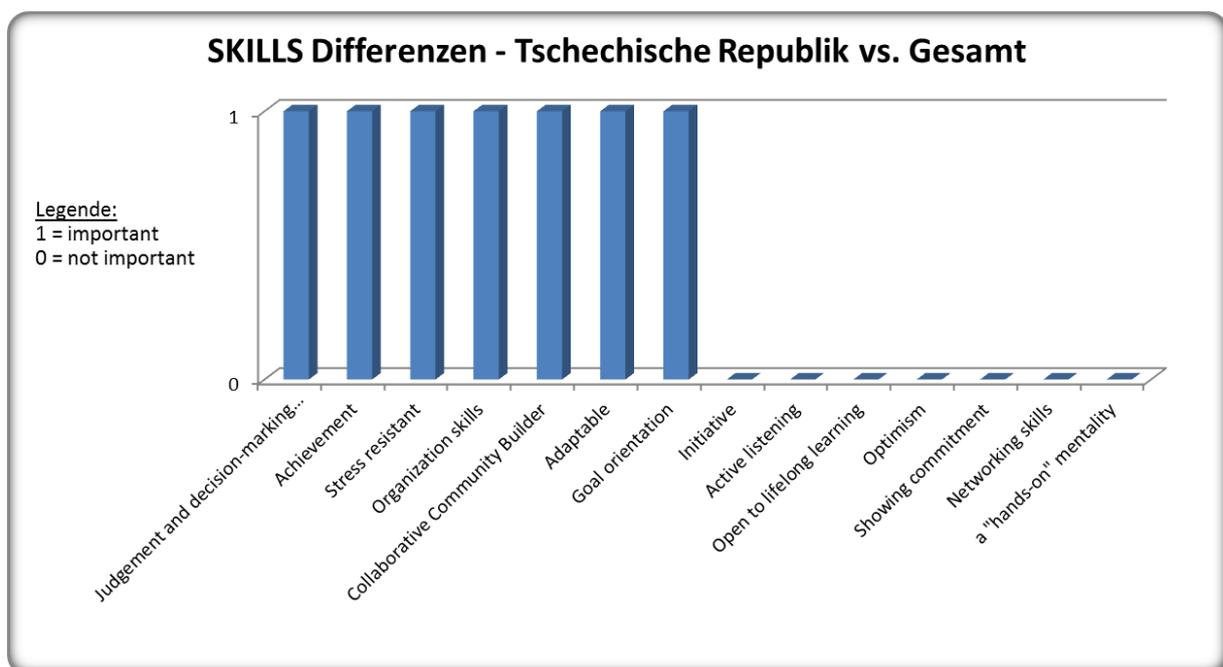
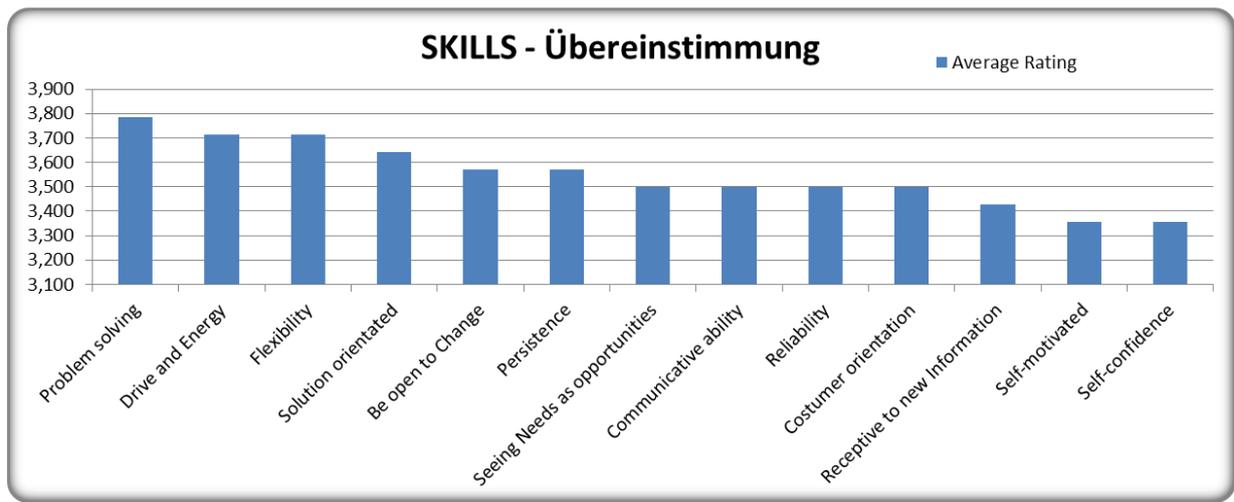
Newly included:

- *Goal orientation*
- *Stress resistant*
- *Learning capacity, a learning attitude*
- *Honesty*
- *Observant*
- *Conflict Management Skills*
- *Stay on top of things*
- *Consistency*
- *Action-orientation*
- *Conscientiousness*

Not included with regard to the overall picture:

- Initiative
- Persistence
- Active listening
- Flexibility
- Optimism
- Seeing needs as opportunities
- Showing commitment
- Self-confidence
- Networking skills
- Customer orientation

Czech Republic (incl. average rating):



The skills “judgement and decision making” up to “goal orientation” are important skills for the Czech Republic, while the skills “initiative” up to “hands-on mentality” have an importance in the overall picture but not for the Czech Republic.

Newly included:

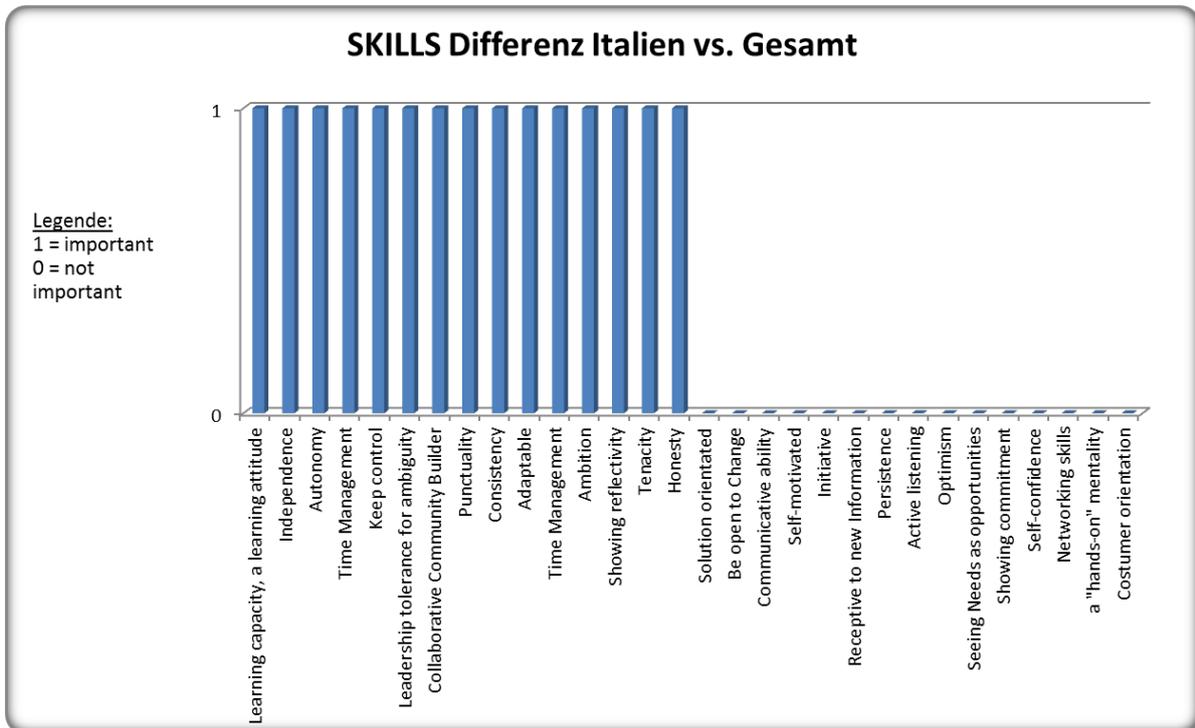
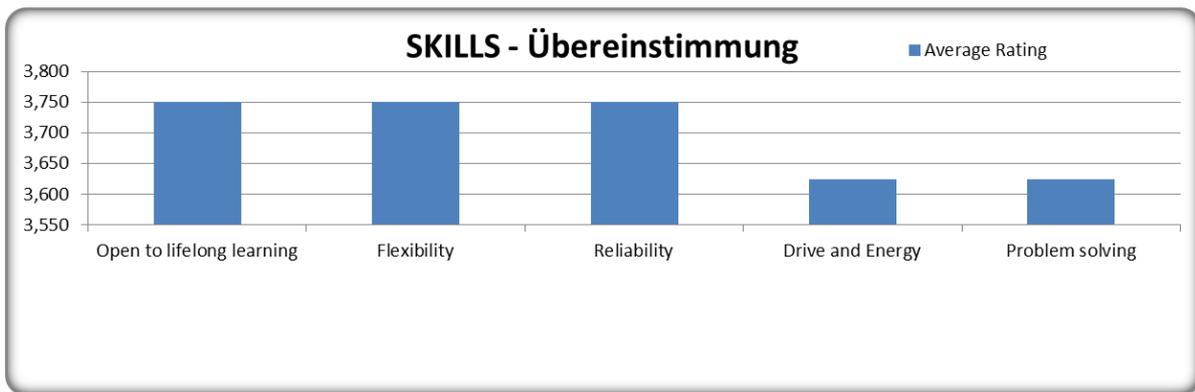
- Judgement and decision-making framework
- Achievement
- Stress resistant
- Organization skills
- Collaborative community builder
- Adaptable
- Goal orientation

Not included in the overall picture:

- Initiative

- Active listening
- Open to lifelong learning
- Optimism
- Showing commitment
- Networking skills
- a "hands-on" mentality

Italy (incl. average rating):



Newly included:

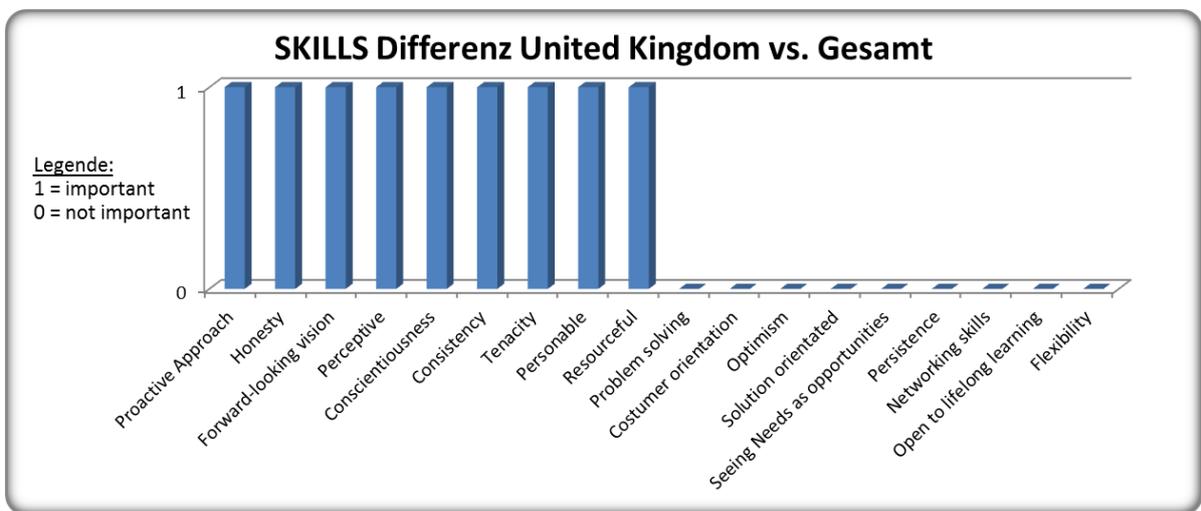
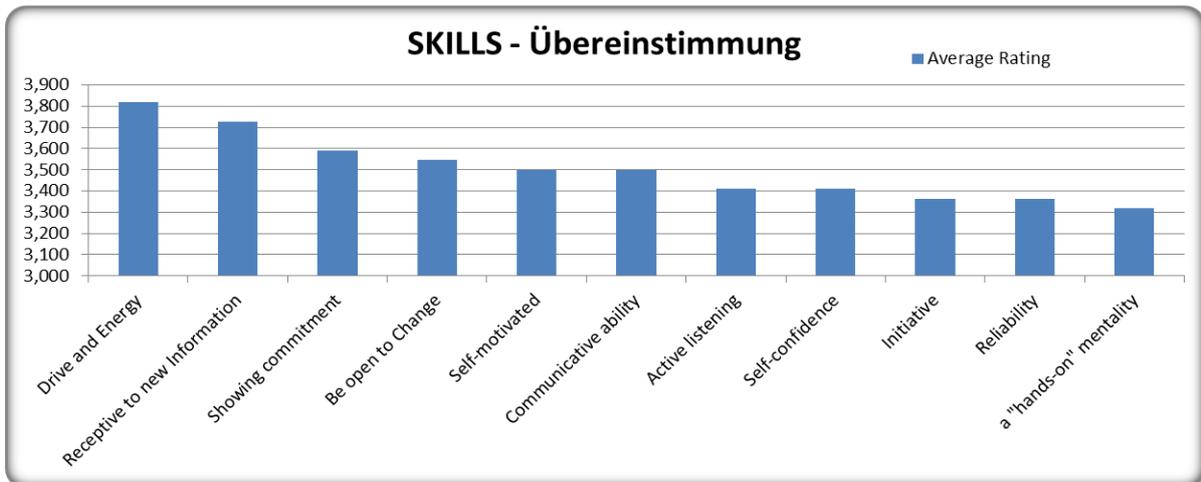
- Learning capacity, a learning attitude
- Independence
- Autonomy

- Time management
- Keep control
- Leadership tolerance for ambiguity
- Collaborative community builder
- Punctuality
- Consistency
- Adaptable
- Time Management
- Ambition
- Showing reflectivity
- Tenacity
- Honesty

Not included in the overall picture:

- Solution orientated
- Be open to change
- Communicative ability
- Self-motivated
- Initiative
- Receptive to new information
- Persistence
- Active listening
- Optimism
- Seeing needs as opportunities
- Showing commitment
- Self-confidence
- Networking skills
- a "hands-on" mentality
- Customer orientation

United Kingdom (incl. average rating):



The skills “proactive approach” up to “resourceful” are important skills for the United Kingdom, while skills such as “problem solving” up to “flexibility” have an importance in the overall picture but not for the United Kingdom.

Newly included:

- Proactive approach
- Honesty
- Forward-looking vision
- Perceptive
- Conscientiousness
- Consistency
- Tenacity
- Personable
- Resourceful

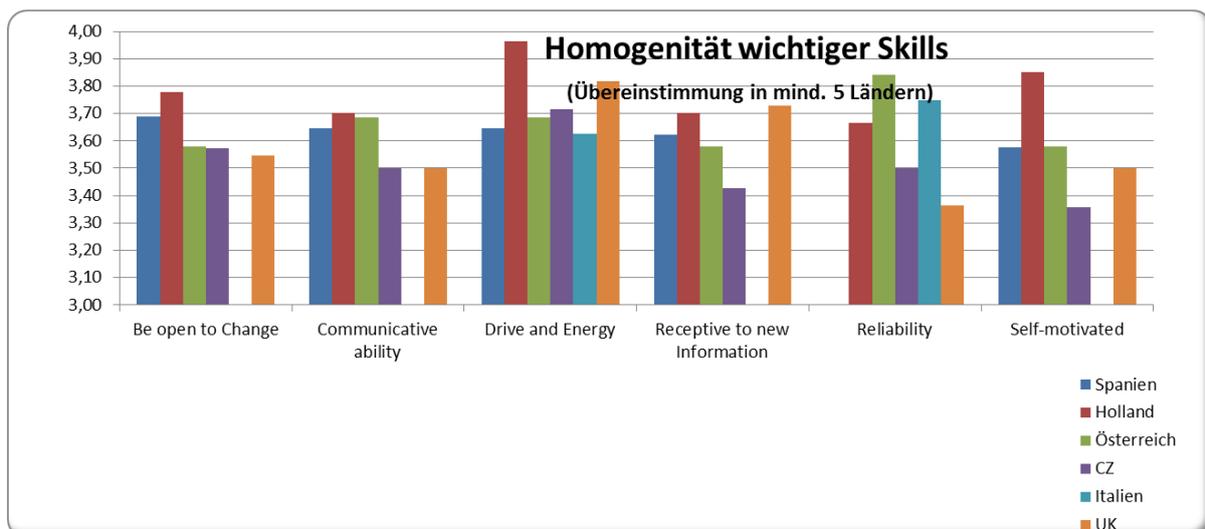
Not included in the overall picture:

- Problem solving

- Customer orientation
- Optimism
- Solution orientated
- Seeing needs as opportunities
- Persistence
- Networking skills
- Open to lifelong learning
- Flexibility

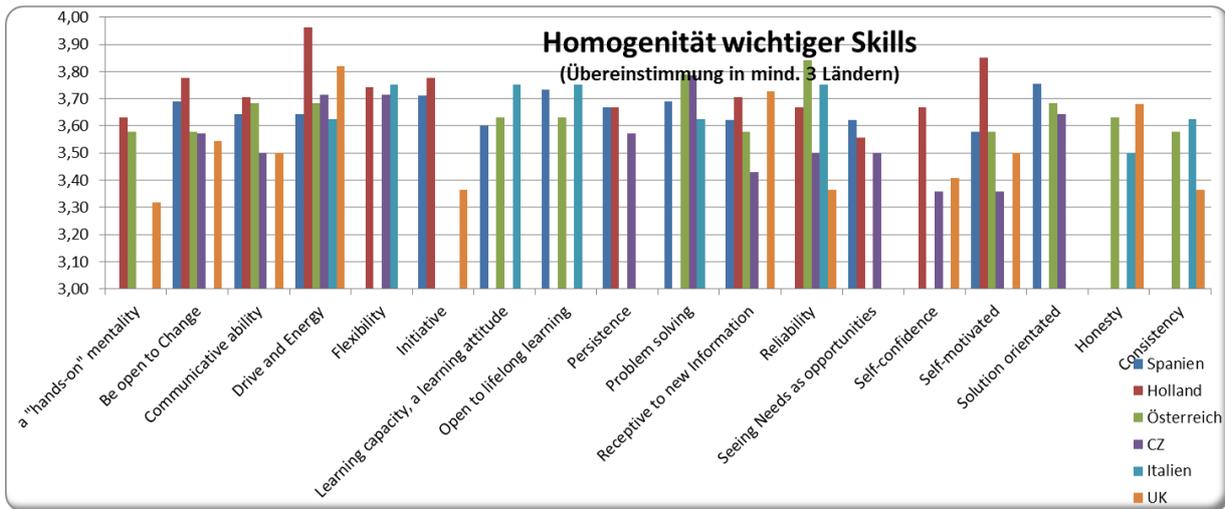
Slovakia with 1 test person was not taken into consideration!!

C.2. Country spread with regard to homogeneity or rather heterogeneity



This graph represents those 6 important skills for homogeneity which mean that these are important for at least 5 countries and are found in the country specific Top 20.

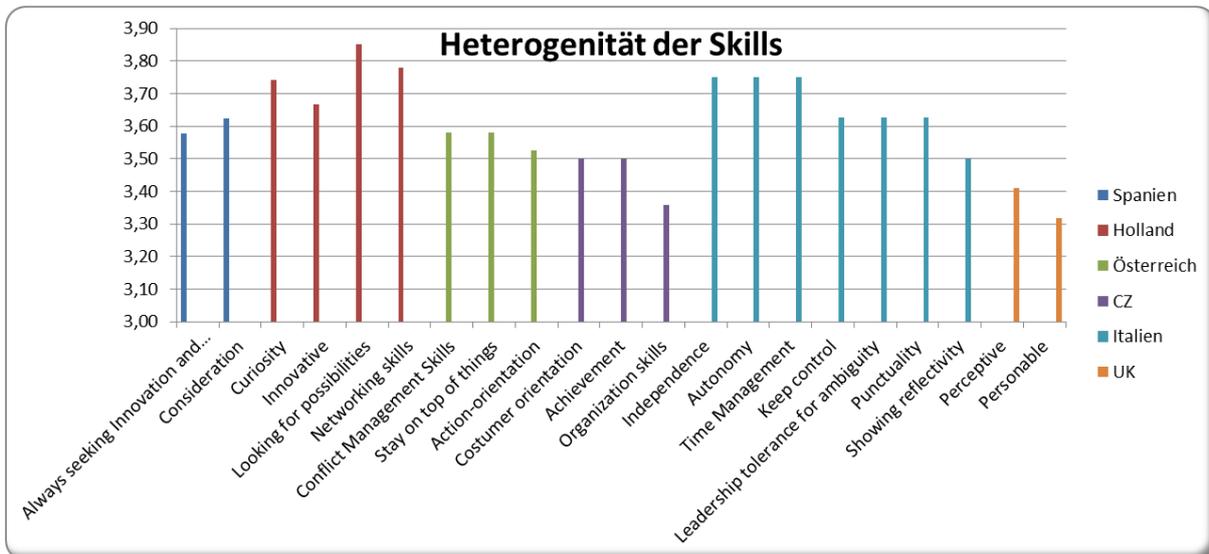
Only 1 skill, namely “drive and energy“ is found in all countries in the Top 20 Skills.



There are 18 important skills with a country spread homogeneity, which means that they are concurrent in at least 3 of the 6 countries.

Comparing these with the overall Top 20 overall figure one notices that 3 skills appear which don't show up in the Top 20 Skills. They are:

- a) "Learning capacity, a learning attitude"
- b) "Flexibility"
- c) "Consistency".

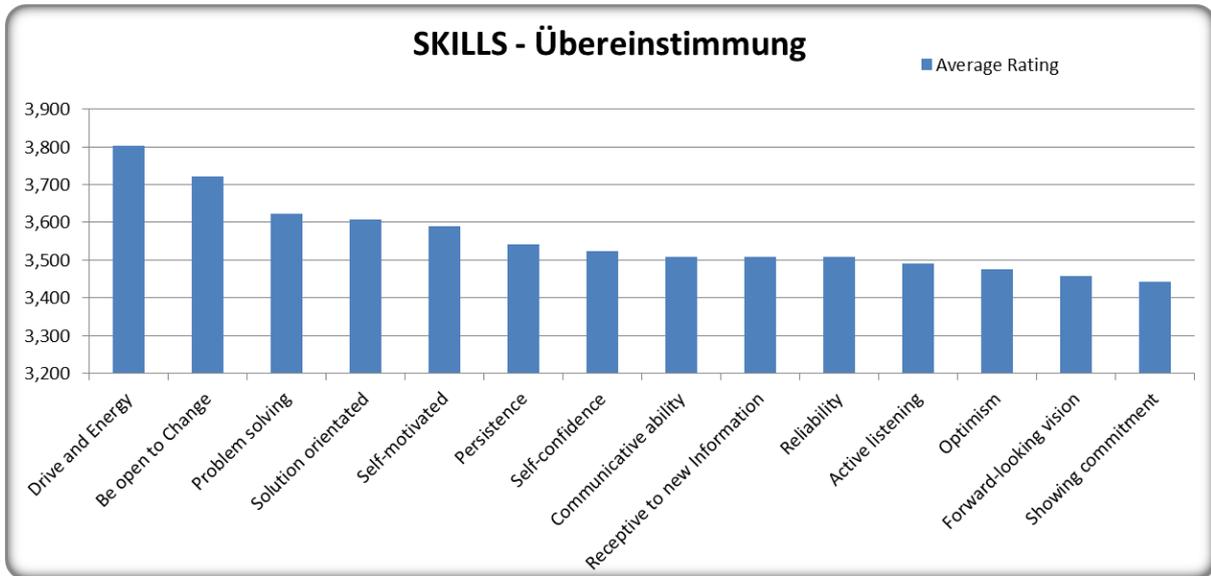


No country spread agreement can be noticed with those 21 skills. Surprisingly 7 of the Top 20 Skills of the Italians do not correlate with any of the other participating countries. This is followed by the Netherlands (4 skills).

C.3. Categorization with regard to the size of the company (amount of staff)

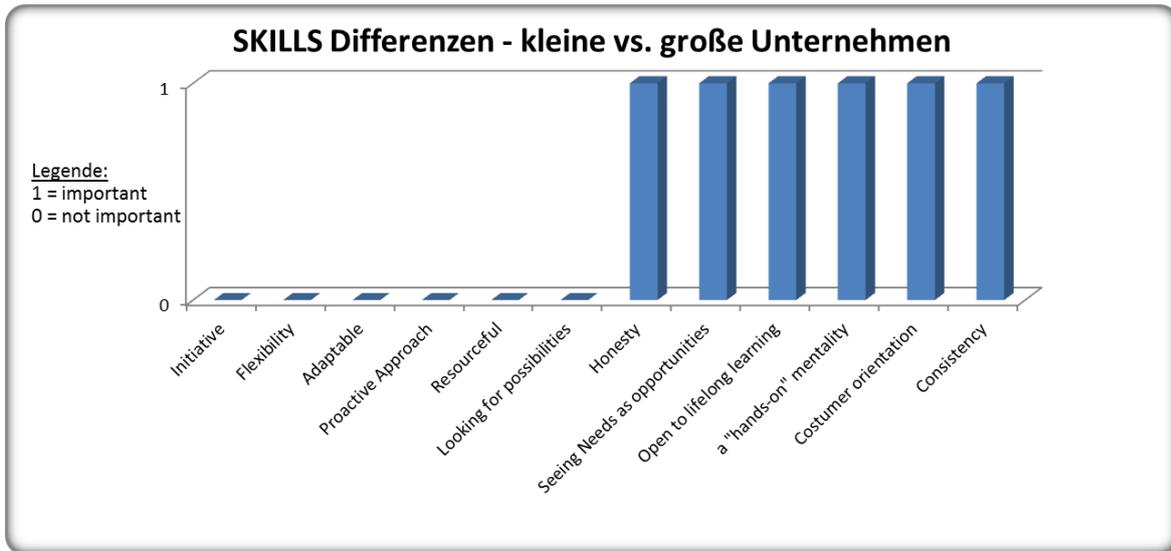
Small companies are those with less than 25 staff. On the other hand large companies are those with at least 80 members of staff.

Comparison of skills of the small companies with the skills of the large companies:



This average rating is that of the so called “large” companies.

There are 14 skills that are important for both the “small” and “large” companies.



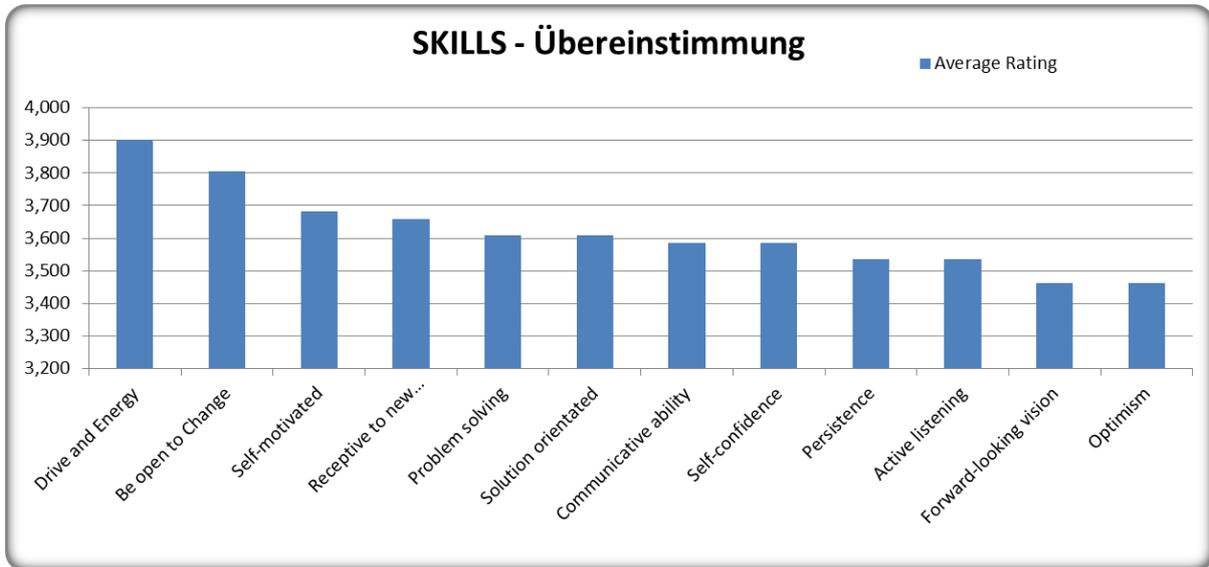
The skills “initiative” up to “looking for possibilities” are important skills for the “large” companies but do not play a significant role for the “small” companies. The opposite is true with “honesty” up to “consistency”. These are significant for “small” companies but only play an insignificant role for “large” companies.



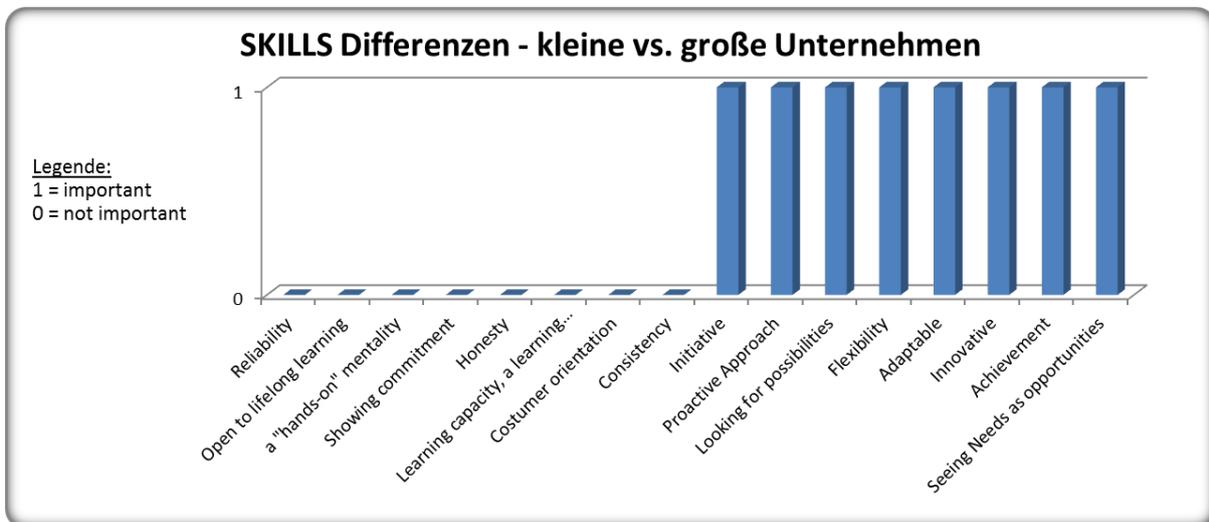
C.4. Categorization with regard to size of company (amount of staff)

Small companies are those with less than 25 members of staff. On the other hand large companies are those with at least 80 members of staff.

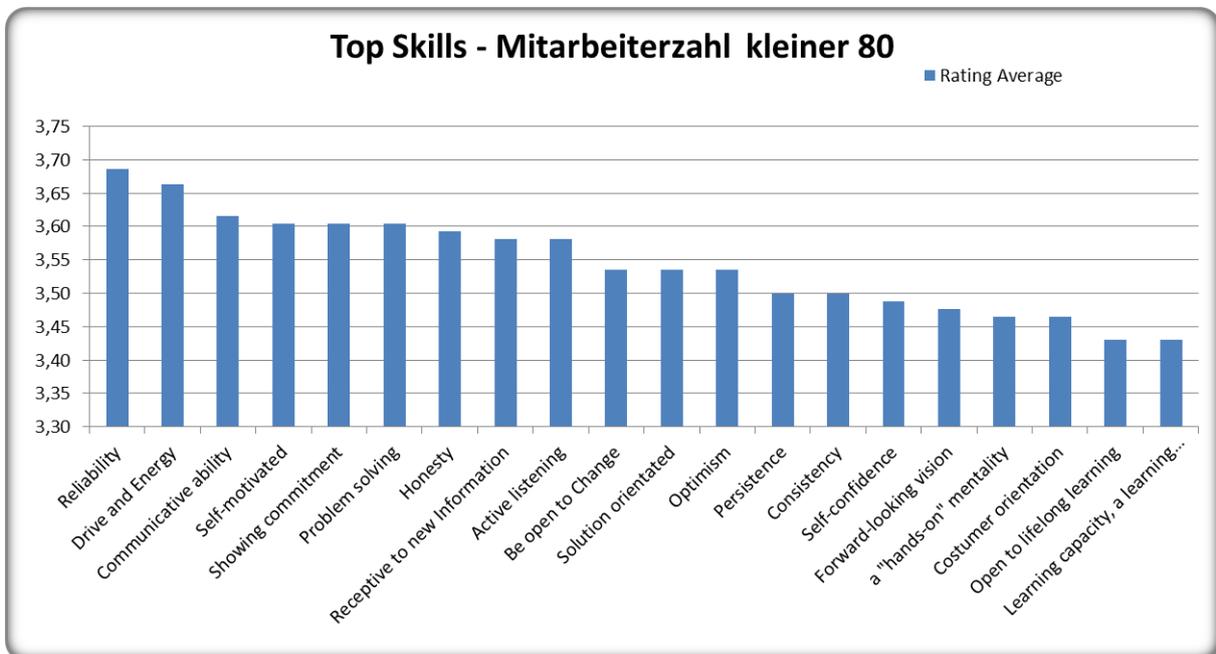
Comparison of skills of “small” and “large” companies:



This average rating is that of the so-called “large” companies. There are 12 skills that are important for both “small” and “large” companies.

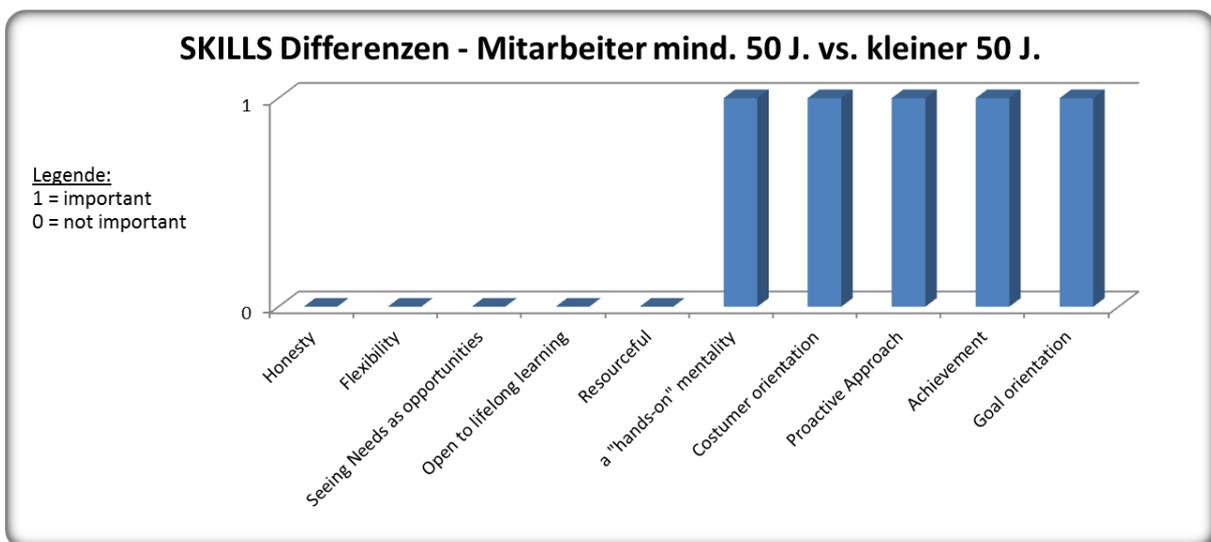
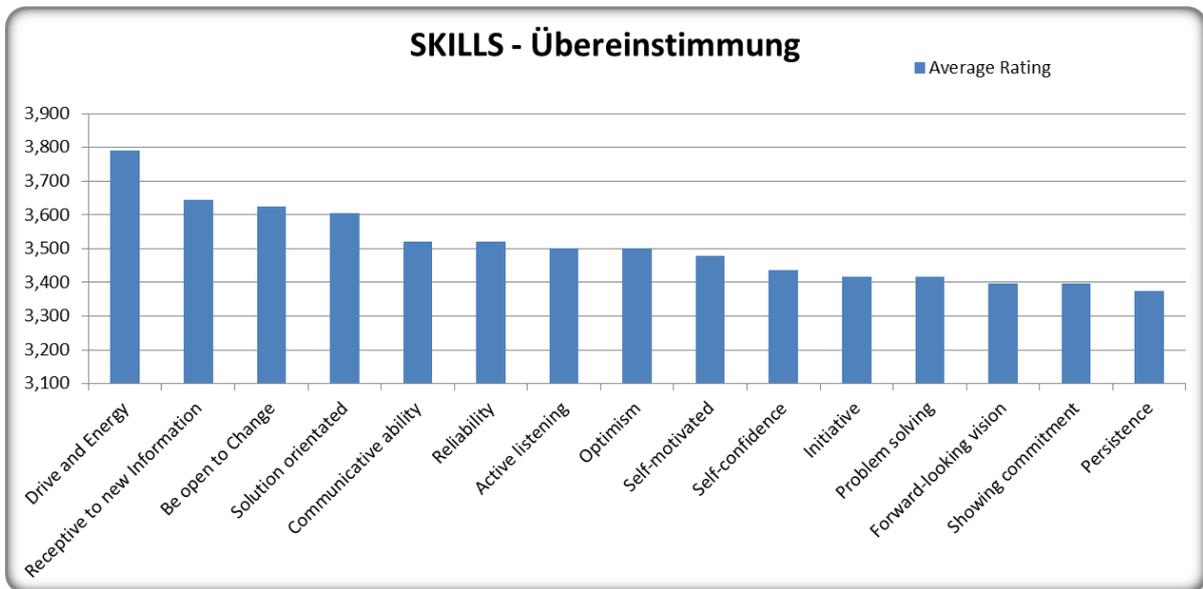


The skills “initiative” up to “seeing needs as opportunities” are important skills for the “large” companies but don’t have any significance for “small” companies. The opposite is true with skills from “reliability” up to “consistency”. These are important for “small” companies but play an insignificant role for “large” companies.

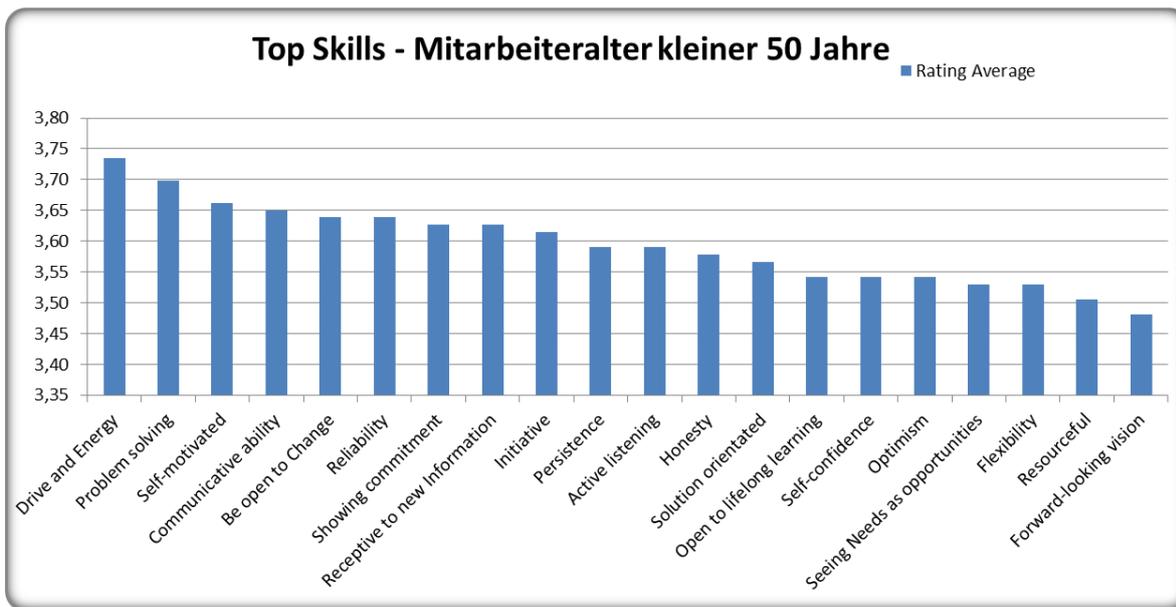
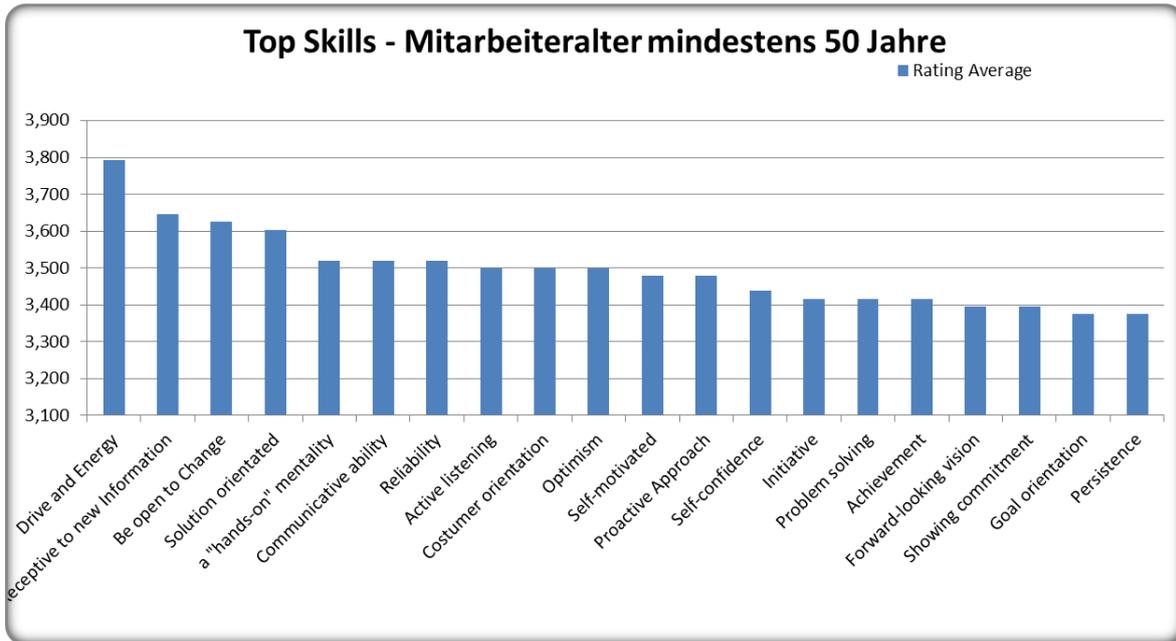


C.5. Categorization with regard to age of the test persons.

The following evaluation is clustered into age groups of those under 50 years and those who are at least 50 years old.

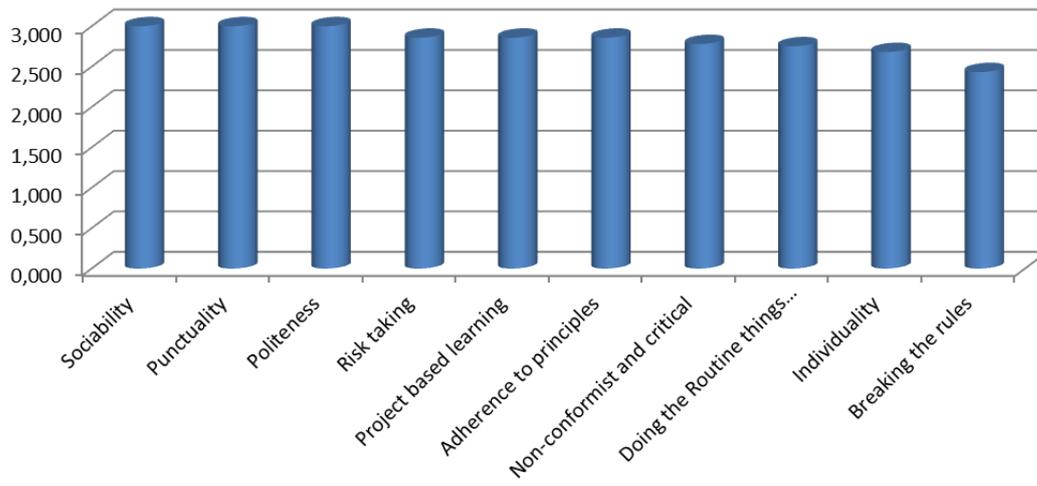


The skills "a hands on mentality" up to "goal orientation" are important skills for members of staff who are at least 50 years of age but do not play a significant role for members of staff who are under 50 years of age. The opposite is true with the skills "honesty" up to "resourceful".



C.6. Least important skills overall

Geringst gewichtete Skills gesamt



We came up with this list of 15 skills, by taking the top 3 skills from every country.

- | | |
|-------------------------------|---|
| 1. Active listening | 8. Learning capacity, learning attitude |
| 2. Drive and energy | 9. Solution orientated |
| 3. Reliability | 10. Self motivated |
| 4. Problem solving | 11. Goal orientation |
| 5. Open to life long learning | 12. Flexibility |
| 6. Showing commitment | 13. Independence |
| 7. Looking for possibilities | 14. Proactive approach |
| | 15. Receptive to new information |

1. Active Listening	
Synonym	
Literature (name/title)	HOPPE, Michael H. <i>Active listening: improve your ability to listen and lead</i> [online]. Greensboro, N.C.: Center for Creative Leadership, 2006. An idea into action guidebook [cit. 2015-07-06]. Available from: http://site.ebrary.com/lib/natl/Doc?id=10193835 .
Definition	The willingness and ability to hear and understand. Active listening is a state of mind that involves paying full and careful attention to the other person, avoiding premature judgment, reflecting understanding, clarifying information, summarizing and sharing.

2. Self motivated = drive and energy	
Synonym	Motivation
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	An inner impulse, motive and/or a stimulant that causes, provides and affects a certain action.

3. Reliability	
Synonym	Reliable
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The ability to, under the same or similar conditions and repeated observations, provide the same or similar results. Therefore showing the commitment to/from someone or something. Keywords such as: punctuality, responsibility, commitment and consistency are essential.

4. Problem solving	
Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The ability to identify, interpret, structure or come up with (possible) solutions and to make a decision regarding an uncertain or difficult matter requiring a solution.

5. Open to life long learning

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The willingness of one to undertake learning activities throughout life with the aim and goal of improving knowledge, skills and competencies.

6. Showing commitment

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The willingness and ability to accept, respect and execute the values and objectives of something or someone whilst having a sense of belonging, identification and loyalty to it.

7. Looking for possibilities

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The constant awareness and initiative to go beyond what is usually and/or formally required, expected or assigned, as a possible solution or a potential opportunity.

8. Learning capacity, learning attitude

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	Learning capacity The ability that individuals use to store, recognize, absorb and use/apply knowledge/information. Learning attitude The willingness to acquire and assimilate new knowledge and skills.

9. Solution orientated

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The ability to analyze and come up with (different) solutions, rather than looking at the obstacles standing in the way of what one wants to achieve.

10. Goal orientation

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The ability to judge and interpret what one wants to achieve and the necessary conscious choice to achieve this.

11. Flexibility

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The extent to which a person can manage with changes in circumstances and think about problems and tasks in new, different or creative ways.

12. Independence

Synonym	
Literature (name/title)	This is a bundle of one or more definitions from different countries.
Definition	The ability to make choices or form opinions without having to take into account the influence of others.

13. Proactive approach

Synonym	
Literature (name/title)	
Definition	

14. Receptive to new information

Synonym	
Literature (name/title)	
Definition	



This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein