I SEE YOU
Initiative to Foster Social Entrepreneurship Experience of Youth

COUNTRY ANALYSIS of KEY COMPETENCIES

FH Joanneum, Austria

FH JOANNEUM
University of Applied Sciences

Erasmus+

Content

Abbreviations

AMS	*Arbeitsmarktservice*
APS	*Adult Population Survey*
AWS	*Austrian Wirtschaftsservice GmbH*
BFI	*Berufsförderungsinstitut*
BIZ	*Berufsinformationszentrum*
GEM	*Global Entrepreneurship Monitor*
BMWFW	*Bundesministerium für Wissenschaft, Forschung und Wirtschaft*

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1 Introduction

For a better understanding of the competence analysis, especially with respect to educational offers, basic principles of the Austrian educational system are outlined.

According to the School Organization Act of 25 July 1962 *`it shall be the task of the Austrian school to foster the development of the talents and potential abilities of young persons in accordance with ethical, religious and social values and the appreciation of that which is true, good and beautiful, by giving them an education corresponding to their respective courses of studies. It shall give young people the knowledge and skills required for their future lives and occupations and train them to acquire knowledge on their own initiative'. (RIS, 1962)*

The Austrian society is characterized by a strong emphasis placed on social cohesion, trust, and stability in organizational structures. In the school system, there are many consultative processes, groups, and organizations involved in decision-making. (OECD, 2007)

2 Analysis of 10 Key Competences

Previous to the analysis of the 10 key competences in Austria, it should be noted at this point that all sub-questions referring to the teaching of competences are directly linked to the general competence oriented educational plan.

The entrepreneurial competence is categorized as a "specific competence" (*überfachliche Kompetenz*) within the Austrian educational plan. In order to teach such specific competences, two possibilities are outlined, namely (1) within the existence of a supporting field or course the competences can be integrated into the classes or (2) if there is no designated linked course in the educational plan it might depend on the willingness and ability of the teaching staff to address specific competences of students or not. Furthermore, there are specific courses and trainings offered to teachers in order to develop their ability to train such competences. (BMBF, 2014)

<u>Primary/Secondary Education</u>

From the first year of secondary school (year 5 of compulsory schooling), students have access to the services of appropriately trained teachers for advice on educational options in year 9 and beyond. From year 7, classes in career studies are integrated into the school timetable. (Archan & Mayr, 2006)

VET Education

Vocational schools and colleges are categorized into technical, business and creative-business schools, commercial schools, medicine/nursery colleges, pedagogic colleges and agriculture and forestry schools. Competences are taught by subject. As they differ from one school type to another, differences are visible and discussed within this analysis in detail. (Bildungsstandards, 2014)

The high standing of VET and the expansion of the education system since the 1970s have led to a widespread rise in the qualification levels of the working population. Approximately 75 % of all Austrians in employment have successfully completed a VET course and/or higher education. (Archan & Mayr, 2006)

2.1 Leadership

2.1.1 How much is leadership competence valued in society?

Out of an international study, which compared the culture and its influence on leadership styles of 62 countries, the main features and results for Austria have been selected in order to describe the most important leadership facets in Austria. Leadership is strongly linked to decisiveness and innovation and Austrian leaders seek to inspire people around a vision, to create passion among them and do this by firmly holding on to core values. Austria scored outstanding high (6.03 of maximum 6.5) in the charismatic leadership which stands for visionary, inspirational, integrity, decisive and performance-oriented facets. Further, loyalty and collaboration are very important in Austria when talking about leadership. The typical Austrian leader is a team integrator, diplomatic, malevolent and administratively competent. Also important, but with less priority, a self-protective style of leadership is visible. Thereby facets as self-centered, status-conscious, conflict inducer, face saver and procedural are quite common in the Austrian leadership context. Leadership in Austria can be described as independent, individualistic and self-centric; while also the well-being of others and equality as for example when talking about decision making are of high relevance. (Hoppe & Eckert, 2014)

2.1.2 Is the leadership competence strongly embedded in society and culture?

From the point of view of Austrian non-entrepreneurs and active entrepreneurs, the vast majority agrees that managers have a high social status in the society. Furthermore, differences have been made

visible within the single states of the country and show that in Styria and Vorarlberg an even higher status can be attributed to entrepreneurs and managers.

Hoher Status von UnternehmerInnen nach Bundesländern

Region	Nein	Ja
Burgenland	28,4 %	71,6 %
Kärnten	23,6 %	76,4 %
Niederösterreich	27,4 %	72,6 %
Oberösterreich	21,5 %	78,5 %
Salzburg	29,1 %	70,9 %
Steiermark	20,0 %	80,0 %
Tirol	22,4 %	77,6 %
Vorarlberg	18,9 %	81,1 %
Wien	26,1 %	73,9 %
Österreich	**24,2 %**	**75,8 %**

Tabelle 19: Hoher Status von UmternehmerInnen nach Bundesländern (Quelle: GEM Adult Population Survey 2012)

Figure 1: Status of Entrepreneurs (Source: GEM, 2012)

According to the Adult Population Survey (APS) of the Global Entrepreneurship Monitor, 50 percent of the Austrians believe to obtain sufficient competences to manage a business. This indicates a strong embeddedness of leadership competencies in the society. Obviously, already established entrepreneurs estimate their competences higher than non-entrepreneurs. However, even obtaining the certain set of leadership competencies, 43,5 percent of Austrians fear to fail when starting a new business, with the most pessimistic state in this respect being Vorarlberg and the most optimistic Salzburg. Finally, Austrians in general do not see entrepreneurship as a very desirable career alternative. (Schmalzer, Frech, Wenzel, & Mahajan, 2012, S. 50-54)

2.1.3 Is leadership competence taught in primary/secondary level education?

This part will sum up main information about leadership competencies taught within the Austrian educational plan. Entrepreneurial training contains thereby creativity, autonomy, self-initiative, foundation and business planning, law-aspects, economic and business principles and the functionality of the market economy. Entrepreneurial education in Austria is part of the primary and secondary level education, as well as further development of competences in the VET education.

Entrepreneurial training and development are perceived differently in Austria. The teaching of entrepreneurial aspects is therefore not satisfactory in schools. Especially entrepreneurship and foundation of businesses are rated not sufficient within expert interviews.

When having a closer look at the Austrian school system, only two different school types integrate entrepreneurial education into their educational plans (Handelsakademien und Berufsschulen). Thereby the commercial college for example implements a virtual company to practice with it in the curriculum. These schools have further the possibility to apply for a certificate called “Entrepreneur-School” by implementing certain content and competence training into their curriculums. (BMUKK & BMWF, 2012)

2.1.4 Is leadership competence taught in VET education?

However, in contrast to the teaching of leadership skills in the primary/secondary level, the training is perceived as being adequate in the area of VET education. Especially the education of adults offers a proper preparation for the foundation and the development of a business. Nevertheless, according to expert interviews, universities and universities of applied sciences still have to catch-up. The perception of experts concerning the two different types of entrepreneurial education (*primary/secondary and VET education*) has remained almost the same during the past 7 years.

Differences are visible concerning an improvement of the entrepreneurial education for adults and the transfer of knowledge about functionality of the market economy as they have improved since 2007. However, economical and business oriented training and the promotion of creativity, autonomy, self-initiative in schools have been rated as less satisfactory than 7 years ago. (Apfelthaler, Schmalzer, Schneider, & et.al., 2007) (Schmalzer, Frech, & Mahajan, 2012)

In the field of adult education, the offer was enlarged by more courses in the field of developing and strengthening management competences in the past years for founders and young entrepreneurs. (Schmalzer, Frech, Wenzel, & Mahajan, 2012)

The following strategies for the development of skills and competences relevant to the leadership competence (actually world of work) have been incorporated into the VET training system in Austria:

- First, practice firms (ÜFA) are places and methods for learning entrepreneurial thinking and action at schools and colleges in VET and in adult education. They have been a mandatory component of the curriculum at business administration colleges (HAK) and business schools (HAS) since 1993/4 and at colleges of agriculture and forestry (Höhere land- und forstwirtschaftliche Anstalten) since 2004/5. Modelled on real firms, the ÜFA replicates proper business transactions. The key skills that learners acquire there, such as teamwork, networking

and linguistic competence, enable them to be professionally mobile in an international working environment. ÜFA have real partner businesses in industry and commerce.

- Second, technicians´ and engineers´ projects: trainees at schools and colleges of engineering (HTL) perform specific project assignments in cooperation with companies in their last training year. The project work must be documented and presented, and it counts as a component of their final examination. Similar arrangements apply to diploma projects at BHS and BMS as well.

- Further, most students at VET colleges are required to undertake periods of practical work experience in companies during holidays or in term time.

Especially commercial colleges and schools focus on management and students who passed the final examination (*Reifeprüfung*) and wish to start a business are able to do so. (Archan & Mayr, 2006)

The BFI (*Berufsförderungsinstitut*) offers as well a specific license called „European Business Competence License“ , which was created to focus on the entrepreneurship competence, established by the EU. This license can be requested by private persons, businesses, schools and universities and is a construct of 3 continuing phases. (EBC*L, 2015)

2.1.5 Is there a difference regarding leadership competence when assessed in terms of gender?

The GEM Study 2012 reveals that 57,6 percent of young entrepreneurs in Austria are male and 42,4 percent are female. Furthermore, women tend more than men to become entrepreneurial active, when it is caused by simple necessity.

The share of women in Austrian boards of directors makes up only 9 percent. However, women are better educated than in the past and their abilities are needed in the economy. (BKA, 2011) Considering only women in management position, their share would reach 30 percent. Austrian women are therefore definitely underrepresented in higher positions in businesses. Furthermore, the development of women´s-share in higher positions stagnated. (Catalyst Census, 2014) Besides the fact that less women than men are represented in management positions, it should be mentioned that they earn less than their male colleagues. (Statistik Austria, 2014)

While the overall number of leaders in Austria decreased in the past years, this trend is characterized especially by fewer women. However, as this decrease can also be attributed to the economic crisis (Kalliauer & Schönherr, 2013) and the women´s-share experienced a slight increase from 2012 to 2013.

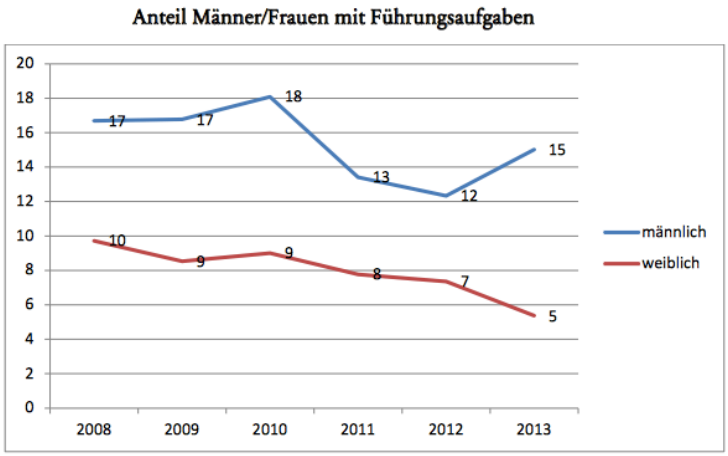

Figure 2: Gender and Leading Positions (Source: AK Oberösterreich, 2013)

Migrants and leadership competences in Austria

The available potentials and major qualifications of immigrants are not developed to a great extent, nor are they used enough in science and business. Immigrants also often have extremely poor education levels even in the second and third generation. Language barriers impede access to education. (BMVIT, 2011)

In the following graph it can be observed that the share of young entrepreneurs with migratory background in Austria with 13,4 percent is outstandingly high. (Schmalzer, Frech, & Mahajan, 2012, p 46)

Figure 3: Young Entrepreneurs with Migratory Background (Source: GEM, 2012)

Within the entrepreneurs with migratory background, 44,4 percent are female and 55,6 are male. With respect to leadership, a recent study confirms that only 5 percent of all migrants in Austria obtain a leading position, while the same is true for 12 percent of all Austrians. (Kalliauer & Schönherr, 2013)

2.1.6 Is the development of leadership competence supported via other non-formal educational offerings

In general, there are various possibilities for adults to train their leadership competences in Austria. The most well-known are going to be explained briefly.

For people setting up their own businesses and entrepreneurs, an institution called WIFI offers plenty courses to become familiar with the principles of leadership and to learn how to identify and make better use of the role as a leader and learn how to communicate within the business. Those courses range from Leadership, Entrepreneurship and Strategic Management to Business Management amongst others. WIFI is owned by the Austrian Chamber of Commerce (WKO) and focuses on adult educational development in numerous fields. Furthermore, it obtains locations all over the world in order to train Austrian entrepreneurs and employees also internationally. (WIFI, 2015) (Austrian Commerce Chamber, 2014)

Another institution, which offers courses related to leadership competences, is the already mentioned BFI. It is one of the largest a private owned educational institutes in Austria. Owned by the Chamber of Labour and the Austrian Trade Union Federation, its activities focus on vocational education and training for workers as well as educational occupational schemes for unemployed persons and workers threatened with unemployment. The BFI already participated in 230 EU projects and also works closely together with the AMS (*Arbeitsmarktservice*) (BFI, 2015)

Further, the PWN Global and Women´s Career Network supports professionals and entrepreneurs at different stages of their careers by providing a networking platform, skills building, educational programs, business promotion opportunities and mentoring especially for women. (WCN Vienna, 2013)

2.1.7 To what extent is the acquisition of leadership competence facilitated by unemployment / other services?

The Austrian Employment Service (AMS) provides education and careers guidance for all interested parties, but especially for unemployed persons. In its own careers information centres (BIZ), the AMS provides comprehensive information about the world of work and career opportunities. Besides printed brochures and other information material, the AMS also offers online databases for various target

groups, such as young people who have passed their *Reifeprüfung*, those seeking a place in apprenticeship and people interested in continuing education. (Archan & Mayr, 2006) Thereby it offers for example a management training which lasts 2 months, which is however recommended to all who already have had first experiences as a leader. (AMS, 2015) In a personal conversation with the researcher, the AMS explained that no general rule is applicable for the offering of such course to unemployed, as it always depends on the individual´s current situation, possibilities and motivations. The BFI as well offers courses on behalf of the AMS to unemployed people. Depending on the course, the AMS might finance the training. (BFI I, 2014)

Another non-profit organization called "Junior Austria" aims at improving entrepreneurial skills of young pupils in order to ease their entrance into working life. The offered program contains the teaching of entrepreneurial and social skills and involves teachers, students and entrepreneurs. Students found, establish and run a virtual "Junior Company" and receive an "Entrepreneurial Skills Pass" at the end of the project. This program is offered to high school classes (*Oberstufe*), which might participate voluntarily. So far 2000 "Junior Companies" have been created in Austria and involved 25.000 students. (Junior Enterprise Austria, 2014)

2.1.8 Is leadership competence supported by adequate enterprise infrastructure?

The Austrian Economic Service GmbH (AWS) is a special bank, which specializes in corporate financing. With the opening of the start-up center at the headquarters in Vienna, the development bank wants to make a visible focus of their activity. Around 10 percent of Austrian start-ups are supported by the AWS - this means 2,500 projects per year.

The start-up funding is made up of loans, guarantees, grants, equity and coaching services. Main focus at the newly opened start-up center is a founder-fund and Business Angel Fund. There, know-how transfer and coaching services are offered to founders. Thereby they cover everything from the idea to the marketing of the product, the entire chain of start-up, while focusing explicitly on creating social awareness. (AWS, 2013)

Another institution, which supports young entrepreneurs, is the "Science Park". While offering consultation and coaching for opening and running a company, financing and infrastructure as well as networking and mentoring are included in the offer for academicals. This institution supports entrepreneurs during 18 months in order to open their business. (Science Park Graz, 2014)

Other facilities, which offer similar services, are the WKO and the BMWFW. (Austrian Commerce Chamber, 2014) (BMWFW, 2014)

To what extent is leadership competence evident amongst young entrepreneurs in the country?

Most of Austrian leaders are male, old and have a high educational level. Between 2010 and 2013, the number of leaders decreased from 498.000 to 431.000, of which 11 percent are entrepreneurs. Of all Austrians between 26 and 35 years, only 7 percent are in a leading position. This also reflects a decrease of 6 percent since 2008. The same is applicable further for persons with up to secondary education and as already mentioned, the situation is still worse for migrants. (Kalliauer & Schönherr, 2013) In 2012, 34.652 businesses were opened in Austria.

2.1.9 What is the preferred format of the development of leadership competence amongst young entrepreneurs?

Austrians like to learn and 54 percent appreciate professional development. 50 percent who did further education in the past two years have not been "pushed" by their employer, but rather decided it on their own. Also the age is important in this context, because young employees more often take the initiative to develop their skills. (Mindtake, 2014)

2.2 Willingness to explore

2.2.1 How much is the willingness to explore valued in society?

Austrians obtain a pragmatic culture. In societies with a pragmatic orientation, people believe that truth depends on the situation, context and time. They show an ability to easily adapt traditions to changed conditions, a strong propensity to save and invest, thriftiness and perseverance in achieving results. However, Austria is also an indulgent country and exhibits therefore a willingness to realize their impulses and desires with regard to enjoying life and having fun. They possess a positive attitude and have a tendency towards optimism. In addition, they place a higher degree of importance on leisure time, act as they please and spend money as they wish. (Hofstede, 2015) Due to the fact, that Austria is an innovative region since a long time ago the willigness to explore is present, as the population is very active with respect to innovations. (Statistik Austria, 2012)

2.2.2 Is the willingness to explore strongly embedded in society and culture?

In 2014, Austria spent 9,32 billion euros on research and experimental development. This reflects an increase of 2,7 percent compared to 2013. (Statistik Austria, 2012) As an innovation driven economy, the willigness to explore is widespread throughout Austria.

2.2.3 Is the willingness to explore taught in primary/secondary level education?

The Federal Ministry for Science Research and Economic (BMWFW) supports “children universities” in the frame of awareness initiatives and measures for early promotion of young scientists. Policy goals are a sustainable positive impact of the project experiences on children's interest in scientific issues and the effective dismantling of barriers to education. An important target group of all funded BMWFW projects are therefore children from disadvantaged backgrounds and children with an immigrant background. In 2014, the BMWFW promoted 15 children universities. (Kinderbüro der Universität Wien, 2014)

2.2.4 Is the willingness to explore taught in VET education?

Within the Austrian VET training system some technical colleges (HTL) obtain facilities known as experimentation centres (*Versuchsanstalten*). Colleges of agriculture and forestry are organizationally linked with research establishments, which serve to ensure that the course content is always kept up to date and enhances the willingness to explore of students. (Archan & Mayr, 2006)

2.2.5 Is there a difference regarding the willingness to explore when assessed in terms of gender?

Foreigners with professional backgrounds in research for example are attracted by special designed visas and programs. (OEAD, 2014) It is from utmost importance to integrate women more into science and research, not at least because Austria is rated very low with respect to women participating in R&D. (Zukunftsministerium, 2011)

2.2.6 Is the development of the willingness to explore supported via other non-formal educational offerings?

Various efforts to enhance the willingness to explore in Austria are visible. One of them is the "ZIS". It exists since 1995 and is a newspaper made for students in order to awake their willingness to explore and the ability to think critical. "ZIS" also organizes events, seminars and workshops for teachers in order to improve their ability to teach such competences. (schule.at, 2014)

Further a well-known event, called „The long night of research" promotes research and innovation all over Austria. It aims at getting people´s interest for research, innovation and technology and demonstrates the diversity of research possibilities also as attractive professions for junior employees. Active researchers are presenting their results in an easy and touchable way. (BMVIT&BMWFW, 2014)

2.2.7 To what extent is the acquisition of the willingness to explore facilitated by unemployment / other services?

No answers could be found in the data research.

2.2.8 Is the willingness to explore supported by adequate enterprise infrastructure?

The willingness to explore is supported quite strongly, not at least due to the fact that exploration brings innovation which in turn leads to economic growth. Also institutions like for example the WKO (Chamber of Commerce) promote Austria as a location for innovation and research for companies. (Advantage Austria, 2015) Further an initiative called „Markt.Start" supports start-ups by getting their product, which is based on a successfully finalized research project or experimental development into the market. Thereby the main focus is put on technologically oriented enterprises and their financial support. (BMVIT, 2014) (FFG, 2014)

2.2.9 To what extent is the willingness to explore evident amongst young entrepreneurs in the country?

Austria increased the share of researchers in the past decade from 4,8 to 6,1 per 1000 employed people. This conforms to the average of the European Union. The willingness to explore might be evident by having a closer look at the output of the educational system. Thereby, only 15 percent of all Austrians have a tertiary education. However, this number is below OECD average because of the broad range of opportunities for secondary education "graduates". (Zukunftsministerium, 2011, p. 8)

2.2.10 What is the preferred format of the development of the willingness to explore amongst young entrepreneurs?

No answers could be found in the data research.

2.3 Ability to plan

2.3.1 How much is the ability to plan valued in society?

According to the GEM report of 2012, successful entrepreneurs are held in quite high esteem in Austria. 76% of the questioned people aged 18 to 64 agree with the statement that in Austria successful entrepreneurs receive a high status. Therefore it could be argued that also the ability to plan is valued quite high in the Austrian society, because to be a successful entrepreneur the ability to plan is necessary. (GEM, 2015)

2.3.2 Is the ability to plan strongly embedded in society and culture?

According to the Global Innovation Index of 2014, the ease of starting a business in Austria is valued with 79,2 points and Austria is ranked on place 93 whereas other European countries like Portugal, Slovenia, Belgium, Netherlands or Finland are valued with more than 90 points and listed in the top ten. Furthermore, according to the GEM report of 2014 about 10% of Austrians aged 18 to 64 are currently owner-manager of an established business. Therefore, Austria is ranked on place 15 and only one European country (Greece 12,8%) is ranked better than Austria. Following the argumentation of the answer 2.3.1 it could be said that due to the facts that the ease of starting a business in Austria is rather low and the established business ownership-rate is rather high, the ability to plan is considered as an important skill in Austria and is therefore strongly embedded in the Austrian society and culture. (The Global Innovation Index, 2014) (GEM, 2015)

2.3.3 Is the ability to plan taught in primary/secondary level education?

The ability to plan is part of the educational plan of most secondary level schools. These are for example commercial colleges (HAK), but even educational children science schools (BAKIPÄD). However, the ability to plan can be seen from different points of view and with different focus, although all educational plans include the “ability to plan”. (RIS, 2015) (RIS, 2015)

Nevertheless, even in primary school planning competences are taught as part of the language training for example. (Koch, Punz, & Römer, 2010) The ability to establish a business plan fits into this competence as well. Certain school types include it in their curriculum but it is as well promoted all over Austria through different competitions for students of all school-types. (SFG, 2015)

2.3.4 Is the ability to plan taught in VET education?

Through the already mentioned practice companies (ÜFA) and diploma projects at almost all kinds of VET schools the ability to plan is taught. (Archan & Mayr, 2006) Courses and trainings offered by the WIFI, as for example "Project Management" includes the teaching of the ability to plan as well. (WIFI, 2015)

2.3.5 Is there a difference regarding the ability to plan when assessed in terms of gender?

The Programme for the International Assessment of Adult Competencies (PIAAC) organized by the OECD showed significant differences between men and women and their performance with respect to literacy and numeracy skills, as well as in the ability to solve problems in technology-rich environments. In Austria, women scored poorer in all three competences surveyed. Further results show that individuals between 16 and 65 with children have shown considerably poorer results than those without children in Austria. Although there has been much gender development, as soon as people start a family, things get very traditional in Austria. Still, it is women who put their careers on hold and step out of education. (Modul University Vienna, 2014) (Statistik Austria, 2012)

2.3.6 Is the development of the ability to plan supported via other non-formal educational offerings?

The European Business Competence License is one method that includes further training of planning competences. This is offered within the second out of three levels, which need to be passed in order to get this license. This license can be obtained at different institutions, as well as at WIFI or BFI. (WIFI, 2014)

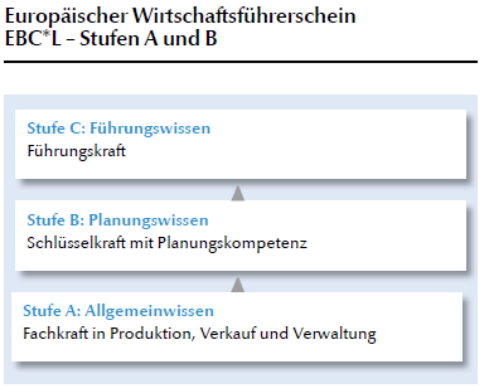

Figure 4: European Business Competence License (Source: EBC*L, 2015)

Within the level „B“ – called the “Planning Competence Level” of the EBC*L special emphasize is put on the ability to plan a business, the ability to sale ideas, products or projects and the knowledge of basic accounting principles. (EBC*L, 2015)

2.3.7 To what extent is the acquisition of the ability to plan facilitated by unemployment / other services?

No answers could be found in the data research.

2.3.8 Is the ability to plan supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.3.9 To what extent is the ability to plan evident amongst young entrepreneurs in the country?

No answers could be found in the data research, but in the opinion of the researcher the ability to plan is essential for young entrepreneurs in order to design an appropriate business plan or a finance plan.

2.3.10 What is the preferred format of the development of the ability to plan amongst young entrepreneurs?

No answers could be found in the data research.

2.4 Ability to take decisions

2.4.1 How much is the ability to take decisions valued in society?

Austrians like the input from others in decision making as the participative leadership style is one of the most expressed. Furthermore, the country´s leadership styles are characterized by high standards, decisiveness and innovation. They seek to inspire people around a vision, create a passion among them to perform and do so by firmly holding on to core values. This includes facets of visionary, inspirational self-sacrifice, integrity, decisive and performance-oriented. (Hoppe & Eckert, 2014)

To sum up, Austrians are decisive people, however the opinion of outstanding people is generally considered. Also Gert Hofstede´s results outline that power is decentralized in Austria and managers count on the experience of their team members. (Hofstede, 2015)

2.4.2 Is the ability to take decisions strongly embedded in society and culture?

No answers could be found in the data research, but in the opinion of the researcher the ability to take decisions is not strongly embedded in the Austrian society and culture. In general Austrians do not like to take decisions and often try to postpone a difficult decision, which has to do with the typical Austrian mindset.

2.4.3 Is the ability to take decisions taught in primary/secondary level education?

Young people have to take decisions about their educational paths at the age of 14 or 15. Thereby they must decide between various types of courses. From the first year of secondary school (year 5 of compulsory schooling), pupils and their parents have access to the services of appropriately trained teachers for advice on educational options in year 9 and beyond. From year 7, classes in career studies are integrated into the school timetable. (Archan & Mayr, 2006)

2.4.4 Is the ability to take decisions taught in VET education?

Many schools and colleges in the VET sector hold Open Days to familiarize prospective trainees and their parents with their range of courses. Within the educational plan and its focus on competence oriented teaching, one main focus is the teaching of professional-orientation (*Berufsorientierungsunterricht*) in the 7th and 8th class. Thereby the ability to take decisions and to like

making decisions of students is divided into two core-components: first the "Self-Competence" and then "Methodical-Competence". (BMBF, 2014) (RIS, 2012)

2.4.5 Is there a difference regarding the ability to take decisions when assessed in terms of gender?

The ability to take decisions is in general more attributable to men. (Tondorf & Jochmann-Döll, 2006) However, no differences in terms of gender have been identified within this competence.

2.4.6 Is the development of the ability to take decisions supported via other non-formal educational offerings?

No answers could be found in the data research. There are no direct course-offers of the ability to take decisions, however they are all somehow related to this ability.

2.4.7 To what extent is the acquisition of the ability to take decisions facilitated by unemployment / other services?

No answers could be found in the data research.

2.4.8 Is the ability to take decisions supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.4.9 To what extent is the ability to take decisions evident amongst young entrepreneurs in the country?

According to the GEM report of 2014, about 35% of the Austrian population aged 18 to 64 indicate that despite positive perceived opportunities the fear of failure would prevent them from setting up a business. Therefore, it could be assumed that the ability to take decisions is not very evident amongst young entrepreneurs in Austria. Furthermore, according to the answers given to the questions 2.4.1 and 2.4.2, it could be said that Austrians do not like to difficult decisions on their own and sometimes tend to postpone them. (GEM, 2015)

2.4.10 What is the preferred format of the development of the ability to take decisions amongst young entrepreneurs?

No answers could be found in the data research.

2.5 Ability to prioritize

2.5.1 How much is the ability to prioritize valued in society?

Referring to the answer given in 2.3.1, the ability to prioritize goes along with the ability to plan. Therefore, it could be said that the ability to prioritize is rather important in the Austrian society. For detailed information see 2.3.1.

2.5.2 Is the ability to prioritize strongly embedded in society and culture?

As mentioned in 2.5.1, the ability to prioritize goes hand in hand with the ability to plan. According to the answers given in 2.3.2, it could be said that the ability to prioritize is considered as rather important and is therefore strongly embedded in the Austrian society and culture. For detailed information see 2.3.2.

2.5.3 Is the ability to prioritize taught in primary/secondary level education?

No answers could be found in the data research.

2.5.4 Is the ability to prioritize taught in VET education?

No answers could be found in the data research, but in the opinion of the researcher, the ability to prioritize plays an important role in VET education. University students have to choose which courses they are going to take and design their curriculum themselves. Therefore, they have to set priorities and think carefully about what courses may be the best ones to achieve their goals. That way young people learn to work independent and to take responsibility which are important skills for their further careers.

2.5.5 Is there a difference regarding the ability to prioritize when assessed in terms of gender?

No answers could be found in the data research.

2.5.6 Is the development of the ability to prioritize supported via other non-formal educational offerings?

No answers could be found in the data research.

2.5.7 To what extent is the acquisition of the ability to prioritize facilitated by unemployment / other services?

No answers could be found in the data research.

2.5.8 Is the ability to prioritize supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.5.9 To what extent is the ability to prioritize evident amongst young entrepreneurs in the country?

No answers could be found in the data research.

2.5.10 What is the preferred format of the development of the ability to prioritize amongst young entrepreneurs?

No answers could be found in the data research.

2.6 Creativity

2.6.1 How much is creativity valued in society?

The share of cultural employment in total employment reaches 4,67 percent – a relatively high number when considering that France employs 4,45 percent.

One in ten companies in Austria is part of the creative industry. The creative industries comprise of commercial enterprises that are engaged in the creation, production and (media) distribution of creative and cultural goods and services. Architecture, multimedia, design, film, music and other creative sectors are **key contributors to the Austrian economy**. Tradition and innovation combine together perfectly to form a segment with huge growth potential. The past and the present of this industry show that the products and services of the Austrian creative industry are internationally competitive. (Advantage Austria, 2013)

2.6.2 Is creativity strongly embedded in society and culture?

The city of Graz articulated a commitment to embrace design and the creative industries as a strategic tool for socio-economic and cultural development. The city demonstrates a growing creative economy with small and medium-sized enterprises across the various fields of design industry, which influences not only the local economy but also the quality of life for its citizens. (UNESCO, 2011)

Also global rankings indicate that Austria is characterized by a highly creative society. In the Global Creativity Index of 2011, Austria reached the 21st rank out of 78 countries. (Florida, Mellander, & Stolarick, 2011)

2.6.3 Is creativity taught in primary/secondary level education?

The promotion of creativity and cultural participation is of utmost importance in the Austrian educational system.

Several subjects which are closely related to creativity are taught in Austria. Thereby especially music, arts and sports are relevant. However, focus is also put on project-teaching as a basis for creative education. Thereby the dialog between schools and institutions such as museums, theatres or concert houses is promoted. (BMBF, 2015)

27,8 percent of Austrian students between 11 and 14 are learning an instrument in their leisure time. (wien.gv.at, 2012) Thereby schools also cooperate with specific music schools.

Within the subject “sculptural work” (Bildnerische Erziehung), which is thaught until the first part of secondary education, creative competences are transferred. Thereby focus is put on “understand”, “make” and “use” pictures. (BMBF, 2014)

2.6.4 Is creativity taught in VET education?

The competence oriented teaching at VET schools includes sometimes more, sometimes less creativity, depending on the specific type of college. (BMUKK, 2012) Creativity is a social competence in schools and colleges of management and service industries, of tourism, of fashion and clothing and artistic design as well as of agriculture and forestry. (BMBF, 2011)

Cultural education might be considered within this context as well and through different projects, Austrian institutions make lots of efforts to improve it within VET education. As there is no specific course or subject on culture, culture is transferred to schools through special initiatives as for example the establishment of cooperation between artists and/or museums and schools. (BMUKK, 2011)

2.6.5 Is there a difference regarding creativity when assessed in terms of gender?

A recent gender study argues that there are different types of creativity. Thereby, men and women have different strengths in weaknesses in each type of creativity. (Gelbmann, 2012)

2.6.6 Is the development of creativity supported via other non-formal educational offerings?

Austria's high levels of creativity and entrepreneurship are recognized by Advantage Austria for example. The Austrian Federal Economic Chamber sensed the enormous growth potential of the creative sector as early as 2002 and developed an economic strategy to allow this potential to unfold. By founding the committee for the creative industries within the Austrian Federal Economic Chamber, called creativ wirtschaft austria, they created a platform that addresses the issue of creative entrepreneurship across all sectors and federal provinces and guarantees Austria a strong position within the European Union as it goes along. (Advantage Austria, 2013)

2.6.7 To what extent is the acquisition of creativity facilitated by unemployment / other services?

In Austria creativity and creative industries are facilitated by different services. One example is "evolve", which is a service provided by the "BMWFW" with the aim to support and evolve creative ideas and direct them into the right channels to become profitable. (Evolve, 2015)

2.6.8 Is creativity supported by adequate enterprise infrastructure?

Due to globalization, fast moving technological development and innovation-orientation creative industries gained lots of attention in relation to other sectors in the last years. More than every tenth company belongs to the sector of creative industries, which means there are about 38.400 enterprises operating in the branch of creative industries in Austria. These enterprises perform very well on the market in comparison to other sectors: 2010 they generated turnovers of about 18,2 Billion euro and the average return on sales of companies related to the creative industry is higher than the average return on sales of the overall economy. Therefore creativity and the creative industry play an important role for the Austrian economy and make an essential contribution to the economic development. (WKO, 2014).

2.6.9 To what extent is creativity evident amongst young entrepreneurs in the country?

According to a recent study, there is a lack of knowledge about the skills of creative people (designers). Design experts are involved in product and service development. Only 17,3 percent of all companies use design know-how within the strategic planning phase. Further 55,1 percent work with designers in the phase of concept development and one third of the companies using designers get in touch with them shortly before the implementation or promotion phase.

78,2 percent of 16 to 20 year old Austrians believe that the usage of more design could give new impulse to the economy. At the same time the definition of “design” is not clear. While half of the young people link it to style and decoration, only one fifth describes it as a part of the innovation process. Only 14,5 percent of young Austrians think that designers recognize needs and offers better solutions. (WKO, 2013)

2.6.10 What is the preferred format of the development of creativity amongst young entrepreneurs?

No answers could be found in the data research.

2.7 Taking initiative

2.7.1 How much is the competence of taking initiative valued in society?

92,8 percent of young Austrian entrepreneurs (<30 years) found a company in the search for new challenges, while the share decreases to 78 percent for entrepreneurs aged older than 50 years. Thereby the other important motivations are to be his/her own boss and to earn more money. Most Austrian entrepreneurs finance their business from savings or own financial means – this is especially valid for technical service and consultancy businesses. (Statistik Austria, 2007)

2.7.2 Is the competence of taking initiative strongly embedded in society and culture?

According to the GEM report of 2014 about 8% of Austrians aged 18 to 64 intend to start a business within three years. Compared to other countries this percentage is rather low: In Peru, Qatar and Chile more than 50% intend to start a business within three years. Also Portugal (16%), Hungary (14%) and Italy (11%) are considered as more initiative in this context. Germany (6%) lags behind and Japan (2,5%) is considered as the least initiative country at the end of the ranking. Therefore it could be assumed that the competence of taking initiative is not very strongly embedded in the Austrian society and culture when compared to countries all over the world. Compared to European countries (Spain, Switzerland, England, Greece, Portugal, Hungary, Norway, Sweden, Italy, Denmark, Ireland and France) Austria finds itself in the lower midfield of the ranking mentioned above. Therefore it could be said that the competence of taking initiative is neither very strongly embedded nor very weak embedded in the Austrian culture and society. (GEM, 2015)

2.7.3 Is the competence of taking initiative taught in primary/secondary level education?

Participation is one of the key competences within the Austrian educational plan. Furthermore through the offering of self-organization within the class, as for example the election of a class representative etc., students get motivated to take initiatives.

2.7.4 Is the competence of taking initiative taught in VET education?

No answers could be found in the data research, but in the opinion of some interviewed students the competence of taking initiative is indirectly taught in VET education. For example, each year has to elect

a representative and deputies in order to represent the students' interests. Furthermore there is an organization called "ÖH" which represents the interests of students on a national level. Every student has the chance to run for such a post and can therefore take initiative. Furthermore, especially at universities of applied sciences, there are in general lots of projects and group works where students have to take initiative and responsibility.

2.7.5 Is there a difference regarding the competence of taking initiative when assessed in terms of gender?

In general, more men than women take the initiative to found a business. Young people with a low educational background or migratory background have more difficulties to get motivated for interactions, participation or initiative behavior. (BMUK, 2012)

2.7.6 Is the development of the competence of taking initiative supported via other non-formal educational offerings?

The majority of young entrepreneurs do not use training offers as support during the foundation of the business, however one third takes the initiative to use such educational development and only 4 percent does trainings because of public advice. (Statistik Austria, 2007) These numbers are quite worrying, when compared to other EU countries as for example Italy, where 50,7 percent do further training by own initiative, however other countries as Bulgaria or Denmark scored worse. Furthermore, young entrepreneurs have shown less interest in further educational trainings than older ones. Different answers have been given only by young entrepreneurs in the marketing service sector; 10 percent of them used a special training when opening the business because of public (institutional) advice. Also businesses in the insurance and credit industry are more interested in special trainings (>40%) than other groups. Additionally it can be recognized that people with a higher educational level use such courses more often. (Statistik Austria, 2007)

2.7.7 To what extent is the acquisition of the competence of taking initiative facilitated by unemployment / other services?

No answers could be found in the data research.

2.7.8 Is the competence of taking initiative supported by adequate enterprise infrastructure?

According to the Global Innovation Index 2014 (GII) Austria achieved 79,2 points (rank 93) when it comes to the question how easy it is to start a business. The leader of the ranking and therefore the country in which it is easiest to start a business is New Zealand (100 points) followed by Canada (99 points). In Europe, Macedonia is the country with the highest score (97,7 points) followed by Portugal (95,7 points) and Slovenia (94,8 points). Austria comes off very badly in this ranking and outperforms only four European countries. Therefore, the enterprise structure in Austria does definitely not support the competence of taking initiative. (The Global Innovation Index, 2014)

2.7.9 To what extent is the competence of taking initiative evident amongst young entrepreneurs in the country?

No answers could be found in the data research.

2.7.10 What is the preferred format of the development of the competence of taking initiative amongst young entrepreneurs?

No answers could be found in the data research.

2.8 Digital competences

2.8.1 How much are digital competences valued in society?

It is recognized in Austrian society that digital competences are important. Young people who are older than 14 need somehow a digital competence for their profession, their social life, their education and their spare time. In 2014, 35 percent of 16 to 74 year old Austrians used Cloud Services for example. However, 50 percent of those are aged between 25 and 34. More than 70 percent of internet-users are connected, when they are not at home and more than half of all internet-users are registered in a social media network. (Statistik Austria, 2014)

2.8.2 Are digital competences strongly embedded in society and culture?

While 93 percent of 16 to 24 year old Austrians use mobile-internet, this share decreases to 36 percent among 65 to 74 year old people. For young (16-24), social networking is quite important as 87 percent are registered on some platform. (Statistik Austria, 2014)

2.8.3 Are digital competences taught in primary/secondary level education?

According to the European Commission digital agenda, digital competences are taught. (EUR-Lex, 2011) Thereby the main focus is put on IT, Informative Systems, applications and concepts for the usage of digital information. (digi.komp, 2013) Schools try further to make students aware of certain "regulations on the internet".

2.8.4 Are digital competences taught in VET education?

In order to develop competences and skills, information technology has been incorporated into the Austrian VET training system. On the basis of agreements with IT companies, such as Microsoft and CISCO, students can gain international certificates in the context of modules forming an integral part of their course or offered as an extra option; in addition, VET schools and colleges (BMHS) also offer notebook classes. (Archan & Mayr, 2006)

2.8.5 Is there a difference regarding digital competences when assessed in terms of gender?

Men are still more active than women with respect to cloud services for example. Furthermore, mobile-internet is used more by men (74%) than by women (66%). Up to the group aged 35 to 44, the usage of mobile-internet is used by more women than men; however with the age of 45 the usage becomes balanced between men and women. (Statistik Austria, 2014)

2.8.6 Is the development of digital competences supported via other non-formal educational offerings?

The digital competence in adult learning is evaluated as final EDCL - exams after computer courses in vocational training. The courses are offered at vocational training centers all over Austria as well as in specific courses for unemployed by the AMS. (See your Skills, 2012)

2.8.7 To what extent is the acquisition of digital competences facilitated by unemployment / other services?

The AMS offers different possibilities for unemployed people in order to improve their digital competences. Thereby, courses especially for elderly people, beginners, or advances are provided. (AMS, 2013)

2.8.8 Are digital competences supported by adequate enterprise infrastructure?

Information and communication technology is important in the society as well as in the economy. A study reveals that 99 percent of all Austrian businesses with more than 10 employees use computers and internet. When considering all industries, 51 percent of all employees in Austria use the computer on a regular basis. Home-offices are available to 96 percent in big companies, to 79 percent in middle-sized companies and to 50 percent in small businesses. (Statistik Austria, 2012)

2.8.9 To what extent are digital competences evident amongst young entrepreneurs in the country?

As the educational plan includes the teaching of basic digital competences and the society is characterized through innovation and technology in which every young person has at least a mobile-phone most improve their competences in a private manner. However, when it comes to specific programs and work related topics this is different and must be treated for each category separately. Some digital competences are learned by young people during apprenticeships, others through a single course. (Hofstätter & Sturm, 2010)

2.8.10 What is the preferred format of the development of digital competences amongst young entrepreneurs?

No answers could be found in the data research.

2.9 Competitiveness

2.9.1 How much is the competence of competitiveness valued in society?

In the latest Innovation Union Scoreboard, the EU Commission only ranks the EU member states as average in terms of the competitiveness of its industry. In contrast, Austria gets top marks. On the hit

list of the European Commission, Austria ranks among the EU member states with the best industrial performance. Belgium, Denmark, Finland, Germany, France, Netherlands, Sweden and Great Britain also belong to this group of successful business locations. Austria's competitiveness is due to a solid economic performance, according to the report published by the EU experts. Labor productivity is above the EU average, and no major bottlenecks are expected in the short term. The report is based on ten indicators: labor productivity, education, exports, innovation, energy intensity, energy costs, business environment, suitable infrastructure, access to loans and investments in industry. (ABA, 2013)

The Global Competitiveness Report 2012-2013 recently published by the World Economic Forum (WEF) has placed Austria in 16th place among the 144 nations, up from its previous spot at number 19. Topics singled out for praise included the excellent infrastructure (15th) and an increase in innovation capacity. Austria also did well in the higher education and training category (18th) and on-the-job training (3rd).

To improve Austria's competitiveness even further, the WEF recommends greater flexibility in the labor market (currently ranked 72) and continuing to improve its "already excellent educational system". (GCI, 2015)

2.9.2 Is the competence of competitiveness strongly embedded in society and culture?

With respect to the most important barriers for Austrian entrepreneurs, the competitive situation is ranked first, followed by price building, supply and demand and missing knowledge of marketing strategies. (Statistik Austria, 2007)

2.9.3 Is the competence of competitiveness taught in primary/secondary level education?

No answers could be found in the data research.

2.9.4 Is the competence of competitiveness taught in VET education?

A growing number of EU countries have developed an interest in the Austrian approach to vocational education and training (VET) and notably its dual apprentice training system, which is characterized by practical training combined with general education. EU-statistics show that while the average youth unemployment rate within the EU is about 23.3 percent, the youth unemployment rate in Austria hovers around 8.6% (European Union, Eurostat 2013). Apprenticeship training in Austria is a well-founded and future-oriented vocational training pathway, offering an ideal combination of practical skills, theoretical background knowledge, and important key qualifications.

The wide acceptance of this training proves that young people are aware of the benefits of apprenticeship. Approximately 40 percent of every age group opts for dual training. Altogether, more than 35,000 companies train some 120,000 apprentices, who make a substantial contribution to safeguarding and expanding competitiveness as qualified skilled workers (Austrian Federal Ministry of Science, Research and Economy, Apprenticeship 2012).

2.9.5 Is there a difference regarding the competence of competitiveness when assessed in terms of gender?

As Austrian businesses stated that the competition is their main barrier in business, men and women perceived this to the same extent. Only a very detailed look lets one assume that men have a little bit more troubles with competition than female entrepreneurs. (Statistik Austria, 2007)

2.9.6 Is the development of the competence of competitiveness supported via other non-formal educational offerings?

In line with EU 2020 targets, Mingo is helping to strengthen the competitiveness and innovation focus of SMEs by providing consultancy, personal coaching, sessions with experts, rental space at affordable prices, and a multilingual center. (European Commission, 2012)

Further, the European Investment Fund and Austria Wirtschaftsservice (AWS) have signed a guarantee agreement under the Competitiveness and Innovation Framework Programm (CIP) helping to provide enhanced access to finance for SMEs in Austria. (AWSG, 2013)

2.9.7 To what extent is the acquisition of the competence of competitiveness facilitated by unemployment / other services?

Different workshops and competitions like for example "InnovierBAR" aim at enhancing the competitiveness of Austrian young entrepreneurs, while this program is focusing on innovation and creativity in order to become more competitive. (Jungewirtschaft.at, 2013)

2.9.8 Is the competence of competitiveness supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.9.9 To what extent is the competence of competitiveness evident amongst young entrepreneurs in the country?

In general, Austrian businesses do not enter into alliances; however projects are established to support this thinking in order to be more competitive on the market. A recent study reveals that only 3,3 percent of Austrian businesses would cooperate with other businesses to enhance their competitiveness. Mostly this thinking is present when acting internationally, but not nationally.

Although Austria is an innovation based economy, only 16 percent of the surveyed companies cooperate within research and development. Thereby, companies argue that this is caused by a lack of trust and the fear that other companies could gain too many insights. (Cisco, 2008)

2.9.10 What is the preferred format of the development of the competence of competitiveness amongst young entrepreneurs?

No answers could be found in the data research.

2.10 Ability to think critically

2.10.1 How much is the ability to think critically valued in society?

In general the ability to think critically must be improved within the Austrian students and teachers.

2.10.2 Is the ability to think critically strongly embedded in society and culture?

No answers could be found in the data research, but in the opinion of the researcher the ability to think critically is not strongly embedded in Austrian society and culture. People often tend to put up with things instead of scrutinizing them.

2.10.3 Is the ability to think critically taught in primary/secondary level education?

The support of critical thinking is a central task for the educational system and was established as a key category within the European lifelong learning program. Critical thinking is integrated into the competence model of mathematics in the 4th schooling year. (BIFIE, 2014) Thereby, through discussions and reflections, the students are enhanced to think critically. (Jahn, 2013)

Furthermore the BMWFW supports the already mentioned "Children Universities" to think critically by having access to science and research through participating in workshops, seminars and experimental tests in participating universities. (BMWFW, 2013)

2.10.4 Is the ability to think critically taught in VET education?

80 percent of all Austrian students, older than 15, attend a vocational school. All school types aim to convey critical thinking beyond their students in different ways. However, the European Council considers critical thinking as a creative competence. (BMUKK, 2011) Most focus on critically thinking can be found within the tertiary education system in Austria.

2.10.5 Is there a difference regarding the ability to think critically when assessed in terms of gender?

The children universities also focus on children with migratory background and their critical thinking. (BMWFW, 2015) The OECD found that Austria is one of the member countries where students' academic achievements are most affected by their families' socioeconomic background. In particular, the education system does not cope well with immigrant children – a significant challenge considering that education is one of the primary avenues for social and economic integration in a society. Austria's education system, from pre-school to university, should therefore be strengthened. Ambitious reforms,

which have already been launched in some areas, should be considered a national priority. (OECD, 2013)

2.10.6 Is the development of the ability to think critically supported via other non-formal educational offerings?

No answers could be found in the data research.

2.10.7 To what extent is the acquisition of the ability to think critically facilitated by unemployment / other services?

Based on current debates in cultural, social and educational policy, The Conference for Philosophy for Children 2014 focused on the existing relationships between knowledge and responsibility and on our understanding of the role critical thinking plays with this relationship. (UNESCO, 2014)

2.10.8 Is the ability to think critically supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.10.9 To what extent is the ability to think critically evident amongst young entrepreneurs in the country?

No answers could be found in the data research.

2.10.10 What is the preferred format of the development of the ability to think critically amongst young entrepreneurs?

No answers could be found in the data research.

3 Prioritization of Competencies

3.1 Methodology

After the desk research on 10 key competences, a standardized weighting and ranking table was used to sort the competences according to importance in Austria. While interpreting the results of the following table, attention should be paid to the fact that this ranking considered the quality, actuality and relevance of used sources on each topic. As a result, the best and highly relevant information was found on leadership, because this competence is often described in a manner that includes other competences as well. **Disclaimer:** The outcome of this ranking will depend more on the ability to research and the proper evaluation of the researcher and might not go hand in hand with outcomes of the expert-interviews.

3.2 Results

Rank	Competence
1st	Leadership
2nd	Digital Competences
3rd	Willingness to explore
4th	Creativity
5th	Competitiveness
6th	Ability to think critically
7th	Ability to take decisions
8th	Ability to plan
9th	Taking initiative
10th	Ability to prioritize

4 Expert Stakeholder Input

The respondents

To not only include desk research, 11 Austrian experts on entrepreneurship and youth were asked to fill out a short questionnaire on key competences. Most of the interviewed Austrian experts are currently working in the coaching or teaching of the discussed key competences, while focusing on supporting start-ups.

Thereby the respondents are made up professionals of Start-Up Centers, Austrian Institutions supporting Start-Ups and professors teaching entrepreneurship and consultants.

Importance of each Key Competence

In the following graph, the importance of each key competence as evaluated by the Austrian experts can be observed. Thereby, the interpretation uses “absolutely relevant” and “relevant” as a positive statement, while “not relevant” and “absolutely not relevant” are valued as a negation.

The graph shows, that according to Austrian experts the most important competences are the ability to prioritize, the ability to take decisions, the willingness to explore, the ability to plan and the leadership competence. Thereby the ability to prioritize is the most relevant competence.

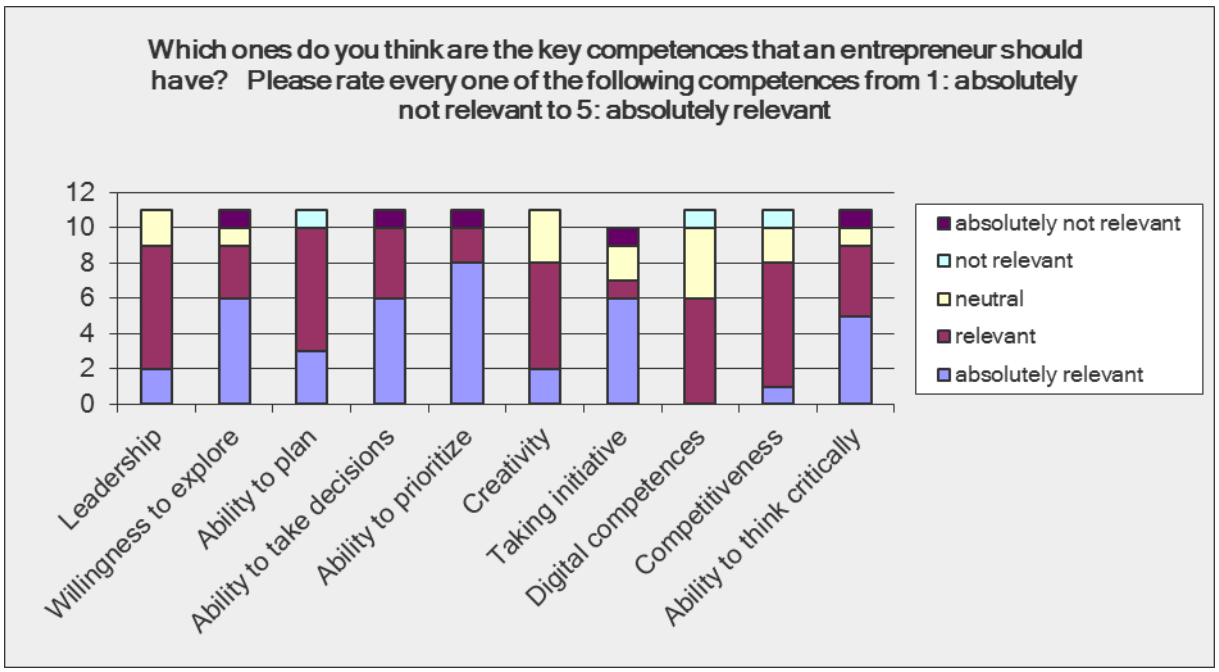

Figure 5: Necessary Key Competences

Although all competences are identified as to be somehow relevant, the least important competences would include digital competences and competitiveness.

Lacking competences

The questionnaire further aimed at discovering, which competences are lacked among young people in Austria.

As illustrated in the following graph, creativity and digital competences are sufficiently present among young people. However this result might be justified by the fact that experts do not consider these competences as to be amongst the most relevant.

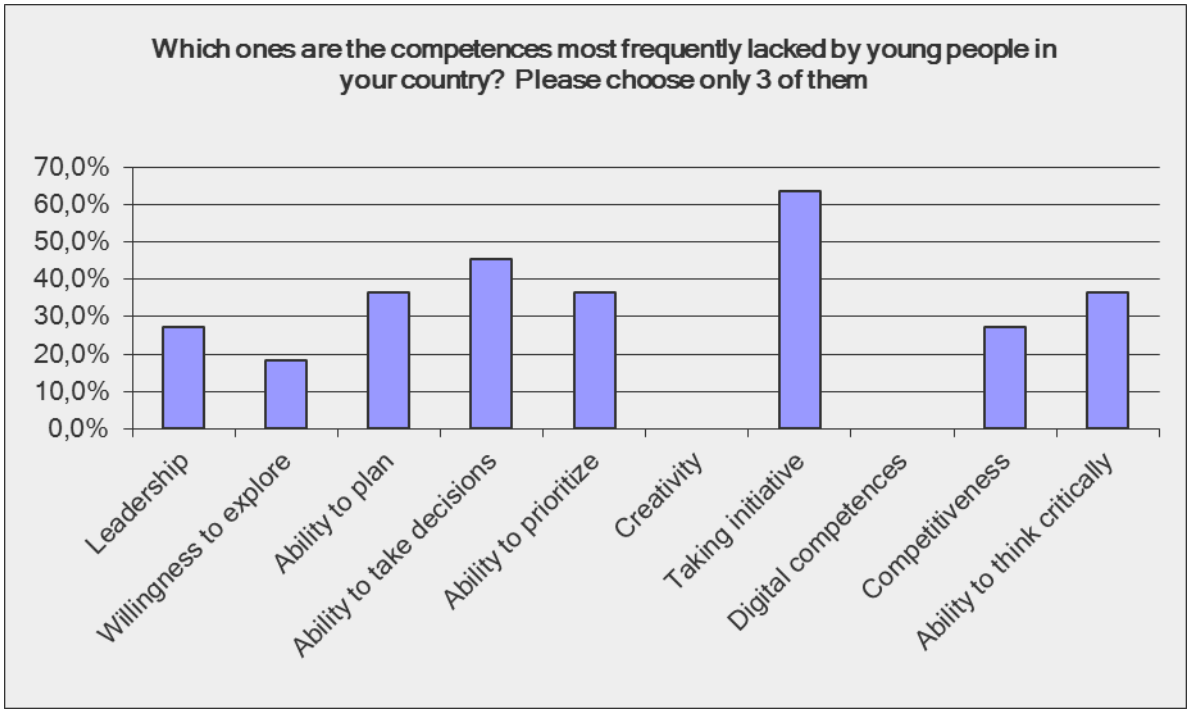

Figure 6: Most frequent lacked competences by Young People

Austrian young people need to improve concerning their ability to take initiatives. This was the highest rated lacking competence by the experts within this questionnaire. Other also considerably high ranked lacking competences are the ability to take decisions, the ability to plan, the ability to prioritize and the ability to think critically.

With respect to the prior topic regarding the most relevant competences for entrepreneurs it can be concluded that Austrian young people in general still need to improve their competences to become successful entrepreneurs.

Entrepreneurial Skills and the Educational System

It is generally agreed that the educational system in Austria inhibits the development of entrepreneurial skills. However, it was also mentioned that improvements are occurring. This is especially true for tertiary education. However certain school types (HAK, HTL, etc.) also focus on entrepreneurial skills as it was also mentioned within the analysis of the key competences. To sum up, there is a recent commitment towards more entrepreneurial skills within the educational system – however positive results have not appeared yet.

Lack of competences as a barrier

The already identified lacking competencies among young people are in the focus when asking experts if they think that the absent competences might be a main barrier for young entrepreneurs. The respondents agree on the fact that the problem is more the awareness of skills rather than a lack of skills. Some of the analyzed skills, as for example, basic business knowledge can be learned; while others like the entrepreneurial thinking or the exploration of own skills are not taught and must be discovered or improved on their own willingness. The lacking of some competences therefore can be considered as a barrier if the respective skills cannot be learned.

Main Barriers

The following graph shows the most mentioned opinions of Austrian experts concerning additional barriers for young people when deciding to start a business.

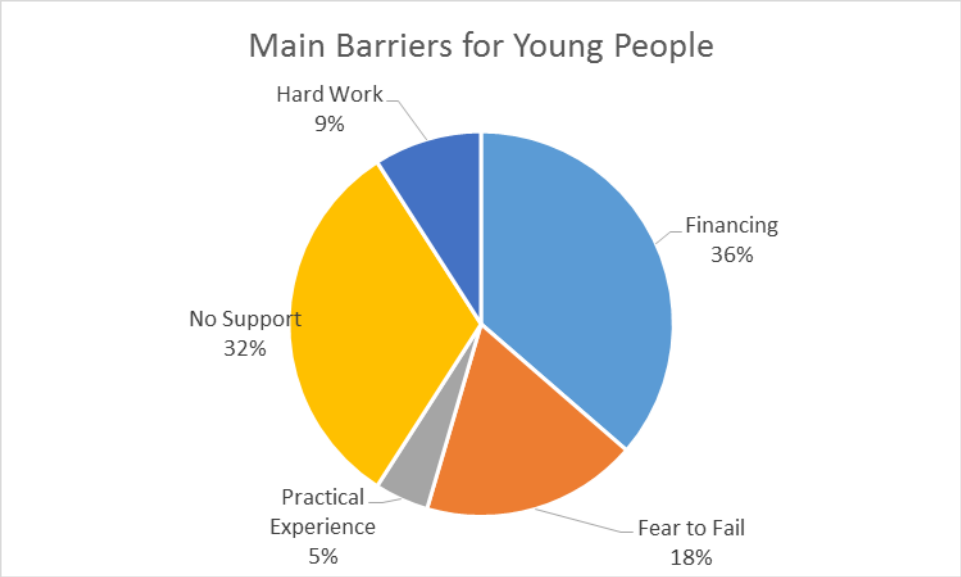

Figure 7: Main Barriers for Young Austrian People deciding to Start a Business

The graph tries to visualize the most counted keywords and will be explained in more detail:

The most important barrier for young people is the financing. Thereby, experts argue that the access to financing is difficult, not at least because young people show certain distrust in banks and the availability of loans. Also taxes are a big and delicate issue for young entrepreneurs.

The second most important barrier was identified to be the fact of not having support, be it from the family, from the society or from mentors. Experts identified that most people in the surrounding of potential young entrepreneurs in Austria are likely to have a negative opinion towards startups and mentoring programs might be poor.

The fear to fail is especially in Austria (see GEM) a big problem for startups and one of the reasons for a decreasing number of startups in the past years. Experts further mentioned that the work-life balance is quite important for young people in Austria and therefore they consider an own company as too much workload.

5 Conclusion

Becoming an entrepreneur is not easy at any age and requires a certain skill and competence set to be able to successfully thrive with it. The acquisition of such key competences is a matter of years and education on various levels and needs to be embedded deeply in society and the learning life cycle of each potential entrepreneur. Austria is an example of a society that shows promising progress on some key competences, while it is still absolutely unsupportive of others (whether this is a matter of ignorance or prioritization).

Most research was found on the key competence leadership, which shows that it is considered to be important. Barely any information could be collected for the key competences ability to plan, ability to take decisions and the ability to prioritize. This is a major lapse, especially considering that the entrepreneurship experts considered these competences together with the ability to think critically to be the most lacked in young entrepreneurs. They feel that there is too little entrepreneurial thinking within young people, which corresponds to the statement that Austrian young people need to improve concerning their ability to take initiatives.

To complete the picture, the experts voted the most important key competences to be the ability to prioritize, the ability to take decisions, the willingness to explore, the ability to plan and leadership.

To make matters worse, young people who act as entrepreneurs do not compensate for the lack of formal education in the needed key competences. They tend not to use training offers and do not take initiative to further develop their skill sets. Therefore, initiatives need to be taken that appeal to entrepreneurs in many different ways and compel them to participate. This is a good foundation for the I SEE YOU project to step in and roll-out its offers with the free entrepreneurship trainings and business simulation game that can be played online, which additionally trains the already well-developed digital competence of young Austrian (would be) entrepreneurs.

What has also become apparent during the research is the disadvantage of migrants in the educational system, although they comprise of a high number of entrepreneurs up to the age of 30. Austria is one

of the member countries where students' academic achievements are most affected by their families' socioeconomic background. This underlines the importance of the I SEE YOU activities for young migrant entrepreneurs to include them in society and raise awareness on the overall situation while offering simple and cost-effective solutions that can be replicated easily by other institutions.

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