

STRATEGIC PAPER SPARKS

INTRODUCTION

Since 2013 European Commission underlines the importance to enhance entrepreneurship as a key competence to improve competitiveness and development. Fostering entrepreneurial skills is a core aspect in the Europe 2020 strategy with the aim to advance a European entrepreneurial culture. Consequently entrepreneurship education is considered essential and thus encouraged by European Commission. European Commission (2013) underlines also the necessity to promote a spirit of entrepreneurship of young people early in their lives to help them in their transition in the adulthood, promoting programmes aimed to develop youth entrepreneurial skills. Europe is facing with a high rate of youth unemployment (ILO, 2015) and thus entrepreneurship and self-employment could offer a possible way for facing unemployment. ILO (2015) included the promotion of youth employment in its decent work agenda with the aim to promote full productive and decent work for all. Particularly for youth it is important to build their future on the basis of a solid foundation of productive employment. In the present period of current economic crisis, ILO (2015) realized a call for actions with guiding principles and policy measures for shaping national strategies on youth employment. Five policy areas are individuated and one of this is entrepreneurship and self-employment to assist potential young entrepreneurs. ILO (2015) also underlined the potential of entrepreneurship as a way to promote decent work for young people.

Anyway notwithstanding political actions and efforts, the euro crisis particular in the Southern European countries has not still finished and there is still a period of low economic growth. In this period of crisis young people are those who suffered more (ILO, 2014, 2015). In Greece, Ireland and Portugal employment had an overall decline by 1.6 million between 2007 and 2012, but 75 per cent of this reduction, i.e. 1.2 million jobs, was concentrated among younger people. In Italy, young

adults are confronted with a severe decline in their employment-to-population ratio than youth. Instead in 2013 Turkey saw a rise in employment for the first time after a period of fast decline from 2009. It is underlined thus the potentiality to increase youth entrepreneurship to permit young people to enter into the labour market (OECD, 2013). In the OECD (2015)'s most recent report, it is pointed out that people under 25 have relatively low self-employment rates: around 4.4% and 7.2% on average for women and men respectively in the OECD countries. In the OECD (2015) report are also underlined the following points:

“- Youth (15-24 years old) were much less likely than adults (15-64 years old) to be self-employed in 2013. In the European Union, the self-employment rate for youth was 4.2% relative to 14.4% for adults.

- While the self-employment rate for youth has been constant at the European Union level over the last decade, it increased in 17 Member States.

- Very few self-employed youth have employees. In the European Union, only 81 200 (10.5%) had at least one employee in 2013.”

Youth unemployment is a critical aspect across Europe and the actions to promote entrepreneurship could give young people resources to face with the labor market in the 21st century (OECD, 2012). To address high youth unemployment, it is fundamental to develop policy actions to increase self-employment rates in the youth population (OECD, 2012). It emerged that businesses run by young entrepreneurs have lower survival rates than those of older entrepreneurs but when young people's businesses survive have more growth potential than those of older entrepreneurs (van Praag, 2003). It is thus important to invest on actions to promote youth entrepreneurship because at the end it is possible to have a greater reward.

Regarding factors that can impede the development of entrepreneurship, OECD (2015) states that a lack in entrepreneurship skills and characteristics can constitute a barrier to business creation for youth. It is underlined that “In most European Union countries, the majority of young people do not feel that they have the knowledge and skills to start a business”.

OECD (2012) individuated some barriers that can impede entrepreneurship as lack of awareness in important role models (such as parents or teachers) of the potentials of entrepreneurial activity; lack of education and training programs that nurture enough entrepreneurial attitudes and skills; lack of human, financial and social capital necessary both to set up and successfully run a new business; lack of personal savings and more difficult than adults to obtain external finance, including debt finance; limited business networks and business-related social capital; market barriers (financial markets may be biased away from supporting youth businesses).

Furthermore OECD (2012) advocates that prior work and entrepreneurship experience is a major determinant of business start-up and entrepreneurship performance.

Thus it is possible to underline the importance of entrepreneurship education and training as highlighted in many works presented in the literature at an international level (Amin, 2009; Baron & Markman, 2003; Bilén, Kisenwether, Rzasas, & John, 2005; Cull, 2006; Gibb, 2007; Henderson & Robertson, 1999; Hoogendoorn, Pennings, & Thurik, 2010; Klapper, 2004; Leadbeater, 2007; Light, 2006; Matlay, 2008; Premand, Brodmann, Almeida, Grun, & Barouni, 2016; Raposo & do Paço, 2011; Robertson, Collins, Medeira, & Slater, 2003; Schmitt-Rodermund, 2004; Smith, Henry, & Munro, 2002; Thompson, 2002; Tilley & Young, 2009).

Entrepreneurial education has been introduced worldwide in higher education institutions (Kuratko, 2005), and in 2001 was included in about 1200 business schools only in United States (Katz, 2008). Entrepreneurial education is less spread in other level of education but there are worldwide policy pressure to extend it (Ohe, 2012, Li et al., 2003, Farstad, 2002, Mwasalwiba et al., 2012). Currently entrepreneurial education represents a fundamental aspect of both industrial and educational policy in many countries (Hytti & O’Gorman, 2004).

The issue of entrepreneurship in education is also a primary concern for European Commission (Laukéis, OECD, 2015). Laukéis (2015) identified three approaches in Entrepreneurial education (Johnson, 1988, Heinonen and Hytti, 2010, O’Connor, 2013): “Teaching ‘about’ entrepreneurship means a content-laden and theoretical approach aiming to give a general understanding of the

phenomenon. It is the most common approach in higher education institutions (Mwasalwiba, 2010). Teaching “for” entrepreneurship means an occupationally oriented approach aiming at giving budding entrepreneurs the requisite knowledge and skills. Teaching “through” means a process based and often experiential approach where students go through an actual entrepreneurial learning process (Kyrö, 2005). This approach often leans on the wider definition of entrepreneurship, and can be integrated into other subjects in general education, connecting entrepreneurial characteristics, processes and experiences to the core subject. While the “about” and “for” approaches are relevant primarily to a subset of students on secondary and higher levels of education, the embedded approach of teaching “through” entrepreneurship can be relevant to all students and on all levels of education (see for example Smith et al., 2006, Handscombe et al., 2008)” (Laukėus, 2015, p. 10).

One of the principal aim of the entrepreneurial education is to enhance entrepreneurial skills (Laukėus, 2015). Entrepreneurship in education has also the capacity to increase deep learning and engagement, joy, motivation confidence and feelings of relevancy in individuals, but also it has effect on job creation, economic success, renewal and innovation for individuals, organizations and whole society (Laukėus, 2015).

In this framework, it is understandable the importance of entrepreneurship and particularly strengthening youth entrepreneurship as a significant alternative in response to the ongoing recession and unemployment problems in some of the EU countries especially in the framework of 2020 targets.

It is underlined the insufficient accessibility of the programs developed by the universities and organisations in the fields of youth entrepreneurship for those potential entrepreneurs aged between 18 and 30, and the lack of practical opportunities such as simulation or internship complementing cognitive learning (OECD, 2012). Thus the challenge is to permit young people to access these opportunities to enhance youth entrepreneurship. The SPARKS project is located in this framework.

SPARKS project description

Despite political measures and efforts, it is not possible to confirm the termination of the euro crisis with Southern European countries facing years of low growth. According to ILO (2014), younger age groups suffered most from the crisis. The SPARK project focused on the youth (aged between 18 and 30) and encourage them to undertake an entrepreneurial path that has been considered as a way out potential from the economic crisis. OECD & EU's Policy Brief on Youth Entrepreneurship (2012) advocates that prior work and entrepreneurship experience is a major determinant of business start-up and entrepreneurship performance. Researches also support findings such as young people do face problems in translating their ideas into business due to lack of knowledge in financial sources and how to access them, being part of a network and networking, and marketing their ideas at national and international levels.

Young people typically lack human, financial and social capital necessary both to set up and successfully run a new business (OECD, 2012). The SPARKS project has proposed to tackle these issues by establishing an online learning centre and developing contents on youth and social entrepreneurship based on a comprehensive needs analysis research, sharing innovative start-up business across EU countries in a publication and circulate it to stakeholders and potential young entrepreneurs; providing mentoring session by trained mentors; organising national networking events and introducing young business ideas with investors; and internship opportunities abroad. SPARK is focused on 15 young potential entrepreneur and 5 mentors in each of its partner countries: Greece, Italy, Portugal and Turkey.

SPARKS intellectual outputs are:

O1- Strategic Policy Paper on Youth Entrepreneurship in Partner Countries - based on needs analysis and literature review and share by stakeholders and policy makers.

O2- Interactive E-learning Centre for Strengthening Entrepreneurship Skills of Youth - to be developed and piloted during the project and finalised at the end of the project.

O 3- Best Practices Resource Book on Youth Entrepreneurship in the EU Member States - to be developed and shared widely to encourage and inspire young people.

SPARK is consisted of the following training activities:

C1- Training of 20 mentors - to take place in Greece for 5 days

C3- Combined e-learning and mentoring sessions on Entrepreneurship skills and social entrepreneurship - to be completed in 4 months by 60 young people in four partner countries. (20 trained mentors will support 60 entrepreneur candidates – 5 mentors and 15 entrepreneur candidates per each of the 4 countries - 1 mentor for 3 entrepreneur candidates).

The 60 entrepreneur candidates have to develop their business plan that they will present on 4 poster presentations, 1 per each of the 4 countries. To these networking events, 100 people will be invited (policy makers, business owners - including start-ups, potential investors - including angel investors - in each country (E1, E2, E3, E4 + E5)

C2 – Internship mobility opportunity for 8 young entrepreneur candidates (2 entrepreneur candidates per each of the 4 countries) abroad during one month. These 8 entrepreneur candidates will be chosen among the 60 who will have presented their business plan during the previous poster presentations.

With SPARK project's activities it is possible to give a contribution to the promotion of entrepreneurship education and social entrepreneurship among young people. The project aims to realize the priority of open and innovative education, training and youth work, embedded in the digital era through the e-learning centre.

This project is carrying out transnationally in order to bring about the exchange of best practices in entrepreneurship policies. The aim is to reach out potential entrepreneurs in all partner countries to multiply the project impact. In line with EU's policies on entrepreneurship promotion the SPARK project contributes to the EU's goals on youth employment and sustainable job creation.

In SPARKS project partnership there are 3 universities (University of Florence; Universidade Europeia, Portugal; Ankara Yıldırım Beyazıt University, Turkey, AYBU), a chamber of commerce (ATO, applicant), a public research body (IBIMET) and a CSO (IED). All partners are chosen strategically in terms of their track record and specific contributions they would make to the project. The project will also organise a total of five multiplier events in all partner countries to connect young entrepreneurs with business people including investors and facilitate networking which is crucial for our potential entrepreneurs.

Regarding the present strategy papers, it was coordinated by the University of Florence with support from each partner and it is based on needs analysis to be conducted in each country on youth entrepreneurship.

The need analysis uses the triangulation between the literature review, focus group interviews and questionnaires to individuate skill gaps among youth, issues they face in their entrepreneurship endeavours and also entrepreneurship training features.

This strategic also paper includes recommendations for the policy makers to promote entrepreneurship among young people. The University of Florence is the leader of this activity with Yildirim Beyazıt University. Partners from Greece and Portugal were involved in data collection.

Literature review

An analysis of the literature was conducted to individuate skill gaps among youth, issues they face in their entrepreneurship endeavours and also entrepreneurship training features.

Firstly this analysis highlighted a distinction between entrepreneurial skills (Athayde, 2009; Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Galloway, Anderson, Brown, & Wilson, 2005; Geldhof et al., 2014; Liñán, 2008; OECD, 2012; Oosterbeek, van Praag, & Ijsselstein, 2010) and individual characteristics important for entrepreneurial activity (Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Geldhof et al., 2014; OECD, 2012;

Oosterbeek, van Praag, & Ijsselstein, 2010; Rasheed & Rasheed, 2004). Entrepreneurial skills regard knowledge, know how and expertise and permits individual to have good results in entrepreneurial activities (Taylor, Russ-Eft, & Chan, 2005). The individual characteristics regards qualities and attributes of the person (Roberts, Walton, & Viechtbauer, 2006; Roberts, Wood, & Smith, 2005).

The entrepreneurial skills emerged from the analysis of the literature and included in the first draft of the questionnaire are the following (Athayde, 2009; Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Galloway, Anderson, Brown, & Wilson, 2005; Geldhof et al., 2014; Liñán, 2008; OECD, 2012; Oosterbeek, van Praag, & Ijsselstein, 2010):

- Opportunity identification
- Opportunity creation
- Resource acquisition
- Access to finance
- Business planning
- Running pilot business
- Technical skills
- Business skills
- Financial skills
- Marketing skills
- Management skills
- Leadership skills
- Team working skills
- Collaborative skills
- Interpersonal skills
- Communication skills
- Networking skills

- Learning skills
- Problem-solving skills
- Development of new products and services skills
- Self-managed planning skills
- Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)
- Creative, critical and strategic thinking skills
- Knowledge of the labor market

The entrepreneurial characteristics that emerged from the analysis of the literature and included in the first draft of the questionnaire are the following (Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Geldhof et al., 2014; OECD, 2012; Oosterbeek, van Praag, & Ijsselstein, 2010; Rasheed & Rasheed, 2004):

- Positive attitude towards self-employment
- Entrepreneurial passion
- Enthusiasm
- Motivation
- Self-confidence
- Sense of responsibility
- Pro-activeness
- Initiative
- Perseverance/Goal mastery
- Energy
- Commitment
- Hard work
- Uncertainty and ambiguity tolerance

- Imagination
- Curiosity
- Innovation orientation
- Creativity
- Autonomy
- Personal control
- Intuition
- Need for achievement
- Need for independence
- Need for power
- Risk-taking propensity
- Financial risk tolerance
- Courage
- Flexibility
- Self-efficacy
- Leadership ability
- Organization
- Willpower

Then the analysis of literature permitted to individuate the following possible obstacles that can be faced in entrepreneurship endeavours (OECD, 2012; Robertson, Collins, Medeira, & Slater, 2003):

- Cultural (e.g. negative social attitudes towards entrepreneurship)
- Lack of skills
- Inadequate entrepreneurship education
- Lack of network
- Market barriers

- Difficulties in the use of technology
- Difficulties in transforming ideas into business
- Lack of knowledge in financial sources and how to access them
- Lack of marketing ideas
- Bureaucratic
- Individual (e.g. courage, self-confidence)
- Lack of management skills

Furthermore the analysis of the literature was conducted in relation to entrepreneurship training features and in particular permitted to individuate method to promote entrepreneurial activity (De Faoite, Johnston, & van der Sijde, 2003; Edwards & Muir, 2005; Fuchs, Werner, & Wallau, 2008), activities for promoting entrepreneurship (De Faoite et al., 2003; Edwards & Muir, 2005; Fuchs et al., 2008), stages of the entrepreneurial start-up process where training can be important (De Faoite et al., 2003; Edwards & Muir, 2005; Fuchs et al., 2008; OECD, 2012).

In particular, the method to promote entrepreneurial activity (De Faoite et al., 2003; Edwards & Muir, 2005; Fuchs et al., 2008) are the following:

- Mentoring
- Business counseling
- Incubation/office facilities
- Subsistence allowance
- Seed capital
- Networking opportunities
- Follow-up support
- Self-directed experienced learning
- Co-operative education
- Economical/Financial facilities

- Education
- Example of success
- Training

The activities for promoting entrepreneurship (De Faoite et al., 2003; Edwards & Muir, 2005; Fuchs et al., 2008) are the following:

- Challenging the learner to exploit his/her full potential
- Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses
- Calling upon his/her creativity
- Regarding mistakes as learning opportunities instead of failure
- Encouraging critical thinking
- Increasing the learner's readiness to take risks
- Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)
- Projects (university, consultancy, research projects)
- Practical internship
- Specialized courses
- Workshops, videos, conferences
- Analysis of case studies of success and failure
- Networking spaces
- Networking courses

The stages of the entrepreneurial start-up process where training can be important (De Faoite et al., 2003; Edwards & Muir, 2005; Fuchs et al., 2008; OECD, 2012) are the following:

- Evaluation of entrepreneurial skills and characteristics
- Choice and structuring of the idea for the enterprise

- Market and product analysis
- Business plan
- Pilot project of the entrepreneurial idea
- Achieving sustainability of entrepreneurial idea

On the basis of this literature review, the University of Florence realized a first draft of the questionnaire for the need analysis that was shared with the other partners who gave some feedbacks about it. After joint reflection, a second draft of the questionnaire was elaborated, waiting for the last integrations coming from focus groups.

SPARK PROJECT – FOCUS GROUP

The University of Florence realized the template for the focus groups. It developed two versions of the template that shared with other partners and that revised according to their suggestions. The first version of the template for the focus groups is a short version that includes three main thematic areas (derived from the literature and from the questionnaire) and the final questions for the focus group, the second version is an extended version that details all the aspects of the procedure that is necessary to follow. These templates permitted all the partners to use a shared guide for the conduction of the focus group in each country and this allowed to have more reliable results for sharing.

SPARK project – Short template for the focus group

Moderator/facilitator promotes the discussion in the focus group about the thematic areas

Two observers transcribe the contents of the focus group and observe the interaction between participants

Warming questions

Who I am? What I do? Why am I here?

THEMATIC AREA 1: Gaps in entrepreneurial skills and entrepreneurial individual characteristics to promote entrepreneurship among young people.

First of all before of presenting the different answers, the facilitator/moderator briefly introduces the difference between skill and individual characteristic:

A SKILL regards knowledge, know how and expertise and permits individual to perform well in different contexts. The skill can be enhanced with specific training (Taylor, Russ-Eft, & Chan, 2005).

An INDIVIDUAL CHARACTERISTIC regards qualities and attributes of the person. It is considered more stable in the literature but anyway it can be increase even if with less facility (Roberts, Walton, & Viechtbauer, 2006; Roberts, Wood, & Smith, 2005).

Introducing questions

- 1) Which are the entrepreneurial skills for young entrepreneurs?

- 2) Which are the entrepreneurial individual characteristics for young entrepreneurs?

The facilitator/moderator gives to the participants some post-it of different colours for reflecting about both entrepreneurial skills and entrepreneurial individual characteristics. Then, the facilitator/moderator asks the participants to write at least five entrepreneurial skills and five entrepreneurial individual characteristics on the post-it (specifying to use different colours for entrepreneurial skills and entrepreneurial individual characteristics).

Then, the facilitator/moderator asks participants to read in turn the entrepreneurial skills and the entrepreneurial individual characteristics they have written, also explaining briefly why they chose them.

Transition questions

The facilitator/moderator asks participants:

After having listen the reflections of all the participants in our focus group:

3) Which entrepreneurial skills are particularly important for young entrepreneurs in your opinion?

4) Which entrepreneurial individual characteristics are particularly important for young entrepreneurs in your opinion?

Key questions

5) Which important entrepreneurial skills should be improved because they are usually present, but not sufficiently in your opinion?

6) Which important entrepreneurial skills are usually missing in young entrepreneurs in your opinion?

7) Which important entrepreneurial individual characteristics should be improved because they are usually present, but not sufficiently in your opinion?

8) Which important entrepreneurial individual characteristics are usually missing in young entrepreneurs in your opinion?

THEMATIC AREA 2: Issues faced by young entrepreneurs in their entrepreneurship endeavours.

Introducing question

9) Which are the issues that young entrepreneurs usually meet in their entrepreneurship endeavours?

10) Which are the obstacles that young entrepreneurs usually face in their entrepreneurship endeavours?

Transition question

11) Which are the main issues that young entrepreneurs meet in their entrepreneurship endeavours

in your opinion?

12) Which are the main obstacles that young entrepreneurs face in their entrepreneurship endeavours in your opinion?

Key questions

13) Which are the main issues young entrepreneurs meet that could be solved by specific actions?

14) Which are the main obstacles young entrepreneurs face that could be solved by specific actions?

THEMATIC AREA 3: How promoting youth entrepreneurship.

Introducing question

15) Which are the most useful actions to promote successful entrepreneurship in young entrepreneurs?

Transition question

16) Which are the most useful actions for helping young entrepreneurs to develop their business idea with success?

Key question

17) Which are the most useful training activities for helping young entrepreneurs to develop their business idea with success?

FINAL QUESTIONS

18) Think back to what has been said until now and reflect again, please.

- What are the three most urgent entrepreneurial skills to be improved in young entrepreneurs?

- What are the three most urgent entrepreneurial individual characteristics to be improved in young entrepreneurs?
- What are the three main issues young entrepreneurs meet in their entrepreneurship endeavours and that could be solved by specific actions?
- What are the three main obstacles young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions?
- Which are the three most useful actions for helping young entrepreneurs to develop their business idea with success?
- What are the three most useful training activities to promote successful youth entrepreneurship?

Please write your answers (using the post-it of different colours for each of the six different questions)

The facilitator/moderators summarises using a blackboard and asking participants to attach their post-it in relation to different categories.

At the end the facilitator/moderator proposes a last question to individuate any other relevant aspects to be highlighted.

17) Have we forgotten something important to add in your opinion?

18) At the end of this focus group, what do you mainly bring home with you (please, use only 3 words to explain)?

SPARK project – Extended template for the focus group

1. Introduction

The moderator/facilitator promotes the discussion in the focus group about the thematic areas proposed in this template, aiming to gather information about:

- 1) the gaps in entrepreneurial skills and entrepreneurial individual characteristics to promote entrepreneurship among young people;
- 2) the issues faced by young entrepreneurs in their entrepreneurship endeavours;
- 3) how promoting youth entrepreneurship.

In order to observe the interaction between the participants and to transcribe in detail the discussion,

there are also two observers.

The participants, as discussed in the kick-off meeting, are 1) students; and 2) young entrepreneurs.

Before the arrival of the participants, the observers dispose the seats, and bring some sheets and pens in case the participants would like to take notes.

2. Welcome and Introduction

The moderator/facilitator and the observers welcome the participants at their arrival, without doing any reference to the topics that will be discussed during the focus group.

When there are all the participants, the moderator/facilitator briefly explain the aim of the focus group and the roles of both the participants and either the moderator/facilitator him/herself and the observers:

“Good morning/Good evening, I am (e.g., name, profession). They are (names of the observers), and they are here in order to transcribe what will emerge in our discussion.

We invited you to join this focus group that aims to address the skill gaps among youths and the issues they face in their entrepreneurship endeavours, since we believe that you have many interesting things to say about these themes. We thank you for your participation to this European project that aims to promote entrepreneurship among youths, and we believe that this discussion could be useful for you too, since it could help you in gaining a deeper knowledge of entrepreneurial skills and entrepreneurial individual characteristics and strengthening your awareness of these themes.

Since by participating to this focus group you took part to our research, we kindly ask you to sign the Informed Consent that I provide you, and to give also some socio-demographic information, such as gender, age, and your course of study (or job). However, I would like to highlight that we assure your anonymity, since the data will be analyzed in an aggregate form.”

The moderator/facilitator gives the participants the Informed Consent and the sheet with the socio-demographic questions.

After collecting both the Informed Consent and the sheet with the personal data, the moderator/facilitator briefly explains the rules of the focus group:

“Before introducing the discussion, I would like to tell you the main rules of this group. There is not an order to follow for discussing the themes that I will propose you; however, only one person

speaks at a time. Moreover, please remember that there are no right or wrong answers.

Is it clear what I said until now? Is there any questions?”

The moderator/facilitator replies to the questions, than the focus group begins.

3. Warm-up

The moderator/facilitator asks the participants to introduce themselves.

“I would like to begin our focus group with a brief presentation of you. Please, answer at turn to the following questions:

Who I am? What I do? Why am I here?”

4. Discussion

Thematic area 1: Gaps in entrepreneurial skills and entrepreneurial individual characteristics to promote entrepreneurship among young people.

First of all, the moderator/facilitator briefly introduces the difference between skills and individual characteristics:

“Since we are going to discuss about entrepreneurial skills and entrepreneurial individual characteristics, I would like to briefly explain you what are the main features of each of them.

A SKILL regards knowledge, know-how and expertise and allows the individual to perform well in different contexts. Moreover, the skill can be enhanced with specific training (Taylor, Russ-Eft, & Chan, 2005).

An INDIVIDUAL CHARACTERISTIC regards instead the qualities and the attributes of the person. In literature, it is considered rather stable, anyway it can be increase even if with less facility (Roberts, Walton, & Viechtbauer, 2006; Roberts, Wood, & Smith, 2005).”

Introducing questions

Then, following the outline previously described, in order to goes on with the in-depth analysis, the moderator/facilitator introduces the first theme of discussion:

“Now, I invite you to reflect on both the following questions:

1) Which are the entrepreneurial skills for young entrepreneurs?

2) Which are the entrepreneurial individual characteristics for young entrepreneurs?

In order to facilitate your individual reflection on these questions, I provide you some post-it of two different colours. Please, write at least five entrepreneurial skills and five entrepreneurial individual characteristics on the post-it. Please, use the (e.g.) yellow post-it for entrepreneurial skills, and (e.g.) pink post-it for entrepreneurial individual characteristics.”

Then, the moderator/facilitator asks participants to read in turn the entrepreneurial skills and the entrepreneurial individual characteristics they have written, also explaining briefly why they chose them:

“Have you finished?

Now, I ask you to read what you have written, briefly explaining the reason why you chose these entrepreneurial skills and entrepreneurial individual characteristics. Who would like to begin?”

Transition questions

The moderator/facilitator asks participants:

“After having listen to the reflections of all the participants in our focus group:

3) Which entrepreneurial skills are particularly important for young entrepreneurs in your opinion?

4) Which entrepreneurial individual characteristics are particularly important for young entrepreneurs in your opinion?”

Key questions

Then, the moderator/facilitator asks the following questions:

“5) Which important entrepreneurial skills should be improved because they are usually present, but not sufficiently in your opinion?

6) Which important entrepreneurial skills are usually missing in young entrepreneurs in your opinion?

7) Which important entrepreneurial individual characteristics should be improved because they are usually present, but not sufficiently in your opinion?

8) Which important entrepreneurial individual characteristics are usually missing in young entrepreneurs in your opinion?”

Thematic area 2: Issues faced by young entrepreneurs in their entrepreneurship endeavours.

The moderator/facilitator introduces the second thematic area

Introducing question

“Now, we can discuss our second theme, that is related to the issues faced by entrepreneurs in their entrepreneurship endeavours.

9) Which are the issues that young entrepreneurs usually meet in their entrepreneurship endeavours?

10) Which are the obstacles that young entrepreneurs usually face in their entrepreneurship endeavours?”

Transition question

“11) Which are the main issues that young entrepreneurs meet in their entrepreneurship endeavours in your opinion?

12) Which are the main obstacles that young entrepreneurs face in their entrepreneurship endeavours in your opinion?”

Key questions

“13) Which are the main issues young entrepreneurs meet that could be solved by specific actions?

14) Which are the main obstacles young entrepreneurs face that could be solved by specific actions?”

Thematic area 3: How promoting youth entrepreneurship.

The moderator/facilitator introduces the third area of discussion.

Introducing question

“Now, we can go to discuss how promoting youth entrepreneurship.

15) Which are the most useful actions to promote successful entrepreneurship in young entrepreneurs?”

Transition question

“16) Which are the most useful actions for helping young entrepreneurs to develop their business

idea with success?”

Key question

“17) Which are the most useful training activities for helping young entrepreneurs to develop their business idea with success?”

Concluding questions

“18) Please, think back to what has been said until now and reflect again.

- What are the three most urgent entrepreneurial skills to be improved in young entrepreneurs?
- What are the three most urgent entrepreneurial individual characteristics to be improved in young entrepreneurs?
- What are the three main issues young entrepreneurs meet in their entrepreneurship endeavours and that could be solved by specific actions?
- What are the three main obstacles young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions?
- Which are the three most useful actions for helping young entrepreneurs to develop their business idea with success?
- What are the three most useful training activities to promote successful youth entrepreneurship?”

The moderator/facilitator have to indicate which colour they have to use for each category.

“Please, write your answers using the post-it of different colours for each of the six different questions. Please, use (e.g.) yellow for the three most urgent entrepreneurial skills to be improved in young entrepreneurs, pink for the three most urgent entrepreneurial individual characteristics to be improved in young entrepreneurs, light blue for the three main issues young entrepreneurs meet in their entrepreneurship endeavours and that could be solved by specific actions, green for the three main obstacles young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions, orange for the three most useful actions for helping young entrepreneurs to develop their business idea with success, and white for the three most useful training activities to promote successful youth entrepreneurship.”

The moderator/facilitator summarises using a blackboard and asking participants to attach their post-it in relation to the different categories.

At the end, the moderator/facilitator proposes a last question to individuate any other relevant aspects to be highlighted:

“17) Have we forgotten something important to add in your opinion?”

“18) At the end of this focus group, what do you mainly bring home with you (please, use only 3 words to explain)?”

5. Conclusion

The moderator/facilitator thanks the participants for the discussion and highlights their value for the study:

“Well, we have finished our discussion. It has been a very interesting and successful focus group. I would really like to thank you for your valuable participation, and I hope you found this discussion useful and interesting for you too. If interested, we can inform you about the results of the study and we can further involve you in the next phase of the project, such as the filling of an online questionnaire. Please, let me know. Have a good day!”

SPARK – Model for the focus group report

The University of Florence also realized the model of the focus group report. This model was shared with all the other partners who used it to present the results of the focus group conducted in their countries. Following the report of the focus group conducted in Italy and used as model by all the partners is presented.

Focus group report

Meeting date: 02 February 2017

Meeting place: University of Florence, School of Psychology

Task-force: Dr. Letizia Palazzeschi (moderator), Dr. Yura Loscalzo and Dr. Ornella Bucci (observers).

Participants: Italian students.

INTRODUCTION

This focus group has been conducted as part of the Erasmus + Project entitled “Strengthening entrepreneurial sparks”.

The aim of this focus group was to gather information about:

- Gaps in entrepreneurial skills and characteristics to promote entrepreneurship among young people;
- Issues faced by youths in their entrepreneurship endeavours;
- How promoting youth entrepreneurship.

The information arisen from this focus group (as well as the information gathered by means of the focus groups held by the other Partners) will be triangulated with the results of online questionnaires and the review of literature, in order to highlight the skill gaps among youths and the issues they face in their entrepreneurship endeavours. Then, these results will be reported in the “Strategic Policy Paper on Youth Entrepreneurship in Partner Countries”.

PARTICIPANTS

Ten Italian students took part to the focus group.

There were three males and seven females, and they were aged between 22 and 30 years.

Concerning their course of study, there were three students of Design and management of art and entertainment events and business; one student of Biotechnology; one of Biological sciences; one of Psychology; one of Agricultural studies; one of Social educational sciences; and two of Adult education and life-long learning.

RESULTS

Thematic area 1: Gaps in entrepreneurial skills and characteristics to promote entrepreneurship among young people.

1. Questions asked during the focus group

1. Which are the entrepreneurial skills for young entrepreneurs?
2. Which are the entrepreneurial individual characteristics for young entrepreneurs?
3. Which entrepreneurial skills are particularly important for young entrepreneurs in your opinion?
4. Which entrepreneurial individual characteristics are particularly important for young entrepreneurs in your opinion?

5. Which important entrepreneurial skills should be improved because they are usually present, but not sufficiently in your opinion?
6. Which important entrepreneurial skills are usually missing in young entrepreneurs in your opinion?
7. Which important entrepreneurial individual characteristics should be improved because they are usually present, but not sufficiently in your opinion?
8. Which important entrepreneurial individual characteristics are usually missing in young entrepreneurs in your opinion?

2. Findings

2.1. Entrepreneurial skills for young entrepreneurs

Concerning entrepreneurial skills, most of the participants ($n = 6$) wrote in their post-it: technical skills, problem solving, relational and communication skills, and ($n = 5$) team working skills. Four participants also reported flexibility (in changing ideas, roles, ...) ($n = 4$). Some participants wrote management skills ($n = 3$), networking skills ($n = 3$), and knowledge of the labor market ($n = 3$); and also focused attention (i.e. staying focused on the task), marketing ($n = 2$), financial ($n = 2$), bureaucratic ($n = 2$) and critical thinking skills ($n = 2$). Finally, a reference was made also to planning skills ($n = 1$), decision making ($n = 1$), time management ($n = 1$), delegation skills ($n = 1$), and opportunities' selection skills ($n = 1$).

When they were asked to indicate which entrepreneurial skills are particularly important for young entrepreneurs, participants indicated relation skills ($n = 4$), cognitive skills such as planning skills ($n = 3$), team working ($n = 2$), but also technical skills, flexibility and bureaucratic skills ($n = 1$).

If asked about the entrepreneurial skills that should be improved because they are usually present, but not sufficiently, the students highlight the need to improve communication skills, with a particular attention to the expression of emotions by means of both verbal and non verbal means ($n = 3$). They also highlight time management ($n = 2$) and networking skills ($n = 2$) as other competences that should be improved, and also problem-solving skills ($n = 2$) and conflict and stress management skills ($n = 1$).

Finally, when asked to report about the entrepreneurial skills that are usually missing in young entrepreneurs, they highlighted the lack of interdisciplinary, or the knowledge of other fields that allows to have a whole vision ($n = 3$). Moreover, they also report the lack of planning skills ($n = 1$), problem solving ($n = 1$) and decision making ($n = 1$) skills, but also marketing ($n = 1$), financial ($n = 1$), bureaucratic ($n = 1$) skills and conflict management skills ($n = 1$).

2.2. Entrepreneurial individual characteristics for young entrepreneurs

As regards to entrepreneurial individual characteristics, students pointed out tenacity ($n = 4$), while others students reported autonomy ($n = 3$), willpower ($n = 3$), self-consciousness ($n = 3$), and goal mastery ($n = 3$). Two students reported instead entrepreneurship ($n = 2$), empathy ($n = 2$), self-efficacy ($n = 2$), passion for ones' own work ($n = 2$), courage ($n = 2$), openness ($n = 2$), creativity ($n = 2$), and sociability ($n = 2$). Finally, earnestness ($n = 1$), curiosity ($n = 1$), holistic vision ($n = 1$), performance mastery ($n = 1$), dynamicity ($n = 1$), and diplomacy ($n = 1$) were reported by one participant only.

When they were asked to indicate which entrepreneurial individual characteristics are particularly important for young entrepreneurs, they indicated passion for owns' own work ($n = 2$), entrepreneurship ($n = 1$), self-consciousness ($n = 1$), willpower ($n = 1$), entrepreneurship ($n = 1$), self-assertiveness ($n = 1$), willingness ($n = 1$), creativity ($n = 1$), and courage ($n = 1$).

If asked about the entrepreneurial individual characteristics that should be improved because they are usually present, but not sufficiently, the students report flexibility ($n = 3$), self-assertiveness ($n = 3$), dynamicity ($n = 2$), and self-consciousness ($n = 2$).

Finally, as regard to entrepreneurial individual characteristics that are usually missing in young entrepreneurs, they indicated resilience ($n = 3$), entrepreneurship ($n = 3$), curiosity ($n = 2$), autonomy ($n = 2$).

Thematic area 2: Issues faced by young entrepreneurs in their entrepreneurship endeavours.

1. Questions asked during the focus group

1. Which are the issues that young entrepreneurs usually meet in their entrepreneurship endeavours?
2. Which are the obstacles that young entrepreneurs usually face in their entrepreneurship endeavours?
3. Which are the main issues that young entrepreneurs meet in their entrepreneurship endeavours in your opinion?
4. Which are the main obstacles that young entrepreneurs face in their entrepreneurship endeavours in your opinion?
5. Which are the main issues young entrepreneurs meet that could be solved by specific actions?
6. Which are the main obstacles young entrepreneurs face that could be solved by specific actions?

2. Findings

2.1. Issues that young entrepreneurs meet in their entrepreneurship endeavours

The students reported the following issues: bureaucratic ($n = 1$), economic ($n = 2$), difficulties in finding clientele ($n = 1$), but also the high competitions between workers: both between adults and youths than between youths themselves ($n = 3$). Moreover, they also referred to political issues ($n =$

1) in general, and to the lack of turnover ($n = 1$) and to the extension of the age for work retirement ($n = 1$) in particular.

When asked to report the main issues, they agreed for the economical ($n = 10$), bureaucratic ($n = 10$) and political issues ($n = 10$).

Finally, concerning the main issues that young entrepreneurs meet and that could be solved by specific actions, the participants indicated economic ($n = 2$), bureaucratic ($n = 1$), planning ($n = 2$) issues, communication ($n = 2$) and marketing ($n = 1$) issues, but also the difficulties in improving the enterprise (how to shift from a little to a middle and then to a big enterprise) ($n = 1$) and the lack of knowledge about the existing opportunities for young entrepreneurs ($n = 1$).

2.2. Obstacles that young entrepreneurs face in their entrepreneurship endeavours

The participants reported that the obstacles that young entrepreneurs face in their entrepreneurship endeavours are due to cultural aspects, more specifically to the lack of credibility and trust in youths ($n = 5$), to the lack of independence and meritocracy ($n = 6$), and to the negative attitudes toward entrepreneurship of family and intimate friends ($n = 2$). Moreover, they also referred to low self-efficacy ($n = 8$), specifying that it could be due to cultural factors that seems to inhibit the entrepreneurship endeavors. Finally, they indicated gender-differences as another cultural obstacle, since they said that women have more difficulties in being trusted as workers ($n = 3$).

When asked to report the main obstacles, they re-affirmed all the cultural factors previously described ($n = 10$).

Finally, when asked to indicate the main obstacles that young entrepreneurs meet and that could be solved by specific actions, at first, they reported that the cultural factors are difficult to change; however, after the intervention of one participant, they agree that actually they could be addressed by means of the education to the entrepreneurship ($n = 10$).

Thematic area 3: How promoting youth entrepreneurship.

1. Questions asked during the focus group

1. Which are the most useful actions to promote successful entrepreneurship in young entrepreneurs?
2. Which are the most useful actions for helping young entrepreneurs to develop their business idea with success?
3. Which are the most useful training activities for helping young entrepreneurs to develop their business idea with success?

2. Findings

2.1. Actions for promoting entrepreneurship.

As far as concern the most useful actions to promote successful entrepreneurship in young people, the participants suggested to use examples of young entrepreneurs' success ($n = 2$), education to the entrepreneurship from primary schools and in a long-life perspective ($n = 4$), financial facilities ($n = 1$), economical facilities ($n = 1$), incubation system ($n = 2$), crowd funding ($n = 1$), career service ($n = 1$).

Placing the emphasis on developing the business idea, the participants suggested as useful actions: career services, starting from secondary school ($n = 4$), mentors ($n = 3$), creating groups of young entrepreneurs for sharing their experiences ($n = 1$), looking for previous experiences of others, in order to analyze the possibility of success for owns' own idea ($n = 1$), analyzing the labor market in order to find the areas not yet addresses ($n = 1$).

2.2. Training activities for promoting entrepreneurship.

Finally, as regards training activities, they suggested: networking skills training ($n = 3$), bureaucratic skills training ($n = 2$), informatics skills training ($n = 1$), more practical internships during University years ($n = 1$) and internships out from Italy ($n = 1$), practical exercitations during University years ($n = 1$), communication skills training ($n = 1$), marketing skills training ($n = 1$), empathy training ($n = 1$), emotional awareness skills training ($n = 1$), relational skills training ($n = 1$), entrepreneurship skills training ($n = 1$).

Closing

1. Questions asked during the focus group

1. Please, think back to what has been said until now and reflect again (answers on post-it):

- What are the three most urgent entrepreneurial skills to be improved in young entrepreneurs?
- What are the three most urgent entrepreneurial individual characteristics to be improved in young entrepreneurs?
- What are the three main issues young entrepreneurs meet in their entrepreneurship endeavours and that could be solved by specific actions?
- What are the three main obstacles young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions?
- Which are the three most useful actions for helping young entrepreneurs to develop their business idea with success?
- What are the three most useful training activities to promote successful youth entrepreneurship?

2. Have we forgotten something important to add in your opinion?

3. At the end of this focus group, what do you mainly bring home with you (please, use only 3 words to explain)?

2. Findings

2.1. Blackboard summary

1. Here follows the summary of the most urgent entrepreneurial skills to be improved in young entrepreneurs, as reported by the participants:

Communication skills ($n = 7$)

Planning skills ($n = 5$)

Problem-solving skills ($n = 5$)

Bureaucratic skills ($n = 2$)

Marketing skills ($n = 2$)

Networking skills ($n = 2$)

Team working skills ($n = 2$)

Relational skills ($n = 1$)

Leadership skills ($n = 1$)

Conflict and stress management skills ($n = 1$)

Goal mastery skills ($n = 1$)

Holistic vision skills ($n = 1$).

2. The following are instead the most urgent entrepreneurial individual characteristics to be improved in young entrepreneurs, as reported by the students:

Flexibility ($n = 5$)

Resilience ($n = 3$)

Passion for own's own work ($n = 2$)

Self-efficacy ($n = 2$)

Self-assertiveness ($n = 1$)

Willingness ($n = 1$)

Dynamicity ($n = 1$)

Curiosity ($n = 1$)

Autonomy ($n = 1$)

Transversality ($n = 1$)

Empathy ($n = 1$)

Determination ($n = 1$)

Creativity ($n = 1$)

Entrepreneurship ($n = 1$)

Courage ($n = 1$)

3. Those are the main issues young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions for the participants:

Economic, financial and bureaucratic issues ($n = 7$)

Logistic issues ($n = 2$)

Finding clients ($n = 2$)

Analysis of the labour market ($n = 2$)

Networking issues ($n = 2$)

Lack of informatics skills ($n = 1$)

4. As regards to the main obstacles young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions, the students reported:

Cultural and social barriers ($n = 10$)

5. Concerning the most useful actions for helping young entrepreneurs to develop their business idea with success, the participants wrote:

Start-up and incubation System ($n = 4$)

Examples of young entrepreneurs' success ($n = 3$)

Education to the entrepreneurship from primary school to University ($n = 3$)

Business angels ($n = 3$)

Groups of young entrepreneurs for sharing their experiences ($n = 1$)

Financial facilities ($n = 1$)

Economical facilities ($n = 1$)

Economic incentives for long-life education ($n = 1$)

To spread the activities by means of social networks (e.g. entrepreneurship coffee) ($n = 1$)

6. Finally, as regards the most useful training activities to promote successful youth entrepreneurship, they suggested:

Formation for the practical transition from the idea to its realization ($n = 3$)

Paid internship ($n = 2$)

Networking skills training ($n = 2$)

Formation on entrepreneurship and employability ($n = 2$)

Post-University courses with experts ($n = 1$)

2.2. Concluding questions

When asked if something important was been forgotten, the participants did not add anything.

Then, they were asked to use three words to explain what they mainly bring their home, they reported:

1. Planning, network, communication;
2. Flexibility, resilience, renewed;
3. Interdisciplinarity, self-awareness, trust;
4. Planning, network, trust;
5. Network, focus group, communication;
6. Group's strength, determination, communication;
7. Input, interest, deepen awareness;
8. Idea, network, self-awareness;
9. Network, help, resilience;
10. Resilience, self-awareness, communication.

CONCLUSION

In conclusion, the ten Italian students of this focus group reported that the most urgent entrepreneurial skills to be improved in young entrepreneurs are communications skills, planning skills and problem-solving skills. The most urgent entrepreneurial individual characteristics to be improved in their opinion are instead flexibility and resilience.

Concerning the main issues that young entrepreneurs face in their entrepreneurship endeavours and that could be solved by specific actions; they highlighted in particular the economic, financial and bureaucratic issues. As far as concern the main obstacles, they agree for the cultural and social barriers that they think are strong in Italy, such as gender-differences in work, low trust in youths, and negative attitudes towards entrepreneurship.

However, they believe that, despite these issues and obstacles, some specific actions could help them developing their business idea with success, especially by means of start-up and incubation systems, but also by means of examples of young entrepreneurs' success, the education to the entrepreneurship from primary school to University and the help of business angels. Finally, as

regards to the most useful training activities to promote successful youth entrepreneurship, they suggested the formation for the practical transition from the entrepreneurship idea to its realization.

SPARK – FINAL FOCUS GROUP REPORT (Turkey, Italy, Portugal, Greece)

The University of Florence merged the results of the focus groups carried out in each country and produced the following final report for the focus group.

Final and general focus group report

The focus groups took place in February 2017 in each of the Partners' country with the involvement of the following professionals as task force:

- Turkey (Students), Ankara Yıldırım Beyazıt University, Cinnah Campus: Dr. Murat Ulubay (moderator), Res.Assist. Melek Mutioğlu Özkesen (observer)
- Turkey (Entrepreneurs), Ankara Ticaret Odası (Ankara ChamberCommerce Headquarters): Dr. Murat Ulubay (moderator), Res. Assist. Melek Mutioğlu Özkesen (observer)
- Italy (Students), University of Florence, School of Psychology: Dr. Letizia Palazzeschi (moderator), Dr. Yura Loscalzo (observer and rapporteur), Dr. Ornella Bucci (observer)
- Italy (Entrepreneurs), National Research Council, Institute of Biometeorology (CNR-IBIMET), Florence: Dr. Francesca Martelli, Dr. Sara Di Lonardo, Dr. Marchi Valentina
- Portugal (Students), Universidade Europeia, School of Business and Social Sciences: Dr. Liliana Faria (moderator), Dr. Maria José Sousa (observer and rapporteur)
- Portugal (Entrepreneurs), Universidade Europeia, School of Business and Social Sciences: Dr. Liliana Faria (moderator), Dr. Maria José Sousa (observer), Ana Cristina Mendes (rapporteur)
- Greece (Students and Entrepreneurs), Premises of OpenMellon S.A. – VET organization: Mr. Panagiotis Koutoudis / Mr. Kostas Grigoriou / Mrs. Katerina ALvizou

INTRODUCTION

Eight focus groups have been conducted as part of the Erasmus + Project entitled “Strengthening entrepreneurial sparks”.

The aim of these focus groups was to gather information about:

- Gaps in entrepreneurial skills and characteristics to promote entrepreneurship among young people;
- Issues faced by youths in their entrepreneurship endeavours;
- How promoting youth entrepreneurship.

The information arisen from these focus groups will be triangulated with the results of online questionnaires and the review of literature, in order to highlight the skill gaps among youths and the issues they face in their entrepreneurship endeavours. Then, these results will be reported in the “Strategic Policy Paper on Youth Entrepreneurship in Partner Countries”.

PARTICIPANTS

Turkish, Italian, Portuguese and Greek students and entrepreneurs participated in eight focus groups, for a total of 73 participants (38 males and 35 females) aged between 18 and 48 years. They were invited to join the focus groups based on their area of study/work, with the aim of representing different areas (e.g. Design and management, Biotechnology, Agricultural studies, Psychology, Industrial Engineering, Business Management, Architecture).

RESULTS

Thematic area 1: Gaps in entrepreneurial skills and characteristics to promote entrepreneurship among young people

1. Questions asked during the focus group

9. Which are the entrepreneurial skills for young entrepreneurs?
10. Which are the entrepreneurial individual characteristics for young entrepreneurs?
11. Which entrepreneurial skills are particularly important for young entrepreneurs in your opinion?
12. Which entrepreneurial individual characteristics are particularly important for young entrepreneurs in your opinion?
13. Which important entrepreneurial skills should be improved because they are usually present, but not sufficiently in your opinion?
14. Which important entrepreneurial skills are usually missing in young entrepreneurs in your opinion?

15. Which important entrepreneurial individual characteristics should be improved because they are usually present, but not sufficiently in your opinion?
16. Which important entrepreneurial individual characteristics are usually missing in young entrepreneurs in your opinion?

2. Findings

2.1. Entrepreneurial skills for young entrepreneurs

From the analysis of the results of seven focus groups (one merged for Greece, and two for Turkey, Portugal and Italy), we found that the entrepreneurial skills for young entrepreneurs are:

For **six** of the seven focus groups:

- Personal and business branding/marketing skills
- Creative, critical and strategic thinking skills
- Staff management/Team working skills

For **five** of the seven focus groups:

- Communication skills
- Networking skills
- Basic financial skills
- Relations skills (including mediational, negotiation and presentation skills)
- Management/Organizational skills
- Planning skills/Project management skills

For **four** of the seven focus groups:

- Technical/professional skills
- Knowledge of the labor market/environment

For **three** of the seven focus groups:

- Ability to manage and raise money
- Knowledge of information technology
- Stress/Crisis management skills

For **two** of the seven focus groups:

- Decision making skills
- Knowledge of mathematics

For **one** of the seven focus groups:

- Problem solving
- Focussed attention
- Bureaucratic skills
- Time management skills
- Delegation skills
- Opportunities' selection skills
- Vision skills
- Research skills
- High knowledge of Italian language
- Knowledge of languages
- Entrepreneurial skills
- Driving license for fork lift
- Design skills
- Technological orientation
- Decisiveness
- Leadership
- Innovation
- Foresighting skills
- Ethical skills
- Emotional intelligence
- Risk management
- Ability to be productive

When the participants were asked to indicate which entrepreneurial skills are particularly important for young entrepreneurs, participants indicated (results from the analysis of the results of six focus groups; one merged for Greece, one for Portugal students, and two for Turkey and Italy):

For **four** of the six focus groups:

- Relational skills
- Technical/Professional skills

For **three** of the six focus groups:

- Communication skills
- Analytic, creative, and strategic thinking

- Management/Organizational skills

For **two** of the six focus groups:

- Networking abilities
- Planning skills
- Staff management/Team working skills

For **one** of the six focus groups:

- Ability to manage and raise money
- Emotional intelligence
- Ability to manage and raise money
- Stress/Crisis management skills
- Decision making skills
- Bureaucratic skills
- Marketing skills

If asked about the entrepreneurial skills that should be improved because they are usually present, but not sufficiently, the students highlight (results from the analysis of the results of six focus groups; one merged for Greece, one for Portugal students, and two for Turkey and Italy):

For **four** of the six focus groups:

- Networking skills

For **three** of the six focus groups:

- Personal and business branding/marketing skills

For **two** of the six focus groups:

- Communication skills
- Analytic, Creative, and Strategic Thinking
- Stress/Crisis management skills
- Risk management

For **one** of the six focus groups:

- Innovation skills
- Time management
- Problem solving skills
- Emotional intelligence
- Research skills

- Relational skills (observation)
- Feasibility skills
- Knowledge of the labor market/environment
- Technical/Professional skills

Finally, when asked to report about the entrepreneurial skills that are usually missing in young entrepreneurs, they highlighted (results from the analysis of the results of four focus groups; two for Turkey and Italy):

For **three** of the five focus groups:

- Financial skills

For **two** of the five focus groups:

- Interdisciplinary for a whole vision
- Bureaucratic skills
- Stress/Crisis management skills
- Innovation skills

For **one** of the five focus groups:

- Sustainability
- Planning skills
- Problem solving skills
- Decision making skills
- Marketing skills
- Relational skills (observation)
- Openmindedness
- Dareness
- Organizational/Management skills
- Analysis of need and feasibility
- Project management

2.2. Entrepreneurial individual characteristics for young entrepreneurs

As regard to entrepreneurial individual characteristics, students pointed out (seven groups: one merged for Greece, and two for Turkey, Portugal and Italy):

For **five** of the seven focus groups:

- Innovation

For **four** of the seven focus groups:

- Courage

- Creativity
- High motivation
- Ability and availability to change/Flexibility in changing
- Hard working

For **three** of the seven focus groups:

- Goal mastery
- Self-efficacy
- Leadership ability
- Organization

For **two** of the seven focus groups:

- Willpower
- Empathy
- Passion for one's own work
- Curiosity
- Holistic vision
- Optimism
- Good look to society request and good ability in answering/looking for opportunity
- Team worker
- Sociability/Extroversion
- Humility
- Honesty
- Patience
- Dynamicity
- Proactivity

For **one** of the seven focus groups:

- Tenacity
- Autonomy
- Self-consciousness
- Self promoter
- Entrepreneurship
- Self-esteem
- Resilience

- Openness
- Sociability
- Earnestness
- Free
- Integration of subjects ability
- Performance mastery
- Dreamer
- Competitiveness
- Diplomacy
- Prescient
- Honest
- Calmness
- Stress management
- Relation and communication
- Reliability
- Willingness
- Initiative
- Spirit of mission
- Spirit of sacrifice

When they were asked to indicate which entrepreneurial individual characteristics are particularly important for young entrepreneurs, we found in the six focus groups we analyzed (one merged for Greece, one for Portugal students, and two for Turkey and Italy):

For **three** of the six focus groups:

- Courage

For **two** of the six focus groups:

- Passion for owns' own work
- Willpower
- Creativity
- Innovation
- Hard worker
- Goal mastery
- Motivation
- Leadership

For **one** of the six focus groups:

- Entrepreneurship
- Self-consciousness
- Self-reliance
- Self-assertiveness
- Willingness
- Prescient
- Stress management
- Humility
- Honesty
- Organization
- Self-confidence
- Holistic vision

Then, as far as concern the entrepreneurial individual characteristics that should be improved because they are usually present, but not sufficiently, we found (results are based on six groups: one merged for Greece, one for Portugal students, and two for Turkey and Italy):

For **three** of the six focus groups:

- Willpower

For **two** of the six focus groups:

- Flexibility
- Innovation
- Motivation
- Holistic vision
- Networking capacity

For **one** of the six focus groups:

- Flexibility
- Self-assertiveness
- Dynamicity
- Self-consciousness
- Goal mastery
- Hard work
- Leadership
- Passion for owns' own work

- Humility
- Self-reliance
- Courage
- Creativity
- Exchange and evaluation of ideas

Finally, they reported that the entrepreneurial individual characteristics that are usually missing are (results are based on six groups: one merged for Greece, one for Portugal students, and two for Turkey and Italy):

For **two** of the six focus groups:

- Holistic vision
- Self-confidence
- Organization

For **one** of the six focus groups:

- Resilience
- Entrepreneurship
- Curiosity
- Autonomy
- Courage
- Innovation
- Creativity
- Extraversion
- Curiosity
- Research
- Goal mastery
- Passion
- Motivation
- Self-promotion
- Courage
- Flexibility
- Hard work

Thematic area 2: Issues faced by young entrepreneurs in their entrepreneurship endeavours.

2. Questions asked during the focus group

1. Which are the issues that young entrepreneurs usually meet in their entrepreneurship endeavours?
2. Which are the obstacles that young entrepreneurs usually face in their entrepreneurship endeavours?
3. Which are the main issues that young entrepreneurs meet in their entrepreneurship endeavours in your opinion?
4. Which are the main obstacles that young entrepreneurs face in their entrepreneurship endeavours in your opinion?
5. Which are the main issues young entrepreneurs meet that could be solved by specific actions?
6. Which are the main obstacles young entrepreneurs face that could be solved by specific actions?

2. Findings

2.1. Issues that young entrepreneurs meet in their entrepreneurship endeavours

The students reported the following issues (analysis of six focus groups: Portugal Entrepreneurs group is missing, Greece is merged):

For **six** of the six focus groups:

- Economic/Financial

For **three** of the six focus groups:

- Bureaucratic
- Finding clients
- Competition
- Organizational/Management issues

For **two** of the six focus groups:

- Marketing tools
- Perfectible/Developing ideas
- Time management
- Lack of experience
- Few knowledge about the markets

For **one** of the six focus groups:

- Political
- Lack of turnover
- Late work retirement
- Strategic planning
- Research and development

- Vision and mission
- Needs assessment
- Technical capabilities
- Conjectural potential
- Networking
- Legal and executive processes
- Recognition of their capabilities by the stakeholders
- Abandoning previous professional career
- Dealing with risks / changes
- Self-doubt

When asked to report the main issues, they focused on (results from three focus groups: Italy UNI, two of Turkey):

For **two** of the three focus groups:

- Economic/Financial

For **one** of the three focus groups:

- Bureaucratic
- Political
- Organizational/Management
- Vision and mission
- Strategic planning
- Research and development
- Technical
- Needs assessment
- Perfectible ideas
- Finding clients
- Legal and executive processes

Finally, concerning the main issues that could be solved by specific action, the participants indicated (analysis of six focus groups: Portugal Entrepreneurs group is missing, Greece is merged):

For **five** of the six focus groups:

- Economic/Financial

For **three** of the six focus groups:

- Lack of knowledge of the opportunities

For **two** of the six focus groups:

- Bureaucratic
- Organizational
- Management
- Developing business idea

For **one** of the six focus groups:

- Planning
- Communication
- Marketing
- Improving the enterprise
- Lack of knowledge of the labor market
- Developing cooperativeness
- Lack of experience

2.2. Obstacles that young entrepreneurs face in their entrepreneurship endeavours

The participants reported that the obstacles that young entrepreneurs face in their entrepreneurship endeavours are (four groups: Italy and Turkey):

For **three** of the four focus groups:

- Bureaucratic

For **two** of the four focus groups:

- Cultural (lack of trust in youths, lack of meritocracy, negative attitudes toward entrepreneurship, gender differences)
- Low self-efficacy/self-confidence
- Financial/Economic

For **one** of the four focus groups:

- Lack of state support
- Lack of educational infrastructure
- Fear of plagiarism and patent problem
- Lack of infrastructure
- Lack of management, legal, and opportunities knowledge
- Lack of good ideas

When asked to report the main obstacles, they pointed out (five focus groups: no Greece, Italy IBIMET):

For **four** of the six focus groups:

- Cultural
- Financial/Bureaucratic

For **two** of the six focus groups:

- Patent problem
- Individual problem (e.g. self-motivation)

For **one** of the six focus groups:

- Lack of ideas
- Management
- Lack of experience
- Legal
- Project Sustainability
- Development of the initial phase of the project
- To move from ideas to the realization of the business
- Sharing Experiences
- Incentive to internationalization
- Access to a professional network
- Access to prototyping laboratories

Finally, when asked to report the main obstacles that could be solved by specific actions, they reported (analysis of six focus groups: Portugal Entrepreneurs group is missing, Greece is merged):

For **three** of the six focus groups:

- Cultural
- Individual (Courage, self-confidence)
- Management

For **two** of the six focus groups:

- Economic/Financial

For **one** of the six focus groups:

- Networking
- Experience

Thematic area 3: How promoting youth entrepreneurship.

2. Questions asked during the focus group

1. Which are the most useful actions to promote successful entrepreneurship in young entrepreneurs?
2. Which are the most useful actions for helping young entrepreneurs to develop their business idea with success?
3. Which are the most useful training activities for helping young entrepreneurs to develop their business idea with success?

2. Findings

2.1. Actions for promoting entrepreneurship.

As far as concern the most useful actions to promote successful entrepreneurship in young people, they reported (seven focus groups: Greece is merged):

For **six** of the seven focus groups:

- Economical/Financial facilities

For **four** of the seven focus groups:

- Education

For **three** of the seven focus groups:

- Examples of success
- Training (e.g. management, how developing an idea, soft skills)

For **two** of the seven focus groups:

- Incubation system
- Crow funding
- Information about opportunities

For **one** of the seven focus groups:

- Simplification of bureaucratic obstacles
- Promoting entrepreneurial opportunities
- Making easier attract investors
- Career service
- Media advertisement
- Founding entrepreneurial ecosystem
- Promoting entrepreneurship as a social value
- Creating free discussion atmosphere
- Studies against social pressure
- Mentoring
- Community creation
- Creation of a support office for university entrepreneurship

- University can make protocols with laboratories (eg EDP)
- Coaching
- Internship
- Network between researcher institute/universities and enterprises
- More communication

Placing the emphasis on developing the business idea, the participants of five focus groups (Portugal Entrepreneurs, Italy IBIMET and Greece are missing) suggested as useful action:

For **three** of the four focus groups:

- Mentors

For **two** of the four focus groups:

- Business consultation mechanism

For **one** of the four focus groups:

- Career service (from secondary school)
- Case studies
- Projects (university, consultancy, research)
- E-learning courses (including gamified activities)
- Specialized courses
- Networking spaces/courses
- Group for sharing experiences
- Looking for previous experiences of others
- Analyzing the labor market
- Internship
- Family support
- Government incentives
- Workshops, seminar, conferences
- Business planning support
- Domestic and global analysis consultation
- State-University cooperation
- Research universities

2.2. Training activities for promoting entrepreneurship.

Finally, as regards training activities, they suggested (seven groups: Greece is merged):

For **four** of the seven focus groups:

- Projects (university projects, consultancy projects, research projects)

For **three** of the seven focus groups:

- Practical internships (also international)
- Specialized courses
- Workshops, seminars, videos and conferences
- Case Studies of success and failure
- Networking moments/spaces and courses

For **two** of the four focus groups:

- Personal coaching for leadership and management skills development

For **one** of the four focus groups:

- Bureaucratic skills training
- Informatics skills training
- Communication skills training
- Marketing skills training
- Empathy training
- Emotional awareness skills training
- Relational skills training
- Sharing of experiences
- Promote a multidisciplinary approach
- Create virtual companies
- Visits to innovative companies
- Investor Interview
- Role Play Simulations
- Field Trips (Presential or virtual)
- Intermediate presentations
- Voluntary entrepreneurial education by successful entrepreneurs
- Ecosystem guide
- Financial literacy education
- Personal awareness education
- Motivation education
- Project development education
- Public spot

CONCLUSION

In conclusion, the 73 participants (Turkish, Italian, Portuguese and Greek students and entrepreneurs) of these focus group reported that the **ENTREPREUNERIAL SKILLS** for young entrepreneurs are:

- Personal and business branding/marketing skills
- Creative, critical and strategic thinking skills
- Staff management/Team working skills
- Communication skills
- Networking skills
- Basic financial skills
- Relations skills (including mediational, negotiation and presentation skills)
- Management/Organizational skills
- Planning skills/Project management skills
- Technical/professional skills
- Knowledge of the labor market/environment

However, they stressed out that those particularly important are:

- Relational skills
- Technical/Professional skills
- Communication skills
- Analytic, creative, and strategic thinking
- Management/Organizational skills

Moreover, they highlighted that the entrepreneurial skills that should be improved because they are usually present but not sufficiently are:

- Networking skills
- Personal and business branding/marketing skills

Finally, when asked to report about the entrepreneurial skills that are usually missing in young entrepreneurs, they pointed out:

- Financial skills

As far as concern **ENTREPRENEURIAL INDIVIDUAL CHARACTERISTICS**, they indicated:

- Innovation
- Courage

- Creativity
- High motivation
- Ability and availability to change/Flexibility in changing
- Hard working
- Goal mastery
- Self-efficacy
- Leadership ability
- Organization

The most important in their opinion is:

- Courage

While that usually present but not sufficiently is:

- Willpower

Finally, as regard to that usually missing, there was not agreement on any of those characteristics, since beside few exceptions (holistic vision, self-confidence, organization), that are indicated by two focus groups, all the groups reported different ones.

Then, focusing on the issues, the participants reported that the **ISSUES** young entrepreneurs usually met are:

- Economic/Financial
- Bureaucratic
- Finding clients
- Competition
- Organizational/Management issues

However, in their opinion the main is:

- Economical/Financial

Moreover, they believed that this issue could be solved by specific actions.

As far as concern the **OBSTACLES**, they agreed for the following:

- Bureaucratic

However, the agreement is larger concerning the main obstacles, that is:

- Cultural
- Financial/Bureaucratic

Finally, as far as concern the obstacles that could be solved by specific actions, they indicated:

- Cultural
- Individual (courage, self-confidence)
- Management

Then, concerning the **ACTIONS FOR PROMOTING ENTREPRENEURSHIP**, the participants pointed out:

- Economical/Financial facilities
- Education
- Example of success
- Training

Placing the emphasis on the actions for developing the business idea with success, they indicated:

- Mentors

Finally, as far as concern **TRAINING ACTIVITIES** for promoting entrepreneurship, they agreed for:

- Projects
- Practical internship (also international)
- Specialized courses
- Workshops, seminars, videos and conferences
- Case studies of success and failure
- Networking moments/spaces and courses

THE FINAL QUESTIONNAIRE

Based on the results of the focus groups presented above, the University of Florence implemented the second draft of the questionnaire in order to add those aspects that have been emerged in these focus groups and that are actually missing in the questionnaire. Some items were added after having shared with all other partners. In particular the following entrepreneurial skills were added: emotional intelligence, information management, digital marketing. Also some individual entrepreneurial characteristics were added: success orientation, flexibility and management, responsibility, quality in the job, global and holistic vision. Furthermore other obstacles important in impeding entrepreneurial activities were individuated and included in the questionnaire: lack of funds, lack of infrastructure, high operational costs (taxes, etc.), social pressure, patent problems. Two methods to promote intrapreneurial activities were added (social media & advertisement and family support) and three activities to enhance entrepreneurship (finally literacy education), public spot, project management (application for grant/funds).

QUESTIONNAIRE: FINAL VERSION

On behalf of the partners of the SPARK project, it is our pleasure to invite you to contribute to the European project titled “Strengthening Entrepreneurial Sparks – SPARK” (Erasmus plus – KA2 – Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for youth)

The SPARK project was developed by an European consortium composed of the following organizations:

- Ankara Ticaret Odasi, Turkey
- National Research Council – Institute of Biometeorology (CNR-IBIMET), Italy
- Institute of Entrepreneurship Development (IED), Greece
- Ankara Yıldırım Beyazıt University, Turkey (AYBU)
- University of Florence, Italy
- Universidade Europeia, Portugal

The SPARK project aims to develop entrepreneurship skills of young people in partner countries.

SPARK will develop an online learning with mentoring sessions which will run in parallel with 4-months’ e-learning exercise for enhancing entrepreneurship skills.

We thank you for contributing to our research, which aims to explore and identify skill gaps among young people, issues they face in their entrepreneurship endeavours and training needs.

All responses will be treated confidentially.

FIRST PART: GENERAL INFORMATION (OECD, 2012)

Date: _____

Gender: _____

Age: _____

Level of education: _____

Course: _____

Town: _____

Nation: _____

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

1a) Below you can find a list of entrepreneurial skills. Indicate in the first column how much you think you have each of them, and in the second column indicate how much you think it is necessary to improve each of them whether that you have them or not.

(1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(Athayde, 2009; Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Galloway, Anderson, Brown, & Wilson, 2005; Geldhof et al., 2014; Liñán, 2008; OECD, 2012; Oosterbeek, van Praag, & Ijsselstein, 2010)

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?	HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?
Opportunity identification	1 2 3 4 5	1 2 3 4 5
Opportunity creation	1 2 3 4 5	1 2 3 4 5
Resource acquisition	1 2 3 4 5	1 2 3 4 5
Access to finance	1 2 3 4 5	1 2 3 4 5
Business planning	1 2 3 4 5	1 2 3 4 5
Running pilot business	1 2 3 4 5	1 2 3 4 5
Technical skills	1 2 3 4 5	1 2 3 4 5
Business skills	1 2 3 4 5	1 2 3 4 5
Financial skills	1 2 3 4 5	1 2 3 4 5
Marketing skills	1 2 3 4 5	1 2 3 4 5
Management skills	1 2 3 4 5	1 2 3 4 5
Leadership skills	1 2 3 4 5	1 2 3 4 5
Team working skills	1 2 3 4 5	1 2 3 4 5
Collaborative skills	1 2 3 4 5	1 2 3 4 5
Interpersonal skills	1 2 3 4 5	1 2 3 4 5
Communication skills	1 2 3 4 5	1 2 3 4 5
Networking skills	1 2 3 4 5	1 2 3 4 5
Learning skills	1 2 3 4 5	1 2 3 4 5
Problem-solving skills	1 2 3 4 5	1 2 3 4 5
Development of new products and services skills	1 2 3 4 5	1 2 3 4 5
Self-managed planning skills	1 2 3 4 5	1 2 3 4 5
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	1 2 3 4 5	1 2 3 4 5
Creative, critical and strategic thinking skills	1 2 3 4 5	1 2 3 4 5
Knowledge of the labor market	1 2 3 4 5	1 2 3 4 5
Emotional intelligence	1 2 3 4 5	1 2 3 4 5
Information management	1 2 3 4 5	1 2 3 4 5
Digital marketing	1 2 3 4 5	1 2 3 4 5

1b) Below indicate every entrepreneurial skills you think you have and you do not find in the above list.

1c) Below indicate every entrepreneurial skills that you think it is necessary to improve whether that you have them or not and you do not find in the above list.

2a) Below you can find a list of individual characteristics important for entrepreneurial activity. Indicate in the first column how much you think you have each of them, and in the second column indicate how much you think it is necessary to improve each of them whether that you have them or not.

(1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(Birdthistle, Costin, & Hynes, 2016; Boyles, 2012; Chell & Athayde, 2009; Geldhof et al., 2014; OECD, 2012; Oosterbeek, van Praag, & Ijsselstein, 2010; Rasheed & Rasheed, 2004)

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?	HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?
Positive attitude towards self-employment	1 2 3 4 5	1 2 3 4 5
Entrepreneurial passion	1 2 3 4 5	1 2 3 4 5
Enthusiasm	1 2 3 4 5	1 2 3 4 5
Motivation	1 2 3 4 5	1 2 3 4 5
Self-confidence	1 2 3 4 5	1 2 3 4 5
Sense of responsibility	1 2 3 4 5	1 2 3 4 5
Pro-activeness	1 2 3 4 5	1 2 3 4 5
Initiative	1 2 3 4 5	1 2 3 4 5
Perseverance/Goal mastery	1 2 3 4 5	1 2 3 4 5
Energy	1 2 3 4 5	1 2 3 4 5
Commitment	1 2 3 4 5	1 2 3 4 5
Hard work	1 2 3 4 5	1 2 3 4 5
Uncertainty and ambiguity tolerance	1 2 3 4 5	1 2 3 4 5
Imagination	1 2 3 4 5	1 2 3 4 5
Curiosity	1 2 3 4 5	1 2 3 4 5
Innovation orientation	1 2 3 4 5	1 2 3 4 5
Creativity	1 2 3 4 5	1 2 3 4 5
Autonomy	1 2 3 4 5	1 2 3 4 5
Personal control	1 2 3 4 5	1 2 3 4 5
Intuition	1 2 3 4 5	1 2 3 4 5
Need for achievement	1 2 3 4 5	1 2 3 4 5
Need for independence	1 2 3 4 5	1 2 3 4 5
Need for power	1 2 3 4 5	1 2 3 4 5
Risk-taking propensity	1 2 3 4 5	1 2 3 4 5
Financial risk tolerance	1 2 3 4 5	1 2 3 4 5
Courage	1 2 3 4 5	1 2 3 4 5
Flexibility	1 2 3 4 5	1 2 3 4 5
Self-efficacy	1 2 3 4 5	1 2 3 4 5
Leadership ability	1 2 3 4 5	1 2 3 4 5
Organization	1 2 3 4 5	1 2 3 4 5
Willpower	1 2 3 4 5	1 2 3 4 5
Success orientation	1 2 3 4 5	1 2 3 4 5
Flexibility and management	1 2 3 4 5	1 2 3 4 5
Responsibility	1 2 3 4 5	1 2 3 4 5
Quality in the job	1 2 3 4 5	1 2 3 4 5
Global and holistic vision	1 2 3 4 5	1 2 3 4 5

2b) Below indicate every individual characteristics important for entrepreneurial activity you think you have and you do not find in the above list.

2c) Below indicate every individual characteristics important for entrepreneurial activity that you think it is necessary to improve whether that you have them or not and you do not find in the above list.

3a) Below you can find a list of possible obstacles that can be faced in entrepreneurship endeavours. Indicate in the first column how much you believe to encounter them, and in the second column indicate how much they are important in impeding entrepreneurial activity whether that you think to encounter them or not. (1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(OECD, 2012; Robertson, Collins, Medeira, & Slater, 2003)

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?	HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?
Cultural (e.g. Negative social attitudes towards entrepreneurship)	1 2 3 4 5	1 2 3 4 5
Lack of skills	1 2 3 4 5	1 2 3 4 5
Inadequate entrepreneurship education	1 2 3 4 5	1 2 3 4 5
Lack of network	1 2 3 4 5	1 2 3 4 5
Market barriers	1 2 3 4 5	1 2 3 4 5
Difficulties in the use of technology	1 2 3 4 5	1 2 3 4 5
Difficulties in transforming ideas into business	1 2 3 4 5	1 2 3 4 5
Lack of knowledge in financial sources and how to access them	1 2 3 4 5	1 2 3 4 5
Lack of marketing ideas	1 2 3 4 5	1 2 3 4 5
Bureaucratic	1 2 3 4 5	1 2 3 4 5
Individual (e.g. courage, self-confidence)	1 2 3 4 5	1 2 3 4 5
Lack of management skills	1 2 3 4 5	1 2 3 4 5
Lack of funds	1 2 3 4 5	1 2 3 4 5
Lack of infrastructure	1 2 3 4 5	1 2 3 4 5
High operational costs (taxes, etc.)	1 2 3 4 5	1 2 3 4 5
Social pressure	1 2 3 4 5	1 2 3 4 5
Patent problems	1 2 3 4 5	1 2 3 4 5

3b) Below indicate every possible obstacles that you think you can face in your entrepreneurship endeavours and you do not find in the above list.

3c) Below indicate every possible obstacles you think that can be faced in entrepreneurship endeavours whether that you think to encounter them or not and you do not find in the above list.

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

4a) Below you can find a list of methods to promote entrepreneurial activity. Indicate how much you think entrepreneurship trainings have to include each of them.

(1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(De Faoite, Johnston, & van der Sijde, 2003; Edwards & Muir, 2005; Fuchs, Werner, & Wallau, 2008)

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?				
Mentoring	1	2	3	4	5
Business counseling	1	2	3	4	5
Incubation/office facilities	1	2	3	4	5
Subsistence allowance	1	2	3	4	5
Seed capital	1	2	3	4	5
Networking opportunities	1	2	3	4	5
Follow-up support	1	2	3	4	5
Self-directed experienced learning	1	2	3	4	5
Co-operative education	1	2	3	4	5
Economical/Financial facilities	1	2	3	4	5
Education	1	2	3	4	5
Example of success	1	2	3	4	5
Training	1	2	3	4	5
Social media & advertisement	1	2	3	4	5
Family support	1	2	3	4	5

4b) Below indicate every methods to promote entrepreneurial activity that you think entrepreneurship trainings have to include and you do not find in the above list.

5a) Below you can find a list of activities for promoting entrepreneurship. Indicate how much you think entrepreneurship trainings have to include each of them.
(1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(De Faoite, Johnston, & van der Sijde, 2003; Edwards & Muir, 2005; Fuchs, Werner, & Wallau, 2008)

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?
Challenging the learner to exploit his/her full potential	1 2 3 4 5
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	1 2 3 4 5
Calling upon his/her creativity	1 2 3 4 5
Regarding mistakes as learning opportunities instead of failure	1 2 3 4 5
Encouraging critical thinking	1 2 3 4 5
Increasing the learner's readiness to take risks	1 2 3 4 5
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	1 2 3 4 5
Projects (university, consultancy, research projects)	1 2 3 4 5
Practical internship	1 2 3 4 5
Specialized courses	1 2 3 4 5
Workshops, videos, conferences	1 2 3 4 5
Analysis of case studies of success and failure	1 2 3 4 5
Networking spaces	1 2 3 4 5
Networking courses	1 2 3 4 5
Financial literacy education	1 2 3 4 5
Public spot	1 2 3 4 5
Project management (Application for grant/funds)	1 2 3 4 5

5b) Below indicate every activities for promoting entrepreneurship that you think entrepreneurship trainings have to include and you do not find in the above list.

6a) Below you can find a list of different stages of the entrepreneurial start-up process. Indicate how much a specific training is important in each different stage.
(1 = nothing, 2 = not much, 3 = nor or little, 4 = enough, 5 = much)

(De Faoite, Johnston, & van der Sijde, 2003; Edwards & Muir, 2005; Fuchs, Werner, & Wallau, 2008; OECD, 2012)

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?
Evaluation of entrepreneurial skills and characteristics	1 2 3 4 5
Choice and structuring of the idea for the enterprise	1 2 3 4 5
Market and product analysis	1 2 3 4 5
Business plan	1 2 3 4 5
Pilot project of the entrepreneurial idea	1 2 3 4 5
Achieving sustainability of entrepreneurial idea	1 2 3 4 5

6b) Below indicate other stages of the entrepreneurial start-up process for which a specific training can be important.

FOURTH PART: INFORMATION

Yes No Would you like to start an entrepreneurial activity?

Which kind of activity? ...

Yes No Have you already had training experience in relation to entrepreneurship?

If yes, which kind of training experience did you have? ...

How much it lasted?

Less than a week	
More than a week	
Up to a month	
Up to six months	
Up to an year	

Do you have work experience? Yes No

If yes, which work experience do you have? ...

How much it lasted?

Less than a week	
More than a week	
Up to a month	
Up to six months	
Up to an year	

THE ADMINISTRATION OF THE QUESTIONNAIRE AND THE RESULTS

The questionnaire was administered in the four partner countries on both university students and young entrepreneurs. Each country administered the questionnaire to 75 university students and to 75 young entrepreneurs for a total of 300 young entrepreneurs and 300 university students.

Following the results of the questionnaire for the four partners countries and than for the four countries altogether will be presented.

UNIVERSITY STUDENTS

Greece

75 University Students of the University of Thessaly (Economics, Engineers, Msc)

FIRST PART: GENERAL INFORMATION

Gender: 35 males (47%) and 40 females (53%) Age: means = 21.96; standard deviation = 1.88

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total score	Mean score
Access to finance	176	2.35	27	1	299	3.99
Opportunity creation	228	3.04	21	2	295	3.93
Resource acquisition	196	2.61	25	3	292	3.89
Marketing skills	243	3.24	16	4	290	3.87
Management skills	236	3.15	17	5	290	3.87
Knowledge of the labor market	224	2.99	23	6	290	3.87
Financial skills	250	3.33	13	7	289	3.85
Business skills	234	3.12	18	8	288	3.84
Development of new products and services skills	231	3.08	19	9	286	3.81
Digital marketing	231	3.08	20	10	285	3.80
Creative, critical and strategic thinking skills	265	3.53	10	11	284	3.79
Technical skills	248	3.31	14	12	283	3.77
Business planning	210	2.80	24	13	280	3.73
Leadership skills	256	3.41	11	14	279	3.72
Opportunity identification	254	3.39	12	15	279	3.72
Running pilot business	188	2.51	26	16	279	3.72
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	245	3.27	15	17	277	3.69

Information management	267	3.56	9	18	276	3.68
Self-managed planning skills	227	3.03	22	19	273	3.64
Problem-solving skills	280	3.73	7	20	272	3.63
Networking skills	283	3.77	6	21	267	3.56
Learning skills	302	4.03	4	22	264	3.52
Interpersonal skills	301	4.01	5	23	260	3.47
Team working skills	316	4.21	2	24	259	3.45
Communication skills	312	4.16	3	25	257	3.43
Collaborative skills	323	4.31	1	26	252	3.36
Emotional intelligence	279	3.72		27	252	3.36

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total scores	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean Score	Mean score
Imagination	293	3.91	21	<i>1</i>	271	3.61
Intuition	291	3.88	24	<i>2</i>	291	3.88
Hard work	325	4.33	2	<i>3</i>	289	3.85
Motivation	289	3.85	26	<i>4</i>	286	3.81
Flexibility and management	287	3.83	27	<i>5</i>	285	3.80
Creativity	308	4.11	11	<i>6</i>	285	3.80
Courage	296	3.95	18	<i>7</i>	284	3.79
Pro-activeness	282	3.76	30	<i>8</i>	284	3.79
Organization	306	4.08	12	<i>9</i>	284	3.79
Perseverance/Goal mastery	302	4.03	13	<i>10</i>	283	3.77
Success orientation	298	3.97	17	<i>11</i>	283	3.77
Self-confidence	291	3.88	23	<i>12</i>	283	3.77
Leadership ability	282	3.76	31	<i>13</i>	283	3.77
Willpower	323	4.31	3	<i>14</i>	283	3.77
Global and holistic vision	273	3.64	33	<i>15</i>	282	3.76
Autonomy	295	3.93	19	<i>16</i>	282	3.76
Responsibility	315	4.20	8	<i>17</i>	281	3.75
Quality in the job	321	4.28	5	<i>18</i>	280	3.73
Flexibility	298	3.97	17	<i>19</i>	279	3.72
Initiative	292	3.89	22	<i>20</i>	279	3.72
Commitment	313	4.17	9	<i>21</i>	279	3.72
Self-efficacy	291	3.88	25	<i>22</i>	278	3.71
Entrepreneurial passion	285	3.80	29	<i>23</i>	277	3.69
Innovation orientation	286	3.81	28	<i>24</i>	276	3.68
Risk-taking propensity	269	3.59	34	<i>25</i>	275	3.67
Energy	322	4.29	4	<i>26</i>	275	3.67
Enthusiasm	318	4.24	7	<i>27</i>	274	3.65
Personal control	301	4.01	15	<i>28</i>	274	3.65
Need for achievement	310	4.13	10	<i>29</i>	273	3.64
Sense of responsibility	325	4.33	1	<i>30</i>	271	3.61
Financial risk tolerance	253	3.37	35	<i>31</i>	269	3.59
Positive attitude towards self-	294	3.92	20	<i>32</i>	268	3.57

employment						
Curiosity	301	4.01	14	33	267	3.56
Need for independence	320	4.27	6	34	257	3.43
Need for power	280	3.73	32	35	253	3.37
Uncertainty and ambiguity tolerance	242	3.23	36	36	251	3.35

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristic that it is necessary to improve

** Position of the means of the entrepreneurial characteristic that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Total Score	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total Score	Mean score
Bureaucratic	325	4.33	1	<i>1</i>	336	4.48
High operational costs (taxes, etc.)	323	4.31	2	<i>2</i>	336	4.48
Lack of funds	316	4.21	3	<i>3</i>	335	4.47
Market barriers	303	4.04	5	<i>4</i>	328	4.37
Lack of infrastructure	305	4.07	4	<i>5</i>	327	4.36
Difficulties in the use of technology	232	3.09	17	<i>6</i>	317	4.23
Lack of knowledge in financial sources and how to access them	292	3.89	6	<i>7</i>	317	4.23
Inadequate entrepreneurship education	277	3.69	9	<i>8</i>	312	4.16
Difficulties in transforming ideas into business	271	3.61	10	<i>9</i>	311	4.15
Lack of marketing ideas	269	3.47	13	<i>10</i>	311	4.15
Individual (e.g. courage, self-confidence)	256	3.41	15	<i>11</i>	311	4.15
Lack of skills	265	3.53	11	<i>12</i>	310	4.13
Lack of management skills	249	3.32	16	<i>13</i>	308	4.11
Lack of network	278	3.71	7	<i>14</i>	305	4.07
Social pressure	277	3.68	8	<i>15</i>	289	3.85
Patent problems	258	3.44	14	<i>16</i>	283	3.77
Cultural (e.g. Negative social attitudes towards entrepreneurship)	260	3,47	12	<i>17</i>	270	3.60

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the italic ones that indicate possible obstacles that are important in impeding entrepreneurial activities

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Education	328	4.37
Networking opportunities	326	4.35
Training	320	4.27
Seed capital	318	4.24
Mentoring	312	4.16
Economical/Financial facilities	312	4.16
Co-operative education	311	4.15
Business counseling	310	4.13
Example of success	310	4.13
Social media & advertisement	306	4.08
Follow-up support	301	4.01
Incubation/office facilities	298	3.97
Family support	293	3.91
Self-directed experienced learning	288	3.84
Subsistence allowance	282	3.76
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Calling upon his/her creativity	339	4.52
Encouraging critical thinking	339	4.52
Regarding mistakes as learning opportunities instead of failure	328	4.37
Challenging the learner to exploit his/her full potential	327	4.36
Practical internship	325	4.33
Workshops, videos, conferences	325	4.33
Increasing the learner's readiness to take risks	324	4.32
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	317	4.23
Analysis of case studies of success and failure	317	4.23
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	315	4.20
Projects (university, consultancy, research projects)	315	4.20
Specialized courses	312	4.16
Project management (Application for grant/funds)	312	4.16
Financial literacy education	308	4.11
Networking spaces	305	4.07
Networking courses	303	4.04
Public spot	293	3.91

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Business plan	337	4.49
Achieving sustainability of entrepreneurial idea	336	4.48
Evaluation of entrepreneurial skills and characteristics	330	4.40
Choice and structuring of the idea for the enterprise	330	4.40
Market and product analysis	330	4.40
Pilot project of the entrepreneurial idea	316	4.21

FOUTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 10 (13%) No: 65 (87%)

Have you already had training experience in relation to entrepreneurship? Yes: 30(40%) No: 45 (60%)

Do you have work experience? Yes: 55 (73%) No: 20 (27%)

ITALY

75 Italian University Students of the University of Florence
(24 psychology students and 51 scientific disciplines students)

FIRST PART: GENERAL INFORMATION

Gender: 21 males (28%) and 54 females (72%)

Age: means = 21.96; standard deviation = 2.48

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Total score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Learning skills	293	3.91	2	1	325	4.33
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	248	3.31	9	2	319	4.25
Knowledge of the labor market	154	2.05	27	3	316	4.21
Communication skills	269	3.59	4	4	314	4.19
Opportunity creation	224	2.99	16	5	313	4.17
Information management	217	2.89	17	6	313	4.17
Team working skills	278	3.71	3	7	312	4.16
Collaborative skills	301	4.01	1	8	312	4.16
Networking skills	232	3.09	14	9	312	4.16
Self-managed planning skills	237	3.16	13	10	311	4.15
Problem-solving skills	258	3.44	8	11	310	4.13
Creative, critical and strategic thinking skills	263	3.51	6	12	308	4.11
Business planning	199	2.65	19	13	307	4.09
Technical skills	226	3.01	15	14	307	4.09
Marketing skills	183	2.44	21	15	306	4.08
Financial skills	175	2.33	23	16	305	4.07
Business skills	170	2.27	25	17	304	4.05
Management skills	195	2.60	20	18	304	4.05
Interpersonal skills	264	3.52	5	19	304	4.05
Access to finance	180	2.40	22	20	302	4.03
Resource acquisition	237	3.16	12	21	301	4.01
Digital marketing	174	2.32	24	22	300	4.00
Leadership skills	239	3.19	10	23	299	3.99
Opportunity identification	238	3.17	11	24	298	3.97
Emotional intelligence	263	3.51	7	25	298	3.97
Development of new products and services skills	200	2.67	18	26	292	3.89
Running pilot business	168	2.24	26	27	279	3.72

* *Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve*

** Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

EVERY ENTREPRENEURIAL SKILLS IMPORTANT NOT PRESENT IN THE LIST: empathy
 EVERY ENTREPRENEURIAL SKILLS IMPORTANT TO BE IMPROVED: use of technology
 and knowledge of English

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Motivation	283	3.77	8	<i>1</i>	330	4.40
Self-confidence	227	3.03	33	<i>2</i>	326	4.35
Enthusiasm	279	3.72	10	<i>3</i>	322	4.29
Organization	270	3.60	14	<i>4</i>	322	4.29
Quality in the job	277	3.69	12	<i>5</i>	319	4.25
Positive attitude towards self-employment	253	3.37	22	<i>6</i>	318	4.24
Initiative	245	3.27	26	<i>7</i>	313	4.17
Hard work	284	3.79	7	<i>8</i>	312	4.16
Commitment	288	3.84	5	<i>9</i>	311	4.15
Courage	247	3.29	25	<i>10</i>	311	4.15
Entrepreneurial passion	223	2.97	35	<i>11</i>	310	4.13
Perseverance/Goal mastery	263	3.51	16	<i>12</i>	310	4.13
Autonomy	279	3.72	11	<i>13</i>	309	4.12
Intuition	272	3.63	13	<i>14</i>	308	4.11
Energy	266	3.55	15	<i>15</i>	307	4.09
Willpower	257	3.43	21	<i>16</i>	307	4.09
Global and holistic vision	258	3.44	20	<i>17</i>	307	4.09
Innovation orientation	262	3.49	17	<i>18</i>	305	4.07
Flexibility	262	3.49	18	<i>19</i>	304	4.05
Leadership ability	230	3.07	32	<i>20</i>	304	4.05
Sense of responsibility	314	4.19	1	<i>21</i>	303	4.04
Success orientation	243	3.24	27	<i>22</i>	302	4.03
Curiosity	297	3.96	3	<i>23</i>	300	4.00
Pro-activeness	240	3.20	30	<i>24</i>	299	3.99
Imagination	251	3.35	23	<i>25</i>	299	3.99
Creativity	259	3.45	19	<i>26</i>	297	3.96
Self-efficacy	251	3.35	24	<i>27</i>	297	3.96
Flexibility and management	242	3.23	29	<i>28</i>	297	3.96
Responsibility	287	3.83	6	<i>29</i>	297	3.96
Personal control	281	3.75	9	<i>30</i>	294	3.92
Need for achievement	298	3.97	2	<i>31</i>	288	3.84
Need for independence	296	3.95	4	<i>32</i>	287	3.83
Uncertainty and ambiguity tolerance	242	3.23	28	<i>33</i>	284	3.79
Risk-taking propensity	225	3.00	34	<i>34</i>	268	3.57
Need for power	233	3.11	31	<i>35</i>	253	3.37
Financial risk tolerance	190	2.53	36	<i>36</i>	244	3.25

* *Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve*

** *Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial characteristics that it is necessary to improve*

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Lack of funds	269	3.59	3	<i>1</i>	327	4.36
Lack of skills	248	3.31	10	<i>2</i>	323	4.31
Inadequate entrepreneurship education	250	3.33	9	<i>3</i>	323	4.31
Bureaucratic	283	3.77	2	<i>4</i>	321	4.28
High operational costs (taxes, etc.)	296	3.95	1	<i>5</i>	320	4.27
Difficulties in transforming ideas into business	261	3.48	4	<i>6</i>	318	4.24
Lack of infrastructure	255	3.40	7	<i>7</i>	310	4.13
Lack of knowledge in financial sources and how to access them	257	3.43	5	<i>8</i>	309	4.12
Individual (e.g. courage, self-confidence)	255	3.40	6	<i>9</i>	306	4.08
Market barriers	248	3.31	11	<i>10</i>	305	4.07
Difficulties in the use of technology	197	2.63	17	<i>11</i>	304	4.05
Lack of management skills	236	3.15	12	<i>12</i>	298	3.97
Social pressure	253	3.37	8	<i>13</i>	296	3.95
Lack of marketing ideas	235	3.13	13	<i>14</i>	294	3.92
Cultural (e.g. Negative social attitudes towards entrepreneurship)	232	3.09	14	<i>15</i>	280	3.73
Lack of network	204	2.72	15	<i>16</i>	270	3.60
Patent problems	202	2.69	16	<i>17</i>	260	3.47

* *Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities*

** *Position of the means of the possible obstacles that participants believe to encounter confronted with the italic ones that indicate possible obstacles that are important in impeding entrepreneurial activities*

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Education	330	4.40
Economical/Financial facilities	316	4.21
Training	310	4.13
Networking opportunities	303	4.04
Seed capital	301	4.01
Family support	301	4.01
Follow-up support	291	3.88
Co-operative education	286	3.81
Business counseling	284	3.79
Self-directed experienced learning	284	3.79
Example of success	279	3.72
Subsistence allowance	278	3.71
Mentoring	276	3.68
Social media & advertisement	271	3.61
Incubation/office facilities	254	3.39
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Encouraging critical thinking	329	4.39
Practical internship	320	4.27
Regarding mistakes as learning opportunities instead of failure	319	4.25
Specialized courses	316	4.21
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	313	4.17
Calling upon his/her creativity	311	4.15
Challenging the learner to exploit his/her full potential	307	4.09
Financial literacy education	303	4.04
Projects (university, consultancy, research projects)	300	4.00
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	298	3.97
Project management (Application for grant/funds)	294	3.92
Workshops, videos, conferences	285	3.80
Increasing the learner's readiness to take risks	278	3.71
Networking spaces	276	3.68
Analysis of case studies of success and failure	274	3.70
Networking courses	274	3.65
Public spot	258	3.44

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Business plan	307	4.09
Market and product analysis	292	3.89
Pilot project of the entrepreneurial idea	292	3.89
Achieving sustainability of entrepreneurial idea	292	3.89
Evaluation of entrepreneurial skills and characteristics	290	3.87
Choice and structuring of the idea for the enterprise	289	3.85

OTHER STAGES OF THE ENTREPRENEURIAL START-UP PROCESS FOR WHICH TRAINING IS IMPORTANT IN THIS STAGE: Evaluation of the environmental impact

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 40 (46.7%) No: 35 (53.3%)

Have you already had training experience in relation to entrepreneurship? Yes: 5 (6.7%) No: 70 (93.3%)

Do you have work experience? Yes: 31 (41.3%) No: 44 (58.7%)

PORTUGAL

75 ... University Students of the Portuguese Universities

(39 management disciplines students, 13 marketing & publicity students, 8 communication & corporate secretariat students, 7 arts, digital & technology students and 8 humanities science students)

FIRST PART: GENERAL INFORMATION

Gender: 19 males (25%) and 56 females (75%)

Age: means = 27; standard deviation = 10,07

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Access to finance	205	2,73	26	<i>1</i>	291	3,88
Business skills	242	3,23	22	<i>2</i>	290	3,87
Financial skills	205	2,73	27	<i>3</i>	282	3,76
Knowledge of the labor market	242	3,23	23	<i>4</i>	281	3,75
Running pilot business	228	3,04	25	<i>5</i>	277	3,69
Business planning	243	3,24	21	<i>6</i>	275	3,67
Resource acquisition	250	3,33	19	<i>7</i>	270	3,60
Management skills	257	3,43	17	<i>8</i>	268	3,57
Technical skills	263	3,51	15	<i>9</i>	267	3,56
Digital marketing	236	3,15	24	<i>10</i>	266	3,55
Opportunity creation	248	3,31	20	<i>11</i>	264	3,52
Leadership skills	283	3,77	6	<i>12</i>	262	3,49
Information management	269	3,59	14	<i>13</i>	262	3,49
Marketing skills	252	3,36	18	<i>14</i>	261	3,48
Emotional intelligence	279	3,72	10	<i>15</i>	259	3,45
Self-managed planning skills	271	3,61	12	<i>16</i>	258	3,44
Problem-solving skills	269	3,59	13	<i>17</i>	257	3,43

Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	279	3,72	9	19	256	3,41
Networking skills	274	3,65	11	18	256	3,41
Opportunity identification	261	3,48	16	20	255	3,40
Creative, critical and strategic thinking skills	281	3,75	7	21	252	3,36
Development of new products and services skills	280	3,73	8	22	251	3,35
Communication skills	293	3,91	5	23	244	3,25
Learning skills	309	4,12	3	25	237	3,16
Interpersonal skills	302	4,03	4	24	237	3,16
Collaborative skills	314	4,19	1	26	234	3,12
Team working skills	310	4,13	2	27	231	3,08

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

Every entrepreneurial skills you think you have and you do not find in the above list.

Ambition, Competitive

Taking advantage of opportunities.

Attitude and positive and active thinking.

Attitude, ability to solve problems

Good adaptation to different situations

Good adaptation to the surrounding environment

Ability to work as a team

Computer Skills, Language Skills, Accounting Skills

Take calculated risks, compromise, acquire new skills

Creativity and innovation

Curiosity and persistence

Creative spirit

Flexibility to change initial ideas and openness to new ideas

Human Centered Design

Different ideas, Know how, Mind set

Innovative

Interest, self-will for entrepreneurship, new challenges are stimulating

think outside the box; courage; persistence

Persistence, Long-term Rationale

Productivity

Resilience

Responsibility

Every entrepreneurial skills that you think it is necessary to improve whether that you have them or not and you do not find in the above list.

to believe

Firmly believe to achieve all the objectives that I propose

Self confidence

Innate features

Knowledge of political and legal factors that may condition the business.

Creation of Ideas

Creativity

Time management

Financial Management and Company Management

Real contact with the labor market

Putting ideas into practice, fear of failure, knowing how to deal with business failure

Resilience

Responsibility

Know how to implement; Practices and methods

Socialization
Design thinking techniques
Forecasting Techniques, Computer Skills

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Global and holistic vision	320	4,27	9	<i>1</i>	251	3,35
Financial risk tolerance	268	3,57	34	<i>2</i>	251	3,35
Risk-taking propensity	256	3,41	35	<i>3</i>	249	3,32
Innovation orientation	323	4,31	6	<i>4</i>	243	3,24
Uncertainty and ambiguity tolerance	337	4,49	1	<i>6</i>	242	3,23
Self-confidence	285	3,80	30	<i>5</i>	242	3,23
Perseverance/Goal mastery	304	4,05	19	<i>7</i>	239	3,19
Flexibility and management	305	4,07	18	<i>9</i>	235	3,13
Self-efficacy	304	4,05	20	<i>8</i>	235	3,13
Entrepreneurial passion	285	3,80	29	<i>10</i>	234	3,12
Success orientation	326	4,35	5	<i>12</i>	233	3,11
Leadership ability	287	3,83	28	<i>11</i>	233	3,11
Personal control	311	4,15	14	<i>13</i>	231	3,08
Quality in the job	334	4,45	2	<i>14</i>	230	3,07
Positive attitude towards self-employment	283	3,77	31	<i>15</i>	229	3,05
Pro-activeness	331	4,41	4	<i>16</i>	228	3,04
Creativity	302	4,03	23	<i>18</i>	228	3,04
Imagination	274	3,65	33	<i>17</i>	228	3,04
Initiative	305	4,07	17	<i>19</i>	227	3,03
Need for achievement	311	4,15	15	<i>20</i>	226	3,01
Organization	304	4,05	21	<i>21</i>	225	3,00
Autonomy	303	4,04	22	<i>22</i>	224	2,99
Need for power	321	4,28	8	<i>24</i>	223	2,97
Motivation	318	4,24	11	<i>23</i>	223	2,97
Courage	231	3,08	36	<i>25</i>	223	2,97
Enthusiasm	319	4,25	10	<i>26</i>	222	2,96
Commitment	313	4,17	12	<i>27</i>	222	2,96
Intuition	309	4,12	16	<i>28</i>	221	2,95
Need for independence	313	4,17	13	<i>29</i>	220	2,93
Energy	292	3,89	26	<i>30</i>	219	2,92
Flexibility	297	3,96	25	<i>31</i>	218	2,91
Willpower	322	4,29	7	<i>32</i>	217	2,89
Responsibility	290	3,87	27	<i>33</i>	217	2,89
Curiosity	301	4,01	24	<i>34</i>	216	2,88
Hard work	333	4,44	3	<i>35</i>	214	2,85
Sense of responsibility	282	3,76	32	<i>36</i>	208	2,77

* *Position of the means ordinated from the highest to the lowest in relation to the characteristics that it is necessary to improve*

** *Position of the means of the entrepreneurial characteristics that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve*

Individual characteristics necessary for the entrepreneurship that you consider to have and which you do not find in the list above. (Optional)

Sincere
Resistance to setbacks
Perfectionist
Patience and Sympathy
Optimism, Self-criticism, Self-taught
Honest
Setting goals, knowing how to persuade
Knowledge in People Management
Imaginative, dreamy and utopian capacity
Ambition

Individual characteristics necessary for entrepreneurship that they feel needs improvement, regardless of whether they have them or not, and which are not in the list above. (Optional)

Optimism, Self-criticism, Need for constant improvement / learning
Need to have a mentor / example to follow
Motivation and networking to pursue Business Angels or other type of funding.
Regular Discipline
Defense of own opinion, always captivate the respect and trust of others for the delegation of tasks.
We are familiar with financial resources
Confidence in the future
Ability to negotiate
Time management, dealing with contingencies
Support

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Market barriers	291	3,88	4	1	312	4,16
High operational costs (taxes, etc.)	302	4,03	1	2	311	4,15
Lack of skills	241	3,21	13	3	308	4,11
Lack of network	264	3,52	10	4	306	4,08
Lack of funds	299	3,99	2	5	305	4,07
Difficulties in transforming ideas into business	272	3,63	7	6	304	4,05
Lack of infrastructure	273	3,64	6	7	302	4,03
Inadequate entrepreneurship education	248	3,31	12	8	301	4,01
Individual (e.g. courage, self-confidence)	217	2,89	17	9	296	3,95
Lack of knowledge in financial sources and how to access them	271	3,61	8	10	295	3,93
Lack of management skills	239	3,19	14	11	292	3,89
Patent problems	281	3,75	5	12	288	3,84
Bureaucratic	293	3,91	3	13	286	3,81
Difficulties in the use of technology	236	3,15	15	14	284	3,79
Lack of marketing ideas	231	3,08	16	15	280	3,73
Social pressure	269	3,59	9	16	275	3,67
Cultural (e.g. Negative social attitudes towards entrepreneurship)	252	3,36	11	17	268	3,57

* *Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities*

** Position of the means of the possible obstacles that participants believe to encounter confronted with the italic ones that indicate possible obstacles that are important in impeding entrepreneurial activities

Every possible obstacles that you think you can face in your entrepreneurship endeavors and you do not find in the above list.

Patent problems, Lack of funds, High operating costs

Little knowledge in technical areas

Bad relationship between partners

Incomprehension of the market, direct and indirect competition.

Ideas that are easy to copy

Great impact on the life of the entrepreneur through the various authorities (taxes) in case of business failure. Usually the life of the entrepreneur and direct family gets ruined in case of failed business. Just look at the examples that exist all over the country.

Cultural factor and nationality

Lack of time

Distrust in the face of online business models

Every possible obstacles you think that can be faced in entrepreneurship endeavours whether that you think to encounter them or not and you do not find in the above list.

Human resources, Interpersonal relations, Bureaucracy

The state is not interested in entrepreneurs. Only in receiving taxes that stifle any initiative (except those with "other people's money" - lost funds, etc.)

Bad relationship between Partners, Creating value, "Relaxation" after the first obstacles are overcome.
 Inadequacy of supply to the needs and expectations of the market.
 Family impediment
 Lack of team spirit
 Lack self-confidence
 Availability
 Consumer knowledge
 International Customers
 Supports
 "The non-acceptance of the target to our product / service"

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Training	329	4,39
Business counseling	321	4,28
Networking opportunities	315	4,20
Education	313	4,17
Seed capital	308	4,11
Follow-up support	306	4,08
Economical/Financial facilities	306	4,08
Subsistence allowance	305	4,07
Social media & advertisement	305	4,07
Mentoring	303	4,04
Self-directed experienced learning	302	4,03
Example of success	302	4,03
Co-operative education	295	3,93
Incubation/office facilities	289	3,85
Family support	284	3,79
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Calling upon his/her creativity	340	4,53
Encouraging critical thinking	337	4,49
Practical internship	337	4,49
Regarding mistakes as learning opportunities instead of failure	334	4,45
Specialized courses	330	4,40
Challenging the learner to exploit his/her full potential	328	4,37
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	327	4,36
Workshops, videos, conferences	326	4,35
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	320	4,27
Project management (Application for grant/funds)	320	4,27
Networking spaces	318	4,24
Projects (university, consultancy, research projects)	314	4,19
Networking courses	314	4,19
Increasing the learner's readiness to take risks	311	4,15
Analysis of case studies of success and failure	311	4,15
Public spot	307	4,09
Financial literacy education	302	4,03

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Business plan	335	4,47
Market and product analysis	331	4,41
Achieving sustainability of entrepreneurial idea	329	4,39
Choice and structuring of the idea for the enterprise	312	4,16
Pilot project of the entrepreneurial idea	312	4,16
Evaluation of entrepreneurial skills and characteristics	295	3,93

Every activities for promoting entrepreneurship that you think entrepreneurship trainings have to include and you do not find in the above list.

Practical work associated with companies in the market,

Teamwork, Time management, Self-promotion

Register ideas and patents

There is no one method, all have different ways of learning, and doing these tests does not help entrepreneurs, on the contrary, it makes entrepreneurial possibilities boring with many questions.

In the training room there can be no phrases: "I can not" and "It's complicated"

Meditation and optimism, Mindfulness

Identify opportunities in the market (interact directly with the market to identify them) "

Public presentations,

Apply some of the methods described above in Basic Education, Well-Known Guests

Case Studies Analysis,

Other stages of the entrepreneurial start-up process for which a specific training can be important.

Financial resources

Recommendations. "

Marketing and communication plan, How to overcome periods of crisis, Creation of opportunities

Mentoring

Digital Marketing, Networking

Management of resources,

Find a co-founder who sees the deal as a wedding.

It depends on the individual.

Definition of objectives and goals,

Business / Idea Communication

How to use financing

Business model canvas

Branding

Strategic and financial analysis,

Accompaniment of the difficulties of the neg + leisure

"Identifying opportunities and trends.

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 48 (64%) No: 27 (36%)

Have you already had training experience in relation to entrepreneurship? Yes: 20 (27%) No: 55 (73%)

Do you have work experience? Yes: 47 (63%) No: 28 (37%)

TURKEY

ANKARA YILDIRIM BEYAZIT UNIVERSITY SURVEY RESULTS

75 students (from different disciplines, in Ankara)

FIRST PART: GENERAL INFORMATION

Gender: 44 males (58.6%) and 31 females (41.3%)

Age: means = 22,9

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

	HOW MUCH YOU THINK TO HAVE IT?	HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?				
ENTREPREUNERIAL SKILLS	Total score	Mean	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total score	Mean score
Communication skills	314	4,18	3	1	349	4,65
Management skills	292	3,89	8	2	348	4,64
Problem-solving skills	313	4,17	5	3	348	4,64
Business planning	287	3,82	12	4	347	4,4
Creative, critical and strategic thinking skills	285	3,85	11	5	345	4,6
Opportunity identification	264	3,52	16	6	343	4,57
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	260	3,51	18	7	341	4,54
Team working skills	320	4,26	1	8	341	4,54
Learning skills	312	4,21	2	9	340	4,53
Collaborative skills	314	4,18	4	10	337	4,55
Marketing skills	262	3,49	19	11	334	4,45
Leadership skills	289	3,85	10	12	334	4,45
Networking skills	253	3,37	23	13	331	4,41
Business skills	271	3,61	15	14	328	4,37
Financial skills	261	3,48	20	15	325	4,33
Development of new products and services skills	256	3,41	22	16	319	4,25
Access to finance	287	3,82	13	17	319	4,25
Interpersonal skills	302	4,02	6	18	318	4,24
Opportunity creation	252	3,36	24	19	317	4,52
Knowledge of the labor market	230	3,06	27	20	312	4,16
Emotional intelligence	292	3,89	9	21	273	3,64
Information management	274	3,65	14	22	318	4,24
Digital marketing	235	3,13	26	23	314	4,18
Running pilot business	264	3,52	17	24	311	4,14
Self-managed planning skills	254	3,43	21	25	306	4,13
Technical skills	244	3,25	25	26	308	4,10
Resource acquisition	276	4	7	27	286	3,81

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

Every entrepreneurial skills important not present in the list: Ecosystem information, social sense, practical, supervision ability, political ties, insight...

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?	HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total Score	Mean
	Total Score	Mean				
Motivation	287	3,82	21	1	348	4,64
Responsibility	327	4,8	1	2	348	4,64
Quality in the job	294	4,02	11	3	344	4,58
Innovation orientation	316	4,21	3	4	338	4,56
Energy	302	4,02	10	5	337	4,55
Self-confidence	290	3,86	19	6	340	4,53
Sense of responsibility	316	4,27	2	7	340	4,53
Enthusiasm	303	4,09	7	8	339	4,52
Willpower	302	4,08	8	9	335	4,52
Perseverance/Goal mastery	292	3,89	17	10	338	4,5
Creativity	284	3,83	20	11	329	4,5
Commitment	315	4,2	4	12	331	4,47
Initiative	268	3,62	30	13	335	4,46
Global and holistic vision	293	3,9	16	14	335	4,46
Curiosity	311	4,2	5	15	329	4,44

Success orientation	296	3,94	14	16	333	4,44
Hard work	276	3,68	27	17	327	4,41
Leadership ability	284	3,78	24	18	326	4,34
Personal control	288	3,89	18	19	325	4,33
Entrepreneurial passion	269	3,58	31	20	315	4,31
Pro-activeness	273	3,68	26	21	323	4,3
Imagination	308	4,1	6	22	322	4,29
Organization	298	3,97	13	23	319	4,25
Self-efficacy	273	3,64	29	24	314	4,18
Autonomy	286	3,81	22	25	310	4,13
Flexibility and management	280	3,73	25	26	310	4,13
Need for achievement	395	3,93	15	27	305	4,06
Need for independence	300	4	12	28	305	4,06
Risk-taking propensity	255	3,44	34	29	296	3,94
Intuition	282	3,81	23	30	295	3,93
Positive attitude towards self-employment	258	3,44	33	31	278	3,8
Need for power	276	3,68	28	32	284	3,78
Flexibility	265	3,53	32	33	278	3,75
Financial risk tolerance	217	2,89	36	34	268	3,57
Uncertainty and ambiguity tolerance	222	2,96	35	35	260	3,46
Courage	305	4,06	9	36	229	3,05

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

Every individual characteristics important not present in the list: Analytical thinking, social sense, adaptability, functional and multitasking thinking, positive thinking, being healthy

Every individual characteristics important to be improved: Leadership

* *Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve*

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?	HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total Score	Mean
	Total Score	Mean				
Individual (e.g. courage, self-confidence)	227	3,6	3	1	310	4,18
Lack of infrastructure	248	3,3	12	2	307	4,09
Lack of knowledge in financial sources and how to access them	257	3,52	5	3	306	4,08
Market barriers	253	3,46	8	4	302	4,02
High operational costs (taxes, etc.)	284	3,78	1	5	301	4,01
Lack of network	258	3,44	9	6	299	3,98
Difficulties in transforming ideas into business	262	3,49	7	7	299	3,98
Lack of management skills	209	2,78	16	8	295	3,98
Lack of funds	268	3,57	4	9	298	3,97
Lack of marketing ideas	232	3,13	14	10	294	3,92
Bureaucratic	271	3,66	2	11	292	3,89
Inadequate entrepreneurship education	250	3,33	11	12	291	3,88
Cultural (e.g. Negative social attitudes towards entrepreneurship)	262	3,49	6	13	288	3,84
Lack of skills	233	3,1	15	14	281	3,79
Difficulties in the use of technology	206	2,74	17	15	281	3,79
Patent problems	237	3,16	13	16	281	3,79
Social pressure	251	3,34	10	17	279	3,77

* *Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities*

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

3b) Every obstacles you think you can face not present in the list:

AYBU: Ecosystem problems, wrong budget planning, geographical problems, territorial and political problems

3c) Every obstacles you think can be faced important to be improved:

AYBU: Field research, correct data collection, mental tiredness.... (MY MOM ☺)

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Education	333	4,5
Economical/Financial facilities	326	4,4
Networking opportunities	320	4,32
Social media & advertisement	308	4,27
Follow-up support	308	4,16
Business counseling	303	4,15
Example of success	307	4,14
Seed capital	298	4,13
Training	306	4,13
Family support	296	4
Mentoring	286	3,97
Incubation/office facilities	290	3,97
Self-directed experienced learning	294	3,97
Co-operative education	292	3,94
Subsistence allowance	273	3,68
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Calling upon his/her creativity	334	4,57
Encouraging critical thinking	333	4,56
Projects (university, consultancy, research projects)	328	4,49
Regarding mistakes as learning opportunities instead of failure	327	4,47

Practical internship	330	4,45
Project management (Application for grant/funds)	330	4,45
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	326	4,4
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	325	4,39
Networking spaces	316	4,32
Analysis of case studies of success and failure	314	4,3
Specialized courses	317	4,28
Networking courses	316	4,27
Financial literacy education	314	4,24
Increasing the learner's readiness to take risks	312	4,21
Workshops, videos, conferences	304	4,1
Public spot	261	3,52
Challenging the learner to exploit his/her full potential	248	3,39

ACTIVITIES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Business plan	333	4,5
Achieving sustainability of entrepreneurial idea	337	4,49
Market and product analysis	326	4,34
Pilot project of the entrepreneurial idea	320	4,26
Choice and structuring of the idea for the enterprise	316	4,21
Evaluation of entrepreneurial skills and characteristics	313	4,17

Every methods to promote entrepreneurial activity you think entrepreneurial trainings have to include not present in the list:

Education for incubation period investment, Social Entrepreneurship, Not only successful stories but also unsuccessful stories, START-UP culture, Operative education...

Every activities to promote entrepreneurship you think entrepreneurial trainings have to include not present in the list: Office visiting, sectoral lectures, public offices related to potential entrepreneurs, obligatory internship....

Other stages of the entrepreneurial start-up process for which training is important in this stage: Skilling calculation, operative education...

FOUTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 52 (69.3%) No: 23 (30.6%)

Have you already had training experience in relation to entrepreneurship? Yes: 25 (33.3%) No: 50 (66.6%)

Do you have work experience? Yes: 44 (58.6%) No: 31(41.3%)

Questionnaire results for young entrepreneurs

Greece

75 young entrepreneurs

FIRST PART: GENERAL INFORMATION

Gender: 42 males (56%) and 33 females (44%)

Age: means = 30,80; standard deviation = 4,606

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean Score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean score
Learning skills	308	4.11	26	1	220	2.93
Communication skills	311	4.15	25	2	216	2.88
Collaborative skills	303	4.04	27	3	210	2.80
Management skills	334	4.45	6	4	206	2.75
Opportunity identification	325	4.33	18	5	205	2.73

Development of new products and services skills	3.24	4.32	20	6	205	2.73
Networking skills	3.17	4.23	23	7	205	2.73
Opportunity creation	341	4.55	22	8	204	2.72
Digital marketing	333	4.44	10	9	204	2.72
Problem-solving skills	319	4.25	22	10	204	2.72
Technical skills	341	4.55	1	11	203	2.71
Team working skills	312	4.16	24	12	202	2.69
Business skills	324	4.32	19	13	201	2.68
Knowledge of the labor market	334	4.45	7	14	200	2.67
Access to finance	332	4.43	15	15	200	2.67
Marketing skills	328	4.37	16	16	200	2.67
Financial skills	333	4.44	9	17	198	2.64
Emotional intelligence	332	4.43	14	18	198	2.64
Interpersonal skills	322	4.29	21	19	198	2.64
Running pilot business	339	4.52	3	20	196	2.61
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	337	4.49	4	21	196	2.61
Self-managed planning skills	335	4.47	5	22	196	2.61
Leadership skills	332	4.43	11	23	195	2.60
Business planning	332	4.43	12	24	193	2.57
Creative, critical and strategic thinking skills	325	4.33	17	25	193	2.57
Resource acquisition	332	4.43	13	26	190	2.53
Information management	333	4.44	8	27	186	2.48

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total score	Mean score
Perseverance/Goal mastery	342	4.56	24	1	198	2.64
Responsibility	343	4.57	17	2	197	2.63
Sense of responsibility	310	4.13	36	3	197	2.63
Enthusiasm	344	4.59	15	4	202	2.69
Success orientation	343	4.57	18	5	196	2.61
Self-efficacy	337	4.49	32	6	193	2.57
Need for achievement	344	4.59	16	7	197	2.63
Commitment	348	4.64	4	8	199	2.65
Uncertainty and ambiguity tolerance	343	4.57	23	9	200	2.67
Entrepreneurial passion	342	4.56	27	10	200	2.67
Positive attitude towards self-employment	346	4.61	9	11	189	2.52
Pro-activeness	346	4.61	10	12	198	2.64
Courage	343	4.57	19	13	196	2.61

Imagination	343	4.57	20	14	198	2.64
Autonomy	342	4.56	26	15	205	2.73
Willpower	330	4.40	35	16	203	2.71
Creativity	346	4.61	8	17	207	2.76
Initiative	341	4.56	28	18	205	2.73
Intuition	341	4.56	29	19	200	2.67
Personal control	335	4.47	34	20	200	2.67
Global and holistic vision	351	4.68	1	21	190	2.53
Curiosity	345	4.60	12	22	196	2.61
Quality in the job	344	4.59	14	23	201	2.68
Flexibility and management	350	4.67	2	24	210	2.80
Energy	348	4.64	3	25	197	2.63
Need for independence	346	4.61	7	26	200	2.67
Flexibility	342	4.56	25	27	201	2.68
Innovation orientation	347	4.63	5	28	199	2.65
Motivation	345	4.60	13	29	199	2.65
Risk-taking propensity	343	4.57	22	30	194	2.59
Organization	338	4.51	31	31	196	2.61
Hard work	335	4.47	33	32	204	2.72
Self-confidence	339	4.52	30	33	195	2.60
Financial risk tolerance	347	4.63	6	34	199	2.65
Need for power	343	4.57	21	35	200	2.67
Leadership ability	346	4.61	11	36	207	2.76

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the italic ones that indicate the entrepreneurial skills that it is necessary to improve

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Total Score	Mean score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Total Score	Mean score
Social pressure	342	4.56	4	1	360	4.80
Lack of knowledge in financial sources and how to access them	335	4.47	13	2	360	4.80
Cultural (e.g. Negative social attitudes towards entrepreneurship)	344	4.59	3	3	359	4.79
Lack of network	336	4.48	12	4	357	4.76
Lack of funds	334	4.45	14	5	357	4.76
Lack of funds	340	4.53	7	6	354	4.72
Difficulties in transforming ideas into business	340	4.53	8	7	354	4.72
Difficulties in the use of technology	339	4.52	10	8	354	4.72
Market barriers	332	4.43	15	9	353	4.71
Lack of management skills	342	4.56	5	10	352	4.69
Patent problems	341	4.55	6	11	352	4.69

High operational costs (taxes, etc.)	324	4.32	17	12	352	4.69
Lack of marketing ideas	339	4.52	11	13	351	4.68
Lack of infrastructure	331	4.41	16	14	351	4.68
Lack of skills	346	4.61	2	15	348	4.64
Inadequate entrepreneurship education	340	4.53	9	16	347	4.63
Individual (e.g. courage, self-confidence)	347	4.63	1	17	346	4.61

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Mentoring	350	4.67
Self-directed experienced learning	346	4.61
Subsistence allowance	344	4.59
Training	343	4.57
Economical/Financial facilities	343	4.57
Social media & advertisement	343	4.57
Seed capital	341	4.55
Incubation/office facilities	341	4.55
Family support	341	4.55
Example of success	336	4.48
Follow-up support	336	4.48
Business counseling	333	4.44
Co-operative education	330	4.40
Networking opportunities	321	4.28
Education	315	4.20
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Public spot	348	4.64
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	346	4.61
Financial literacy education	345	4.60
Specialized courses	344	4.59
Project management (Application for grant/funds)	344	4.59
Practical internship	343	4.57
Projects (university, consultancy, research projects)	343	4.57
Networking spaces	343	4.57
Networking courses	342	4.56
Analysis of case studies of success and failure	341	4.55
Workshops, videos, conferences	340	4.53
Encouraging critical thinking	337	4.49
Increasing the learner's readiness to take risks	337	4.49
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	337	4.49

Regarding mistakes as learning opportunities instead of failure	336	4.48
Challenging the learner to exploit his/her full potential	333	4.44
Calling upon his/her creativity	331	4.41

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Market and product analysis	361	4.81
Evaluation of entrepreneurial skills and characteristics	358	4.77
Choice and structuring of the idea for the enterprise	357	4.76
Business plan	356	4.75
Pilot project of the entrepreneurial idea	356	4.75
Achieving sustainability of entrepreneurial idea	355	4.73

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 75 (100%) No: 0 (0%)

Have you already had training experience in relation to entrepreneurship? Yes: 71 (70%) No: 4 (30%)

Do you have work experience? Yes: 75 (100%) No: 0 (0%)

ITALY

75 young entrepreneurs

FIRST PART: GENERAL INFORMATION

Gender: 42 males (56%) and 33 females (44%)

Age: means = 31.12; standard deviation = 6.44

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Total score	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Mean	Mean score
Access to finance	191	2.58	27	1	327	4.36
Opportunity identification	256	3.41	10	2	309	4.12
Opportunity creation	233	3.11	21	3	305	4.07
Marketing skills	241	3.26	19	4	304	4.11
Management skills	243	3.33	16	5	304	4.11
Financial skills	200	2.70	26	6	303	4.04
Digital marketing	244	3.25	15	7	302	4.03
Communication skills	296	3.95	3	8	301	4.01
Business planning	228	3.04	22	9	300	4.00

Business skills	238	3.17	20	10	300	4.00
Networking skills	268	3.62	8	11	300	4.05
Resource acquisition	227	3.03	23	12	297	3.96
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	251	3.35	12	13	297	3.96
Leadership skills	242	3.23	18	14	292	3.89
Problem-solving skills	273	3.64	7	15	292	3.89
Creative, critical and strategic thinking skills	261	3.53	9	16	289	3.85
Development of new products and services skills	243	3.24	17	17	288	3.84
Team working skills	299	3.99	2	18	284	3.79
Interpersonal skills	289	3.91	6	19	284	3.79
Knowledge of the labor market	211	2.81	25	20	283	3.77
Collaborative skills	314	4.19	1	21	279	3.72
Learning skills	290	3.92	4	22	277	3.69
Running pilot business	218	2.91	24	23	275	3.67
Technical skills	289	3.85	5	24	273	3.64
Self-managed planning skills	248	3.35	15	25	273	3.69
Information management	253	3.37	11	26	273	3.64
Emotional intelligence	250	3.33	13	27	248	3.31

* *Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve*

** *Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial skills that it is necessary to improve*

EVERY ENTREPRENEURIAL SKILLS IMPORTANT NOT PRESENT IN THE LIST: The best knowledge is the knowledge of oneself, project of integrated systems for business managing, knowledge of foreign languages, knowledge of the product, get involved and ability to interact with people trying to meet their needs, understanding of the customer, understanding of the market and the problem of it.

EVERY ENTREPRENEURIAL SKILLS IMPORTANT TO BE IMPROVED: management of cash in, identify and manage new business opportunities.

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Courage	262	3,49	28	1	306	4,08
Organization	282	3,81	18	2	293	3,91
Flexibility and management	277	3,74	20	3	293	3,96
Self-confidence	279	3,72	19	4	292	3,89
Quality in the job	305	4,07	7	5	292	3,89
Innovation orientation	289	3,85	14	6	287	3,93
Perseverance/Goal mastery	284	3,79	16	7	285	3,8
Success orientation	253	3,37	30	8	285	3,8
Imagination	266	3,11	25	9	282	3,76
Motivation	317	4,23	2	10	281	3,75

Creativity	276	3,68	21	<i>11</i>	281	3,75
Responsibility	308	4,11	6	<i>12</i>	281	3,75
Entrepreneurial passion	286	3,86	15	<i>13</i>	280	3,73
Intuition	269	3,59	24	<i>14</i>	279	3,72
Global and holistic vision	251	3,39	31	<i>15</i>	278	3,71
Leadership ability	248	3,31	32	<i>16</i>	276	3,78
Need for achievement	264	3,52	27	<i>17</i>	275	3,67
Flexibility	301	4,01	9	<i>18</i>	273	3,64
Enthusiasm	311	4,15	4	<i>19</i>	272	3,68
Initiative	289	3,85	13	<i>20</i>	272	3,68
Curiosity	303	4,09	8	<i>21</i>	271	3,61
Hard work	326	4,35	1	<i>22</i>	269	3,59
Self-efficacy	265	3,53	26	<i>23</i>	269	3,59
Positive attitude towards self-employment	269	3,59	23	<i>24</i>	267	3,56
Financial risk tolerance	215	2,87	35	<i>25</i>	267	3,56
Willpower	301	4,01	10	<i>26</i>	264	3,52
Energy	299	3,99	11	<i>27</i>	263	3,51
Sense of responsibility	317	4,23	3	<i>28</i>	260	3,47
Commitment	309	4,12	5	<i>29</i>	260	3,47
Personal control	272	3,63	22	<i>30</i>	258	3,44
Risk-taking propensity	239	3,19	33	<i>31</i>	258	3,49
Autonomy	292	3,89	12	<i>32</i>	255	3,4
Need for independence	282	3,76	17	<i>33</i>	252	3,41
Pro-activeness	261	3,48	29	<i>34</i>	251	3,44
Uncertainty and ambiguity tolerance	233	3,11	34	<i>35</i>	242	3,27
Need for power	202	2,69	36	<i>36</i>	195	2,6

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the italic ones that indicate the entrepreneurial characteristics that it is necessary to improve

EVERY INDIVIDUAL CHARACTERISTICS IMPORTANT NOT PRESENT IN THE LIST:
capacity to learn new things also different from one's background

EVERY INDIVIDUAL CHARACTERISTICS IMPORTANT TO BE IMPROVED: capacity to learn new things also different from one's background, organization, speed and quality of work, clear objective

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Mean	Mean score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Mean	Mean score
Bureaucratic	325	4,33	1	<i>1</i>	341	4,61
High operational costs (taxes, etc.)	315	4,26	2	<i>2</i>	338	4,51

Lack of funds	292	4,00	4	3	324	4,38
Lack of knowledge in financial sources and how to access them	295	3,93	3	4	323	4,31
Inadequate entrepreneurship education	284	3,79	5	5	306	4,08
Individual (e.g. courage, self-confidence)	225	3,00	11	6	299	3,99
Difficulties in transforming ideas into business	208	2,77	17	7	298	3,97
Lack of skills	229	3,05	10	8	297	3,96
Market barriers	255	3,4	9	9	297	3,96
Lack of network	269	3,59	6	10	295	3,93
Lack of marketing ideas	222	2,96	15	11	290	3,87
Lack of management skills	225	3,00	12	12	286	3,81
Lack of infrastructure	262	3,49	8	13	284	3,79
Difficulties in the use of technology	262	3,54	7	14	278	3,71
Cultural (e.g. Negative social attitudes towards entrepreneurship)	223	2,97	14	15	258	3,44
Social pressure	222	2,96	16	16	228	3,04
Patent problems	169	2,25	18	17	191	2,55

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

EVERY OBSTACLES YOU THINK YOU CAN FACE NOT PRESENT IN THE LIST: lack of skills in the sectors different than one's background (like managing the company communication), difficulty of collecting, few accuracy of payment processing.

EVERY OBSTACLES YOU THINK CAN BE FACED IMPORTANT TO BE IMPROVED: aggressiveness of competitors.

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Networking opportunities	310	4,13
Economical/Financial facilities	304	4,11
Seed capital	301	4,07
Social media & advertisement	299	3,99
Training	298	3,97
Education	292	3,89
Follow-up support	287	3,88
Self-directed experienced learning	274	3,65
Business counseling	270	3,6
Example of success	265	3,53
Subsistence allowance	264	3,58
Family support	264	3,52

Incubation/office facilities	263	3,51
Co-operative education	255	3,45
Mentoring	251	3,35
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	307	4,09
Encouraging critical thinking	305	4,07
Regarding mistakes as learning opportunities instead of failure	299	3,99
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	295	3,99
Calling upon his/her creativity	292	3,89
Financial literacy education	291	3,88
Increasing the learner's readiness to take risks	282	3,76
Analysis of case studies of success and failure	282	3,76
Networking spaces	281	3,75
Challenging the learner to exploit his/her full potential	278	3,71
Practical internship	273	3,64
Specialized courses	269	3,64
Networking courses	266	3,55
Projects (university, consultancy, research projects)	255	3,4
Workshops, videos, conferences	244	3,25
Public spot	232	3,09

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Achieving sustainability of entrepreneurial idea	321	4,28
Market and product analysis	312	4,22
Choice and structuring of the idea for the enterprise	311	4,15
Business plan	299	3,99
Pilot project of the entrepreneurial idea	296	3,95
Evaluation of entrepreneurial skills and characteristics	275	3,67

EVERY METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY YOU THINK ENTREPRENEURIAL TRAININGS HAVE TO INCLUDE NOT PRESENT IN THE LIST: I think it is too general to talk about "entrepreneurial activity". I think it should be organized diversified courses by the type of activity (such as B2B, B2C, services...).

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 66 (88%) No: 9 (12%)

Have you already had training experience in relation to entrepreneurship? Yes: 32 (42.70%) No: 43 (57.30%)

Do you have work experience? Yes: 71 (83.5%) No: 4 (4.7%)

PORTUGAL

75 young entrepreneurs

FIRST PART: GENERAL INFORMATION

Gender: 43 males (57%) and 32 females (43%)

Age: means = 41; standard deviation = 9,51

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Total score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Digital marketing	242	3,23	26	<i>1</i>	281	3,75
Access to finance	210	2,80	27	<i>2</i>	276	3,68
Financial skills	248	3,31	25	<i>3</i>	269	3,59
Marketing skills	263	3,51	23	<i>4</i>	266	3,55
Opportunity creation	265	3,53	21	<i>5</i>	261	3,48
Business planning	264	3,52	22	<i>6</i>	261	3,48
Networking skills	284	3,79	17	<i>7</i>	261	3,48
Opportunity identification	292	3,89	12	<i>8</i>	259	3,45
Resource acquisition	268	3,57	20	<i>9</i>	258	3,44
Management skills	281	3,75	18	<i>10</i>	258	3,44
Knowledge of the labor market	286	3,81	16	<i>11</i>	258	3,44
Business skills	287	3,83	13	<i>12</i>	257	3,43
Development of new products and services skills	295	3,93	9	<i>13</i>	255	3,40
Creative, critical and strategic thinking skills	294	3,92	11	<i>14</i>	253	3,37
Technical skills	294	3,92	10	<i>15</i>	252	3,36
Learning skills	327	4,36	1	<i>16</i>	250	3,33
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	281	3,75	19	<i>17</i>	249	3,32
Running pilot business	259	3,45	24	<i>18</i>	248	3,31
Communication skills	315	4,20	5	<i>19</i>	244	3,25
Self-managed planning skills	287	3,83	14	<i>20</i>	244	3,25
Information management	287	3,83	15	<i>21</i>	244	3,25
Problem-solving skills	309	4,12	6	<i>22</i>	243	3,24
Emotional intelligence	296	3,95	8	<i>23</i>	242	3,23
Interpersonal skills	317	4,23	4	<i>24</i>	235	3,13
Leadership skills	305	4,07	7	<i>25</i>	234	3,12
Team working skills	322	4,29	2	<i>26</i>	231	3,08
Collaborative skills	321	4,28	3	<i>27</i>	228	3,04

* *Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve*

** Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial skills that it is necessary to improve

Every entrepreneurial skills you think you have and you do not find in the above list.

Resilience
Persistence and flexibility
patience
Leadership

Experience in activity
 Goal Creation
 Knowledge of international markets
 Knowledge of foreign languages
 Personal skills / personal characteristics like determination - mindset
 Good product management
 Risk assessment
 Self-accountability
 The list is very comprehensive, maybe total availability to the project

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Mean	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Mean	Mean score
Uncertainty and ambiguity tolerance	276	3,68	33	1	256	3,41
Innovation orientation	296	3,95	30	2	249	3,32
Risk-taking propensity	282	3,76	32	3	248	3,31
Financial risk tolerance	245	3,27	34	4	248	3,31
Self-confidence	301	4,01	23	5	246	3,28
Creativity	298	3,97	29	6	242	3,23
Global and holistic vision	308	4,11	36	7	241	3,21
Imagination	299	3,99	25	8	239	3,19
Organization	300	4,00	24	9	238	3,17
Personal control	299	3,99	26	10	237	3,16
Motivation	322	4,29	8	11	236	3,15
Flexibility and management	304	4,05	19	12	236	3,15
Perseverance/Goal mastery	313	4,17	14	13	235	3,13
Leadership ability	302	4,03	22	14	235	3,13
Success orientation	309	4,12	16	15	233	3,11
Enthusiasm	317	4,23	9	16	232	3,09
Intuition	303	4,04	21	17	232	3,09
Courage	307	4,09	18	18	232	3,09
Positive attitude towards self-employment	308	4,11	17	19	231	3,08
Energy	312	4,16	15	20	231	3,08
Curiosity	317	4,23	10	21	231	3,08
Self-efficacy	296	3,95	31	22	231	3,08
Entrepreneurial passion	303	4,04	20	23	230	3,07
Pro-activeness	323	4,31	7	24	229	3,05
Initiative	314	4,19	13	25	229	3,05
Flexibility	315	4,20	12	26	229	3,05
Willpower	327	4,36	5	27	225	3,00
Quality in the job	327	4,36	6	28	224	2,99
Autonomy	316	4,21	11	29	221	2,95
Need for achievement	299	3,99	27	30	220	2,93
Sense of responsibility	342	4,56	1	31	217	2,89
Need for independence	299	3,99	28	32	215	2,87
Hard work	339	4,52	3	33	214	2,85
Need for power	241	3,21	35	34	214	2,85
Commitment	335	4,47	4	35	212	2,83
Responsibility	340	4,53	2	36	212	2,83

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

Every entrepreneurial characteristics that you think it is necessary to improve whether that you have them or not and you do not find in the above list

Strategic planning

Perseverance

Management of time

Independence and self-reliance

Personal development

Digital area knowledge beyond marketing (eg more apps about apps)

Raise Financing

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Mean	Mean score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Mean	Mean score
Lack of skills	264	3,52	10	1	330	4,40
Lack of funds	307	4,09	2	2	315	4,20
Difficulties in transforming ideas into business	269	3,59	8	3	314	4,19
Lack of network	273	3,64	6	4	313	4,17
Individual (e.g. courage, self-confidence)	225	3,00	17	5	310	4,13
High operational costs (taxes, etc.)	288	3,84	3	6	309	4,12
Inadequate entrepreneurship education	271	3,61	7	7	308	4,11
Bureaucratic	318	4,24	1	8	308	4,11
Lack of management skills	243	3,24	14	9	303	4,04
Lack of knowledge in financial sources and how to access them	285	3,80	4	10	302	4,03
Market barriers	282	3,76	5	11	299	3,99
Lack of infrastructure	265	3,53	9	12	294	3,92
Lack of marketing ideas	250	3,33	13	13	290	3,87
Difficulties in the use of technology	230	3,07	16	14	287	3,83
Cultural (e.g. Negative social attitudes towards entrepreneurship)	260	3,47	11	15	263	3,51
Patent problems	242	3,23	15	16	262	3,49
Social pressure	253	3,37	12	17	259	3,45

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

Every possible obstacles you think that can be faced in entrepreneurship endeavours whether that you think to encounter them or not and you do not find in the above list

Lack of entrepreneurial culture

Lack of family support

Difficulty in collaborators

Approval of the Business Plan

Raising customers, especially if it is an innovative or alternative project to an existing project (resistance to change by clients)

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Business counseling	329	4,39
Networking opportunities	323	4,31
Social media & advertisement	323	4,31
Mentoring	322	4,29
Training	313	4,17
Follow-up support	312	4,16
Seed capital	308	4,11
Education	306	4,08
Example of success	306	4,08
Family support	305	4,07
Incubation/office facilities	294	3,92
Co-operative education	292	3,89
Subsistence allowance	289	3,85
Self-directed experienced learning	281	3,75
Economical/Financial facilities	281	3,75
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Regarding mistakes as learning opportunities instead of failure	340	4,53
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	336	4,48
Encouraging critical thinking	335	4,47
Calling upon his/her creativity	331	4,41
Challenging the learner to exploit his/her full potential	326	4,35
Analysis of case studies of success and failure	324	4,32
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	319	4,25
Practical internship	314	4,19
Networking spaces	314	4,19
Project management (Application for grant/funds)	313	4,17
Workshops, videos, conferences	311	4,15
Financial literacy education	310	4,13
Increasing the learner's readiness to take risks	308	4,11
Specialized courses	307	4,09
Networking courses	301	4,01
Projects (university, consultancy, research projects)	295	3,93
Public spot	295	3,93
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Market and product analysis	337	4,49

Business plan	335	4,47
Achieving sustainability of entrepreneurial idea	334	4,45
Pilot project of the entrepreneurial idea	323	4,31
Choice and structuring of the idea for the enterprise	313	4,17
Evaluation of entrepreneurial skills and characteristics	301	4,01

Every methods to promote entrepreneurial activity that you think entrepreneurship trainings have to include and you do not find in the above list.

Think Tanks

Accelerated prototyping techniques. Pre-validation techniques for business ideas.

Business plan

Network real with other entrepreneurs and cooperation between companies

Education of hard and soft skills as well as personal development tools like perseverance, patience and self-confidence.

Personal development

Develop the ability to "endurance" resilience.

Behavioral

Coaching

practical cases

Business Intelligence

Benchmarking

Positive attitude in the face of adversity

I think that cases of startups that have failed are more relevant than cases of success because it can learn from third-party mistakes, while success stories rarely tell the true story or they may be due to luck.

"The post-start phase, when it leaves the incubator phase, needs support.

Every activity for promoting entrepreneurship that you think entrepreneurship trainings have to include and you do not find in the above list.

Use of games and ice-breakers

Training on technical skills (engineering, programming, ...). Often the problems of startups are due to the fact that they do not perceive the technical complexity of what they want to do which causes several problems (delays, frustrations, ...). HR techniques are also important because another of the great difficulties of a startup is recruitment (lack of time and resources).

Experiences that take us out of the comfort zone (eg, contact with different social realities)

Coaching

Decision Ability

Benchmarking in the project area

Self-knowledge

Regarding other stages of the entrepreneurial start-up process for which a specific training can be important.

Selection and development of the team

Get Financing

The post incubator

The development and support of a network of contacts and the process of partnerships

Financing needs

Forms of marketing (digital, etc.)

Financing, Scaling (and everything associated with this process), Internationalization

Evaluation of the 1st year of activity (strategy, financial analysis, redefinition of positions)

Investor Relations Learning

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 20 (51%) No: 19 (49%)

Have you already had training experience in relation to entrepreneurship? Yes: 12 (31%) No: 27 (69%)

Do you have work experience? Yes: 34 (87%) No: 5 (13%)

TURKEY

75 young entrepreneurs participated to the survey in ACC (Ankara Chamber of Commerce)

FIRST PART: GENERAL INFORMATION

Gender: 25 males (33%) and 50 females (67%)

Age: means = 23.5; standard deviation = 5,25

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean score	Position of the means confronted with the italic ones**	<i>Position of the means ordinated from the highest to the lowest*</i>	Total Score	Mean score
Management skills	313	4,15	4	<i>1</i>	330	4,4
Team working skills	307	4,14	7	<i>2</i>	326	4,35
Information management	305	4,05	18	<i>3</i>	326	4,35
Opportunity identification	266	3,69	27	<i>4</i>	313	4,35
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	311	4,15	6	<i>5</i>	320	4,32
Learning skills	318	4,24	2	<i>6</i>	319	4,31
Self-managed planning skills	311	4,13	10	<i>7</i>	323	4,31
Leadership skills	295	3,96	22	<i>8</i>	323	4,31
Opportunity creation	278	3,76	26	<i>9</i>	323	4,31
Creative, critical and strategic thinking skills	307	4,1	12	<i>10</i>	318	4,3
Interpersonal skills	305	4,09	13	<i>11</i>	322	4,29
Knowledge of the labor market	307	4,08	14	<i>12</i>	322	4,29
Development of new products and services skills	320	4,26	1	<i>13</i>	317	4,28
Digital marketing	310	4,14	8	<i>14</i>	317	4,28
Problem-solving skills	309	4,13	9	<i>15</i>	321	4,28
Business skills	303	4,05	16	<i>16</i>	321	4,28
Networking skills	306	4,15	5	<i>17</i>	320	4,27
Communication skills	301	4,05	17	<i>18</i>	320	4,27
Access to finance	297	3,98	20	<i>19</i>	320	4,27
Running pilot business	302	4,03	19	<i>20</i>	319	4,25
Collaborative skills	314	4,19	3	<i>21</i>	317	4,23
Technical skills	304	4,1	11	<i>22</i>	317	4,23
Marketing skills	295	3,98	21	<i>23</i>	313	4,23
Business planning	293	3,95	23	<i>24</i>	312	4,22
Emotional intelligence	307	4,08	15	<i>25</i>	316	4,21
Financial skills	289	3,94	24	<i>26</i>	311	4,15

Resource acquisition	278	3,8	25	27	310	4,13
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* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial skills that it is necessary to improve

Every entrepreneurial skills important not present in the list: Being energetic, tolerance, following new technologies
Every entrepreneurial skills important to be improved: International market search, opportunity management

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Total Score	Mean score
Quality in the job	317	4,28	11	1	335	4,47
Personal control	320	4,27	12	2	333	4,44
Flexibility and management	313	4,17	29	3	333	4,44
Courage	326	4,35	5	4	328	4,43
Perseverance/Goal mastery	318	4,3	8	5	332	4,43
Success orientation	316	4,21	20	6	332	4,43
Innovation orientation	323	4,36	2	7	327	4,42
Responsibility	317	4,23	18	8	331	4,41
Global and holistic vision	327	4,36	4	9	330	4,4
Energy	317	4,23	17	10	325	4,39
Intuition	312	4,22	19	11	329	4,39
Sense of responsibility	314	4,19	23	12	329	4,39
Self-confidence	315	4,2	21	13	328	4,37
Financial risk tolerance	312	4,16	30	14	328	4,37
Leadership ability	310	4,13	33	15	323	4,36
Need for independence	324	4,32	7	16	326	4,35
Pro-activeness	321	4,28	9	17	326	4,35
Organization	311	4,26	13	18	326	4,35
Autonomy	309	4,18	26	19	321	4,34
Hard work	334	4,45	1	20	325	4,33
Willpower	318	4,24	16	21	316	4,33
Curiosity	311	4,2	22	22	325	4,33
Risk-taking propensity	313	4,17	28	23	325	4,33
Need for achievement	319	4,25	14	24	323	4,31
Commitment	318	4,24	15	25	323	4,31
Initiative	306	4,19	24	26	323	4,31
Enthusiasm	301	4,07	34	27	319	4,31
Need for power	321	4,28	10	28	322	4,29
Entrepreneurial passion	295	3,99	36	29	320	4,27
Uncertainty and ambiguity tolerance	311	4,15	31	30	315	4,26
Imagination	325	4,33	6	31	319	4,25
Flexibility	306	4,19	25	32	319	4,25
Creativity	327	4,36	3	33	318	4,24
Motivation	313	4,17	27	34	318	4,24
Positive attitude towards self-	301	4,01	35	35	317	4,23

employment						
Self-efficacy	307	4,15	32	36	311	4,15

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

Every individual characteristics important to be improved: Discovery of correct place for entrepreneurship

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Total score	Mean score	Position of the means confronted with the italic ones**	Position of the means ordinated from the highest to the lowest*	Total Score	Mean score
Lack of marketing ideas	307	4,15	2	1	321	4,28
High operational costs (taxes, etc.)	298	4,03	5	2	320	4,27
Lack of infrastructure	295	3,93	13	3	318	4,24
Lack of management skills	300	4,00	6	4	316	4,21
Inadequate entrepreneurship education	295	3,93	12	5	310	4,19
Bureaucratic	310	4,19	1	6	312	4,16
Lack of funds	300	4,00	7	7	312	4,16
Difficulties in transforming ideas into business	304	4,05	3	8	307	4,15
Individual (e.g. courage, self-confidence)	286	3,86	15	9	307	4,15
Patent problems	303	4,04	4	10	311	4,15
Difficulties in the use of technology	289	3,85	16	11	306	4,14
Lack of knowledge in financial sources and how to access them	299	3,99	9	12	310	4,13
Lack of network	292	3,95	11	13	305	4,12
Social pressure	300	4,00	8	14	307	4,09
Market barriers	290	3,97	10	15	306	4,08
Cultural (e.g. Negative social attitudes towards entrepreneurship)	288	3,89	14	16	296	3,95
Lack of skills	258	3,44	17	17	291	3,93

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Social media & advertisement	331	4,41
Example of success	319	4,31
Family support	318	4,30
Economical/Financial facilities	314	4,24
Co-operative education	313	4,23
Networking opportunities	317	4,23
Education	312	4,22
Training	315	4,20
Seed capital	313	4,17
Business counseling	308	4,16
Incubation/office facilities	311	4,15
Follow-up support	310	4,13
Self-directed experienced learning	301	4,12
Mentoring	300	4,00
Subsistence allowance	289	3,85
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Specialized courses	331	4,41
Analysis of case studies of success and failure	329	4,39
Financial literacy education	329	4,39
Workshops, videos, conferences	322	4,35
Networking spaces	325	4,33
Public spot	319	4,31
Project management (Application for grant/funds)	319	4,31
Calling upon his/her creativity	323	4,31
Encouraging critical thinking	316	4,27
Increasing the learner's readiness to take risks	320	4,27
Projects (university, consultancy, research projects)	320	4,27
Practical internship	319	4,25
Regarding mistakes as learning opportunities instead of failure	318	4,24
Networking courses	316	4,21
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	305	4,12
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	309	4,12
Challenging the learner to exploit his/her full potential	286	3,86

Every methods to promote entrepreneurial activity you think entrepreneurial trainings have to include not present in the list: Incubation office

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Pilot project of the entrepreneurial idea	332	4,43
Business plan	330	4,40
Achieving sustainability of entrepreneurial idea	325	4,39
Market and product analysis	324	4,38

Evaluation of entrepreneurial skills and characteristics	316	4,33
Choice and structuring of the idea for the enterprise	320	4,27

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: ... (62...%) No: ... (38...%)

Have you already had training experience in relation to entrepreneurship? Yes: ... (19 %) No: ... (81%)

Do you have work experience? Yes: ... (44%) No: ... (56%)

GLOBAL RESULTS OF THE QUESTIONNAIRE

300 University students

FIRST PART: GENERAL INFORMATION

Gender: 119 males (39.67%) and 181 females (60.33%)

Age: means = 23.62; standard deviation = 6.26

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
Opportunity creation	952	3,17	19	1	1212	4,04
Access to finance	848	2,83	26	2	1211	4,04
Business skills	917	3,06	22	3	1210	4,03
Management skills	980	3,27	17	4	1210	4,03
Business planning	939	3,13	21	5	1209	4,03
Financial skills	891	2,97	23	6	1201	4,00
Knowledge of the labor market	850	2,83	25	7	1199	4,00
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	1036	3,45	11	8	1193	3,98
Marketing skills	940	3,13	20	9	1191	3,97
Creative, critical and strategic thinking skills	1099	3,66	8	10	1189	3,96
Problem-solving skills	1120	3,73	6	11	1187	3,96
Opportunity identification	1017	3,39	13	12	1175	3,92
Leadership skills	1067	3,56	9	13	1174	3,91
Information management	1027	3,42	12	14	1169	3,90
Networking skills	1042	3,47	10	15	1166	3,89
Learning skills	1219	4,06	3	16	1166	3,89
Technical skills	981	3,27	16	17	1165	3,88
Digital marketing	876	2,92	24	18	1165	3,88
Communication skills	1188	3,96	4	19	1164	3,88
Self-managed planning skills	991	3,30	14	20	1152	3,84
Resource acquisition	983	3,28	15	21	1149	3,83

Development of new products and services skills	967	3,22	18	22	1148	3,83
Running pilot business	848	2,83	27	23	1146	3,82
Team working skills	1224	4,08	2	24	1143	3,81
Collaborative skills	1252	4,17	1	25	1140	3,80
Interpersonal skills	1169	3,90	5	26	1119	3,73
Emotional intelligence	1113	3,71	7	27	1082	3,61

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial skills that it is necessary to improve

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
Self-confidence	1093	3,64	29	1	1191	3,97
Motivation	1177	3,92	15	2	1186	3,95
Global and holistic vision	1144	3,81	21	3	1175	3,92
Quality in the job	1234	4,11	2	4	1172	3,91
Perseverance/Goal mastery	1161	3,87	18	5	1170	3,90
Innovation orientation	1187	3,96	11	6	1166	3,89
Enthusiasm	1223	4,08	5	7	1157	3,86
Initiative	1114	3,71	27	8	1154	3,85
Success orientation	1163	3,88	17	9	1151	3,84
Organization	1178	3,93	14	10	1149	3,83
Creativity	1157	3,86	20	11	1148	3,83
Commitment	1229	4,10	3	12	1147	3,82
Willpower	1208	4,03	10	13	1146	3,82
Leadership ability	1083	3,61	31	14	1146	3,82
Hard work	1218	4,06	7	15	1144	3,81
Entrepreneurial passion	1062	3,54	33	16	1144	3,81
Responsibility	1219	4,06	6	17	1142	3,81
Energy	1182	3,94	13	18	1142	3,81
Imagination	1126	3,75	23	19	1140	3,80
Pro-activeness	1130	3,77	22	20	1134	3,78
Flexibility and management	1114	3,71	26	21	1127	3,76
Autonomy	1163	3,88	16	22	1124	3,75
Personal control	1186	3,95	12	23	1123	3,74
Self-efficacy	1119	3,73	25	24	1123	3,74
Sense of responsibility	1241	4,14	1	25	1122	3,74
Curiosity	1214	4,05	8	26	1116	3,72
Intuition	1159	3,86	19	27	1113	3,71
Positive attitude towards self-employment	1088	3,63	30	28	1100	3,67
Need for achievement	1214	4,05	9	29	1090	3,63
Risk-taking propensity	1008	3,36	35	30	1088	3,63
Flexibility	1122	3,74	24	31	1083	3,61
Need for independence	1229	4,10	4	32	1069	3,56
Courage	1079	3,60	32	33	1047	3,49
Uncertainty and ambiguity tolerance	1043	3,48	34	34	1037	3,46
Financial risk tolerance	928	3,09	36	35	1032	3,44

Need for power	1110	3,70	28	36	1013	3,38
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* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
High operational costs (taxes, etc.)	1205	4,02	1	1	1268	4,23
Lack of funds	1152	3,84	3	2	1265	4,22
Market barriers	1102	3,67	4	3	1247	4,16
Lack of infrastructure	1081	3,60	6	4	1246	4,15
Bureaucratic	1175	3,92	2	5	1235	4,12
Difficulties in transforming ideas into business	1066	3,55	7	6	1232	4,11
Individual (e.g. courage, self-confidence)	955	3,18	15	7	1227	4,09
Inadequate entrepreneurship education	1025	3,42	9	8	1227	4,09
Lack of knowledge in financial sources and how to access them	1084	3,61	5	9	1227	4,09
Lack of skills	987	3,29	12	10	1226	4,09
Lack of management skills	933	3,11	16	11	1195	3,98
Difficulties in the use of technology	871	2,90	17	12	1190	3,97
Lack of network	1004	3,35	11	13	1180	3,93
Lack of marketing ideas	962	3,21	14	14	1179	3,93
Social pressure	1050	3,50	8	15	1144	3,81
Patent problems	978	3,26	13	16	1117	3,72
Cultural (e.g. Negative social attitudes towards entrepreneurship)	1006	3,35	10	17	1106	3,69

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Education	1309	4,36
Training	1269	4,23
Networking opportunities	1268	4,23
Economical/Financial facilities	1264	4,21
Seed capital	1237	4,12
Business counseling	1226	4,09

Follow-up support	1210	4,03
Social media & advertisement	1204	4,01
Example of success	1202	4,01
Mentoring	1189	3,96
Co-operative education	1188	3,96
Family support	1178	3,93
Self-directed experienced learning	1172	3,91
Subsistence allowance	1142	3,81
Incubation/office facilities	1139	3,80
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
Encouraging critical thinking	Total score	Mean
Calling upon his/her creativity	1348	4,49
Regarding mistakes as learning opportunities instead of failure	1333	4,44
Practical internship	1317	4,39
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	1316	4,39
Specialized courses	1286	4,29
Projects (university, consultancy, research projects)	1279	4,26
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	1266	4,22
Project management (Application for grant/funds)	1263	4,21
Workshops, videos, conferences	1260	4,20
Financial literacy education	1244	4,15
Increasing the learner's readiness to take risks	1231	4,10
Analysis of case studies of success and failure	1229	4,10
Networking spaces	1225	4,08
Challenging the learner to exploit his/her full potential	1224	4,08
Networking courses	1217	4,06
Public spot	1211	4,04
Encouraging critical thinking	1123	3,74

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Business plan		
Achieving sustainability of entrepreneurial idea	1317	4,39
Market and product analysis	1294	4,31
Choice and structuring of the idea for the enterprise	1279	4,26
Pilot project of the entrepreneurial idea	1247	4,16
Evaluation of entrepreneurial skills and characteristics	1240	4,13
Business plan	1228	4,09

FOURTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 150 (50%) No: 150 (50%)

Have you already had training experience in relation to entrepreneurship? Yes: 80 (26.67%) No: 220 (73.33%)

Do you have work experience? Yes: 177 (59%) No: 123 (41%)

Young entrepreneurs

300 young entrepreneurs

FIRST PART: GENERAL INFORMATION

Gender: 152 males (50.67%) and 148 females (49.33%)

Age: means = 31.55 standard deviation = 9.10

SECOND PART: SKILLS, INDIVIDUAL CHARACTERISTICS, AND OBSTACLES IN RELATION TO ENTREPRENEURSHIP

ENTREPREUNERIAL SKILLS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
Access to finance	1009	3,36	27	1	1153	3,84
Digital marketing	1126	3,75	20	2	1108	3,69
Opportunity identification	1124	3,75	21	3	1099	3,66
Opportunity creation	1092	3,64	24	4	1092	3,64
Networking skills	1199	4,00	8	5	1090	3,63
Marketing skills	1127	3,76	19	6	1089	3,63
Resource acquisition	1087	3,62	25	7	1088	3,63
Business planning	1111	3,70	22	8	1079	3,60
Financial skills	1076	3,59	26	9	1079	3,60
Management skills	1175	3,92	15	10	1077	3,59
Business skills	1158	3,86	17	11	1076	3,59
Leadership skills	1167	3,89	16	12	1069	3,56
Development of new products and services skills	1191	3,97	10	13	1067	3,56
Communication skills	1240	4,13	5	14	1066	3,55
Self-regulation skills (goals selection, goals optimization, goals compensation, loss-based goals selection)	1178	3,93	14	15	1065	3,55
Problem-solving skills	1215	4,05	6	16	1059	3,53
Creative, critical and strategic thinking skills	1199	4,00	9	17	1058	3,53
Technical skills	1210	4,03	7	18	1055	3,52
Running pilot business	1096	3,65	23	19	1052	3,51
Knowledge of the labor market	1136	3,79	18	20	1045	3,48
Self-managed planning skills	1190	3,97	11	21	1041	3,47
Learning skills	1262	4,21	3	22	1038	3,46
Information management	1184	3,95	13	23	1036	3,45
Team working skills	1265	4,22	2	24	1035	3,45
Collaborative skills	1290	4,30	1	25	1032	3,44
Interpersonal skills	1256	4,19	4	26	1031	3,44
Emotional intelligence	1185	3,95	12	27	990	3,30

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial skills that it is necessary to improve

** Position of the means of the entrepreneurial skills that participants think to have confronted with the red ones that indicate the entrepreneurial skills that it is necessary to improve

ENTREPREUNERIAL CHARACTERISTICS	HOW MUCH YOU THINK TO HAVE IT?			HOW MUCH YOU THINK IT IS NECESSARY TO IMPROVE IT?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
Innovation orientation	1254	4,18	15	1	1071	3,57
Self-confidence	1239	4,13	22	2	1064	3,55
Flexibility and management	1248	4,16	17	3	1063	3,54
Organization	1248	4,16	18	4	1057	3,52
Perseverance/Goal mastery	1268	4,23	11	5	1054	3,51
Global and holistic vision	1232	4,11	26	6	1050	3,50
Financial risk tolerance	1109	3,70	35	7	1047	3,49
Courage	1240	4,13	21	8	1047	3,49
Creativity	1244	4,15	20	9	1046	3,49
Leadership ability	1202	4,01	31	10	1046	3,49
Quality in the job	1300	4,33	6	11	1044	3,48
Intuition	1234	4,11	24	12	1040	3,47
Success orientation	1221	4,07	29	13	1040	3,47
Imagination	1235	4,12	23	14	1038	3,46
Initiative	1261	4,20	14	15	1034	3,45
Risk-taking propensity	1175	3,92	33	16	1033	3,44
Motivation	1300	4,33	5	17	1032	3,44
Uncertainty and ambiguity tolerance	1162	3,87	34	18	1030	3,43
Enthusiasm	1263	4,21	13	19	1030	3,43
Personal control	1233	4,11	25	20	1028	3,43
Energy	1272	4,24	10	21	1027	3,42
Curiosity	1273	4,24	9	22	1026	3,42
Entrepreneurial passion	1226	4,09	27	23	1025	3,42
Positive attitude towards self-employment	1188	3,96	32	24	1022	3,41
Responsibility	1308	4,36	4	25	1020	3,40
Need for achievement	1225	4,08	28	26	1018	3,39
Flexibility	1281	4,27	8	27	1018	3,39
Pro-activeness	1249	4,16	16	28	1017	3,39
Self-efficacy	1219	4,06	30	29	1007	3,36
Hard work	1337	4,46	1	30	1004	3,35
Willpower	1292	4,31	7	31	1003	3,34
Sense of responsibility	1319	4,40	2	32	1003	3,34
Autonomy	1265	4,22	12	33	1001	3,34
Need for independence	1246	4,15	19	34	995	3,32
Commitment	1312	4,37	3	35	994	3,31
Need for power	1103	3,68	36	36	925	3,08

* Position of the means ordinated from the highest to the lowest in relation to the entrepreneurial characteristics that it is necessary to improve

** Position of the means of the entrepreneurial characteristics that participants think to have confronted with the red ones that indicate the entrepreneurial characteristics that it is necessary to improve

POSSIBLE OBSTACLES	HOW MUCH YOU BELIEVE TO ENCOUNTER IT?			HOW MUCH IT IS IMPORTANT IN IMPEDING ENTREPRENEURIAL ACTIVITIES?		
	Total score	Mean	Position of the means confronted with the red ones**	Position of the means ordinated from the highest to the lowest*	Total score	Mean
High operational costs (taxes, etc.)	1249	4,16	3	1	1277	4,40
Bureaucratic	1299	4,33	1	2	1274	4,38
Lack of funds	1249	4,16	2	3	1270	4,38
Inadequate entrepreneurship education	1190	3,97	5	4	1262	4,29
Lack of knowledge in financial sources and how to access them	1215	4,05	4	5	1255	4,27
Lack of network	1172	3,91	7	6	1254	4,26
Difficulties in transforming ideas into business	1173	3,91	6	7	1253	4,26
Individual (e.g. courage, self-confidence)	1079	3,60	13	8	1227	4,25
Lack of skills	1075	3,58	15	9	1163	4,23
Lack of management skills	1114	3,71	12	10	1145	4,21
Lack of marketing ideas	1123	3,74	10	11	1116	4,18
Market barriers	1165	3,88	8	12	1277	4,18
Lack of infrastructure	1161	3,87	9	13	1274	4,18
Difficulties in the use of technology	1059	3,53	16	14	1270	4,09
Cultural (e.g. Negative social attitudes towards entrepreneurship)	1078	3,59	14	15	1262	3,88
Social pressure	1122	3,74	11	16	1255	3,82
Patent problems	1056	3,52	17	17	1254	3,72

* Position of the means ordinated from the highest to the lowest in relation to possible obstacles that are important in impeding entrepreneurial activities

** Position of the means of the possible obstacles that participants believe to encounter confronted with the red ones that indicate possible obstacles that are important in impeding entrepreneurial activities

THIRD PART: ENTREPRENEURSHIP TRAINING FEATURES

METHODS TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Social media & advertisement	1299	4,33
Networking opportunities	1293	4,31
Seed capital	1275	4,25
Training	1267	4,22
Education	1251	4,17
Economical/Financial facilities	1250	4,17
Follow-up support	1242	4,14
Family support	1236	4,12
Example of success	1235	4,12
Business counseling	1233	4,11
Incubation/office facilities	1211	4,04

Co-operative education	1202	4,01
Self-directed experienced learning	1197	3,99
Mentoring	1188	3,96
Subsistence allowance	1187	3,96
ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK TRAININGS HAVE TO INCLUDE IT?	
	Total score	Mean
Encouraging critical thinking	1303	4,34
Regarding mistakes as learning opportunities instead of failure	1290	4,30
Challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses	1289	4,30
Calling upon his/her creativity	1282	4,27
Analysis of case studies of success and failure	1279	4,26
Project management (Application for grant/funds)	1276	4,25
Financial literacy education	1273	4,24
Networking spaces	1264	4,21
Encouraging active forms of learning (e.g. searching for new information and understanding that learning is a lifelong process)	1264	4,21
Increasing the learner's readiness to take risks	1250	4,17
Practical internship	1247	4,16
Specialized courses	1247	4,16
Networking courses	1228	4,09
Challenging the learner to exploit his/her full potential	1224	4,08
Workshops, videos, conferences	1224	4,08
Projects (university, consultancy, research projects)	1216	4,05
Public spot	1192	3,97

ACTIVITES TO PROMOTE ENTREPRENEURIAL ACTIVITY	HOW MUCH YOU THINK A TRAINING IS IMPORTANT IN THIS STAGE?	
	Total score	Mean
Achieving sustainability of entrepreneurial idea	1341	4,47
Market and product analysis	1338	4,46
Business plan	1321	4,40
Pilot project of the entrepreneurial idea	1312	4,37
Choice and structuring of the idea for the enterprise	1299	4,33
Evaluation of entrepreneurial skills and characteristics	1256	4,19

FOUTH PART: INFORMATION

Would you like to start an entrepreneurial activity? Yes: 207 (69%) No: 57 (19%) No answer: 36 (12%)

Have you already had training experience in relation to entrepreneurship? Yes: 138 (46%) No: 136 (45.33%) No answer: 26 (8.67%)

Do you have work experience? Yes: 213 (71%) No: 55 (18.33%) No answer: 32 (10.67%)

RECOMMENDATIONS FOR THE POLICY MAKERS TO PROMOTE ENTREPRENEURSHIP AMONG YOUNG PEOPLE

The analysis carried out on the questionnaire permitted to define a framework to promote entrepreneurship among young people. The global analysis effected on 600 participants (300 university students and 300 young entrepreneurs) from all the partner countries (Greece, Italy, Portugal, Turkey) allows to delineate recommendations for policy makers with respect to the enhancement of young entrepreneurship.

In this project university students (from Greece, Italy, Portugal, Turkey) perceived to have above all a lack regarding the following entrepreneurial skills: running pilot business, access to finance, knowledge of the labor market, digital marketing, financial skills. The skills that they think it is necessary to improved are the following: opportunity creation, access to finance, business skills, management skills, business planning. Furthermore they perceived to have a lack regarding the following entrepreneurial characteristics: financial risk tolerance, risk-taking propensity, uncertainty and ambiguity tolerance, entrepreneurial passion, courage. The characteristics that they think are necessary to be improved are the following: self-confidence, motivation, global and holistic vision, quality in the job, perseverance/goal mastery. With regards to possible obstacles that they believe to encounter, the following were identified the following: high operational costs (taxes, etc.), bureaucratic, lack of funds, market barriers, lack of knowledge in financial sources and how to access them. The obstacles that they considered more important in impeding entrepreneurial activity are: high operational costs (taxes, etc.), lack of funds, market barriers, lack of infrastructure, bureaucratic. Regarding entrepreneurship training features, the principal individuated entrepreneurship methods are the following: education, training, networking opportunities, economical/financial facilities, seed capital. The principal individuated activity to promote entrepreneurship are: encouraging critical thinking, calling upon his/her creativity, regarding mistakes as learning opportunities instead of failure, practical internship, challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses. The stages of the

entrepreneurial start-up process where training is considered more important are the following: business plan, achieving sustainability of entrepreneurial idea, market and product analysis.

Young entrepreneurs (from Greece, Italy, Portugal, Turkey) perceived to have a lack regarding the following entrepreneurial skills: access to finance, financial skills, resource acquisition, opportunity creation, running pilot business. The skills that they think are necessary to be improved are the following: access to finance, digital marketing, opportunity identification, opportunity creation, networking skills.

They perceived to have a lack regarding the following entrepreneurial characteristics: need for power, financial risk tolerance, uncertainty and ambiguity tolerance, risk-taking propensity, positive attitude towards self-employment. The characteristics that they think are necessary to be improved are the following: innovation orientation, self-confidence, flexibility and management, organization, perseverance/goal mastery. With regards to possible obstacles that they believe to encounter, the following were identified: bureaucratic, lack of funds, high operational costs, lack of knowledge in financial sources and how to access them, inadequate entrepreneurship education. The obstacles that they considered more important in impeding entrepreneurial activity are the following: high operational costs (taxes, etc.), bureaucratic, lack of funds, inadequate entrepreneurship education, lack of knowledge in financial sources and how to access them. Regarding entrepreneurship training features, the principal individuated entrepreneurship methods are the following: social media & advertisement, networking opportunities, seed capital, training, education. The principal individuated activity to promote entrepreneurship are the following: encouraging critical thinking, regarding mistakes as learning opportunities instead of failure, challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses, calling upon his/her creativity, analysis of case studies of success and failure. The stages of the entrepreneurial start-up process where training is considered more important are the following: achieving sustainability of entrepreneurial idea, market and product analysis, business plan.

According to these results and considering also the results of the focus group and the review analysis, it is possible to delineate some recommendations for the policy makers to promote entrepreneurship among young people. Some policy areas can be individuated.

A first area regards access to finance. The results of the questionnaire underlined access to finance, financial skills, financial resources acquisition. Policy makers can facilitate access to finance through different actions: facilitate the development of youth-friendly financial products; increase awareness of young people of the existence of youth-oriented financial services; facilitate the access to credit support; promote training to increase the financial skills of young people; facilitate the institution of credit service that sustain the start-ups; facilitate actions of financial support by expert entrepreneurs who would like to sustain the new start-ups of young entrepreneurs; implement actions of business development support and mentoring; favour policies that promote access to finance for youth.

A second area regards the facilitation of youth entrepreneurship, permitting to overcome some identified obstacles. In particular, policy makers can decide to reduce the high operational costs (taxes, etc.), can dedicate some specific funds to the development of young entrepreneurship, can try to reduce market barriers, can try to give an answer to the lack of infrastructure, can reduce the bureaucratic procedures.

A third area regards the strengthening of entrepreneurial education. Policy makers can decide to: introduce actions to construct entrepreneurship awareness from the primary school level in a preventive perspective; promote actions to facilitate entrepreneurship at the secondary school level as for example extra-curricular activities and visits to businesses; at an higher education level support entrepreneurship courses and programmes at higher education institutions and universities strengthening also psychological aspects both of the processes and of the construction of attitudes and personal resources for entrepreneurial success.

A fourth area regards entrepreneurial training. Policy makers can promote training programmes to increase entrepreneurial skills; promote apprenticeship programmes and experiences of mentoring

with experienced entrepreneurs; enhance entrepreneurship training for teachers; encourage the production of case studies, example of successful experiences of young entrepreneurs, on-line tools to be applied in entrepreneurship training. The policy makers can also promote training with the specific aim to develop the individual entrepreneurial characteristics identified as important in the four partner countries that is financial risk tolerance, uncertainty and ambiguity tolerance, risk-taking propensity, positive attitude towards self-employment. For this area it is fundamental not to disregard the importance of strengthening psychological aspects too, for the good outcomes of the processes and for the construction of attitudes and personal resources essential for entrepreneurial success.

The actions to promote entrepreneurship could include the methods suggested by the need analysis carried out in the SPARKS project that is entrepreneurship training and creation of connections between young entrepreneurs and expert entrepreneurs (mentoring). Actions can be promoted critical thinking, calling upon learner creativity, regarding mistakes as learning opportunities instead of failure, challenging the learner to increase his/her awareness of his/her personal strengths and weaknesses.

Policy makers can promote actions of entrepreneurship training at different stages of the entrepreneurial start-up process: evaluation of entrepreneurial skills and characteristics, choice and structuring of the idea for the enterprise, market and product analysis, business plan, pilot project of the entrepreneurial idea, achieving sustainability of entrepreneurial idea.

Another area regards aspects of networking. Policy makers can act to create networking among young entrepreneurs, among young entrepreneurs and expert entrepreneurs and also facilitate the awareness of entrepreneurship potentials at a social level, also taking into account relational and psychological aspects. Different actions can be implemented as for example support youth entrepreneurship competitions and awards; promote networking between established business people and young entrepreneurs; promote the development of young entrepreneurs' and peer networks; favor the spread of entrepreneurship through media and other communication channels.

Thus the need analysis carried out in the SPARK project represent a framework to delineate promising recommendations for the policy makers to promote entrepreneurship among young people and reduce unemployment in the European countries.