



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]

ÜBERSETZTE UND WEITERENTWICKELTE UNTERLAGEN

INTELLEKTUELLER OUTPUT 1

Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

BOCHUM, 27. OKTOBER 2017



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VORWORT

Introduction to the European Project *Enterprise+* – Innovative Potential Meets Experience

The project *Enterprise+* is three years Erasmus+ funded program that was launched in fall 2014. Erasmus+ belongs to the EU Program with the purpose to foster the fields of education, training, youth and sports for the period 2014-2020¹. Education, training, youth and sports can make a major contribution to tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade, and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

The Erasmus+ programs are designed to support program countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The program also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

This investment in knowledge, skills and competences will benefit individuals, institutions, organizations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.

The specific objectives pursued by the Erasmus+ program in the field of education and training are to:

- improve the level of key competences and skills, with particular regard to their relevance for the labor market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;
- foster quality improvements, innovation excellence and internationalization at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernization of education and training systems, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices;
- enhance the international dimension of education and training, in particular through cooperation between program and Partner-Country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the EU's external action, including its development objectives, through the promotion of mobility and cooperation between program and Partner-Country higher education institutions and targeted capacity building in Partner Countries;
- promote the teaching and learning of languages and promote the EU's broad linguistic diversity and intercultural awareness.

One of the main impacts of the Erasmus+ actions aiming at cooperation for innovation and the exchange of good practices is intended to be improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital

¹ 1 REGULATION (EU) No 1288/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 December 2013 establishing 'Erasmus+' the Union program for education, training, youth and sport (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0050:0073:EN:PDF>)

skills and media literacy, which are in the focus of this project. As a field-specific priority in the youth field, the promotion of entrepreneurship education and social entrepreneurship among young people is highlighted. In vocational education and training the promotion of work-based learning in all its forms, with special attention to apprenticeship-type training, by involving social partners, companies and VET providers, as well as stimulating innovation and entrepreneurship, plays a main role.

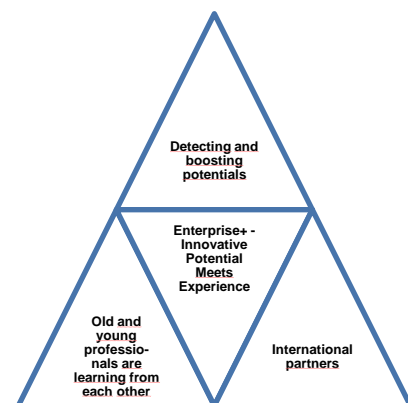
In line with the Erasmus+ objectives the project Enterprise+ had been developed to support young professionals detecting their own potential as well as to provide assistance for entrepreneurial minds that want to start their own business. Business ventures do not only create new jobs for their founders, but potentially also for other people in the same age bracket. Striving to make a contribution to the reduction of youth unemployment and the brain-drain afflicted countries in Europe, work scientists at Ruhr-University Bochum and economy educationalists at University Duisburg-Essen support this strategy. In cooperation with experienced executives from the organization Alt hilft Jung e.V., the project aims to nurture the entrepreneurial spirit of young professionals in Greece, Spain, Lithuania, Hungary, and Bulgaria. The joint project “Enterprise+ – Innovative Potential Meets Experience” is supported with 450,000 Euro by the European Commission as Erasmus+ Program. The three main assets of the project are the detection and boost of innovative potentials, the exchange of knowledge between experiencing and young professionals, and its internationality through the five country partners.

Detecting and boosting innovative potentials

The project targets young people between 15 and 25 years of age. The scientists cooperate with schools, universities, career and job centers from all five participating countries. Encouraging young professionals’ entrepreneurial competences requires feedback discussions at an early stage and this had been considered throughout the project. For the purpose of the potential analysis, a tool from the *losleger* project, which enables to detect the young professionals’ strengths and render them visible, was applied. In addition, the young managers will receive a certificate that documents their results. A potential company founder can then submit that certificate to, for example, banks, venture-capital funds or public funding institutions to apply for start-up capital.

Experienced executives and young professionals are learning from each other

Experienced executives are at hand to provide help and advice to the young participants of *Enterprise+*. The executives are in general older than 55 years and with this bring a long time of experience into the project; some of them are still working, others are retired managers from large corporations. They share their experience and professional knowledge with the young professionals, thus helping them to recognize and develop their own entrepreneurial strengths. The exchange between experienced executives and young professionals will bring beneficial learning effects on both sides. Our objective is that the partners in the participating countries initiate projects which will perpetuate that exchange. Based on the experiences gained during the project, self-learning modules were developed in the individual countries.



International partners

The project *Enterprise+* was a joint European program with six countries: Germany, Greece, Spain, Lithuania, Hungary, and Bulgaria. In Germany, the Chair of Economics and Economic Education at University Duisburg-Essen contributed their expertise by providing and developing a diagnostic tool, called potential analysis, to detect entrepreneurial talents. The Chair of Institute for Work Science created in collaboration with the organization Alt hilft Jung NRW e.V. a concept for a founder workshop, where experienced managers and young entrepreneurs can exchange their knowledge, skills and experience. The two methodological tools, potential analysis and founder workshop, were transferred to, implemented in and evaluated by the five partner countries but accompanied by the German partners.

The Greek partners included the technology park of Crete, which is part of FORTH, the biggest research center in Greece, and the consulting company „eniochos.CONSULTING“. In Spain, the European company center for innovation and entrepreneurship supported the project. In both Hungary and Bulgaria, the respective Chamber of Industry and Commerce were aboard and in Lithuania it was the German Chamber of Commerce Abroad (AHK Baltische Staaten). The inclusion of the participating countries as well as local development and realization of measures were key success factors within the project.

0. Zusammenfassung

Für die Arbeit und die Verbreitung in den fünf beteiligten Projektländern wurden Lehr-, Lern- und Schulungsmaterialien, Informationsbroschüren und weitere Arbeitsmaterialien in den Landessprachen erstellt. Sie stellen die Grundlage für die Qualifizierung allerinvolvierten Multiplikatoren dar und können einen Beitrag dazu leisten, weitere nationale, europäische und außereuropäische Multiplikatoren für die Förderung von unternehmerischen Kompetenzen bei Jugendlichen zu begeistern und sie mit übersetzten länder- und erfahrungsspezifisch adaptierten Entrepreneurship Education-Materialien auszustatten.

Die Schulungsmaterialien sowie weitere in die Landessprachen übersetzte, projektrelevante Unterlagen, wie die Argumentationslisten und Evaluationsmaterialien können in künftigen Projekten die Gewinnung von Multiplikatoren erleichtern, die Verbreitung der Projektideen unterstützen sowie die Qualität der Projektarbeit im Prozess sicherstellen.

1. IO 1 „Übersetzte und weiterentwickelte Unterlagen“

1.1. Ziel

Alle Lehr-, Lern- und Schulungsmaterialien sowie die weiteren projektrelevanten Unterlagen, die im Intellektuellen Output „Übersetzte und weiterentwickelte Unterlagen“ gesammelt sind, dienen dazu die Konzepte der „Potenzialanalyse“ und des „Gründerworkshops“ erfolgreich in den fünf europäischen Ländern – Bulgarien, Griechenland, Litauen, Spanien und Ungarn – zu implementieren und für eine nachhaltige Anwendung der Konzepte in diesen Ländern zu sorgen. Sie stellen die Grundlage für eine gelungene Qualifizierung aller involvierten Multiplikatoren dar und können einen Beitrag dazu leisten, weitere nationale, europäische und außereuropäische Multiplikatoren für die Förderung von unternehmerischen Kompetenzen bei Jugendlichen zu begeistern und sie mit entwickelten, länder- und erfahrungsspezifisch adaptierten Entrepreneurship Education-, Lehr-, Lern- und Schulungsmaterialien auszustatten.

Die Schulungsmaterialien sowie weitere in die Landessprachen übersetzte, projektrelevante Unterlagen, wie die Argumentationslisten und Evaluationsmaterialien, sollen die Gewinnung von Multiplikatoren erleichtern, die Verbreitung der Projektideen unterstützen sowie die Qualität der Projektarbeit im Prozess und der Intellektuellen Outputs sicherstellen.

1.2. Zielgruppe

Eine Zielgruppe sind zum einen die bereits beteiligten Multiplikatoren aus den fünf Ländern im Projekt Enterprise+, die als Talentscouts, Mentoren, Moderatoren, Organisatoren etc. fungierten. Die weiterentwickelten Lehr-/ Lernmaterialien sollen allen teilnehmenden Personen und Organisationen zur Verfügung gestellt werden. Viele Lehrerinnen und Lehrer, die bei der Potenzialanalyse als Talentscouts teilgenommen haben, äußerten ihr Interesse an einer eigenen Durchführung und Anwendung der Potenzialanalyse an ihrer Schule. Auch die Vertreter der Karriere-Zentren und Jugendorganisationen bekundeten Interesse daran, das Mentoringkonzept samt „Gründerworkshop“ in ihrer Arbeit mit den Jugendlichen zu integrieren. Diese möchte das Projekt durch die Ausarbeitung der „Potenzialanalyse“ und des „Gründerworkshops“ unterstützen, so dass jeder Zugang zu den Materialien findet.

Zum anderen wird eine weitere Zielgruppe von Multiplikatoren angesprochen, die noch nicht an dem Projekt aktiv teilgenommen hat, die aber durch die breite Öffentlichkeitsarbeit, die durchgeführten Multiplikatorenveranstaltungen, weitere Projektaktivitäten und Netzwerkarbeit dem Projekt begegnet sind. Darüber hinaus sollen diese Produkte allen potenziellen Anwendern des Konzepts der Potenzialanalyse und des Mentorentrainings zur Verfügung gestellt werden, um die Unternehmenskultur in Europa zu stärken.

1.3. Inhalte

Enterprise+ verfolgt zunächst die Diagnose und Förderung von unternehmerischen Talenten. Für den diagnostischen Teil des Projektes existiert bereits ein entwickeltes Diagnosetool im deutschen Sprachraum. Hierbei wurde die konzipierte Potenzialanalyse, die im Rahmen des Projekts losleger entstanden ist, für die fünf Partnerländer zur Verfügung gestellt. Diese setzt sich aus einem Trainingskonzept für Talentscouts

(Beobachter) und der eigentlichen Potenzialanalyse zusammen. Im Rahmen von Enterprise+ wurde ein Schulungskonzept für Multiplikatoren (Organisatoren, Talentscouts, (Co-)Moderatoren) entwickelt. Neben dem Schulungskonzept gibt es für die Potenzialanalyse ein Handbuch, das alle Lehr-/ Lernmaterialien, die für die Durchführung notwendig sind, beinhaltet, sowie zusätzliche Informationen zum Thema Entrepreneurship Education bietet. Beide Konzepte, das Trainingskonzept und die Potenzialanalyse, die im Handbuch losleger integriert sind, wurden in den fünf Ländern in die Landessprache (bulgarisch, litauisch, griechisch, ungarisch und spanisch) übersetzt und adaptiert, um die Potenzialanalyse durchzuführen. Diese Lehr-/ Lernmaterialien sind Bestandteil des Intellektuellen Outputs „Übersetzte und Weiterentwickelte Unterlagen“.

Ein weiteres Element der Entdeckung und Förderung unternehmerischer Talente bei den Jugendlichen ist ihre Begleitung durch erfahrene Mentoren (Mentorenkonzept) im Rahmen von s. g. „Gründerworkshops“. Die Maßnahmen zur Kompetenzentwicklung werden ergänzt durch die Vermittlung (ehemaliger) Führungskräfte, die den Jugendlichen mit ihrem Erfahrungswissen zur Seite stehen. Die methodisch-didaktisch besondere Form der Qualifizierung durch die Zusammenarbeit von Jüngeren und Älteren unterstützt die Nutzung der Potenziale der Jüngeren. Die Synergieeffekte, die durch die unterschiedlichen Hintergründe entstehen, tragen zur Potenzialentfaltung bei.

Im Rahmen des Projektes wurde eine Vielzahl an Lehr-, Lern-, und Schulungsmaterialien entwickelt, die die Grundlage für ein „Schulungskonzept für Mentoren“ bieten. Diese wurden eingesetzt, um die Mentoren im Hinblick auf ihre Arbeit mit den Jugendlichen vorzubereiten. In der jeweiligen Landessprache werden nach dem Train-the-Trainer Konzept wichtige Kompetenzen und Informationen mittels eines „Aufgabenheftes zum Gründerowkrshop“ und eines Mentoren-Koffers (inklusive Tagesplanung und Methoden für Gruppenarbeiten) weitergegeben. Weitere Lehr- und Lernmaterialien in diesem Zusammenhang sind bspw. das Rollenprofil des Mentors, die Liste potenzieller Mentoren, der Moderationsplan für die Durchführung einer Mentorenschulungen, diverse Präsentationen (u.a. „Mentorenschulung: Einführung, Ziele und Inhalte“ und „Gründerworkshop“) und Evaluationsbögen für Teilnehmer der Mentorenschulung sowie für die Jugendlichen.

Die im Rahmen des Projektes konzipierten, englisch- und deutschsprachigen Selbstlernmodule (IO2) bieten zusätzlich zu den hier erstellten Lehr-/ Lernmaterialien Möglichkeiten zur Kompetenzentwicklung der Multiplikatoren.

Das Intellektuelle Output „Übersetzte und Weiterentwickelte Unterlagen“ ist in englischer, bulgarischer, griechischer, litauischer, spanischer und ungarischer Sprache verfügbar.

1.4. Zeitplan

Das Projekt Enterprise+ erstreckt sich über einen Zeitraum von September 2014 bis August 2017. Innerhalb dieser drei Jahre wurden die Lehr-/Lernmaterialien zur „Potenzialanalyse“ und zum „Gründerworkshop“ in mehreren Etappen übersetzt, angepasst, erprobt und weiterentwickelt.

1.5. Arbeitsphasen und Aktivitäten

Bei der Weiterentwicklung der Konzepte zur Potenzialanalyse und zum Gründerworkshop konnte zwischen (a) inhaltlicher, (b) methodisch-didaktischer (c) zielgruppenspezifischer und (d) kultureller Weiterentwicklung unterschieden werden. Vor der Übersetzung der beiden Konzepte „Potenzialanalyse“ und „Gründerworkshop“ in die einzelnen Landessprachen wurde eine inhaltliche Weiterentwicklung in Deutschland durchgeführt. Anschließend wurden die jeweiligen Lehr-/ Lern-/ Schulungsmaterialien an die EU-Partnerländer zur Übersetzung frei gegeben. Diese, in die Landessprachen übersetzten Dokumente wurden im Rahmen der Multiplikatoren-Veranstaltungen vorgestellt und auf diese Weise die potenziellen Multiplikatoren informiert. Die erfolgten Rückmeldungen wurden anschließend dazu verwendet, die beiden Konzepte methodisch-didaktisch sowie vor dem kulturellen Hintergrund der Länder weiterzuentwickeln. Die Weiterentwicklung und Übersetzung aller Materialien wurde von den EU-Partnerorganisationen geleistet, die über exzellente Projektmitarbeiter mit sehr guten sprachlichen Kompetenzen in Deutsch und Englisch verfügen. Um die Qualität der Lehr-/ Lernmaterialien zu verbessern, wurden Evaluationsbögen eingesetzt, dessen Ergebnisse in die weitere Anpassung eingeflossen sind. Die Qualität der übersetzten Unterlagen wurde zusätzlich von Muttersprachlern in Deutschland überprüft und angepasst.

1.6. Anwendbarkeit und Nutzbarkeit

Die Potenzialanalyse und das inkludierte Trainingskonzept der Talentscouts richteten sich ursprünglich an Schülerinnen und Schüler aus der Sekundarstufe II mit wirtschaftswissenschaftlichem Bildungshintergrund. Für das Projekt Enterprise+ wurde hier die Anwendergruppe erweitert. Bei der Durchführung wurden sowohl Schülerinnen und Schüler, Studierende als auch junge Arbeitssuchende auch ohne wirtschaftswissenschaftlichen Hintergrund zur Teilnahme zugelassen. Somit können sowohl die Potenzialanalyse als auch das Mentoringkonzept auf mehrere Gruppen angewendet werden.

Für die Schulung von Mentoren sind diverse Unterlagen, bspw. Präsentationen, Rollenbeschreibung oder das Aufgabenheft für den Gründungsworkshop in die Landessprachen übersetzt und mit Blick auf kulturelle Anpassungsbedarfe überarbeitet worden. Auf Basis der Unterlagen sowie der Selbstlernmaterialien (vgl. IO5) können sich künftige Anwender mit dem Gesamtkonzept der Mentorenschulung vertraut machen.

1.7. Outcome

Der Outcome des Projekts Enterprise+ wird in zwei Gruppen kategorisiert. Zum einen wird ein direkter Outcome erwartet, den wir durch die tatsächliche Anzahl der Anwendungen von Konzeptelementen, wie bspw. die Potenzialanalyse, oder des vollständigen Gründerworkshop Konzeptes in den nächsten Jahren

messen. Die entwickelten und übersetzten Unterlagen sowie die Selbstlernmodule tragen zur Verbreitung bei. Es wird erwartet, dass die ehemaligen Teilnehmenden, die innerhalb des Projektes Gründungsideen entwickelt haben, diese in die Tat umsetzen.

Zum anderen werden indirekte Wirkungen erwartet, die die Förderung einer entrepreneurialen Kultur in Europa betreffen. Hier liegt es dem Projektkoordinator sowie allen nationalen und internationalen Projektpartnern nahe, Aufklärungsarbeit zum Thema „Berufsoption Selbstständigkeit“ zu leisten, entrepreneuriales Mindset in jungen Menschen zu entfachen und grundsätzlich durch unternehmerisches Denken und Handeln den Intrapreneur, d. h. den Unternehmer in eigener Sache im Arbeitskontext, in jedem Teilnehmer hervorzurufen. Das Informations- und Schulungsmaterial kann von den Projektpartnern, insbesondere den Industrie- und Handelskammern, und in lokalen/regionalen Netzwerken auf virtuellen Plattformen bereitgestellt werden.

2. Lehr-, Lern-, Schulungsmaterialien zum „Losleger“

2.1. Trainingskonzept für Talentscouts

Die entwickelte Potenzialanalyse nutzt das Simulationsverfahren des Assessment Centers, um unternehmerische Potenziale zu erfassen und zu fördern. Ein solches Verfahren inkludiert die Teilnahme von Assessoren (Beobachter), im Rahmen des Projekts „Talentscouts“ genannt, im Prozess der Potenzialanalyse. Daraus resultiert, dass eine Beobachterschulung im Rahmen der Potenzialanalyse erforderlich ist. Diese Beobachterschulung verfolgt zum einen das Ziel, die Talentscouts für die Rolle des Beobachters bestmöglich vorzubereiten und somit die Teilnehmenden zur selbstständigen Durchführung der Potenzialanalyse zu qualifizieren. Im Rahmen des Projektes wurde die Beobachterschulung genutzt, um mit Blick auf die Durchführung der Potenzialanalyse Erfahrungen zur kulturellen Adaption zu gewinnen. Im Intellektuellen Output 4.1 wird die methodisch-didaktische Entwicklung des Trainingskonzepts für Multiplikatoren und Talentscouts sowie die Erprobung in den fünf Ländern ausführlich erläutert.

Das entwickelte Trainingskonzept wurde im Rahmen der Multiplikatorenveranstaltung zur Verbreitung des Schulungskonzepts für Talentscouts/Beobachter vorgestellt, bestimmte Übungseinheiten ausprobiert, diese vor dem Hintergrund der länderspezifischen Gegebenheiten reflektiert und Anpassungsvorschläge gesammelt. Des Weiteren wurden die Schulungsunterlagen zur Vorbereitung der „Talentscouts“ für die Durchführung der Potenzialanalyse in den fünf beteiligten Partnerländern eingesetzt. Das Schulungskonzept für Talentscouts besteht aus einer Checkliste bzw. To-Do-Liste für die Implementierung des Trainings, einem Tagesprogramm der Schulung, einer Liste mit potenziellen Talentscouts und den Präsentationsunterlagen für die Durchführung der Schulung.

Organisation	Sprache	Art des Produktes
Lehrstuhl Wirtschaftsdidaktik	deutsch	Agenda Checkliste/To-Do-Liste Liste potenzieller Talentscouts Präsentationen
Pecs Chamber of Commerce and Industry	ungarisch	Agenda To-Do-Liste Liste potenzieller Talentscouts Präsentationen
Gabrovo Chamber of Commerce and Industry	bulgarisch	Agenda To-Do-Liste Liste potenzieller Talentscouts Präsentationen
Deutsch-Baltische Handelskammer	litauisch	Agenda To-Do-Liste Liste potenzieller Talentscouts

Eniochos Consulting Step-C Science and Technology Park of Crete	griechisch	Agenda To-Do-Liste Liste potenzieller Talentscouts Präsentation
Center for Entrepreneurs with innovative initiatives in Murcia	spanisch	Agenda To-Do-Liste Liste potenzieller Talentscouts Präsentation

Tabelle 1 Anbieter des Trainingskonzepts für Talentscouts

2.2. Handreichung „Potenzialanalyse“

Für die Durchführung der Potenzialanalyse wurde ein Handbuch entwickelt, das Anwender optimal auf die Organisation und Implementierung des Instruments vorbereitet. Dieses Handbuch beinhaltet alle relevanten Informationen zum Thema Entrepreneurship Education, Anleitungen zur Durchführung sowie Lehr-/Lernmaterialien für die Teilnehmer. Dieses Handbuch wurde in fünf Sprachen (Ungarisch, Bulgarisch, Litauisch, Griechisch und Spanisch übersetzt). Im Anhang sowie auf den Webseiten der jeweiligen Institution sind alle übersetzten Handbücher zu finden.

Ferner wurden die übersetzten Handbücher in den fünf Ländern angewendet. Aus diesen Erprobungen wurden Erfahrungen und Verbesserungsempfehlungen für die flexible Handhabung des Konzepts herausgefiltert und schließlich auch umgesetzt. Im Kapitel „Intellektuelles Output 4.2“ sind Berichte zu den Erprobungen aus Europa sowie im Kapitel „IO 4.3“ eine Ideenmatrix zur Neukonzeption, generiert aus den internationalen Erfahrungen, vorzufinden. Diese Ideenvorschläge wurden für die neue Auflage des Handbuchs berücksichtigt. Eine zweite Auflage des Handbuchs wird über die Joachim Herz Stiftung kostenfrei zur Verfügung gestellt (siehe Tabelle 2). Ebenso wurde die zweite Auflage für eine internationale Anwendung ins Englische übersetzt (siehe Tabelle 2).

Organisation	Sprache	Homepage
Joachim Herz Stiftung	Deutsch	https://www.joachim-herz-stiftung.de/
Lehrstuhl Wirtschaftsdidaktik	Englisch	https://www.wida.wiwi.uni-due.de/downloads/

Tabelle 2 Anbieter des Handbuchs Potenzialanalyse

3. Lehr-, Lern-, Schulungsmaterialien zum „Gründerworkshop“

3.1. Trainingskonzept für Mentoren

Die Förderung der unternehmerischen Kompetenzen der Jugendlichen im Rahmen von s. g. „Gründerworkshops“ setzt die Gewinnung, Qualifizierung und aktive Teilnahme von „Mentoren“ voraus. In diesem Zusammenhang wurde ein „Schulungskonzept für Mentoren“ entwickelt, in welchem die langjährigen Erfahrungen der ehemaligen Manager/Führungskräfte von der Organisation „Alt hilft Jung“ aus Deutschland eingeflossen sind. Die Schulung für Mentoren hat das Ziel, die Teilnehmer auf das Mentorat des Gründungsworkshops vorzubereiten. Dabei werden den Teilnehmenden insbesondere die Materialien und das Konzept des Gründungsworkshops vorgestellt. Zentraler Lehr-/Lerninhalt sind das Verständnis und die Anwendung des Aufgabenheftes sowie der Umgang mit gruppenspezifischen Prozessen. Durch Wissensvermittlung und Anwendung sollen die künftigen Mentoren befähigt werden, gute bewährte Praktiken anzuwenden und kritische Situationen abzuwenden. Im Intellektuellen Output 5 werden die methodisch-didaktische Entwicklung des Trainingskonzepts für Multiplikatoren und Mentoren und die Erprobungen in den fünf Ländern ausführlich erläutert.

Auch das Trainingskonzept für Mentoren wurde im Rahmen der Multiplikatorenveranstaltung zur Verbreitung des Schulungskonzepts für Mentoren vorgestellt, erprobt und evaluiert. Des Weiteren wurden die Schulungsunterlagen zur Vorbereitung der Mentoren für die Durchführung der „Gründerworkshops“ in den fünf beteiligten Partnerländern eingesetzt. Das Schulungskonzept für Mentoren besteht aus folgenden Lehr/ Lernmaterialien:

Nr.	Art der Lehr/ Lernmaterialien	Zweck
1	Rollenprofil_Mentor	Das Rollenprofil des Mentors erläutert das Wissen, die Fertigkeiten und Fähigkeiten, die ein Mentor mitbringen sollte bzw. muss, sowie seine Aufgaben und mögliche Kandidaten.
2	Liste potenzieller Mentoren	Die Liste potenzieller Mentoren umfasst die Charakteristika potenzieller Mentoren von Bildungsabschluss, Tätigkeitsbereich und Branchenexpertise über Erfahrungen als Mentor sowie in der Arbeit mit Jugendlichen bis hin zu seiner Verfügbarkeit während des Gründerworkshops.

3	To-Do Liste Partner_Mentorenschulung	Die To-Do Liste für die Partner zur Mentorenschulung enthält die in Bezug auf die Mentorenschulung anstehenden Aufgaben seitens der Partner wie Übersetzungsarbeiten und die Gewinnung von Mentoren sowie die inhaltliche Vorbereitung der Mentorenschulung. Diese kann auch für weitere Organisatoren und künftige Multiplikatoren verwendet werden.
4	Moderationsplan_Mentorenschulung	Der Moderationsplan zur Mentorenschulung erläutert den Ablauf Mentorenschulung mit den dazugehörigen Inhalten und Zielen, den einzusetzenden Methoden und Hilfsmitteln sowie die Rollenverteilung der auftretenden Akteure. Dieser kann als Grundlage für künftige Mentorentrainings genutzt werden.
5	Präsentation "Mentorenschulung: Einführung, Ziele und Inhalte"	Die Präsentation „Mentorenschulung: Einführung, Ziele und Inhalte“ dient dazu, das Projekt, den Gründerworkshop und die Mentorenschulung mit den jeweiligen Zielen und Inhalten darzustellen.
6	Präsentation "Aufgaben und Rollen von Mentoren"	Im Rahmen dieser Präsentation werden die Rollen und Aufgaben des Mentors geklärt.
7	Präsentation "Projektmanagement im Rahmen von Gründungsworkshops"	Die Präsentation „Projektmanagement im Rahmen von Gründungsworkshops“ stellt den Gründerworkshop als Projekt dar und weist auf die zentralen Elemente des Projektmanagements für den Gründerworkshop hin.
8	Präsentation "Gründerworkshop"	In der Präsentation „Gründerworkshop“ wird das Konzept des Gründerworkshops mit seinen Inhalten und Aufgaben entlang des Ablaufs der einzelnen Tage vorgestellt.
9	Präsentation „Methoden für Gruppenarbeit“	Die Präsentation „Methoden für Gruppenarbeit“ bietet eine methodische Unterstützung der Mentoren und deckt die Bereiche Team Building, Kreativität, Motivation, Konflikte, Feedback und Reflexion ab.

10	Tagesplanung "Gründerworkshop" für Mentoren	Die Tagesplanung „Gründerworkshop“ für Mentoren gibt einen Überblick über alle während des Gründerworkshops durchzuführenden Aufgaben mit den jeweiligen Aufgabengebieten für Mentoren und Schüler, dem dazugehörigen Zeitbedarf und etwaigen Anmerkungen zu den zu verwendenden Hilfsmitteln.
11	Präsentation "Mentoren Werkzeugkoffer"	Die Präsentation „Mentoren Werkzeugkoffer“ enthält Hinweise und Materialien für die Mentoren hinsichtlich der Vorbereitung und Durchführung des Gründungsworkshops.
12	Evaluationsbogen für die Teilnehmer/Mentoren an der "Mentorenschulung"	Der Evaluationsbogen für die Teilnehmer/Mentoren an der „Mentorenschulung“ befasst sich mit Fragen zur Vorbereitung und Durchführung der Mentorenschulung, zur Qualität des Aufgabenhefts, methodisch-didaktischen Aspekten, länderspezifischen Gegebenheiten sowie der allgemeinen Bewertung des Konzepts des Gründerworkshops.
13	Evaluationsbogen für die Jugendlichen (Teil 1)	Anhand des Evaluationsbogens bewerten die Jugendlichen die Wichtigkeit der Charakteristika eines Mentors und inwiefern diese auf ihren Mentor zutreffen.
14	Evaluationsbogen für die Jugendlichen (Teil 2)	
17	Flyer über Enterprise+ (DE)	Der Flyer über das Projekt Enterprise+ berichtet in Kurzform über die Organisation, Motivation, Ziele, Zielgruppen, Methoden und Phasen des Projekts.

3.2. Handlungsanweisung und Aufgabenheft für Jugendliche

In der Vorbereitungsphase für die Durchführung der „Gründerworkshops“ in den EU-Partnerländern wurde zusammen mit „Alt hilft Jung“ ein Aufgabenheft in Anlehnung an das Konzept des „Gründerpreises für Schülerunternehmen“ entwickelt und in die Sprachen der Projektländer übersetzt. Das Aufgabenheft umfasst dabei insgesamt acht Aufgaben und Informationen, die zur Erarbeitung von sieben Elementen eines Business-Plans (Geschäftsidee, Markt/Wettbewerb, Marketing, Produktion/Beschaffung, Management/Rechtsform, Chancen/Risiken, Finanzplanung) notwendig sind und letztlich der Präsentation des Planes dienen. In der Anlage stehen den Benutzern des Aufgabenheftes Zertifikate, Verträge, Versicherungspolizen, AGBs und Patente zur Verfügung.

Im Rahmen jeder Aufgabe wird zunächst der zugehörige Abschnitt des Business-Plans präsentiert. Mit Hilfe von Beispielen, Hintergrundinformationen und Leitfragen werden die Teilnehmer des Gründerworkshops angeregt, ihre eigenen Business-Pläne Schritt für Schritt auszufüllen. Dabei sollen die Teilnehmer ihre Ergebnisse kontinuierlich schriftlich in Form einer Power-Point-Präsentation festhalten, um am letzten Tag der Veranstaltung ihren ausgearbeiteten Business-Plan präsentieren zu können.

Die Mentoren sind dazu aufgerufen, vor der Bearbeitung der einzelnen Aufgaben unter Einbeziehung der Jugendlichen durch Fragen einen kurzen Input über den jeweiligen Abschnitt des Business Plans zu geben. Dabei können die Mentoren auf persönliche Erfahrungen zurückgreifen, um das Thema verständlicher zu machen. Außerdem wird den Mentoren nahegelegt, den Teilnehmern während der Bearbeitung der Aufgaben mit ihrem Wissen und Knowhow zur Verfügung zu stehen.

Das Aufgabenheft unterstützte die Mentoren bei der strukturierten Vermittlung der Themen und Arbeitsaufgaben an die Teilnehmer der „Gründerworkshops“. Es leitete die Schülerinnen und Schüler, Studierenden und jungen Arbeitssuchenden an, anhand von Leitfragen an ihrer Geschäftsidee und dem jeweiligen Baustein des Business Plans zu arbeiten.

Aus den Erfahrungen der Mentoren und Teilnehmer im Rahmen der „Gründerworkshops“ wurden Verbesserungsempfehlungen herausgefiltert, die von den EU-Partnern für die weitere Anpassung und Verbesserung des Aufgabenheftes genutzt werden können. .

Nr.	Art der Lehr/ Lernmaterialien	Zweck
1	Aufgabenheft „Gründungsworkshop“	Das Aufgabenheft „Gründungsworkshop“ bildet alle von den Jugendlichen während des Gründerworkshops zu bearbeitenden Aufgaben ab.
2	Excell_Tabelle „Kostenplanung“	Diese Excel-Tabelle soll den Teilnehmern des Gründerworkshops bei der Kostenplanung helfen und enthält Angaben zur Kapitalbedarfsplanung, Finanzierung, Rentabilitätsrechnung, Liquiditätsrechnung und Privatentnahmen.

4. Weitere projektrelevante Unterlagen

Nr.	Art des Unterlagen	Zweck
1	Enterprise+: Konzept der Schülerunternehmen – Ansatzpunkte zur Qualitätsverbesserung	Das Dokument verortet das Konzept der Schülerunternehmen theoretisch in der Entrepreneurship-Education und diskutiert kritisch, wie die Qualität des Einsatzes des Konzeptes gesichert werden kann und welche Ansatzpunkte es gibt, um die Qualität des Einsatzes zu verbessern.
2	Argumente für die Teilnahme an dem Projekt „Enterprise+ innovative potential meets experience“ als Unternehmen	Die Argumentationsliste stellt die Projektidee dar und erläutert die Motivation, Kosten, Vorteile und Möglichkeiten zur Teilnahme aus Sicht von Unternehmen.
3	Argumente für die Teilnahme an dem Projekt „Enterprise+ innovative potential meets experience“ als Arbeitsagentur	Die Argumentationsliste stellt die Projektidee dar und erläutert die Motivation, Kosten, Vorteile und Möglichkeiten zur Teilnahme aus Sicht von Arbeitsagenturen.
4	Argumente für die Teilnahme an dem Projekt „Enterprise+ innovative potential meets experience“ als (berufsbildende) Schule	Die Argumentationsliste stellt die Projektidee dar und erläutert die Motivation, Kosten, Vorteile und Möglichkeiten zur Teilnahme aus Sicht von berufsbildenden Schulen.
5	Veranstaltungsdokumentationen zum Infoworkshop	Die Dokumentationen zeigen die länderspezifischen Veranstaltungsunterlagen zur Information von Projektpartnern und Multiplikatoren. Die Dokumente stehen auf der Verbreitungsplattform zur Verfügung.
6	Veranstaltungsdokumentationen zum Expertenworkshop	Die Dokumentationen zeigen die länderspezifischen Workshop Unterlagen für den Austausch mit Experten. Die Dokumente stehen auf der Verbreitungsplattform zur Verfügung.

5. APPENDIX: Verzeichnis der erstellten Dokumente [IO-1]

LN	TITLE/NAME	TYPE OF DOCUMENT
[IO-1]_ 00	Agenda_Training for Talentscouts	Template
[IO-1]_ 01	Powerpoint_Presentation_Training_für_Multiplikatoren	Template
[IO-1]_ 02	Role_of_a_Talentscout	Template
[IO-1]_ 03	List_Potential_Talentscouts	Template
[IO-1]_ 04	To-Do-List_Partner_Training_for_Talentscouts	Template
[IO-1]_ 05	Manual_Kickstarter (Templates Included)	Handbook/Instructions
[IO-1]_ 06	Allocation Plan 12	Template
[IO-1]_ 07	Allocation Plan 18	Template
[IO-1]_ 08	Evaluation Table	Template
[IO-1]_ 09	Role_of_a_Mentor	Template
[IO-1]_ 10	List_Potential_Mentors	Template
[IO-1]_ 11	Agenda_Training for Mentors	Template
[IO-1]_ 12	Presentation "Training for Mentors: Introduction, Goals and Content"	Template
[IO-1]_ 13	Presentation "Tasks and Roles of Mentors"	Template
[IO-1]_ 14	Presentation "Projectmanagement in the frame of founders' workshops"	Template
[IO-1]_ 15	Presentation „Founders' Workshops"	Template
[IO-1]_ 16	Presentation "Methods for Group Work"	Template
[IO-1]_ 17	Presentation "Toolbox for Mentors"	Template
[IO-1]_ 18	Agenda_Founders' Workshop for Mentors	Template
[IO-1]_ 19	Evaluation Sheet for Participants of the Training for Mentors	Template
[IO-1]_ 20	Evaluation Sheet for Youth	Template
[IO-1]_ 21	Taskbook „Founders' Workshop"	Handbook/Instructions
[IO-1]_ 22	Argumentation Lists	Template
[IO-1]_ 23	Enterprise+: Concept of Student Enterprises	Researchpaper



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]

ÜBERSETZTE UND WEITERENTWICKELTE UNTERLAGEN

INTELLEKTUELLER OUTPUT 1

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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www.enterpriseplusproject.eu



Erasmus+

Dieses Projekt wurde finanziert durch die Unterstützung der Europäischen Kommission. Für die vorliegende Veröffentlichung zeichnet verantwortlich allein ihr Redakteur; die Kommission trägt keine Verantwortung für evtl. Gebrauch von darin enthaltenen Informationen.



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_00

Agenda_Training for Talentscouts

Herausgeber:

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Redaktionell verantwortliche Organisation:

WIDA-UDE [Lehrstuhl für Wirtschaftswissenschaften und Didaktik der Wirtschaftslehre
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Multiplier Events „Training for Talentscouts“ Enterprise + Innovative Potential Meets Experience

Preparation for the implementation of the Potential Analysis		Materials/Media	Who?
09.00 h	Welcoming Introducing the agenda & aims of the training for multipliers	Agenda	Project partner UDE
09.15 h	Get-to-know of participants	-	Project partner
09.30 h	<i>losleger - The profile check for entrepreneurial talent</i> master plan	PPT	UDE
10.00 h	The roles and their tasks within the Potential Analysis Organizer; Moderator & Talent Scouts Handling of the materials of the recommendation by using the example „Show your sales talent“	PPT Translated parts of the recommendation (handout for participants); Materials p. 60-70	UDE Materials: Project partner
10.30 h	<i>Break</i>		
11.00 h	Course of the Potential Analysis: Introduction of students' tasks in terms of content and methods Programme of a Summer-School	PPT & Translated parts of the recommendation (handout for participants) (p. 27+28)	Lena Materials: Project partner
11.45 h	Preparation of implementation: Chapter: "Organisatorisches"	Excel-file; Allocation sheet	UDE
12.30 h	<i>Lunch Break</i>		
13.30 h	Training of the Talent Scouts I: Simulating the task „Tower Building“ Exchange of experiences	Documents for the participants (Recommendation p. 49-60) Material requirements see p. 50	Moderation: UDE Materials: Project partner
15.00 h	<i>Break</i>		
15.30 h	Training of the Talent Scouts II: Simulating the task „Group discussion“ Exchange of experiences	Documents for the participants (Recommendation p. 49-60) Material requirements see p. 50	Moderation: UDE Co-Moderation: Project partner Materials: Project partner
17.00 h	<i>End</i>		

Preparation for the implementation of the Potential Analysis		Materials/Media	Who?
09.00 h	Training of the Talent Scouts III: Evaluation of the results and providing feedback Discussion: How to give feedback to low potential students & starting-point for students' Enterprises	Recommendation p. 41-45 Excel file „Auswertungstabelle Fähigkeitsprofil“ Plenum / gathering the results by prior agreement	UDE Moderation: Project partner
10.30 h	<i>Break</i>		
11.00 h	Training of the Talent Scouts IV: Observation and assessment of behaviour Developing Do's & Dont's for Talent Scouts	Video / PPT Cards inquiries / movable wall or rather pin board or sth. else for gathering the results	UDE Moderation: UDE / Project partner Materials: Project partner
12.30 h	<i>Lunch Break</i>		
13.30 h	Drafting an implementation plan for the Potential Analysis in <i>Country X</i>	Single or team work or plenum depending on the countries' course of action; gathering the results on a poster, a flipchart, in a file or sth. else	Moderation: depending on responsibility UDE / IAW / Project partner
15.00 h	<i>Break</i>		
15.30 h	Summary & resolving questions	plenum	Moderation: depending on responsibility UDE / IAW / Projektpartner
16.30 h	Evaluation	Plenum / Evaluation sheet	Moderation: depending on responsibility UDE / IAW / Projektpartner
17.00 h	<i>End</i>		



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_01

Powerpoint_Presentation_Training for Multipliers

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

WIDA-UDE [Lehrstuhl für Wirtschaftswissenschaften und Didaktik der Wirtschaftslehre
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Training für Multipliers

- Preparation, Implementation and Evaluation of the Potential Analysis -

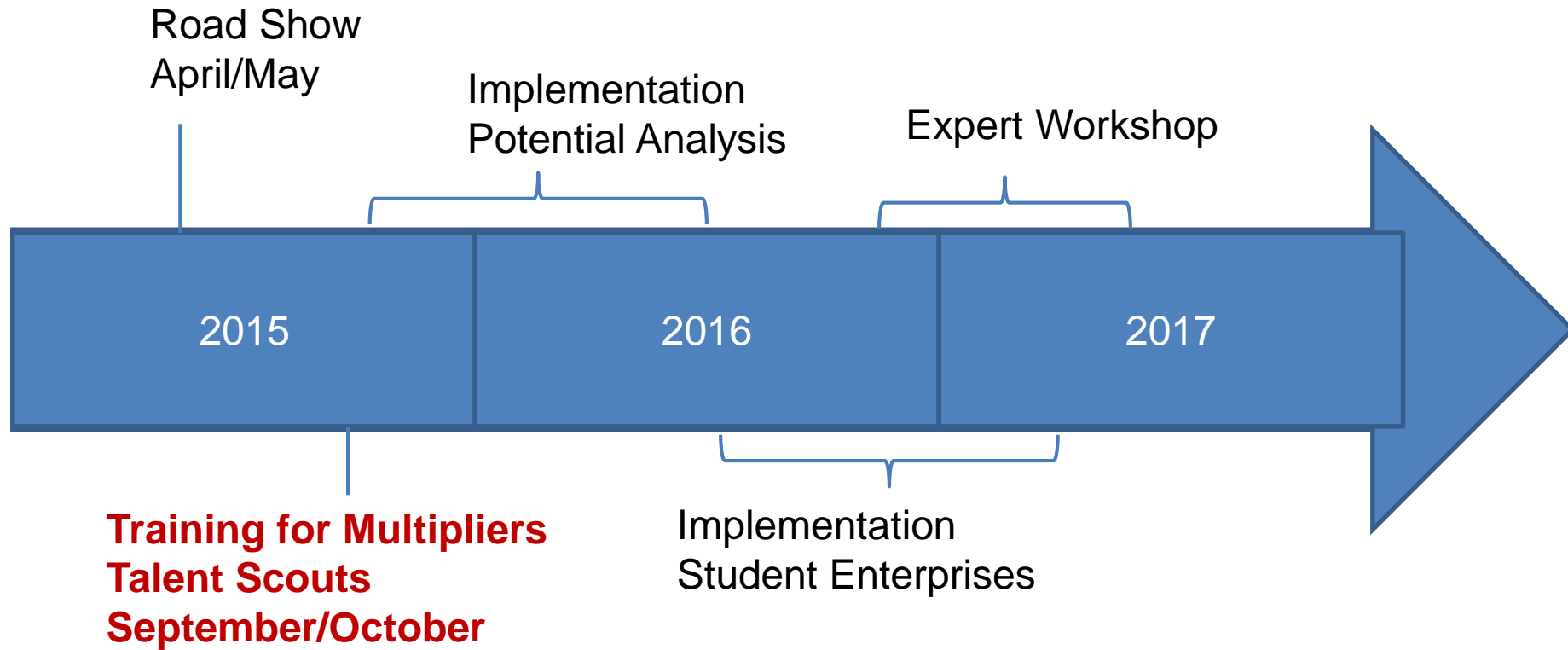
Lena Piotrowski

Please insert the final agenda

Aims of the training

- Qualification of participants for the autonomous implementation of the Potential Analysis
- Draft of the implementation in *please insert your country*

Project Enterprise+ Overview



Losleger – The profile check for entrepreneurial talent

- potential analysis in form of an assessment centre
- various tasks and methods
- measuring and fostering entrepreneurial potential



losleger[®]

Der Profilcheck für unternehmerisches Talent

2 Entrepreneurship Education

- entrepreneurial way of thinking and acting is increasingly important
 - assuming that pupils are able to acquire certain skills
- potential analysis is used as an instrument for diagnosis and support

Characteristics of assessment centres

participants are under observation

- in various situations
- over a long period of time
- by qualified observers

the validity of the results of the assessment centres depends on the correlation between

- the assessed competencies
- and future requirements

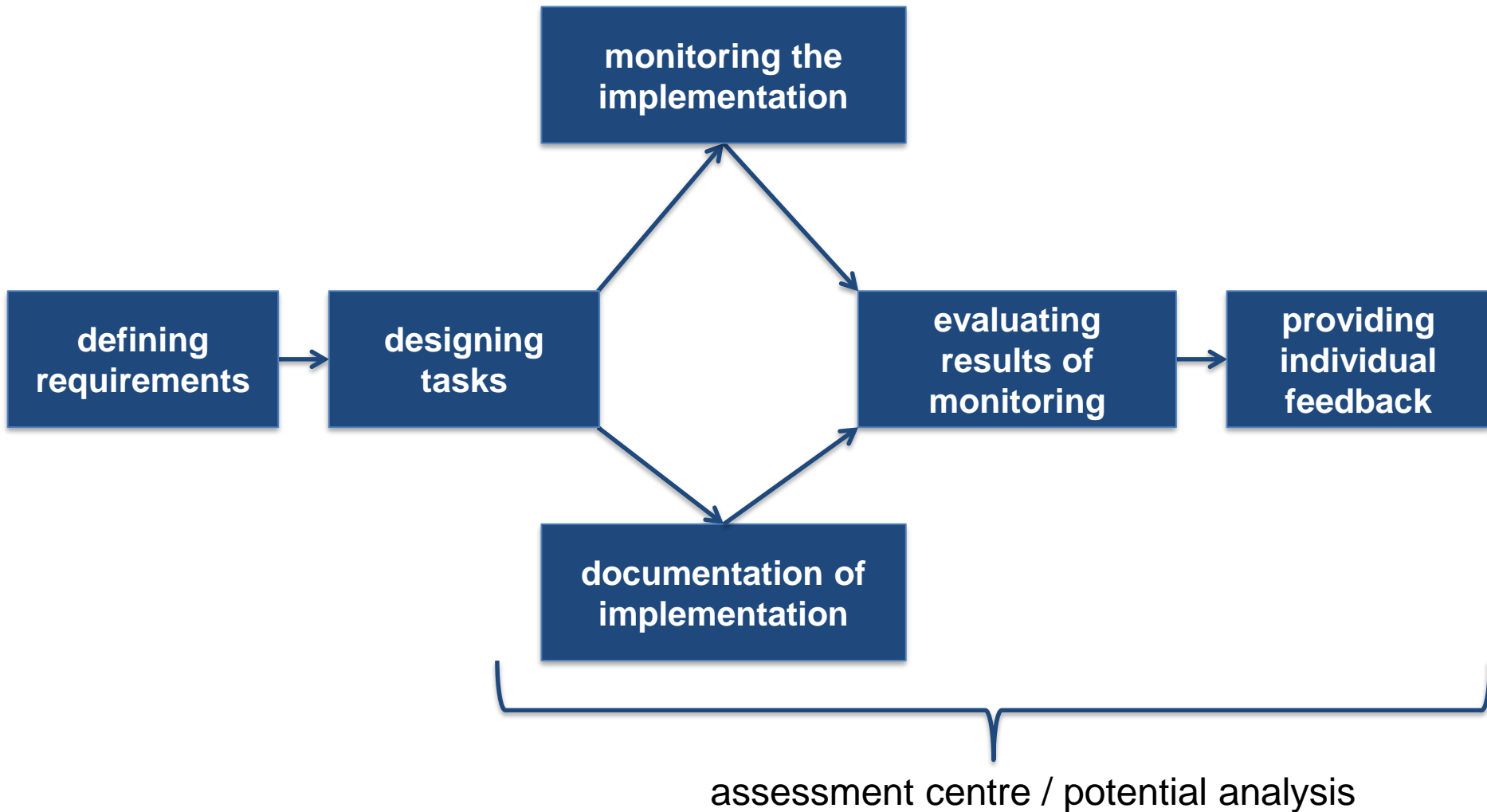
Quelle: vgl. Schäfer, B.: Individuelle Kompetenzstärkung durch Potenzialanalyse und zielgerichtete Förderplanung. In: Retzmann, T. (2011) (Hg.): Methodentraining für den Ökonomieunterricht II. Schwalbach/Ts., Wochenschau-Verlag, S.100

Aim:

Support of students in:

- Recognizing their competencies,
- Developing their competencies with sole responsibility,
- Generating individual plans of fostering.

The assessment centre process



on the basis of Herzog et al. 2005 from Schäfer 2011

Entrepreneurial potential



Roles within the Potential Analysis

- Organizer
- Moderator
- Talent Scouts
- Stand-by
- Participants

Organizer

- Personal union of Organizer and Moderator possible
- Initiation and planning of Potential Analysis
- Support of Moderator and Talent scouts
- Provision of all resources
- Communication with parents and headmaster
- Selection of participants
- ...

Moderator

- moderates the event
- acts as a facilitator
- gives professional input beforehand
- contact for all participants
- is familiar with the materials
- supports the learning process
- ...



Joachim Herz Stiftung, Fotograf: Sebastian Hoffmann: <http://www.joachim-herz-stiftung.de/de/press/news/2014/07/23/losleger-summer-school-2014/>

Talent Scouts

- observe the participants while they are working on the tasks
- document their observations
- attend a training course before the potential analysis is carried out
- give feedback to the participants
- are familiar with the materials
- ...



Joachim Herz Stiftung, Fotograf: Sebastian Hoffmann: http://joachim-herz-stiftung.de/de/information/projects/economics_domain/losleger_project/news/2014/08/05/summerschool/

Stand-by

- is able to adopt every role
- relieves the players
- is Co-Moderator for the task „group discussion“
- ...

Participants

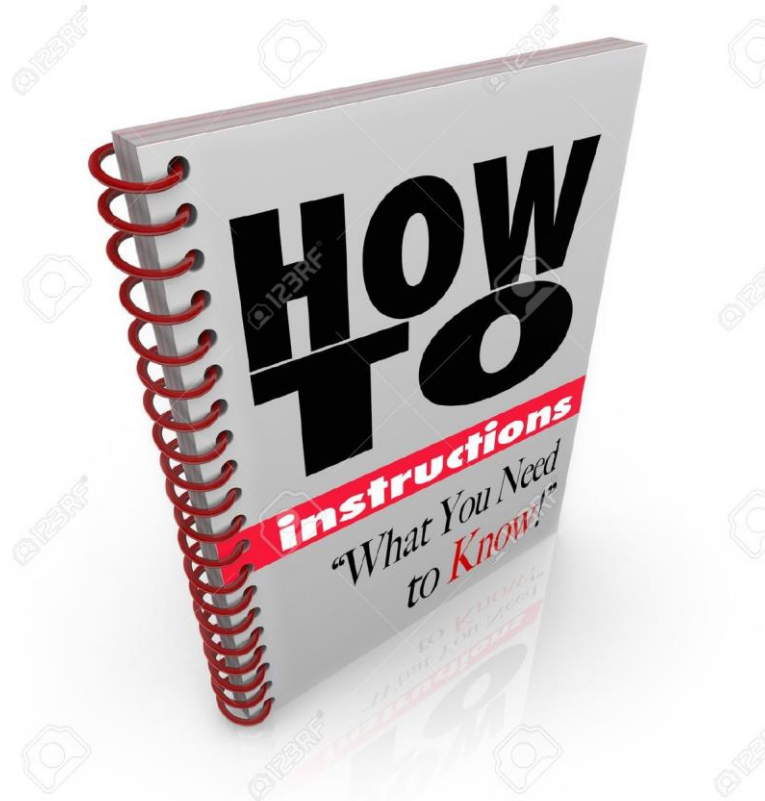
- work on exercises under observation
- receive a personal feedback on their results and recommendations for fostering



Joachim Herz Stiftung, Fotograf: Sebastian Hoffmann: http://joachim-herz-stiftung.de/de/information/projects/economics_domain/losleger_project/news/2014/08/05/summerschool/



Joachim Herz Stiftung, Fotograf: Sebastian Hoffmann: http://joachim-herz-stiftung.de/assets/loslegersummerschool3_download.jpg



<http://previews.123rf.com/images/iqoncept/iqoncept1201/iqoncept12010001/11826635-A-spiral-bound-book-with-the-words-How-To-Instructions-What-You-Need-to-Know-a-manual-offering-guida-Stock-Photo.jpg>

How to handle the material

Show your sales talent!



<http://www.karriere.at/blog/wp-content/uploads/2014/07/Farbe-Kleidung-Bewerbungsfoto-626x435.jpg>

Order of tasks within the Potential Analysis



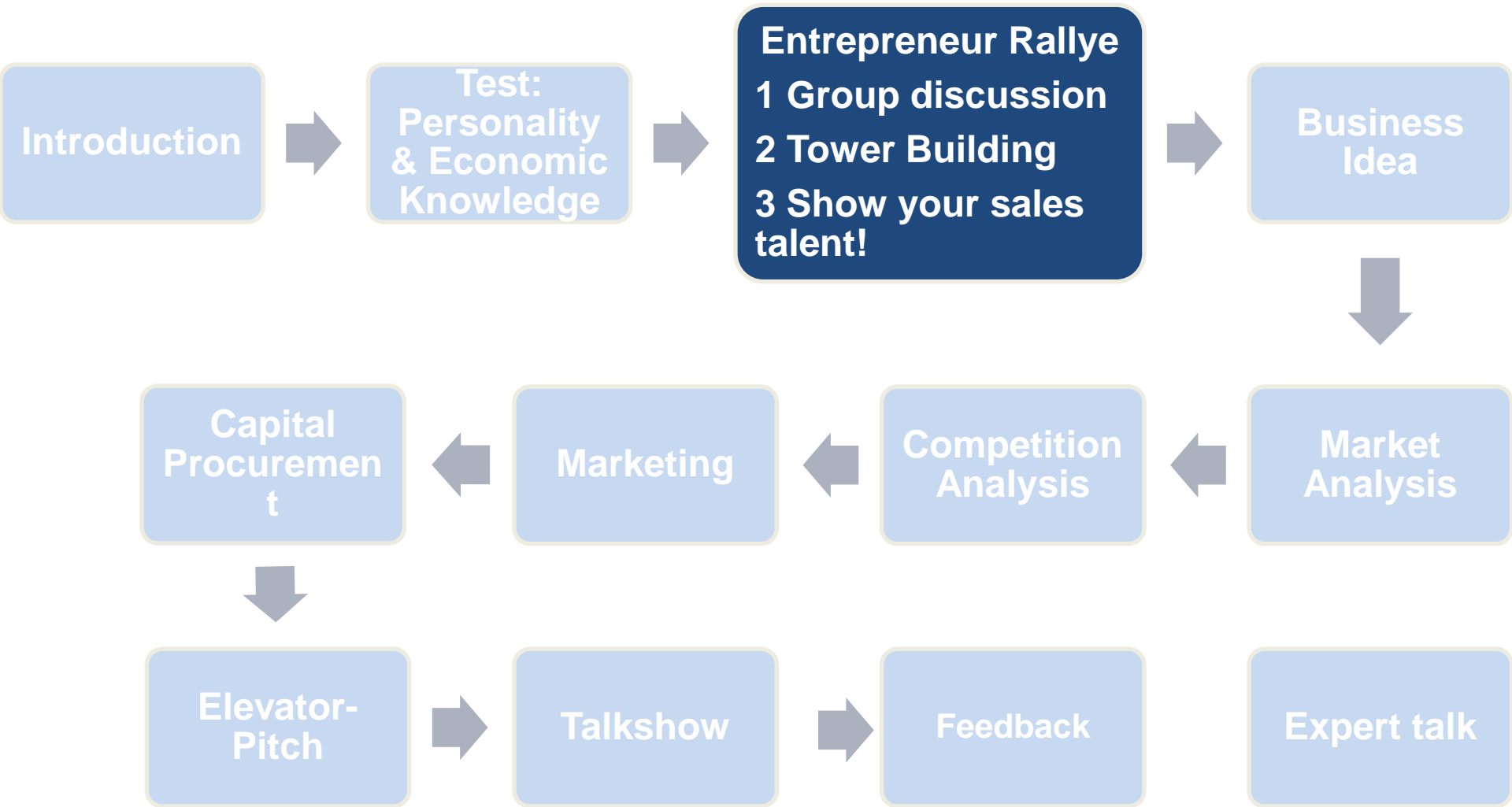
Order of tasks within the Potential Analysis



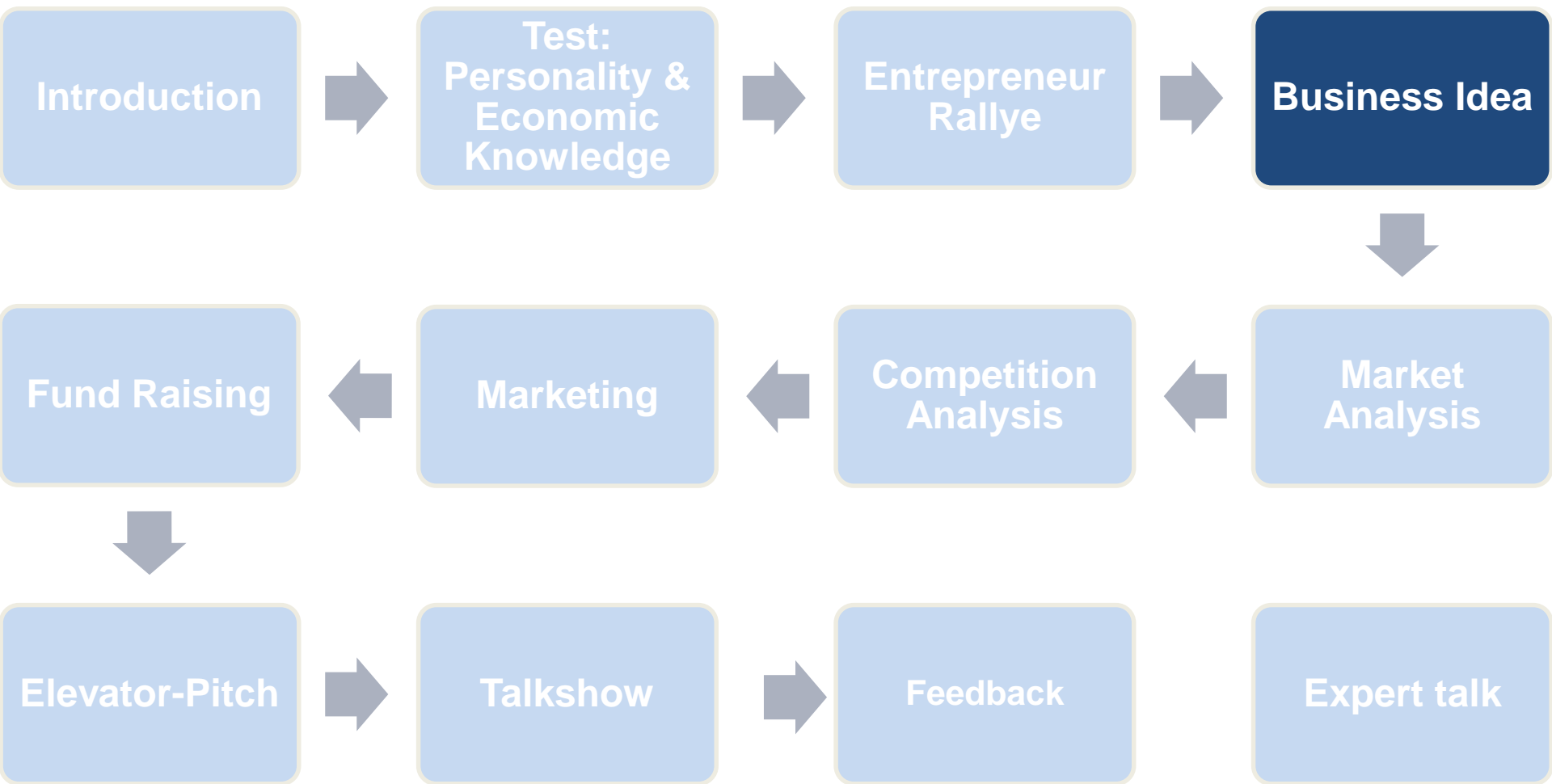
Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



Order of tasks within the Potential Analysis



What happens during the process of perception?

Perception

Someone playing the saxophone or a woman?



http://www.kik-seminare.at/optikbilder/optik_bild_2.htm

„According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letters be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.“

<http://www.foxnews.com/story/2009/03/31/if-can-read-these-words-be-really-smart/>

Perception

The human perception mechanism

- selects
- adds
- organises
- interprets

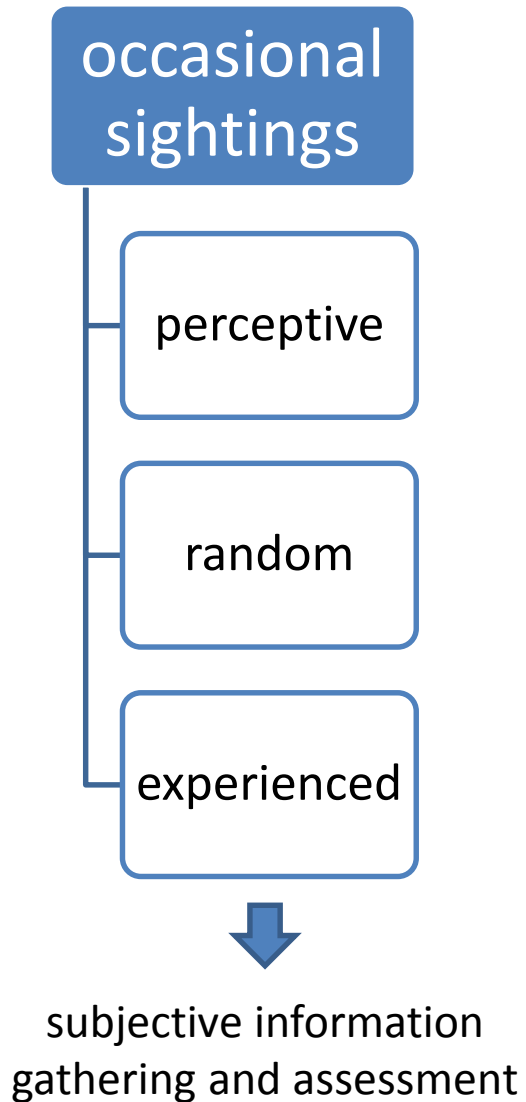
the complex and manifold stimuli

vgl. Martin/ Wawrinowski 2000, S. 13 f.

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

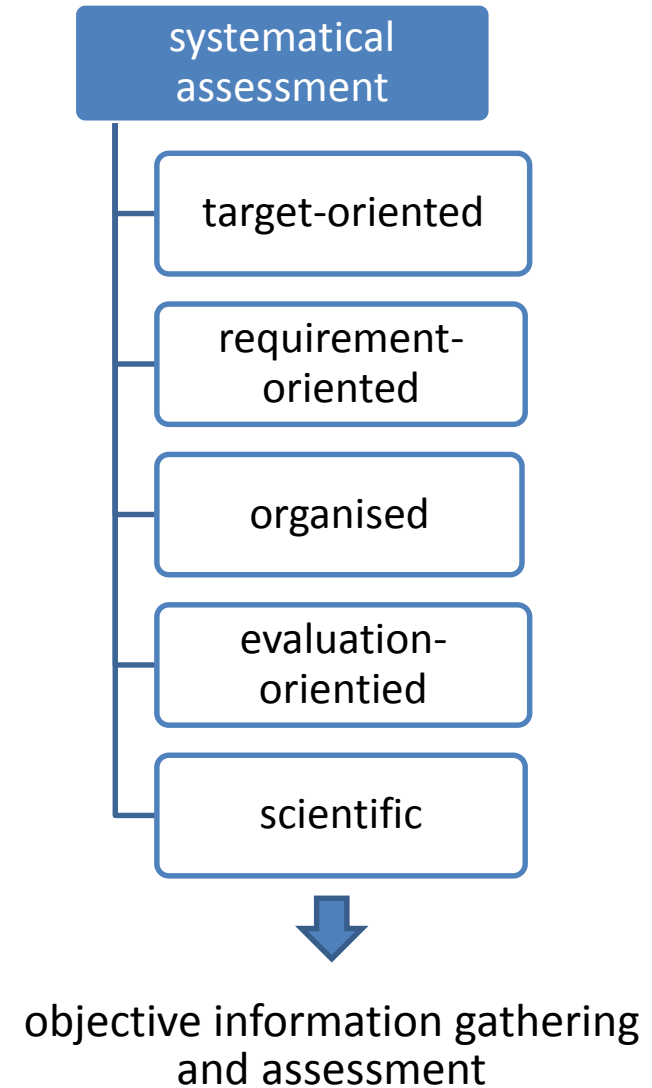
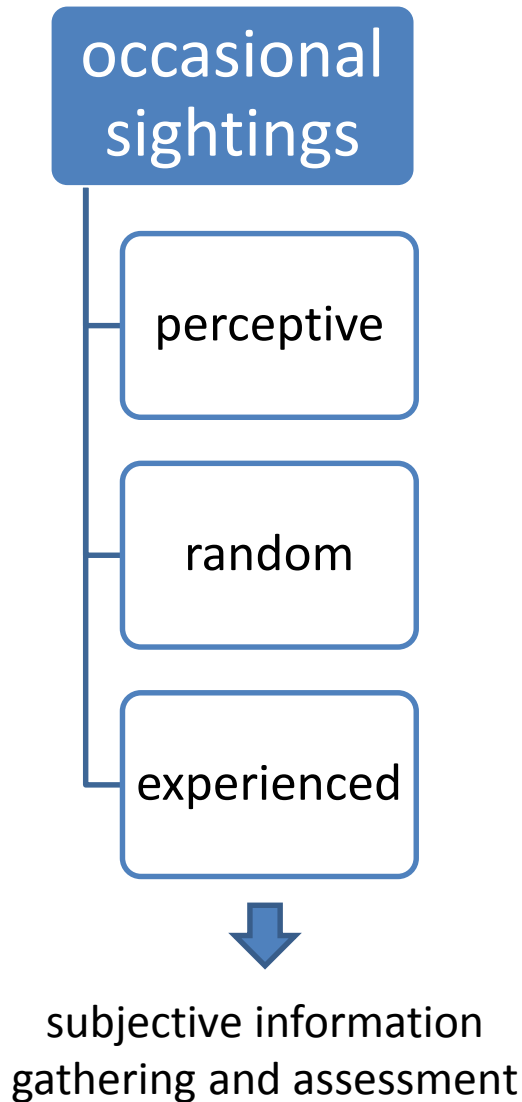
Due to the big data file, please insert the video yourselves

Assessment of behaviour



cf. Atteslander 2010, p. 73; cf. Schnell/ Hill/ Esser 2011, p. 381 ff.

Assessment of behavior



cf. Atteslander 2010, p. 73; cf. Schnell/ Hill/ Esser 2011, p. 381 ff.

„Behaviour and attitudes can easily be observed?!“

implicit personality theories

„The general expectations that we build about a person after we know something of their central traits. For example when we believe that a happy person is also friendly.“

(http://changingminds.org/explanations/theories/implicit_personality.htm)

stereotyping

“Attributing traits to people based on certain traits of the group.”

(http://en.wikipedia.org/wiki/Social_perception)

halo effect

“Tendency to believe in the nature of a person (good/bad) based on general traits of people.”

(http://en.wikipedia.org/wiki/Social_perception)

effects of sympathy

The tendency to attribute positive characteristics to people who are likeable and to ignore their weaknesses.

(http://www.klug-md.de/Wissen/Sympathie_Effekt.htm)

Distorted perceptions

primacy effect

„This is the tendency for the first items presented in a series to be remembered better or more easily, or for them to be more influential than those presented later in the series.”

(<http://www.alleydog.com/glossary/definition.php?term=Primacy%20Effect>)

recency effect

“The phenomenon that when people are asked to recall in any order the items on a list, those that come at the end of the list are more likely to be recalled than the others.”

(<http://www.thefreedictionary.com/recency+effect>)

Effects of mood

- fatigue,
- decreasing motivation,
- emotions,
- motives,
- ...

Distorted evaluation

- Tendency to leniency
- Tendency to severity
- Tendency to average

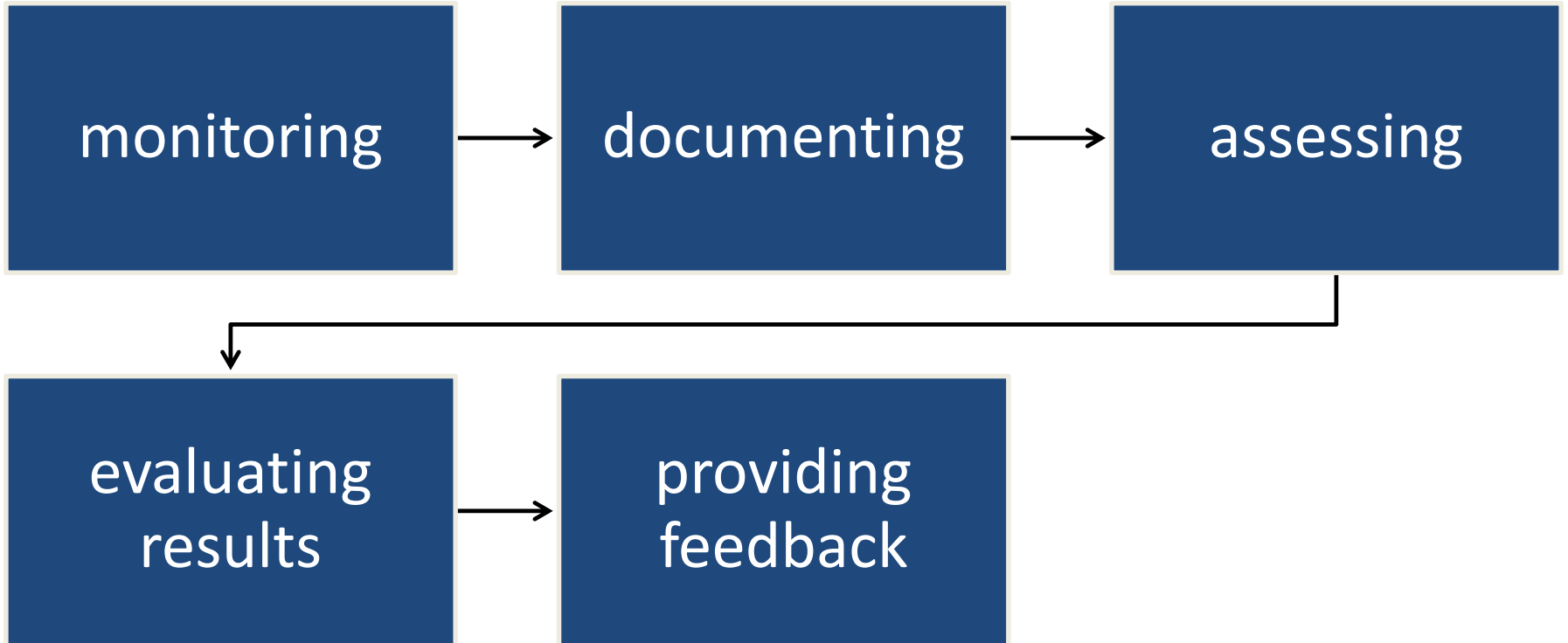
People tend to avoid extreme assessment with regard to so called scales of valuation or rating scales (cf. Greve / Wentura, 1997, p. 65)

Principles of documentation

- precise and concrete description of behaviour
- direct quotes
- descriptively, not evaluative
- no abstract ascription of skills
- no generalization

vgl. Grümer 1974, S. 98; vgl. Martin/ Wawrinowski 2000: S. 56 ff.

Talent scouts' tasks



Summary Talent Scouts: cards inquiry

What should Talent Scouts do?
What shouldn't they do?

Note your Do's & Dont's & and the aims for the Talent Scouts during the Potential Analysis!

<i>Handling time:</i>	<i>10 minutes</i>
<i>Collection of results:</i>	<i>25 minutes</i>
<i>Media:</i>	<i>5 cards per person, pin board, equipment for moderation</i>

How to deal with low potential students?

How could the Potential Analysis and the Students Enterprises be connected?

Organization – Who / What / When?

Develop a detailed plan for the implementation of the Potential Analysis in COUNTRY

handling time: 30 minutes

presentation: 10 minutes

discussion: 20 minutes

Media: pin board, poster & equipment for moderation and / or laptops & video projector

Training for multipliers

Contents:

- introduction to the documents ✓
- practising the observation ✓
- theoretical input: observation & assessment of behaviour ✓
- how to evaluate the results and give feedback to the participants? ✓
- Do's and Dont's for Talent Scouts ✓
- role of the moderator ✓

Questions



<http://data.motor-talk.de/data/galleries/0/55/347/41244546/fragezeichen-8807216118191879627.jpg>

Feedback



Sheet of evaluation



Thank you very much for your attention and your participation!

Lena Piotrowski

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Lehrstuhl für Wirtschaftswissenschaften und
Didaktik der Wirtschaftslehre
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<https://www.youtube.com/watch?v=ubNF9QNEQLA>



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_02

Role_of_a_Talentscout

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

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The Role of a TALENTSCOUT - Potential Analysis

Knowledge, abilities and skills:

- Knowledge of scouting methodology
- Knowledge of observation/ perception theory

- Have the ability to interpret body language
- To be attentive during the conversation
- Not to be in contact with the participants before the exercise
- Experience in personal assessment
- Experience in scouting
- Strong communication skills
- Abilities and skills of behavioral evaluation of team dynamics
- Systematical monitoring & increasing sensitivity during monitoring process
- Professional knowledge
- Experiences with Potential Analyses
- Stays in the background/ is invisible
- Judges precisely, without sympathy or prejudices
- To be able to work constructive and systematically
- To be acquainted with the methods

Tasks:

- Monitoring
- Documenting
- Assessing
- Evaluating results
- Providing feedback

Candidates:

- Group leaders
- HR Managers
- Trainers
- Teachers
- Teaching Staff
- Instructors
- Psychologist
- Students
- Employees of the job agency

Nomination of candidates:



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WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-4]_03

List_Potential_Talentscouts

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

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WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_04

To-Do-List_Partner_Training_for_Talentscouts

Herausgeber:

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To-Do-List for the project partners concerning the Training for Talent Scouts in September/October 2015:

1. Translation:

For the training for Talent Scouts in September/October the following documents need to be translated until **21st August 2015** at the latest:

Document 1	Agenda
Document 2	Chapter 4.2: all material concerning the "Rallye for Entrepreneurs" (Unternehmerparcours) p. 49-70
Document 3	Chapter 3 (3.1 & 3.2): "The activities of Talent Tcouts" (Die Tätigkeit der Talentscouts) p. 41-45
Document 4	Excel file "Allocation Sheet" (Zuordnungsplan)
Document 5	Excel file "Summary of results of competencies" (Auswertungstabelle Fähigkeitsprofil)
Document 6	Chapter 2 „Organisatorisches“ (already translated for the training for multipliers in Essen)
Document 8	Power-Point-Presentation from University Duisburg-Essen (DUE)

2. Organisational preparation:

2.1. Recruitment of Talent Scouts

- 2.1.1. Recruitment of 10 persons at least, who shall be trained as multipliers for the implementation of the potential analysis.
- 2.1.2. Sending a list with all participants to DUE including the following information, **one week before training at the latest**:
 - Name, age
 - Educational qualification
 - Vocational experiences / field of business activity
 - Availability for the implementation of the potential analysis
 - on all 5 days
 - only on selected days
 - Xxx
 - *Ideal case*: letter of motivation from the multipliers, reasons for participation in the project and the intention of being trained as multipliers (plus information of participation list)
- 2.1.3 The participants shall be informed via mail/letter about the aims and contents of the training in advance.
- 2.1.4 Information about number of participants **two days in advance** to DUE.
- 2.1.5 Information about the preferred language (English/German) of presentation **one week in advance**.

2.2. Furthermore:

- 2.2.1 provide conference facilities (including computing equipment, for instance Laptop, video projector, screen etc.) and equipment for moderation (for

- instance movable wall, Flip-Chart, etc.) and all learning materials for the training according to prior agreement (see Agenda)
- 2.2.2 provide catering in terms of coffee, tea, cold beverages, cookies and cake, also provide lunch for each day
 - 2.2.3 place an interpreter according to prior agreement at disposal
 - 2.2.4 arrangement of hotel accommodation and transfer to the venue for Lena

3. Preparations regarding the content of the training:

- 3.1 Partners should make themselves familiar with the master plan of the training and the materials
- 3.2 Moderation of parts of the training, according to prior agreement with Lena (see Agenda)
- 3.3 Assistance of participants during the training
- 3.4 Responsibility for opening and closing of the training



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_05

Manual_Kickstarter (Templates Included)

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

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Kick-starter – The Potential Analysis for Entrepreneurial Talent

Vocational Orientation of Youth and Young Adults

Manual 2.0

Thomas Retzmann

*with the support of
Anh Phuong Dinh and Sabrina Patitz*

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<https://www.wida.wiwi.uni-due.de/en/research/finalized-research-projects/losleger/>



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Download the templates as “docx” files from:

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Chapter 1

Kick-starter – The profile check for entrepreneurial talent

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1.1 Let's kick things off with the *Kick-starters* potential analysis!

Let's go on the lookout for young entrepreneurs and discover some real entrepreneurial potential! And to do this, we are going to be targeting schoolchildren. This may seem a surprising approach to some, but then is it not true that the skills and aptitudes of schoolchildren for a whole host of different professional profiles come to the fore as part of their vocational orientation? Why should we allow the valuable entrepreneurial potential that may be budding in these schoolchildren to go unnoticed? But the real question is how do we recognise this innate entrepreneurial potential?

Objective One:
Discover entrepreneurial potential

The MODERATOR

- Is generally a teacher at the participating school
- Organises and prepares the potential analysis
- Is a point of contact for all those involved
- Moderates the potential analysis
- Incorporates the potential analysis into tasks

The TALENT SCOUT

- Can be a teacher, trainee, student teacher or entrepreneur
- Participates in a training course
- Observes the KICK-STARTERS
- Evaluates the observations
- Provides detailed feedback

The KICK-STARTER

- Is involved in the potential analysis
- Is of upper secondary school level
- Is at least 16 years old
- Is willing to also accept personal responsibility for the support measures resulting from the feedback

This is exactly where the potential analysis comes into play: *Kick-starters* – *The profile check for entrepreneurial talent*. As part of this potential analysis, schoolchildren have the opportunity to reveal their inner talents when dealing with entrepreneurial/ entrepreneurship-related tasks. During the task, they are constantly monitored by trained observers based on certain specifications and dimensions. This document refers to the *participants* in the potential analysis as KICK-STARTERS, and the *observers* as TALENT SCOUTS.

Objective Two:
Recognising the need for support

In the course of the handling all of these tasks, an ever more comprehensive picture of each KICK-STARTER's individual profile starts to emerge. The result generated from the potential analysis is by no means a guarantee that the KICK-STARTERS will be successful in founding and running a

business, as a simulation can never truly replicate what happens in reality, but it comes as close as it could possibly get. Furthermore the simulated foundation process of the company can also reveal a personality and competence profile. It is important to remember, however, that this is still only a snapshot, and the KICK-STARTERS' existing potential at that moment has to be developed for the future.

The introduction to this teacher's guide focuses firstly on the contribution of economic education towards entrepreneurship education and on the *Kick-starters – The profile check for entrepreneurial talent* potential analysis. The guide then continues with all of the necessary information, documentation and materials needed by teachers in order to carry out this potential analysis. It has therefore been designed to minimise preparatory work and facilitate seamless processes from start to finish.

Teacher's guide facilitates seamless processes

1.1.1 Economic education as a contribution towards entrepreneurship education

Economic education plays a much greater part in modern-day general education than ever before. It is an integral part of formal education in almost every type of school in one form or another. After all, without a certain minimum level of economic education, it is virtually impossible for anyone to find their feet any more in today's world full of economically-oriented life situations; in fact, the opportunity might even be lost altogether. The fundamental significance and necessity of economic education can be described as follows:

The necessity of economic learning in today's society

Economic education

“Economic education allows people to live their own lives, participate in society and engage on a political level. In this way, it makes a valuable contribution to integrating the next generation of adults into society. A solid, basic economic education also benefits those who come from educationally-deprived strata, as it opens up career opportunities, clarifies financial risks and thereby contributes to an economically viable way of life. The value of economic education in terms of general education therefore results from the individual and social significance of the economic, employment and social system.”

Retzmann et al. (2010, 11)



One of the key objectives of economic education is to contribute towards entrepreneurship education. But what exactly do is meant by *entrepreneurship education*? The definition of the term *entrepreneurship* itself is already wide-ranging and efficient enough. And instead of entrepreneurship education, people sometimes speak of enterprise education or entrepreneurial competence, as well as a culture of entrepreneurial independence. A good definition can be found below:

What does entrepreneurship education mean?

Entrepreneurship education

“The guiding principle behind entrepreneurship education is a responsible entrepreneur who is able to act in an autonomous and socially responsible manner in entrepreneurial environments. Entrepreneurship education encompasses all educational processes that promote entrepreneurial creativity, innovative ability, self-efficacy, motivation and the rational use of risk and responsibility, and which provide the economic and generic competences required for the initiation, realisation and reflection of entrepreneurship.”

Kirchner/Loerwald (2014, 39)



Entrepreneurial thinking and behaviour is no longer restricted to the realms of self-employed people, company founders, directors and entrepreneurs. In today’s modern world of work, this way of thinking and acting is more or less part of the basic “toolkit” an employee should be able to call upon in many professions. One look at the job market is enough to establish that employers are demanding these skills from ever more dependent workers. They are increasingly on the lookout for employees with an entrepreneurial mindset, the kind of people known as *intrapreneurs*. In other words, they are looking for *co-entrepreneurs*, which are similar to entrepreneurs except for the fact that they are dependent employees. The term “*co-entrepreneurship*” (also known as “internal entrepreneurship”), refers to “the active and efficient support of the company strategy as a result of the largest possible number of employees at all hierarchical levels and in all operational divisions thinking and behaving in a problem-solving, socially competent and proactive manner with a high level of self-initiative and responsibility in/with the supporting structures and people. ... At the heart of entrepreneurial leadership and development, therefore, is the ... promotion of entrepreneurial thinking and behaviour by as many

Wanted: A new type of personnel

employees as possible rather than just the entrepreneurial behaviour of (top) management” (Wunderer 1999, 51).

In addition to other basic economic knowledge, a fundamental understanding of entrepreneurship and market economy is even considered part of the *educational maturity* of schoolchildren. The partners in Germany’s joint job training initiative (known as the *Ausbildungspakt*) formulated a corresponding requirement for general education in schools and submitted a diagnostic proposal. It demonstrates a minimum requirement that every school leaver is expected to fulfil if they are to be considered ready for training, and the vast majority of them should therefore far surpass this very basic level. As the *Kick-starters – The profile check for entrepreneurial talent* potential analysis is designed for schoolchildren of upper secondary level, the expectations with regard to the performance spectrum go far beyond this minimum requirement. The same also applies for the diagnostic quality of the potential analysis that has been specially designed in this regard.

Understanding of entrepreneurship and market economies as an aspect of educational maturity

Basic economic knowledge: An aspect of economic maturity

Description:

- Young people are familiar with basic business and market conditions.

Indicators/Criteria:

- They are familiar with the economic objective of entrepreneurial behaviour.
- They have a basic understanding of obligations and rights arising in contracts and business transactions (training agreement, purchase agreement, etc.).
- They are familiar with standard transaction types.
- They understand the meaning of basic economic terms (such as supply, demand, price, turnover, profit, and taxes).

Method of identification:

- Diagnostic interview/self-assessment

German Federal Labour Office (2009, 31)



The entrepreneur

The origins of the word *entrepreneur* date back to the 12th century and stem from the French *entreprendre*. The term refers to a person who “intervenes” or “undertakes” something. Until the end of the 18th century, the word *undertaker* was used to describe someone dealing with commercial activity. It is generally assumed that the term *entrepreneur* was introduced into the English language by Cantillon (1755/1931) and popularised by Say (1803/1971).

The terms *business person* and *entrepreneur* are often also used synonymously in scientific contexts. *Entrepreneurship* is often associated with entrepreneurial spirit, and is usually defined through the action of an entrepreneur. The emphasis is also generally on the act of founding new entities, which means an entrepreneur can therefore be regarded as the founder of a new enterprise, rather than someone who takes over and continues an existing one. From an economics perspective, the term *entrepreneur* is primarily used as an umbrella term for performing certain management tasks in companies. Nevertheless, the literature does not offer a uniform definition of this concept, meaning it often remains rather vague with points of view and perspectives varying considerably.

c.f. Retzmann/Schröder (2012)



The intrapreneur

The term *entrepreneur* can be contrasted with the similar-sounding concepts of *co-entrepreneur/intrapreneur*. In today's society, it is becoming more and more important for employees to act as “co-entrepreneurs and intrapreneurs”, in other words, as “entrepreneurs within a company” (Wunderer/Bruch 2000, 25). The higher the professional position and economic responsibility, the more necessary this is. Nevertheless, it must be stressed that the requirement to think and behave in an entrepreneurial manner is not limited to corporate management level, but rather is aimed at a much wider cross-section of the workforce.

This extension of the circle of entrepreneurially-minded individuals is important for school-based economic education; ultimately, it is not just a matter of professional independence. Most schoolchildren start out in a dependent job at first and often even stay there for the long term, but they are increasingly confronted with the need to think and act entrepreneurially, as mentioned above.

In this context, it is important to highlight the perspective from which intrapreneurs and co-entrepreneurs go about their business: they act independently on their own initiative – entrepreneurially, in fact – but they add value and behave responsibly rather than selfishly when it comes to company objectives. In addition to the crucial point regarding innovation, the intrapreneur's realm of possibility and responsibility towards the company must also be taken into account.

c.f. Retzmann/Hausmann (2012)



Whether or not people go about their professional activities in an innovative and dynamic manner is not dependent on whether they are *self-employed* or *employed*. The same applies to adopting a conservative and static approach to their working lives. After all, as entrepreneurs, people are more or less restricted to managing their businesses and therefore do not see the main task at hand as a constant development. Employees with a conservative and static approach to work see themselves more as employees than co-entrepreneurs, but both are legitimate options and can only be determined by the individuals themselves. The *Kick-starters – Profile check for entrepreneurial talent* focuses primarily on the entrepreneurs and intrapreneurs amongst the (future) working population (see Figure 1).

Employment status and subjective working attitudes are two different things

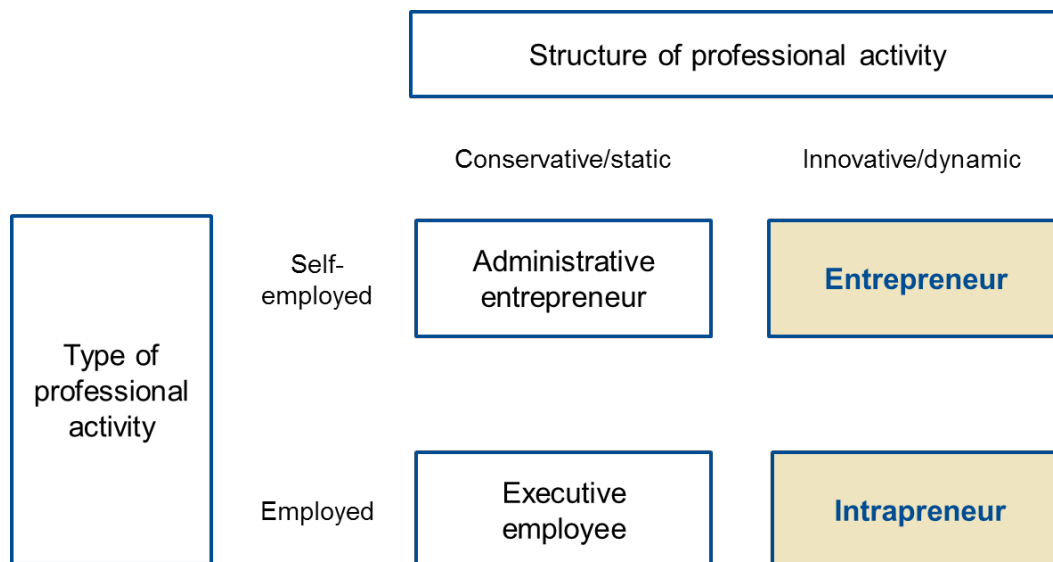


Figure 1: Entrepreneurs and intrapreneurs within the scope of the *Kick-starters potential analysis*

Source: Kirchner/Loerwald (2014, 19), with minor modifications

Due to the enormous economic importance of business creation, it also seems appropriate from an economic perspective to make an effort when it comes to teaching entrepreneurship. But is this something that can ever really be taught or learned? Or is being an entrepreneur something we are simply born to be? These are questions that are discussed as part of the “Born or made?” debate in scientific contexts. The answer is astonishingly unanimous: entrepreneurial thinking and behaviour can indeed be learned, although the extent to which it can is still open to question.

Entrepreneurial thinking and behaviour can be learned

Entrepreneurship education provides students with the opportunity to test their abilities thanks to specific teaching and learning arrangements. In doing so, they have a direct means of learning what entrepreneurial thinking and behaviour actually means through activities such as case studies, role plays, company simulations, business plan competitions or even setting up school enterprises. In addition, the schoolchildren are also required to develop the appropriate expertise and skills in order to make independent decisions (c.f. Euler 2012, 73 f.).

Trying out and experiencing entrepreneurial thinking and behaviour for oneself

Entrepreneurship education in schools is supposed to follow a systematic didactic concept that promotes a continuous and cumulative build-up of competences (c.f. Aff/Lindner 2005, 100; see also Figure 2). In doing so, it should also incorporate the basic ideas of social entrepreneurship.

Aff and Lindner emphasise the point that an aptitude for professional independence is on a par with an aptitude for entrepreneurial independence. They also place entrepreneurship education in a wider context, through which it is aligned with fundamental educational ideas. A distinction is made between three levels of entrepreneurship education:

Levels of entrepreneurship education

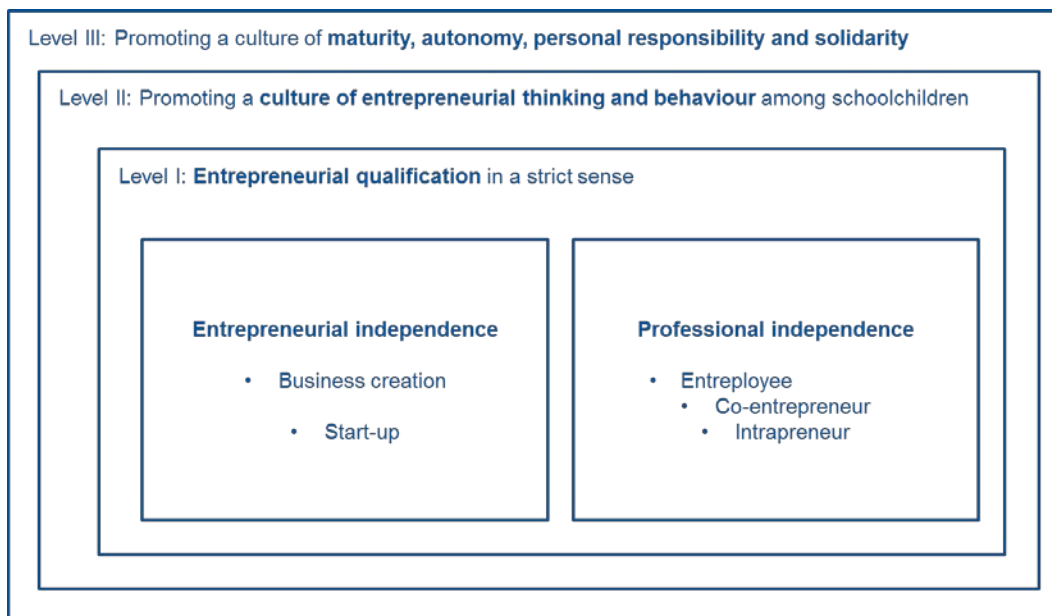


Figure 2: Entrepreneurship education and becoming a citizen
Source: Aff/Lindner (2005, 100), with minor modifications

Level 1 comprises entrepreneurial qualifications in a strict sense, which are functional in order to meet the requirements of entrepreneurial and professional independence. These are required in order to carry out the tasks at hand and solve problems.

- Qualifications

Level 2 involves the promotion of a culture of entrepreneurial thinking and behaviour among schoolchildren, which is no longer purely functional.

- Culture

Finally, *Level 3* takes account of the civic “virtues” that are also put forward by Retzmann at al. (2010, 2 ff.), such as responsibility towards oneself, employees and other stakeholders, the natural environment and future generations (in relation to the sustainability of the economy). It forms an important basis for a dynamic civil society of responsible citizens (citoyen).

- Responsibility

1.1.2 Germany – a nation of entrepreneurs?

“*Germany: Land of Ideas*” is the slogan for a campaign that effectively and publicly communicates the innovativeness and creativity of the local economy. But does this statement describe more of a pipe dream than reality? And how does this affect the related start-up activities? This question will be addressed below.

A catchy slogan...

The start-up rate in Germany has actually been in stark decline for years. Figure 3 reveals the percentage of the population aged between 18 and 65 who have founded a company. The decline of 2.92% at its peak (2001) to 1.5% (2012) more recently reveals that the ratio has virtually halved.

...and the ugly truth!

Over a period of 10 years, the number of people in Germany with self-employed status has therefore steadily declined. Further distinctions can be made between the demographics of the founders themselves. It appears that men are prepared to take the entrepreneurial leap more so than women, with women making up just a third of all company founders.

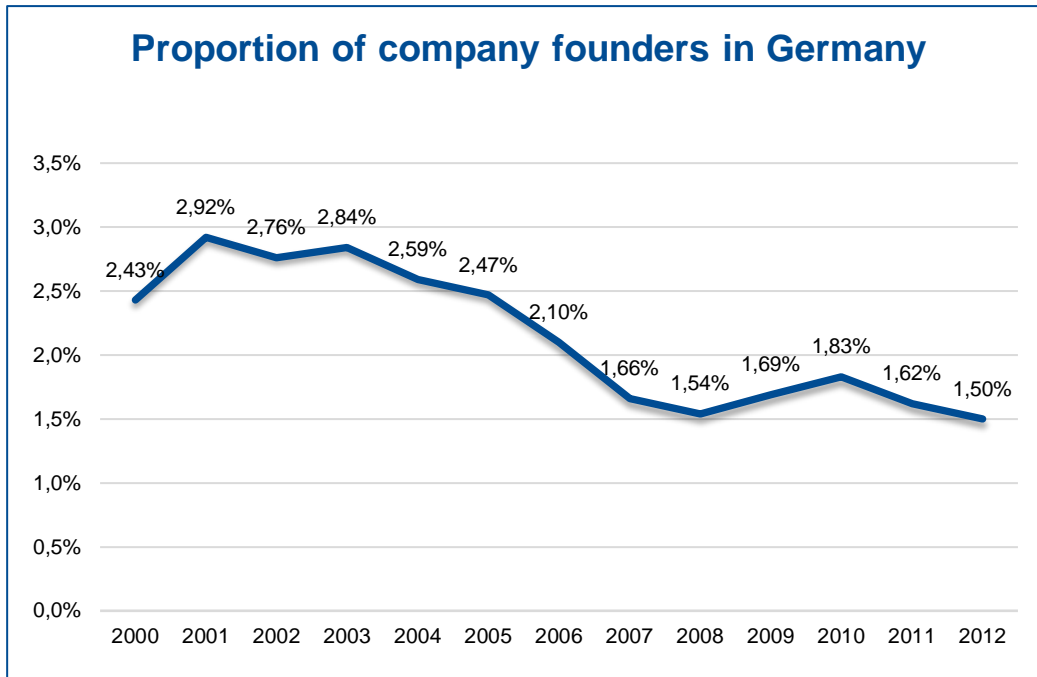
More male than female founders

Generally speaking, there are two different motivations for setting up a company:

- *Necessity entrepreneurship*: Taking the step towards entrepreneurial independence is based on the need for employment and, as a result, a lack of employment alternatives.
- *Opportunity entrepreneurship*: An idea for a business is used as an opportunity to set up a company.

Necessity versus opportunity – two reasons for business creation

The relationship between these two reasons is relatively stable in Germany. The number of start-ups that respond to market potential is higher than those made to escape unemployment (c.f. Sternberg/Vorderwülbecker/Brixy 2012, 14 f.).



*Figure 3: Proportion of company founders in Germany (2000–2012)
Based on: Metzger/Ullrich (2013, 2)*

Compared to other countries, Germany’s enterprise birth rate is relatively low for a variety of reasons. Particularly noteworthy in this respect are the requirements that company founders in Germany are expected to fulfil, such as acquiring founding capital, managing administrative activities, and overcoming market entry barriers.

Market entry barriers include the requirements associated with opening certain production sites. In addition, the education and training available for company founders in Germany – on both a curricular and extra-curricular level – certainly leaves room for improvement. Subjective assessments of suitability for founding a company also influence actual entrepreneurial behaviour in practice. In Germany, there is a general concern surrounding insufficient personal abilities (c.f. Sternberg/Vorderwülbecker/Brixy 2012, 16). At the same time, many employers dare to take the step of starting up with interesting and innovative ideas.

Little training in entrepreneurial skills

A selection of examples based on the most simple ideas is presented below to emphasise that starting up a company does not have to be an overly arduous task. After all, even the most simple idea can lead to a successful start-up!

What does a social entrepreneur actually do? Example: headmates

The young entrepreneurs at headmates visited us at a summer school and inspired the schoolchildren with their business idea.

The company is run by (former) students of the University of Passau and sells *knitted hats* in an online shop. But what makes them so special is how they are made, as this headgear is made from Peruvian wool in support of the “Mirasol” project. The hats are knitted by the region’s older ladies, or the “grannies”, as they are affectionately known by the founders. This project offers the “grannies” greater social and respectful relationships, as well as allowing them to take part in an activity they genuinely enjoy. The trademark button featuring the headmates logo is sewn on at the Donauwerker GmbH counselling centre, where the products are also packaged for delivery. Each hat is given its own *Knitterale*, a brief personal introduction to the “granny” who made this one-of-a-kind piece.

And as for the profits, these go towards paying the wages of those who do the knitting and sewing, as well as towards procuring more wool. The entrepreneurs, on the other hand, do not make any personal profits from headmates.

Source: <https://www.shoemates.de/headmates/>

A successful business idea – ergobag

The idea for a new line of ergonomic school bags was inspired by memories of old school satchels. Similar to a trekking rucksack, these products offer a more even distribution of weight from the shoulders down to the pelvis, which is especially important for growing children. The fact that the rucksacks are made from plastic bottles enhances their appeal further still. Recycling in this way preserves valuable resources, but the excitement does not stop there: these bags can be individually personalised with reflective strips and colourful accessories known as “Kletties”.

The four founders have done so well financially that they now employ around 50 people (according to 2013 figures) and their products are now stocked by specialist retailers across Germany. In addition to the entrepreneurs themselves, this means that employees and customers also benefit from the innovative product idea that led to the founding of this company.

Source: <http://www.ergobag.com/>

Cooking that pushes boundaries – a special recipe book as a business idea

Four entrepreneurs from Berlin collect recipes of a very special nature: they have all come from asylum seekers. Their cookbook will showcase not only the country-specific recipes, but also the life stories of these refugees. The social aspect of this business idea stems from contact with and an interest in asylum seekers, and a share of the proceeds go to the human rights organisation, Pro-Asyl. A truly interesting business idea from both a culinary and humane perspective!

Source: <http://www.ueberdentellerrandkochen.de/>

Culinary Misfits – an appropriate business idea

Two entrepreneurs have taken a shine to fruit and vegetables that do not quite look the part. If the produce fails to meet certain standards, then it is not suitable for sale via normal distribution channels and usually ends up in the bin straight after harvesting. In addition to being an incredibly wasteful approach to food, this is also considered to represent a loss of (culinary) culture, which is where Culinary Misfits comes in.

Culinary Misfits organises catering and workshops, provides recipes for misfit produce, and operates a retail business in Kreuzberg, Berlin, supplied by local organic farmers. Natural produce that goes beyond fruit and vegetables is provided by cooperative partners, who are also committed to sustainability.

Source: <http://www.culinarymisfits.de/en/>

Krause & Krüger – *Good cake*: the not-for-profit business idea

At least 15% of the revenues generated by the sale of a piece of cake is pumped back into selected projects, including not-for-profit, concrete, pragmatic and local ventures.

The recipes are created by members of the sponsored organisations and change on a monthly basis. As for the tasty treats, these are made at a local bakery and are available for sale in a variety of local shops. The slogan used to express this company idea is “Companies take care of your environment! Guter Kuchen (Great cake) from Frankfurt am Main!”

Source: <http://www.social-startups.de/krause-und-krueger-kuchen/>

1.1.3 Young people today – the entrepreneurial generation?

Company founders can be any age. As the *Kick-starters – The profile check for entrepreneurial talent* potential analysis is aimed at adolescent and young adults, the following provides a closer look at this particular demographic. This will include some of the comprehensive results from the Youth Entrepreneurship Barometer 2007:

Youth entrepreneurship

Professional self-employment is a subject that has received very little attention in the school system until now (see Figure 4). As a result, there is still plenty of room for improvement when it comes to highlighting the possibilities for business creation/venture and providing appropriate insights at school.

Entrepreneurship as a subject to be taught

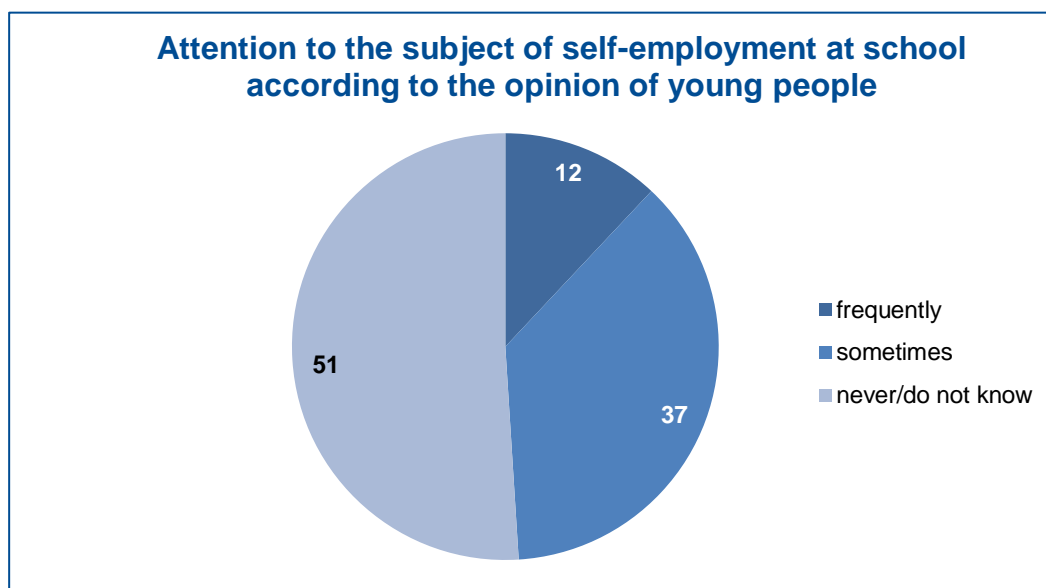


Figure 4: The subject of self-employment at school
Source: Hekman (2007, 21)

Without the entrepreneurial skills to back it up, launching a successful start-up is always going to be difficult or even impossible. Setting up a company therefore requires people to undertake a personal assessment of their potential. Figure 5 highlights the self-assessment of young people with regard to their own abilities, although it is important to bear in mind that this can deviate from reality. This is due to the fact that both groups – those who believe they have the relevant skills and those who believe they do not – may indeed be mistaken.

Self-assessment: Confidence in one's own skills

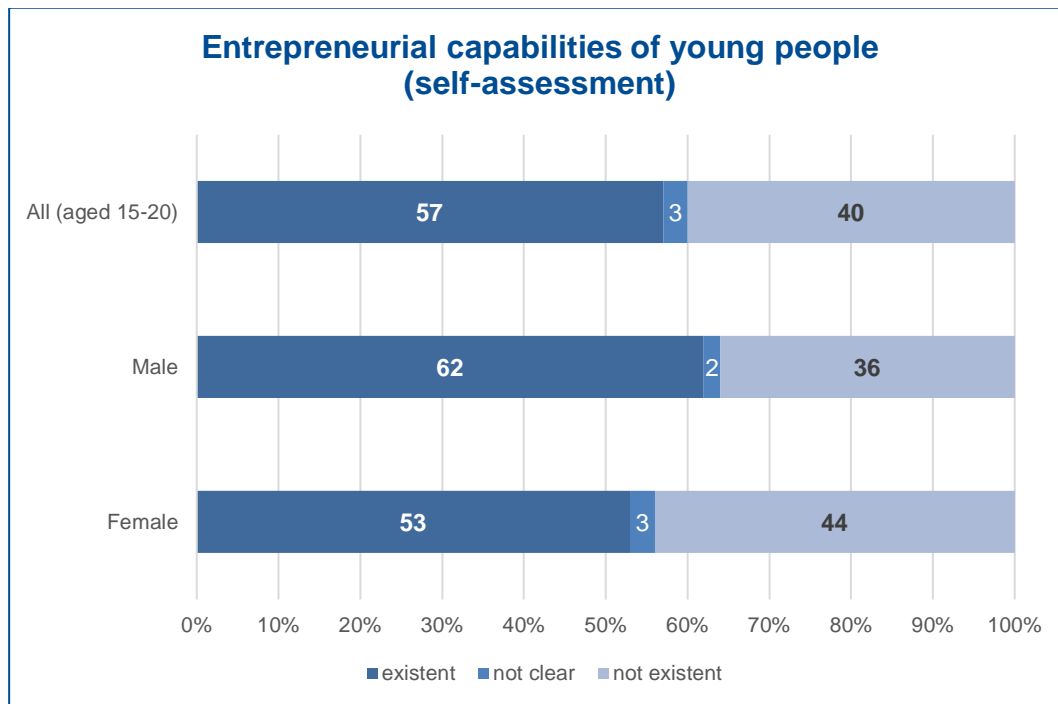


Figure 5: Self-assessment of young people's own entrepreneurial capabilities
Source: Hekman (2007, 16)

This essentially results in a positive picture of entrepreneurial mentality; however, this is immediately put into perspective since a large proportion of young people consider their own economic knowledge to be poor or mediocre when it comes to setting up a company.

Lacking in basic knowledge

This cursory consideration of entrepreneurial activities and mentalities in Germany illustrates the importance of the objective at hand, which is to offer young people a serious opportunity to evaluate their own entrepreneurial potential through the *Kick-starters – The profile check for entrepreneurial talent* potential analysis.

Kick things off with *Kick-starters!*

1.2 Objectives, opportunities and limits of the potential analysis

Potential analyses are becoming increasingly popular in academic environments. Since relatively recently, they have been an essential component of assessing professional aptitude within the framework of professional orientation in some federal states. But for many teachers, this is all new ground. Various questions start to come to the fore, such as: What exactly are potential analyses, which are often also known

Potential analyses and skills assessments in an academic environment

as *competence identification*? What are their *objectives*? What *opportunities* do they offer? What are their *limitations*?

The methodology of the potential analysis is outlined below in a bid to answer these questions. This is followed by a detailed, comprehensive presentation of the diagnostics as part of the *Kick-starters – The profile check for entrepreneurial talent* potential analysis.

1.2.1 The methodology of potential analyses

Potential analyses usually consist of two successive phases – individual diagnosis and individual support. These phases build on one another, as it is not possible to provide targeted support without any prior diagnosis! The basic context for this is clarified in Figure 6.

No targeted support without prior diagnosis

The outlined process begins with a competence identification, whereby three basic methods of aptitude diagnostics are used, which can also be combined in practice:

Various means of identifying competences

1. The *personality trait-oriented* method
2. The *simulation-oriented* method
3. The *biography-oriented* method

1. In the context of a *personality trait-oriented* method, it is assumed that a person's characteristics are stable in terms of time and have a crucial influence on their behaviour. These personality traits become behaviourally effective in very different contexts – for example, in employment and entrepreneurial situations. Intelligence and personality tests, attention and concentration tests, and attitude, motivation and interest tests are all possible tools in order to diagnose these personality traits.

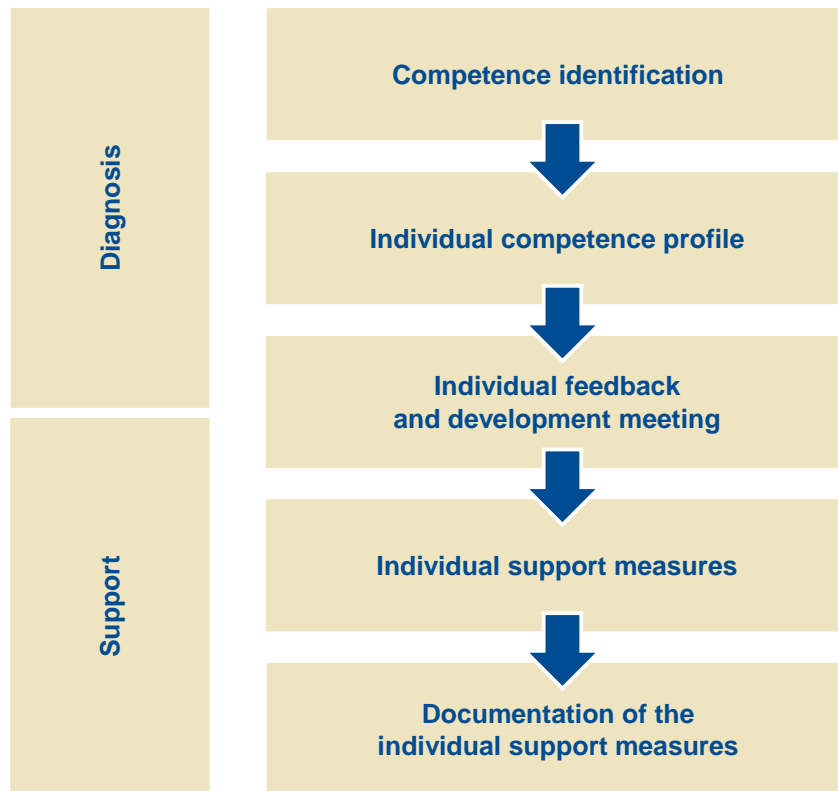
Personality trait-oriented method

2. *Simulation-oriented* methods represent the “lion's share” of the competence diagnostics. Within the framework of work samples and assessment centres, behavioural situations are simulated that are designed to be as close as possible to reality. The purpose of these simulations is to ensure a strong connection with the world of work, professionalism and life. Those taking part are observed while handling example tasks and managing realistic activities in order to create an individual profile from the behavioural observations. This simulative form was selected and developed for the *Kick-starters – The profile check for entrepreneurial talent* potential analysis.

Simulation-oriented method

3. As for the *biography-oriented* method of aptitude diagnostics, this could involve taking part in interviews or analysing application documents in order to “predict future behaviour” (Schuler/Höft 2007, 310) based on past behaviours.

Biography-oriented method



Diagnosis

Support

Competence identification

Individual competence profile

Individual feedback and development meeting

Individual support measures

Documentation of the individual support measures

Figure 6: From skills assessment to individual support

Source: Based on the Bertelsmann Foundation et al. (2012, 68), with minor modifications

After completing the competence identification procedure, the results are systematically evaluated and condensed into an individual *performance profile*. In the case of *Kick-starters – The profile check for entrepreneurial talent*, this takes place during the TALENT SCOUTS’ conference.

The *feedback discussion* with the KICK-STARTERS represents the interface between diagnostics and individual support. The KICK-STARTERS receive individual feedback on the behaviours they have shown, the diagnosed personality traits, and economical expertise.

Individual feedback for each KICK-STARTER

The focus here is on the strengths of KICK-STARTERS rather than their weaknesses. With regard to further personal development, i.e. enhancing one’s own strengths, the KICK-STARTERS are required to demonstrate a high degree of personal respon-

sibility. The feedback discussion with the KICK-STARTERS is supposed to cover further steps to be agreed upon as individual support measures, which they themselves take on as personal responsibility.

Potential analyses are merely a snapshot and come right at the beginning of the support process. This means that the results can even look quite different just one year after diagnosis – particularly if individual support was provided. This change is simply intended to develop the competences of the participants further still.

Potential analyses
as a snapshot

1.2.2 *Kick-starters – The profile check for entrepreneurial talent in detail*

Let's go on the lookout for entrepreneurial talent! But how? With the *Kick-starters – The profile check for entrepreneurial talent* potential analysis! This provides the KICK-STARTERS with the opportunities to showcase their entrepreneurial skills and development potential, as well as discover their respective interests and inclinations.

Kick-starters – an assessment for support

The profile check for entrepreneurial talent

For whom?

Schoolchildren towards the end of upper secondary level

How long?

Around one school week

Objectives?

- To identify economic competences and entrepreneurial potential as a foundation platform for individual support,
- To support schoolchildren's professional orientation,
- To take responsibility for personal and professional development.

The KICK-STARTERS simulate a business foundation, discuss entrepreneurship activities/situation in Germany, get to know other entrepreneurs, carry out a test and much more (see Chapters 2 and 4). In doing so, they can show the TALENT SCOUTS over and over again how much entrepreneurial or intrapreneurial flair is within them.

The potential analysis presented here has been designed to assess a person's eligibility for support. At the end of the assessment, the KICK-STARTERS receive entirely personal, individually tailored feedback, which is taken as the basis for subsequent support.

All KICK-STARTERS stand to benefit from the *Kick-starters* potential analysis, including those who – for a variety of reasons – will not end up taking the entrepreneurial route despite possessing the necessary knowledge, attitude, skills and willingness to act. In today’s world of work, the ability and readiness to adopt entrepreneurial thinking and behaviour is becoming an increasingly essential requirement for employees. What’s more, the so-called co-entrepreneurs (or intrapreneurs) are becoming an increasingly indispensable factor for entrepreneurs, which allows their entrepreneurial potential to be used to the benefit of not only all parties with a direct involvement, but also society as a whole.

Kick-starters – not just for entrepreneurs!

The following section describes how exactly the *Kick-starters – The profile check for entrepreneurial talent* potential analysis is structured and executed with a main focus on diagnostics.

1.2.3 The entire diagnostics process with the *Kick-starters* potential analysis

Requirement profiles form the “basis of successfully selecting and supporting talented individuals” (Rohrschneider et al. 2010, 51). The *Kick-starter* potential analysis bases its diagnostics on two different requirement profiles:

Personality and specialised expertise as a requirement profile

- *Requirement profile 1*: Entrepreneurial potential as a personality trait.
- *Requirement profile 2*: Entrepreneurial potential with regard to economic expertise.

Requirement profiles are the result of an extensive evaluation of relevant scientific literature and the evaluation of interviews with entrepreneurs, executives, scientists and teachers. The resulting requirement dimensions serve as a basis for the design of the tasks and the observation arc. The process of diagnostics presented here therefore corresponds to a derivation chain (c.f. Rohrschneider et al., 2010, 53 and 58) in order to establish a systematic behavioural observation.

Requirement dimensions as a starting reference point

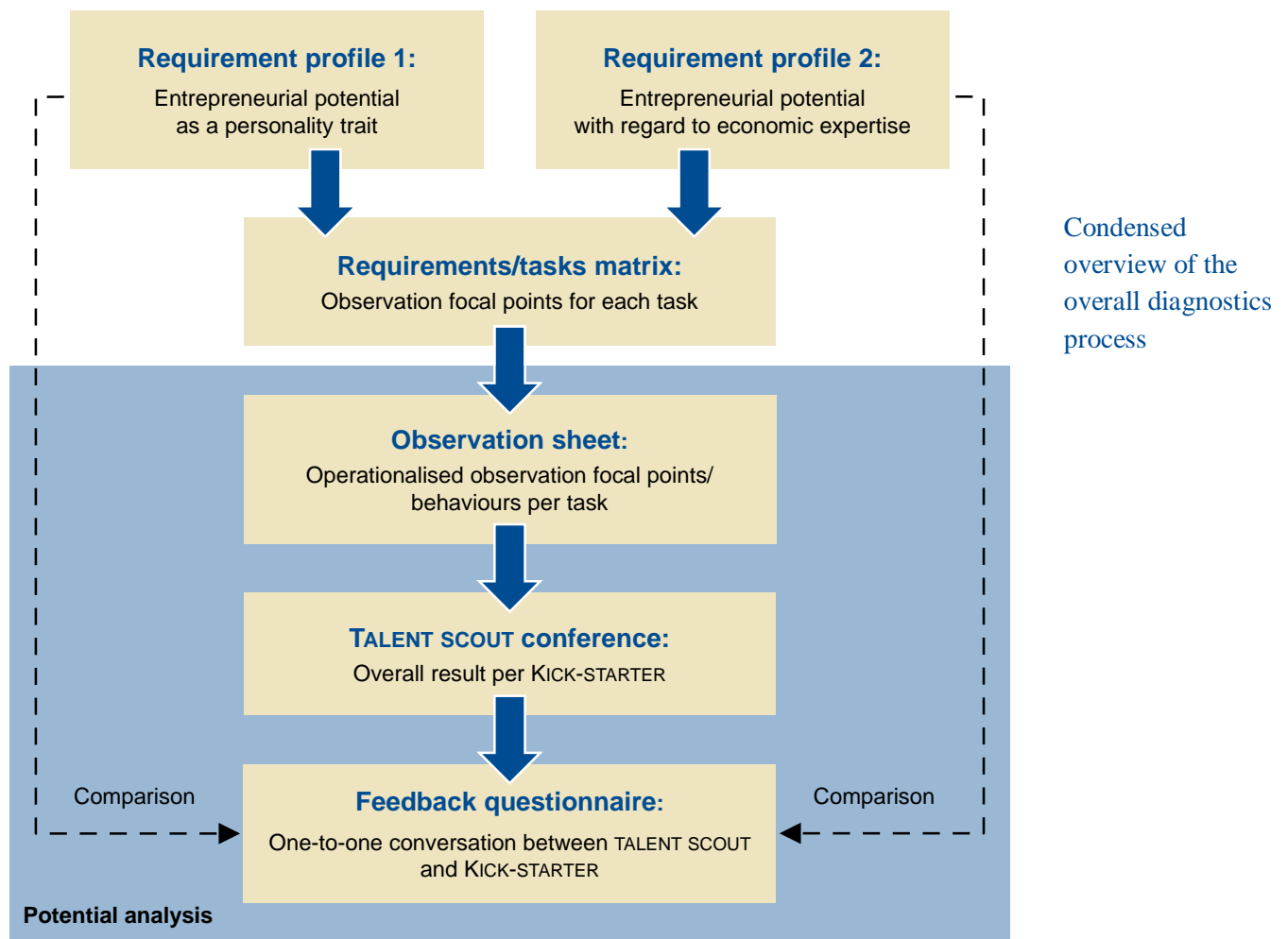
This process ensures the validity of the potential analysis in the present format as an assessment centre. *Performances* can then be ascertained if the *requirement dimensions* are clearly defined with regard to the observable *behaviour* in simulated tasks, and the *tasks* can then be carefully designed “so that they bring all relevant behaviours to light” (Lievens/Thornton 2007, 40).

Relationship between potential achievements and design of tasks

The TALENT SCOUTS log their observations of the behaviours exhibited by the KICK-STARTERS while handling tasks but do not make any evaluations. They then start by only assigning the behavioural observations to the predefined observation focal points. Once the tasks are complete, they categorise their findings into a scale comprising four levels. The final assessment of all observed behaviours of the KICK-STARTERS shall be reserved for the conference of the TALENT SCOUTS. Following this conference, the KICK-STARTERS are then provided with the results as “feedback and recommendations on how to develop” (Schuler 2007, 3).

Logging behavioural observations without assessment

The following figure summarises these steps in the process and provides a condensed overview of the diagnostics in the *Kick-starter* potential analysis.



Condensed overview of the overall diagnostics process

Figure 7: Concept of diagnostics in the Kick-starters potential analysis

1.2.4 The requirement profiles for the *Kick-starters potential analysis*

The fundamental significance of the requirement dimensions in the diagnostics process has already been highlighted. The two requirement profiles found in *Kick-starters – The profile check for entrepreneurial talent* will now be explained in greater detail and described in terms of entrepreneurial specific behaviours. These task/exercise-related requirement dimensions are ultimately defined on the respective \nearrow *observation sheets*. The behaviours described here are formulated in a neutral manner using operators (c.f. Rohrschneider et al. 2010, 61).

This neutrality of value corresponds to the procedure outlined above, which states that behavioural observation is to be recorded, but not immediately assessed.

Requirements

“Requirements describe the skills, behavioural competences, personal competences, et cetera that the candidate needs in order to successfully meet the requirements of a target position.”

Rohrschneider et al. (2010, 54)

Concretisation of requirements by means of task-related behaviours



Requirement profile 1: Entrepreneurial potential as a personality trait

The requirement dimensions that have been identified as the main focus when observing entrepreneurial potential as a personality trait primarily stem from the ‘Big Five’ model of personality traits, as well as from the empirical studies undertaken by Günther F. Müller. His personality test for diagnosing entrepreneurial potential, known as the F-DUPn (from its original German title of Fragebogen zur Diagnose unternehmerischer Potenziale), is extremely well-respected, making his test a central tool in discussions on entrepreneurial personality traits within the field of entrepreneurship education. The author of this test clearly describes the meaning of the ten personality traits identified during the successful management of a company. After detailed evaluation of the literature and several tests of the *Kick-starters potential analysis*, the following observation focal points are established for this special profile check. These cannot claim to offer a complete picture, not least because entrepreneurial personalities are extremely varied, but more importantly because – for practical reasons – only a selection of these could be shortlisted for this potential analysis. That said, the analysis has shown that the observation focal points selected

‘Big Five’ and F-DUPn as a basis

for the *Kick-starters* potential analysis are very strongly pronounced in (almost) all company founders and entrepreneurs.

The F-DUPn measures aspects that can be attributed to or associated with *conscientiousness* and *extroversion*. As for the following dimensions of P3 and P4, these are empirically recorded in terms of *assertiveness* and *problem-solving skills*. The test is based on the self-assessments of the subjects. The test results supplement the behavioural observations in the potential analysis, which is why the test is recommended for use. As part of the feedback discussion, the feedback from the exhibited behaviour promotes clarity and acceptance amongst the KICK-STARTERS.

Complementary
test values and
behavioural
observations

Notes:

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P1 | Conscientiousness

Conscientiousness is a temporally stable *personality trait* with six *facets*. Orderliness, a high sense of duty and a need for achievement are all considered *motives*, while self-discipline and prudence are classed as *temperamental traits*. The following *adjectives* describe low and high values on the bipolar spectrum:

Six facets of conscientiousness

Facets	Low values	High values
Competence	Incompetent, rash, disorganised	Competent, judicious, discerning
Orderliness	Careless, untidy, unsystematic	Neat, organised, meticulous
Conscientiousness	Flippant, laid-back, unreliable	Conscientious, responsible, reliable
Desire to succeed	Lazy, unmotivated, aimless	Ambitious, hard-working, determined
Self-discipline	Chaotic, undisciplined, weak-minded	Persistent, self-disciplined, strong-minded
Prudence	Short-sighted, unthinking, spur-of-the-moment decision making	Prudent, reflective, forward-thinking

Figure 8: Facets of conscientiousness in low and high manifestations
Source: Asendorpf (2011, 72) and Asendorpf/Neyer (2012, 141)

People with *low* manifestations in this dimension live spontaneously and act without any kind of plan. They take things as they come and like to do whatever occurs to them at any given moment. On the one hand they seem to be relaxed, while on the other they give the impression of being careless, erratic, inconsistent, unreliable and disorganised. They are also easily distracted, careless and tend to procrastinate.

Behaviour and external perception

...in low manifestations and

People with *high* manifestations in this dimension are determined and intentional in their approach to life. They act in a structured, well-thought-out manner, are organised, disciplined, neat, correct, reliable, and remain focused even when the odds are stacked against them. Conscientious people are better at motivating themselves, pursue their goals with more conviction and follow the rules. They are more careful, pay greater attention to detail and tend to be perfectionists.

...high manifestations

With the exception of some subcultures, high levels of conscientiousness are traditionally considered desirable traits. Extremely high manifestations, on the other hand, generally have negative connotations, as people can easily end up being called ‘petty’, ‘pedantic’, or a ‘workaholic’.

Conscientiousness in the context of entrepreneurship:

Studies have shown that, as a personality trait, conscientiousness is an essential component of *professional success* in terms of both income and social status. In fact, a conscientiousness attitude is a positive indicator for professional success, even based on strict criteria such as *commercial success*. This makes it even better than extroversion in this context. It is also highly predictive of *strong leadership* and *collaborative skills*.

Anyone making their first foray into the start-up scene could easily be forgiven for thinking it was all just creative chaos. On closer inspection, however, it soon becomes clear that without routines, organisation and planning, a start-up very rarely gets off the ground. This is one of the reasons why investors expect to see carefully drawn up *finance plans*. Conscientiousness is therefore an *external* requirement for company founders – even from customers who have certain quality expectations. It goes without saying that the ability to achieve a high level of *product quality* requires a conscientious, hard-working attitude. With respect to *warranty obligations* in the case of defects and *liability* for consequential damages, this is absolutely critical to running a successful business. It is also vital for *price calculations* to be made correctly, otherwise this can result in economic misjudgements that could ultimately put the company’s existence at risk.

In many situations, it can be beneficial for company founders and entrepreneurs to ‘let things slide’ a little and be less strict about things. That said, *negligence is totally unacceptable* if it presents any kind of life-threatening danger. This is why, for example, measures to implement *hygiene regulations* in restaurants, the food production industry or in the medical and nursing sector require the *utmost care* from entrepreneurs and employees alike in order to effectively prevent health hazards.

Conscientious KICK-STARTERS are

...neat, precise, organised, careful, deliberate, effective and methodical,

...without being highly pedantic and unreservedly striving for perfection.

Task-related behavioural examples of Kick-starters:

Tower building – Station 2 of the entrepreneur rally	Elevator-pitch – The sixth start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • observes the deadlines and specific targets of the task. • makes (reasoned) suggestions for action, task distribution and the end product. • emphasises the importance of detailed, well-planned, careful and results-oriented work. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • takes account of the requirements and stimuli of the task. • makes (logical) suggestions regarding how to proceed, distribute tasks and assign roles for the pitch. • emphasises the importance of detailed, well-planned, careful and results-oriented work.

If the KICK-STARTERS work *without any kind of plan*, ignore the requirements of the task, act *indifferently* towards the quality of the work results, or show a *lack of concern* for the success of the start-up project, then these are behaviours that indicate a low level of conscientiousness.

Indicators of a low manifestation

P2 | Extroversion

Extroversion is a *personality trait* that remains constant over time and exists on a scale ranging from extrovert to introvert. The three *facets* of activity, thirst for adventure and cheerfulness are *temperamental traits*, whereas the three facets of sincerity, sociability and assertiveness refer to the *interpersonal circumplex*. The following *adjectives* describe low and high values on this bipolar spectrum:

Six facets of extroversion

Facets	Low values	High values
Activity	leisurely, slow, passive	active, hectic, lively
Thirst for adventure	measured, cautious, prudent	adventurous, risky, daring
Cheerfulness	serious, unimpressed, indifferent	happy, good-humoured, cheerful
Sincerity	dismissive, cold, reserved	friendly, sincere, nice
Sociability	distant, unsociable, withdrawn	outgoing, talkative, sociable
Assertiveness	indecisive, undetermined, submissive	dominant, energetic, decisive

Figure 9: Facets of conscientiousness in low and high manifestations
Source: Asendorpf (2011, 67)

Extroverts are more focused on the outside world than on themselves. They are outgoing, active, talkative, and easy to get along with. They like inspiration and excitement, are people-oriented, communicative, open-minded, sincere, optimistic and cheerful, but also energetic. They are quick to share their inner feelings with others, making them ‘inside out’ kinds of people.

Behaviour and external perception

...in high manifestations and

Introverts are more focused on themselves than on the outside world. They focus their energy on themselves and like to complete tasks on their own. In social situations, they are reserved, quiet and reticent. They are hard to figure out, rarely show their true feelings, and seem shy and withdrawn. This is not to say that they are lacking in social skills, they just do not feel the need to be sociable. They prefer to be alone and independent.

...in low manifestations

Extroversion is considered the personality trait with the *greatest influence* on *day-to-day behaviour* and the most researched one. *Personal and third-party assessments* generally correspond well in this dimension.

Extroversion in the context of entrepreneurship:

Extroversion is an indicator of *customer contact*, *leadership ability* and *professional success*, with the latter also based on strict criteria such as *commercial success*. Extroverts tend to put themselves forward for *careers and tasks involving customer contact*. Studies have shown a positive relationship between extroversion and spontaneous *recognition as a born leader* by other people, as well as with genuine *managerial success*.

Founders should be able to *approach potential investors* without any hesitation as far as possible. In addition, they have to *actively attract new customers* as part of their day-to-day activities. The personality traits associated with extroversion – such as friendliness, optimism and cheerfulness – help to attract potential *investors, lenders* and *associates* and *convince* them that the start-up project will be a success. Furthermore, the sincerity and receptiveness associated with extroversion help these people to *take good advice* on board, for example from start-up consultants and business angels. Extroversion makes people talkative and fond of discussion. Conversely, an obtuse attitude and reluctance to accept advice are the polar opposites when it comes to worthwhile activities such as exchanging experiences amongst entrepreneurs, and actively participating as members of start-up networks.

Extroverted people are more active and sociable, as they have a stronger urge for *gratification* and *excitement*. There is also a correlation with their willingness to take risks and impulsiveness. The ability to exploit *opportunities* and take *risks* is generally considered an entrepreneurial trait.

Extroverted KICK-STARTERS are

...inside out, outgoing, active, talkative, candid, fond of discussion, receptive to suggestions, sincere, cheerful and friendly,

...but not intrusive or reserved.

Task-related behavioural examples of Kick-starters:

Success factors – Station 1 of the entrepreneur rally	Demonstrate your sales talent! – Station 3 of the entrepreneur rally
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • opens the discussion, is the first to answer questions, participates without being asked, etc. • picks up on the speeches of other KICK-STARTERS, discusses them. • has an above-average share of the conversation. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • displays verbal or non-verbal enjoyment when presenting ‘their’ product. • strives to be near (space, personal) the audience, includes them, communicates. • presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.

As an *outwardly visible personality trait*, extroversion is easy to detect in both group situations and plenary sessions. Introversion is more accurately described as the absence of extroversion than its opposite. These KICK-STARTERS are more likely to be ‘*outside in*’, *reticent*, *uncommunicative* and *passive*, *rarely showing their emotions*, *acting self-consciously*, and *anything from reserved* through to *withdrawn*.

Indicators of a low manifestation

P3 Assertiveness

This personality trait is characterised by the ability to *pursue* one's own *goals and interests* in interactions and relationships, to protect them against others, and to *stand by them both consistently and emphatically*. Assertiveness is an *interpersonal approach*. It is also attributed to social competency, and is understood to be the ability to be assertive and to be capable of forming good relationships.

Personality trait, interpersonal approach and an aspect of social competency

Assertive people are self-assured and tend to be dominant. They are determined, emphatic and persistent in their pursuit of their goals, needs and interests. They can also be described with the following *adjectives*: assertive, confident, persuasive and compelling, resolute, consistent, demanding, energetic, gutsy and persevering. They have a strong influence on the people around them, and are recognised and accepted as figures of authority. They succeed in changing other people's minds and steering group decisions in line with their beliefs. In this respect, they are straightforward and yet prepared to compromise. They succeed in defending their own ideas and claims against the contradictions of others, as well as rebutting any objections. They are convincing in everything they do, which means they do not have to overrule or persuade others. They know how to say "No!" in a sensible and socially acceptable manner, and also express their opinions meaningfully.

Adjectives to describe assertive people

Müller (2010) defines *assertiveness* as '...the *ability* to communicate one's own interests and ideas in a socially acceptable manner, and to influence other people to an appropriate degree.' He considers an *average* propensity for this trait to be *optimal*, as it facilitates a situation-appropriate application of influential strategies and increases the probability of successfully representing one's own interests.

Definition of *assertiveness*

Aggressive dominance is an extreme characteristic. It indicates an *excessively high level of assertiveness*, which is actually rather detrimental in social relationships, as these people tend to affront those with more responsive and cooperative personalities. If, on the other hand, a person's *assertiveness is too low*, then self-doubt overshadows their self-confidence. These people are insecure, do not seem confident, tend to be submissive and subservient, do not dare to express their own needs, or are unclear themselves about what these actually are.

Average manifestation is optimal; extreme propensities are detrimental.

Assertiveness in the context of entrepreneurship:

An *uncompromising*, ‘bull-in-a-china-shop’ approach is rarely appropriate in any situation, let alone in business. But at the same time, entrepreneurs also have to be able to *stand up to any resistance*. They are told on a not-infrequent basis that their business idea is no good or their business model does not work, so it takes a bit of *self-belief* and *perseverance* not to throw in the towel.

Entrepreneurs also have to be able to demonstrate their assertiveness in *business negotiations*. In the case of price and discount negotiations, entrepreneurs cannot possibly meet every customer requirement, as their costs automatically create an objective lowest price limit. Even if it could still be ‘squeezed’ lower still, then this loss would weaken their financial security. Entrepreneurs should therefore *come up with arguments to ‘defend’* their chosen asking price by convincing customers that it is appropriate – for example, by referring to the high quality of the goods or the reliability and speed of the delivery.

Business relations must take due account of the needs of both sides of the agreement and be *worthwhile for all stakeholders*, otherwise they become *asymmetric* and *unstable*. Just as it is in general, day-to-day life, therefore, the ‘happy medium’ in the business world should also be the most beneficial for success. If entrepreneurs are lacking in assertiveness, they will end up at the mercy of other people and ultimately lose out. Alternatively, if they are too assertive, they run the risk of ending up alone in the long run due to others turning their backs.

Assertive KICK-STARTERS are

...confident, resolute, positive and convincing, consistent, emphatic, demanding, straightforward, energetic, gutsy and dominant,

...without being inconsiderate, aggressive and uncompromising.

Task-related behavioural examples of Kick-starters:

Tower building – Station 2 of the entrepreneur rally	Customer analysis – The second start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> influences the group work in the process and outcome. supports positions and suggestions consistently and firmly. leads the group with convincing ideas and suggestions for the tower building. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> influences the group work in the process and outcome. wins other KICK-STARTERS over with their ideas, suggestions and points of view. takes factual objections and critical questions about their own points of view into consideration.

The KICK-STARTERS are either *too assertive* or *not assertive enough*. A *reckless, powerful, even aggressive* enforcement of one’s own goals does not maintain the balance between one’s own interests and those of others. The same can also be said for *indecisive, undetermined and submissive* behaviour, as the tendency to try to suit everybody is tantamount to self-abandonment, which is not conducive to maintaining a balance either.

Indicators of extreme manifestations

P4 Problem solving skills

A *problem structure* exists when the *actual situation* deviates from the *target situation*. Furthermore, if there is an *obstacle* standing in the way of achieving the target situation, then this is a *problem*. A *task* can also reveal a deviation between the actual and target situations, except a *means* for transferring the actual to the target is known. A subject is therefore confronted with a *problem* when there is a *desired*, more or less known *target situation*; however, there is also an *undesirable initial situation* and the *means* for transferring from the initial situation to the target situation is *unknown*. For another subject, this target/actual deviation represents a task to be completed, as they can retrieve the solution from their memory. This only requires a *reproduction* rather than problem solving skills.

Müller (2010) defines *problem-solving skills* as the ability to achieve a results-oriented approach to thinking, as well as targeted planning and reflective action. It makes it easier to manage ‘*non-routine*’ *business tasks*. People with a *high manifestation* of this trait consider new professional requirements, obstacles at work or difficult tasks as problems that can be solved.

Solving problems requires *creativity* – for example, the first *synthesis* or the *recombination* of known means or the *transfer* of known measures from other contexts. *Divergent thinking* encourages the discrepancy between necessary and existing knowledge to be overcome, as the problem area is explored from many directions. It involves coming up with many different and also unusual ways of solving problems rather than relying on routine approaches. *Heuristics* can serve as a ‘navigation aid’ in this regard, as they guide the search for solutions and – just like *analogies* – produce completely new solutions. Convergent thinking, on the other hand, involves looking for correct solutions that are already known.

People with a *low* propensity for problem-solving orientation prefer *well-defined* tasks with *standardised* work requirements for which there are *clear* instructions for action (‘algorithms’) and *transparent* criteria for success. They apply what they have learned in and for certain situations and, where possible, avoid being confronted with unfamiliar requirements. They are also quite happy to let others deal with unexpected issues.

Problem structure:
Actual ≠ Target

Distinction:
Problem versus
task

Definition of
problem-solving
skills

Behaviour with a
high manifestation

Behaviour with a
low manifestation

Problem solving in the context of entrepreneurship:

A famous philosopher once said “*all life is problem solving,*” and psychologists confirm that problem-solving activities are essential to our lives. This is especially true for the professional life of entrepreneurs, for whom there is not really any such thing as *everyday life*. After all, every day brings its own set of problems to deal with. For entrepreneurs, solving problems requires *creative thinking*. On a macroeconomic level, *pioneering entrepreneurs* use their *creative solutions* to set the competitive ball rolling, something a great economist referred to as a *process of creative destruction*.

Entrepreneurship is used virtually synonymously with a *desire and ability to innovate*. Innovations are more or less radical new creations based on creative thought processes and relate to either the generated output (*product innovation*) or the action of creating this output (*process innovation*). Many inventions have come about because the inventors were unsatisfied with the fact that certain problems could not be solved, or else only by means of an elaborate or cumbersome process. It is therefore helpful if entrepreneurs actually enjoy developing new, unique, appropriate and better solutions.

Starting up a business is very rarely a routine task. What’s more, it is increasingly difficult to develop routines in a dynamic market environment because there is less and less of the necessary continuity of the conditions and requirements. With the help of this personality trait, the difficulties encountered in the start-up process can be managed better and obstacles can be overcome more easily. Hurdles such as these can be found in the capital procurement process, for example, where investors impose demanding conditions that the entrepreneur struggles to meet, or when authorities stipulate unexpected requirements that need to be implemented.

Problem-solving KICK-STARTERS are

...exploratory, creative, results-oriented, confident, successful, full of new ideas, and capable of discovering as yet unknown paths to the goal and coming up with new solutions,

...not despondent or resigned.

Task-related behavioural examples of *Kick-starters*:

Demonstrate your sales talent! – Station 3 of the entrepreneur rally	Business idea – The first start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • clearly highlights product features (use, added value, etc.), using comparisons if necessary. • reformulates weaknesses and problems positively. • uses knowledge from other areas to solve the task. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • develops business ideas and questions their benefits, value, legality, etc. • uses objections and critical questions to improve business ideas. • uses knowledge from other areas to come up with and assess ideas.

The KICK-STARTERS demonstrate that they are *not familiar* with situations that are new to them. In the event of poorly-defined problems, they do *not take the initiative* to look for solutions on their own. Faced with difficult situations and obstacles, they tend to *shy away* and *lose hope*. These latter qualities are non-cognitive facts of problem-solving skills. In extreme cases, they reject creative ideas and new solutions with *killer phrases* without even checking them.

Indicators of a low manifestation

Requirement profile 2: Entrepreneurial potential in economic expertise

The economic expertise that a potential founder or entrepreneur needs is determined using the competence model of Retzmann et al. (2010) (↗ Figure 8). This competence model formed the basis of expert interviews so that the analysis and evaluation of the answers received could be assigned to the areas of competence. The entrepreneurship-specific content and behaviours substantiated by the relevant observation focal points (↗ *Observation sheet*), are the result of repeated trials. Furthermore, the formulated descriptions of the individual behaviours to be observed are related to the specific task. Competences A 3, B 3 and C 3 are not diagnosed in the *Kick-starters* potential analysis and are therefore not represented in corresponding tasks. The specialised competences for *Kick-starters* are defined from C1 to C6 and presented in detail below.

Economic competences for the business founding situation

Area	Competence
A Decisions and rationality	A1 Analysing situations A2 Evaluating alternative courses of action A3 Developing possible actions
B Relationships and interaction	B1 Analysing the combination of interests B2 Analysing, evaluating and developing cooperation B3 Analysing relationship structures
C Regulations and systems	C1 Analysing markets C2 Analysing economic systems and structures C3 Assessing and developing policies on an economic basis

Competence areas and partial competences

Figure 10: Competence areas and partial competences of economic education
Source: Retzmann et al. (2010, 19)

C1 | Analysing situations

Determined behaviour requires clear ideas about the *goals* to be achieved. In the case of long-term goals, it is also essential not to lose sight of them, especially if there are seemingly tempting opportunities in the short term. Expedient and effective selection decisions require the economic players to define their goals in advance. This is because quite different *alternative courses of action* can be considered or achieved depending on what the goals are in each case. There may even be one single goal or a *multidimensional goal function*. In this case, there may be conflicting goals that have to be either *prioritised* or gradually sacrificed in the case of choosing just one in favour of the others.

Fundamentally speaking, economic thinking is essentially the ability to *think in alternatives*. It asks what other possibilities exist for people to achieve their goals. These alternatives are not apparent at first sight, particularly in the case of complex decision-making problems. For this reason, inexperienced economic operators finding themselves in a particular decision-making situation for the first time should start by *exploring* their *scope for action* before they come to any conclusions. If this does not take place, then they may end up falling far short of the opportunities available to them. People who do not ask for alternatives can only ever choose the first option on the table, which they have either thought of themselves or had suggested to them by others. The truth is, actions very rarely do not have an alternative, as even failing to act at all is an alternative itself.

At the same time, the *restrictive limitations* are not the same for everyone, which is why some economists have options available to them that are either not available at all to others, or else not in their current situation. By analysing the *factors* that limit the scope for action, it is clear why the current possibilities for action may vary.

If people do not analyse their actions at all, or do not do this properly, they run the risk of not being able to make decisions or act appropriately. In extreme cases, *aimless* action is taken, the existing scope for action is *overstretched* or else *not fully utilised*, and the decision made is *misinterpreted* as being the only option available.

Clear focus on the goal as a prerequisite for determination

Priorities are the result of conflicting goals

Thinking in alternatives as characteristic of the economic situation

Exploring scope for action

Investigating restrictive limitations

Situational analysis in the context of entrepreneurship:

Founders have to define the *goals* that they are pursuing by starting up their company. Fundamentally speaking, these could come down to *personal gain*, a *social benefit* or a combination of the two. Necessity entrepreneurship, as this is known, serves to secure economic *livelihoods*, whereas opportunity entrepreneurship is used for a favourable opportunity. A concrete goal is to increase the brand’s level of recognition within the framework of marketing.

What’s more, appropriate *alternative courses of action* are to be determined in order to achieve these goals. In the case of process innovation, the ‘*make or buy*’ decision is prototypical, whereby the company is financed through *borrowed capital* as an alternative to the entrepreneur’s *own capital*. Borrowed capital – or debt financing – includes a number of different options to choose from, including public loans, bank loans and leasing.

Entrepreneurs are always subject to *restrictions* of a *legal, financial, specialist or other nature* that limit the scope for action, such as *legal competence* or a lack of *credit securities*. It is easier to procure capital if investors and banks consider the business model to be promising, the business plan to be realistic, and the founders to be competent enough to implement the business idea.

Competent
KICK-STARTERS

...clarify their objectives

...establish their alternative courses of action

...investigate the restrictions

Task-related behavioural examples of Kick-starters:

Competitor analysis – The third start-up task	Finding capital – The fifth start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • formulates questions relating to the objectives, opportunities and limits of the competition. • compares the situations of both the start-up and the competition. • enquires about alternative courses of action for the start-up or comes up with ideas for action. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • considers the business aims when finding capital. • develops leading finance alternatives for the business creation. • takes conditions into account that must be observed when finding capital.

If, on the other hand, the KICK-STARTERS act aimlessly and without direction (‘blind actionism’), if they lose sight of their original goal over time, or if they can be easily manipulated by others, then these behaviours are contrary indicators for competence in the area of situational analysis. This also applies if the scope for action is not explored at all and the search comes to a halt once the first opportunity has been found.

Contrary indicators

C2 | Evaluating alternative courses of action

As early as the situational analysis, alternative courses of action are evaluated as being either purposeful or not. When the scope for action is explored, any options that cannot be considered due to economic, legal or ethical restrictions are then removed from the equation. The remaining alternatives can then be evaluated based on their expected *consequences*. When decisions are made for safety reasons, it is comparatively easy to *anticipate* these. In the case of risky decisions, however, the *likelihood* of these risks actually occurring must be taken into account. That said, this can often not be quantified, in which case a rough estimate is required if anything at all. Ultimately, these objective consequences must be assessed on the basis of *subjective values* – for example, risk preference: many people are risk averse, whereas others are either more keen or neutral when it comes to taking risks. What this means is that even if the foreseeable consequences are the same for everyone, there is never a single best alternative course of action, but only the *most suitable one* for the individual decision-maker.

Unlike ‘gut feelings’, *rational* decisions have the advantage that they can be *explained* to other people such as co-founders, employees, and family members. Of course, gut feelings can indeed achieve better results in some individual cases; however, decisions made after clearly and carefully weighing up the alternatives offer a crucial advantage when they turn out to be incorrect. This is because people can then track down the source of the error in hindsight and try to learn from it for the future. On the other hand, it remains unclear how and whether anyone can learn from mistakes based on gut feelings.

People do not always act according to decisions made using their own intellect. This may be an unwise move, but *lack of volition* does indeed exist. The ability to identify the best option from a range of alternatives is not contradicted by the fact that during decision-making processes people accept *satisfactory solutions* and then stop the search for more, even better alternatives. This behaviour can be rational from an information economics viewpoint. What’s more, an existing ability does not have to be applied in every situation; the ability of the decision-makers to use it is an option, so to speak, which they would not have had without it.

Consequential
evaluation of
alternatives based
on consequences

Objective conse-
quences + subjec-
tive preferences
= best alternative

Intersubjective
traceability – even
in hindsight

The Rubicon
between decision
and action

Satisfaction
versus
optimisation

Considering alternatives in the context of entrepreneurship:

In the process of starting up a company, there is a lot that has to be determined, including the production and sales location as well as the marketing mix and financing model. There is seldom a *dominant alternative* that is superior to all the others in every respect – and which is also *apparent*. In most cases, the founder has to identify the *consequences*, *assess the opportunities and risks*, and take a refined approach to weighing up each of the different possibilities.

If decisions are not clear, the investors ask critical questions upon examining the business plan at the latest, such as: “Have you thought about alternatives?” and “Why have you gone for such an unconventional approach instead of taking the standard route?”, etc. Those who came up with the *best possible solution* for their start-up after *weighing up the pros and cons* have no need to worry about these types of questions.

Founders have to have a certain degree of *risk tolerance* and *uncertainty tolerance*, because opportunities are never usually far from where risks can be found. A thirst for adventure is also critical to success if risks are hidden or out of control when taken into account. Indeed, the old adage of ‘*less risk – more fun!*’ could not ring more true, and the *ability to perceive and limit risks* is therefore crucial. People who are aware of – and can identify – risks can actively *prevent* them, *hedge against* them at the very least, or even provide sufficient financial reserves in good time in the event that they occur.

Competent
KICK-STARTERS

...determine
and evaluate the
consequences

...assess opportu-
nities and risks

...select the best
alternative

Task-related behavioural examples of Kick-starters:

Business idea – The first start-up task	Marketing mix – The fourth start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • sets up evaluation criteria for business ideas. • uses these criteria to assess the quality and impact of the business ideas. • makes a reasoned decision for or against a business idea. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • anticipates the expected impact of marketing decisions. • assesses marketing measures systematically using criteria. • makes a reasoned decision for or against certain marketing measures.

If the KICK-STARTERS are ‘set in their ways’ and do *not* check their creative ideas using several relevant criteria or compare the suggested alternatives with their predicted consequences, meaning they do *not* weigh them up clearly and carefully, then this is a contrary indicator for competence in this specialist area. For example, only the opportunities are evaluated, *not* the risks, or else the advantages or disadvantages are considered *individually* instead of together. The same also applies if the result of the decision-making process is *not* comprehensible based on the result of the weighing-up process, and actually differs from it.

Contrary
indicators

C3 | Analysing the combination of interests

In today's society, people rarely go about their business alone – for example, when they save money by depositing cash in a safe at home, which does not require *any-one else* to be involved. In the majority of cases, people actually work *together* by exchanging services for another. This might only happen occasionally, or even as a complete one-off, but some interrelationships are designed to stand the test of time.

Working alone
versus working
together

In an economy based on the division of labour, consumers are increasingly meeting their needs for goods with producers – or else intermediate retailers. Savers deposit their money in building societies and banks, borrowers turn to credit institutions for finance, and policyholders pass their financial risks onto insurers. Employers look to their employees, trainees to their trainers, and vice versa so that the *interests of one side* regularly meet the *interests of the other*.

Selective
transactions
and long-term
business relations

We carry out such transactions and enter into economic relations with others because we promise ourselves that these will be beneficial – otherwise we simply would not bother. The same also applies to the people we are dealing with, as they also tend to act according to their own interests. By knowing what these interests are, therefore, it becomes easier to explain their actions rather than having to guess. This is why it is essential to get to know the *interests of the business partners*, so that you can better attune yourself to them or else decide to walk away.

Both sides operate
in line with their
own interests

While economical interactions and business relationships are crucial to our individual well-being, they are not without their problems. For this reason, it is important to know whether other people's interests are *compatible* with our own, or whether they are *conflicting*. Generally speaking, both of these apply at the same time, which can certainly complicate the combination of interests. People are therefore well advised to compare their interests point by point with the interests of those around them in order to determine whether they show signs of *divergence* or *convergence*. In the case of *conflicting interests*, it is necessary to reconcile these by finding a compromise in order to enhance businesses. People either avoid bringing their own interests to fruition or else make gradual concessions so that their counterparts can realise their own interests instead.

Different interest
constellations

Compromise to
compensate for
conflicting inter-
ests

Balancing interests in the context of entrepreneurship:

Founders should be aware of the *interests of potential business partners* as – in other words – without putting in the work themselves, they will receive nothing in return! This therefore begs the question of what the other person ultimately considers to be ‘putting the work in’.

Perhaps the *customers* are expecting a particularly good *price* from the newcomer to the market, in which case they might enter into particularly hard price negotiations. Or perhaps they are expecting particular *quality characteristics* or speedy delivery. Companies have to live up to the expectations of their customers if they want to stand any chance of being successful. And if they can manage this better than their competitors, then they have a clear competitive advantage. The same applies with regard to *suppliers*, as whether or not their interests are compatible with your own is considered a different interest group. In terms of *price*, interests are always competing, as while you are no doubt interested in buying low, your supplier prefers to sell high. This is why price negotiations typically end with some kind of compromise. For entrepreneurs, the interests of potential *investors* are particularly relevant, as these, too, expect something in return for the money they are investing or lending. This might be a material interest, in the sense of wanting the maximum possible *return* on their investment, or even an *idealistic interest*, whereby they are keen for a good idea to come to life.

What this means for entrepreneurs is that it is important to recognise the interests of their business partners and be able to assess how important these are. For this to be possible, they have to take their perspectives into consideration, so it is necessary to determine where both sides have *compatible or conflicting interests*. In the case of the latter, this could complicate or even prevent business transactions from going ahead.

Competent
KICK-STARTERS

...recognise the interests of their business partners

...can correlate their actions with their interests

...check the compatibility of their interests

Task-related behavioural examples of *Kick-starters*:

Competitor analysis – The third start-up task	Elevator-pitch – The sixth start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • correlates the actions of business partners and competitors with their interests. • identifies conflicts of interest with business partners and competitors. • identifies compatible interests between the start-up, business partners and competitors. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • establishes connections between the actions, strategies and interests of the investors. • identifies potential conflicts of interest and highlights possibilities for compromise. • identifies compatible or consistent interests with and among investors.

If the KICK-STARTERS only identify their own interests when processing the tasks, if they do not succeed in changing their perspective, and if the interests of potential business partners are ignored or misjudged, then this is a contrary indicator for competence in this specialist area.

Contrary
indicators

C4 | Analysing, assessing and developing cooperation

The *principle of freedom* on the market is a characteristic feature of the market economy. In so far as they each expect to benefit from this principle, economic stakeholders cooperate voluntarily and without coercion. This is why a *win-win situation* is ideal for business relationships. The economy is *not* a zero-sum game in which one person wins what the other loses. Instead, it is important to try to ensure that all stakeholders benefit and seek ‘common’ success for all. The ‘business model’ for fraudsters is different, as they systematically take advantage of the business partners in a zero-sum game. This type of *win-lose situation* violates the *principle of reciprocity*, which is commonly regarded as a general moral principle. A fair, win-win situation, on the other hand, would be considered the economical manifestation of the *principle of reciprocity*.

Cooperation extends beyond simply exchanging services if it helps with *collectively* pursuing one’s own – and, where possible, shared – interests. An example of this can be found in the form of employees who set up a workers’ council, which can – as an institution – represent their interests better than they could as individuals. Another example is trade unions, which represent employee interests in collective agreement negotiations. The same also applies for employers’ associations and collective enterprise interests.

Cooperation in the market economy is *not* exactly a value in itself, but it is often still expedient at the very least. As a result of their negative consequences for third parties, certain types of cooperation are undesirable and even expressly forbidden. Examples of these include price agreements amongst competitors.

Even a mutually beneficial cooperation is not automatically exempt from *failure*. Indeed, a collaboration can even break down over the question of how the benefits are shared, so this *distribution conflict* requires a viable solution. Cooperation also leads to a *reciprocal dependency* on the part of those involved, which can also be exploited as being ‘extortionate’. What’s more, it can also lead to *problems with freeloaders*, who want to benefit from the cooperation without taking on any of the responsibility. And finally, the general *basic conditions* may change, as a result of which formerly advantageous cooperation are suddenly not so beneficial after all.

Voluntary cooperation in win-win situations

Fair, win-win situation and reciprocity principle

Cooperation for joint representation of interests

Competition and cooperation amongst competitors

Conflicts and problems associated with cooperation

Cooperative skills in the context of entrepreneurship:

Only *lone wolves* prefer to go it alone. Often, however, ‘closing ranks’ with others is recommended in order to pursue one’s own interests more effectively. A *buying syndicate*, for example, can stand to benefit from volume discounts, or several companies can pool their expertise in a *joint venture* to develop technical innovations until they reach market maturity.

Similarly, *sole entrepreneurs* do not have to complete the entire process innovation task on their own, as it can be more effective and even cheaper to *outsource operational functions* either in part or in full. When selling products over the Internet, for example, they can use an established *online shop* instead of setting up their own site.

Entrepreneur teams are an alternative to going it alone, although they come with the *potential for conflict* if the members have different visions, prefer to use conflicting strategies, or even contribute to a varying extent.

It therefore makes sense for entrepreneurs to be able to identify the right kind of potential cooperation partner. To this end, they should ask themselves not only about the *mutual benefit* of cooperation, but also about the *potential for conflict* so that preventative *counter-measures* can be considered. If they are keen to collaborate with a *business angel*, for example, it is important to consider what is actually expected of them. On the other hand, they have to assure and guarantee the business angel how they stand to benefit from the cooperation, for example through participating in profits. Last but not least, *entrepreneur networks* offer valuable opportunities to share experiences with other entrepreneurs.

Competent
KICK-STARTERS

...recognise opportunities for cooperation

...safeguard the mutual benefits of cooperation

...point out solutions to problematic cooperation

Task-related behavioural examples of *Kick-starters*:

<p>Finding capital – The fifth start-up task</p>	<p>Founder paradise or founder wasteland? Talk show</p>
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • identifies possible investors and explains the benefits of cooperation for both parties. • substantiates the financial cooperation between investors and founders. • shows the causes of cooperation problems and solution options. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • highlights partners and possibilities for cooperation during the start-up phase. • emphasises the benefits of cooperation and exchange during the start-up phase. • shows the causes of cooperation problems and solution options.

If the KICK-STARTERS only consider the benefits for themselves that they would get out of a cooperation, then this is a contrary indicator for competence in this specialist area. The same also applies if they assume that cooperation only brings advantages and fail to acknowledge any obligations or burdens, or if they do not recognise a latent, typical, possibly even virulent potential for conflict.

Contrary indicators

C5 | Analysing markets

In an ideal world, competitive markets ensure an *optimal allocation* of scarce resources: the goods are produced by the cheapest suppliers and bought by consumers willing to pay the most amount of money. Now that is efficient. In a world where scarcity is all around us, *efficiency* is a generally positive concept, as it refers to the *absence of waste*.

The value of efficiency in a world lacking in resources

We owe a great deal of our *prosperity* to this market capacity. The empty retail shelves in the former GDR may serve as a historical example of economic of scarcity caused by the ideologically motivated suppression of markets, while a more recent example can be found in the present supply problems in Venezuela.

Competitive markets as a source of prosperity

The actual conditions are hardly ever ideal, however, and approximate at best. This is why there is an overall *loss of welfare* and sometimes even a *market failure* – for example, if there is a lack of *market transparency*. Nevertheless, the Internet has been working to counteract this in the meantime, as comparison sites and price-search engines now make it easier to find the most cost-effective supplier. Welfare losses also arise when market participants – either buyers or suppliers – have *market power* in the case of a monopoly. The same applies in the case of high *market entry barriers*, where established companies are hardly likely to fear potential competitors. As a result of the European single market, the Euro and globalisation, however, competition is increasing, and state deregulation has resulted in supply monopolies becoming virtually obsolete.

Welfare losses due to inefficiency and market failures

Free markets are just an illusion. The state limits the free play of the market forces when it comes to pricing for various reasons – for example, by introducing of fixed prices for medicines, maximum prices for roaming charges, price fixing for books, and minimum wages. It also regulates markets in a whole host of different ways.

The state regulates markets in various ways

The market process also creates *primary income distribution*. For most private households, earnings are the main sources of income, whether that be wages for employees or company profits for entrepreneurs. The state adjusts this through taxes, duties and transfer payments, resulting in a more equal *distribution of secondary income*.

Market income distributed unevenly

Market analysis in the context of entrepreneurship:

Even self-employed people have a supervisor: the *market*. The *sales market* is particularly significant due to the historical change from seller to *buyer markets*. Market-oriented management – or *marketing* for short – was developed for this exact reason, although companies are also active in the procurement, labour and capital markets.

Innovative business ideas are an opportunity for – but not a guarantee of – a successful start-up. They also require a functioning business model as well as a realistic and coherent financial and business plan based on *data* – such as the *volume*, *dynamics* and *structure* of the *sales market* – rather than on false assumptions.

Entrepreneurs have to be able to assert themselves against established companies (‘top dogs’) by offering cheaper prices, higher quality or better service. Consumers are often uncertain about newcomers, as they cannot assess their quality, integrity and reliability, whereas they may have had positive experiences with established companies in long-term business relationships.

The income of self-employed people and entrepreneurs is above average, but the spread is large and fluctuating. More than just a few people earn little more than the basic level needed to exist when they are just starting out. Government grants are helping to secure the financial foundations of entrepreneurs, facilitate their entry into the market, and thereby promote supply competition, state subsidies also fulfil a vital economic function.

Competent
KICK-STARTERS

...examine supply and demand in the sales market

...estimate the volume, structure and dynamics of the market realistically

...consider buyer characteristics and behaviour

Task-related behavioural examples of *Kick-starters*:

Customer analysis – The second start-up task	Marketing mix – The fourth start-up task
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> researches the market to identify potential customers (or customer groups). researches the customers (or customer groups) using concrete attributes (buying power, etc.) develops measures for determining customer attributes (requirements, etc.). 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> takes sales market conditions into account, such as quality and price level. identifies market factors that influence the business success. uses market information, particularly from customer and competitor analysis.

If the KICK-STARTERS fail to recognise that it is the customer and not the founder who has to like the product, then this is not a market-oriented style of leadership. If they develop a utopian business plan that is based on assumptions rather than data and the expected sales figures are far too optimistic, and if they do not think that established companies will react to the new competitive situation, then this is a contrary indicator for competence in this specialist area.

Contrary indicators

C6 | Analysing economic systems and structures

The *slogan* ‘Prosperity for all’ was once used to advertise the *social market economy*, and it is precisely this market economy that is intended to ensure social progress. Its *guiding principles* are entrenched in Germany’s Basic Law, for example, although nobody knows who coined the phrase. This is contrary to the Treaty on the European Union and previously in the Treaty between the FRG and the GDR on the creation of the monetary, economic and social union. The Basic Law attaches great importance to *freedom, personal responsibility* and *social commitment* in particular. This creates a general framework for economic activity, which is supplemented by the laws of Germany’s federal government and individual states. People’s economic freedom is guaranteed, which includes freedom of *profession and trade*. *Private property* is safeguarded and, at the same time, its use is intended to serve the *common good*. In addition, Germany is defined in normative terms as a *social federal state*. All methods of organising the economy can therefore always be analysed in connection with general basic values beyond just supply and demand. Over time, environmental protection objectives have become more important, and the principle of *sustainability* has also since been widely accepted.

The state intervenes to a greater or lesser extent in all real market economies. It regulates the behaviour of the market players and corrects market results through redistribution, as well as assuming economic responsibilities. Last but not least, it ensures competition among suppliers and prevents too much power from building up in individual sources. The policy-guiding *maxim* is often quoted in this context, which states ‘as much market as possible, as much state as necessary.’ It is attributed to a former German Federal Minister of Economics and Finance.

The economic system develops further in *interaction* with other subsystems of society, such as the legal system. It is questionable whether the subsystems can be organised in the long term based on contradictory principles or need to be *organised according to uniform basic principles*. Within the economic order, distinctions are made between different *subsystems* – particularly the property, monetary, competition, enterprise, labour market and social orders. They are also governed in terms of regulatory policy, and on an increasingly supranational basis by the EU.

The slogan ‘Prosperity for all’ prompted the new economic order

Individual freedom when safeguarding general welfare

Political maxims for the relationship between the market and the state

Interdependence of social subsystems

Structure of subsystems

System/organisational analysis in the context of entrepreneurship:

The action of all economic operators always moves within a specific regulatory framework. Understanding this framework provides company founders and entrepreneurs with a sense of *orientation for their actions*. Even if they consider certain legislation to be (too) restrictive, *knowledge of the generally binding rules* alone is already important enough when it comes to moving within the limits of what is permissible. In addition, entrepreneurs and their associations are committed to working in line with regulatory policy and promoting *better basic conditions*. This goes beyond pure lobbying if they have the general good in mind, besides their own, particular interests.

Entrepreneurial activity is influenced by *legal, monetary and property regulations*. In fact, this is why the property renovation projects in the former GDR did not begin until the ownership rights had been clarified, and the Euro did away with exchange rate fluctuations in cross-border procurement and sales.

The *state safeguards the freedom* of corporate activity on more than just an abstract level. It also *supports start-ups* financially and promotes corporate success through a sound *economic policy*. That said, companies still *cannot rely on a guaranteed existence* in a market economy. A possible tendency to privatise profits and socialise losses is also countered by rules of liability.

Competent
KICK-STARTERS

... assess the relationship between the market and the state

... advocate economic freedom and general welfare

... consider basic conditions for entrepreneurs and company founders

Task-related behavioural examples of Kick-starters:

Success factors – Station 1 of the entrepreneur rally	Founder paradise or founder wasteland? Talk show
<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • debates the external basic conditions for entrepreneurs and founders. • states factors that increase chances for success and minimise the risk of failing. • debates the connection between the founder, business model and the economy as a whole. 	<p>The KICK-STARTER...</p> <ul style="list-style-type: none"> • debates the external basic conditions for founders. • reasons using the current start-up situation in Germany. • describes the macroeconomic meaning of entrepreneurship activities.

If the KICK-STARTERS do not discuss the link between the politically designed basic conditions and the individual actions, or else only one-sidedly; if they deny general principles such as freedom, efficiency, social equality and sustainability; or, if they dispute the fundamental possibility and necessity of state order and intervention, then these are contrary indicators for competence in this area. The same also applies to purely individual reasons for the success of the company or the simple call for the state to act as a problem-solver.

Contrary indicators

1.3 Preparing the talent scouts for their tasks

In every potential analysis, the observers take on a key function (Höft/Melchers 2010, 32) as ‘measuring instruments’. The *Kick-starters – The profile check for entrepreneurial talent* is no different when it comes to the TALENT SCOUTS. In order for the diagnoses to be valid, a systematic observation is required, which is conducted in a targeted and methodical manner. For this reason, it is absolutely essential for the TALENT SCOUTS to undergo thorough training with regard to the requirement profiles in the *Kick-starters* potential analysis. Furthermore, they also have to be specifically trained on how to complete the observation sheet so that they do not come up against any avoidable problems during the observation situation. This should ideally be tested and practised as part of a training course for the TALENT SCOUTS. To this end, the following chapter makes some suggestions.

Ensuring quality through prior training:

- Targeted observation
- Requirement profiles
- Using the observation sheet

Compulsory elements of observation training

- Objectives of *Kick-starters – The profile check for entrepreneurial talent*
- Overview of all TALENT SCOUT tasks
- Explanation of the time and ↗ allocation schedule
- In-depth analysis of the individual tasks
- Illustration of the concrete requirements
- Explanation of the observation sheet
- Testing of the observation situation – for example, in a simulation
- Explanation of the procedure at the TALENT SCOUT conference
- Sources of error during observation and assessment
- Notes on how the feedback is presented

Based on Höft/Melchers (2010, 35)

1.3.1 Raising the awareness and qualifying the TALENT SCOUTS

To ensure validity and objectivity, the observations must be verifiable in a systematic, standardised and intersubjective manner. The aim is to avoid the “subjectivity and anecdotalism that is typical of everyday observation” (Bortz/Döring 2006, 262).

Systematic, standardised and verifiable observations

Perception errors

Implicit personality theories

In our minds, we often create connections between certain assumptions about people and their personality traits – for example, “intelligent people are quick to pick up foreign languages,” or “people with little empathy are not cut out for group work.”

Can you think of any similar examples from your school experience?

Raising the TALENT SCOUTS’ awareness of typical errors associated with perception

Halo effect

The school year begins and you receive the register of current children. You come across a name that sounds familiar. As it turns out, it is the sibling of a child you have had problems with time and again over the years.

How do you greet this new pupil?

Errors of judgement

Leaning towards the middle

You are marking an exam and the pupil has done well. You have some criteria and arguments that justify awarding 12 points, but there are also some that justify 10 points.

In the event of doubt such as this, how do you avoid leaning towards the middle?

Raising the TALENT SCOUTS’ awareness of typical errors caused by judging

Contrast effects

You teach German and English to a class. One of the children who is performing well in English is only getting satisfactory grades in German. You have to assess both performances separately.

How do you avoid letting the child’s performance in one subject influence the other?

Sequential effects

Primacy effect

We’ve all heard the expression “you only get one chance to make a good first impression.” The first qualities we perceive in a person, or information that we find out about them, tend to stay with us and intensify over time in our minds. Once we’ve made our mind up about a person, it is hard to change our perception and this then influences all further observations down the line.

Are you aware of the consequences of first impressions from your experience at school? What can you do to change this first impression?

Raising the TALENT SCOUTS’ awareness of typical errors caused by sequential effects

Recency effect

Even recent observations usually also have a strong and lasting impression. If, for example, a teacher does not take notes on the schoolchildrens’ oral ability for the entire semester, there is a risk that the oral proportion of the grades will be weighted more heavily in the more recent classes.

Which method do you use to ensure this does not happen?

Standardised observations are ensured in the potential analysis by:

- *The requirement profiles:* These are used to narrow down and define what the actual objects and focal points of the observation are during the potential analysis. They serve to focus not only perceptions but also the attention of the TALENT SCOUTS. Requirement profiles...
- *The behaviours:* Requirements dimensions can be operationalised by assigning specific behaviours. The formulated behaviours are based on the task and are provided as an example on the respective observation sheet. They help to ensure that expectations remain consistent for all TALENT SCOUTS. + Observable behaviour
- *The evaluation scheme:* A timely assessment of the behaviour shown is carried out in a four-stage scale without any kind of subjective interpretation (c.f. Bortz/Döring 2006, 270). + Evaluation scheme

The observation should be as objective as possible. This means that the result of the observation must not be dependent on the person doing the observing; otherwise, the observation would be subjective, which is to be avoided at all costs. This is not something that can be easily ensured, however, as typical errors crop up time and again. Knowing what these errors actually are is the first step in being able to avoid them.



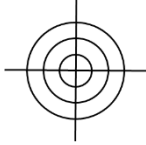
Sources of error:
Forewarned is
forearmed?

These errors can occur together to produce a cumulative distortion that compromises the goals of the potential analysis – something that is very easy to see in the primacy and recency effects. If both of these come together, then, as the old saying goes, ‘the first impression counts, the last impression remains.’

1.3.2 Dos and don'ts for TALENT SCOUTS

The following section outlines a number of guidelines and suggestions about what the TALENT SCOUTS should do during the potential analysis and what would be better to avoid. These should be discussed in advance as part of the training. If necessary, the list can be added to in conjunction with the TALENT SCOUTS.

TALENT SCOUTS:
What they do and
what they would be
better not doing!

Dos	Don'ts	Objectives
 <p>The strengths are paramount.</p>	 <p>No help is provided to complete the tasks.</p>	 <p>Every KICK-STARTER benefits from participating in the potential analysis.</p>
<p>The KICK-STARTERS are addressed by their first names.</p>	<p>The KICK-STARTERS are not under observation unless they are working on tasks.</p>	<p>A friendly atmosphere should be maintained at all times.</p>
<p>The TALENT SCOUTS are addressed by their sur-names.</p>	<p>No criteria for exclusion are defined.</p>	<p>No 'typical' assessment centre takes place.</p>
<p>1. Observation phase: Making notes</p> <p>2. Observation phase: Marking crosses</p> <p>3. Observation phase: Reflecting on crosses</p>	<p>Typical observation errors are avoided as far as possible.</p> <ul style="list-style-type: none"> ▪ No everyday observations! ▪ No subjective opinions! 	<p>The results of the observations are...</p> <ul style="list-style-type: none"> ▪ systematic ▪ standardised ▪ verifiable
<p>The time constraints may be pointed out while the tasks are in progress.</p>	<p>No informal feedback may be provided before the official feedback discussion.</p>	<p>The KICK-STARTERS play an active role in processing the tasks and showcase their full potential.</p>
<p>The feedback is provided to the KICK-STARTERS with a positive outlook.</p>	<p>Diagnosis ≠ Prognosis. The TALENT SCOUTS do not make any prognoses.</p>	<p>The KICK-STARTERS are open to feedback, understand it, and take it on board.</p>

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Chapter 2

Preparation and conduction of the potential analysis *kick-starter*

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2.1 Everything you need to get started

This chapter provides you with a quick and complete *overview* of what the MODERATOR has to do when preparing and organising *Kick-starters – The profile check for entrepreneurial talent*. You will start by learning about the *personal prerequisites*, which will also give you a good impression of which *functions* the various agents (MODERATORS AND TALENT SCOUTS) have to take on. You will then learn about the *spatial prerequisites* and find a brief overview of all *tasks* that the KICK-STARTERS have to complete, as well as the *materials* required for the potential analysis.

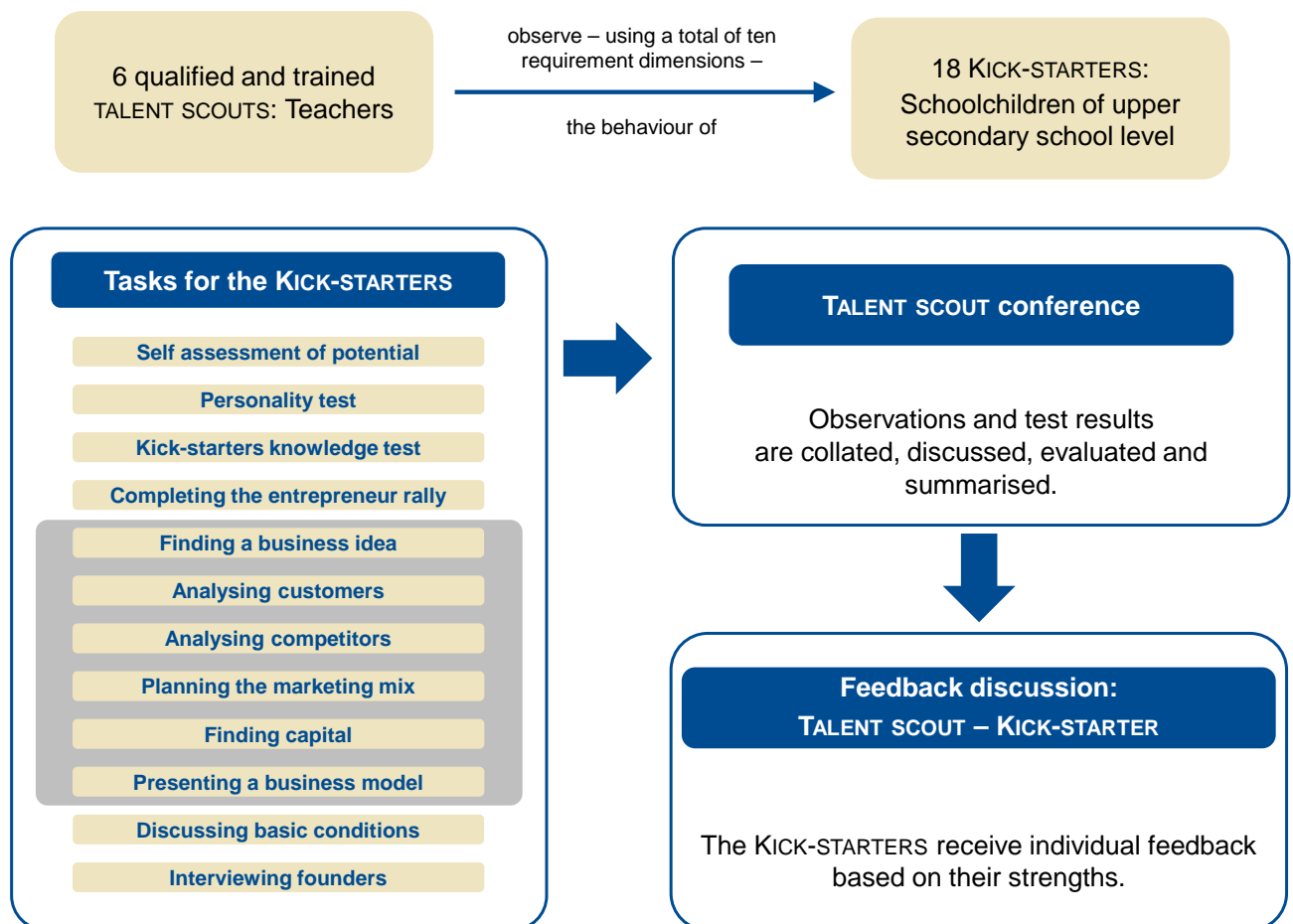


Figure 11: The Kick-starters potential analysis – at a glance

You will find a range of alternative implementation options, along with the corresponding schedules, so that you can tailor the *Kick-starter* potential analysis to suit the needs of your school as best as possible. Similarly, Figure 14 will provide

Preparation and organisation made easy

you with organisational tips and help you manage your time. Last but not least, we have created *checklists* for each phase to make the preparation process as straightforward as possible and ensure everything runs smoothly from start to finish.

2.1.1 Personal prerequisites for the perfect performance

When it comes to carrying out *Kick-starters – The profile check for entrepreneurial talent*, a MODERATOR and several TALENT SCOUTS are required. The recommended observation ratio for ideal results is 1:3, i.e. one TALENT SCOUT for every three KICK-STARTERS. So if you have 18 (12) participants, you will need 6 (4) TALENT SCOUTS. This might sound like a lot at first, but this is the only way for

TALENT SCOUTS can also be trainees, student teachers and even entrepreneurs.

you to achieve an optimal observation ratio and achieve sound, meaningful results for the participating KICK-STARTERS. The first time you carry out the profile check, you will

quickly realise that this ratio is, in fact, ideal, as the continuous observations involve a considerable amount of work for the TALENT SCOUTS. For the project to be a success, it is also essential for all TALENT SCOUTS to have economic expertise. After all, if they do not have the necessary specialist experience themselves, then they will not be able to observe and diagnose the professional knowledge and capabilities of others.

What's more, when it comes to the moderated group discussion at the *entrepreneur rally*, you will also need a DISCUSSION LEADER for a period of approximately 90 to 120 minutes. It is advisable to ask a colleague to take on this task. In exceptional cases, however, this specific task (in terms of time and content) can be performed by the MODERATOR although this creates an amalgamation of the otherwise clearly defined and delineated roles.

For the talk show, two DISCUSSION LEADERS are required for a duration of around 60 minutes. The MODERATOR can moderate one group, as this is the last task for the KICK-STARTERS and it means the MODERATOR does not then have to deal with the organisation and overall moderation.

MODERATORS,
DISCUSSION
LEADERS and
TALENT SCOUTS
– the staff involved in the potential analysis

Discussion leaders
for Station 1 of the
entrepreneur rally

2.1.2 Spatial prerequisites for the perfect performance

To ensure *Kick-starters – The profile check for entrepreneurial talent* runs as smoothly as possible, you will require the following:

- 1 large room for the plenary session: the ‘Kick-starter room’,
- 1 room for each work group (6 KICK-STARTERS): the ‘entrepreneur workshop’, the ‘ideas studio’ and ‘talent atelier’,
- 1 meeting room for the TALENT SCOUTS,
- 1 computer room with 18 (or 12) computer workstations,
- at least one notebook with Internet access per room,
- at least one partition wall per room.

Adequately-sized rooms are required for the plenary sessions, group work, discussions, and feedback sessions

The *Kick-starter room* is used for the plenary sessions, while the tasks are completed in the *group rooms*. To ensure all participants can find their way around as easily as possible, it is best to use different *room names*, such as: entrepreneur workshop, ideas studio, and talent atelier. Every group work room should have a computer or notebook with Internet access. The TALENT SCOUTS need a lockable meeting room where they can also spend their breaks and store their items (such as a clipboard, observation sheet, and personal belongings). Smaller rooms are best used for the feedback sessions to create a good atmosphere for these individual discussions.

Of course, not every school or venue is equipped with such a wide range of rooms, but there are sure to be some decent compromises to be found.

2.2 The roles and activities of the MODERATORS

The MODERATOR performs the following tasks and all associated activities:

- Preparing and organising the potential analysis in advance,
- Moderating the event,
- Acting as a contact partner for the KICK-STARTERS,
- Acting as a contact partner for the TALENT SCOUTS.

The tasks of the MODERATORS

You will receive a set of *moderation instructions* that are written specifically for every different task. These task-specific instructions are designed to make your work easier and ensure you do not forget any important details. They are also intended to prepare the KICK-STARTERS for the tasks as well as possible, and allow them to briefly reflect on their performance afterwards in the plenary session. As a teacher, you are well acquainted with the requirements of moderation. If you pass

this task on to other people, you should ensure that they are also experienced in moderation techniques.

Quick refresher games called ‘energisers’ will take place towards the end of the breaks.

The ‘Fruit salad’ game is a popular choice to combat the afternoon slump.

Tip: Also include the TALENT SCOUTS!

To ensure the potential analysis is carried out according to plan – even if one of the TALENT SCOUTS or MODERATORS is unexpectedly absent/unable to attend for any reason, it is advisable to plan for a STAND-IN and prepare them for this task as a precautionary measure. This person should then be ready to step in immediately if needed.

STAND-INS – to compensate for unexpected absences

2.3 The roles and activities of the TALENT SCOUTS

The TALENT SCOUTS have a *key role* to play in the potential analysis. When looking for suitable TALENT SCOUTS, it is helpful to know what functions they will be taking on: observation and feedback.

Roles of the TALENT SCOUTS: Behavioural observations and feedback

The *main responsibility* of the TALENT SCOUTS is specifically to observe behaviour. But despite their role being so central, they should also remain out of sight as far as possible so the KICK-STARTERS are not influenced by their awareness of being observed. Experience has shown that the observation situation can cause the KICK-STARTERS to feel self-conscious to begin with. That said, the KICK-STARTERS can definitely look for clues to find out which TALENT SCOUT is currently observing them.

TALENT SCOUT remains “invisible”.

The allocation of TALENT SCOUTS to KICK-STARTERS changes during the potential analysis so that every KICK-STARTER is observed by various different TALENT SCOUTS. Even then, the observation ratio of 1:3 remains the same for every task.

Rotation of TALENT SCOUTS and KICK-STARTERS based on the allocation plan

There are two key reasons for rotating the TALENT SCOUTS in this way. Firstly, it helps to prevent observation-related influences that could stop the behavioural observation from being carried out objectively. Secondly, the TALENT SCOUTS can – and, in fact, have to – share their observations with each other. At the TALENT SCOUTS’ conference, they collate their findings on the individual KICK-STARTERS and discuss them as a group.

Tip:

For every task, define in advance which TALENT SCOUT will be observing which KICK-STARTER. Thanks to the ↗ *allocation plan*, this task could not be easier. Simply download the table in one of two different forms: for either 18 or 12 KICK-STARTERS and 6 or 4 TALENT SCOUTS. If you have 24 participants, simply form 2 groups of 12 KICK-STARTERS and 4 TALENT SCOUTS who are not mixed.



Feedback for the KICK-STARTER at the end of the potential analysis

The TALENT SCOUTS are also responsible for feeding the test results and behavioural observations back to the KICK-STARTERS. At the end of the session, every talent scout delivers *personal feedback sessions* to three KICK-STARTERS each. The TALENT SCOUT has observed every KICK-STARTER with whom they carry out a feedback session at least once on a task. The feedback provided is therefore also based on the notes taken by the other talent scouts and communication with them over the course of the conference (↗ Chapter 2.2.2).

2.4 Overview of the KICK-STARTERS' tasks

The entrepreneurial talent of the KICK-STARTERS is recognised through targeted behavioural observations while they are working on the tasks. See below for a complete overview of the different tasks involved in the potential analysis along with the titles and content of all tests and tasks undertaken by the KICK-STARTERS.

Which tasks have to be completed?

Tasks	Explanations
Let's kick things off! Learning about and evaluating one's own entrepreneurial talent	The KICK-STARTERS introduce themselves and evaluate their own entrepreneurial potential. The topic of founding a company is introduced.
Personality test: Where do your entrepreneurial talents lie?	The standardised F-DUPn test is used to diagnose the KICK-STARTERS' entrepreneurial-related personality traits with the help of a computer. <i>(optional)</i>
<i>Kick-starters knowledge test: How good is your specialised knowledge?</i>	Start-up-related economic and business law expertise is tested in a multiple-choice test. The <i>Kick-starter knowledge test</i> covers the start-up situation on one hand, and how to run a company on the other.

Standardised tests at the start of or before the potential analysis

Tasks	Explanations
The entrepreneur rally	The KICK-STARTERS work on various tasks at three different stations.
Station 1: Factors for entrepreneurial success	The KICK-STARTERS discuss which factors determine the success or failure of entrepreneurs. They should come up with their own standpoint and present this with appropriate arguments.
Station 2: Tower building	The aim here is to build a stable tower with just a few materials. To develop a common solution to the problem, the KICK-STARTERS have to work as a team.
Station 3: Demonstrate your sales talent!	Everyone's sales talent is put to the test: randomly distributed products have to be touted to the rest of the group to try and generate sales.
Unleash your creativity! – The business idea	Anyone who wants to set up a business has to have an exciting new idea. The KICK-STARTERS are therefore tasked with coining ideas of their own. They work in a 6-person team of entrepreneurs and select the best idea, which they then develop further in start-up-related tasks.
It's the customer – not the founder – who has to like the product! – Customer analysis	There must be a strong demand for every new product if a company is to be successful. For this reason, the KICK-STARTERS investigate their potential customers who make up one side of the market.
If I don't lose, then no one else can win! – The competitor analysis	Every company has to face up to their competition on the market. For this reason, the KICK-STARTERS have to identify their potential competitors – the other side of the market. They investigate their two main competitors and develop ideas and strategies on how to deal with them.
We have to drive the market instead of letting the market drive us! – The marketing mix	Companies have to focus their activities towards the market. To this end, the KICK-STARTERS have to address the four fields of the marketing mix. They then select two of these fields and deal with them in more detail.
No return without investment! – Finding capital	This involves analysing the various types of financing and means of procuring capital. In doing so, the KICK-STARTERS can make an informed decision on which financing option is the most suitable for the team of entrepreneurs and the business model.
Take your only shot! – The elevator pitch	The KICK-STARTERS present their business idea as convincingly as possible in just 5 minutes. The audience is made up of potential investors, played by the other KICK-STARTERS. (<i>Not observed</i>)

Starting off with the start-up-related tasks

Conclusion of the start-up-related tasks

Tasks	Explanations
Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing? – The talk show	The KICK-STARTERS take on defined roles as part of a talk show. They discuss whether the basic conditions for entrepreneurs in Germany are favourable or unfavourable. The latest facts on the overall start-up climate are provided as a basis.
Feedback discussions	The TALENT SCOUTS provide every KICK-STARTER with feedback on the signs of entrepreneurial potential they have displayed based on their tests and behaviour. TALENT SCOUTS and KICK-STARTERS work together on an individual support plan.
Interviewing founders...	The KICK-STARTERS take advantage of the entrepreneurs' experience and ask them specific questions. <i>(optional, is not observed)</i>
KICK-STARTERS' closing circle	The closing circle for MODERATORS and KICK-STARTERS takes place at the end of each day without the TALENT SCOUTS. The aim of this is to discuss the day and establish a snapshot of the overall atmosphere.

These tasks make up the *Kick-starters' complete package*. With the exception of the few optional components, this has to be completed in its entirety. All tasks are coordinated in terms of the methods required to complete them. Similarly, the start-up related tasks all build upon each other. This is why it makes sense to complete the tasks in sequence rather than in isolation. In fact, it would actually be irresponsible to attempt to diagnose entrepreneurial potential in terms of personality and professional capabilities and provide the resulting feedback to the KICK-STARTERS on this basis.

The profile check is a complete package

Strength-based individual feedback

The only *optional tasks* are – either in whole or in part:

- (1) **Getting to know each other**
- (2) **Where do your entrepreneurial talents lie?**
- (3) **Interviewing founders**

Optional components for *Kick-starters*

These can therefore be carried out at a different time to the potential analysis, either in advance or retrospectively.



Figure 12: The tasks in the *Kick-starters* potential analysis

(1) Let's kick things off! Getting to know each other and self-assessment

If the KICK-STARTERS already know each other, then this task can be cut short. The initial welcome phase is indispensable, however, as this is where the potential analysis and sequence of events are communicated, as well as the code of conduct. It is also during this phase that an initial introduction to the topic is provided. In addition, the KICK-STARTERS are asked to assess their own, individual strengths at this point to get them thinking about their talents and competences.

The introductions and self-assessments are compulsory; getting to know each other is optional

(2) Where do your entrepreneurial talents lie?

The F-DUPn test is used for this task. This standardised test is subject to a charge. It is incredibly useful for diagnosing entrepreneurial talents, but it is not absolutely necessary for the success of what is essentially a simulation-oriented potential analysis. It does, however, complete the picture for each individual KICK-STARTER. On the one hand, it captures the characteristics of start-up-related personality traits, such as their general drive, resilience, tolerance for uncertainty, assertiveness, and risk propensity. This makes it the ideal complement to the purely cognitive *Kick-starters knowledge test* by incorporating non-cognitive facets of

Standardised personality test as a contributor to the methods mix

competence. On the other hand, the KICK-STARTERS perform self-assessments, which serve to enhance the diagnosis of entrepreneurial potential by including another tool for analysis. *Kick-starters – The profile check for entrepreneurial talent* is based on an overall combination of methods comprising a behavioural observation, self-assessments, and a proficiency test.

In particular, the test results can be included in the TALENT SCOUTS’ conference for interpreting the behavioural observations. This is why we recommend using the test. It can be downloaded from the following address: <http://testcenter.innovate.de/index.pl/f-dup>. If necessary, special conditions can be negotiated for use in schools. You may even be able to find a sponsor to cover the costs for you. As long as the licensing fees do not pose an insurmountable obstacle, then you should definitely use the test!

(3) Interviewing founders

This expert discussion is optional, as it does not involve observation of the KICK-STARTERS’ behaviour. Nevertheless, experience has shown that the KICK-STARTERS really appreciate the opportunity to meet the entrepreneurs and enjoy the motivational experience. And this is, after all, one of the objectives of the *Kick-starters*: encouragement through better self-awareness of their achievements and the potential they have invested. This is why, despite being optional, this component is still recommended.

Encouragement
through observa-
tional learning
‘modeling’

Notes:

.....

.....

.....

.....

.....



2.5 TALENT SCOUT meetings and tasks *after* the observation

The TALENT SCOUTS' time and activities are very carefully structured and specified in advance. The ↗ *allocation plan* defines when they are observing the KICK-STARTERS. What's more, the ↗ *observation sheet* specifies what they should be looking out for and making a note of. They have virtually no freedom of movement in terms of the personal structure of their role, although they perform their key function with the utmost professionalism. This is due to the need for the observation of behaviour in a targeted and objective manner. Furthermore, the detailed specifications provide both guidance within the complex environment and an efficient coordination of manpower. Any ambiguity must be avoided or eliminated in order to ensure the process runs smoothly. This also applies to the evaluation conference, which could otherwise be very time-consuming. For this reason, all TALENT SCOUTS have to be briefed in the same way, and the systematic process is defined below in detail.

Structure and guidelines ensure focus and efficiency



Figure 13: The activities of the TALENT SCOUTS

The MODERATOR must insist on the specifications being upheld and, if necessary, demand this repeatedly and firmly. These should therefore be presented in detail and explained in a comprehensible manner in the previous observation training.

2.5.1 The get-together at the end of the day

At the end of the day, a short (maximum 30-minute) meeting for the TALENT SCOUTS – known as the *get together* – has proven successful. This is where the experiences of the day can be reflected upon, problems can be discussed, tips can be exchanged, and any organisational questions can be clarified. There is rarely any time for any of this while the tasks are in progress, as the TALENT SCOUTS are virtually always working. In addition, the TALENT SCOUTS should behave as inconspicuously as possible, not to mention the fact that they should remain silent throughout the tasks.

Tip:

Start the get together with rounding off the day's work. In this way you can ensure that each TALENT SCOUT can bring up positive and negative aspects of the day, without the comments from others.

It is important to set a time limit for this *get together* to ensure an efficient exchange of information and so as not to expect too much of the TALENT SCOUTS, who already have a lot of work to do. A further function of the *get together* is to round off the day's work as a talent scout from a mental perspective. As the

observation activity calls for the TALENT SCOUTS' constant attention, it is important for them to be able to 'switch off' at the end. The role of the observer should therefore not be resumed after the *get together*. What's more, there should be no observations carried out when the KICK-STARTERS are not working on tasks. Remember this – the pupils are sure to thank you for it.

The MODERATOR does not take part in this *get together*, as this is the time for him to moderate the daily closing circle with the KICK-STARTERS.

2.5.2 What to expect from the evaluation conference

The six TALENT SCOUTS split into two groups of three. The ↗ *allocation plan* determines who goes together. Both groups evaluate the observations of nine KICK-STARTERS each. Each TALENT SCOUT takes on the individual feedback for three KICK-STARTERS. Details on which KICK-STARTERS are assigned to whom can also be found in the ↗ *allocation plan*.

Before the TALENT SCOUTS start the conference, the following *preparations* have to be made.

- *Collation and sorting of all observation sheets for each KICK-STARTER:* This step is necessary, as the KICK-STARTERS have been observed by different TALENT SCOUTS throughout the entire potential analysis.
- *Assignment of test results:* The evaluations of the F-DUPn tests and the *Kick-starter knowledge test* are assigned to each KICK-STARTER.

If these preparations have been made, then the quantitative *analysis* takes place using the prepared ↗ *evaluation table*. The observed manifestations of each trait (very strong to weak) are recorded for each task. If the manifestation is *very strong*, then a 4 is entered, a *strong* manifestation gets a 3, an *average* manifes-

Organisation:
Using the allocation plan as a basis



Preparatory activities

Conference order of events

Preparation:

1. Check observation sheets for completeness.
2. Sort observation sheets.
3. Assign the results of the F-DUP and *Kick-starter knowledge test*.
4. Enter the individual values for the manifestations into the evaluation table.

Evaluation for each KICK-STARTER:

5. Select the three requirement dimensions with the highest overall values.
6. Use the evaluations of the F-DUP and *Kick-starter knowledge test*.
7. Discuss the results in the groups of three.
8. Create a feedback form.
9. Use the guidelines for the feedback session and make notes.

tation a 2, and a *weak* manifestation a 1. If a particular manifestation could *not be observed*, it is noted as a 0. This takes place for the two requirement dimensions for each task.

The *evaluation table* determines the average manifestation value. Based on the strengths orientation, the feedback provided for the KICK-STARTERS and the feedback form includes a selection of the three requirement dimensions with the best results, i.e. the strongest manifestations.

It is important to ensure that the ‘Application of specialist terminology’ dimension is not included in this selection. Nevertheless, the

corresponding behavioural observations are not invalid, and can be used and fed back by the TALENT SCOUTS in the feedback session. The results can also be incorporated into the individual text of the feedback sheet.

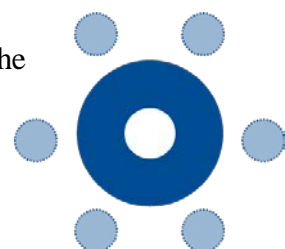
The next step calls upon the results of the optional F-DUPn tests. A personal evaluation is available for each KICK-STARTER. The first page provides an overview of the results, with detailed explanations included on the subsequent pages. The TALENT SCOUTS discuss the evaluation of the individual KICK-STARTER, using the following questions in particular:

- Does the test value confirm the behavioural observations regarding the personality dimensions?
- Are there any prominent categories that should be mentioned in the individual text field of the feedback sheet?

Execution:
Using the
evaluation table



Using the results
of the optional
F-DUPn



Any observations that go beyond the standardised requirement dimensions should also be considered. *Key questions* in this respect could include:

- Has the KICK-STARTER demonstrated any particular skills?
- Were there any situations within the group where they stood out in a particular way?
- Did the TALENT SCOUTS notice anything particularly positive?

Quantitative plus qualitative evaluation

If necessary, you can also use these results for the feedback session and/or the written feedback using the ↗ *feedback sheet*, which includes a test box for precisely this purpose. In this way, a *qualitative* evaluation is carried out in addition to the *quantitative* evaluation. This text box can also be used to record any outstanding results from the personality test.

The TALENT SCOUTS should be made explicitly aware that there is a strict maximum time limit of 20 minutes for each KICK-STARTER. When there are nine KICK-STARTERS to discuss, it can be difficult to dedicate the same amount of time and energy to each one.

20 minutes per KICK-STARTER

Once all of the results have been evaluated and entered into the ↗ *evaluation table*, the ↗ *feedback form* can be created for the KICK-STARTERS. This is also per-

Fill out the feedback form



Conference rules

- Spend the same amount of time on each KICK-STARTER when evaluating the results! Recommendation: 20 minutes.
- Do not discuss the process during the evaluation – *this should have been determined in advance!*
- Prioritise the strengths of the KICK-STARTERS!

formed using the accompanying Excel file. Remember to change the name each time and save the file at the start of processing each one. Otherwise you might accidentally overwrite one with another. Once again, you will be presented with text modules that serve to help you create the feedback for the three strongest requirement dimensions. Check whether the wording is correct for each of the KICK-STARTERS and/or whether part of the de-

Personalise text modules, use the text box for special observations

scription might need to be removed or amended. The individual text can then be written. As the KICK-STARTERS can (and do) compare their feedback with each other, the same number of additional feedback points should be observed for each one. Three sentences have proven to be an acceptable amount in the past. Do not

forget to print out the feedback form so that you can remind yourself of the key details just before the feedback session the following day.

The results of the *Kick-starter* knowledge test are also taken into consideration at the conference. The feedback is created using an additional ↗ *feedback sheet*. There is also an Excel file to help with this, which includes ↗ *feedback modules* with amendable content. The classification of levels, however, is already specified and therefore must not be amended (↗ Chapter 3).

Feedback sheet for the knowledge test




 Der Profilcheck für unternehmerisches Talent		Success factors	Tower building	Sales talent	Business idea	Customer analysis	Competitor analysis	Marketing mix	Finding capital	Elevator pitch	Talk show
P1	Conscientiousness		X							X	
P2	Extroversion	X		X							
P3	Assertiveness		X			X					
P4	Problem solving			X	X						
C1	Analysing situations						X		X		
C2	Evaluating alternative courses of action				X			X			
C3	Analysing the combination of interests						X			X	
C4	Analysing, evaluating and developing cooperation							X			X
C5	Analysing markets					X		X			
C6	Analysing economic systems and structures	X									X

Figure 14: Requirements/tasks matrix with observation focal points

2.5.3 The structure of the feedback session

The feedback from the TALENT SCOUTS is particularly important for the KICK-STARTERS. They are under intense observation the whole time and have tried their best to show their full capabilities. This is why it is so important to prepare the best possible feedback.

The info box provides a brief summary of how the feedback session is structured. The KICK-STARTERS' self-assessment of their own capabilities can serve as an ideal introduction. Ask them what their favourite tasks are to make it easier to transition to their strengths. When asking for the reasons behind their self-

The feedback session

Time required: 20 minutes per KICK-STARTER

1. Self-assessment of capabilities

- Which tasks did you enjoy? Why did you enjoy them?
- Has anything changed for you during the potential analysis? What exactly?
- How would you rate your strengths compared to the start of the profile check?

2. Assessment by the TALENT SCOUTS

- Provide a brief explanation of the observation method.
- Point out the individual strengths.
- Explain the strengths/potential using the behaviours observed.

3. Highlighting support options

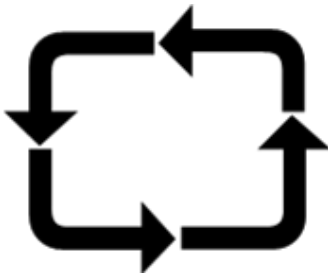
- Do you have any plans for the future?
- What concrete plans do you have?
- Do you have any insights/experiences you could share in this regard?

assessments, this can then lead into the main part of the conversation where the observation results are shared. List and explain the three dimensions that have been selected for the KICK-STARTER. The feedback modules also serve as wording suggestions. The feedback should be supported with examples from the behavioural observation. This also helps the KICK-STARTER to recognise how the feedback correlates with the concrete behaviours.

Key questions
provide focus

Providing individual
feedback

It is also important to explain the results of the optional F-DUPn as part of this discussion. However, you should not give the paper copy of the evaluation to the KICK-STARTERS! The main reason for this is that the F-DUPn only represents a small part of *Kick-starters – the profile check for entrepreneurial talent* and therefore only has a limited impact on the overall result.



The result of the *Kick-starter* knowledge test should also be included in the feedback. The KICK-STARTER receives an additional feedback form containing this information. The prerequisite for this, however, is achieving a minimum of level I (↗ Chapter 3.5).

And last but not least, the individual text for each KICK-STARTER is then discussed.

It is also advisable to explain the feedback sheet itself so that the KICK-STARTERS can understand it and accept its contents. The following points are crucial in this regard: The printout is intended for the KICK-STARTERS' information only and not for job applications or similar. The results are determined based on the behaviour that the KICK-STARTERS have shown during the potential analysis. It only records what was actually observed. Finally, it is important to emphasise that *Kick-starters – the profile check for entrepreneurial talent* is merely a snapshot. The results of this potential analysis are intended to provide an opportunity to expand on the discovered potential by means of targeted follow-up support. It is also useful to point out here that different sectors – not to mention different sizes and types of companies – do not all call for the same type of entrepreneur.

Explaining the function and structure of the feedback sheet

The KICK-STARTERS should also include their self-assessment scale from *Let's kick things off!* from the start and *the closing circle during the feedback* in the discussion. Please feel free to refer back to this.

The entire discussion is based exclusively around the strengths of the KICK-STARTERS. If the KICK-STARTERS specifically ask about their weaknesses, you can prompt them to carry out a self-assessment. Any supposed shortcomings can be formulated as exploitable potential.

Strengths orientation

The next step is to discuss options for follow-up support. Provide the KICK-STARTER with details of potential contacts for them to develop their entrepreneurial potential. In addition to training institutes, some schools also offer activities for self-development and/or further development of economic and business law competence. Make the KICK-STARTERS aware that support options are available in many different places.

Highlight support options

Recommendations for further support:

- Promoting economic and business law expertise – for example, by participating in a business simulation
- Promoting activities as an entrepreneur/kick-starter – for example, setting up school enterprises, or taking part in entrepreneur competitions (such as business@school, JUNIOR, or the German Founder Prize), professional traineeships, and expert surveys
- Promoting creativity/inventiveness – for example: the Jugend forscht [Young researchers], Jugend testet [Young testers] project
- etc.

Notes:

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2.6 Time-based organisational options

Following on from this overview, the information below describes which time-based organisational options are ideal for carrying out *Kick-starters – the profile check for entrepreneurial talent*.

► Option 1

Ideas for recreational activities

- Climbing forest
- Bowling
- Walking tour
- Games night
- Go-karting
- Barbecue night
- etc.

Escape school life and take the KICK-STARTERS to an *activity centre* or something similar for a week. Leaving the learning environment of the school changes the entire atmosphere and the event loses the everyday school character to become something really quite different and special. There can also be a recreational programme to help with team building. This option has proven particularly popular with *Kick-starters* being tested while in summer schools. See below for a fully prepared weekly programme. You can use this as a basis to make your own plans.

Option 1:
Events outside the school

► Option 2

For this option, you stay *at school* and establish the entrepreneurial talent of your pupils as part of a project week, for example. This offers plenty of time for you to carry out the profile check. The same schedule can also be used for this – again, of course, adapted in detail to suit your time frame.

Option 2:
Project week at school

Short breaks take place between the group work phases and the presentations in the plenary sessions. They can also serve as time buffers if the KICK-STARTERS do not finish their task within the allotted time.

When planning your time, please be aware that the time required to complete the tasks may vary depending on the level of knowledge and ability of the KICK-STARTERS. With this in mind, be sure to adjust the above schedule accordingly. If this is the case, then you should always have suitable activities ready to fill any gaps. Do not forget the TALENT SCOUT conferences when adjusting the schedule.

Additional activities to keep quick KICK-STARTERS busy

Schedule for options 1 and 2: Summer school or project week

Monday

14:00–15:30	Let's kick things off! Discovering and self-assessing entrepreneurial talent
	<i>Break</i>
15:45–16:45	Personality test: Where do your entrepreneurial talents lie?
	<i>Break</i>
17:00–18:00	Kick-starters knowledge test: How good is your specialised knowledge?
18:30	<i>Dinner</i> <i>Evening programme</i>

Tuesday

07:30–08:00	<i>Breakfast</i>
08:00–08:15	<i>Welcome</i>
08:15–10:00	Entrepreneur rally: (1) Success factors, (2) Tower building and (3) Sales talent
	<i>Break</i>
10:15–11:15	Unleash your creativity! – The business idea
	<i>Break</i>
11:30–12:00	Presentation of business ideas
	<i>Lunch</i>
13:00–14:30	It's the customer – not the founder – who has to like the product! – Customer analysis
	<i>Break</i>
14:45–15:15	Presentation of the group work results
	<i>Break</i>
15:30–17:00	If I don't lose, then no one else can win! – The competitor analysis
	<i>Break</i>
17:15–17:45	Presentation of the group work results
17:45	KICK-STARTERS' closing circle TALENT SCOUTS' get together
18:30	<i>Dinner</i> <i>Evening programme</i>

Wednesday

07:30–08:00	<i>Breakfast</i>
08:00–08:15	<i>Welcome</i>
08:15–09:45	We have to drive the market instead of letting the market drive us! – The marketing mix
	<i>Break</i>
10:00–10:30	Presentation of the group work results
10:30–12:00	No return without investment! – Finding capital
	<i>Lunch</i>

13:00–13:30	Presentation of the group work results <i>Break</i>
13:45–14:45	Taking your only shot! – The elevator pitch (preparation) <i>Break</i>
15:00–15:45	Interviewing founders... (preparation)
15:00	TALENT SCOUTS' get together
16:00	KICK-STARTERS' closing circle
18:30	<i>Dinner</i> <i>Evening programme</i>

Thursday

07:30–08:00	<i>Breakfast</i>
08:00–08:15	<i>Welcome</i>
08:15–09:15	Taking your only shot! – The elevator pitch <i>Break</i>
09:30–10:45	Interviewing founders... <i>Break</i>
11:00–12:00	Preparing for the talk show <i>Lunch</i>
13:00–14:00	“Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?”
14:00–14:30	KICK-STARTERS' closing circle
14:00	TALENT SCOUTS evaluation conference <i>Recreational programme for the KICK-STARTERS</i>
18:30	<i>Dinner</i> <i>Evening programme</i>

Friday

07:30–08:00	<i>Breakfast</i>
08:00–09:00	<i>Vacating the accommodation</i>
09:00–09:15	<i>Welcome</i>
09:15–11:15	Feedback discussions <i>Break</i>
11:30–12:00	KICK-STARTERS and TALENT SCOUTS' closing circle <i>Lunch</i>
	Let's kick things off!

► Option 3

As resources are already scarce in schools (in terms of both time and personnel), you can also set up *Kick-starters – the profile check for entrepreneurial talent* as an *afternoon event* – for example, as a voluntary work group. You can even spread it out over a week. You will find a schedule below for this third option.

Option 3:
Afternoon school event

To minimise the amount of time required, this option does not include the two optional components: (1) Where do your entrepreneurial talents lie? (Test: F-DUPn) and (2) Interviewing entrepreneurs. This option also works on the basis that the pupils already know each other, meaning less time is required to get started than for the other options.

As in the previous options, short breaks take place between the group work phases and the presentations in the plenary sessions. They can also serve as time buffers if the KICK-STARTERS do not finish their task within the allotted time. If these breaks are not required, then the schedule can be streamlined accordingly. This means the afternoon event would then finish earlier accordingly.

Schedule for option 3: Afternoon school event (without optional programme elements)

Monday

14:00–15:00	Let's kick things off! Learning about and evaluating one's own entrepreneurial talent
	<i>Break</i>
15:15–16:15	Kick-starters knowledge test: How good is your specialised knowledge?
	<i>Break</i>
16:30–18:15	Entrepreneur rally: three stations
18:15	KICK-STARTERS' closing circle
	TALENT SCOUTS' get-together

Tuesday

14:00–15:00	Unleash your creativity! – The business idea
	<i>Break</i>
15:15–15:45	Presentation of business ideas
	<i>Break</i>
16:00–17:30	It's the customer – not the founder – who has to like the product! – Customer analysis
	<i>Break</i>
17:45–18:15	Presentation of the group work results
18:15	KICK-STARTERS' closing circle
	TALENT SCOUTS' get together

Wednesday

14:00–15:30	If I don't lose, then no one else can win! – The competitor analysis
	<i>Break</i>
15:45–16:15	Presentation of the group work results

	<i>Break</i>
16:30–18:00	We have to drive the market instead of letting the market drive us! – The marketing mix
	<i>Break</i>
18:15–18:45	Presentation of the group work results
18:45	KICK-STARTERS’ closing circle
	TALENT SCOUTS’ get together

Thursday

14:00–15:30	No return without investment! – Finding capital
	<i>Break</i>
15:45–16:15	Presentation of the group work results
	<i>Break</i>
16:30–17:30	Taking your only shot! – Elevator pitch preparation
	<i>Break</i>
17:45–18:45	Taking your only shot! – The elevator pitch
18:45	KICK-STARTERS’ closing circle
	TALENT SCOUTS’ get together

Friday

14:00–16:00	“Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?”
16:00	KICK-STARTERS’ closing circle
	TALENT SCOUTS evaluation conference

Following week

Approx. 2 hours	Feedback discussions
Approx. 1 hour	KICK-STARTERS and TALENT SCOUTS’ closing circle
	Let’s kick things off!

Weekly overview of the summer school/project week

Monday	Tuesday	Wednesday	Thursday	Friday
	Entrepreneur rally	Marketing mix	Elevator pitch	Evaluation
	Business idea	Procuring capital	Entrepreneur interview	Feedback discussions
Self assessment	Customer analysis	Elevator pitch preparation	Talk show	
Personality and knowledge test	Competitor analysis	Preparing for the founder interview	Talent scout conference	

2.7 Tips for efficient project management

Now you have a solid overview of the actors involved, the equipment you need, and the various different options available. This gives you all the preparation you need to plan and organise your *Kick-starters – the profile check for entrepreneurial talent* event. You will also find further useful and very detailed notes below, which apply regardless of which option you choose.

The following steps have been tried and tested:

(1) Approximately 6 months before starting:

You should definitely have started planning by this point, as this is a complex task. More specifically, you should inform the school head teacher as well as your colleagues about your project at an early stage, and have it approved so that it is already taken into account as part of your yearly or half-yearly planning. You should also have already decided on an option by this point. Please refer to the procedures in place at your school. If, for example, you introduce the *Kick-starter* concept at a staff meeting, you will probably already find yourself inundated with people wanting to get involved in this exciting, new event. If you choose to combine the event with a trip to an activity centre or another extra-curricular location, you are also responsible for obtaining offers and booking rooms in good time. Be sure to think about potential cancellation fees when doing so.

(2) Around 3 to 4 months before the process:

Your planning and preparation should definitely be more specific by this point. You will also already have some ideas about the people you would like to ask to be TALENT SCOUTS. You should ask them now, as soon as possible, whether they would be interested in taking part and commit them to their involvement. Ask colleagues, trainees, and even external parties such as entrepreneurs and students.

Invite the parents/guardians and children to an information event to provide them with more details about *Kick-starters* and convince them to take part in the potential analysis. Collect all of the signatures you need to get things started. If you are carrying out *Kick-starters – the profile check for entrepreneurial talent* at an activity centre, you should learn more about the region in order to develop the supplementary recreational programme.

Now let's kick things off!

Organisational tips to ensure success

Start in good time: 6 months before starting



Detailed planning takes place three months before

Tip:

Many cities offer start-up information centres, entrepreneur networks, or even universities with a start-up office. These institutions are sure to be helpful for you when trying to get contact with founders.

If you would like to give the KICK-STARTERS the opportunity to speak to an expert (*‘Interviewing founders’*), you should also get in contact with the founders at this point. Experience has shown that young entrepreneurs who are already involved in the start-up phase prove to be particularly inspirational to the KICK-STARTERS. If possible, it is advisable to invite two founders in case one cancels at short notice.

(3) Around 1 to 2 months before the process:

This is the time to schedule an appointment for the observation training for the TALENT SCOUTS. All key dates should be confirmed with the TALENT SCOUTS. It is also necessary to find a suitable location (for example, a room in a school) for the observation training. This should take place no earlier than *one month* before starting the *Kick-starters* event. Prepare the content of the training. Familiarise yourself with typical observation errors and biases. Clarify the observation principle and establish an overview of the content and methods involved in the tasks for the KICK-STARTERS. If necessary, send selected documents to the TALENT SCOUTS so that they can make a start on reading them.

One month to go:
Organise training
for the TALENT
SCOUTS

(4) Two weeks before starting:

This is the best time to train the TALENT SCOUTS. This time frame gives the participants enough time to prepare for their roles and activities. The insights learned from the training are still fresh before starting *Kick-starters* and are prevented from being forgotten. It is also at this time that the MODERATOR starts to prepare for the start of the event with the help of the moderation notes. Copies of all written documentation must be prepared and other materials collated. Furthermore, a fixed date and time can now be set for the potential analysis schedule, which is issued to all participants. To ensure that your efforts can be appreciated beyond just the school, remember to notify the local press and/or local radio station and make an appointment.

Arrange training
and materials
for the TALENT
SCOUTS

(5) 1 to 2 days before starting:

Now is the time for the final arrangements. You should also carefully check the rooms you'll be using as well as the written documents and other materials, and sort through them carefully. The best approach here is to focus on the roles of KICK-STARTERS, TALENT SCOUTS and MODERATOR, as well as your schedule.

Just before starting: check everything again

(6) 1 to 2 weeks after starting:

The potential analysis was a huge success! And it's all thanks to you! Perhaps you have thought of some room for improvement, which you could take into consideration the next time you run the event. You should therefore evaluate the feedback from the TALENT SCOUTS and KICK-STARTERS carefully. Make a note of the suggested improvements. This way, you will not have forgotten any valuable tips the next time you hold the event. It is also very important for the individual support plans for the KICK-STARTERS to be put into practice successfully at this stage.

What a success! What happens next?

To ensure you have not forgotten anything in the crucial phases of planning and preparation, the following chapters contain practical checklists and a complete list of materials. A quick overview is provided by a timeline that lists the organisational tasks in chronological order.

Forgotten anything? The checklists have you covered!

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Timeline of organisation and preparation for *Kick-starters*



6 to 9 months in advance	<ul style="list-style-type: none"> • Inform the school head teacher and colleagues and obtain approval • Include <i>Kick-starters</i> in the yearly and half-yearly planning • Define which option you are using • Clarify and book the venue for the event (if not based at school)
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3 to 5 months in advance	<ul style="list-style-type: none"> • Find TALENT SCOUTS and commit them to being involved • Invite pupils and their parents/guardians to information events • Complete the registration process/Obtain necessary signatures • Create the supporting programme (if not based at school) • Contact entrepreneurs for the expert discussion • Obtain a licence for the F-DUPn (if using)
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1 to 2 months in advance	<ul style="list-style-type: none"> • Prepare training course for the TALENT SCOUTS • Notify TALENT SCOUTS of the location, time and structure of the training • Send selected documents to the TALENT SCOUTS
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2 weeks before at the latest	<ul style="list-style-type: none"> • Train TALENT SCOUTS • Make copies/have copies made of all written documents • Provide and compile materials (↗ <i>materials list</i>) • Distribute framework schedule to participating pupils • Notify the regional newspaper and local radio station if applicable
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1 to 2 days in advance	<ul style="list-style-type: none"> • Check rooms (final check) • Check task materials and sort appropriately (↗ <i>task-related checklists</i>) • Hold final feedback session with school head teacher and colleagues
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1 to 2 weeks later	<ul style="list-style-type: none"> • ↗ Analyse the <i>evaluation sheets</i> for the KICK-STARTERS and TALENT SCOUTS • Hold evaluation discussions with TALENT SCOUTS • Write down any changes required for the next event • Start the individual support for the KICK-STARTERS
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2.8 Checklists for the MODERATOR and TALENT SCOUTS

M	Organisation and preparation	(1/3)
<p>Which offices and people have to be informed?</p> <ul style="list-style-type: none"> • School head teacher • Colleagues • etc. 		
<p>What is the ideal duration of the event/how long can it take?</p> <p>What is the best way for the <i>Kick-starter</i> event to be taken into consideration in the yearly planning?</p>		
<p>Which option has been chosen?</p> <ul style="list-style-type: none"> • Summer school or project week? • An afternoon event? 		
<p>Do any rooms or perhaps even an activity centre need to be reserved or booked?</p> <p>Has food been arranged for the KICK-STARTERS?</p>		
<p>Who can take on the role of a TALENT SCOUT? Is there any compensation?</p> <p>Let people know in good time!</p>		
<p>Does the F-DUPn have to be carried out?</p> <p>Has the licence already been applied for?</p>		
<p>How is the event to be financed?</p> <ul style="list-style-type: none"> • By finding sponsors? • By using school resources? • By charging to participate? 		

M

Organisation and preparation

(2/3)

<p>Are there any outstanding insurance-related questions?</p> <p>Is it necessary to obtain the prior consent of the parents/guardians?</p>	
<p>Has an information event been planned for the pupils and their parents/guardians?</p> <p>Where is the best place to post announcements?</p>	
<p>Is there a supporting programme for the event?</p>	
<p>Should experts be invited?</p> <p>Are there any (well-known) local entrepreneurs? Perhaps even one of the former pupils?</p>	
<p>When should the training course be held for the TALENT SCOUTS? Start and end?</p> <p>Where would be the best place to carry this out?</p>	
<p>Who delivers the training for the TALENT SCOUTS?</p> <p>Have the necessary documents already been copied?</p>	
<p>Have the arrangements been made for stand-in cover?</p>	

M	Organisation and preparation	(3/3)
<p>Have you notified the regional press?</p>		
<p>Are computer rooms available for you to use? Is it necessary to make a reservation? Who is responsible?</p> <p>Are certain web pages blocked? What are the alternatives?</p>		
<p>Are all materials available for the MODERATOR, TALENT SCOUTS and KICK-STARTERS?</p>		
<p>Have all colleagues and caretakers been informed about the upcoming event?</p>		
<p>Miscellaneous:</p>		

M	Process	(1/2)
<p>Have the guests been informed?</p> <p>Are there any coordination requirements?</p> <ul style="list-style-type: none"> • Experts, • Entrepreneurs, • Press, • etc. 		
<p>Is the structure of the event clear?</p> <p>Is the schedule hung up somewhere clearly?</p>		
<p>Are the rooms divided up and labelled appropriately?</p> <p>Are the room signs in use?</p>		
<p>Are name tags provided for the KICK-STARTERS, TALENT SCOUTS, MODERATOR and guests?</p>		
<p>Is there a projector and a screen or some other way of showing the film sequences?</p>		
<p>Have all written documents been printed out in enough copies?</p> <ul style="list-style-type: none"> • For the KICK-STARTERS? • For the TALENT SCOUTS? 		

M	Process	(2/2)
	Are there enough materials , such as pens, sticky dots, and pins?	
	Are there options available for gathering the work results, such as partition walls ?	
	Are the individual phases of the event to be evaluated by the KICK-STARTERS? Which documents and materials are required for this?	
	Are there any additional activities and/or games/sports equipment available for the KICK-STARTERS in the event of any gaps? Should “energiser” tasks be undertaken?	
	Miscellaneous:	

T

Execution

Is there a programme at hand for an overview of the overall process?	
Do I have a written copy of the allocation plan ? Is the assignment of TALENT SCOUTS to KICK-STARTERS clear?	
Which room is to be used by the KICK-STARTERS while working on the tasks?	
Are all observation sheets available? Is the form properly assigned to the correct task?	
Is the structure of the tasks for the KICK-STARTERS to complete clear?	
Are the observation focal points clear?	
Which particular behaviour should be observed on the individual tasks?	
Is there a stable writing surface available, such as a clipboard?	
Is there a pencil and rubber available?	
Miscellaneous:	

M

Follow-up work

<p>Has a final discussion been scheduled with the TALENT SCOUTS? Where is this supposed to take place? Is the room reserved?</p>	
<p>How is it the KICK-STARTER feedback going to be put to good use? In which round can the results be discussed?</p>	
<p>Which necessary changes are highlighted in the evaluation of the participants for further events? Has a final discussion been planned with the school head teacher?</p>	
<p>Where are the letters to the future kept safe? When do the letters get sent?</p>	
<p>Miscellaneous:</p>	

2.9 Materials list for performing the *Kick-starters* potential analysis

M

Materials requirements for 18 KICK-STARTERS



- 5x ↗ room labels (Kick-starter room, start-up workshop, etc.)
- Name badges for the MODERATOR, TALENT SCOUTS and KICK-STARTERS
- Name badge for the discussion leader, Station 1: Entrepreneur rally
- 6 clipboards (1 per TALENT SCOUT)
- 6 pencils with rubber (1 per TALENT SCOUT)
- ↗ *Kick-starter knowledge test* (18 test sheets, 18 answer sheets)
- ↗ Evaluation template for the *Kick-starter knowledge test*
- ↗ Task overviews for the TALENT SCOUTS (1 A4 page each)
- ↗ Observation sheets for the TALENT SCOUTS (2 A4 pages each)
- ↗ Task sheets for the KICK-STARTERS (1–4 pages depending on the task)
- ↗ 6 evaluation sheets for the TALENT SCOUTS (2 pages)
- ↗ 18 evaluation sheets for the KICK-STARTERS (2 pages)
- 1 clock (for example – a small alarm clock or stopwatch)
- Chalk
- PCs
- 1 projector in the Kick-starter room
- 1 large envelope with 14 product photos
- 1 roll of transparent tape, width: 19 mm
- At least 3 rulers, length: 30 cm (at least 1 per group)
- 3 yardsticks
- At least 4 noticeboards covered with paper on both sides (1 per room)
- At least 8 sheets of noticeboard paper (110x140 cm)
- Drawing pins (per group)
- At least 3 pairs of scissors (1 per group)
- At least 3 rubbers (1 per group)

<input type="checkbox"/>	At least 3 glue sticks (1 per group)
<input type="checkbox"/>	> 100 adhesive dots, including 20 of a different colour
<input type="checkbox"/>	18 ballpoint pens
<input type="checkbox"/>	18 highlighters
<input type="checkbox"/>	18 permanent markers (black)
<input type="checkbox"/>	18 pencils
<input type="checkbox"/>	3 packets of coloured pencils (1 per group)
<input type="checkbox"/>	3 packets of felt pens (1 per group)
<input type="checkbox"/>	Photo paper: various colours
<input type="checkbox"/>	Presentation cards (at least 300)
<input type="checkbox"/>	Paper: lined or squared (approx. 20 sheets per KICK-STARTER)
<input type="checkbox"/>	Paper: blank (100 sheets)
<input type="checkbox"/>	25 envelopes, size: C5/6
<input type="checkbox"/>	↗ Play money: 18 x €50, 36 x €200, 18 x €100
<input type="checkbox"/>	Games for the breaks
<input type="checkbox"/>	“Speaker’s stone”
<input type="checkbox"/>	18 marbles
<input type="checkbox"/>	3 containers
<input type="checkbox"/>	1 plastic cup (0.2 l)
<input type="checkbox"/>	3 x 6 (or 7) ↗ name badges for the roles in the talk show
<input type="checkbox"/>	Start-up monitor: print edition (18x) or file
<input type="checkbox"/>	At least 3 copies of an economics dictionary
<input type="checkbox"/>	etc.

Notes:



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Chapter 3

Kick-starters knowledge test: Knowledge as a base for competence

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3.1 Excellent reasons for a *Kick-starters* knowledge test!

To successfully found and manage a company, *expertise in economics and commercial law* is required, alongside winning personality traits. An important reason for this is that several fundamental decisions need to be made right at the start, for example with regard to location and legal form. These guiding decisions require competent and informed entrepreneurs. When a business is up and running, more difficult decisions will have to be made, relating to aspects such as marketing, for example. The economic consequences of these decisions will ultimately account for the overall success or failure of the entrepreneurial venture. Therefore, investors place great value on a well-founded, consistent and realistic business plan. To draw one of these up, company founders require expertise in economics and commercial law. In addition to this, they have to understand effective *specialist terminology* and be proficient in using it rather than simply reeling off empty phrases without knowing what they mean. In-depth specialist expertise is therefore extremely important when it comes to implementing business ideas in practice, although it is not enough on its own. Without this type of knowledge, young entrepreneurs could still fail despite a very promising business idea because they make business mistakes that are relatively easy to avoid.

Entrepreneurs need personality and specialised knowledge

Another important reason is that competences are *knowledge-based*. Intelligence researchers refer to subject-specific knowledge (specialist knowledge, expertise) as *crystallised intelligence*. Explicit knowledge about the realities of economics and business is known as *declarative knowledge*. It is an essential requirement for competently assessing and dealing with real life. Qualified KICK-STARTERS therefore require knowledge on business and legal matters, facts and how they are related. Having said that, it is not enough because *procedural* knowledge is also needed to put this expertise into practice. Otherwise, it would deal with *inert* knowledge. This type of knowledge may be reproduced correctly, for example in exams, yet it is not used to solve specific problems, although it would be appropriate, helpful and even essential.

Competences are knowledge-based

The participants' levels of existing knowledge in the fields of economics and commercial law, as well as their proficiency in terminology, is assessed by the *Kick-starters* knowledge test at the very beginning of the potential analysis. In the

Knowledge test checks the existing knowledge of the KICK-STARTERS

following company-founding tasks of *Kick-starters – The profile check for entrepreneurial talent*, it can then be observed, whether and how this expertise and specialist vocabulary is used by the KICK-STARTERS. The TALENT SCOUTS can subsequently also determine whether the knowledge is *inert* when comparing test and observational results. In any case, this requires a thorough detailed analysis, which may be an option at least. Only a *summary* of the test result is mandatory for the feedback at the end of the potential analysis.

3.2 The range of topics and aspiration level of the test: a real challenge for all KICK-STARTERS!

Kick-starters – the profile check for entrepreneurial talent has initially been designed for schoolchildren from 16 years old who attend general-education or vocational schools. The potential analysis can also be carried out with target groups who are young adults. The existing knowledge of the KICK-STARTERS may differ due to the varying ages of the participants but also their different educational backgrounds. This also applies to experiences in business, companies and careers. The *Kick-starters knowledge test* is designed in such a way that these differences in knowledge are diagnosed.

The test is a sufficient level of difficulty

The *items* of the *Kick-starters knowledge test* refer to founding a company on the one hand, and managing a company on the other. Company founders and owners must meet a variety of challenges. Therefore, the test covers a very broad spectrum of business issues. It essentially contains questions relating to the business topic areas of finance, business creation, marketing, HR and accounting as well as questions on company law and contract law. In addition, individual relevant topics from economics will be asked.

Business Administration, Economics and business law as test content

The very broad range of topics in the knowledge test will probably result in the participants not answering all the questions correctly. Gaps in knowledge must be expected for almost all KICK-STARTERS. However, it is insightful to see the level of each individual's existing knowledge. A detailed assessment of the results allows an insight into which knowledge areas a KICK-STARTER has 'potential to improve' in and which areas he is already 'well-prepared' in because he has extensive or outstanding existing knowledge.

3.3 Considered structure and simple use

The *Kick-starters knowledge test* is made up of two parts:

- (1) The ↗ *test sheet* contains the questions (= items).
- (2) The answers will be written on a separate ↗ *answer sheet*.

This has two advantages: The test sheet can be used again as long as no notes have been written on it and the test is marked quickly using a ↗ *template*. This can also be found in the handbook – straight after the answer sheet.

The test comprises 46 items. To motivate the KICK-STARTERS and to improve the transparency, these are ‘covered’ in a narrative framework. To efficiently carry out the test, a *multiple-choice test* format is used. This requires less than 45 minutes. Each item has *five possible answers*, only one of which is the correct answer. The fifth alternative answer e is the same for all items:

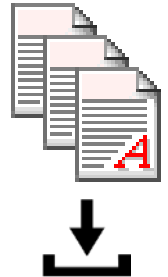
“None of the answers listed are correct.”

3.4 Completing the *Kick-starters knowledge test*

The *Kick-starters knowledge test* determines the professional *prior knowledge* of the KICK-STARTERS. That is why it is carried out right at the start of the potential analysis. It does not require any revision of the contents, for example from prior economics lessons. However, this is not ruled out and can be beneficial in achieving a better test result. What matters is that the test can be set for target groups *without* as well as *with* prior economics teaching.

The *Kick-starters knowledge test* can also be carried out in advance, such as a week before the compact potential analysis, if this works better for personal or organisational reasons. It is possible that the test is set for a selection of schoolchildren who are recommended by the teachers for participation in an Entrepreneurship Summer School. Alternatively, the organiser selects the participants from the submitted applications based on, among other things, the test results. In this event, the test leaders must share the previously achieved test results to the MODERATOR of the potential analysis so that this can be included in the conference of the TALENT SCOUTS and in feedback given to the KICK-STARTERS.

Test sheet, answer sheet, template



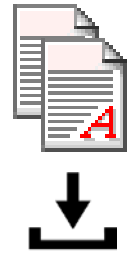
Test scope, test length, efficiency

Test at the beginning of the potential analysis

It is possible to test in advance and can even be used to select participants

The KICK-STARTERS receive two documents when carrying out the test:

- (1) The ↗ *test sheet* (stapled or bound) and
- (2) The ↗ *answer sheet* (stapled or bound).



A calculator is permitted as the only *tool*. The test sheet may be printed *on both sides*. The answer sheet should be printed *on one side* because it will be easier to mark.

The *test sheet* contains – on the cover sheet – all instructions that are required for answering the questions. They should be read out by the MODERATOR. To ensure the test proceeds without a hitch, any existing issues must be clarified before the test begins, if necessary.

Read out the instructions for the test and for completing the test

As part of the test instruction, it should be expressly emphasised that it is very unlikely that the KICK-STARTERS will answer all questions correctly. The KICK-STARTERS should therefore not feel concerned or daunted if they do not spontaneously know the answer to many questions or if they are also unsure whether the marked alternative answer is the correct one. They should see the test for what it is: a challenge for them to do their best!

Also, from experience it must be clearly explained that only one answer is correct and that this may also be the alternative “e) None of the answers listed are correct”.

The *answer sheet* contains – also on the cover sheet – instructions on how to correctly fill in and correct answers. This should also be read out by the MODERATOR. Examples of how the KICK-STARTERS correctly mark and simply correct answers should be indicated on the board or the whiteboard before the test begins.




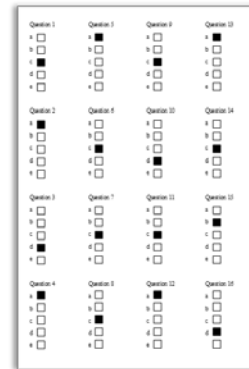
Once the instructions for filling out the tests have been fully explained and any questions regarding the process answered, the KICK-STARTERS are permitted to start the test. The recommended working time is 45 minutes. The *Kick-starters knowledge test* is only a performance test; it is not a speed test. Whereas there are always more tasks in a speed test than can generally be completed in the time

The test only begins after the MODERATOR announces it

available, all items of the *Kick-starters knowledge test* should be answered. Therefore, where necessary, the working time can also be extended.

3.5 Test assessment using a template and levels

You can quickly and easily assess the *Kick-starters knowledge test* with the help of the  template created. You can see the correct and incorrect answers straight away. For every correct answer, give a point. Incorrect answers are not awarded a point! Enter the amount of points for the relevant series of answers at the bottom of every page. Add these up at the end to get the total number of points.




Marking and classification

Assign the total number of points achieved (maximum 46 points) to one of four performance levels. They have been assigned using the data from the preliminary survey. Distinction between the following levels:

- Level 1: from 17 to 23 points
- Level 2: from 24 to 31 points
- Level 3: from 32 to 38 points
- Level 4: from 39 to 46 points



The  *feedback elements* for the four performance levels can be used as a basis for the content and language of the individual feedback given to the KICK-STARTERS.

Help wording feedback

Please consider these suggestions for wording as a tool that is intended to make your work easier. Please do not use the statements schematically. Check several times in each individual case whether these suggestions are actually appropriate before you use them for providing feedback to the KICK-STARTERS. For customised feedback, you must adapt the language of the suggestions in any case. If, for example, the result is bordering on the intervals, you should use nuanced language to express this.

Check and adapt the help with wording

As the potential analysis focuses on strengths, the suggestions for wording emphasise which level was shown. The above statements are not formulated in such a way as to confirm existing gaps in knowledge. They have more of a posi-

Feedback strengths rather than weaknesses – even at this point!

tive tone and are intended to further develop the future knowledge base of the participants – irrespective of which level KICK-STARTERS are at. When adapting what you say in the feedback session, you should keep this positive basic tenor at all times.

In the event of a total number of points below level 1 (up to 16 points), no feedback is given in the feedback session because this is strength-oriented. However, if a KICK-STARTER expressly asks for their test result, you should not sugar coat it in any way, since you would only be able to answer an average of 9 questions correctly by randomly selecting an alternative answer. Non-judgemental, yet unembellished feedback could be:

*“That did not play to your strengths. And in this meeting,
we want to concentrate on your strengths.”*



A group comparison is not intended as the strengths of each individual in the potential analysis should be given as general feedback and reported on an individual basis. Therefore, give the KICK-STARTERS no comparison values, average values or similar. For the small participant groups, whose composition is highly similar, this would also not be methodically allowed.

No group
standard! No
comparison!



Please note: The feedback is only for the end of the potential analysis!
Do not announce the test results to the KICK-STARTERS before this!
Also, please do not make any sweeping statements and suggestions!
Do not say anything to the requests of the KICK-STARTERS except:

*“Thank you for taking part! We will assess the results at the end!
I won't even know the results myself until then.”*



To do otherwise could have a significant impact on the behaviour of the KICK-STARTERS during the following tasks. It works best if the test is marked by a person who is not working as a TALENT SCOUT. If this is not possible, the TALENT SCOUTS should leave the answer sheet until the observation conference and not mark them until immediately beforehand, since knowledge of the test results could distort their perception and, as a result, harm the objectivity of the behavioural observations.

Announcement of
the results to the
TALENT SCOUTS
at the end of the
observation

3.6 Course of the *Kick-starter knowledge test*: The essentials at a glance

Before the potential analysis	During the potential analysis		End of the potential analysis
1. Preparing the test	2. Conducting the test	3. Assessing the answer sheet	4. Feedback of the test result
<ul style="list-style-type: none"> • Copy the correct number of test and answer sheets for the participants. Staple or bind them (plus extra copies) • Check the test and answer sheets for completeness • When reusing test sheets: check for notes, and if necessary, remove and replace • Reserve a quiet, undisturbed space for completing the test (with board or whiteboard) • Get several spare calculators ready 	<ul style="list-style-type: none"> • Read out the test instructions on the test sheet • Read out the instructions on the answer paper for filling out the test • Demonstrate how to mark and correct on the board/whiteboard • Answer questions on the test, resolve issues • Only tool: Calculator • Schedule sufficient working time: 45 minutes • Collect test and answer sheets • Check when collecting whether names have been written on the answer sheets 	<ul style="list-style-type: none"> • Preferably done by another person • If another person marks: do not announce to the TALENT SCOUT before the end of the behavioural observation • If TALENT SCOUT is marking: only after the end of the behavioural observation • Correctly align the template: check the item number • Calculate the total number of points • Classify the KICK-STARTERS into levels 1-4 	<ul style="list-style-type: none"> • As part of the individual feedback • Strength-oriented, not weakness-oriented • No prior statements on the test results • No group comparison • Check wording suggestion for suitability • Adapt wording suggestion for the purpose of individual feedback, if necessary • Compare knowledge with behavioural observations • If necessary, feedback the result of the comparison of the test result and behavioural observation

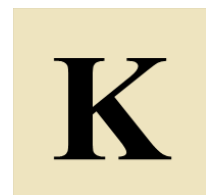
Chapter 4

Documents which you need for the potential analysis *kick-starter*

4.1	Let's kick things off! Discovering and self-assessing entrepreneurial talent	101
4.2	Entrepreneur rally: On your marks! Get set! Go!	104
4.3	Start-up tasks: From business idea to the pitch.....	120
4.4	Talk show: Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?	162
4.5	Interviewing founders – Information for the MODERATOR	182
4.6	Final rounds.....	184

This chapter explains exactly what the MODERATOR, TALENT SCOUTS and KICK-STARTERS have to do. You will find all the documents and materials you need to successfully carry out the potential analysis. These are organised as standard and clearly marked:

1. **Instructions for the MODERATOR** are marked with an **M**. The information to be observed for the task is written clearly and succinctly. Tailored checklists are provided to make life easier and ensure that nothing is left out so that the moderation process can run smoothly from start to finish!
2. **Tasks for the KICK-STARTER** are identified by a **K**; they must be available at least for the size of the group, or else for the number of participants. Keeping all paperwork in good order is crucial to ensuring the process runs smoothly.
3. **Task overview for TALENT SCOUTS:** This is identified by a **T** and is used for task-specific instructions. It starts with a short description of the task for the KICK-STARTERS. Above all, however, it provides an instant overview of the defined focal points for the observation.
4. **Observation sheet for the TALENT SCOUTS:** The behavioural observations are recorded on the front, with an assessment of how these manifest themselves on the back.



		Taking your only shot! – The elevator pitch		
		TALENT SCOUT: _____		
		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
back	Taking your only shot	front		
	The KICK-STARTER ...			
	P1 Consciousness	P1 Consciousness		
	P1 Consciousness			
C3 Analysing the combination of interests	C3 Analysing the combination of interests			
C3 Analysing the combination of interests				
Specialised terms	Specialised terms			
Specialised terms				
Notes: in particular				
<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points. • remarkable behaviours with regard to other requirement dimensions. • special occurrences. 				





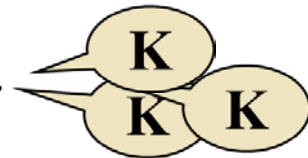
Task: Let's kick things off! Discovering and self-assessing entrepreneurial talent
Location: Kick-starter room (circle of chairs)
Duration: 90 minutes

The time has come to commence *Kick-starters – The profile check for entrepreneurial talent*. The first task contains four points. The KICK-STARTERS will not be observed.

1. Introduction round with personal statement

Following the **welcome** and sharing of practical information, signal the start of the **introduction round**. Each KICK-STARTER introduces themselves and continues with the following **statement**:

“I think that a successful founder is...”



Make a note of these statements on the noticeboard. Explain that the TALENT SCOUTS will be observing and how they will do this. Encourage the KICK-STARTERS to demonstrate their full capabilities in each task. No observations will be made during the breaks and free time.

2. Self-assessment of entrepreneurial talent

Distribute the ↗ *Scale question (Start)*. Each KICK-STARTER assesses their entrepreneurial talent on a scale of 1 to 10. Check when **collecting** the completed task sheets whether the KICK-STARTERS have written their names on them. The same question is posed again at the end of the profile check. Both values are compared in the feedback discussion.

3. Rules of conduct for a successful outcome

Rules of conduct are both essential and helpful for the potential analysis to proceed effectively and smoothly. Ask the KICK-STARTERS which rules of conduct should apply in this case. Write out all answers on presentation cards and attach to a noticeboard. Have rules ready yourself, such as the following:

- Always wear your name badge so it can be seen.
- Show your strengths.
- Do not continue working during the breaks because the TALENT SCOUTS will not be observing you.
- etc.



The rules of conduct should be kept clearly visible during the potential analysis.

4. Introduction to the topic “Founding a company”

The topic is introduced with a **brainstorming** session. Ask the question:

“What needs to be considered when forming a start-up?”

M

- Give the KICK-STARTERS 3–5 minutes to write on the presentation cards. *Rules:* Only use one bullet point per card and write on one side!
- The KICK-STARTERS take turns to pin their cards on the notice board and provide a brief explanation. *Rules:* Questions to clarify understanding are allowed; no criticism will be given. Cards with the same or similar points will be positioned close together. All cards should remain visible!
- **Follow-up questions:**

“Is there anything missing that must be taken into account when establishing a start-up?”

“Is there a card on the noticeboard that has nothing to do with a start-up?”

M

- Now request that the cards are put in **order** by asking:

“What do you have to do to form a start-up?”

M

This brainstorming session will indicate which tasks will be dealt with during the potential analysis. For this reason, wait until this point to share the **weekly overview** and provide an overview of the coming days.

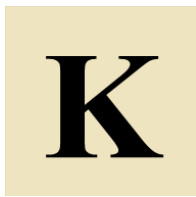
What's next?

After a short break, the **personality test** to diagnose entrepreneurial potential (F-DUPn) and the ↗ **Kick-starters knowledge test** will take place. If this has already been completed in advance, the ↗ **entrepreneur rally** will continue in the group rooms.

Materials checklist for the “Discovery” session:

- ↗ Scale question (Start) for the number of participants
- 100 presentation cards
- 18 permanent markers
- 2 noticeboards
- Drawing pins





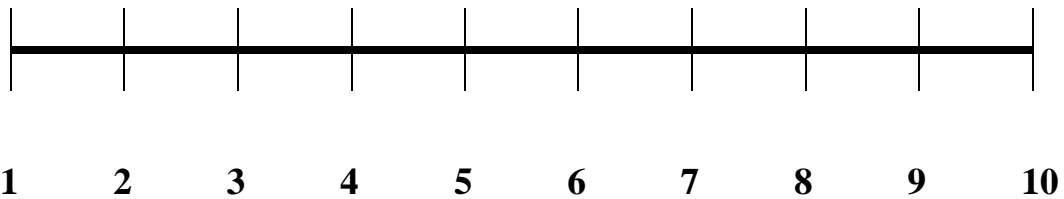
_____ (surname, first name)

Start

How do you rate your own



entrepreneurial talent?



Mark yourself on a scale from 1 to 10:

1 = I have nothing in common with an entrepreneur.

10 = I was born to be an entrepreneur.



Task: Entrepreneur rally: On your marks! Get set! Go!

Method: Station work (3 stations)

Duration: A total of 105 minutes; 30 minutes per station

The KICK-STARTERS work on different tasks at three stations:

- *Station 1:* Group discussion on ‘Factors for entrepreneurial success’
- *Station 2:* Group work on ‘Tower building’
- *Station 3:* Individual presentation for ‘Demonstrate your sales talent!’



The instructions for the station work are given in the KICK-STARTER room. It must be specific and precise so that the KICK-STARTERS know exactly when they need to go where. A total of 15 minutes has been scheduled for providing instructions and moving between the stations.

Your tasks:

1. Split the KICK-STARTERS into three **groups** (↗ *Allocation plan*).
2. Direct each group to the **station** they are to start from.
3. Explain the **rotation** between the rooms using a diagram (board, flip chart).
4. Give the following **instructions** before the groups go to their start station:
 - There are **work instructions** at the stations. They include all the information that is required to work on the tasks.
 - Each station lasts exactly **30 minutes**.
 - The KICK-STARTERS are expected to stay in the rooms until they receive the **start signal** for the next station.
 - The KICK-STARTERS should **change rooms** as quickly as possible and start working on the next task together.
5. After 30 minutes at each station, give the **signal** to move to the next station.
6. During the two room-changing times, together with the TALENT SCOUTS set up all the rooms again so that the next group have the same **starting conditions**. Get everything ready beforehand so that the changeover moves quickly.



Note on Station 2 – ‘Tower building’:

The result of the previous group must not be visible.

Station 1: Factors for entrepreneurial success

Talent atelier

The KICK-STARTERS discuss a controversial issue and also take their personal position. To manage this group discussion, an additional person is required as you are responsible for preparing and looking after all the stations. Preferably the REPLACEMENT TALENT SCOUT will take over this task.

The DISCUSSION LEADER receives specific instructions (➤ *Task material*). To be able to prepare, the discussion leader should receive these instructions a few days in advance.

The KICK-STARTERS do not receive any material. This is introduced by the discussion leader.

Set-up of the room: The tables and chairs are set out in a circle with seven places. Give the MODERATOR a clock so that they can easily keep an eye on the time.

Materials checklist for Station 1 ‘Success factors’:

- Presentation instructions for the DISCUSSION LEADER
- 1 clock (such as a small alarm clock)



Duration: 30 minutes

Station 2: Tower building

Entrepreneur workshop

The KICK-STARTERS build a tower that meets certain requirements using the materials available (➤ *Task material*).

Set-up of the room: Place two tables next to each other to create sufficient work space. Place the work instruction and materials on the table. After each run through, replace the equipment on the table. Make sure that the new group does not see the previous group’s tower.

Materials checklist for Station 2 ‘Tower building’:

- Task sheet for the KICK-STARTERS
- 1 pair of scissors
- 1 ruler: 30 cm
- 1 folding ruler
- 1 pen
- Paper for notes
- 3 x 20 sheets of DIN A4 paper
- 3 x one roll of sticky tape: 1-1.5 metres
- 1 beaker (plastic, 0.2 l, filled)



Duration: 30 minutes

Station 3: Demonstrate your sales talent!

Ideas studio

Each KICK-STARTER presents a product assigned to them as appealingly as possible to interest potential buyers. (↗ *Task material*)

For this station, a TALENT SCOUT will take over a small additional task: Once the KICK-STARTERS have read the work assignment, the talent scout will give the group an envelope with 14 images of different products (goods or service). Each KICK-STARTER takes a covered and therefore random image. The participants are allowed to swap the image once or take another covered image.

After the presentations, each KICK-STARTER receives €150 of play money (3 vouchers of €50). In this way, they can award a prize to the most convincing product presentation. They are allowed to share the total sum but can also award the complete amount to a single presentation – but not their own. At the end, the winner is the person with the biggest amount.

Steps: The group members put the notes in an envelope with the name of the winning KICK-STARTER written on it. It is a good idea to pass out the envelopes under the table.

Set-up of the room: Group table. Make sure that the envelope with the 14 images is filled again when the new group enters the room.

Materials checklist for Station 3 ‘Sales talent’:

- 1 stop watch (or a TALENT SCOUT takes note of the time)
- 1 large envelope with 14 images
- 3 x 6 = 18 notes (€50)
- 3 x 6 = 18 small envelopes (names written on them)



Tip 1: Laminate the images and the play money. The KICK-STARTERS therefore have something ‘solid’ in their hands for the presentation and you can use the materials again.

Tip 2: A small prize should be prepared for the winner.

Duration: 30 minutes

50 EUROS	50 EUROS
50 EUROS	50 EUROS
50 EUROS	50 EUROS
50 EUROS	50 EUROS
50 EUROS	50 EUROS

Please note: You need 54 notes of €50 each. Print an adequate amount of copies of this page.



**Task: Factors for entrepreneurial success
– Station 1 of the entrepreneur rally**

Method: Moderated group discussion

Duration: 30 minutes

The KICK-STARTERS discuss a controversial issue and take their personal position: Is entrepreneurial success down to the character of the entrepreneur who founded the company or the environment? During the discussion, the KICK-STARTERS should express their opinion, back up their viewpoint with arguments, but also take objections and other points of view into consideration. Finally, they should agree on a joint standpoint.

You lead the discussion. Provide a stimulus at the beginning and reinvigorate the discussion if it stalls. Take note of the time!

Jot down the **start** _____ and scheduled **end** _____.

Your tasks:

1. Welcome the KICK-STARTERS and share the task with them:

“I would like to welcome you to a discussion about entrepreneurship. The question up for debate is: Is the character of an entrepreneur the determining success factor or do predominantly external circumstances determine the success or failure of a company?”

In terms of how this will work: You will have 30 minutes to complete this task. Everyone shall have a turn to speak, share their opinion and put forward and discuss their argument. I will lead the discussion and take note of the time. Are you clear on the topic? Then I will begin with two opposing statements:

- *It is usually an individual's fault if they don't succeed!*
- *If the economic situation is bad, even the best don't succeed!*

Take your position on this issue and share your opinion! Who would like to start?”

2. Has the discussion stalled? Has everyone had a chance to speak and the room is silent?

Use the following prompts to reinvigorate the discussion:

- *Is it not the case that good entrepreneurs survive in difficult economic situations?*
- *Can anyone start up a company successfully during prosperous economic periods?*
- *What are the reasons behind an entrepreneur not succeeding despite good economic conditions?*
- *What exactly are favourable and unfavourable basic conditions for founders?*
- *There are tens of thousands of insolvencies in any macroeconomic situation. Why?*

3. Prompt the group after approx. 20-25 minutes to form a consensus.

“I would like to thank you for your contributions to the discussion. You have expressed different opinions. Now I would like you to come to a joint standpoint. Is the character of an entrepreneur the determining success factor or do predominantly external circumstances determine the success or failure of a company? Is there a consensus on this issue?”

T

Task: Factors for entrepreneurial success – Station 1 of the entrepreneur rally

Method: Moderated group discussion

Duration: 30 minutes

The KICK-STARTERS discuss a controversial issue and take their personal position: Is entrepreneurial success down to the character of the entrepreneur who founded the company or the environment?

During the discussion, the KICK-STARTERS should express their opinion, back up their viewpoint with arguments, but also take objections and other points of view into consideration. Finally, they should agree on a joint standpoint.

A CO-MODERATOR (= DISCUSSION LEADER) leads the discussion. They provide a stimulus at the beginning and reinvigorate the discussion if it stalls.

Observation focal points

		Those who are focused on...
P2	Extroversion	are active, take the initiative, are people-orientated, outgoing, sociable, talkative, candid, fond of discussion, easy to approach, open, receptive to suggestions. They seek the company of others, make social contacts, feel happy in a group situation, share their thoughts and feelings, and focus externally.
C6	Analysing economic systems and structures	can assess the relation of the market and state basic values based on the social-market economy. They assess beneficial and obstructive influences on business success and the start-up activity, which are derived from external basic conditions, such as society, culture, economy and legal systems.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- opens the discussion, is the first to answer questions, participates without being asked, etc.
- picks up on the contributions of other KICK-STARTERS, discusses them.
- has an above-average share of the conversation.
- debates the external basic conditions for entrepreneurs and founders.
- states factors that increase chances for success and minimise the risk of failing.
- debates the connection between the founder, business model and the economy as a whole.



Also make a note of other, similar behaviours!

Factors for entrepreneurial success – Station 1 of the entrepreneur rally

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P2 Extroversion			
	C6 Analysing economic systems and structures			
	Specialised terms			

Factors for entrepreneurial success – Station 1 of the entrepreneur rally

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P2 Extroversion	opens the discussion, is the first to answer questions, participates without being asked, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	picks up on the contributions of other KICK-STARTERS, discusses them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	has an above-average share of the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C6 Analysing economic systems and structures	debates the external basic conditions for entrepreneurs and founders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	states factors that increase chances for success and minimise the risk of failing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	debates the connection between the founder, business model and the economy as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	uses specialised terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	Notes: in particular <ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 															

K

Task: Tower building
– Station 2 of the entrepreneur rally

Method: Group work

Duration: 30 minutes

Building a company is an ambitious task that has to be properly thought out and planned to succeed.

Before you can build up a business, start small and build a solid and stable tower.

Specifications and rules:

- The tower must be 1.20 m high.
- The tower must stand on its own.
- It must not be attached to a base, leant against a wall, etc.
- The tower must be stable enough to hold a full 0.2 l beaker for at least 30 seconds.
- No piece of paper bigger than a ruler must be used.
- Working time: maximum 30 minutes

Materials for building the tower:

- 20 sheets of DIN A4 paper
- 1 role of tape (transparent): 1-1.5 metres

Tools (must not be used in the construction):

- 1 pair of scissors
- 1 ruler: 30 cm
- 1 pen
- Paper for notes
- Folding ruler
- Beaker, plastic, 0.2 l, filled with water



T

Task: Tower building – Station 2 of the entrepreneur rally
Method: Group work
Duration: 30 minutes

The KICK-STARTERS build a tower that meets the following requirements: It must be 1.20 m high and stand on its own, i.e. it must not be attached to a base, leant against a wall, etc. It must be able to hold a full 0.2 l beaker for at least 30 seconds. The pieces of paper must not be any larger than the ruler.

The KICK-STARTERS are allowed to use the following materials for building: 20 sheets of paper DIN A4 and a role of transparent tape (1-1.5 m). Tools include: a pair of scissors, a ruler, a pen, note paper. They must not be used in the construction.

Observation focal points

		Those who are focused on...
P1	Conscientiousness	are cautious, neat, organised, precise, conscientious, responsible, reliable, ambitious, hard-working, determined, effective, persistent, disciplined, calm, considerate, careful, proactive and shrewd.
P3	Assertiveness	are self-assured, strong-willed, convincing and persuasive, consistent, demanding, straightforward, energetic, gutsy, expressive and assertive. They share their own interests and ideas in a sociable way, stand up for them forcefully and exercise a controlled level of influence on other people.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- observes the deadlines and specific targets of the task.
- makes (reasoned) suggestions for action, task distribution and the end product.
- emphasises the importance of detailed, well-planned, careful and results-oriented work.
- influences the group work in the process and outcome.
- supports positions and suggestions consistently and firmly.
- leads the group with convincing ideas and suggestions for the tower building.



Also make a note of other, similar behaviours!

Tower building – Station 2 of the entrepreneur rally

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P1 Conscientiousness			
	P3 Assertiveness			

Tower building – Station 2 of the entrepreneur rally

TALENT SCOUT: _____

		KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3					
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	
back	The KICK-STARTER ...																
	P1 Conscientiousness	observes the deadlines and specific targets of the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		makes (reasoned) suggestions for action, task distribution and the end product..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		emphasises the importance of detailed, well-planned, careful and results-oriented work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	P3 Assertiveness	influences the group work in the process and outcome..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		supports positions and suggestions consistently and firmly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		leads the group with convincing ideas and suggestions for the tower building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: in particular																
	<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 																

K

Task: Demonstrate your sales talent!
– Station 3 of the entrepreneur rally

Method: Individual presentation

Duration: 30 minutes

As a future entrepreneur, you must be able to do one thing well: sell!

The best idea means nothing if you cannot convince potential customers of your product. That is why you must present its positive features convincingly!

Now prove your sales talent! Turn your potential customers into buyers!



Tasks:

1. Take an **image** of a product from the envelope.
 - Are you not happy with what you have? Then you may **exchange** your product once with another group member.
 - It is only if you cannot find someone to swap with that may you take a **new image** from the envelope one more time.
2. Think about how you can advertise the product or service depicted to potential customers in the best way possible.
 - Advertise the product! Be creative!
 - Preparation time: **5 minutes**.
 - Win the favour of the customers – who are the other KICK-STARTERS.
You have **3 minutes** for the product presentation.
3. *Who sold the best?* After everyone has presented, each KICK-STARTER receives three €50 notes. Which product was presented so convincingly that you decide to buy it?
 - You may assign the entire **total sum** to a KICK-STARTER or distribute it among several KICK-STARTERS.
 - You can keep the money if you did not find any presentation convincing.
 - You are not allowed to award yourself the money for your own presentation!

T

Task: Demonstrate your sales talent!
– Station 3 of the entrepreneur rally

Method: Individual presentation

Duration: 30 minutes

The KICK-STARTERS receive a random image of a product: it is either goods or a service. They should advertise the product as convincingly as possible so that potential customers become buyers. The other KICK-STARTERS assume the role of potential customers.

Preparation time: Five minutes! The presentations themselves last no more than three minutes.

After everyone has presented, each KICK-STARTER receives play money (three €50 notes).

The KICK-STARTER assigns this fully or proportionately to the sales talents.

Observation focal points

		Those who are focused on...
P2	Extroversion	are active, take the initiative, are people-orientated, outgoing, sociable, talkative, candid, fond of discussion, easy to approach, open, receptive to suggestions. They seek the company of others, make social contacts, feel happy in a group situation, share their thoughts and feelings, and focus externally.
P4	Problem solving	are explorative, creative and results-oriented, capable of coming up with new ideas, thinking outside the box, discovering unknown paths to their goals and bringing innovative solutions to the table. They enjoy taking on non-routine tasks, see challenges as conquerable, obstacles as surmountable, and problems as solvable.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- displays verbal or non-verbal enjoyment when presenting “their” product.
- strives to be near (space, personal) the audience, includes them, communicates.
- presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.
- clearly highlights product features (use, added value, etc.), using comparisons if necessary.
- reformulates weaknesses and problems positively.
- uses knowledge from other areas to solve the task.



Also make a note of other, similar behaviours!

Demonstrate your sales talent! – Station 3 of the entrepreneur rally

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P2 Extroversion			
	P4 Problem solving attitude			
	Specialised terms			

Demonstrate your sales talent! – Station 3 of the entrepreneur rally

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P2 Extroversion	displays verbal or non-verbal enjoyment when presenting 'their' product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	strives to be near (space, personal) the audience, includes them, communicates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P4 Problem solving attitude	clearly highlights product features (use, added value, etc.), using comparisons if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	reformulates weaknesses and problems positively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	uses knowledge from other areas to solve the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	uses specialised terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: in particular <ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 															



The six start-up tasks for *Kick-starters*

The set of tasks involved in a ‘start-up’ is the core element of the *Kick-starters* potential analysis. It is made up of the following interrelated tasks:

1. Unleash your creativity!	Business idea
2. It’s the customer – not the founder – who has to like the product!	Customer analysis
3. If I don’t lose, then no one else can win!	Competitor analysis
4. We have to drive the market instead of letting the market drive us!	Marketing mix
5. No return without investment!	Finding capital
6. Taking your only shot!	Elevator pitch

In the *Kick-starters* potential analysis, the preparation for business creation is then carried out as realistically as possible and comprehensively, if not completely simulated. As part of these *Start-up tasks*, the KICK-STARTERS initially develop their own *business ideas*. They work on these on every subsequent task until they create a more refined *business plan*. For example, they research the needs of potential customers and their willingness to pay, as well as the strengths and weaknesses of the competitors on the market. They sound out the capital market for suitable and affordable finance options and design specific marketing measures. At the end, they will have worked on the most common elements of a professional *business plan*. Finally, the KICK-STARTERS present their *business model* to potential investors in a short pitch. This is a dramatic high point of the *Kick-starters* potential analysis; however, it is not observed.

The MODERATOR always introduces the tasks in a *plenary session*. The MODERATOR succinctly and methodically explains the tasks without missing out anything important. A group work table is recommended for independent work in *small groups* (6 KICK-STARTERS in each). The TALENT SCOUTS only observe the KICK-STARTERS in the group work phase, not in the plenary session. During this series of start-up tasks, the work group stays the same because the tasks are built on each other and the results must correspond to each one (↗ *Allocation plan*).

Recommended literature:	Kollmann, Tobias (ed.) (2009): Gabler Kompakt-Lexikon Unternehmensgründung, 2. Auflage, Wiesbaden [Gabler Compact Lexicon of Business Creation, 2nd edition, Wiesbaden]
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Task: Unleash your creativity!
– The business idea

Methods: Brainstorming, scoring, rating

Duration: 60 minutes

The KICK-STARTERS are confronted with the first challenge: Divided into three groups, they should each come up with a ‘brilliant’ *business idea*.

The set of tasks involved in a ‘*start-up*’ begins with a creative search process. For this task, the KICK-STARTERS are therefore not allowed to ‘reel themselves in’. As the maxim goes, there is no such thing as a bad idea! You must also not push the groups in a specific direction. However, let them know that the business idea has to be legal. In addition, the KICK-STARTERS are allowed to and should ‘reach for the stars’ a little.

However, the KICK-STARTERS need clear work tasks to also ensure *productivity* as well as *creativity*. For *expert input*, different variants of business ideas alongside examples can be used to stimulate idea generation (↗ M 1). You do not need to give the group ongoing instructions.

In three group work phases, the KICK-STARTERS work with different methods:

- *Phase 1:* Initiate a *brainstorming* session to come up with some ideas (working individually).
- *Phase 2:* Each KICK-STARTER assigns a total of three points to the best idea. Several points may be granted to an idea, even their own (*scoring*).
- *Phase 3:* The ideas chosen this way will be assessed by the KICK-STARTERS by means of a simple *rating* using previously set criteria (↗ M 2). They select the business idea which corresponds most closely to entrepreneurial success.

With this result from the group work, all KICK-STARTERS gather in the plenary session again, where each group will briefly explain their business idea. There should not be a discussion about it. Instead, move on to next task: *the customer analysis*. If this task does not follow on immediately after, give them a brief overview of it.

‘Business idea’ materials checklist (for every group work space):

- 1 noticeboard
- Drawing pins
- At least 30 presentation cards
- 6 permanent markers
- 6 x 3 = 18 sticky dots





Task: It's the customer – not the founder – who has to like the product! – The customer analysis
Methods: Group discussion, research
Duration: 90 minutes

This task only requires a short introduction. Distribute the task sheet, allow the KICK-STARTERS to read through the tasks and ask questions.



The KICK-STARTERS initially agree on the *target group*: their potential customers. It may include end customers (private individuals or companies) but also wholesalers and retailers. This makes a big difference, however, it does not exactly determine the target group. Afterwards, the KICK-STARTERS explain what information they would like to know about their target group. Examples: numeric size of the target group in total, buying power, demographic, demand patterns. Also, they decide independently on the *research methods* to use, such as internet research, telephone/pedestrian/school playground/staff room survey. There are set strict time restrictions to complete this. If the site of the event location allows it, the option of using the site should also be given.

Only if the KICK-STARTERS ask explicitly, should you share a few internet links:

<https://www.destatis.de/DE/Startseite.html>
<http://de.statista.com/>
<http://www.gfk.com/industries/overview/>



After concluding their research, the KICK-STARTERS summarise the results in the group. Finally, they prepare a short presentation of the results in the plenary session.

Then move on to the next task: *the competitor analysis*. If this task does not follow on immediately after, give them a brief overview of it.

'Customer analysis' materials checklist (for every group work space):

- 1 noticeboard
- Drawing pins
- 6 permanent markers
- Presentation cards
- At least 1 PC with internet access or a computer room
- 1-2 economics dictionaries



For the internet research equip, if possible, provide each group work space with one, preferably two notebooks, or make a central computer room available. Research using a smartphone is less convenient.



Task: If I don't lose, the other can't win!
– The competitor analysis

Methods: Internet research, group discussion

Duration: 90 minutes

This section is about the other side of the market: the *competitors*. The KICK-STARTERS identify their strongest competitors and list them by their company name. In addition to the direct competitors that offer the same or very similar products, a provider of substitutes must be considered. Make it clear in the introduction:

“At the heart of the competitor analysis is the competitor company with its business relationships, not the competitor product.”



The same working methods are used as in the previous task. However, the TALENT SCOUTS have *other observation focus points*.

The KICK-STARTERS formulate *inquiry questions* for their systematic *internet research*. The collated information is recorded in note form. The assessment is carried out as a comparison: the situation of the competitors is contrasted with the individual start-up. Similarities and differences are recorded in note form.

Following on from this, the KICK-STARTERS determine the internal *strengths* and *weaknesses* of as well as the external *opportunities* and *threats* to their start-up. This is known as a SWOT analysis, and is a valuable tool in strategic business planning. Do not use the term yourself!

After working on the task, assemble the KICK-STARTERS in the plenary session for a short presentation. Then move onto the next task: *the marketing mix*. If this task does not follow on immediately after, give them a brief overview of it.

‘Competitor analysis’ materials checklist (for every group work space):

- 1 noticeboard
- Drawing pins
- Presentation cards
- 6 permanent markers
- At least 1 PC with internet access or a computer room
- 1-2 economics dictionaries



For the internet research equip, if possible, provide each group work space with one, preferably two notebooks, or make a central computer room available. Research using a smartphone is less convenient.



Task: We have to drive the market instead of letting the market drive us! – The marketing mix
Method: Group work
Duration: 90 minutes

Laypeople use the term *marketing* synonymously with *advertising*. The term means much more, namely *market-orientated company management*. Market orientation is more important in today's predominantly 'buyers' markets' because high intensity of competition dominates: The customers have the choice of different providers as well as similar competitor products. As part of marketing, *strategic* decisions of great significance are taken but *operative* measures are also developed. Advertising measures fall into the field of *communication policy*.

The KICK-STARTERS initially read short texts on the four fields of the marketing mix. On this basis, discuss what these policy fields could mean in respect to their business idea. They will work on a coherent marketing concept that is as specific as possible and that fits their business idea. The coherence of the entire concept would require a decision on whether to go for qualitatively high-end product design in connection with a low-price strategy. During development, the expected effects of alternative marketing measures shall be identified and assessed. When making a decision, the conditions of the sales markets shall also be taken into account.

If necessary, the KICK-STARTERS will be creative with this task and complete first drafts. Prepare craft materials for this.

After working on the task, assemble the KICK-STARTERS in the plenary session for a short presentation. Then move on to the next task: *finding capital*. If this task does not follow on immediately after, give them a brief overview of it.

'Marketing mix' materials checklist (for every group work space):

- 1 noticeboard
- Drawing pins
- Presentation cards
- 6 permanent markers
- 1-2 economics dictionaries
- Craft materials: a pair of scissors, stickers, coloured mounting paper, pens (as a minimum)





**Task: No return without investment!
– Finding capital**

Methods: Group discussion, internet research

Duration: 90 minutes

The KICK-STARTERS' business ideas are expected to be very different; much like the need for capital to realise them. Calculating the costs is complex and is therefore not expected. To simplify things, give the groups the same need for capital which has to be found for own capital and/or borrowed capital.

The KICK-STARTERS find out for themselves, using internet research, about the common finance options for start-ups. These range from special formation loans from state banks to risk capital and investments by business angels. Each finance option is connected to conditions and also contains potential for conflict with the investors. Whether the founder receives finance depends on factors such as the prospects of success as well as existing credit securities. The groups then make a reasoned decision about the best finance as well as the mix of own capital and borrowed capital.

Start the task as usual in the plenary session. Ask the KICK-STARTERS which expenses are involved when establishing a start-up and for running a business and collect the statements. Explain the tasks and distribute the work task.

After working on the task, gather the KICK-STARTERS in the plenary session for a short presentation. Then move onto the next task: *the elevator pitch*. If this task does not follow on immediately after, give them a brief overview of it.

'Finding capital' materials checklist (for every group work space):

- 1 noticeboard
- Drawing pins
- Presentation cards
- 6 permanent markers
- At least 1 PC with internet access or a computer room
- 1-2 economics dictionaries



For the internet research equip, if possible, provide each group work space with one, preferably two notebooks, or make a central computer room available. Research using a smartphone is less convenient.



- Task:** Taking your only shot!
– The elevator pitch
- Method:** Group work, short presentation
- Duration:** 60 minutes each for preparation and execution

The KICK-STARTERS present their business idea and business concept in front of a group of investors – who are the other KICK-STARTERS. They are expected to present a convincing pitch that they will pay for in hard cash! Since the potential investors will ultimately decide the amount of their ‘injection of capital’.

Introduce the task by showing them which performances the KICK-STARTERS have achieved in a short period: They have developed a business idea, researched potential customers and competitors, sounded out finance options and designed a marketing concept. This should give the KICK-STARTERS confidence that the time has now come to present their business idea to the public for the first time.

In the business world, founders often only have a few minutes to win over business partners and investors. That is why it is common practice to structure the presentation of business ideas and concepts as an elevator pitch, which is why it is also done this way in this potential analysis.

What is an elevator pitch?

Imagine the following situation: It is 1985 in Manhattan, New York: You, a professional engineer, work for one of the biggest telephone manufacturers in the USA in the research and development department. One morning, you are just in the elevator on your way to your desk on the 42nd floor of the Empire State Building, when you have a ground-breaking vision: A cordless telephone is soon going to replace the old-fashioned telephone. You are convinced that your idea is going to completely revolutionise the telecommunications market.

After one week of intense research, you present your idea to your employer. Unfortunately, they do not share your euphoria and have you down as a dreamer. They reject your request for research funding in the amount of one million US dollars.

Two weeks later, you are getting in the elevator and the financial director steps in at the same time. This is your chance! You have exactly one minute and 50 seconds until the elevator doors reopen on the 42nd floor. Time enough to speak to the financial director and pitch your idea.

Luckily, your elevator pitch is so convincing that the financial director offers to have lunch with you to hear more about your idea. You have done everything right and used the elevator pitch to your best advantage.

Conclusion: The elevator pitch, which originated from the USA in the 1980s, is a technique for presenting and selling an idea in a short time. Nowadays, the elevator pitch is used mainly at venture capital events.

Source: <http://www.fuer-gruender.de/kapital/eigenkapital/elevator-pitch/>

This task involves two phases:

- *Phase 1:* The KICK-STARTERS work on an oral presentation. Prepare the materials in case the KICK-STARTERS want to craft something. If necessary, guide the KICK-STARTERS through a dress rehearsal. However, please do not encourage this so the TALENT SCOUTS can observe the suggestion.
- *Phase 2:* Presentation in front of the entire group, followed by a short Q&A session (5+5 minutes per group). Tell the KICK-STARTERS in advance that they are not being observed!

Explain all *rules* immediately before the presentations:

1. Each group presents their business idea and their business concept. The MODERATOR stops the presentation after **5 minutes exactly**. They are allowed to complete the sentence they started. Finally, the audience may ask the founder group questions.
2. The audience should make **notes**. As potential investors, they check whether the ideas are **marketable**, the plans are **feasible** and the models are **promising**.
3. Once all the groups have presented, give each investor **€500** (1x €200, 3x €100). The amount can be divided up or invested in one start-up. It is not permitted to invest the amount in your own start-up. The money is put in an **envelope** (with the name of the start-up written on it). At the end, the **winning group** is announced.

'Elevator pitch' materials checklist (for every group work space):

- Craft materials: a pair of scissors, stickers, coloured mounting paper, pens (as a minimum)

'Elevator pitch' materials checklist (for the plenary session):

- 18 ↗ notepads for investors
- 1 stopwatch
- ↗ Play money: 18x each €500, (1 "bank note" of €200 and 3 of €100)
- 3 envelopes (with the names of the three start-ups written on them)



Tip 1: Laminate the 'notes' so you can use them again.

Tip 2: Refer to the invited founder in the pitch. Ask them to mark the marketability, feasibility and prospects for success in their opinion.

Tip 3: Prepare a small prize to award the winning group.

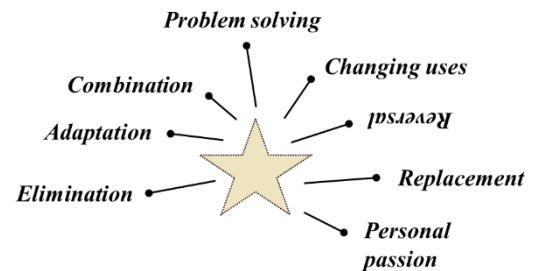
K

Task: Unleash your creativity!
– The business idea

Methods: Collecting ideas, scoring, assessing

Duration: 60 minutes

You have made up your mind to establish a company and have therefore teamed up with other interested parties to come up with an exciting new business idea. Start by brainstorming as many ideas as possible before agreeing on the one for you!



Tasks:

1. Everyone writes down **between three and five business ideas**. Don't hold back – be as creative as you like. There's no such thing as a bad idea! Please use a different card for each idea! These can be inspired by the various types of business ideas (↗ M 1).
2. Pin the cards up on the noticeboard. **Explain your idea** as succinctly as possible. Answer any **questions** that might come up. Only remove duplicates if they are exactly the same, word for word. If any ideas are similar, simply place them on top of or next to each other.
3. Everyone receives **three sticky dots**. Award these points to the ideas you like best. You can choose your own ideas if you want to, or even stick all three points on a single card! Just remember to stay fair!
4. Enter the **three ideas** with the most points in ↗ M 2. In the event of a tie, take a vote.
5. As a group, define **criteria** to establish how viable the selected business ideas are. Make a note of these criteria in ↗ M 2.
6. Discuss: How well does the business idea meet the criteria? Make a note of your **assessments** using ++ / + or - / --.
7. Which business idea is most likely to be a business success? **Agree** as a group on the idea you would like to pursue further!
8. Prepare a short **presentation** of the results in the plenary session.

M 1 Creative business ideas: No two are ever the same!



<i>The journey to a new business idea has many routes</i>		<i>Example</i>
<i>Elimination</i>	Part of the product is left out to enhance its use.	Mobile phones with just a few functions and buttons.
<i>Adaptation</i>	Ideas are transferred to other sectors and adapted accordingly.	A French restaurant chain is introduced in Germany and adapted to suit the eating habits of the German population.
<i>Combination</i>	Ideas, goods, business models, etc. are combined together.	The use of solar cells in handbags to generate power for mobile phone chargers.
<i>Problem solving</i>	Ideas are developed to solve problems.	A grooved wristband prevents carrier bags from cutting into people's skin.
<i>Changing uses</i>	Something that already exists is used in a new way.	PET bottles are used to make backpacks.
<i>Reversal</i>	Things are scrutinised and situations are reversed.	Valuable waste is sold off instead of incurring disposal fees.
<i>Replacement</i>	An element of a product is replaced with another.	Waste paper is used instead of chipboard to manufacture furniture.
<i>Personal passion</i>	A hobby becomes a career.	A horse lover opens a horse pension.

Notes:

.....

.....

M 2 Evaluate the chosen ideas! How well does the business idea meet the criteria?

Use the following **evaluation scale**: ++ / + or - / --

	Idea 1	Idea 2	Idea 3

Criterion 1			
Criterion 2			
Criterion 3			
Criterion 4			
Criterion 5			

T

**Task: Unleash your creativity!
– The business idea**

Methods: Brainstorming, scoring, rating

Duration: 60 minutes

The KICK-STARTERS imagine themselves in the following situation: *“You have made up your mind to establish a company and have therefore teamed up with other interested parties to come up with an exciting new business idea. Start by brainstorming as many ideas as possible before agreeing on the one for you!”*

- *Phase 1:* Initiate a *brainstorming* session to come up with some ideas (working individually).
- *Phase 2:* Each KICK-STARTER then awards a total of three points (*scoring*) for the best ideas.
- *Phase 3:* The ideas selected this way are then evaluated by the KICK-STARTERS using their own, self-imposed criteria as established previously (*rating*). They then choose the most promising business idea.

Observation focal points

		Those who are focused on...
P4	Problem solving	are exploratory, creative and results-oriented, capable of coming up with new ideas, thinking outside the box, discovering unknown paths to their goals and bringing innovative solutions to the table. They enjoy taking on non-routine tasks, see challenges as conquerable, obstacles as surmountable, and problems as solvable.
C2	Evaluating alternative courses of action	can assess or estimate the likely consequences of given alternatives and evaluate them based on subjective values (preferences). They compare the advantages and disadvantages, benefits and costs, opportunities and risks of the alternatives and select the one that best suits their personality and situation.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- develops business ideas and questions their benefits, value, legality, etc.
- uses objections and critical questions to improve business ideas.
- uses knowledge from other areas to come up with and assess ideas.
- sets up evaluation criteria for business ideas.
- uses these criteria to assess the quality and impact of the business ideas.
- makes a reasoned decision for or against a business idea.



Also make a note of other, similar behaviours!

Unleash your creativity! – The business idea

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P4 Problem solving attitude			
	C2 Evaluating alternative courses of action			
	Specialised terms			

Unleash your creativity! – The business idea

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P4 Problem solving attitude	develops business ideas and questions their benefits, value, legality, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	uses objections and critical questions to improve business ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	uses knowledge from other areas to come up with and assess ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C2 Evaluating alternative courses of action	sets up evaluation criteria for business ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	uses these criteria to assess the quality and impact of the business ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	makes a reasoned decision for or against a business idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
uses specialised terms.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Notes: in particular																
<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 																

K

Task: It's the customer – not the founder – who has to like the product! – The customer analysis

Methods: Group discussion, research

Duration: 90 minutes

When it comes down to it, it is the customer who decides whether or not there will be any demand on the market for your products or services. As a founder, therefore, you have to be able to establish as early as possible who your potential customers will be. Marketing experts refer to this as your *target group*.

Companies often spend a great deal of money on *market research* – including surveys and statistical analyses – to find out as much about their customers as possible. That said, there is a whole host of insights and data on end consumers generally available and free to access on the Internet. You just have to use it!



Your task now is to define and explore the potential customers for your business idea in more detail! Who is most likely to be interested in your product?

Tasks:

1. Identify the **target group(s)** for your business idea as accurately as possible. *Example:*
 - Vaguely determined target group: Young adults.
 - More accurately determined target group: Young adults between the ages of 18 and 25 who are members of a football club.
2. Identify what **information** you would like to find out about this target group, which could be key to your success. Formulate some appropriate **questions** to allow you to conduct research.
3. Find out more about your potential customers. You can decide for yourself which method you would like to use in this regard, such as **Internet research, telephone surveys, canvassing** or similar.
4. Collate the results of your research in a **group discussion**.
5. Record the main **findings** of the customer analyses in key words on the noticeboard.
6. Prepare a short **presentation** of the results in the plenary session.

T

Task: **It's the customer – not the founder – who has to like the product! – The customer analysis**

Methods: **Group discussion, research**

Duration: **90 minutes**

The KICK-STARTERS start by determining the target group for their business idea: the potential customers of the goods or service they are offering.

They then identify what information they would like to find out about their target group, which could be key to their success, by undertaking market research. They decide for themselves which method they would like to use in this regard – for example, Internet research, telephone surveys, canvassing or similar.

Once they have finished their market research, the KICK-STARTERS collate the results in a group discussion and make a note of these on the noticeboard.

Observation focal points

		Those who are focused on...
P3	Assertiveness	are self-assured, strong-willed, convincing and persuasive, consistent, demanding, straightforward, energetic, gutsy, expressive and assertive. They share their own interests and ideas in a sociable way, stand up for them forcefully and exercise a controlled level of influence on other people.
C5	Analysing markets	can characterise supply and demand for different markets using economic characteristics. As founders, they particularly assess the volume, structure and dynamics of the sales market realistically. They identify buyer characteristics and behaviour to form entrepreneurial decisions on market data.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- influences the group work in the process and outcome.
- wins other KICK-STARTERS over with their ideas, suggestions and points of view.
- takes factual objections and critical questions about their own points of view into consideration.
- researches the market to identify potential customers (or customer groups).
- researches the customers or customer groups using concrete attributes: buying power, etc.
- develops measures for determining customer attributes (requirements, etc.).



Also make a note of other, similar behaviours!

It's the customer – not the founder – who has to like the product! – The customer analysis TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P3 Assertiveness			
	C5 Analysing markets			
	Specialised terms			

It's the customer – not the founder – who has to like the product! – Customers analysis TALENT SCOUT: _____

back

The KICK-STARTER ...		KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P3 Assertiveness	influences the group work in the process and outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	wins other KICK-STARTERS over with their ideas, suggestions and points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	takes factual objections and critical questions about their own points of view into consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C5 Analysing markets	researches the market to identify potential customers (or customer groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	researches the customers (or customer groups) using concrete attributes (buying power, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	develops measures for determining customer attributes (requirements, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
uses specialised terms.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Notes: in particular																
<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 																

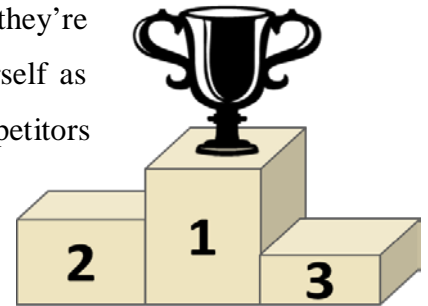
K

**Task: If I don't lose, then no one else can win!
– The competitor analysis**

Methods: Internet research, group discussion

Duration: 90 minutes

Companies should never lose sight of their competitors – after all, they're always in competition with each other. While you position yourself as closely to your customers as possible you want to keep your competitors at bay. However, you have to know everything about them!



Every company has its *strengths* and *weaknesses*. Even yours!

And while your strengths serve to detract from your competition, your weaknesses can just as easily be exploited by them. This is why it is so important to find out how well equipped you are to go head to head with your strongest competitors.

In order to be successful, you have to make the most of the *opportunities* that present themselves and be ready to deal with any *threats*. But to be able to do both of these things, you first have to be able to recognise them, so get to know what the opportunities and threats are for your start-up!

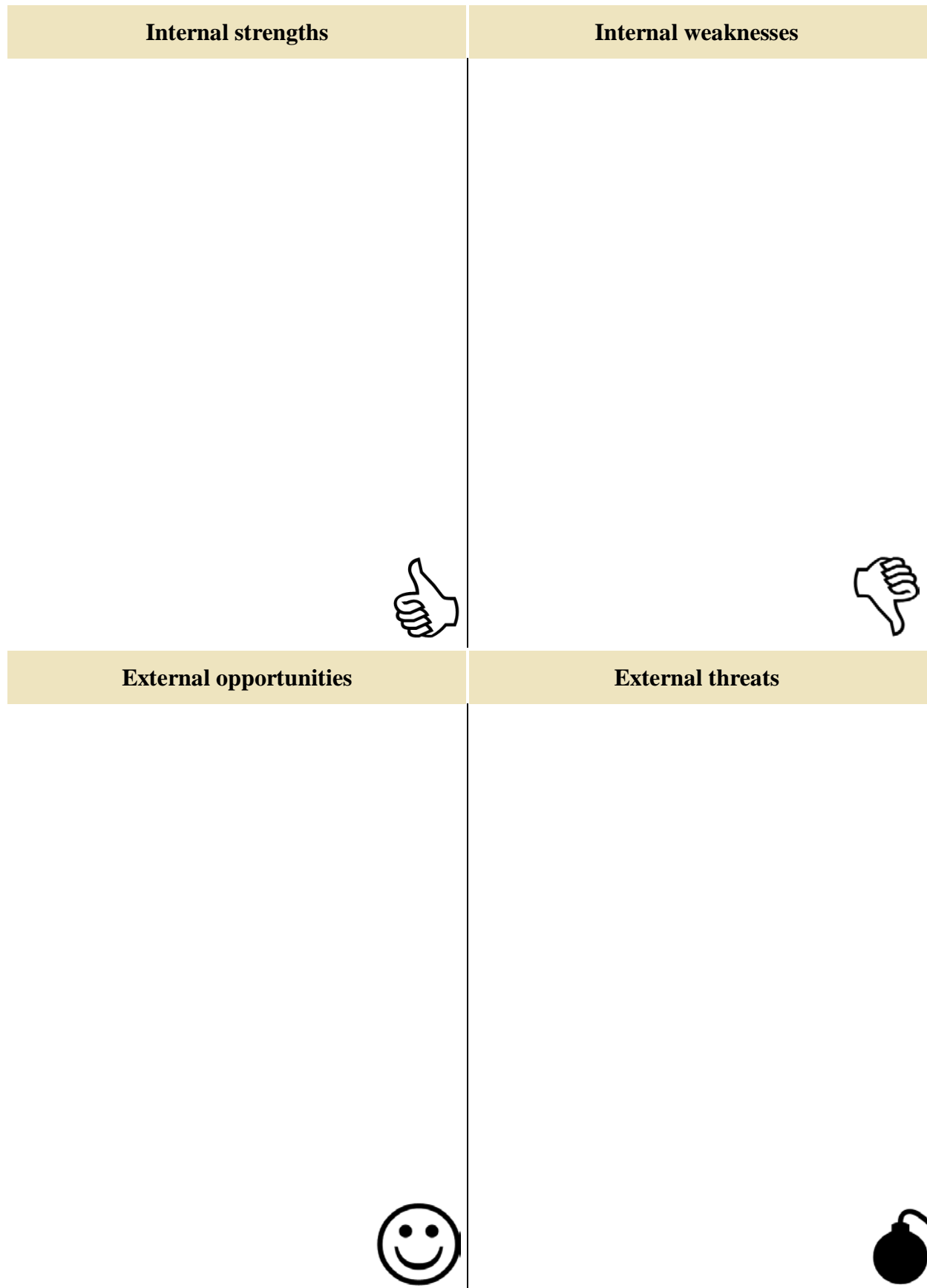
Tasks:

1. Identify your strongest **competitors** and **list them by their names**.
2. Identify what **information** you would like to find out about them. Formulate some appropriate survey **questions** to allow you to conduct research. (↗ M 1) The aim here is to get a rough idea of the similarities and differences between both companies.
3. Conduct **Internet-based** research and write down the answers to the questions you came up with in Part 2. Using key words is fine. (↗ M 1)
4. Discuss the internal **strengths and weaknesses** as well as the external **opportunities** and **threats** of your start-up. (↗ M 2) Make a note of the results.
5. Prepare a short **presentation** of the results in the plenary session.

M 1 Dare to compare with the toughest competition

<p>Survey questions</p> <p>Comparison with</p>	<p>Competitor company name:</p> <p>.....</p>	<p>Comparison result:</p> <p>A similarity?</p> <p>Or a difference?</p>

M 2 The success factors for your start-up in a nutshell



T

**Task: If I don't lose, then no one else can win!
– The competitor analysis**

Methods: Internet research, group discussion

Duration: 90 minutes

The KICK-STARTERS identify their strongest competitors and list them by their company name. They come up with *survey questions* for their *Internet research*. After performing a systematic comparison with their own start-up, they make a note of the key words of their results.

They discuss the *strengths* and *weaknesses* as well as the *opportunities* and *threats* for their start-up. This is known as a SWOT analysis, and is a valuable tool in strategic business planning.

Observation focal points

		Those who are focused on...
C1	Analysing situations	can clearly state or determine their respective aims (clearness of aims or clarification of aims) in different situations as well as prioritise in the event of conflicting aims. They sound out their scope for action before they decide. They respect pre-existing limitations and analyse the restrictive factors that limit their possible actions.
C3	Analysing interest groups	can correlate the actions of business partners with their interests and determine how compatible these are with their own interests. In business relationships, they strive for a win-win situation in which both parties stand to profit. If conflicts of interest threaten business transactions, they resolve these to reconcile everyone's interests by sounding out possibilities of compromise.

Pay particular attention to the following example behaviours!

The KICK-STARTER...

- formulates questions relating to the objectives, opportunities and limits of the competition.
- compares the situations of both the start-up and the competition.
- enquires about alternative courses of action for the start-up or comes up with ideas for action.
- correlates the actions of business partners and competitors with their interests.
- identifies conflicts of interest with business partners and competitors.
- identifies compatible interests between the start-up, business partners and competitors.



Also make a note of other, similar behaviours!

If I don't lose, then no one else can win! – The competitor analysis

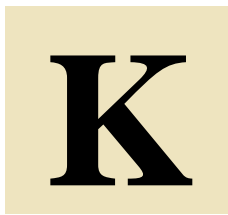
TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	C1 Analysing situations			
	C3 Analysing the combination of interests			
	Specialised terms			

If I don't lose, then no one else can win! – The competitor analysis

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
C1 Analysing situations	formulates questions relating to the objectives, opportunities and limits of the competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	compares the situations of both the start-up and the competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	enquires about alternative courses of action for the start-up or comes up with ideas for action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Analysing the combination of interests	correlates the actions of business partners and competitors with their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies conflicts of interest with business partners and competitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies compatible interests between the start-up, business partners and competitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	uses specialised terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: in particular <ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 															



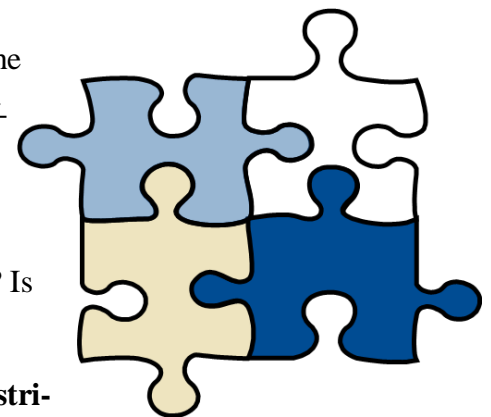
Task: We have to drive the market instead of letting the market drive us! – The marketing mix

Method: Group work

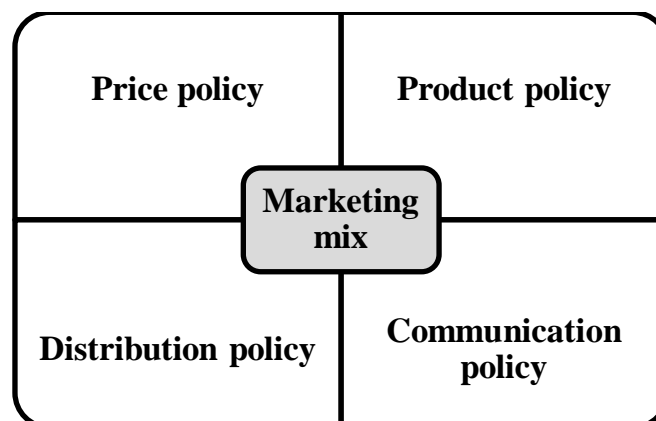
Duration: 90 minutes

How do we market our products successfully? That is a question of marketing! More specifically, a number of individual questions present themselves, particularly the following:

- What **price** should we expect to not mistake the willingness of the customers to pay – neither too much nor too little? Should we offer a **scale of discount**? Or **discounts** when launching on the market? etc.
- How should the **product** be designed, as well as the **packaging**? Is the highest **quality** required or an average quality? etc.
- How and where would the product sell well? What is the best **distribution channel** we can use to reach customers? etc.
- How can we appeal to customers and make them aware of our product? How can we manage **advertising**? etc.



Your answers to these example questions must complement each other so that you have a consistent total concept for marketing at the end. The interplay of price, product, distribution and communication policies is called the marketing mix.



Tasks:

1. Read the following brief information on the four fields of the **marketing mix**. Mark or note the major points.
2. Explain the **4 Ps** of the marketing mix with regard to your business idea:
 - a. Which **marketing measures** fit your business idea?
 - b. What **effects** do the different marketing campaigns expect? How do you assess these consequences? Are they advantageous or disadvantageous?
3. Work on a **marketing concept** that is as specific and coherent as possible. Focus all marketing measures on the conditions of the **sales markets** in which you want to sell your product.
4. Prepare a short **presentation** of the results in the plenary session.

Notes:

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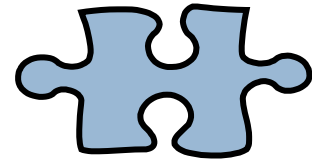
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P – Price (price policy)*



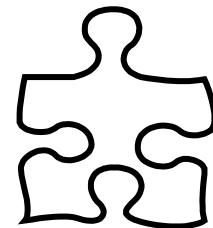
Price differentiation

Refers to all decisions for determining and setting procurement or sales prices. In addition to measures for market research, this includes calculations focused on the costs, as well as determining a long-term price strategy, the price differentiation, the alignment of the quoted prices within the range (price range policy) and measures for price implementation that extend to other areas of marketing (e.g. terms and conditions policy). The operating price policy cannot be managed separately from the product policy as it is decisive for the market success of the price/performance ratio.

Important aspects include the costs and liquidity situation, attractiveness of the individual offer as well as the competitor conditions on the market. As a result, the cost-oriented pricing methods (e.g. calculation of lower price limit) mix in with market and competitor-orientated methods (for example, should a competitor be forced out of the market by low prices to increase the individual market share?) in practice.

If a company sells similar products at different prices, it is called *price differentiation*; reasons for this may be different markets (at home and abroad), seasonal prices (winter, summer), price differentiation in sales volume (different discount rates).

P – Product (product policy)*



Product design, (product innovation), (product differentiation), (product variation), (product elimination), programme management, product management, product manager

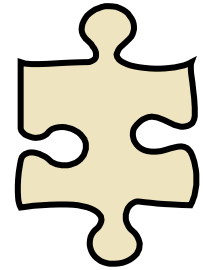
The core area of marketing involving the optimum organisation or combination of product features and product-related service characteristics on the one hand, and the market presence of products on the other. *Product design* involves determining the functional and use characteristics including material quality, service life, cost effectiveness, recyclability (basic uses) on the one hand, and on the other, customer service, design packaging, product design, brand image (additional uses).

In terms of market presence, decisions must be made about: 1) development (*product innovation*) and launch of new products; 2) change to products launched (*product differentiation*) in addition to product variants provided (*product variation*), as a result of which the production programme, the range of the company, is extended; 3) removal of products from the programme (*product elimination*).

In terms of organisation, there is often a *programme management* for the overarching programme and product policy as well as *product management* or a *product manager* that are responsible for individual products or product groups.

P – Place (distribution policy)*

Subareas of marketing that incorporate all decisions and measures that affect the acquisition of contracts in the sale and the distribution of manufactured goods as a task carried out by sales and logistics, to bring a product from the manufacturer to the user. Distribution involves decisions about the external sales organisation (e.g. centralised sales by a sales department or third-party sales over several sales systems or contract managers) as well as internal sales organisation, which means building up the sales department in a company, such as per product group (product-oriented) or customer group (customer-oriented).



P – Promotion (communication policy)*

In marketing, this refers to all measures of advertising, sales promotion, public relations and personal selling.

Advertising

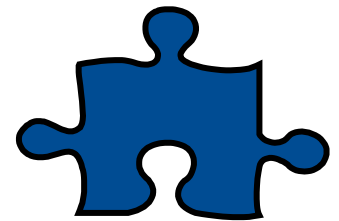
Advertising material, vehicles for advertising, advertising media, individual advertising, collective advertising, mass advertising, direct advertising

Forms part of marketing and is an instrument of communication policy alongside sales promotion, public relations and personal selling. Advertising has the following functions:

- 1) An announcement function which refers to products, services or ideas;
- 2) An information function which refers to features such as product characteristics, qualities, use, prices;
- 3) A suggestion function because advertising releases emotional powers through elements such as colours, images and music, which give the person being appealed to the impression that with the desired object, the aims of their fantasy and dream world will become nearer;
- 4) An image function if advertising presents the advertised product in a way that differentiates it positively from other competitor products;
- 5) A reminder function as by repeating the advertising message several times, memories and learning processes are recalled with regard to the advertising object.

This controlled form of influencing people occurs by using *advertising media* (displays, photographs, advertising spots, samples) and *vehicles for advertising* or *advertising media* (newspaper, radio, television, billboards) to support the sale of goods and services, retain existing consumers, attract new customers, introduce new goods and services.

In terms of *individual advertising*, a company advertises their service only; *collective advertising* is run by several companies jointly for their product, as cooperative advertising (“Milch macht’s” (advertising campaign highlighting benefits of milk)), where the companies remain anonymous or the companies are named in a collective advertising campaign (car dealers advertise jointly for a car brand). Depending on the type of approach, there is a distinction between *mass advertising*, which is aimed at a larger group of people and *direct advertising*, which is aimed at individuals.



* All text from:

Duden Wirtschaft von A bis Z: Grundlagenwissen für Schule und Studium, Beruf und Alltag
[Duden Economics A to Z: Basic knowledge for schools and study, professional and daily use],
5th edition, Mannheim, Bibliographisches Institut 2013, Licensed Edition, Bonn,
Federal Agency for Civic Education (Bundeszentrale für politische Bildung), 2013



Task: We have to drive the market instead of letting the market drive us! – The marketing mix

Method: Group work

Duration: 90 minutes

The KICK-STARTERS initially read short texts on the four fields of the marketing mix.

On this basis, they discuss what these policy fields could mean in respect to their business idea. They will work on a coherent marketing concept that is as specific as possible and that fits their business idea. As part of this, the effects of alternative marketing measures should be identified and assessed, such as if they are beneficial or disadvantageous.

When working on the marketing concept, they should consider the conditions of the sales markets in particular.

Observation focal points

		Those who are focused on...
C2	Evaluating alternative courses of action	can assess or estimate the likely consequences of given alternatives and assess them based on subjective values (preferences). They compare the advantages and disadvantages, benefits and costs, opportunities and risks of the alternatives and select the one that best suits their personality and situation.
C5	Analysing markets	can characterise supply and demand for different markets using economic characteristics. As founders, they particularly assess the volume, structure and dynamics of the sales market realistically. They identify buyer characteristics and behaviour to form entrepreneurial decisions on market data.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- anticipates the expected impact of marketing decisions.
- assesses marketing measures systematically using criteria.
- makes a reasoned decision for or against certain marketing measures.
- takes sales market conditions into account, such as quality and price level.
- identifies market factors that influence the business success.
- uses market information, particularly from customer and competitor analysis.



Also make a note of other, similar behaviours!

We have to drive the market instead of letting the market drive us! – The marketing mix

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	C2 Evaluating alternative courses of action			
	C5 Analysing markets			
	Specialised terms			

We have to drive the market instead of letting the market drive us! – The marketing mix

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
C2 Evaluating alternative courses of action	anticipates the expected impact of marketing decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	assesses marketing measures systematically using criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	makes a reasoned decision for or against certain marketing measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5 Analysing markets	takes sales market conditions into account, such as quality and price level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	identifies market factors that influence the business success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	uses market information, particularly from customer and competitor analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses specialised terms.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: in particular																
<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 																

K

Task: No return without investment! – Finding capital

Methods: Group discussion, internet research

Duration: 90 minutes

You want to kick-start your start-up very soon. However, there is still something essential missing: the necessary founding capital! You have already amassed €60,000 so far. But this sum is not enough to start properly. According to your calculation, you need a total of €300,000 for the start-up.



Where do you want to get the difference from?

Using internet research, produce an overview of the finance options for start-ups. Consider both own capital as well as borrowed capital.

Tip: You can share the task among the group members.

Tasks:

1. a) Identify which **investors** to consider for your start-up.
b) Research the **conditions** set by the investors. Which **factors** determine whether you succeed in procuring sufficient founding capital?
2. In your groups, consider whether and for what reasons certain **investors** suit you better than others. Take into account the possible **conflict potential** between you as a founder and the investors.
3. As a group, give reasons why a specific **form of finance** suits your **business aims** particularly well, or is unsuitable.
4. Make a reasoned **decision** in your group about the best way to finance your start-up. Think of the perfect mix for you of own capital and borrowed capital.
5. Prepare a short **presentation** of your results in the plenary session.

T

Task: No return without investment! – Finding capital

Methods: Group discussion, internet research

Duration: 90 minutes

The groups are given a standard need for investment for their start-up. They must cover it by finding their own capital and/or borrowed capital.

The KICK-STARTERS find out information using – preferably collaborative – internet research about finance options for start-ups as well as potential investors. They identify the conditions that they must meet to receive sufficient start-up capital.

Finally, the group makes a reasoned decision about the best way to finance their start-up. You should consider a mix of own capital and borrowed capital.

Observation focal points

		Those who are focused on...
C1	Analysing situations	can clearly state or determine their respective aims (clearness of aims or clarification of aims) in different situations as well as prioritise in the event of conflicting aims. They sound out their scope for action before they decide. They respect pre-existing limitations and analyse the restrictive factors that limit their possible actions.
C4	Analysing, assessing and developing cooperation	can identify opportunities where the joint ('collective') representation of interest is more effective. They assess cooperation with other founders, business angels, etc. in regard to the advantages for both parties. In terms of typical cooperation problems and conflicts, they can point out solutions.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- considers the business aims when finding capital.
- develops leading finance alternatives for the business creation.
- takes conditions into account that must be observed when finding capital.
- identifies possible investors and explains the benefits of cooperation for both parties.
- substantiates the financial cooperation between investors and founders.
- shows the causes of cooperation problems and solution options.



Also make a note of other, similar behaviours!

No return without investment! – Finding capital

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	C1 Analysing situations			
	C4 Analysing, assessing and developing cooperation			
	Specialised terms			

No return without investment! – Finding capital

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
C1 Analysing situations	considers the business aims when finding capital.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	develops leading finance alternatives for the business creation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	takes conditions into account that must be observed when finding capital.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Analysing, assessing and developing cooperation	identifies possible investors and explains the benefits of cooperation for both parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	substantiates the financial cooperation between investors and founders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	shows the causes of cooperation problems and solution options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	uses specialised terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: in particular <ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 															

K

Task: Taking your only shot! – The elevator pitch
Method: Group work, short presentation
Duration: 60 minutes each for preparation and execution

For many start-ups, presenting the business idea to investors is fundamental to their success. Sometimes, however, company founders have just a few minutes to impress people with their idea – for example, while waiting for a lift.

The time has now come for you to present your business concept for the first time. Can you convince potential business partners that your idea has excellent prospects for the future? Particularly those people you are asking for money from?



You are presenting your business concept to investors. You have exactly **5 minutes** in which to do this. The subsequent Q&A session also lasts for **5 minutes**. You also have **60 minutes** to prepare for this.

Come up with a convincing presentation that is sure to pay off! The investors will then decide on how much ‘capital injection’ they are prepared to offer.

Tips for the elevator pitch:

- Be free and creative with your presentation style!
- Persuade the audience with original ideas!
- Condense your idea into a snappy line that the investors are sure to remember!

Questions you should aim to cover:

- Who are your customers? What is their spending power?
- How strong are your competitors?
- What is the market potential for your idea?
- What is your innovation all about?
- How exactly do you intend to make money from it?
- What benefits is your team offering the investors?
- How do you want to finance the development of your company?

Based on: <http://de.slideshare.net/Seedmatch/pitch-deck-20130829>

Tasks:

1. Come up with a **convincing presentation** outlining your business idea and concept.
 - Be sure to appeal to what your **investors** will be **interested in** as much as possible!
 - Use the **results** you have already established!
2. Think about **how** you want to deliver your presentation and decide **who** should do it. You can either pitch as a group or individually.

T

Task: Taking your only shot! – The elevator pitch
Method: Group work, short presentation
Duration: 60 minutes each for preparation and execution

The KICK-STARTERS present their business idea and concept to a group of investors, represented by the other KICK-STARTERS in the group. The task comprises two phases:

- *Phase 1:* The KICK-STARTERS prepare the presentation. This may include a practice run of the pitch itself!
- *Phase 2:* Presentation in front of the entire group, followed by a short Q&A session (5+5 minutes per group). The KICK-STARTERS will not be observed here.

In terms of content, the presentation should appeal to the *interests of the investors*. The ultimate objective here is to convince the investors to put up the initial capital. To this end, the investors have to be convinced that the business idea is marketable and the business plan is both promising and capable of being implemented by the company founders. The short timescale means it is essential to focus on only the real *priorities* of their concept.

Observation focal points

		Those who are focused on...
P1	Conscientiousness	are cautious, neat, organised, precise, conscientious, responsible, reliable, honest, hard-working, determined, effective, persistent, disciplined, calm, considerate, careful, proactive and shrewd.
C3	Analysing interest groups	can correlate the actions of business partners with their interests and determine how compatible these are with their own interests. In business relationships, they strive for a win-win situation in which both parties stand to profit. If conflicts of interest threaten business transactions, they resolve these to reconcile everyone's interests by sounding out possibilities for compromise.

Pay particular attention to the following example behaviours!

The KICK-STARTER...

- takes account of the requirements and stimuli of the task.
- makes sound suggestions regarding how to proceed, break up tasks and assign roles for the pitch.
- emphasises the importance of detailed, well-planned, careful and results-oriented work.
- establishes connections between the actions, strategies and interests of the investors.
- identifies potential conflicts of interest and highlights possibilities for compromise.
- identifies compatible or consistent interests with and among investors.



Also make a note of other, similar behaviours!

Taking your only shot! – The elevator pitch

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	P1 Conscientiousness			
	C3 Analysing the combination of interests			
	Specialised terms			

Taking your only shot! – The elevator pitch

TALENT SCOUT: _____

back	The KICK-STARTER ...	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P1 Conscientiousness	takes account of the requirements and stimuli of the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	makes (logical) suggestions regarding how to proceed, distribute tasks and assign roles for the pitch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	emphasises the importance of detailed, well-planned, careful and results-oriented work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
C3 Analysing the combination of interests	establishes connections between the actions, strategies and interests of the investors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	identifies potential conflicts of interest and highlights possibilities for compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	identifies compatible or consistent interests with and among investors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	uses specialised terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
	Notes: in particular <ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 															

K

Task: Take your only shot! – The elevator pitch
Method: Presentation followed by questions
Duration: 5 + 5 minutes per group

Check you've covered all bases before you invest! Is there a market for this business idea? Are the founders capable of implementing the business plan? Is the business model promising?

Notepad for investors:



<p>1</p>	<p>Group name</p>	<p>Notes</p>
<p>2</p>	<p>Group name</p>	<p>Notes</p>
<p>3</p>	<p>Group name</p>	<p>Notes</p>

200 EUROS	200 EUROS
200 EUROS	200 EUROS
200 EUROS	200 EUROS
200 EUROS	200 EUROS
200 EUROS	200 EUROS

Please note: Each investor receives 1x200 euros and 3x100 euros.

100 EUROS	100 EUROS
100 EUROS	100 EUROS
100 EUROS	100 EUROS
100 EUROS	100 EUROS
100 EUROS	100 EUROS

Please note: Each investor receives 1x200 euros and 3x100 euros.



- Task:** Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?
- Method:** Talk show
- Duration:** A total of 120 minutes (talk show: 60 minutes)

The talk show is not part of the consecutive range of ‘Start-up tasks’. Therefore, the groups are reassigned (↗ *Allocation plan*). A basic introduction to the content and methodology is required in the plenary session. Together with two DISCUSSION LEADERS (for 12 KICK-STARTERS: one DISCUSSION LEADER), you will present the talk show. Give the DISCUSSION LEADERS their role cards at least a week in advance.

Your tasks:

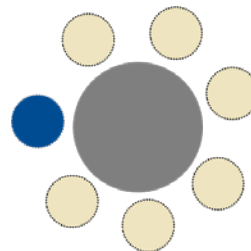
1. Play a **video** on the current start-up situation in Germany to start with. Duration: 8 minutes. Then gather the most important statements in the plenary session.

Video NRW founder forum | Good times, bad times – founder times?

<https://www.youtube.com/watch?v=YycADNKqMqI>

2. Briefly explain how the **talk show** works. Allow an opportunity for questions.
3. Point out the **group rooms** in which the talk show is taking place.
4. Briefly present six **roles** which the KICK-STARTERS shall act out (↗ *Talk show name badges*). Share the roles by handing out the ↗ *role cards*:

- Member of the government
- Member of the opposition
- Founder of a successful start-up
- Founder of a failed start-up
- Consultant in the business incubator
- Business Angel



5. Put the following **statement** to the group:

*“It is important that everyone is ready to take on a certain role.
This doesn't mean that you should express your personal opinion in the talk show.”*



6. Give the KICK-STARTERS 40 minutes to research the latest **start-up monitor**. They will find the data and facts to be able to substantiate ‘their’ position here. Make the start-up monitor available as a file or printed: <https://www.kfw.de/KfW-Konzern/KfW-Research/KfW-Gr%C3%BCndungsmonitor.html>

'Talk show' checklist materials (for the Kick-starter room):

- PC with internet access
- Projector
- 1 noticeboard
- 1 permanent marker (black)
- Or: board, chalkboard
- 3 x 6 role cards for the KICK-STARTERS
- Start-up monitor: print edition (18x) or file



'Talk show' materials checklist (for every group room):

- 6 PCs with internet access or 6 printouts of the 'start-up monitor'
- 6 pens and paper for notes
- 6 name tags with role description
- 1 role card for the DISCUSSION LEADER



Schedule	
Time (minutes)	Content
20	<p><i>Plenary session:</i></p> <ul style="list-style-type: none"> • Introduction to the topic • Presentation of the video • Summary of the statements • Group forming • Assignment of rooms and roles
40	<p><i>Individual work:</i></p> <p>Research using the start-up monitor to prepare for taking on the assigned role.</p>
60	<p><i>3 groups:</i></p> <p>Perform the talk show 'Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?'</p>
<i>Duration: 120 minutes</i>	

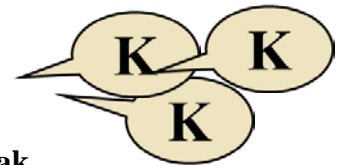


- Task:** Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?
- Method:** Talk show
- Duration:** A total of 120 minutes (talk show: 60 minutes)

You open the talk show, guide the KICK-STARTERS, manage the floor and end the talk show after 60 minutes. You are neutral, although this does not mean that you have to hold back completely from joining in the discussion. To stimulate the discussion, you may exaggerate statements for example by putting statements to the group for discussion and scrutinising the position of the participants.

Tips for presenting:

1. Start by introducing all the participants in their **role**.
2. Open the talk show by getting a **statement** from every participant:
“Is Germany a founder paradise or a founder wasteland?”
3. Make sure you give every participant an equal amount of **time to speak**.
4. Always return the discussion to the **issue** if the conversation goes off topic.
5. Summarise the **interim results** to move onto new points.



Always refocus the discussion on the following **key points**:

- **Economic system and order:** for example, the role of the state and companies in a social market economy or federal funding of business creation.
- **Collaboration of the agents:** for example, the benefits and risks of a joint business creation or possible sources of conflict with business partners.

Stimuli for the discussion:

- Ask about the *macroeconomic* and *legal* **basic conditions** for business creation in Germany, in comparison to other countries.
 - Present the latest *facts* and *figures* on Germany’s **founder landscape**!
 - Ask what the *state*, *society* and *economy* should achieve specifically!
 - Ask about the *specific advantages* of **collaboration** amongst founders!
 - Ask about *typical issues* in **business relationships**!
 - Expose the problems of start-ups started out of *necessity*!
 - Make the *negative consequences* of failed business creation the subject of discussion!
- You can include these points and similar **incentives** several times!



Data and facts on the founder landscape in Germany:

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Formulated questions:

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Formulated statements:

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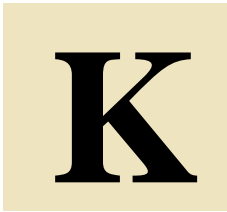
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

member of the government

Your position: *Overall, Germany is very well placed, but we need entrepreneurial spirit and initiative!*



- The state is not usually asked when founding a start-up. It is the individual's initiative.
- There are many programmes that support entrepreneurs. They must be utilised better.
- Anyone who wants to found a company finds the best economic basic conditions! When, if not now!
- Founders are far too often just lone wolves! Those who are more successful have allies!
- In the founder scene, there is too much infighting rather than collaborating!
- The cooperation of all parties locally needs to be improved!

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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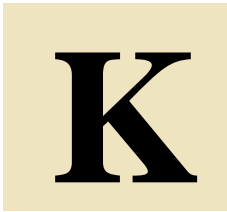
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

member of the opposition

Your position: *Politics, society, economy – all could do more for better entrepreneurial culture!*



- Fewer and fewer start-ups! Germany is not competitive in the long run!
- Founders stimulate the economy! Society needs to recognise it more!
- Founding a start-up needs to be easier! Red tape must be removed!
- We need founders with vision to inspire others to do it.
- Finding allies who offer something to others and do not think of the benefits for them alone!
- Founder teams provide opportunities but sometimes the cooperation ends in conflict!

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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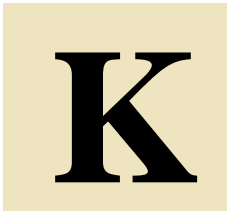
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

founder of a start-up – and successful

Your position: *Founding a business is and will always be a challenge
– things are easier with more support!* 

- At the start, financial funding from the state helps to keep founders above water!
- I would like the backing of society! Not opposition!
- Simpler laws would help small entrepreneurs to concentrate on their business!
- Without start-up consultant advice, the necessary know-how on founding a business would have been missing!
- Business creation is a challenge that you should not take on your own!
- I have searched for and found allies. This meant I was never on my own!

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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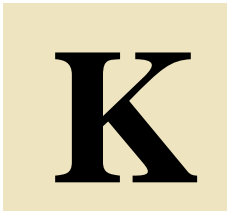
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

founder of a start-up – and failed

Your position: *A better founding culture is not enough!
We also need a culture of failure!*



- When things go wrong, the founder is left out in the cold! The state does not give a second injection of finance!
- Failure goes hand-in-hand with founding a start-up! However, I am seen as a loser in society!
- Founders do not have any lobbyists! Large companies have a say in the economy!
- I was naive and this was exploited. I can only say: Beware of business life!
- I should have searched out my allies and business partners better!
- It would be good if young entrepreneurs had more support from experienced entrepreneurs!

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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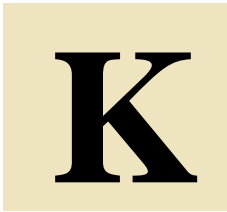
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

consultant in a business incubator

Your position: *Germany's entrepreneurs could do so much more
– but the downward trend is increasing!* 

- There is little entrepreneurial spirit to detect in Germany. The trend for founding a start-up is negative!
- Society has a negative image of entrepreneurs. There is a lack of role models!
- Subsidies for entrepreneurs are not a long-term solution! Good business models finance themselves!
- Founders help exchange experience amongst themselves. They also need professional advice!
- Founders stretch themselves too thin if they do everything themselves. You need to rely on cooperation!
- In times of initial difficulties, many business partners unfortunately pull out too quickly.

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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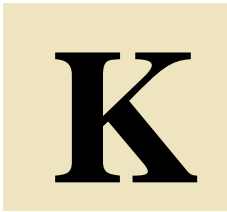
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Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Method: Talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

You are a

business angel

Your position: *Ample venture capital is waiting for entrepreneurs, good ideas and courage are missing to form a start-up!* **!**

- Founding a start-up is easier if the economy is flourishing! Politics should ensure that!
- Private venture capital is better than state subsidies for founders! We are ready!
- Entrepreneurs in Germany are not highly respected! This image needs to change!
- We are clearly striving for returns! In exchange, we provide knowledge, experience and skills!
- Our network is made up of experienced manager and entrepreneurs who help founding start-ups.
- It is important that business angels and founders match each other on a personal level and in terms of the business!

Material to prepare for the talk show: Latest start-up monitor

Work task:

Search the specific information (data and facts) to verify your position.
Prepare arguments which you can use to back up your claims.
Make notes.

Notes:

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MODERATOR



MODERATOR

**Member of the
government**

K

K

**Member of the
government**

**Member of the
opposition**

K

K

**Member of the
opposition**

Successful founder of a start-up

K

K

Successful founder of a start-up

Failed founder of a start-up

K

K

Failed founder of a start-up

**business incubator
Consultant in a**

K

K

**Consultant in a
business incubator**

Business Angel

K

K

Business Angel



Task: Founder paradise or founder wasteland?
Germany – how are your KICK-STARTERS doing?

Methods: Internet research, talk show

Duration: A total of 120 minutes (talk show: 60 minutes)

The KICK-STARTERS assume different *roles* in the talk show. They stand for a position that is roughly outlined by the *role cards*. They reinforce this position with *arguments*.

Using the prepared *start-up monitor*, the KICK-STARTERS find out information prior to the individual work about the current start-up situation in Germany. Using this, they are able to support their arguments with data and facts.

The talk show is carried out with the guidance of a CO-MODERATOR (= DISCUSSION LEADER). Only the presentation of the talk show is observed, not the preparation.

Observation focal points

		Those who are focused on...
C4	Analysing, assessing and developing cooperation	can identify opportunities where the joint (“collective”) representation of interest is more effective. They assess cooperation with other founders, business angels, etc. in regard to the advantages for both parties. In terms of typical cooperation problems and conflicts, they can point out solutions.
C6	Analysing economic systems and structures	can assess the relation of the market and state basic values based on the social-market economy. They assess beneficial and obstructive influences on business success and the start-up activity, which are derived from external basic conditions, such as society, culture, economy and legal systems.

Pay particular attention to the following behavioural examples!

The KICK-STARTER...

- highlights partners and possibilities for cooperation during the start-up phase.
- emphasises the benefits of cooperation and exchange during the start-up phase.
- shows the causes of cooperation problems and solution options.
- debates the external basic conditions for founders.
- reasons using the current start-up situation in Germany.
- describes the macroeconomic meaning of start-up activities.



Also make a note of other, similar behaviours!

Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?

TALENT SCOUT: _____

		KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
front	C4 Analysing, assessing and developing cooperation			
	C6 Analysing economic systems and structures			
	Specialised terms			

Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?

TALENT SCOUT: _____

		KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3					
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	
back	The KICK-STARTER...																
	C4 Analyse, assessing and developing cooperation	highlights partners and possibilities for cooperation during the start-up phase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		emphasises the benefits of cooperation and exchange during the start-up phase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		shows the causes of cooperation problems and solution options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C6 Analyse economic systems and structures	debates the external basic conditions for founders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		reasons using the current start-up situation in Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		describes the macroeconomic meaning of entrepreneurship activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses specialised terms.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes: in particular																	
<ul style="list-style-type: none"> • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurrences. 																	



Task: Interviewing founders
(optional, is not observed)

Duration: 45 minutes (preparation) +
75 minutes (performance)

The task ‘*Interviewing founders*’ is not used for potential diagnostics, but is optional. It is split into three steps. The KICK-STARTERS will not be observed here.

The opportunities are scarce to personally interview a founder who has taken the step towards creating a start-up. Organise these tasks, if possible, since the exchange with founders is informative and also motivates the KICK-STARTERS.

In the case of young founders who are barely older than the KICK-STARTERS themselves, the latter can be easily identified. Due to the currency of their experiences, founders who are still in the start-up phase are particularly interesting.

To find this type of founder, you can refer to foundations, founder information centres or entrepreneurship chairs at universities.

In the run-up to the potential analysis, you should gather information about the founders and their start-up, such as business documents, product prospectuses and press reports or using its homepage, social network profile or online videos.

Step 1: Preparing the interview

Kick-starter room/group rooms

1. Introduce the **founder** and their **start-up** (plenary session).
2. Formulate **instructions** for working in groups:
 - a) Use the available **information** or find out information on the **internet** about the founder, their products and business concept.
 - b) Formulate **5 questions** to the founder that personally interest you in your individual work.
 - c) Ask reciprocal questions. Finally...
 - remove the duplicate questions.
 - pool similar questions.
 - d) Create a joint **questionnaire** for the interview with the founder.
 - e) Each group member is allowed to ask the founder questions.

Duration: 45 minutes

Step 2: Carrying out the interview

Kick-starter room

1. **Greet** the founder and **thank** them.
2. Allow the **founder** to tell you something about their career and start-up (maximum 30 minutes).
3. Give the KICK-STARTERS sufficient opportunity to ask **questions** (at least 45 minutes).
4. Give the founder a small, symbolic **present** as a thank you.
5. Invite the founder to take part in the following **pitch** so that they can give tips to the KICK-STARTERS for the business plan.

Duration: 75 minutes

Step 3: Assessing the interview

Kick-starter room

1. The exchange with the founder is reflected in the *final round of the day*. On three **walls** present a statement in each case that the KICK-STARTERS complete:

Statement 1: From the founder interview, I particularly enjoyed...

Statement 2: From the founder interview, I did not like...

Statement 3: The founder interview has shown me that...



2. Distribute the **presentation cards** and **permanent markers**.
3. Everyone should write a least **one card** for every statement, **two** at most. Vary the colour: green for statement 1, red for statement 2 and white for statement 3.
4. The KICK-STARTERS read out their addition to **statement 1** and attach the card.
5. Repeat this for **statements 2 and 3**.
6. Finally, continue the final round of the day as usual.

Duration: 20 minutes

'Interviewing a founder' checklist materials:

- 3 partition walls
- 40 presentation cards in three different colours
- 18 permanent markers
- Drawing pins
- At least 1 PC with internet access or a computer room (for each group room)





- Task:** Final rounds
- Location:** Kick-starter room (circle of chairs)
- Duration:** As required

Over the course of the potential analysis, several final rounds are expected:

- at the end of each day
- during the feedback discussion
- at the end of the completed potential analysis.

Final round of the KICK-STARTERS at the end of each day

1. At the end of each day, all KICK-STARTERS meet the MODERATOR in the Kick-starter room. This final round takes place **without the TALENT SCOUTS**. The KICK-STARTERS know without doubt that they are not being observed. This final round is also used to a) gather feedback in an overview, b) recognise and resolve any problems and c) identify the mood of the KICK-STARTERS.
2. Introduce the final round by summarising the day. Ask the KICK-STARTERS for a short **overview**. A speaker stone is recommended. This means only the person holding the stone (or: ball) may speak. It is not necessary for every KICK-STARTER to speak. Ask, for example:

“What did you enjoy about today and what did you not enjoy?”



3. The capability of the groups and individual participants varies. Therefore, it may result in the given working times for the tasks being perceived as too long or too short. The same applies to breaks. You should adapt the scheduled times within the options for the next day.
4. After the summary, give a short **overview** of the day to come.
5. Finally, instigate a ↗ **mood barometer**. Prepare three containers for this at the entrance. Label the containers with ‘smileys’. Give each KICK-STARTER a marble. When leaving the room, they shall place a marble in the container which matches their mood.
6. Thank the KICK-STARTERS and say goodbye.

Final round during the feedback discussion

The feedback discussion phase begins in the plenary session. Welcome the KICK-STARTERS.

1. Distribute the ↗ **scale question** (*Conclusion*). Each KICK-STARTER reassesses their entrepreneurial talent on a scale of 1 to 10. The KICK-STARTERS take this form with them to the feedback discussion. The TALENT SCOUT gives out the ↗ *Scale question (Start)* from *Let's kick things off! Discovery*.
2. Explain the **schedule** of the feedback discussion:
 - Approx. **20 minutes** are scheduled for each feedback discussion.
 - The feedback is **based on strengths**. It is not about weaknesses; rather it is about established knowledge and ability. This tends to be unusual for the participants and therefore requires explanation.
 - 6 KICK-STARTERS have a feedback discussion at the same time. The KICK-STARTER who leaves the room asks the next one in.
 - During the feedback discussion, the other KICK-STARTERS write a ↗ **letter for the future**. In the letter, they are able to report on their experiences with the *Kick-starters – The profile check for entrepreneurial talent*. They should also note down points with regard to what they would like to change or improve. The letter is completely private. The KICK-STARTERS put the letter in an envelope, seal it and address it. Send the letters to the KICK-STARTERS in one year. Note the date in a calendar.
 - Once all the feedback discussions have finished, reassemble in the **Kick-starter room**.



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Final round for the entire potential analysis

You, the KICK-STARTERS and the TALENT SCOUTS have completed an arduous and successful potential analysis. In this last final round, all those involved sit in a circle and review the week.

1. Distribute the ↗ **evaluation form for KICK-STARTERS** and the ↗ **evaluation form for TALENT SCOUTS**. Allow time to fill out the evaluation form and then collect them.
2. Reuse the **summary** so that the KICK-STARTERS as well as the TALENT SCOUTS can briefly express their opinion. Questions can be:

*“What have I learnt from the potential analysis? What can I take from this?
What did I really enjoy/what did I not enjoy? What have I missed?”*



3. Thank the KICK-STARTERS and the TALENT SCOUTS for taking part in the *Kick-starters – The profile check for entrepreneurial talent* and say goodbye.
4. Finally, perform a **mood barometer**. Ask:

“What did you think of the entire potential analysis?”



Materials checklist for the ‘Final rounds’ session:

- 1 speaking stone
- 3 containers
- 18 marbles
- 18 scale questions
- ↗ Scale question (Conclusion) for the number of participants
- ↗ Evaluation form for KICK-STARTERS FOR the number of participants
- ↗ Evaluation form for TALENT SCOUTS FOR the number of participants



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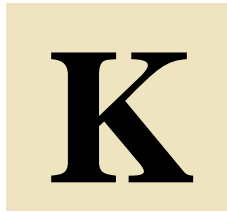
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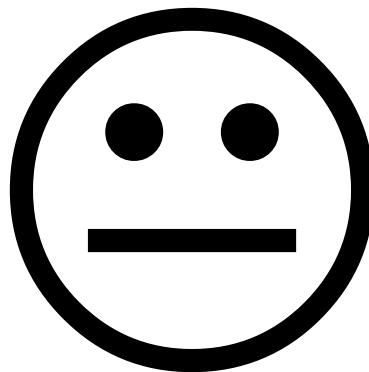
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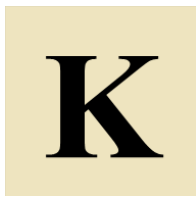
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Mood barometer





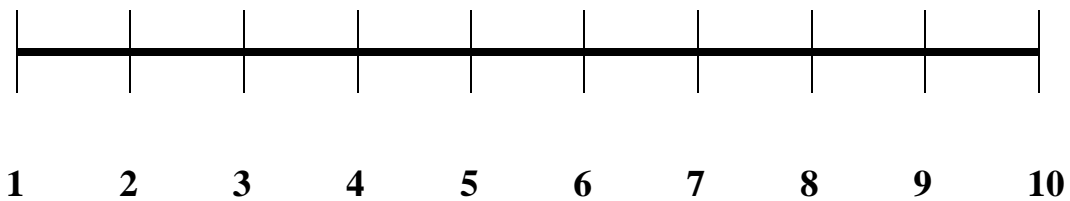
_____ (surname, first name)

Final

How do you rate your own



entrepreneurial talent?



Mark yourself on a scale from 1 to 10:

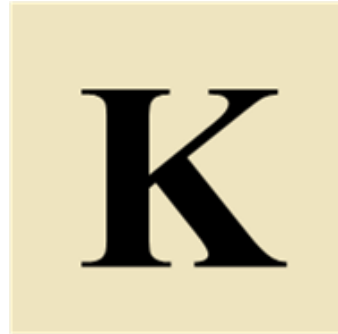
1 = I have nothing in common with an entrepreneur.

10 = I was born to be an entrepreneur.

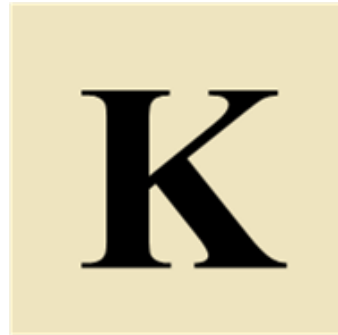
Chapter 5

Templates, which you need for the potential analysis *kick-starter*

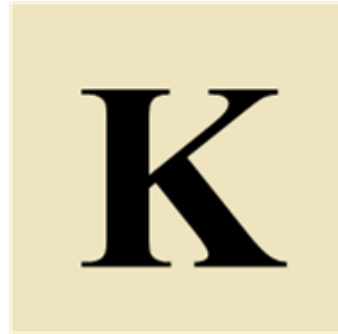
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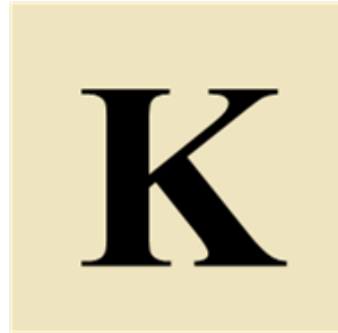
Kick-starter room



Talent atelier



Entrepreneur workshop



Ideas studio



TALENT SCOUTS



Kick-starters knowledge test: Test sheet

Dear KICK-STARTERS,

Please take note of the following instructions, which will help you to complete the KICK-STARTERS knowledge test:

- The knowledge test covers a very broad spectrum of economical and legal topics, so it is highly unlikely that you will know the answers to every question. Nevertheless, please still try to answer every question and guess if you have to.
- There is only ever one correct answer.
- Every question has an option e) “None of these options are correct”. This can also be the correct answer.
- You are permitted to use a calculator for any arithmetical tasks.
- If you need to make notes or calculations, please use a separate sheet.
- You should only use the accompanying answer sheet to write down your final answer.
- The total time required to complete the test is approximately 45 minutes.

Good luck!

Friends Anna and Christian want to found a company. For this to be possible, they need to have specialist knowledge of business administration and business law, but there are a few things they aren't sure about. Can you offer Anna and Christian some sound advice to ensure their start-up is a success?

Test your knowledge and answer the following questions! Be sure to do your best, as you may find some of the questions tricky.

1. Which of these sequences of events is the most suitable for the two entrepreneurs to follow?
 - a) Come up with a business idea, develop a business model, draw up a business plan, register the company, secure finance, start operating
 - b) Come up with a business idea, draw up a business plan, secure finance, develop a business model, register the company, start operating
 - c) Come up with a business idea, develop a business model, draw up a business plan, secure finance, register the company, start operating
 - d) Come up with a business idea, draw up a business plan, develop a business model, secure finance, register the company, start operating
 - e) None of these options are correct

2. Which of these assumption made by Christian is incorrect?
 - a) It is categorically not permitted to imitate competing products
 - b) Industrial property protection protects one's own business idea from copycats
 - c) Industrial property protection offers a temporary competitive advantage
 - d) The invention must not have gone public before filing the application for industrial property rights
 - e) None of these options are correct

3. How should the two founders determine the break-even price for their product?
 - a) Cost price plus profit margin
 - b) Through market supply and demand
 - c) Market price less profit margin
 - d) Cost price per unit produced
 - e) None of these options are correct

4. Anna makes some calculations on the basis that the company will have a maximum capacity of 50,000 units per year down the line. The fixed costs amount to €100,000, with variable costs of €1.65/unit. What selling price do we need to achieve to cover all costs at full capacity?
- a) €3.65
 - b) €1.65
 - c) €3.56
 - d) €2.15
 - e) None of these options are correct
5. Which of these company legal forms would mean Anna and Christian's personal assets were also at risk?
- a) General commercial partnership (oHG)
 - b) Limited partnership (KG)
 - c) Joint stock company (AG)
 - d) Registered cooperative society (eG)
 - e) None of these options are correct
6. Anna and Christian are dealing with the bank with regard to their finances. They have made a note of the following information:
- Anna has €100,000 cash. She would like to invest 55% of this in the company. They plan to sell an inherited car to a dealership for €6000.
- They then require the following to run the company: Machines (purchase price: €150,000), materials (€45,000) and a van (€10,000).
- How much money do the two entrepreneurs need to borrow from a third party?
- a) €205,000
 - b) €9,000
 - c) €144,000
 - d) €150,000
 - e) None of these options are correct

7. Which type of loan collateral is not suitable for Anna and Christian's start-up?
- a) Assigning machines as security
 - b) Assigning land charges on the property
 - c) Ceding wage and salary entitlements
 - d) Pledging savings and deposit accounts
 - e) None of these options are correct
8. Let's assume Anna would rather set up her own company without Christian. Which of the following statements does not apply in this case?
- a) Only Anna, as the owner, will be affected by profits and losses
 - b) The owner runs the company
 - c) Anna only bears limited liability as a sole trader
 - d) No minimum capital requirements apply to start up
 - e) None of these options are correct
9. When are Anna and Christian following the economic principle? When they...
- a) try to reach a specific goal with the given means
 - b) try to reach the most ambitious targets with minimal effort
 - c) try to reach a specific goal with minimal effort
 - d) try to strike the best possible balance between income and expenditure
 - e) None of these options are correct
10. The entrepreneurs are thinking about 'product differentiation', which means they want to...
- a) offer their product at different prices
 - b) launch a completely unique product on the market
 - c) improve the quality of a product they have already launched
 - d) offer different versions of their product to appeal to new customer groups
 - e) None of these options are correct

11. Which aspect relating to sales policy does Anna have to assign 'sales logistics' to in the business plan?
- a) Product policy
 - b) Price policy
 - c) Distribution policy
 - d) Communication policy
 - e) None of these options are correct
12. If Anna and Christian's product is more expensive in the railway outlets than in the city centre retailers, the retail segment is demonstrating...
- a) geographic price differentiation
 - b) temporal price differentiation
 - c) personal price differentiation
 - d) property-based price differentiation
 - e) None of these options are correct
13. Christian needs the formula for calculating productivity! What is he looking for?
- a) Output divided by input
 - b) Input divided by output
 - c) Revenue minus expenditure
 - d) Turnover minus costs
 - e) None of these options are correct
14. If the supplier offers a reduction of 2% if payment is made within 7 days, Anna and Christian receive a...
- a) Rebate
 - b) Bonus
 - c) Discount
 - d) Kickback
 - e) None of these options are correct

15. If the friends decide to dissolve their company down the line and sell of all the assets, this is known as...
- a) Consolidation
 - b) Liquidation
 - c) Insolvency
 - d) Bankruptcy
 - e) None of these options are correct
16. Which authorities do Anna and Christian not need to register their start-up with?
- a) Trade office
 - b) Employer's liability insurance association
 - c) Tax office
 - d) Trade supervisory office
 - e) None of these options are correct
17. Anna and Christian need to rent a warehouse to store their semi-finished goods. What type of cost is this classed as?
- a) Fixed costs
 - b) Variable costs
 - c) Imputed costs
 - d) Financial costs
 - e) None of these options are correct
18. Let's assume Anna and Christian take on employees. How long would they have to keep paying an employee who was off sick for?
- a) Not at all – this is covered by the health insurance company
 - b) No longer than six weeks
 - c) No longer than six months
 - d) No longer than a year
 - e) None of these options are correct

19. The young entrepreneurs would like to set up a corporation. Which of the following legal forms is then not worth considering?
- a) Entrepreneurial company (UG)
 - b) Joint stock company (AG)
 - c) Limited partnership (KG)
 - d) Limited liability company (GmbH)
 - e) None of these options are correct
20. Third parties could obtain shares in Anna and Christian's capital company by:
- a) Purchasing bonds payable to the bearer
 - b) Making a cash contribution as a silent partner
 - c) Purchasing shares in the company
 - d) Participating in employee profit sharing
 - e) None of these options are correct
21. An advert for Anna and Christian's new product is currently airing on the local radio. In terms of the marketing mix, this is an example of:
- a) Distribution policy
 - b) Price policy
 - c) Communication policy
 - d) Product policy
 - e) None of these options are correct
22. The company's tax return is due. As part of the cash accounting record, Christian has to determine whether the company has made a profit or a loss: Which formula applies?
- a) Profit = operating revenue minus operating expenses
 - b) Profit = operating revenue minus business costs
 - c) Loss = costs minus turnover
 - d) Loss = outgoings minus incomings
 - e) None of these options are correct

23. The bank requires a ‘SWOT’ analysis. What does the abbreviation SWOT stand for?
- a) Strengths, Weaknesses, Opportunities, Threats
 - b) Sources, Weaknesses, Opportunism, Tasks
 - c) Strengths, Weaknesses, Opportunities, Tasks
 - d) Sources, Weaknesses, Opportunism, Threats
 - e) None of these options are correct
24. Anna and Christian are dealing with the bank with regard to a loan. Which organisation can the bank contact to obtain information about the credit ratings of the young entrepreneurs?
- a) Commercial register
 - b) Bank
 - c) General credit protection agency
 - d) Rating agency
 - e) None of these options are correct
25. The ® symbol features in the name of one of your competitors’ products. This means that the product is protected by copyright as...
- a) a registered utility model
 - b) a registered trademark
 - c) a registered design
 - d) an internationally registered patent
 - e) None of these options are correct
26. Which of the following items in the entrepreneurs’ first closing balance sheet is not their own capital?
- a) Legal reserves
 - b) Voluntary reserves
 - c) Accruals
 - d) Profit carried forward
 - e) None of these options are correct

27. Anna and Christian have delivered faulty new goods to their end consumers. It doesn't take long before the complaints start to come in. According to statutory provisions, how long are they responsible for these for as a minimum?
- a) 6 months
 - b) 9 months
 - c) 12 months
 - d) 24 months
 - e) None of these options are correct
28. Let's assume that Anna and Christian decide to set up a joint stock company further down the line. Which organ does not necessarily form part of this joint stock company?
- a) Executive board
 - b) Supervisory board
 - c) General assembly
 - d) Workers' council
 - e) None of these options are correct
29. If Anna and Christian sell a product with a production fault, they are required to rectify it in line with the statutory...
- a) Guarantee
 - b) Warranty
 - c) Liability
 - d) Bond
 - e) None of these options are correct
30. Anna looks into the collective bargaining law in more detail. She wonders which of the following organisations or organs cannot enter into collective wage agreements.
- a) Union
 - b) Employers' association
 - c) Workers' council
 - d) An individual company
 - e) None of these options are correct

31. As employers, Anna and Christian split the employees' statutory national insurance contributions with their staff. Which aspect of national insurance does not involve splitting the cost between employer and employee?
- a) Statutory health insurance
 - b) Statutory pension scheme
 - c) Statutory unemployment insurance
 - d) Statutory accident insurance
 - e) None of these options are correct
32. Who is responsible for the costs incurred through the activities of a workers' council in Anna and Christian's company?
- a) All employees within the company equally
 - b) The employer alone
 - c) The employees, employer and employer's liability insurance association at a third each
 - d) The union responsible for the company
 - e) None of these options are correct
33. Which of the following taxes can the start-up claim back from the tax office?
- a) The income tax of their employees
 - b) The capital gains tax on dividends
 - c) The VAT on relevant outlays
 - d) The sales tax on their sales to corporate customers
 - e) None of these options are correct
34. From which national bank can the two entrepreneurs obtain funding in the form of low-interest loans?
- a) The KfW (a German government-owned development bank)
 - b) The European Central Bank (ECB)
 - c) The Landesbank (a group of state-owned banks in Germany)
 - d) The German Federal Bank (BBk)
 - e) None of these options are correct

35. While carrying out some research, Christian comes across the term ‘employer’s salary’, which – in terms of cost accounting – is classed as...
- a) fixed costs, because it occurs regularly
 - b) variable costs, because the amount is dependent on turnover
 - c) imputed costs, because it isn’t actually paid out
 - d) not a cost at all, as there’s no such thing
 - e) None of these options are correct
36. If both entrepreneurs engage in price differentiation, they sell:
- a) Products of the same type at the same price
 - b) Products of the same type at different prices
 - c) Products of different types at the same price
 - d) Products of different types at different prices
 - e) None of these options are correct
37. If the demand increases but supply stays the same in the market that the young entrepreneurs are operating in, then...
- a) this generally has no impact on price
 - b) the price normally increases
 - c) the suppliers lower the price
 - d) supply also increases albeit at a later stage
 - e) None of these options are correct
38. At the entrepreneur expo, Anna and Christian listened to a presentation on leasing. What is meant by this concept?
- a) It is the most common type of franchising
 - b) It refers to financing assets by renting them
 - c) It is a particularly attractive type of loan
 - d) It is another word for factoring
 - e) None of these options are correct

39. If Anna and Christian regularly have customer orders processed by other companies, these are known as...
- a) Subcontractors
 - b) Co-entrepreneurs
 - c) Joint ventures
 - d) Affiliated companies
 - e) None of these options are correct
40. The entrepreneurs are also noticing that prices are going up. What is the term to describe an increase in the general price level?
- a) Stagflation
 - b) Recession
 - c) Inflation
 - d) Deflation
 - e) None of these options are correct
41. Anna wonders what impact rising prices for computer software generally have on the computer hardware market?
- a) Demand for computers is increasing
 - b) Demand for computers is decreasing
 - c) Supply of computers is decreasing
 - d) Supply of computers is increasing
 - e) None of these options are correct
42. Generally speaking, what is the correlation between the interest rate for loans and the investment activity of companies?
- a) When the interest rate drops, investment activity tends to decline because it becomes more difficult to get a loan due to the growing demand from companies for private credit
 - b) When the interest rate increases, investment activity tends to increase because then the return prospects are also better
 - c) The investment activity of companies is not affected in any way by the interest rate for loans
 - d) Changes in the interest rate have zero impact on investments, as the positive and negative effects cancel each other out
 - e) None of these options are correct

43. The term 'company' is...

- a) the legal term for a commercial business
- b) the commercial term for a business with the legal form of a corporation
- c) according to the German Commercial Code, the name of a business person under which this person operates their business
- d) just a colloquial expression rather than any kind of specialist term
- e) None of these options are correct

44. What is a commercial problem for the young entrepreneurs of having too much stock?

- a) The warehouse being too chaotic
- b) The mismatch between liquid assets and fixed assets
- c) The falling lead times
- d) The high capital commitment
- e) None of these options are correct

45. Who is responsible for the statutory accident insurance for the employees of the two entrepreneurs?

- a) Employer's liability insurance association
- b) Trade supervisory office
- c) Health insurance company
- d) Federal insurance office
- e) None of these options are correct

46. If the young entrepreneurs agree on prices with the competition, this is known as:

- a) Submission
- b) Subversion
- c) Conversion
- d) A cartel
- e) None of these options are correct

K

Kick-starters knowledge test: Answer sheet

Please write your **name** here: _____

Please record your answers as follows:

Mark your answer with a cross.

For example – if your answer is ‘a’:

Question 1

- a
- b
- c
- d
- e

If you would like to amend your answer, black out the box completely and mark your new answer with a cross.

For example – if you would like to change your answer ‘a’ to answer ‘c’

Question 1

- a
- b
- c
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Question 1

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Question 5

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Question 9

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Question 13

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Question 2

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Question 6

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Question 10

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Question 14

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Question 3

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Question 7

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Question 11

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Question 15

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Question 4

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Question 8

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Question 12

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Question 16

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Question 17

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Question 21

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Question 25

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Question 29

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Question 18

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Question 22

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Question 26

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Question 30

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Question 19

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Question 23

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Question 27

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Question 31

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Question 20

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Question 28

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Question 32

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Question 37

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Question 41

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Question 45

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Question 34

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Question 38

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Question 42

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Question 46

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Question 35

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Question 39

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Question 43

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Question 36

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Question 40

- a
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Question 44

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Kick-starters knowledge test: Template

Marking notes

- Position the **template on the relevant column** of the answer sheet.
- Be sure to check that the **numbers of the questions correspond** on both the template and the answer sheet.
- The **correct solutions** are **indicated** by a **blacked-out** box.
- There is only ever **one correct answer**.
- The KICK-STARTER receives **1 point** for each **correct answer**.
- **No points** are deducted for incorrect answers.
- If **more than one answer** is selected, this question shall be marked as **incorrect**.
- If **no answer** is selected, this question shall also be marked as **incorrect**.
- Enter the amount of points for the relevant series of answers at the **bottom of every page**.
- To calculate the **overall result**, **all points are added together**. The maximum number of points available is 46.
- The overall result determines what **performance level** is awarded between 1 and 4.

Level 1: 17–23 points

Level 2: 24–31 points

Level 3: 32–38 points

Level 4: 39–46 points

- Make a note of the overall result and the performance level achieved at the **end of the answer sheet**.
- **No level is awarded** for a score of up to 16 points.

Question 1

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Question 5

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Question 13

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Question 10

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Question 3

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Question 7

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Question 11

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Question 15

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Question 4

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Question 8

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Question 12

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Question 16

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Question 29

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Question 18

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Question 22

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Question 26

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Question 30

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Question 19

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Question 23

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Question 27

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Question 31

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Question 24

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Question 28

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Question 32

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Question 33

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Question 37

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Question 41

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Question 45

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Question 34

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Question 38

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Question 42

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Question 46

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Question 35

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Question 39

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Question 43

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Question 36

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Question 40

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Question 44

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Kick-starters knowledge test: Levels and feedback modules

Level 1 – Overall score 17–23

Well done! You have faced up to the challenge and have basic knowledge about the economical and legal tasks involved in setting up and running a company. You are definitely on the right track. With this in mind, you will be able to make progress comparatively easily, as it will take no time at all for you to pick up more profound knowledge. It is recommended that you do this, because the professional requirements of the industry can be very demanding. Furthermore, by having more comprehensive and in-depth expertise, you can be less reliant on the expertise of others.

Level 2 – Overall score 24–31

What a good performance! You have considerable knowledge about the economical and legal tasks involved in setting up and running a company. You can even answer specific questions correctly, to some extent. Use this preliminary knowledge as a base to enhance and develop your economical and legal understanding. In terms of making progress, this should be comparatively quick and easy to do. Just bear in mind that the professional requirements of the industry can be very demanding, so having your own expertise will allow you to be better informed about advice and propositions from third parties.

Level 3 – Overall score 32–38

This is a very good performance! You have comprehensive knowledge about the economical and legal tasks involved in setting up and running a company. You can even answer specific questions correctly, for the most part. This means you have a very solid foundation on which to enhance and develop your economical and legal knowledge in a targeted manner as required. That said, always be sure to make use of your existing expertise when handling practical issues so that it's actually beneficial!

Level 4 – Overall score 39–46

This is an outstanding performance! You have exceptionally comprehensive knowledge – on both a basic and specialist level – about the economical and legal tasks involved in setting up and running a company. With this professional foundation behind you, you are ideally placed to deepen or update your economical and legal knowledge as needed. Do not forget to combine and link up your expertise acquired in different sectors. Also have the courage to transfer your knowledge to new areas of application to come up with innovative yet well-founded solutions to problems.

K

Dear *[Name]*,

To successfully found and manage a company, expertise in economics and business law is required, alongside winning personality traits.

The *kick-starter knowledge test* assesses your knowledge by covering a very broad spectrum of business, economic and business law issues.

Thank you very much for taking part in the *kick-starter knowledge test*.

You have achieved _____ points out of possible 46 points:

[Use the feedback modules and, if applicable, modify them.]

We wish you every success in the future!

[Place, date]

Kick-starter profile check: Manifestations and feedback modules

P1 Conscientiousness

Manifestation	Description
Weak	Every now and again, you aim to adopt a detailed, planned, careful and results-oriented approach to carrying out tasks. You share your knowledge about learning and working strategies (such as time management and task division) sporadically with other members of the group.
Average	You frequently adopt a detailed, planned, careful and results-oriented approach to carrying out tasks. You often recommend the effective use of learning and working strategies (such as time management and task division) to the group.
Strong	You almost always adopt a detailed, planned, careful and results-oriented approach to carrying out tasks. You support the effective use of learning and working strategies (such as time management and task division).
Very strong	You always adopt a detailed, planned, careful and results-oriented approach to carrying out tasks. You use learning and working strategies (such as time management and task division) efficiently and check that they are being implemented within the group.

P2 Extroversion

Manifestation	Description
Weak	Every now and again, you initiate a conversation and occasionally participate in discussions unprompted. You sometimes share your ideas and thought processes out loud and try to pick up on what other people have to say. You respond sympathetically to critical questions and occasionally act spontaneously.
Average	You often initiate a conversation and regularly participate in discussions unprompted. You frequently share your ideas and thought processes out loud and try to have some influence on what other people have to say. You often respond spontaneously to critical questions.
Strong	You usually initiate a conversation and participate in discussions unprompted in virtually all scenarios. You share the majority of your ideas and thought processes out loud and always try to have some influence on what other people have to say. You respond spontaneously to critical questions most of the time without any issues.
Very strong	You almost always initiate a conversation and participate in discussions unprompted in any scenario. You consistently share your ideas and thought processes out loud and actively influence what other people have to say. You always respond with confidence to critical questions.

P3 Assertiveness

Manifestation	Description
Weak	Every now and again, you try to influence the process and the result on group tasks. You occasionally pursue your goals with real determination, but mainly adopt the suggestions, ideas and positions of your fellow group members.
Average	You frequently try to influence the process and the result on group tasks. You pursue your goals with real determination in many cases, but often adopt the suggestions, ideas and positions of your fellow group members.
Strong	You usually try to have a considerable influence on the process and the result on group tasks. You pursue your goals with real determination in the majority of cases, but include any objections and criticism from other group members in your own viewpoint.
Very strong	You always determine the process and the result on group tasks. You always pursue your goals with real determination, assess any kind of critique and address any legitimate objections from other group members.

P4 Problem solving

Manifestation	Description
Weak	Every now and again, you face problems that need to be solved and adopt an approach that you know has previously been successful. In the case of new problems, you occasionally look for new solutions.
Average	You often face problems that need to be solved and adopt various approaches that you know have previously been successful. In the case of new problems, you look for a range of different, creative solutions. Where appropriate, you adopt an approach that you know has previously been successful.
Strong	Problem solving is something you usually see as a challenge that requires you to find a solution. In the majority of cases, you look for creative solutions to new problems. In doing so, you take into consideration the experience gained from previous attempts at solving the problem. You often find yourself adapting solutions that have previously been successful – including those from other fields.
Very strong	You do not let go of a problem until you have found a successful solution. In the case of new problems, you always look for creative solutions. In doing so, you take into consideration the experience gained from previous attempts at solving the problem, as well as successful solutions from other fields. You are able to transfer these and develop them further still.

C1 Analysing situations

Manifestation	Description
Weak	You are able to identify the objectives of a start-up as well as the effective influential factors. You can clearly analyse the strategies, alternatives courses of action and limitations of both your company and the competition to some extent.
Average	You are able to identify the significance of the objectives of a start-up as well as the effective influential factors. You can clearly analyse the strategies, alternatives courses of action and limitations of both your company and the competition in detail.
Strong	You are able to identify the relationships between the different objectives of a start-up as well as the effective influential factors. You can clearly analyse the strategies, alternatives courses of action and limitations of both your company and the competition in comprehensive detail.
Very strong	You are able to identify the need to prioritise the objectives of a start-up as well as the relationships between effective influential factors. You can clearly analyse the strategies, alternatives courses of action and limitations of both your company and the competition in a comprehensible, completed and detailed manner.

C2 Evaluating alternative courses of action

Manifestation	Description
Weak	You are able to evaluate alternative courses of action in a comprehensible manner to some extent on the basis of value measures. You justify your decisions in the context of a business plan based on the obvious consequences that you can predict in part.
Average	You are able to evaluate alternative courses of action in an adequately comprehensible manner on the basis of value measures. You justify your decisions in the context of a business plan based on the direct consequences that you can generally predict.
Strong	You are able to evaluate alternative courses of action in a sophisticated and comprehensible manner on the basis of value measures. You justify your decisions in the context of a business plan based on the direct and indirect consequences that you can predict in detail.
Very strong	You are able to evaluate alternative courses of action in an integrated and comprehensible manner on the basis of value measures. You justify your decisions in the context of a business plan based on the direct and indirect consequences and side effects that you can predict in detail for the short and long term.

C3 Analysing the combination of interests

Manifestation	Description
Weak	You are able to clearly correlate the actions of your business partners with their interests to some extent. You can determine whether these interests are compatible or conflicting.
Average	You are able to clearly and adequately correlate the actions of your business partners with their interests. You can determine the extent to which these interests are compatible or conflicting.
Strong	You are able to clearly correlate the actions and strategies of your business partners with their interests in a sophisticated and comprehensible manner. You can determine why these interests are compatible or conflicting.
Very strong	You are able to clearly correlate the actions and strategies of your business partners with their interests in a detailed, sophisticated and comprehensible manner. You can suggest options for compromise in the event of conflicting interests.

C4 Analysing, evaluating and developing cooperation

Manifestation	Description
Weak	You are able to describe the possibilities for the cooperative realisation of interests in a comprehensible manner to some extent. You can, in part, explain the advantages for your company and your business partners on both sides and know that problems can arise in cooperation.
Average	You are able to adequately describe the possibilities for the cooperative realisation of interests in a comprehensible manner. You can generally explain the advantages for your company and your business partners on both sides and know about the typical problems that arise in cooperation.
Strong	You are able to describe the possibilities for the cooperative realisation of interests in a sophisticated and comprehensible manner. You can explain the advantages for your company and your business partners on both sides for the most part and point out possible solutions for typical problems that arise in cooperation.
Very strong	You are able to describe in detail the possibilities for the cooperative realisation of interests in a detailed, sophisticated and comprehensible manner. You can explain the advantages for your company and your business partners on both sides in detail and counteract the emergence of cooperation problems by taking preventative action.

C5 Analysing markets

Manifestation	Description
Weak	You are able to examine the sales market – including its limitations – in a comprehensible manner to some extent. In part, you can predict how market conditions will affect your start-up. You can develop relevant questions for market analysis.
Average	You are able to adequately examine the sales market – including its limitations – in a comprehensible manner. You can generally predict how market conditions will affect your start-up. You can come up with a suitable outline concept for market research.
Strong	You are able to examine the sales market – including its limitations – in a sophisticated and comprehensible manner. You can predict for the most part how market conditions will affect your start-up. You can come up with a suitable, substantiated concept for market research.
Very strong	You are able to examine the sales market – including its limitations – in a sophisticated, comprehensible and detailed manner. You can consistently predict how market conditions will affect your start-up. You can come up with a suitable and sophisticated concept for market research.

C6 Analysing economic systems and structures

Manifestation	Description
Weak	You are able to discuss the basic conditions for entrepreneurs and company founders to some extent. You can outline the relationship between the market and the state in the social market economy, and – in concrete cases – describe one or two effects of state action.
Average	You are able to adequately discuss the basic conditions for entrepreneurs and company founders. You can explain the fundamentals of the relationship between the market and the state in the social market economy, and – in concrete cases – describe a number of effects of state action.
Strong	You are able to discuss the basic conditions for entrepreneurs and company founders in a sophisticated manner. You can scrutinise the relationship between the market and the state in the social market economy, and – in concrete cases – analyse the effects of state action with regard to the greater good.
Very strong	You are able to discuss the basic conditions for entrepreneurs and company founders in a detailed and sophisticated manner. You can investigate changes in the relationship between the market and the state in the social market economy, as well as state action on the basis of general principles and normative guiding principles.

K

Dear *[Name]*,

We were able to accompany you through the profile check *kick-starter*. Due to your observable performances it is possible to highlight succinctly your strengths.

In this cases you were able to show your distinct entrepreneurial talent:

Requirement dimension 1 *[please state]*

[Use the feedback modules and, if applicable, modify them.]

Requirement dimension 2 *[please state]*

[Check whether the wording is correct for each of the KICK-STARTERS.]

Requirement dimension 3 *[please state]*

[Use the feedback modules and, if applicable, modify them.]

Outstanding performances:

[Individual text for observable performances.]

Your support plan:

[Support options for the KICK-STARTER.]

This feedback is personal and meant just for you! It is only a snapshot. Please keep in mind: Requirements on entrepreneurial thinking and acting can differ from sector to sector as well as they can change over time. If you have interest in entrepreneurial independence for a specific area, please check whether your strengths can be useful in this particular area.

We wish you every succes in the future!

[Place, date]

Ms./Mr.

[*Name Surname*]

participated successfully
in the potential analysis

kick-starter

– The profile check for entrepreneurial talent

from [*Date*] until [*Date*]

in [*Place*].

kick-starter – The profile check for entrepreneurial talent
enables the participants to discover their
entrepreneurial preferences and capabilities by performing
various tasks of founding and managing a business.

[*Place, date*]

Signature

K

Evaluation sheet for the KICK-STARTERS

Gender: male female Age: _____

Scale: 1 = applies fully 6 = does not apply at all

	1	2	3	4	5	6
The premises were suitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The required tools (computer, flipchart, etc.) were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of participants was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>profile check kick-starter</i> was well organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks were comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time to accomplish the tasks was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of performance was reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could make use of my prior knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The individual days were well built upon each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The balance between working and leisure phases was ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning and working phases were relaxed and constructive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contents of <i>kick-starter</i> met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt challenged by the tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks allowed a critical reflection of the topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback of the TALENT SCOUTS was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the feedback was comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The atmosphere of the feedback discussion was pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why did you participate in the *profile check kick-starter*?

How did you find about out about *kick-starter*?

What did you particularly like about *kick-starter*?

What was the mostly pleasing or possibly annoying part of *kick-starter*?

What are your plans for the future?

	Yes	No	Do not know
I can imagine to be an entrepreneur in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend <i>kick-starter – The profile check for entrepreneurial talent</i> to my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kick-starter – the profile check for entrepreneurial talent receives the grade _____.



Evaluation sheet for the TALENT SCOUTS

Gender: male female

Current occupation: _____

Education: _____

Participation in training of TALENT SCOUT: Yes No

Why did you participate in the *profile check kick-starter*?

How did you find about out about *kick-starter*?

What did you particularly like about *kick-starter*?

Here are my recommendations for *profile check kick-starter*:

	Yes	No	Do not know
I can imagine to apply the <i>profile check kick-starter</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend the participation in the <i>profile check kick-starter</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scale:

1 = applies fully, 2 = applies, 3 = applies mostly, 4 = does rather not apply, 5 = does not apply, 6 = does not apply at all

	1	2	3	4	5	6
❖ General conditions						
The premises were suitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The required materials and documents (name badges, clipboards, etc.) were available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The working materials (notably the manual) were informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of <i>kick-starter's</i> structure was comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
❖ Training of TALENT SCOUTS						
The training of the TALENT SCOUTS was well organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time period between training of TALENT SCOUTS and conduction was reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The allocation plan was comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
❖ Phases of observation						
The tasks were suitable in order to identify the dimensions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time to accomplish the tasks was adequate in order to provide a feedback based on the observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The observation key 1:3 was suitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules for observation were given.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My prior knowledge was useful for the observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The balance between observation and leisure phases was ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The discussion with other TALENT SCOUTS was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
❖ Evaluation and feedback phase						
The conference of TALENT SCOUTS was well organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation sheet was comprehensible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The results of the personality test were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <i>kick-starter</i> knowledge test was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback modules reduce the workload enormously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The atmosphere of the feedback discussion was pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kick-starter – the profile check for entrepreneurial talent receives the grade _____.

Notes:



A series of horizontal dotted lines for writing notes, spanning the width of the page.

Annex

Tables and Schemes

1.	Allocation plan for 18 KICK-STARTERS.....	232
2.	Allocation plan for 12 KICK-STARTERS.....	240
3.	Evaluation table	246



Allocation TALENT SCOUTS ↔ KICK-STARTERS																		
Entrepreneur rally	Group I						Group II						Group III					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Station 1: Success factors	A						B						C					
Station 2: Tower building	B						C						D					
Station 3: Sales talent	C						D						E					
Start-up tasks	Group I						Group II						Group III					
	1	2	3	7	8	9	13	14	15	4	5	6	10	11	12	16	17	18
Business idea	C						E						A					
Customer analysis	E						A						F					
Competitor analysis	E						A						F					
Marketing mix	E						A						F					
Finding capital	E						A						F					
Elevator pitch	E						A						F					
Talk show Founder paradise or founder wasteland?	Group I						Group II						Group III					
	1	7	13	2	8	14	3	9	15	4	10	16	5	11	17	6	12	18
	C						E						D					
	A						F						B					

Legend:

Letters A-F: TALENT SCOUTS
Numbers 1-18: KICK-STARTERS

Procedure:

- (1) Enter the name of the KICK-STARTERS and TALENT SCOUTS in the respective upper line of the table.
- (2) Issue the properly filled-out allocation plan only to the TALENT SCOUTS. The KICK-STARTERS should not know who is observing them.

Conference of TALENT SCOUTS			
A	C	E	1
			2
			3
			7
			8
			9
			13
			14
			15
B	D	F	4
			5
			6
			10
			11
			12
			16
			17
			18

Feedback discussions	
A	1
	2
	3
B	4
	5
	6
C	7
	8
	9
D	10
	11
	12
E	13
	14
	15
F	16
	17
	18

TALENT SCOUT				A			
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:							
Entrepreneur rally							
Station 1: Success factors	1		2		3		
Station 2: Tower building							
Station 3: Sales talent							
Start-up tasks							
Business idea	13		14		15		
Customer analysis							
Competitor analysis							
Marketing mix	7		8		9		
Finding capital							
Elevator pitch							
Talk show							
Founder paradise or founder wasteland?	2		8		14		
Conference of TALENT SCOUTS							
You discuss with							
C and E							
the test and observation results of the following KICK-STARTERS.							
1							
2							
3							
7							
8							
9							
13							
14							
15							
Feedback discussions							
You provide a feedback to the following KICK-STARTERS:							
1							
2							
3							


TALENT SCOUT		B	
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:			
Entrepreneur rally			
Station 1: Success factors	4	5	6
Station 2: Tower building			
Station 3: Sales talent			
Start-up tasks			
Business idea	10	11	12
Customer analysis			
Competitor analysis			
Marketing mix	16	17	18
Finding capital			
Elevator pitch			
Talk show			
Founder paradise or founder wasteland?	6	12	18
Conference of TALENT SCOUTS			
You discuss with			
D and F			
the test and observation results of the following KICK-STARTERS:			
4			
5			
6			
10			
11			
12			
16			
17			
18			
Feedback discussions			
You provide a feedback to the following KICK-STARTERS:			
4			
5			
6			

TALENT SCOUT		C	
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:			
Entrepreneur rally			
Station 1: Success factors	7	8	9
Station 2: Tower building			
Station 3: Sales talent			
Start-up tasks			
Business idea	1	2	3
Customer analysis			
Competitor analysis			
Marketing mix	13	14	15
Finding capital			
Elevator pitch			
Talk show			
Founder paradise or founder wasteland?	1	7	13
Conference of TALENT SCOUTS			
You discuss with			
A and E			
the test and observation results of the following KICK-STARTERS:			
1			
2			
3			
7			
8			
9			
13			
14			
15			
Feedback discussions			
You provide a feedback to the following KICK-STARTERS:			
7			
8			
9			

TALENT SCOUT				D			
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:							
Entrepreneur rally							
Station 1: Success factors	10		11		12		
Station 2: Tower building							
Station 3: Sales talent							
Start-up tasks							
Business idea	16		17		18		
Customer analysis							
Competitor analysis							
Marketing mix	4		5		6		
Finding capital							
Elevator pitch							
Talk show							
Founder paradise or founder wasteland?	5		11		17		
Conference of TALENT SCOUTS							
You discuss with							
B and F							
the test and observation results of the following KICK-STARTERS:							
4							
5							
6							
10							
11							
12							
16							
17							
18							
Feedback discussions							
You provide a feedback to the following KICK-STARTERS:							
10							
11							
12							

TALENT SCOUT		E		
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:				
Entrepreneur rally				
Station 1: Success factors	13	14	15	
Station 2: Tower building				
Station 3: Sales talent				
Start-up tasks				
Business idea	7	8	9	
Customer analysis				
Competitor analysis				
Marketing mix	1	2	3	
Finding capital				
Elevator pitch				
Talk show				
Founder paradise or founder wasteland?	3	9	15	
Conference of TALENT SCOUTS				
You discuss with				
A and C				
the test and observation results of the following KICK-STARTERS:				
1				
2				
3				
7				
8				
9				
13				
14				
15				
Feedback discussions				
You provide a feedback to the following KICK-STARTERS:				
13				
14				
15				

TALENT SCOUT		F	
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:			
Entrepreneur rally			
Station 1: Success factors	16	17	18
Station 2: Tower building			
Station 3: Sales talent			
Start-up tasks			
Business idea	4	5	6
Customer analysis			
Competitor analysis			
Marketing mix	10	11	12
Finding capital			
Elevator pitch			
Talk show			
Founder paradise or founder wasteland?	4	10	16
Conference of TALENT SCOUTS			
You discuss with			
B and D			
the test and observation results of the following KICK-STARTERS:			
4			
5			
6			
10			
11			
12			
16			
17			
18			
Feedback discussions			
You provide a feedback to the following KICK-STARTERS:			
16			
17			
18			



Allocation TALENT SCOUTS ↔ KICK-STARTERS																																					
Entrepreneur rally	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">Group I</th> <th colspan="6" style="text-align: center;">Group II</th> </tr> <tr> <td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td> <td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td><td style="width: 10px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td> <td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td> </tr> </thead> </table>	Group I						Group II																		1	2	3	4	5	6	7	8	9	10	11	12
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	Group I						Group II																														
	1	2	3	7	8	9	4	5	6	10	11	12																									
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	Group I						Group II																														
1	2	3	10	11	12	4	5	6	7	8	9																										
C																																					
B																																					

Legend:

Letters A-D: TALENT SCOUTS
Numbers 1-12: KICK-STARTERS

Procedure:

- (1) Enter the name of the KICK-STARTERS and TALENT SCOUTS in the respective upper line of the table.
- (2) Issue the properly filled-out allocation plan only to the TALENT SCOUTS. The KICK-STARTERS should not know who is observing them.

Conference of TALENT SCOUTS		
A	C	1
		2
		3
		7
		8
		9
B	D	4
		5
		6
		10
		11
		12

Feedback discussions	
A	1
	2
	3
B	4
	5
	6
C	7
	8
	9
D	10
	11
	12

TALENT SCOUT			
A			
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:			
Entrepreneur rally			
Station 1: Success factors	1	2	3
Station 2: Tower building			
Station 3: Sales talent			
Start-up tasks			
Business idea	7	8	9
Customer analysis			
Competitor analysis			
Marketing mix	1	2	3
Finding capital			
Elevator pitch			
Talk show			
Founder paradise or founder wasteland?	7	8	9
Conference of TALENT SCOUTS			
You discuss with			
C			
the test and observation results of the following KICK-STARTERS:			
1			
2			
3			
7			
8			
9			
Feedback discussions			
You provide a feedback to the following KICK-STARTERS:			
1			
2			
3			

TALENT SCOUT		B		
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:				
Entrepreneur rally				
Station 1: Success factors	4	5	6	
Station 2: Tower building				
Station 3: Sales talent				
Start-up tasks				
Business idea	10	11	12	
Customer analysis				
Competitor analysis				
Marketing mix	4	5	6	
Finding capital				
Elevator pitch				
Talk show				
Founder paradise or founder wasteland?	10	11	12	
Conference of TALENT SCOUTS				
You discuss with				
D				
the test and observation results of the following KICK-STARTERS:				
4				
5				
6				
10				
11				
12				
Feedback discussions				
You provide a feedback to the following KICK-STARTERS:				
4				
5				
6				

TALENT SCOUT		C		
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:				
Entrepreneur rally				
Station 1: Success factors	7	8	9	
Station 2: Tower building				
Station 3: Sales talent				
Start-up tasks				
Business idea	1	2	3	
Customer analysis				
Competitor analysis				
Marketing mix	7	8	9	
Finding capital				
Elevator pitch				
Talk show				
Founder paradise or founder wasteland?	1	2	3	
Conference of TALENT SCOUTS				
You discuss with				
A				
the test and observation results of the following KICK-STARTERS:				
1				
2				
3				
7				
8				
9				
Feedback discussions				
You provide a feedback to the following KICK-STARTERS:				
7				
8				
9				

TALENT SCOUT		D		
During these ↓ tasks you are observing the following ↓ KICK-STARTERS:				
Entrepreneur rally				
Station 1: Success factors	10	11	12	
Station 2: Tower building				
Station 3: Sales talent				
Start-up tasks				
Business idea	4	5	6	
Customer analysis				
Competitor analysis				
Marketing mix	10	11	12	
Finding capital				
Elevator pitch				
Talk show				
Founder paradise or founder wasteland?	4	5	6	
Conference of TALENT SCOUTS				
You discuss with				
B				
the test and observation results of the following KICK-STARTERS:				
4				
5				
6				
10				
11				
12				
Feedback discussions				
You provide a feedback to the following KICK-STARTERS:				
10				
11				
12				

		Only fill out the grey boxes!										
Personality and competence profile of _____		Station 1: Success factors	Station 2: Tower building	Station 3: Sales talent	Business idea	Customers analysis	Competitor analysis	Marketing mix	Finding capital	Elevator pitch	Talk show	Level
Legend:												
		weak = 1 average = 2 strong = 3 very strong = 4										
P1 Conscientiousness	... observes the deadlines and specific targets of the task.											
	... makes (reasoned) suggestions for action, task distribution and the end product.											
	... emphasises the importance of detailed, well-planned, careful and results-oriented work.											
	... takes account of the requirements and stimuli of the task.											
	... makes (logical) suggestions regarding how to proceed, distribute tasks and assign roles for the pitch.											
P2 Extroversion	... emphasises the importance of detailed, well-planned, careful and results-oriented work.											
	... opens the discussion, is the first to answer questions, participates without being asked, etc.											
	... picks up on the speeches of other KICK-STARTERS, discusses them.											
	... has an above-average share of the conversation.											
	... displays verbal or non-verbal enjoyment when presenting 'their' product.											
P3 Assertiveness	... strives to be near (space, personal) the audience, includes them, communicates.											
	... presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.											
	... influences the group work in the process and outcome.											
	... supports positions and suggestions consistently and firmly.											
	... leads the group with convincing ideas and suggestions for the tower building.											
P4 Problem solving attitude	... influences the group work in the process and outcome.											
	... wins other KICK-STARTERS over with their ideas, suggestions and points of view.											
	... takes factual objections and critical questions about their own points of view into consideration.											
	... clearly highlights product features (use, added value, etc.), using comparisons if necessary.											
	... reformulates weaknesses and problems positively.											
C1 Analysing situations	... uses knowledge from other areas to solve the task.											
	... develops business ideas and questions their benefits, value, legality, etc.											
	... uses objections and critical questions to improve business ideas.											
	... uses knowledge from other areas to come up with and assess ideas.											
	... formulates questions relating to the objectives, opportunities and limits of the competition.											
C2 Evaluating alternative courses of action	... compares the situations of both the start-up and the competition.											
	... enquires about alternative courses of action for the start-up or comes up with ideas for action.											
	... considers the business aims when finding capital.											
	... develops leading finance alternatives for the business creation.											
	... takes conditions into account that must be observed when finding capital.											
C3 Analysing the combination of interests	... sets up evaluation criteria for business ideas.											
	... uses these criteria to assess the quality and impact of the business ideas.											
	... makes a reasoned decision for or against a business idea.											
	... anticipates the expected impact of marketing decisions.											
	... assesses marketing measures systematically using criteria.											
C4 Analysing, assessing and developing cooperation	... makes a reasoned decision for or against certain marketing measures.											
	... correlates the actions of business partners and competitors with their interests.											
	... identifies conflicts of interest with business partners and competitors.											
	... identifies compatible interests between the start-up, business partners and competitors.											
	... establishes connections between the actions, strategies and interests of the investors.											
C5 Analysing markets	... identifies potential conflicts of interest and highlights possibilities for compromise.											
	... identifies compatible or consistent interests with and among investors.											
	... identifies possible investors and explains the benefits of cooperation for both parties.											
	... substantiates the financial cooperation between investors and founders.											
	... shows the causes of cooperation problems and solution options.											
C6 Analysing economic systems and structures	... highlights partners and possibilities for cooperation during the start-up phase.											
	... emphasises the benefits of cooperation and exchange during the start-up phase.											
	... shows the causes of cooperation problems and solution options.											
	... researches the market to identify potential customers (or customer groups).											
	... researches the customers (or customer groups) using concrete attributes (buying power, etc.)											
C6 Analysing economic systems and structures	... develops measures for determining customer attributes (requirements, etc.)											
	... takes sales market conditions into account, such as quality and price level.											
	... identifies market factors that influence the business success.											
	... uses market information, particularly from customer and competitor analysis.											
	... debates the external basic conditions for entrepreneurs and founders.											
C6 Analysing economic systems and structures	... states factors that increase chances for success and minimise the risk of failing.											
	... debates the connection between the founder, business model and the economy as a whole.											
	... debates the external basic conditions for founders.											
	... reasons using the current start-up situation in Germany.											
	... describes the macroeconomic meaning of entrepreneurship activities.											



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WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_06

Allocation Plan 12

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

WIDA-UDE [Lehrstuhl für Wirtschaftswissenschaften und Didaktik der Wirtschaftslehre
Universität Duisburg-Essen]

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		Allocation TALENT SCOUTS ↔ KICK-STARTERS											
Entrepreneur rally	Group I						Group II						
	1	2	3	4	5	6	7	8	9	10	11	12	
Station 1: Success factors	A		B		C		D						
Station 2: Tower building													
Station 3: Sales talent													

Start-up tasks	Group I						Group II					
	1	2	3	7	8	9	4	5	6	10	11	12
Business idea	C		A		D		B					
Customer analysis												
Competitor analysis												
Marketing mix	A		C		B		D					
Finding capital												
Elevator pitch												

Talk show Founder paradise or founder wasteland?	Group I						Group II					
	1	2	3	10	11	12	4	5	6	7	8	9
	C		B		D		A					

Legend:

Letters A-D: TALENT SCOUTS
Numbers 1-12: KICK-STARTERS

Procedure:

- (1) Enter the name of the KICK-STARTERS and TALENT SCOUTS in the respective upper line of the table.
- (2) Issue the properly filled-out allocation plan only to the TALENT SCOUTS. The KICK-STARTERS should not know who is observing them.



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WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_07

Allocation Plan 18

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

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Allocation TALENT SCOUTS ↔ KICK-STARTERS																		
Entrepreneur rally	Group I						Group II						Group III					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Station 1: Success factors	A						B						C					
Station 2: Tower building	A						B						C					
Station 3: Sales talent	A						B						C					
Start-up tasks	Group I						Group II						Group III					
	1	2	3	7	8	9	13	14	15	4	5	6	10	11	12	16	17	18
Business idea	C						E						A					
Customer analysis	C						E						A					
Competitor analysis	C						E						A					
Marketing mix	E						A						C					
Finding capital	E						A						C					
Elevator pitch	E						A						C					
Talk show Founder paradise or founder wasteland?	Group I						Group II						Group III					
	1	7	13	2	8	14	3	9	15	4	10	16	5	11	17	6	12	18
	C						E						A					
	C						E						A					
	C						E						A					

Legend:

Letters A-F: TALENT SCOUTS
Numbers 1-18: KICK-STARTERS

Procedure:

- (1) Enter the name of the KICK-STARTERS and TALENT SCOUTS in the respective upper line of the table.
- (2) Issue the properly filled-out allocation plan only to the TALENT SCOUTS. The KICK-STARTERS should not know who is observing them.



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WEITERENTWICKLUNG DER POTENZIALANALYSE

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-1]_08

Evaluation Table

Herausgeber:

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Personality and competence profile of		Only fill out the grey boxes!										
		Station 1: Success factors	Station 2: Tower building	Station 3: Sales talent	Business idea	Customers analysis	Competitor analysis	Marketing mix	Finding capital	Elevator pitch	Talk show	Level
P1 Conscientiousness	... observes the deadlines and specific targets of the task.											
	... makes (reasoned) suggestions for action, task distribution and the end product.											
	... emphasises the importance of detailed, well-planned, careful and results-oriented work.											
	... takes account of the requirements and stimuli of the task.											
	... makes (logical) suggestions regarding how to proceed, distribute tasks and assign roles for the pitch.											
P2 Extroversion	... emphasises the importance of detailed, well-planned, careful and results-oriented work.											
	... opens the discussion, is the first to answer questions, participates without being asked, etc.											
	... picks up on the speeches of other KICK-STARTERS, discusses them.											
	... has an above-average share of the conversation.											
	... displays verbal or non-verbal enjoyment when presenting 'their' product.											
P3 Assertiveness	... strives to be near (space, personal) the audience, includes them, communicates.											
	... presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.											
	... influences the group work in the process and outcome.											
	... supports positions and suggestions consistently and firmly.											
	... leads the group with convincing ideas and suggestions for the tower building.											
P4 Problem solving attitude	... influences the group work in the process and outcome.											
	... wins other KICK-STARTERS over with their ideas, suggestions and points of view.											
	... takes factual objections and critical questions about their own points of view into consideration.											
	... clearly highlights product features (use, added value, etc.), using comparisons if necessary.											
	... reformulates weaknesses and problems positively.											
C1 Analysing situations	... uses knowledge from other areas to solve the task.											
	... develops business ideas and questions their benefits, value, legality, etc.											
	... uses objections and critical questions to improve business ideas.											
	... uses knowledge from other areas to come up with and assess ideas.											
	... formulates questions relating to the objectives, opportunities and limits of the competition.											
C2 Evaluating alternative courses of action	... compares the situations of both the start-up and the competition.											
	... enquires about alternative courses of action for the start-up or comes up with ideas for action.											
	... considers the business aims when finding capital.											
	... develops leading finance alternatives for the business creation.											
	... takes conditions into account that must be observed when finding capital.											
C3 Analysing the combination of interests	... sets up evaluation criteria for business ideas.											
	... uses these criteria to assess the quality and impact of the business ideas.											
	... makes a reasoned decision for or against a business idea.											
	... anticipates the expected impact of marketing decisions.											
	... assesses marketing measures systematically using criteria.											
C4 Analysing, assessing and developing cooperation	... makes a reasoned decision for or against certain marketing measures.											
	... correlates the actions of business partners and competitors with their interests.											
	... identifies conflicts of interest with business partners and competitors.											
	... identifies compatible interests between the start-up, business partners and competitors.											
	... establishes connections between the actions, strategies and interests of the investors.											
C5 Analysing markets	... identifies potential conflicts of interest and highlights possibilities for compromise.											
	... identifies compatible or consistent interests with and among investors.											
	... identifies possible investors and explains the benefits of cooperation for both parties.											
	... substantiates the financial cooperation between investors and founders.											
	... shows the causes of cooperation problems and solution options.											
C6 Analysing economic systems and structures	... highlights partners and possibilities for cooperation during the start-up phase.											
	... emphasises the benefits of cooperation and exchange during the start-up phase.											
	... shows the causes of cooperation problems and solution options.											
	... researches the market to identify potential customers (or customer groups).											
	... researches the customers (or customer groups) using concrete attributes (buying power, etc.)											
C6 Analysing economic systems and structures	... develops measures for determining customer attributes (requirements, etc.)											
	... takes sales market conditions into account, such as quality and price level.											
	... identifies market factors that influence the business success.											
	... uses market information, particularly from customer and competitor analysis.											
	... debates the external basic conditions for entrepreneurs and founders.											
C6 Analysing economic systems and structures	... states factors that increase chances for success and minimise the risk of failing.											
	... debates the connection between the founder, business model and the economy as a whole.											
	... debates the external basic conditions for founders.											
	... reasons using the current start-up situation in Germany.											
	... describes the macroeconomic meaning of entrepreneurship activities.											



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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_09

Role_of_a_Mentor

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

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Role of a Mentor – Start-up Workshops

Knowledge, abilities and skills:

Must have:

- Experience in business management and business development
- Understanding of the current political, social, economic and technological environment (PEST).
- Enthusiasm to work with young people
- Preparedness to spend time on benevolent basis

Nice to have:

- Basic skills in English
- Good communication and motivation skills
- Experience in giving trainings in other fields
- Professional in working with students
- Basic knowledge in financial skills
- Empathy to support unemployed people
- Own experience in managing an enterprise
- Friendliness and honesty
- Ability to “translate” economical and legal jargon to everyday language
- Previous experience in mentoring
- Knowledge of Change Management

Tasks:

- Provide training material to the people
- Helping to get an objective point of view
- Supporting teamwork and communication among the participants
- Establish a positive relationship with the mentees
- Help the mentees to develop their skills
- Provide support and guidance
- Moderate discussion and contribute constructively
- Encourage, motivate and inspire his/her team
- Identify problems and support the team in developing solutions
- Present the topic in a way understandable to the mentees

Candidates:

- Active or retired entrepreneurs
- Retired managers who are willing to work as mentors
- Members of professional networks
- Senior officers from the financial sector
- People with experience in mentoring and coaching

Nomination of candidates:



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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_10

List_Potential_Mentors

Herausgeber:

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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_11

Agenda_Training for Mentors

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

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Moderation plan – Mentor training

DAY 1:

TIME		CONTENT / OBJECTIVES	METHOD	MATERIAL / TOOLS	WHO?
8:30 - 8:45 AM (15 MIN.)	WELCOMING AND INTRODUCTION OF THE PARTICIPANTS		INTRODUCTION ROUND (MOTIVATION AND EXPECTATIONS OF THE TRAINING)	NONE	PARTNER
08:45-09:00 AM (15 MIN.)	OBJECTIVES AND CONTENTS OF - FOUNDER-WORKSHOP - TRAINING IN THE CONTEXT OF THE PROJECT AND INTRODUCTION OF THE AGENDA	<ul style="list-style-type: none"> OVERVIEW CONTENTS (OVERVIEW ONLY) AND OBJECTIVES OF THE FOUNDER-WORKSHOP IN THE CONTEXT OF THE PROJECT „ENTERPRISE+“ OVERVIEW OBJECTIVES OF THE MENTOR TRAINING PRESENTATION OF THE AGENDA OF THE TRAINING 	PRESENTATION	PPT	IAW
09:00-09:45 AM (45 MIN.)	MENTOR'S ROLE AND TASKS	PARTICIPANTS CLARIFY WHICH ROLE AND TASKS A MENTOR HAS	BRAINSTORMING (BY CARD TECHNIQUE), REFLEXION, COLLECTION AND STRUCTURING OF ROLE AND TASKS BY THE TRAINER	INDEX CARDS, FLIP CHART, MAYBE PPT WITH RESULTS	IAW/AHJ
09:45-10:00 AM	<i>COFFEE BREAK</i>				
10:00-10:15 AM (15 MIN.)	PROJECT MANAGEMENT AS FRAMEWORK FOR IMPLEMENTATION OF THE FOUNDER-WORKSHOP	<ul style="list-style-type: none"> THE FOUNDER-WORKSHOP AS A PROJECT DEFINITION AND CORE ELEMENTS OF PROJECT MANAGEMENT OVERVIEW PROJECT MANAGEMENT TASKS WITHIN THE FOUNDER-WORKSHOP 	PRESENTATION	PPT	IAW

<p>10:15-12:15 AM (2 HOURS)</p>	<p>THE CONCEPT OF THE FOUNDER-WORKSHOP (PREPARATION; INTRODUCTION; TASKS 1 AND 2)</p>	<ul style="list-style-type: none"> • PREPARATION OF THE FOUNDER-WORKSHOP • INTRODUCTION FOR PARTICIPANTS • TASK 1: THE BUSINESS IDEA • TASK 2: MARKET AND COMPETITION <p>REFERENCE TO MENTOR'S REQUIRED TASKS</p>	<p>PRESENTATION</p>	<ul style="list-style-type: none"> • TASKS NOTEBOOK OF THE FOUNDER-WORKSHOP PRINTED FOR ALL PARTICIPANTS • PPT FOR PLENUM • MODERATION PLAN FOR 5 DAYS FOR THE MENTORS • TASK SHEET FOR TASKS 1 AND 2 	<p>AHJ</p>
<p>12:15-13:15 PM</p>	<p><i>COMMON LUNCH</i></p>				
<p>13:15-15:15 PM (2 HOURS)</p>	<p>THE CONCEPT OF THE FOUNDER-WORKSHOP (TASKS 3 AND 4)</p>	<ul style="list-style-type: none"> • TASK 3: MARKETING (PRICING STRATEGY) • TASK 4: MANAGEMENT AND LEGAL STATUS <p>REFERENCE TO MENTOR'S REQUIRED TASKS</p>	<p>PRESENTATION</p>	<ul style="list-style-type: none"> • TASKS NOTEBOOK OF THE FOUNDER-WORKSHOP PRINTED FOR ALL PARTICIPANTS • PPT FOR PLENUM • MODERATION PLAN FOR 5 DAYS FOR THE MENTORS • TASK SHEET FOR TASKS 3 AND 4 	<p>AHJ</p>

15:15-15:30 PM	<i>COFFEE BREAK</i>				
15:30-17:30 PM (2 HOURS)	THE CONCEPT OF THE FOUNDER-WORKSHOP (TASKS 5 AND 6)	<ul style="list-style-type: none"> • TASK 5: PRODUCTION AND ACQUISITION • TASK 6: RISK ANALYSIS <p>REFERENCE TO MENTOR'S REQUIRED TASKS</p>		<ul style="list-style-type: none"> • TASKS NOTEBOOK OF THE FOUNDER-WORKSHOP PRINTED FOR ALL PARTICIPANTS • PPT FOR PLENUM • MODERATION PLAN FOR 5 DAYS FOR THE MENTORS • TASK SHEET FOR TASKS 5 AND 6 	AHJ
17:30 – 18:00 PM	CLARIFICATION OPEN QUESTIONS AND CONCLUSION				PARTNER

DAY 2:

TIME		CONTENT / OBJECTIVES	METHOD	MATERIAL / TOOLS	WHO?
9:00-9:15 AM	WELCOMING, SHORT SUMMARY			NONE	PARTNER
9:15-11:15 AM (2 HOURS)	THE CONCEPT OF THE FOUNDER-WORKSHOP (NUMBERS PART)	<ul style="list-style-type: none"> NUMBERS PART <p>REFERENCE MENTOR'S TASKS DURING THE COMPLETION PROCESS</p>	PRESENTATION	<ul style="list-style-type: none"> TASKS NOTEBOOK OF THE FOUNDER-WORKSHOP PRINTED FOR ALL PARTICIPANTS PPT FOR PLENUM MODERATION PLAN FOR 5 DAYS FOR THE MENTORS TASK SHEET FINANCIAL PART 	AHJ
11:15-11:30 AM	COFFEE BREAK				
11:30-13:30 PM (2 HOURS)	THE CONCEPT OF THE FOUNDER-WORKSHOP (DAY 5)	<ul style="list-style-type: none"> NUMBERS PART DAY 5: PRESENTATION BUSINESS PLAN, FEEDBACK, BUSINESS ETIQUETTE 	PRESENTATION	<ul style="list-style-type: none"> TASKS NOTEBOOK OF THE FOUNDER-WORKSHOP PRINTED FOR ALL PARTICIPANTS PPT FOR PLENUM 	AHJ

		REFERENCE MENTOR'S TASKS		<ul style="list-style-type: none"> • MODERATION PLAN FOR 5 DAYS FOR THE MENTORS • TASK SHEET DAY 5 	
13:30-14:30 PM	<i>COMMON LUNCH</i>				
14:30-16:00 PM (1 HOUR 30 MIN.)	CASE STUDIES: GROUP DYNAMICS	<ul style="list-style-type: none"> • TEAMBUILDING • CREATIVITY TECHNIQUES 	TEAMBUILDING: <ul style="list-style-type: none"> • PRESENTATION METHODS FOR FOSTERING THE COMMON IDENTITY • PARTICIPANTS' REFLEXION ON GETTING TO KNOW EXERCISES • MAYBE SIMULATION GETTING TO KNOW EXERCISE OR ITS PRESENTATION • PRESENTATION METHODS OF THE EXPECTATIONS TASK • PRESENTATION METHODS FOR WORKING OUT BEHAVIOUR RULES 	<ul style="list-style-type: none"> • PPT FOR PLENUM 	IAW

			<p>CREATIVITY TECHNIQUES:</p> <ul style="list-style-type: none"> • PRESENTATION DIFFERENT CREATIVITY TECHNIQUES • FURTHER METHODS (TO CLARIFY YET) 		
16:00 – 16:15 PM	<i>COFFEE BREAK</i>				
16:15 - 17:45 PM	CASE STUDIES: GROUP DYNAMICS	<ul style="list-style-type: none"> • MOTIVATION • CONFLICT • FEEDBACK 	<p>MOTIVATION: IN PROGRESS</p> <p>CONFLICT:</p> <ul style="list-style-type: none"> • WHICH CONSEQUENCES DO CONFLICTS HAVE? (POSITIVE AND NEGATIVE) • HOW CAN THE MENTOR RECOGNIZE IF HE HAS TO INTERVENE? • WHICH CAUSES CAN CONFLICTS HAVE? • HOW CAN THE MENTOR PROCEED TO ENSURE EFFECTIVE WORKING OF THE GROUP? • PRESENTATION OF A CONFLICT SITUATION – SIMULATION? DISCUSSION? <p>APPRECIATIVE FEEDBACK:</p> <ul style="list-style-type: none"> • PRESENTATION: DEFINITION AND PURPOSE OF FEEDBACK 	<ul style="list-style-type: none"> • PPT FOR PLENUM 	IAW

			<ul style="list-style-type: none"> • FEEDBACK RULES INCL. EXAMPLES • PRESENTATION OF A SITUATION WHEN PARTICIPANTS ARE ON THE WRONG TRACK • ROLEPLAY „FEEDBACK“ (1 MENTOR, 1 PARTICIPANT – GROUP OBSERVES) • REFLEXION ON THE ROLEPLAY 		
17:45-18:15 PM	CLARIFICATION OPEN QUESTIONS, EVALUATION		FILLING OUT THE EVALUATION SHEET AND FEEDBACK WITHIN THE PLENUM	EVALUATION SHEETS	PARTNER



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_12

Presentation “Training for Mentors: Introduction, Goals and Content”

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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The Enterprise+ Project An Overview - innovative potential meets experience -

Institute for Work Science
Ruhr-University Bochum

Dr. Martin Kröll
Vilnius, 21th April 2015
Funded by the European Union

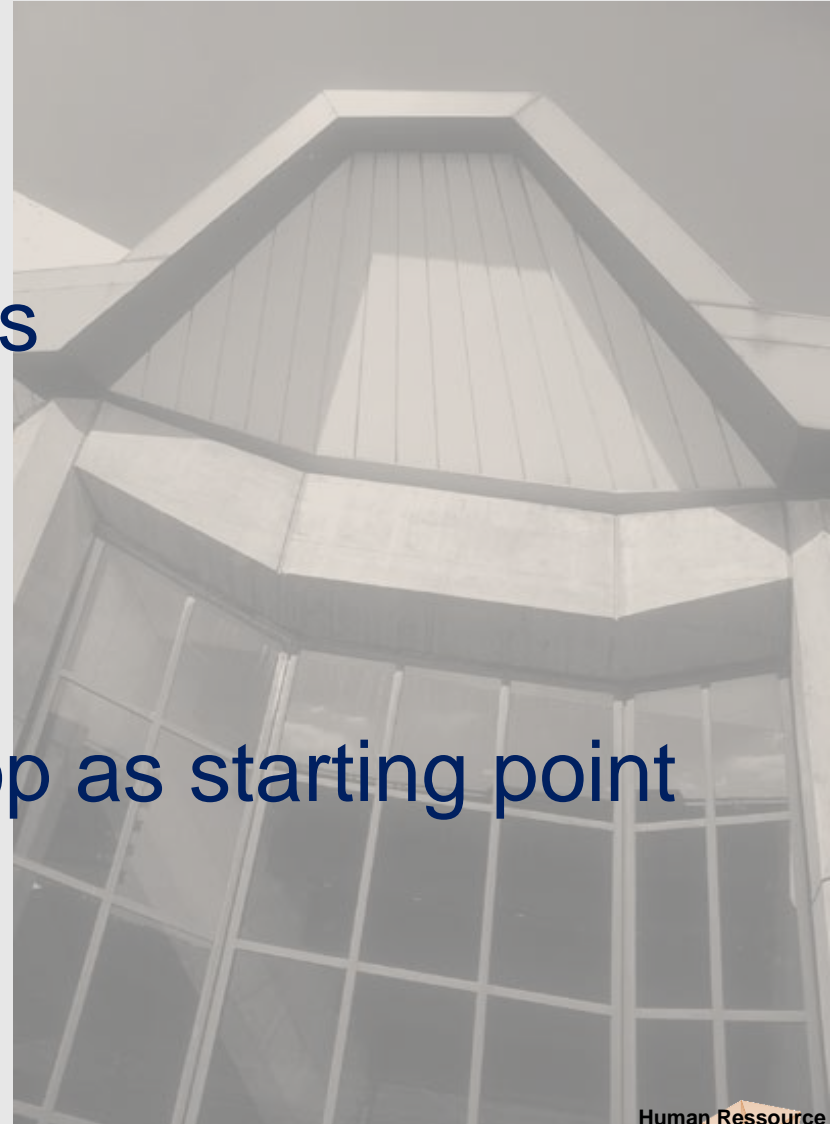


Human Resource
Management &
Qualification



RUB

1. Project presentation
2. Founders workshop
 2. 1 Aims and target groups
 2. 2 Structure and content
 2. 3 Course
3. Mentors training
 2. 1 The founders workshop as starting point
 2. 2 Aims
 2. 3 Content



- 1. European challenges**
- 2. Project partners**
- 3. Project aims**
- 4. Instruments to be implemented**
- 5. Project activities and phases**
- 6. Target groups und actors**
- 7. Results/Products of the project**
- 8. Advantages of participation in the project**

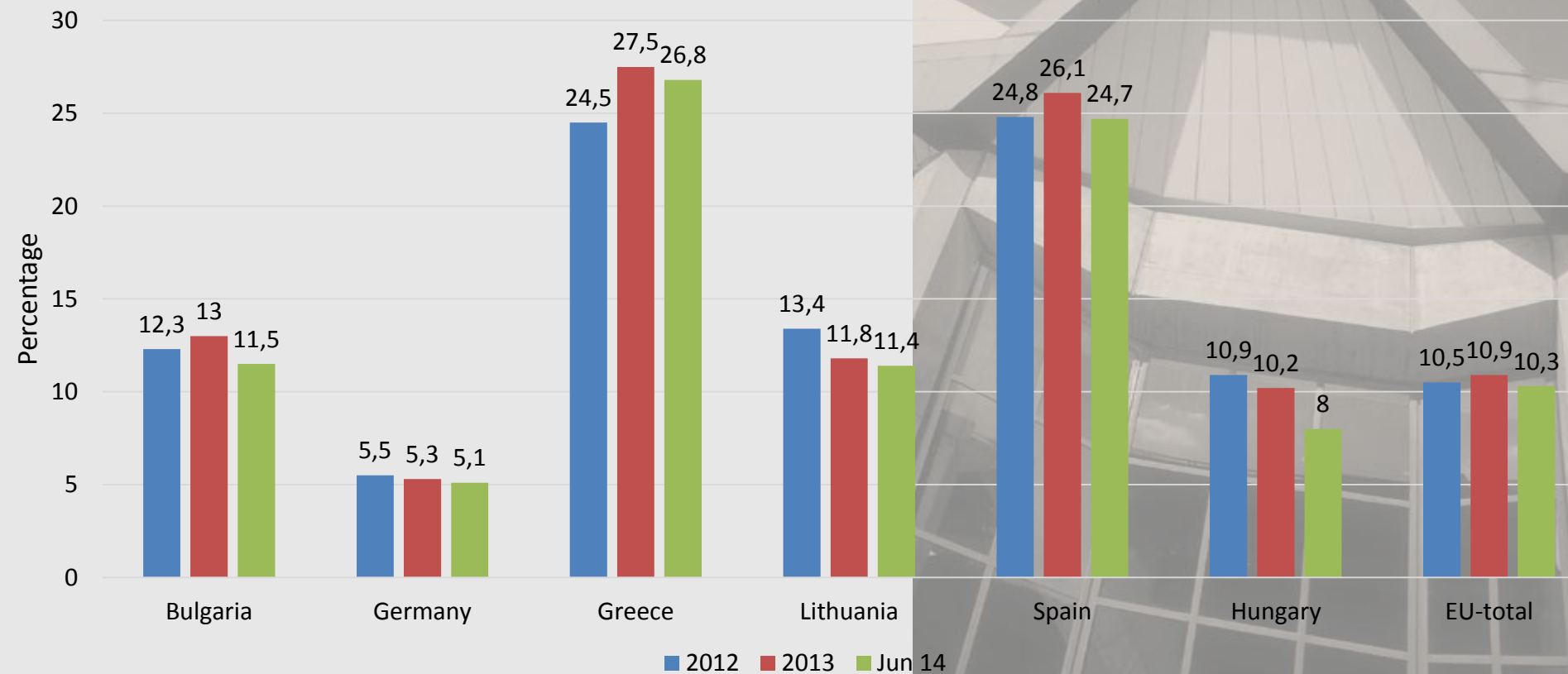


1. European challenges



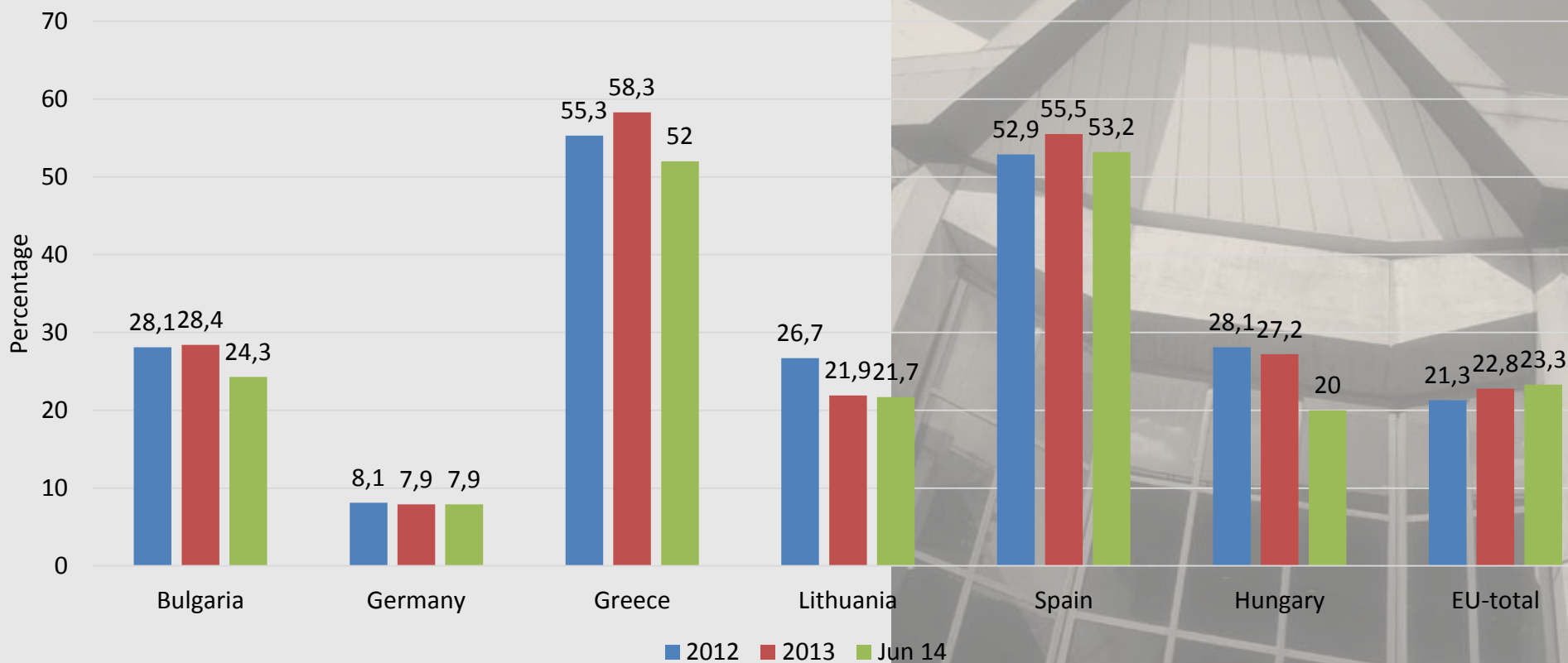
Challenge: Unemployment in Europe

Total amount of registered unemployment

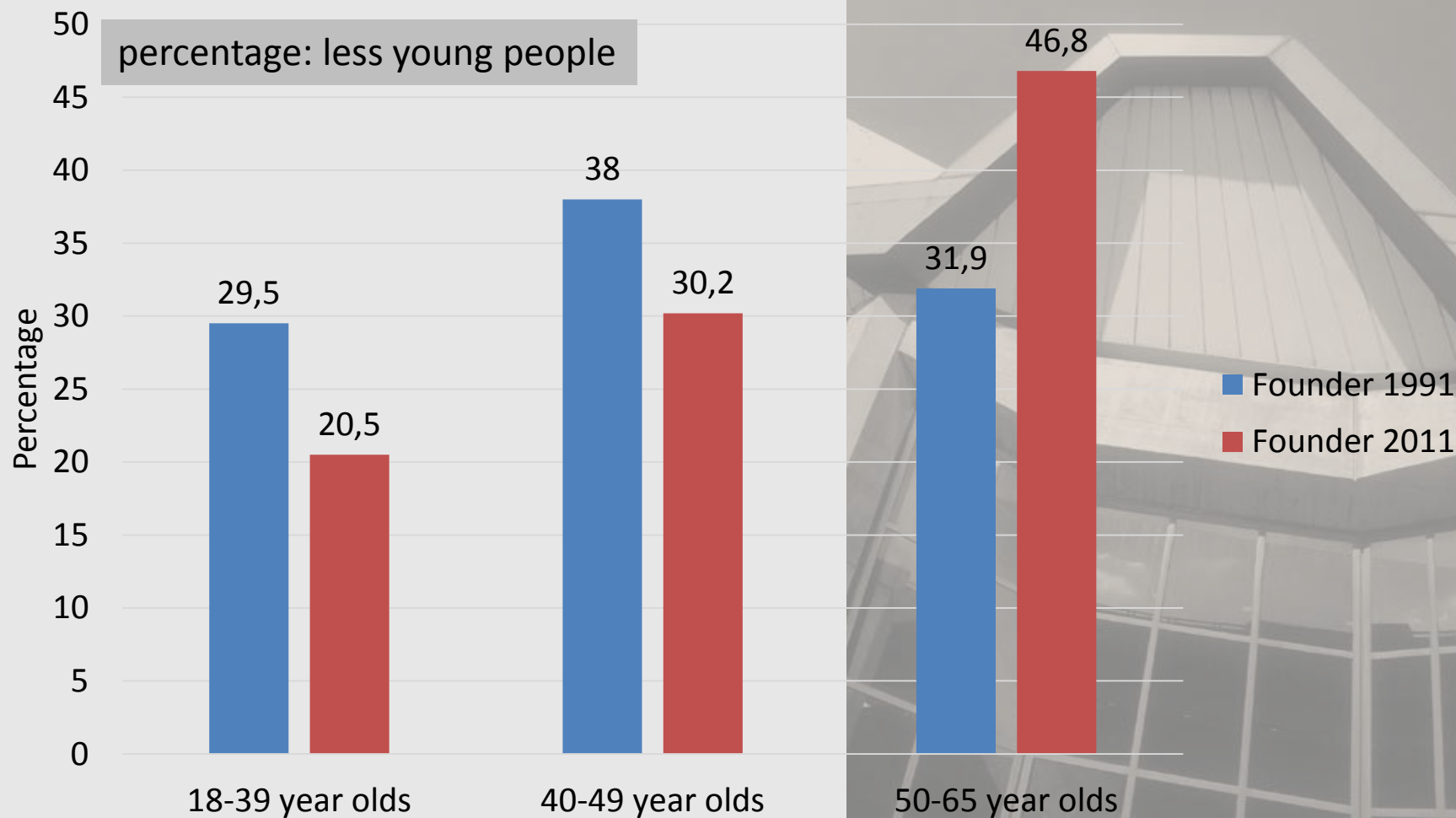


Challenge: Unemployment in Europe

Youth unemployment: is higher!



Difficulties regarding foundation



- high unemployment, especially youth unemployment in Europe
- increased globalization → rising uncertainty → entrepreneurial thinking gains more importance
- not all entrepreneurial competences can be learned at school
- generation of new employment opportunities is necessary
- gap between educational and working world

How can the entrepreneurial competences of young persons be identified early and how can the foundation initiative be promoted?



2. Project partners



Project partners

Chair of Economics and Economic Education
at the University of Duisburg-Essen
(Germany)

Institute for Work Science at the Ruhr-
University of Bochum (Germany)

The Economic Seniors (The old aged assist
the young) NRW (Germany)

German-Baltic Chamber of
Commerce (Lithuania)

Chamber of Commerce and
Industry Pécs-Baranya
(Hungary)

Centro Europeo de Empresas e
Innovación de Murcia (CEEIM) (Spain)

Eniochos Consulting
(Greece)

Foundation of
Research and
Technology - Hellas
(FORTH) (Greece)

Gabrovo Chamber of
Commerce and Industry
(Bulgaria)

3. Project aims



Project aims

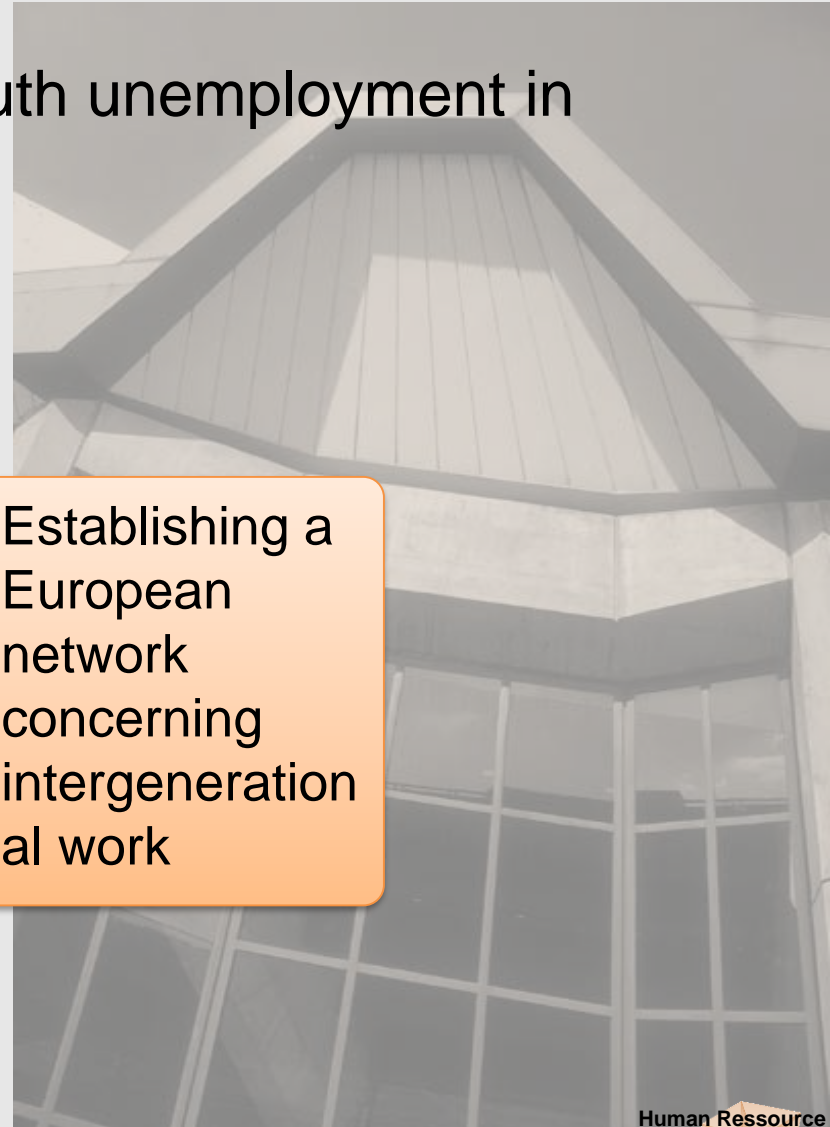
- Contribute to the reduction of youth unemployment in Europe through...

Analysing and promoting entrepreneurial competences of young people

Pointing out the possibility of foundation and promoting the foundation initiative

Promoting work in inter-generational teams and developing new learning methods

Establishing a European network concerning intergenerational work

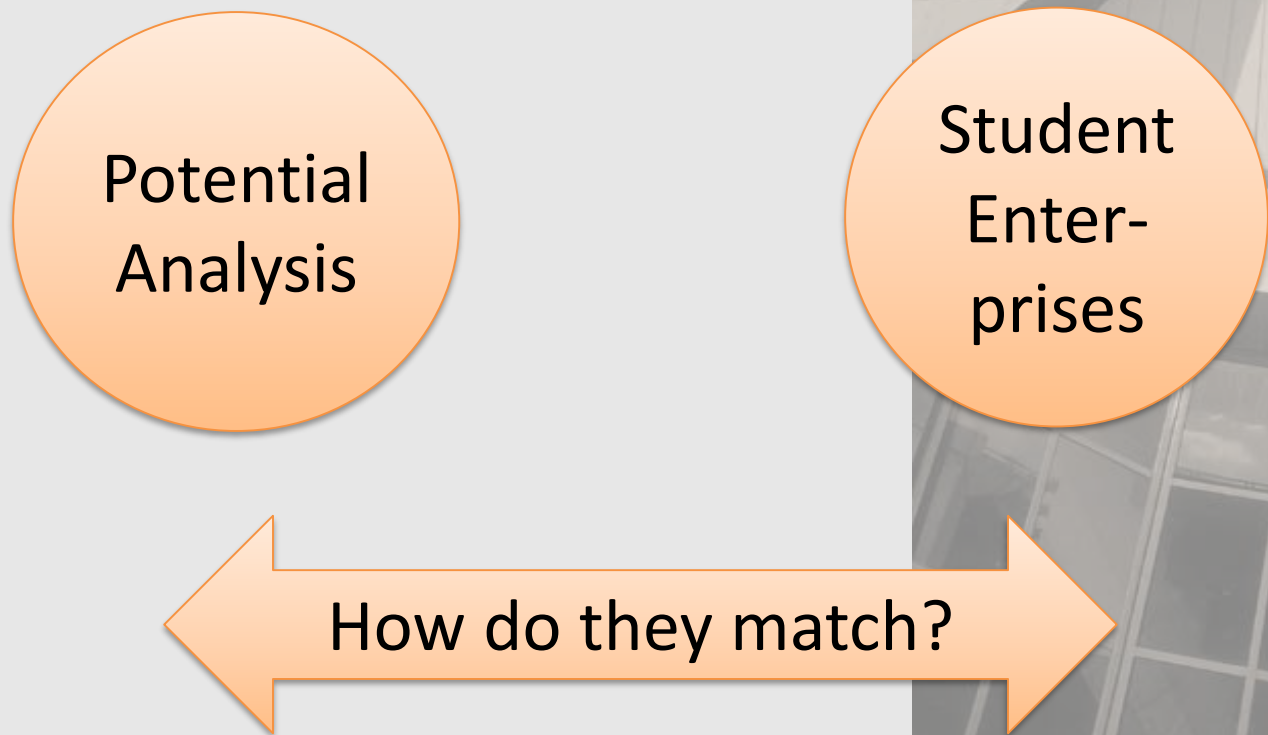


4. Instruments to be implemented



Instruments to be implemented

We have two methods that shall be implemented in each EU country:



Potential
Analysis

Student
Enter-
prises

How do they match?

Potential Analysis → Personality & Competence

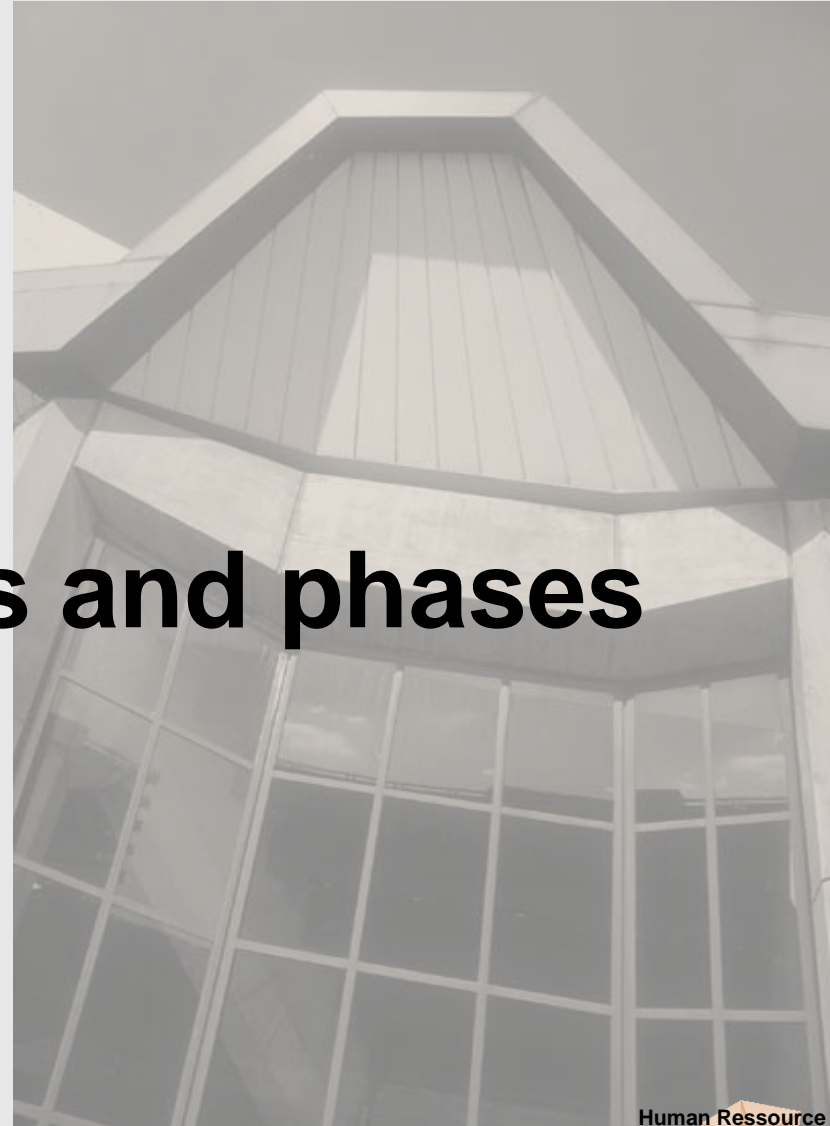
Assessment

Student Enterprises → Competence **Development** and
specific **practicing** in founding a business

adjusting the **Competence Development dependent on the
results of the Assessment**



5. Project activities and phases



Central activities

Potential analysis

- Assessment tool
- As detailed as an Assessment-Center providing a detailed feedback concerning entrepreneurial skills

Mentoring

- Coaching for students by experienced executives

Development of self-learn-material

Topics:

- Potential analysis for students
- Management: from companies run by students to founding projects
- Networking for student entrepreneurs
- Entrepreneurship as reasonable option for students

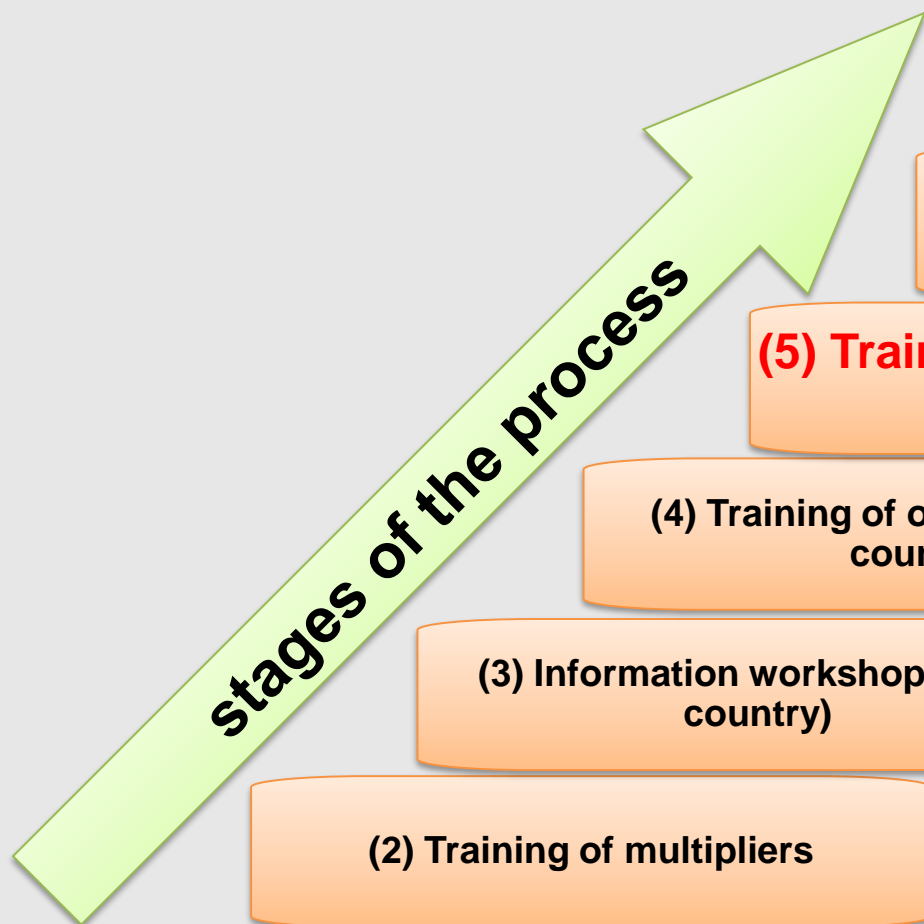
Underlying premises

Orientation on strengths

entrepreneurial thinking and behavior is partially learnable

Learning by doing

Process phases



(1) Kick-Off event

(2) Training of multipliers

(3) Information workshop (1 per country)

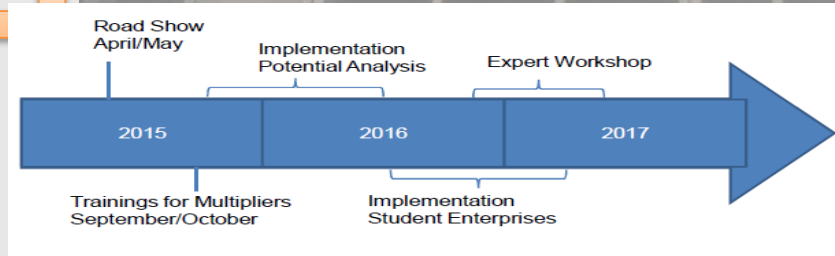
(4) Training of observers (1 per country)

(5) Training of mentors (1 per country)

(6) Potential analysis of students

(7) Establishing students enterprises in groups of 6-8 students

(8) Expert workshops (1 per country)



Founder Workshop



Target: further development of entrepreneurial competences of young people

1

To learn the key elements regarding the structure and content of a business plan from experienced (former) managers

2

To learn to become aware of chances and opportunities as well possible stumbling stones and risks when developing a business plan

3

Development of a business plan in small teams with support of a trained and experienced mentor and subsequent presentation of the business plan and feedback

4

Understanding self employment as a project and learning and using methods and instruments of project management

Target group

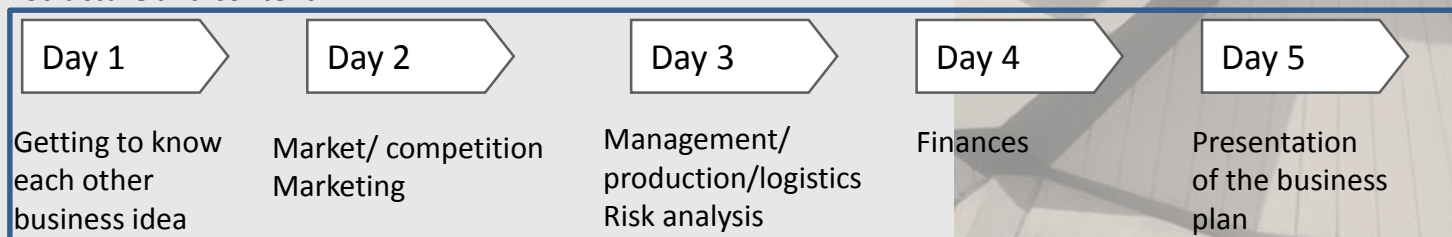
- 15 – 18 participants: pupils, students, young unemployed age 16 – 25
- 10 mentors: (former) managers, that have experience in leading and managing a company and have social competences for working with young people
- 1 – 2 organizers: representatives from the Chambers of Industry and Commerce, teachers, representatives from the employment agency etc.



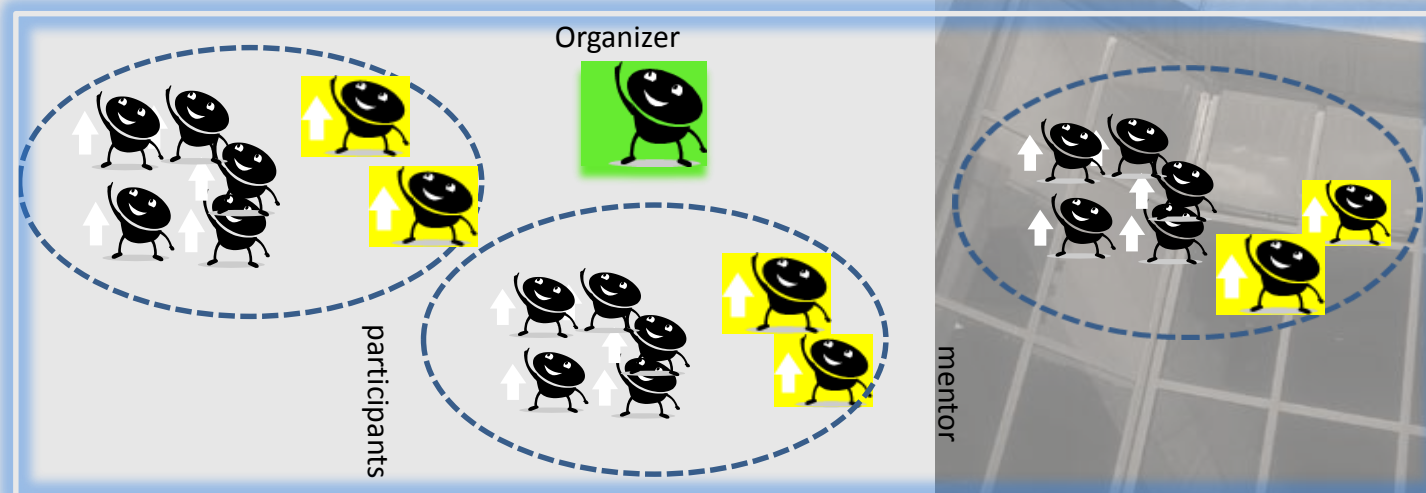
The founder-workshop

Target: further development of entrepreneurial competences of young people

Structure and content



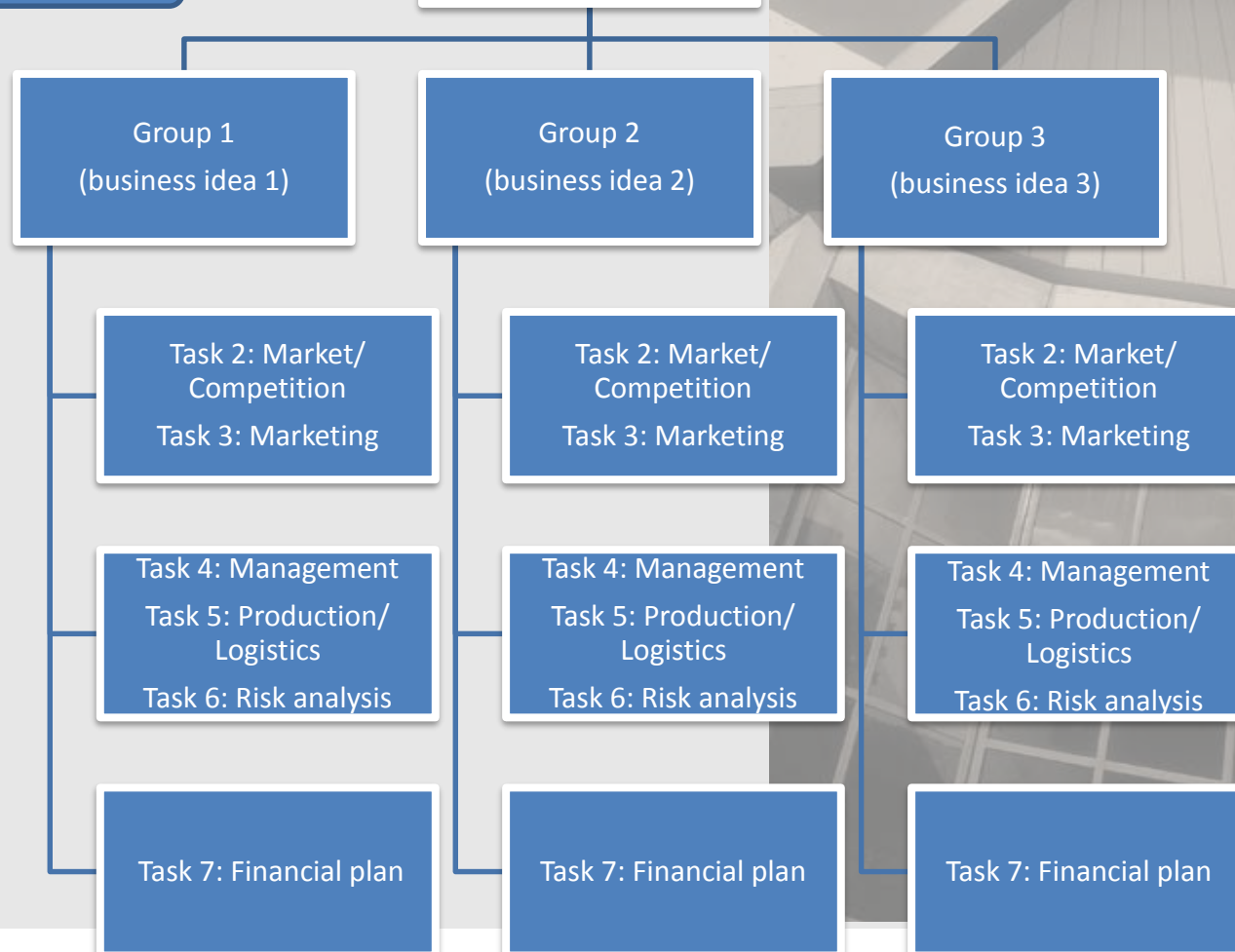
The role and tasks of a mentor



Organization of the working process in group/version 1

Three little groups work out three business plans on different business ideas

The mentor explains all parts of the business plan for the whole group



Organization of the working process in group/version 2

Three little groups work with one business idea and work out one business plan

The mentor explains the elements of a business plan to the whole group

Group 1
(Business idea 1)

Group 2
(Business idea 1)

Group 3
(Business idea 1)

Training of the mentors

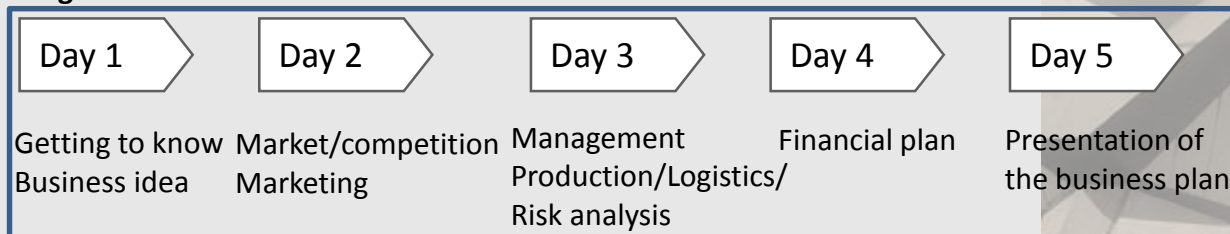


„Founders workshop“ as starting point for the mentors training

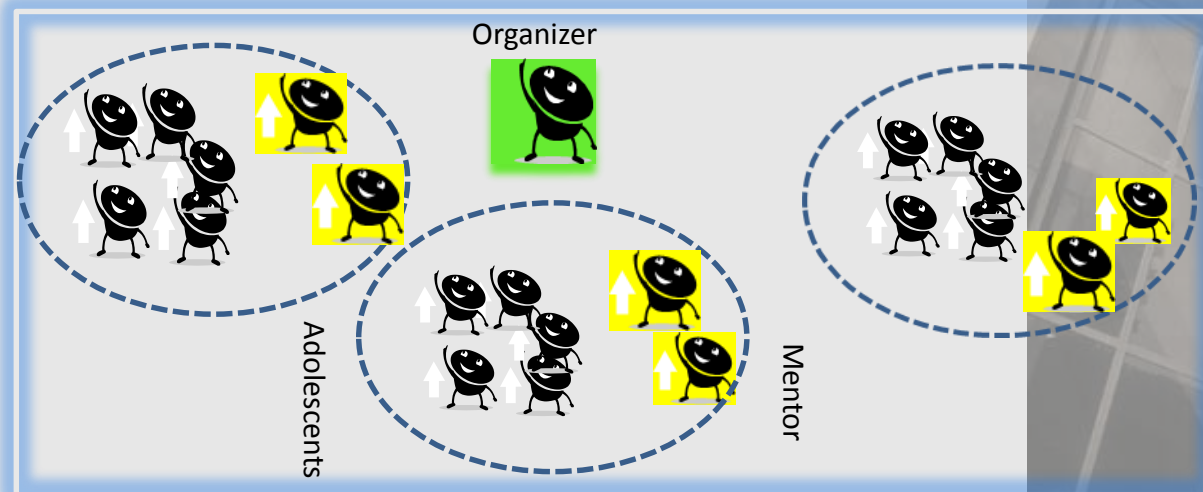
The founders workshop

Aim: Further development of the adolescents' entrepreneurial competencies

Organization and content



Mentors' role and tasks



What does a mentor have to do?

The concept of the founders workshop:

- aims
- content
- course

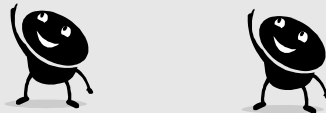


Decision-making competencies

- Project management
- Mentoring/Coaching
- Moderation

Qualification of future mentors for the founders workshop

Mentors training



Aim: Qualification of future mentors

1

Knowing the aims, structure and content of the “founders workshop” concept and being able to conduct it independently

2

Sensitization for the role and tasks of a mentor and their relevance for the founders workshop

3

The project management in its supportive function for the mentor; Understanding of mentoring and knowing methods and instruments for the organization of the founders workshop

4

Understanding team development processes and knowing possibilities for focused influence

Mediation of knowledge:

Promotion of competencies:

The concept of the founders workshop	Decision-making competencies
1) Handling of the task sheet	1) Handling of the group-dynamic processes
- Task 1 „Brainstorming“	- Team building - Creativity strategies
- Task 2 „Market/ competition“ - Task 3 „Marketing“	- Motivation
- Task 4 „Management“ - Task 5 „Production/ Logistics“ - Task 6 „Risk analysis“	- Conflicts - Feedback
- Task 7 „Financial plan“	

Thank you very much for your attention!

**The project team of IAW is looking forward
to the future cooperation with you!**

**contact:
Dr. Martin Kröll
Martin.kroell@rub.de**



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_13

Presentation “Tasks and Roles of Mentors”

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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INNOVATIVE POTENTIAL MEETS EXPERIENCE

The role and tasks of a mentor

place, date



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The role and tasks of a mentor

Question for the plenum:

What role does a mentor have and what distinguishes a mentor from a teacher?

What do you think are the central tasks of a mentor (within the founder-workshop)?



The role of a mentor

- Role model
- Someone who passes his experience and expert knowledge on to others (practical tips, networks, informal rules)
- Aims at supporting unexperienced persons (mentees) with their professional and personal development
- No “superior to subordinate” relationship (vs. teacher)

- A guide through the sessions and different tasks
- Organizes, structures and steers the sessions



The tasks of a mentor

- Motivates and inspires the group
- Makes the topic comprehensible for the group
- Illustrates by using real cases, examples and success stories
- Establishes a positive relationship with the mentees

- Gives constructive feedback
- Helps the mentees to develop their skills
- Identifies problems and shows ways to solve these
- Helps to get an objective point of view



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INNOVATIVE POTENTIAL MEETS EXPERIENCE

***Thank
you!***



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WEITERENTWICKLUNG DES KONZEPTE DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_14

Presentation “Projectmanagement in the frame of founders’ workshops“

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

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enterprise
INNOVATIVE POTENTIAL MEETS EXPERIENCE

The role and tasks of a mentor

place, date



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The role and tasks of a mentor

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What role does a mentor have and what distinguishes a mentor from a teacher?

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- A guide through the sessions and different tasks
- Organizes, structures and steers the sessions



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- Establishes a positive relationship with the mentees

- Gives constructive feedback
- Helps the mentees to develop their skills
- Identifies problems and shows ways to solve these
- Helps to get an objective point of view



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INNOVATIVE POTENTIAL MEETS EXPERIENCE

***Thank
you!***



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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_15

Presentation “Founders’ Workshop”

Herausgeber:

Dr. Martin Kröll, Institut für Arbeitswissenschaft, Ruhr-Universität Bochum

Redaktionell verantwortliche Organisation:

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enterprise
INNOVATIVE POTENTIAL MEETS EXPERIENCE

The concept of the founder- workshop

Murcia, September 2015



Erasmus+



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The concept of the founder-workshop

1. Preparation
2. Day 1: Introduction, business idea
3. Day 2: Market/competition and marketing
4. Day 3: Production/procurement/logistics;
Management/legal form; risk analysis
5. Day 4: Financial planning
6. Day 5: Presentation of the business plan and
feedback



1. Preparation

Organizational preparation:

- Get in touch with the organizer:
 - Information about the group (number and composition of participants, knowledge, experience, business ideas)
- Inform the organizer about (technical) tools and number of rooms, that you need

Content preparation:

- Become familiar with the tasks of the participants and think about examples from your own experience
- Think about the way you want to introduce the elements of the business plan (consider knowledge etc.)
- Think about rules for working together

- Introduction
- Development of a business idea (task 1)

→ Deliverable for day 1:

- Description of a convincing product idea

— Introduction

Day 1: Introduction

Before starting to work on the business plan with the group you should take some time to...

- clarify the objectives of the workshop (→ project objective)
- Present the (temporal) structure (→ flow chart)
- Let the participants get to know each other (→ teambuilding)
- Consider the participants' expectations (→ teambuilding)
- Create a positive atmosphere (→ teambuilding)

- Define tasks, roles, responsibilities and rules (with the participants)
(→ organizational structure)
(→ conflict prevention)
- Establish your leadership through expertise, identification and information (presentation of your experience etc.)



— **Development of a
business idea
(task 1)**

→ **Deliverable for day 1:**

- **Description of a convincing product idea**

Day 1: Development of a business idea (task 1)

3 realization possibilities to develop a business idea:

1. Develop (from scratch by participants)
2. Select (from existing proposals of participants)
3. Propose (by mentor)

Day 1: Development of a business idea (task 1)

3 realization possibilities to develop a business idea:

1. Develop (from scratch by participants)

2. Select (from existing proposals of participants)

3. Propose (by mentor)

Pros and cons:

1) Pro:

+ increased motivation

+ fostering of creativity

+ entire process of the business plan development

1) Con:

- time consuming

Day 1: Development of a business idea (task 1)

3 realization possibilities to develop a business idea:

1. Develop (from scratch by participants)
2. Select (from existing proposals of participants)
3. Propose (by mentor)

Pros and cons:

2) Pro:

- + saves time
- + selection by criteria will help the participants to get an insight into what makes an idea a “good” business idea
- + opportunity to select from participants’ various business ideas
- + mentor can introduce ideas from his field of expertise
- + mentor can provide relevant market/branch information or select information sources

2) Con:

- Participants might not like the ideas – decrease in motivation; may be perceived as dictation
- The participants do not run through the whole process
- Neglect of creativity

Day 1: Development of a business idea (task 1)

3 realization possibilities to develop a business idea:

1. Develop (from scratch by participants)

2. Select (from existing proposals of participants)

3. Propose (by mentor)

Pros and cons:

3) Pro:

+ saves time

+ mentor can select ideas in his field of expertise

+ mentor can provide relevant market/branch information

for the working process or select information sources that the participants can use

3) Con:

- Participants might not like the ideas – decrease in motivation
- May be perceived as a dictation
- The participants do not run through the whole process of the creation of a business plan
- Neglect of creativity process

Day 1: Development of a business idea (task 1)

Guiding questions for the participants:

- Which interests, capabilities and characteristics do I have?
- Which needs do the people in my environment have?
- Which products or services do not yet exist on the market?

Day 1: Development of a business idea (task 1)

Task for the participants:

- Describe the features and characteristics of your product or service idea
 - Is the product/service idea a market innovation or an improvement of an existing product?
- What distinguishes your product/service from other products/services (“unique selling proposition”)?
 - Are there any direct and/or indirect existing substitutes for your product/service on the market?
 - What is the name of your product, how do you brand it?
 - What is the name of your company and which logo suits your company?

Day 1: Development of a business idea (task 1)

“Unique Selling Proposition”:

- The product or service should clearly distinguish from similar products/offers in the relevant market
- Product/service substitutes should be considered from customer-viewpoint (fulfills the same purpose for the customer – like margarine is a substitute for butter)

- **Market and Competition (Task 2)**
- **Marketing (Task3)**

→ **Deliverables for day 2:**

- **Description of market and competition**
- **Marketing concept**



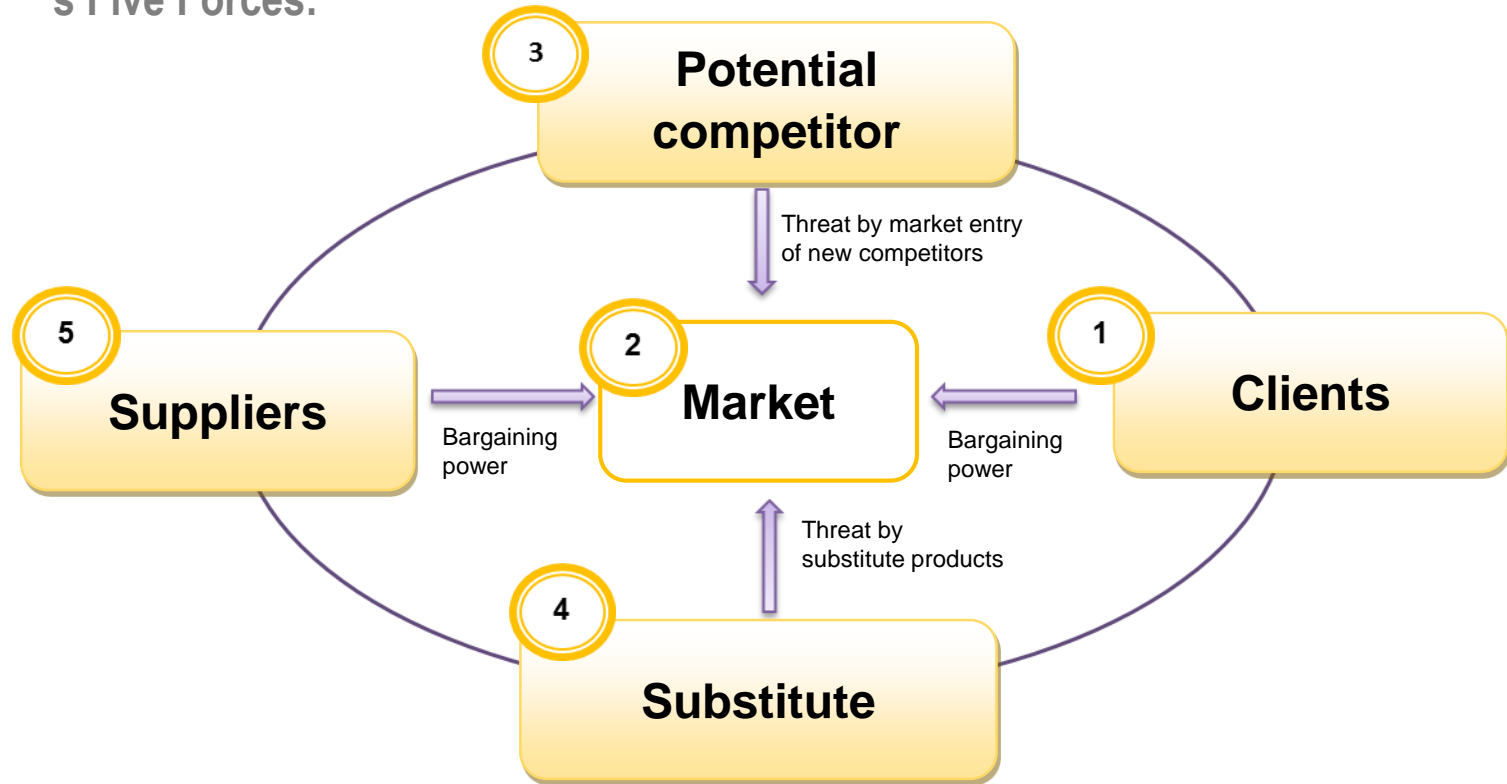
– **Market and
Competition
(Task 2)**

→ **Deliverables for day 2:**

- **Description of market and competition**

Day 2: Market and Competition

Porter's Five Forces:



→ The higher the threat by the forces, the lower the chances of success in the market

Day 2: Market and Competition (Task 2)

1. Localization of the client target group:

- Who is being offered the product / the service?
- Which characteristics do the clients have:
- Demographical description (sex, age, household size, household income, profession etc.)
- Buying behavior
- Needs

Central questions for participants:

- Which target group(s) are you able to address with your product, e.g. who will benefit from the product / the service and can afford it?
- Define your target group regarding the criteria named above.

Day 2: Market and Competition (Task 2)

2. Definition of the market potential:

Central questions for participants:

Relevant Market:

In which environment are you offering your product / your service?

Market size:

How big is the market / market segment relevant for you?

Collect information at statistic agencies, economic promotion, chambers of commerce, banks etc. Use the collected sector information for a quick rough calculation.

Market state:

Is your market saturated? Is it growing? Is it stagnating or shrinking?

Day 2: Market and Competition (Task 2)

3. Identify the competition:

A major offer at stable demand reduces the profitability of all enterprises in this market

Central questions for participants:

- Which competitors with a similar offer are existing in your market or in your sector?
- Are new competitors able to join the market with the same or similar product / service easily?
- How long does the competition need to reproduce the idea?

— Marketing (Task 3)

- Deliverables of the day:
- Market and competition descriptions
 - Marketing concept

Day 2: Marketing (Task 3)

Developing a marketing concept:

- Define distribution ways:
 - Direct distribution
 - Retail sale
 - Distribution by third parties (wholesaler)
 - Cooperation partners
 - Franchise
 - Internet shop

Central questions for participants:

- Which distribution channels are thinkable for your idea? Collect detailed information on different possibilities and discuss with your team, which distribution channels are feasible for your enterprise and why. Illustrate advantages and disadvantages.

Day 2: Marketing (Task 3)

Methods for price determination (see info box in the tasks sheet):

- Based on a realistically achievable hourly rate
- Based on the effective costs
- Based on ideal concepts
- Oriented to the competitors' average prices

Central questions for participants:

- Discuss your approaches with your team. Inform yourself about the pricing of your sector asking consultants, credit institutions, professional and sectorial unions, revenue office or chambers of commerce or crafts.
- Which influence does your price have on your expected sales?
- How does your sales volume (= quantity of sales x price) change with different prices?

Day 2: Marketing (Task 3)

Communication policy:

- How do you reach your target group?
 - Direct marketing (mailings/flyers, telephone marketing etc.)
 - Website, optimization of search machines
 - Presence at fairs and exhibitions
- Public work/public relations (articles and reports about you, your enterprise and your product/service)
- Media advertisement (press, radio, TV, cinema, internet ads, social media)
- Customer calls

Day 2: Marketing (Task 3)

Communication policy:

Central questions for participants:

- Which distribution possibilities are suitable for your idea? By choosing a communication instrument, always pay attention to the distribution rate as well as costs. TV advertisement surely has the largest distribution rate but is also very expensive. Consider the cost-benefit ratio.

- Production, procurement, logistics
- Management and legal form
- Risk analysis

→ Deliverables for day 3:

- Production and procurement plan
- Logistics concept
- Organizational and legal structure
- SWOT-Analysis

Production, procurement, logistics (Task 4)

- Deliverables for day 3:
- Production and procurement plan
 - Logistics concept

Day 3: Production, procurement, logistics (Task 4)

For goods production and distribution:

- For the production: pre-products/parts, tools/machines, factories
- For trade: purchase of goods, storage if necessary, transport to the client

For services:

- Production and logistics drop out, question: how to bring service to the client?

Central questions for participants:

- Do you want to buy your products or pre-products in addition or to produce them (yourself)?
Discuss with your group what, how and where you purchase, produce and store. Also consider the transport.

Management (Task 5)

- Deliverables for day 3:
- Organizational structure

Day 3: Management (Task 5)

- Definition of the internal structure
- Guarantee of functioning and effectivity of the enterprise

Classic positions within an enterprise:

- Management board
- Marketing & distribution
- Development and quality management
- Production, logistics & purchase (supply chain)
- Personnel
- Controlling & accounting

Day 3: Management (Task 5)

Central questions for participants:

Which team member is to take on
which position within the enterprise?
Define which tasks fall into the scope
of responsibility of a certain person.

Legal form (Task 5)

- Deliverables for day 3:
- Determination of the legal form

Day 3: Legal form (Task 5)

- Definition of the exterior structure
- Different legal forms have different liability and fiscal consequences
- Examples of possible legal forms in Germany:
 - BGB company
 - Limited liability company
 - Limited partnership
 - Public company

Central questions for participants:

Which legal form is best suitable for your enterprise?

Justify your choice and explain, if necessary, why other legal forms are less feasible. You can search on the Internet for more information on the legal forms.

Risk analysis (Task 6)

- Deliverables for day 3:
- SWOT-analysis

Day 3: SWOT-analysis (Task 6)

- SWOT- analysis (strengths, weaknesses, opportunities, threats)
- Analysis of
 - Internal strengths and weaknesses
 - External opportunities and risks resulting from the environment
- Participants can derive a business strategy from the combination

Day 3: SWOT-analysis (Task 6)

SWOT- analysis		Results of the analysis of your business idea (internal perspective on your enterprise)	
		strengths	weaknesses
Results of the analysis of the market (external perspective on the business environment)	opportunities	Use of the strengths of the enterprise to make use of the opportunities of the business environment	Overcoming of possible weaknesses of the enterprise by making use of the chances of the business environment
	risks	Use of the strengths of the enterprise to minimize the risks of the business environment	Minimizing of weaknesses of the enterprise and risks of the business environment

Day 3: SWOT-analysis (Task 6)

Examples of possible internal strengths and weaknesses:

- Available capital
- Quality of a product/service
- Corporate identity/corporate design
- Image
- Efficiency of task fulfillment
- Brand awareness or lack of it
- Employees' qualification/experience
- Motivation (work atmosphere, dedication)
- ...

Examples of possible external opportunities and risks:

- Number of potential customers
- Competition structure/number of potential competitors
- Budgetary situation
- Demographic development
- Customer requirements/wishes
- Competitors' strategies/activities
- ...



– Financial plan
(Task 7)

- Deliverables for day 4:
- Consistent financial plan

Day 4: Financial plan (Task 7)

1. Capital requirements plan

- Investments
- Incidental costs of foundation
- Working capital

2. Financial plan

- Own resources
- External funds

3. Profitability planning / earnings forecast

- Turnover
- Costs
- Profit

4. Liquidity planning:

- Total revenue

– Summary of
Business Plan
(Task 8)

– Feedback Session

→ Deliverables for day 5:

- Summary of the business plan
- Feedback to participants

Day 5: Summary of the business plan (Task 8)

Task for the participants:

- Summarize the essential elements of the single parts of the business plan on one page max. (“Helicopter View” for a quick overview)
- If you were a banker and someone asked you if you would allow a credit for a start-up, what would you want to know?

Optionally, if there is enough time:

You can discuss (behavior) rules in the “business world” with the participants:

- What do I want to achieve when I meet somebody?
- How do I want to be perceived by the “other side”?
- How do I have to dress and behave to create a positive attitude towards me?



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Thank you!



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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_16

Presentation “Methods for Group Work“

Herausgeber:

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Redaktionell verantwortliche Organisation:

IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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Case examples: group dynamics

place, date



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Case examples: group dynamics

1. Team building
2. Creativity
3. Motivation
4. Conflicts
5. Feedback



1. Team building

Situation:

The participants of the founder-workshop are split up into groups. They do not know each other and are having difficulties to orientate themselves. The group seems to be „lost“ and is in need of structure and orientation.



1. Team building

Central question:

What can the mentor do at the beginning of the founders workshop to give the group orientation and to initiate group learning?

Answer: strengthening of a sense of unity



1. Team building

Strengthening of a sense of unity:

- Facilitate getting to know
- Take out the pressure to deliver results instantly
- Give room to discuss wishes and fears
- Clarify general framework and the aim
- Explain the relevance
- Clarify roles
- Offer orientation and structure



1. Team building

Getting to know exercise:

Our (enterprise) emblem



Preparation:

The mentor draws a big emblem on a sheet of paper and separates it according to the number of participants into small pieces.

Execution:

Each participant takes a part of the emblem and writes down or draws something on the following points:

- Special traits (what am I good at?)
- school/professional targets (what do I want to achieve in future? (e.g.: become self-employed as xy, study xy, travel etc.)
- Hobbies (what do I like to do in my free time?)

1. Team building

Getting to know exercise:

Our (enterprise) emblem



Reflexion on the exercise:

- Getting to know effect: participants get to know each other and the mentor gets an overview on the group composition.
- In the context of the founders workshop the emblem, which has been designed together, stands for the TEAM/students' enterprise „xy“ as a whole and creates a first basis for cohesion.
- The single colorful different parts, which the emblem consists of, symbolize the single group members in their personal diversity.

1. Team building

Expectations check I

Aim:

- Clarification of expectations for the founders workshop
- Participants' involvement into the founders workshop composition



1. Team building

Expectations check I



Execution:

At the beginning of the seminar a check on following or similar questions is carried out using the card technique:

What is to happen here, so that at the end of the founders workshop I can say: the participation was profitable for me?

The workshop would be a success if...

A want to learn or consolidate...

1. Team building

Expectations check II



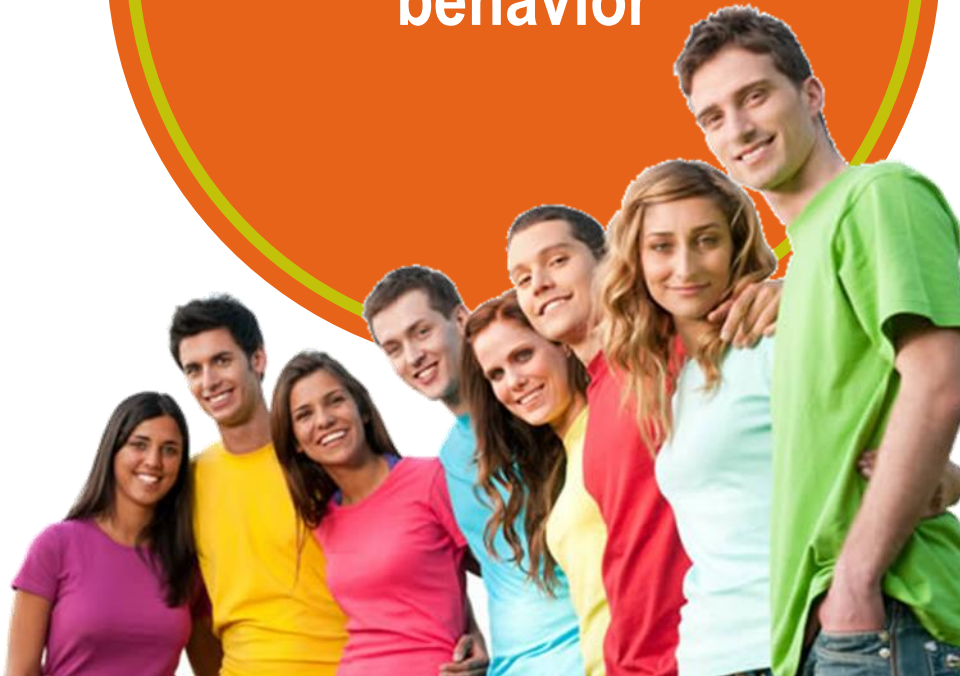
Execution:

- Each participant receives cards, on which he/she writes down the expectations for the seminar.
- Participants pin their cards on the wall and the mentor discusses the expectations together with the group.
- The expectations should be dealt with or discussed in the course of the founders workshop.
- Program changes within the founders workshop may and shall be done according to the participants' expectations and wishes.

1. Team building



Develop rules of
behavior



Execution:

- At the beginning of the founders workshop the participants develop a common rules index within the group.
- Central question: How do we want to treat each other during the next five days?
- The rules should be formulated positively, e.g.: listen to others and let them finish speaking, tolerate different opinions, punctuality, be open for criticism
- This rules index is to be signed by all participants, then it is handed over to everyone and creates commitment.

2. Creativity

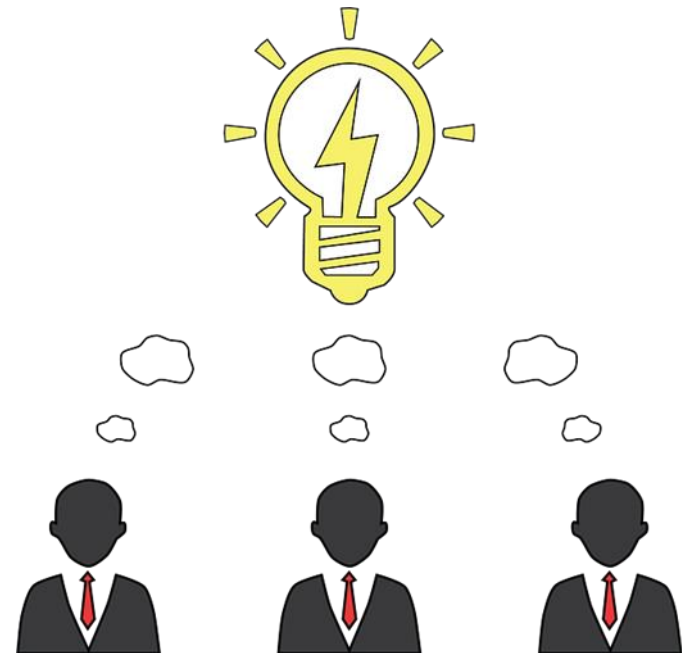
Situation:

The participants are having problems with developing an idea.



Solution:

Besides the central questions the mentor can use creativity techniques in order to give new impulses to the brainstorming process.



2. Creativity

Creativity techniques:



Brainstorming:

- Brainwriting: 6-3-5 method (6 participants, 3 ideas, 5 times pass it on)
- Brainstorming: Discussion 66 (6 participants, 6 minutes brainstorming)
- Walt Disney method (dreamer, realist, critic)

Evaluate/chose ideas:

- 6 hats method (6 perspectives)
- Decision cake

3. Motivation

Situation:

One participant is showing a lack of motivation, he/she backs down and does not cooperate within the group.

Solution:

- Increase intrinsic motivation (motive that lies inside the person):
 - Pique curiosity
 - Show importance of the competencies/knowledge to acquire for the professional life
- Increase extrinsic motivation (motive that lies outside the person) :
 - Reward (e.g. promise immediate or soon break in case of exhaustion)
 - Movement exercises, little games

3. Motivation

**Increase intrinsic
motivation**

Motivation by goal-orientation:

- Make clear the importance of the task for the goal (of the group/of the workshop) set
- Mark milestones in the project
- Establish a relationship of the task to the goal

3. Motivation



**Increase intrinsic
motivation**

Motivation with help of didactics:

- Investigate requirements for the workshop (needs analysis, expectation check)
- Establish personal contact, build up trust, compliment
- Diversified use of methods
- authentic appearance, mentor's personal commitment

3. Motivation



**Increase intrinsic
motivation**

Motivation by creating a positive working atmosphere:

- Attractive rooms, pleasant
ambience
- Telling success stories
- Mistakes are allowed and even
„requested“
- Enable exchange within the
group
- Slow down and speed up
where participants need and
signalize it
- Quick feedback (see
„feedback“)

3. Motivation

Working steps:

1. Talk to the participant in confidence in order to get to know the reasons for his/her passivity.

Possibilities:

- a) Over- or under burden of the task
- b) The participant feels not integrated into, accepted or acknowledged in the group
- c) Dissatisfaction of his/her participation at the workshop, lack of interest on the topic, other e.g. private problems

2. If possible, eliminate the source and integrate the participant again into the group work

Possibilities:

- a) Differentiation during the assignment of tasks: reduce complexity of the task, illustrate the task with the help of practical examples
- b) Group dynamics, cohesion, bring on the problem generally with the whole group (not person-specific) and put it to discussion. Reference to the participants' or the mentor's everyday experience. Case studies.

3. Motivation

Working steps:

1. Talk to the participant in confidence in order to get to know the reasons for his/her passivity.

Possibilities:

- a) Over- or under burden of the task
- b) The participant feels not integrated into, accepted or acknowledged in the group
- c) Dissatisfaction of his/her participation at the workshop, lack of interest on the topic, other e.g. private problems

2. If possible, eliminate the source and integrate the participant again into the group work

Possibilities:

- c)
 - Offer one-on-one-interview during the break or beyond the workshop
 - Group discussion on the goals/importance of the workshop
 - If possible, let the participants codetermine the design of the content that has to be dealt with or the volume of the topics:
 - Which content is to be covered?
 - How detailed?
 - Pre-information: What is the approach? Justification why everything has been planned this way.

3. Motivation

Situation:

The group works on the market analysis. Therefore, it has to estimate the market volume. Two participants of the group do not engage in the group work seem demotivated.

Create a mind map on the topic „participants‘ motivation“ and consider following aspects:

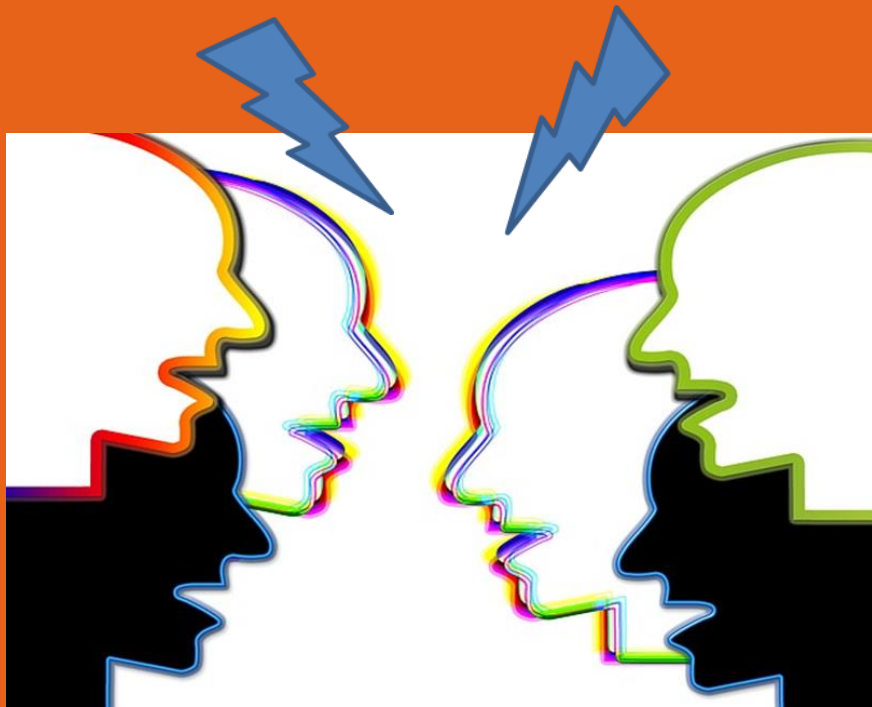
- Goal-orientation
- Needs and expectations
- Working atmosphere
- Possible rewards

Then reflect on the question which points you as a mentor can target in order to increase the participants‘ motivation.

4. Conflict

Situation:

There are confrontations about the approach within the group.



Solution:

- Observe the confrontation without getting involved



- Work out a compromise with the participants



4. Conflict

Observe the
confrontation without
getting involved:



Confrontations and conflicts can have positive effects:

„If two people have the same opinion all the time, one of both is redundant “ (Winston Churchill)

- Lead to the development of new activities and energy
- Stimulate ideas
- increase group cohesion
- Decrease tension

→ the group receives new inspirations and ideas

→ these ideas and inspirations increase motivation

4. Conflict



Intervene:

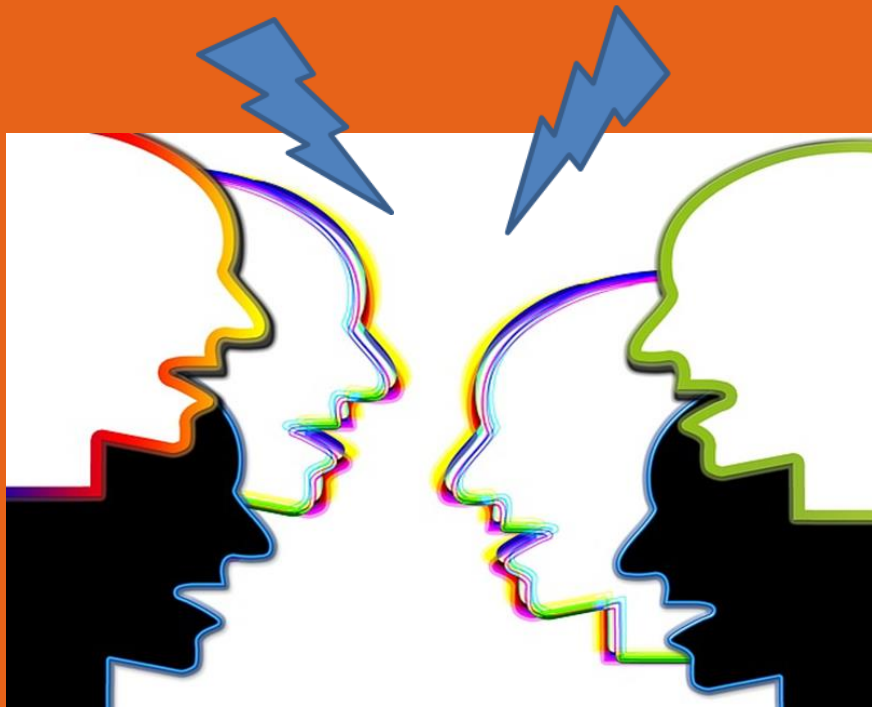
But confrontations and conflicts can also have negative effects:

- Can lead to instability and confusion
 - Can lead to a decrease in rational action
 - Can lead to negative emotions
 - Can lead to stress, discontent and a decrease in motivation
- the working process stagnates
→ some participants do not work with the group anymore



4. Conflict

How can the mentor detect when he/she should intervene?

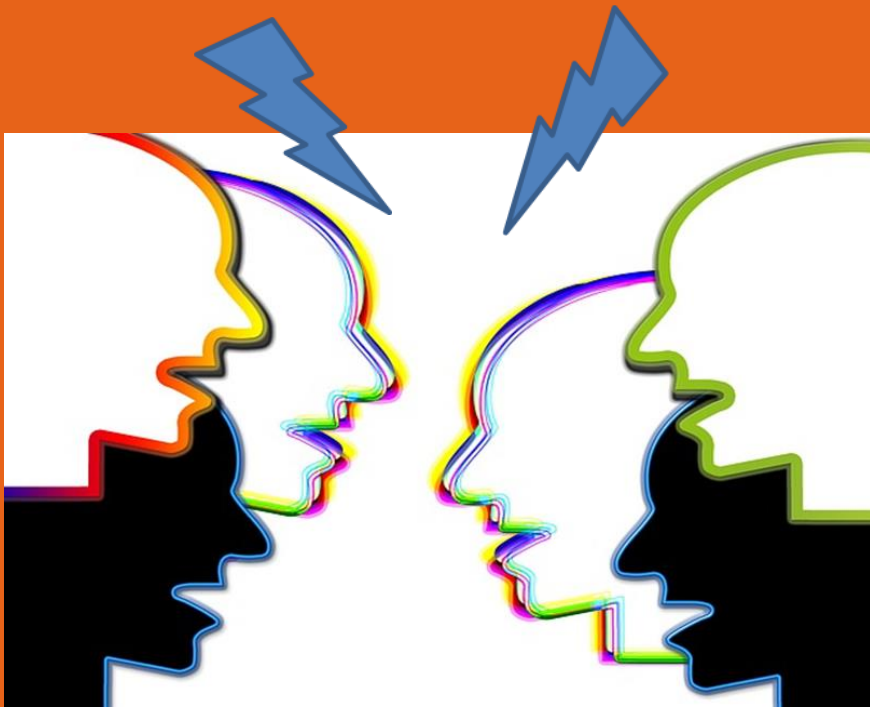


- Aggression: arguments are put forward with severe intensity; personal attacks
- Stubbornness: the participants are not willing to make conciliatory moves; they are impatient with each other
- Indifference: low contribution
- Resistance: the participants doubt the sense of the group work; the participants are not active or engaged

4. Conflict

Which reasons can a conflict have?

- Misunderstandings
- Different objectives
- Different personal needs
- Bad communication
-



4. Conflict

How can the mentor proceed?

1. conflict orientation:



The targets/ needs/ interests/ perceptions need to be transparent, in order to find a solution that considers all sides:

- What is the issue?
- Which questions are conflictual?
- Which objectives/needs/ interests/perceptions are there?

2. handling:



- The mentor should work out a solution or compromise with the participants and reach an agreement on the further course of action



- Last resort: majority vote of the group on the further course of action

3. completion:

- Ask if the compromise/solution is satisfactory for everyone



4. Conflict

Situation:

The group is working on the advertising strategy. Two participants are having a heated discussion about the dissemination instruments. One participant favors the internet as prefers TV because of its prevalence rate. Both do not seem willing to reach a compromise and do not let the other speak out. The other participants seem to be frustrated with the discussion.

Change of perspective: How would you as a mentor deal with this situation to worsen the conflict?



4. Conflict

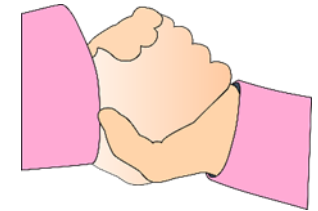
How can the mentor proceed?

1. conflict orientation:



- “What are you working on at the moment?”
- „Which ideas do you have and why are these ideas good?”
- „What is problematic?”

2. handling:



- „Which advantages and disadvantages do the ideas have?”
- „can the two dissemination tools be integrated? If yes, how?”
- How can this be implemented? How do you need to proceed?

3. completion:

- Is everybody satisfied with the compromise and the further course of action?



5. Feedback

Situation:

The participants are on the wrong track.



Solution:

- appreciative input and feedback



5. Feedback



Purpose of feedback:

- Helps to identify errors
- Supports self evaluation
- Promotion of learning processes
- Steers behavior
- Fosters targeted work
- Helps with the evaluation of decisions
- Increases motivation
- Creates a positive working atmosphere

5. Feedback

Feedback rules:

1. Subjective („I message“):

- “I think that the aspect xy could play a role, ” vs. “You must consider the aspect xy”
- “I feel misunderstood” vs. “You do not understand me”

2. describing (instead of interpreting):

- “I have the feeling, that not all important aspects have been considered in the SWOT-analysis” vs. “You have forgotten important aspects in the SWOT-analysis. ”

3. Guiding by questions (instead of dictating):

- “Which role do public relations play with regard to internal strengths” vs. “You have not considered public relations in the SWOT-analysis.”

4. constructive (improvement suggestions, hints)

- “I am asking myself, if public relations play a role with regard to internal strengths” vs. “You have not considered all internal strengths in the SWOT-analysis. ”

5. Feedback

Feedback rules:

5. immediate (timely proximity):

- “**At this point** I am having the feeling, that public relations could be considered as an internal strength in the SWOT-analysis.” vs. “The corporate strategy seems to be incoherent, because public relations have not been considered as strength **before.**”

6. concrete (instead of general):

- “I have the feeling, that **not all important strength** of the company have been considered in the SWOT-analysis.” vs. “**The SWOT-analysis is not good.**”

7. Should be requested, not imposed:

- “**Do you have any questions or problems?**” “**Which internal weaknesses/strengths have you identified in your enterprise?**” vs. “**I see that you are on the wrong track. I will tell you how you must solve the problem. You must...**”

8. appreciative (instead of devaluating):

- „I think that you have done a **good job** with regard to the strengths in the SWOT-analysis. Which weaknesses can you think of ?“ vs. „If you present a SWOT-analysis that does not take any weaknesses into consideration that is **embarrassing.**“

5. Feedback

Feedback simulation: SWOT-analysis of the coffee roasting establishment

The group is conducting a SWOT-analysis of their coffee roasting establishment. They have considered the possibility of the customer to purchase the coffee three different ways as a strength as well as the image of popular destination for artists. However, the group is neglecting weaknesses and risks like the coordination effort for the three distribution channels (serving in the café, sale in the café, online sale) or their lacking knowledge regarding financing matters regarding their enterprise.

Feedback simulation:

One participant plays the role of a mentor, another plays the role of a participant of the founders workshop. The other participants observe the simulation.

The mentor should try to guide the participants to consider the mentioned weaknesses by applying the feedback rules.

The participant does not ask the mentor for help directly but seems insecure.

5. Feedback

Feedback simulation: SWOT-analysis of the coffee roasting establishment

The group is conducting a SWOT-analysis of their coffee roasting establishment. They have considered the possibility of the customer to purchase the coffee three different ways as a strength as well as the image of popular destination for artists. However, the group is neglecting weaknesses and risks like the coordination effort for the three distribution channels (serving in the café, sale in the café, online sale) or their lacking knowledge regarding financing matters regarding their enterprise.

Feedback simulation:

Question for the mentor: Was it hard to apply the feedback rules?

Question for the „participant“ and the group: How did the feedback of the mentor come across?

5. Feedback

**Question for the
plenum:
Which positive and
negative effects can
feedback have?**

5. Feedback

**Question for the
plenum:
Which positive and
negative effects can
feedback have?**

Positive effects:

- Can have a learning effect (new measures, solutions, etc.)
- Can facilitate targeted work
- Can solve misunderstandings
- Can motivate
- Can enhance trust in the mentor
- Can facilitate self-assessment

5. Feedback

**Question for the
plenum:
Which positive and
negative effects can
feedback have?**

Negative effects:

- Can lead to misunderstandings
- Can lead to self doubt
- Can lead to a performance drop
- Can discourage
- Can deteriorate the relationship between mentor and mentee



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You!***



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INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_17

Presentation “Toolbox for Mentors”

Herausgeber:

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Redaktionell verantwortliche Organisation:

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Toolbox for mentors

Advice and material for the preparation and implementation of the founder workshops



It would be helpful to know the material and content, with which the participants of the founder workshop will work. We compiled some material for your preparation and the implementation. Please make yourself familiar with the material.

For this purpose, please use ▶ **Presentation founder's workshop** as well as ▶ **founder's workshop task book**.

▶ **Presentation founder's workshop** reveals the key elements of the concept and gives advice on the teaching and learning objectives and your moderation.

The ▶ **founder's workshop task book**, which the participants will work on with your help, contains all tasks relevant for the development of a business idea and the creation of a business plan.

For the planning of the workshop-days, we prepared the excel-file ► **daily plan mentors**. It contains didactic elements for the structuration of the mornings and afternoons, as well as hints concerning the mentor's and the participant's tasks and the time roughly required. On this basis, you can plan the details of the workshop.

The ppt.-file ► **methods for group work** shall support you in guiding the team development. There you can find f. ex. exercises for getting to know each other, advice for dealing with conflicts, and methods for the conduction of reflection.

We would be thankful, if you shared your experience with us afterwards.

Please give us a feedback,

- If the tool box was helpful for your work,
- What was missing,
- And what you added yourself on the basis of your experience.

Thank you very much and good luck with the implementation.

Your Enterprise+ team



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WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_18

Agenda_Founders' Workshop for Mentors

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Mentoring agenda

Day	Task	Important contents	Task of the mentor	Students' task	Time needed (approx.)	Notes
1 in the morning	introduction to the subject, bringing together of the participants, agreeing on rules, group building	outline of the work programme & time to get to know each other; forming of the groups	clarify the aims of the founders workshop (→ project aims); present the temporal structure (→ flow chart); introduce oneself (role and specific experiences); let the participants get to know each other (→ team building); clarify the expectations of the participants towards the founders workshop (→ team building); establish rules for the joint work (→ team building); create a positive working atmosphere (→ team building); build the working groups	introduce oneself, formulate expectations, agree on rules, find a group	approx. 2 hours depending on the group size	tools: → methods for group work
	task 1: development of a business idea	creative processes	clarify comprehension questions, stimulate creativity, document ideas	develop ideas	approx. 2 hours	tools: → founders workshop → methods for the group work
2	task 1: development of a business idea	evaluation of the ideas	instruct the selection of an appropriate idea	agree on an idea that is called up for further processing	approx. 1 hour	tools: → methods for group work

Day	Task	Important contents	Task of the mentor	Students' task	Time needed (approx.)	Notes
1 in the afternoon		market research	instruct the research; support the development of the USP	research, if the idea is already existing; point out, what makes the idea so special	approx. 3 hours	
		final discussion	instruct the joint reflexion: "What was successful today?", "When were there difficulties?", "Which support is still necessary?"		approx. 15 minutes	tools: → methods for group work
2 in the morning		warm-up and agenda	welcome the participants, pick up the moods and coordinate the agenda for day 2	collaborate on the agenda	approx. 30 minutes	tools: → methods for group work postcards mood inquiry
	task 2: market and competition	determination of consumer target groups	instruct the groups, observe the work processes		approx. 3 hours	
		presentation of the results	give feedback	groups present their working results	3 x 15 minutes + discussion	
2 in the afternoon	task 3: marketing (pricing strategy)	determination of the market potential	instruct the groups, observe the work processes		approx. 2 hours	
		identify relevant competition	instruct the groups, observe the work processes		approx. 1 hour	
		daily review in plenary	moderate the reflection process		approx. 1 hour	
3 in the morning		warm-up and agenda	welcome the participants, pick up the moods and coordinate the agenda for day 3	collaborate on the agenda	approx. 30 minutes	
	task 4: production and procurement	group discussion	fix rules for the group discussion	conduct the group discussion	approx. 1 hour	
		presentation of the results	give feedback	groups present their work results	3 x 15 minutes + discussion	

Day	Task	Important contents	Task of the mentor	Students' task	Time needed (approx.)	Notes
3 in the afternoon	task 5: management and legal form	independent group work	observe the work process, support	groups work independently	approx. 3 hours	
		flash light		every participant gives his/her opinion to his/her own satisfaction with the results and the work process	approx. 30 minutes	
4 in the morning		warm-up and agenda				
	task 6: risk analysis	SWOT-analysis	observe the work process, support	groups work independently	approx. 1 hour	
4 in the afternoon		preparation of the business plan	observe the work process, give feedback	groups work independently	approx. 3 hours	
		preparation of the business plan	observe the work process, give feedback	groups work independently	approx. 3 hours	
		test-presentation	support and give feedback	participants prepare themselves for the final presentation	approx. 1,5 hours	
		carry out necessary improvements		participants adjust their business plans according to the feedback	approx. 1 hour	
finally reflect the obtained results and the joint work process in detail (potentials & resistances)						



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INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_19

Evaluation Sheet for Participants of the Training for Mentos

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Evaluation Sheet Founder Workshop (Mentors)

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The project enterprise+ deals with the testing and the improvement of the concept of the founder workshop. Therefore, your positive and negative experiences as mentor are very important for us. Please take some minutes to answer the following questions.

The questionnaire is divided in several sections and includes questions focussing on the following topics:

- (A) Preparation of the Founder Workshop
- (B) Implementation of the Founder Workshop
- (C) Quality of the Task Book
- (D) Methodical-didactical aspects
- (E) Country-specific circumstances
- (F) General evaluation of the concept of the Founder Workshop
- (G) You as a mentor

(A) Questions concerning the preparation of the Founder Workshops:

1. Did you participate in the Mentor Training?

Yes No

2. If yes, which contents of the Mentor Training were useful for the Implementation of the Founder Workshop?

3. Which contents and competences should be trained more intensively in a Mentor Training to enhance a successful Implementation of the Founder Workshop?

4. What would you change if you would realise your own Mentor Training?

(B) Questions concerning the Implementation of the Founder Workshops:

5. In which version of the Founder Workshop did you participate?

compact version for 5 days

extended version for several weeks

10. Which factors supported the realisation of the Founder Workshop?

11. Which factors impeded the realisation of the Founder Workshop?

(C) Questions concerning the quality of the Task Book:

12. How useful and relevant was the Task Book for you work as a mentor?

13. Which contents, that would have been useful for you as a mentor, are missing in the Task Book?

14. Were the explanations and examples appropriate with regard to the level of knowledge of the participants (pupils, students)?

Yes No

15. If not, how could the content of the Task Book be adapted to the needs of the target group you have worked with to improve the achievement of the goals of the Founder Workshop?

19. Which methodical-didactic assistance would you have desired in addition?

(E) Questions on country-specific conditions:

20. Do you know vivid and well-made examples "**possibly successful founding ideas**", which are relevant in your country against the background of these country-specific situations or which are very helpful for the explanation of the coherence in the exercise book? Please shortly depict the central features of these examples!

From the areas:

„Production“

„Services“

„Internet“

21. Which legal regulations in your country being relevant should be informed on if pupils want to act entrepreneurial and/or want to found an enterprise?

Weaknesses:

25. Which concrete further suggestions for improvement with regard to the founder workshop concept do you have?

26. Which are the central learning targets which should be pursued with the means of the founder workshop from your point of view?

If yes: in which branch and on which focus?

If no: Which occupation do you currently practise?

Have you gained some experience as a mentor still bevor the founder workshop?

Yes No

If yes: in which form?

Have you got some experience in working with youths?

Yes No

If yes: in which form?

Thank you very much for your feedback!

Would it be possible for us to get into contact with you if there are further questions on the workshop and/or on your answering the questions?

Yes No

If yes: By telephone: Your telephone number:

Or per email: Your email address:



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]

WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_20

Evaluation Sheet for Youth

Herausgeber:

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IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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Evaluation Sheet

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Among other things, the project enterprise+ deals with the test of the mentoring concept within the founder workshops and the subsequent improvement. Therefore your experiences are very important for us. Please, take some time and answer the following questions.

No	Characteristics of a mentor	How important are the following criteria for you? 1 – irrelevant, 5-very important					In which measure does the following criteria match your mentor? 1-very low, 5 – very high				
		1	2	3	4	5	1	2	3	4	5
1	The mentor has the necessary long- standing professional experiences e.g. in the area of corporate management and business development or in marketing and distribution and/ or is/ was independent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The mentor acts in an area or sector to which your business idea fits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The mentor is sincerely interested in you and your project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The mentor disposes of empathy and is friendly and respectful towards you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The cooperation is characterized by mutual trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The mentor is always well accessible to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The mentor answers fast and reliable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The mentor is willing to invest enough time for you and your project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The mentor listens to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	and answers questions and reacts to statements.									
10	The mentor also tells about his own mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The mentor manages to motivation you and in particular if a something went wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The mentor reacts to group conflicts and tries to handle it constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The mentor can identify problems and support the team by the development of their solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The mentor can moderate discussions and contributes constructively to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The mentor gives you an adequate feedback and takes the feedback rules into account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The mentor grasps all ideas of the different team members and discusses these together in the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_21

Taskbook “Founders’ Workshop”

Herausgeber:

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FOUNDERS WORKSHOP TASK BOOK

For joint processing together with the mentor

Institute for Work Science of the Ruhr-University Bochum

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Annotations

Notes for the participants:

In the context of this project you will go through the following tasks with the help of your mentor in order to work on your business idea and to create a business plan.

After the processing of all tasks you will have designed a complete business plan including following contents:

1. Business idea

- 1.1. Product/ Service
- 1.2. Benefit for the client, advantages over the competition
- 1.3. Unique selling point
- 1.4. Time schedule of the implementation

2. Market/ Competition

- 2.1. Client target group
- 2.2. Market analysis (potential and development)
- 2.3. Competitors

3. Marketing

- 3.1. Marketing concept
- 3.2. Pricing strategy
- 3.3. Advertising strategy
- 3.4. Location analysis

4. Production/ Procurement/ Logistics

- 4.1. Product purchase
- 4.2. Production
- 4.3. Storage
- 4.4. Transport

5. Management/ Legal form

- 5.1. Founder's profile
- 5.2. Legal form
- 5.3. Organization of the enterprise
- 5.4. Personnel planning, employees' qualification

6. Chances/ Risks

- 6.1. Chances, use of chances
- 6.2. Risks, risk management

7. Facts and figures

- 7.1. Capital requirements plan
- 7.2. Financial plan
- 7.3. Profitability plan/ earnings forecast
- 7.4. Liquidity plan

8. Summary

Short form on one page with the crucial contents

Annexes:

- Curriculum vitae, references, further training certificates
- Contracts (e.g. rental, co-operation, partnership agreement)
- Insurance policies
- General terms and conditions
- Licenses (concession, usage permit)
- Patents, protection of utility models

In each working task you first will be presented the accompanying part of the business plan. By means of the relevant central questions you will work on the task by dealing with those aspects that are important for your business idea and business plan considering background information, examples and your mentor's input. You complete each task by filling out the accompanying part of the business plan.

Notes for the mentor for dealing with the work book:

Before the participants start working on the particular tasks, it is recommended to give a short input concerning the respective part of the business plan. By doing this, you can proceed in the following manner: First, you can ask questions to the participants about their conception of the particular chapter and the corresponding task (e.g. creating a risk analysis using the SWOT analysis) and why this chapter may be an important part of the business plan. Subsequently, you can give some input on the chapter considering the participants' first thoughts. Therefore, you must not refer to the example of the coffee roasters in the task book, instead you are free to include your personal experience or anecdotes to make the topic more understandable. With regard to the explanation of the content of the single task sections you can fall back upon presentations of the Institute for Work Science. After this short introduction, the participants can work on their business idea and the respective component of the business plan on the basis of the central questions in the tasks book. For some chapters (task 4: location analysis; task 5: founder's profile, organization of the enterprise, personnel planning, employees' qualification) there are no guiding questions. Here, you can individually decide whether and in which form you would like to work on the tasks with the participants. During the working process, you continue offering your practical knowledge and know-how to the participants in order to support them and pay attention that the participants generally stick to the proposed time frame of the single tasks. The

participants should continuously record the results of the single tasks in written form on a poster or in a PowerPoint presentation in order to be able to summarize these results on the last day and to use them for the presentation of the business plan.

Task 1

Component of the business plan

1. Business idea

1.1. Product/Service

Detailed description of the product/service, understandable also for laypersons

1.2. Benefit for the client, advantages over the competition

What is the special benefit, the special advantage?

1.3. Unique selling point

The product/service must have at least one feature that distinguishes it from all similar ones on the market

1.4. Product name/brand and corporate symbol

Which name does the product have? Create an enterprise with a corporate symbol and a distinctive brand

The starting point for a foundation of a successful enterprise is the finding of a **good, new business idea**. The business idea can be from all sectors: a handicraft, an industrial product, a trading idea or a service.

You should consider the following questions while finding an idea:

- Which special **interests, skills and attributes** do I have?
- Which **needs** do the people in my environment have?
- Which products or services do **not exist yet on the market?**

In the green box below you can find an example of a business idea, which will also be used throughout the following tasks for clarification of some contents.

Example „Coffee roastery“

Imagine that you want to open an in-house roastery with a café and sales of the in-house roasted coffee.

In the context of your new enterprise, you merchandise your product, the in-house roasted coffee, in three different ways: you offer both a direct coffee bar on-site and sales of the coffee powder/coffee beans in the café as well as online.

With your concept, you address a very heterogeneous target: there will be clients wishing to drink the coffee on-site in your café, clients who only want to buy the coffee and also clients wanting to order it online. These different clients must be addressed in different ways by means of marketing.

Example „Coffee roastery“

To establish a corporate identity, which means to foster the identification of your enterprise, you can additionally sell merchandise products, e.g. plates, spoons, wrapping that have the name/logo etc. of your enterprise. To maintain the marketing of the coffee on-site you additionally have the idea to open not a normal, but a cultural event café in your premises. This special form of a café shall be a platform for different artists, e.g. actors, musicians or writers. Therefore, a collaboration with colleges, music schools etc. is possible. Consequently, this project offers you a very big scope to let out your creativity.

The topics listed here will be presented in detail in the course of the business plan. First of all, this task aims at an exact definition of your idea, so that it is sufficient to have a rough idea of the marketing, legal regulations etc. at this point.

Info box „Product policy“

The product policy (this concerns your product or service, thus your offer in general) is the basis for the decision on communicational and pricing policies and ultimately also on the distribution.

The profile – the attributes of a product from the function to the packaging, from the design to the customer service – positions the product on the market and induces the purchase decision of a client. Ideally, a product or a service offers the customer a significantly perceivable advantage, especially in the competition with similar products, a so-called **unique selling point** (“USP”). In a nutshell, you can say: A product/a service should be clearly distinguishable from the others.

To also have a **competitive advantage** over others in the future, the chance of **variation and differentiation**, i.e. the further development of the product, should always be considered.

Especially the product lifecycle of technical devices is very short and a brand new device can become outdated in a few weeks. An example is the further development of the Walkman, which is in some measure the precursor of today’s iPod: First of all, the technical progress is enormous when comparing both devices. Furthermore, the size, weight, and design can hardly be compared.

You should now deal with the product policy of your idea. Therefore you should answer the following questions:



How is your product/ service idea defined? Present informatively the attributes and characteristics of your product.

Is your innovation a real market novelty in the sense of a fully new product or is it a further development of an already existing product?

What distinguishes your product and separates it from others?

Which name does your product have and what distinguishes the brand?

Which name does your enterprise have and which logo suits your enterprise?

If necessary, also reflect on the example in order to gain a more detailed idea.

Example „Coffee roasters“

The USP of our example from the beginning would be the in-house coffee roasting tangible for the customer, through which the coffee gets a special, fresh and high-quality note. Before buying the coffee, the customer can experience the taste and choose between different kinds of coffee and ways of roasting. The connection with the event café, where artists can perform, especially distinguishes this product and links an event with the coffee consumption. Gradually, the offered coffee can be varied more and more, e.g. by serving different types of coffee or other exceptional coffee drink ideas.

The definition of your business idea also includes a first glance on the market and the prevailing competition. A more detailed market analysis will be processed in task 2, but nevertheless, you should brainstorm already at this point about which substitutes do exist for your product/ your service.

Info box „substitute“

The growth potential within a sector is limited by existing substitutes. Consumers can e.g. butter the bread also with margarine, which means that margarine producers can also be **potential competitors** in the market analysis. Therefore, you should examine the question from the consumer's point of view. It is not enough for the producer of butter to argue that margarine is not the same as butter. In the eyes of the consumer butter or margarine provide the same or a very similar effect.

As a consequence, you should not only focus on directly competitive products– i.e. the same products/ services of another enterprise aiming at the same customer group – but you should also focus on indirectly competitive products, i.e. products that although offer an objectively different product/ service, but can be considered or used by customers as a substitute to your product.



Do direct and/ or indirect substitute products/ services for your product/ service exist on the market?

Task 2

Component of the business plan

2. Market/Competition

2.1. Customer target group

To whom do you offer your product/your service? Which attributes do your customers have: Sex, age, income etc.?

2.2. Market potential

Size of the market in €, information at the Federal Statistical Office, economic development, Chamber of Industry and Commerce, banks etc.

2.3. Competition

Who are your competitors? How long does the competition need to reproduce your idea?

In terms of the market analysis, the so-called „**Porter's 5 Forces**“ (based on Michael E. Porter's work) are considered (fig. 1). The more the market success is threatened by one or several of these competitive forces, the less attractive the analyzed industry becomes and the more difficult it becomes to achieve a sustainable **advantage over the competitors**. And you need the advantage to be able to operate successfully in the market! Bearing this in mind, you should try to choose an industry with an attractive structure. This means an industry where the negative consequences of each of the 5 competitive forces are as small as possible. Usually, it has proved to be useful to select a **niche in the market**, i.e. a market segment where no product/ service yet exists, which fully satisfies the people's needs or where the existing products/ services do not contribute to the full satisfaction of the people's needs. Here your product/ your service will have **little competition** and at the same time find **thankful customers**. A very successful example for this is an online sales and distribution for high-quality animal food.

You have already dealt with substitutes in the last task. Therefore, you should now deal with the market, customers, suppliers and competitors.

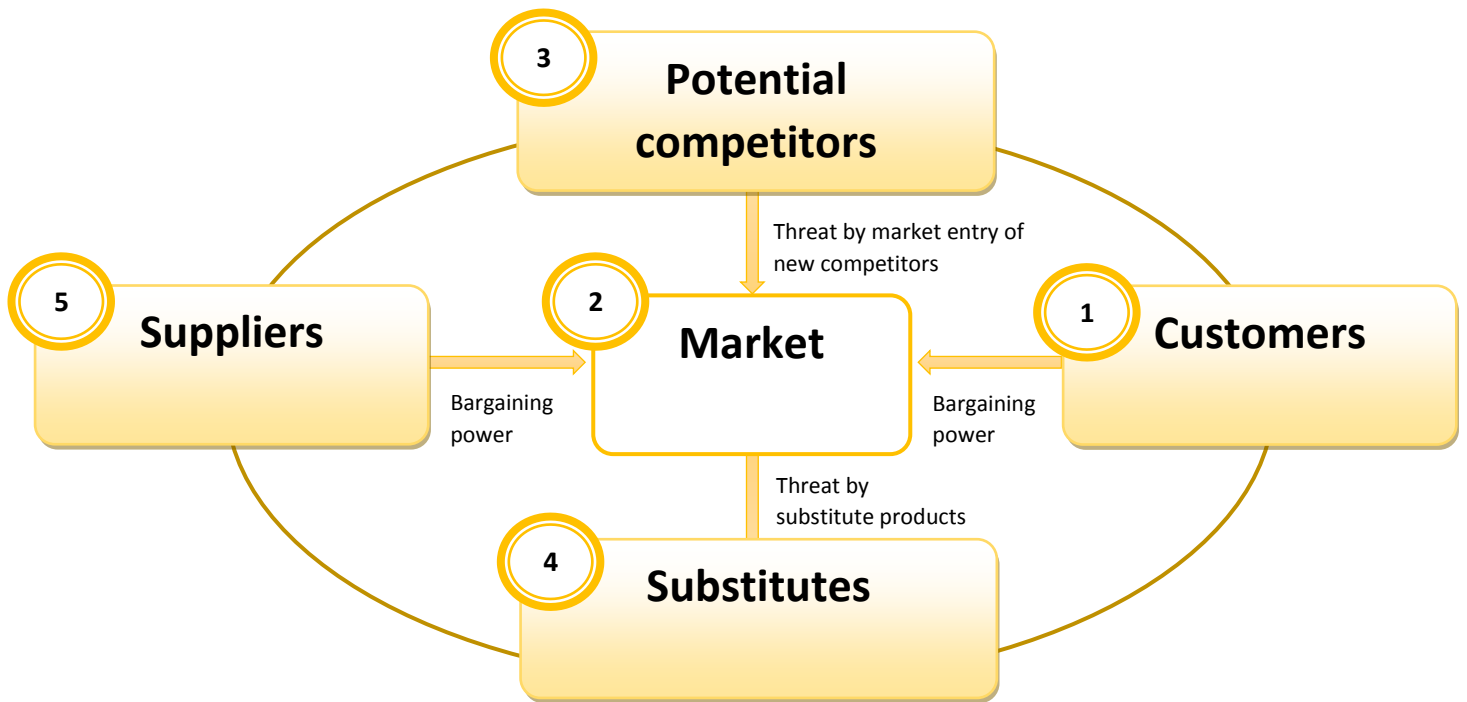


Fig. 1: Porter's Five Forces

Info box „market“

The market for your product or service is defined by the totality of potential customers and competitors in the environment relevant to you. The relevant environment can be a city district (e.g. for a restaurant), the whole country (e.g. a national retail store chain) or even the whole world (e.g. a world-wide represented operation system producer).

For enterprises, it can be existentially important to know, what the state of their market is and which development potential it has. There are **saturated** (all potential customers have already bought the product) and **unsaturated markets** (the demand is larger than the supply), **growing, stagnating and shrinking markets**.



In order to obtain information on your market, you can ask e.g. the CCI about the so-called industry information.

Possibly, the industry information will show that „your“ market has made a negative development during the last years. This could be a hint to rethink the own business approach or to work out very well the uniqueness of the own

idea justifying why the success will occur nevertheless. Maybe there still are positive prognoses.

Info box „market size“

The market size is important for your sales and turnover planning. The number of marketable products (pieces, kilograms, liters etc.) and the total turnover achieved (in €) describe the market size. The percentage of your sales or turnover within the whole market describes your market share. Generally speaking, in markets that are increasing (in size), it is easier to make profits than in shrinking markets.



How is the market volume to be estimated?

How big is the total market within the industry? You can do a quick, rough calculation using the industry information obtained before.

Referring to the field of „**customers**“ you should distinguish your target group more in detail. Therefore, the considerations already made concerning the customer’s benefit are also relevant.

Info box „target group“

This is about the people for whom your offer is notably interesting. **Demographic descriptions** (sex, age, household size, household income, profession, nationality etc.) as well as **buying behavior** and **needs** of the target group should be known. You should also take trends into consideration.

Example „coffee roastery“

The concept of the coffee roastery addresses men and women, from young coffee drinkers and to grown-ups. Due to the fact that it is a high-quality product, one should expect that rather persons with a higher income are being addressed. The buying or consumption behavior must be distinguished with regard to the purchase of roasted coffee for its future autonomous preparation and the consumption of coffee in the event café itself. Who is going to visit the event café strongly depends on the respectively offered event. Date-related considerations also affect the target group. So, by reading of a children’s book at forenoon, families can be won as customers as well.



Which target group(s) can you address with your product/ your service, i.e. who benefits from the product/ the service and can afford it?

Define your target group with respect to the criteria mentioned above.

Info box „potential competitors“

The more difficult the **access to your market** for new competitors is, the smaller the number of enterprises in this market is. New suppliers will have a direct impact on your competitive advantage and thus your success because a larger supply at a constant demand reduces the **profitability** of all enterprises in the market. This is also called „**rivalry between existing competitors**“.

Example „coffee roastery“

Competitors of the coffee roastery with event café are other cafés as well as other entertainment suppliers. So, simple café chains that offer their products probably at a lower price as well as existing cafés that start to make cooperations in order to offer cultural activities should be considered as competition.



Do competitors exist in your market or in your industry? If so, what kind of offer do they have?

Can new competitors readily join the market with your product/ your service or a similar product/ service?

The answers to these questions among other things are important for your pricing. The price of a product is very much dependent on the relation between demand and supply. If your industry is that new that you do not really have any direct competition, you should still inform yourself about similar products or developments because those can also affect your enterprise.

Task 3

Component of the business plan

3. Marketing

3.1. Marketing concept

Distribution channels: direct sales, retailing, third-party distribution (dealers), cooperation partners, online shop

3.2. Pricing strategy

Your production cost, wages of management and profit compared to competitors (market price), how would you price your product compared to your competitors?

3.3. Advertising strategy

*How do you reach your target group: website, search engine optimization, flyers, mailings, print advertisements in local newspapers, journals, car graphics, business cards?
Attention: costs!*

3.4. Location analysis

Accessibility within walking distance, catchment area, public transport connections, possibilities of expansion; online shop

Info box „Advertising strategy“

The customer can only buy your product if he knows it and **becomes aware of it**. Your product can however much be of use for your customers, they will never know it, if you remain concealed. Within your advertising strategy, you explain all instruments you want to use **to contact the customers and to deepen this contact**. In general, the following tools are available:

- **Advertisement in the media** (press, radio, TV, cinema, internet und mobile)
- **Direct marketing** (direct mailings to selected customers, telephone marketing, internet etc.)
- Presence at **fairs and exhibitions**
- **Public Relations** (articles and reports about you, your enterprise and your products/service)
- **Customer visits**

Example „coffee roastery“

The advertising strategy of our example could include e.g. regular ads in local and national newspapers and journals (boosting the online trade), a website containing information about the Café, its special features and the coffee origin etc. Additionally, free tastings at central places in town could be offered regularly and information flyers could be distributed in different shops. Furthermore, the enterprise could be represented at the international coffee fair „coffeena“ in Cologne.



Which distribution channels are suitable for your business idea? Concerning the selection of a communication instrument you should always consider the distribution rate as well as the costs. Certainly, TV commercials have the highest distribution rate but can also be very expensive. Please assess costs and benefits.

Info box „Distribution channels“

The **distribution policy** determines by which **distribution channel** you want to sell your product/service, that is to say on which way your offer reaches your customers. This depends on the kind of the product, the customer structure, and your price strategy. Thus, it is important, for example, to know how high the **number of potential customers** is, which **type of purchase** they prefer, which **price segment** you serve with your product, whether your product is **in need of explanation**, whether you want to sell your product to **companies or end customers** etc. Basically, you must decide whether you undertake the distribution by yourself or whether you engage **specified service providers**. Examples of distribution channels are e.g. own sales outlets, foreign retail stores, wholesalers or online shops. Those **can be combined** with each other, too.

Example „coffee roasters“

The product of our example, the in-house roasted coffee, is particularly characterized by its distribution policy. The coffee is sold through three distribution channels particularly to private end users. The coffee can be tasted on-site in the event café, at the same place it can be bought for take away and it also can be ordered and delivered via the online shop. To underline the special quality of your coffee, you could allow the distribution only by your enterprise and not by other service providers.



Which distribution channels are conceivable for your idea? Inform yourself about the different possibilities and discuss in your team which of the distribution channels are suitable for your enterprise and for which reasons. Think about possible advantages and disadvantages.

The following section deals with the price of your offer.

The price of your product or your service must be calculated in such a way that the costs of your enterprise are covered and, in addition, you achieve profits in the long run.

In the following, different price-setting methods will be presented.

Info box „Pricing strategy“

Price-setting for services based on realistically achievable hourly rate

$$\text{hourly rate} = \frac{\text{costs} + \text{profit markup}}{\text{total number of productive hours}}$$

costs include all operating expenses within one year, such as salaries, rents, material costs, etc.

Afterwards, the value added tax has to be included.

Compare the calculated amount also with other charges that are common in your branch– if your rate is lower, the better! If your hourly rate is higher, you need good arguments to justify it.

Price-setting for products based on actual costs

You can also orientate your price on the production costs of your product and the provision of your service.

$$\text{price per unit} = \frac{\text{costs}}{\text{planned or estimated sales volume}} + \text{aimed profit per unit}$$

Always consider the price level at your market. The one, who expects fanciful profits and sets prices too high, will lose out.

Price-setting based on value

Another way of pricing consists of the value which your potential customers think your product/service has. It deals with the question: How much is my product/ my service worth to the customers? If the offer is highly valuable to the customer, usually the price can be raised as well. However, with regard to innovative offers and new industries neither value nor price expectations exist. This can be an advantage for the supplier if he can sell his offer for a self-determined price; a disadvantage if he is not able to justify the price.

Price-setting based on the average prices of the competitors

Taking a look at the prices of competitors is a common way to find a price for the own offer, too. But beware! Don't take over the prices of your competitors without checking your own actual costs.



Discuss these approaches in your team. Find out about the pricing strategies within your industry, with the help of consultants, credit institutions, professional as well as industry associations, the tax office or the chambers of commerce/ trade. Then, determine your likely proceeds in a best-case scenario and in a conceivable worst-case scenario of business development for the first three financial years.

Enter the calculated values in an Excel table with the title "Financial planning".

Component of the business plan

4. Production/ Procurement/ Logistics

only for production and distribution of products

4.1. Product purchase

Which goods are bought where, which primary products for subsequent processing are required?

4.2. Production

What is self-produced and by which production means?

4.3. Storage

How and where primary products and self-produced goods are stored?

4.4. Transport

If necessary: transportation of primary products, transportation of self-produced goods to the customers?

Task 4

If you want to launch a new product, you either have to produce it by yourself or purchase it. If you produce it by yourself, you need primary products/ components, tools, and machines as well as manufacturing plants. If you want to trade, you have to purchase goods and, if necessary, store them and transport them to the customer. In case of a service you don't have to think about production and logistics, but, however, you have to consider how you serve your customer.

Example „coffee roastery“

Procurement/ Logistics: You can get the green coffee from different countries directly or via wholesalers. The direct purchase from overseas producers offers price benefits but requires an on-site purchase, complex logistics (cargo, road haulage, customs clearance) as well as a careful quality control. The purchase of the green coffee by wholesalers (e. g. from cargo port) facilitates the procurement and logistics but reduces your margin.

Production: for the refinement of the green coffee (roasting) special equipment is required, which has to be selected, purchased (buy/ lease), handled, and maintained.



Which problems concerning the production, the purchase, and the logistics have to be solved? Discuss within your group what, how and where you will buy, produce, and store. Additionally, consider the transport.

Task 5

Component of the business plan

5. Management/ Legal form

- 5.1. Founder's profile
Personal requirements, performance motivation, professional and social competences
- 5.2. Legal form
Sole proprietorship, civil-law association, Ltd.
- 5.3. Organization of the enterprise
Organisation and task description
- 5.4. Personnel planning, employees' qualification
Number of employees at the time of the foundation and in the future. What do the employees need to know?

After having defined your product idea in detail, the next step deals with the **internal and external structure** of your enterprise. To be able to function as an enterprise and to work together effectively, it is important that the classic tasks in an enterprise are assigned to the respective team members. Moreover, it is necessary by law that an enterprise receives a legal framework in terms of a certain **legal form**, which you must choose. By different legal forms, different economic consequences occur. Here, for example, **considerations of liability and taxes** are to be made.

Info box „Positions“

The following positions have to be considered:

- Management board
- Marketing and Sales
- Development and Quality management
- Production, Logistics and Purchase (Supply Chain)
- Human Resources
- Controlling and Accounting



Which team member should take over which position within the enterprise?
Define which tasks come along with the different positions.

Info box „Legal forms“

Examples of possible legal forms:

- Civil-law association
- Corporation
- Public limited liability company (plc)
- Private company (Ltd)



Which legal form is the best for your enterprise? Justify your choice and mention why other legal forms are less appropriate. You can also research further information about the legal forms on the internet.

Task 6

The next paragraph deals with the critical review of your idea by doing a SWOT analysis. Here, you concentrate on the strengths and weaknesses as well as the opportunities and threats of your business idea.

Info box „SWOT-Analysis“

SWOT= S=Strength; W=Weaknesses; O=Opportunities; T=Threats

By the easy and flexible method of the SWOT-analysis, **internal strengths and weaknesses** as well as **from the external environment resulting opportunities and threats**, that are related to the enterprise's strategic activity fields, are considered. From the combination of the strengths/weaknesses analysis and the opportunities/ threats analysis, a **corporate strategy** can be derived. The strengths and weaknesses are relative dimensions and can only be evaluated in comparison to the competitors.

SWOT-Analysis		Analysis results of your business idea (internal view of your enterprise)	
		Strength	Weaknesses
Analysis results of your market (external view of your business environment)	Opportunities	Application of the enterprise's strengths for the exploitation of the opportunities of the business environment	Overcoming possible enterprise's weaknesses by the exploitation of the opportunities of the business environment
	Threats	Application of the enterprise's strengths to minimise the threats of the business environment	Minimisation of the enterprise's weaknesses and the threats of the business environment

Examples of strengths/weaknesses and opportunities/threats:

External opportunities/threats	Internal strengths/weaknesses

- | | |
|---|--|
| <ul style="list-style-type: none"> • Customer structure/number of potential customers • Competitive structure/number of potential competitors • Development of the budgetary situation • Demographic development • customer demands/customer wishes • Strategies/activities of the competitors • Stability of the competitive structure • Changes in legal conditions • Economic situation/labour market | <ul style="list-style-type: none"> • Service quality • Public relations • Online communications • Corporate Identity/Corporate Design • Image • Efficiency of task fulfilment • Qualification/employees' experience • Motivation (work atmosphere; commitment) |
|---|--|

Example „coffee roastery“

Strengths: Production of a corporate identity by merchandise products (plates, cups etc.), image as creative meeting point for artists, coffee is distributed by three different ways

Weaknesses: high coordination effort and spheres of responsibilities due to three different distribution channels, your knowledge concerning managing and financing an enterprise is still limited

Opportunities: Event cafés already have great success in a few big cities, however, in your city is still none, different target groups are addressed so that the number of potential customers raises, online trading is booming

Threats: Legal requirements (catering trade, customs, taxes etc.), many coffee suppliers in the market, strong dependence on coffee importers and on the international price trend of coffee



Which opportunities and threats contain the implementation of your business idea? How would you like to deal with them? Also consider your strengths and weaknesses.

Task 7

Component of the business plan

7. Facts and figures
 - 7.1. Capital requirements plan
 - 7.2. Financial plan
 - 7.3. Profitability plan/ earnings forecast
 - 7.4. Liquidity plan

Now it is about the budgetary planning. Here, you should check whether the budgetary planning is realistic with regard to the individual parts of the business plan. The single items should be estimated properly. Use the Excel tables and consider for the next three years, among other things, the following aspects:

- Which financing sources do you command to cover your capital requirements?
- How is the price of your product/ service composed?
- Which costs will come up during the next three years? When will your costs be covered by your proceeds (break even analysis)? Which developments do you expect? Consider that over time wages will rise and the price of your product/ service has to be adapted.
- Which investments do you want to take?

Task 8

Component of the business plan

8. Summarise the essential elements of the single parts of the business plan on max. one page ("helicopter view" for a quick overview). If you were a banker and someone asked you whether you would grant a Start-Up a loan or not, what would you want to know?



enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_22

Argumentation Lists

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Redaktionell verantwortliche Organisation:

IAW-RUB [Institut für Arbeitswissenschaft, Ruhr-Universität Bochum]

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ARGUMENTS FOR THE PARTICIPATION IN THE PROJECT „ENTERPRISE+ INNOVATIVE POTENTIAL MEETS EXPERIENCE“ AS (VOCATIONAL) SCHOOL

1 | The project

The project aims to contribute to the reduction of unemployment, especially of youth unemployment, through the expansion of employment. This is achieved by strengthening the entrepreneurial spirit and behaviour of future potential founders and co-entrepreneurs.

For this purpose multipliers from chambers, educational institutions and governmental organisations identify young people between 16 and 25 years with entrepreneurial talent by using an extensive “analysis of potential”. In a second step, the multipliers support the young people to unfold these talents within a “founder-workshop”.

The analysis of potential for identifying entrepreneurial talents

The analysis of potential was developed and tested in the project „Losleger - The profile check for entrepreneurial talent” for secondary school students in Germany by the Chair of Economics and Economic Education of the University Duisburg-Essen. It is used to measure the participants’ entrepreneurial thinking and acting. During the EU-project “enterprise+” the concept of the analysis of potential will be distributed to the five project partner countries Bulgaria, Greece, Hungary, Lithuania and Spain and adjusted to the specific national educational policy and labour market policy circumstances.

Founder-Workshop to practice to develop a business plan

Following the „analysis of potential“ the entrepreneurial talents of the young people can be supported by experienced (former) entrepreneurs, who will undertake a mentoring role in multiple-day founding workshops. The content development of these founder-workshops and the support model for young people follows the concept of the “German Business Founder Award for Students”, which is very successful in Germany. In the founder-workshops the working experience of the mentors will be connected with the new ideas of the young people. The mentors could also possibly support concrete start-up projects.

Identify and promote potentials

For the implementation and evaluation of the analysis of potential and the founder-workshop the multipliers will be trained and guided, so that they can use the methods, instruments and procedures independently. Apart from the planned multiplier training, self-learning material in form of modules will be developed, which will optimally support the multipliers with regard to their tasks. At the same time mentors will be trained in the specific methods

of the founders-workshops and the coaching of the participants.

Thus the projects addresses two target groups at the same time. The main target group consists of multipliers and mentors from the chambers, educational institutions and governmental organisations as well as “business seniors”, the secondary target group consists of young people between 16 and 25 years.

2 | How much does it cost?

All necessary materials for the implementation of the analysis of potential and all materials concerning the Founder-Workshop within the framework of the project and beyond will be provided for free. Moreover the participating organisations will be supported by the project experts of each EU country and the members of the project steering group from Germany.

3 | Why should I take part?

As (vocational) school you can support your students pedagogical on their way into professional independence or into successful co-entrepreneurship.

- The target group of 16- to 25-year-olds will be supported.
- The strengths of the young people will serve as an orientation.

- The process will be supported by project experts.
- Projects with signal effect in the respective EU country based on best practice examples from Germany will be promoted.

4 | How can I take part?

If you are interested in taking part in the EU project “enterprise+” you have the following participation options:

- You can recommend young people that can take part in the analysis of potential and the founder-workshop
- You can have representatives of the school trained as multipliers and talent scouts within the framework of the planned trainings
- You can actively support the implementation of the analysis of potential and the founder-workshop
- You have the possibility to participate in the information and expert workshop in your country to receive detailed information about the progress of the project and to current results and discussions.

You can submit your participation request for “enterprise+” directly to the respective project partner in your country who will be happy to give you further information about the procedure.

More information



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ARGUMENTS FOR THE PARTICIPATION IN THE PROJECT „ENTERPRISE+ INNOVATIVE POTENTIAL MEETS EXPERIENCE“ AS COMPANY

1 | The project

The project aims to contribute to the reduction of unemployment, especially of youth unemployment, through the expansion of employment. This is achieved by strengthening the entrepreneurial spirit and behaviour of future potential founders and co-entrepreneurs.

For this purpose multipliers from chambers, educational institutions and governmental organisations identify young people between 16 and 25 years with entrepreneurial talent by using an extensive “analysis of potential”. In a second step, the multipliers support the young people to unfold these talents within a “founder-workshop”.

The analysis of potential for identifying entrepreneurial talents

The analysis of potential was developed and tested in the project „Losleger - The profile check for entrepreneurial talent” for secondary school students in Germany by the Chair of Economics and Economic Education of the University Duisburg-Essen. It is used to measure the participants’ entrepreneurial thinking and acting. During the EU-project “enterprise+” the concept of the analysis of potential will be distributed to the five project partner countries Bulgaria, Greece, Hungary, Lithuania and Spain and adjusted to the specific national educational policy and labour market policy circumstances.

Founder-Workshop to practice to develop a business plan

Following the „analysis of potential“ the entrepreneurial talents of the young people can be supported by experienced (former) entrepreneurs, who will undertake a mentoring role in multiple-day founding workshops. The content development of these founder-workshops and the support model for young people follows the concept of the “German Business Founder Award for Students”, which is very successful in Germany. In the founder-workshops the working experience of the mentors will be connected with the new ideas of the young people. The mentors could also possibly support concrete start-up projects.

Identify and promote potentials

For the implementation and evaluation of the analysis of potential and the founder-workshop the multipliers will be trained and guided, so that they can use the methods, instruments and procedures independently. Apart from the planned multiplier training, self-learning material in form of modules will be developed, which will optimally support the multipliers with regard to their tasks. At the same time mentors will be trained in the specific methods of the founders-workshops and the coaching of the participants.

Thus the projects addresses two target groups at the same time. The main target group consists of multipliers and mentors from the chambers, educational institutions and governmental organisations as well as “business seniors”, the secondary target group consists of young people between 16 and 25 years.

2 | How much does it cost?

All necessary materials for the implementation of the analysis of potential and all materials concerning the Founder-Workshop within the framework of the project and beyond will be provided for free. Moreover the participating organisations will be supported by the project experts of each EU country and the members of the project steering group from Germany.

3 | Why should I take part?

As a company you can benefit from the project, by creating a space for innovative projects. Together with experienced employees from among your own ranks who undertake a role as a sponsor you further develop selected employees to co-entrepreneurs.

Dynamic and ambitious companies need employees, who basically have the same characteristics and competencies as the founders. Although they are employees and dependent, these employees think and act like co-entrepreneurs (intrapreneur).

- The target group of 16- to 25-year-olds will be supported.
- The strengths of the young people will serve as an orientation.

- The process will be supported by project experts.
- Projects with signal effect in the respective EU country based on best practice examples from Germany will be promoted.
- Your company takes part in the combat against youth unemployment and hence embraces the social task of Social Responsibility, which can be used in order to increase your reputation.
- As entry opportunity or for the expansion of your already existing corporate citizenship activities you improve the social requirements for the economic success of your company.
- You can use the implemented methods of the project as measure for staff development and personnel marketing.

4 | How can I take part?

If you are interested in taking part in the EU project “enterprise+” you have the following participation options:

- You can recommend young people that can take part in the analysis of potential and the founder-workshop.
- You can have representatives of your company trained as multipliers and talent scouts within the framework of the planned trainings.
- You can actively support the implementation of the analysis of potential and the founder-workshop.
- You have the possibility to participate in the information and expert workshop in your country to receive detailed information about the progress of the

project and to current results and discussions.

further information about the procedure.

You can submit your participation request for “enterprise+” directly to the respective project partner in your country who will be happy to give you

More information



RUHR-UNIVERSITÄT BOCHUM

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ARGUMENTS FOR THE PARTICIPATION IN THE PROJECT „ENTERPRISE+ INNOVATIVE POTENTIAL MEETS EXPERIENCE“ AS EMPLOYMENT AGENCY

1 | The project

The project aims to contribute to the reduction of unemployment, especially of youth unemployment, through the expansion of employment. This is achieved by strengthening the entrepreneurial spirit and behaviour of future potential founders and co-entrepreneurs.

For this purpose multipliers from chambers, educational institutions and governmental organisations identify young people between 16 and 25 years with entrepreneurial talent by using an extensive “analysis of potential”. In a second step, the multipliers support the young people to unfold these talents within a “founder-workshop”.

The analysis of potential for identifying entrepreneurial talents

The analysis of potential was developed and tested in the project „Losleger - The profile check for entrepreneurial talent” for secondary school students in Germany by the Chair of Economics and Economic Education of the University Duisburg-Essen. It is used to measure the participants’ entrepreneurial thinking and acting. During the EU-project “enterprise+” the concept of the analysis of potential will be distributed to the five project partner countries Bulgaria, Greece, Hungary, Lithuania and Spain and adjusted to the specific national educational policy and labour market policy circumstances.

Founder-Workshop to practice to develop a business plan

Following the „analysis of potential“ the entrepreneurial talents of the young people can be supported by experienced (former) entrepreneurs, who will undertake a mentoring role in multiple-day founding workshops. The content development of these founder-workshops and the support model for young people follows the concept of the “German Business Founder Award for Students”, which is very successful in Germany. In the founder-workshops the working experience of the mentors will be connected with the new ideas of the young people. The mentors could also possibly support concrete start-up projects.

Identify and promote potentials

For the implementation and evaluation of the analysis of potential and the founder-workshop the multipliers will be trained and guided, so that they can use the methods, instruments and procedures independently. Apart from the planned multiplier training, self-learning material in form of modules will be developed, which will optimally support the multipliers with regard to their tasks. At the same time mentors will be trained in the specific methods of the founders-workshops and the coaching of the participants.

Thus the projects addresses two target groups at the same time. The main target

group consists of multipliers and mentors from the chambers, educational institutions and governmental organisations as well as “business seniors”, the secondary target group consists of young people between 16 and 25 years.

2 | How much does it cost?

All necessary materials for the implementation of the analysis of potential and all materials concerning the Founder-Workshop within the framework of the project and beyond will be provided for free. Moreover the participating organisations will be supported by the project experts of each EU country and the members of the project steering group from Germany.

3 | Why should I take part?

As employment agency you get a proven instrument for the analysis of potentials.

- Thus you can directly support unemployed or people from the target group of the 16- to 25-year-olds, who are at risk of becoming unemployed.
- Use principles of strength-orientation in your consultation processes.
- The process will be supported by project experts.
- Projects with signal effect in the respective EU country based on best practice

examples from Germany will be promoted.



4 | How can I take part?

If you are interested in taking part in the EU project “enterprise+” you have the following participation options:

- You can make contact with young people that take part in the analysis of potential and the founder-workshop.
- You can have representatives of your agency trained as multipliers and talent scouts within the framework of the planned trainings.
- You can actively support the implementation of the analysis of potential and the founder-workshop.
- You have the possibility to participate in the information and expert workshop in your country to receive detailed information about the progress of the project and to current results and discussions.

You can submit your participation request for “enterprise+” directly to the respective project partner in your country who will be happy to give you further information about the procedure.

More information

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enterprise+: Innovative Potential Meets Experience [2014-1-DE02-KA202-001602]



WEITERENTWICKLUNG DES KONZEPTEES DER SCHÜLERUNTERNEHMEN

INTELLEKTUELLER OUTPUT 1 | ENGLISCH

APPENDIX

[IO-01]_23

Enterprise+: Concept of Student Enterprises

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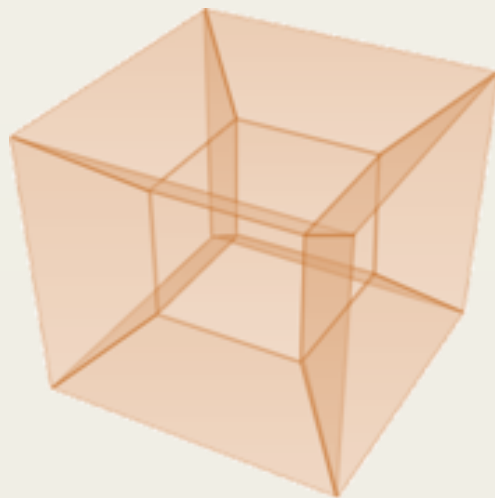
Dr. Martin Kröll

Enterprise+: Concept of the student enterprises – Approaches for quality improvement

No. 1

Bochum 2016

Institute for Work Science, Ruhr-University Bochum
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RESEARCH PAPER



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Abstract

Against the background of an increasing importance of entrepreneurial competencies alternative and experimental forms of learning gain more relevance. The concept of student enterprises thus offers a high potential, as it allows young people to broaden their experience and to learn from the expertise of “Wirtschaftssenioresn” (“economic seniors”) at the same time. The research paper at hand locates the concept theoretically in the framework of entrepreneur education and discusses critically, how the quality of the concept’s implementation can be improved and which approaches are possible solutions to improve the quality of implementation. For this purpose, experience from the project “enterprise+” and initial empirical findings are described and interpreted.

1 Initial situation and theoretical context

In the scientific discussion it is indisputable that the future professional life is more and more shaped by an increasing complexity and insecurity through the technical development, especially by digitalization, demographic change and globalization. Other megatrends that are going to influence professional life as well are the increasing mobility, the progress in health care and the development towards a knowledge-based society. Furthermore, the EU countries will also be facing a high rate of unemployment in the future even though the numbers have recently decreased to some extent. Especially youth unemployment is high in Europe. At the beginning of 2016 the rate of unemployed young people was 43.9% in Spain and 50.4% in Greece. Hence, the responsible actors are confronted with the challenge to create new employment opportunities. It should be noted in this context that it is important to reduce the gap between the labor world and the educational world.

To fulfil the challenges linked with it, it is assumed that a large part of prospective employees will increasingly face the task to think and act entrepreneurial in the future. That is why the promotion and the support of entrepreneurial thinking and acting is in the limelight of entrepreneurship education.

In the scientific discussion within the field of economic education it is said to be proven that it is not sufficient to teach entrepreneurial competences in classical class units. In this context other teaching-learning-methods are pointed to have better preconditions for the acquisition of entrepreneurial competences. Apart from the concept of student enterprises approaches such

as simulation games, case studies, internships etc. are to be named (Kirchner & Loerwald, 2014). The following elaborations will refer to the concept of student enterprises.

To clarify the relevance of the concept of student enterprises for the promotion of entrepreneurial thinking and acting, the following questions arise: When and under which circumstances is the concept of student enterprises particularly suitable for promoting entrepreneurial thinking and acting? What has to be considered concerning the implementation of the concept of student enterprises? How can the quality of the implementation of the student enterprises' concept be ensured and improved? In this context, it is also a matter to identify starting points for the further development of the concept and the implementation of the student enterprises. It should be clarified which expectations has to be directed to which actors. Beforehand, the concept of student enterprises has to be classified in the field of entrepreneurship education against the background of theoretical approaches and respective empirical studies.

2 Theoretical frame of reference – state of entrepreneurial research

Within the framework of economic education the respective life situation is seen as a starting point to convey the different requirements that are set for the individual actors as well as the respective required competences - for example for the execution of a professional task - and using these to draw a conclusion for curriculum development of vocational training institutions (Steinmann, 1997). While doing so it is referred to the situation principle that - next to the knowledge principle and the personality principle - plays an important role within the field of business didactics (Reetz & Seyd, 2006/2).

According to Retzmann (2012a, S.7) the aim of economic education is to enable the individual actors – Retzmann refers to students – to „a reflected, self-determined, professional competent, responsible and co-designing participation in the labor and business world. The role of the employed person equally comprises the role of the selector of an occupation, the role of a trainee, the role of the employee as well as the role of an entrepreneur or self-employed person” (Translation from the author). Retzmann emphasizes that economic education cannot only be aligned to the typical life situation of those who are employees (Retzmann & Schröder, 2012). Economic education should rather show an interest in actors that need to think and act as entrepreneurs in economic and labor life as well.

To disclose and estimate the different extents in the entrepreneurial thinking and acting which are expected by the members of organizations one can refer to the differentiation of Wunderer and Bruch (2000) (see also Wunderer, 1997). Based on the manifestation of both categories “independent and self-responsible” and “implementing innovation” one can make a

distinction between (a) employees (b) entrepreneurial employees (c) co-entrepreneurs (d) subcontractors (e) intrapreneurs and (f) entrepreneurs. The manifestation of both categories is the lowest for employees and the highest for entrepreneurs. Also entrepreneurship research highlights that not only entrepreneurs or founders need to possess entrepreneurial competences but also co-entrepreneurs and intrapreneurs (Aff & Lindner 2005). In this context it is also referred to the theoretical concepts that deal with entreployees (in terms of blurring of boundaries) (“Arbeitskraftunternehmer”) (Pongratz & Voß, 2000).

The present article builds on the understanding of Entrepreneurship Education of Kirchner and Loerwald (2014). Their understanding of Entrepreneurial Education which is based on the considerations of Retzmann and Hausmann (2012) and Aff, J. (2008) includes “...all educational processes which promote entrepreneurial creativity, innovative capability, self-efficacy conviction, achievement motivation, rational dealing with risk and the sense of responsibility and which impair economical and generic competences which are necessary for the preparation, realization and reflection of entrepreneurial initiative (Entrepreneurship).” (Translation from the author) (p. 39). Thus, Entrepreneurship Education cannot only be seen as a training for business formation and business start-ups. Instead it is about acquiring sufficient economical knowledge and gaining respective experience to come to grips with the own life and to organize it. In this context it can be referred to the idea: „Make yourself to a project“.

The Entrepreneur-research deals with following questions (Wiepcke, 2008): Who is an Entrepreneur? Which milieu has an impact on an Entrepreneur? Which different types of an Entrepreneur exist? Why does one become an Entrepreneur? To answer these questions one can point to different approaches. With regard to the first question one can indicate approaches of characteristics, referring to the second questions demographic-sociological approaches, referring to the third question typological approaches and concerning the fourth question behavioral approaches. At the same time it becomes clear that the Entrepreneur-research falls back on economic as well as on psychological, sociological and professional pedagogical approaches. Therefore, the Entrepreneur-research excels in an interdisciplinary procedure. The interdisciplinary approach forms a central reference point in the present paper as well as in the project upon which findings this paper builds on.

Entrepreneurship Education assumes from the premise that the spirit of enterprise or the entrepreneurial acting and thinking is teachable and learnable (Retzmann, and Schröder, 2012). The concept of student enterprises, which will be dealt with and examined in the following, is one method to discover and further develop the respective competences.

The concepts of student enterprises must be differentiated from the concept of student companies (Mittelstädt & Wiepcke, 2014). Within the concept of student enterprises there is a focus on the development of a business idea and the more or less detailed workout of a business plan. In contrast, the concept of student companies also deals with the implementation of a business idea at school. To assess and make use of the learning effects which occur or can occur in the context of the student enterprise concept it can be drawn on the principle of complete action expiration (Gudjons, 2008). According to this principle, the learner should deal with the planning, execution and evaluation of the action. Only then the desired learning effects can be achieved and the acquisition of action competence can be made possible. In this context it is stressed out that concepts such as the student enterprises offer the participants the opportunity to gain experiences in complex teaching-learning-situations and acquire competences in the context of experience-based learning. Thereby, the experience-based learning can be interpreted as circular process which includes the four steps of (a) specific experience, (b) reflected observation (recognize problems/work on alternatives), (c) abstract concept formation (formulate theories, define problems), and (d) active experimentation (test theories, solve problems and procure resources/implement solutions) (Kolb, 1984).

In the context of the organization of student enterprises the question arises how one can develop quality standards and how the quality of the planning, of the implementation and evaluation of the student enterprise can be improved. Because the quality of a performance, here a service in a broader sense, cannot be determined without taking the expectations of the respective actors into account, the question arises which expectations the actors have in the context of student enterprises. First of all, the expectations of the participants towards the mentors should be taken into account. In order to fulfil these expectations, the mentors need to know these expectations and other expectations of other actors, for instance the organizers of the student enterprises. Furthermore, the quality standards derived from scientific research on vocational competence development should be taken into account. One of these quality standards is the support and fostering of self-reliant learning (Deitering, 2001, Heyse, 2003). The concept of student enterprises fulfils, at least in principle, the requirement to promote independent learning by trying to develop the self-regulation competence of the learners. It should be noted that in the course of this concept the learners themselves can at least determine the learning time, the learning content, the learning methods as well as the learning partner to a certain degree. At the same time it should be taken into account that the

determination of learning goals and the evaluation of the learning success is usually made by a third party.

In the frame of an empirical study Josten and van Elkan (2010) had questioned students and teachers to evaluate the current Entrepreneurship Education programs at schools. The main programs to evaluate were: entrepreneurial spirit-project JUNIOR, JUNIOR-compact, The German Founder price for students and Youth Start-Ups. The target group includes in total 2.800 students and 193 teachers. 1.581 students were participants in the programs from the school year 2008/09, 766 non-participants from the same school year as well as 449 former participants from the school year 2004/05.

The mentioned study concluded that the students believe they improved their ability to work in a team, their communication and presentation skills through participating at the appealed projects but also concerning their expertise especially with regard to issues of business start-ups (business plans) or entrepreneurship and their business knowledge their rating showed an improvement. At the same time, they classify the relevant activities as very time-consuming.

The teachers who looked at the participants assessed that the participating students improved their skills with regard to their self-confidence, their communication skills, presentation skills and independent working. In this context, one needs to take into consideration that these assessments are made by the students and teachers. Whether the ability to work in a team, the communication skills, the presentation skills and the conflict ability have demonstrable improved, would need to be checked with help of suitable procedures of competence diagnostics.

From the point of the quality management it is of relevance which motives or reasons stand for an entrepreneurial independence. The “Ability to realize own ideas” was the most important reason for the questioned students, secondly they chose “Being his or her own chief” and as third reason “Show what I can”. Further motives are “Earn more money” and “Higher reputation” but also social motives are pursued with self-employment which is why the students also chose “Create jobs” and “Possibility to do something for the society”. The questioned teachers see uncertainties regarding the project implementation as well as the partial lack of know-how as a significant problem. Additionally, they refer to high expenditure of time and amount of work which is related to the performance of the appropriate projects. At the same time the questioned teachers mention a lack of required support in their college.

3 Aims and tasks of the project

The three-year lasting EU project enterprise+ (<http://www.enterpriseplusproject.eu/>) forms the background of experiences for the following explanations. The project is financed by the national agency of the BiBB through funds of the EU budget. The main focus of the project involves the following two key questions: (1) How can we identify entrepreneurial competences of young people? and (2) How can we support entrepreneurial competences in a suitable manner? Regarding the first question the potential analysis that has been developed and tested in the context of the project “Losleger” by the research team of Prof. Retzmann is picked up. With regard to the second question an alternative project-oriented professional competence development program is taken up: the concept of the student enterprises that has been implemented in the framework of the German Founders Award for pupils. In Germany 65000 pupils have already participated in the German Founders Award for pupils. Every year around 2000 new groups of pupils are formed to participate in the German Founders Award for pupils. The German Founders Award for pupils is sponsored by Porsche, by the German saving banks „Sparkassen“, the magazine “Stern” and by the public TV channel “ZDF”. Within the lines of the project this method of student enterprises is defined as founder workshop concept and is further developed with the help of representatives of the organization “Alt hilft Jung” (Old ones help young ones). Both of those practice-oriented concepts or rather their results are interconnected within the project.

The first concept focuses on the assessment of competences, especially entrepreneurial competences. In contrast, the second concept puts an emphasis on the development of competences through specific practical exercises. The focus of the competence development can take up the results from the potential analysis. Some elements of the two concepts were tested in advance of the project but the linkage of the two concepts is new. Furthermore, it is special that the two concepts are being implemented in five selected EU countries (Bulgaria, Hungary, Greece, Lithuania and Spain).

For the founder workshop a corresponding task book was developed that the students worked through. This task book is the basis for the mentors in order to support the students while implementing the founder workshop. The potential analysis was implemented by “talent scouts”. They were also able to refer to a corresponding handout. The talent scouts for the potential analysis and mentors for the founder workshop were trained on the basis of the respective task book or handout in a multi-day training in each EU country.

The primary target group of the project activities is persons who were trained to be talent scouts or mentors and who then function as multipliers in the respective EU countries. These

persons could for example be managers who already have retired and possess the needed social competences for the work with young people (also referred to as „Wirtschaftssenioren“, engl: “economical seniors”). They function as multipliers by implementing the trained practice-orientated concepts multiple times. The participants of the potential analysis and the founder workshop are young people in the age between 16 and 21 years. The implementation is also supported by the respective project partners and their networks, through which interested enterprises, (vocational) schools, employment agencies and career centers provide further actors.

The project activities are rested on multiple premises and principles. Exemplarily three principles are named: (1) Learning ability: entrepreneurial thinking and acting should be identified at an early stage and can be learned at least to a certain degree (here it is referred to the discussion whether these entrepreneurial competences are innate or learned (Bijedic, 2013)). (2) Learning by doing: young people and mentors (f.e. “economical seniors“) work together on a project (student enterprise or founder workshop) and (3) Learning philosophy: the focus is on strengths-orientation which means that the potentials of young people are central and are the starting point of activities for the development of competences and not their deficits. The deficits are only taken into account as they may prevent the further development of their strengths.

The following points are characteristic features of the concept of student enterprises according to the German founder’s price of students: students from senior classes form voluntary teams. The team normally consists of 5 - 6 students. There was developed a task book for the implementation of the student enterprises. The aim of the student enterprises is the development and establishment of a new founder idea by simulating the way to a business start-up. The students get support by a business mentor which they can chose. To find such a personality the students can also contact the respective chamber. The chamber reverts to a huge pool of economic seniors who work as mentors on a voluntary basis. One of the results of this work is a business plan which can be communicated and proved by a third person.

The concept of the founder workshop basically follows this procedure, but some changes were introduced. The task book was revised in a way that allows a compressed implementation of the concept within a 5-day-workshop as well as a longer implementation period. Furthermore, the project enterprise+ is not only open for groups, but also for individuals, so that teams are partly built within the project.

There is a developed two-days training program for both the talent scouts and the mentors which was already performed in the five EU-countries of the project (Bulgaria, Greece, Lithuania, Spain and Hungary). In the course of the project, the project partner “Alt hilft Junge.V.”, an organization of “economic seniors”, contributes to the qualifying of the mentor in the respective EU-countries.

4 Difficulty of the implementation: Disclosure of the potentials and resistances

Scientific approaches that deal with the implementation of practice-orientated concepts derive at the conclusion that not only the securing of acceptance of the respective practice-orientated concept by the affected actors is important but also a sufficient amount of reflection in order to prevent a failure of the implementation (Gondo & Amis, 2013). The result of the corresponding study demonstrates that with a comparatively high acceptance but a low reflection there is the risk of a decoupling of the practice-oriented concept and the respective (organizational) circumstances in which the practical-oriented concept is going to be implemented. An initial starting point to face this risk and ensure a certain amount of reflection is to look at the potentials and resistances which can arise during the implementation of both concepts in the EU countries.

In the center of the strengths and resistances analysis is the question: Which resistances and potentials are present in the EU countries which promote or impede/prevent the implementation of the concepts of the potential analysis and the founder workshop?

In this context, the resistances on the one hand need to be assigned textually (that is legal, organizational and personal resistances) and on the other hand to carve out to which extent these resistances are modifiable. With regard to the last point one can differentiate between easy and difficult or not to surmount resistances.

While trying to implement the two practice-orientated concepts it became clear that there are programs and project measures in the individual EU countries that deal with the individual aspects of the enterprise+ project. But at the same time it also became clear that these activities seem to be applied unsystematically and that there is no overall and general concept that tries to examine and secure the quality of these activities.

First of all, it is to be adhered that the concept of the potential analysis and the concept of the founder workshop is seen as a valuable contribution for (vocational) schools amongst others in every EU country that is participating in the project. Additionally, the fact that the two

concepts can be seen as a further development of initiatives for the support of entrepreneurship or that the two concepts can be linked to these initiatives is seen as beneficial by the responsible actors. The relationship between students and “economic seniors” was positive. From the viewpoints of the generations a relationship compared to those between a grandfather and a grandson/granddaughter was established.

At the same time cultural differences in the individual EU countries became significant. For instance in Bulgaria the term “business man/woman” is negatively connoted. In the media the “business man/woman” is equated with a fraudster. That is why it is necessary that the founder workshop also deals with ethical aspects of entrepreneurial thinking and acting and emphasizes that entrepreneurship contributes to positive developments in society.

If the participants of the founder workshop do not have any or only few economic competences then the implementation of the founder workshop, especially the five-day-version, is very challenging. That is why it is very helpful if the participants acquire some economic knowledge in advance. These tasks could be – if possible – undertaken by the respective teachers. As an alternative, self-learning material could be developed for the participants that they would have to work through in advance.

At the same time it became clear that not every professionally experienced economic senior is suited for the role of a mentor. They especially need a minimum amount of methodical and didactical competences. This should be considered in future trainings for mentors as well as for the further development of the task book for the founder workshop for the mentors. The fact that a task book could be referred to during the training of talent scouts and mentors turned out to be positive.

The concept of the founder workshop will be adapted to the respective cultural and country specific situation. For instance, in one country it is implemented in one week full time. In another country the implementation is scheduled to last several weeks with nine dates, each having a duration of four hours. Normally, the results of the project groups are presented to an expert committee. It seems to be reasonable to take the technical, cultural and micro political fit into account for the further adaption of the two practice-orientated concepts.

5 First Results of Empirical Studies

With regard to the implementation of the student enterprises concept the following items have not been explored yet: Which role and which tasks does the mentor have or should he/she

undertake? Which competences should mentors have in order to realize tasks? Which of these competences can be further developed in which way through training?

In the present work the results of a qualitative survey is being reported which has been carried out in the context of the project enterprise+ in Germany (Kolwitz, 2016). All in all, ten persons took part in the study. Six persons have participated in the founding simulation in the context of the German Founder's Prize. Four persons have taken over the role of an enterprise mentor. A guide forms the basis for the carrying out of the semi structured interviews. In the following passages some results of the qualitative study are punctually being referred to: From the retrospective, the participants regarded the professional support by the enterprise mentor as very important. They were able to select the enterprise mentors by themselves and made sure that the enterprise mentors came from the branch in which they had developed their project idea in the context of the student enterprise. Apart from the personal talks they communicate by telephone or email. The enterprise mentors took relatively much time for the communication and were from the participants' point of view accessible at any time. The enterprise mentors were not only economic seniors but also persons at the age of 20-50 years. Crucial for the participants was the fact that the enterprise mentors had sufficient professional experience. Principally all of the questioned participants pointed out that they would like to take over the enterprise mentor's task in the future if they had the necessary experience. Most of the questioned participants regarded the enterprise mentor as a counsellor.

On the other hand, it was very important for the mentors to be able to contribute to the contents of the project even if they merely dealt with questions on marketing. It was not sufficient for them to be the "good uncle".

The enterprise mentors regarded it important to create a dialogue and be addressable for the participants dealing with the tasks of the student enterprise. It was admitted that the students' group has already "mingled within the contents", and in this point of view the participants wish some support by the mentor. The mentor himself was not confronted with conflicts within the participants' group because if those occur the participants' group does not mention them beyond their group or even these conflicts do not exist because the group founded itself voluntarily so that it has a mutual understanding from the beginning. Mentors wish more information on what is expected from them and how they have to perform.

Actually, a quantitative study is being implemented. Starting point for this quantitative study which is carried out in the context of the project enterprise+ is 16 criteria with which the participants are due to value the mentors' work. The existing questionnaire is oriented on

criteria which are addressed to a service and which are regarded as standard questions with regard to the scientific discussion within the topic of quality management.

In the first step, the former participants evaluate, which criteria they regard as 1 - unimportant - to 5 - extremely important. In the second step, they evaluate how they assess the mentors' behaviour with regard to these criteria. First results show that the three most important aspects regarding the enterprise mentors' work from the previous participants' point of view are (a) feedback, (b) interest and (c) sympathy. The extent of the perceived performance of the mentors in all three areas was high according to the participants' assessment. For the further research in the context of the student enterprises concept, especially for measures of quality improvement, it has been proved helpful to attach feedback in order to further develop the work in a qualitative way and to improve the quality of specific activities. The quantitative evaluation on basis of this questionnaire will be executed in other EU countries after the introduction of the founder workshop.

6 Outlook

In the next step it should be clarified which further activities could be seized to guarantee and to improve the quality of the founder workshop-concept's implementation in the sense of the aims and the programmatics of entrepreneurship education. Thus, the implementation of the concept of student enterprises has to be reflected more broadly and intensively against the background of for example the approaches and measuring methods for the determination of service quality. It could also be advantageous to further clarify the relation and the distribution of tasks among the actors who participate in the implementation of the practice-oriented concepts, as e.g. among teachers, chamber members, talent scouts and mentors. Moreover, the implementation of the concept of student enterprises has to be interpreted in terms of a project work. In doing so, approaches concerning the topic of project management offer concrete starting points for improving the quality of the implementation of the student enterprises concept.

A further approach to improve the quality of the implementation of student enterprises could be to have a critical look at the concept of complete action as a basis for the assessment of possibilities and limitations of experimental learning.

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