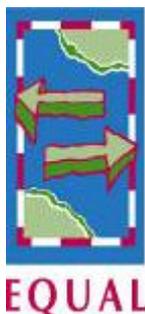




Final report “implementation of entrepreneurial competences in the entrepreneurial trajectory”

By Cathy Camertijn, project
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ESF: helping to develop employment by promoting employability, entrepreneurship, adaptability and equal opportunities and by investing in human resources.'



TABLE OF CONTENT

Introduction	3
1. Goal of the work group entrepreneurial competences	4
2. Link with national project ENTRE	4
3. Results of the work group entrepreneurial competences	5
3.1. Entrepreneurial training context of each partner	5
3.2. Entrepreneurial profile	6
3.3. Transferability of entrepreneurial profile developed by Flemish partners	8
3.4. Comments on validation process	8
3.4.1. Observations from the Czech Republic	8
3.3.2. Observations from France	9
3.3.3. Observations from Portugal	9
3.5. Added value of working with entrepreneurial competences	9
3.6. Conclusion of the work group	10
4. Methods for detection	11
4.1. Presentation of different methods used by different countries	11
4.2. Explanation of the context where used in	11
4.3. Transnational exchange of methodology	14
4.3.1. work visit Czech partner to SYNTRA Flanders in April 2007	14
5. methods of development	15
5.1. How does each partner develop the entrepreneurial competences	15
5.4. Transnational exchange of experiences and methodologies	17
5.4.1. Learning results of each partner	17
6. Conclusion on the implementation of entrepreneurial competencies into the entrepreneurial trajectory	18
Attachments	20
1. Annex Technicians competences of Portuges partner:	20
2. ENTRE -preneurial competence profile (mindmap)	22
3. Validation steps used	23
4. Different detection tools	25
5. Personal Development Plan used by Flemish Partner SYNTRA Flanders	28
6. List of main participants of work group	30

Introduction

More than two years have passed since the first pre-project meeting in Paris. At this meeting the guidelines of our transnational project were set. The four partners working on the project have different experiences, skills and expertise in the field of entrepreneurship.

We baptized the project with the name “ENTRE”, because it offers a good summary of our main project focus. The title has 3 meanings. ENTRE stands for:

1. Entrepreneurship
2. “Entering” a new situation
3. In between two situations (French meaning)

In this report we introduce a new theme in the trajectory towards entrepreneurship: that of **entrepreneurial competences**.

This report describes the entrepreneurial profile, which is linked to the specific situation of each of the project partners; it describes some of the tools employed to detect entrepreneurial competences. We finish with the question “how can entrepreneurial competences be learned, developed and applied in the trajectory towards setting up a business?”

Before moving onto the content of this report, we want to thank all the partners we’ve worked with during the last two years. Everyone was very *hospitable* and it was a pleasure to get to know you better, to learn more about the situation in your country, the problems you are dealing with, and the challenges you have for the future. We hope to keep in touch.

The Belgian duo Ben and Cathy



Group picture first transnational meeting Portugal

1. Goal of the entrepreneurial competences work group

This report presents the outcomes of the different work groups - organised during the transnational meetings of the ENTRE project¹ - on the subject "entrepreneurial competences". This work group was coordinated by the Flemish partner SYNTRA Flanders, Cathy Camertijn.

The main goal of the Transnational Cooperation Agreement of the ENTRE project was to facilitate transitions towards entrepreneurship, by giving support, training and coaching to target groups, to help them with the transition and integration into business creation or self-employment.

In order to develop and achieve this goal, each partner had specific objectives. The objective of the work group "entrepreneurial competences" was to enrich the national entrepreneurial profile developed by SYNTRA Flanders through transnational discussions and the exchange of experiences between the different partners. Secondly we wanted to introduce the theme of "entrepreneurial competences" into the training and guidance trajectories for future entrepreneurs. To achieve these goals we organised three meetings with the transnational partners.

The approach taken by the work group was interactive and based on sharing experiences, presenting results of developed products and reflection and discussion about these presentations by the other members of the work group.

The products developed by the Flemish partner were used as a starting point. At the end of the three meetings the work group had covered the three main topics of the learning trajectory of an entrepreneur. We defined and selected the entrepreneurial competences; we talked about different ways to detect those competences and different ways to develop them within an entrepreneurial training or guidance context.

2. Link with national project ENTRE²

The transnational ENTRE project carries the same name as the national EQUAL project of the Flemish partner SYNTRA Flanders. The aim of the Flemish partner's national project has a strong link with the transnational work group on entrepreneurial competences. The aim is to apply competence based thinking on the existing entrepreneurial training trajectory through an elaborate definition and application of the concept 'entrepreneurial competences'. The renewed concept of screening, training and coaching should be open to all future and established entrepreneurs.

¹ ENTRE is a transnational project within the EQUAL programme. The partnerships counts 4 partners: Adrimag from Portugal, CEPAC from Czech Republik, Boutique de Gésion from France and SYNTRA Flanders from Belgium

² The national ENTRE project (1th of May 2005 to 31th of December 2007) has a divers partnership consisting of the main organisations active in the field of training and guiding entrepreneurs in Flanders, Belgium. The partners are: VDAB, UNIZO, KULeuven, SYNTRA West, SYNTRA Mid Flanders, Agora and SYNTRA Flanders as the co-ordinator.

Secondary objectives of the project are:

1. the development, testing and implementation of screening instruments to detect entrepreneurship (in the strictest sense), within the target group of unemployed and other potential entrepreneurs.
2. the development of competence based training trajectories for (future) entrepreneurs via the adaptation of the methodology and the materials of existing training and the development of new training modules.
3. the development and testing of a training course for employment consultants, trainers and business support providers of (future) entrepreneurs.

3. Results of the work group entrepreneurial competences

3.1. Entrepreneurial training context of each partner

Czech partner: CEPAC MORAVA

The Czech national EQUAL project is called “Make your own business”. The project focuses on the improvement of an entrepreneurial training methodology utilised for more than ten years by CEPAC MORAVA. CEPAC works in association and close cooperation with Palacky University of Olomouc and employment offices across the whole country. We adapted these training materials, paying special attention to women on maternity leave who are considering starting up their own business. We developed two variations from the former course of business administration (they differ with regard to the length of the course delivery), we designed up-to-date training materials, changed the structure and content of the lectures and focused on the possibility of using broader e-learning methods in the training delivery.

French partner: Boutique de gestion

Training is a major priority in France. In fact future trainees have many opportunities to pick training programmes of variable duration. The French system generally provides training programs free of charge, both professional training or university courses.

The entrepreneurs who come to the Boutiques de Gestion are therefore generally well trained in their main subject area; and if not they are provided with the opportunity to be trained in their future profession.

Whilst training in business management is the key to success for a start-up business; we have noticed that this tends not to be a spontaneous training option among our entrepreneurs. The AFPA specifies that “80% of the companies created by entrepreneurs who have been trained are still active 5 years later”.

As such, we believe that training in business management is a major issue, as it is a key factor for business durability and a strategic issue for support organisations.

Portuguese partner: Adrimag CRER

In Portugal the training system of entrepreneurs in CRER is consists of different modules. The whole training programme lasts 54 hours and consists of:

TRAINING MODEL		HOURS
1	CRER methodology	6
2	Development tools CRER	6
3	Leadership and networks	6
4	Competences evaluation	6
5	Business plan I	6
6	Business plan II	6
7	Business plan III	6
8	Marketing and Communication	6
9	Sustainable entrepreneurship	6
TOTAL HOURS		54

CRER also develops an ongoing range of training for entrepreneurs within the region..

Flemish partner: SYNTRA Flanders

SYNTRA Flanders operates as the Flemish hub for entrepreneurial training. The Agency coordinates vocational training for future as well as settled independent entrepreneurs and their staff in Flanders. The courses are delivered from 22 training venues (5 centres). SYNTRA Flanders is also coordinating the policy of the development of entrepreneurial competences within different target groups, including target groups at risk (such as the unemployed and those with low educational qualifications) and within the education system in Flanders. Furthermore, the second largest alternative training system for young people (apprenticeship training) in Flanders is co-ordinated by SYNTRA Flanders.

3.2. Entrepreneurial profile



In a previous Equal project “STEP” VIZO (the predecessor of SYNTRA Flanders) coordinated the development of a profile of an ‘enterprising person’. The core elements of an enterprising person are contained in two competences; namely, self-determination and creativity³. In the ENTRE project, we go one step further. We want to provide an answer to the question “Which competences must someone possess if he/she wants to make the step to successfully set up or take over a business”?

We opted to look for so-called key competences, because we wanted to draw up a general profile that would not be restricted to any one sector and which would be independent from the technical occupational competences that an entrepreneur must have to run his or her business.

Thus, the theoretical entrepreneur we talk about is not active in a specific context. We study the entrepreneur from a more generic, transverse point of view. We look at entrepreneurship from a learning and development perspective, ie a successful entrepreneur in the making

The competence profile of the entrepreneur developed by SYNTRA Flanders consists of different elements:

-  The competence spheres according to engineer Lans⁴ and an added 7th sphere (Social-ethical)
-  Key competences
-  Indicators of behaviour

The seven competence spheres that were used in the profile were:

1. Enterprising with full commitment
2. Enterprising with foresight
3. Enterprising with organization
4. Well-considered enterprising
5. Collaborative enterprising
6. Seizing opportunities in enterprising
7. Enterprising with social responsibility

The 12 key competences are distributed over the different competence spheres; approximately two key competences within each sphere. Each key competence is explained on the basis of a definition that is applicable for entrepreneurship.

1. Perseverance
2. Self-knowledge
3. Future planning
4. Learning-oriented
5. Conscious of profitability
6. Decisiveness
7. Independence
8. Persuasiveness
9. Forming networks
10. Seeing opportunities
11. Insight into the market
12. Solidarity and environment-conscious actions

³ recognising entrepreneurial spirit by Dr. Ferre Laevers and Els Bertrands, Equal

⁴ Ing. Lans based his research on the competency model of Mann et al (2002) who has developed a specific model for entrepreneurial competences.

All the key competences are made operational throughout the development of indicators of behaviour, whereby the competence is described in the context of an entrepreneur. These indicators of behaviour are basic building blocks for the development of a screening instrument and for further analysis of the training curricula.

3.3. Transferability of entrepreneurial profile developed by Flemish partners

At the transnational meeting in October 2005 in Porto (Portugal), the work group “Entrepreneurial Competences” directed by the Flemish Agency for Entrepreneurial training – SYNTRA Flanders asked the transnational partners to carry out the same validation exercise as the one organized previously in Flanders. The broad and unrefined entrepreneurial profile – with about 40 competences – would be presented to and discussed by the transnational partners and with the different target groups (see “methodology” in appendix). The central question to be answered was: “What changes would you implement, which observations would you formulate, and would you use the Flemish profile in your own country?” On the basis of this feedback, we wanted to include the transnational dimension in the development of the profile.

The results of the validation exercise by the transnational partners were discussed individually at the transnational meeting in the Czech Republic between 26 April and 30 April 2006.

3.4. Comments on the validation process

3.4.1. Observations from the Czech Republic

CEPAC MOROVA is a training organization that provides training for potential entrepreneurs. Their target group comprises job seekers. They work in close cooperation with other employment agencies all over the country.

For validation purposes, CEPAC MOROVA questioned 35 respondents according to the given methodology. Three target groups, all involved in entrepreneurship, were questioned. The first group comprised trainers and academics, the second target group were professionals from guidance organisations and the third a group of CEPAC employees.

The questions resulted in a list comprising the following competences:

1. seeing and exploiting opportunities
2. sense of responsibility
3. perseverance
4. self-management
5. resolute / being able to make decisions
6. insight into market environment
7. being market orientated
8. problem analysis
9. carry out and spread vision
10. output oriented
11. strategic thinking
12. eager to learn
13. organising actions effectively

The detailed diagrams are attached.

The Czech partner wondered what the scientific value of the competences was in general and to what extent the Flemish profile was supported by the entrepreneurs. They deemed it very useful to be able to start from a general profile that can be used within their training programmes and guidance sessions around entrepreneurship. They determined that this is a good reference framework which can be built on.

3.3.2. Observations from France

Boutique de Gestion, the French partner, is a network of organizations that support start-up businesses.

Boutique de Gestion selected the following 13 competences after validation:

1. taking initiative
2. being precise
3. having a methodical thought
4. adaptation capacity
5. making good impression
6. directing the others
7. perception and interpretation
8. concern and solicitude
9. collaboration
10. clearness of communication
11. self confidence
12. self control
13. being reliable

The French partners do not need to develop a common profile, because they already have one. Furthermore, it is very difficult to reach a correct understanding of the different competences. The competences are not only given different names, but their content is also different. However, the French partners were positive about the sharing of practical experience with other partners.

3.3.3. Observations from Portugal

ADRIMAG is a rural, local development organisation working in partnership with other rural organisations promoting rural entrepreneurship.

They used the Flemish partner's profile in order to help build the Portuguese entrepreneur's profile; whilst at the same time adapting it within the Portuguese context. The fact that the Flemish partner's profile had been scientifically validated contributed to increased credibility. Although the process of Validation was fully followed, when ADRIMAG tried the process with their team, they experienced some difficulties as far as the implementing the process was concerned. The process of validation engaged about 20 people, including technicians, businessmen and promising entrepreneurs.

3.5. Added value of working with entrepreneurial competences

Czech partner

Thanks to the transnational cooperation within the EQUAL ENTRE project the Czech partner felt that they had gained a special and unforeseen opportunity when developing their own project. The Flemish concept to develop an instrument that could detect and measure the most appropriate competences for (starting) entrepreneurs was a very new approach in the Czech Republic. Apart from some psychological methods used within Czech employment offices, organisations had not previously applied a specific tool for people interested in establishing their own enterprise.

French partner

The French partner welcomed the standardisation of tools developed within a transnational network, which enables organisations to develop the same working methods across the whole territory.

Portuguese partner

The Portuguese partner found the tool useful and relevant in the sense that it might help to identify promising entrepreneurs' profiles. They see a role for using the profile as an instrument to identify and anticipate future difficulties entrepreneurs might have. The profile is a good starting point for planning an individualised consulting procedure.

However, the Portuguese partner felt that the profile must be used in accordance with each country's legal and territorial context; and to take into account the different projects that may be implemented.

Flemish partner

For SYNTRA Flanders working with the defined entrepreneurial profile has had significant added value. The profile offers a solid foundation on which to build. It is a framework which can be used to talk about entrepreneurial competences in general. It is a very visual tool. In Flanders the profile will be used by the partners of the national project.

3.6. Conclusion of the work group

For most of the partners the general entrepreneurial competence profile was a new tool, which was brought in to support the trajectory towards entrepreneurship. All the partners agreed that it would be very interesting to make a national translation of the profile presented by SYNTRA Flanders. The validation exercise each partner carried out provided a useful starting point. By doing this exercise different characteristics and national views on the entrepreneurial profile became clearer.

4. Methods for detection

4.1. Presentation of different methods used by different countries



During the second transnational work group the Flemish, French and Portuguese partners presented the tools that they are developing or have developed to detect the entrepreneurial competences of candidates or trainee-entrepreneurs.

4.2. Explanation of the partner context

Czech partner

The use of some kind of (self assessment) tool is seen as quite important not only for entrepreneurs; but also for the purposes of labour (employment) offices and for training or consultancy companies working with SMEs or preparing unemployed people to develop their own business activities. The Czech partners were interested in exploring the quality and efficiency of the tool, and the methodology presented that could support developments within the various target groups.

French partner

Boutique de Gestion has developed their own methods of detection in regard to the competency of potential entrepreneurs. In general the method developed by the Boutiques de Gestion is:

- 📄 Detection of the existence of the business idea and detection of the entrepreneur's motivation,
- 📄 Specific detection of personal and social problems of the entrepreneurs and re-orientation towards the contact person who is in the best position to identify solutions to these problems

- 🖨 The rationale and starting point of information on what both the business starting up and the entrepreneur's role represent

The supporting tools to this method are:

- 🖨 **Balise:** pedagogy based on examples; data base of backgrounds and project initiatives,
- 🖨 **Histoire d'entreprendre:** is a sensitisation tool. Its objective is not an in-depth analysis of the business plan nor detailed market research. It aims to raise an awareness of the questions that need to be asked with regard to the individual entrepreneur, the potential market and the process to put into place in order to effectively carry out an of the business proposals.
- 🖨 **MORAINE:** MORAINE is a tool designed to adapt to different issues: searching for ideas to develop new business opportunities, innovation development in the corporate sector, and developing initiative among disadvantaged populations.
- 🖨 It is a –two-day training module:
 - An exploration day: creativity, observation ability, methods of idea conception, places where to find ideas, etc.
 - Second day (a week after the first day) of reflection: matching the business idea with personal skills, checking the existence of the market, the possibility of reaching the customers, etc.

The originality of MORAINE rests on the “active search” which enables participants to identify the project and to strengthen it with the input from the rest of the group.

Portuguese partner

The main objective for the Portuguese partner is to build these instruments and the methodology inherent to them (ie the identification of entrepreneurial skills), which can be evaluated by users who contact the organisation and entrepreneurial skills which could be developed by training or consultation mechanisms among potential entrepreneurs. After the verification of the value and potential of this approach, the partner intends to promote the widespread use in Portugal through the encouragement of entrepreneurship.

The methods used by the Portuguese partner comprise three steps. First the candidate completes a self-assessment questionnaire based on the entrepreneurial competence profile, with national adaptations. The questionnaire consists of 40 questions to check whether or not the person completing the questionnaire is enterprising. On completion of the questionnaire a score is given, with recommendations about the individual's profile. A brief example of the questionnaire is given in annex 2.

The second step is an interview using tools prepared for identifying experiences and competences of the candidate entrepreneur.

The third step is an outdoor training activity to verify these competences.

Within this methodology CRER has developed the following tools:

- 🖨 A checklist of skills
- 🖨 A Business check
- 🖨 A self assessment questionnaire to test the entrepreneurial skills of the candidate entrepreneur
- 🖨 Test the profile of the entrepreneur

A checklist of skills

This instrument seeks to provide an orientation as a basis for the verification of evidence of skills and knowledge contextualised.

The instrument is administered by CRER technicians As comprehensive characterisation of the profile is a definition that allows more detailed guide to the search context of the evidence that can be demonstrated from the professional life, social and personal. WHAT IS THIS SUPPOSED TO MEAN????

The contextualised evidence should correspond to descriptions of examples of the experience of the entrepreneur; although it is possible that the potential entrepreneur has not always had sufficient experiences that will demonstrate all the skills corresponding to the profile. Thus, some evidence may be missing or be supplemented.

Business check

CRER Technicians administer the application of this instrument with the potential entrepreneur.

-  The purpose of this instrument is to identify the how and why the potential entrepreneur developed the business idea; and to establish whether thorough processes in looking to develop the business have been adhered to.
-  The business check must be completed by the CRER Technician following a brief interview that aims to enable and characterise the "maturity" of the business idea.
-  The coach provides a brief description of each of the points and records how the entrepreneur responds. The table includes the process of enterprise located in the CRER body.
Items must be fully completed.

The dialogue can be conducted in various ways.



Test the profile of the entrepreneur- self assessment of entrepreneurial skills

-  The purpose of this instrument is to promote better personal understanding such that appropriate support can be given with regard to decisions involving the development of an enterprise project.
-  The aim is to implement a questionnaire at the beginning of the support given by BELIEVE and another at the end, in order to study the development of skills with the support of the project.
-  Potential entrepreneurs are asked to indicate the degree of importance they would give to a number of factors.

Test the profile of the entrepreneur

The application of this instrument requires a prior explanation of its purpose and mode of operation. Before being delivered to the person concerned must be informed of the following:

-  The purpose of the instrument is to promote better personal understanding such that appropriate support can be given with regard to decisions involving the development of an enterprise project.
-  The phrases or statements given are neither correct nor incorrect. The choice is made based upon the perception of others, personal experience and of specific facts supporting the choice.
-  The options taken in the choice of the assertions are personal and may not be disclosed or disseminated by a third party other than on the choice or initiative of the respondent.
-  The interpretation of the options is presented in a specific table in the Annex.
-  When necessary respondents may seek help when completing this instrument.

Flemish partner

As mentioned previously, the main goal of the national project of SYNTRA Flanders was to develop a screening instrument to detect the entrepreneurial competences. The methodological and validation steps were done by one of our partners : Prof. Herman Baert, Professor at the University of Leuven, Department of Social and Labour Pedagogy⁵. The result was an online self-assessment tool/questionnaire, which is accessible for everybody using a password. Those using the tool receive guidance, which comprises at least one conversation after completing the test. We called the tool “ENTRE MIRROR”⁶

In Flanders, the tool is used within two contexts and in two different phases of the entrepreneurial trajectory. The first context is at the beginning of the trajectory: at the stage where the candidate is pointing out his/her wish to become an entrepreneur and looking for the best way to become an entrepreneur e.g. “do I need to follow a long course to get my certificate of business administration or can I follow a shorter training/information trajectory before becoming an entrepreneur?” In this context the VDAB⁷ (Flemish Public Unemployment Service) – partner in the ENTRE-project - is the main user (the candidate entrepreneurs are – in this case - unemployed people).

The second context where the online tool is used in is in a training or guidance context. In this context the tool is used to get specific information about the present level of entrepreneurial competences of the candidate-entrepreneur. The results of the assessment can be linked to the individual development plans towards becoming an entrepreneur.

In annex three there are two images. The left one is an image of the questions asked and the second image is an example of the general result the candidate gets after filling in the questionnaire. This development report consists of different topics:

-  Answers in response to the personal, identification questions
-  General results of the entrepreneurial competences
-  Detailed results par competence
-  Written conclusion of the entrepreneurial profile of the candidate compared to the standard
-  Possibility to make a personal development plan
-  Information about becoming entrepreneur e.g. important websites

4.3. Transnational exchange of methodology

4.3.1. Work visit Czech partner to SYNTRA Flanders in April 2007

In April 2007 our Czech partner came for a work visit to get more background information on our ENTRE MIRROR. How it was constructed, how it is used, how it is technically constructed etc. They had the opportunity to talk with people from the VDAB and the professor who co-ordinated the validation process. They collected information on how they can do the technical translation and the validation. At the end of the meeting we also discussed about how the SYNTRA training centres use the entire ENTRE Mirror in their training programmes.

⁵ More information on this Flemish partner: <http://ppw.kuleuven.be/ppw/english/index.htm>

⁶ In Dutch: “ENTRE-Spiegel”. The word Mirror is chosen because the instrument creates a “mirror” of the entrepreneurial competences of the individual, using the tool.

⁷ More information on this Flemish partner: <http://www.vdab.be/english/>

5. Methods of development

5.1. How each partner developed the entrepreneurial competences

Czech partner

The starting point for the Czech partner was to hold discussions with the Flemish partners from SYNTRA Flanders during the TCA meetings. These discussions continued when the Czech partners met with those who developed the method and who use the tool directly in Flanders (as outlined above). The Czech partners reported that they gained many experiences and important information, both through the discussions and also in written form. They decided to transfer the Flemish methodology with the respect to intellectual property, to the Czech Republic. Initially this involved a significant amount of research with regard to the formulation of different statements, rules and principles. Flemish texts were translated, and in cooperation with psychologists from Palacky University of Olomouc and from Employment offices they reached the stage where they would be able to prepare a validation and simple testing standardisation which would prove if the main competences and their groups are similar or even the same within the Czech entrepreneurial culture. The expectation is that there should not be serious differences. The Czech partners also plan to design also a similar electronic method of filling out a questionnaire, with data evaluation and the results explained; and to have direct access to the tool through internet connection.

French partner

The French partners emphasise the need to make developing entrepreneurs aware of their strengths and weaknesses, and offer them the training elements needed to succeed in their projects.

For this goal the French partner uses the MECEN tool, which aims to:

-  Identify the necessary skills for the success of a business start up project
-  Identify the gap between the skills needed and the actual skills of the entrepreneurs of a business start up project
-  Help the entrepreneurs in their approaches by making them aware of their potential
-  Provide those entrepreneurs experiencing difficulties with information on their skills and abilities in order to re-motivate them and enhance their own self-worth
-  Provide re-orientation those potential entrepreneurs who cannot finalise their project.

Another tool, INECO, is able to go beyond language problems and show how economic decisions link to the strategy of the managers within a business.

This business simulation game introduces technical, commercial, social and financial elements, but also includes time constraints : the number of decisions and possible actions is limited. It carries out factors of change (technical advancement) and develops the potential assets of the company: level of productivity, quality of its products, and the role of people in the business: it reaffirms the responsibility of the participants in the future of their own company.

In this way, the pedagogic simulation prepares for increased knowledge about the company and a better understanding of the employees.

In practice, it is a matter of:

-  Putting forward the economical and financial mechanisms of the Company
-  Providing an initiation to economics and accounting language
-  Putting across the different functions of the Company
-  Reflecting upon determination and the consequences of economic choices in opposition to constraints
-  Providing an initiation to different methods of result comprehension
-  Demystifying the notion of management
-  Reflecting upon decision mechanisms within a team.

Portuguese partner

The Portuguese partners use the entrepreneurial competencies in three different contexts; namely in the Training system, Consulting procedure and Technical support programme for starting entrepreneurs.

They developed a *flow chart* representing the different steps in the trajectory of an entrepreneur starting up. Developing entrepreneurial competences are one of the possible steps in the trajectory, complementary to business administration, marketing etc.

After application of the tools mentioned previously it is possible to identify the potential and the opportunity inherent in the enterprise proponent of the proposal; and to assess the risk and needs of training or advice. The development of the ideas of business are strongly linked to the construction of the proposed training programme, but the emphasis will be on mechanisms of direct and personalised advice provided to the entrepreneur. The methodology is targeted towards a personal approach, with a critical agenda for interviews and different technicians to provide a better correspondence to the Idea/Entrepreneur profile.

Flemish partner

SYNTRA Flanders has developed a training methodology based on the theory of “competency based training”.

Through this methodology a trainee entrepreneur can define his or her personal strengths and weaknesses and take some learning actions within the contemporary training course. A personal development plan is an important process instrument for the trainee. Crucial to this methodology is that the trainer creates an active learning environment where the entrepreneurial competences can be exercised.

Essential to the delivery of competence based training is the integration of knowledge, skills and attitudes. Secondly, there is a strong link with the chosen profession. Thirdly, training starts with defining the individual profile of the trainee. A third characteristic is that the trainee is responsible for his/her learning process, which means that the trainee has to take responsibility and has to formulate his/her individual learning goals. In a competency based four training different roles are involved:

-  Coach
-  Trainer
-  Trainee
-  Peer trainee

The methodology consists of 10 steps that have to be integrated in the regular training course.

-  STEP 1: the trainee formulates the starting position of the candidate entrepreneur e.g what is the motivation to become entrepreneur, what is the business idea
-  STEP 2: the trainee does the self-assessment exercise via the ENTRE Mirror using the computer
-  STEP 3: the trainer gives an introduction of the entrepreneurial competences and the entrepreneurial profile
-  STEP 4: the trainee makes a link to their own entrepreneurial competences and to their future enterprise
-  STEP 5: the trainee formulates a learning goal (SMART)
-  STEP 7: the trainee looks for the right learning action in consultation with peer students and trainer
-  STEP 8: the trainee makes his/her PDP (Personal Development Plan)
-  STEP 9: the trainee gets feedback from the class on his/her learning action or result
-  STEP 10: at the end of the course the trainee has a final conversation with the trainer

The final goal of SYNTRA Flanders is to initiate this methodology into their courses to create “more and better entrepreneurs”!

5.4. Transnational exchange of experiences and methodologies

5.4.1. Learning results of each partner

Czech partner

The main result for the Czech partner would be the possibility of spreading and implementing new methods of assistance and consultancy for unemployed persons from across the EU member states in the Czech Republic. Without the ENTRE-project, it would be necessary to spend a large amount of time and effort, and of course money, to “catch up” with foreign colleagues. Through participation in the ENTRE-project this is not necessary and the intention is to have the opportunity to give ENTRE-partners feedback in the near future based on experiences in the Czech Republic.

French partner

The exposure of different detection methods enables the French partner to make comparisons of each model. This has helped with improvements and further development of the different tools, despite the different issues that are dealt with.

Portuguese partner

The learning developed in the framework of the transnational partnership was essential to the balanced development for the Portuguese instruments and critical to the whole structure of the CRER project.

CRER welcomed the opportunity made possible by the Flemish partner that provided access

to a battery of entrepreneurial skills previously tested and validated by a scientific method within a University of prestige.

As part of the French partnership emphasis throughout the structure inherent in "Boutiques de Gestion" and "Couveuse" CRER had the opportunity to study, monitor at the site and detail the development of their methodologies, processes and tools.

This window of opportunity is fundamental to the development of the CRER project and for that reason it was possible to build an entire hybrid structure adapted to the Portuguese national context.

The contributions from the Czech partnership stressed the critical analysis and proposals for improvement; this was the focus of ongoing discussions, providing the opportunity to pursue the best results.

Overall, the wealth of experience, visits to places of work with potential entrepreneurs and productive discussion on this subject facilitated learning and an opened transnational opportunities.

Flemish partner

The primary learning outcome for the Flemish partner from this transnational project was that each country has their own needs, background and vision on detecting and training entrepreneurial competences. The entrepreneurial trajectory is organised in a different way in each country. Although it has not been possible for each country to integrate these competences within their trajectory this project is a first step towards another alternative approach.

6. Conclusion on the implementation of entrepreneurial competencies into the entrepreneurial trajectory

Introducing and implementing the entrepreneurial competencies into the trajectory of entrepreneurship has consequences for and necessitates actions on different levels. Introducing the entrepreneurial competencies is an innovative action, with a considerable added value. The added value benefits the potential entrepreneur and the organisation working with him/her.

Working with entrepreneurial competencies makes the trajectory more personal and gives both the potential entrepreneur and the trainer information and opportunity to talk more on a personal level, which is innovative in itself. Introducing entrepreneurial competencies makes (candidate) entrepreneurs more aware about what they can and can't do. This knowledge is a first step to future actions.

After two years of working on this topic we can make some conclusions and have learned some lessons:

-  Using entrepreneurial competencies means using different kind of methods to detect them. You can talk about them in a conversation e.g. by using a checklist, the candidate entrepreneur can fill in a questionnaire, the candidate can become aware of his or her entrepreneurial profile (strengths and weaknesses),...
-  To give attention the more personal side of entrepreneurship means that the counsellor/trainer has to have the right competencies to work with this topic. Having a conversation on a more personal level with candidate entrepreneurs means using other competencies. It is an additional topic to the more classic approaches e.g. business plan, marketing plan, business ideas. This means that

also the counsellors and/or trainers need to get sufficient training and support and you give enough time for the trainer/counselors to assimilate this information

-  Well developed training materials or a guide is necessary e.g. a map with theory; methodology, examples
-  Before starting with the implementation of this approach good communication is needed. Every one involved has to be informed about this new way of working

We all wish you good luck in implementing and using the entrepreneurial competencies in your activities, a way to improve our (candidate) entrepreneurs and help them to be better prepared for their entrepreneurship!

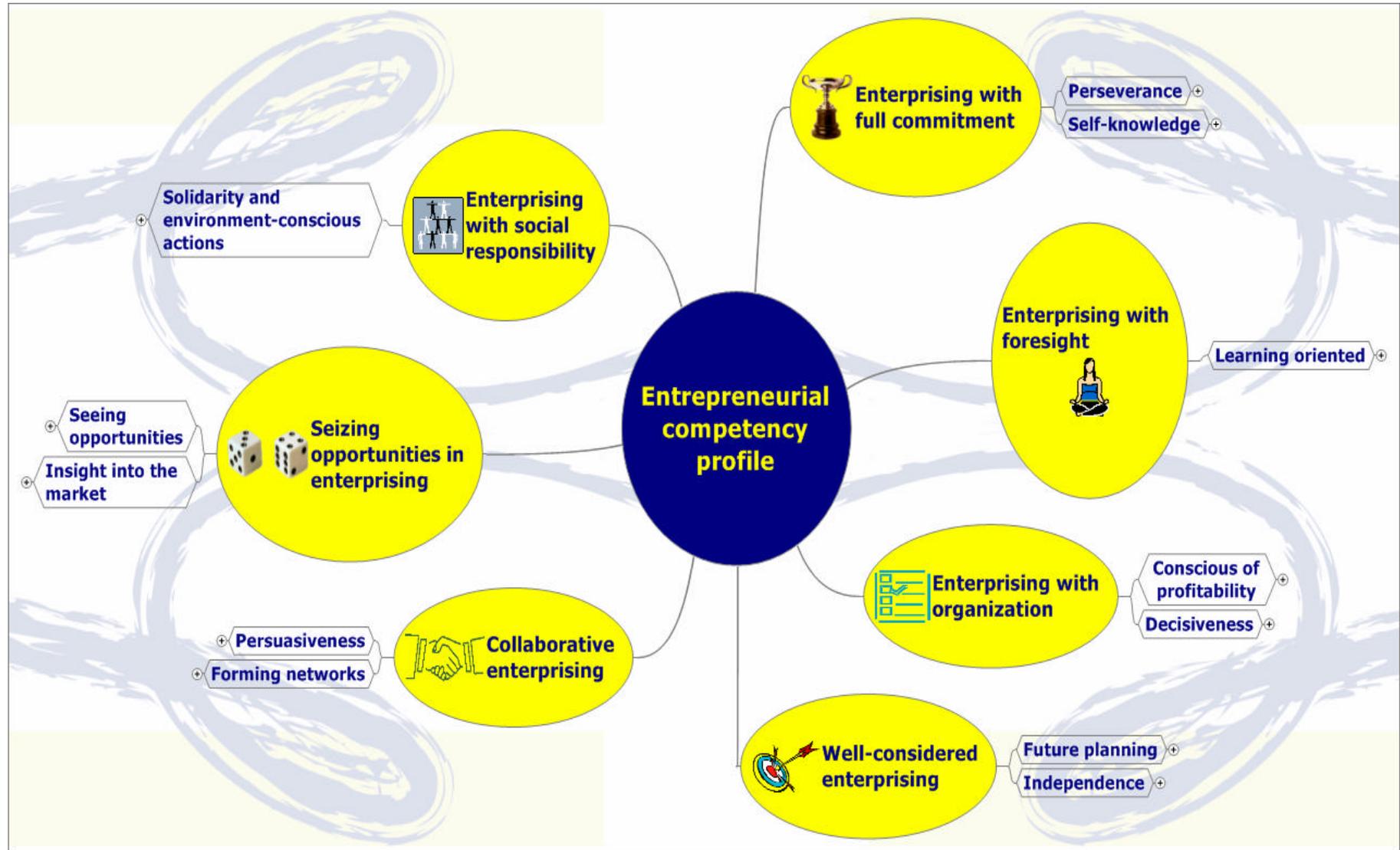
Attachments

1. Annex Technicians competences of Portuguese partner:

Divulges the mission of CRER's Association, promoting the adhesion of new associates. Develops work meetings and divulgation sessions. Motivates and engages local institutions. Presents CRER's goals (project and structure). Supervises work groups. Establishes institutional relationships. Encourages cooperation. Establishes contacts.
Studies the possibility to create a business. Writes pre-analysis reports about the possibility to set up a business. Analyses the motivation of an entrepreneur.
Applies working profile tool competences. Identifies entrepreneurship competences in the promoter. Explains in detail the process of creating associations and enterprises. Applies the tools from the application file.
Offers powerful insight about enterprise creation projects.
Accompanies the project and the promoter through the counselling regime. Has condensing skills. Writes the meeting acts. ???
Sets up / creates a Business Plan. Explores accountancy as a management tool. Manages the entrepreneur's current account in CRER's Association. Articulates the general with administrative and financial assistance. Helps to reorganise a Business Plan.
Organises the necessary documents to the Admission Committee. Organises meetings at the same time it sets up the discussion points. Supports the Admission Committee in the analysis of the entrepreneur's application.
Is engaged in teamwork.
Promotes the necessary conditions to communication between the entrepreneur and the financial

<p>institutions. Is responsible for commercial coaching. Supports and guides the entrepreneur in accounting and financial procedures. Conceives and supports the outset of communication tools. Organises and develops workshops and individual and group training sessions.</p>
<p>Informs about institutions that support, incubate and help finance entrepreneurs. Reveals and illustrates possible answers to employment problems. Develops the entrepreneurship file. Administratively runs the admission of an entrepreneur under examination. Gives the necessary support to fill in the entrepreneur file. Analyses and communicates the conclusions and considerations about the entrepreneur's evolution. Passes on the necessary competences to new technicians and collaborators engaged in CRER's project.</p>

2. ENTRE -preneurial competence profile (mindmap)



3. Validation steps used



METHOD USED BY FLEMISH PARTNER TO VALIDATE THE ENTREPRENEURIAL PROFILE

1. FEEDBACK GROUPS

Different groups will be contacted:

- 1) entrepreneurs (start-ups and established (5 years of experience)) (20 to 25)
- 2) female entrepreneurs (5 to 8)
- 3) academic people, professors (3 to 5)
- 4) entrepreneurial trainers (10 to 12)
- 5) business counsellors (5 to 10)
- 6) other intermediaries (5 to 10)

2. METHOD USED

Two methods will be used:

- 1) online questionnaire sent to all the members of UNIZO (=Social partner organisation that represents SME entrepreneurs in Flanders)
- 2) work groups where we focus mainly on two questions:
 - 1) If we want to screen or train (candidate) entrepreneurs which competences are essential? Give 3 competences and an example. *E.g. "creating a network" which means that I had to search for the right people who can help me in starting up my business.*
 - 2) order the package of competences you got from "highly important, important, less important, not important"

- **Material:** We printed the list of competences and made cards of them. On the front you can see the competence and on the back you find the definition (see second page).
- **The process:**
 - STEP 1: each person has 5 minutes to think about the first question (see questions).
 - STEP 2: each person does the exercise on his/her own and orders the cards under one of the columns (important, less important etc) (10 minutes),
 - STEP 3: you present the results to the group and discuss the individual outcomes (25 minutes),
 - STEP 4: the group selects the 10 most important competences that should be screened or trained (10 minutes)
 - STEP 5: Provide an example of behaviour for each selected competence (15 minutes) *E.g. 'networking'. The behaviour is competence linked: 'looking for a peer entrepreneur to support myself.'*

3. WHAT WE WOULD LIKE FROM YOU

- That you present this list of competences to different groups. That means use the method of the work groups (see above)
- That you reach **at least** 30 people in total
- That you give us feedback on the results you find taking into account your local situation e.g. rural area / city, cultural differences,...
- Results are expected in March so they can be presented at the next meeting

As well as this validation process we would like your first comments on the profile we presented in the work group of October 2005. Please provide these by Dec. 15th 2005 to cathy.camertijn@syntlavlaanderen.be

4. Different detection tools

A. Example of questionnaire used by Portugal :

"Testing entrepreneurship "

Am I enterprising? Do I have an enterprising spirit?

From the two options given choose the one that better characterises you, setting number 1

1	I have already created some companies.			I have never created a company.
2	I have always worked for someone else.			I was a partner in some companies.
3	I like to try new ideas.			I am looking for a steady and safe job.
4	I like to plan ahead.			I like other people to plan and organise my work and to give me a precise guidance.

5	I wait for someone else to point out which the best opportunities for an activity are.			I define and direct my opportunities of activity.
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You have 0 points in a maximum of 40

You must develop some skills, competences and your attitude like..... to increase your performance for this test

You should be:

- Opportunity Informed about the market / enterprising environment
- Strategy Strategic thought and knowledge of the target markets
- Organisation Organisation of activities with more productivity and efficacy

B. Example of ENTRE mirror used by Flemish partner (nog schikken)

Voornaam_entre_test | Naam_entre_test (20000000)

Als ik aan een taak begin, maak ik die af, ook al ben ik het niet.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ook al is er afleiding, ik blijf geconcentreerd doorwerken.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ook al is mijn taak moeilijk, ik begin er toch meteen aan.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ik eis veel van mezelf als ik aan het werk ben.

Nooit Zelden Soms Dikwijls Meestal Altijd

Na tegenslag of mislukking ga ik toch door met een taak.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ik werk met een duidelijk doel voor ogen.

Nooit Zelden Soms Dikwijls Meestal Altijd

Alleen belangrijke redenen kunnen ervoor zorgen dat ik mijn planning verander.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ik vraag wel anderen van mijn werkpak vinden.

Nooit Zelden Soms Dikwijls Meestal Altijd

Als ik er zelf niet uitkom, vraag ik meteen hulp.

Nooit Zelden Soms Dikwijls Meestal Altijd

Ik leer uit kritiek van anderen.

Nooit Zelden Soms Dikwijls Meestal Altijd

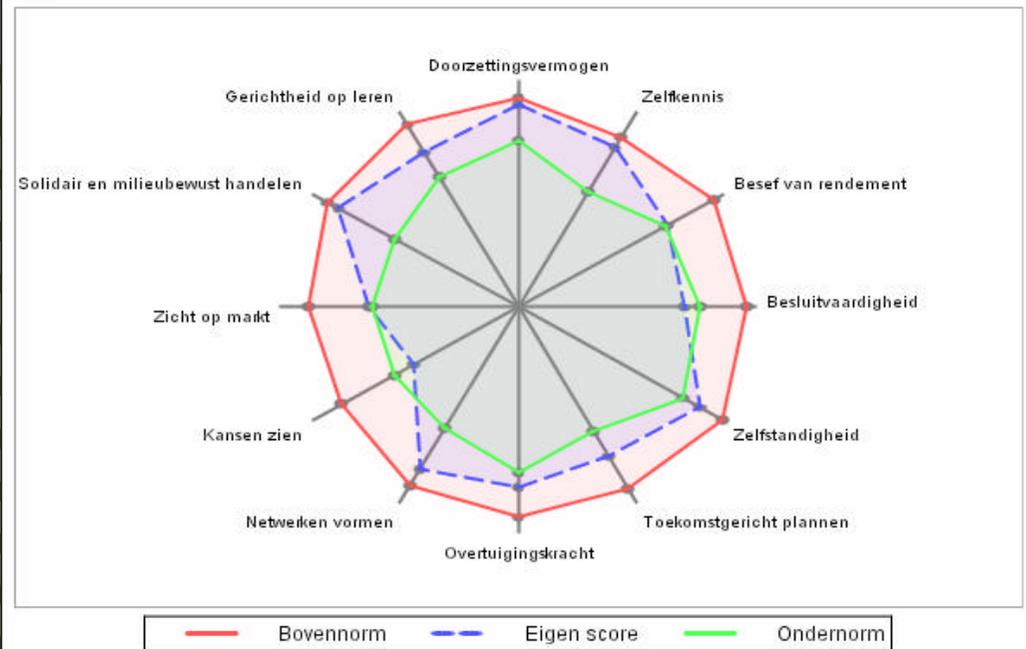
Ik geef spijnaan fouten toe.

Nooit Zelden Soms Dikwijls Meestal Altijd

Door samenwerking met anderen leer ik bij.

Nooit Zelden Soms Dikwijls Meestal Altijd

[Volgende](#)



5. Personal Development Plan used by Flemish Partner SYNTRA Flanders

Name candidate:

Date:

COMPETENCE CHOSEN
LEARNING GOAL (SMART methodology)
LEARNING ACTION
STEP BY STEP PLAN / MATERIAL NEEDED
TIMING

SELF EVALUATION

FEEDBACK FROM CLASS / SUBGROEP

FEEDBACK TRAINER/COUNSELLOR

RESULT

6. List of main participants of work group

Organisation	Name	Email
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