

**Your Future -
Your PROFIT**

ECENT

European Certificate in Entrepreneurship
Using information technology to enhance business development



User guide

- **for explaining qualifications of entrepreneurial spirit**
- **for instructions for the differential analysis of measures of entrepreneurship education**



Education and Culture
Leonardo da Vinci

This project has been funded
with support from the European Commission

AGREEMENT n° 2005 -A/05/B/F/PP-158.222

Table of contents

I. FOREWORD	Page 2
--------------------	---------------

II. SHORT DESCRIPTION OF THE PROJECT and OBJECTIVE	Page 4
---	---------------

III. FRAMEWORK OF REFERENCE	Page 5
------------------------------------	---------------

IV. PROCESS OF CONCEPTIONALIZATION AND OPERATIONALIZATION	Page 20
--	----------------

V. RELIABILITY, VALIDITY AND NORMALIZATION	Page 21
---	----------------

VI. HOW TO USE THE ONLINE-TEST AND CERTIFICATE	Page 25
---	----------------

- FOR PUPILS AND STUDENTS Page 25
- FOR TEACHERS / TRAINERS /
HUMAN RESSOURCE MANAGERS /
TRAINING CENTERS Page 28
- DIFFERENTIAL ANALYSIS Page 31

VII. USEFUL LINKS	Page 34
--------------------------	----------------

Austria	Page 34
Germany	Page 36
Finland	Page 38
Poland	Page 40
Spain	Page 42
Switzerland	Page 43
Scotland	Page 44

I. FOREWORD

Entrepreneurial Spirit is one of the most effective elements for education and economy in Europe.

Entrepreneurial Spirit is necessary for individual success, for efficiency in enterprises and for innovation productivity and competitiveness of regions, nations and the European Union in the world.

To develop competences and qualifications and to make them visible – for the individual as well as for employers – is one of the most important tasks in the concept of Lifelong Learning in Europe.

The Leonardo Pilot Project “Your Future – Your Profit – an European Certificate in Entrepreneurship” has the central goal to provide individuals, enterprises and educational institutions to identify and to improve entrepreneurial skills and qualifications and to make them visible, independent from the way, how they was enquired.

The online self assessment tool, developed within the project Your Future – Your Profit (SAT-ECENT) offers the possibility to get e feedback for individuals about their own competences and qualifications regarding to the needs and necessities in entrepreneurship, divided in the areas personal trades, achievement motivation, attitude, frame work conditions, skills and knowledge, work experience.

The assessment tool offers various options for youth and implementation – for individuals, to get a feedback about own competences and qualifications and perspectives for further personal development, also to document competences for applications, for employment, for employers in a process of recruiting, also for education institutions to measure impact and the results of entrepreneurship education activities.

This User Guide gives an overview about the background of the project and the main objectives of an “European Certificate in Entrepreneurship”. It describes the frame work of references and gives information about the practical and theoretical background of the statistical and practical background of the self assessment tool and the possibilities to use it.

And this is the most important goal of this User Guide: To support all possible target persons, and target groups to use the instrument “Self Assessment Tool – European Certificate in Entrepreneurship” (SAT-ECENT) for personal motivation and development, for improving competences and qualifications in entrepreneurship, for comparison of effectiveness of entrepreneurship education activities, as well for pupils and students, for teachers and trainers, for human resources managers, educations institutions, training centres, entrepreneurs and policy makers.

A power partnership stands behind this instrument – universities, universities of applied science, institutions of education, school and economics from Austria, Finland, Germany, Great Britain, Poland, Switzerland and Spain – they guaranty for scientific and practical background, for use ability and effectivity of the instruments and for further application and development.

May the instrument and this User Guide support you to check and improve your entrepreneurial competences and qualifications, and give a contribution to individual, institutional and international development of entrepreneurial skills, qualifications and spirit.



Peter Härtel

II. SHORT DESCRIPTION OF THE PROJECT and OBJECTIVE

The Leonardo Pilot project Your Future – Your Profit, A European Certificate in Entrepreneurship, enables to measure profiles in the field of Entrepreneurship. Together with specific partner countries (AT, DE, ES, FI, PL, UK and CH) a competence orientated self-assessment tool for potential entrepreneurs has been developed in order to measure relevant skills, motivation, personal traits and framework conditions on two different levels of aspiration. The self-assessment is available as an online questionnaire to which controlled access is given. Once the online questionnaire is completed the user will receive a certificate with the achieved results.

The European-wide implementation of the entrepreneur self-assessment tool aims at increasing social and political awareness concerning entrepreneurship and delivers some concrete benefits for potential entrepreneurs as well as for trainers, teachers and consultants in this field:

- Increasing the chances at the labour market (for the future user of the online-certification) by general proving the competences
- Improving the quality of the vocational further education
- Simplifying the access to further education by using information- and communication- technology
- Encouraging the user´s initiative
- Goal orientated education and further development because of the entrepreneurial exchange of experiences between companies and educational institutions
- Companies become acquainted with different European education systems and get a wide range of view
- Valuation of European wide accepted competences in the fields of Entrepreneurship

III. FRAMEWORK OF REFERENCE

The framework of reference of the online-test is divided in 6 Areas:

- 1. PERSONAL TRAITS**
- 2. ACHIEVEMENT MOTIVATION**
- 3. ATTITUDE**
- 4. FRAMEWORK CONDITIONS**
- 5. SKILLS AND KNOWLEDGE**
- 6. WORK EXPERIENCE**

III.1. Overview

Areas	1			2			3			4		5			6			
	Personal traits			Achievement motivation			Attitude			Framework conditions		skills and knowledge			work experience			
Dimensions and levels	1	Extraversion	Level 1	1	Achievement motivation	Level 1	1	Innovation orientation	Level 1	1	Framework conditions	1	Readiness to change	Level 1	1	work experience	Level 1	
			Level 2			Level 2			Level 2					Level 2				
			Level 3			Level 3			Level 3					Level 3				
	2	Emotional stability	Level 1										2	Impact and influence	Level 1			
			Level 2												Level 2			
			Level 3												Level 3			
	3	Likeability	Level 1										3	Learning abilities	Level 1			
			Level 2												Level 2			
			Level 3												Level 3			
	4	Consciousness	Level 1										4	Tolerance for stress	Level 1			
			Level 2												Level 2			
			Level 3												Level 3			
	5	Openness	Level 1															
			Level 2															
			Level 3															

PERSONAL TRAITS	
Dimension 1	Extraversion
Definition / general description	Extraversion is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone.
Level 1	You tend to be reserved, self-contained, restful and introverted. You do not necessarily suffer from social anxiety, on the contrary you tend to enjoy loneliness. In spite of your lack of vividness, you are more shy than pessimistic or unhappy. This reserved behaviour gives you the opportunity to observe and to analyse social situations more exactly and deeply than others.
Level 2	You enjoy meeting and communicating with new business partners in most situations. It is easy for you to work with and express your ideas towards other people.
Level 3	You are always agile, active, optimistic, vigorous and sociable. Making new business contacts and activities like marketing and presentation are rather easy and joyful tasks for you.
Motivation:	Communication and self-expression is very important for entrepreneurs regarding marketing and sales activities.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Are you able to find customers for your business without communicating? • How let you other people know that you have a good business idea?

PERSONAL TRAITS	
Dimension 2	Emotional stability
Definition / general description	Emotionally stable people are less reactive to stress than others. They tend to be calm, even tempered, and less likely to feel tense or rattled. Although they are low in negative emotion, they are not necessarily high on positive emotion.
Level 1	You tend to react rather sensitive. You are more often strained and excitable and it is more often difficult for you to keep your psychological balance.
Level 2	You tend to be calm and even tempered in most situations, even under pressure or high workload. It is no big problem for you to control negative or unsuitable emotions.
Level 3	You describe yourself as self confident and calm. You can easily cope also with high pressure and always keep your professional balance even in stressful situations.
Motivation:	Building up a new business can be a very demanding and sometimes stressful situation, so coping with pressure can be crucial for your success.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Does making worries or feeling upset lead to a solution for a business problem? • What do you do to relax yourself in stressful situations?

PERSONAL TRAITS	
Dimension 3	Likeability
Definition / general description	Likeability is the personal trait of evoking empathic or sympathetic feelings in oneself and others. Likeable persons are easy to like, agreeable and nice.
Level 1	You tend to be rather egocentric and mistrusting towards others. You act more competitive than cooperative and have a strong power of self-assertion.
Level 2	You have a strong sense for cooperation and for getting along with other people. It is easy for you to evoke sympathy in others.
Level 3	A main feature of you is your altruism. You look upon others with understanding, sympathy and compassion. You strive to support other people and think that you will also receive support in turn. Your style of work is ruled by confidence, cooperation and softness.
Motivation:	It is nearly impossible to establish a new business without the support of others. They will help you most, if you are ready and willing to support them too.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Is it possible to have sustainable business success without sympathy for others? • There are more competitive and more cooperative people. Who would you give more support?

PERSONAL TRAITS	
Dimension 4	Consciousness
Definition / general description	Consciousness is an alert cognitive state in which people are aware of themselves, their situation and the implications for business life.
Level 1	You act very spontaneously and come up with flexibility and a relaxed attitude. You start your tasks airily and are sometimes unaware, inaccurate and superficial.
Level 2	You are rather self-organized and aware of your tasks and duties. You tend to plan your activities with efficiency in mind.
Level 3	You are very well self-organised. You are careful and plan your tasks very efficiently. Besides your ambitiousness you are always dutiful and reliable.
Motivation:	Reliability and planned self-efficiency are necessary for any kind of business activity.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Starting a new business is a quite complex and detailed task. Are you prepared for this? • What exactly are your objectives for the next three years and how you want to reach them?

PERSONAL TRAITS	
Dimension 5	Openness
Definition / general description	Openness to experience describes a dimension of personality that distinguishes imaginative, creative people from down-to-earth, conventional people. Open people are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more aware of their feelings. They therefore tend to hold unconventional and individualistic beliefs, although their actions may be conforming.
Level 1	You tend to act conventionally with a rather conservative attitude. You prefer the well-known and proven and have a pragmatic, rational attitude.
Level 2	Your sense of new and innovative business activities is quite open, because you like keeping up to date with economic and social change. It is easy for you to develop and adapt new ideas.
Level 3	You have a rich imagination, a good perception of your own positive and negative emotions and are generally interested in your own and public affairs. You describe yourself as inquisitive, intellectual, imaginative and experimenting.
Motivation:	Openness will ease the major change of your life situation caused by learning to be a successful entrepreneur.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Starting a new business means major changes in nearly all areas of your life. Are you ready for these changes? • Societies and markets are constantly changing faster. What does this mean for your present and future life?

ACHIEVEMENT MOTIVATION	
Definition / general description	Achievement motivation is a tendency for reaching and overcoming the standards of excellence, in relation to the feelings of positive emotions in task situations, which are perceived as challenge.
Level 1	You are oriented to a level of performance that is for demonstrating, in particular situations, your competencies not lower than others. You have inclination to avoid failures and to prefer easier tasks to do.
Level 2	You are oriented to a higher level of performance that is for demonstrating, in particular situations, your competencies higher than others. You have inclination to success and performing tasks better than others.
Level 3	You are oriented for achieving mastery that is for development of your competencies and skills to reach higher and better results in future. You have a strong inclination to success and robust internal motivation related to the high need for achievements. You have tendency to act in spite of difficulties and failures. You engage yourself and commit to the undertaken tasks.
Motivation:	For an entrepreneur it is very important to be more oriented to success than to avoidance of failure. The best is the tendency for doing better and better as well as to continuously developing own skills and competencies with the purpose of performing at the mastery level.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Do you learn to get good results or to be the best in future? • Do you mean that failures happen on the way to success or are you afraid of them? • Do you mind to prefer success or to avoid failure?

ATTITUDE	
Dimension 1	Innovation orientation
Definition - General Description	Innovation orientation is the willingness and ability of constantly thinking about and trying out unusual, innovative and unique ways of solving problems
Level 1	You seem to be reluctant to try out unusual and innovative ways to solve problems
Level 2	You seem to be willing and able to try out unusual and innovative ways to solve problems.
Level 3	You seem to be very willing and able to try out unusual and innovative ways to solve problems.
Motivation:	Entrepreneurs constantly face new, unique and unusual problems. Therefore initially, you often have no clue how to solve them. It is very important for entrepreneurs to develop a habit to continually search for innovative ideas to improve their products and services and, to look for new market niches and target groups. In addition, they have to think constantly about innovative ways to solve unforeseen problems.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • When was the last time you thought about improvements to your products, services or, about your consumer market? • When was the last time, you consciously tried out an unusual and innovative way to solve a problem? • What were the main problems? • What could you have done to overcome these problems? • Who could have provided you with better support in order for better results to have been achieved? • What would you improve when trying to solve an unusual problem next time?

FRAMEWORK CONDITIONS	
Definition / general description	The relevant framework consists of external parameters that may affect entrepreneurial activity. This can be on a micro-level the impact of friends and family or at the macro-level the influence of economic, political and social facts and trends.
Motivation:	Studies on entrepreneurship show a certain correlation between the existence of an open atmosphere towards entrepreneurship and the start-up activity.

SKILLS AND KNOWLEDGE	
Dimension 1	Readiness to change
Definition / general description	The ability to recognize accept and adapt o new situations
Level 1	You prefer continuity and stability instead of changing circumstances. You observe new situations very carefully. Studies show that for entrepreneurs it could be too careful.
Level 2	You accept change always, when you consider them as necessary for yourself. You adapt to change it you are completely convinced.
Level 3	You are open to change and adapt yourself easily in new situations. If it convinced for you, you are able to initiate change.
Motivation:	As an entrepreneur you will face new situations which require your adaptation. Be aware that every change is also an opportunity.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • Are you good at getting your ideas across, excellent in meetings and most of all, seen as an effective and assertive communicator who inspires, motivates and gains the attention of your audience? • What were the reasons and consequences?

SKILLS AND KNOWLEDGE	
Dimension 2	Impact and influence
Definition / general description	Personal impact and influence means having the effect on others that you intend, and is influenced by the needs and style of the people you are with and what is appropriate for the situation. Above all, it is about clear and effective communication, where the message that you send is the message that is received.
Level 1	It would be beneficial for you to develop the skills that create personal impact because for an entrepreneur it is very important to have the capacity to inspire and motivate people in order to achieve your goals.
Level 2	You are able to get out confused situation and to convince with diplomacy and creativity.
Level 3	You are able to cause a positive and favourable effect on other people ensuring recognition and a disposition to orienting and guiding behaviours
Motivation:	As an entrepreneur you will face a wide range of situations which require that you are able to communicate what you want to say, to understand what others want and to know how to use this understanding to help you achieve desired results.
Please reflect honestly about the following questions:	Are you good at getting your ideas across, excellent in meetings and most of all, seen as an effective and assertive communicator who inspires, motivates and gains the attention of your audience?

SKILLS AND KNOWLEDGE	
Dimension 3	Learning abilities
Definition / general description	Learning competency is the willingness and the ability to acquire new knowledge and to use that knowledge at work.
Level 1	You seem to be reluctant to acquire new knowledge and to use that knowledge at work.
Level 2	You seem to be willing and able to acquire new knowledge and to use that knowledge at work.
Level 3	You seem to be very willing and very able to acquire new knowledge and to use that knowledge at work.
Motivation:	For an entrepreneur it is very important to look actively for information of one's faults, to acquire missing skills and then, to transfer that knowledge into practice at work.
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • When did you last time consciously try to put your newly acquired knowledge or skills into practice? • Which were the main problems? • What could you have done to improve the use this new knowledge? • Who could have supported you to transfer your new knowledge more efficiently? • What would you improve when trying next time?

SKILLS AND KNOWLEDGE	
Dimension 4	Tolerance for stress
Definition / general description	The ability to maintain your self control under stressful situations (delicate, new, risky, heavy work load and/or lack of time), maintaining an appropriate performance level.
Level 1	It you would be beneficial for you to develop your tolerance for stress systematically because stressful situations appear frequently within entrepreneurship.
Level 2	You have an average ability to control stressful situations. However you could still look for possibilities to manage your stress better and even to benefit from it.
Level 3	You have a good tolerance for stress which is needed within entrepreneurship. Your results under pressure appear to be good and can even increase your effectiveness. Your base for entrepreneurship is good.
Motivation:	<p>Working as an entrepreneur includes various stressful situations and uncertainly. As a matter of fact you never can be fully sure about the consequences of your decisions because there always exists some business risk.</p> <p>Your life as an entrepreneur is sometimes hectic and you have to react continually to different impulses and contacts.</p> <p>Some people have more tolerance for stress. Some are not so ready to work under pressure. One can learn to be more tolerant for stress and develop ones capabilities to work under pressure.</p>
Please reflect honestly about the following questions:	<ul style="list-style-type: none"> • How could you use stress for motivation? • How good are your results when you have a tight schedule? • How can you keep yourself peaceful in stressful situations? • Do you know any methods to control stress?

WORK EXPERIENCE	
Definition / general description	Work experience includes all forms of practical experience whilst working as an employee or as an full- or part-time entrepreneur. It includes also practical experience in non-paid work, e.g. in charity organisations, non-profit-organisations and so on.
Level 1	You seem to have very limited work experience
Level 2	You seem to have a limited but amount of work experience
Level 3	You seem to have a considerable amount of work experience
Motivation:	Entrepreneurship studies show that the success of entrepreneurs depends on previous work experience, especially on industry-specific work experience (practical experience in the industry or field of one`s own start-up. The longer this experience, the more industry-specific, the more intensive, the more positively the start-ps`s business success will be influenced and supported.
Please reflect honestly about the following questions:	<p>Do you really have work experience in the field where you are planning to start a new business or where you already have started your enterprise?</p> <p>How intensive is your work experience (length of practical experience, intensity of your practical experience)?</p> <p>Do you have also experience in working as self-employed person?</p> <p>Do you have industry-specific experience in all relevant fields (e.g. relevant networks, sales skills, market research data, knowledge concerning competitors)?</p> <p>Do you have connections with people which could support you with industry-specific knowledge and skills (as coaches, mentors, consultants, as part of your founder team)?</p>

IV. PROCESS OF CONCEPTIONALIZATION AND OPERATIONALIZATION

The conception of this questionnaire is based on a “framework of ability” - model for entrepreneurs that can change dynamically (e.g. through training, consultation etc.) over time, consisting of

- personal traits
- motivation for start-up/continuance
- entrepreneurial knowledge (explicit and implicit)

as parts of abilities for start-up and/or development of the business. This ability is influenced by social, economic and political framework conditions.

These dimensions of entrepreneurial spirit were set up in a two tier process to twelve scales listed below. These were derived from popular and widely tested psychometric measurements:

- extraversion
- emotional stability
- likeability
- consciousness
- openness
- achievement motivation
- orientation towards innovation
- readiness to change
- impact and influence
- learning abilities
- tolerance to stress
- work experience

The first tier was a two-wave Delphi study with 19 (1st wave) and 15 (2nd wave) practical experts in the field of entrepreneurship (successful entrepreneurs, consultants etc.), two from each participating country. They validated and estimated twice, the importance and relevance of each presented item for a self-assessment questionnaire which measured entrepreneurial spirit in order to, reduce the multitude of - according to the above mentioned conceptual framework - possible relevant scales and items (initially about 160). At the same time they were asked to give feedback concerning the length of the questionnaire and how easily understood, were the items' wording for the task group of 17 to 25 year olds. The length of the questionnaire was reduced by a statistical stop criterion (mean minus dispersion smaller than or equal to the centre of the importance/relevance scale) and the wording of the items was altered according to frequent answers of the experts.

In the second tier about 600 participants of the task group, 100 from each participating country, completed the questionnaire (of 88 items) as a pre-test, combined with, three items measuring self-estimated and peer-estimated ability as a validity criterion. Reliability analysis of the scales led to the final form of the questionnaire, consisting of 73 items.

V. RELIABILITY, VALIDITY AND NORMALIZATION

In the final stage of construction, the assessment tool was completed by 1347 participants of the target group in the various participating countries. The scale score of a participant is calculated by the sum of the item scores within that scale. Normalization was conducted by the calculation of three percent ranges according to the above mentioned three feedback levels, so that a third of the sample represents one level (see following table). Reliability analysis led to the following scores of Cronbach's Alpha:

assessment area	Scale	item no.	alpha	level 1	level 2	level 3
personal traits	emotional stability	2.1	.52	1-14	15-17	18-25
		2.2				
		2.3				
		2.4				
		2.5				
	Extraversion	2.6	.6	1-14	15-18	19-25
		2.7				
		2.8				
		2.9				
		2.10				
	Openness	2.11	.81	1-15	13-16	17-20
		2.12				
		2.13				
		2.14				
	Likeability	2.15	.59	1-11	12-15	16-20
		2.16				
		2.17				
		2.18				
	Consciousness	2.19	.75	1-10	11-12	13-15
		2.20				
		2.21				
motivation	achievement motivation	3.1	.58	1-15	16-18	19-20
		3.2				
		3.3				
		3.4				
		3.5				
attitude	orientation towards innovation	4.1	.75	1-19	20-23	24-30
		4.2				
		4.3				
		4.4				
		4.5				
		4.6				

attitude	business ethics	4.7	.57	1-12	13-15	16-20
		4.8				
		4.9				
		4.10				
skills and knowledge	application to change	6.1	.84	1-6	7-8	9-10
		6.2				
	learning competence	6.3	.73	1-13	14-16	17-20
		6.4				
		6.5				
		6.9				
	impact and influence	6.10	.7	1-12	13-15	16-20
		6.11				
		6.12				
		6.14				
	tolerance for stress	6.10	.81	1-12	13-16	17-20
		6.11				
		6.12				
		6.13				
	work experience	7.1	.96	1-33	34-44	45
		7.2				
		7.3				
		7.4				
		7.5				
		7.6				
7.7						
7.8						
7.9						

Validity was analysed in two ways. The first was done through peer review by the experts in the Delphi study. This validated the scales and items as relevant to entrepreneurial spirit by their business experience and expertise.

The second approach consists of three items that were used to specify an external validity criterion for entrepreneurial spirit. This criterion assumes

1. Self esteem of entrepreneurial efficiency
2. Behavioural examples of entrepreneurial efficiency
3. Social esteem of entrepreneurial efficiency

Pearson-correlation of self esteem of entrepreneurial efficiency and social esteem of entrepreneurial efficiency is 0.39. From these two measurements, a mean correlation was calculated and analysed as a criterion in a stepwise regression analysis with the above mentioned scales as predictors. The result of this calculation is a multiple R of 0.44.

VI. HOW TO USE THE ONLINE-TEST AND CERTIFICATE

FOR PUPILS AND STUDENTS

The Project on Entrepreneurship is a tool which informs potential entrepreneurs and, especially those between the ages of 17 to 25, about their performance of relevant “soft skills” entrepreneur abilities.

This tool consists of a questionnaire of relevant “soft skills” and measures them. These “soft skills” are – Personal Data, Personal Traits, Achievement Motivation, Attitude, Skills and Knowledge and Framework Conditions.

To be able to carry out the questionnaire and self-assessment, the user will have to log in and register themselves with the permission of their organisation which will allow them to undertake the test.

On completion of the self-assessment, the user will receive information about his individual abilities with regards to entrepreneurship. He/she will then will able to compare on two levels. The comparison for the user will be an average score gained from the pre-testing carried out by the partners through the preparation life of the project.

The personal assessment will allow the individual to draw up a personal benchmark which will indicate their own strengths and weaknesses. This will then be compared to the average potential score amassed through the research and testing carried out by the partners in the testing stage.

When undertaking the test, the user should take the following points into consideration prior to and when undertaking the test:

- (1) Complete the questionnaire answering each question with what you feel is your instinctive answer. In addition, complete it honestly. The only person you would be cheating is yourself.
- (2) There is no right answer. But, if you want a reliable feedback and comparison, answer the questions with what you feel is your honest, instinctive answer to the questions.
- (3) Make sure you understand the questions and the areas of questioning. This is vital if you want reliable comparison with the data. If you do not understand an area of questioning, refer to the definitions attached.

On completion of the questionnaire, a certificate, including the test results, will be sent on-line to the user.

At the end of the test, and knowing your test results, there is a guide you can refer to which will provide the potential entrepreneur with links to possible training and learning to improve their weaknesses.

Areas of Testing – Explanations

Personal Data

In this section of the test, you will input your own information about yourself – Gender, age, country of origin, where you are completing the test, your current employment status, what you want to achieve at college/university and have you considered being an entrepreneur.

Personal Traits

In this section, the test is attempting to get a picture of you as an individual and how you see yourself. It consists of 21 questions where you are describing yourself and how you interact with others. It will test you on – your ability to change and how you react to change, your reactions to other people and how you see yourself carrying out tasks.

Achievement Motivation

In this section, it tests you on how you see yourself and work. It also tests you on how where you see your future and how you achieve it. The total number of questions in this section is 5.

Attitude

This section examines how you approach situations with regard to business. The total number of questions in this section is 10.

Framework conditions

This is a short section consisting of 4 questions examining you and your families approach to self-employment. In addition, it will ask you about the economic climate of your proposed business.

Skills and Knowledge

This section consists of 13 questions examining you as a person. It will also take into account areas such as financial planning, motivation, teamwork and decision making.

Work Experiences

This section consists of a total of 9 questions and, these are only answered if you have actually professional experiences.

FOR TEACHERS / TRAINERS / HUMAN RESSOURCE MANAGERS / TRAINING CENTERS

The ICT tool is an on-line tool which informs persons interested in becoming self-employed, especially those in the age bracket of 17 to 25, about their entrepreneurial abilities and abilities.

It is an on-line test which can be used as self-assessment tool by individuals as well as to support teaching, coaching and (career) consulting.

The test enables individuals as well as

- Teachers
- Human Resource Managers
- Personnel Development Coaches
- Trainers
- Career Consultants

to analyse the entrepreneurial abilities, motivation and skills of individuals. The online-test is designed for individuals between 17 and 25, although, it can also be used by older persons as well.

The user receives detailed information about personal traits, motivation, abilities, skills and framework conditions on two different levels. These levels indicate whether the participant is below or above the average user.

How to get access to the test and how to administer the test:

To be able to carry out the questionnaire and self-assessment, the users will have to log in and register themselves.

On completion of the self-assessment, the user will receive online-feedback about his individual entrepreneurial abilities. He/she will then will able to compare on two

levels. The user will be compared with an average scores gained from an international pre-testing carried out by the project partners whilst preparing the online-questionnaire. i.e. the user will obtain feedback whether he/she is above or below the average drawn from the pre-test.

All potential users of this test should be advised to take the following points into consideration prior to and when carrying out the test:

- (1) Complete the questionnaire answering each question with what you feel is your first, instinctive answer. Don't reflect too long before filling in your answer.
- (2) You should complete the test honestly. The only person you would be cheating is yourself!
- (3) There is no "right" answer to the questions. But a prerequisite for reliable feedback for you is that, you answer the questions honest and instinctive.

Additionally teachers, trainers and consultants using this test should take into consideration:

- (1) Make sure your students/clients/participants understand the questions. This is vital if you want a reliable comparison with the data. If they do not understand an area of questioning, refer to the definitions attached.
- (2) Make sure that your students/clients/participants are not interrupted whilst carrying out the test.
- (3) Make sure that they know that the test is anonymous and
- (4) Make sure that they understand that the aim of this test is personal feedback about strengths and weaknesses focussing on entrepreneurial activities. It is not a psychological intelligence test. Its aim is the development of relevant abilities.

On completion of the questionnaire, a certificate, including the test results, will be sent on-line to the user.

What to do after the test?:

Through using this online tool the individuals' awareness of strengths and weaknesses concerning a potential activity as entrepreneur (founder of a start-up or business development) as well as intrapreneur (entrepreneurial behaviour and activities within an organization) can be raised. This can be the basis for a personal further education training plan. **This personal, tailor-made competency development plan** can include activities such as:

- Participation in courses, seminars and trainings
- Short or long-term stages and work experience in enterprises
- Working with a coach or mentor to share and reflect experiences
- Reading specialised literature, books, magazines
- Browsing the internet to seek information to some questions
- Participating in a learning group to share and reflect experiences or to learn together towards one common goal (e.g. preparation for an examination)
- Individual work with a personal coach

This individual development plan includes

- What are my most important personal strengths and weaknesses (focussed on a potential entrepreneurial activity)?
- Which personal strengths shall be increased?
- Which weaknesses shall be reduced?
- Considering the broad range of measures possible to develop one's abilities: which one is most appropriate for targeting a specific ability, competency, strength/weakness?

- Which training or consulting offers are available? Conditions (participation fee, costs for accommodation, travel expenses, training time, time needed for preparation and so on)?
- Which one will be chosen?
- When will I participate?

Such individual development can be explained and handed out to participants. Of course, the effect is markedly increased if this is combined with the offer of personal and career coaching. Therefore, the test can be the basis of a career coaching, and the individual competency development plan can be used to summarize the coaching session(s) and to transfer the results in practical individual action.

DIFFERENTIAL ANALYSIS

ECENT test arrangement additionally provides the option to assess and evaluate quality and efficiency of Entrepreneurship Education Measures (EEM) beyond the opportunity of carrying out an individual and personal self-test.

This test claims to acquire and assess significant elements of entrepreneurial qualification, particularly those referring to entrepreneurial-relevant criteria of personality traits, performance motivation, mindsets and core questions on theoretical and practical approaches to entrepreneurial behaviors.

As far as measures, offers, courses, training courses or focal points regarding content at schools, universities of applied sciences, universities, courses etc. do not only claim to impart cognitive knowledge on business administration, entrepreneurship education, accountancy, marketing etc. but also claim to develop, foster and support entrepreneurial behavior, "ECENT" is a powerful tool to evaluate changes having been caused by Entrepreneurship Education Measures.

Examples of usage

A university course offers the subject "Entrepreneurship Education" as focal point. Students can make the self-test collectively prior to the beginning of teaching activities and classes.

They will get their own assessment – which is only made available to the students themselves in this form.

Teachers and the teaching institution itself will get collective and data-protected evaluation of the group including means, variances, distribution shapes etc.

This procedure will be repeated after finishing the Entrepreneurship Education Measure (one or two years later).

A change in mean (in connection with detailed evaluations of variances, distribution shapes etc.) provides information on changes referring not only to the acquisition of cognitive knowledge but also to entrepreneurial-relevant personality traits.

Possible forms of evaluation

Results may allow conclusions in several aspects.

A) Referring to the intervention itself

Depending on the fact that changes to higher levels, no changes at all or even changes to lower levels are ascertained, fundamental approaches of Entrepreneurship Education Measure (EEM) can (are to) be reflected and, if necessary, adapted.

It can particularly be assumed that the relation between cognitive input and influence on behavioral and attitudinal characteristics could be reflected, adapted and optimized referring to the implementation of the intervention.

B) Comparison with other approaches of Entrepreneurship Education

The course of the multiple usage of this differential analysis tool in several different contexts will result in databases which enable affectivity comparisons of Entrepreneurship Education Measures regarding effects on personality traits, attitudes and mindsets.

These further results offer the possibility to optimize investments in EEM in terms of their affectivity, thus contributing to positive effects on the efficiency of education-political developments in the area of Entrepreneurship Education.

C) Reference data and transnational benchmarks

By using these tools Europe-wide the efficiency of different Entrepreneurship Education Measures can furthermore be compared with each other in different cultural and national contexts. This can be a valuable addition to inquiries of entrepreneurial affinity (Global Entrepreneurship Monitor etc.).

VII. USEFUL LINKS

AUSTRIA

A. Links und Portale

Die **Wirtschaftskammern** und ihre **Gründerservice-Stellen** sind für Gründungsinteressenten die wichtigsten Ansprechpartner. Wichtige Informationen können auch über das WK-Internetportal für Gründer abgerufen werden. Es besteht auch die Möglichkeit, gratis einen Business-Planer (Plan4you easy) downzuloaden. Weiters gibt es Seminarprogramme für Gründungsinteressenten (**WK-Gründerakademie**) sowie die **Jungunternehmerakademie** der **Wirtschaftsförderungsinstitute** (WIFI), Leitfäden zur Unternehmensgründung und Beratung.

<http://www.wko.at>

Junge Wirtschaft

<http://www.jungewirtschaft.at>

Die Junge Wirtschaft ist das Netzwerk für Jungunternehmer, um Kontakte zu knüpfen. Hier findet man Gleichgesinnte aber auch Kunden, Lieferanten und Kooperationspartner. Das Gründer-Service der Wirtschaftskammern bietet Unternehmensgründern, Betriebsnachfolgern und Franchise-Nehmern professionelle Unterstützung beim Start ins Unternehmertum

i2b - Ideas to Business Businessplan-Wettbewerb



Gründungsinteressierte, die glauben, über eine gute und vor allem innovative Idee Geschäftsidee zu verfügen und diese eventuell auch in die Tat umsetzen wollen, können dies beim Business-Plan-Wettbewerb von i2b ausprobieren. Hier können in drei Stufen, beginnend bei der ersten groben Geschäftsidee bis zum ausgearbeiteten Gründungsplan, Businesspläne eingereicht werden. Sie erhalten Feedback durch Experten, die besten Businesspläne werden prämiert. Ein Handbuch zur Vorbereitung von Business-Plänen ist als download erhältlich.

First Tuesday Austria

<http://www.firsttuesday.at/>

Bei den First Tuesday Veranstaltungen treffen sich Gründer, Investoren und Dienstleister aus dem E-Business, um Kontakte zu knüpfen. Networking ist TOP bei First Tuesday: Kontakte aufbauen, Kontakte pflegen, mit vielen verschiedenen Gesprächspartnern Ideen und Business-Karten austauschen.

BMWA Das Gründungsservice des Bundesministeriums für Wirtschaft und Arbeit:

<http://www.bmwa.gv.at/BMWA/default.htm>

Das BMWA informiert kostenlos über Gewerberecht, Genehmigungen und Förderungen, kurz über alle Schritte und Voraussetzungen bei der Unternehmensgründung und vermitteln Kontakte zu den Experten der entscheidenden Stellen. Das Service "Unternehmensgründung" im Bundesministerium für Wirtschaft und Arbeit ist eine Informations- und Vermittlungsagentur. Gleichzeitig ist es eine Drehscheibe zu einer Reihe von externen Einrichtungen wie Wirtschaftskammer, Sozialversicherungsanstalt oder zur Austria Wirtschaftsservice GmbH.

TIG Technologie Impulse Gesellschaft

<http://www.tig.or.at>

Die Technologie Impulse Gesellschaft (TIG) ist eine privatwirtschaftlich organisierte Forschungs- und Technologie-Förderungsgesellschaft im Eigentum des Bundes. Sie entwickelt und betreut Programme und Projekte zur Intensivierung der Kooperation zwischen Unternehmen und Universitäten, Forschungsinstituten und Fachhochschulen, Technologie- und Gründerzentren sowie zur Steigerung innovativer Firmengründungen.

Austrian Wirtschaftsservice GmbH

<http://www.awsg.at/>

Die Austria Wirtschaftsservice Gesellschaft mit beschränkter Haftung gibt es seit 1. Oktober 2002. Sie ist entstanden durch die Verschmelzung der Finanzierungsgarantie-Gesellschaft mit beschränkter Haftung (FGG) mit der BÜRGES Förderungsbank Gesellschaft m.b.H. (Bürges).

B. Tipps für Literatur und Praxisleitfäden zur Gründung

Leitfäden zur Unternehmensgründung sind über die Wirtschaftskammern www.wkoe.at erhältlich.

Das Handbuch zum Businessplanwettbewerb von i2b und GO (Gründeroffensive) ist unter www.i2b.at erhältlich.

Gründungsleitfäden sind auch bei den meisten Banken erhältlich.

Kailer, N./Weiß, G.: Gründungsmanagement kompakt. Von der Idee zum Businessplan. Linde. Wien 2007.

GERMANY

A. Links und Portale

www.existenzgruender.de

Existenzgründungsportal des Bundesministerium für Wirtschaft und Technologie

www.dgfev.de

Das DGF ist das bundesweite Kompetenznetzwerk von Expertinnen im Themenfeld Existenzgründung von Frauen.

www.foerderdatenbank.de

Mit der Förderdatenbank des Bundes im Internet gibt die Bundesregierung einen vollständigen und aktuellen Überblick über die Förderprogramme des Bundes, der Länder und der Europäischen Union.

www.juniorprojekt.de

Wirtschaft ist ein spannendes Thema, für das sich immer mehr Schülerinnen und Schüler interessieren. Wer frühzeitig lernt, was sich hinter Begriffen wie Bilanz, Gewinn oder Marketing verbirgt, weiß schneller, worauf es in der Wirtschaft ankommt. Wirtschaftliche Zusammenhänge verständlich zu machen, ist somit auch eine wichtige Zukunftsaufgabe. Das Schulprojekt JUNIOR bringt jungen Menschen dieses Grundwissen näher.

www.liquide.de

Liquide bietet Informationen zu Bildungsanbietern in ganz Deutschland.

www.wis.ihk.de

19079 Seminare, sämtliche IHK-Prüfungen und Weiterbildungsprofile, Trainerübersicht und generelle Weiterbildungsinformationen

www.kfw-beraterboerse.de

Kleine und mittelständische Unternehmen haben oft Probleme, einen qualifizierten Unternehmensberater zu finden, der zu Ihrem Unternehmen und Ihrer Fragestellung paßt. Dieses Problem löst die Beraterbörse der KfW Mittelstandsbank, die in Zusammenarbeit mit dem Bundesministerium für Wirtschaft und Technologie entwickelt wurde.

www.nexxt-franchiseboerse.org

Als Franchise-Geber möchten Sie Ihr Franchise-System in der Franchisebörse des nexxt-Portals anbieten oder Sie möchten sich als Franchise-Nehmer selbständig machen und suchen ein Franchise-System.

B. Tipps für Literatur und Praxisleitfäden zur Gründung

www.existenzgruender.de/downloadcenter/

Das Downloadcenter des BMWi-Existenzgründungsportals

Bombita, Ralf / Köstler, Bernhard / Steindl, Hermann: Steuerwissen für Existenzgründer, 2004, EUR 13,00.

Bundesministerium für Wirtschaft und Arbeit (Tel. 01888 615-4171): Softwarepaket 7.0 für Gründer und junge Unternehmen, Bonn 2004, kostenlos.

Bundesministerium für Wirtschaft und Arbeit (Tel. 01888 615-4171): Starthilfe. Der erfolgreiche Weg in die Selbständigkeit, Bonn 2004, kostenlos.

Cremer, Udo: BWL für Einsteiger, Aufsteiger und Existenzgründer, 2002, EUR 15,90.

Deutscher Industrie- und Handelskammertag (DIHK) (Tel. 0228 4222-433): Existenzgründungs-Ratgeber, Schritt für Schritt zum eigenen Unternehmen, Berlin 2004, EUR 16,00.

Deutscher Sparkassenverlag (Hrsg.): Checkliste für Existenzgründer. Eine Planungshilfe zur Unternehmensgründung, Stuttgart 2002, gegen Schutzgebühr.

Deutscher Sparkassenverlag (Hrsg.): Selbständig und erfolgreich sein. Ein Leitfaden für Existenzgründer, Stuttgart 2002, gegen Schutzgebühr.

Günter, Mario: Existenzgründung mit eBay, 2004, EUR 14,95.

Maikranz, Frank: Das Existenzgründungs-Kompendium; Die wichtigsten Regeln auf dem Weg in die Selbständigkeit, Berlin 2002, EUR 39,95.

Nussbaum Cordula / Grudde, Hauße: Die 100 häufigsten Fallen nach der Existenzgründung (mit CD-Rom), 2004, EUR 26,90.

Wittmann, Robert G.: Unternehmensstrategie und Businessplan, 2004, EUR 10,00.

FINLAND

A. INTERNET-SIVUT

Alla on joukko linkkejä, joista on hyötyä yrityksen perustamista suunnittelevalle. Yrittäjäksi aikovan kannattaa olla yhteydessä myös alueensa elinkeinoviranomaisiin ja yritystoimintaa ja sen käynnistämistä tukeviin organisaatioihin.

www.savonia.fi

Savonia-ammattikorkeakoulun sivusto. Ammattikorkeakoululla on yrittäjyyteen liittyvää koulutusta mm. liiketalouden alalla. Yrittäjäkoulutusta voi hankkia osana tutkinto-opiskelua, avoimen ammattikorkeakoulun opiskelijana tai erityisillä yrityskursseilla. Kuopiossa ja Varkaudessa toimii opiskelijoiden perustamat yritykset, joissa voi työskennellä osana opintoja.

www.innosuomi.fi

Innosuomi edistää käytännönläheisesti ja jatkuvasti uudistuen luovuutta, osaamista, yrittäjyyttä ja yhteistyötä Suomessa.

www.yrittajat.fi

Suomen Yrittäjät – järjestön sivusto. Sisältää tietoa järjestöstä ja sen palveluista, yrittäjän asemasta sekä yritystoiminnasta.

www.ytj.fi

Patentti- ja rekisterihallinnon sekä Verohallinnon yhteinen tietojärjestelmä.

www.yritysosas.com

Koko Suomen kattava valtakunnallinen yrityshakupalvelu, jossa on sekä älykäs yrityshaku että aihealueittain jaoteltu yrityshakemisto.

www.sbb.fi

SBB- Solutions for Business and Brains Oy:n sivusto. Sisältää tietoa taloushallinnon ohjelmista.

www.prh.fi

Patentti- ja rekisterihallituksen sivusto. Sisältää tietoa yrityksen perustamiseen liittyvistä ilmoituksista ja lomakkeista.

www.vero.fi

Verottajan sivusto. Sisältää tietoa yrittämiseen liittyvistä veroasioista ja ilmoituksista.

www.uusyrittajakeskus.fi

Uusyrittajakeskusten sivusto. Sisältää tietoa niiden palveluista ja toiminnasta.

www.yrityshautomo.com

Länsi-Uudenmaan Yrityshautomon sivusto. Sisältää tietoa yrityshautomon palveluista ja toiminnasta.

www.yrittajanetera.fi

Työeläkevakuutusyhtiö Eteran sivusto. Sisältää tietoa vakuutusten lisäksi yrityksen perustamisesta ja kehittämisestä.

www.te-keskus.fi

Työvoima- ja elinkeinokeskusten sivusto. Sisältää tietoa niiden palveluista ja toiminnasta.

www.keskuskauppakamari.fi

Keskuskauppakamarin sivusto. Sisältää tietoa kauppakarien palveluista ja toiminnasta.

www.opintoluotsi.fi/Yrittäjyys/

Opetusministeriön sivusto. Sisältää tietoa yrittäjyydestä.

B. KIRJAT

Yrityksen perustajan opas- Silta yrittäjyyteen (Edita 2006 Helsinki)

Monipuolinen opas yrityksen perustajalle.

Yrityksen perustajan opas, Keskuskauppakamari 2007

Konkreettisia ja käytännönläheisiä ohjeita yrityksen perustajalle

POLAND

A. Linki i portale

http://www.nbportal.pl/pl/np/klub_przedsiębiorczosci

Analiza rynku - ustalenia luki rynkowej

Zarejestrowanie działalności gospodarczej

Biznes plan

<http://www.tenjaras.webpark.pl/przedsiębiorczosc.html>

Ogólnie o przedsiębiorczości.

Czy jesteś przedsiębiorczy

Jakie są cechy człowieka sukcesu?

Czym jest kreatywność?

Niektóre przeszkody wykorzystania inwencji

<http://www.fep.lodz.pl/>

Fundacja Edukacyjna Przedsiębiorczości

Działalność Fundacji Edukacyjnej Przedsiębiorczości

Fundacja Edukacyjna Przedsiębiorczości od 15 lat wspiera sektor edukacji poprzez realizację programów stypendialnych dla najlepszych studentów, sponsorowanie wydawnictw, organizowanie i wspieranie konferencji i konkursów, wspieranie akredytacji programów i uczelni, propagowanie aktywnych metod nauczania oraz inne inicjatywy na rzecz poprawy dostępności i jakości kształcenia polskiej młodzieży.

Celem programów realizowanych przez Fundację jest wyrównywanie szans edukacyjnych młodych Polaków w kraju i w skali międzynarodowej. Zorientowane są one na zwiększenie dostępności studiów dla młodzieży pochodzącej ze wsi i małych miast oraz zapewnienie polskim studentom porównywalnego poziomu wykształcenia, tak aby mogli oni skutecznie konkurować na międzynarodowym rynku pracy.

Od 1996 roku działalność Fundacji jest finansowana wyłącznie przez stronę amerykańską: do 2000 roku tylko przez Polsko-Amerykański Fundusz Przedsiębiorczości, zaś od 2001 roku przez Polsko-Amerykańską Fundację Wolności.

<http://www.parp.gov.pl/>

Polska Agencja Rozwoju Przedsiębiorczości (PARP) jest agencją rządową podlegającą Ministrowi właściwemu ds. gospodarki. Powstała na mocy ustawy z 9 listopada 2000 roku o utworzeniu Polskiej Agencji Rozwoju Przedsiębiorczości. Zadaniem Agencji jest zarządzanie funduszami pochodzącymi z budżetu państwa i Unii Europejskiej, przeznaczonymi na wspieranie przedsiębiorczości i rozwój

zasobów ludzkich, ze szczególnym uwzględnieniem potrzeb małych i średnich przedsiębiorstw.

Celem działania Agencji jest realizacja programów rozwoju gospodarki, zwłaszcza w zakresie wspierania rozwoju małych i średnich przedsiębiorstw, eksportu, rozwoju regionalnego, wykorzystania nowych technik i technologii, tworzenia nowych miejsc pracy, rozwoju zasobów ludzkich oraz przeciwdziałania bezrobociu.

B. LITERATURA

Cieślik J., 2007, Przedsiębiorczość dla ambitnych, Wyd. WAIP.

Rachwał T., 2005, Podstawy przedsiębiorczości. Słownik, Nowa Era.

Korba J., Biernacka M., Smutek Z., 2005, Podstawy przedsiębiorczości. Podręcznik dla liceum ogólnokształcącego, liceum profilowanego i technikum, Operon.

Stańda B., Wierzbowska B., 2005, Bądź przedsiębiorczy Podręcznik szkoły ponadgimnazjalne, PWN Wydawnictwo Szkolne.

Sobiecki R., 2005, Podstawy przedsiębiorczości w pytaniach i odpowiedziach. Podręcznik, Difin.

Nowel E., 2004, Procesy komunikacyjne Zeszyt ćwiczeń, Program PARTNER. Wydawnictwo pedagogiczne znp.

Stańda B., Wierzbowska B., 2002, Testy dla Ciebie. Przedsiębiorczość. PWN Wydawnictwo Szkolne

Stańda B., Wierzbowska B., 2002, Przedsiębiorczość Podręcznik, PWN Wydawnictwo Szkolne

Stańda B., Wierzbowska B., 2002, Przedsiębiorczość Program nauczania, PWN Wydawnictwo Szkolne

Mikina A., Sienna M., 2002, Przedsiębiorczość - klucz do sukcesu. Podstawy przedsiębiorczości dla Liceum Ogólnokształcącego, Liceum Profilowanego i Technikum, Rea

SPAIN

A: Websites:

www.emprendedorxxi.es

www.barcelonanetactiva.com

www.aijec.es

www.creaciondempresas.com

www.ceei.es/qce/

B: Books:

FERNÁNDEZ ESQUINAS, MANUEL I RUÍZ RUÍZ, JORGE. *Los jóvenes y la creación de empresas: actitudes y comportamientos emprendedores en la juventud andaluza*. Madrid: Consejo Superior de Investigaciones Científicas, 2006. 355 p. ISBN 84-00-08425-X.

DIRUBE MAÑUECO, JOSÉ LUIS. *Quiero ser empresario!: doce entrevistas para conocer las competencias clave*. Madrid: Ediciones Díaz de Santos, 2006. 244 p. ISBN 84-7978-795-3.

Jorge Moreno, Justo de [ET. AL.]. *Emprendedores y espíritu empresarial en España: en los albores del siglo XXI*. Madrid. Marcial Pons, Ediciones Jurídicas y Sociales, S.A. , 2004. 224 p. ISBN 84-9768-129-0.

Informe ejecutivo GEM España 2005 [En línea]. [Madrid]: The Global Entrepreneurship Monitor, [2006]. [Fecha de consulta: 26/02/2007]. Disponible en: <http://www.ie.edu/gem/documentos/informes_nacionales/informeGEM05.pdf>

MATEO CAMPOY, DANIEL. *Gestión emprendedora: estrategias y habilidades para el emprendedor actual*. Vigo: Ideaspropias Editorial, 2006. 208 p. ISBN 84-9839-007-9.

Boletín de Estudios Económicos. Vol, LXI Diciembre 2006 Núm. 189. Dossier: EMPRENDEDORES. Universidad de Deusto.

RAHE, M., MORALES, C. Emprendedores y emprendedoras en España. Competencias

para el éxito. Revista Dirigir Personas. N 43 Marzo 2007.

SWITZERLAND

A: Liens utiles pour la Suisse

Faits et chiffres sur l'entrepreneuriat en Suisse: www.kmu.unisg.ch

Guichet en ligne pour la création d'entreprise: www.pmeinfo.ch

Formation pour entrepreneurs et managers: www.venturelab.ch

Accompagnement Genilem: www.genilem.ch

Développement économique Suisse Occidentale: www.dews.ch

Initiative Start-up de la Commission pour la Technology et l'Innovation:
www.ktistartup.ch

Association Suisse des Parcs Scientifiques et Incubateurs: www.swissparks.ch

Aide à la création du business plan: www.credit-suisse.ch, www.ubs.ch

Index central des raisons de commerce: www.zefix.admin.ch

Centre patronal: www.centrepatronal.ch

B: Livres

Apprendre à entreprendre par Alain Fayolle, 2004.

L'art de se lancer: Le guide tout terrain pour tout entrepreneur par Guy Kawasaki, 2006.

Concevoir et lancer un projet: de l'idée au succès par Raphaël cohen, 2006.

Le monde est à nous: tour du monde des nouvelles idées de business par Laurent Edel et Chine Lanzmann, 2004

Gagner sa vie en se faisant plaisir par Laurent Edel et Chine Lanzmann, 2007.

Créer sa boîte pour les nuls par Laurence de Percin, 2007.

SCOTLAND

A: Websites:

www.dundeecollege.ac.uk

www.careers-scotland.org.uk

www.getintobusiness.careers-scotland.org.uk

www.bgateway.com

www.abertay.ac.uk

www.dundee.ac.uk

www.scottishenterprise.com

www.dundeeandanguschamber.co.uk

www.scottishchambers.org.uk

www.btheboss.org

www.sfe.org

www.sfe.org

www.talentscotland.com

www.visitscotland.co.uk

www.womenahead.com

www.busybees.co.uk

www.businessmentoringScotland.com

www.sie.ed.ac.uk



Leonardo da Vinci

This project has been funded with support from the European Commission. This publication „User guide“ 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.

**Your Future -
Your PROFIT**
ECENT

European Certificate in Entrepreneurship
Using information technology to enhance business development



www.ecent.org



Education and Culture

Leonardo da Vinci

This project has been funded
with support from the European Commission

AGREEMENT n° 2005 -A/05/B/F/PP-158.222