LEARNING GOALS

In this chapter students will learn the following topics:

1) Entrepreneurial intentions are previous and determinant elements to perform entrepreneurial behaviours.
2) The importance of developing entrepreneurial mindsets in Europe
3) The psychosocial factors that influence entrepreneurial intentions.
4) The models that explain the formation of entrepreneurial intentions.
5) How to use the Entrepreneurial Intention Questionnaire (EIQ).
CREATING ENTREPRENEURIAL MINDSETS

Entrepreneurship is the moving engine of innovation, competition, job creation and economical growth. It is what makes a new idea become a real successful company. It is what gives a chance to people with fewer opportunities on the job market to create their own employment and to improve their status in society (European Commission, 2003). However, some recent studies show that Spain, similarly to other European countries, does not take advantage of its entrepreneurial potential (Cámaras de Comercio & Fundación INCYDE, 2003; García-Tabuenca, Moreno, & Martí, 2004; Vega, Coduras, & Justo, 2005). Instead there are still a lot of young people who only think of passing the competitive exam for a governmental job position that will secure them a stable job for life.

“Europe needs to foster entrepreneurial drive more effectively. It needs more new and thriving firms willing to reap the benefits of market opening and to embark on creative or innovative ventures for commercial exploitation on a larger scale” (European commission, 2003).

The importance of developing an entrepreneurial mindset in Europe is highlighted in several “communications” and European documents. The most and most recent well known is the 2003 Green Paper on Entrepreneurship in Europe. This important document is the result of a large consultation process in European countries. Its objective is to identify the strategies and actions that European countries should perform in order to improve entrepreneurship in Europe. Among the different policy options proposed to promote entrepreneurship, the need to work at three levels –individual, firm, and society– has been stressed (European Commission, 2006b):

In order for individuals to be motivated to become entrepreneurs, they should be aware of the concept of ‘entrepreneurship’, and this should be made a sufficiently attractive option. They should be equipped with the right skills to turn ambitions into successful ventures.

On the other hand, for entrepreneurial ventures to develop into healthy firms, supportive framework conditions are essential. These should allow firms to develop and grow, instead of posing additional difficulties to their activity.

Entrepreneurial activity depends on a positive appreciation of entrepreneurs in society. Entrepreneurial success should be valued and the stigma of failure
reduced. Entrepreneurship policy aims to enhance entrepreneurial vitality by motivating and equipping entrepreneurs with the necessary skills. A supportive environment for businesses is essential for businesses to start, take over, thrive and survive (European Commission, 2003).

In 2006 the Commission of the European Communities produced the report, “Fostering entrepreneurial mindsets through education and learning” (European Commission, 2006a) in order to implement the Community Lisbon programme. According to this report, there is a need to create a more favourable societal climate for entrepreneurship, based on an integrated policy with a view to not only change the mindset but also improve the skills of Europeans by removing obstacles surrounding the start-up, transfer and growth of businesses.

Education and learning are key elements to improve entrepreneurial mindsets and in addition entrepreneurship contributes to economic growth, employment and personal fulfilment. Entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and taking risks, as well as the ability to plan and manage projects in order to achieve objectives (European Commission, 2006a). This report indicates a series of recommendations for concrete action that should be taken at national and local level and aims to enhance the role of education in creating a more entrepreneurial culture in European societies. These recommendations are synthesized here:

1. **A coherent framework.** National and regional authorities should establish cooperation between different departments, leading to developing a strategy with clear objectives and covering all stages of education in the context of the Lisbon national programmes. Curricula for schools at all levels should explicitly include entrepreneurship as an educational objective.

2. **Support for schools and teachers.** Schools should be given practical support and incentives to encourage entrepreneurial activities and programmes through a range of different measures. Special attention should be given to teacher-training.

3. **Fostering entrepreneurship in higher education.** Institutions of higher education should integrate entrepreneurship across different subjects and courses. Public authorities’ support is especially needed to provide high-level training for teachers and to develop networks that enable to sharing good
practice. Teacher mobility between universities and the business world should be encouraged and business people should be involved in teaching.

Finally, the conference on Entrepreneurship Education in Europe held in Oslo in October 2006 produced a final agenda that clearly indicated the strategies that European countries need to utilize in education and learning. This report contained the important guidelines needed to improve entrepreneurial mindsets in Europe.

In summary, these policy reports show the European Union is interest to increase and strengthen the pool of potential entrepreneurs. We consider that potential entrepreneurs are those individuals having the firm intention to start a new business someday, once the circumstances allow them to do so.

THE ROLE OF INTENTIONS

In relation to the decision to become an entrepreneur, the methodology used to explain the decision has been changing along the years. Thus, many authors began looking for the existence of certain personality features or traits that could be associated with entrepreneurial activity (McClelland, 1961). Later on, other works have been carried out pointing to the importance of different characteristics such as age, sex, origin, religion, level of studies, labour experience, etc. (Reynolds, Storey, & Westhead, 1994; Storey, 1994). These are usually called “demographic” variables (Robinson, Stimpson, Huefner, & Hunt, 1991). Both lines of analysis have allowed the identification of significant relationships among certain traits or demographic characteristics of the person, and the fulfilment of entrepreneurial behaviours. However, the predictive capacity has been very limited (Gartner, 1988; Robinson et al., 1991; Shane & Venkataraman, 2000; Shaver & Scott, 1991).

From a third perspective, since the decision to become an entrepreneur may be plausibly considered as voluntary and conscious (Krueger et al., 2000), it seems reasonable to analyze how that decision is taken. In this sense, an especially interesting line centres on the entrepreneurial intention as a previous and determinant element to perform entrepreneurial behaviours.

In turn, the intention of carrying out a given behaviour will depend on the person's attitudes toward that behaviour (Ajzen, 1991). A more favourable attitude would make the intention of carrying it out more feasible, and the other
way round. In this sense, the “attitude approach” would be preferable to those used traditionally in the analysis of the entrepreneur—as the trait or the demographic approaches—(Robinson et al., 1991; Krueger et al., 2000). Thus, the attitude is defined as the extent to which an individual positively or negatively something values. Attitudes are relatively stable, but they change with time and with situation. These changes take place through the processes of interaction with the environment. The rhythm of variation of a certain attitude will be different depending on how basic it is for the individual's identity, and also according to the intensity of his/her live experiences (Ajzen, 2001).

Several models have been developed to explain the entrepreneurial intention such as the Entrepreneurial Event Model of Shapero (1982), the Model of Implementing Entrepreneurial Ideas (Bird, 1988) or Maximization of the Expected Utility (Douglas & Shepherd, 2000). Although these models represent a step further in entrepreneurial behavior investigation, they still lack the ability to influence social factors that currently define entrepreneurial behavior. Therefore different authors focused on Social Psychology and searched for a model to explain the entrepreneurial intention apart from the interaction of the social and personal factors. In this way, Ajzen’s (1991) Theory of Planned Behaviour (TPB) has become the most frequently used theoretical frame in the recent studies of the entrepreneurial intention (Alexei & Kolvereid, 1999; Autio, Keeley, Klofsten, Parker, & Hay, 2001; Kolvereid, 1996; Krueger, Reilly, & Carsrud, 2000; Liñán, 2004; Moriano, 2005; Summers, 2000; van Gelderen et al., 2006).

This TPB theoretical framework explains intention as a function of three elements: the attitude towards the behaviour, the subjective norm, and the perceived control (see Figure 1). The fundamental difference of this theory with respect to the previously mentioned models is in the role of the subjective norm, i.e. the emphasis of the social context on the personal decision to carry out or not the behaviour.

The first component of the TPB is the attitude that is a person’s overall evaluation of the behavior (Ajzen, 1991). Previous studies on entrepreneurial intentions have measured the attitude in a general way just through one item which focus on the personal attractiveness of starting a business (Autio et al., 2001; Krueger et al., 2000). In the current study we use a 5-item scale in order to better asses the attitude toward entrepreneurship.
The second component of the model is the subjective norm which is defined as a person’s own estimate of the social pressure to perform or not perform the entrepreneurial behaviour (Ajzen, 1991).

These pressures can become a trigger or a barrier in the development of the entrepreneurial career, depending on the social environment. For example, in Europe, the failure of a new business is negatively perceived, whereas in the United States it is assumed that a person can go through several failures before becoming a successful entrepreneur.

The third component is the Perceived Behavioural Control that relates to perceptions of the behavior’s feasibility, which are an essential predictor of the behaviour. Individuals usually elect to work towards behaviors they think they will be able to control and master. This variable is very similar to the Self-Efficacy notion constructed by Bandura (1986), because both are concerned with perceived ability to perform a behavior. Self-Efficacy has been used in numerous studies of entrepreneurship. De Noble, Jung and Ehrlich (1999) developed an Entrepreneurial Self-Efficacy (ESE) scale and found that its score had a significant positive correlation with students’ intention to pursue a new
venture opportunity. In particular, the ESE dimensions 1) Developing new opportunities, 2) Innovative environment and 3) Unexpected challenges, significant positive correlations with Entrepreneurial intention.

If we compare these explanatory variables with those considered by Shapero and Sokol (1982), we can see that perceived feasibility -as it has been mentioned above- corresponds quite well with perceived behavioural control. On the other hand, the willingness to carry out that behaviour (perceived desirability) could be understood as composed of the attitude towards it and the perceived subjective norms. In this sense, it may be remembered that Shapero and Sokol (1982) considered desirability as a result of social and cultural influences.

CONCLUSIONS

Currently, both the European Commission and national governments are demanding an increase in entrepreneurial activity (Acs, Arenius, Hay & Minniti, 2005; European Commission, 2003), having acknowledged the impact of entrepreneurial activity on innovation, competitiveness, creation of employment and economic growth. This demand for entrepreneurial activity includes the study, promotion and development both of new businesses and of entrepreneurs. Hence, the study of entrepreneurial activity has become one of the fastest-growing fields within the social sciences (Katz, 2003).

The main question concerns how to stimulate the emergence of more entrepreneurs. The European Union has attempted to achieve this objective through short term policies focused on eliminating barriers to the development and growth of businesses. However, the concession of grants and the removal of red tape have not had the expected impact on the creation of new businesses. This has led to the adoption of a new approach in which the principal objective is to ensure that more people decide to become entrepreneurs and work towards that end (European Commission, 2003).

In this regard, intentions has demonstrated their utility for understanding the desition of becoming an entrepreneur and the factors that can influence it, offering a coherent, parsimonious, highly generalizable and robust theoretical framework that provides an excellent opportunity to increase our capacity to comprehend and predict entrepreneurial activity from an interactionist
perspective that takes into account both people and the contexts in which they operate.

Professors and counselors should be aware of the influence of psychosocial variables on the intention to start a new business in Europe. The TPB model shows how the attitudes, the subjective norms and the perception of self-efficacy join together and form the intention to begin an entrepreneurial venture. Therefore, educational courses about entrepreneurship in Europe should go beyond the legal and economic principles that surround the creation of a new business, and insist on the development of these psychosocial variables. For example, Entrepreneurship could be “advertised” as an attractive career choice, and the students’ self-efficacy could be improved through activities and training. Furthermore, the trainers should not only examine the feasibility of a business plan, but also look for the person’s real intentions in starting a new company and how this decision is considered by family and friends. Often, opinions and positive feedback from these support groups are crucial for influencing a person’s decision to start a new business. Therefore, their reactions should not be overlooked, but on the contrary should be evaluated in detail.
APPENDIX A: ENTREPRENEURIAL INTENTION RESEARCH PROJECT

With the purpose of better understanding the true essence of the intention-formation process, an Entrepreneurial Intention Research Project (EIRP) has been launched. The aim of the project is to analyse the relationships established among the elements explaining intention, and the form in which their influence is exerted. To do so, an Entrepreneurial Intention Questionnaire (EIQ) has been developed and already been used on a number of samples from different countries. In this section we describe the EIRP, and the EIQ is included in the next one.

Project summary:

The EIQ has been used on different samples with good results. The most widely used version has been EIQ v.2.05. It has been used on 400 students from Andalusia, 1000 from Portugal, 133 from Taiwan, 94 from Maastricht (Netherlands) and 60 from Bolivia. Other researchers have received the EIQ, but have not reported their results, nor sent the data yet.

The analyses carried out at the moment are highly satisfactory. Statistical reliability and validity of the constructs used has been very high, and results from different countries are consistent.

However, some possible drawbacks of the questionnaire design have been highlighted by reviewers and researchers. Therefore, an “EIQ version 3.0” (EIQ-3, for short) is being developed (and almost finished in English and Spanish) to try to overcome those problems.

The first question now (A.-) includes the 20 items used to measure the central elements of the entrepreneurial intention model. They are (semi)randomly ordered with one negative every two or three of them. In this way, acquiescence problem should be solved. The items corresponding to each scale are the following:

Attraction: A02(Reversed), A10, A12(R), A15, A18
Social Norms: A03, A08, A11
Self-efficacy: A01, A05(R), A07, A14, A16(R), A20
Intention: A04, A06, A09(R), A13, A17, A19(R)

- Most items have been kept as they were before (but rearranged). Only sentences that have become negative have been changed, and little more:
- Items in the old q.12 and q.13. They have been written as a sentence.
- Some items in the old q.14 have been reversed to make them positive.
- The section on entrepreneurship education and q.3 (reasons for choosing studies) have been deleted, as they were not essential, to keep the EIQ as short as possible.
- From now on, therefore, the local project researchers should use EIQ-3.

The following steps should be kept to ensure consistency and comparability of results.

**Participating teams:**
- This is a collaborative project open to any local team interested.
- Any interested team should contact the EIRP Steering Group (F. Liñán & Dana T. Redford) to agree the terms of their participation.
- All participating teams should sign a collaboration agreement accepting the ‘communication of results” policy (see below)
- Participating teams will use the Spanish or English version of the EIQ if possible. When translation is needed they will proceed as follows:
- Two native speakers will translate the EIQ to the local language separately. Discrepancies will be solved and a final version will be produced.
- A native English or Spanish speaker will translate back to his/her language. Any discrepancy will be discussed and solved at this stage.
- The final local version will be sent to the EIRP Steering Group for feedback and final approval. At least one of the members of the Steering Group will share the copyright of each local version.

- Once the EIQ has been translated to a language, no more translations will be made. New teams will use the accepted translated version.

- The final version will keep items and questions in the EIQ as they are. Any supplementary item the local team wants to include will be added in separate questions; always after questions A to E. Added items/questions will preferably be included just before or after the Personal data section.

- The EIRP logo will be used in all versions of the EIQ. It will be located at the left-hand side of the heading. The logo corresponding to the local university, centre, institution or group, will be located at the right-hand side of the heading.

- All publications and documents produced out of this project should mention the EIRP and acknowledge its role.

Steps of the Project:

Sample selection: last year university business students. This should be the reference sample for international comparisons. Each local team may, of course, decide to study a wider sample, comprised of other students, but it is suggested that the “reference sample” should be the one used for multi-country analyses. Thus, it is made sure that results will be meaningful and completely comparable.

Fieldwork for the first survey: the EIQ (version 3) should be used for the fieldwork. Translations to different languages should be checked by a native speaker. It is advisable that some colleagues and students answer the EIQ as a pilot study, to check for possible problems. Whenever possible, try to complete the fieldwork in the shortest time period, ideally, during a single month (with no breaks or exams in between).

Data analysis. There are several different analyses that may be performed. The basic steps to confirm the validity of results is indicated here.
Exploratory factor analysis over the 20 items in Question A (A01 to A20). With EIQ-2 (principal component analysis with varimax rotation), four factors emerged fully in accordance with a priori expectations. However, some items loaded sizeably on a second factor. This was solved using an oblique rotation (promax rotation). It seems that orthogonal rotations (such as varimax) consider the factors to be unrelated, and this is an unrealistic assumption in our case. For EIQ-3, results are not still available.

Different factor analysis using a wider set of items may cause problems (too many factors together are difficult to interpret, and some items do mix up). Therefore, unless there is a good reason for doing it, it is suggested that those 20 items are not mixed with others in factor analysis.

Structural equation analysis. PLS, LISREL or others could be used for the analysis. So far, this has been done for Spain and Taiwan. The results regarding the four main factors (entrepreneurial intention and its three antecedents) are highly satisfactory. Confirmatory factor analysis. This is not really necessary, but if you are writing a paper, this will serve as a confirmation of the results, and thus make it much more “sellable” / “publishable”.

Besides, using structural equation systems, the influence of many different elements on entrepreneurial intention and its antecedents may be tested: age, gender, labour experience, role models, etc.

Communication of results. As this is a collaborative project, there should be a compromise between “ownership” of results and “sharing” them with other participants. Suggested guidelines are as follow:

- All local results remain the property of the local research team obtaining them.
- All data should be shared with the remaining teams throughout the project.
- All participants may use their own data for publication or research purposes.
- Any publication should acknowledge participation in the EIRP project and the copyright of the EIQ version being used.
- Participants may not use others’ data without express consent from them.
APPENDIX B: ENTREPRENEURIAL INTENTION QUESTIONNAIRE (EIQ)

Version 3.1

The research group “SMEs and Economic Development” at University of Seville, in collaboration with other universities, is undertaking an international study on firm creation by students and alumni. Our aim is to periodically follow up with respondents to evaluate their personal and professional status. For this reason you are asked to provide your contact data at the end of the questionnaire. If you prefer not to participate in the follow-up, simply leave that section blank.

In the questionnaire value-scales below, some statements are positive while others are negative. For each statement, you are asked to indicate your level of agreement with it, (1) representing total disagreement, and (7) representing total agreement. Please respond to the items by marking what you consider to be the appropriate answer, or filling in the blanks. Choose only one answer to each question.

Thank you very much for your cooperation.

Questionnaire
A. Indicate your level of agreement with the following statements about the Entrepreneurial Activity from 1 (total disagreement) to 7 (total agreement).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A01.- Starting a firm and keeping it viable would be easy for me</td>
<td></td>
</tr>
<tr>
<td>A02.- A career as an entrepreneur is totally unattractive to me</td>
<td></td>
</tr>
<tr>
<td>A03.- My friends would approve of my decision to start a business</td>
<td></td>
</tr>
</tbody>
</table>
A04.- I am ready to do anything to be an entrepreneur

A05.- I believe I would be completely unable to start a business

A06.- I will make every effort to start and run my own business

A07.- I am able to control the creation process of a new business

A08.- My immediate family would approve of my decision to start a business

A09.- I have serious doubts about ever starting my own business

A10.- If I had the opportunity and resources, I would love to start a business

A11.- My colleagues would approve of my decision to start a business

A12.- Amongst various options, I would rather be anything but an entrepreneur

A13.- I am determined to create a business venture in the future

A14.- If I tried to start a business, I would have a high chance of being successful

A15.- Being an entrepreneur would give me great satisfaction

A16.- It would be very difficult for me to develop a business idea

A17.- My professional goal is to be an entrepreneur

A18.- Being an entrepreneur implies more advantages than disadvantages to me
A19.- I have a very low intention of ever starting a business

A20.- I know all about the practical details needed to start a business

B. Considering all advantages and disadvantages (economic, personal, social recognition, job stability, etc.), indicate your level of attraction towards each of the following work options from 1 (minimum attraction) to 7 (maximum attraction).

1 2 3 4 5 6 7

B1 - Employee

B2.- Entrepreneur

C. Indicate your level of agreement with the following sentences about the values society put on entrepreneurship from 1 (total disagreement) to 7 (total agreement).

1 2 3 4 5 6 7

C1.- My immediate family values entrepreneurial activity above other activities and careers

C2.- The culture in my country is highly favourable towards entrepreneurial activity

C3.- The entrepreneur’s role in the economy is generally undervalued in my country

C4.- My friends value entrepreneurial activity above other activities and careers

C5.- Most people in my country consider it unacceptable to be an entrepreneur
C6.- In my country, entrepreneurial activity is considered to be worthwhile, despite the risks

☐ ☐ ☐ ☐ ☐ ☐ ☐

C7.- My colleagues value entrepreneurial activity above other activities and careers

☐ ☐ ☐ ☐ ☐ ☐ ☐

C8.- It is commonly thought in my country that entrepreneurs take advantage of others

☐ ☐ ☐ ☐ ☐ ☐ ☐

D. How do you rate yourself on the following entrepreneurial abilities/skill sets? Indicate from 1 (no aptitude at all) to 7 (very high aptitude).

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.- Recognition of opportunity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D2.- Creativity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D3.- Problem solving skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D4.- Leadership and communication skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D5.- Development of new products and services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D6.- Networking skills, and making professional contacts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

E. Have you ever seriously considered becoming an entrepreneur?

☐ Yes ☐ No

Education and experience

1. What degree or other qualifications are you studying?

________________________________________________________________________

2. When do you expect to complete your studies?

☐ This year? ☐ Next year? ☐ Later

3. Do you have any employment experience?

☐ Yes ☐ No
If yes:

a. In what capacity? (If several, in which were you employed the longest)

b. Have you been in charge of other people?  Yes  No

c. How much work experience do you have? (Total number of years)

   

d. How long is it since you left your last job? (Number of years, if still working
write 0) 

   
e. How many employees did your current/last employer have? 

4. Have you ever been self-employed or the owner of a Small or Medium-sized
Enterprise (SME)?  Yes  No

If yes:

a. How long? (number of years) 

How long is it since you ceased to be self-employed? (No. of years, if still self-
employed write 0) 

Entrepreneurial knowledge

5. Do you personally know an entrepreneur or entrepreneurs?  Yes  No

If yes, indicate your relationship to them, and evaluate the following questions
from 1 (not at all) to 7 (extremely well).

☐ Family

- To what extent do you know about his/her activity as entrepreneur?

- To what extent may he/she be considered a ‘good entrepreneur’?
Friend
- To what extent do you know about his/her activity as entrepreneur?
- To what extent may he/she be considered a ‘good entrepreneur’?

Employer / Manager
- To what extent do you know about his/her activity as entrepreneur?
- To what extent may he/she be considered a ‘good entrepreneur’?

Other
- To what extent do you know about his/her activity as entrepreneur?
- To what extent may he/she be considered a ‘good entrepreneur’?

Family

6.- Indicate your level of knowledge about business associations, support bodies and other sources of assistance for entrepreneurs from 1 (no knowledge) to 7 (complete knowledge).

- Private associations (e.g. Southampton Chamber of Trade, Institute of Directors, etc.)
- Public support bodies (e.g. Business Link, South East England Development Agency (SEEDA) etc.)
- Specific training for young entrepreneurs
- Loans in specially favourable terms
- Technical aid for business start-ups
- Business centres
- Private associations (e.g. Southampton Chamber of Trade, Institute of Directors, etc.)
- Public support bodies (e.g. Business Link, South East England Development Agency (SEEDA) etc.)
- Specific training for young entrepreneurs

Entrepreneurial objectives

7. If you ever started a business, what size would you like it to ultimately achieve (number of employees)?

☐ Self-employed (No employees) ☐ Micro-enterprise (Up to 10 employees)
☐ Small enterprise (10 to 50 employees) ☐ Medium enterprise (50 to 250 employees)
☐ Large enterprise (250 employees +)

8. To what extent do you consider the following factors to contribute to entrepreneurial success? Indicate from 1 (not at all important) to 7 (extremely important).

- Competing effectively in world markets
- Reaching a high level of income
- Doing the kind of job I really enjoy
- Achieving social recognition
- Helping to solve the problems of my community
- Keeping the business alive
- Keeping a path of positive growth
9. How important would it be for you to continuously develop and grow your business?

- Competing effectively in world markets
- Reaching a high level of income

- Indicate from 1 (not at all important) to 7 (extremely important)

10. To what extent would you use the following strategies to expand your business? Indicate from 1 (not at all likely) to 7 (extremely likely).

- Exporting a significant share of production
- Regularly introduce new products/services for my customers
- Regularly introduce new processes or systems of production
- Developing research and development projects
- Planning the different areas of the firm in detail
- Reaching cooperative agreements or partnerships with other firms
- Offering specialized training for employees
- Growing your business (personnel, premises, etc.)

Personal Data

11. Age: __________

12. Gender:  □ Male    □ Female
13. Place of birth:_____________________________.
Place of residence: ____________________________.

14. What level of education have your parents achieved?

   Father:  ☐ Primary  ☐ Secondary  ☐ Vocational training  ☐ University  ☐ Other
   Mother:  ☐ Primary  ☐ Secondary  ☐ Vocational training  ☐ University  ☐ Other

15. What are their present occupations?

   Private sector  ☐ Public sector  ☐ Self-employed  ☐ Retired  ☐ Unemployed  ☐ Other
   employee  employee  or entrepreneur  ☐ ☐ ☐ ☐ ☐ ☐

   Father:  ☐  ☐  ☐  ☐  ☐  ☐
   Mother:  ☐  ☐  ☐  ☐  ☐  ☐

16. How many people are living in your household? (Including yourself)

   ______________________

17. Roughly speaking, what is the total monthly income in your household? (Adding up all revenues from any person living in the household)

   ☐ Up to 500  ☐ From 500 to 1000  ☐ From 1000 to 2000
   ☐ From 2000 to 4000  ☐ From 4000 to 7000  ☐ From 7000 to 10000
   ☐ Over 10000

Contact Data

Filling in the following details will allow us to follow up your evaluations. All information provided will be considered as strictly confidential, and will only be used for the aims of this research project.

Name:__________________________________________________________

Address: ________________________________________________________

City/town (State): _________________________   Post Code (ZIP): _______

E-mail: _________________________________________________________

Telephone:______________
REFERENCES


