

Guidelines for counsellors

ProfilPASS for Start-Ups



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Content

| | |
|--|----|
| Introduction | 2 |
| 2 Background and objectives of the ProfilPASS for Start-Ups | 2 |
| 3 ProfilPASS for Start-Ups – target groups and conception | 3 |
| 3.1 Target groups in the DISCOVER project..... | 3 |
| 3.2 Structure of the ProfilPASS for Start-Ups | 3 |
| 4 Framework for ProfilPASS consultations | 3 |
| 4.1 Consultation concept..... | 3 |
| 4.2 Goals and project phases | 4 |
| 4.3 The consultant..... | 5 |
| 4.4 The organisational framework | 5 |
| 5 The ProfilPASS for Start-Ups – consultation process and methods..... | 5 |
| 5.1 Introduction to the process and clarification of the consultation assignment | 7 |
| 5.2. Identifying competences for self-employment..... | 10 |
| 5.3 Formulation of goals..... | 16 |
| 5.4 Summary of the results and conclusion of the consultation process..... | 18 |
| 6 Follow-up | 20 |
| 7 Notes on individual consultations | 20 |
| 8 Notes and explanations on the subject of self-employment | 20 |
| 8.1 Definition and selection of entrepreneurial competences | 20 |
| 8.2 Self-employment in the consulting process | 23 |
| 9 Bibliography..... | 25 |
| ProfilPASS for Start-Ups Copy template 1 | 26 |
| ProfilPASS for Start-Ups Copy template 2 | 27 |
| ProfilPASS for Start-Ups Copy template 3 | 28 |

Introduction

Since the mid-1990s, various concepts - both national and international - have been developed in science to measure and document individually acquired competences. Particularly at a European level ways were sought to make informally acquired skills and competences visible and to recognise them. Initiated by the project "Weiterbildungspass mit Zertifizierung informellen Lernens," the ProfilPASS was developed and tested in different project phases between 2002 and 2012. Today the ProfilPASS is in use throughout Germany. Additional to the ProfilPASS for adults, the ProfilPASS for young people was developed (2007). The ProfilPASS for adults is available in different languages: German, English, French, Greek, Spanish, and Slovenian. The ProfilPASS for young people is offered in German, English, French, and Spanish.

In the last years, the already existing portfolio was extended by the ProfilPASS in Simple Language and the SCOUT-Toolkit, a compendium of methods for competence balancing.

The idea of the ProfilPASS focuses on competence assessment and documentation in the context of lifelong learning processes. Each ProfilPASS instrument records formally as well as informally acquired competences, makes them visible, and documents them. These are ready-made skills and abilities that have been acquired, for example, through work, leisure activities, voluntary work, or among friends and family. The experiences gained throughout life are systematically recorded and visualized.

The ProfilPASS is helpful in decision-making processes of professional orientation and personal development. This includes, for example, vocational orientation after school, vocational re-orientation, re-entry after parental leave, or in transitional situations, e.g. business start-ups or preparation for retirement.

2 Background and objectives of the ProfilPASS for Start-Ups

The ProfilPASS for Start-Ups was developed within the EU project DISCOVER with the background that the European Union, in its publication "Missing Entrepreneurs", found that some social groups, such as women, young people, senior citizens, immigrants, job seekers, or people with disabilities were underrepresented in the area of business start-ups or faced great difficulties in starting up a business. These people often have skills that are not perceived as relevant for integration into the primary labour market. For them, self-employment can be a way to enter the primary labour market.

In order to be successful as a founder, certain personal and professional requirements should be met.

With the ProfilPASS for Start-Ups, people seeking counsel can now determine their personal skills and professional knowledge required for a start-up step by step. Therefore the already existing ProfilPASS was adapted. It supports those looking for advice in making a decision about a possible self-employment.

3 ProfilPASS for Start-Ups – target groups and conception

The ProfilPASS for Start-Ups is targeted at everyone who is thinking about starting their own business. No matter how developed their vision of self-employment is already, the ProfilPass for Start-Ups can be applied.

3.1 Target groups in the DISCOVER project

The DISCOVER project is targeted predominantly at persons who are disadvantaged in the primary labour market: migrants, women, and older people. Participants from these target groups get the opportunity to evaluate self-employment as an option for their professional future through the active engagement with their competences.

3.2 Structure of the ProfilPASS for Start-Ups

The ProfilPASS for Start-Ups consists of eleven chapters and starts with the personal history of the participants. The second chapter considers their biography and documents their interests and visions.

The third chapter is an extensive reflection of the thirteen competences for self-employment, which are evaluated in chapter four. The self-assessment can then be reviewed by another person (chapter 5). Important technical knowledge about the founding of a company (chapter 6) as well as the framework and resources for self-employment (chapter 7) are identified. Chapter 8 defines a goal and an action plan. The glossary in chapter 9 explains important terms related to business start-ups, while chapter 10 presents relevant links with information on self-employment. Chapter 11 presents three entrepreneurs and their success stories.

4 Framework for ProfilPASS consultations

4.1 Consultation concept

Every ProfilPASS consultation is based on a common consultation concept. It encompasses, for example, the following didactic principles:

Transparency of process: The consultation is structured clearly and comprehensibly in terms of organization, content, and methodology for the person seeking advice.

Focus on the participant: The private and professional prerequisites and needs of the individual participant are taken into account.

Supporting self-management and self-organization: The consultation has a supporting function in the process and merely points out perspectives for the participants without reducing their agency for necessary decisions.

Focus on the competences: The personal resources and abilities of the participants are central to the exploration.

Focus on self-reflexion: The consideration of their own abilities, strengths, competences, and goals relates the participants' past, present, and future.

Focus on learning interests: The orientation towards learning interests ensures the relevance of decisions made for further learning steps.

Ensuring continuity in learning and life biographies: New knowledge needs to be linked to existing knowledge structures. The consultation must be connected to them and derive content-related perspectives.

4.2 Goals and project phases

As described in the ProfilPASS-recommendations for consultants, the following model for the consultation process is also applicable for working with ProfilPASS for Start-Ups:

| Step in the process | Goal |
|---------------------|--|
| Preparation | → development of an implementation scenario → layout of the respective consultation situation |
| Starting phase | → clarification of the consultation assignment → Information on process, content, methods |
| Surveying phase | → biographical work → accompanying support of the self-exploration |
| Evaluation phase | → development of competence evaluation → prioritisation and elaboration of strengths |
| Development phase | → formulation of development goals → development of an action plan with further steps |
| Completion phase | → final consultation and delivery of certificate → Evaluation of the consultation assignment |
| Follow-up | → Feedback on successful/problematic elements → Consequences for future consultations |

This process is seen as an ideal procedure and should serve as an orientation for the entire consultation procedure. It is important to focus on the individual participants and their respective needs in every phase of the process and to react accordingly. The person seeking advice is seen as an 'expert on themselves' and provides content for the process through the biographical work. The consultant, on the other hand, provides a secure and structured framework for this self-exploration.

4.3 The consultant

To be able to competently help people with the development of their ProfilPASS for Start-Ups, consultants should be experienced in education consultations or competency evaluations. Ideally, they are familiar with the ProfilPASS method or were already trained for its use. It is important for the process that the consultant has an empathetic, appreciative, and respectful attitude. Additionally, they should also be familiar with the fields of labour market integration, business start-ups, and self-employment.

4.4 The organisational framework

As part of the general preparation, the organisation planning to offer the consultation should consider the following aspects:

- reason for using ProfilPASS for Start-Ups
- addressed target groups
- number of participants overall/per group
- time frame for the consultation
- type of consultation (individual, group, or combination)
- rooms to be used
- available consultants
- possibilities of publicising the offer
- networking with other actors in education and consulting

Following these general considerations, an implementation scenario can be developed that provides a successful consultation with the ProfilPASS for self-employment.

5 The ProfilPASS for Start-Ups – consultation process and methods

The actual implementation of the consultation procedure follows the methodology and structure of the ProfilPASS for Start-Ups.

The following curriculum would be possible:

| ProfilPASS for Start-Ups | |
|--------------------------|--|
| Goals | The participant is able to - formulate the consultation assignment - understand and comprehend the objective, structure, and procedure of the ProfilPASS for Start-Ups - record individual competences regarding self-employment - develop an individual action plan - evaluate the consultation in a summary |
| Content | |

| | |
|------------------------|--|
| <p>Session 1</p> | <p>1. Introduction to the process and clarification of the consultation assignment</p> <ul style="list-style-type: none"> a) Concretise the needs of the user b) Present and explain the consulting services offered c) Clarify the consulting assignment d) Process necessary documents, sign if necessary e) Give background and origin of the ProfilPASS procedure f) Show and convey contents and special features of the ProfilPASS for Start-Ups g) Explain the structure and procedure of the advisory procedure |
| <p>Session 2 and 3</p> | <p>2. Identifying competences for self-employment</p> <ul style="list-style-type: none"> a) Collect biographical information b) Analyse occupations and interests c) Evaluate skills d) Assessment of skills and competences |
| <p>Session 4</p> | <p>3. Formulation of goals</p> <ul style="list-style-type: none"> a) Development of vision b) Identification and formulation of development goals c) Development of action plan |
| <p>Session 5</p> | <p>5. Summary of the results</p> <ul style="list-style-type: none"> a) issue certificate of competences b) evaluate consultation assignment c) encourage self-initiated activities d) consult on referral if necessary |
| <p>Time frame</p> | <p>individual consultations 10 hours minimum</p> <p>Group consultations 15 hours minimum: 5 meetings of 3 hours each, plus breaks Time between the meetings for working on the project development assignments 12 participants max.</p> <p>These numbers are for reference. We suggest to adapt the time frame to the conditions of the respective facility.</p> |

5.1 Introduction to the process and clarification of the consultation assignment

Before the first session, it is important to create an ideal consulting environment so that the consultation can be successful. The participants are selected and informed, the time frame is set and communicated. The consultation room should be suitable and prepared for the corresponding group or individual session. All documents and materials are on hand. Disturbances during the sessions should be avoided if possible.

The first meeting serves primarily to enable consultants and participants to get to know each other and to obtain all relevant information on the course and content of the consulting process. It is also important for everyone present to clarify why they are participating in this consultation process and what their expectations are.

The consultant should visualise and record the expectations. An agreement on the framework conditions to which all participants and consultants in the process adhere is also part of the first session.

At the end, the documents necessary for documentation are handed out and signed.

| 1. Session Group Consul- tation | Goal | Excercise | Material |
|--|---|---|---|
| 5 min. | Brief introduction of the consultant | presentation | Flipchart with information Welcome! I am... My professional background is... For me, this seminar was successful when... I am looking forward to working with you! |
| 40 min. | Getting to know each other The participants interview each other and then introduce the interviewee. | Partner interview Short presentation | Partner interview (copy template 1) |
| 20 min. | Clarification of expectations and the consulting assignment | Designing an event poster | Flipchart, pens |

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| | <p>The following questions:</p> <p>What do you expect from the consulting process?</p> <p>The consulting process is complete - what will be different?</p> <p>The feedback from the participants is recorded.</p> | <p>alternatively: Collection of ideas of expectations on moderation cards</p> | <p>Moderation cards and pin board</p> |
| 20 min. | <p>Present the consulting offer of the ProfilPASS for Start-Ups (contents, procedure, evaluation scale, goal, documentation, legal framework)</p> <p>Issue ProfilPass</p> | <p>presentation by consultant</p> | <p>PowerPoint presentation</p> |
| 15 min. | <p>Obtain the consent of the participants, if necessary and required by the institution</p> | <p>Have process documents signed, if necessary and required by the institution</p> | <p>All necessary process documents of the institution (contract, participation declaration, data protection, etc.)</p> |
| 20 min. | <p>Establish cooperation agreement</p> | <p>Design poster</p> <p>Plenum, discussion, brainstorming</p> | <p>Flipchart</p> <p>Our rules – this is important to us</p> <p>Let others finish their thought. Appreciative attitude Empathise Let other opinions be valid. Be punctual Each person is responsible for him/herself and is actively involved in the joint learning process. Support each other All questions and emotions are allowed. Confidentiality No mobile phones during the session</p> |

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| | | | ... |
| 30 min. | Introduction to biographical work | <p>My Life – An Overview</p> <p>Presentation of the template and instruction of how to fill it out</p> <p>Record two examples of the black boards/flipchart</p> <p>Plenum on how to fill additional fields Filling out of the template as homework—this is the basis for the next session!</p> | <p>Template from ProfilPASS for adults page 14</p> <p>My Life – An Overview</p> <p>Homework!</p> |
| 10 min. | <p>Conclusion and information on the next meeting</p> <p>Questions from the consultant: How did today's meeting go for you? What are you taking with you today? Remember your homework!</p> | <p>Summary of the session by the consultant</p> <p>Short feedback round of the participants</p> | |

5.2. Identifying competences for self-employment

The second session focuses on the activation of resources of the participants. Through a deeper work on their own biography, the memories of successfully mastered challenges in life are visualized. The description of these situations can already show interests or competences that the participants can take up in the further processing of the ProfilPASS for Start-Ups. Thus, this review simultaneously creates an outlook: Which vision do the participants have of their future? What do they dream of?

For the consultant, this might already indicate who has concrete plans for self-employment.

After these examinations, the work on the ProfilPASS for Start-Ups starts. The consultant will present the folder again and the individual parts will be presented briefly so that the participants know where to find which information and exercises.

The ProfilPASS procedure is discussed once more and explained in detail. The four steps NAME, DESCRIBE, DEFINE, and EVALUATE (page 10) must be explained here in a comprehensive way. The evaluation scale (LEVEL A, B, C) must also be presented at this point (page 11).

The project development tasks (to be completed outside the consultation) in this session include filling in pages 20 - 106 of the ProfilPASS for Start-Ups.

As this work is quite extensive, participants should be given enough time to work on the third chapter independently before the third session takes place. In addition, it is recommended that participants are given the opportunity to meet and exchange ideas in the meantime, if possible on the premises of the institution. During this time, the consultant should also be available to answer questions (in person or via email) in order to be able to quickly clarify any questions that come up.

Since an online version of the ProfilPASS for Start-Ups is available, this possibility of working with the ProfilPASS might also be pointed out.

| Session 2 | Goal | Exercise | Material |
|-----------|---|--------------------|----------|
| 5 min. | <p>Welcome and questions about the last session</p> <p>Short feedback on the homework: My life - an overview</p> <p>Questions from the consultant:</p> <p>How did you feel about remembering?</p> <p>What did you discover for yourself?</p> <p>What surprised you?</p> | discussion, plenum | |

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| 60 min. | <p>Resource activation and identification of skills, interests, and competences</p> <p>The counsellor walks around and also makes notes of skills and competences</p> | group work on success stories | <p>Success stories (template 2)</p> <p>2-3 participants tell stories from their lives in which they were successful from their point of view and what they enjoyed about them. The listening participants write down on post-its or moderation cards the skills that the narrator has shown. The narrator then receives oral and written feedback on the success story.</p> |
| 10 min. | Evaluation of the exercise | Recording (selected) analysed skills and competences on flipchart | flipchart markers |
| 30 min. | <p>Introduction of the ProfilPASS-folder and explanation of its structure and the individual chapters</p> <p>Explanation of the 4-step process NAME DESCRIBE DEFINE EVALUATE</p> <p>Explanation of the EVALUATION SCALE Level A Level B Level C</p> | Presentation by the consultant | <p>ProfilPASS-folder</p> <p>page 10</p> <p>page 11</p> |
| 20 min. | <p>Introduction to vision development</p> <p>Remembering success stories from the past of the participants and the skills and feelings associated with them</p> | Design of a vision picture | Paper, coloured pencils, markers |

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| 30 min. | <p>Now let us take a look into the future</p> <p>Task:</p> <p>Imagine you have all the possibilities in the world. What would you most like to do in 5 years, how would you ideally like to live (and work)?</p> <p>Evaluation of the exercise</p> | <p>Presentation in the group</p> <p>or</p> <p>Discussions about the vision in a small group</p> | <p>The participants paint a picture of their future.</p> <p>Whether beautiful or not, the elements presented are important.</p> <p>Participants give each other positive, appreciative feedback on their pictures</p> <p>Here, the consultant can already determine whether they have a vision of self-employment.</p> |
| 15 min. | <p>Conclusion and information on the next session</p> <p>Questions from the consultant:</p> <p>How did today's meeting go for you?</p> <p>What are you taking with you from the meeting today?</p> <p>Explain and introduce the project development task:</p> <p>Independent work on the complete point 3 of the ProfilPASS for Start-Ups</p> | <p>Summary of the session by the consultant</p> <p>Short feedback round of the participants</p> | <p>ProfilPASS-Folder Page 20-106</p> <p>Note on the use of the ONLINE VERSION of the ProfilPASS for Start-Ups.</p> <p>Information about the possibility of members meeting on the premises of the institution</p> <p>Information about availability of the consultant during the process</p> |

The 3rd session serves to assess the analysed competences. The consultant should check to what extent the ProfilPASS for Start-Ups has been processed independently. The experiences of the participants will be recorded and reflected upon. Difficulties that have arisen will also be discussed. This meeting also provides room for exchange among the participants, who can discuss their findings with each other.

During the next step, the identified competences are assessed and considered from the perspective of possible self-employment.

| Session 3 | Goal | Exercise | Material |
|-----------|---|---|--|
| 5 min | Welcome | | |
| 15 min | <p>Feedback on the working process with the ProfilPASS for Start-Ups</p> <p>Questions from the consultant:</p> <p>How was working on the assignments?</p> <p>Where were the difficulties?</p> <p>What did you find out for yourself?</p> <p>What surprised you?</p> <p>What were important insights for you?</p> <p>What questions do you have about the procedure or the evaluation?</p> | discussion, plenum | flipchart, marker |
| 20 min. | <p>Competence assessment</p> <p>The participants now enter their results into the matrix page 34 in the ProfilPASS folder</p> | individual work | ProfilPASS for Start-Ups page 109 |
| 40 min. | <p>Questions from the consultant:</p> <p>Which competences are strongly developed?</p> <p>Which competences are shown at levels B and A?</p> <p>How can these competences be strengthened?</p> | <p>Discussion, plenum</p> <p>Brainstorming, collection of ideas</p> | Moderation cards, pens, pinboard or flipchart to document the ideas. |
| 30 min. | Write down the most important findings from the discussion and the competence assessment. | individual work | ProfilPASS file page 112 und 113 |

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| | | | Based on the ideas mentioned above, the participants identify how they can strengthen their less developed competences and note these in the boxes on pages 112 and 113 |
| 40 min. | <p>Competences and vision</p> <p>Questions from the consultant:</p> <p>What was your vision of your future work in the last session?</p> <p>How do the competences you have now identified fit into this vision?</p> <p>When you think about your vision of the future, where can you use these skills?</p> | <p>individual work (reflection)</p> <p>Subsequently: discussion of the findings in small groups</p> | <p>Homework:</p> <p>In addition, point 2 of the ProfilPASS for Start-Ups can be given as a project development task (pages 15-19)</p> |
| 15 min. | <p>Continue working on the ProfilPASS for Start-Ups as homework</p> <p>Explanations of the consultant:</p> <p>In addition to self-assessment, external assessment of your own skills is also helpful.</p> <p>In the fifth chapter of the ProfilPASS for Start-Ups you will find a list of qualities that are helpful for starting a business.</p> <p>Please check which qualities apply to you!</p> | | <p>ProfilPASS folder</p> <p>Page 114-117 My entrepreneurial qualities (Chapter 5)</p> |

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| | <p>Then let a person who knows you well assess you and compare the results.</p> <p>What else do you need in addition to your personal qualities to start a successful self-employment?</p> <p>What knowledge and resources do you have?</p> <p>Please work independently until the next appointment!</p> | | <p>Page 119-122 My entrepreneurial knowledge (Chapter 6)</p> <p>Page 123-128 Conditions and resources for self-employment (Chapter 7)</p> <p>Homework!</p> |
| 10 min. | <p>Conclusion and information on next session</p> | <p>Summary of the session by the consultant</p> <p>Short feedback round of the participants</p> | <p>oral feedback:</p> <p>How was today's meeting for you?</p> <p>What are you taking with you today?</p> |

5.3 Formulation of goals

At the beginning of the 4th session it is recommended to reflect on the independently developed points 5-7 in the group and to answer possible questions. The participants can exchange views on the tasks they have completed, make additions and support each other.

Now that the most important entrepreneurial skills have been analysed and the framework conditions for self-employment have been worked out and reviewed by the participants, the 4th consultation session is about taking up the vision developed in session 1 again and formulating a concrete goal with regard to self-employment.

The necessary steps to achieve this goal will be derived from this vision. An action plan offers the possibility of systematically building up individual steps and structuring them in time. The orientation benchmarks can be the next month, the next three to six months, the next year, etc. The implementation of a concrete plan often helps to pursue the set goals more consistently and ultimately to achieve them.

The development of the action plan concludes the content work on the ProfilPASS for Start-Ups.

| Session 4 | Goal | Exercise | Material |
|-----------|---|---|---|
| 5 min. | Welcome | | |
| 40 min. | Feedback on working on the ProfilPASS for Start-Ups, points 5-7 Questions: How was the completion of the tasks for you? Where were there difficulties? What did you find out for yourself? What were important findings for you? What questions do you have about the points you worked on? | Discussion, plenum small groups Exchange of participants, Remarks and feedback among each other | Flipchart, Marker |
| 75 min. | Finding a vision Participants are given many pages of paper and a pen. Explanation of the consultant: | A workday in my future Written record | paper, pens rules: participants only write for themselves, they do not have to share what they write. |

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| | <p>Imagine it is 5 years later.</p> <p>You describe in writing what a nice working day looks like for you in the future.</p> <p>Where are you in the morning? What are you doing at work? What happens during the lunch break? With whom are you where in the afternoon? What happens in the evening?</p> <p>Write down everything that comes up. There is no right or wrong here. You write only for yourself!</p> | | |
| 10 min. | Analysis | Plenum, group | <p>Questions from the consultant:</p> <p>How was this exercise for you?</p> <p>Would anyone like to share their vision? (you don't have to!)</p> |
| 40 min | <p>Based on your vision, we will now proceed to the formulation of goals</p> <p>Introduction of the 8th chapter of the ProfilPASS for Start-Ups by the consultant</p> <p>Completion as homework!</p> | Plenum | <p>ProfilPASS-file</p> <p>pages 130-138 My goals (Chapter 8)</p> <p>Notes from the consultant:</p> <p>Based on your vision, please work independently on the questions about your</p> <ul style="list-style-type: none"> - Goal - Your competences- your knowledge |

| | | | |
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| | | | <ul style="list-style-type: none"> - The framework conditions - The resources <p>Then set your schedule.</p> <p>Page 138</p> <p>Homework!</p> |
| 10 min. | Conclusion and information on next session | <p>Summary of the session by the consultant</p> <p>short feedback round of the participants</p> | <p>Oral feedback:</p> <p>How was today's meeting for you?</p> <p>What are you taking with you today?</p> |

5.4 Summary of the results and conclusion of the consultation process

This session is the last one in the consultation process. In a final meeting, the identified skills and competences and, if necessary, the next steps are summarised. The users receive a certificate of participation, which does not certify the competences, but only the completion of the competence assessment process.

The participants briefly summarize the results of the ProfilPASS process that are relevant and most important for them, and may present and share their findings within the group.

In the further course of the session, the initially formulated consulting assignment is evaluated. This serves to determine the degree to which the goals have been reached. In addition, the consulting process is evaluated in this session in order to highlight what has been successful or where there is room for improvement. The evaluation form ProfilPASS for Start-Ups can be used for this.

As a third step, it is suggested that the participants continue working with the ProfilPASS for Start-Ups in a self-organized way. This can be implemented, for example, in tandems with other participants or in success teams. The latter are informal networks in which four to six people join together and pursue a concrete goal. These people support each other in achieving their goals through feedback, advice, and changes of perspective.

| Session 5 | Goal | Exercise | Material |
|-----------|---|--------------------|---|
| 5 min. | Welcome | | |
| 60 min. | <p>Evaluation of the process and the consultation procedure</p> <p>Questions from the consultant:</p> <p>What basic insights have you gained for yourself?</p> <p>In your opinion, was the consulting assignment fulfilled in the process?</p> <p>If so, to what extent?</p> <p>If not, what are the reasons?</p> <p>How, in your view, did the formal course of the consulting process turn out?</p> | Discussion, plenum | <p>Evaluation form (copy template 3)</p> <p>Filling out of the evaluation form</p> <p>It is important to ensure the anonymity of the participants!!</p> |
| 15 min | Were your expectations met? | Plenum | The flipchart from session 1 with the expectations for the consulting can be used here for comparison. |
| 10 min | Handing out the participation certificates | | Participation certificates should be prepared |
| 20 min. | <p>Information on self-organized continuation of the process</p> <ul style="list-style-type: none"> - Referral consultation - Tandems with other participants - Success teams - Further advice, e.g. business start-up course, further training | | |
| 5 min. | Farewell to the participants | | |

6 Follow-up

In order to be able to trace the consulting process with the ProfilPASS for Start-Ups, it is recommended to document the individual sessions. In the end, the assessment process should be reflected in its entirety. The following points are intended as a guide for the consultant:

- Which areas of employment were developed?
- Which activities were described?
- Which skills and competences became apparent?
- Which goals were formulated?
- What problems were encountered in the individual work steps?
- How could these difficulties be solved?
- Where is peer consulting necessary?
- How can further consulting processes be structured?

7 Notes on individual consultations

The previously described consultation process is targeted at groups with a maximum capacity of 12 participants. The ProfilPASS for Start-Ups can also be used for individual consultations. Compared to group consultations, the following aspects should be considered:

During an individual consultation, the individual professional and private situation of the person seeking advice can be taken into consideration more strongly.

Individual consultations usually take less time than group consultations. It is recommended, however, to plan about three to four sessions, and to allow time inbetween for the participant to work on the exercises.

The degree of active listening is higher than in group contexts, as there is a lively exchange between the participants.

8 Notes and explanations on the subject of self-employment

The consultant who works with the ProfilPASS for Start-Ups should have a keen interest in the topic self-employment or ideally already have experience in this field. Even if it is primarily a matter of determining the participants' competences, it is an advantage if the consultant can contribute his or her own experiences or useful tips to the process.

8.1 Definition and selection of entrepreneurial competences

The selection of the presented competences in the ProfilPASS for Start-Ups represents an intersection of different competence frameworks:

EntreComp-Competency framework by the Joint Research Centre of the European commission (2016)

Competency framework by Julia Soos (2017)

Competency framework by John Erpenbeck und Volker Heyse (2009)

Competency framework by Jaap von Lakerveld und Joost de Zoote (2013)

But what do the selected competences entail? Unfortunately, there are no clear definitions for all competences. The following are possible descriptions that are not universally valid:

| |
|---|
| <p>Enthusiasm and self-motivation</p> <p>Self-motivation describes a person's ability to start an endeavour of their own accord and without immediate encouragement or pressure from others, and to carry it out carefully and consistently until the set goal is achieved. Self-motivation results from a strong interest or enthusiasm for a certain thing.</p> |
| <p>Passion and persuasiveness</p> <p>Passion is a heightened pleasure in a certain topic, a certain action or an extreme commitment to a cause or an unusually intense interest in a special field. Persuasiveness refers to the ability to win over other people for oneself and one's own cause. This is often done using rhetorical and professional skills and appears very authentic through the personal reference. This positive aura also convinces others.</p> |
| <p>Perseverance, determination, ambition</p> <p>Perseverance describes the ability of a person to persistently and consistently pursue a set goal, even if there are setbacks or failures along the way. The will to achieve this goal is called ambition and describes the striving for personal goals such as performance, success, knowledge, or power that is anchored in the character of a person.</p> |
| <p>Creativity, visionary and innovative thinking, sense for opportunities</p> <p>Using creativity means solving factual and suddenly occurring problems and tasks in an innovative way. The need for change is recognised early on and seen as an opportunity. This opens up the chance to develop and implement new proposals or ideas. Creativity, as well as visionary and innovative thinking, includes identifying and successfully applying unusual ways of solving problems within the scope of an activity, working out alternatives and making realistic, goal-oriented decisions.</p> |
| <p>Self-efficacy, self-confidence</p> <p>Self-efficacy refers to the conviction of a person to be able to successfully master difficult or unusual situations and challenges on their own accord. If the expectation of self-efficacy is low, actions are often not even started. The self-efficacy expectation can be increased by positive experiences. In the course of this, self-confidence increases, because the success evaluated from one's own actions increases confidence in one's own personality. Uncertainties, setbacks or temporary failures can thus be better managed.</p> |

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| <p>Stress resistance, dealing with risks and uncertainty</p> <p>Stress resistance means that a person has a psychological resistance to stress. This is understood to mean the personal ability to avoid mistakes as far as possible and to act in a goal-oriented and objective manner even under severe mental, social, and physical tension.</p> <p>Willingness to take risks means the individual readiness to accept or take risks. This readiness always results from the subjective assessment and evaluation of the risk. For example, men take risks more and more often than women. The willingness to take risks decreases with increasing age.</p> |
| <p>Planning, organisational, and management skills</p> <p>Planning ability refers to the mental anticipation of action with regard to possible action alternatives and the rational decision for the best path. Future decisions are prepared and determined appropriately, by acquiring, selecting and implementing the necessary knowledge and methods.</p> <p>Organisational skills are applied in the implementation of the planning objectives. They combine the component of methodical knowledge with the ability to put this knowledge into practice with energy and commitment.</p> |
| <p>Decision-making ability and willingness to take responsibility</p> <p>Decision-making ability means being able to take full advantage of different possibilities for action in a self-determined and proactive manner in order to fulfil a task or a mission. Responsibility means having the will and courage to take responsibility. This readiness is not only based on economic goals, but is also oriented towards ethical and moral values that generally concern this person. Even in extraordinary situations courage and the strength to bear consequences are shown.</p> |
| <p>Problem solving ability</p> <p>Problem solving ability can be defined in two ways: On the one hand, as an individual performance prerequisite, where cognitive skills are used to cope with a challenging situation. The problem is analysed rationally and realistic solutions are developed. On the other hand, problem-solving ability can also be understood as a social activity in which group or communication processes are initiated or guided in conflict situations in order to cope with these situations. The consideration of all opinions and interests in a community must be included in this case.</p> |
| <p>Willingness to learn</p> <p>Willingness to learn is understood to mean the readiness to acquire missing technical or methodological knowledge through appropriate further training measures or other means. However, willingness to learn also includes constant learning in the process of work and learning in the social environment. Openness to such informal learning is becoming an increasingly important criterion for willingness to learn.</p> |

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| <p>Ability to work in a team</p> <p>The personal willingness and ability to work in a group, to absorb and develop the opinions and thoughts of others and to be able to engage in group processes is called the ability to work in a team. The ability to work in a team increasingly includes the ability to form a community out of individuals that is and remains open to other people, teams, and ideas.</p> |
| <p>Leadership ability</p> <p>Leadership ability is understood to be a proactive, goal-oriented way of behaviour that is not focussed on one's own positional power, but relates to the professional-methodical tasks. The reconciliation and implementation of clear goals are the foundations of good leadership. In doing so, the corresponding understanding of the employees is always included and worked on. A good manager is also characterized by professional, social and methodical competence.</p> |
| <p>Networking</p> <p>Relationship management or networking ability means to expand the connection with partners, employees, and customers by acting purposefully and authentically, thereby increasing trustworthiness. It is also characterized by the ability to enter into temporary partnerships for the benefit of all parties involved. The communication and cooperation with different people, groups of people, or parties is pursued and cultivated.</p> |

8.2 Self-employment in the consulting process

Before the consulting process is started, the consultant should have dealt intensively with the ProfilPASS for Start-Ups. The attentive reading of all chapters (1-8) to be worked on by the participants as well as the further information (from chapter 9 on) is an indispensable requirement for working with the ProfilPASS for Start-Ups. In the link collection in the ProfilPASS for Start-Ups you can find important websites, of which the following should be visited before starting the consultation:

(Please see below resources on competence assessment, methods to collect and record competences, and advice on self-employment in the Irish context)

1. Euroguidance Resources. The resources contained on this page are intended to support you and learners in different employment areas of interest: <https://euroguidance.ie/resources>
2. How to start your own business: information on funding, mentoring, courses and accelerators: <https://gradireland.com/careers-advice/choosing-your-employer/resources-for-starting-a-business>
3. The Government's National Policy Statement on Entrepreneurship in Ireland: <https://enterprise.gov.ie/en/Publications/National-Policy-Statement-on-Entrepreneurship-in-Ireland-2014.html>

4. Over 50 funds and supports available for businesses in Ireland: <https://www.thinkbusiness.ie/articles/business-grants-ireland/>
5. The Entrepreneurs Academy is a leading authority on entrepreneurship and leadership in Ireland: <https://entrepreneursacademy.ie/>
6. Enterprise Ireland. If you have a new business idea, you may qualify for funding and supports from Enterprise Ireland or from your Local Enterprise Office: <https://www.enterprise-ireland.com/en/funding-supports/Company/Have-a-Startup-Idea/>
7. Local Enterprise Offices: <https://www.localenterprise.ie/Documents-and-Publications/10-Step-Guide/>
8. Citizen Information. Coming to set up a business in Ireland: https://www.citizensinformation.ie/en/employment/types_of_employment/self_employment/coming_to_set_up_a_business_in_ireland.html#:~:text=The%20Start%20Dup%20Entrepreneur%20Programme,up%20a%20business%20in%20Ireland.&text=Capable%20of%20creating%2010%20jobs,four%20years%20of%20starting%20up
9. Focused Policy Assessment of Start Up and Entrepreneurship Expenditure: <https://igees.gov.ie/wp-content/uploads/2018/07/16.-Focused-Policy-Assessment-of-Start-up-and-Entrepreneurship-Supports.pdf>
10. Becoming self-employed in Ireland: https://www.citizensinformation.ie/en/employment/types_of_employment/self_employment/self_employment_as_an_individual.html
11. Self-assessment and self-employment: <https://www.revenue.ie/en/self-assessment-and-self-employment/index.aspx>
12. Ireland self-employed workers: <https://www.eurofound.europa.eu/fr/publications/report/2009/ireland-self-employed-workers>
13. MISEP Mutual Information System on Employment Policies IRELAND: <https://op.europa.eu/en/publication-detail/-/publication/b45c5676-fd1d-4b9b-bdac-7e073db3e1ef/language-en/format-PDF/source-185875297>
14. Learn the skills to start and develop your business: <https://www.enterprise-ireland.com/en/Management/Learn-skills-to-start-and-develop-your-business/>
15. The strategic framework and delivery system for SME and entrepreneurship policy in Ireland: <https://www.oecd-ilibrary.org/sites/9404035a-en/index.html?itemId=/content/component/9404035a-en>

If the consultant does not have personal experience with self-employment, meeting with business owners or entrepreneurs can be helpful before the consultation. Reading the interviews with the testimonials in the ProfilPASS for Start-Ups (chapter 11) is very helpful as well and will support the consulting process in a positive fashion.

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ProfilPASS for Start-Ups

Copy template 1

Partner interview

Please ask your partner the following questions and write down the answers in bullet points. Everyone can reply as they see fit.

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|--|--|
| His/her Name? Where is he/she from? | |
| His/Her career until today in key points: | |
| This is currently the most interesting aspect in his/her life: | |
| The best thing about the weekend for him/her is: | |
| The seminar is successful for him/her when ... | |
| What else is important: | |

ProfilPASS for Start-Ups

Copy template 2

Success story

Please select a situation from your life (either from your professional, family, or leisure context) which was new and challenging for you. You made a deliberate decision and acted accordingly. You took pleasure in this action and in the end the result of your story was positive for you.

Write down in key points:

| | |
|---|--|
| Title of my story | |
| How did this story come about? | |
| What was my exact procedure: | |
| The result of my story: | |
| What I liked best about it: | |
| My applied skills and knowledge: | |

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ProfilPASS for Start-Ups

Copy template 3

Evaluation sheet

| | |
|--|--|
| My opinion about ProfilPASS for Start-Ups: | |
| In general, how did you like working with ProfilPASS for Start-Ups? | |
| What were your most important insights? | |
| What did you not like about it? | |
| And why? | |
| What did you think of the accompanying consultation? | |
| How satisfied are you with the framework (facility, time frame of the process, organisation, ...)? | |
| What else is important: | |

These guidelines were developed in the Erasmus+ project
Discover – identify your entrepreneurial skills and start-up!



Project partners



Wisamar
Bildungsgesellschaft
gemeinnützige GmbH (Wisamar)



Deutsches Institut für Erwachsenenbildung
Leibniz-Zentrum für Lebenslanges Lernen e.V.



I and F Education and Development Limited (I & F)



Formacion para el Desarrollo y la Inserción (DEFOIN)



STOWARZYSZENIE ARID (ARID)



Centrul Pentru Promovarea Invatarii Permanente
(CPIP)



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