

CASE - Career Assistance & Spirit of Enterprise

Grundtvig Learning Partnership 2013 - 2015



THE AUSTRIAN REPORT and TRANSNATIONAL NOTES



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Introduction: Entrepreneurship as a topic for students in Austria

Entrepreneurship, in the sense of founding spin-offs, has a long tradition in the Anglo-Saxon regions at the technical and economical universities in the fields of research, teaching and „application“. As an example MIT and Cambridge became over the last 50 years a birthplace and incubator for thousands of companies. Studies show that foundations by graduates are above-average successful and growth-orientated.

In Austria the Economical University established in 2011 the department of Entrepreneurship und Innovation as well as the university based founder service INITS. Rector Christoph Badelt states: „The implementation of scientific knowledge is an important form of the praxis function of an entrepreneurial university. It's the transfer of excellent research and teaching to selected innovative projects that counts.“ In the frame of the university law 2002 the main idea of an “entrepreneurial university” gets in the focus. Already 2005 pilot projects based on research results of the Economical University lead to the first foundations of enterprises.

Incubators

The 2011 established Aplus Centres for founders have been specifically created as service centres. They support innovative graduated entrepreneurs in implementing their business idea in a growth-orientated enterprise. They bundle measures and allow a high level of supervision following the immediate need of the knowledge based foundation and the respective stage of development (e.g. consultancy, infrastructure, networks for marketing, financing and funding, process support for 1,5 years). In a concerted action with the provinces the BMVIT supports nationwide eight such service centres: accent NÖ, BCCS Salzburg, build! Kärnten, CAST Tirol, INITS Wien, Science Park Graz, tech2b OÖ und ZATLeoben. Shareholders and partners of these centres are nearly all universities and universities of applied sciences, research entities and funding agencies in Austria. A growing number of University graduates and University of applied sciences graduates in Austria found their own company. According to the main funding agency in Austria – the FFG – 367 new companies with 1.800 work places - partly research intense and fulltime - have been generated over the last 10 years. Uni:invent did make an important contribution to the patent exploitation at the universities. Its stimulation still makes an impact to date. Through uni:invent it got possible to establish patent structures and patent exploitation structures at the universities. In order to increase the sustainability of these structures the universities integrated in their service agreement from 2010 to 2012 the elaboration of trademark rights strategies and exploitation strategies. The young experts initiative in the basic programs is a further approach to support the interconnection of economy and technology in the tertiary education. Young researchers (graduates, doctoral students, Bachelors, Masters, Junior Researchers and Post Docs) receive support up to 50% in a KMU-project.

To cover the remaining costs a mix of grants and loans is available. An important aim is, that the expertise of young researchers leads to a distinct additional benefit for the KMUs regarding the set-up and further development of Research & Development activities.

With the Phoenix-price for university foundations in three categories the Ministry of Science did set an important signal for the significance of Spin-offs. This price got granted the first time in the year 2012 and bases on the great success it will be further granted in the future.

The figures and facts are derived from: the monitoring to optimise the founding events, ed.

Council for Research and Technology development, author Dr. Constanze Stockhammer, Vienna, October 2012.

The efforts to support new foundations of enterprises seem to increase. For example the Chamber of Commerce in Tyrol organised a foundation fair at the 17th of April 2015 in their rooms as an excellent chance for potential entrepreneurs to benefit from work shops and seminars performed by notable experts. Coaching and information stands gave directly useful tips. A famous sports manager was the key



note speaker on the topic “In excess of the critical point – traces of success”. The other topics of the seminars and workshops including business administration, law and innovation and focal points out of the branches trade, craft, tourism, information and consulting. Stands conducted by future partners like the social insurance, the group of management consultants, the tax office, the labour market service, the educational centre of the chamber of commerce and representatives of the regional authorities gave important insights in the future duties and possibilities as an entrepreneur.

The wellknown European Forum at Alpbach in August also offers this year for the first time a “Summer School on Entrepreneurship” for a week with the target group of post docs, PHD-students and scientists in the fields of Technique, Mathematics and Natural Sciences in co-operation with the Centre of Entrepreneurial Learning of the Cambridge Judge Business School (www.alpbach.org/netpreneurship/). The idea is supported by a famous Austrian physicist and entrepreneur, working in Cambridge, who appears also as risk capital donator and founder of the “International Entrepreneurship Centre Tyrol Hermann Hauser “. In this centre he is accompanying startups with capital and know how as their business angel.

A group of other well established entrepreneurs (Tiroler Adler Runde) run a startup fond of 520.000 Euros. These influential persons conducted a work shop in April 2015 in Tyrol called “Startup Live”, where 9 teams could present their business ideas and got feedback from these experienced investors. The ones with the best idea got the chance to present their business idea again in front of international investors during the “Pioneers Festival” in Vienna.

Since 1998 in Germany the Ministry of Economy and Technology is supporting university related founding activities through its program EXIST – “setting up business based on science”. Since then great importance is attributed to EXIST in disseminating the spirit of entrepreneurship in the German academic environment. In the last 15 years EXIST financially supported around 1.600 foundations and approximately 120 universities. They contributed to the establishment of a culture of founding at scientific institutions, but the implementation of this approach in a concrete concept of university development and co-operation with professional extern incubation structures are still missing. The boundary conditions of founding enterprises decreased caused by the economic and financial crisis in the last years. The lack of sufficient and attractive funding is a problem primarily for the early phase of the new enterprise and for capital intensive product development out of new research results.

As effective activities to face these challenge for the start-up centres supporting university spin offs in Austria and Germany experts list: networking on regional, national and international level, a best quality strategic and operational management, bilateral exchange with universities, specific support during different phases of development and growth and reliable and long term financial resources. The experiences of 30 years of business incubation in the US (National Business Incubation Association) and their success show the importance of common basic principles and defined best practise examples concerning the fields of governance, personal management, funding, facility management, evaluation of the incubation programme, utilisation of technology and incubator services. The praxis in the US shows that the establishment of incubator organisations understood as a long term process and their public funding is profitable due to their substantial economic effects. Therefore it is important to ensure the basic funding of these centres and support their continuous development including the qualification of the incubator staff and founding councillors. The offers of the incubators should be flexible concerning duration and intensity to be considerate of the special needs of spin offs in the sectors of research and development and their capital requirements.

In Austria the funding scene is widespread and differentiated. Because of the diversity of offers the founders need first contact points of clear visibility, which provide orientation and forwarding to the appropriate funding body. As the centres in Austria are partly of limited scale, they are not able to support the complete target group and are not available for all potential founders. A low level access is important and not achieved by all instruments. International comparison shows the importance of adequate financial



instruments as there are constructions of loan, liabilities and guarantees. There are a few initiatives in this direction on European level, which support innovative products and ideas to conquer the market. Indirect support via fiscal measures also contribute to convenient boundary conditions for new entrepreneurs, especially in the area of research and innovation. In Austria founders face a high tax burden, high costs and bureaucratic effort to found an enterprise compared with other OECD countries. In the review “Doing Business 2012” of the International Bank for Reconstruction and Development/The World Bank Austria is found on position 32, what means 4 ranks less than in the year before. In the European ranking of the yearly publication “Entrepreneurship at a Glance” by the OECD Austria shows restrictive conditions for founding an enterprise especially for corporations and is together with the Czech Republic, Spain and Greece among the four countries, where founding an enterprise is particularly expensive and complex. And the consequences of the “crisis”: the report 2014 starts with the following notes: “Entrepreneurship and entrepreneurs are important sources of innovation, growth and employment. The recent crisis, characterised by tighter credit restrictions, has arguably hampered new start-ups and impeded growth in existing start-ups as well as their ability to survive in tough market conditions. The significant rise in business closures in recent years, especially of micro and small enterprises, bears witness to these difficult conditions.” (OECD (2014), Entrepreneurship at a Glance 2014, OECD Publishing.
http://dx.doi.org/10.1787/entrepreneur_aag-2014-en, page 7)

To analyse the founding conditions in a country it is not enough to count the new business establishment, but also their survival. The period of special vulnerability of new enterprises includes the first three years. About 30 per cent of the newcomers suffer a crash in this time and drift into insolvency. The main reasons for this are short capital, unexpected changes in the market situation and incorrect strategic decisions. It is no surprise that the fear of failure is one of the most important barriers for founding an enterprise. After a failure only 10 per cent of the entrepreneurs dare to start again with a new business. The Austrian law to handle insolvency forces a long time to wait for a second chance. The European Commission invited the member states in the recommendation “Small Business Act”-action plan to support the second chance for entrepreneurs by the limitation of the period for satisfaction of the debt to three years. In Austria a commission to reform the insolvency law discuss possible changes.

The foundation of know how intense and technology orientated enterprises increases through the application of knowledge and research results the speed of structural change, raises the product differentiation, causes more variety and a better quality of the offers. Due to an above-average innovation factor and/or the knowledge orientation the probability of alterations is much higher than compared to other sectors. For this reason technology change gets accelerated and established enterprises are forced to innovative activities. Altogether the ability to compete of the economy gets raised.

The yearly report of the EU Commission (European Innovation Scoreboard) is a comprehensive option for international comparison. It shows the innovation performance of the EU countries in an inner-European and extra-European comparison and informs on the development of the countries over time. Based on the innovation performance the countries listed in the European Innovation Scoreboard (EIS) 2007 [RD 7, S. 7 ff.] are grouped as follows:

1. Innovation Leaders: Sweden, Denmark, Finland, Germany, Israel, Japan, Swiss, UK, US
2. Innovation Followers: Austria, Belgium, Canada, France, Island, Ireland, Luxembourg and Netherlands
3. Moderate Innovators: Australia, Cyprus, Czech Republic, Estonia, Italy, Norway, Slovenia, Spain,
4. Catching up countries: Bulgaria, Croatia, Greece, Hungary, Lithuania, Estonia, Malta, Portugal, Poland, Romania and Slovakia.

2012 Austria came in eighth, 2013 in ninth and in 2014 in tenth in the ranking. The Austrian Chamber of Commerce published the following comment on the „Innovation Union Scoreboard 2014“ in March 2014: The just published „Innovation Union Scoreboard 2014“ of the European Commission shows that Austria with an unchanged total score stays in the group of „Innovation Followers“. Seeded number 10 Austria was passed by Ireland. Thought-provoking is that Austria against the goals of the government in the framework of the FTI-Strategy continued to remove from the group of „Innovation Leaders“.



This grouping of the countries has been relatively stable over the last five years. In fact the sequence got changed and only Luxembourg will be upgraded to the next higher group. The basis for the ranking in the EU yearly report „Entrepreneurship at a Glance“ is a composed factor considering the process, the duration and costs needed to found and register an enterprise with up to 50 employees and seed money in the amount of the tenfold of the BNP (gross national product) per capita. Austria is with the Czech Republic, Spain and Greece amongst the four countries where it is particularly complex to found an enterprise. The conclusion of the Austrian chamber of Commerce to these facts in 2014: The survey shows a similar tendency like other innovation rankings, for example the „Innovationsindikator“ of the German Telekom foundation et al. and the „Global Innovation Index“ published by the Cornell University). Austria presents this year the same slight decrease as in the last years inside the group of „Innovation Followers“ and could not reach approach to the group of „Innovation Leaders“. But the orientation towards the European Union and its average is not enough for Austria. The connection with the group of „Innovation Leaders“ needs a long term above-average dynamic. It is important to make new efforts, basically documented since 2011 in the FTI-Strategy. The improvement of the business funding, which is foreseen in the governmental programmes, especially for innovation and also alternative forms of financing must be realised as soon as possible. To improve the number of innovation active enterprises is the right goal, but the realisation is not yet exploited. (https://www.wko.at/Content.Node/Interessenvertretung/Standort-und-Innovation/2014-05_innovation_union_scoreboard_-_oesterreich_tritt_auf_.pdf)

Competitions, Games and Tests

Business plan competitions are one good option to set first cuts in self-dependence with professional guidance. These competitions give the founders the chance to acquire the necessary economic Know-how, to practice the job in a team and to get the business idea evaluated through experts. The winners of business plan competitions receive in general financial support, partly also professional support through coaching-programs. The entrepreneurship competition of the Massachusetts Institute of Technology – worth 50.000 \$ - is the classic amongst the business plan competitions.

In Tyrol starts in March 2015 the “adventure X” which supports founders to touch and go (<http://www.gruenden-in-tirol.at/page.cfm?vpath=index>) in the 15th year after this idea was realised for the first time. What you need to participate is a solid business idea or an enterprise and the request to broaden the offering or introduce a new product. The project works similar to incubators: experts provide the founders with their know-how and experiences to understand the needs of customers, necessary resources, costs, market situation, legal framework, taxes etc.: all facts to be discussed to reach the realisation of the project as its best. Additionally evening events offer professional talks concerning topics like customer relations, marketing, distribution and financial issues. An expert pitching gives the participants the opportunity to present their ideas and get feedback from an expert jury. This feedback may be used to give the business plan the necessary finishing. Also online coaching with the experts supports the founders. The strengths and weaknesses of the planning are expeditiously visible. The benefit for the founders is, that in a few weeks they get professional feedback and support by experts to make their idea perfect and to insert the expertise directly in the logical framework of the business idea, additionally a business network is built in all these seminars, coaching hours, knowledge transfer etc. . The competition is open for all willing to found or advance an enterprise and finally get an expertise as minimum output. The three best ones selected by the jury get prizes with the overall amount of 18.000 Euros. The “adventure X” competition is a governmental initiative together with the business location agency, the chamber of commerce and partners from the educational sector.

A new initiative in the media world is the competition “2 minutes, 2 million” on the private Austrian TV channel “Puls 4”. At the best broadcasting time at 15 past 8 in the evening a stage with 5 potential (and famous) entrepreneurs is waiting for the 2 minutes presentation of business ideas by potential founders. In these 2 minutes the ones with the innovative idea or product try to win one or more investors out of the 5 for his or her business idea. They ask for a special amount of money and tender a special percentage of



shareholding of the enterprise. Additionally the TV-sender may offer free minutes for advertisement to support the business idea, if they like it. This is also an initiative of a department of the chamber of commerce and started at the 19th of February this year.

Different from business plans, business games offer the opportunity – without deadlines or events – to trial theoretical and mainly economic Know-how and entrepreneurship talent in step with actual practice. Following different phases entrepreneurial thinking, acting and deciding gets trained.

At the University of Koblenz in co-operation with the University of Applied Science and the IHK Ulm an entrepreneurship business game and a foundation software were developed. Self-reported information states that the UGS –products have a standing on the market for foundation software and foundation business games. More than 5000 founders and consultants use the UGS SIM software to support the generation of business plans and the simulation of their business idea in Germany and many other countries. The software is available in a student, a founder and a consultant version starting with 100 €. The challenge of the business game is that potential founders with different ideas, different qualifications and different level can participate in a founder business game.

Browsing the internet you can find a large number of tests on your entrepreneurial personality answering the question, if your personality shows suitable characteristics and properties to be a successful entrepreneur. In the German speaking countries the UGS-entrepreneurs-test developed by the University of Ulm is a very common one and counts on the following 8 facets:

- Decision behaviour/strength of purpose: meaning that you are able to make fast, goal-oriented and creative decisions although the information available is incomplete
- Readiness to assume a risk and sacrifices: you have to face an unknown future, unregulated working hours, you need understanding and support of your family
- Fitness and Health: you will need a lot of energy and hold out a long daily and weekly working time, you need to invest in physical compensation
- Resilience and mental capacity to work under pressure: you will have to handle stress, crisis, failure etc.
- Ability to communicate: you should be outgoing, sociable, curious, emphatic.
- Leadership/capacity for team work: you have to deal with employees, to delegate, motivate and control.
- Professional competences: knowledge, experiences and special knowledge on the sector you are planning to found an enterprise
- Experiences: in founding, selling, leading, planning, accounting etc.

Other tests add “financial resources” to this concept, strategic planning of timing and goal setting, networking, motivation and broaden the mental capacity to tolerance against failure and unimpressed starting from new after a failure, locus of control/self-mastery and juristic knowledge.

All these requirements call for a heroic personality, open to people’s demands and motivating the staff, but deciding market oriented with the final goal of profit. This person should be able to delegate where it is making sense, but showing at the same time strong leadership, self-confidence and the ability to decide fast without knowing exactly to what it will lead. But not enough to have a suitable personality and character, you need of course professional knowledge and experiences and ultimately the support of your family, capital and physical fitness. A broad range of demands the founder of an enterprise has to meet – do they? In Austria every year about 30.000 new enterprises are founded and about 5000 become insolvent with about 3 billion debts. The year of increasing unemployment lead to more founding of one person enterprises, the so called “fictitious self-employment” where the main reason is not the entrepreneurial spirit but the attempt to escape unemployment. The chances of these very small enterprises without employees are correspondent low.



Another fact is, that in our opinion the character described as tolerant against failure seems to be problematic. Of course everyone should get up again after misfortune, but not miss the essential self-reflection and evaluation. To start from new cannot be successful if you do not learn from failure, if other persons as employees are involved this behaviour joins irresponsibility. In Austria the culture of not too much tolerance against insolvency and postmarking these entrepreneurs as “bankrupt person” for a long time does not promote the founding of enterprises, but protects society from easy-going handling of wrong business decisions and irresponsible overestimation of one’s own capabilities.

Entrepreneurial know how in education

Concerning the integration of entrepreneurial content in the university curricula many Universities and Universities of applied sciences are already referring to this interface to economy and society through different education levels. In addition to the content of teaching generally there has to be more openness regarding comprehensive learning, teaching and researching for departments, faculties and Universities itself. Initiatives of engaged actors have to be supported. In the long run a systematic and systemic approach has to be aimed at.

Suggested continuative steps are:

- To introduce entrepreneurial thinking in a standardised quality as teaching principal at secondary schools.
- Entrepreneurs as role models in the secondary and tertiary education
- Flexibility in education and intermediation, merging different education backgrounds and research backgrounds.

However the basic prerequisite is that in the long run enough persons willing to found businesses can be motivated. For that purpose in Austria there is a lack of the necessary culture to found enterprises which also allows to fail without endangering its scientific career. The Universities should further communicate a positive image of the alternative career “foundation of enterprises”. Coaches should support graduates and university staff willing to found enterprises. To found as a team is a central factor for research driven foundation of enterprises. Never the less there exist only few offers supporting interdisciplinary founder teams. It must be the aim to establish platforms and interfaces as meeting points for interested founders of different fields. The education and further education is essential for developing an entrepreneurial spirit and for the intermediation of methodological and professional knowledge. An increasing level of competences goes along with an increasing focus on entrepreneurial activities. Never the less many new curricula of Universities and Universities of Applied Sciences are lacking a basis entrepreneurial education.

In increased intertwining of economic and technological content in the frame of the tertiary education is a necessary basis for an increase in successful foundations. In many cases not only students of technical disciplines are lacking economical Know-how but also students of economical disciplines are lacking technical Know-how. This is why the relevant economical disciplines should increasingly inform on new field of technology and the Technical Universities should impart entrepreneurship Know-how. The respective content has to be considered (optional) in the curricula. Though this latent founders should be advised on this career option and be appropriately motivated. It must not be “a must” for all students. A study of the division of entrepreneurship and basic research of the WU found out, that the aptitude for founding enterprises of the WU students is an enormous latent potential which has to made use of. Backlog exists mainly in the field of innovative foundations. It is placed emphasis on the fact that the deficits can be corrected through measures such as networking between technicians and natural scientists. With respect to education a strengthened active basic foundation education is necessary.



However the cornerstone for more awareness for entrepreneurship is laid at young ages in the frame of the secondary education. In the Lisbon conference and the Copenhagen process the EU has realised the education principal of the „Entrepreneurship Education“ as one measure or path helping to reach the goal to develop the EU into the cutting-edge and most innovative economic area. Entrepreneurship education covers all educational measures that inspire the entrepreneurial attitude and skills. It refers to the development of certain values, attitudes and personal qualifications, which not only lead to the foundation of an enterprise but are also important for a dependent job. In a narrower sense entrepreneurship education means the mediation of expert knowledge, skills and qualifications that are necessary for a successful foundation of enterprises and the management of enterprises. In Austria the curricula of the vocational schools and commercial colleges have integrated the education principle named “entrepreneurship education – education in entrepreneurial thinking and acting”.

Since the midst of the 1990ies all commercial and higher commercial schools run training firms, facilitating practise-oriented teaching. All content learned is trained in a realistic simulation. The pupils working in the training firm are additionally obliged to communicate with all other Austrian training firms. Especially processes and correlations sink in and often the so called “light bulb moment” arises in the pupil’s minds, deepening the lessons learned much more than all theoretical instructions. The responsibility for the survival of the firm is due to the youngsters. Special talents of them are better revealed by their interaction in the training firm than by any other method. It is additionally a place to train conflict and problem solving competences.

But this approach is not integrated in the curricula of the secondary schools providing general education (AHS). Particular these schools (the AHS) are characterised through a low aptitude for founding. This shows how the characteristic of the aptitude for founding can be sustainable influenced by school. It has shown that in particular innovation orientation, the use of ICT, entrepreneurs in the surrounding field, the foundation orientation of the school, team focused methods of education, experience in leadership and organisation and the economical knowledge of students are important prerequisites for the formation of an entrepreneurial orientation.

Based on the initiative of the Austrian Chamber of Commerce in 2004 the entrepreneur license as a certificate for pupils has been created. And in co-operation with the Ministry of Education, Art and Culture this entrepreneur license has been introduced as a voluntary additional qualification starting with grade 8 also in secondary schools. This licence is meant to waken and develop the economic understanding of young people. In the Austrian tertiary educational system the Universities but also the Universities of Applied Sciences rather seldom broach the issue of the foundation of an enterprise. There is a big influence of didactics, as for example the possibility to acquire experience in leadership or organisation and to develop an innovation orientated attitude can be influenced through using certain didactic methods for example “project classes” (Projektunterricht).

All in all the education process has an important function for the development of an entrepreneurial orientation, whereas the effect can be increased through an intensified relation to economy. In rare cases institutes for entrepreneurship and operational research can be found at economic directed faculties. But the claimed integration in already existing natural scientific or technical subjects or the interface between the economic science and technique and natural science is in general not existing. The Technical Universities and the “Montanuniversität Leoben” have already started to integrate relevant content of teaching in order to prepare the graduates for their future jobs in industry and economy respectively to strengthen natural scientist to that effect. These offers can be further developed. In addition the PHD and doctoral studies and the increasing postdoc programs consider the topic “entrepreneurship” in many ways, as this is getting an integrated part of the curricula or the requirement profile for such jobs. Many master studies have a strong interdisciplinary approach that results from the assignment between University based research and education and economy. An even stronger interdisciplinary approach is to be found in the Universities of Applied Sciences, as they traditionally have a high focus on practical occupational fields.

In august 2015 the University of Innsbruck starts for the first time a five week lasting course on the topics of entrepreneurship and innovation management for students of all faculties. The minimum requirement



for participation is a Bachelor degree or professional occupation. The costs are 2.500 Euros, but the University and the Chamber of Commerce award 25 studentships of maximum 1.900 Euros based on the reference of a University professor, the business idea and a record of study or degree.
(www.uibk.ac.at/weiterbildung/universitaetskurse/entrepreneurship/)

Studies confirm the positive effect of an innovation orientated attitude. To develop this attitude it needs an innovative educational surrounding field with free spaces and a reward system for one's own initiative. It needs motivation through a feeling of success and no fear of negative consequences that rather supports established and reliable but not innovative behaviour.

Entrepreneurs as role models are an important factor in the frame of the secondary and tertiary education. They make this career option visible and encourage to pursue the model. In the frame of training for potential founders the mediation of interdisciplinary Know-how is a central factor of success. There already exists a rash of trainings for founders, that focusing on specific topics and can be offered in a summarized way.

Three perspectives on the entrepreneurial personality and on needs, support and obstacles with regard to founding a business

The following considerations result from three exemplary interviews carried out with Austrian experts working with clients or students on aspects of business founding from different professional perspectives: an assistant professor of a university department on innovation and entrepreneurship; a secondary school teacher teaching courses to prepare the Entrepreneur's Skills Certificate; a coach working with long-term unemployed at a non-commercial recruitment agency.

The interviews asked for the interview partners' professional experience and opinions.

What characterises the entrepreneurial personality?

The coach working at the recruitment agency suggests that courage, ambition, stamina are indispensable qualities of an entrepreneurial personality. Visions of the future are necessary to direct ones efforts into a certain direction and stick to it. She states that also egoism is necessary to assert oneself and because a lot of time and money has to be invested which will not be available for other purposes. Knowhow regarding finances is an absolute must.

In case the planned enterprise will employ staff, leadership qualities might be required to enable prosperity. The most essential leadership quality is to be in good contact with the employees: to perceive how they are and how they "work", to appreciate them and sharing success – also financial one – with them.

Which people are supported by your organisation? How does your organisation promote founders?

The department on innovation and entrepreneurship (1 professor, 2 research assistants) offers courses to all students studying business. Its aim is to awake the entrepreneurial spirit of its students. They learn specific facts on how to found and run an enterprise (e.g. financing models, marketing, swot analysis, business models), how to work on their own ideas, how to prepare and carry out presentations in teams. Students get individual feedback. They are offered interdisciplinary entrepreneurship courses for bachelor and PhD students, support students to develop ideas and design business plans. The business ideas of the department students are different from business management students' ideas: the first e.g. want to produce drones, gloves for people suffering from neuro-dermatitis, organise platforms on nutritional consultancy, the second want to work with new media, marketing etc. The course offers theoretical input and practical experience. Students are encouraged to participate in contests, where they get feedback there and that are being sponsored. Contests are at the same time platforms to build networks.



The course contains 6 units, 4 hours each, the master course 6 or 7 units, one weekend, group work. The first course has 30 participants. It also attracts people who already run a business.

The Entrepreneur's Skills Certificate course at the secondary school is voluntary and contains three modules and a hands-on-training. Pupils with higher and lower grades choose this optional course that operates more like coaching than like ordinary teaching. Occasionally a junior project will be offered where pupils gain experience. Pupils choose this course to acquire business knowhow and a supplementary formation, to improve their attractiveness for the labour market and their chances to be accepted at an economical oriented college or university (like the MCI – Management Centre Innsbruck).

The non-commercial recruitment agency works with people who are at least one year unemployed, people of all ages and formations. They are supported there for 12 weeks in courses and one to one coaching (prepare application papers, job application and personality trainings, job search, contacting firms).

The recruitment agency also support clients who plan to found a business. For permanently unemployed people sometimes the dream of self-employment is a way to justify their situation in communication with other people. Unemployment is a difficult experience and surrounded by shame. Therefore in the coaching process it has to be found out how decided clients are. Then it has to be checked how far the plan is realistic: Are their potential customers, clients for the respective business and how many, how can costumers be recruited? What is needed to found the business? Is a trade license available or is it possible to acquire it? What location, which materials, how much money are necessary? Is it realistic to get this money? This is a big obstacle because when people are unemployed they cannot save money. The ideas are often not structured and the coaching process aims at a structured plan. The next step would be to enable the client to enter the business founding program of the labour market service (labour office), to get further unemployment pay and also legal advice for a certain time. When applying for this program a ready business concept has to be available (Which business should be found?); including a financial concept on earning and spending and a plan on what is needed to manage the private situation. The coach helps the clients to complete the whole puzzle to work out this plan.

What is needed to found a business?

The interview partner from the department on innovation and entrepreneurship states that most of the entrepreneurs found their business ten years after their final degree. After such a period of time they dispose of professional experience and of professional networks when they suppose already of professional experience and networks which confirms the recruitment agency coach's emphasis on a realistic basis for founding.

At the secondary school pupils collect in the context of the already mentioned junior projects first experience on enterprise founding. They learn not to be afraid of backlashes, to take risks but also to act careful and realistic. The first condition for a business is a good idea. Then a reasonable business plan and an appropriate seed capital will be necessary. A no charged mentoring for founders would be a very helpful support. Personality training would be an important presupposition for founders, to train the personal appearance, the communication with potential business partners, investors etc. This personal training could be part of the mentoring provided by experienced entrepreneurs.

The recruitment agency coach supposes that an economic education is essential. Many businesses fail because of a lack of respective knowhow. The founder has to be able to get along with fewer vacations and to spend a big amount of energy. Trainings would be good to learn how to organise the professional and private situation, how to prepare the family, how to invest borrowed capital carefully, how to plan a realistic size of the enterprise. E.g. if the business is successful initially: How many employees can be paid? Employing staff is expensive. A leadership education could be helpful in case of enlarging the enterprise. This education has to make people familiar with a systemic view – to perceive oneself as part of the whole system.

Which obstacles do business founders face?



The university assistant remarks that business founding is more difficult for women than for men because they lack a go-getter mentality and dislike rough manners. People frequently leave Tyrol and go to Vienna or to the USA to found an enterprise because laws there are business friendly – although the Tyrolean government offers the “Standortagentur”, a facility to strengthen economy and science in Tyrol and that way to secure and create jobs. In Austria the political spirit to promote foundations should be raised, to encourage people of all social classes, reduce their fear, and to provide education.

The recruitment agency interview partner observes the specific responsibility as an obstacle for (potential) founders. It makes a big difference to be employee and to be paid each month, to have five weeks vacations, to stay at home if being sick. If the entrepreneur takes time off or is sick no money may be earned. Difficult decisions may have been to be taken that cause permanent pressure and stress; e.g. if an extensive order should be accepted or not; which people to hire or with whom to cooperate. An obstacle may be if the environment (also the private one) of the founder is not supportive because then difficult situations, insecurity, back-lashes and stress are much harder to handle.

Does the Austrian compulsory and further education system promote entrepreneurship? If yes how, if not, what has to be improved?

At the turn of the millennium the European commission formulated entrepreneurial competence as one of eight key competences of lifelong learning. The member states were requested to integrate this subject into school curricula. Entrepreneurship Education also has been determined as the fourth strategic long-term goal in the Education & Training Strategy 2020. To train creativity, innovation and entrepreneurship has to be implemented at all levels of education

(https://www.wko.at/Content.Node/kampagnen/ufs_de/index.html).

The Entrepreneur's Skills Certificate® has been initiated by the Austrian Federal Economic Chamber and is offered as an additional qualification tenth level of education. This successful model has been acknowledged by the European Commission in 2006 and by the Eurochambres in 2011 as a best practice example of Entrepreneurship Education

(https://www.wko.at/Content.Node/kampagnen/ufs_de/index.html).

The Entrepreneur's Skills Certificate® consists of 4 modules. Each finalises with a standardised exam and a certificate. Modul A focuses on basic definitions and economic knowledge and can be attended from tenth level of education.

Module B explains national economy, module C essentials of business management. Both modules result in an online exam. The final module UP (entrepreneurial hands-on-training) can be taken in the 12th class or after finishing school at an adult education centre (WIFI, Folk High School). In Austria it has to be completed by an exam conducted by a commission at the centre for examination for the master craftsman's certificate of the Austrian Federal Economic Chamber. If all four exams have been passed positively the exams for businesses that are subject to authorisation are dispensed

(https://www.wko.at/Content.Node/kampagnen/ufs_de/module/Informationen_zu_den_Modulen.html).

In 2004 the courses on Entrepreneur's Skills Certificate started at 14 secondary schools in Austria. The interview partner from the secondary school therefore states that entrepreneurship is well promoted in Austria. Never the less, the future is not assured: In her school in 2015/16 15 hours of the optional courses will be cut and it is not decided yet which optional courses are concerned. Also during the last years the subject matter had to be handed on in less teaching time.

Critical view on hyping self-employment and business founding and on contemporary management philosophy

The assistant professor of the university department on innovation and entrepreneurship and the secondary school teacher teaching Entrepreneur's Skills Certificate did not express critical perspectives on the strategy to encourage self-employment.

The coach working with long-term unemployed is faced with people that are or seem to be less successful at the labour market. She works with them on their disappointments, needs, plans and visions. Frequently



people dream of creating their own business on the base of activities, passions, skills they developed as hobbies so far. When being unemployed self-esteem suffers and to survive this experience psychically people dream of being needed, successful, acknowledged with their interests, skills and talents. This may result in unrealistic ideas of self-employment. For the coach therefore a major concern is to develop a realistic view together with the client and not to encourage people to found a business at all costs. She implies that only people that are ready to put a very big amount of energy, time (also potential spare time), money, who are supported by their families, who take risks and stay realistic at the same time should start their own business. But she also gives critical remarks on the contemporary frequently stressed management philosophy. She criticises the extreme emphasis on profit maximisation. An economical system that focuses on profit maximisation forces enterprises to function respectively in order to survive the competition. Stress and pressure increase and dissatisfaction and fear of failure of entrepreneurs as well as of their employees grow. In a healthy system profits have to be shared among all those who work for it. People should be able to be proud of their work, of their contribution. The mere focus on profit, on earning more and more, produces an unhealthy system. The entrepreneurial spirit should be different from the frequently practiced management attitude of sacrifice the wellbeing of the employees and even of the enterprise at the altar of profit. This entrepreneurial spirit follows a vision: to invent, to produce, to create, to earn enough for living and maintain a prospering enterprise, to co-operate with people who support the vision and feel valorised and are remunerated just.

Interesting Initiatives and Projects

The university interview partner made aware of some interesting initiatives with respect to business founding.

Fablab: A fabrication laboratory provides access to modern means of invention to private persons. They first fablab has been created at MIT's Centres for Bits and Atoms in Boston and fablabs have been spread into the whole world since then. Fablabs suppose of high technology machines and empower technological advance, enable peer-to-peer technical training, local technological problem solving. Projects like solar and wind-powered turbines, thin-client computers or analytical instrumentarium for agriculture and healthcare have been realized in fablabs (<http://fab.cba.mit.edu/about/faq/> [11.2.2015]).

Co-working space: co-working spaces mark a trend, a new mode of working. Freelancer, start-ups, digital nomads work independently in a shared location and therefore have the possibility to network and to benefit from each other. They share the infrastructure like printers, scanners, phone, conference rooms etc. and enable creating a community which organises activities or events together.

Business incubators: such start-up centres contribute to regional economic developments; the support networking, technological development and innovative start-ups. Like fablabs and co-working spaces this trend also started in the USA and has been taken over in Europe.

Ampion: Ampion defines itself as a catalyst for entrepreneurship and innovation in the emerging world. Its aim is to empower entrepreneurial minds to become successful change-makers in their communities and boost private sector growth for development (<http://www.ampion.org/#!aboutus/c1rkz> [11.2.2014]). Ampion brings together a team of successful entrepreneurs from around the world (IT, design, business) to undertake a 5 day bus tour. "Along the journey they conceive and launch startups and contribute to creating a community of entrepreneurial talent in Africa <http://www.ampion.org/#!venture-bus/c1z85> [11.2.2014]).

Contributions to the young entrepreneurs blog (<http://www.caseproject.eu/blog/yeblog/>)

Entrepreneurs Think Differently ..!



The world's most successful entrepreneurs aren't the ones who impulsively quit their jobs to chase a have-rich-quick idea. They are the ones with an **entrepreneurial mindset** -a set of perspectives and values that allow them to get greatness.

Challenges are opportunities..

Successful entrepreneurs view challenges as opportunities. Each challenge or setback reveals a key opportunity to grow — either to improve upon an existing weakness or take measures to avoid experiencing a similar setback in the future.

Competitors are research subjects..

By looking at your competitors' business models, you can learn what makes yours unique and embellish that uniqueness in your branding and marketing efforts. Studying your competitors' emphasis on customer experience can teach you how to make yours better.

Perfection is the enemy of progress..

Perfection is often what stalls progress. The time you spend trying to hammer down those last few details is likely going to end up as time wasted. Instead, spend your efforts on the big picture, and make sure it's solid.

Mistakes are healthy..

Making mistakes is healthy and normal, and the sooner entrepreneurs realize that, the better. Don't waste time doing everything you can to avoid mistakes or beat yourself up after making one. Acknowledge your mistakes, figure out what you can do to make up for them, and move on.

Outside perspective is invaluable..

Entrepreneurs need to be good communicators, and that means actively listening to those with different ideas and opinions. It's easy for us to get trapped in one mode of thinking.

Entrepreneurship is a lifestyle..

Entrepreneurship becomes your work and your life, and you need to be prepared for that if you're going to survive the lifestyle. Being a successful entrepreneur isn't about being born with a specific mindset, it's about being prepared for the challenges that await you.



Advice for the young entrepreneurs

In today's economy, many young people think about starting a business as an alternative to employment, but statistics show that many of the start-ups fail from their first year. Every entrepreneur must know that a brilliant idea is not enough for a sustainable business; there are also some other essentials they must be aware of for starting a business:

1. Do what you love – Once you start, you will have to dedicate a lot of time and energy to the development of the business and that's why you need to find satisfaction in what you do. Be ready to make sacrifices for the business you start.
2. Appeal to professionals – Start by finding a mentor or employing the support of your family to advice and help you. Then find professionals for those fields you do not master (accounting, legal, marketing, business consulting etc.). Make sure to be able to explain to them the details of your business.
3. Assume the risk – Be aware that the business may fail, even if you think of all the details, because unexpected changes will surely occur. You need to know when to give up.
4. Be creative – Find the business idea which will produce money. This idea needs to differentiate you from the competition as to attract clients and, possibly, investors (but be aware that few people will finance a new business). Use all your resources smartly.
5. Think in perspective – Start the business while you are employed, being aware that the new business won't bring a profit from the start, so you need a stable source of income. A business is built in years and years and you need to know in advance your next step, foreseeing the obstacles and preparing for unanticipated changes.
6. Market and promote your business – Network, negotiate contracts, offer samples of your products/ service before you launch your business as to find clients. Take advantage of every marketing tool you find.
7. Make a business plan – Save time and money by putting down a detailed business plan before starting. Thus you clarify your concept and fix the essential elements of your business.

Financing entrepreneurship through crowdfunding

Over the last years a new way of financing entrepreneurship is increasingly in use. Crowdfunding, which has its origin in crowdsourcing, is the collection of finance by people – the “crowd” – who network and pool their money together in order to fund an initiative which is initiated by other people or organizations.

Thus crowdfunding is also used as an instrument of early-stage financing to provide risk capital for the establishment of new companies or for the financing of innovation projects in small and medium-sized enterprises (SMEs).

By operating through the internet so called crowdfunding platforms provide contracts, offer consultation services and support the implementation of technology and standardized processes.

In Austria it was made known by Heini Staudinger. Because he did no longer get credit from his bank the shoe producer (GEA) from Lower Austria asked friends, family members and business partners to lend him money at an annual interest rate of four percent. Since 1999 Staudinger had received financial contribution of 2.979 million Euros. He was then sued by the Austrian Financial Market Authority (FMA) because loans may only be a matter of banks.

Crowdfunding is also a European matter. Currently, the European Commission discusses how to deal with crowdfunding platforms in the future.

Meanwhile, there are several crowdfunding platforms with different orientations in Austria that have financed approximately 1.5 million Euros.



In 2011, around 450 crowdfunding platforms have been counted worldwide having placed about \$ 1.4 billion. Last year over 550 online marketplaces financed nearly two billion dollars.

Caution when you present yourself in the internet!

Enterprises are using more and more information provided in social networks to find qualified human resources and to learn more about aspirants. Internet appearance allows them to draw conclusions about characteristics of the candidates. Online games, generating personality profiles in the background too manifest potentially the aspirant's warranty of fitness for a particular job. A human resources managers' index done by the job application software enterprise "Jobvite" showed that 93 per cent of the 1000 human resources managers, they interviewed informed themselves about their candidates via "LinkedIn".

2 thirds investigated in "Facebook" and more than half of them took a look on "Twitter"-accounts of their aspirants.

Personality testing became accepted in application screening. Numerous studies demonstrate that these procedures allow more precise prediction for professional career than a glance at letters of reference and the portfolio or the job interview. The best tests base on the so called big five. These factors of personality are: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism (emotional stability). Along all kinds of professions particularly conscientiousness and emotional stability proved to be important for professional success. Digital appearances seem to reveal a lot about our personality. Test persons at the University of Texas in Austin were able to estimate conscientiousness and openness of people on the basis of their websites equal to long time personal friends.

There are software programmes analysing automatically all available data of the internet. Examples are "Tweet Psych" and "YouAreWhatYouLike". The first one reviews one person's activity in Twitter using special categories like learning, handling of money, feelings, anxiety etc. . Comparisons with other persons in the data base are possible. If a human resources manager marked two candidates with similar qualification, he could look for the more optimistic one of them with the help of this programme.

The application "YouAreWhatYouLike" creates personal profiles following the 5 factor of personality model on the base of the clicks on the "like"-bottom in facebook, the person which came into consideration, made. In this case the user has to permit the access to this appreciation.

Market leader in the area of social networks is facebook with more than one billion users, nevertheless the human resources manager use mainly LinkedIn for recruitment. LinkedIn is a unique creation for this specific purpose. The newest function of LinkedIn is the posting of endorsements as a digital equivalent to traditional letter of reference.

The development of recruiting software focuses on algorithms to summarize all online information about a person including not only social networks but also reports, blogs, e-shopping lists, e-mails, forum contributions and all what is more in the internet. Maybe in future the enterprises are able to find their diamond employees before they even did send a letter of application.

(This summary is based on a report "Recruiting 2.0" by Tomas Chamorro-Premuzic and Christopher Steinmetz in "Gehirn und Geist. Das Magazin für Psychologie und Hirnforschung", edited by Spektrum der Wissenschaft Verlag, Nr. 4/2014, page 28 to 33)

Let's startup!! The Sprawl Design Industries experience

"In the last years people discovered through the Internet new ways of sharing information, knowledge and ideas at incredible speed. Another transformation will soon completely change the way in which ideas become inventions, prototypes and products "ready to market": the advent of digital fabrication.



The newspaper The Economist, in an editorial on April 21, 2012, defines the advent of digital fabrication as the “third industrial revolution”: today, through desktop 3D printers, it is possible to mold shapes generated by modeling software in physical object.

The technology of “digital fabrication” have become more and more accessible thanks to the expiration of patents and to innovative open source projects like Rep Rap Project and Fab @ home. Then, it spread out around the world by the culture of DIT “do It Yourself” and DIT “do It Togheter”.

The disruption of this innovation has arrived in Italy, opening new horizons for the Made in Italy and for the Italian cultural and creative industries. The “Sprawl Design Industries – Cooperative Society” founded in Italy, in the city of Palermo has accepted this challenge.

S.D.I. is the first cooperative startup created in Sicily focusing on innovation for production and labour. Winner of the national contest “Culturability – Working together in Cooperative”, promoted by the Foundation Unipolis, S.D.I. is part of the scene of the Italian cultural and creative industries by offering digital manufacturing goods and services, through innovative techniques of digital fabrication. The enterprise project is the result of the idea of three young innovators of Palermo, Michele Anzalone 27 years old, architect and PhD student in “Arts and Architecture Planning” at the University of Palermo, Luca Rizzuto, 30 years old, video maker and student at the Academy of Fine Arts in Palermo and Claudio Romano, 27, architect with advanced training in 3D modeling and rendering.

The corporate mission of these innovators from Palermo is to build networks, conversations and markets between makers, designers and consumers. They imagined and designed an innovative platform for social commerce, a marketplace dedicated to the production, marketing and promotion of digitally crafted & made in Italy design.

The platform integrates the dimension of social media and e-commerce: each designer will have the possibility to upload their own design for 3D printing, to present cultural, aesthetic and functional instances that inspired his project, to communicate with customers and to get economic remuneration from all those who purchase their products.

S.D.I. is hosted by the business incubator “ARCA” at the University of Palermo, offering on-site 3D modeling, 3D printing, rapid prototyping, graphic design and video editing services. Moreover, S.D.I. organize events to promote the culture of design, self-production and knowledge of new technologies and digital fabrication. In the first months of life, the work of the startup focused on the internal organization, on the definition of the promotion strategy and on the design and development of the marketplace. The team has also participated to several national competitions to gain access to seed accelerators programs.

From 2 to 5 October in Rome, the startup will have the opportunity to present to the Maker Faire 2014, the beta version of the platform for social commerce.”



The Survey

In Austria, 8.3% of 18-24years olds have at most lower secondary education and aren't in further education/training. Young unemployment rate is 8.8 %. Job orientation is a part of the curriculum in the final year of compulsory education, and the existence of some supporting measures when leaving school, but about 15% of youngsters quit education without graduating, 42% in the vocational system. They can't decide whether to continue their studies or get a job and in what field. Some students want a career in a certain field without knowing what it involves, or if they have the necessary skills and competencies. There are youngsters (34%), who want to start their own business but don't have entrepreneurial skills. Skills and studies are important, proof being that: 70% finished an apprenticeship, 36.6% have a university entrance degree, 5.7% finished compulsory education and 4.5% finished a study before founding an enterprise. Only 19.5% of Austrian business founders are under 30: In building industry -26.2%, production of goods- 16.8 % and services -18.8%. Highest percentages are in data processing and databases -30.9%, credit system and insurance industry -30.2% and advertising -27.7%. Their main motivations to set up a company are: new challenge, to be one's boss and the perspective to earn more money.

To collect actual data as the base for further activities in counselling and promoting the entrepreneurial spirit, the partnership decided to develop an online questionnaire. In Austria the focus was on students and their interest in and demands for the founding of an enterprise. As other partners selected other target groups the final questionnaire was a mixture of questions concerning the potential founders of enterprises and unemployed persons searching for a job.

This mixture produced of course some uncertainties in the questionnaire, but finally we got results underlining the desk research as described in the chapter before.

In Austria we had the focus on graduated students, but following the demands of the other partners we added two other target groups, which seemed to be interesting in comparison with the academics: The participants of a master course for mechanics and the participants of an entrepreneurial training, both courses held in the educational centre of the chamber of commerce.

We collected the filled questionnaires of 22 mechanics, 27 participants of the entrepreneurial training and 18 graduated students, organised in the network of the alumni of the University of Innsbruck. The questionnaires were filled between February and March 2014.



The Results

TRAINING NEEDS SURVEY - Austria

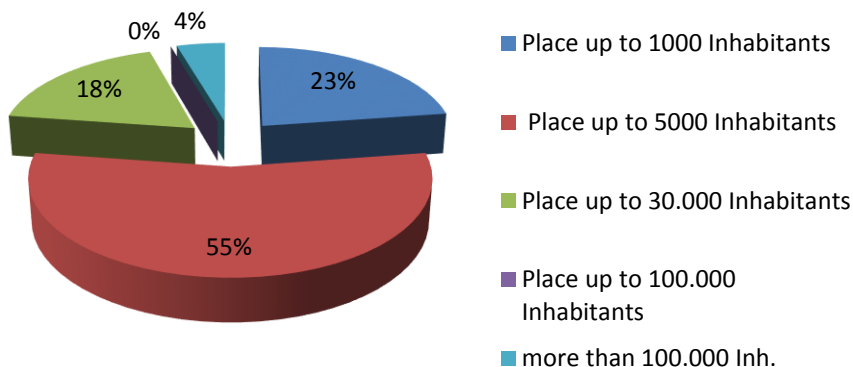
A Personal Data:

1. Age, 2. Gender, 4. Nationality

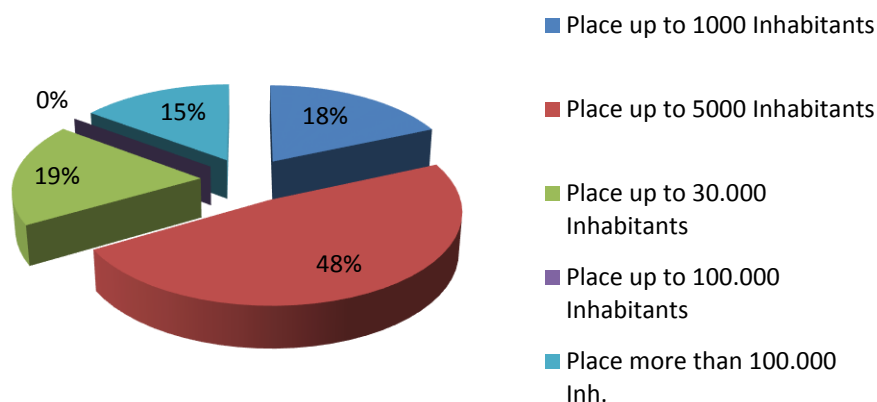
	Mechanics	Entrepreneurial Training	Graduates
sample	22	27	18
age	19 – 41 average: 26,9	19 – 41 average: 26,9	25 – 39 average 31
gender	female: 0 male: 22	female: 5 male: 22	female: 9 male : 9
nationality	22 Austria	24 Austria, 1 Bosnia, 1 Serbia, 1 Switzerland	16 Austria, 1 Germany, 1 Ital

Place of Residence:

Mechanics

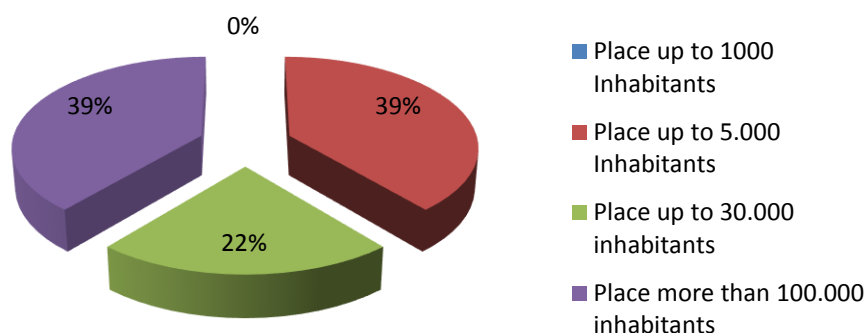


Entrepreneurial Training





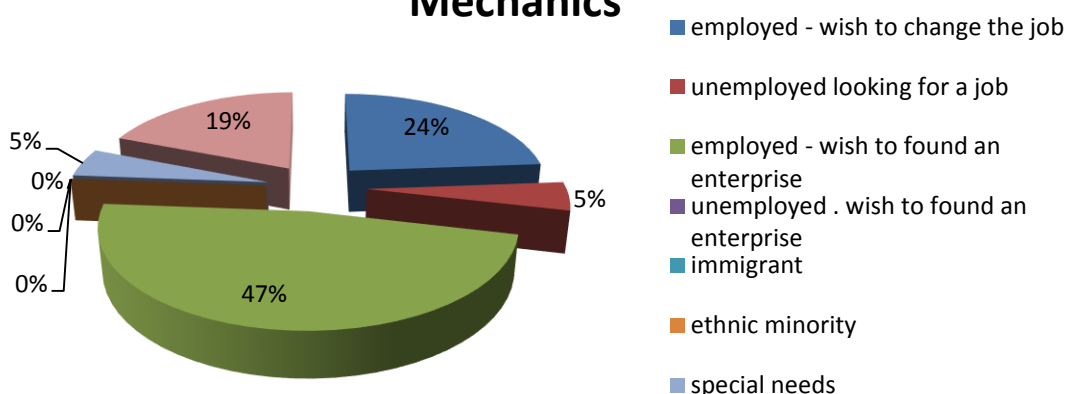
Place of residence - uni-graduated



The figures show, that the university graduates are living to a higher extent in the capital city of the region. The persons with secondary vocational education and participants of the entrepreneurial training live mainly in smaller villages up to 5000 inhabitants.

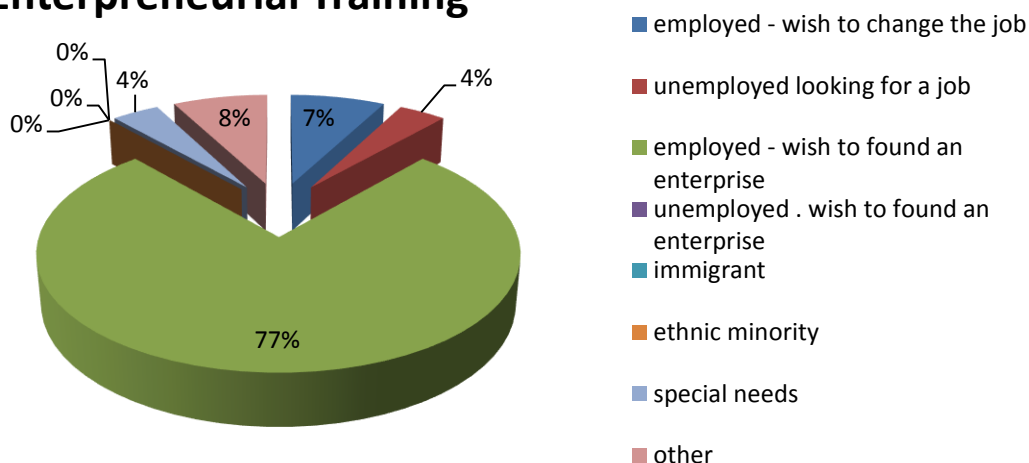
Category, you belong to:

Mechanics



Other: 2 employed, 2 further education

Entrepreneurial Training

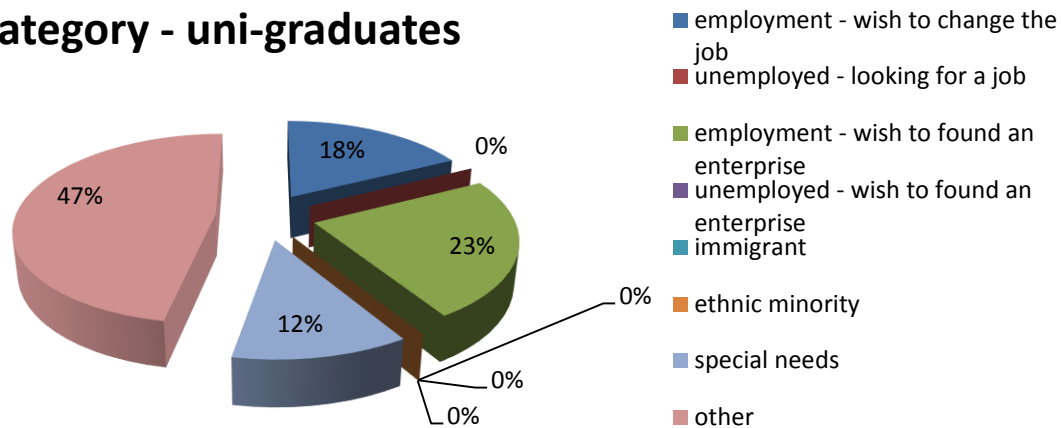




Other: 2 employed



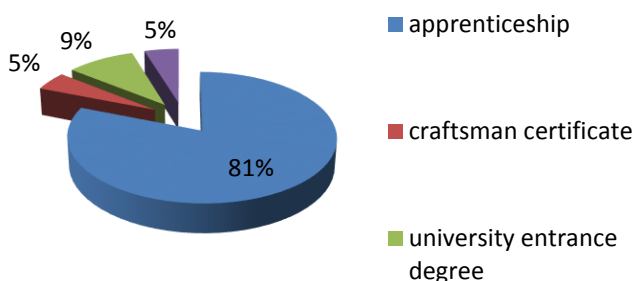
Category - uni-graduates



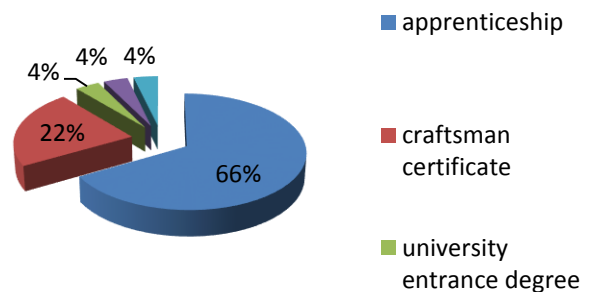
The wish to found an enterprise is at the highest in the group of the ones joining an entrepreneurial training, Which is of course not a surprise, but also more than double mechanics have this wish compared with the group of graduates after a study. Most of this group are to be found in the group of “other”, where we find the answers: self employed, employed without wishes to change (2), going on with another study (2) and no category which fits.

Highest finalised education:

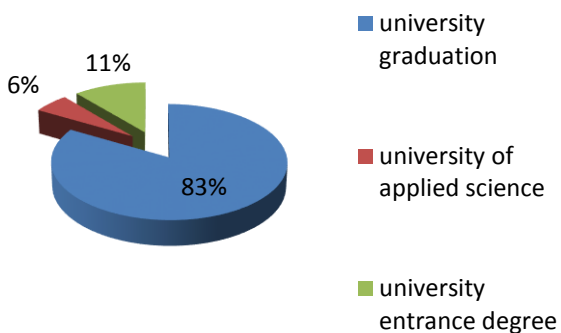
Mechanics



Entrepreneurial Training



Education - uni-graduated





The predominant highest level of education is apprenticeship for group one and two and of course a graduation at the university concerning the third group

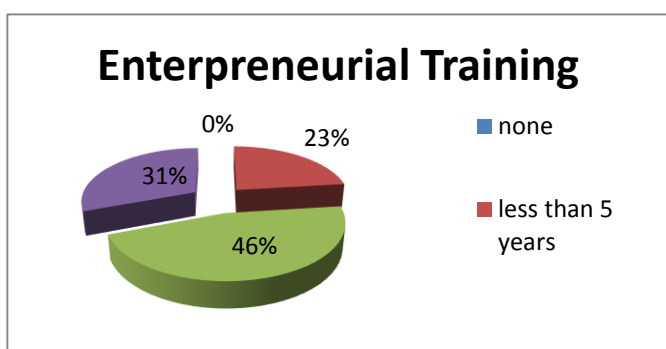
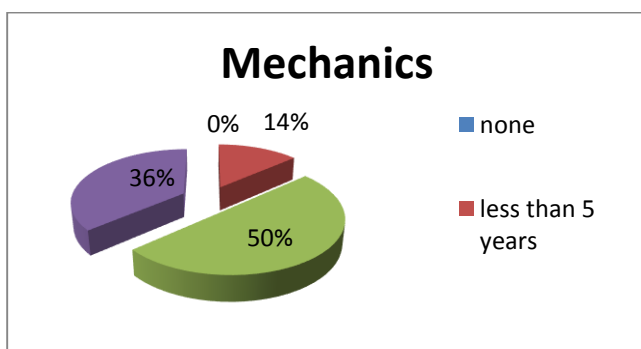
Additional Education

	Mechanics	Entrepreneurial Training	Graduates
NO	10	19	7
YES	12	8	6
	system technician	certificate for welding and fire protection	bar examination
	2 service technician	technical English	“driving licence” for economics
	cook	office	analytical Biomedicine
	agricultural craftsman	optician/audiology technician	diploma for health training
	truck driving licence	truck driving licence	a second study
	apprentice trainer	driving licence for fork lift	apprenticeship electronics
	§ 57 a auditor	§ 57 a auditor	
	2 entrepreneurial certification	water master	
	technical training	house painter	
	craftsman certificate electrician	medical massager	
		NLP practitioner	
		leadership training	
		REIKI trainer grade 1	

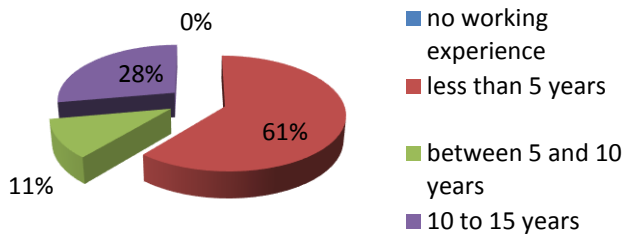
Further Training

	Mechanics	Entrepreneurial Training	Graduates
NO	17	17	7
YES	5	9	6
	2 craftsman certificate	hair dresser training	in house trainings
	in house trainings	apprentice trainer	seminar for building with wood
	vocational courses	2 entrepreneurial certification	small animal health
		make up artist training	EDV presentation
		massager	photoshop
		accounting	journalism
		ambulance man training	
		2 courses of the educational center of the chamber of commerce	

Work experience



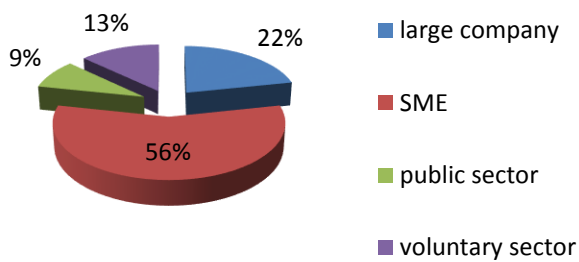
Uni- graduates



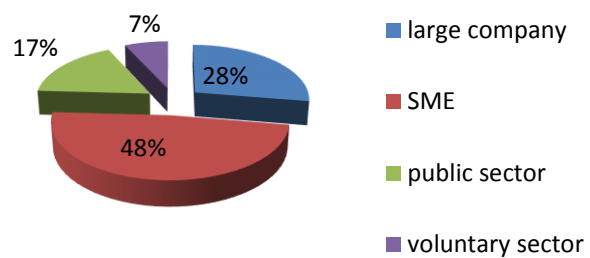
Cased by the longer educational pathway of graduates from university their working experience is less than the one of the other groups.

Place of work experience

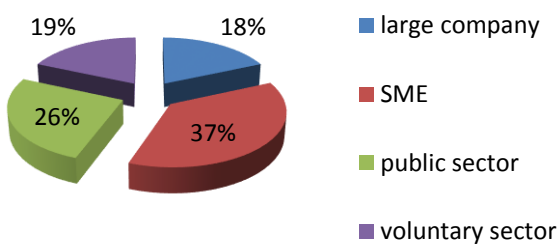
Mechanics



Entrepreneurial Training



University - graduated

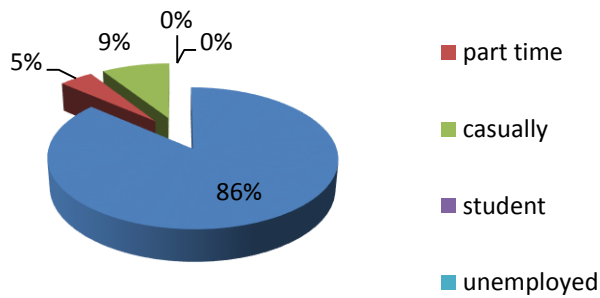


The main sector where all respondents made their work experience are small and medium enterprises, which mirrors the economic situation in the region Tyrol. The public sector is more important for persons with a study and people with apprenticeship and similar educational level have also chances to find a job in larger companies.

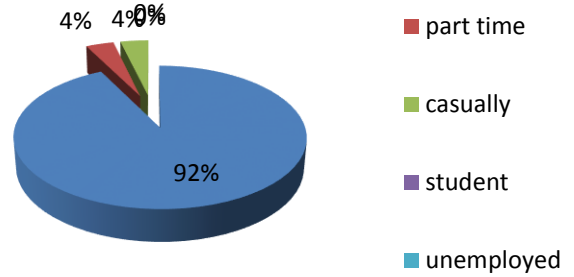
Present situation



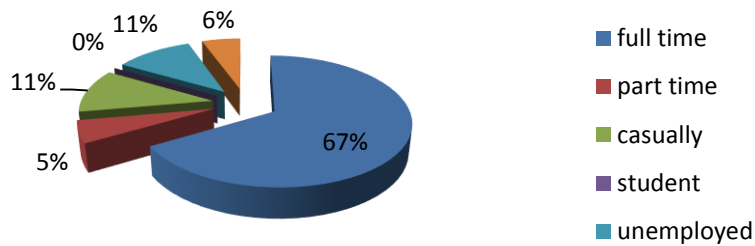
Mechanics



Entrepreneurial Training



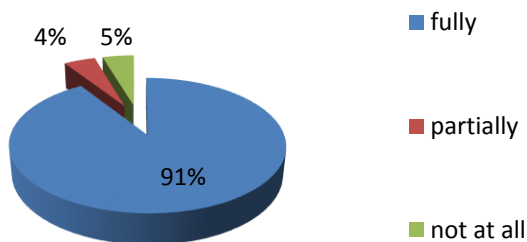
Uni- graduated



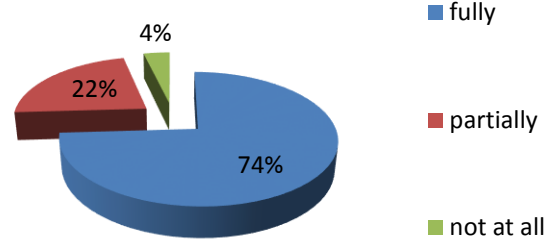
Only the group of University graduates have a part of unemployed persons, the two groups with the Lower educational level are working full time to a very high extent. The graduated group has self employment and a second study in the category “other”.

Your Job corresponds to your level of Education

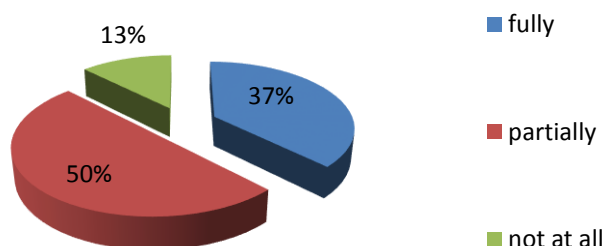
Mechanics



Entrepreneurial Training



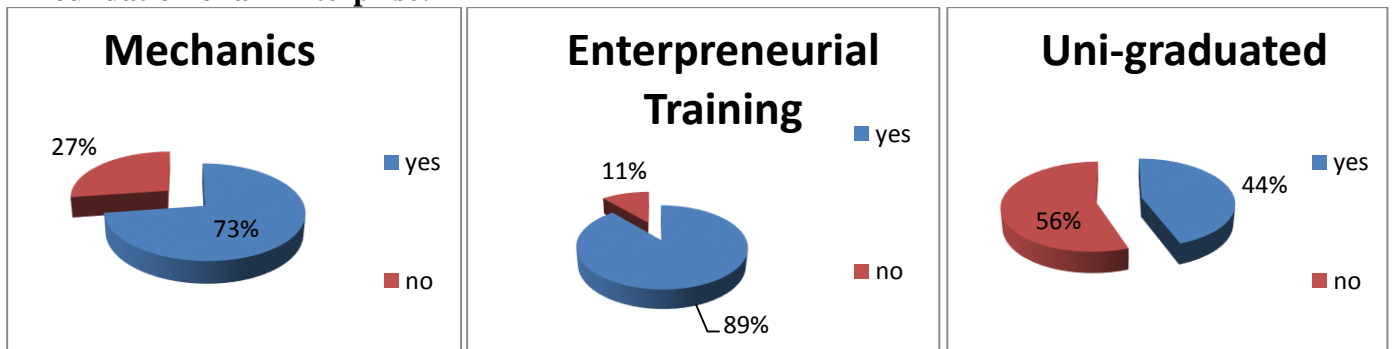
Uni-graduated





The correspondence of the education and the job is significantly high in the groups of mechanics and the ones in the entrepreneurial training and only more than one third of the university graduates fully agree to this statement.

B Foundation of an Enterprise:

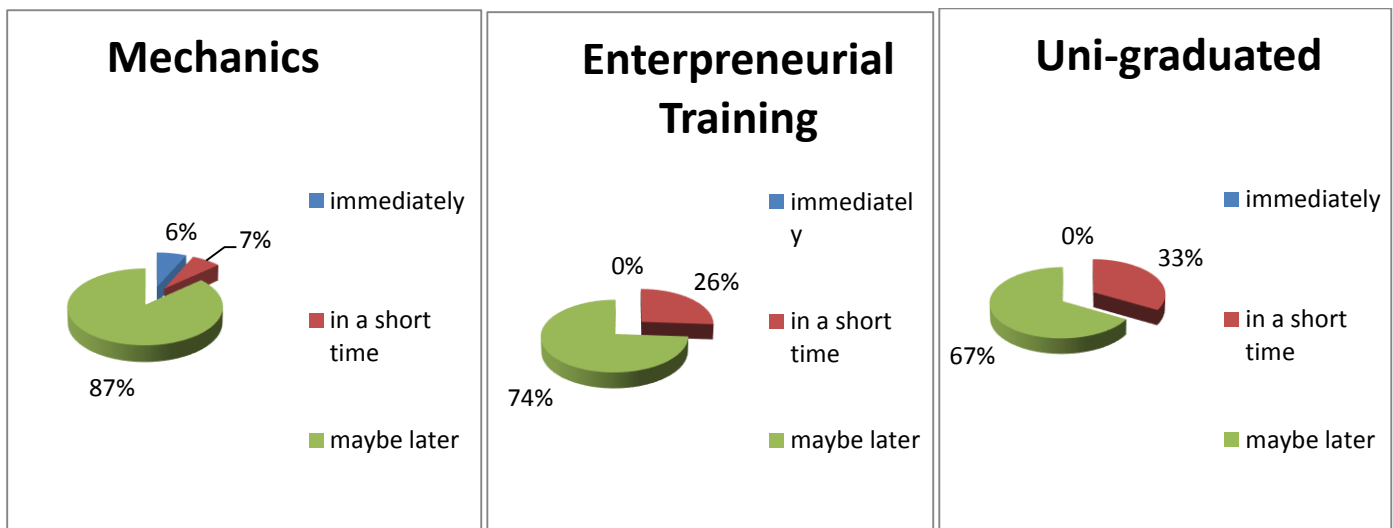


The vast majority of the mechanics and the persons joining the entrepreneurial training want to found an Enterprise. Otherwise the group of potential founders of persons with a finished study is only 56 per cent.

If no, obstacles:

Mechanics	finances, I have a good job, 2 missing entrepreneurial certificate, high taxes
Entrepr. Training	finances, children-no time, I am o.k. in my job, being employed is better
Graduates	2 finances, 4 no interest or idea, politics, self employment

I will start the Foundation of an Enterprise

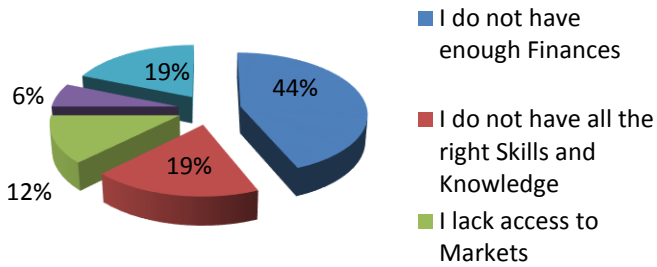


Most of all groups plan the foundation of an enterprise later. Concrete planning we could find only in six per cent of the group of mechanics.

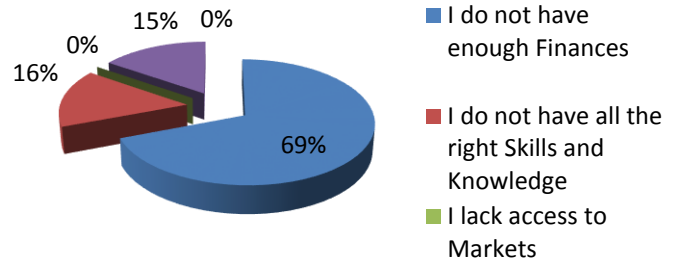
What do you think, is the biggest Constraint to start your Business?



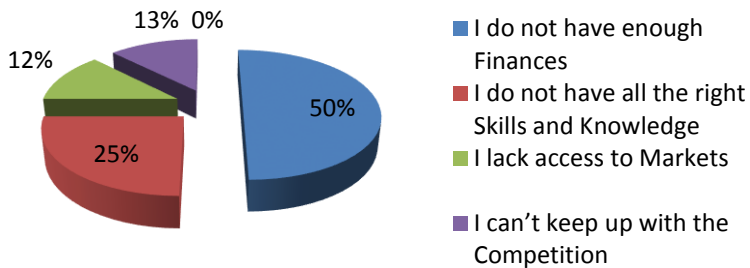
Mechanics



Entrepreneurial Training



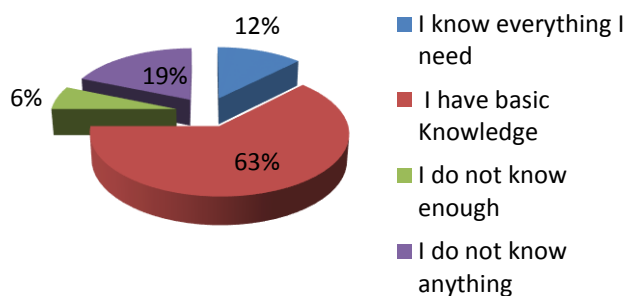
Uni-graduated



The answers show similar pictures, only the percentage of the ones in the entrepreneurial training, who identify a lack of money is clearly higher. Maybe they got a better insight in the financial requirements during their training.

Entrepreneurial Knowledge:

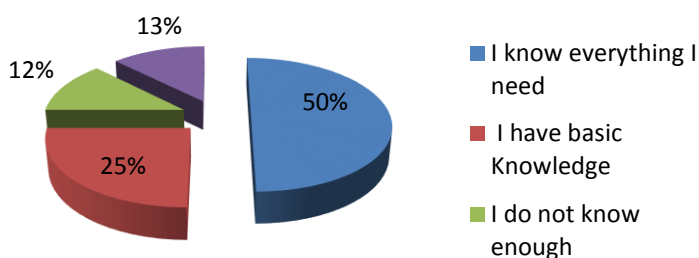
Mechanics



Entrepreneurial Training



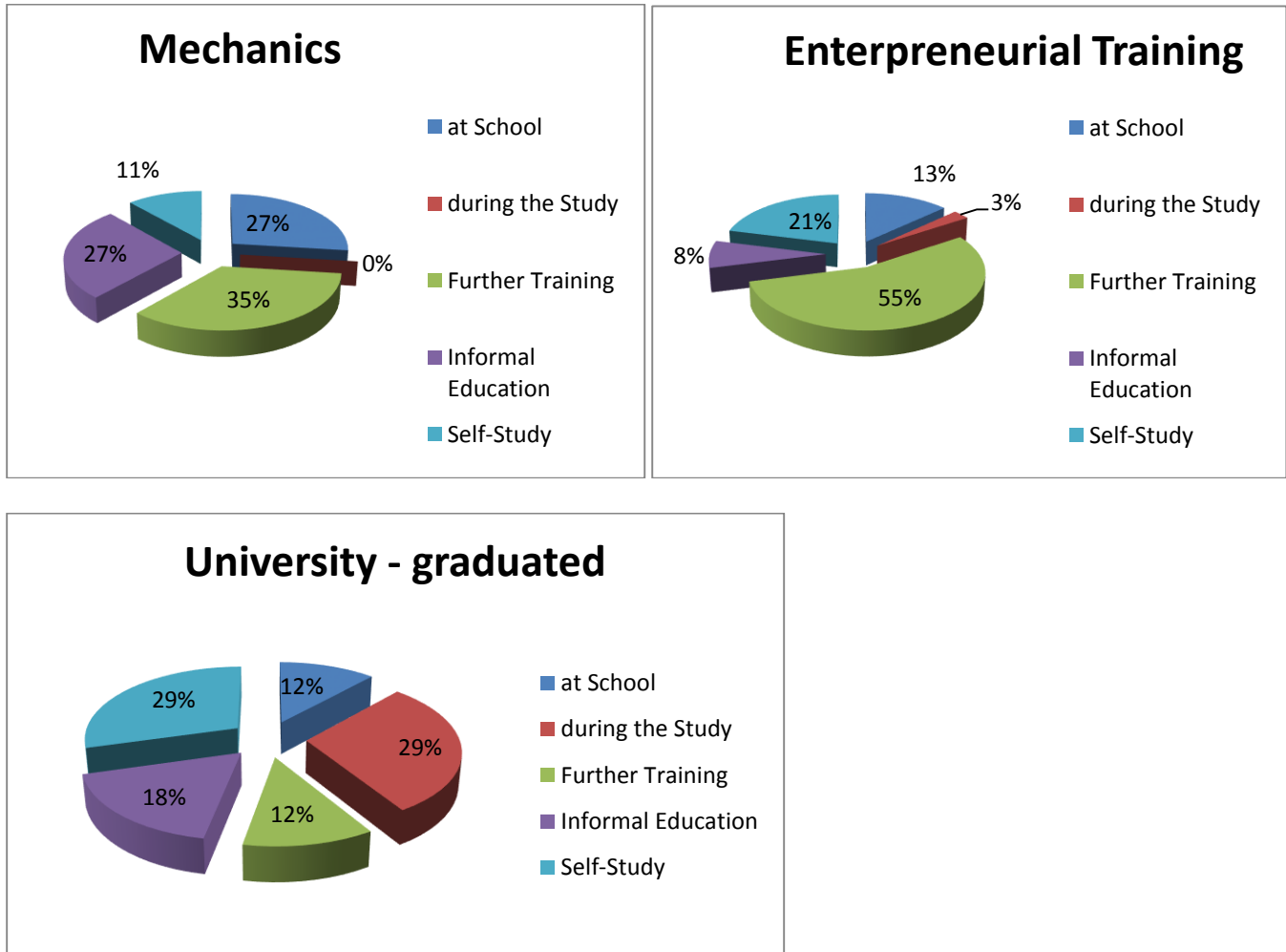
Uni - graduated





The majority of graduates from the university think to have all the knowledge they need to found an enterprise, but this group is also the one with the smallest wish to found one. The groups of persons, who answer, that they do not know anything necessary to found an enterprise is surprisingly high in the two groups with a high level of persons with the wish to found an enterprise (19 and 16 per cent).

My entrepreneurial Knowledge was imparted



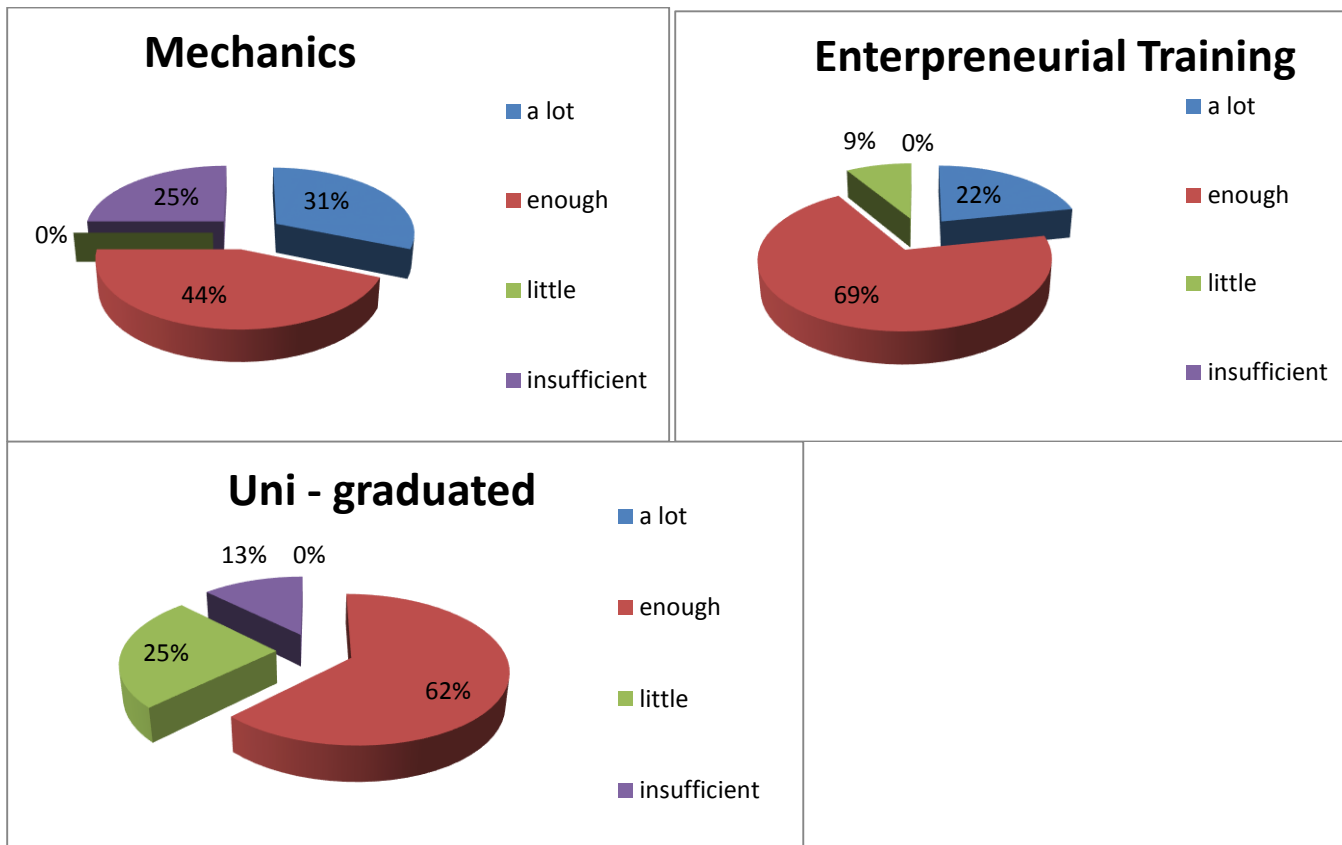
For the mechanics further trainings and informal education were most important to collect entrepreneurial knowledge, for the participants of the entrepreneurial training more than 50 per cent further training. The group of university graduates got most knowledge at the university. Self study is more important for them than for the other groups. The persons in the entrepreneurial training course are also used to learn self organised.

Field of entrepreneurial Knowledge imparted (e.g. Accountancy, Business Plan, Selling etc.)

	Mechanics	Entrepreneurial Training	Graduates
Accounting		4	1
Entrepreneurial Certificate		3	
Communication		1	
Social Competences		1	
Business Plan	1		2
Selling	2		
Entrepreneurial certificate	2		
Practical instruction			1
Financing			1



Extent of entrepreneurial Knowledge imparted



The highest level of knowledge including “a lot” and “enough” shows the group of participants in the entrepreneurial training (together 91 per cent). More than 60 per cent of the university graduates think to have enough knowledge. The mechanics being the group with the lowest educational level of the three groups are the group with the lowest level of supposed knowledge to found an enterprise.

In which Fields do you have Need for Training

	Mechanics	Entrepreneurial Training	Graduates
Accounting	1	3	2
Automobile Technology	1		
Electrical System	1		
a lot	1		
Practices		1	
Hair dresser issues		1	
Cosmetics		1	
Commercial law		1	
Conceptualisation		1	
Metal industries		1	
Politics		1	
Life long learning		1	
all			1
Entrepreneurial Knowledge			2
Finances			1



What would cover this Need (e.g. Courses, Literature, Practical Training)

	Mechanics	Entrepreneurial Training	Graduates
Course	7	7	4
Course at the Chamber of Commerce		2	
Practical training	1	4	
Specialist book		1	

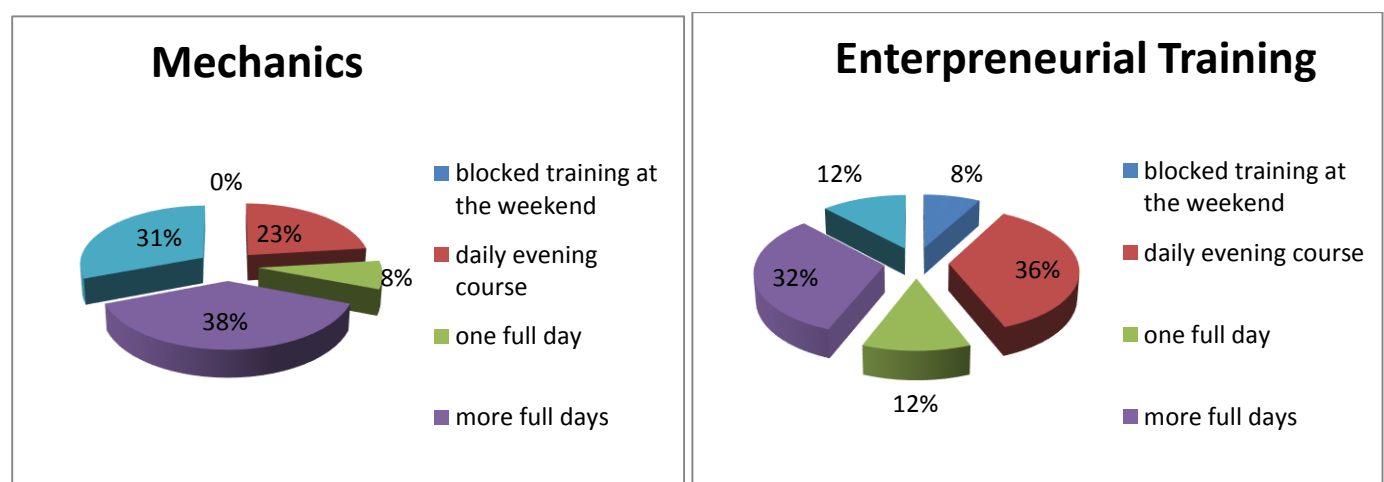
In which Fields do you have a Lack of Information

	Mechanics	Entrepreneurial Training	Graduates
Economy	1		
Accounting	1	1	1
Financial practices	1	1	
Technical issues	1		
Leadership		2	
Metal industries		1	
Enhancement of chances for success		1	
Fiscal law		1	1
all			2
Economic Law			2
none		4	

What would cover this Need

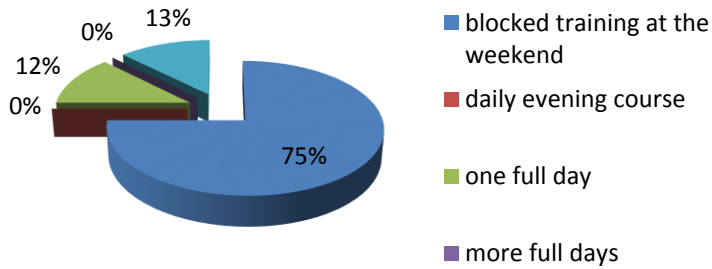
	Mechanics	Entrepreneurial Training	Graduates
Accountant	1		
Practical training		2	
Courses		2	3
Internet			1
Help		1	1
Books			1

How much Time would you invest in further Training





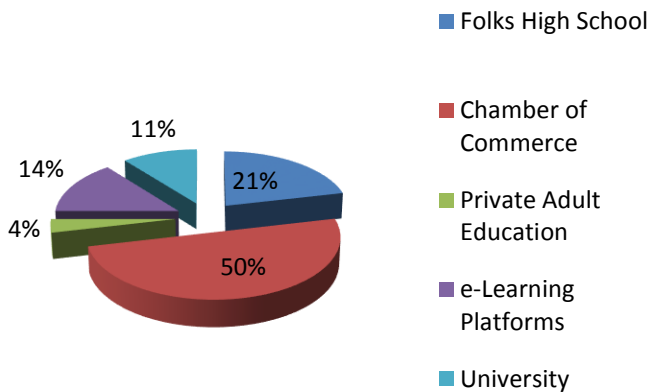
Uni - graduated



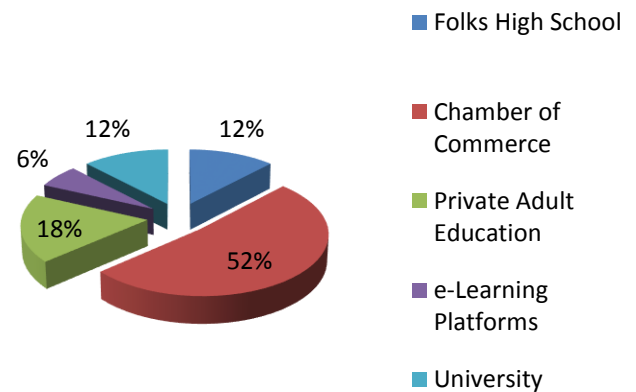
The answers spread in this question, only the graduate's priority is clear: weekend courses.

Which Education Provider would fit your Quality Demands

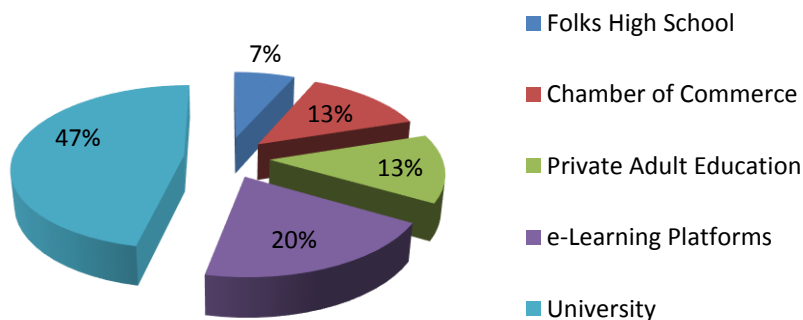
Mechanics



Entrepreneurial Training



Uni - graduated

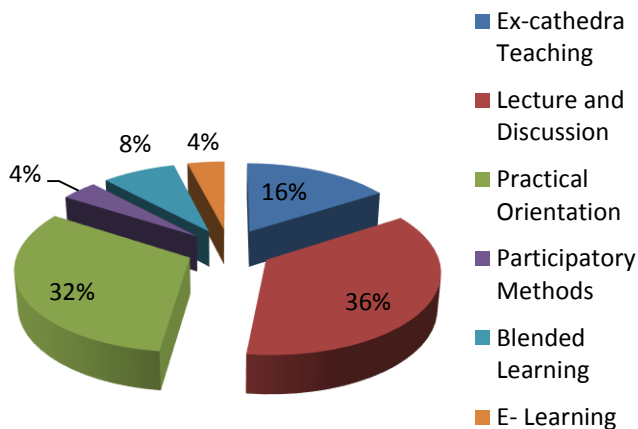


The respondents prefer what they know: the mechanics and the participants of the entrepreneurial training where asked during a course at the chamber of commerce – they prefer this provider and the graduates trust in the university. Noticeable is their 20 per cent agreement to e-learning, which is significantly higher than in the other groups.

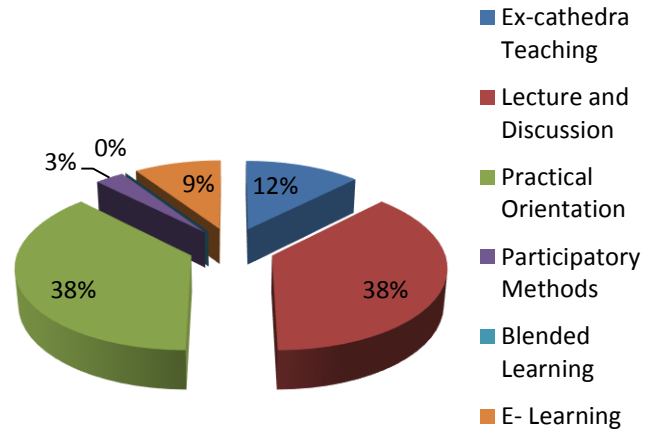


Which Kind of Methodology would fit your Preferences

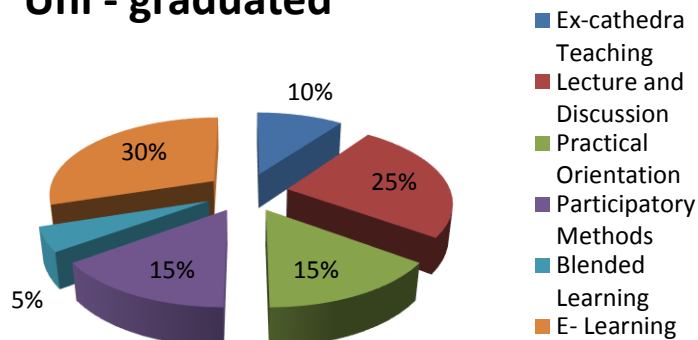
Mechanics



Entrepreneurial Training



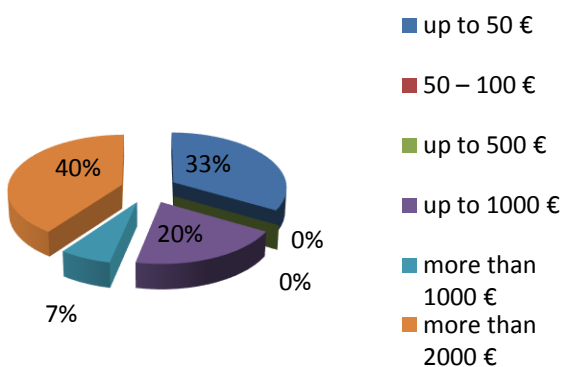
Uni - graduated



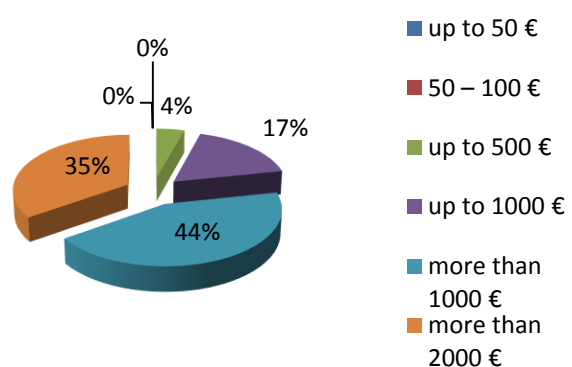
The answers show that participatory methods and blended learning are better known in the graduated group. Lecture and discussion is a preference for all groups and the mechanics and the participants of the entrepreneurial training attach considerably more importance to practical orientation.

How much Money would you invest in further Education and Training

Mechanics

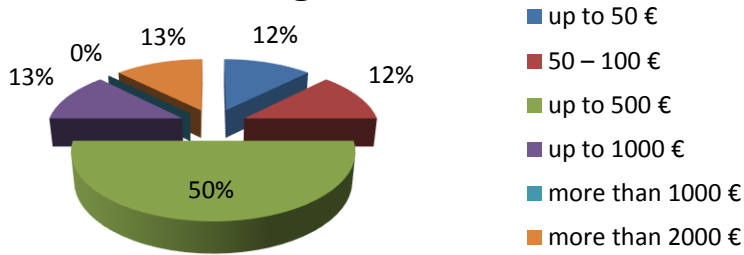


Entrepreneurial Training





Uni - graduated



It is interesting that the groups with the lower educational level are ready to invest more money in their further education. Coming out of a vocational education and maybe more familiar with the support of the chamber of commerce they know that the courses offered by the economic sector are expensive. The university graduates are familiar with a system in Austria which provided for a long time tax-free access to universities and the currently collected taxes at the universities are comparatively low.

D. Job Search

What job/career are you interested in? Describe.

	Mechanics	Entrepreneurial Training	Graduates
Management	1		
CEO	1		1
Economic Study	1		
Master craftsman for mechanics	1		
my own job		1	
Head of department		1	2
Pedicure Salon		1	
Lawyer			1
University Sector			1
Public Sector			1
Psychologist			1
Environmental Protection			1
Natural Science			1
Human Ressources			1
Logistics			1
Production Improvement			1

Name your Strengths (Abilities, Knowledge, Training) that support this.

	Mechanics	Entrepreneurial Training	Graduates
Work with people	1		
Working precise, secure, clean		1	1
Teamworking skills		1	1
Stress reliance		1	
Delegating skills		1	
Professional knowledge		1	
Further Education		1	
Practical experience		1	1
Study			4

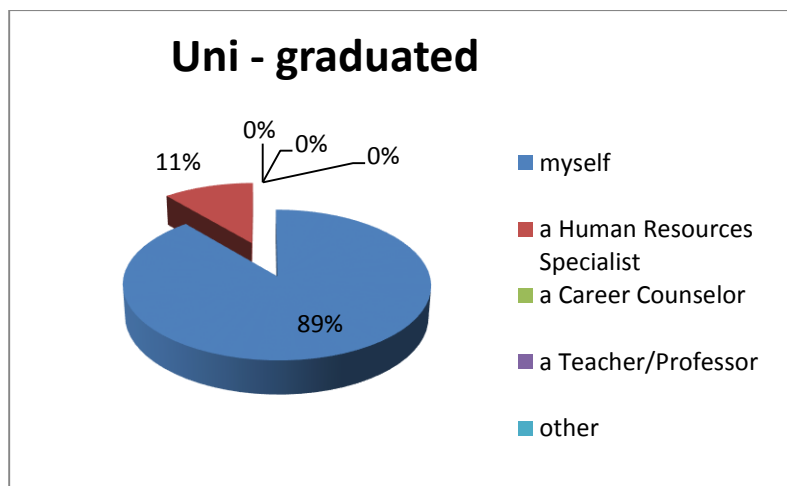
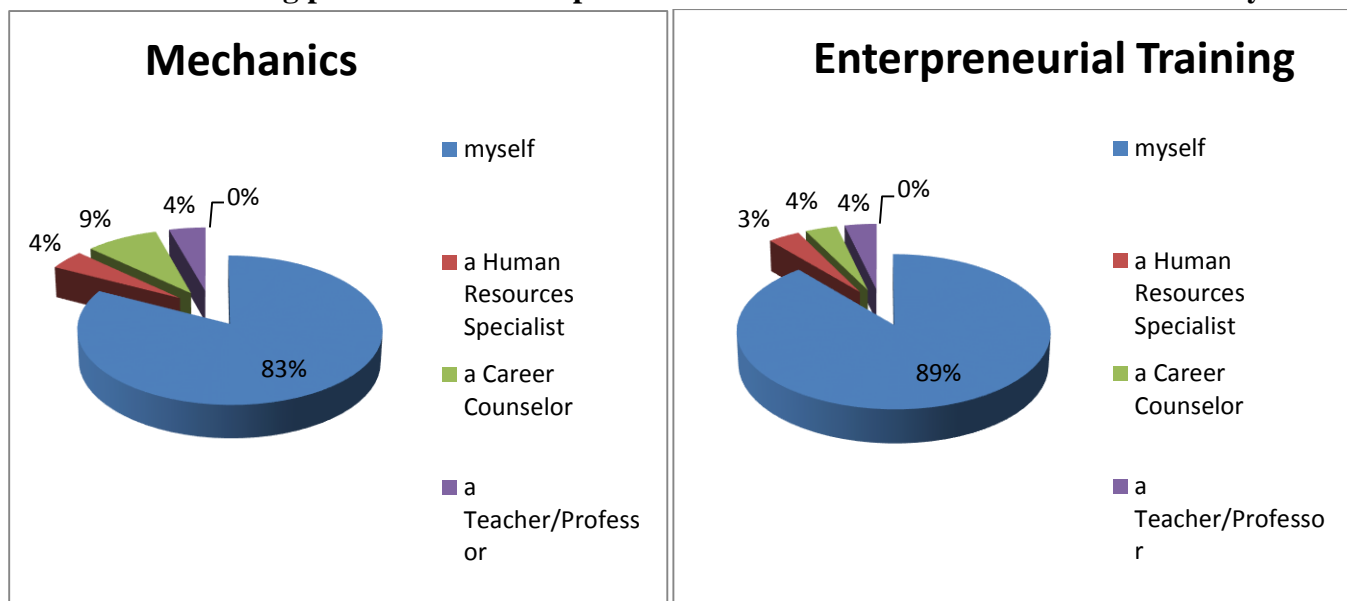


Working analytically			1
Networking			1
Communication			1
Flexibility			1
Friendlyness			1
Interest			1
Leadership			1
Organising Ability			1

Tick the Barriers preventing you to find a Job - No answers

E. Training/ Professional Orientation

Your future Training/professional Development Needs have been assessed and orientated by

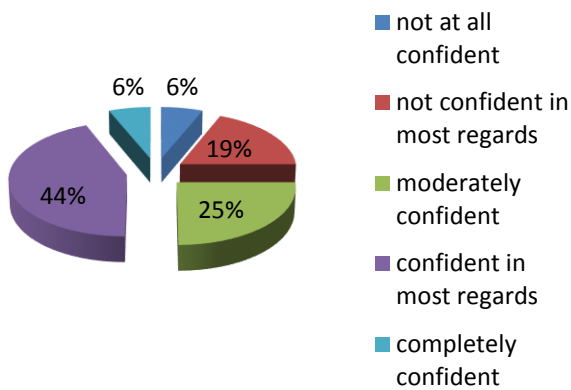


It is interesting that no group came back to support of counselling to a significant extent compared with the high level they all trust in their own assessment.

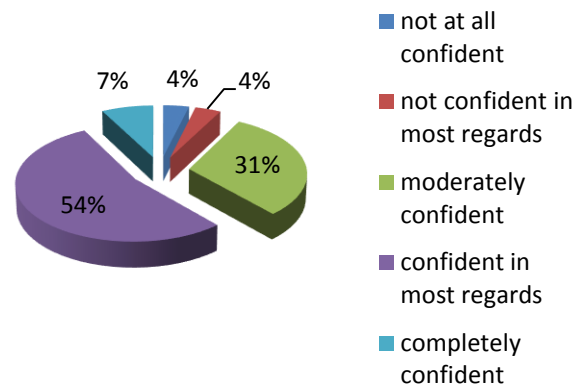
Are you confident that your future Training/professional Development Needs and Aspirations have been met by this Career Orientation.



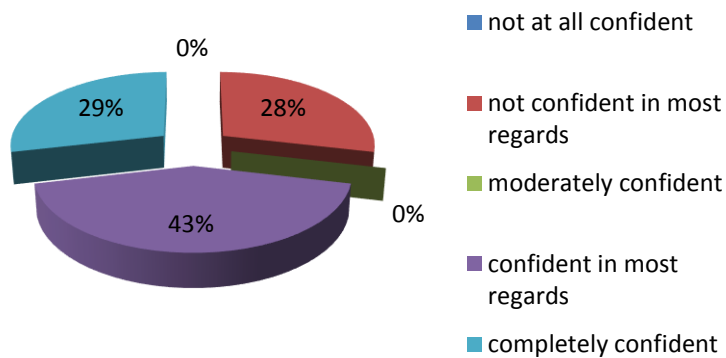
Mechanics



Entrepreneurial Training



Uni - graduated



Only half or less of them all are confident with this self assessment, but they do not specify the reasons of their dissatisfaction:

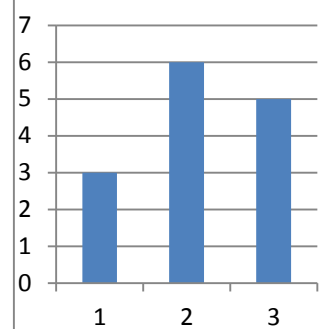
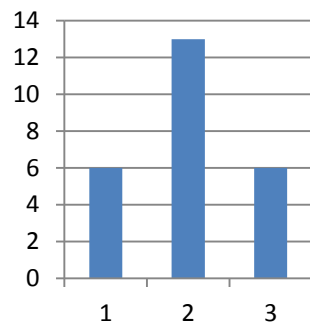
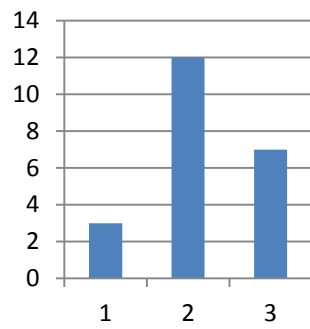
if not confident, why: no answers

Please specify the Areas in which you would like to receive further Training or Instruction

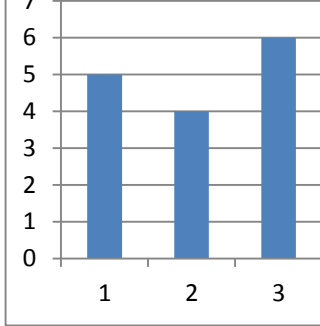
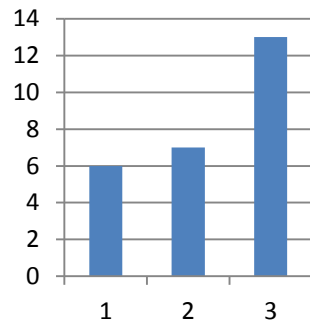
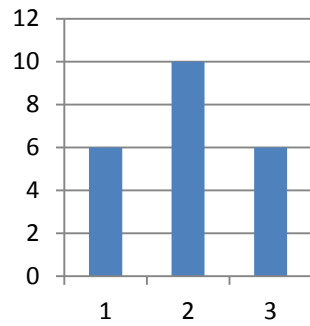
	Mechanics	Entrepreneurial Training	Graduates
Career Planning			



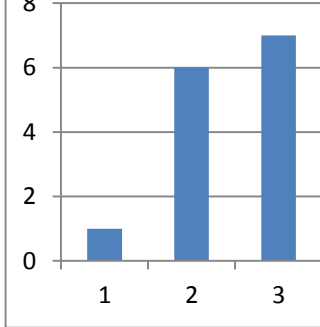
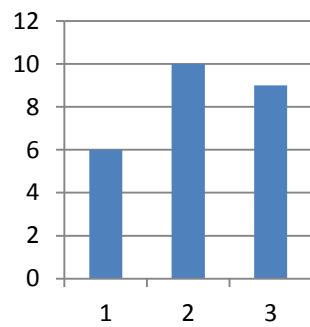
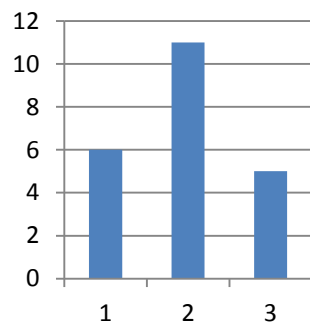
Understanding of Labour Market's Needs & Trends



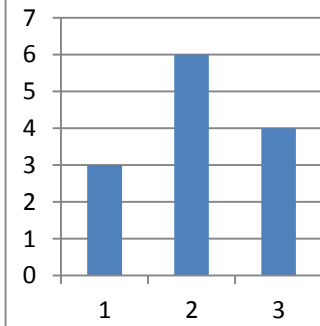
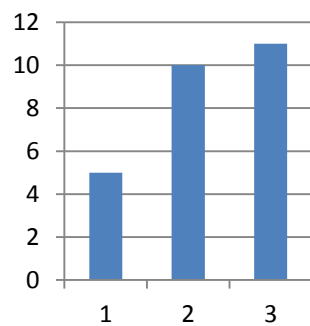
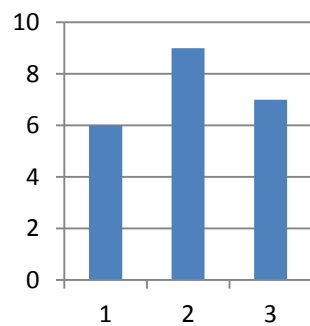
Locating Jobs you can apply for



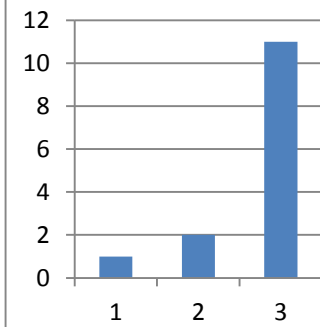
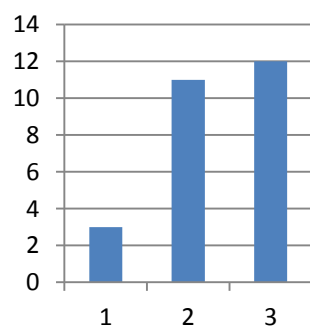
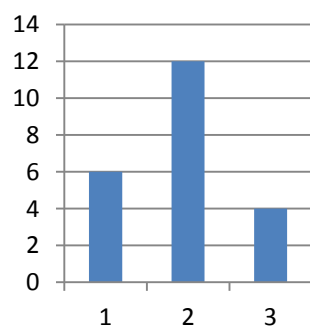
How to conduct a successful Job Search



Applications - help filling out Job Applications



How to use the Internet in a Job Search

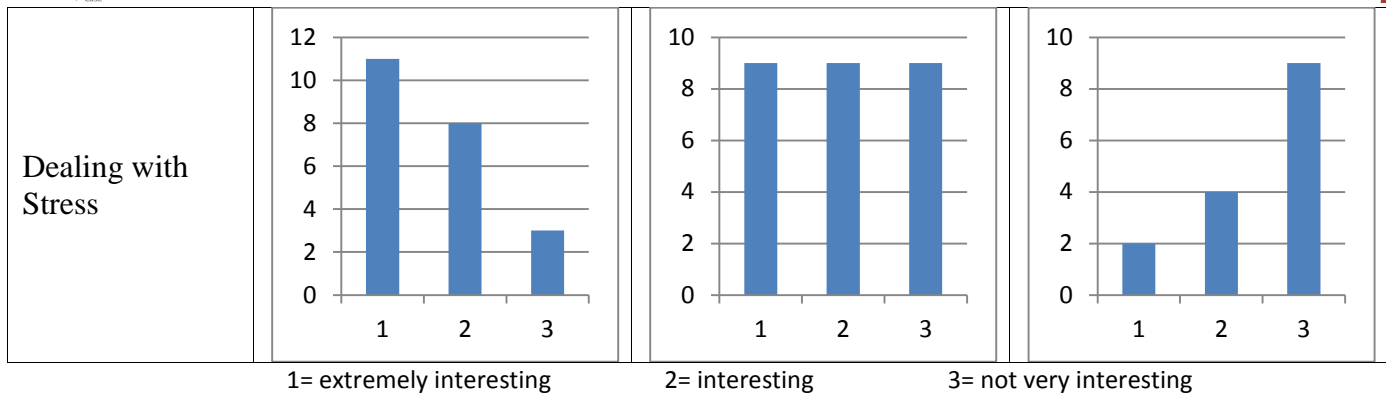




Accessing Information Sources	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>13</td></tr><tr><td>3</td><td>3</td></tr></table>	Category	Value	1	6	2	13	3	3	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>10</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>3</td></tr></table>	Category	Value	1	10	2	12	3	3	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>6</td></tr></table>	Category	Value	1	3	2	5	3	6
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Target Setting	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>8</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>5</td></tr></table>	Category	Value	1	8	2	9	3	5	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>12</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>2</td></tr></table>	Category	Value	1	12	2	12	3	2	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>10</td></tr></table>	Category	Value	1	4	2	1	3	10
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Interviewing - learning Tips for Job Interviews	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>9</td></tr></table>	Category	Value	1	6	2	7	3	9	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>8</td></tr></table>	Category	Value	1	6	2	12	3	8	<table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>6</td></tr></table>	Category	Value	1	3	2	5	3	6
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Knowledge of Training and Vocational Education	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>4</td></tr></table>	Category	Score	1	9	2	9	3	4	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>16</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>2</td></tr></table>	Category	Score	1	16	2	8	3	2	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>3</td></tr></table>	Category	Score	1	5	2	7	3	3
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Teamwork Skills	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>4</td></tr></table>	Category	Score	1	9	2	9	3	4	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>11</td></tr><tr><td>2</td><td>11</td></tr><tr><td>3</td><td>4</td></tr></table>	Category	Score	1	11	2	11	3	4	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>10</td></tr></table>	Category	Score	1	1	2	3	3	10
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Time Management	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>10</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>4</td></tr></table>	Category	Score	1	10	2	8	3	4	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>8</td></tr><tr><td>2</td><td>10</td></tr><tr><td>3</td><td>8</td></tr></table>	Category	Score	1	8	2	10	3	8	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>9</td></tr></table>	Category	Score	1	1	2	4	3	9
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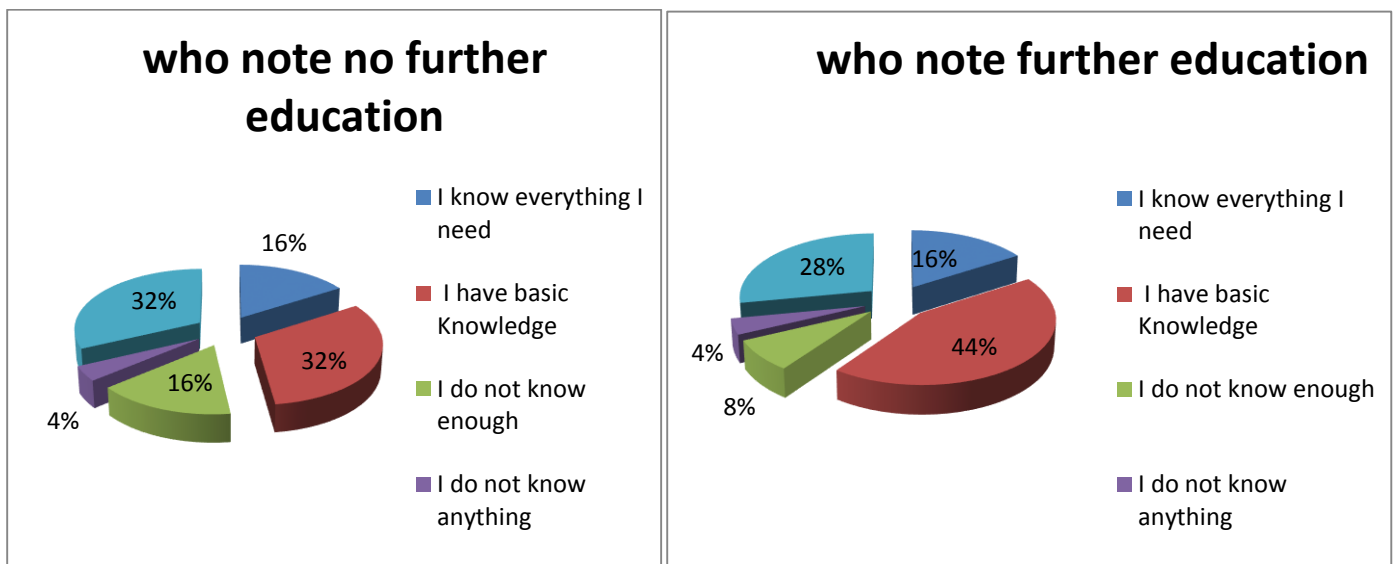


Career Planning, Target Setting, Time Management, Dealing with Stress, Teamwork and the Knowledge of educational and vocational Education are of highest importance for the groups with a lower basic educational level. The last topic is also of high interest for the graduated group, they want also support in locating jobs where they can apply and the development of their networking skills. For all other topics they show less interest than the other two groups in general.

In the group of graduated the view on the gender gap shows the greater interest of female respondents in any topic of further education. In 12 of the cases all persons answering with “of high interest” were female. In 4 cases only one male person was in the group of 3, 4 or 5 respondents with high interest.

Interesting details:

From the ones not noting any further education answer to the question about the extent of their entrepreneurial knowledge:



9 of the 34 without any further education indicate a need for further education (26,5 per cent), but 12 of the 25, who note to have further education register a need for more further education (48 per cent)

This result confirms the evidence of studies in Austria, that the more further education people have, the more they want to go on.

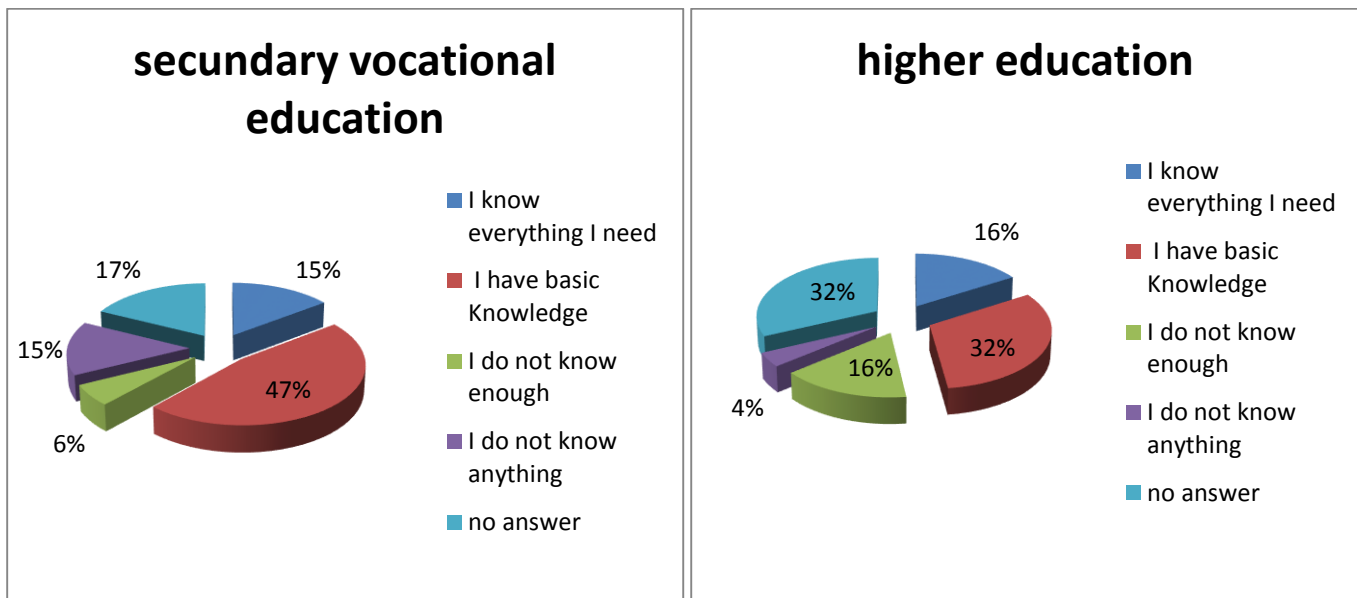
We selected also the ones with secondary vocational education and the ones with a higher education:

From the fist group (34 Persons) 16 note additional education and 10 further training (together 47 per cent), from the ones with higher education (25 persons) 9 have additional education and 7 further training (together 64 per cent)

29 per cent of the first group with the lower degree wants more further education and 18 per cent more information; 32 per cent of the group with the higher degree wants more further education and 24 per cent more information.



The knowledge of entrepreneurial issues they appreciate as follows:



TRAINING NEEDS SURVEY – Gender selective Results

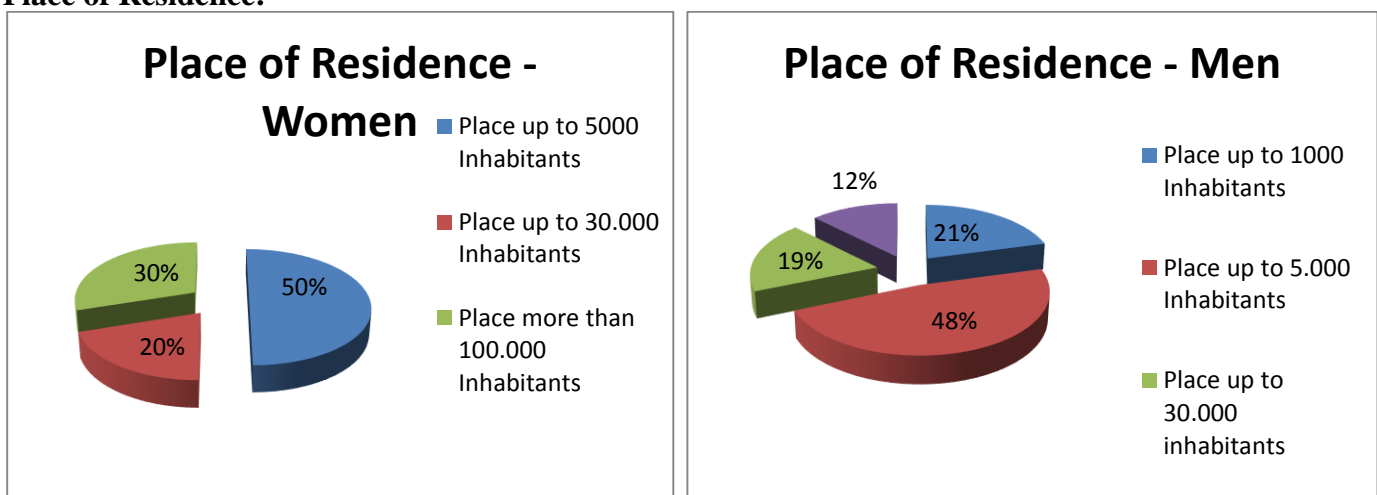
A Personal Data:

1. Age, 2. Gender, 4. Nationality

The target group “Mechanics” is all male

	Enterpr. Training/Men	Enterpr. Training/Women	Graduates/Men	Graduates/Women
sample	22	5	9	9
age	no significant differences			
nationality	1 Serbia, 1 Bosnia 1 Switzerland	5 Austria	5 Austria, 1 Italy, 1 Germany	9 Austria

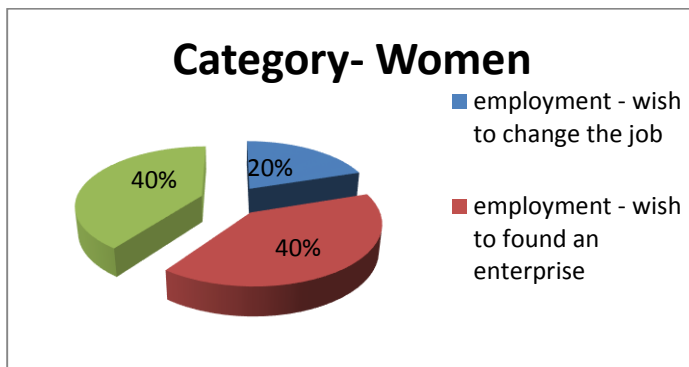
Place of Residence:



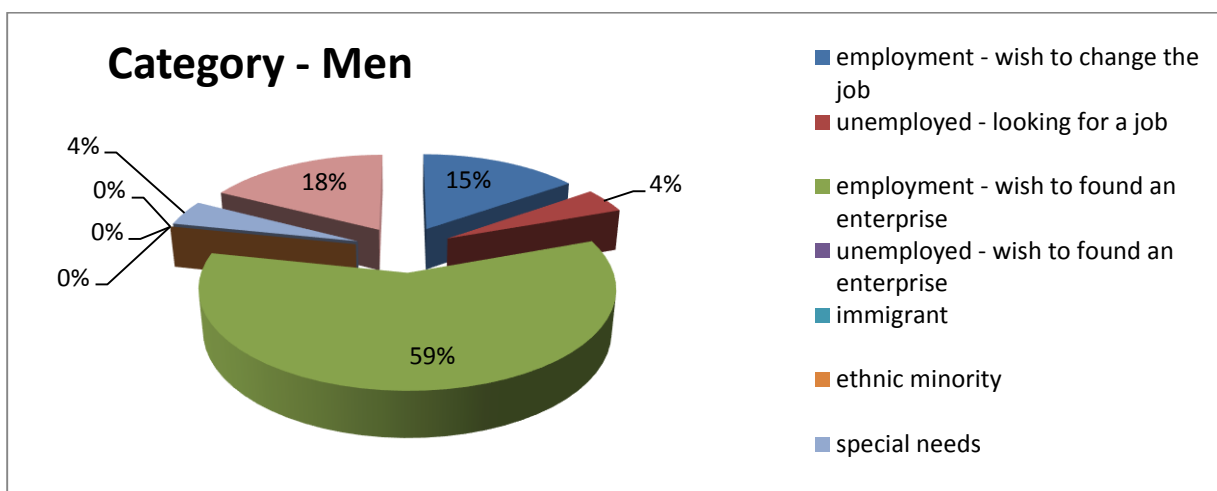
No women of our respondents live in the smallest category of places up to 1000 inhabitants. No respondent lives in a place between 30.000 and 100.000 inhabitants. The capital city is the only place with more than 100.000 inhabitants and the district centres do have between 6.000 and 17.000 inhabitants and not more.



Category, you belong to:

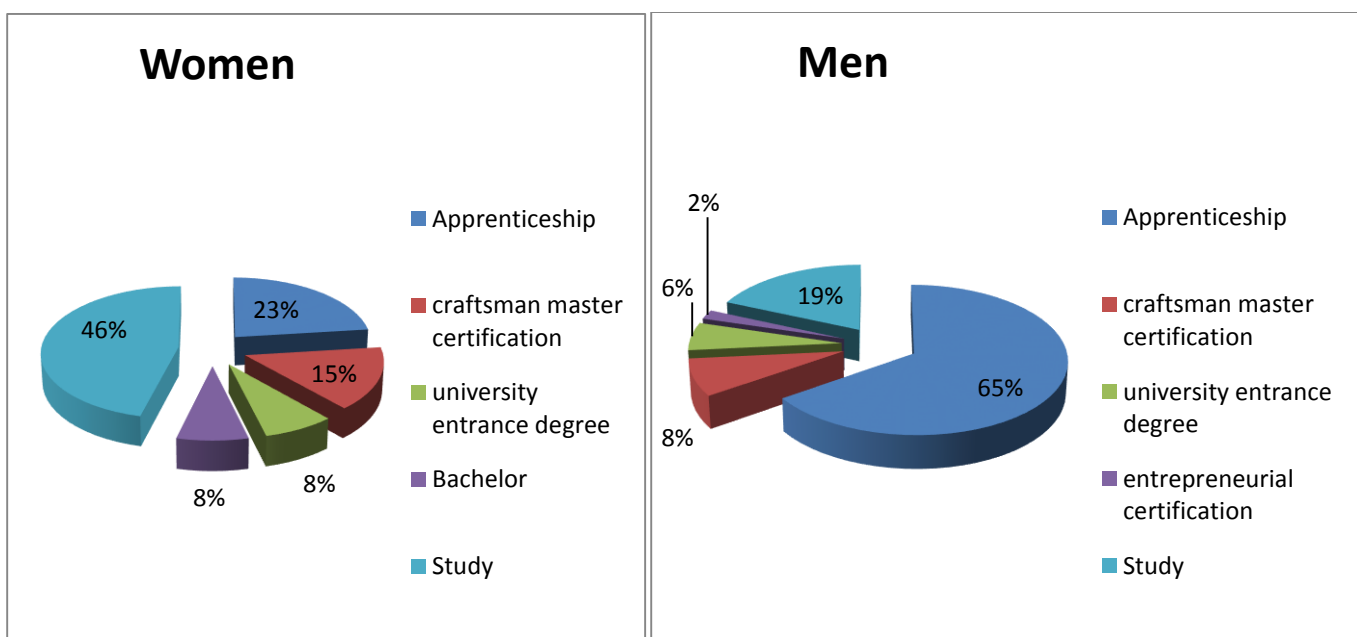


The female respondents belong to only 3 out of 8 categories, they are all employed and want to change the job or found an enterprise – these respondents are all out of the target group of participants of the entrepreneurial training, in the category “other” we find self employed (1), maternity leave (1), employed (2) and student (1)



Other: 4 employed, 2 further education, 1 student, 1 good job

Highest finalised education:



**Additional Education:**

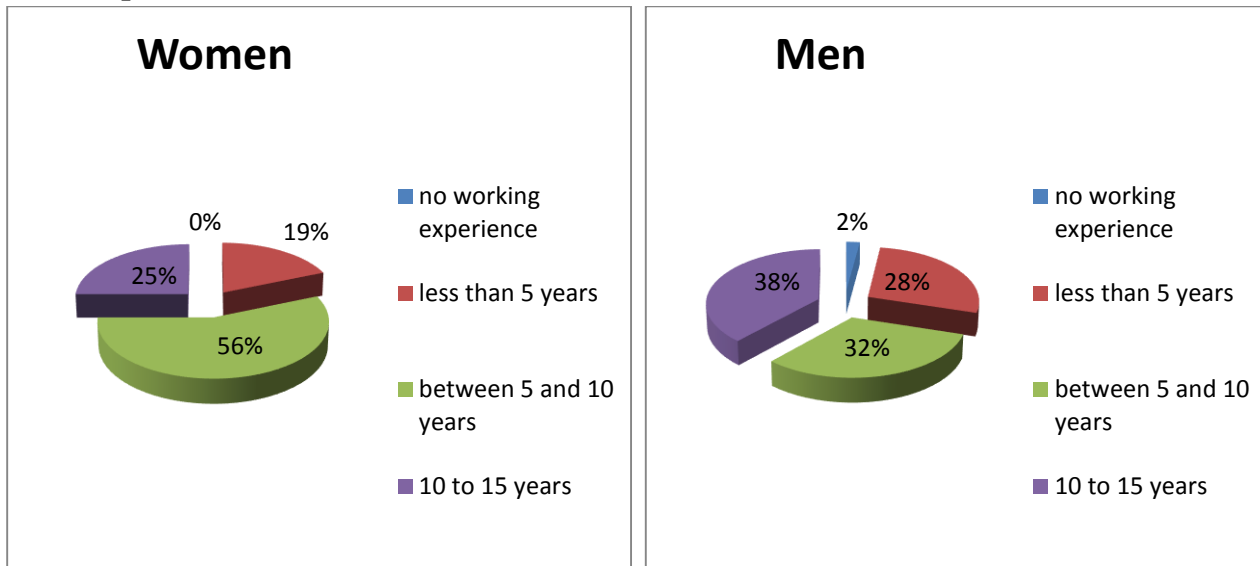
	Men	Women
NO	29	9
YES	20	4
	system technician	bar exam
	2 service technician	analytical biomedicine
	cook	diploma of health trainer
	agricultural craftsman	second study
	truck driving licence	
	apprentice trainer	
	§ 57 a auditor	
	2 entrepreneurial certification	
	technical training	
	craftsman certificate electrician	
	water master	
	house painter	
	medical massager	
	NLP practitioner	
	leadership training	
	REIKI trainer grade 1	
	driving licence for fork lift	
	certificate for welding and fire protection	
	technical English	
	office	
	optician/audiology technician	
	“driving licence” for economy	
	apprenticeship electronics	

Further Training

	Men	Women
NO	34	5
YES	14	4
	2 craftsman certificate	training for veterinary (small animals)
	2 in house trainings	hair dresser training
	vocational courses	make up artist training
	2 entrepreneurial certification	apprentice trainer
	massager	EDV presentation
	accounting	
	ambulance man training	
	2 courses of the educational center of the chamber of commerce	
	photoshop	
	building with woods	
	journalism	

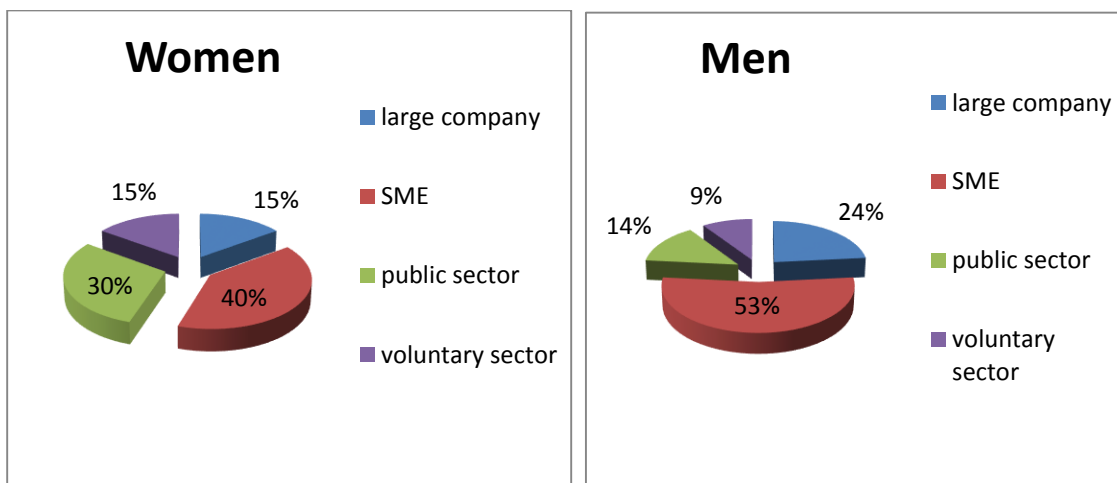


Work experience

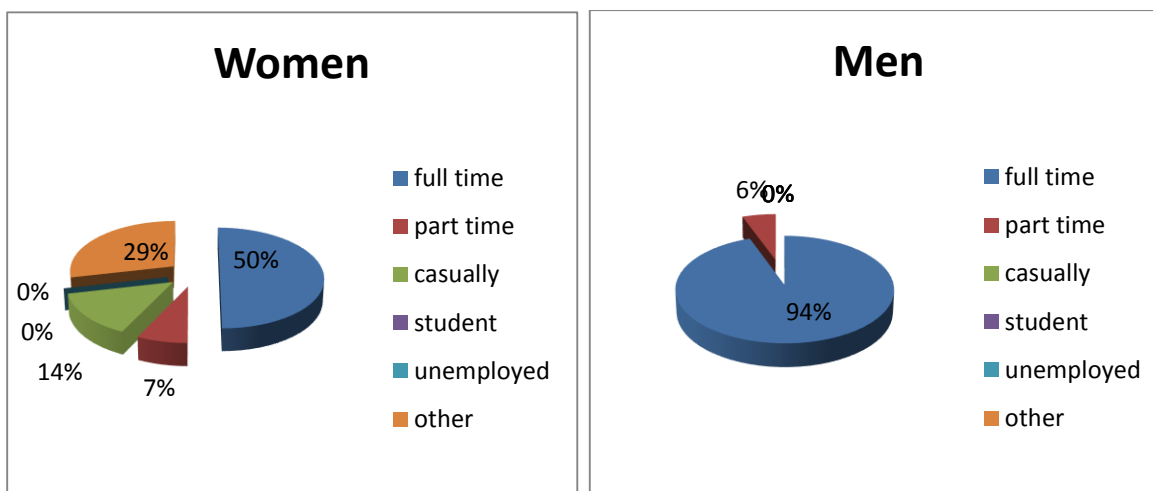


The higher number of persons with apprenticeship as highest education in the men's group increase the number of years of work experience.

Place of work experience

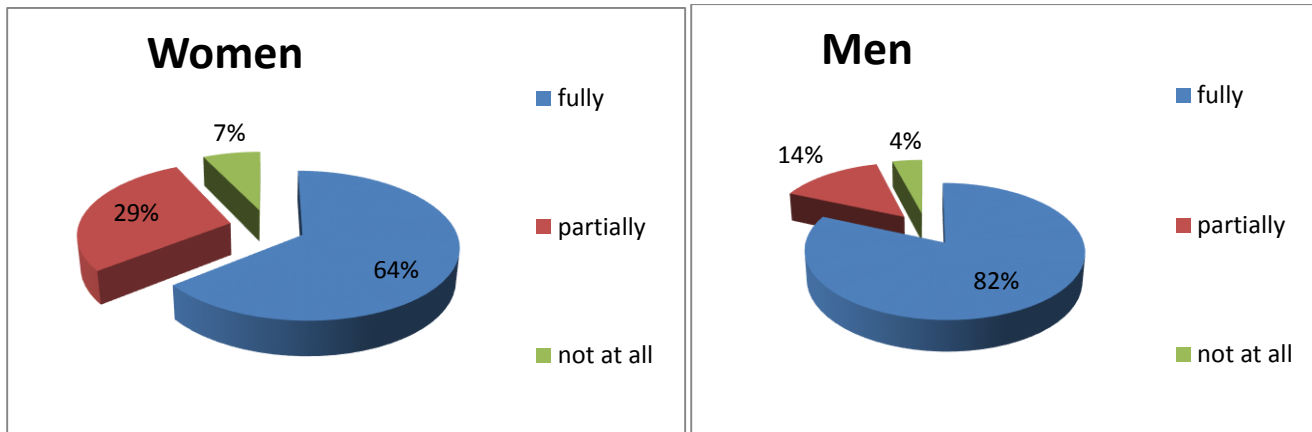


Present situation



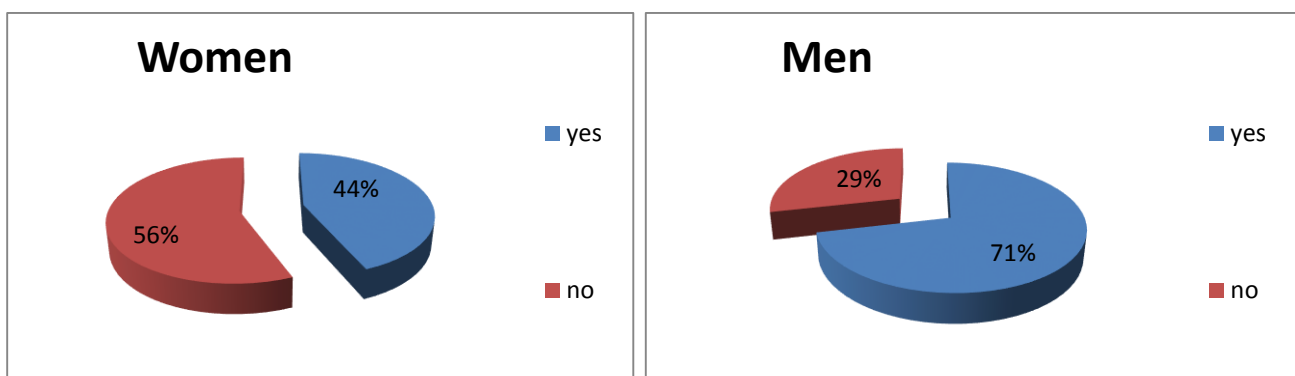


Your Job corresponds to your level of Education



It is not a surprise that the jobs men are getting are more correspondent to their education than it is the case of women, also with regards to their higher percentage of part time workers.

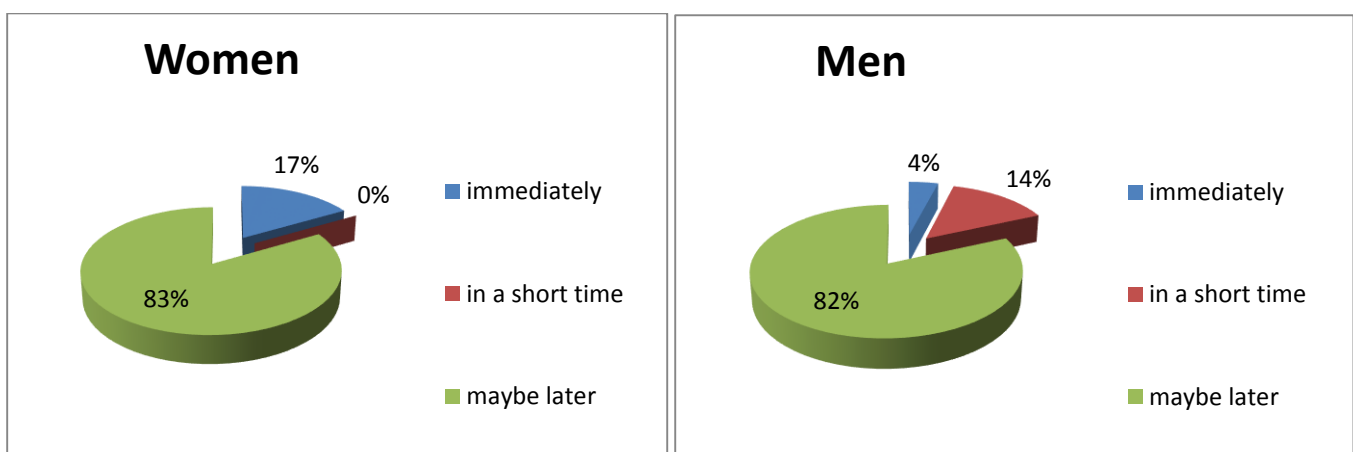
B Foundation of an Enterprise:



If no, obstacles:

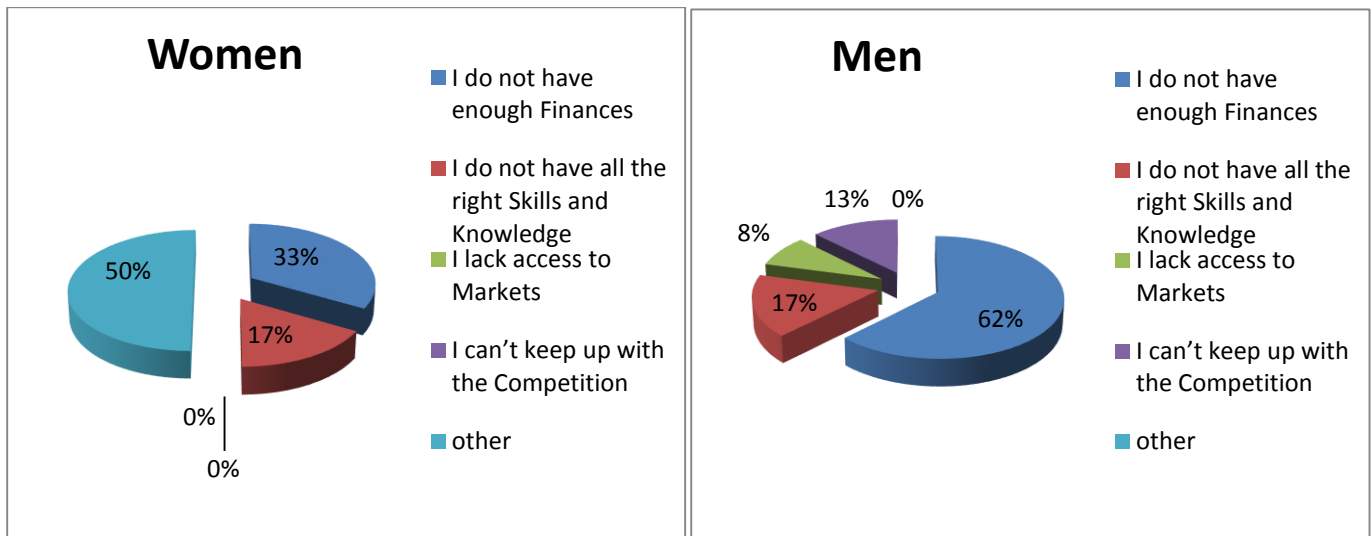
Women	4 lack of finances, children-no time, no interest, 2 no idea, politics,
Men	I am o.k. in my job, being employed is better, finances, I have a good Job, 2 missing entrepreneurial certificate, high taxes, no wish, no idea

I will start the Foundation of an Enterprise

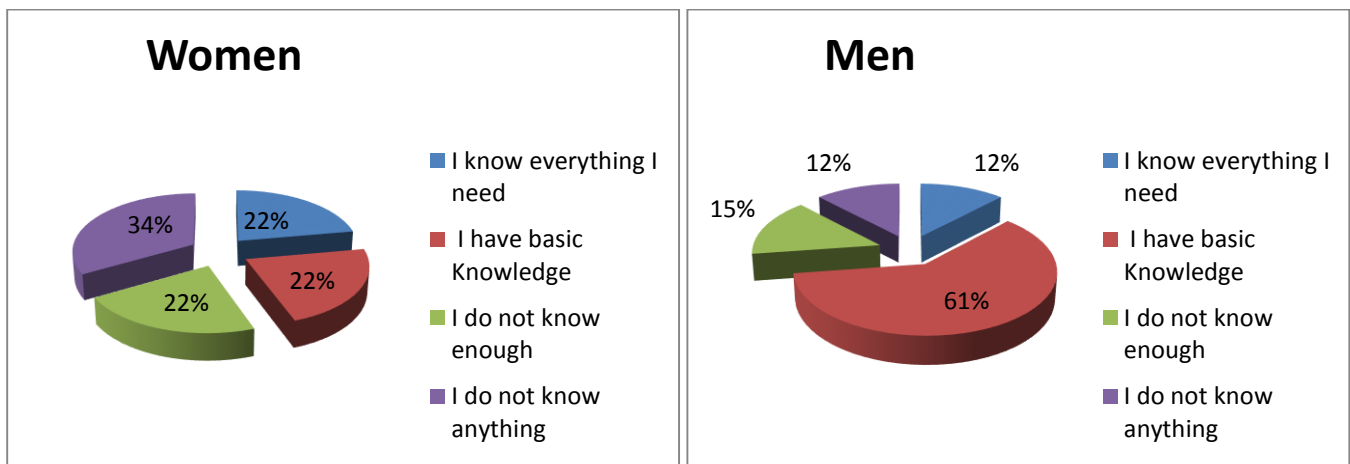




What do you think, is the biggest Constraint to start your Business?

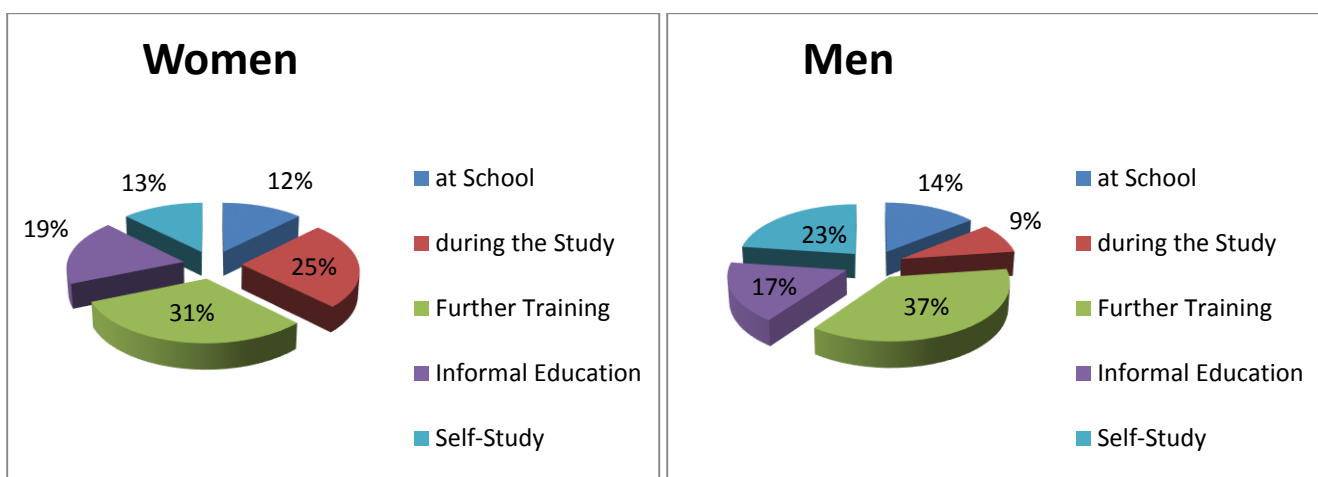


Entrepreneurial Knowledge:



The evaluation of the own skills and competences is traditionally lower of women, because there is no other reason for this if we have a look on the higher educational level of the women in this survey.

My entrepreneurial Knowledge was imparted

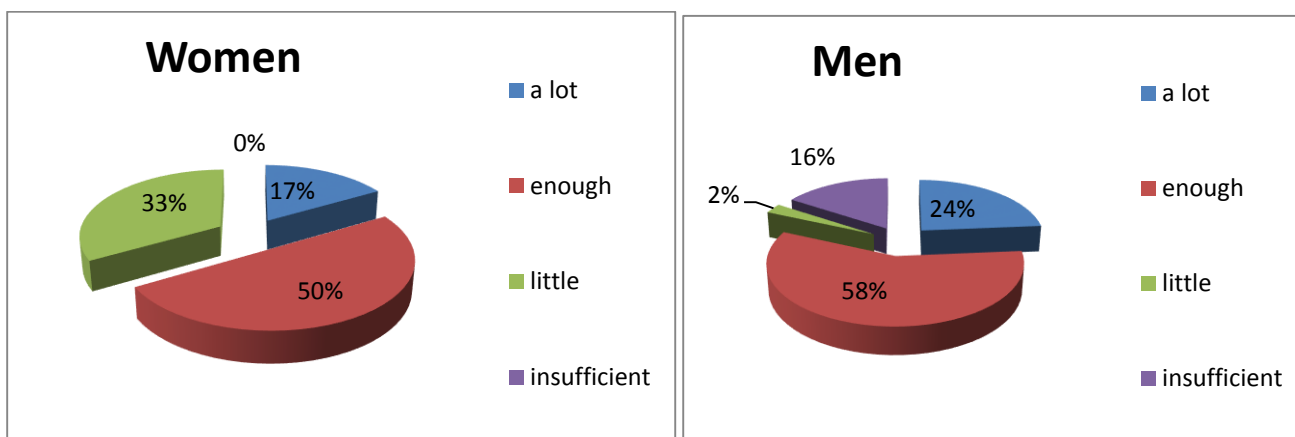




Field of entrepreneurial Knowledge imparted (e.g. Accountancy, Business Plan, Selling etc.)

Men	Women
2 Business Plan	Business Plan
Accounting	Accounting
Entrepreneurial Certificate	Practice
Communication	Financial Issues
Social Competences	
Selling	
car mechanics	

Extent of entrepreneurial Knowledge imparted



In which Fields do you have Need for Training

Men	Women
Accounting	Practices
Automobile Technology	Hair dresser issues
Electrical System	Cosmetics
a lot	Accounting
Commercial law	Foundation of an enterprise
Conceptualisation	Entrepreneurial Knowledge
Metal industries	Finances
Politics	
Life long learning	
Water-Gas	

What would cover this Need (e.g. Courses, Literature, Practical Training)

Men	Women
Courses	Courses
Course at the Chamber of Commerce	Practical training
Practical training	
Specialist book	



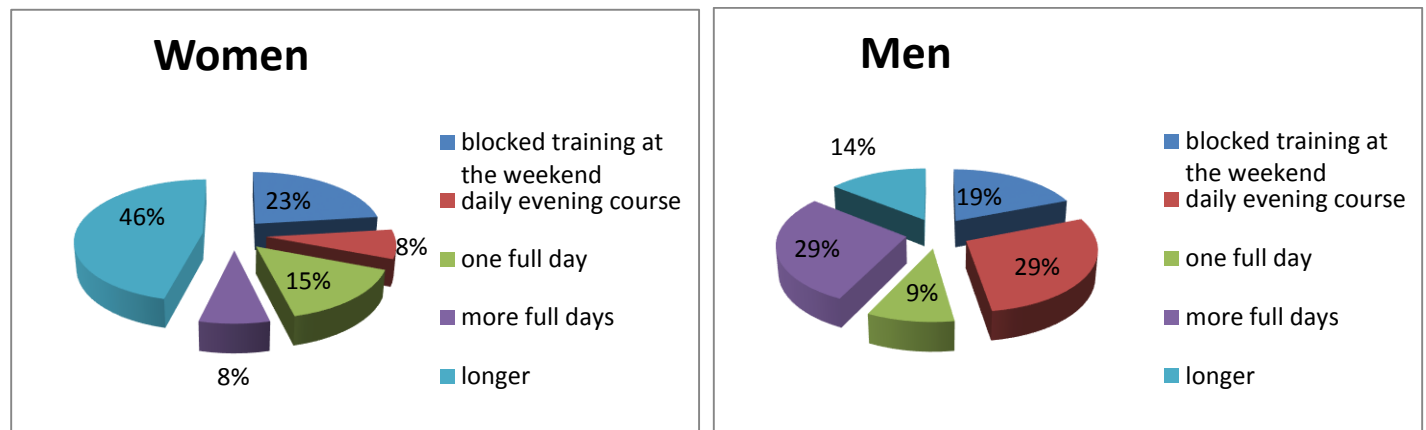
In which Fields do you have a Lack of Information

Men	Women
Economy	Financial practices
Accounting	everywhere
Financial practices	Fiscal Law
Technical issues	Economic Law
Fiscal issues	Accounting
Metal industries	
Improve the chances for success	

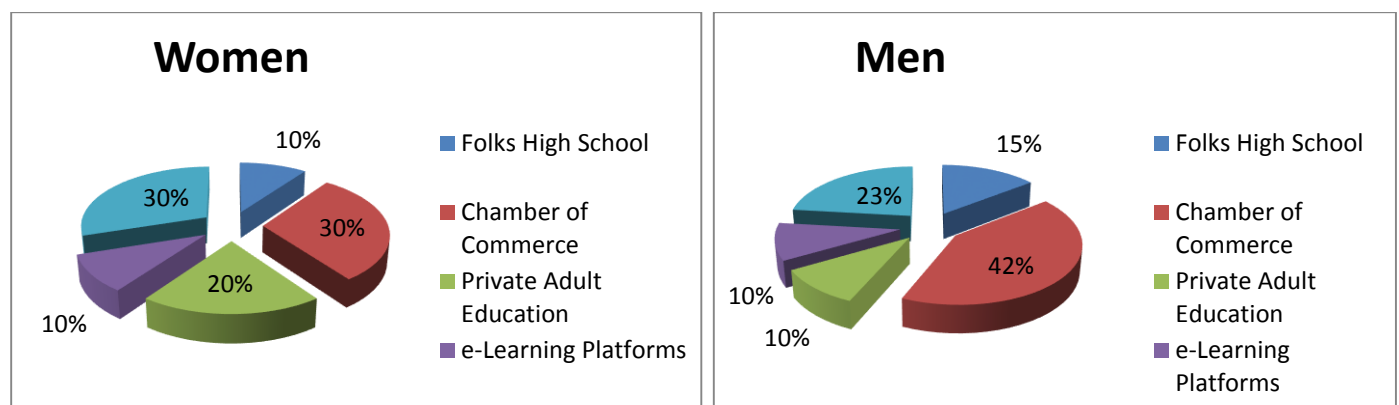
What would cover this Need

Men	Women
nothing	More help
Courses	Further training
Accountant	Courses
Practical training	
Books	
Friends	
Internet	

How much Time would you invest in further Training



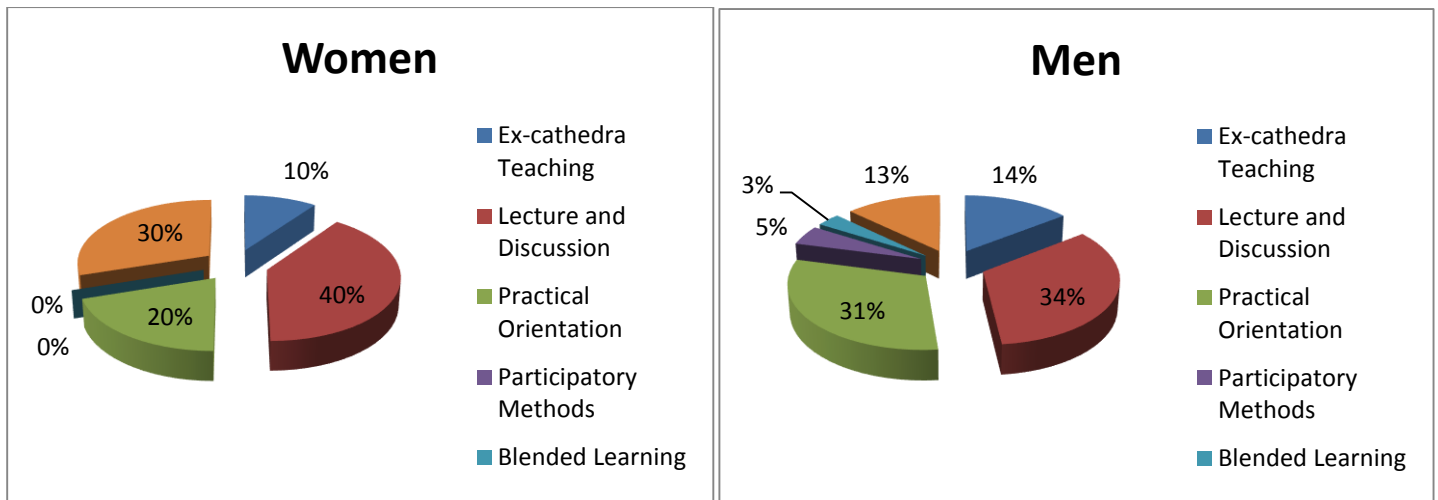
Which Education Provider would fit your Quality Demands





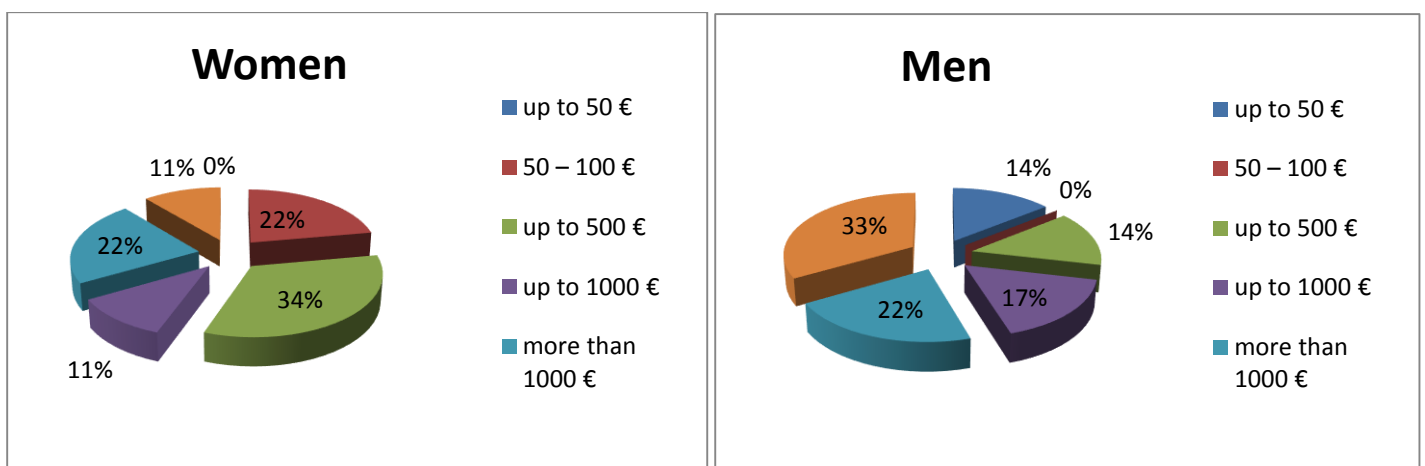
Graduates female and male trust in the university and the persons with secondary voluntary educational level trust in the chamber of commerce, the e-learning platform's preference is present in the graduated group.

Which Kind of Methodology would fit your Preferences



Women did not select participatory methods and blended learning.

How much Money would you invest in further Education and Training



D. Job Search

What job/career are you interested in? Describe.

Men	Women
Management	Pedicure Salon
CEO	Lawer
Economic Study	Psychologist/Environment
Master craftsman for mechanics	Natural Science
my own Job	Human Ressources
Head of Department	Head of Department
Academic Sector	
Public Sector	
Logistics	
Optimising of Production	



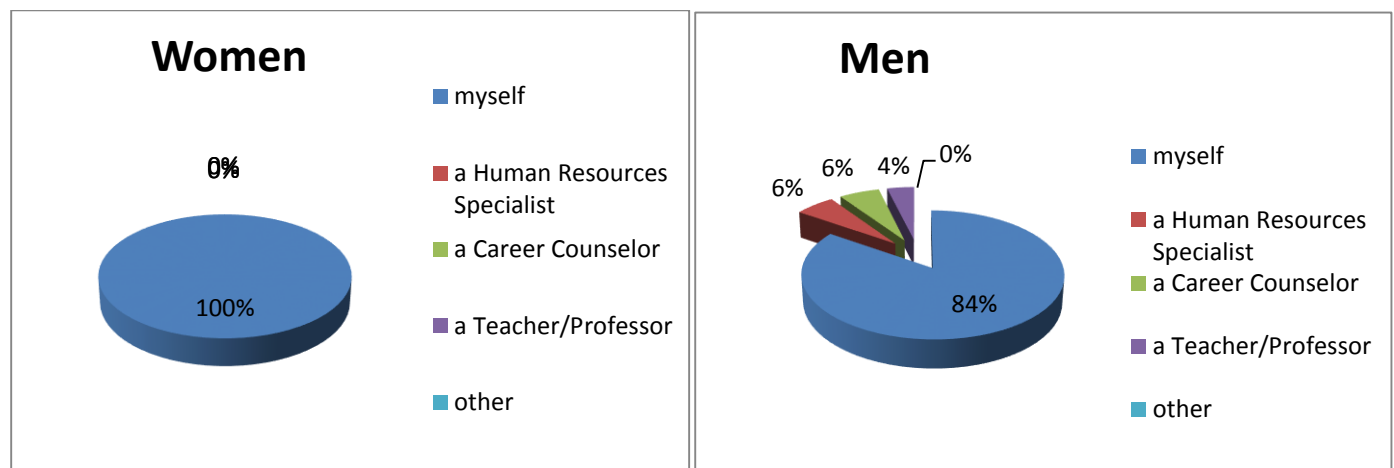
Name your Strengths (Abilities, Knowledge, Training) that support this

Men	Women
Teamworking skills	Work with people
Stress reliance	Working precise, secure, clean
Delegating skills	Enjoy working
Professional knowledge	3 Study
Further Education	2 Analytical and precise work
Practical experience	Talent for Organising
Teamworking skills	Teamworking Skills
Interest	Flexibility
	Friendlyness
	Leadership

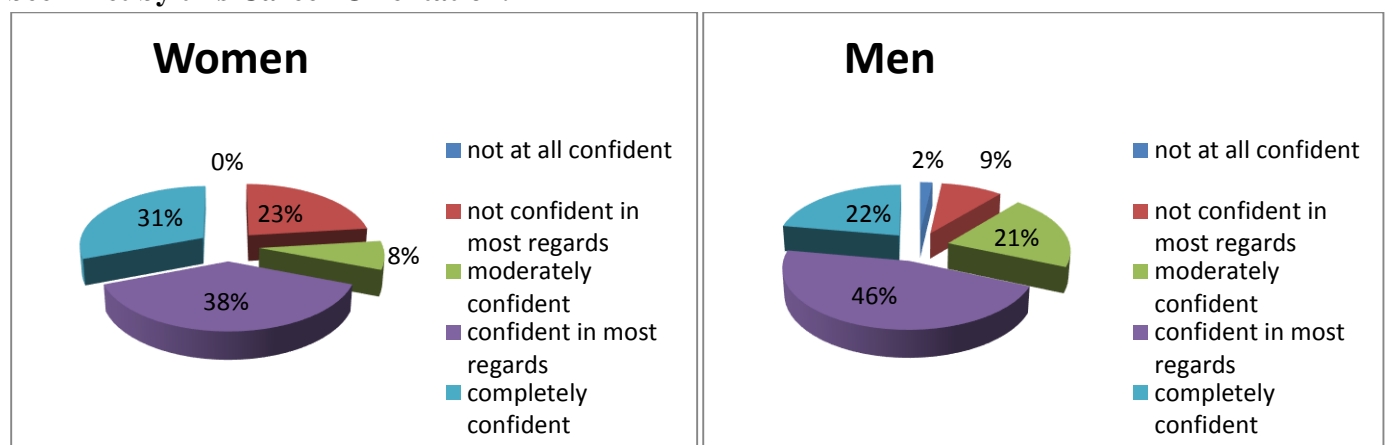
Tick the Barriers preventing you to find a Job - No answers

E. Training/ Professional Orientation

Your future Training/professional Development Needs have been assessed and orientated by



Are you confident that your future Training/professional Development Needs and Aspirations have been met by this Career Orientation.



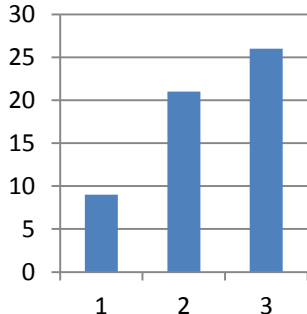
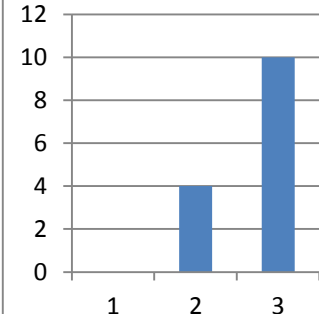
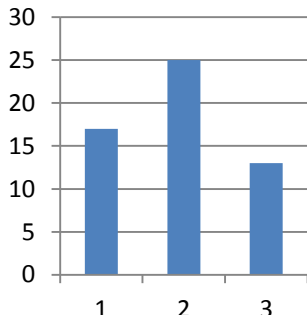
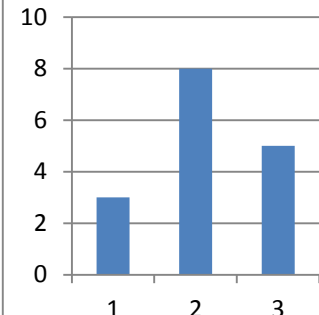
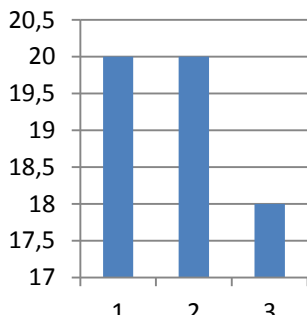
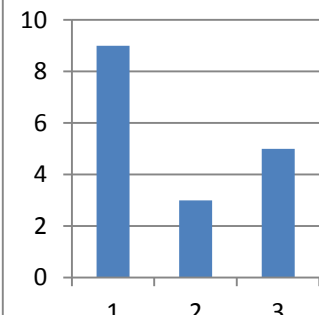
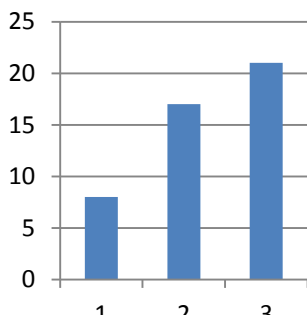
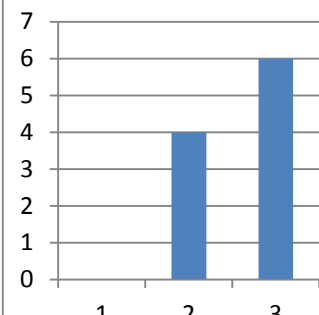
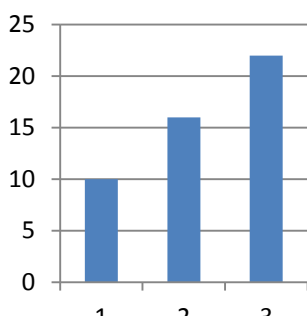
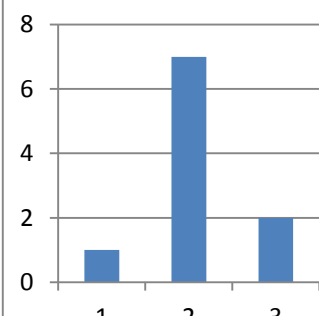
if not confident, why: no answers



Please specify the Areas in which you would like to receive further Training or Instruction

	Men	Women																
Career Planning	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>26</td></tr><tr><td>2</td><td>14</td></tr><tr><td>3</td><td>7</td></tr></table>	Area	Value	1	26	2	14	3	7	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>3</td></tr></table>	Area	Value	1	4	2	5	3	3
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Understanding of Labour Market's Needs & Trends	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>24</td></tr><tr><td>3</td><td>14</td></tr></table>	Area	Value	1	9	2	24	3	14	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>4</td></tr></table>	Area	Value	1	3	2	5	3	4
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Locating Jobs you can apply for	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>11</td></tr><tr><td>2</td><td>17</td></tr><tr><td>3</td><td>19</td></tr></table>	Area	Value	1	11	2	17	3	19	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>3</td></tr></table>	Area	Value	1	4	2	3	3	3
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How to conduct a successful Job Search	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>13</td></tr><tr><td>2</td><td>18</td></tr><tr><td>3</td><td>16</td></tr></table>	Area	Value	1	13	2	18	3	16	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>3</td></tr></table>	Area	Value	1	1	2	6	3	3
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Applications - help filling out Job Applications	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>13</td></tr><tr><td>2</td><td>18</td></tr><tr><td>3</td><td>15</td></tr></table>	Area	Value	1	13	2	18	3	15	<table><tr><th>Area</th><th>Value</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>5</td></tr><tr><td>3</td><td>4</td></tr></table>	Area	Value	1	1	2	5	3	4
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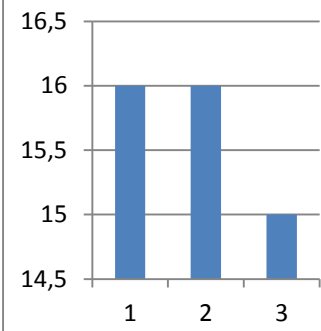
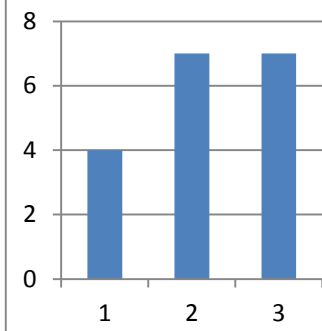
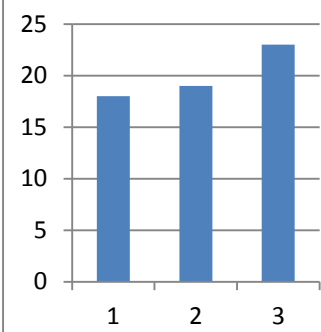
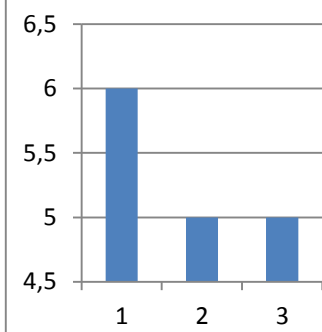


How to use the Internet in a Job Search	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>21</td></tr><tr><td>3</td><td>26</td></tr></table>	Category	Value	1	9	2	21	3	26	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>10</td></tr></table>	Category	Value	1	4	2	4	3	10
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Accessing Information Sources	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>17</td></tr><tr><td>2</td><td>25</td></tr><tr><td>3</td><td>13</td></tr></table>	Category	Value	1	17	2	25	3	13	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>5</td></tr></table>	Category	Value	1	3	2	8	3	5
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Target Setting	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>20</td></tr><tr><td>2</td><td>20</td></tr><tr><td>3</td><td>18</td></tr></table>	Category	Value	1	20	2	20	3	18	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>9</td></tr><tr><td>2</td><td>3</td></tr><tr><td>3</td><td>5</td></tr></table>	Category	Value	1	9	2	3	3	5
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CV Writing	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>8</td></tr><tr><td>2</td><td>17</td></tr><tr><td>3</td><td>21</td></tr></table>	Category	Value	1	8	2	17	3	21	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>6</td></tr></table>	Category	Value	1	4	2	4	3	6
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Writing a Cover Letter	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>10</td></tr><tr><td>2</td><td>16</td></tr><tr><td>3</td><td>22</td></tr></table>	Category	Value	1	10	2	16	3	22	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>1</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>2</td></tr></table>	Category	Value	1	1	2	7	3	2
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Interviewing - learning Tips for Job Interviews	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>12</td></tr><tr><td>2</td><td>15</td></tr><tr><td>3</td><td>20</td></tr></table>	Category	Score	1	12	2	15	3	20	<table><tr><th>Category</th><th>Score</th></tr><tr><td>1</td><td>3</td></tr><tr><td>2</td><td>9</td></tr><tr><td>3</td><td>3</td></tr></table>	Category	Score	1	3	2	9	3	3
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Dealing with Stress	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>18,0</td></tr><tr><td>2</td><td>19,0</td></tr><tr><td>3</td><td>23,0</td></tr></table>	Category	Value	1	18,0	2	19,0	3	23,0	 <table><tr><th>Category</th><th>Value</th></tr><tr><td>1</td><td>6,0</td></tr><tr><td>2</td><td>5,0</td></tr><tr><td>3</td><td>5,0</td></tr></table>	Category	Value	1	6,0	2	5,0	3	5,0
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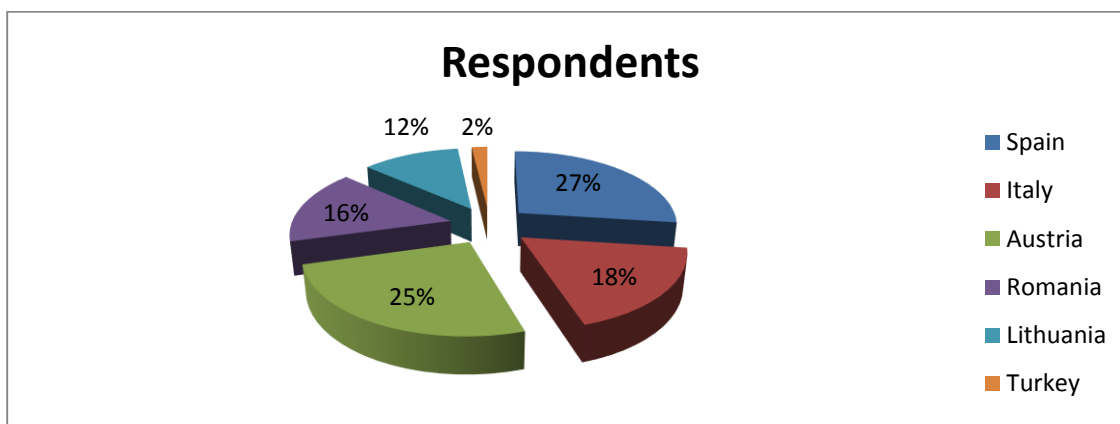


Transnational Overview

As the target groups of the partner's countries cover a broad variety of persons, educational levels and boundary conditions, we cannot conduct a complete analysis of all data in common. We decided to investigate interesting common trends and remarkable differences. Therefore completeness is not to be expected.

The Spanish partner collected 72 questionnaires, 42 of them from female respondents, the first Italian partner collected 21 (20 women) and the second Italian partner 27 (15 women), Lithuania 31 (21 women), Romania 42 (17 women) and Turkey 5 (one woman) filled questionnaires.

As described in the part before Austria collected 68 filled questionnaires, including 14 women.



The variety of partners starts with the percentage of female respondents in each country:

Spain 58 %

Italy 73 %

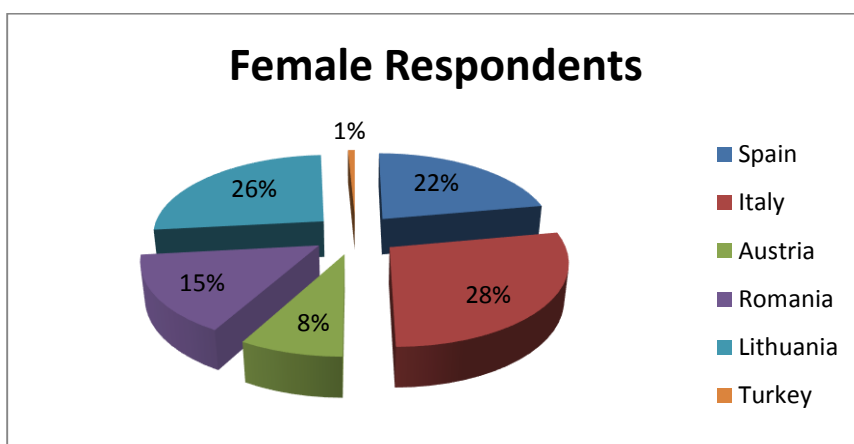
Lithuania 68 %

Romania 40 %

Turkey 2 %

Austria 21 %

The percentage of women in the whole sample:



The **Spanish** respondents age was between 17 and 67 (average age 30), 85 % of them are living in a town with more than 100.000 inhabitants, 53 % unemployed and looking for a job, only 12 % looking for self employment, only 16 % have a university degree, but 58 % are students.



The work experience disperses consistent over the three main categories (up to 5 years, 5 to 10 and more than 10 years) and was gathered mainly in small companies (37%), followed by large companies (26%) and the public sector (19%).

50 % work in part time and nearly one third says that their job corresponds partially with their education.

75% do not want to start an enterprise, but 68% are thinking about it, but money seems to be the most missing factor, which hinders them (60%), 32 % name a lack in skills and knowledge. In the entrepreneurial field 63% have basic knowledge. The Spanish respondents prefer the daily evening course for their further education (47%) and 47 % do not want to pay more than 100 € for it.

Professional assessment only 15 % did use, 35 % got counselling from a teacher and the majority (68%) trusted their own opinion. Only 8 % are not confident with this decision.

The **Italian** (Italy 2) respondents were between 18 and 41 years old (average age 30), 26 % live in a place up to 5000 inhabitants, 33% in a place up to 30.000 inhabitants and 22% in a town with more than 100.000 inhabitants. 85% of the respondents are unemployed and searching for a job, less than 19% are graduated, 15 % are students, 41 % have a work experience between 5 and 10 years and 33 % less than 5 years. More than half of them got their work experience in a small enterprise. The public sector is relatively high with 19%. As there are so many unemployed the answer how they are employed was never answered with full time, also nearly no answer to the question if the job corresponds with their abilities and education. One third wants to start an enterprise, but not immediately, most of them are thinking about it. Money is the main reason not to start an enterprise. 25 % say that they have basic entrepreneurial knowledge, only 20% think that they know enough. One quarter prefers the daily evening course and 25 % would spend up to 100 €, 20% up to 500 € for further education.

93 % did not ask for professional counselling, but trusted in their own opinion, 93% did not answer the question, if they were confident with this.

The other **Italian** partner's (Italy 1) respondents were between 18 and 34 years old (average age 26), more than 95 % were women. More than 50% live in a place with up to 100.000 inhabitants, 27% in a place up to 30.000 people. 99% of them are unemployed and looking for a job, 32 % are graduated, 4,5 % are students, 41% have no work experience, 36 % up to 5 years. More than half of the respondents with work experience got it in the public and voluntary sector.

77% do not plan to start an enterprise, 43% are thinking about it, the main reason not to start an enterprise is the lack of money (57%). 43% think, that they do not know enough, 14 % know all, 14 % have basic knowledge, 43 % evaluate their knowledge as little. The group who want a longer training than a few days is the largest with 43%. They do not want weekend and evening courses. 29% would invest up to 500 €, 14% less and 14% up to 1000 €.

73 % had no professional help like counselling, 27 % got it from a teacher, 9% from a professional counsellor or human resources specialist. 22% are not confident with this, 72% are more or less confident

The **Romanian** respondents were between 17 and 29 years old (average 19), most of them (48%) are living in a town with less than 30.000 inhabitants, 33% in a town up to 5000 inhabitants, 21 % of them are unemployed and searching for a job, 26 % are graduated, 74 % are pupils and do not have any work experience, 12 % have less than 5 years, 28 of them in small enterprises and 31 % in the public sector. All working persons work full time.

81 % are not planning to start an enterprise, but 80 % are thinking about it. 70% notice not to have enough money.

40% have basic knowledge and 40% do not know enough. 40% know enough and 30% little about economy.

Their answers to the question how much time they would invest in their further education disperse very much: 20% prefer blocked training at the weekend, 20% the daily evening course, 20% more than one full day, 20% longer. No one wants one full day. 50% would invest up to 100€, 30% up to 500 €. 57% were counselled by a teacher, 24 % by a professional counsellor and only 21 % trust in their own opinion. 74 % are confident with the results.



The **Lithuanian** target group was between 18 and 37 years old with an average of 14. Most of them (68%) live in a city with more than 100.000 inhabitants, 13 % each in cities with up to 30.000 and up to 100.000 inhabitants. 35% are unemployed, 32 % employed but looking for a job change, little more than 6 % are looking for self employment.

71 % are graduated, 35 % students, 68 % have up to 5 years of work experience, 13 % none, 13% up to 10 years and 9 % more. 58 % of their work experience was made in the voluntary sector, 39% in small companies. 70% of the 32% employed ones are full time employed. The answers to the question if their education corresponds with their employment are very differing: 19% fully, 19% not at all and 13 % partially.

77% do not plan to start an enterprise, but 86 % are thinking about it. 71 % do not have enough money for a foundation. 57 % note to have basic entrepreneurial knowledge, 43 % do not know enough. 57 % also value their knowledge as little. The time investment they are ready to do is also very variable: 28 % blocked training at the weekend, 28 % daily evening course, 28 % more than one full day. 43 % would invest only up to 100 €, but 29% more than 1000 €. 90 % are their own counsellors, but 48 % also use the support of a professional. 58 % were confident with these two kinds of counselling. 26 % are not confident.

The **Turkish** sample is too small to make any comments.

The **Austrian** target group was composed by three different groups as stated in detail in the first part of the results report. As the groups are very diverse a common result is problematic. But to have some trends we will report the collective results in the following lines. All together there were 68 respondents, between 19 and 43, average age 28. 48 % live in small places up to 5000 inhabitants, only 18 % in the capital city which has more than 100.000 people. The majority of 51 % is looking for self employment out of their current employed situation, 84 % are employed, 96 % of them full time. 27% are graduated at the university. 78% have a job experience between 5 and 15 years. 57 % in a small enterprise, 28 % in a large one. 72% state that their job corresponds fully with their education.

70 % plan to start an enterprise, but only 6 % immediately, 17% think about. 38% think to have not enough money, 31 % have other reasons like no interest, no business idea, no need, preference for their present job etc. 46 % state to have basic knowledge and 54% think that they know enough, 19 % a lot.

25 % would invest the daily evening course and another 25 % more full days, 15 % longer than a few days and 15 % the daily evening course.

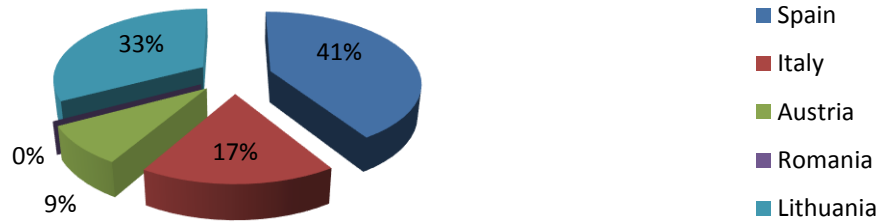
Interesting is that 31 % would invest more than 2000 €, 21 % more than 1000 €, 15% between 500 and 1000 €.

91 % were their own counsellor, 10 % used professional counselling. 76% are content with this.

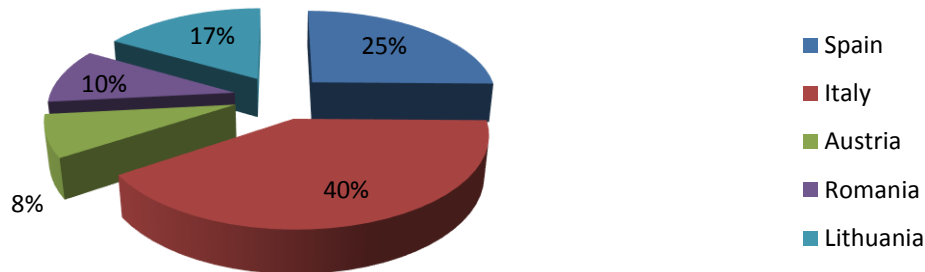


Tables to underline differences and similarities in the partner's countries

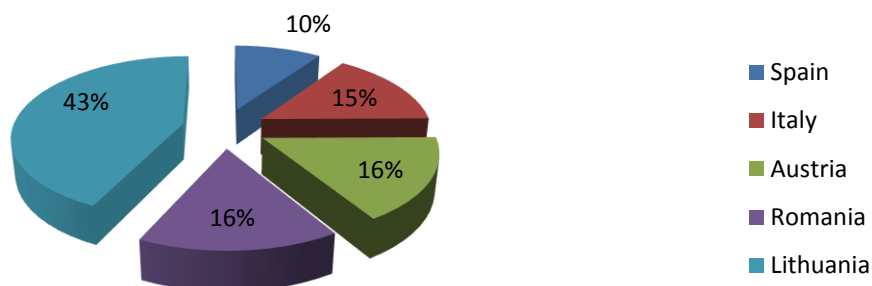
Living in a town with more than 100.000 inhabitants



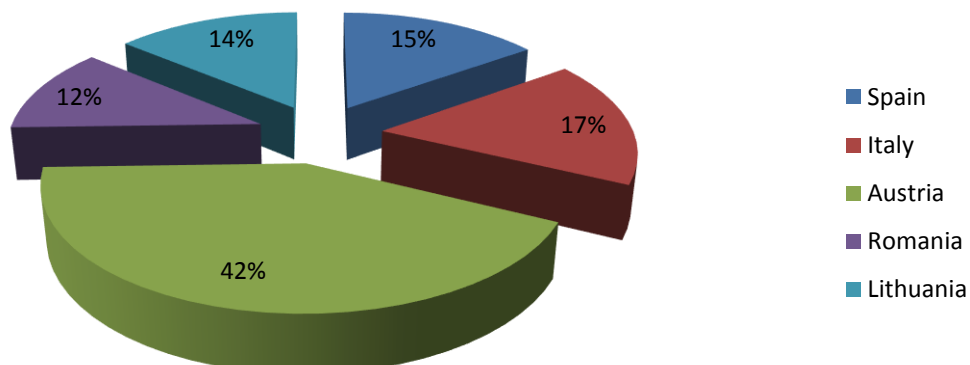
unemployed in the Moment



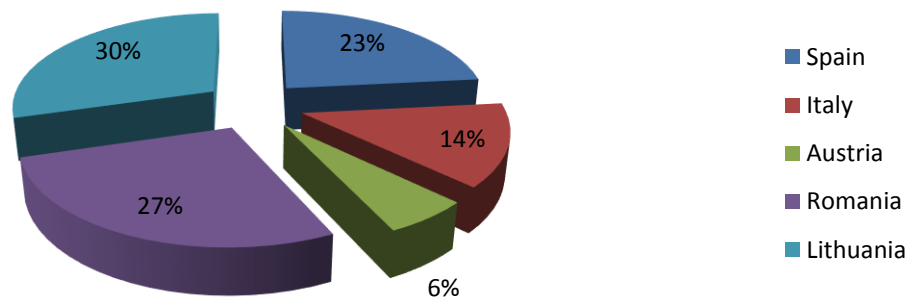
University Degree



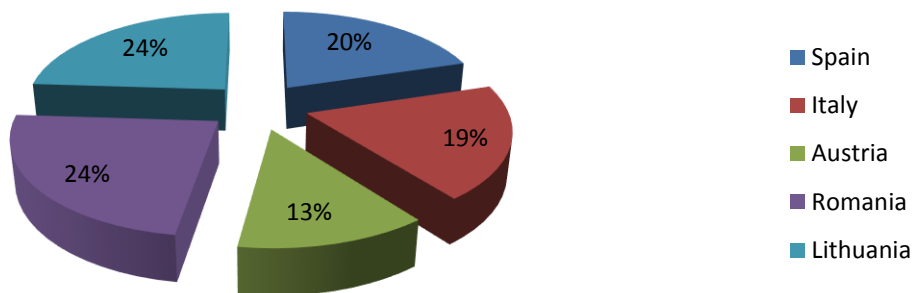
I want to start an Enterprise



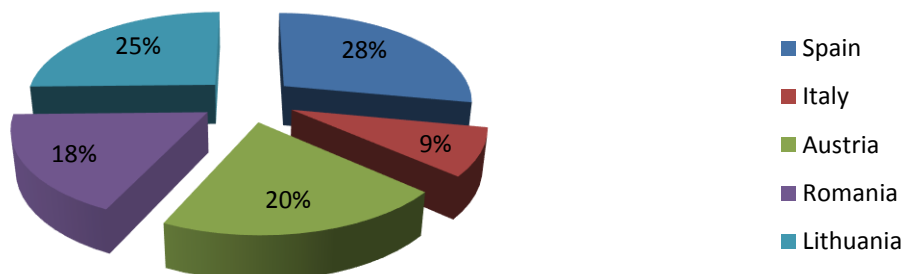
thinking about foundation of an enterprise



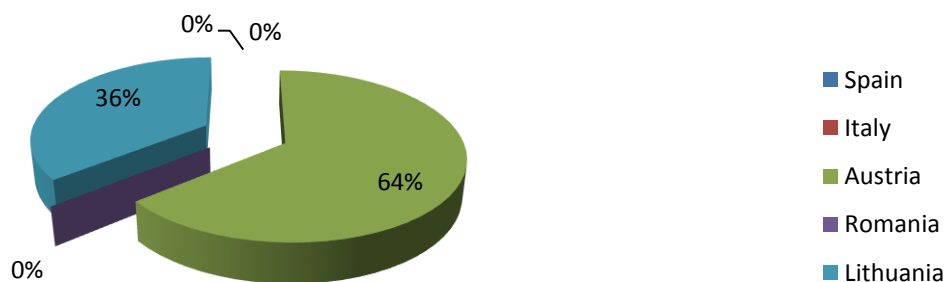
not enough Money



basic entrepreneurial knowledge

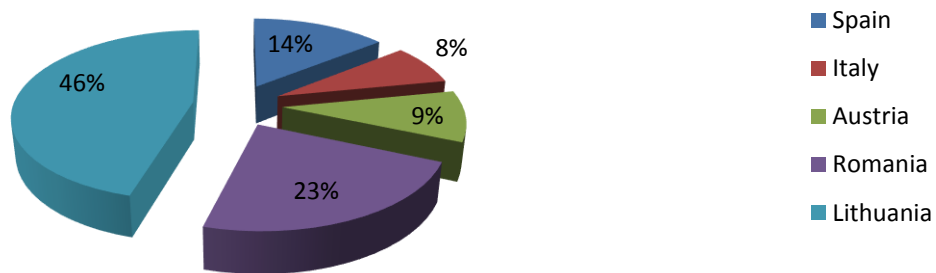


investment of more than 1000 € for further education



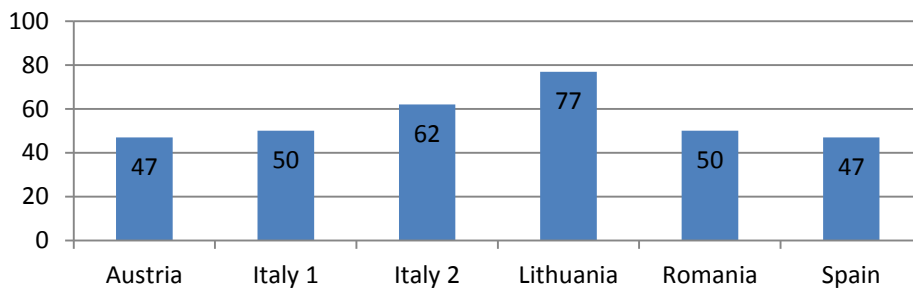


professional counselling

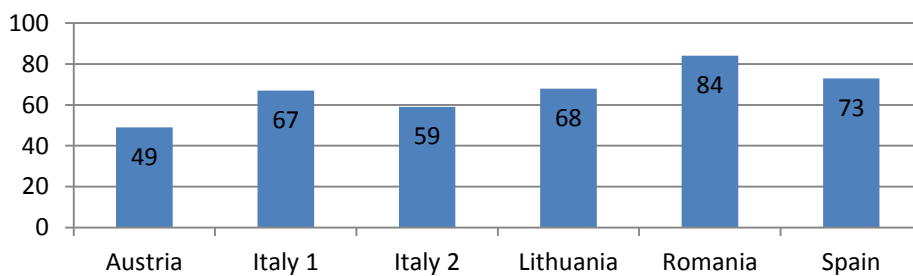


Interesting topics for further education in comparison of all partner countries are:

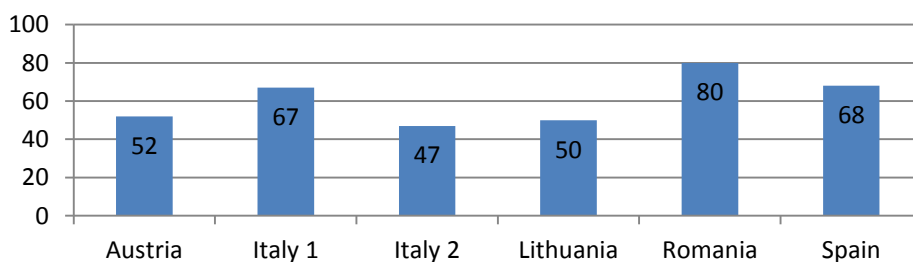
Career Planning



Understanding of Labour Market's Needs & Trends

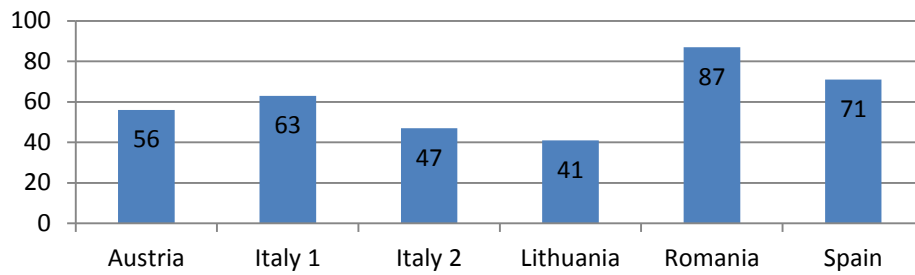


Locating Jobs you can apply for

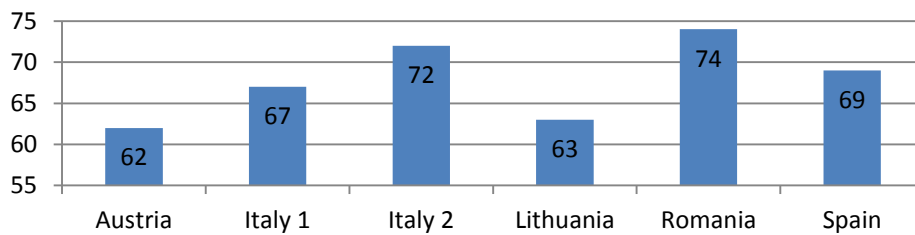




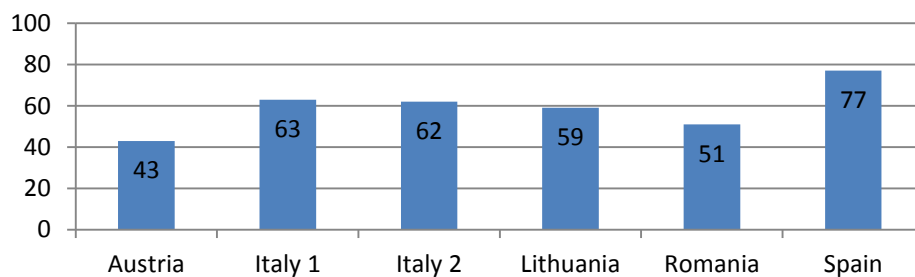
How to conduct a successful Job Search



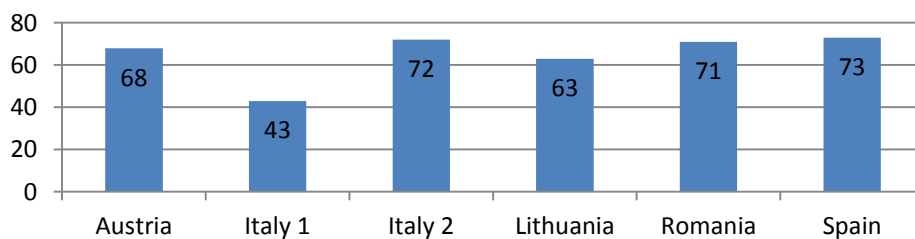
Applications - help filling out Job Applications



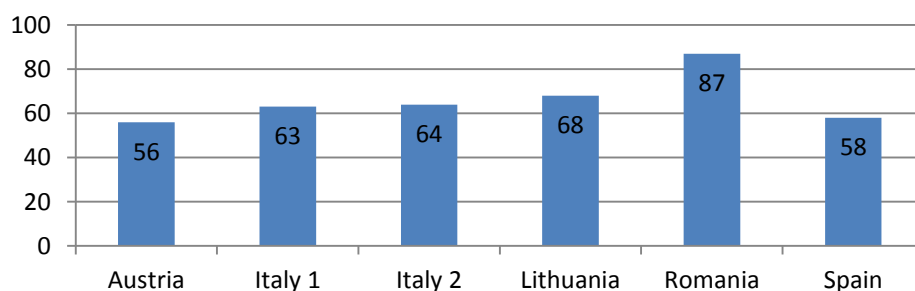
How to use the Internet in a Job Search



Accessing Information Sources

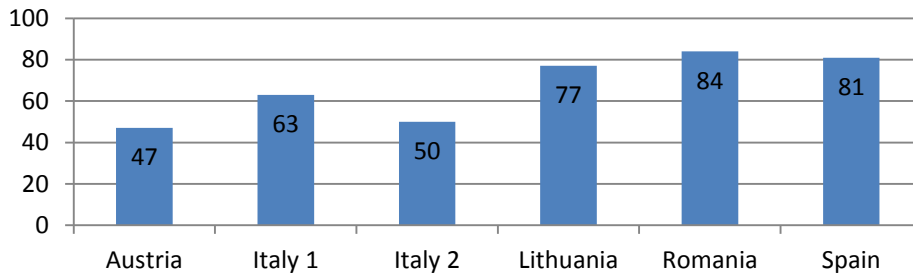


Target Setting

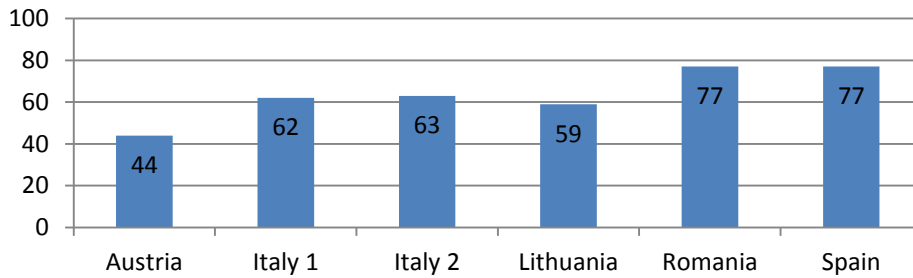




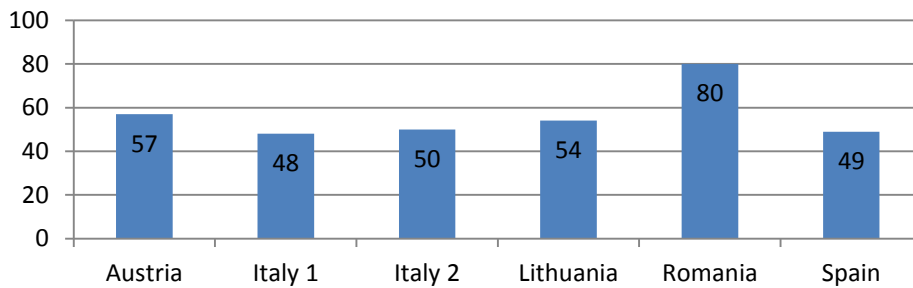
CV Writing



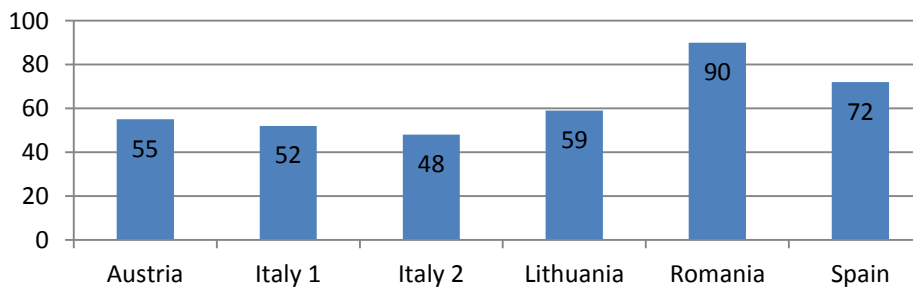
Writing a Cover Letter



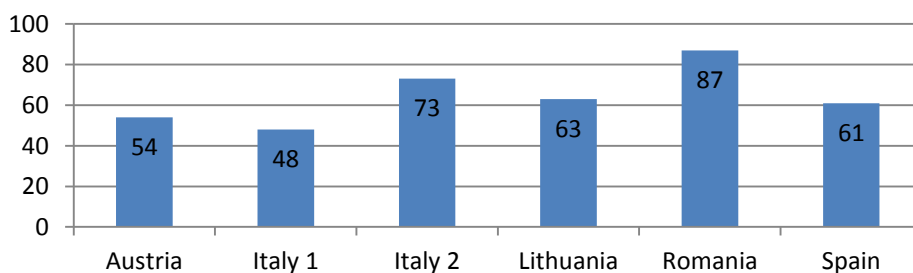
Knowledge of Training and Vocational Education



Presentation Skills

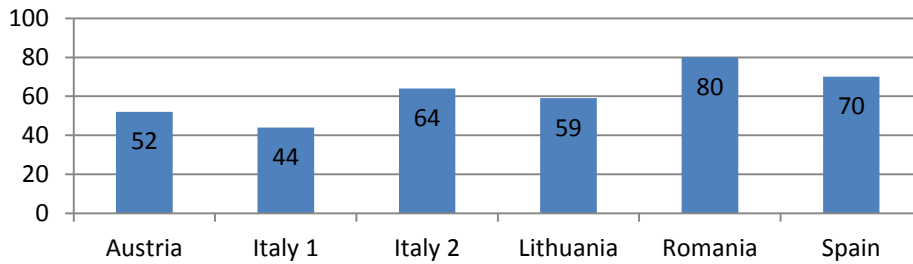


Teamwork Skills

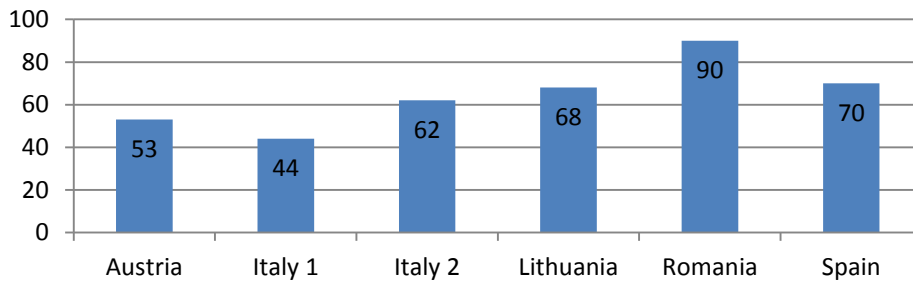




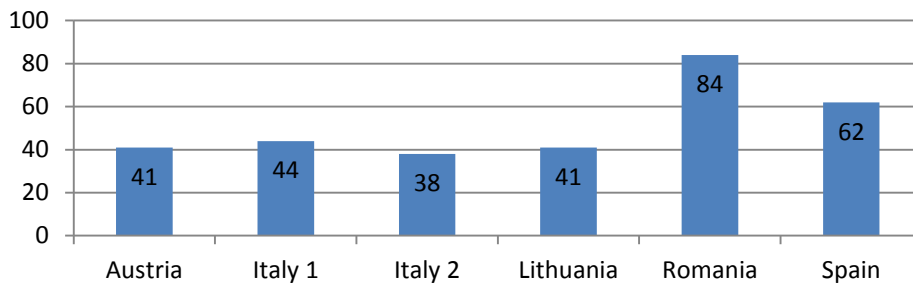
Networking Skills



Time Management



Dealing with Stress



The Tables show that the Romanians most of the topics value as interesting or very interesting and the Italians and Austrians are the most critical ones. Target Setting and Job Applications reach more than 50 % in all partner countries. All other results vary between 39 and 90 per cent.

Some Interesting details:

The Lithuanian women prefer mostly to get their further education via e-learning platforms, also for the Lithuanian men this medium is placed as third possibility, e-learning is in Austria, Romania and Spain not really an option. On the other hand in Lithuania e-learning and blended learning as methods are chosen as least possibility.

Like the Austrian graduates also the Lithuanian trust in the offers of the University.

The interest in further educational topics we did offer in the questionnaire is in Austria higher in the female group and significantly lower in the graduated group. In Lithuania the interest of men and women in the different topics is very similar.

80% of the Romanian respondents are students and do not have work experience. Their career counsellor was in 60% of cases a teacher or professor, which option does not play a role in Austria, Lithuania or Spain.



One of the most important results is the vague conception of what kind of knowledge and skills a person who wants to succeed as an entrepreneur the respondents have. Therefore their demands for further education are related to very basic knowledge like accounting and how to create a business plan. They think about the framework of law – financial, fiscal and economical and some personal skills like communication or networking, which are useful in every kind of job and also an important requirement in job descriptions in our times.

The sense of “entrepreneurial spirit” is not present in the answers and no idea touches skills like decision making ability, endurance, belief in the own abilities or products and the power of persuasion. If something in this field is named it is “selling”, what was an option given in the questionnaire. Too little money is the main reason not to develop interest in starting one’s own enterprise and this whitewashes other weak points of the current education. A large number of students answered the questionnaire and their answers differ not too much from the others with lower education. Their entrepreneurial knowledge deduced from their answer to educational demands is at the same low level like the entrepreneurial knowledge of persons with a lower educational level. On the other hand they dare to say, that they have basic knowledge or know enough.

Conclusions

For Austria the conclusions of the author are, that the result of the desk research on the entrepreneurial spirit and its support in education is fully confirmed. What means that schools and educational pathways during the compulsory and the additional education do not or little support entrepreneurial knowledge or interest and also the counselling offers the entrepreneurial chance mainly as an alternative for unemployed, for whom it is difficult to find a job. Some kind of apparent entrepreneurship standing for single person enterprises with full risk, complete range of workload and all necessary skills from accounting to marketing etc. combined in one person. What’s the whole probability of success in this case?

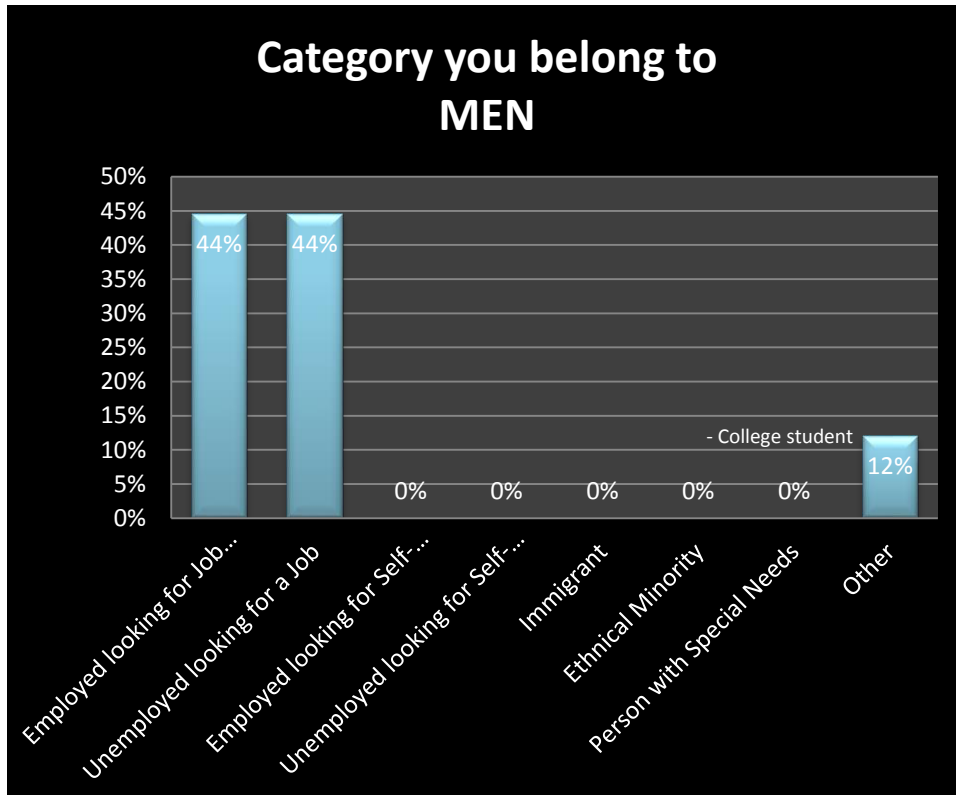
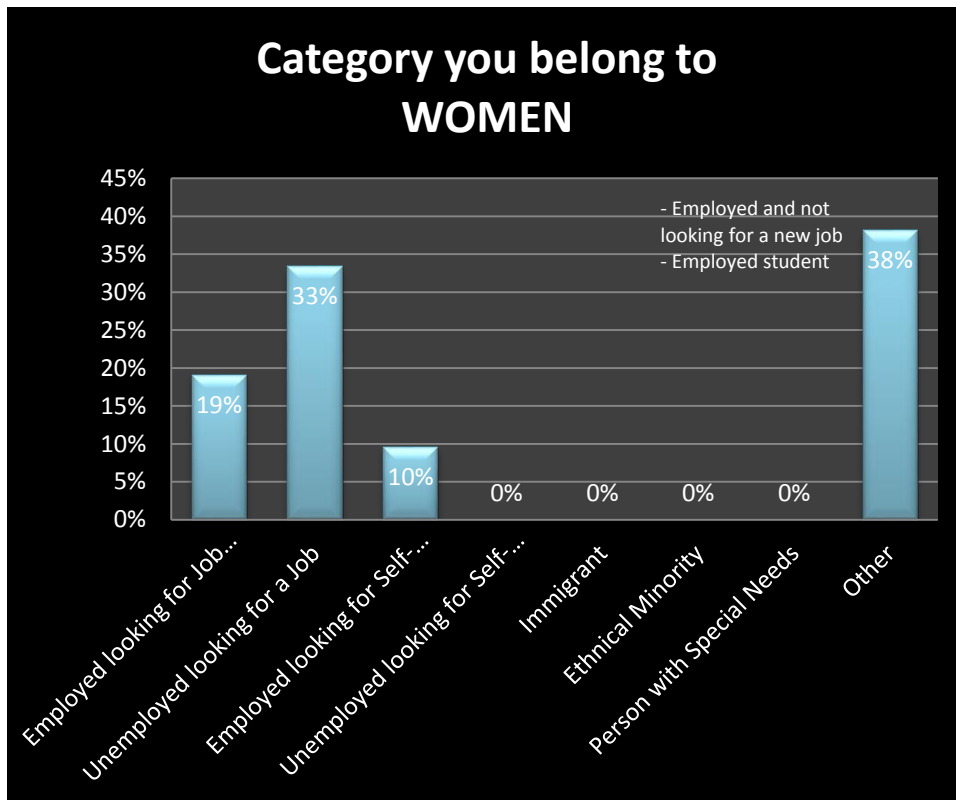
I think this is not the spirit of entrepreneurship the partners creating the project meant and hopefully the project may contribute to a broader reception of the chances of entrepreneurial engagement and the necessary boundary conditions and educational needs in their countries.

Before tailor made offers for further education in the field of entrepreneurship can be made the profile of an entrepreneur besides the image of an exploiter and heir (what is the case in the majority of successful enterprises). What kind of personality including social and professional responsibility, human resources management and inclusion in social development processes is wanted to found an enterprise and what kind of education may lead to this personality? What kind of entrepreneurs does the society need and want to guarantee common success and fair profit or earning for all persons involved. The trend in educational organisations and their pathways to answer the undiscussed demands of “the economy” – who is this? – should be replaced by an open discussion of stakeholders, beneficiaries and people concerned without consideration of their position about the societal needs and requirements on modern, sustainable, environmentally friendly and resources sparing economy, which takes in consideration real costs and human performance and values. This is a pleading against virtual money transfers, unreal evaluation of work, masked responsibility and intransparent decision making processes.



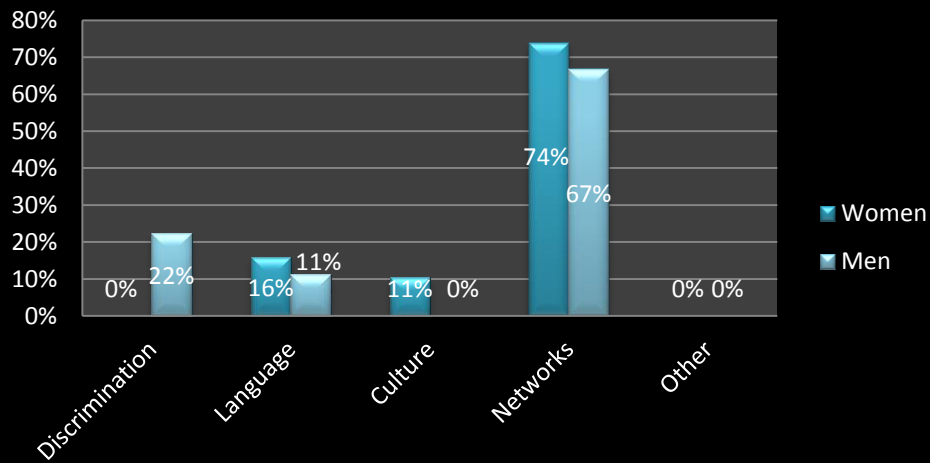
ANNEX 1:

Details out of the Lithuanian Study

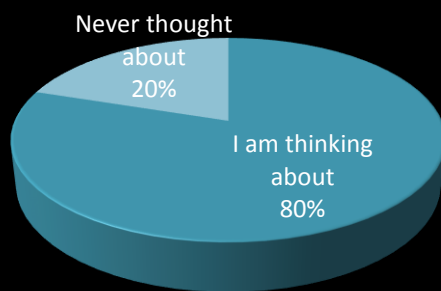




Barriers preventing you to find a job



I'll start the foundation of an enterprise WOMEN

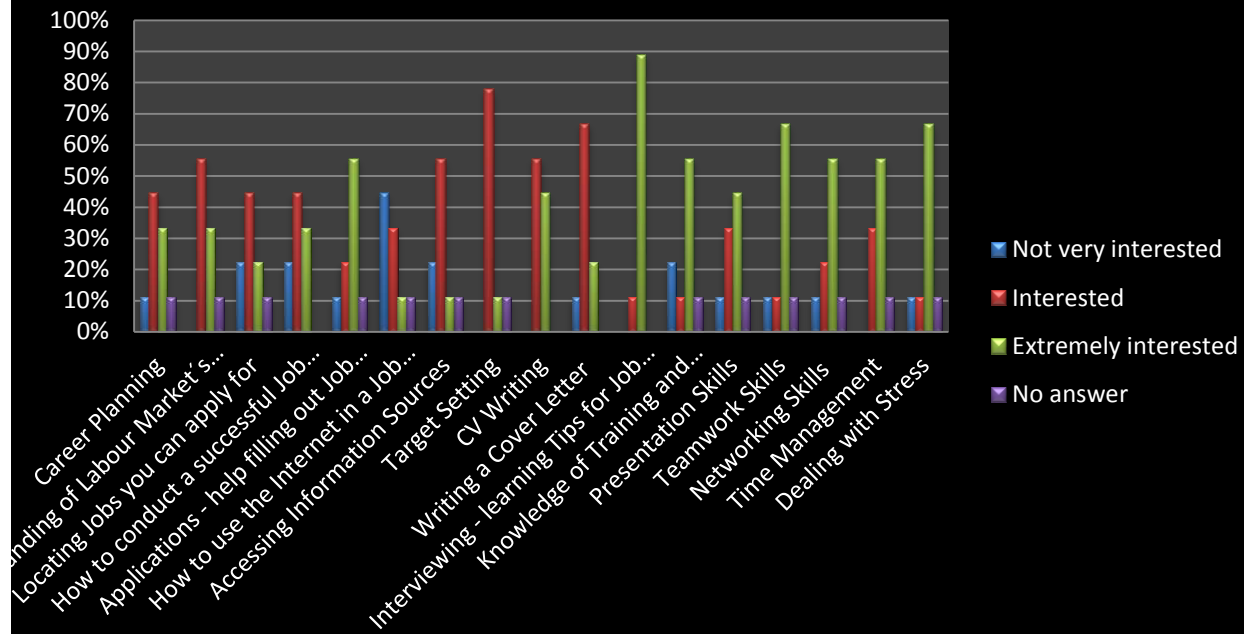


I'll start the foundation of an enterprise MEN

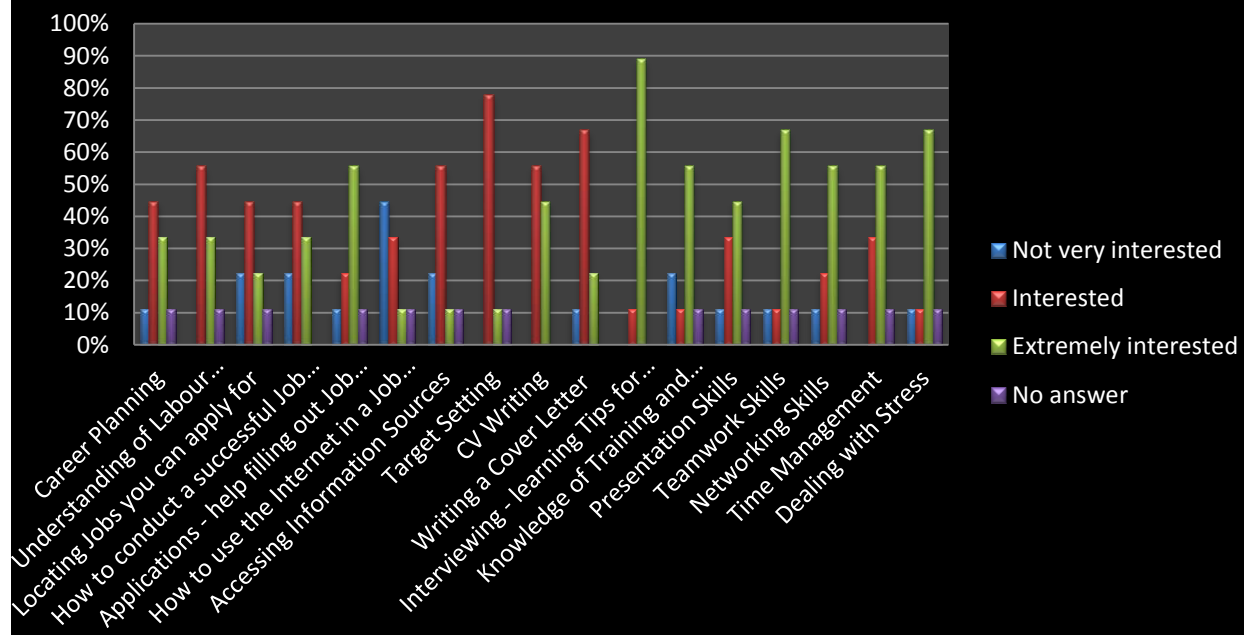




WOMEN



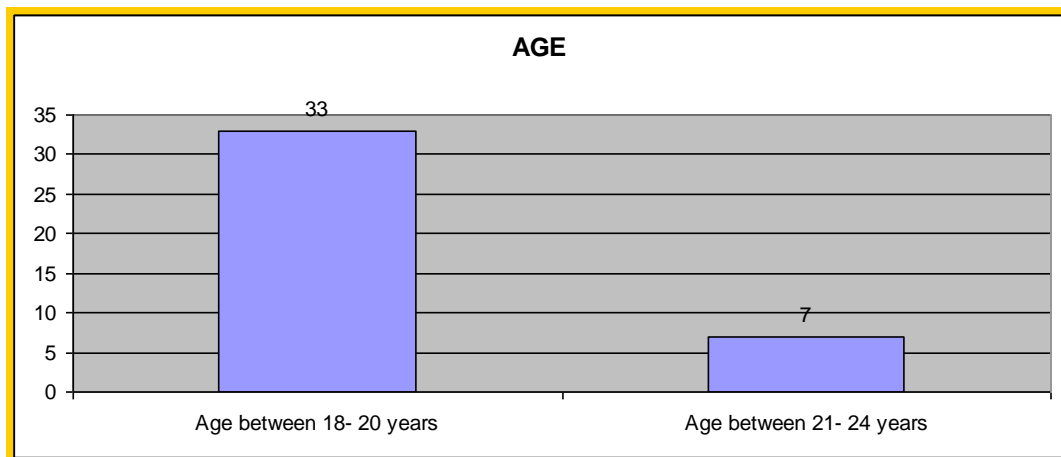
MEN





ANNEX 2:

Details out of the Romanian Study



These young people belong to the following categories:

Category	Number	Percentage
Student	29	72.50%
Employed looking for a job change	7	17.50%
Employed looking for self-employment	2	5.00%
Unemployed looking for self-employment	1	2.50%
Graduate	1	2.50%

Work experience	Number	Percentage
None	32	80 %
less than 5 Years	5	12.50 %
10 – 15 Years	3	7.50%

For the young people who intend to start a business, the lack of finances is the most significant obstacle too (7 people- 87.50% of those willing to start a business). Only one of these 8 showed that he/she is worried about not having the right skills and knowledge. Half of them show that they have the basic entrepreneurial knowledge, which they consider enough, but the other half of this group considers they know little, insufficient about this.

Among the fields, in which they need training, are:

- starting a business (mentioned twice)
- entrepreneurship
- business plan, marketing
- accounting
- agriculture
- sanitary installations

To these, they add that they lack information of:

- sales
- management
- mechanical engineering

Job/career	Number	Percentage
------------	--------	------------



Driver	6	15%
Car mechanic	5	12.50%
Pharmacist	3	7.50%
Soccer player	2	5%
Policeman	2	5%
Physiotherapist	2	5%
Singer	2	5%
Baby sitter	1	2.50%
Teacher	1	2.50%
Accountant	1	2.50%
Mechanic	1	2.50%
Social worker	1	2.50%
Salesman	1	2.50%
Translator	1	2.50%
Tractor driver	1	2.50%
Hair-stylist	1	2.50%
Engineer	1	2.50%

Barrier	Number	Percentage
Networks	30	75%
Language	2	5%
Discrimination	1	2.50%

Reasons for not starting a business

- lack of money (47.50%)
- lack of experience (25%)
- lack of knowledge in the field

Main reason for not finding a job

– Lack of Networks

(obstacle named by 75% of the target group)

Their awareness of this, determined 62.5% of them to consider that they really need **Training in Network Skills**.

In conclusion, the Romanian target group is **most interested** in Training in:

- **Job Applications** (70%)
- **Teamwork skills** (70%)
- **Accessing Information Sources** (70%)
- **Networking Skills** (62.5%)
- **Target Setting** (62.5%)
- **Cover Letter Writing** (60%)
- **Time Management** (60%)
- **Internet use in a Job Search** (60%)
- **Labour Market's Needs & Trends** (57.5 %)



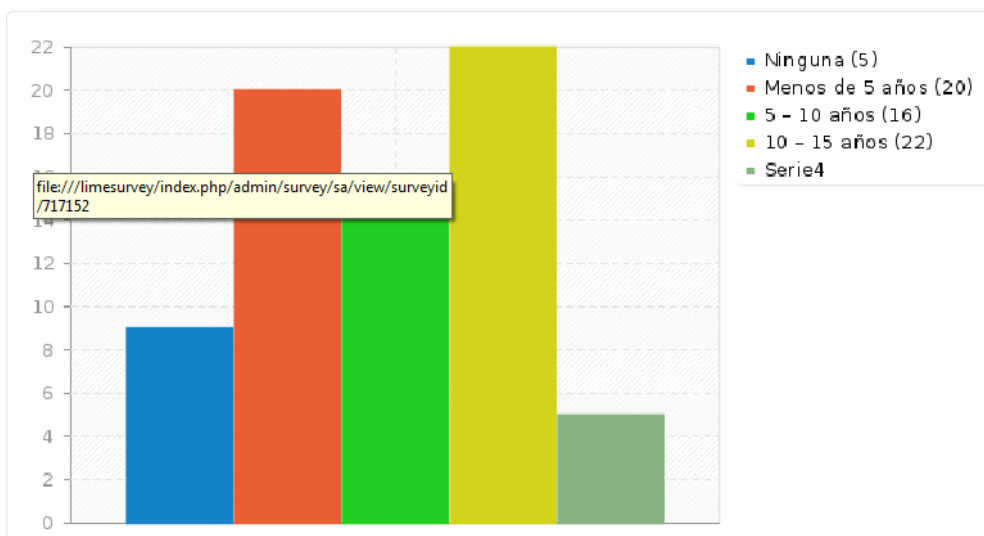
ANNEX 3:

Details out of the Spanish Study

Categories of respondents

- 39/72 are unemployed looking for a job
- 3/72 are employed looking for Self-Employment
- 5/72 are unemployed looking for Self-Employment
- 9/72 are unemployed looking for Job Changement

Work experience



17/72 plan to start the foundation of an Enterprise.

- 1 Will do it immediately
- 13 will think about it.

The most important obstacle is:

- Money
- Economic crisis
- Skills and knowledge

The biggest constraint to start a business is:

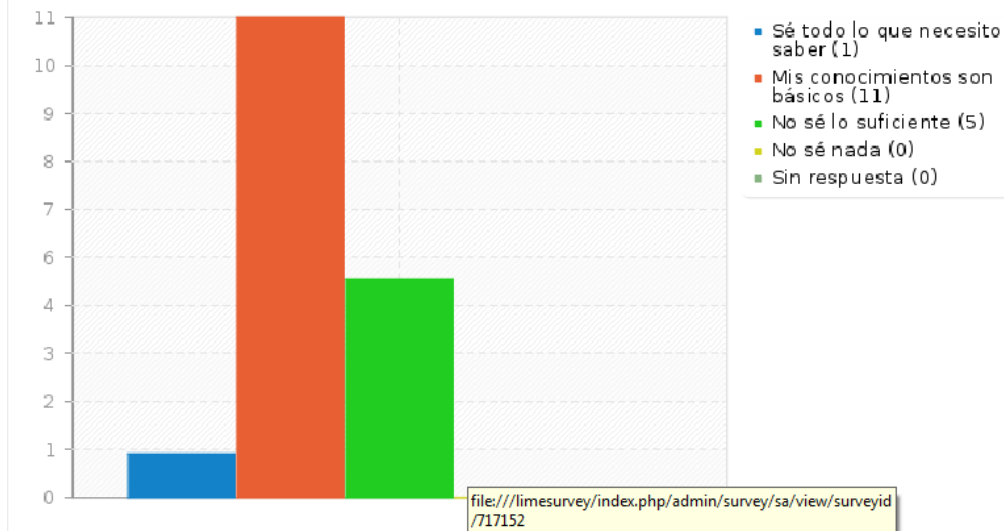
- 10/16 Not having enough finances
- 6/16 Not having the right skills and knowledge.

Entrepreneurial Knowledge:

- 11/17 say that they have basic knowledge
- 5/17 say that they don't know enough



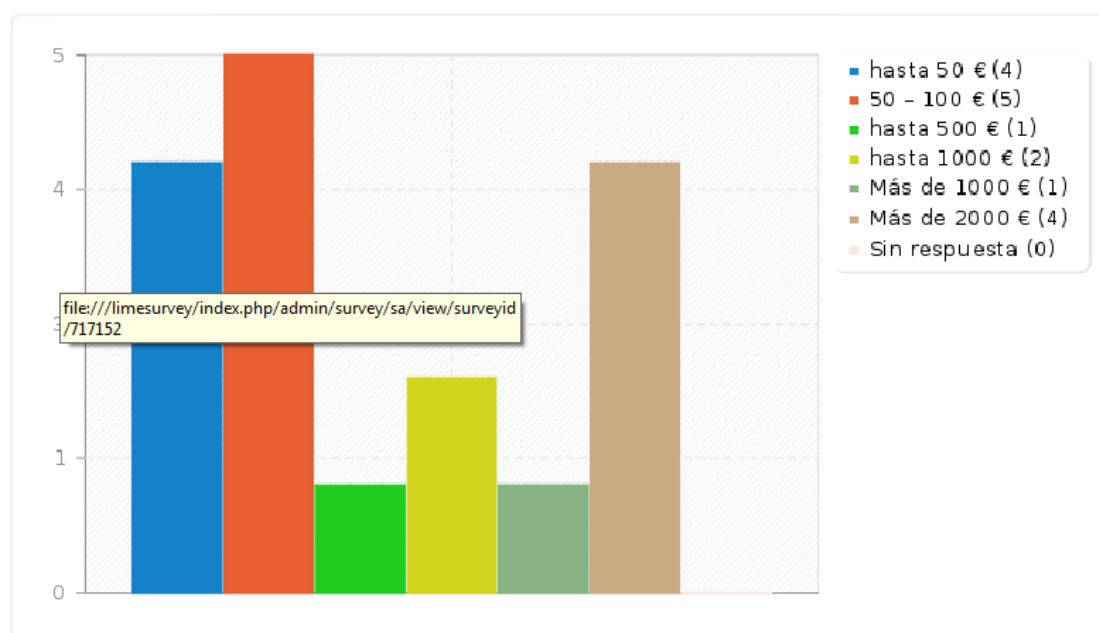
Extend of my entrepreneurial knowledge



How much time would you invest in further education



How much money would you invest in further education





ANNEX 4

Entrepreneurship education (provided by Formater – Italian Project Partner)

To support productivity and growth in Europe, it is essential to invest in education and training. Europe needs creative and innovative entrepreneurs; and it needs a flexible and resilient work force well equipped with the necessary skills and key competences.

What Makes Someone an Entrepreneur?

Who can become an entrepreneur? There is no one definitive profile. Successful entrepreneurs come in various ages, income levels, gender, and race. They differ in education and experience. But research indicates that most successful entrepreneurs share certain personal attributes, including: creativity, dedication, determination, flexibility, leadership, passion, self-confidence, and “smarts.”

Creativity is the spark that drives the development of new products or services or ways to do business. It is the push for innovation and improvement. It is continuous learning, questioning, and thinking outside of prescribed formulas. Dedication is what motivates the entrepreneur to work hard, 12 hours a day or more, even seven days a week, especially in the beginning, to get the endeavor off the ground. Planning and ideas must be joined by hard work to succeed. Dedication makes it happen.

Determination is the extremely strong desire to achieve success. It includes persistence and the ability to bounce back after rough times. It persuades the entrepreneur to make the 10th phonecall, after nine have yielded nothing. For the true entrepreneur, money is not the motivation. Success is the motivator; money is the reward.

Flexibility is the ability to move quickly in response to changing market needs. It is being true to a dream while also being mindful of market realities. A story is told about an entrepreneur who started a fancy shop selling only French pastries. But customers wanted to buy muffins as well. Rather than risking the loss of these customers, the entrepreneur modified her vision to accommodate these needs.

Leadership is the ability to create rules and to set goals. It is the capacity to follow through to see that rules are followed and goals are accomplished.

Passion is what gets entrepreneurs started and keeps them there. It gives entrepreneurs the ability to convince others to believe in their vision. It can't substitute for planning, but it will help them to stay focused and to get others to look at their plans.

Self-confidence comes from thorough planning, which reduces uncertainty and the level of risk. It also comes from expertise. Self-confidence gives the entrepreneur the ability to listen without being easily swayed or intimidated.

“Smarts” consists of common sense joined with knowledge or experience in a related business or endeavor. The former gives a person good instincts, the latter, expertise. Many people have smarts they don't recognize. A person who successfully keeps a household on a budget has organizational and financial skills. Employment, education, and life experiences all contribute to smarts.

Every entrepreneur has these qualities in different degrees. But what if a person lacks one or more? Many skills can be learned. Or, someone can be hired who has strengths that the entrepreneur lacks. The most important strategy is to be aware of strengths and to build on them.

Why Become an Entrepreneur?

What leads a person to strike out on his own and start a business? Perhaps a person has been laid off once or more. Sometimes a person is frustrated with his or her current job and doesn't see any better career prospects on the horizon. Sometimes a person realizes that his or her job is in jeopardy. A firm may be contemplating cutbacks that could end a job or limit career or salary prospects. Perhaps a person already has been passed over for promotion. Perhaps a person sees no opportunities in existing businesses for someone with his or her interests and skills.

Some people are actually repulsed by the idea of working for someone else. They object to a system where reward is often based on seniority rather than accomplishment, or where they have to conform to a corporate culture.

Other people decide to become entrepreneurs because they are disillusioned by the bureaucracy or politics involved in getting ahead in an established business or profession. Some are tired of trying to promote a product, service, or way of doing business that is outside the mainstream operations of a large company.

In contrast, some people are attracted to entrepreneurship by the advantages of starting a business.

These include:



Entrepreneurs are their own bosses. They make the decisions. They choose whom to do business with and what work they will do. They decide what hours to work, as well as what to pay and whether to take vacations.

Entrepreneurship offers a greater possibility of achieving significant financial rewards than working for someone else. It provides the ability to be involved in the total operation of the business, from concept to design and creation, from sales to business operations and customer response.

It offers the prestige of being the person in charge.

It gives an individual the opportunity to build equity, which can be kept, sold, or passed on to the next generation.

Decisions and Downfalls

Entrepreneurship is an attractive career choice.

But many decisions have to be made before launching and managing a new business, no matter its size. Among the questions that need to be answered are:

- Does the individual truly want to be responsible for a business?
- What product or service should be the basis of the business?
- What is the market, and where should it be located?
- Is the potential of the business enough to provide a living wage for its employees and the owner?
- How can a person raise the capital to get started?
- Should an individual work full or part time to start a new business? Should the person start alone or with partners?

Answers to these questions are not empirically right or wrong. Rather, the answers will be based on each entrepreneur's judgment. An entrepreneur gathers as much information and advice as possible before making these and other crucial decisions.

The entrepreneur's challenge is to balance decisiveness with caution—to be a person of action who does not procrastinate before seizing an opportunity—and at the same time, to be ready for an opportunity by having done all the preparatory work possible to reduce the risks of the new endeavor.

Preparatory work includes evaluating the market opportunity, developing the product or service, preparing a good business plan, figuring out how much capital is needed, and making arrangements to obtain that capital.

Through careful analysis of entrepreneurs' successes and failures, economists have identified key factors for up-and-coming business owners to consider closely.

Taking them into account can reduce risk. In contrast, paying them no attention can precipitate the downfall of a new enterprise.

Motivation: What is the incentive for starting a business? Is it money alone? True, many entrepreneurs achieve great wealth. However, money is almost always tight in the startup and early phases of a new business. Many entrepreneurs do not even take a salary until they can do so and still leave the firm with a positive cash flow.

Strategy: What is the strategy for distinguishing the product or service? Is the plan to compete solely on the basis of selling price? Price is important, but most economists agree that it is extremely risky to compete on price alone. Large firms that produce huge quantities have the advantage in lowering costs.

Realistic Vision: Is there a realistic vision of the enterprise's potential? Insufficient operating funds are the cause of many failed businesses. Entrepreneurs often underestimate start-up costs and overestimate sales revenues in their business plans.

Some analysts advise adding 50 percent to final cost estimates and reducing sales projections. Only then can the entrepreneur examine cash flow projections and decide if he or she is ready to launch a new business.

Go It Alone or Team Up?

One important choice that new entrepreneurs have to make is whether to start a business alone or with other entrepreneurs.

They need to consider many factors, including each entrepreneur's personal qualities and skills and the nature of the planned business.

In the United States, for instance, studies show that almost half of all new businesses are created by teams of two or more people. Often the people know each other well; in fact, it is common for teams to be spouses.



There are many advantages to starting a firm with other entrepreneurs. Team members share decision-making and management responsibilities. They can also give each other emotional support, which can help reduce individual stress.

Companies formed by teams have somewhat lower risks. If one of the founders is unavailable to handle his or her duties, another can step in.

Team interactions often generate creativity. Members of a team can bounce ideas off each other and “brainstorm” solutions to problems.

Studies show that investors and banks seem to prefer financing new businesses started by more than one entrepreneur. This alone may justify forming a team.

Other important benefits of teaming come from combining monetary resources and expertise. In the best situations, team members have complementary skills.

One may be experienced in engineering, for example, and the other may be an expert in promotion.

Entrepreneurs of different ages can create complementary teams also. Optimism and a “can-do” spirit characterize youth, while age brings experience and realism.

But entrepreneurial teams have potential disadvantages as well. First, teams share ownership. In general, entrepreneurs should not offer to share ownership unless the potential partner can make a significant contribution to the venture. Teams share control in making decisions. This may create a problem if a team member has poor judgment or work habits. Most teams eventually experience serious conflict. This may involve management plans, operational procedures, or future goals. It may stem from an unequal commitment of time or a personality clash. Sometimes such conflicts can be resolved; in others, a conflict can even lead to selling the company or, worse, to its failure. It is important for a new entrepreneur to be aware of potential problems while considering the advantages of working with other entrepreneurs. In general, the benefits of teaming outweigh the risks.

Choosing a Product and a Market

A prospective entrepreneur needs to come up with a good idea. This will serve as the foundation of the new venture. Sometimes an entrepreneur sees a market need and—Eureka!—has an idea for a product or service to fill it. Other times an entrepreneur gets an idea for a product or service and tries to find a market for it.

Business ideas usually fit into one of the four following categories :

- An existing good or service for an existing market. This is a difficult approach for a start-up operation. It means winning over consumers through merchandising appeal, advertising, etc. Entry costs are high, and profit is uncertain.
- A new good or service for a new market. This is the riskiest strategy for a new firm because both the product and the market are unknown. It requires the most research and planning. If successful, however, it has the most potential for new business and can be extremely profitable.
- A new good or service for an existing market. (Often this is expanded to include modified goods/services.) For example, entrepreneurial greeting-card makers use edgy humor and types of messages not produced by Hallmark or American Greetings—the major greeting-card makers—to compete in an existing market.
- An existing good or service for a new market. The new market could be a different country, region, or market niche. Entrepreneurs who provide goods/services at customers’ homes or offices, or who sell them on the Internet, are also targeting a new market—people who don’t like shopping or are too busy to do so.

The last two categories have moderate risk, but product and market research can reduce it. They also offer opportunities for utilizing effective start-up strategies —innovation, differentiation, market specification.

Marketing Is Selling

Marketing is often defined as all the activities involved in the transfer of goods from the producer to the consumer, including advertising, shipping, storing, and selling. For a new business, however, marketing means selling. Without paying customers to buy the goods or services, all the entrepreneur’s plans and strategies will undoubtedly fail.

How does a new business get orders? Before launching the business, the entrepreneur should research the target market and analyze competitive products.



An entrepreneur can also develop a file of potential customers, for example, by collecting names or mailing lists from local churches, schools, and community groups or other organizations. This file can be used later for direct mailings—even for invitations to the opening of the new business.

After the new firm is launched, its owners need to get information about their product or service to as many potential customers as possible—efficiently, effectively, and within the constraints of a budget.

The most effective salesperson in a new venture is often the head of the business. People will almost always take a call from the “president” of a firm. This is the person with the vision, the one who knows the advantages of the new venture and who can make quick decisions. Company-employed sales people can be effective for a new venture, particularly one aimed at a fairly narrow market. Direct sales conducted by mail order or on the Internet are less expensive options that can be equally successful.

External channels also can be used. Intermediaries, such as agents or distributors, can be hired to market a product or service. Such individuals must be treated fairly and paid promptly. Some analysts advise treating external representatives like insiders and offering them generous bonuses so that the product or service stands out among the many they represent.

Advertising and promotion are essential marketing tools. Newspaper, magazine, television, and radio advertisements are effective for reaching large numbers of consumers. A less expensive option is printing fliers, which can be mailed to potential customers, handed out door to door, or displayed in businesses that permit it. New companies can also compose new product releases, which trade magazines usually publish without charge.

It is important to be listed in local telephone directories that group similar businesses under a single heading, such as the Yellow Pages. It is also useful to be listed on Internet search engines such as Google or Yahoo, which are used by consumers for locating local businesses. These often link to a company’s Web site, thereby communicating more information.

Publicity is also an extremely valuable way to promote a new product or service. New firms should send press releases to media outlets. A local newspaper might publish a feature about the startup. A TV or radio station might interview its owners. This can be very effective in generating sales, and it’s free!

The Entrepreneur and the Internet

The Internet — a vast computer network linking smaller computer networks — has revolutionized commerce by bringing together people from all over the globe. Many of its features can be used to shape a new business.

Communications : An entrepreneur must communicate with many people—suppliers, distributors, and customers, for example. A quick and relatively inexpensive way to send letters, reports, photographs, etc. to other Internet users is with electronic mail or “e-mail.” E-mail can be used even for marketing. Various forms of computer software are available to protect documents from unauthorized access or alteration so that they can be securely shared and easily authenticated.

Research : Starting a business takes lots of research. An entrepreneur can find information on almost any subject very rapidly by using the Internet’s World Wide Web.. (The Web is a collection of text and multimedia documents linked to create a huge electronic library.) Many government agencies, universities, organizations, and businesses provide information on the Internet, usually at no cost. The easiest way to find information on the Web is by using a search engine—a data retrieval system. The user types key words for a subject on the computer, clicks the enter button, and receives a list of materials— often within seconds. The items are linked electronically to the actual documents so that Internet users can read them on their computer screens. Among the most popular search engines are Yahoo! (<http://yahoo.com>) and Google (<http://google.com>).

Promotion : Web sites, pages of print and visual information that are linked together electronically, offer an opportunity for entrepreneurs to introduce a new business and its products and/or services to a huge audience. In general, Web sites can be created and updated more quickly and inexpensively than printed promotional materials. Moreover, they run continuously! To create a Web site for her business, the entrepreneur can hire a firm to create one or purchase computer software to create it on her own. Many universities offer courses that teach how to build a Web site, also. A Web site needs a name and an address. On the Internet, the two are usually the same. Web site names and addresses must be registered. [Http://rs.internic.net](http://rs.internic.net) is a Web site that lists registrars by country and language used. The address of the online business is expressed as a Uniform Resource Locator (URL). It usually ends in dot com (.com), which indicates a “commercial” site. Dot net (.net), an alternate ending; is often used when a specific Web site name ending in .com has already been registered. Good business Web site names are easy to remember and evoke the firm and its products or services. The entrepreneur also needs a piece of property in cyberspace, where her Web site will reside. Many commercial “hosting services,” called Internet service providers (ISPs), rent space on their large computers (called servers) for a small monthly or annual fee.



Web site promotion is critical. A Web site address can be put on business cards, stationery, brochures— anything having to do with the new firm. Or, an entrepreneur can pay to place a colorful advertisement on non-competitive Web sites, such as ones for complementary products. Advertising banners usually link back to the advertised firm's Web site. Entrepreneurs also can provide information about their Web sites to well-known Internet search engines. For a fee, most search engines will promote a Web site when a selected set of search terms is used. Online shoppers, for instance, often use search engines to find businesses that provide specific products and services.

Safe Use : Just as shopkeepers lock their storefronts, entrepreneurs who use the Internet need to take steps to keep their computer systems safe from the potential hazards of security breaches and viruses. One of the most effective steps is installing security software. Another is setting up an Internet firewall to screen and block undesired traffic between a computer network and the Internet. A technology consultant on contract can install these and other computer defenses. There is a lot of information about computer safety available, and often for free.

Creating a Business Plan

A comprehensive business plan is crucial for a start- up business. It defines the entrepreneur's vision and serves as the firm's resume.

There are many reasons for writing a business plan:

- To convince oneself that the new venture is worthwhile before making a significant financial and personal commitment.
- To assist management in goal-setting and long-range planning.
- To attract investors and get financing.
- To explain the business to other companies with which it would be useful to create an alliance or contract.
- To attract employees.

A business plan can help an entrepreneur to allocate resources appropriately, handle unexpected problems, and make good business decisions.

A well-organized plan is an essential part of any loan application. It should specify how the business would repay any borrowed money. The entrepreneur also should take into account all startup expenses and potential risks so as not to appear naive.

Some entrepreneurs create two plans: a planning document for internal use and a marketing document for attracting outside investment. In this situation, the information in each plan is essentially the same, but the emphasis is somewhat different. For example, an internal document intended to guide the business does not need detailed biographies of the management. However, in a plan intended for marketing, the background and experience of management may be the most important feature.

The Strengths of Small Business

Any entrepreneur who is contemplating a new venture should examine the strengths of small businesses as compared to large ones and make the most of those competitive advantages. With careful planning, an entrepreneur can lessen the advantages of the large business vis-à-vis his operation and thereby increase his chances for success.

The strengths of large businesses are well documented. They have greater financial resources than small firms and therefore can offer a full product line and invest in product development and marketing. They benefit from economies of scale because they manufacture large quantities of products, resulting in lower costs and potentially lower prices. Many large firms have the credibility that a well-known name provides and the support of a large organization. How can a small firm possibly compete?

In general, small start-up firms have greater flexibility than larger firms and the capacity to respond promptly to industry or community developments. They are able to innovate and create new products and services more rapidly and creatively than larger companies that are mired in bureaucracy. Whether reacting to changes in fashion, demographics, or a competitor's advertising, a small firm usually can make decisions in days – not months or years.

A small firm has the ability to modify its products or services in response to unique customer needs. The average entrepreneur or manager of a small business knows his customer base far better than one in a large company. If a modification in the products or services offered — or even the business's hours of operation — would better serve the customers, it is possible for a small firm to make changes. Customers can even have a role in product development.



Another strength of a start-up is that the people involved — the entrepreneur, any partners, advisers, employees, or even family members — have a passionate, almost compulsive, desire to succeed. This makes them work harder and better.

Finally, many small businesses and start-up ventures have an intangible quality that comes from people who are fully engaged and doing what they want to do. This is “the entrepreneurial spirit,” the atmosphere of fun and excitement that is generated when people work together to create an opportunity for greater success than is otherwise available. This can attract workers and inspire them to do their best.