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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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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.

Teacher's guide facilitates seamless processes

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.

1.1.1 Economic education as a contribution towards entrepreneurship education

The necessity of economic learning in today's society

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:

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)

Wanted: A new type of personnel

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

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

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

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.

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)

Employment status and subjective working attitudes are two different things

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).

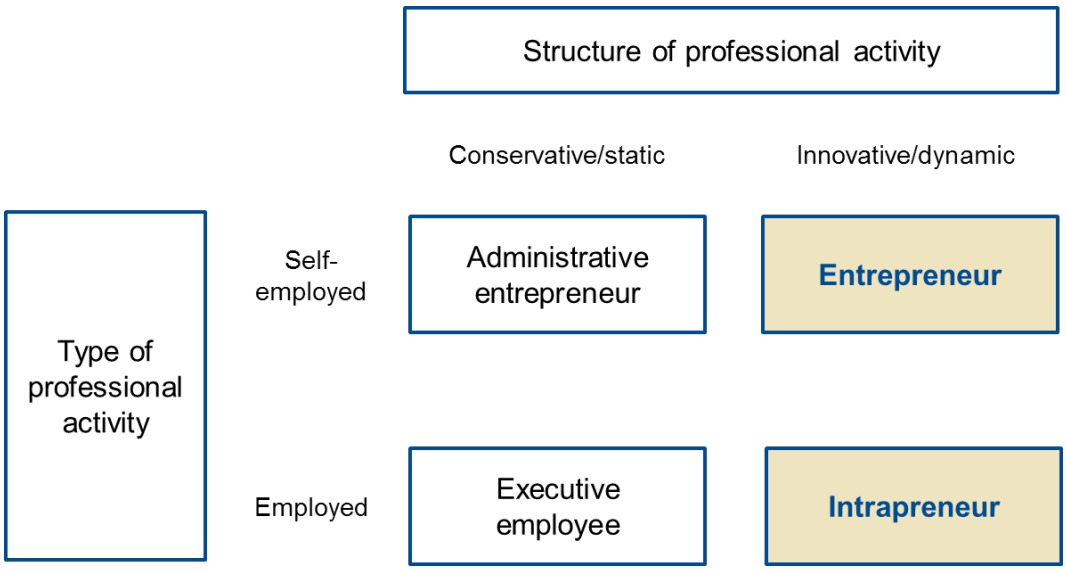

Figure 1: Entrepreneurs and intrapreneurs within the scope of the Kick-starters potential analysis
Source: Kirchner/Loerwald (2014, 19), with minor modifications

Entrepreneurial thinking and behaviour can be learned

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.

Trying out and experiencing entrepreneurial thinking and behaviour for oneself

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.).

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.

Levels of entrepreneurship education

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:

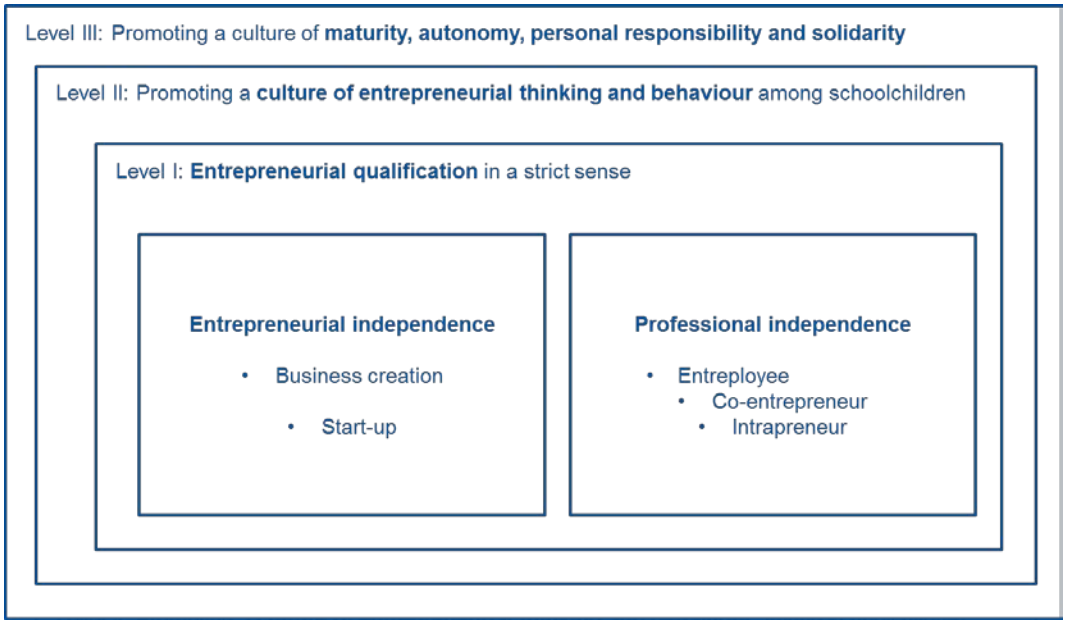

Figure 2: Entrepreneurship education and becoming a citizen
Source: Aff/Lindner (2005, 100), with minor modifications

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.).

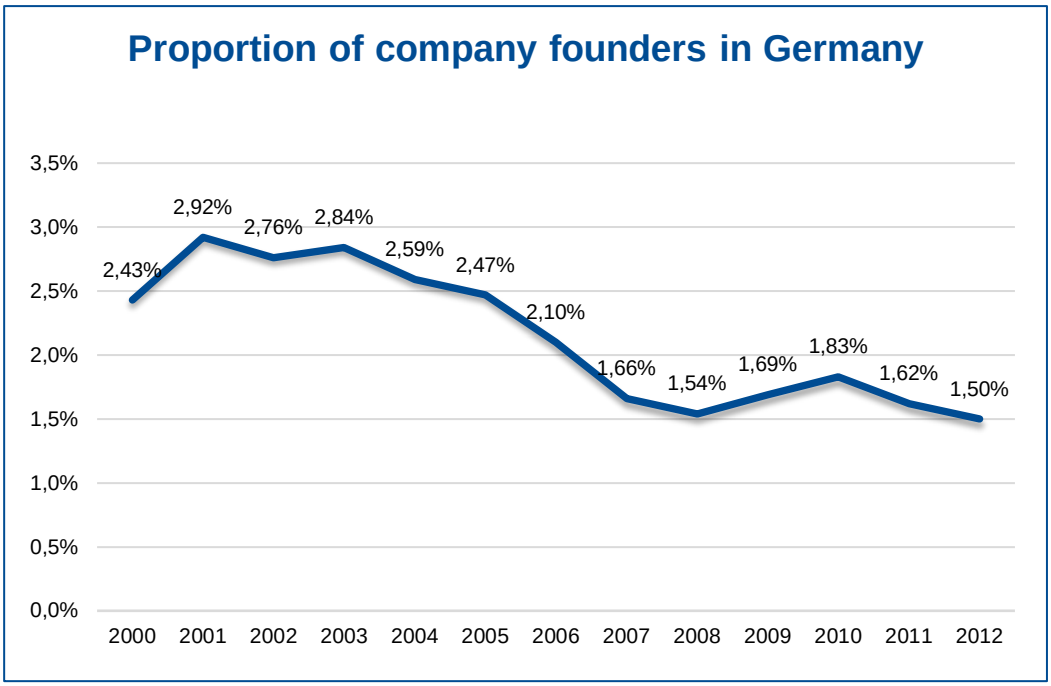

Figure 3: Proportion of company founders in Germany (2000–2012)
Based on: Metzger/Ullrich (2013, 2)

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.

Little training in entrepreneurial skills

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.

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?

Youth entrepreneurship

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:

Entrepreneurship as a subject to be taught

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.

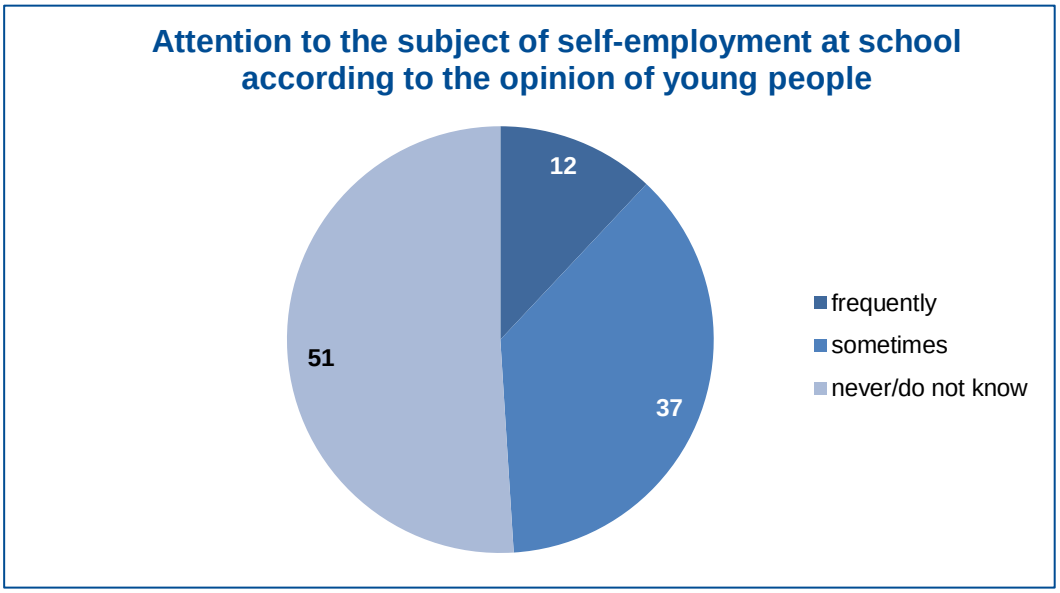

Figure 4: The subject of self-employment at school
Source: Hekman (2007, 21)

Self-assessment: Confidence in one's own skills

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.

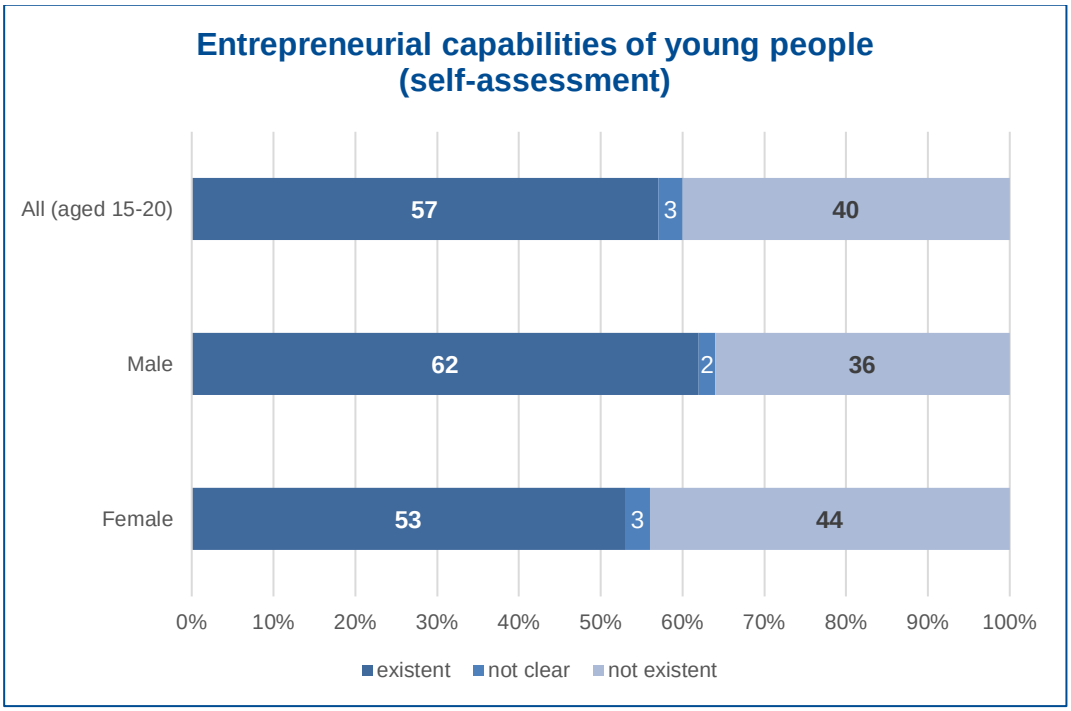

Figure 5: Self-assessment of young people's own entrepreneurial capabilities
Source: Hekman (2007, 16)

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

No targeted support without prior diagnosis

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.

Various means of identifying competences

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

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

Personality trait-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.

Simulation-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.

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

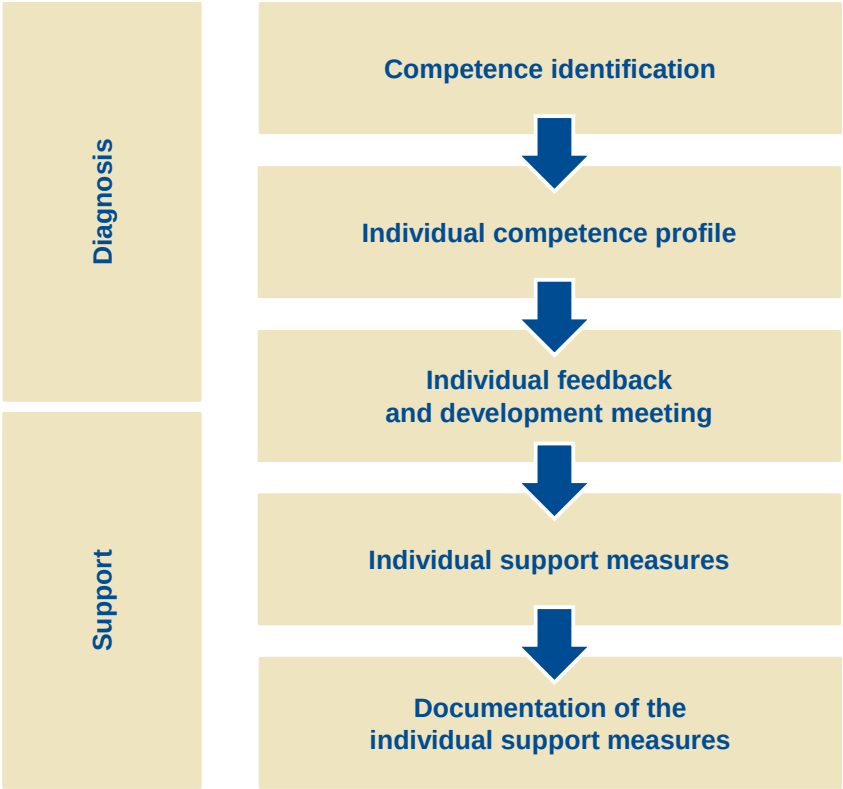

Figure 6: From skills assessment to individual support
Source: Based on the Bertelsmann Foundation et al. (2012, 68), with minor modifications

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 as a snapshot

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.

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

Kick-starters – an assessment for support

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.

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

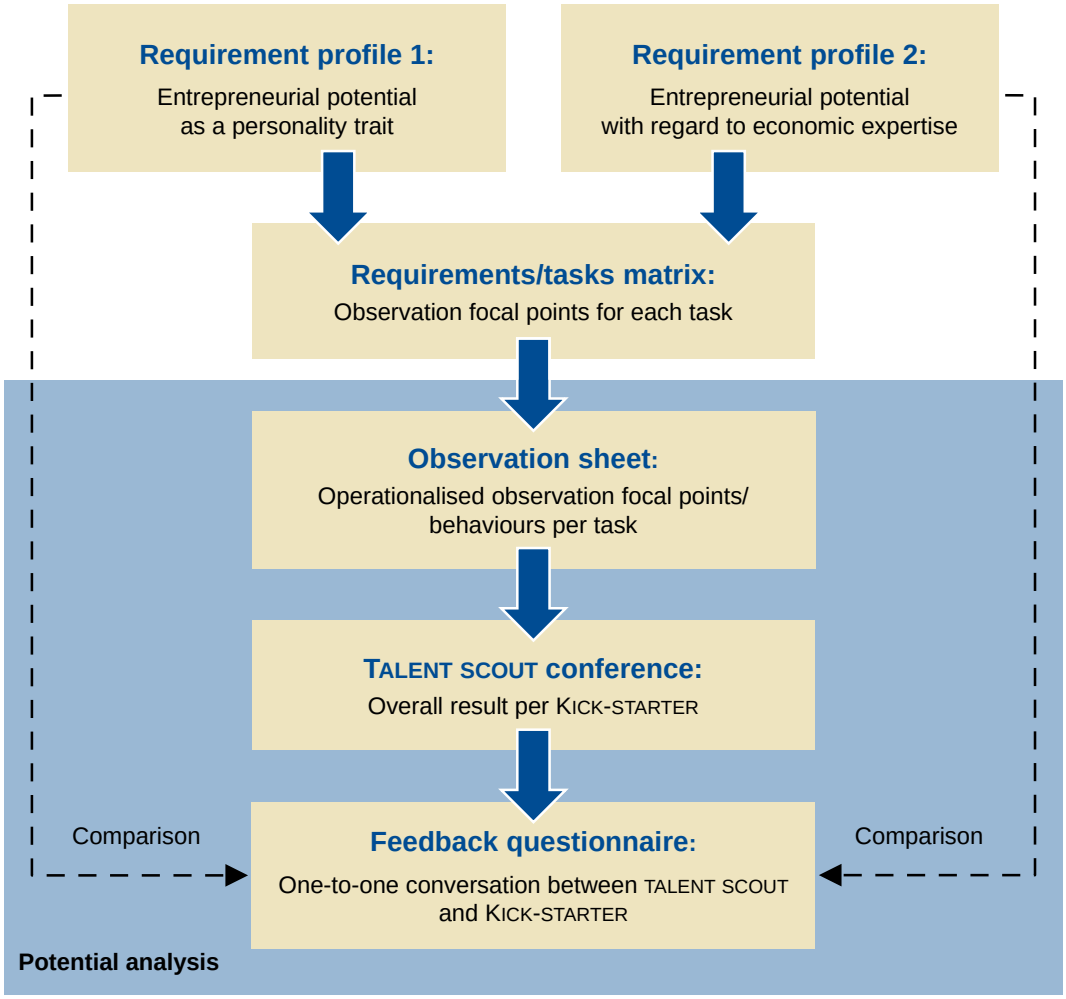

Figure 7: Concept of diagnostics in the Kick-starters potential analysis

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

Concretisation of requirements by means of task-related behaviours

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 ↗ *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)

Requirement profile 1: Entrepreneurial potential as a personality trait

'Big Five' and F-DUPn as a basis

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

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

Complementary test values and behavioural observations

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.

Notes:

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P1 Conscientiousness

Six facets of 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:

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)

Behaviour and external perception

…in low manifestations and

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.

…high manifestations

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.

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
The KICK-STARTER…	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.	• 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

Six facets of 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:

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)

Behaviour and external perception

…in high manifestations and

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.

…in low manifestations

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.

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
The KICK-STARTER…	The KICK-STARTER…
• 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. • 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 relationsships.

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
The KICK-STARTER… • 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.	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.

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.

Problem structure: Actual ≠ Target

Distinction: *Problem* versus *task*

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.

Definition of problem-solving skills

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.

Behaviour with a high manifestation

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.

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
The KICK-STARTER…	The KICK-STARTER…
• 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.	• 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

Economic competences for the business founding situation

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.

Competence areas and partial competences

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

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.

Clear focus on the goal as a prerequisite for determination

Priorities are the result of conflicting goals

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.

Thinking in alternatives as characteristic of the economic situation

Exploring scope for action

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.

Investigating restrictive limitations

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.

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
The KICK-STARTER…	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.	• 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

Consequential evaluation of alternatives based on consequences

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.

Objective consequences + subjective preferences = best alternative

Intersubjective traceability – even in hindsight

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.

The Rubicon between decision and action

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.

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 opportunities 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
The KICK-STARTER…	The KICK-STARTER…
• 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. • 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

Working alone versus working together

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 *anyone 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.

Selective transactions and long-term business relations

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*.

Both sides operate in line with their own interests

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.

Different interest constellations

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*.

Compromise to compensate for conflicting interests

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.

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
The KICK-STARTER…	The KICK-STARTER…
• 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. • 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

Voluntary cooperation in win-win situations

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*.

Fair, win-win situation and reciprocity principle

Cooperation for joint representation of interests

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.

Competition and cooperation amongst competitors

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.

Conflicts and problems associated with cooperation

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.

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 of 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*:

Finding capital – The fifth start-up task	Founder paradise or founder wasteland? Talk show
The KICK-STARTER… • 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.	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.

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
The KICK-STARTER…	The KICK-STARTER…
• 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.).	• 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 are.

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 slogan 'Prosperity for all' prompted the new economic order

Individual freedom when safeguarding general welfare

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.

Political maxims for the relationship between the market and the state

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.

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 lobbyism 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
The KICK-STARTER… • 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.	The KICK-STARTER… • 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

Ensuring quality through prior training:

- Targeted observation
- Requirement profiles
- Using the observation sheet

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.

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

Systematic, standardised and verifiable observations

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).

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

Sources of error: Forewarned is forearmed?

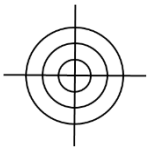
The observation should be as objective as possible. This means that the result of the observation must not be dependent on the person doing the observing; otherwise, the observation would be subjective, which is to be avoided at all costs. This is not something that can be easily ensured, however, as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

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

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

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.

Dos	Don’ts	Objectives
		
The **strengths** are paramount.	**No help** is provided to complete the tasks.	Every KICK-STARTER **benefits from participating** in the potential analysis.
The **KICK-STARTERS** are addressed by their **first names**.	The KICK-STARTERS are **not under observation** unless they are working on tasks.	A **friendly atmosphere** should be maintained at all times.
The **TALENT SCOUTS** are addressed by their **surnames**.	**No criteria for exclusion** are defined.	**No ‘typical’ assessment centre** takes place.
1. Observation phase: Making notes **2. Observation phase:** Marking crosses **3. Observation phase:** Reflecting on crosses	**Typical observation errors** are avoided as far as possible. ▪ No everyday observations! ▪ No subjective opinions!	The **results of the observations** are… ▪ systematic ▪ standardised ▪ verifiable
The **time constraints** may be pointed out while the tasks are in progress.	**No informal feedback** may be provided before the official feedback discussion.	The KICK-STARTERS play an active role in processing the tasks and **showcase their full potential**.
The **feedback** is provided to the KICK-STARTERS with a positive outlook.	Diagnosis ≠ Prognosis. The TALENT SCOUTS **do not make any prognoses**.	The KICK-STARTERS are open to feedback, understand it, and take it on board.

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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.

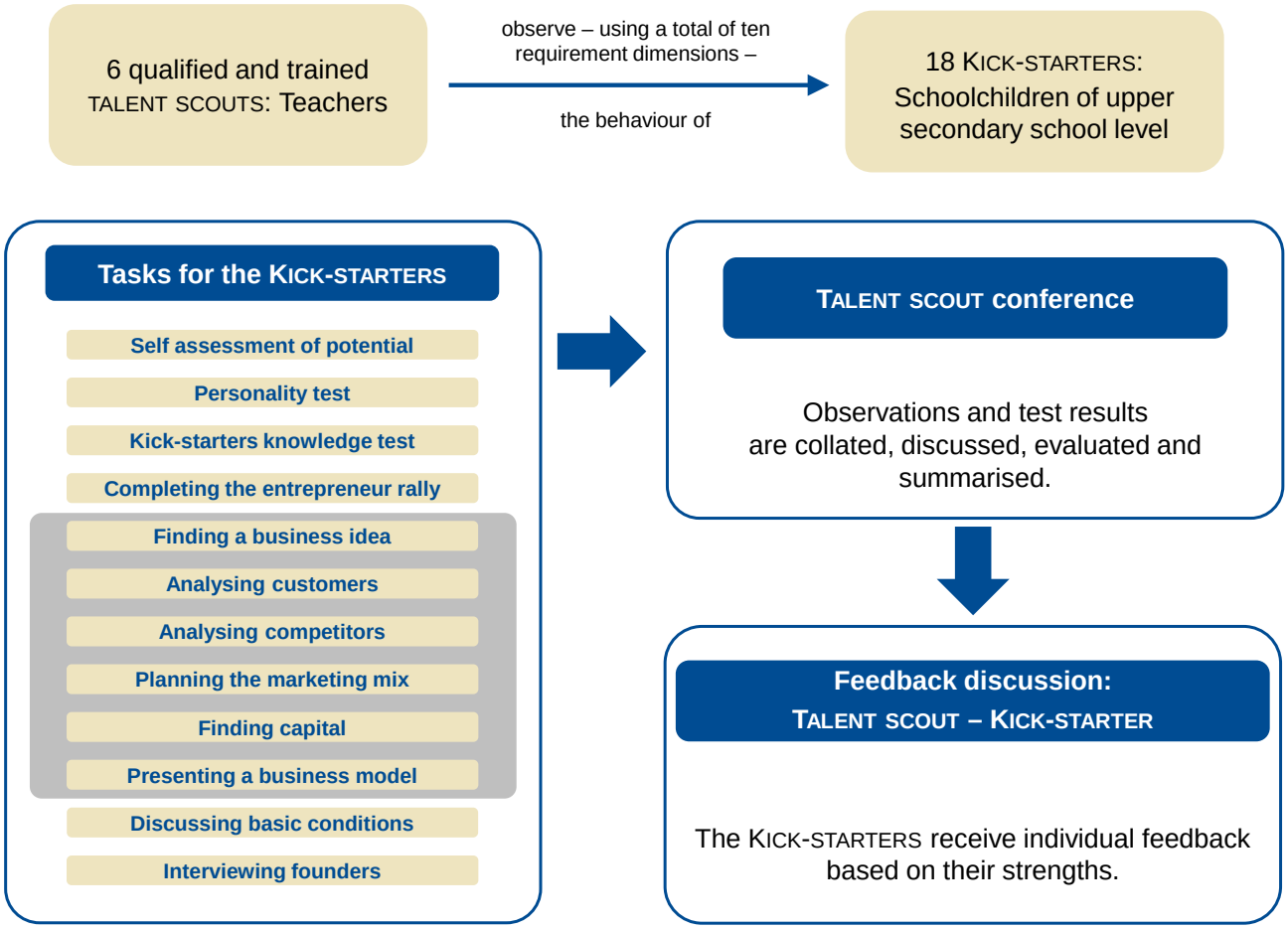

Figure 11: The Kick-starters potential analysis – at a glance

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

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

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 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.

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

Discussion leaders for Station 1 of the entrepreneur rally

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.

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:

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

- 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.

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:

The tasks of the MODERATORS

- 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.

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!

STAND-INS – to compensate for unexpected absences

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.

2.3 The roles and activities of the TALENT SCOUTS

Roles of the TALENT SCOUTS: Behavioural observations and feedback

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.

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".

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

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.

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

Which tasks have to be completed?

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.

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. *(optional)*
***Kick-starters knowledge test:* How good is your specialised knowledge?**	Start-up-related economic and business law expertise is tested in a multiple-choice test. The *Kick-starter knowledge test* 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.**	Starting off with the 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. *(Not observed)*	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. *(optional, is not observed)*
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:

Optional components for *Kick-starters*

(1) Getting to know each other

(2) Where do your entrepreneurial talents lie?

(3) Interviewing founders

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

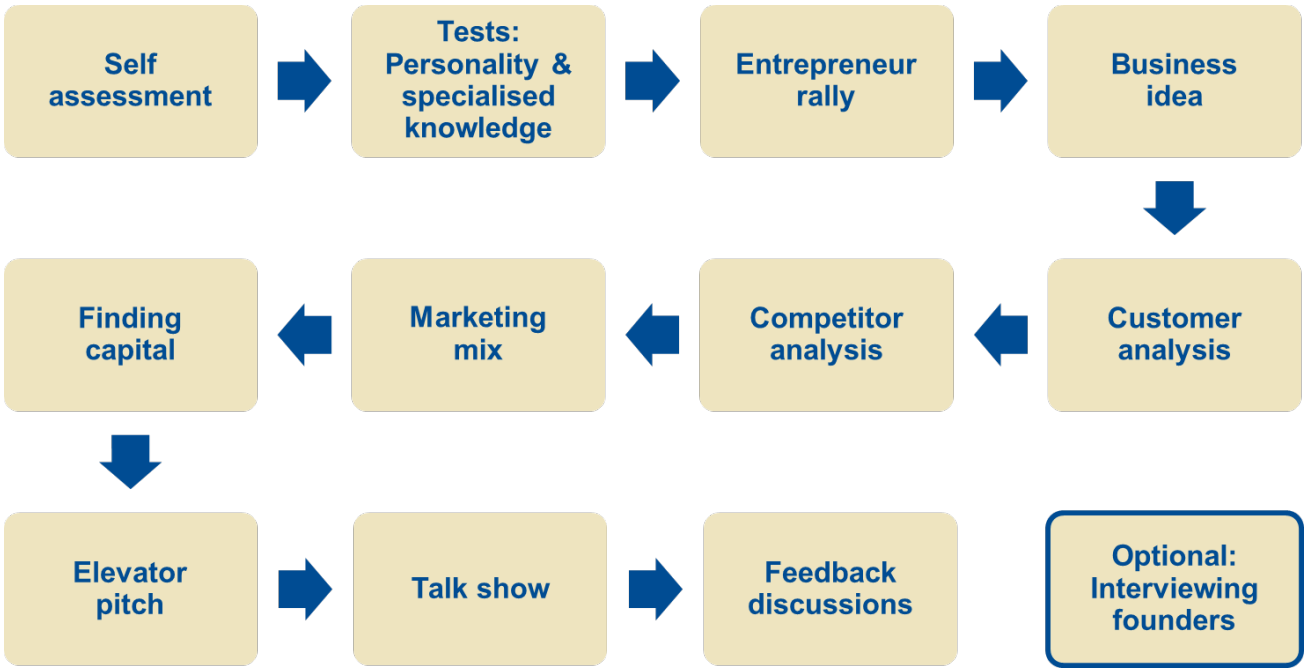

Figure 12: The tasks in the *Kick-starters* potential analysis

(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 observational learning 'modeling'

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2.5 TALENT SCOUT meetings and tasks *after* the observation

Structure and guidelines ensure focus and efficiency

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.

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

Organisation: Using the allocation plan as a basis

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.

Preparatory activities

- *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-

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.

Execution: Using the evaluation table

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.

Using the results of the optional F-DUPn

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?

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

Quantitative plus qualitative evaluation

- 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?

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.

20 minutes per KICK-STARTER

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.

Fill out the feedback form

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 performed 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 description 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

Personalise text modules, use the text box for special observations

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!

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

losleger 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-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

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?

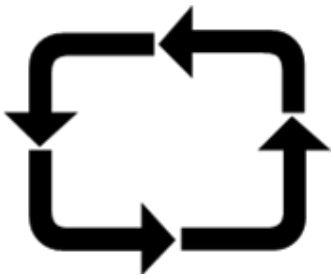
2. Assessment by the TALENT SCOUTS

- 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?

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.

Explaining the function and structure of the feedback sheet

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.

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.

Strengths orientation

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.

Highlight support options

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.

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.

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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

Option 1: Events outside the school

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 2

Option 2: Project week at school

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.

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.

Additional activities to keep quick KICK-STARTERS busy

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.

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
	Break
15:45–16:45	Personality test: Where do your entrepreneurial talents lie?
	Break
17:00–18:00	Kick-starters knowledge test: How good is your specialised knowledge?
18:30	*Dinner*
	Evening programme

Tuesday

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

Wednesday

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

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

Thursday

07:30–08:00	*Breakfast*
08:00–08:15	*Welcome*
08:15–09:15	Taking your only shot! – The elevator pitch
	Break
09:30–10:45	Interviewing founders…
	Break
11:00–12:00	Preparing for the talk show
	Lunch
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
	Recreational programme for the KICK-STARTERS
18:30	*Dinner*
	Evening programme

Friday

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

► Option 3

Option 3: Afternoon school event

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.

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
	Break
15:15–16:15	Kick-starters knowledge test: How good is your specialised knowledge?
	Break
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
	Break
15:15–15:45	Presentation of business ideas
	Break
16:00–17:30	It's the customer – not the founder – who has to like the product! – Customer analysis
	Break
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
	Break
15:45–16:15	Presentation of the group work results

	Break
16:30–18:00	We have to drive the market instead of letting the market drive us! – The marketing mix
	Break
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
	Break
15:45–16:15	Presentation of the group work results
	Break
16:30–17:30	Taking your only shot! – Elevator pitch preparation
	Break
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 let's kick things off!

Organisational tips to ensure success

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:

Start in good time: 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:

Detailed planning takes place three months before

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.

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:

One month to go: Organise training for the TALENT SCOUTS

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.

(4) Two weeks before starting:

Arrange training and materials for the TALENT SCOUTS

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.

(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	• Inform the school head teacher and colleagues and obtain approval • Include *Kick-starters* 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)
3 to 5 months in advance	• 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)
1 to 2 months in advance	• 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
2 weeks before at the latest	• Train TALENT SCOUTS • Make copies/have copies made of all written documents • Provide and compile materials (↗ *materials list*) • Distribute framework schedule to participating pupils • Notify the regional newspaper and local radio station if applicable
1 to 2 days in advance	• Check rooms (final check) • Check task materials and sort appropriately (↗ *task-related checklists*) • Hold final feedback session with school head teacher and colleagues
1 to 2 weeks later	• ↗ Analyse the *evaluation sheets* 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

2.8 Checklists for the MODERATOR and TALENT SCOUTS

M	Organisation and preparation	(1/3)

Which **offices** and **people** have to be informed? • School head teacher • Colleagues • etc.	
What is the ideal duration of the **event**/how long can it take? What is the best way for the *Kick-starter* event to be taken into consideration in the **yearly planning**?	
Which **option has been** chosen? • Summer school or project week? • An afternoon event?	
Do **any rooms** or perhaps even an activity centre need to be reserved or booked? Has food been **arranged** for the KICK-STARTERS?	
Who can take on the role of a **TALENT SCOUT**? Is there any **compensation**? Let people know in good time!	
Does the **F-DUPn** have to be carried out? Has the **licence** already been applied for?	
How is the event **to be financed**? • By finding sponsors? • By using school resources? • By charging to participate?	

M Organisation and preparation (2/3)

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

M Organisation and preparation (3/3)

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

M Process (1/2)

Have the **guests** been informed? Are there any **coordination requirements**? • Experts, • Entrepreneurs, • Press, • etc.	
Is the **structure of the event** clear? Is the **schedule** hung up somewhere clearly?	
Are the **rooms** divided up and labelled appropriately? Are the **room signs** in use?	
Are **name tags provided** for the KICK-STARTERS, TALENT SCOUTS, MODERATOR and guests?	
Is there a **projector** and a **screen** or some other way of showing the film sequences?	
Have all **written documents** been printed out in enough copies? • 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

Has a **final discussion** been scheduled with the **TALENT SCOUTS**? Where is this supposed to take place? Is the **room** reserved?	
How is it **the KICK-STARTER** feedback going to be put to good use? In which round can the results be discussed?	
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**?	
Where are the letters to the future kept safe? When do the letters **get sent?**	
Miscellaneous:	

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)

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

Notes:

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Chapter 3

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

3.1 Excellent reasons for a *Kick-starters* knowledge test! 92

3.2 The range of topics and aspiration level of the test: a real challenge for all Kick-starters! 93

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

Entrepreneurs need personality and specialised knowledge

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.

Competences are knowledge-based

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.

Knowledge test checks the existing knowledge of the KICK-STARTERS

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

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.

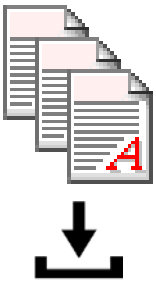
3.3 Considered structure and simple use

Test sheet, answer sheet, template

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.

Test scope, test length, efficiency

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*

Test at the beginning of the potential analysis

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.

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

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.

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).

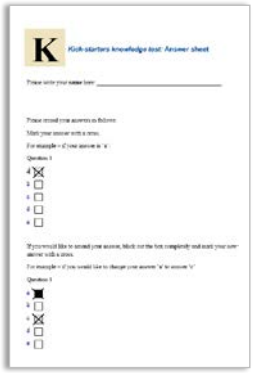
A calculator is permitted as the only *tool*. The test sheet may be printed *on both sides*. The answer sheet should be printed on *one side* because it will be easier to mark.

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

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.

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.

The test only begins after the MODERATOR announces it

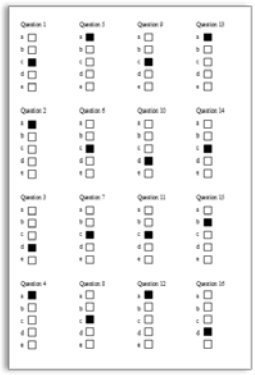
Once the instructions for filling out the tests have been fully explained and any questions regarding the process answered, the KICK-STARTERS are permitted to start the test. The recommended working time is 45 minutes. The *Kick-starters knowledge test* is only a performance test; it is not a speed test.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

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

Marking and classification

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.



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

Help wording feedback

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.

Check and adapt the help with wording

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.

Feedback strengths rather than weaknesses – even at this point!

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-

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."

M

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."

M

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**
• 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	• 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	• 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	• 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

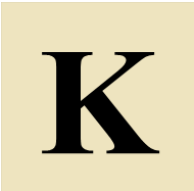
4.5 Interviewing founders – Information for the MODERATOR 182

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:

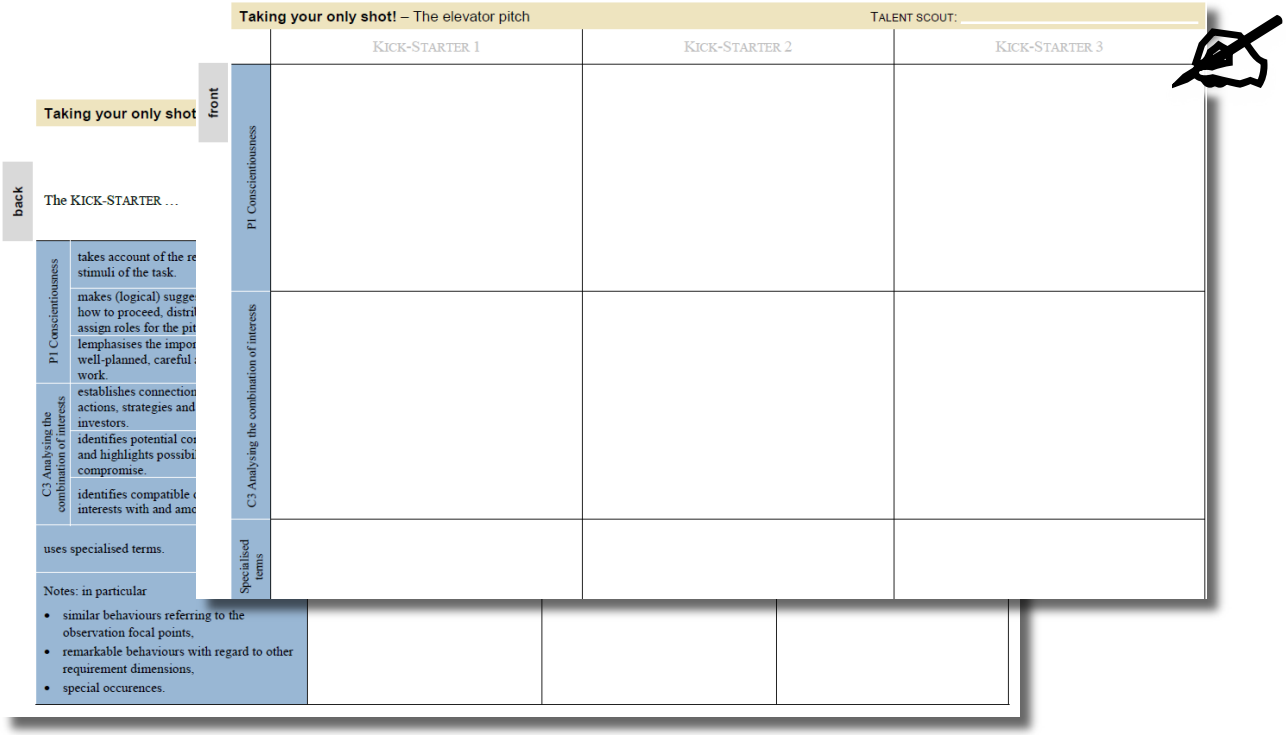
1. **Instructions for the MODERATOR** are marked with an **M**. The information to be observed for the task is written clearly and succinctly. Tailored checklists are provided to make life easier and ensure that nothing is left out so that the moderation process can run smoothly from start to finish!

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.



M

Task: **Let's kick things off! Discovering and self-assessing entrepreneurial talent**

Location: **Kick-starter room (circle of chairs)**

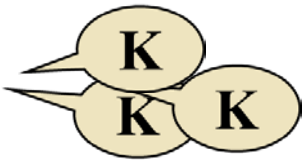
Duration: **90 minutes**

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.

<u>Materials checklist for the "Discovery" session:</u>

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

kick-starter
The Profile Check for Entrepreneurial Talent

UNIVERSITÄT DUISBURG ESSEN
Open-Minded

K

_____ *(surname, first name)*

Start

How do you rate your own **entrepreneurial talent?**

1 2 3 4 5 6 7 8 9 10

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.

M

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.

<u>Note on Station 2 – 'Tower building':</u>
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.

M

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!

kick-starter
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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			

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	picks up on the contributions of other KICK-STARTERS, discusses them.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	has an above-average share of the conversation.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C6 Analysing economic systems and structures	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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	**Conscientious-ness**	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!

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Tower building – Station 2 of the entrepreneur rally

TALENT SCOUT: _____

front

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

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Tower building – Station 2 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
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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P3 Assertiveness	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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!

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

TALENT SCOUT: _____

front

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

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P2 Extroversion	strives to be near (space, personal) the audience, includes them, communicates.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P2 Extroversion	presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P4 Problem solving attitude	clearly highlights product features (use, added value, etc.), using comparisons if necessary.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P4 Problem solving attitude	reformulates weaknesses and problems positively.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
P4 Problem solving attitude	uses knowledge from other areas to solve the task.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	uses specialised terms.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.															

M 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]

M

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.

<u>'Business idea' materials checklist (for every group work space):</u>

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

M

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.

K

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/

M

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.

M

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.

<u>'Competitor analysis' materials checklist (for every group work space):</u>

- ☐ 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.

M

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.

<u>'Marketing mix' materials checklist (for every group work space):</u>

- ☐ 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)

M

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.

<u>'Finding capital' materials checklist (for every group work space):</u>

- ☐ 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.

M

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.

<u>'Elevator pitch' materials checklist (for every group work space):</u>

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

<u>'Elevator pitch' materials checklist (for the plenary session):</u>

- ☐ 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)

<u>Tip 1:</u> Laminate the 'notes' so you can use them again.

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

<u>Tip 3:</u> Prepare a small prize to award the winning group.

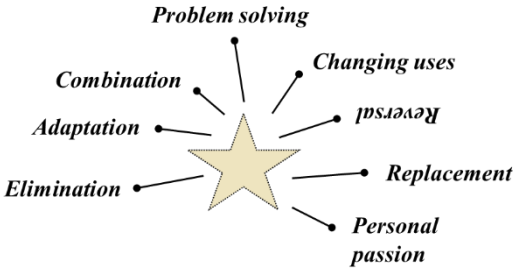
K

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!

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

Notes:

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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!

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Unleash your creativity! – The business idea

TALENT SCOUT: _____

front

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

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	uses objections and critical questions to improve business ideas.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	uses knowledge from other areas to come up with and assess ideas.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C2 Evaluating alternative courses of action	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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!

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

front

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

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

back

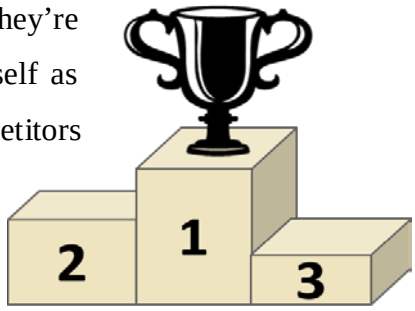
	The KICK-STARTER …	KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
P3 Assertiveness	influences the group work in the process and outcome.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C5 Analysing markets	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.).	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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

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

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

Internal strengths	Internal weaknesses

External opportunities	External threats

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!

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

TALENT SCOUT: _____

front

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

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C3 Analysing the combination of interests	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

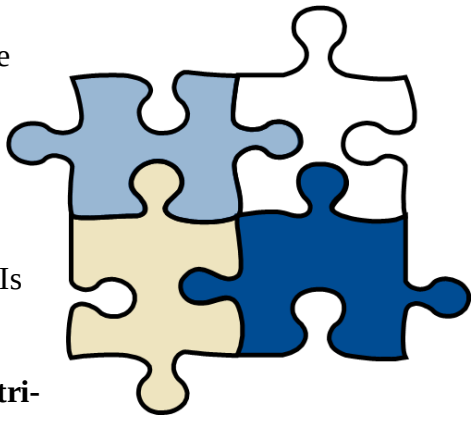
K

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

Method: **Group work**

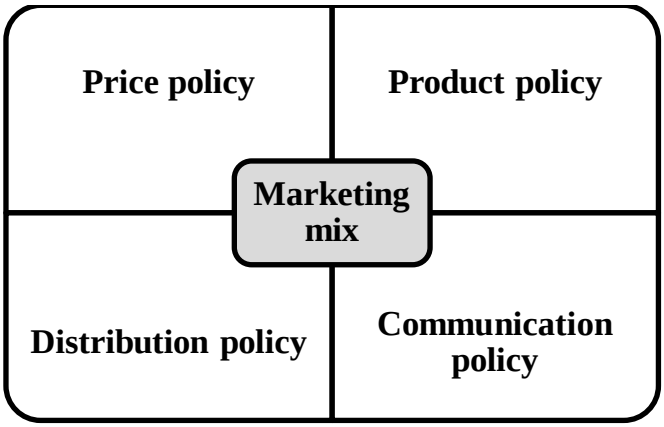
Duration: **90 minutes**

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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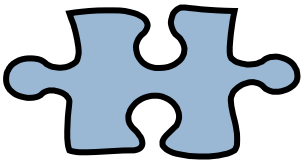
P – Price (price policy)*



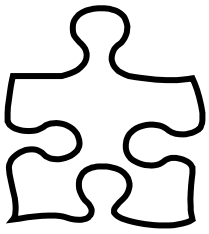
Price differentiation

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)*



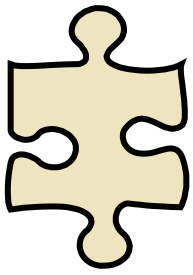
Product design, (product innovation), (product differentiation), (product variation), (product elimination), programme management, product management, product manager

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)*.

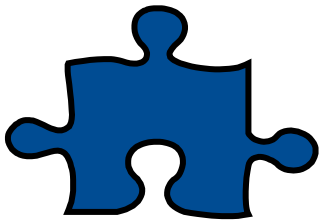
In terms of organisation, there is often a *programme management* for the overarching programme and product policy as well as *product management* or a *product manager* that are responsible for individual products or product groups.

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 machts" (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

T

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!

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

TALENT SCOUT: _____

front

	KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
C2 Evaluating alternative courses of action			
C5 Analysing markets			
Specialised terms			

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

back

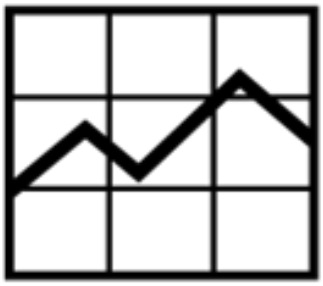
The KICK-STARTER …		KICK-STARTER 1					KICK-STARTER 2					KICK-STARTER 3				
		very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable	very strong	strong	average	weak	not observable
C2 Evaluating alternative courses of action	anticipates the expected impact of marketing decisions.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	assesses marketing measures systematically using criteria.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	makes a reasoned decision for or against certain marketing measures.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C5 Analysing markets	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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!

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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			

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	develops leading finance alternatives for the business creation.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	takes conditions into account that must be observed when finding capital.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C4 Analysing, assessing and developing cooperation	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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	**Conscientious-ness**	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!

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Taking your only shot! – The elevator pitch

TALENT SCOUT: _____

front

	KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
P1 Conscientiousness			
C3 Analysing the combination of interests			
Specialised terms			

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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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C3 Analysing the combination of interests	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

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:

1	Group name	Notes
2	Group name	Notes
3	Group name	Notes

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.

M

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.

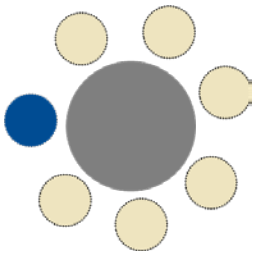
   Video NRW founder forum | Good times, bad times – founder times?
   https://www.youtube.com/watch?v=YycADNKqMqI

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

<u>'Talk show' checklist materials (for the Kick-starter room):</u>

- ☐ 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

<u>'Talk show' materials checklist (for every group room):</u>

- ☐ 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	*Plenary session:* • Introduction to the topic • Presentation of the video • Summary of the statements • Group forming • Assignment of rooms and roles
40	*Individual work:* Research using the start-up monitor to prepare for taking on the assigned role.
60	*3 groups*: Perform the talk show 'Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?'
	Duration: 120 minutes

M

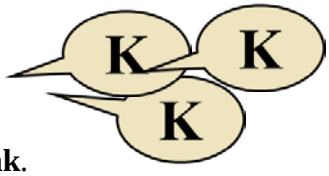
Task: **Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing?**

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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K

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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K

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.

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K

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.

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K

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.

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K

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.

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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.

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MODERATOR

MODERATOR

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Member of the government

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Member of the government

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Member of the opposition

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Member of the opposition

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Succesful founder of a start-up

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Successful founder of a start-up

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Failed founder of a start-up

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Failed founder of a start-up

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Consultant in a business incubator

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Consultant in a business incubator

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Business Angel

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Business Angel

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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!

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Founder paradise or founder wasteland? Germany – how are your KICK-STARTERS doing? TALENT SCOUT: _____

front

	KICK-STARTER 1	KICK-STARTER 2	KICK-STARTER 3
C4 Analysing, assessing and developing cooperation			
C6 Analysing economic systems and structures			
Specialised terms			

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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
C4 Analysing, assessing and developing cooperation	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.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
C6 Analyse economic systems and structures	debates the external basic conditions for founders.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	reasons using the current start-up situation in Germany.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
	describes the macroeconomic meaning of entrepreneurship activities.	☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
uses specialised terms.		☐	☐	☐	☐	○	☐	☐	☐	☐	○	☐	☐	☐	☐	○
Notes: in particular • similar behaviours referring to the observation focal points, • remarkable behaviours with regard to other requirement dimensions, • special occurences.																

M

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

<u>'Interviewing a founder' checklist materials:</u>

- ☐ 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)

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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?" M

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?"

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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?"

   M

<u>Materials checklist for the 'Final rounds' session:</u>

- ☐ 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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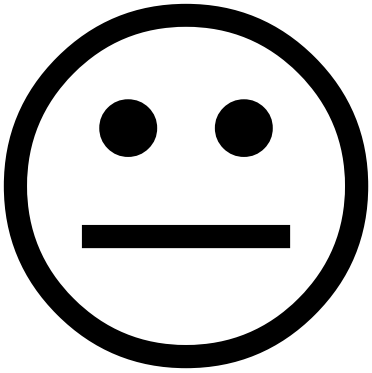
Mood barometer



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K

_____ *(surname, first name)*

Final

How do you rate your own **entrepreneurial talent?**

1 2 3 4 5 6 7 8 9 10

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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5.12 Evaluation sheet for the TALENT SCOUTS 228

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Kick-starter room

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Talent atelier

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Entrepreneur workshop

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Ideas studio

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TALENT SCOUTS

K *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 <u>incorrect</u>?

   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) €99,000
   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 <u>not need to register</u> 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 <u>not</u> 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 <u>not</u> 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 <u>cannot</u> 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 ☒

d ☐

e ☐

kick-starter The Profile Check for Entrepreneurial Talent

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Question 1

a ☐
b ☐
c ☐
d ☐
e ☐

Question 2

a ☐
b ☐
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Question 3

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Question 4

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Question 5

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Question 6

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Question 7

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Question 8

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Question 9

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Question 10

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Question 11

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Question 12

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Question 13

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Question 14

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Question 15

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Question 16

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Question 17

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Question 18

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Question 19

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Question 20

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Question 22

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Question 24

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Question 25

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Question 26

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Question 27

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Question 28

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Question 29

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Question 30

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Question 31

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Question 32

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Question 33

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Question 34

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Question 35

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Question 36

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Question 37

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Question 38

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Question 39

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Question 40

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Question 41

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Question 42

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Question 43

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Question 44

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Question 45

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Question 46

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M *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.

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Question 1

a ☐
b ☐
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Question 2

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Question 3

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Question 4

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Question 5

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Question 6

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Question 7

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Question 11

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Question 12

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Question 13

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Question 14

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Question 15

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Question 32

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Question 34

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Question 35

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Question 36

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Question 38

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Question 39

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Question 40

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Question 41

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Question 42

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Question 43

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Question 44

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Question 45

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Question 46

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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]

K

Letter for the future

Certificate of participation

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

kick-starter The Profile Check for Entrepreneurial Talent

UNIVERSITÄT DUISBURG ESSEN Open-Minded

K

Evaluation sheet for the KICK-STARTERS

Gender: O male O female Age: _____

Scale: 1 = applies fully 6 = does not apply at all

	1	2	3	4	5	6
The premises were suitable.	O	O	O	O	O	O
The required tools (computer, flipchart, etc.) were available.	O	O	O	O	O	O
The number of participants was appropriate.	O	O	O	O	O	O
The *profile check kick-starter* was well organised.	O	O	O	O	O	O
The tasks were comprehensible.	O	O	O	O	O	O
The time to accomplish the tasks was adequate.	O	O	O	O	O	O
The level of performance was reasonable.	O	O	O	O	O	O
I could make use of my prior knowledge.	O	O	O	O	O	O
The individual days were well built upon each other.	O	O	O	O	O	O
The balance between working and leisure phases was ideal.	O	O	O	O	O	O
The learning and working phases were relaxed and constructive.	O	O	O	O	O	O
The contents of *kick-starter* met my expectations.	O	O	O	O	O	O
I felt challenged by the tasks.	O	O	O	O	O	O
The tasks allowed a critical reflection of the topics.	O	O	O	O	O	O
The tasks were interesting.	O	O	O	O	O	O
The feedback of the TALENT SCOUTS was useful.	O	O	O	O	O	O
The content of the feedback was comprehensible.	O	O	O	O	O	O
The atmosphere of the feedback discussion was pleasant.	O	O	O	O	O	O

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.	O	O	O
I will recommend *kick-starter – The profile check for entrepreneurial talent* to my classmates.	O	O	O

Kick-starter – the profile check for entrepreneurial talent receives the grade _____.

T

Evaluation sheet for the TALENT SCOUTS

Gender: O male O female

Current occupation: _____

Education: _____

Participation in training of TALENT SCOUT: O Yes O 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 *profile check kick-starter*.	O	O	O
I will recommend the participation in the *profile check kick-starter*.	O	O	O

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.	O	O	O	O	O	O
The required materials and documents (name badges, clipboards, etc.) were available.	O	O	O	O	O	O
The working materials (notably the manual) were informative.	O	O	O	O	O	O
The content of *kick-starter's* structure was comprehensible.	O	O	O	O	O	O
❖ Training of TALENT SCOUTS						
The training of the TALENT SCOUTS was well organised.	O	O	O	O	O	O
The time period between training of TALENT SCOUTS and conduction was reasonable.	O	O	O	O	O	O
The allocation plan was comprehensible.	O	O	O	O	O	O
❖ Phases of observation						
The tasks were suitable in order to identify the dimensions.	O	O	O	O	O	O
The time to accomplish the tasks was adequate in order to provide a feedback based on the observation.	O	O	O	O	O	O
The observation key 1:3 was suitable.	O	O	O	O	O	O
The rules for observation were given.	O	O	O	O	O	O
My prior knowledge was useful for the observation.	O	O	O	O	O	O
The balance between observation and leisure phases was ideal.	O	O	O	O	O	O
The discussion with other TALENT SCOUTS was useful.	O	O	O	O	O	O
❖ Evaluation and feedback phase						
The conference of TALENT SCOUTS was well organised.	O	O	O	O	O	O
The evaluation sheet was comprehensable.	O	O	O	O	O	O
The results of the personality test were useful.	O	O	O	O	O	O
The *kick-starter* knowledge test was adequate.	O	O	O	O	O	O
The feedback modules reduce the workload enormously.	O	O	O	O	O	O
The atmosphere of the feedback discussion was pleasant.	O	O	O	O	O	O

Kick-starter – the profile check for entrepreneurial talent receives the grade _____.

Notes:

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			D			E			F		
Station 2: Tower building																		
Station 3: Sales talent																		

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			F			B			D		
Customer analysis																		
Competitor analysis																		
Marketing mix	E			A			C			D			F			B		
Finding capital																		
Elevator pitch																		

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			A			E			F			D			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	**Group I**						**Group II**					
	1	2	3	4	5	6	7	8	9	10	11	12
Station 1: Success factors												
Station 2: Tower building	**A**			**B**			**C**			**D**		
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												
Customer analysis	**C**			**A**			**D**			**B**		
Competitor analysis												
Marketing mix												
Finding capital	**A**			**C**			**B**			**D**		
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.

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

kick · starter · The Profile Check for Entrepreneurial Talent

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Open-Minded

Personality and competence profile of

_____

Legend:

weak	= 1
average	= 2
strong	= 3
very strong	= 4

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.											
	… emphasises the importance of detailed, well-planned, careful and results-oriented work.											
P2 Extroversion	… 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.											
	… strives to be near (space, personal) the audience, includes them, communicates.											
	… presents confidently (language, gestures, etc.), keeps calm when faced with critical questions.											
P3 Assertiveness	… 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.											
	… 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.											
P4 Problem solving attitude	… 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.											
	… 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.											
C1 Analysing situations	… 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.											
	… 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.											
C2 Evaluating alternative courses of action	… 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.											
	… makes a reasoned decision for or against certain marketing measures.											
C3 Analysing the combination of interests	… 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.											
	… identifies potential conflicts of interest and highlights possibilities for compromise.											
	… identifies compatible or consistent interests with and among investors.											
C4 Analysing, assessing and developing cooperation	… 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.											
	… 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.											
C5 Analysing markets	… 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.).											
	… 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.											
C6 Analysing economic systems and structures	… 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.											
	… debates the external basic conditions for founders.											
	… reasons using the current start-up situation in Germany.											
	… describes the macroeconomic meaning of entrepreneurship activities.											