



**Chair of Economics and
Economic Education**

Assessment of Entrepreneurial Talent – The Potential Analysis *Losleger*

Lena Hiller

Agenda

1. Theoretical base – potential analysis in general
2. Analyse entrepreneurial potential – Introduction to *Losleger*
 1. *Concept*
 2. *Organisation*
3. Experiences
4. Training for multipliers

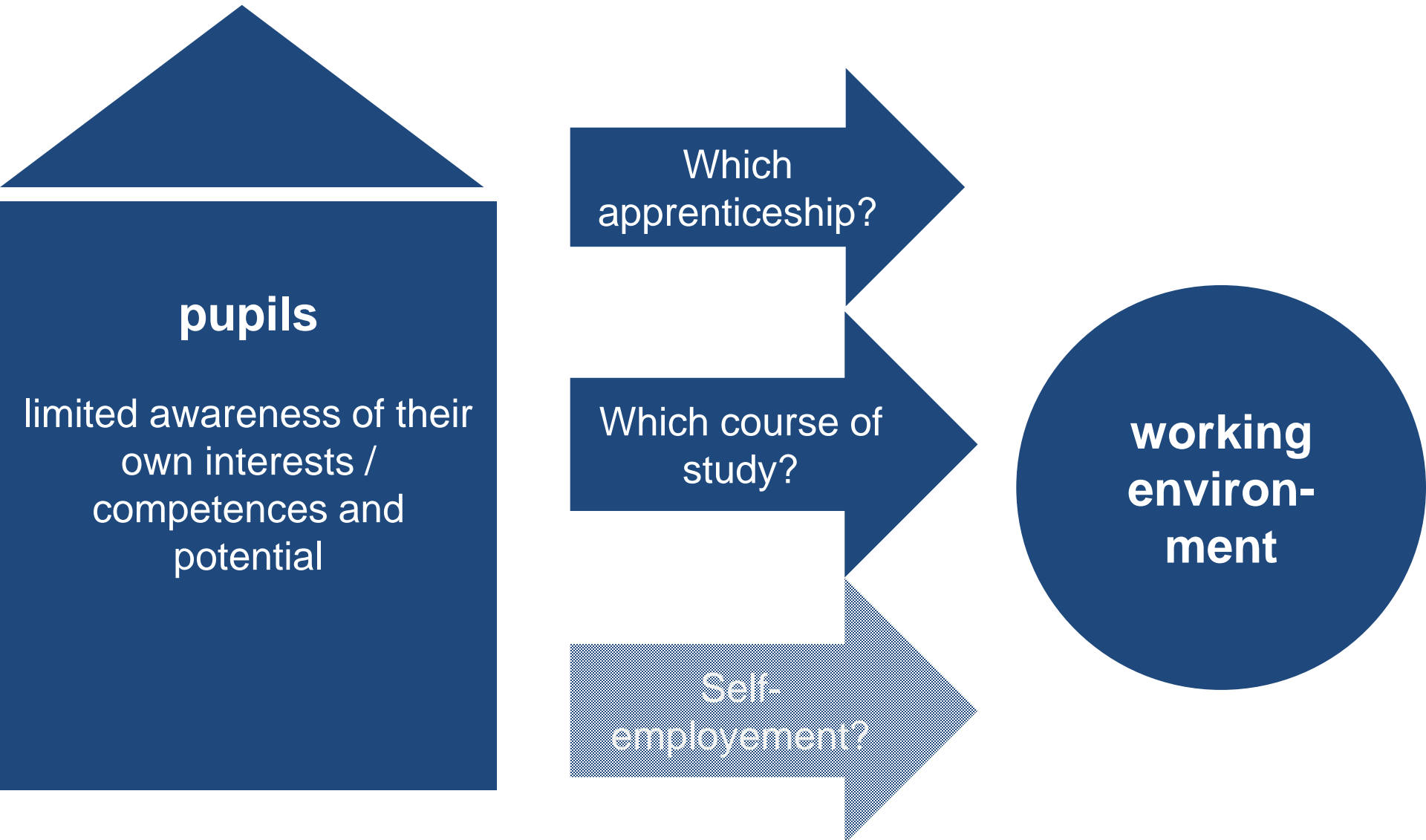


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1 Where is a potential analysis useful?



1 How to realise the potential analysis?

potential analysis can be realised by different instruments:

- assessment centres
- interest tests
- aptitude tests

1 Characteristics of assessment centres

participants are under observation

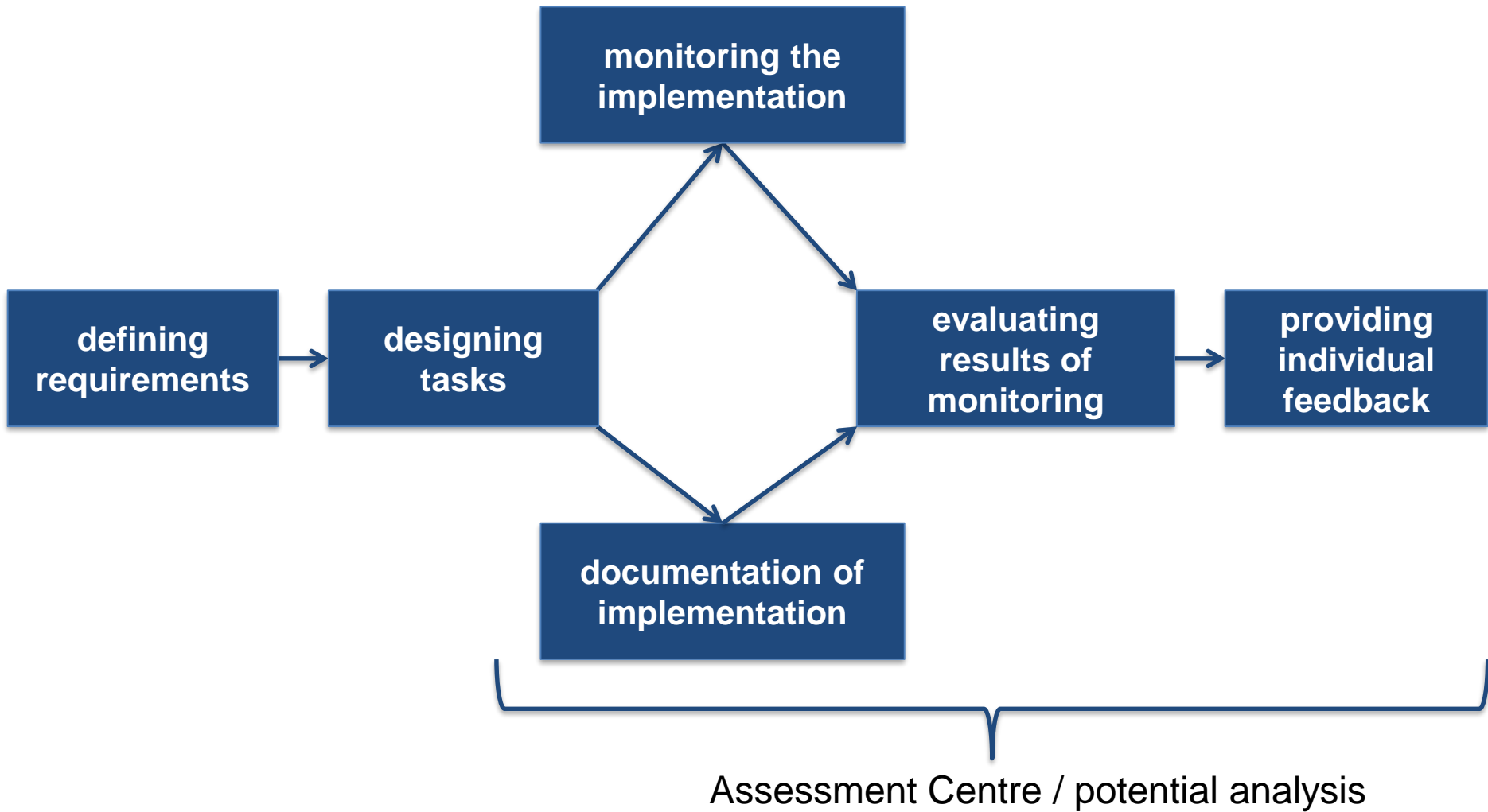
- in different situations
- over a long period of time
- by qualified observers

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

- assessed competences
- and future requirements

Schäfer 2011, p.99

1 The assessment centre process



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

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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

2 *Losleger* – The profile check for entrepreneurial talent

- potential analysis in form of an assessment centre:
different tasks and methods
- for adolescents from 16
- duration ~ 5 days



losleger[®]

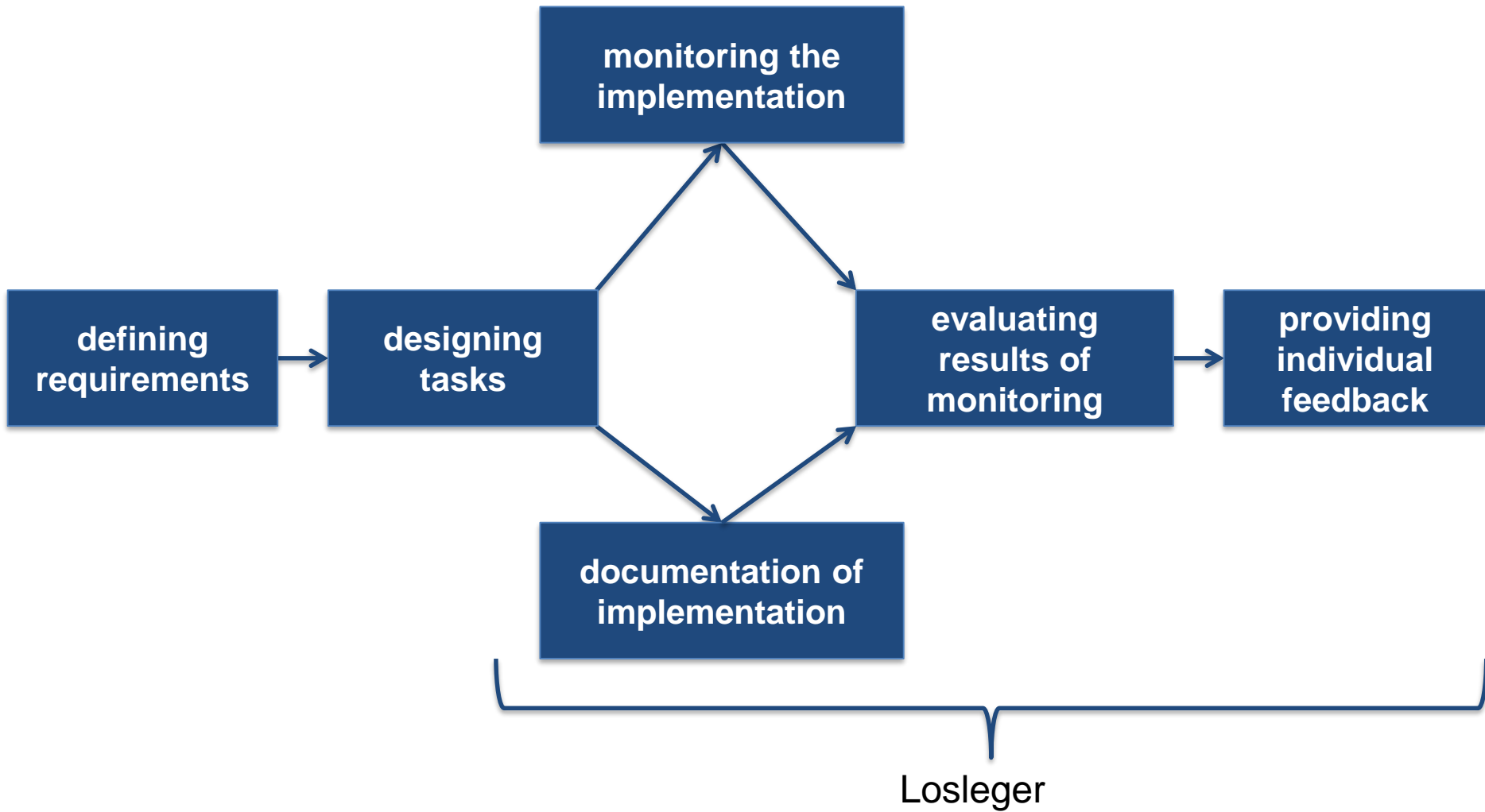
Der Profilcheck für unternehmerisches Talent



2 Aims of *Losleger*

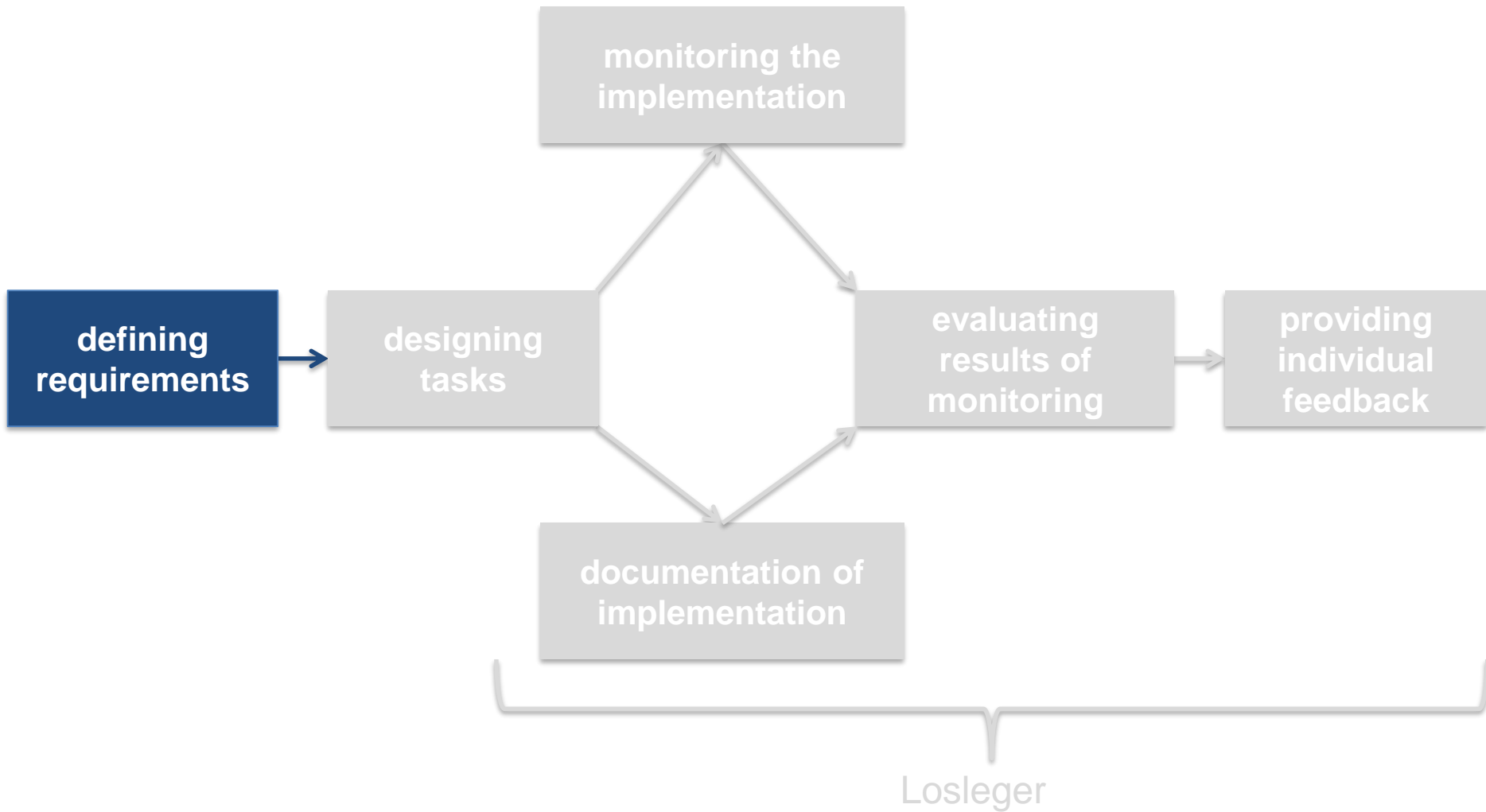
- mind-broadening experience: self-employment as a career opportunity
- assume responsibility for own individual and vocational development
- diagnose and support potential in order to develop entrepreneurial ways of thinking and acting
 - orientation to strengths

2.1 The Losleger process



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

2.1 The Losleger process



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

2.1 Entrepreneurial potential



2.1 Personality



- conscientiousness
- extraversion
- assertiveness
- problem-solving skills

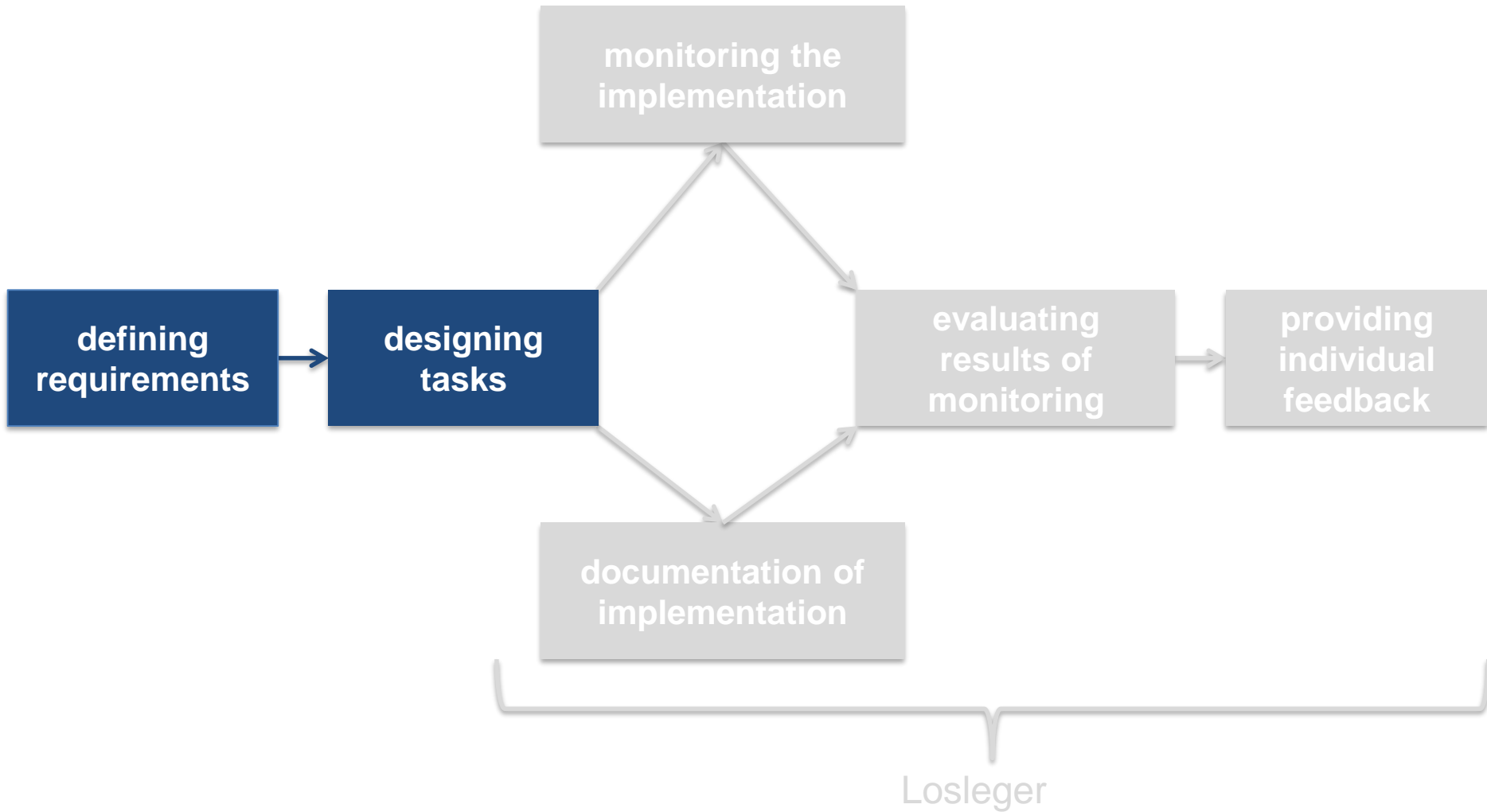
2.1 Economic competence



- analyse situations
- evaluate alternative actions
- analyse constellations of interests
- analyse, evaluate and shape co-operations
- analyse markets
- analyse economic systems and orders

Retzmann et al. 2010, p. 9

2.1 The Losleger process

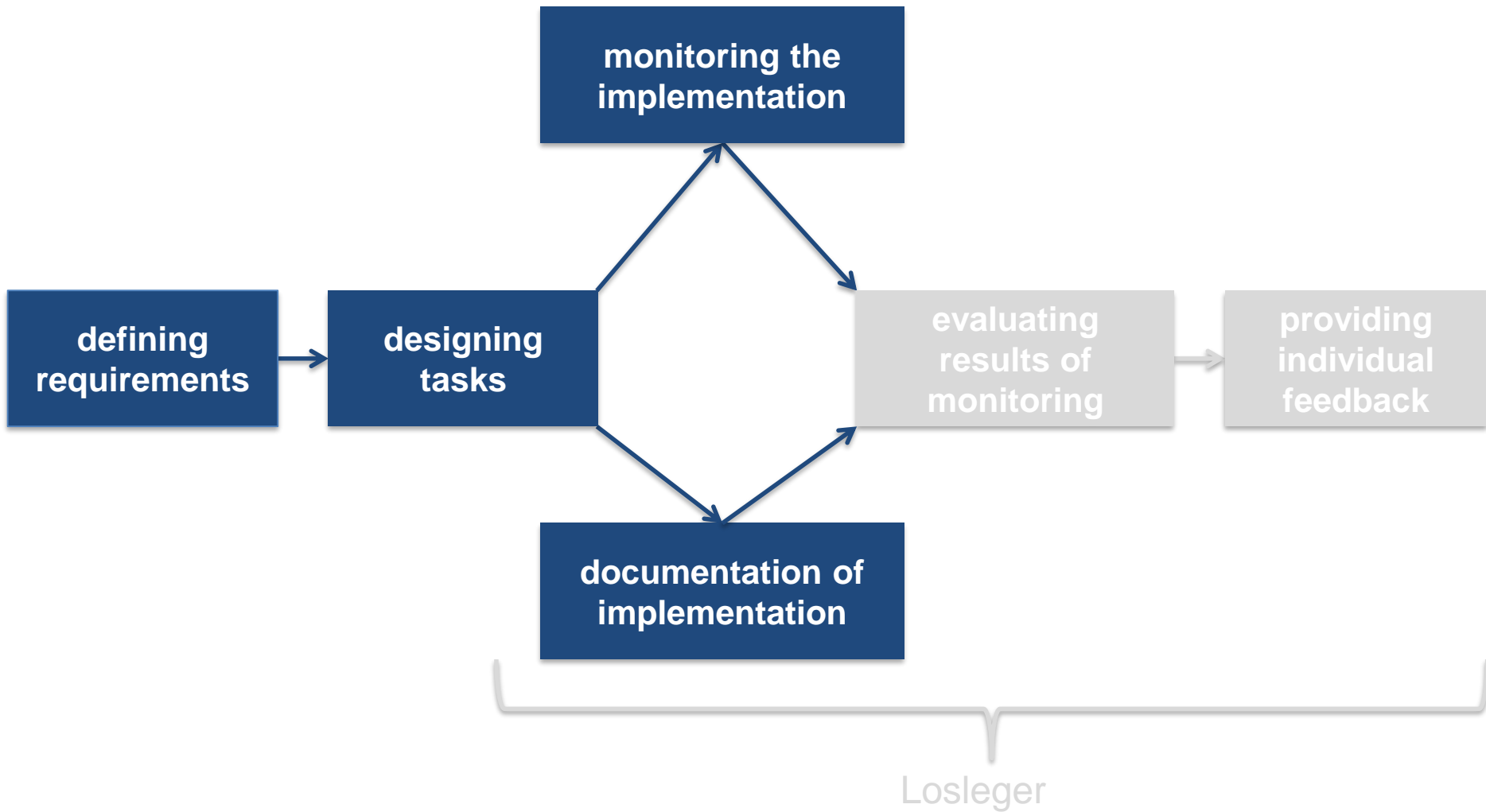


on the basis of Herzog et al. 2005 from Schäfer 2011

2.1 Tasks



2.1 The Losleger process



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

2.1 Moderator

- moderates the execution
- acts as a facilitator
- gives professional input beforehand
- contact person for all participants



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

2.1 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

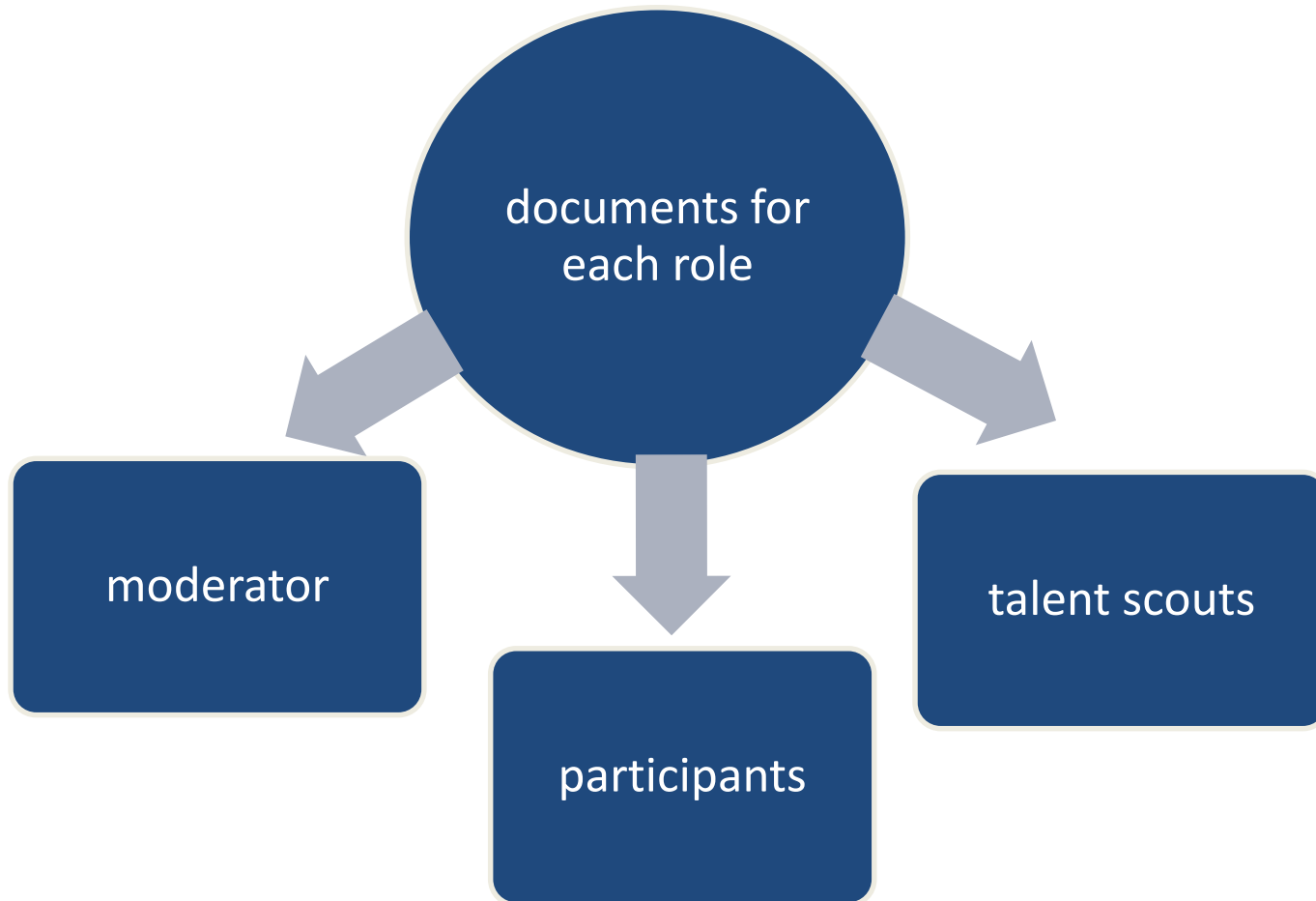
2.1 Talent scouts

- observe participants while they are working on tasks
- document their observations
- attend training course before potential analysis is carried out

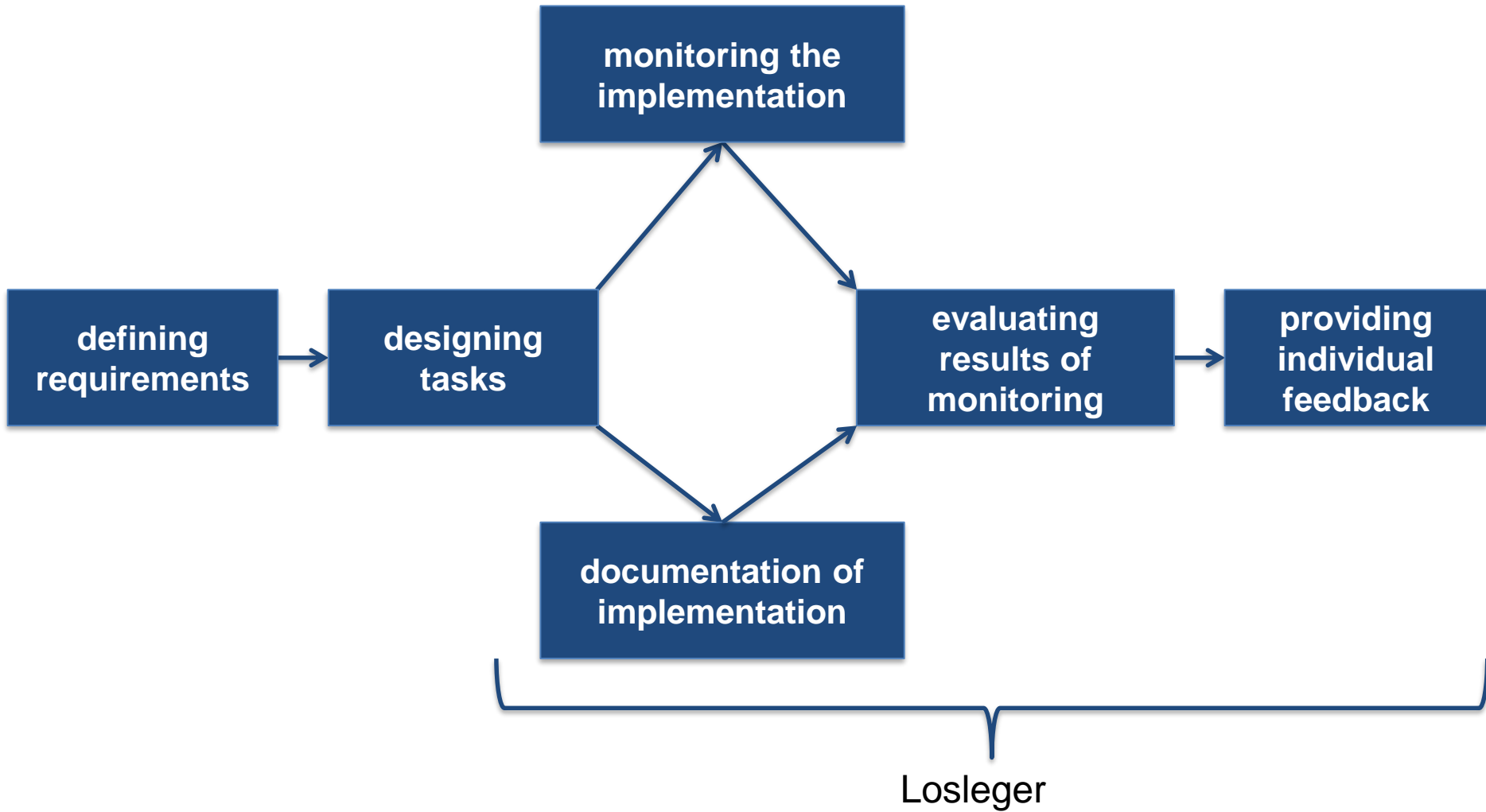


Joachim Herz Stiftung, Fotograf: Sebastian Hoffmann: http://joachim-herz-stiftung.de/de/information/projects/economics_domain/losleger_project/news/2014/08/05/summerschool/

2.1 Documents



2.1 The Losleger process



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

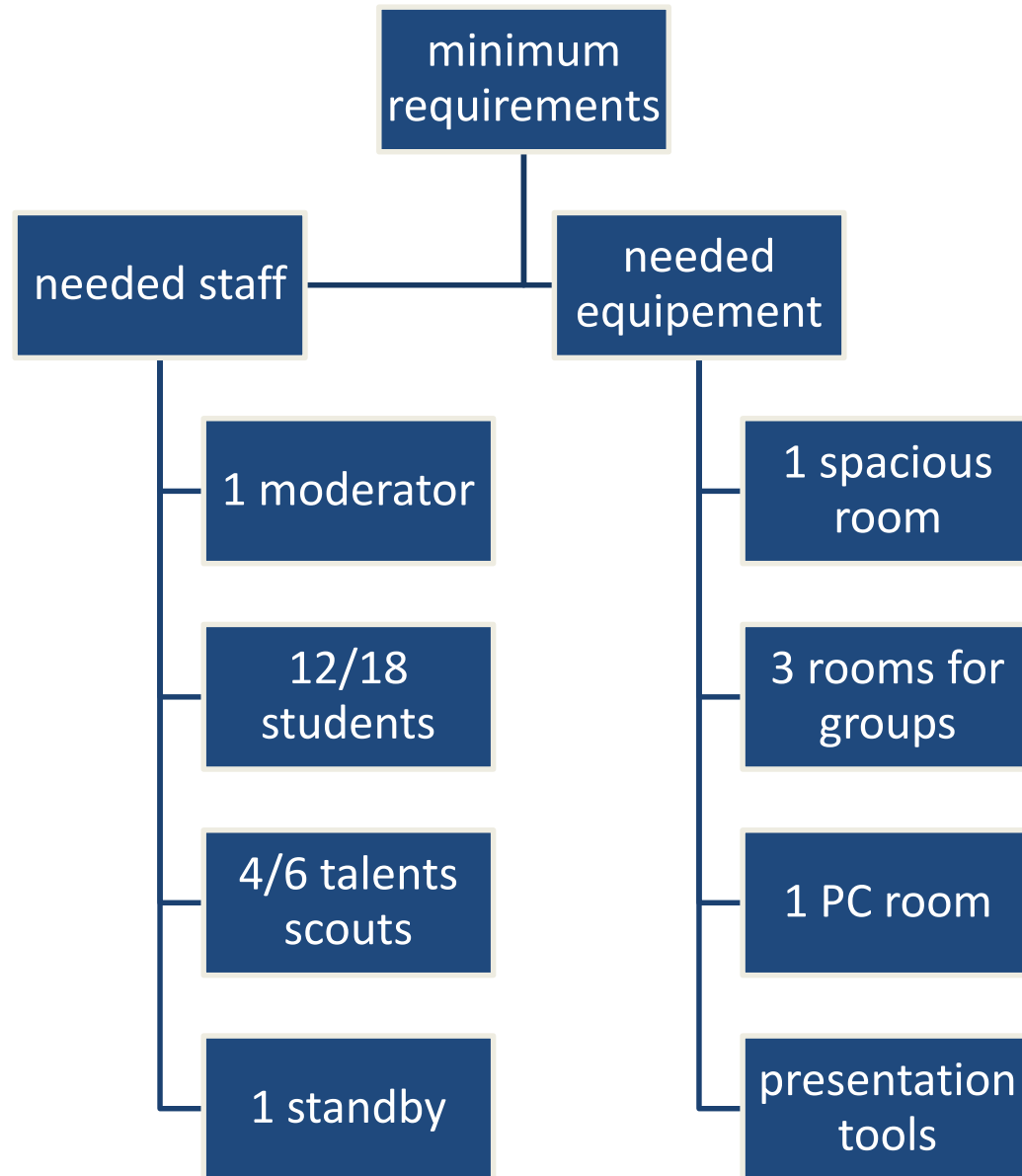
2.1 Results

- all results of observation are collected
- students receive feedback
- participant's potential is shown and support is recommended
- students obtain a certificate

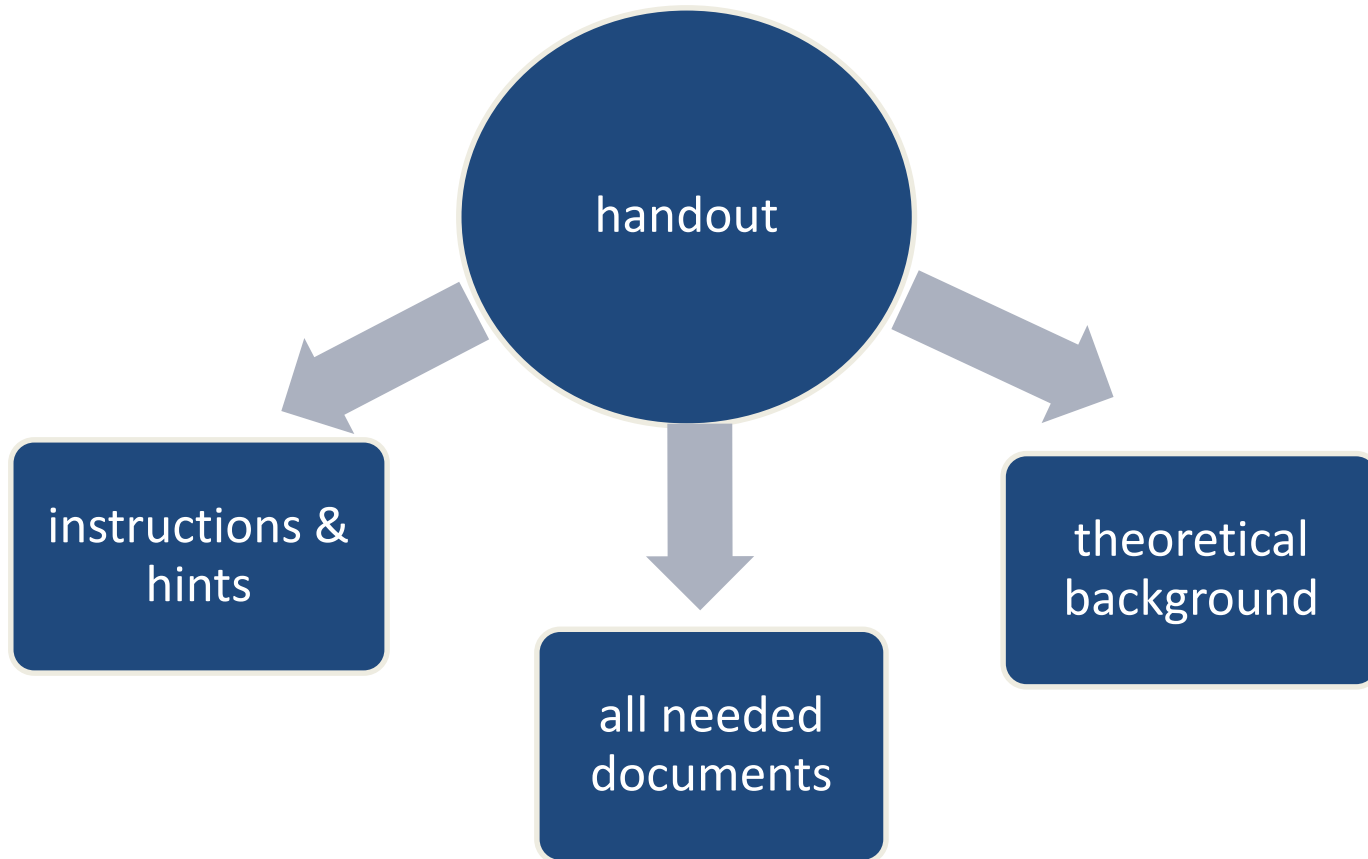


http://static1.squarespace.com/static/53d17c72e4b04908aec6a9d4/53d1c625e4b018cd23ce7e5f/53d1c6c3e4b018cd23ce8da5/1406279381259/dreamstime_1_3291533.jpg?format=1000w

2.2 Minimum requirements



2.2 Assistance



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3 Experiences



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4 Training for multipliers

Contents:

- introduction to the documents
- practicing the observation
- theoretical input: perception & 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



4 Who could be a talent scout?

- teachers
- teaching staff
- psychologist
- students
- group leaders
- human resource managers
- trainers
- instructors
- ...

4 Training for multipliers

Date: (please insert your country-specific dates)

Time: (please insert your country-specific dates)

Location: (please insert the address)

End

Thank you for your attention!



Lena Hiller

E-Mail: lena.hiller@uni-due.de

Adress: Universität Duisburg-Essen, Campus Essen
Lehrstuhl für Wirtschaftswissenschaften und
Didaktik der Wirtschaftslehre
Universitätsstraße 12
45141 Essen
Germany

List of sources

Image feedback conversation:

http://static1.squarespace.com/static/53d17c72e4b04908aec6a9d4/53d1c625e4b018cd23ce7e5f/53d1c6c3e4b018cd23ce8da5/1406279381259/dreamstime_l_3291533.jpg?format=1000w

Joachim-Herz-Stiftung <http://www.joachim-herz-stiftung.de/de/about/foundation> (Access 20.10.2014)

Photo group participants:

http://www.pnp.de/region_und_lokal/landkreis_rottal_inn/pfarrkirchen/1376788_Losleger-bei-der-Summer-School.html (Access 05.11.2014)

Photos kindly provided by the Joachim-Herz-Foundation, Hamburg

Retzmann, Th. / Seeber, G. / Remmele, B. / Jongebloed, H.-C. (2010): Ökonomische Bildung an allgemein bildenden Schulen. Essen / Lahr / Landau / Kiel.

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