

Report on the Identification of  
Competences and Skills Required by  
Entrepreneurs in the Post-Covid-19 Environment  
in Selected European Countries

ARPEL4Entrep Project  
Intellectual Output 01:  
Research Study Report - Part B

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## 1. Introduction

This report is part of the basic desk research study being conducted by the partners in the ARPEL4Entrep Erasmus+ project, "Integrated RPL & APEL Level 6 Accredited Online Programme for Entrepreneurs". The project partners are: Advenio eAcademy, Malta (lead partner); University of Bari Aldo Moro, Italy; University of Ioannina, Greece; University of Zilina, Slovakia; Vilnius University, Lithuania; EUCEN – European University Continuing Education Network, Belgium; and AllSecure Ltd – eBusiness Systems, Malta.

The scope of the project is to leverage the infrastructure and competencies of the partners in e-learning and the collective expertise and resources of the partners in creating a programme which would encourage entrepreneurs to earn a 180 ECTS credit Level 6 Bachelors' Degree in Entrepreneurial Affairs. This would validate the experience and confirm the standard of their academic knowledge enabling them to pursue further studies at Level 7 should they so wish. The ARPEL Bachelors' programme would provide a structured manner in which Validation of Prior Learning and Recognition and Accreditation of Prior Learning frameworks can be integrated. These will be supplemented with suitable online course subject modules including innovative game-based learning, and will include a final research paper. This three-stage programme will enable participants to earn the required 180 ECTS credits at Level 6.

The ARPEL4Entrep project will include the recruitment of suitable candidates by the various participating partners to the proposed ARPEL Pilot Programme commencing in October 2021. This will be run over a twenty-month period. Their progress on this programme will be carefully analysed to check for any system modifications which may be required to ensure the effectiveness of the Programme. A three-month period for post programme evaluations and reporting is included as an integral part of the implementation process.

This research is part of the Stage 1 of the ARPEL4Entrep project and deals with one of the fundamental research questions defined as an integral part of the ARPEL4Entrep Project, namely:- *the identification of the most important personal competences and work related competences that entrepreneurs must have to become successful.*

To this effect, the research team identified some Personal Competences and Work related skills (Management, ICT, Communications, and other Specialist skills) and developed a questionnaire which was distributed by the Project partners.

This report comprises of four sections:

Section 2: Literature Review

Section 3: Methodology



## Section 4: Data Collection, Analysis and Results

## Section 5: Conclusions & Recommendations

Friday, 12<sup>th</sup> February 2021

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## 2. Literature Review

Recently, entrepreneurship and entrepreneurial culture have received an increased amount of attention in both academic research and practice. The modelling of the entrepreneurship and the entrepreneur's characteristics/competencies has been addressed by several research studies in the last few years (Arafeh, 2016).

### 2.1 Defining Entrepreneur and Entrepreneurship

The term entrepreneur has several definitions. These include: a person who creates a new business and is prepared to take the risks and uncertainty inherent in this, in order to achieve profits and growth by identifying significant opportunities and combining resources so these necessary resources can be capitalised (Soejono, Sri Mendari, & Rinamurti, 2015); someone who take an initiative and develop a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a product or service will be produced; a person who develops a business plan, acquires the human, financial and other required resources, and is responsible for its success or failure; and any individual who organises and/or manages resources in the form of a self-accounting non-farming enterprise, and assumes a significant amount of risk associated with equity participation in that enterprise (Arafeh, 2016).

The EntreComp Project defined entrepreneurship as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016). The study also used the following definition: "Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social" (FFE-YE, 2012). In addition, according to Hisrich et al., (2008) and as cited by Soejono, Sri Mendari, & Rinamurti, (2015), entrepreneurship is the process of developing something new something new and of a certain value by using the required time and effort, financial risk, physical and social risks, to receive monetary rewards and personal satisfaction and independence. The role of entrepreneurship in economic development includes more than just an increase in output and income per capita; it also includes the initiative and determination to make changes in the structure of business and society. (Soejono, Sri Mendari, & Rinamurti, 2015).

## 2.2 Defining Competency

The word competency also has several meanings like, sufficiency to satisfy the wants of life; the quality of being adequately or well qualified physically and intellectually; the capability to apply a set of related knowledge, skills, and abilities to successfully perform functions or tasks in a defined work setting; the capacity, which occurs in a person leading to behaviours that meet the job demands within the bounds of organisational environment, which in turn brings about desired results; and the sum of experiences, knowledge, skills, and attitude which we acquire during our life time for effective performance in a task or job (Arafeh, 2016).

According to CEDEFOP, competency is the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development) or the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development (CEDEFOP, n.d.).

Competence indicates the availability of knowledge and skills that enable a person to make decisions in various situations. Competence may occur at any stage of life or career. Competencies can be acquired through formal education, and through life, career and experiences (Soejono, Sri Mendari, & Rinamurti, 2015). All these definitions refer to the competency as a capability/ability that serves as the basis for knowledge and skills standards. Competencies apply to all aspects of life including, graduate's competencies, job competencies, managerial competencies, etc (Arafeh, 2016).

## 2.3 Defining Entrepreneurship Competencies

Fostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people's personal and working lives<sup>4</sup> as they encompass 'creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility (European Commission, 2014).

What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies. The OECD has identified three main groups of skills required by entrepreneurs:

- Technical – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organisational skills.



- Business management – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.
- Personal entrepreneurial – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.

In the online business dictionary, competence is defined as "A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation" (Soejono, Sri Mendari, & Rinamurti, 2015).

These entrepreneurship definitions share attributes like initiative, business, management, risk, and decision making. In addition, entrepreneurship competence can be defined as the capacity required to identify and generate competitive business ideas, utilise resources, manage risks, organise production, promote the products or services, and continuously work for growth and success of the business (Arafeh, 2016).

### 2.3.1 Management skills

Research has shown that the following management skills are crucial for entrepreneurs to succeed:

Entrepreneur (2016), in one of its published articles, identified the following key management skills:

- Optimising the use of scarce resources
- Ensuring effective leadership
- Motivating employees by creating a safe and secure environment
- Promoting synchronization amongst industries and their relations
- Strategizing towards the achievement of primary goals of an organization
- Facilitating developmental opportunities that boost morale and help upgrade skills
- Knowledge and expertise to expand productivity
- Regulating competition in the market

Whilst SocialNomics (2017), identified the following key management skills:

- Time management
- Employee management
- Business planning
- Financial management
- Customer management
- Sales management

### 2.3.2 ICT Skills

Research shows that in today's industry entrepreneurs must have tech skills to succeed.

The Entrepreneur (2015) highlights the following tech skills as must have to succeed:

- Coding
- Wireframing
- Cloud
- Big data
- Online accounting and bookkeeping
- Graphic design
- Communication
- Mobile

In addition, The Globe and Mail (2013) in one of their published articles, also identified a number of basic tech skills that entrepreneurs should have, which includes:

- How to wireframe
- Managing an inbox
- How to learn new tech skills
- HTML and CSS
- How to write a spec sheet
- Basics of analytics
- Basics of HTML coding
- Communicating via social media
- Design fundamentals
- Customer acquisition
- Keyboard shortcuts
- Excel
- Handling your own computer
- Learn the verbiage
- Email-marketing campaign

### 2.3.3 Communication Skills

From the desk research carried out by the Research team the following are the communication skills that Entrepreneurs must have to succeed:

Entrepreneur (2015), in one of their published articles identified the following key communication skills:

- Conversing

- Body language
- Writing
- Presenting
- Negotiating
- Mediating
- Debating
- Leading
- Cross-platforming
- Listening

Whilst Forbes (2019), identified the following key communication skills:

- Interpret non-verbal cues
- Listening
- Transparency about feelings
- Concise
- Call to action

## 2.4 Previous Research

EntreComp into Action, which was published by the European Commission in 2016, considers Entrepreneurship as a competence and defined as the capacity to act upon opportunities and ideas to create value for others. EntreComp identifies the competences that make someone entrepreneurial (European Commission, 2016).

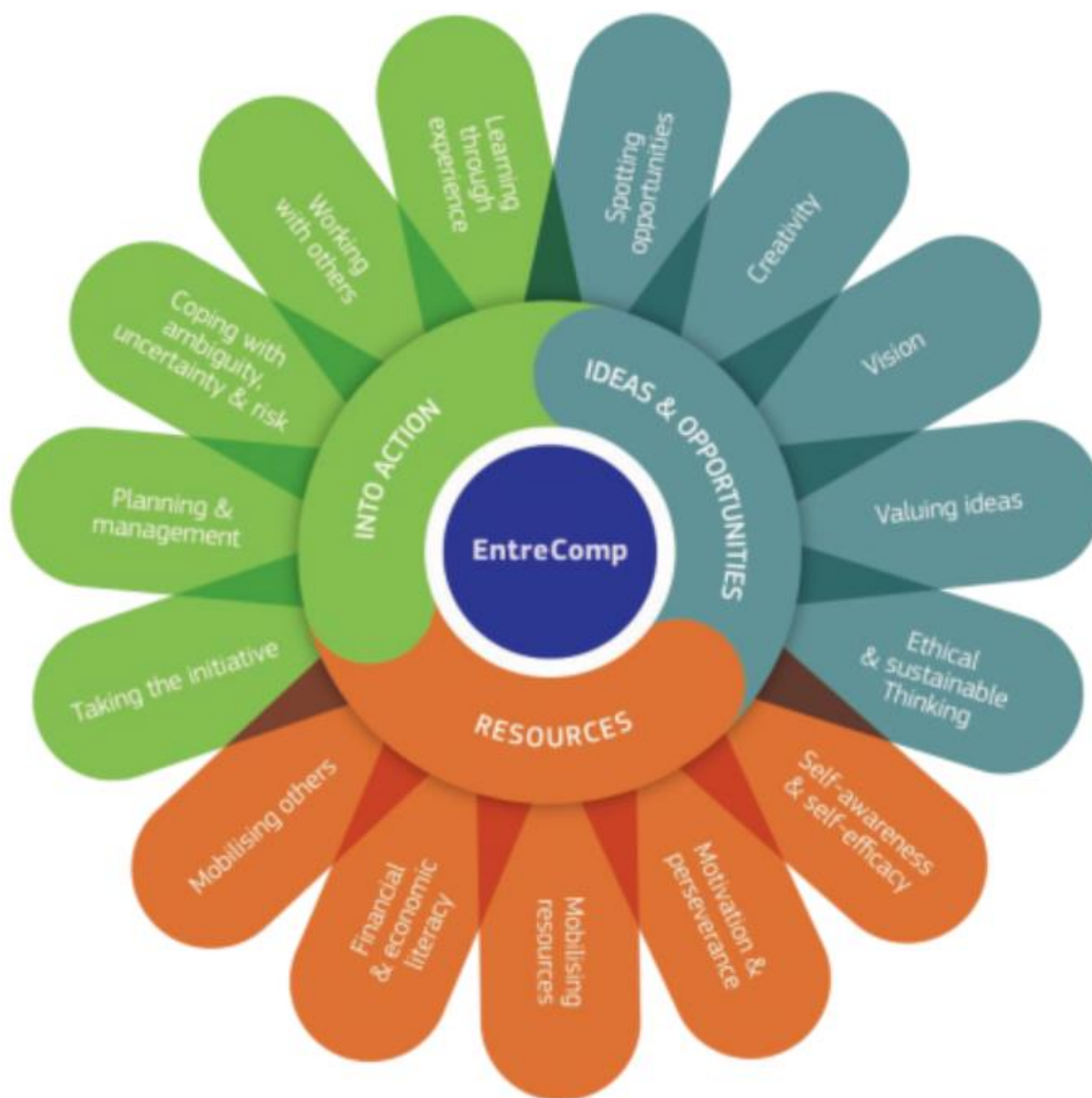


Figure 1: EntreComp Framework (European Commission, 2016)

The competencies are classified under 3 Key Areas:

- 1) Ideas & Opportunities
  - a. Spotting opportunities
  - b. Creativity
  - c. Vision
  - d. Valuing ideas
  - e. Ethical & Sustainable thinking

- 2) Resources

- a. Self-awareness & self-efficacy
- b. Motivation & perseverance
- c. Mobilising resources
- d. Financial & economic literacy
- e. Mobilising others

### 3) Into Action

- a. Taking the initiative
- b. Planning & Management
- c. Coping with uncertainty, ambiguity & risk
- d. Working with others
- e. Learning through experience

Baum and Edwin (2004) investigated the relationship between entrepreneurial traits and skills (passion, persistence, and new resource skills) and specific situational motivation (communicated vision, self-efficacy, and goals) with the growth of the next business. The data were derived from 299 entrepreneurs and 106 chief executive officers in a single industry, which was studied for a 6 year period. Testing involved using a Structural Equation Modelling, which showed goals, self-efficacy, and communicated vision directly influenced the subsequent growth of businesses, and these factors influences were mediated by passion, persistence, and new resource skills. Furthermore, acquired and communicated vision, and self-efficacy all related to the goals, and persistence was associated with new resource skills.

Ahmad (2007) analysed the relationship between entrepreneurial competencies and business success in the context of small and medium enterprises in Australia and Malaysia. This research study was conducted in 2 parts, the first part of this study was a qualitative method based on individual interviews with 10 entrepreneurs from each selected country, who ran a small and medium enterprises in the manufacturing and service sectors. The purpose of the first part of the study was to obtain behaviour data that reflected competencies that were relevant to the business environment. From this research study, the author identified 12 competencies, that comprised of strategy, commitment, conceptual, opportunities, organizing and directing, relationships, learning, personal, technical, social responsibility, and familiarity

Entrepreneurship Development Institute of India (EDI) study to identify what makes an entrepreneur successful found that possession of a set of entrepreneurial competencies or characteristics is necessary for superior performance. Mere possession of competencies is not enough. One should develop these competencies through training, experience and guidance. As per EDI study, following is a list of 15 major traits of entrepreneur that contributes towards top performance (Podile & Venkata Siva Sree, 2011).

- i. Initiative
- ii. Looking for opportunities

- iii. Persistence
- iv. Information seeking
- v. Concern for quality products
- vi. Commitment to work
- vii. Efficiency orientation
- viii. Systematic planning
- ix. Problem solving
- x. Self confidence
- xi. Assertiveness
- xii. Persuasion
- xiii. Mentoring
- xiv. Concern for employee's welfare
- xv. Effective strategist

Empretec (n.d.), a capacity-building programme of the United Nations Conference on Trade and Development (UNCTAD) highlights that there are 10 Personal Entrepreneurial Competencies which are crucial:

- i. ***Opportunity-seeking and initiative***  
Entrepreneurs seek opportunities and take the initiative to transform them into business situations.
- ii. ***Persistence***  
When most people tend to abandon an activity, successful entrepreneurs stick with it.
- iii. ***Commitment***  
Entrepreneurs keep their promises, no matter how great the personal sacrifice.
- iv. ***Demand for efficiency and quality***  
Entrepreneurs try to do something better, faster or cheaper.
- v. ***Taking calculated risks***  
Taking calculated risks is one of the primary concepts in entrepreneurship.
- vi. ***Goal setting***  
This is the most important competency because none of the rest will function without it. Entrepreneurs set goals and objectives which are meaningful and challenging.
- vii. ***Information seeking***  
Entrepreneurs gather information about their clients, suppliers, technology and opportunities.
- viii. ***Systematic planning and monitoring***  
Systematic behaviour means acting in a logical way. Planning is deciding what to do. Monitoring means checking.

- ix. ***Persuasion and networking***  
Entrepreneurs influence other people to follow them or do something for them.
- x. ***Independence and self-confidence***  
Entrepreneurs have a quiet self-assurance in their capability or potential to do something.

### 3. Methodology

The research team adopted an *objective ontological* approach for this research study. Saunders, et al., (2016) highlights that an objectivist study seeks to discover the truth, through observable and measurable quantifiable facts. This study did not include bias or constraint on the personal competencies and work-related skills. However, within this study, the research team will be able to determine the most popular and important personal competencies and work-related skills required by entrepreneurs, particularly, in the Post-Covid-19 era. To ensure that the results are objective and unbiased, the study includes the same set of questions for all participants. This ensures that the results derived from the study will not be influenced by the research team.

The research team conducted a *quantitative* study (Mazurek, Korzyński, & Górska, 2019) to determine the most popular and important personal competencies and work-related skills required by entrepreneurs. Quantitative research uses a numerical measurement and a statistical and graphical approach, to analyse the connections between variables.

The research team adopted a *questionnaire data collection method*. The questionnaire was carried out online and was divided into 5 different sections, as follows:

Section 1 – Identification of Work-experience and industry

Section 2 – Identification of the most important personal competencies

Section 3 – Identification of the most important work-related skills

Section 4 – Demographic data

Section 5 – Identification of interest in formal learning

The survey was carried out in the English language (Appendix 1), however, translated versions were also available in French (Appendix 2), Greek (Appendix 3), Italian (Appendix 4), Slovak (Appendix 5) and Spanish (Appendix 6).



## 4. Data Collection, Analysis & Results

### 4.1 Data Collection

The Research team created the questionnaire using the online platform Microsoft Forms. This allowed the research team to share the questionnaire link for data collection. The research team did their best effort to particularly, collect data from entrepreneurs from all the partner countries namely, Greece, Italy, Lithuania, Malta, Slovakia and Spain. The partners shared the questionnaire with SME associations, local entrepreneurial networks, sponsored social media adverts and personal work networks.

### 4.2 Data Analysis and Results

The survey was published for 7 weeks and over this period the research team collected 158 responses. The following sections highlights the responses collected as per the different sections within the questionnaire.

#### 4.2.1 Section 1 – Work Experience and Industry

This section asked respondents to select in which industry they are currently operating in and to select the number of years of entrepreneurial experience.

##### 4.2.1.1 Industry Selection

The top 5 selected industries by respondents were:

1. Education (26)
2. Accommodation and food services activities (21)
3. Other (19)
4. Information and Communication (14)
5. Other services activities (13)
6. Wholesale and retail trade; repair of motor vehicles and motorcycles (11)

#### 4.2.1.2 Size of business

Most of the respondents work at Micro enterprises, whilst the minority of respondents work at Medium-sized enterprises.

|                                     |     |
|-------------------------------------|-----|
| ● Micro Enterprise - Less than 1... | 104 |
| ● Small Enterprise - 10-49 Empl...  | 23  |
| ● Medium-Sized Enterprises - 5...   | 12  |
| ● Large Enterprises - 250+ Empl...  | 19  |



Figure 2: Size of Business

#### 4.2.2 Section 2 – Personal Competencies

In this Section the research team provided the respondents with a selected list of personal competencies that are essentials for entrepreneurs to have. The respondents had to score each competency from 5 (Very important) to 0 (Not important). Also, the respondents had also the opportunity to add other competencies which they might feel are important but were not included in the list.

The top 5 personal competencies which were scored as very important were:

1. Vision & Strategic Thinking – 74.1%
2. Positive can-do approach – 70.9%
3. Integrity & Commitment – 69%
4. Creativity & Innovation – 68.4%
5. Resilience & Perseverance – 64.6%

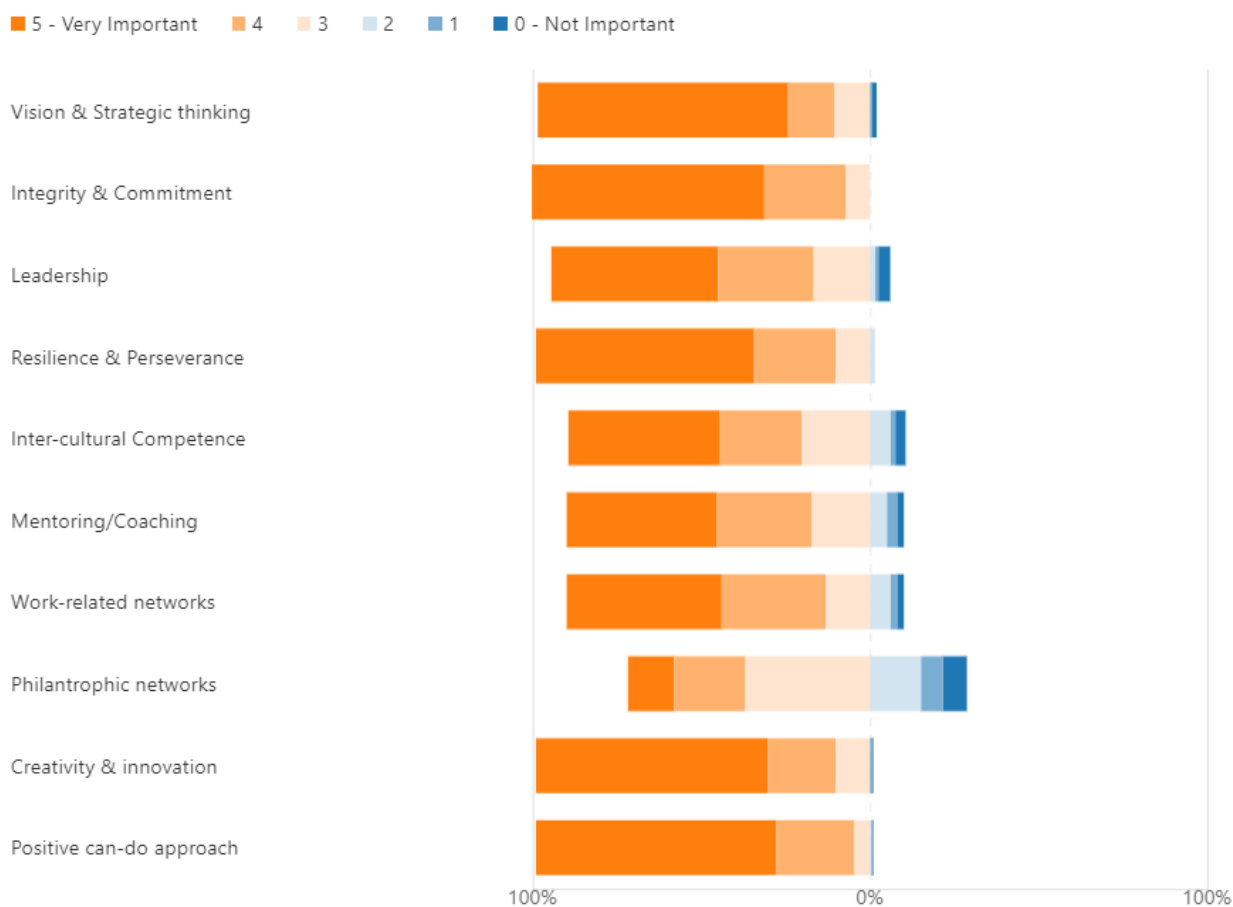


Figure 3: Personal Competencies

Respondents also had the option to add another personal competence which they deemed to be very important but was not included in the list provided by the research team. The following is the list of other personal competences highlighted by respondents:

1. ambiguity tolerance
2. Team work
3. Operations Management, Research Skills
4. Learning attitude
5. cooperation among different types of businesses
6. empathy
7. learning from experience
8. Communication skills
9. Research
10. Analysis of your competition
11. For the older generations, think out of the box
12. Management of people and resources
13. Σωματική υγεία / Physical health
14. Critical Management

15. Access to various financing opportunities
16. Marketing
17. Teamwork
18. E commerce
19. a can do approach
20. Inovation's information
21. Adapting to the needs of circumstances
22. ΠΡΟΓΡΑΜΜΑΤΙΣΜΟΣ / Planning
23. Self motivating
24. Restorative practice - communication
25. Critical & Analytical thinking / competency
26. Adaptability and Flexibility
27. Problem Solving and adaptability
28. επικοινωνία, συνεργασία / Communication and cooperation
29. ΑΝΤΑΓΩΝΙΣΤΙΚΕΣ ΕΜΠΟΡΙΚΕΣ ΠΡΑΚΤΙΚΕΣ / Competitive commercial practices
30. Δημόσιες σχέσεις / Public relations
31. επίλυση προβλημάτων κατα την εργασία / Problem solving
32. commercial awareness, teamwork, results orientation
33. Φαντασία, δημιουργικότητα και ταλέντο / Imagination, creativity and talent
34. Δεξιότητα αξιολόγησης προσωπικού / Staff appraisal skills
35. Ικανότητα επικοινωνίας, ενσυναίσθηση / Ability to communicate and empathy
36. τιμιότητα, ευγένεια, υπομονή, προσωπική επαφή, κατανόηση, υποστήριξη /  
Honesty, courtesy, patience, personal contact, understanding and support
37. Φαντασία / Imagination
38. Empathy & other social skills
39. Achieved roles in companies
40. Musical knowledge
41. ΕΧΕΜΥΘΕΙΑ / Confidentiality
42. entrepreneurial spirit
43. ΚΑΙΝΟΤΟΜΕΣ ΤΕΧΝΙΚΕΣ / Innovative techniques
44. Always be ready to help
45. všeobecný prehľad a logické myslenie / General overview and logical thinking
46. Being communicative
47. Experience

#### 4.2.3 Section 3 – Work-related skills

This section asked respondents to score a number of selected skills from the following areas:

#### 4.2.3.1 Management Skills

In this Section the research team provided the respondents with a selected list of management skills that are essentials for entrepreneurs to have. The respondents had to score each competency from 5 (Very important) to 0 (Not important). Also, the respondents had the opportunity to also add other management skills which they might feel are important but were not included in the list.

The top 5 management skills which were scored as very important were:

1. Managing people – 69.6%
2. Managing resources – 66.5%
3. Managing finances – 66.5%
4. Time management – 65.2%
5. Managing projects – 63.9%

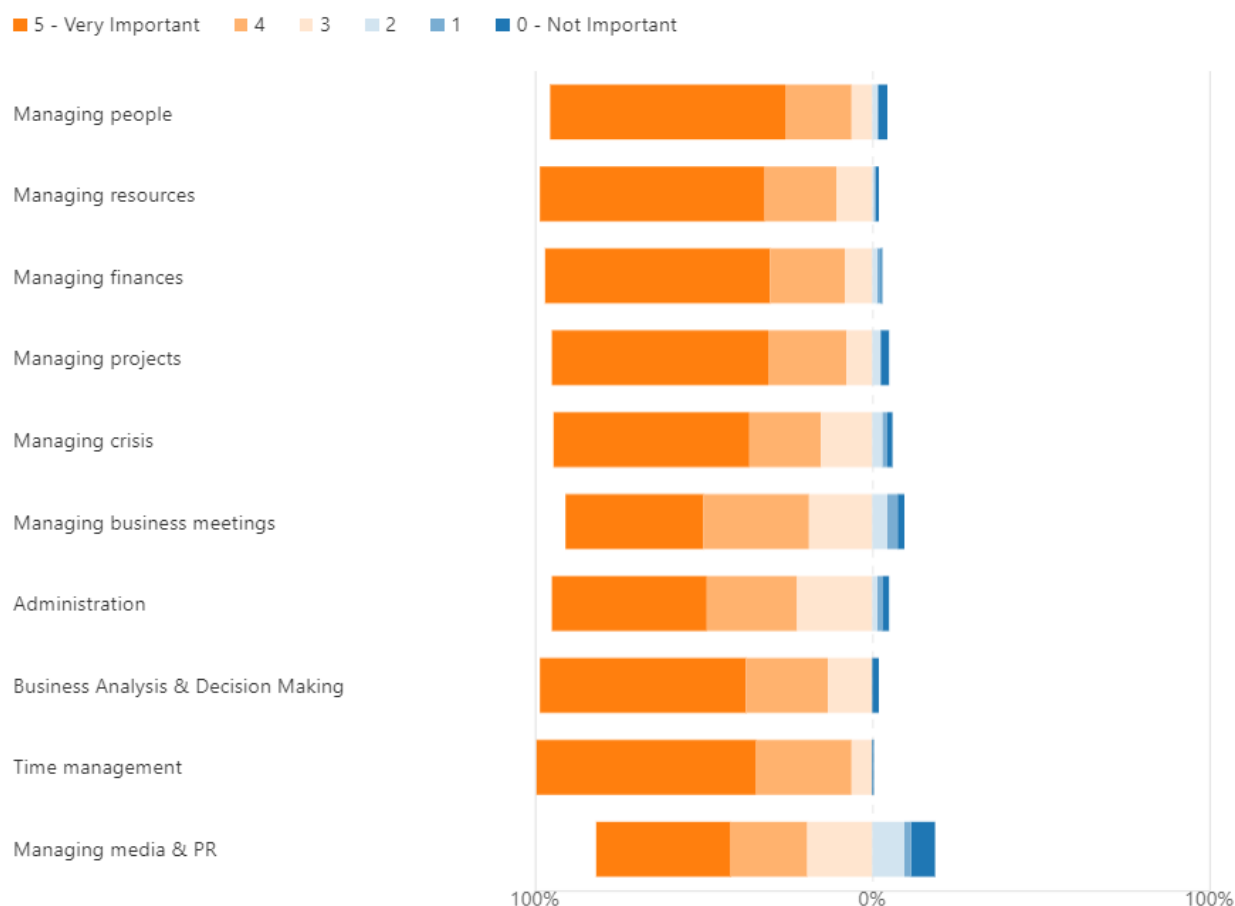


Figure 4: Management Skills

Respondents also had the option to add another management skill which they deemed to be very important but was not included in the list provided by the research team. The following is the list of other management skills highlighted by respondents:

1. Operations, Controlling & Accounting
2. manage corporate climate
3. Managing Self/Emotional Intelligence
4. financial and economic literacy
5. Team bonding
6. Knowledge management
7. Strategic communication
8. Understanding and analysing what is going on in the external business environment
9. Willing to improve and gain further education
10. Technical education update
11. Technology and internet
12. communication skills
13. ΔΙΑΧΕΙΡΙΣΗ ΠΡΟΜΗΘΕΥΤΩΝ ΚΑΙ ΑΓΑΘΩΝ / Supply and Goods Management
14. problem solving and communication
15. διαχείριση πελατών / Customer Management
16. Social responsibility management
17. Knowledge of modern processes and management trends
18. communication with people outside organization

#### 4.2.3.2 *ICT Skills*

In this Section the research team provided the respondents with a selected list of ICT skills that are essentials for entrepreneurs to have. The respondents had to score each competency from 5 (Very important) to 0 (Not important). Also, the respondents had the opportunity to also add other ICT skills which they might feel are important but were not included in the list.

The top 5 ICT skills which were scored as very important were:

1. Social media – 49.4%
2. Project management – 44.9%
3. Word processing – 43%
4. Spreadsheets – 36.1%
5. Presentation software – 32.9%

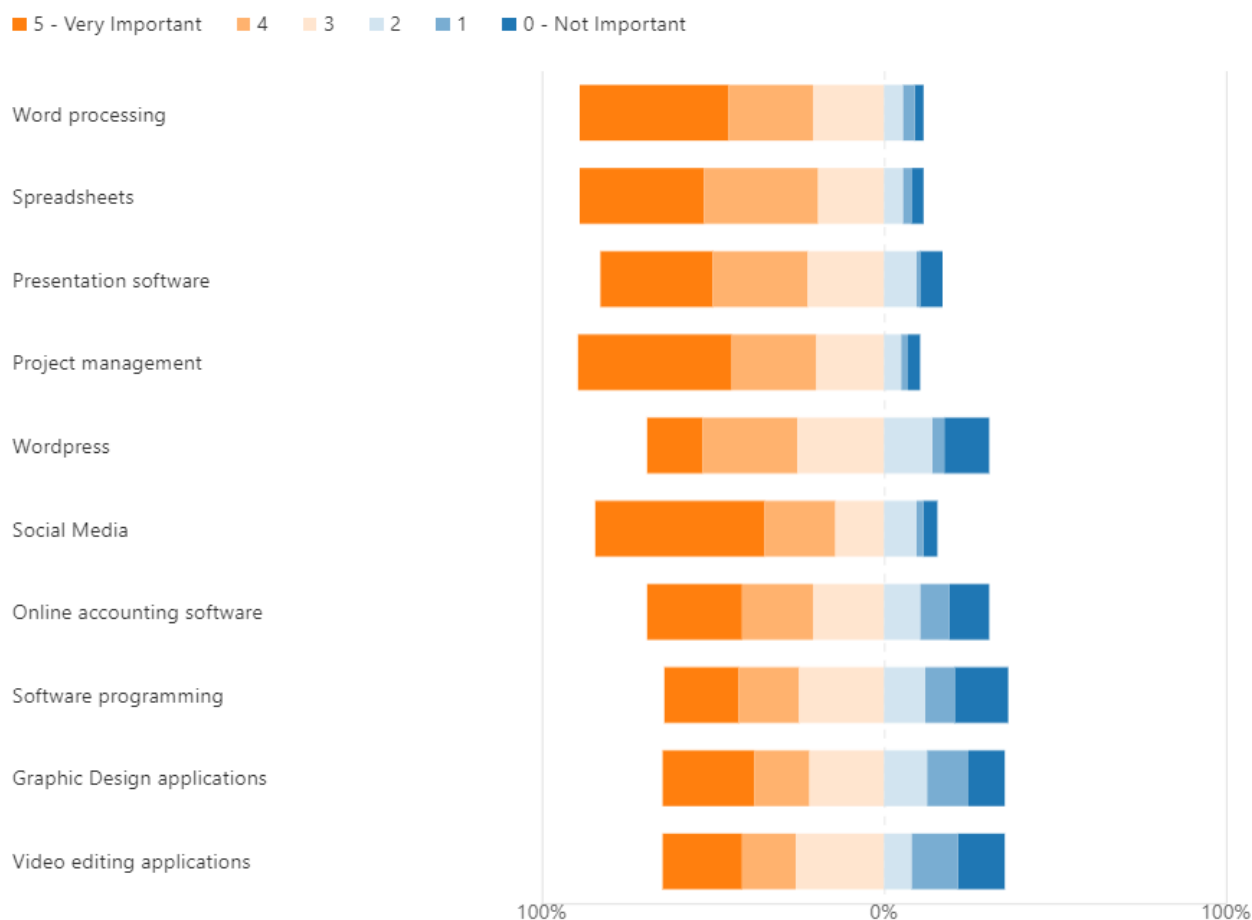


Figure 5: ICT skills

Respondents also had the option to add another ICT skill which they deemed to be very important but was not included in the list provided by the research team. The following is the list of other ICT skills highlighted by respondents:

1. Programming skills
2. Photo editing
3. Práca s databázami, základy s SQL, elementárna znalosť programovacích jazykov a kódu / Working with databases, basics with SQL, basic knowledge of programming languages and code
4. elearning platforms
5. Other software programs
6. Blended learning platforms
7. Understanding impact of ICT solutions on customers
8. Cloud based
9. Online learning software
10. Statistic's data

11. ΣΧΕΔΙΑΣΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ / Design Programmes
12. Analytics
13. Application engineering (process design etc)
14. How to access & be trained in new ICT tools
15. Jira (project management tools)
16. Music editing
17. ΑΞΙΟΛΟΓΗΣΗ ΠΟΙΟΤΗΤΑΣ ΣΙΤΗΡΩΝ / Grain Quality Assessment
18. vyhľadávanie na internete / Internet search
19. CRM

#### 4.2.3.3 *Communication Skills*

In this Section the research team provided the respondents with a selected list of Communication skills that are essentials for entrepreneurs to have. The respondents had to score each competency from 5 (Very important) to 0 (Not important). Also, the respondents had the opportunity to also add other Communication skills which they might feel are important but were not included in the list.

The top 5 Communication skills which were scored as very important were:

1. In-person communication – 77.2%
2. Email communication – 63.9%
3. Listening skills – 64.6%
4. Communication in your mother tongue – 60.8%
5. Telephone communication – 55.7%



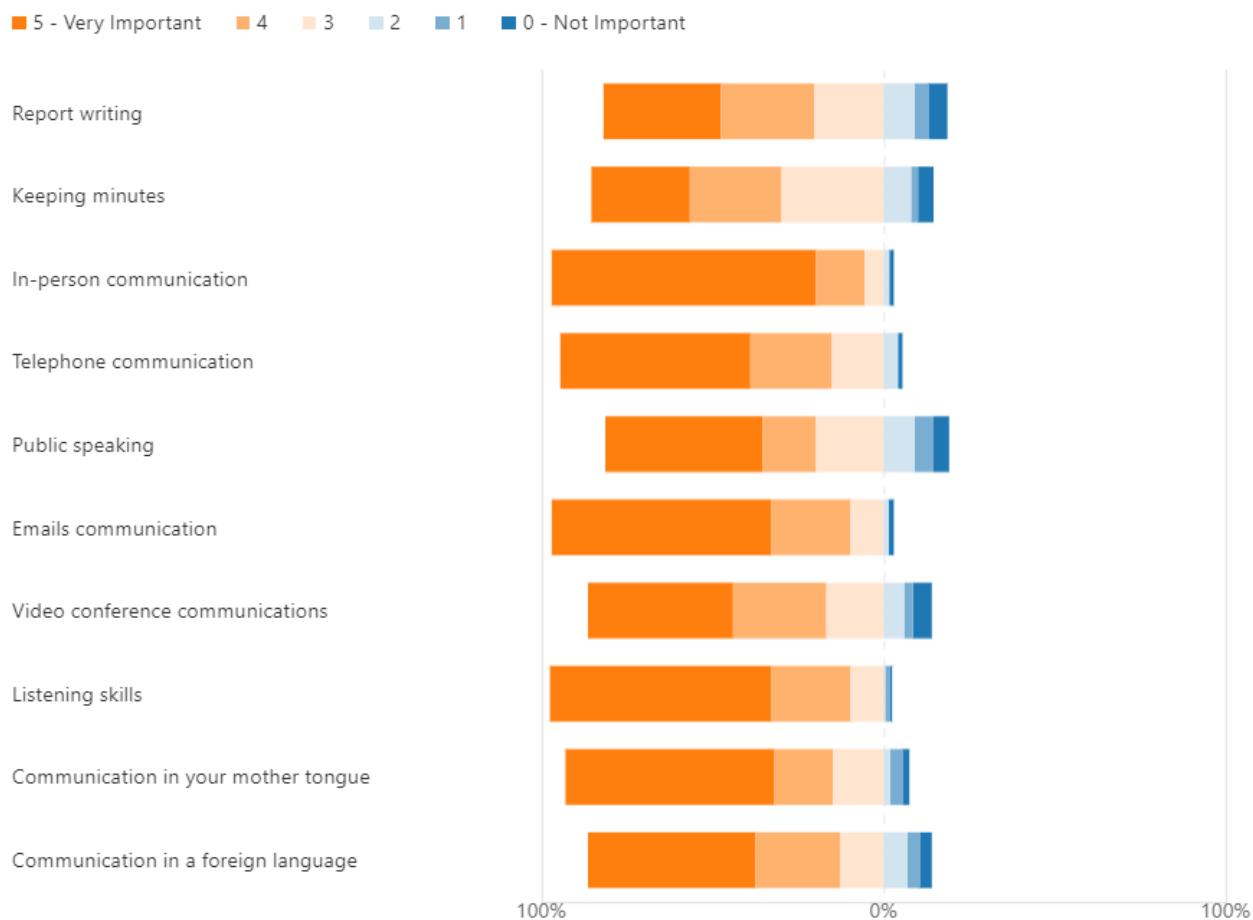


Figure 6: Communication Skills

Respondents also had the option to add another communication skill which they deemed to be very important but was not included in the list provided by the research team. The following is the list of other communication skills highlighted by respondents:

1. Strategic communication
2. Intercultural communication
3. Managing conflicts
4. Self-projection
5. Feedback
6. ways to interact with different cultures
7. Educational meetings
8. Presentation design
9. giving and receiving feedback, responsiveness
10. ετοιμότητα για εύρεση λύσεων σε αιτήματα πελατών / readiness to find solutions to customer requests
11. Respect and empathy
12. ΔΙΑΠΡΑΓΜΑΤΕΥΣΗ ΤΙΜΩΝ ΚΑΙ ΕΜΠΟΡΙΚΗ ΔΙΑΜΕΣΟΛΑΒΗΣΗ / Price trading and commercial mediation

## 13. presentation

### 4.2.3.4 *Other Specialist Skills*

In this Section the research team provided the respondents with a selected list of other Specialist skills that are essentials for entrepreneurs to have. The respondents had to score each competency from 5 (Very important) to 0 (Not important). Also, the respondents had the opportunity to also add other Specialist skills which they might feel are important but were not included in the list.

The top 5 Specialist skills which were scored as very important were:

1. Business planning – 58.9%
2. Sales & Customer support – 55.1%
3. Marketing & Market research – 49.4%
4. Business risk analysis – 48.1%
5. Staff appraisal/evaluation – 46.2%

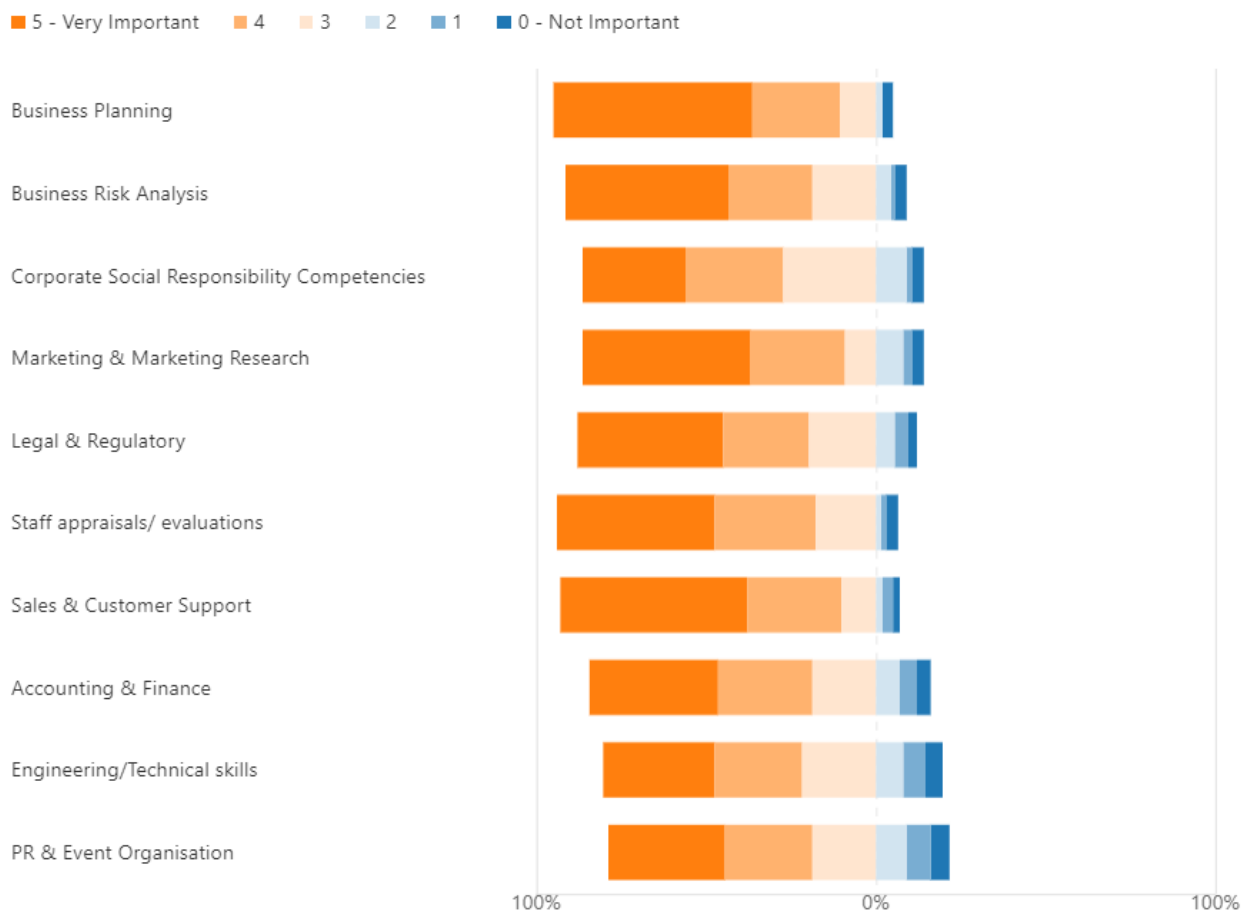


Figure 7: Other Specialist Skills

Respondents also had the option to add another specialist skill which they deemed to be very important but was not included in the list provided by the research team. The following is the list of other specialist skills highlighted by respondents:

1. Managing situations
2. Sustainable vision and long term planning
3. problem solving
4. Worker's human support
5. Επισκευές και συντηρήσεις μηχανολογικού και ηλεκτρολογικού εξοπλισμού / Repairs and maintenance of mechanical and electrical equipment
6. data collection and analysis
7. Competence & Sustainability awareness
8. sales

#### 4.2.4 Section 4 – Demographic Data

Gender – The majority of respondents were male with 61% of total responses, whilst female responses were 39%.

|                       |    |
|-----------------------|----|
| Male                  | 96 |
| Female                | 62 |
| Other                 | 0  |
| Prefer not to respond | 0  |



Figure 8: Gender data

Age Group – The majority of respondents with 38% of total responses were aged between 45 and 54, followed by age category 35-44 with 27% of total responses.

|                  |    |
|------------------|----|
| Under 18         | 0  |
| 18-24            | 2  |
| 25-34            | 30 |
| 35-44            | 43 |
| 45-54            | 60 |
| 55-64            | 19 |
| Age 65 and older | 4  |

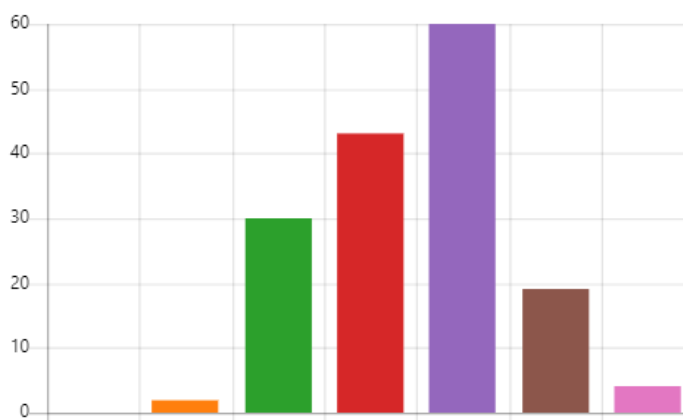


Figure 9: Age Group data

Country of Residence – The majority of responses resided from Greece (44%), followed by Slovakia (17%) and Malta (16%). Responses from other countries were also recorded and these included:

- Czech Republic
- Germany
- USA
- UK
- Ukraine
- Hungary

- Bahrain
- Portugal
- Bulgaria
- Cyprus
- Ireland

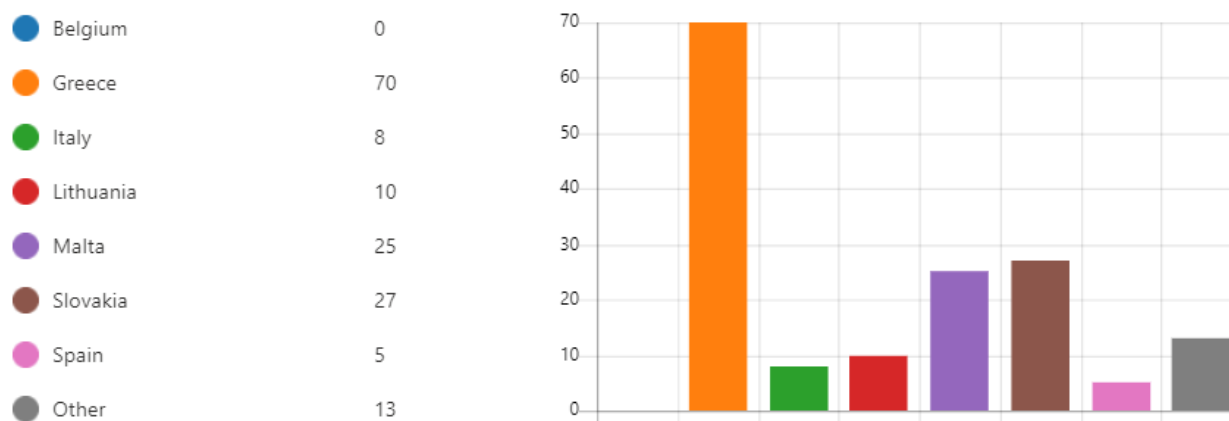


Figure 10: Country of Residence

Highest Level of Education – The majority of respondents achieved a tertiary level of education (73%), followed by post-secondary education (13%) and secondary general education (13%).

|                                    |     |
|------------------------------------|-----|
| Secondary general education        | 21  |
| Post-secondary non-tertiary e...   | 22  |
| Tertiary education (Level 6 Bac... | 115 |



Figure 11: Highest Level of Education

Years of Entrepreneurial Experience – The majority of respondents have 11-20 years of entrepreneurial experience (26%), followed by 21-30 years (22%) and 6-10 years (15%).

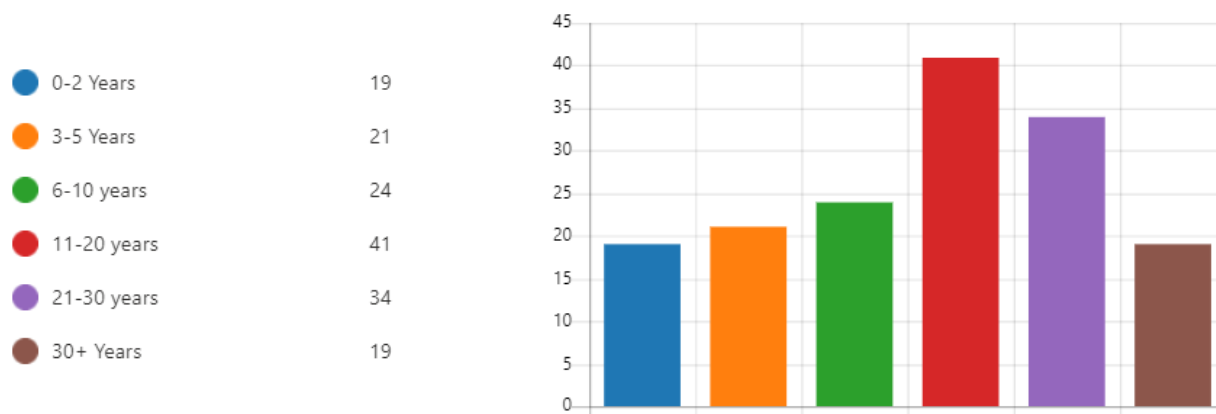


Figure 12: Years of Entrepreneurial Experience

#### 4.2.5 Section 5 – Interest in pursuing formal education – Bachelors degree in Entrepreneurship

A total number of 92 respondents out of 158 responded that they would be interested in pursuing formal education, and 84 out of the 92 respondents submitted their contact details to be contacted on the progress of the project and the full scholarship for the Bachelors in Entrepreneurship pilot intake.

## 5. Conclusions & Recommendations

### 5.1 Research Project Conclusions

Through the research results gathered from the 158 survey respondents and secondary research data, the research team has been able to identify key personal competences and work-related skills required by entrepreneurs to succeed, particularly, in the post-Covid-19 realities.

#### 5.1.1 Personal Competencies

The Research analysis and results identified the following key personal competences:

1. Vision & Strategic Thinking
2. Positive can-do approach
3. Integrity & Commitment
4. Creativity & Innovation
5. Resilience & Perseverance

#### 5.1.2 Work-related skills

The Research analysis and results identified the following work-related skills on the basis of Management skills, ICT Skills, Communication Skills, and other Specialist Skills:

Management Skills:

1. Managing people
2. Managing resources
3. Managing finances
4. Time management
5. Managing projects

ICT Skills:

1. Social media
2. Project management
3. Word processing



4. Spreadsheets
5. Presentation software

Communication Skills:

1. In-person communication
2. Email communication
3. Listening skills
4. Communication in your mother tongue
5. Telephone communication

Other Specialist Skills:

1. Business planning
2. Sales & Customer support
3. Marketing & Market research
4. Business risk analysis
5. Staff appraisal/evaluation

## 5.2 Recommendations

Based on the identified personal competencies and work-related skills, the research team will take this into account to incorporate these skills as part of the first step in the ARPEL Process which will include a self-evaluation assessment.



## 6. Appendices

Appendix 1 – Survey in English

Appendix 2 – Survey in French

Appendix 3 – Survey in Greek

Appendix 4 – Survey in Italian

Appendix 5 – Survey in Slovak

Appendix 6 – Survey in Spanish



## Appendix 1 – Survey in English

### Section 1

Title - Recognition & Accreditation of Prior Learning

Description - Accreditation and Recognition of Prior Experiential Learning is the process where credit is sought for learning which has not previously been assessed and awarded credit by an academic institution or professional organisation. It is learning which has taken place through a range of personal experiences often including unstructured informal and formal learning experiences. In many fields, the skills, knowledge and abilities that are acquired through this type of learning can be just as relevant as those gained by students following formal accredited educational programmes. This is particularly relevant in the field of entrepreneurship. An applicant with years of entrepreneurial experience could probably follow a Masters programme in Entrepreneurship more easily than an applicant who is in possession of a first degree but without any exposure to business-related subjects.

This research is linked to a new Erasmus+ project launched in September 2020, Accreditation & Recognition of Prior Experience & Learning for Entrepreneurship (ARPEL4Entrep). The project partners are Advenio eAcademy (Malta), University of Bari Aldo Moro (Italy), University of Ioannina (Greece), University of Zilina (Slovakia), EUCEN European Centre for Entrepreneurial Networks (Spain) and AllSecure Ltd -eBusiness Systems (Malta). The scope of the project is to leverage the infrastructure and competencies of the partners in e-learning and the collective expertise and resources of the partners in creating a programme which would encourage entrepreneurs to accredit and recognise their prior experience and learning as part of a Bachelors degree in Entrepreneurship. The programme would provide a structured manner in such frameworks can be integrated with innovative online coursework to enable participants to earn the required 180 ECTS credits at Level 6.

This survey is part of the research study to be carried out as the first stage of this Erasmus+ funded project. This research study will be focused on the identification of the core personal skills and work-related skills that an entrepreneur must have to be successful. The data collected from this research will be used in the identification and prioritisation of the ARPEL4Entrepreneurship framework to be developed as part of the Bachelor's programme.



## Section 2

### Question 1.

In what sector of business do you operate?

*Subtitle:* List of NACE codes -

[https://ec.europa.eu/competition/mergers/cases/index/nace\\_all.html](https://ec.europa.eu/competition/mergers/cases/index/nace_all.html)

*Options:*

- Agriculture, forestry and fishing
- Mining and quarrying
- Manufacturing
- Electricity, gas, steam and air conditioning supply
- Water supply; sewerage; waste management and remediation activities
- Construction
- Wholesale and retail trade; repair of motor vehicles and motorcycles
- Transporting and storage
- Accommodation and food service activities
- Information and communication
- Financial and insurance activities
- Real estate activities
- Professional, scientific and technical activities
- Administrative and support service activities
- Public administration and defence; compulsory social security
- Education
- Human health and social work activities

- Arts, entertainment and recreation
- Other services activities
- Activities of households as employers; undifferentiated goods - and services - producing activities of households for own use
- Activities of extraterritorial organisations and bodies
- Other \_\_\_\_\_

*Question 2.*

What is the size of your business?

*Options:*

- Micro Enterprise - Less than 10 employees
- Small Enterprise - 10-49 Employees
- Medium-Sized Enterprises - 50-249 Employees
- Large Enterprises - 250+ Employees

### **Section 3**

*Subtitle:* Identification of Skillsets Required

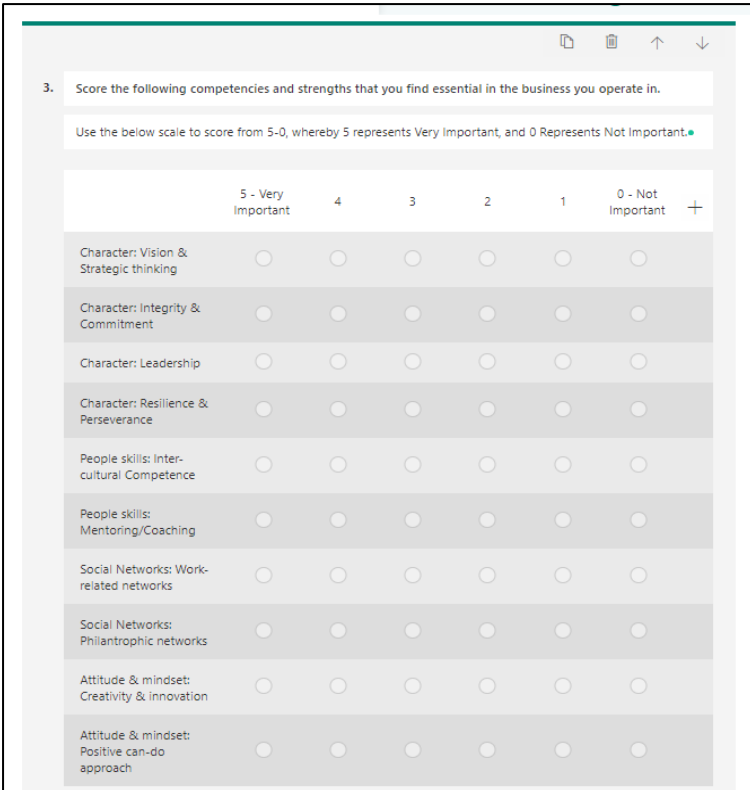
*Question 3:*

Score the following competencies and strengths that you find essential in the business you operate in.

*Subtitle:* Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

- Character: Vision & Strategic thinking
- Character: Integrity & Commitment
- Character: Leadership
- Character: Resilience & Perseverance

- People skills: Intercultural Competence
- People skills: Mentoring/Coaching
- Social Networks: Work related networks
- Social Networks: Philanthropic networks
- Attitude & mindset: Creativity & innovation
- Attitude & mindset: Positive can-do approach



3. Score the following competencies and strengths that you find essential in the business you operate in.

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

|  | 5 - Very Important    | 4                     | 3                     | 2                     | 1                     | 0 - Not Important     | + |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Character: Vision & Strategic thinking       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Integrity & Commitment            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Leadership                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Resilience & Perseverance         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| People skills: Intercultural Competence      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| People skills: Mentoring/Coaching            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Social Networks: Work-related networks       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Social Networks: Philanthropic networks      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Attitude & mindset: Creativity & innovation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Attitude & mindset: Positive can-do approach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |

**Question 4:**

Are there any other personal competencies and strengths you believe are important in the industry you are in other than those mentioned above?

**Options:**

Other \_\_\_\_\_

*Question 5:*

What score would you give to reflect the importance of the skill identified in response to Question 4 above?

*Options:*

Question 4 Skill (*With Likert Rating*)

*Question 6:*

Rank the following work-related skills you find important in your industry \*

*Subtitle: Management Skills*

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

*Options:*

- Managing people
- Managing resources
- Managing finances
- Managing projects
- Managing crisis
- Managing business meetings
- Administration
- Business Analysis & Decision Making
- Time management
- Managing media & PR

### Question 7

Are there any other work-related skills (Management Skills) you find important in the industry you operate in?

*Option:*

Other \_\_\_\_\_

### Question 8

What score would you give to reflect the importance of the skill identified in response to Question 7 above?

*Option:*

Question 7 Skill (*Likert Scale*)

### Question 9

Rank the following work-related skills you find important in your industry \*

*Subtitle:* ICT Skills

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

*Options:*

- ICT skills – word processing
- ICT skills - spreadsheets
- ICT skills – Presentation software
- ICT skills – Project management
- ICT skills - Wordpress
- ICT Skills - Social Media
- ICT skills – Online accounting software



- ICT skills – Drawing applications
- ICT skills – Graphic Design applications
- ICT skills – Video editing applications



*Question 10*

Are there any other work-related skills (ICT Skills) you find important in the industry you operate in?

*Option:*

Other \_\_\_\_\_

*Question 11*

What score would you give to reflect the importance of the skill identified in response to Question 10 above?

*Option:*

Question 10 Skill (*Likert scale*)

*Question 12*

Rank the following work-related skills you find important in your industry \*

*Subtitle:* Communication Skills

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

*Option:*

- Report writing
- Keeping minutes
- Personal communication
- Telephone communication
- Public speaking
- Emails communication
- Video conference communications

- Listening skills
- Communication in your mother tongue
- Communication in a foreign language

*Question 13*

Are there any other work-related skills (Communication Skills) you find important in the industry you operate in?

*Option:*

Other\_\_\_\_\_

*Question 14*

What score would you give to reflect the importance of the skill identified in response to Question 13 above?

*Option:*

Question 10 Skill (*Likert Scale*)

*Question 15*

Rank the following work-related skills you find important in your industry \*

*Subtitle: Specialist Skills*

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

*Options:*

- Business Planning
- Business Risk Analysis



- Corporate Social Responsibility Competencies
- Marketing & Marketing Research
- Legal & Regulatory
- Staff appraisals/ evaluations
- Sales & Customer Support
- Accounting & Finance
- Engineering/Technical skills
- PR & Event Organisation

*Question 16*

Are there any other work-related skills (Specialist Skills) you find important in the industry you operate in?

*Option:*

Other \_\_\_\_\_

*Question 17*

What score would you give to reflect the importance of the skill identified in response to Question 16 above?

*Option:*

Question 16 Skill (*Likert Scale*)

## **Section 4**

*Subtitle: Demographics*

*Question 18*

What is your gender?

*Options:*

- Male
- Female
- Other
- Prefer not to respond

*Question 19*

What is your age group?

*Options:*

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- Age 65 and older

*Question 20*

Country of Residence \*

*Options:*

- Belgium
- Greece
- Italy

- Lithuania
- Malta
- Slovakia
- Spain
- Other \_\_\_\_\_

*Question 21*

Highest level of education \*

*Options:*

- Secondary general education
- Post-secondary non-tertiary education
- Tertiary education
- Other \_\_\_\_\_

*Question 22*

Years of entrepreneurial experience.

*Options:*

- 0-2 Years
- 3-5 Years
- 6-10 years
- 11-20 years
- 21-30 years
- 30+ Years

*Question 23*

Would you be interested in pursuing formal education?

*Options:*

- Yes
- No

*Question 24*

If you are interested in pursuing formal education and would like to know more about this programme, kindly provide us with your email address, authorizing us to keep you up-to-date with project developments.

## Appendix 2 – Survey in French

### Section 1

#### Titre – Reconnaissance et validation des Acquis de l'expérience

Description – La Validation et la reconnaissance des acquis de l'expérience est le processus de validation des apprentissages qui n'ont pas fait l'objet d'une évaluation ou d'une validation de crédits par une institution académique ou une organisation professionnelle. Il s'agit d'apprentissages qui découlent d'expériences personnelles, comprenant souvent des expériences d'apprentissages non-structurés, informelles ou formelles. Dans de nombreux domaines, les compétences, connaissances et aptitudes acquises grâce à ce type d'apprentissages sont tout autant pertinentes que celles acquises par des étudiants dans le cadre de programmes éducatifs formels agréés. C'est particulièrement le cas dans le domaine de l'entrepreneuriat. Nous pensons qu'un candidat disposant de nombreuses années d'expérience entrepreneuriale pourrait suivre un Master en Entrepreneuriat plus facilement qu'un candidat titulaire d'un diplôme universitaire de premier cycle qui n'aurait aucun contact direct avec les entreprises et leur environnement.

Nous conduisons cette étude dans le cadre d'un nouveau projet Erasmus+ lancé en septembre 2020 : Validation et reconnaissance des acquis de l'expérience pour l'entrepreneuriat (Accreditation & Recognition of Prior Experience & Learning for Entrepreneurship) : ARPEL4Entrep. Les partenaires du projet sont : Advenio eAcademy (Malte), Université de Bari Aldo Moro (Italie), Université de Ioannina (Grèce), Université de Zilina (Slovaquie), EUCEN European Centre for Entrepreneurial Networks (Espagne) et AllSecure Ltd -eBusiness Systems (Malte). Ce projet a pour ambition d'exploiter l'infrastructure et les compétences de ses partenaires en matière d'apprentissage en ligne (e-learning) ainsi que leur expertise et ressources collectives pour créer un programme qui encouragerait les entrepreneurs à faire valider et reconnaître leurs acquis d'expérience dans le cadre d'une licence en entrepreneuriat. Le programme pourra prendre la forme de cours innovants en ligne, permettant aux participants de valider les 180 crédits ECTS requis pour atteindre une certification de niveau 6.

Cette enquête fait partie d'une étude qui sera réalisées dans le cadre de la première étape de ce projet Erasmus+. Cette étude sera axée sur l'identification des compétences personnelles et professionnelles essentielles qu'un entrepreneur doit posséder pour réussir. Les données ainsi recueillies seront utilisées pour identifier les priorités ARPEL4Entrepreneurship et définir la structure qui sera développé dans le cadre du programme de licence.

## Section 2

### Question 1.

Dans quel secteur d'activité opérez-vous ?

*Sous-titre* : Liste de codes NACE -

[https://ec.europa.eu/competition/mergers/cases/index/nace\\_all.html](https://ec.europa.eu/competition/mergers/cases/index/nace_all.html)

*Options* :

- Agriculture, sylviculture et pêche
- Industries extractives : mines et carrières
- Industrie manufacturière
- Production et distribution d'électricité, de gaz et de chaleur
- Captage, traitement et distribution d'eau
- Commerce ; réparations automobiles
- Transport et communications
- Hôtels et restaurants
- Information et communication
- Activités financières et d'assurance
- Activités immobilières
- Activités professionnelles, scientifiques et techniques
- Activités de services administratifs et de support
- Administration publique et défense ; sécurité sociale
- Éducation
- Santé et action social
- Arts, spectacles et loisirs
- Autres activités de services
- Activités des ménages en tant qu'employeurs ; activités indifférenciées de production de biens - et de services - des ménages pour leur propre usage



- Activités des organisations et organismes extraterritoriaux
- Autres \_\_\_\_\_

*Question 2.*

Quelle est la taille de votre entreprise ?

*Options :*

- Micro Entreprise – Moins de 10 employés
- Petite Entreprise - 10-49 Employés
- Moyenne Entreprise - 50-249 Employés
- Grande Entreprise - 250+ Employés

### **Section 3**

*Sous-titre :* Identification des compétences requises :

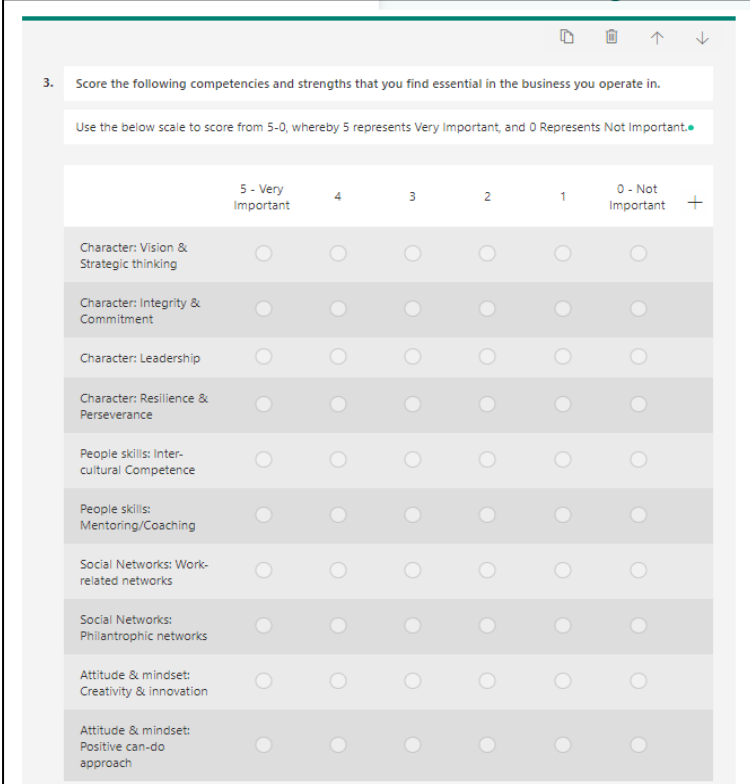
*Question 3 :*

Notez les compétences et les forces suivantes que vous trouvez essentielles dans le domaine dans lequel vous opérez.

*Sous-titre :* Utilisez l'échelle ci-dessous pour définir une note de 5 à 0, où 5 correspond à très important et 0 correspond à peu important :

- Caractère : Vision et réflexion stratégique
- Caractère : Intégrité et engagement
- Caractère : Leadership
- Caractère : Résilience et persévérance
- Compétences humaines : Compétence interculturelle
- Compétences humaines : Mentorat et accompagnement
- Réseaux sociaux : Réseaux professionnels

- Réseaux sociaux : Réseaux philanthropiques
- Attitude et état d'esprit : Créativité et innovation
- Attitude et état d'esprit : Approche positive et volontaire



3. Score the following competencies and strengths that you find essential in the business you operate in.

Use the below scale to score from 5-0, whereby 5 represents Very Important, and 0 Represents Not Important.

|  | 5 - Very Important    | 4                     | 3                     | 2                     | 1                     | 0 - Not Important     | + |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Character: Vision & Strategic thinking       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Integrity & Commitment            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Leadership                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Character: Resilience & Perseverance         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| People skills: Inter-cultural Competence     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| People skills: Mentoring/Coaching            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Social Networks: Work-related networks       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Social Networks: Philanthropic networks      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Attitude & mindset: Creativity & innovation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |
| Attitude & mindset: Positive can-do approach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |   |

#### Question 4 :

Y a-t-il d'autres compétences et forces que vous estimez importantes dans votre secteur d'activité ?

Options :

Autre \_\_\_\_\_

#### Question 5 :

Quelle note donneriez-vous pour refléter l'importance de la compétence identifiée en réponse à la question 4 ?

*Options :*

Compétence Question 4 (*Avec échelle de Likert*)

*Question 6 :*

Classez les compétences professionnelles suivantes que vous jugez importantes dans votre secteur d'activité \*

*Sous-titre : Compétences en gestion/management*

Utilisez l'échelle ci-dessous pour définir une note de 5 à 0, où 5 correspond à très important et 0 correspond à peu important :

*Options :*

- Gestion des personnes
- Gestion des ressources
- Gestion des finances
- Gestion de projets
- Gestion de crise
- Gestion de réunions d'affaire
- Administration
- Business Analyse & prise de décision
- Gestion du temps
- Gestion des médias et relations publiques

*Question 7*

Y a-t-il d'autres compétences professionnelles (en gestion/management) que vous trouvez importantes dans votre secteur d'activité ?

*Option :*

Autre \_\_\_\_\_

### Question 8

Quelle note donneriez-vous pour refléter l'importance de la compétence identifiée en réponse à la question 7 ci-dessus ?

*Option :*

Compétence Question 7 (*Avec échelle de Likert*)

### Question 9

Classez les compétences professionnelles suivantes que vous jugez importantes dans votre secteur d'activité \*

*Sous-titre :* Compétences en TIC

Utilisez l'échelle ci-dessous pour définir une note de 5 à 0, où 5 correspond à très important et 0 correspond à peu important :

*Options :*

- Compétences TIC – Traitement de texte
- Compétences TIC - Tableur
- Compétences TIC – Logiciel de présentation
- Compétences TIC – Gestion de projet
- Compétences TIC - Wordpress
- Compétences TIC – Réseaux sociaux
- Compétences TIC – Logiciel de comptabilité en ligne
- Compétences TIC – Applications de dessin
- Compétences TIC – Applications de conception graphique
- Compétences TIC – Applications de montage vidéo

### Question 10

Y a-t-il d'autres compétences professionnelles (en TIC) que vous trouvez importantes dans votre secteur d'activité ?

*Option :*

Autre \_\_\_\_\_

### *Question 11*

Quelle note donneriez-vous pour refléter l'importance de la compétence identifiée en réponse à la question 10 ci-dessus ?

*Option :*

Compétence Question 10 (*Avec échelle de Likert*)

### *Question 12*

Classez les compétences professionnelles suivantes que vous jugez importantes dans votre secteur d'activité \*

*Sous-titre : Compétences en communication*

Utilisez l'échelle ci-dessous pour définir une note de 5 à 0, où 5 correspond à très important et 0 correspond à peu important :

*Option :*

- Rédaction de rapports
- Tenue de comptes-rendus
- Communication personnelle
- Communication téléphonique
- Prise de parole en public
- Communication par email
- Communication par vidéoconférence

- Capacité d'écoute
- Communication dans sa langue maternelle
- Communication dans une langue étrangère

#### Question 13

Y a-t-il d'autres compétences professionnelles (en communication) que vous trouvez importantes dans votre secteur d'activité ?

Option :

Autre\_\_\_\_\_

#### Question 14

Quelle note donneriez-vous pour refléter l'importance de la compétence identifiée en réponse à la question 13 ci-dessus ?

Option :

Compétence Question 13 (*Avec échelle de Likert*)

#### Question 15

Classez les compétences professionnelles suivantes que vous jugez importantes dans votre secteur d'activité \*

*Sous-titre* : Compétences spécialisées

Utilisez l'échelle ci-dessous pour définir une note de 5 à 0, où 5 correspond à très important et 0 correspond à peu important :

Options :

- Planification stratégique d'entreprise : « Business Planning »

- Analyse des risques de l'entreprise
- Compétences en matière de responsabilité sociale des entreprises
- Marketing et recherche marketing
- Compétences juridiques et réglementaires
- Evaluation du personnel
- Vente et assistance à la clientèle
- Comptabilité et finances
- Ingénierie/Compétences techniques
- Relations publiques et organisation d'événements

#### *Question 16*

Y a-t-il d'autres compétences professionnelles (compétences spécialisées) que vous trouvez importantes dans votre secteur d'activité ?

*Option :*

Autre \_\_\_\_\_

#### *Question 17*

Quelle note donneriez-vous pour refléter l'importance de la compétence identifiée en réponse à la question 16 ci-dessus ?

*Option :*

Compétence Question 16 (*échelle de Likert*)

### **Section 4**

*Sous-titre :* Données démographiques

*Question 18*

Quel est votre genre ?

*Options :*

- Homme
- Femme
- Autre
- Préfère ne pas répondre

*Question 19*

Quelle est votre tranche d'âge ?

*Options :*

- Moins de 18 ans
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 ans et plus

*Question 20*

Pays de résidence \*

*Options :*

- Belgique
- Grèce
- Italie



- Lituanie
- Malte
- Slovaquie
- Espagne
- Autre \_\_\_\_\_

*Question 21*

Plus haut niveau d'études atteint \*

*Options :*

- Enseignement secondaire général
- Enseignement post-secondaire non supérieur
- Enseignement supérieur
- Autre \_\_\_\_\_

*Question 22*

Expérience entrepreneuriale

*Options :*

- 0-2 ans
- 3-5 ans
- 6-10 ans
- 11-20 ans
- 21-30 ans
- 30+ ans

*Question 23*

Seriez-vous intéressé à suivre un cursus de formation formelle ?

*Options :*

- Oui
- Non

*Question 24*

Si vous êtes intéressé par la poursuite d'un cursus de formation formelle et souhaitez en savoir plus sur ce programme, vous pouvez nous indiquer votre adresse email, nous autorisant ainsi à vous tenir au courant de l'évolution du projet.

## Appendix 3 – Survey in Greek

### Τμήμα 1

#### Τίτλος - Προσδιορισμός & Πιστοποίηση Προηγούμενης Γνώσης

Περιγραφή - ο προσδιορισμός και η πιστοποίηση της πρότερης βιωματικής μάθησης είναι η διαδικασία όπου πιστώνονται μονάδες για γνώση που δεν έχει αξιολογηθεί από κάποιο ακαδημαϊκό ίδρυμα ή επαγγελματικό φορέα. Είναι γνώση που έχει αποκτηθεί μέσω μιας σειράς προσωπικών εμπειριών μη δομημένης άτυπης και τυπικής μάθησης. Σε πολλούς τομείς, οι δεξιότητες, η γνώση και οι ικανότητες που αποκτώνται μέσω αυτού του τύπου μάθησης μπορούν να είναι εξίσου σχετικές με αυτές που έχουν αποκτηθεί από τους μαθητές μέσα από επίσημα πιστοποιημένα εκπαιδευτικά προγράμματα. Αυτό είναι ιδιαίτερα σημαντικό στον τομέα της επιχειρηματικότητας. Ένας υποψήφιος με πολυετή επιχειρηματική εμπειρία μπορεί πιθανόν να ακολουθήσει ένα Μεταπτυχιακό Πρόγραμμα Σπουδών στην Επιχειρηματικότητα πιο εύκολα από έναν υποψήφιο που έχει στην κατοχή του ένα πρώτο πτυχίο αλλά χωρίς να έχει εκτεθεί σε θέματα που σχετίζονται με επιχειρήσεις.

Η έρευνα αυτή είναι μέρος του νέου έργου Erasmus+ που ξεκίνησε το Σεπτέμβριο του 2020, Accreditation & Recognition of Prior Experience & Learning for Entrepreneurship (ARPEL4Entrep). Οι εταίροι του έργου αυτού είναι η Advenio eAcademy (Μάλτα), το Πανεπιστήμιο του Μπάρι Aldo Moro (Ιταλία), το Πανεπιστήμιο Ιωαννίνων (Ελλάδα), το Πανεπιστήμιο Zilina (Σλοβακία), το Ευρωπαϊκό Κέντρο Επιχειρηματικών Δικτύων EUCEN (Ισπανία) και την εταιρία AllSecure Ltd -eBusiness Systems (Μάλτα). Στόχος του έργου αυτού είναι να αξιοποιήσει την υποδομή και τις δεξιότητες των εταίρων στην ηλεκτρονική εκπαίδευση (e-learning) και την συλλογική τεχνογνωσία και τους πόρους για τη δημιουργία ενός προγράμματος το οποίο θα ενθαρρύνει τους επιχειρηματίες να πιστοποιήσουν και να αναγνωρίσουν την πρότερη εμπειρία και μάθηση ως μέρος ενός πρώτου πτυχίου στην Επιχειρηματικότητα. Το πρόγραμμα θα παρέχει ένα δομημένο τρόπο σε τέτοια πλαίσια που να επιτρέπει στους συμμετέχοντες να κερδίσουν τις απαιτούμενες 180 ECTS μονάδες στο επίπεδο 6, μέσα από καινοτόμα διαδικτυακά μαθήματα.

Το ερωτηματολόγιο αυτό είναι μέρος της ερευνητικής μελέτης που θα διεξαχθεί ως το πρώτο στάδιο του έργου ERASMUS+. Η ερευνητική αυτή μελέτη θα επικεντρωθεί στον προσδιορισμό των βασικών δεξιοτήτων που σχετίζονται με την εργασία και την προσωπικότητα που πρέπει ένας επιχειρηματίας να έχει ώστε να είναι επιτυχημένος. Τα δεδομένα που θα συλλεχθούν από αυτή την έρευνα θα χρησιμοποιηθούν για τον προσδιορισμό και την ιεράρχηση του πλαισίου ARPEL4Entrepreneurship που θα αναπτυχθεί ως μέρος του προγράμματος των πτυχιικών σπουδών.

## Τμήμα 2

### Ερώτηση 1

Σε ποιον τομέα εντάσσεται η επιχείρησή σας;

Υπότιτλος: Λίστα κωδικών NACE -

[https://ec.europa.eu/competition/mergers/cases/index/nace\\_all.html](https://ec.europa.eu/competition/mergers/cases/index/nace_all.html)

Επιλογές:

- Γεωργία, Δασοκομία και Αλιεία
- Ορυχεία και Λατομεία
- Μεταποίηση
- Παροχή ηλεκτρικού ρεύματος, φυσικού αερίου, ατμού και κλιματισμού
- Παροχή νερού· Επεξεργασία λυμάτων, διαχείριση αποβλήτων και δραστηριότητες εξυγίανσης
- Κατασκευές
- Χονδρικό και λιανικό εμπόριο· Επισκευή μηχανοκίνητων οχημάτων και μοτοσυκλετών
- Μεταφορά και αποθήκευση
- Δραστηριότητες υπηρεσιών παροχής καταλύματος και υπηρεσιών εστίασης
- Ενημέρωση και επικοινωνία
- Χρηματοπιστωτικές και ασφαλιστικές δραστηριότητες
- Διαχείριση ακίνητης περιουσίας
- Επαγγελματικές, επιστημονικές και τεχνικές δραστηριότητες
- Διοικητικές και υποστηρικτικές δραστηριότητες
- Δημόσια διοίκηση και άμυνα· Υποχρεωτική κοινωνική ασφάλιση
- Εκπαίδευση
- Δραστηριότητες σχετικές με την ανθρώπινη υγεία και την κοινωνική μέριμνα
- Τέχνες, διασκέδαση και ψυχαγωγία
- Άλλες δραστηριότητες παροχής υπηρεσιών

- Δραστηριότητες νοικοκυριών ως εργοδοτών· Μη διαφοροποιημένες δραστηριότητες νοικοκυριών, που αφορούν την παραγωγή αγαθών - και υπηρεσιών - για ίδια χρήση
- Δραστηριότητες ετερόδικων οργανισμών και φορέων
- Άλλο \_\_\_\_\_

### Ερώτηση 2

Ποιο είναι το μέγεθος της επιχείρησής σας;

Επιλογές:

- Πολύ μικρές Επιχειρήσεις - μικρότερες των 10 υπαλλήλων
- Μικρές Επιχειρήσεις - 10-49 υπαλλήλων
- Μικρομεσαίες Επιχειρήσεις - 50-249 υπαλλήλων
- Μεγάλες Επιχειρήσεις - 250+ υπαλλήλων

### Τμήμα 3

Υπότιτλος: Προσδιορισμός απαιτούμενων δεξιοτήτων

### Ερώτηση 3

Βαθμολογήστε τις παρακάτω ικανότητες και δυνατότητες που θεωρείτε απαραίτητες στην επιχείρησή σας.

Υπότιτλος:

Χρησιμοποιήστε την παρακάτω κλίμακα από 5 έως 0, όπου 5 αντιστοιχεί στο Πολύ Σημαντικό και 0 Καθόλου Σημαντικό.

- Χαρακτήρας: Όραμα και Στρατηγική σκέψη
- Χαρακτήρας: Ακεραιότητα και Δέσμευση
- Χαρακτήρας: Ηγεσία
- Χαρακτήρας: Αποφασιστικότητα και Επιμονή

- Κοινωνικές ικανότητες: Διαπολιτισμική δεξιότητα
- Κοινωνικές ικανότητες: Συμβουλευτική/ Καθοδήγηση
- Κοινωνικά Δίκτυα: Δίκτυα που σχετίζονται με την εργασία
- Κοινωνικά Δίκτυα: Φιλανθρωπικά δίκτυα
- Στάση & νοοτροπία: Δημιουργικότητα & καινοτομία
- Στάση & νοοτροπία: Θετική προσέγγιση

#### Ερώτηση 4

Υπάρχει άλλη προσωπική δεξιότητα και δυνατότητα που πιστεύετε ότι είναι σημαντική για την επιχείρησή σας εκτός από αυτές που αναφέρονται παραπάνω;

Επιλογές:

Άλλη \_\_\_\_\_

#### Ερώτηση 5

Τι βαθμολογία θα δίνετε για να αντικατοπτρίζει τη σημασία της δεξιότητας που προσδιορίζετε στην απάντηση της ερώτησης 4 παραπάνω;

Επιλογές:

Δεξιότητα Ερώτησης 4 (Κλίμακα Likert)

#### Ερώτηση 6

Κατατάξτε τις παρακάτω δεξιότητες που σχετίζονται με την εργασία και θεωρείτε σημαντικές για την επιχείρησή σας \*

Υπότιτλος:

Διαχειριστικές Δεξιότητες

Χρησιμοποιήστε την παρακάτω κλίμακα από 5 έως 0, όπου 5 αντιστοιχεί στο Πολύ Σημαντικό και 0 Καθόλου Σημαντικό.

*Επιλογές:*

- Διαχείριση ανθρώπινου δυναμικού
- Διαχείριση πόρων
- Διαχείριση οικονομικών
- Διαχείριση έργων
- Διαχείριση κρίσεων
- Διαχείριση επαγγελματικών συναντήσεων
- Διοίκηση
- Επιχειρηματική Ανάλυση & Λήψη Αποφάσεων
- Διαχείριση χρόνου
- Διαχείριση ΜΜΕ και Δημοσίων Σχέσεων

*Ερώτηση 7*

Υπάρχει άλλη Διαχειριστική Δεξιότητα που πιστεύετε ότι είναι σημαντική για την επιχείρησή σας εκτός από αυτές που αναφέρονται παραπάνω;

*Επιλογή:*

Άλλη \_\_\_\_\_

*Ερώτηση 8*

Τι βαθμολογία θα δίνετε για να αντικατοπτρίζει τη σημασία της δεξιότητας που προσδιορίζετε στην απάντηση της ερώτησης 7 παραπάνω;

*Επιλογή:*

Δεξιότητα Ερώτησης 7 (Κλίμακα Likert)

### Ερώτηση 9

Κατατάξτε τις παρακάτω δεξιότητες που σχετίζονται με την εργασία και θεωρείτε σημαντικές για την επιχείρησή σας \*

Υπότιτλος:

Δεξιότητες ΤΠΕ

Χρησιμοποιήστε την παρακάτω κλίμακα από 5 έως 0, όπου 5 αντιστοιχεί στο Πολύ Σημαντικό και 0 Καθόλου Σημαντικό.

Options:

- Δεξιότητες ΤΠΕ – επεξεργασία κειμένου
- Δεξιότητες ΤΠΕ - υπολογιστικά φύλλα
- Δεξιότητες ΤΠΕ – λογισμικό παρουσιάσεων
- Δεξιότητες ΤΠΕ – διαχείριση έργου
- Δεξιότητες ΤΠΕ - Wordpress
- Δεξιότητες ΤΠΕ - Κοινωνικά Μέσα
- Δεξιότητες ΤΠΕ – Online λογισμικό λογιστικής
- Δεξιότητες ΤΠΕ – εφαρμογές σχεδίασης
- Δεξιότητες ΤΠΕ – εφαρμογές σχεδιασμού γραφικών
- Δεξιότητες ΤΠΕ – εφαρμογές επεξεργασίας video

### Ερώτηση 10

Υπάρχει άλλη Δεξιότητα ΤΠΕ που πιστεύετε ότι είναι σημαντική για την επιχείρησή σας εκτός από αυτές που αναφέρονται παραπάνω;

Επιλογή:

Άλλη \_\_\_\_\_

### Ερώτηση 11

Τι βαθμολογία θα δίνετε για να αντικατοπτρίζει τη σημασία της δεξιότητας που προσδιορίζετε στην απάντηση της ερώτησης 10 παραπάνω;



*Επιλογή:*

Δεξιότητα Ερώτησης 10 (Κλίμακα Likert)

*Ερώτηση 12*

Κατατάξτε τις παρακάτω δεξιότητες που σχετίζονται με την εργασία και θεωρείτε σημαντικές για την επιχείρησή σας \*

*Υπότιτλος:*

Επικοινωνιακές Δεξιότητες

Χρησιμοποιήστε την παρακάτω κλίμακα από 5 έως 0, όπου 5 αντιστοιχεί στο Πολύ Σημαντικό και 0 Καθόλου Σημαντικό.

*Επιλογή:*

- Σύνταξη αναφοράς
- Τήρηση πρακτικών
- Δια ζώσης επικοινωνία
- Τηλεφωνική επικοινωνία
- Δημόσια ομιλία
- Επικοινωνία μέσω ηλεκτρονικού ταχυδρομείου (email)
- Επικοινωνία μέσω τηλεδιάσκεψης
- Δεξιότητα της καλής ακρόασης
- Επικοινωνία μέσω της μητρικής γλώσσας
- Επικοινωνία σε μια ξένη γλώσσα

*Ερώτηση 13*

Υπάρχει άλλη Επικοινωνιακή Δεξιότητα που πιστεύετε ότι είναι σημαντική για την επιχείρησή σας εκτός από αυτές που αναφέρονται παραπάνω;

Επιλογή:

Άλλη \_\_\_\_\_

#### Ερώτηση 14

Τι βαθμολογία θα δίνετε για να αντικατοπτρίζει τη σημασία της δεξιότητας που προσδιορίζετε στην απάντηση της ερώτησης 13 παραπάνω;

Επιλογή:

Δεξιότητα Ερώτησης 13 (Κλίμακα Likert)

#### Ερώτηση 15

Κατατάξτε τις παρακάτω δεξιότητες που σχετίζονται με την εργασία και θεωρείτε σημαντικές για την επιχείρησή σας \*

Υπότιτλος: Ειδικές Δεξιότητες

Χρησιμοποιήστε την παρακάτω κλίμακα από 5 έως 0, όπου 5 αντιστοιχεί στο Πολύ Σημαντικό και 0 Καθόλου Σημαντικό.

Επιλογές:

- Επιχειρηματικός Προγραμματισμός
- Ανάλυση Επιχειρηματικού Κινδύνου
- Ικανότητες Εταιρικής Κοινωνικής Ευθύνης
- Marketing & Έρευνα Marketing
- Νομοθεσία & Κανονισμοί
- Αξιολόγηση προσωπικού
- Πωλήσεις & Υποστήριξη Πελατών
- Λογιστική & Χρηματοοικονομικά
- Μηχανικές/ Τεχνικές Δεξιότητες
- Δημόσιες Σχέσεις & Διοργάνωση Εκδηλώσεων

### Ερώτηση 16

Υπάρχει άλλη Ειδική Δεξιότητα που πιστεύετε ότι είναι σημαντική για την επιχείρησή σας εκτός από αυτές που αναφέρονται παραπάνω;?

Επιλογή:

Άλλη \_\_\_\_\_

### Ερώτηση 17

Τι βαθμολογία θα δίνετε για να αντικατοπτρίζει τη σημασία της δεξιότητας που προσδιορίζετε στην απάντηση της ερώτησης 16 παραπάνω;

Επιλογή:

Δεξιότητα Ερώτησης 16 (Κλίμακα Likert)

## Τμήμα 4

Υπότιτλος: Δημογραφικά στοιχεία

### Ερώτηση 18

Φύλο:

Επιλογές:

- Άντρας
- Γυναίκα
- Άλλο
- Δεν απαντώ

### Ερώτηση 19

Ηλικιακή ομάδα

Επιλογές:

- Κάτω από 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 και άνω

### Ερώτηση 20

Χώρα Διαμονής \*

Επιλογές:

- Βέλγιο
- Ελλάδα
- Ιταλία
- Λιθουανία
- Μάλτα
- Σλοβακία
- Ισπανία
- Άλλη \_\_\_\_\_

### Ερώτηση 21

Ανώτατο επίπεδο εκπαίδευσης \*

*Επιλογές:*

- Δευτεροβάθμια γενική εκπαίδευση
- Μεταδευτεροβάθμια μη τριτοβάθμια εκπαίδευση
- Τριτοβάθμια εκπαίδευση
- Άλλο \_\_\_\_\_

*Ερώτηση 22*

Χρόνια επιχειρηματικής εμπειρίας.

*Επιλογές:*

- 0-2 χρόνια
- 3-5 χρόνια
- 6-10 χρόνια
- 11-20 χρόνια
- 21-30 χρόνια
- 30+ χρόνια

*Ερώτηση 23*

Θα σας ενδιέφερε να παρακολουθήσετε την επίσημη εκπαίδευση;

*Επιλογές:*

- Ναι
- Όχι

*Ερώτηση 24*

Αν ενδιαφέρεστε να παρακολουθήσετε την επίσημη εκπαίδευση και θέλετε να ενημερώνεστε σχετικά με την εξέλιξη του προγράμματος, παρακαλούμε συμπληρώστε τη διεύθυνση ηλεκτρονικού ταχυδρομείου σας (email).

## Appendix 4 – Survey in Italian

### Sezione 1

#### Titolo – Riconoscimento e Accreditamento delle Competenze Pregresse

Descrizione – Il processo di Riconoscimento e Accreditamento delle Competenze Pregresse (Accreditation and Recognition of Prior Experiential Learning) è sviluppato al fine di ricercare e validare crediti formativi non valutati o conferiti in precedenza da un’istituzione accademica o da una organizzazione professionale. Si tratta di valutare e validare un tipo di formazione/apprendimento che ha avuto luogo attraverso una serie di esperienze personali in ambiti di formazione non strutturata, formale e non. In molti ambiti, le competenze, le conoscenze e le abilità acquisite attraverso modalità di apprendimento non strutturate, sono di pari rilevanza rispetto a quelle acquisite da studenti/professionisti che hanno partecipato a programmi educativi formalmente accreditati. Questo aspetto è particolarmente significativo nel campo imprenditoriale. Crediamo che un candidato con anni di esperienza imprenditoriale e nella gestione d’azienda possa intraprendere un Master in Gestione d’azienda molto più facilmente di un candidato in possesso di una laurea di primo livello che non ha avuto contatti diretti con ambienti aziendali e di business.

Questo obiettivo di ricerca è collegato a un nuovo progetto Erasmus+ lanciato a Settembre 2020, dal titolo “ARPEL4Entrep - Riconoscimento e Accreditamento di Competenze Pregresse & Apprendimento per la Gestione d’azienda”, in inglese “Accreditation & Recognition of Prior Experience & Learning for Entrepreneurship”.

I partner del progetto sono Advenio eAcademy (Malta), l’Università degli Studi di Bari ‘Aldo Moro’ (Italia), l’Università di Ioannina (Grecia), l’Università di Zilina (Slovacchia), EUCEN il Centro Europeo per le Reti Imprenditoriali (Spagna) e AllSecure Ltd -eBusiness Systems (Malta). Lo scopo del progetto è quello di far leva sulle infrastrutture tecnologiche e sulle competenze e-learning dei partner suddetti utilizzando le loro risorse e la collettiva esperienza nel settore della Imprenditorialità (Entrepreneurship), al fine di creare un programma di studi che incoraggi gli imprenditori ad accreditare e validare la propria esperienza lavorativa come parte di una Laurea Triennale in Gestione d’azienda. Il programma offrirebbe una modalità di apprendimento strutturata secondo tali premesse che può essere integrata con innovativi percorsi online che permetterebbero ai partecipanti di ottenere i 180 crediti europei ECTS richiesti per un corso europeo di Livello 6.

Il sondaggio è parte del progetto di ricerca Erasmus+ e ne rappresenta il primo stadio. Lo studio sarà concentrato sull’identificazione delle competenze personali chiave e delle abilità professionali che un imprenditore deve possedere per avere successo. I dati ricavati da questa ricerca saranno usati nell’identificazione e l’organizzazione delle priorità

di ARPEL4Entrepreneurship e della struttura che sarà sviluppata come parte del piano formativo della Laurea Triennale.

## Sezione 2

### *Domanda 1.*

Di quale settore di business ti occupi?

*Sottotitolo:* Lista di codici NACE –

[https://ec.europa.eu/competition/mergers/cases/index/nace\\_all.html](https://ec.europa.eu/competition/mergers/cases/index/nace_all.html)

*Opzioni:*

- Agricoltura, selvicoltura, pesca
- Attività estrattiva e mineraria
- Manifattura
- Elettricità, gas, vapore e fornitura di aria condizionata
- Fornitura di acqua; fognatura; smistamento rifiuti e attività di bonifica
- Costruzione
- Commercio all'ingrosso e al dettaglio; riparazione di veicoli a motore e motociclette
- Trasporti e deposito
- Alloggio e attività di ristorazione
- Informazione e comunicazione
- Attività di finanza e assicurazione
- Attività nel mercato immobiliare
- Attività professionali, scientifiche e tecniche
- Attività amministrative e di supporto ai servizi
- Amministrazione e difesa pubblica; previdenza sociale obbligatoria
- Educazione

- Salute umana e attività di servizio sociale
- Arte, intrattenimento e ricreazione
- Altri servizi
- Attività in cui il proprietario dell'abitazione è il datore di lavoro; beni – e servizi – non differenziati che generano un prodotto o un'attività per l'uso e consumo dell'abitazione
- Attività per organizzazioni ed enti extra-territoriali
- Altro \_\_\_\_\_

### *Domanda 2.*

Quali sono le dimensioni del tuo business?

#### *Opzioni:*

- Micro-impresa – meno di 10 dipendenti
- Piccola impresa – 10-49 dipendenti
- Media impresa – 50-249 dipendenti
- Grande impresa – 250+ dipendenti

## **Sezione 3**

*Sottotitolo:* Identificazione delle competenze richieste

### *Domanda 3.*

Valuta le competenze e i punti di forza indicati di seguito secondo ciò che tu reputi essenziale nel settore in cui operi.

*Sottotitolo:* Usa la scala da 5 a 0 come rappresentata qui sotto, in cui 5 è Molto Importante e 0 è Non Importante.

- Indole: Visione e pensiero strategico





- Indole: Integrità e dedizione
- Indole: Leadership
- Indole: Resilienza e perseveranza
- Doti comunicative: Competenza interculturale
- Doti comunicative: Capacità di guida
- Rete sociale: Network lavorativo
- Rete sociale: Network filantropico
- Atteggiamento e mentalità: Creatività e innovazione
- Atteggiamento e mentalità: Approccio positivo e costruttivo

*Domanda 4.*

Ci sono altre competenze personali o punti di forza che reputi importanti nel tuo settore in aggiunta a quelli già menzionati?

*Opzioni:*

Altro \_\_\_\_\_

*Domanda 5.*

Che punteggio daresti alle competenze indicate nella Domanda 4 per stabilirne l'importanza?

*Opzioni:*

Competenza Domanda 4 (*Sistema di valutazione Likert*)

*Domanda 6.*

Ordina le seguenti competenze lavorative secondo la loro importanza nel tuo settore \*

*Sottotitolo:* Competenze di management

Usa la scala da 5 a 0, in cui 5 è Molto Importante e 0 è Non Importante.



*Opzioni:*

- Gestione delle persone
- Gestione delle risorse
- Gestione delle finanze
- Gestione dei progetti
- Gestione di una crisi
- Gestione delle riunioni di lavoro
- Amministrazione
- Analisi del business e capacità di prendere decisioni
- Gestione del tempo
- Gestione dei media e delle pubbliche relazioni

*Domanda 7.*

Ci sono altre competenze lavorative (in particolare di Management) che pensi siano importanti nel tuo settore?

*Opzioni:*

Altro \_\_\_\_\_

*Domanda 8.*

Che punteggio daresti alle competenze individuate nella Domanda 7 per determinarne l'importanza?

*Opzioni:*

Competenza Domanda 7 (*Sistema di valutazione Likert*)

*Domanda 9.*

Ordina le seguenti competenze lavorative secondo la loro importanza nel tuo settore\*

*Sottotitolo: Competenze informatiche (ICT)*



Usa la scala da 5 a 0, in cui 5 è Molto Importante e 0 è Non Importante.

*Opzioni:*

- Competenze ICT – videoscrittura
- Competenze ICT – foglio contabile/di calcolo elettronico
- Competenze ICT – software per presentazioni
- Competenze ICT – gestione progetti
- Competenze ICT – Wordpress
- Competenze ICT – Social Media
- Competenze ICT – Software per contabilità online
- Competenze ICT – Applicazioni di disegno
- Competenze ICT – Applicazioni di graphic design
- Competenze ICT – Applicazioni per la modifica e il montaggio dei video

*Domanda 10.*

Ci sono altre competenze lavorative (competenze ICT) che reperi importanti nel tuo settore?

*Opzioni:*

Altro \_\_\_\_\_

*Domanda 11.*

Che punteggio daresti alle competenze individuate nella Domanda 10 per determinarne l'importanza?

*Opzione:*

Competenze Domanda 10 (*Sistema di valutazione Likert*)

*Domanda 12.*

Ordina le seguenti competenze lavorative secondo la loro importanza nel tuo settore\*

*Sottotitolo:* Competenze di comunicazione

Usa la scala da 5 a 0, in cui 5 è Molto Importante e 0 è Non Importante.

*Opzioni:*

- Redazione di report
- Redazione di verbali
- Comunicazione personale
- Comunicazione telefonica
- Capacità di parlare in pubblico
- Comunicazione via mail
- Comunicazione in videoconferenza
- Capacità di ascolto
- Comunicazione in lingua madre
- Comunicazione in lingua straniera

*Domanda 13.*

Ci sono altre competenze lavorative (competenze di comunicazione) che reperi importanti nel tuo settore?

*Opzioni:*

Altro\_\_\_\_\_

*Domanda 14.*

Che punteggio daresti alle competenze individuate nella Domanda 13 per determinarne l'importanza?

*Opzioni:*



## Competenze domanda 10 (*Sistema di valutazione Likert*)

### *Domanda 15.*

Ordina le seguenti competenze lavorative secondo la loro importanza nel tuo settore\*

#### *Sottotitolo: Competenze specialistiche*

Usa la scala da 5 a 0, in cui 5 è Molto Importante e 0 è Non Importante.

#### *Opzioni:*

- Pianificazione aziendale
- Analisi dei rischi aziendali
- Competenze in responsabilità sociale d'impresa
- Marketing e ricerca per il marketing
- Competenze legali e regolatori
- Valutazione del personale
- Supporto alle vendite e al cliente
- Contabilità e finanza
- Competenze tecniche e di ingegneria
- Pubbliche relazioni e organizzazione di eventi

### *Domanda 16.*

Ci sono altre competenze lavorative (competenze specialistiche) che reperi importanti nel tuo settore?

#### *Opzioni:*

Altro \_\_\_\_\_

### *Domanda 17.*



Che punteggio daresti alle competenze individuate nella Domanda 16 per determinarne l'importanza?

*Opzioni:*

Competenze Domanda 16 (*Sistema di valutazione Likert*)

## **Sezione 4**

*Sottotitolo: Demografia*

*Domanda 18.*

Qual è il tuo genere?

*Opzioni:*

- Maschio
- Femmina
- Altro
- Preferisco non rispondere

*Domanda 19.*

Qual è la tua fascia d'età?

*Opzioni:*

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54



- 55-64
- Over 65

*Domanda 20.*

Paese di residenza\*

*Opzioni:*

- Belgio
- Grecia
- Italia
- Lituania
- Malta
- Slovacchia
- Spagna
- Altro\_\_\_\_\_

*Domanda 21.*

Livello di istruzione\*

*Opzioni:*

- Istruzione secondaria generale
- Istruzione post-secondaria, non-universitaria
- Istruzione universitaria
- Altro\_\_\_\_\_

*Domanda 22.*

Anni di esperienza imprenditoriale

*Opzioni:*

- 0-2 anni
- 3-5 anni
- 6-10 anni
- 11-20 anni
- 21-30 anni
- 30+ anni

*Domanda 23.*

Sei interessato/a a continuare il tuo percorso di istruzione formale?

*Opzioni:*

- Si
- No

*Domanda 24.*

Se sei interessato a proseguire il tuo percorso di studi e vorresti informarti riguardo a questo programma, forniscici del tuo indirizzo e-mail e autorizzaci ad aggiornarti sugli sviluppi del progetto.



## Appendix 5 – Survey in Slovak

### Prvá časť

#### Názov - Overovanie a uznávanie výsledkov predošlého vzdelávania

Overovanie a uznávanie výsledkov vzdelávania dosiahnutých praxou je proces, pri ktorom sa hľadajú a udeľujú kredity za vzdelávanie, ktoré predtým ešte nebolo ohodnotené žiadnymi kreditmi žiadnej akademickej inštitúcie alebo profesijnej organizácie. Takéto vzdelávanie sa uskutočňuje prostredníctvom širokého spektra osobných skúseností a zážitkov, ktoré často zahŕňa neformálnu, ale aj formálnu výučbu. V mnohých oblastiach môžu byť zručnosti, vedomosti a schopnosti, ktoré sú nadobudnuté týmto spôsobom výučby rovnako relevantné ako tie, ktoré študenti získavajú počas formálnych akreditovaných vzdelávacích programov na univerzitách. Čiastočne je tomu tak aj v oblasti podnikania. Je možné predpokladať, že uchádzač, ktorý má niekoľkoročnú podnikateľskú prax, by ľahšie absolvoval magisterský alebo inžiniersky študijný program zameraný na podnikanie, než uchádzač, ktorý študoval bakalárske štúdium, na ktorom neboli predmety prepojené s podnikateľskou praxou.

Tento dotazníkový prieskum vychádza z nového Erasmus+ projektu s názvom „Overovanie a uznávanie výsledkov dosiahnutého vzdelávania v podnikateľskej sfére“ (ARPEL4Entrep), ktorý sa začal riešiť v septembri 2020. Partnermi projektu sú Advenio eAcademy (Malta), University of Bari Aldo Moro (Italy), University of Ioannina (Grécko), University of Zilina (Slovensko), EUCEN European Centre for Entrepreneurial Networks (Španielsko) and AllSecure Ltd - eBusiness Systems (Malta). Cieľom projektu je investovanie do infraštruktúry a spôsobilosti partnerov projektu v oblasti e-learningu a spoločné posúdenie a využitie individuálnych zdrojov zúčastnených partnerov pre vytvorenie študijného programu, ktorý by povzbudil podnikateľov k overovaniu a uznávaniu výsledkov dosiahnutého vzdelávania v rámci bakalárskeho štúdia v oblasti podnikania. Program by ponúkol štruktúrovaný spôsob výučby vo forme inovatívneho online štúdia, ktoré by účastníkom umožnilo získať 180 ECTS kreditov požadovaných pre absolvovanie bakalárskeho štúdia.

Prieskum je časťou výskumnej štúdie, ktorá je prvou fázou riešenia Erasmus+ projektu. Výskumná štúdia bude vychádzať z identifikácie kľúčových osobnostných zručností a odborných kompetencií, ktorými musí úspešný podnikateľ disponovať. Získané údaje budú použité na identifikáciu a vytvorenie rámca pre uznávanie výsledkov vzdelávania ARPEL4Entrepreneurship, ktoré bude súčasťou bakalárskeho programu.

## Druhá časť

### Otázka č. 1

V akej oblasti podnikania pôsobíte?

Podnadvpis: Zoznam NACE kódov - <http://www.nace.sk>

### Možnosti:

- Poľnohospodárstvo, lesníctvo a rybolov
- Ťažba a dobývanie
- Priemyselná výroba
- Dodávka elektriny, plynu, pary a studeného vzduchu
- Dodávka vody; čistenie a odvod odpadových vôd, odpady a služby odstraňovania odpadov
- Stavebníctvo
- Veľkoobchod a maloobchod; oprava motorových vozidiel a motocyklov
- Doprava a skladovanie
- Ubytovacie a stravovacie služby
- Informácie a komunikácia
- Finančné a poisťovacie činnosti
- Činnosti v oblasti nehnuteľností
- Odborné, vedecké a technické činnosti
- Administratívne a podporné služby
- Verejná správa a obrana; povinné sociálne zabezpečenie
- Vzdelávanie
- Zdravotníctvo a sociálna pomoc
- Umenie, zábava a rekreácia
- Ostatné činnosti



- Činnosti domácností ako zamestnávateľov; nediferencované činnosti v domácnostiach produkujúce tovary a služby na vlastné použitie
- Činnosti extrateritoriálnych organizácií a združení
- Iná \_\_\_\_\_

### Otázka č.2

Aká je veľkosť vášho podniku?

*Možnosti:*

- mikro podnik – menej ako 10 zamestnancov
- malý podnik – 10 až 49 zamestnancov
- stredný podnik – 50 až 249 zamestnancov
- veľký podnik – viac než 250 zamestnancov

### Tretia časť

*Podnadpis:* Identifikácia požadovaných zručností a kompetencií

*Otázka č.3 :*

Ohodnoťte nasledujúce osobné kompetencie a silné stránky, ktoré považujete za kľúčové v oblasti vášho podnikania.

*Podnadpis:*

Pomocou stupnice od 0 do 5 ohodnoťte nasledujúce kompetencie, pričom 5 predstavuje hodnotenie „Veľmi dôležité“ a 0 predstavuje hodnotenie „Nedôležité“.

*Možnosti:*

- Charakter: Vízia a strategické myslenie
- Charakter: Integrita a povinnosť
- Charakter: Vodcovstvo



- Charakter: Húževnatosť a vytrvalosť
- Zručnosti ľudí: Multikultúrna kompetencia
- Zručnosti ľudí: Mentoring/Koučing
- Sociálne siete: Siete zamerané na prácu
- Sociálne siete: Filantropické siete
- Postoj a názor: Kreativita a inovácie
- Postoj a názor: Optimistický a pozitívny prístup k riešeniu problémov

*Otázka č.4:*

Existujú ďalšie osobnostné kompetencie a silné stránky, ktoré považujete za dôležité v oblasti vášho podnikania, okrem tých, ktoré sú uvedené vyššie?

*Možnosti:*

Iné \_\_\_\_\_

*Otázka č.5:*

Ako by ste ohodnotili dôležitosť osobnostných kompetencií a silných stránok, ktoré ste uviedli v otázke č.4?

*Možnosti:*

Kompetencie z otázky č.4

*Otázka č. 6:*

Ohodnoťte nasledujúce pracovné zručnosti, ktoré považujete za dôležité v oblasti vášho podnikania.

*Podnadpis: Manažérske zručnosti*

Pomocou stupnice od 0 do 5 ohodnoťte nasledujúce zručnosti, pričom 5 predstavuje hodnotenie „Veľmi dôležité“ a 0 predstavuje hodnotenie „Nedôležité“.

*Možnosti:*

- Manažovanie ľudí
- Manažment zdrojov
- Finančný manažment
- Projektový manažment
- Krízový manažment
- Manažment pracovných stretnutí
- Administrácia
- Podnikateľská analýza a rozhodovanie sa
- Manažment času
- Manažment médií a vzťahov s verejnosťou

*Otázka č. 7*

Existujú ďalšie pracovné zručnosti (manažérske zručnosti), ktoré považujete za dôležité v oblasti vášho podnikania, okrem tých, ktoré sú uvedené vyššie?

*Možnosť:*

Iné \_\_\_\_\_

*Otázka č. 8*

Ako by ste ohodnotili dôležitosť zručností, ktoré ste uviedli v otázke č.7?

*Možnosti:*

Zručnosť z otázky č.7

### Otázka č. 9

Ohodnoťte nasledujúce pracovné zručnosti, ktoré považujete za dôležité v oblasti vášho podnikania.

*Podnadpis:* IKT zručnosti

Pomocou stupnice od 0 do 5 ohodnoťte nasledujúce zručnosti, pričom 5 predstavuje hodnotenie „Veľmi dôležité“ a 0 predstavuje hodnotenie „Nedôležité“.

*Možnosti:*

- IKT zručnosti – Spracovanie dokumentov
- IKT zručnosti – Tabuľkové procesory
- IKT zručnosti – Prezentačný softvér
- IKT zručnosti – Projektový manažment
- IKT zručnosti – CMS Wordpress
- IKT zručnosti – Sociálne médiá
- IKT zručnosti – Online účtovnícky softvér
- IKT zručnosti – Aplikácie na kreslenie
- IKT zručnosti – Aplikácie na tvorbu grafického dizajnu
- IKT zručnosti – Aplikácie na editovanie videa

### Otázka č. 10

Existujú ďalšie pracovné zručnosti (IKT zručnosti), ktoré považujete za dôležité v oblasti vášho podnikania, okrem tých, ktoré sú uvedené vyššie?

*Možnosť:*

Iné \_\_\_\_\_



### Otázka č. 11

Ako by ste ohodnotili dôležitosť zručností, ktoré ste uviedli v otázke č.10?

*Možnosť:*

Zručnosť z otázky č.10

### Otázka č. 12

Ohodnoťte nasledujúce pracovné zručnosti, ktoré považujete za dôležité vo vašej oblasti podnikania.

*Podnadpis:* Komunikačné zručnosti

Pomocou stupnice od 0 do 5 ohodnoťte nasledujúce zručnosti, pričom 5 predstavuje hodnotenie „Veľmi dôležité“ a 0 predstavuje hodnotenie „Nedôležité“.

*Možnosť:*

- Písanie správ/reportov
- Robenie poznámok počas pracovných stretnutí
- Osobná komunikácia
- Telefonická komunikácia
- Verejný prejav
- Emailová komunikácia
- Komunikácia cez videokonferenciu
- Zručnosť počúvania
- Komunikácia v materinskom jazyku
- Komunikácia v cudzom jazyku

### Otázka č. 13



Existujú ďalšie pracovné zručnosti (Komunikačné zručnosti), ktoré považujete za dôležité v oblasti vášho podnikania, okrem tých, ktoré sú uvedené vyššie?

*Možnosť:*

Iné \_\_\_\_\_

#### Otázka č. 14

Ako by ste ohodnotili dôležitosť zručností, ktoré ste uviedli v otázke č.13?

*Možnosť:*

Zručnosť z otázky č.13

#### Otázka č. 15

Ohodnoďte nasledujúce pracovné zručnosti, ktoré považujete za dôležité vo vašej oblasti podnikania.

*Podnadpis:* Odborné zručnosti

Pomocou stupnice od 0 do 5 ohodnoďte nasledujúce zručnosti, pričom 5 predstavuje hodnotenie „Veľmi dôležité“ a 0 predstavuje hodnotenie „Nedôležité“.

*Možnosti:*

- Podnikové plánovanie
- Analýza podnikateľských rizík
- Kompetencie firemnej spoločenskej zodpovednosti
- Marketing a marketingový výskum
- Právo a regulácia
- Ocenenie/hodnotenie zamestnancov
- Predaj a podpora zákazníka
- Účtovníctvo a financie



- Inžinierske/Technické zručnosti
- Organizácia PR podujatí

*Otázka č. 16*

Existujú ďalšie pracovné zručnosti (Odborné zručnosti), ktoré považujete za dôležité v oblasti vášho podnikania, okrem tých, ktoré sú uvedené vyššie?

*Možnosť:*

Iné \_\_\_\_\_

*Otázka č. 17*

Ako by ste ohodnotili dôležitosť zručností, ktoré ste uviedli v otázke č.16?

*Možnosť:*

Zručnosť z otázky č.16

## **Štvrtá časť**

*Podnadpis: Demografické údaje*

*Otázka č. 18*

Pohlavie

*Možnosti:*

- Muž
- Žena
- Iné
- Nechcem uviesť



*Otázka č. 19*

Vek

*Možnosti:*

- Menej než 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 a viac

*Otázka č. 20*

Krajina trvalého pobytu (resp. miesta podnikania)\*

*Možnosti:*

- Belgicko
- Grécko
- Taliansko
- Litva
- Malta
- Slovensko
- Španielsko
- Iné \_\_\_\_\_

*Otázka č. 21*

Najvyššie dosiahnuté vzdelanie \*



*Možnosti:*

- Stredoškolské vzdelanie
- Nadstavbové (ďalšie) vzdelávanie po strednej škole
- Vysokoškolské vzdelanie
- Iné \_\_\_\_\_

*Otázka č. 22*

Počet rokov podnikateľskej praxe

*Možnosti:*

- 0-2 rokov
- 3-5 rokov
- 6-10 rokov
- 11-20 rokov
- 21-30 rokov
- 30 a viac rokov

*Otázka č. 23*

Mali by ste záujem o ďalšie formálne vzdelávanie?

*Možnosti:*

- Áno
- Nie

*Otázka č. 24*

Ak sa zaujímate o formálne vzdelávanie a radi by ste vedeli viac o tomto novom online študijnom programe, uveďte vašu emailovú adresu a s vaším dovoľením vám budeme zasielať pravidelné informácie o projekte.



## Appendix 6 – Survey in Spanish

### Sección 1

#### Título - Reconocimiento y Acreditación del Aprendizaje Previo

Descripción - La acreditación y el reconocimiento del aprendizaje experimental previo es el proceso en el que se solicitan créditos por un aprendizaje que no ha sido evaluado y concedido previamente por una institución académica u organización profesional. Es un aprendizaje que ha tenido lugar a través de una serie de experiencias personales que a menudo incluyen tanto experiencias de aprendizaje formal como informal no estructuradas. En muchos campos, las aptitudes, conocimientos y habilidades que se adquieren a través de este tipo de aprendizaje pueden ser tan valiosas y relevantes como las que adquieren los estudiantes que siguen programas educativos formales acreditados. Por ejemplo, un emprendedor con años de experiencia empresarial podría probablemente seguir un programa de maestría en capacidad empresarial con más facilidad que una persona que posea un grado pero no tiene ninguna experiencia laboral en temas relacionados con la empresa.

La encuesta está vinculada a un nuevo proyecto Erasmus+ lanzado en septiembre de 2020: “Accreditation & Recognition of Prior Experience & Learning for Entrepreneurship” (ARPEL4Entrep). Los socios del proyecto son: la Advenio eAcademy (Malta), la Universidad de Bari Aldo Moro (Italia), la Universidad de Ioannina (Grecia), la Universidad de Zilina (Eslovaquia), EUCEN – European universities continuing education network (Bélgica) y AllSecure Ltd -eBusiness Systems (Malta). El proyecto quiere aprovechar la infraestructura y las competencias de los socios en materia de aprendizaje a distancia y la experiencia y los recursos colectivos del consorcio para crear un programa que anime a los emprendedores a acreditar y reconocer su experiencia y conocimientos previos como parte de un grado en emprendeduría. El programa proporcionaría una forma estructurada en la que esos marcos pueden integrarse con un trabajo de curso innovador en línea para permitir a los participantes obtener los 180 créditos ECTS necesarios en el nivel 6.

Esta encuesta es parte del estudio de investigación que se llevará a cabo como primera etapa de este proyecto financiado por Erasmus+. Este estudio de investigación se centrará en la identificación de las principales habilidades personales y laborales que debe tener un emprendedor para tener éxito. Los datos recogidos por esta investigación se utilizarán en la identificación y priorización del marco ARPEL4Entrepreneurship que se desarrollará como parte del programa de grado.

## Section 2

### *Pregunta 1.*

En que sector de negocio opera?

*Subtitle:* Lista de códigos NACE -

[https://ec.europa.eu/competition/mergers/cases/index/nace\\_all.html](https://ec.europa.eu/competition/mergers/cases/index/nace_all.html)

*Opciones:*

- Agricultura, silvicultura y pesca
- Minería y cantera
- Fabricación
- Suministro de electricidad, gas, vapor y aire acondicionado
- Abastecimiento de agua; alcantarillado; gestión de desechos y actividades de remediación
- Construcción
- Comercio al por mayor y al por menor
- Reparación de vehículos de motor y motocicletas
- Transporte y almacenamiento
- Alojamiento y actividades de servicio de alimentos
- Información y comunicación
- Actividades financieras y de seguros
- Actividades inmobiliarias
- Actividades profesionales, científicas y técnicas
- Actividades administrativas y de servicios de apoyo
- Administración pública y defensa; seguridad social obligatoria
- Educación
- Actividades de salud pública y trabajo social

- Artes, entretenimiento y recreo
- Otras actividades de servicios
- Actividades de los hogares como empleadores; actividades de producción de bienes -y servicios- indiferenciados de los hogares para uso propio
- Actividades de las organizaciones y organismos extraterritoriales
- Otros \_\_\_\_\_

*Pregunta 2.*

Tamaño de su negocio?

*Opciones:*

- Micro Empresa – Menos de 10 empleados
- Pequeña Empresa - 10-49 empleados
- Mediana Empresa - 50-249 empleados
- Gran Empresa - 250+ empleados

### **Section 3**

*Subtitle:* Identificación de las aptitudes necesarias

*Pregunta 3:*

Valore las siguientes competencias considerando su valía en el sector en el que opera.

*Subtitle:* Use la escala del 0 al 5, donde 5 representa máxima importancia y 0 representa sin importancia.

- Carácter: Visión y pensamiento estratégico
- Carácter: Integridad y compromiso
- Carácter: Liderazgo
- Carácter: Resistencia y perseverancia
- Don de gentes: competencias interculturales

- Don de gentes: Supervisión y/o Coaching
- Red de contactos: Redes relacionadas con el trabajo
- Red de contactos: Redes filantrópicas
- Actitud y mentalidad: Creatividad e innovación
- Actitud y mentalidad: Enfoque positivo ante los retos

*Pregunta 4:*

¿Hay otras competencias y fortalezas personales que usted cree que son importante en el sector en el que opera, aparte de las mencionadas anteriormente?

*Opciones:*

Otras \_\_\_\_\_

*Pregunta 5:*

¿Qué puntuación daría para reflejar la importancia de la habilidad identificada en respuesta a la pregunta 4 anterior?

*Opciones:*

Pregunta 4 Habilidad (*With Likert Rating*)

*Pregunta 6:*

Clasifique las siguientes habilidades relacionadas con el trabajo que considere importantes en su sector \*

*Subtitle:* Habilidades directivas

Use la escala del 0 al 5, donde 5 representa máxima importancia y 0 representa sin importancia.

*Opciones:*

- Gestión de personas



- Gestión de recursos
- Gestión financiera
- Gestión de proyectos
- Gestión de crisis
- Gestión de reuniones de negocios
- Administración
- Análisis de negocios y toma de decisiones
- Gestión del tiempo
- Gestión de los medios de comunicación y las relaciones públicas

#### *Pregunta 7*

¿Hay alguna otra habilidad relacionada con el trabajo de gestión que encuentre importante en su sector en el que opera que no este listada?

*Option:*

Otra: \_\_\_\_\_

#### *Pregunta 8*

¿Qué puntuación daría para reflejar la importancia de la habilidad identificada en la pregunta 7?

*Opción:*

Pregunta 7 Habilidad (*Likert Scale*)

#### *Pregunta 9*

Clasifique las siguientes habilidades relacionadas con el trabajo que considere importantes en su sector \*

*Subtitle:* Competencias en materia de TIC





Use la escala del 0 al 5, donde 5 representa máxima importancia y 0 representa sin importancia.

*Options:*

- Habilidades en TIC – procesador de datos (tipo Word)
- Habilidades en TIC – hoja de cálculo (tipo Excel)
- Habilidades en TIC – presentaciones (tipo Power Point)
- Habilidades en TIC – gestión de Proyectos
- Habilidades en TIC – creación de paginas web (tipo Wordpress)
- Habilidades en TIC – redes sociales (tipo Facebook, LinkedIn o Twitter)
- Habilidades en TIC – programa de contabilidad en línea
- Habilidades en TIC – aplicaciones de dibujo
- Habilidades en TIC – aplicaciones de diseño gráfico
- Habilidades en TIC – aplicaciones de edición de video

*Pregunta 10*

¿Hay alguna otra habilidad relacionada con las TIC que encuentre importante en su sector en el que opera que no este listada?

*Opción:*

Otra \_\_\_\_\_

*Pregunta 11*

¿Qué puntuación daría para reflejar la importancia de la habilidad identificada en la pregunta 10?

*Opción:*

Pregunta 10 Habilidad (*Likert scale*)

*Pregunta 12*



Clasifique las siguientes habilidades relacionadas con el trabajo que considere importantes en su sector \*

*Subtitle:* Habilidades de comunicación

Use la escala del 0 al 5, donde 5 representa máxima importancia y 0 representa sin importancia.

*Opción:*

- Redacción de informes
- Redacción y archivo de actas de reuniones
- Comunicación con los empleados
- Comunicación telefónica
- Hablar en público
- Comunicación por correo electrónico
- Comunicación por video conferencia
- Habilidad para escuchar
- Comunicación en su lengua materna
- Comunicación en lenguas extranjeras

*Pregunta 13*

¿Hay alguna otra habilidad relacionada con el trabajo (Habilidades de comunicación) que encuentre importante en el sector en el que opera?

*Opción:*

Otra \_\_\_\_\_

*Pregunta 14*

¿Qué puntuación daría para reflejar la importancia de la habilidad identificada en respuesta a la pregunta 13?



*Opción:*

Pregunta 10 Habilidad (*Likert Scale*)

*Pregunta 15*

Clasifique las siguientes habilidades relacionadas con el trabajo que considere importantes en su sector \*

*Subtítulo:* Habilidades de especialista

Use la escala del 0 al 5, donde 5 representa máxima importancia y 0 representa sin importancia.

*Opciones:*

- Planificación de negocios
- Análisis de riesgo empresarial
- Competencias en materia de responsabilidad social de las empresas
- Marketing e investigación de mercado
- Aspectos jurídicos y reglamentarios
- Valoraciones/evaluaciones de personal
- Ventas y atención al cliente
- Contabilidad y finanzas
- Habilidades de ingeniería/técnicas
- Relaciones públicas y organización de eventos

*Pregunta 16*

¿Hay alguna otra habilidad relacionada con el trabajo (habilidades especializadas) que encuentre importante en el sector en el que opera?

*Opción:*

Otra \_\_\_\_\_

### *Pregunta 17*

¿Qué puntuación daría para reflejar la importancia de la habilidad identificada en respuesta a la pregunta 16?

Opción:

Pregunta 16 Habilidad (*Likert Scale*)

## **Sección 4**

*Subtítulo:* Demografía

### *Pregunta 18*

¿Cuál es su género?

*Opciones:*

- Hombre
- Mujer
- Otro
- Prefiero no responder

### *Pregunta 19*

¿Cuál es su grupo de edad?

*Opciones:*

- Menos de 18
- 18-24
- 25-34
- 35-44



- 45-54
- 55-64
- 65 ó mayor

*Pregunta 20*

País de residencia \*

*Opciones:*

- Bélgica
- Grecia
- Italia
- Lituania
- Malta
- Eslovaquia
- España
- Otro\_\_\_\_\_

*Pregunta 21*

Nivel de educación más alto \*

*Opciones:*

- Educación general secundaria (ESO)
- Educación post-secundaria no terciaria (módulos FP)
- Educación superior
- Otra \_\_\_\_\_

*Pregunta 22*

Años de experiencia como emprendedor.

*Opciones:*

- 0-2 años
- 3-5 años
- 6-10 años
- 11-20 años
- 21-30 años
- 30+ años

*Pregunta 23*

¿Estarías interesado en seguir formándose para conseguir una titulación superior?

*Opciones:*

- Sí
- No

*Pregunta 24*

Si está interesado en seguir formándose para obtener una titulación superior y le gustaría saber más sobre el programa diseñado por ARPEL, tenga la amabilidad de proporcionarnos su dirección de correo electrónico, autorizándonos a mantenerle informado con los avances del proyecto

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