

Active job search for renewable energy in rural areas

Active job search open course for renewable energy in rural areas:

- Online module of job seeking and occupational competences
- Online module of entrepreneurship

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Co-funded by the
Erasmus+ Programme
of the European Union



GEOLIN

GENERAL ELECTRIC

Place and year of edition:
Castellón de la Plana (Spain), 2017

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DOI: <http://dx.doi.org/10.6035/IN2RURAL.2017.03>

The PDF version of this document is available in:

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TABLE OF CONTENTS

MODULE 1. JOB-SEEKING AND OCCUPATIONAL COMPETENCES	4
CHAPTER 1.1. SEEKING JOBS AND PLACEMENTS ABROAD	4
Exercise 1.1.1.	21
Exercise 1.1.2.	22
CHAPTER 1.2. EUROPASS CV AND COVER LETTER	24
Example 1.2.1.	29
Exercise 1.2.1.1.	32
Exercise 1.2.1.2.	35
Example 1.2.2.	36
Exercise 1.2.2.1.	37
Exercise 1.2.2.2.	38
CHAPTER 1.3. PERSONALIZED COACHING IN OCCUPATIONAL SKILLS	40
Exercise 1.3.1.	48
Exercise 1.3.2.	49
MODULE 2. ENTREPRENEURSHIP	51
CHAPTER 2.1. ENTREPRENEURSHIP COMPETENCES	51
Exercise 2.1.1.	58
CHAPTER 2.2. THE INITIAL STEPS TO CREATE A BUSINESS PLAN	59
Exercise 2.2.1.	68
CHAPTER 2.3. RESOURCES FOR ENTREPRENEURS (HOW TO RAISE FINANCIAL CAPITAL)	72
Exercise 2.3.1.	75

MODULE 1: JOB-SEEKING AND OCCUPATIONAL COMPETENCES (O12-A2)

CHAPTER 1: Seeking jobs and placements abroad (especially focusing on Spain, Hungary and Romania)

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Summary: To start the course, in this chapter we will focus on providing students with basic information about planning the job search process, by taking into account the topic of “employability”. In the second step, we will go in depth with some trends of the European labour market, and significant data. In the third step, we will explore both active and passive strategies to find a job. Finally, some interesting resources will be provided for getting a placement in your own country or abroad.

Subchapter 1: Getting started into the labour market

1.1 Planning your own job search process: Why, when, where, how?

The job search process is like a job itself, and it requires considerable time, a high level of the “time management” competence, “achievement motivation”, and, of course, “professional self-efficacy” and “self-efficacy for the job search”.

Firstly, we must know which main factors are related to being successful on the labour market, that is, to employability.

Employability is defined by Cedefop (2008) as “*The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their career.*” As job seekers, we must know these factors, which are summarised in Figure 1: some of them can be agency factors, that is, we can modify them: as our personal attributes, our human capital (level of educational attainment, soft and hard skills, significant experience) and the job search process (combining active and passive job search). Other factors must be known, but they are out of our control (socio-demographic factors, economic conditions, labour market regulation, trends in the labour market, demand factors and so forth.)

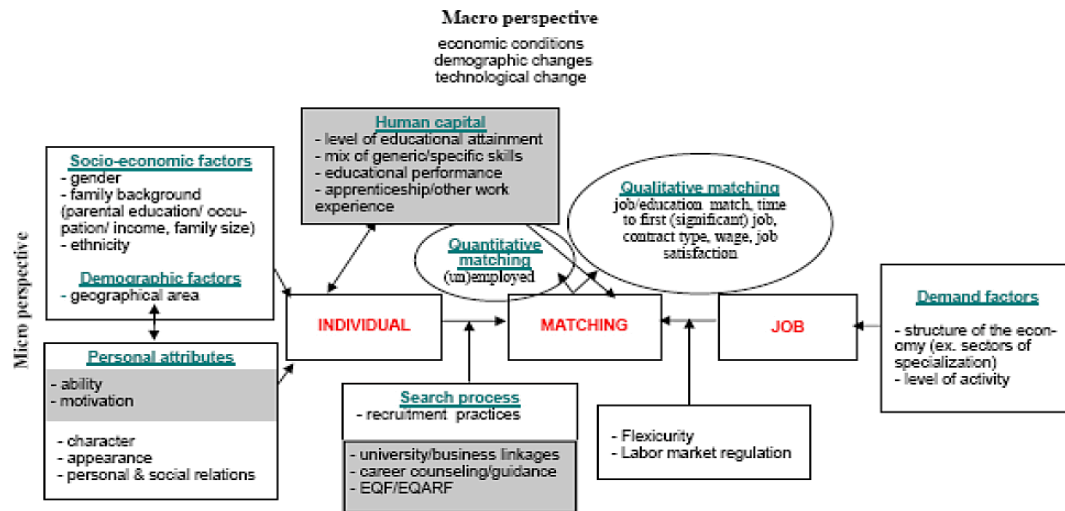


Figure 1: Factors affecting employability. Source: Commission staff working paper «On the development of benchmarks on education and training for employability and on learning mobility» Brussels, 24.5.2011.

Some questions may arise before launching our own job search process, and you must put them down yourself before you start:

- **Why** do you want a specific job? What kind of motivation do you have: extrinsic motivation, such as professional satisfaction, increasing your self-efficacy and knowledge, or intrinsic motivation, such as earning money and having leisure time?
- **When?** You must consider your own limitations regarding personal and academic obligations.
- **Where do** you want to work? Opportunities and conditions vary from country to country (and often from region to region in the same country). So it is very important to check information about the unemployment rate, job vacancies and requirements, and the labour market.

On the EURES portal you can find information about a wide range of practical, legal and administrative questions in each country: available jobs, living and working conditions, and information about free movement of workers:

EURES: [Living and working conditions in Hungary](#)

EURES: [Living and working conditions in Rumania](#)

EURES: [Living and working conditions in Spain](#)

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- **How?** What type of job do you want? Do you want to work for other people, or do you prefer working on your own?

Please fill in Table 2 carefully, as a check-list for yourself.

<p>1. Why do I want to work? <i>(Please tick one or more options)</i></p> <p>I want professional development</p> <p>I am bored at home</p> <p>I want an improvement in my current job</p> <p>I want an increase of my current income</p> <p>I want to learn</p> <p>I want personal development</p> <p>I need money desperately</p> <p>I want to change my current job</p> <p>I want to know new people</p> <p>Other motivations:</p>
<p>2. When do I want to work? Personal and professional limitations. <i>(Please tick one or more options)</i></p> <p>I have family obligations.</p> <p>I do not want to work on shifts</p> <p>I do not have a driving licence</p> <p>I do not want to travel for professional purposes</p> <p>I have a driving licence, but I do not have my own car</p> <p>I do not want mobility which implies changing residence.</p> <p>I only can work part-time</p> <p>I do not want to work farther than.....Km from my city of residence.</p> <p>I do not want to work week-ends</p> <p>Other conditions:</p>
<p>3. Where do I want to work?</p> <p>Country:</p> <p>Region:</p> <p>Sector:</p>

4. How? What type of work am I looking for? (You can tick more than one option)
Compulsory Placements
Voluntary Placements
Voluntary work
Teleworking
Full-time job
Part-time job
Self-employment
Working for others in the public sector
Working for others in the private sector
Other jobs:

Table 2: Getting started in the job search process: Why, When, Where and How. Adapted from PREOCUPA'T Guide (Beas & García, 2007)

In module 3 we will explain some exercises to help you to know in depth your own personal strengths and resources to face the job search process. (CH3, SubCh1).

The second step you need to take before starting the job search process is to state your **professional goal** and, consequently, to set specific actions to be taken in the short, medium term and long term to achieve your goal (for instance, acquiring some experience, improving training in a specific field, or improving your English speaking competence).

Professional goal: (Specify functional area, sector of the company or country) (<i>For example: I want to work as a junior Engineer for renewable energy in an international consultancy firm which works for local authorities</i>):
To achieve my personal goals, I have to fulfil these activities in the short/medium term:
Activity 1:
Activity 2:
Activity 3:

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Activity 4:

Figure 3: Getting started in the job search process: Setting your professional goal. Adapted from PREOCUPA'T Guide (Beas & García, 2007)

1.2 Some labour market data

Which are the changes on the labour market, and consequently, which necessities arise? And, on the other hand, which are the main features of the socio-economic environment where you are going to look for a job?

Unemployment rate

Around Europe, there are significant differences in the unemployment rate per country, due to economical, political and structural factors. Whereas Spain is the country with the second highest unemployment rate in Europe, 10 points higher than EU 27 average, whereas Hungary and Romania maintain their unemployment rate below the EU 27 average. This information must be taken into account when searching for a job abroad.

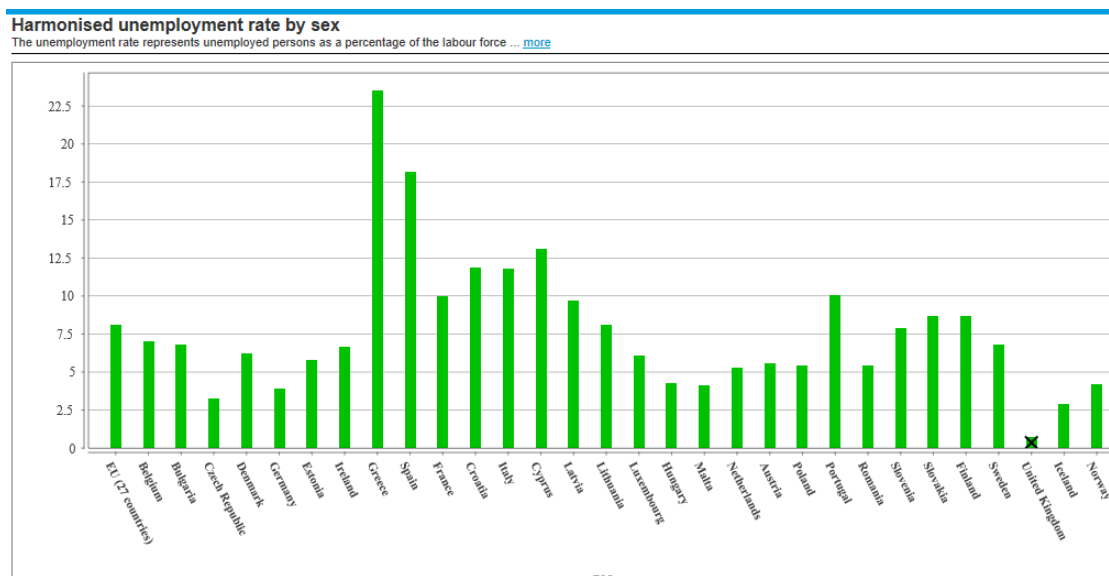


Figure 3: Harmonised unemployment rate, 2017M01 in the EU countries. Source: EUROSTAT: <http://ec.europa.eu/eurostat/>

Tertiary educational attainment

According to EUROSTAT Europa 2020 indicators regarding tertiary educational attainment for the 30-34 age group, the percentage of people who have attained tertiary education increased continuously between 2008 and 2015, from 31.1 % to 38.7 %. Provided that this positive trend continues, the EU will to be able to meet its target of increasing tertiary

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educational attainment in the 30-34 age group to at least 40 % by 2020. In 2016, this rate was 40,2% for Spain, 25,5% for Romania and 32,8% for Hungary.

Other important data is the unemployment rate by educational level reached: the higher the level of education, the lower the level of unemployment, in every European country. If we focus specifically on Spain, we find almost 18 points of difference in the unemployment rate between pre-primary, primary and lower secondary education and tertiary education. In Hungary and Romania, the level of unemployment for those with a tertiary level education level can be considered almost insignificant:

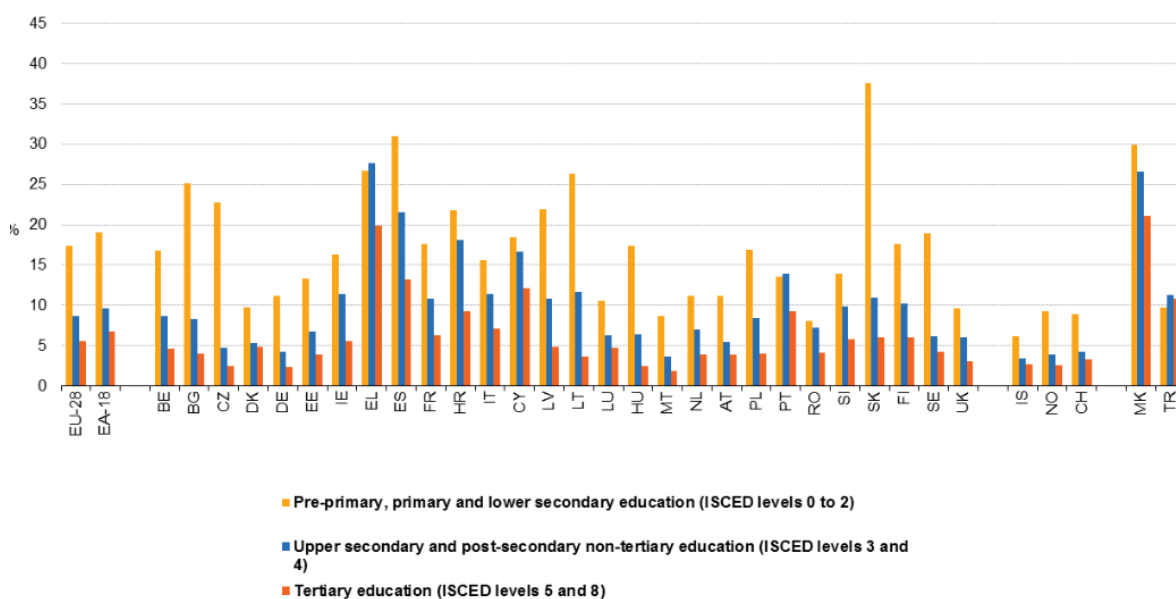


Figure 4: Unemployment rates (among persons aged 25-64 years) by level of educational attainment, 2015. Source: EUROSTAT. Size of this preview: 800 × 488 pixels.

Trends on the European labour market

According to Skills panorama (Skills challenge in Europe), there are some specific sectors in the European Union affected by a shortage of employees, so these sectors represent a “bottle neck” on the labour market:

- Health**, including personal care workers in health services;
- ICT**, specifically in terms of software and application development and analysis, which is the top growth occupation across the EU. As a sector, ICT is growing rapidly and creating about 120,000 new jobs every year, but due to differences in demands and skills, and despite high unemployment - especially among the young – Europe could face a shortage of up to 900,000 skilled ICT workers by 2020.
- Engineering**, including: engineering professionals; mining, manufacturing and construction supervisors; and process control technicians.

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-Teaching, including: university and higher education teachers; other teaching professionals; and child care workers and teachers' aides.

In figures 5 and 6 we point out the quick changes in the skills demanded by the labour market and the offer-demand mismatch: while the high level of young unemployment rate is maintained, employers find it difficult to fill their job vacancies with skilled workers.

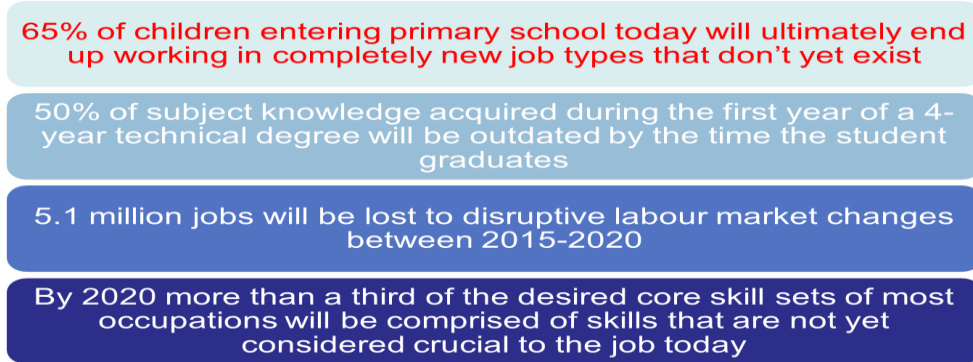


Figure 5: Trends on the European Labour Market. Source: "World economic Report 2016"

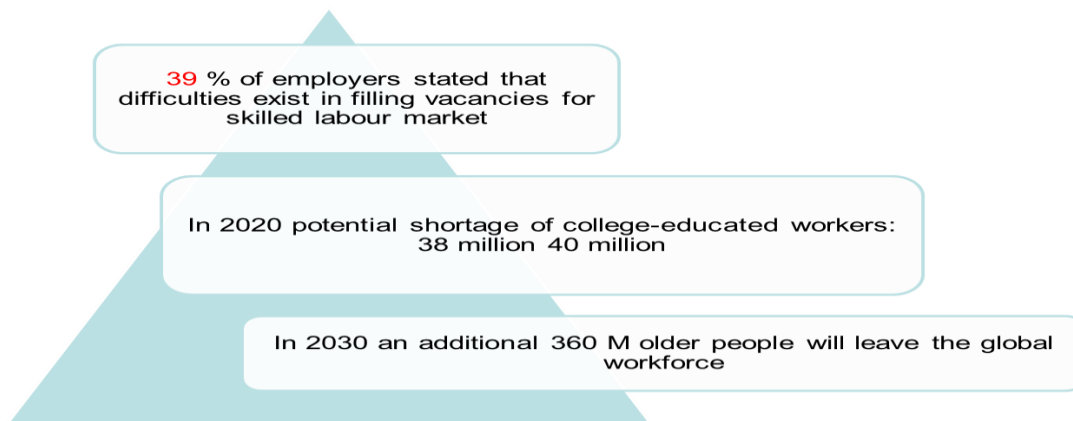


Figure 6: Difficulties found by employers in hiring talent, personal compilation by source: McKinsey report "World at Work: Jobs, pay and skills for 3.5 billion people"

Subchapter 2: Get going: Main job search strategies: active, passive.

Although [Barber et al. \(1994\)](#) categorized job search sources as formal (i.e., public employment agencies) and informal (i.e., friends or relatives), the most commonly studied job search strategies include active (contacting friends/relatives, contacting public employment agencies, and applying directly) and passive (responding to newspaper (or online) advertisements).

There are several job search models which provide some clues regarding the changes that job seekers are likely to make. For example, the *sequential model* proposes that the job search follow a logical sequence of stages in which "search activities change sequentially and

systematically over the duration of search” (Barber et al., 1994, p. 742). The job search begins with a preparatory or planning stage followed by a more active phase and intensive search. Preparatory job search behavior involves gathering information and finding potential leads. The sequential model also predicts an increase in the use of formal job sources (e.g., newspaper advertisements, university placements) because they are necessary for the identification of job opportunities and are part of a more extensive search.

According to the job search *learning model*, job seekers learn more efficient and effective search techniques during their job search (Barber et al., 1994). Thus, they are likely to change their job search behaviors in ways that generate more positive outcomes. Blau (1993, 1994) has referred to these behaviors as **active job search behavior**. Active job search behavior involves activities associated with the actual job search and choice process, such as sending out resumes and interviewing with prospective employers. In addition to an increase in active job search behaviors, the learning model also predicts an increase in the use of informal job sources and job search intensity because both are likely to lead to employment outcomes. Barber et al., 1994, found a significant decrease from initial search to late search in the use of formal sources, job search intensity, and information related to obtaining a job. They also reported a significant increase in the use of formal sources and intensity following late search for unemployed job seekers.

2.1 Active strategies: how to conduct them

We speak of an active job search when we refer to those actions that are performed to find work through a proactive, planned and systematic process; it is about presenting a candidacy to companies that have not yet publicly announced the need to fill a particular position. Some experts refer to these jobs as the "hidden market" and are estimated to account for 70-80% of jobs.

- You can use **networking (contacting friends/relatives)**: Off-line job search using your personal contacts: addressing all those who may be willing to inform you, give some advice or facilitate an interview.
- **Contacting employers directly using an on-spec application or advertising yourself** in the press, professional schools, bulletin boards.

How to face an active job search? Use different channels:

- **Visiting the company website.** The websites of companies usually have a section called "work with us" or "careers" where they indicate you how you can send your application and curriculum vitae so that they can take you into account in their selection processes. Sometimes they provide an email address, sometimes they have an on-line application form.

- **By e-mail**, sending your resume in a personal marketing campaign. The campaign of sending or mailing the resume consists in making a broad list of companies where you want to work and in sending them a letter along with the curriculum vitae. The text should be concise, and it should contain a description of your degrees and experience, and an indication of the place or workplaces in the company where you could fit, as well as a brief indication of your motivation for applying to that company which must always be adapted to the company for which it is destined. (One size does not fit all). It should always be accompanied by an updated resume and the indication of being available for an interview. Companies often keep spontaneous offers of this type in their files and databases, and if the need arises, they will not hesitate to use them.

Professional Social Networks: Online networking helps users by creating contacts which increase the possibility of professional communication in the same area of training and/or experience, since most users of these networks of contacts have professional profiles, ranging from administrative and executive positions to managers of domestic and foreign firms. The usefulness and effectiveness of this tool in the job search process depends on the user remaining active in the network and continually updating his/her profile. 78% of job seekers use social networks as a complementary job search channel, and 24% get a job via this channel (Infoempleo-Adecco, 2016). LinkedIn www.linkedin.com is the best valued social network for job search, followed by Facebook.

- **By phone**, arranging an interview with the head of the Human resources department. But you can also use it to get further information about a selection process.

The pros

- You will select the companies that interest you the most.
- Since no selection process is in progress, your candidacy is the only one and you will not compete with anyone. In addition, they will be able to dedicate more time and attention to you.
- It allows you to focus the job search on the professional role you offer through your services.

The cons

- You may be discouraged because few companies respond. In addition, the answer can be very long-term.
- The company may be interested in you, but it may not have any vacancies to offer you at the moment.
- There may not be any active process in accordance with your candidacy, and the CV may be automatically discarded.

2.2 Passive strategies: how to conduct them

We speak of a passive job search when the person interested in finding a job waits for job offers to appear in order to apply for them. An employment search strategy is considered passive when you present your candidacy to an opened selection process, when a company is hiring. These job offers are usually published on various channels (employment web portals, such as corporate websites, placement agencies, intermediaries who publish the offer). This is known as the "open market" and corresponds to only 20-30% of the available jobs.

Nowadays Internet is the best resource for studying job offers and applying for them. You can find some employment portals in the bibliography on the last page of this chapter. The Internet is the most used channel by job-seekers (85%) ([Infoempleo-Adecco, 2016](#))

It is likely that the first time we are faced with an advertisement for a job, we are baffled. We should analyse the advertisement and consider whether it is an offer which we can opt for, if we meet the requirements. For this we have prepared exercise 2.3.2.

However, be careful, as there are plenty of offers in which the name of the company or the branch of activity to which they are dedicated do not appear, or in which the functions corresponding to the offered position are not specified. They are called "blind spots".

How to conduct a passive job search?

- Provide the requested information according to the instructions in the advertisement.
- Do not send academic certificates or copies of diplomas or degrees, unless expressly required.
- Use the contact form that the company provides (usually sent by e-mail, sometimes by telephone, or, less common now, by mail).
- Do not forget to indicate how you learnt about the offer, or fulfil other requirements such as providing the photograph in the curriculum vitae in case the company requires it.
- Answer as soon as possible. The maximum recommended term to respond to an advertisement is one week. The company usually receives the bulk of the replies, around 80%, during the first week and, normally, the selection process does not begin before the second week.
- Try to get as much information as possible about the job position from the company.

([Saks and Ashfort, 2000](#)) found that an increase in job search behaviors led to more job interviews, job interviews led to more job offers, and the number of job offers received predicted employment status. Taking this data into account, we can conclude that the best option is to combine active and passive job search strategies. Get going!

Please complete the following tasks:

2.3 Exercises

2.3.1 Delivery: Find a specific job offer in the field of energy in rural areas

You can find it by using the resources commented on in Subchapter 3 (programmes and websites).

2.3.2 Delivery: Analyse a job offer

Once you have found a job offer, please analyse it by using the template provided.

Subchapter 3: Resources for Placements abroad

3.1 Programmes

In the next table we list interesting placement programmes dedicated to students or graduates, briefly described and presented in alphabetically. Also, recent online guides for placements are provided.

Programme	Short Description	Profile
Erasmus for Young Entrepreneurs Further information	Erasmus for Young Entrepreneurs helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months. The stay is partly financed by the European Commission. As a new entrepreneur , you will benefit from on-the-job training in a small or medium-sized enterprise elsewhere in the Participating Countries. This will ease the successful start of your business or strengthen your new enterprise. You can also benefit from access to new markets, international cooperation and potential possibilities for collaboration with business partners abroad.	Students and graduates

<p>Erasmus + Placement programme</p> <p>Further information</p>	<p>This is a programme for students registered in a HEI and enrolled in studies leading to a recognised degree or another recognised tertiary level qualification (up to and including the level of doctorate).</p> <p>Students must carry out their mobility activity in a Programme or Partner Country different from the country of the sending organisation and the country where the student has his/her accommodation during his/her studies. The length of the placement is from 2 to 12 months, in a public or private enterprise, including NGOs. The student must apply directly to his/her HEI.</p>	<p>Students</p>
<p>Eurodyssée</p> <p>Further information</p>	<p>Eurodyssée is an exchange programme between European Regions, which allows young job seekers aged between 18 and 30 to profit from a traineeship placement abroad for three to seven months.</p> <p>The objective is to allow young people to gain professional experience at the same time as offering them the opportunity to improve their knowledge of a foreign language. This programme is intended for young people from a member region of the Assembly of European Regions (AER), which is active in the programme.</p>	<p>Graduates</p>
<p>EURES</p> <p>Further information in:</p> <p>www.eures.europa.eu</p>	<p>EURES (European Employment Services) is a cooperation network for employment and the free movement of workers, one of the fundamental principles of the European Union (EU), as indicated in the relevant articles of the Treaty establishing the European Community . The objective of the EURES network is to provide services to workers, employers, and any citizen wishing to benefit from the principle of the free movement of people by providing information and advice on job offers and requests, status and evolution of the labor market and living and working conditions of each country.</p>	<p>Students and Graduates</p>
<p>Your first Eures job</p> <p>Further information</p>	<p>Your First EURES job is a targeted job mobility initiative to help young people find work and to help employers find workers in any of the EU-27 Member States.</p> <p>Your first Eures job can provide information, job search, recruitment and financial support to both young jobseekers and job changers aged 18-30 who are willing to work in another EU country and businesses recruiting young European mobile workers and providing them with an integration programme.</p>	<p>Graduates</p>

<p>European Voluntary Service</p> <p>Further information</p>	<p>It arises from an agreement between three partners. It is a voluntary activity in another country for a period from 2 to 12 months. The requirement is to be an European citizen and be between 18 and 30 years of age.</p> <p>It involves young people in activities that bring benefits to the society of another country</p> <ul style="list-style-type: none"> -Fostering solidarity and tolerance -Promoting active citizenship and understanding - Supporting the participation in voluntary work within and outside the EU - Establishing a personal commitment to international volunteering - Encouraging solidary partnerships between European citizens 	<p>Students and graduates</p>
<p>Vulcanus Training Programme (Japan)</p> <p>Further information</p>	<p>The programme consists of industrial placements for EU students of engineering sciences. It starts in September and ends in August of the following year in order to accommodate the academic year in EU Member States.</p> <p><u>Information and application forms will be available online starting from November.</u> Deadline on 20th January .</p> <p>The students follow:</p> <ul style="list-style-type: none"> • a one-week seminar on Japan, • a four-month intensive Japanese language course, • and then an eight-month traineeship in a Japanese company. 	<p>Students</p>
<p>World Bank Programmes</p> <ul style="list-style-type: none"> • Further information 	<p>The Scholarship Program and the Fellowships Program are vehicles for knowledge sharing and capacity building in the developing world. The Programs provide opportunities for graduate and postgraduate studies leading to master's and doctoral degrees in development-related fields for mid-career professionals from eligible developing countries. WBI supplements its training programs through the management of the following programs:</p> <ul style="list-style-type: none"> • The Robert S. McNamara Fellowships Program (RSM Fellowships). • The Join Japan/World Bank Graduate Scholarship Program (JJ/WBGPS). • The Japan Indonesia Presidential Scholarship Program. 	<p>Students and graduates</p>
<p><u>GUIDES</u></p>		

<p>http://careerfair.un.org/</p>	<p>The objective of the internship is to give you a first-hand impression of the day-to-day working environment of the United Nations.</p>	<p>Students and graduates</p>
<p>PROMOTE your international Career (Beas & Bellés, 2011)</p>	<p>Online Guide designed to help you design your own international career: it includes resources for jobs and placements, and career advice; it documents useful websites for placements in Europe and in specific countries and it offers multimedia resources for preparing the CV, the cover letter, the interview..</p>	<p>Students and graduates</p>
<p>UJIXMON Video stories which tell about mobility experiences, mainly in international placements Further information</p>	<p>An initiative that aims to offer students and graduates the chance to see a short film about the transition from university to work, considering the international practical experience and taking advantage of the possibilities offered by new information technologies and communication. This project involves all students and graduates from different fields of the University Jaume I who have enjoyed international internships in many different countries through international programmes.</p>	<p>Students and graduates</p>

Figure 7: Programmes for job placements in Europe. Personal compilation

3.2 Web pages for jobs and placements

In the next table we summarise interesting websites for finding placements and job offers dedicated to higher education students and recent graduates, classified by general or specific scope.

General Websites	Short description
<p>Globalplacement.com</p>	<p>Free for students. Students can search for jobs abroad by selecting the country and the internship type. There are offers of internships in Africa, Asia, Australia, Europe, North America, and South America. Languages: English, French, Dutch, Spanish, Italian, Russian, German, Chinese.</p>
<p>Europlacement</p>	<p>Free for students. Students can search for jobs in Europe by selecting the country and the internship type. Languages: English, French, Dutch, Spanish, Italian, Russian, German, Chinese.</p>

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[Leo-Net. Leonardo Network for Academic Mobility](#)

Website where university institutions and other promoting agencies from the Leonardo projects (LEONET net) show work placements in other companies. The request is sent to the company directly or to the university functioning as intermediary. International internships and worldwide internship programmes.

Languages: English

[EuroBrussels.com](#)

Jobs in Brussels, EU institutions, International Organisations and lobbies. You can search for both internship and jobs. It also offers the possibility to subscribe to an email regular newsletter.

Languages: English.

[iAgora.com Work and Study in Europe](#)

They offer work placements in companies in many European countries. The access to the work placement vacancies is free. The access to the job vacancies is NOT free (5€ of subscription according to the webpage).

Languages: German, English, French, Spanish.

[Eurograduate: Working and living abroad.](#)

Graduate and Post Graduates. Courses, jobs and opportunities Abroad in Europe - Eurograduate. Advice on job hunting and working across the EU.

Languages: English

<http://www.praxisnetwork.eu/>

PRAXIS helps you every step of the way, from initial enquiry, to actual internships that you can apply for, to advice on gaining the best long term benefit from your experience. These pages will guide you through the process from where you are now to gaining the most from your internship or project experience when you return to your main studies.

<http://erasmusintern.org>

ErasmusIntern.org provides a place where companies and organisations can publish their internship offers and search for interns, and where students that want to do an internship abroad can have their profiles, search and apply for internships vacancies. ErasmusIntern.org is part of [STORY project](#) which is a project by the [Erasmus Student Network \(ESN\)](#)

<https://ec.europa.eu/eures/droppin/>

[Find and share youth opportunities throughout Europe such as traineeships, apprenticeships, training and more.](#)

<https://ec.europa.eu/eures/public/en/opportunities>

Eures portal: Public services for employment in Europe. Include these keywords in your search:

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<p>https://www.europeanjobdays.eu/en/events</p> <p>https://www.recruitingerasmus.com/en/</p>	<p>traineeship, placement, internship</p> <p>Online Job Fairs, by country or sector, organised by Eures</p> <p>https://www.europeanjobdays.eu/en/content/hungary</p> <p>https://www.europeanjobdays.eu/en/content/romania</p> <p>https://www.europeanjobdays.eu/en/content/spain</p> <p>This project is an innovative initiative of PeopleMatters (Human Capital Consulting). The objective of Recruiting Erasmus is to facilitate the employment of higher education students with an international profile by providing information on the companies that are part of the programme and job opportunities and to promote international mobility by providing some tips for successfully entering the labour market.</p> <p>In short, recruiting Erasmus acts as an intermediary since it brings attention to companies that see great potential in recruiting and selecting international students.</p>
<p>Specific websites for sector</p>	
<p>Working for Nature</p> <p>http://www.eugreenweek.eu/green-jobs-eu</p>	<p>Work placements and voluntary positions in the protected natural areas in Europe By EUROPARC Federation , funded by the German Federal Environmental Foundation (Deutsche Bundesstiftung Umwelt, DBU). Free.</p> <p>Languages: German, English, French..</p> <p>Web to promote green jobs in Europe. Compilation of events to promote the #EUGreenWeek from 29 May to 2 June 2017</p>
<p>http://www.eufores.org/index.php?id=105</p>	<p>EUFORES. European Forum for Renewable Energy Sources</p> <p>EUFORES was founded in 1995 as an independent non-profit organisation aiming at promoting renewable energy sources and energy efficiency in the European Union. On a daily basis, EUFORES gathers expertise, advises on policy, disseminates up-to-date information to its members and promotes beneficial legislation (i.e. by several projects) in the fields of renewable energy and energy efficiency. It has a website for</p>

	jobs and internships
Specific websites by country	
http://www.uji.es/societat/laboral/preocupat/preocupat/rec/internet/	Resources for placements in Spain Compilation of job websites, by Careers Service at University Jaume I (Preocupat Guide)
www.ispo.co.uk/ www.placement-uk.com www.work-experience.org www.targetcareers.co.uk www.prospects.ac.uk	Resources for placements in UK
http://www.step.org.uk/ http://graduatetalentpool.direct.gov.uk www.scotgrad.co.uk	Resources for placements for Graduates in the UK

Figure 8: Resources for job placements in Europe. Personal compilation

References

Chapter 1

EURES: [Living and working conditions in Hungary](#)

EURES: [Living and working conditions in Romania](#)

EURES: [Living and working conditions in Spain](#)

[EU Skills Panorama \(2014\)](#)

[Cedefop \(2008\). Terminology of European education and training policy: a selection of 100 key terms.](#)

Active job search open course for renewable energy in rural areas

**EXERCISE 2.3.1: JOB OFFER DELIVERY IN THE
FIELD OF RENEWABLE ENERGIES IN RURAL AREAS**

	EXERCISE 2.3.2: ANALYSE A JOB OFFER IN THE FIELD RENEWABLE ENERGY IN RURAL AREAS
Job title	
Job location	
Functions (objective/ job's purpose)	
Tasks	
Required training	
Language skills	
Computer skills	
Professional experience or practice required	
Basic aptitudes and attitudes	
Basic competences	
Specific competences	

Situation in the organization chart (Functional and hierarchical dependence)	
Means and tools (machines, equipment, manuals...)	
Resources Available (Human and technological)	
Responsibilities (about people and about things)	
Relations (internal / external)	
Physical conditions (Commuting...)	
Environmental conditions (Heat, cold, dust, odours...)	
Accident risks or occupational disease	
Schedule	
Economic conditions	
I am interested in this job because...	

MODULE 1: JOB-SEEKING AND OCCUPATIONAL COMPETENCES (O12-A2)
CHAPTER 2: Europass CV and cover letter

María Isabel Beas Collado
Universitat Jaume I de Castelló, Spain

Summary: Curriculum and cover letter are one of the most important tools of a job-seeker for launch his/her candidature. Designing good curriculum and cover letters ad-hoc for each job offer are the first step in the selection process, as they will give access to you to the next steps (interviews, assessment center, professional and psychotechnical test..). At the end of the chapter, you will deliver an Europass CV and a cover letter. We provide you with examples and a check-list for each document.

Subchapter 1: How to prepare your Europass CV

1.1 Definitions, main objectives

We must taken into account the cultural differences between countries to prepare the tools and the selection interview. The first tool we will use in the selection process is the curriculum vitae. To avoid cultural mistakes, you should use the Europass CV, **a document to present your skills and qualifications in an effective and clear way and to show the employer a clear picture of your skills and competence.**

Main objectives:

- to help citizens communicate their skills and qualifications effectively when looking for a job or training;
- to help employers understand the skills and qualifications of the workforce;
- to help education and training authorities define and communicate the content of curricula.

The EUROPASS CV history started 20 years ago, when in 1998, the European Commission and Cedefop set up the European forum on transparency of vocational qualifications to bring together social partners with representatives of national training authorities around the issue of transparency. The work of the forum resulted in the development of:

- Two documents (The European CV and the Certificate Supplement);
- A network of National Reference Points for Vocational Qualifications (NRPs).



In 2002, the European forum on the transparency of vocational qualifications was replaced by a technical working group, whose mandate – following a demand expressed in the [Copenhagen Declaration](#): "*increasing transparency in vocational education and training through the implementation and rationalisation of information tools and networks, including the integration of European Framework of reference for languages and the Europass into one single framework.*"

Since december 2012 you can find a new CV template and online editor which includes also a cover letter editor.

The **European Skills Passport** is launched together with the new CV. The ESP can contain a range of documents (Language Passport, copies of degrees, attestations of employment, etc.). When attached to a Europass CV, the European Skills Passport will reinforce the CV by bringing evidence of skills and qualifications listed.

Nowadays Europass CV is highly recommended by european public services of employment and counseling and vocational guidance services, and also to apply to international organisations.

1.2: Instructions for preparing your Europass CV

You can create your CV online using tutorials or download the template, examples and instructions. We recommend you to prepare a “general” Europass CV in advance, to have it ready to be customized as soon as you need to apply to an specific job-offer.

In EUROPASS CV website you will find a document of [instructions](#) which includes also a commented example. Please read it carefully. These instructions can be extended to other CV formats.

The main features of this format, comparing to others, are:

- competence-based curriculum: the skills section are the most important
- descendant chronological order (so the data in Education and Training and Work Experience sections should be ordered from the most recent events to the former)
- flexibility: you can exchange the order of education and training and work experience sections. Also those sections which are not filled are automatically deleted.
- clear presentation: the content is self-designed, so you must retain the fonts and layout.

In this [video](#) you can see an overview of the main utilities of the Europass CV

Pros

- It presents your skills and qualifications in an effective and clear way
- [Interoperability](#)
- User-friendly online interface with direct preview of the final document
- Structured information

Cons

- As its format it is descendant chronological order you must explain your gaps in work experience or education



- It is not yet very used in English-Speaking countries
- You should work a lot the Skills section: we will explain how
- The length of the curriculum (2 or 3 pages)

Tips on How to make a good Europass: Match your skills to the job

- Reserve enough time to complete skills section: Skills are measurable and usually many companies use their own competences dictionary, which includes definition and description of behaviours in the work, ordered by level of achievement. You should include evidences of your behaviour from your past work experience and education context, but also informal contexts.
- Use the STAR approach to think about your competences: Situation where you were in (professional or academic context), Task you were given, Action you took and Result and achievement
- Which skills can you include? You must look for “clues” in the job offer or the website of the company you are applying for.
- You can find a list of generic and specific competences in the Tuning project website.

Finally, if you need to prepare another format of Curriculum, at the end of the chapter you will find some useful references for preparing it for different countries.

1.3.1 Example: CV commented

This specific example is related to a graduate in engineering in the field of renewal energy, and includes little mistakes and advise to improve the content of the CV. You can use it as a template.

Please complete the following exercises in the moodle section:

1.3.2 Check-list: Main mistakes to be avoided in your CV

To help you, we have prepared a check-list you can use to assess your final document (format, content and screening mistakes) before sending it to an employer. Of course, it is a very good idea to do the same with a colleague CV, because you can learn from others and can help them also! Please fill it with ticks and comments and deliver it by moodle platform.

1.3.3 Delivery: Your own Europass CV

Please deliver your Europass CV in PDF format. It should be customized to those job offer delivered at Chapter 1 (exercise 2.3.1).

Subchapter 2: How to prepare a cover letter

A cover letter is the letter you send with your CV. It should answer two questions: Why me? And Why this company?



It should give the reason you are applying for the job and – briefly – your qualifications and relevant experience. There could be many people applying for the same job so your cover letter is an opportunity to make your application stand out from the rest.

Your letter should make an employer want to consider you for the job.

Tips on how to make a good cover letter:

- Structure it by at least three paragraphs
- Be concise and stick to relevant facts.
- Say which job you are applying for and why your experience makes you a good fit for the position.
- Refer to the areas of your CV that match the job requirements (that is, your qualifications and relevant experience).
- Cover letters should be clear and to the point.
- Keep the letter to one page if possible but definitely no longer than two pages.

2.1 Covering letter: speculative

In this cover letter it is very important the first paragraph: you should draw the attention of the employer. Explain your interest and show briefly your personal profile.

In the second paragraph you should stress your experience and qualifications with evidences. In the third paragraph you should motivate your employer to consider your application by explaining why are you interested in working for them. So it is important to research as much as you can about the company and the department for you want to apply (exercise 2.3.2 in Module 1, CH 1).

In the last paragraph you and ask for an interview.

2.2 Covering letter: applying for a published job

As the job offer is published, you must include in the first paragraph the reference and name of the job offer, where it has been published, and inform the employer that you are enclosing the CV for consideration.

The second and third paragraphs are similar to the speculative one, you must show with evidences why you consider that you fulfill the requeriments of the job offer.

There can be some cultural differences by country, so we recommend you to consult the websites included in the references section.

2.3: Exercises:

2.3.1 Example: commented cover letter



This specific example is related to a graduate in engineering in the field of renewal energy, applying for an international traineeship in a solar energy company and includes little mistakes and advise to improve the content of the cover letter. You can use it as a template.

Please complete the following exercises in the moodle section:

2.3.2 Check-list: Main mistakes to be avoided in your cover letter

To help you, as in the case of the CV, we have prepared a check-list you can use to assess your final document (format, content and screening mistakes) before sending it to an employer. Of course, it is a very good idea to do the same with a colleague cover letter, because you can learn from others and can help them also! Please fill it with ticks and comments and deliver it by moodle platform.

2.3.3 Delivery: Prepare your own cover letter

Please deliver your cover letter for a published job. It should be customized to those job offer delivered at Chapter 1 (exercise 2.3.1) and must go with your Europass CV.

References

Chapter 2

EUROPASS CV: <https://europass.cedefop.europa.eu/documents/curriculum-vitae>

Tuning Project <http://www.unideusto.org/tuningeu/competences.html>

PROMOTE Guide: <http://ujiapps.uji.es/societat/laboral/promote/>

Living and working in Romania: https://www.leforem.be/MungoBlobs/280/139/Romania_En.pdf

Living and working in Hungary:

http://www.sepe.es/contenidos/personas/encontrar_empleo/encontrar_empleo_europa/paises/hungria/pdf_hungria/TrabajarHungria.pdf

Cover Letters for UK: <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/cover-letters>

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Please take care of the national rules about pictures, as can be considered as discriminatory

PERSONAL INFORMATION

Curriculum vitae

Jorge Fxxxxxxx Zxxxxxx

C/xxxx N°X, 00000 Castellón (Spain)

(+34) 000 00 00 00

jorgexxXX@gmail.com

Sex Male | Date of birth 01/1990 | Nationality Spanish

POSITION XXXXXXXXXXXXXXX

The dates and the information must be organised in a descendant chronological order: most recent first

WORK EXPERIENCE

07/2011–08/2011

Scholar

 XXX xxxxxxx X
 Av. xxxxxxxxxxx xxxxx (Spain)

- Working in technical office
- Collaboration measurements, estimates and certifications

Business or sector Construction

It's better to define your position as "Junior Engineering" or Engineering (Traineeship)

01/2012–06/2012

Scholar

 XXXXX
 Av. XXXXX, 3, ? (Spain)

- Support development of building projectd: general facilities, budgets, cost control, time control and quality control
- Supervision and technical reports.

Business or sector Construction

10/2012–07/2013

Collaborator

 xxxxxxxxxxx (Universitat Jaume I)
 Avda. Sos Baynat s/n, ? Castellon (Spain)

- Engineering team member
- Automation Proposal Development for housing
- Approach and diversity measures for saving water facilities
- Modeling** of the stress state of the housing structure by the finite element simulation
- Ecotect and Green Building Studio software management

Business or sector University

Specify the information and the address of the Enterprise or University.

Avoid Grammatical mistakes

?

EDUCATION AND TRAINING

10/2012–09/2013

Master in Energy Efficiency and Sustainability in Industrial Facilities and Building

EQF level 7

Univerisidad Jaume I, ? (?)

- Building conditioning by natural system, Limitation and energy rating
- Integration of renewable energies in building
- Technical Building Code
- Noise Pollution control

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09/2007–07/2012 **Degree in Technical Architecture** EQF level 6
 Universidad Politécnica de Valencia, ? (?)
 -Project management
 -Scheduling
 -Construction of equipment
 -Budget Management techniques
 -Quality control in the building process

The names of the Masters and Degrees must have the official translation

09/2005–07/2007 **Secondary/ Post- Secondary education: Scientific-technical baccalaureate**
 xxxxxxxxxxxx xxxxxxxxxxxx, ? (Spain)

1992–2001 **Primary Education- Basic Education**
 xxxxxxxxxxxxxxxx xxxxxxxxxxxx xxxxxx

The information about Primary and Secondary Education is neither necessary nor relevant.

PERSONAL SKILLS

Mother tongue(s) Spanish

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C1	C1	C1	C1	C1
			?		
French	A2	A2	A2	A2	A2
			?		

Titles or Certificates of the language

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
 Common European Framework of Reference for Languages

Communication skills I have a great interest in team working
 Piano Elementary Grade. I am a pianist in a rock band

You have to mention where you have acquired this competence (work, placements, informal contexts, etc.)

Organisational / managerial skills Certificate of Advanced English by Cambridge University. C1
 Certificat de Grau Mitjà de València. C1

These competences refer to those very typical of your profession, specific competences. So, linguistic competences must be indicated in the self-assessment grid

Job-related skills ?????

Digital competence I have taken courses at University: Autocad, BIM Archicad, Presto, Microsoft Project, Calener, LIDER

Driving licence B **No relevance.**

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Curriculum vitae

ADDITIONAL INFORMATION

Curriculum Vitae

Publications, Presentations
Projects, Conferences
Seminars
Honours and awards
Memberships
References, Citations
Courses, Certifications

How to write a successful CV,
New Associated Publishers, London,
Devon new public library.
Principal architect in charge of
design, production, bidding
and construction supervision
(2008-2012).

Annexes:

Certificate of Advanced English
Degree / Título Universitario

Training Courses:

Autocad 2008
PRESTO. Budgets, measurements and certifications
Building sustainable consumption (LIDER + CALENER)
Workshop BIM projects. Archicad 15. Double degree Graphisoft + UPV
Graphical Planning Projects with Microsoft Project 2010
Introduction to Research

Replace with list of
documents annexed to
your CV.
Examples:
-Copies of degrees
and qualifications;
-Testimonial of
employment or work
placement;
publications or
research.

EXERCISE 1.3.2 : Assess your CV and Check-List (main mistakes to be avoided)	Improvements. Comments
Content	
Curriculum customized to a job?	
Clear, concise and brief vocabulary?	
It gives a positive image	
The type of CV is the most suitable?	
For graduates with little experience, have the placements, collaborations and voluntary work been included?	
For graduates with little experience, has the order been changed indicating the formation first and then the experience?	
It includes capabilities and skills acquired throughout life and vocational education, not necessarily recognized by diplomas	
Format	
Good quality paper, A4, one side	
Hand written or typewritten	
Wide margins and spaces between paragraphs	
Avoid using the first person. Use nouns instead of verbs	
Avoid acronyms and abbreviations	

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No signature in the CV	
Common mistakes	
It exposes the reasons for job change	
It makes reference to high school when the student has a higher degree	
There are time period in blank in a chronological curriculum	
It gives information that does not sell	
Exaggeration of own qualities and merits	
Mentions studies and / or work experiences that have no relation with the place	
It makes comments about the salary wanted to receive	
It mentions political, trade union or religious militancy	
Terminology, typing, spelling, blotting mistakes	
The top right tab of the page is occupied: it must be reserved for the photo	
Excessive use of different fonts	



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Inadequate extension: more than 2 pages or very brief	
-------------------------------------------------------	--



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EXERCISE 1.3.3

DELIVERY: YOUR OWN CURRICULUM EUROPASS

**Active job search open course for renewable energy in rural areas**

Rural Energies
Limited Ballymoss
Road Sandyford
Dublin 18 Ireland

3A, 2^o-D, XXX Street
Castelló de la Plana, SPAIN
Mobile: XXX
Email: XX@gmail.com

Dear Sir/Madam

Erasmus + Placement grant holder

I am writing to apply for your graduated engineer position as European mobility grant holder Erasmus + Placements.

Since I was a child, I have always been interested in how things work and this curiosity aimed me to start my degree in Industrial Engineering. Throughout my degree studies, **it has been growing in me** a special interest in energetic efficiency and renewable energy sources and because of that I started a master's degree. **Now that** I have finally finished my studies, I consider Rural Energies's position highly interesting as it stands for a perfect combination of applied engineering and research tasks in the photovoltaic technology sector, which offers so many opportunities of learning but also so many opportunities to apply all the knowledge learned within my student years. Furthermore, your business principles, such as excellence in research, environment care or high motivation for technological progress, all greatly attract me.

As you can see from my CV, I have experience in a research group at Jaume I University. Thanks to this period I have developed and improved the ability to work in teams, learn fast, analytical thinking and high level in Matlab programming and Excel. All these skills were developed with the strong aim of doing my work as excellent as it could be. Please feel free to contact my scholarships tutors in order to get some references or details about my research period. On the other hand, once finished my degree in engineering, the master's degree allowed me to deepen in some specific knowledge about power sources, photovoltaic technology and scientific research methodology. As a result, I have a strong base of engineering and renewable sources knowledge and research skills and that's why I think that the position on Rural Energies Limited fits perfectly with my expectations of starting a professional career in the photovoltaic technology rural sector.

I would grateful to have a chance to discuss my skills and experiences with you. **I am extremely interested in** your organization **and highly motivated to start a career** and acquire experience in your company. Therefore **I am available for interview at any time**. I look forward to hearing from you soon.

Yours faithfully,

XXX

EXERCISE 2.3.2: Main mistakes to be avoided in your cover letter	Improvements. Comments
Content	
Cover letter, it is customized to a job? (you should write and individual cover letter for each job)	
It is clear, concise, to the point and it includes relevant facts	
Key words included	
It answer two questions: Why me? Why this company?	
It includes the reason for applying to the job	
It distinguishes you from other candidates	
Includes what experience and qualification you have that makes you a good fit for the job	
You asked to be considered for an interview	
It is always sent with your CV	
Format	
Good quality paper, A4, one side	
One page, not more than two pages	
Wide margins and spaces between paragraphs	
Avoid using the first person. Use nouns instead of verbs	
Same typography and written style than in your CV	
Signature included	
Common mistakes	

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It does not include examples of evidences of your competences	
Not sent in the correct format (PDF, .DOC..) as is asked by the employer	
It includes general statements	
You ask directly for a job	
It makes comments about the salary wanted to receive	
Terminology, typing, spelling, blotting mistakes	
Excessive use of different fonts	
Inadequate extension: very brief or excessively long	



Active job search open course for renewable energy in rural areas

EXERCISE 2.3.3

**DELIVERY: PREPARE YOUR OWN COVER LETTER
FOR THE JOB OFFER YOU HAVE FOUND**



MODULE 1: JOB-SEEKING AND OCCUPATIONAL COMPETENCES (O12-A2)
CHAPTER 3: PERSONALIZED COACHING IN OCCUPATIONAL SKILLS

María Isabel Beas Collado
Universitat Jaume I de Castelló, Spain

Summary: In this chapter we will focus in different methods for self-assessing your generic and specific skills. At the end of the chapter, you will deliver two questionnaires, one related to your personal strengths, and the other related to specific competences in the field of renewable energy for rural development. Finally, we will focus briefly in the job interview, as it is the more used selection process for qualified jobs, and specifically, the last trend, online job interviews, and provide you some tips and advice.

Subchapter 1: Self-assessment in the process of job search

1.1 Some instruments: SWOT (Strengths and Weakness, Opportunities and Threatens); Johari Window, Test Via

The first step to get started into your job search process is to prepare your self-assessment. Psychologist use different instruments in the career guidance process to help candidates to know themselves in depth. We propose to you using three instruments: Johari Window, SWOT matrix and validated questionnaires for assessing competences.

The aim of this whole process of self-analysis is that you arrive to have a healthy awareness of yourselves: a positive and realistic self is essential when looking for employment, it will strengthen your self-esteem, will give you greater confidence and trust in yourself and that will prevent you from you unrealistic expectations.

SWOT Analysis for the job search: Swot analysis but can be transferred from the marketing and strategic planning process to the career guidance process. First of all, you should examine your current situation. What are your strengths and weaknesses? How can you capitalize on your strengths and overcome your weaknesses? What are the external opportunities and threats in your chosen career field? You can use this example to built your SWOT Analysis:



Internal	<p>Strengths Training, professional experience, specific knowledge Technical-professional knowledge, skills (especially transferable), network of contacts, your achievements and contributions, good reputation, characteristics and your participation in professional associations.</p>	<p>Weaknesses Lack of work experience, lack of coherence in the career path, lack of defined professional objective, knowledge not updated, lack of skills and lack of communicative skills, economic urgency, poor reputation, some personal characteristics, etc.</p>
External	<p>Opportunities in your career field To be identified in the light of positive changes in your area of knowledge and / or experience, at the level of activity sector or by geographical area, legislation, those generated from our personal relationships and professionals, the possibilities of ICT, those generated by the possibility of acquiring knowledge, experience and skills</p>	<p>Threats in your career field To be identified in the light of any negative changes that may occur in your area of expertise, sector or geographical area, the characteristics of your "Competitors" in the labor market, absence of environment for personal development and professional, non-existence of demand for your profile in the market, etc.</p>

Figure 1: SWOT for the job search.

Another instrument which can be useful in this context is the **Johari window**: Following Wikipedia, it is a technique used to help people better understand their relationship with themselves and others, which was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955. ([Wikipedia](#)) It is used primarily in self-help groups and corporate settings as a heuristic exercise. Luft and Ingham called their Johari Window model 'Johari' after combining their first names, Joe and Harry.

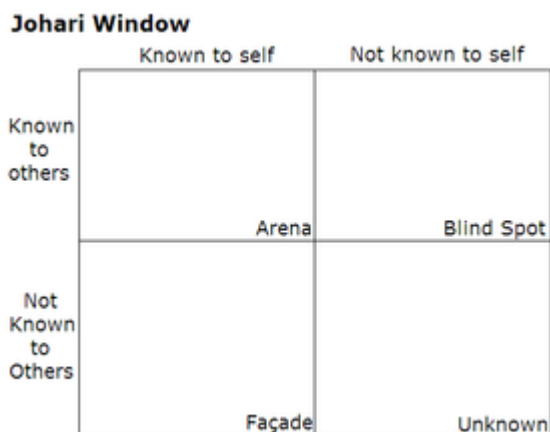


Figure 2: Johari Window. Source: Wikipedia



During the exercise, subjects are given a list of a few adjectives out of which they need to pick some that they feel describe their own personality. The subject's peers are then given the same list, and each pick equal number of adjectives that describe the subject. These very adjectives are then inserted into a grid.

A Johari window consists of the following 56 adjectives used as possible descriptions of the participant.

able	complex	happy		loving	reflective
accepting	confident	helpful		mature	relaxed
adaptable	dependable	idealistic		modest	religious
bold	dignified	independent		nervous	responsive
brave	empathetic	ingenious		observant	searching
calm	energetic	intelligent		organized	self-assertive
caring	extroverted	introverted		patient	self-conscious
cheerful	friendly	kind		powerful	sensible
clever	giving	knowledgeable		proud	sentimental
		logical		quiet	

Figure 3: Adjectives for Johari Window. Source: Wikipedia

The explanation of the grid are the following:

- **Open or Arena:** Adjectives that are selected by both the participant and his or her peers are placed into the **Open** or **Arena** quadrant. This quadrant represents traits of the subjects that both they themselves and their peers are aware of.
- **Hidden or Façade:** Adjectives selected only by subjects, but not by any of their peers, are placed into the **Hidden** or **Façade** quadrant, representing information about them their peers are unaware of. It is then up to the subject to disclose this information or not.
- **Blind:** Adjectives that are not selected by subjects but only by their peers are placed into the **Blind Spot** quadrant. These represent information that the subject is not aware of, but others are, and they can decide whether and how to inform the individual about these "**blind spots**".
- **Unknown:** Adjectives that were not selected by either subjects or their peers remain in the **Unknown** quadrant, representing the participant's behaviors or motives that were not recognized by anyone participating. This may be because they do not apply or because there is collective ignorance of the existence of these traits.

Finally, we propose filling the VIA test. Please complete the following exercise in the moodle section:

1.2 Exercise: Delivery: Your own Test Via 24 strengths and feedback



This test will take only 15 minutes and will give to you a complete report about your strengths. This information is very useful to face your job-search process and the personal interview.

Subchapter 2: Specific competences in the renewable energy and rural area field

2.1 Definitions, typologies

To be competent consist of performing specific job tasks successfully (more specific competency) and also to cope with frequent situations less programmed in a non stable environment (more general competency) De Ansorena, 1996; Levy-Leboyer (1997).

Following Tuning project, competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages.

We must took into account than many classifications of competences.

[Tuning project](#) categorises them in generic and specific ones. Tuning distinguishes three types of generic competences (often named *soft competences*: Although the set of most relevant generic competences differed slightly between the different subject areas, for most competences there was a striking similarity between the fields:

- Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities;
- Interpersonal competences: individual abilities like social skills (social interaction and co-operation);
- Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).

The label of “general competencies” in fact covers a diversity of concepts, such as intelligence, information-processing models, meta-competencies, and key competencies. The common element of these concepts is that they can be applied in a range of contexts and contents. It is for this reason that such competencies are viewed as important for long-term employability. (Allen, Ramaekers and Van der Velden, 2005).

Specific competencies refer to clusters of cognitive prerequisites that an individual requires in order to be able to perform adequately in a given substantive area (Weinert, 2001)

In the context of renewable energy in rural areas (Hernández et al., 2016) the often mentioned basic (soft) competences by the employers were, from the most important:



- ability to analyze and synthesize
- project management skills
- ICT skills
- technical English skills
- ability to apply knowledge in practice

Regarding specific competences, the highest valued by employers in the renewable energy in rural areas (Hernández et al., 2016) were, in this order:

- ability to research and develop technologies in the field of renewable energies
- know how to calculate, measure and evaluate small installations (eg electric power plants up to 100 KW) for export and / or self-consumption of renewable energy
- apply legal and tax issues affecting the renewable energy sector
- analyze the environmental problems related to energy and relate them to global warming
- others (problem solving ability related to specific matters)

You must take into account this information when preparing your Europass CV and the job interview.

To prepare a diagnosis of your level of specific competences, please complete the following exercise in the moodle section:

2.2 Exercise: Delivery: your own self-assessment in specific competences

You must complete the questionnaire following the instructions, and also including one behavioural evidence of your level in each competence. You can refer to your past job experience, or taking into account traineeships periods, your practices in each subject of your academic curriculum, or complementary training you have get in this project.

Remember to use the “STAR” approach to think about your competences: Find out evidence of your behaviour: Define a **situation** where you were in (professional or academic context), the **task** you were given, the **action** you took and finally the **result** and achievement you got.

Subchapter 3: Job Interview

3.1 Definition, typology and advice

Following PREOCUPA'T guide, the job interview is a prepared communicative situation, in which the interviewer questions the candidate in order to evaluate his / her possibilities to perform a specific job and the role he can play for the future of the company. [The link is not working](#)

The interview allows the company to complete the information obtained through the curriculum vitae and the selection tests, analysing aspects such as motivation, interests, values, attitudes ...



Your objective in the interview will be, first of all, to show that you are the ideal candidate for that job place and, secondly, to obtain more information about the place and the company.

It is your best personal promotion tool: your performance in the interview will be more decisive than any other merit (training, experience ...).

Following PROSPECTS, there are several different types of interview:

- **Telephone** - Initial employer call that eliminates candidates based on essential criteria. Successful applicants are usually invited to the one-to-one stage.
- **One-to-one** - Face-to-face encounter with one interviewer, after the organisation decides that you've got what it's looking for. They're usually formal, but can also take place over lunch. You could also be interviewed by different people at different times.
- **Panel** - Similar to one-to-one interviews, except two or more people - often from different parts of the organisation - will be assessing you at the same time.
- **Group** - Multiple candidates are interviewed together. They're asked questions in turn, or discuss certain topics.
- **Assessment centres** - These involve tasks including presentations, written tests, and group, role-play and in-tray exercises. They're used to assess a candidate's performance in a range of situations, and last between one and three days. You'll appear alongside several other candidates.
- **Video.** We will comment it in depth in 3.2.

Nowadays using competency-based interview is a trend in many multinational companies and also SMEs. For instant, in Spain, it is used by 52% of the companies, whereas in UK the percentage increases until 70% (Alonso, Moscoso and Cuadrado, 2015). This kind of interview has, from the research, most reliability and validity. Essentially, what the interviewer is looking for are practical examples of some key competencies, i.e. '*describe a way in which you demonstrated excellent leadership*'.

Tips on how to prepare a good job interview: Do's and don'ts

The three steps for getting successful in a job interview are: Preparation, preparation and preparation. The most important is to know yourself in depth and your Curriculum (please review SubCH 1 and SubCH2), and to know the company and the job placement. (please remember exercise 2.3.2 in MO1CH1)

So you should follow this advise:

1. Analyse your strengths and weakness
2. Prepare a list of arguments to sell your strengths and weaknesses
3. You should not only inform, but using persuasive communication to convince and persuade the interviewer that you are the ideal candidate
4. Describe how to improve the weak points



Persuasive communication: For example, it is not the same saying: “*I am a last year student in Agrifood and rural Engineering and I have get training in an Erasmus international project IN2RURAL*” rather than “*I am finishing my studies in the Agrifood and rural Engineering and during this years I was aware of the importance of renewable energy, so I decided to participate in an international project to go in depth with specific training, and also to get in contact with companies in the sector and increasing my competences and employability not only national, but international ones*”

You don't have experience: “I am aware than I have not many experience but I learn quickly and adapt easily to new situations”

Also it is very important to anticipate many questions it can be arise and the answers. In the [PROSPECTS](#) guide you can find interesting questions and some advice about how to answer them.

In the references section you will find some videos in English about how to cope with job interviews.

3.2 Advise for online job interviews: top tips to face them

Whether through Skype, Google Hangout, FaceTime or YouTube, this type of interview is increasingly popular for graduate roles in sales, media and marketing and also for any international placement. They're usually held during the initial screening process, but in case of international placements in many different programmes this format will be the preferred by the employer as is cheaper than inviting the candidate for a face-to-face interview.

Pros

- It saves time (trips).
- Being able to present your candidacy to jobs in other communities or countries.
- It is more like a face-to-face interview.
- It implies Less stress for the candidate.

Cons

- It requires more preparation from the candidate

Tips before the interview

- Prepare all the necessary information and documentation
- Prepare the space in which you will make the video-conference (ensuring that there are no interruptions)
- Dress appropriately, so anticipate dress code of the company (avoid striped fabrics and bright colors)
- Check the lighting
- Check connection (close programs that consume bandwidth) and webcam
- Check the sound and micro
- Check your user name and photo, use your name, not a nick
- If the interview is held with a company from another country, check the time slot to make sure the time of the interview
- If you do not have much experience, please practice it with friends or family



Tips during the interview

- Look at the camera, not the computer screen
- Keep a straight posture
- Speak clearly and accurately, with a professional language
- Avoid distractions, remember that they see you at all the time
- Switch off the mobile phone
- Avoid interruptions

After the interview

- It is recommended to send a thank-you-email

References

Chapter 3

Test VIA Measures 24 Character Strengths (English, Spanish)

<https://www.viacharacter.org/survey/account/register>

Wikipedia: Johari Window from: https://en.wikipedia.org/wiki/Johari_window

Hernandez, L. et al. (coord.) (2016): Training needs in renewable energies for local development: study of prospective and training needs of renewable energies market for local development. In:

<http://repositori.uji.es/xmlui/handle/10234/167300>

PROMOTE Guide <http://www.uji.es/societat/laboral/promote/base/continuar/recerca-feina/eines/entrevista/>

<http://www.uji.es/societat/laboral/promote/base/multimedia/videos/interviews/>

PROMOTE Guide: <http://www.uji.es/societat/laboral/promote/base/multimedia/videos/>

[How to apply in? Working and Living in... Cultural tips and advice. Ireland](#) (minutes 34:45 to 40:45)

Interview: <https://www.prospects.ac.uk/careers-advice/interview-tips/interview-questions>

Exercise 1.2: DELIVERY: YOUR OWN TEST VIA 24 STRENGTHS AND FEEDBACK

INSTRUCTIONS

The VIA Survey was developed by renowned psychologist, Christopher Peterson, Ph.D. The VIA Survey-120 is a revised version of the original VIA Survey as a 120 item, scientifically validated by Robert McGrath, Ph.D., questionnaire that provides a rank order of an adult's 24 character strengths. The new revised version takes approximately 15 minutes to complete and descriptive results and in-depth reports are available upon completion. The VIA Survey-120 is offered in over 30 languages and is the only survey of strengths in the world that is free, online, and psychometrically valid.

1) Go to the website

<https://www.viacharacter.org/survey/account/register> and choose your language (English or Spanish)

2) Create your account and Register yourself. Read carefully the instructions.

Take the test: VIA Survey of Character Strengths Measures 24 Character Strengths

The strengths are ranked by 120 questions (15 minutes)

3) You will get your top strengths with a definition of each strength.

Core Virtues

● WISDOM ● COURAGE ● HUMANITY ● JUSTICE ● TEMPERANCE ● TRANSCENDENCE

Each character strength falls under one of these six broad virtue categories

which are universal across cultures and nations.

4) Deliver the feedback you will get from VIA Project once you have fulfilled the questionnaire, by Moodle platform.

5) more info:

Video: <http://www.viacharacter.org/www/Character-Strengths/Science-Of-Character>

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Exercise 2.2: CLOSED QUESTIONNAIRE ABOUT COMPETENCES IN THE FIELD OF RENEWABLE ENERGY FOR RURAL DEVELOPMENT

PART 2: SPECIFIC COMPETENCES

Rate on a scale of 1-4 your own self-assessment in your professional performance in the field of renewable energies in rural contexts and include evidence for each competence

1	2	3	4
Basic knowledge and skill present, but competence insufficiently developed	Competence for performing tasks but requiring guidance and supervision	Competence for performing basic tasks without guidance or supervision	Competence for performing complex tasks without guidance or supervision

The four categories of this scale refer to the complexity of the professional activities to which the competences relate and the distinction between dependent and independent practice (that is, with and without guidance and supervision). The scale can be used for formative assessment during competences development, and for summative assessment at the moment of applying for a certificate.

SPECIFIC COMPETENCES	1	2	3	4	Example: Evidence
1. Know the scientific-technical language and the theoretical foundation of the technologies for the application of renewable energy					
2. Ability to research and develop technologies in the field of renewable energies					
3. Be able to evaluate the advantages and disadvantages of the various primary and / or final sources of renewable energy, including hybrid systems					
4. Know how to calculate, measure and evaluate small installations (eg electric power plants up to 100 KW) for export and / or self-consumption of renewable energy					
5. Perform environmental impact studies of the various renewable energy technologies					
6. Analyze the environmental problems related to energy and relate them to global warming					
7. Analyze the role of energy as a production factor in the economic system					
8. Apply legal and tax issues affecting the renewable energy sector					
9. Understand the fundamentals of transport and distribution of electricity through the public nets of low and high voltage					

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10. Know the interconnection systems between public networks and small production and / or consumption plants of electricity from renewable energy sources and current charging systems in the EU					
11. Identify the technical characteristics of the reception facilities of electricity in low voltage, consumer devices and its protection systems					
12. Analyse the potential for exploitation of energy crops and local processing plants for biofuels					
13. To be permanently informed about innovations in the field of bioclimatic architecture					
14. Know to apply the Technical Building Code as far as energy efficiency is concerned					
15. Provide ongoing information about innovations in the field of renewable energy for rural development					
16. Provide ongoing information about innovations in the field of energy efficiency and savings					
17. Know the basics of accounting and financial analysis applied to the renewable energy sector and energy efficiency and savings					
18. Promote the automation and monitoring of production processes and / or final energy consumption from renewable energies					
19. Understand and relate renewable energy to rural development from a social, economic and environmental perspective					
20. Have abilities and specific skills for installation and maintenance of small installations using renewable energy					
21. Other:					

MODULE 2: ENTREPRENEURSHIP (012-A3)

CHAPTER 1. Entrepreneurship competences

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Summary: To start this module, we will focus on the concept of entrepreneurship as a generic competence, and which elements are composed with. Moreover, we will revise the entrepreneurs's traits and new research about them. Are the entrepreneurs born or self-made? Finally, you will prepare your self-assessment through a META questionnaire.

Subchapter 1.1: Entrepreneurship as a competence

According Bacigalupo, Kamylyis, Punie and Van Den Brande (2016), entrepreneurship is understood as a **transversal key competence** applicable by individuals and groups, including existing organisations, across all spheres of life.

It is defined as follows: *Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.*

Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their **personal development**, to actively contribute to **social development**, to enter the **job market** as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

1.1.1 Entrepreneurship competence: components and elements

The EntreComp conceptual model (Bacigalupo et. al., 2016), is made up of two main dimensions: the **3 competence areas (Ideas and Opportunities; Resources and Into Action)** that directly mirror the definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself; and the **15 competences** that, together, make up the building blocks of the entrepreneurship as a competence for all citizens.

The 3 areas of the conceptual model and they have been labelled to stress entrepreneurship competence as *the ability to transform ideas and opportunities into action by mobilising resources*. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes). The **3 competence areas are tightly intertwined**: entrepreneurship as a competence stands above all three of these together.

In the next table we show the entrepreneurship competences (regarded both as an individual and collective capacity) with their hints and behavioural descriptors. It can be useful to you as guide or check-list of behaviours: you can apply STAR methodology to look for examples in your past or present experience about your entrepreneur behaviour.

AREAS	Competences	Hints	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<input type="checkbox"/> Identify and seize opportunities to create value by exploring the social, cultural and economic land-scape <input type="checkbox"/> Identify needs and challenges that need to be met <input type="checkbox"/> Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	<input type="checkbox"/> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges <input type="checkbox"/> Explore and experiment with innovative approaches <input type="checkbox"/> Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	<input type="checkbox"/> Imagine the future <input type="checkbox"/> Develop a vision to turn ideas into action <input type="checkbox"/> Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	<input type="checkbox"/> Judge what value is in social, cultural and economic terms <input type="checkbox"/> Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<input type="checkbox"/> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment <input type="checkbox"/> Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen <input type="checkbox"/> Act responsibly
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	<input type="checkbox"/> Reflect on your needs, aspirations and wants in the short, medium and long term <input type="checkbox"/> Identify and assess your individual and group strengths and weaknesses <input type="checkbox"/> Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

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	2.2 Motivation and perseverance	Stay focused and don't give up	<input type="checkbox"/> Be determined to turn ideas into action and satisfy your need to achieve <input type="checkbox"/> Be prepared to be patient and keep trying to achieve your long-term individual or group aims <input type="checkbox"/> Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	<input type="checkbox"/> Get and manage the material, non-material and digital resources needed to turn ideas into action <input type="checkbox"/> Make the most of limited resources <input type="checkbox"/> Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	<input type="checkbox"/> Estimate the cost of turning an idea into a value-creating activity <input type="checkbox"/> Plan, put in place and evaluate financial decisions over time <input type="checkbox"/> Manage financing to make sure my value-creating activity can last over the long term
3. Into action	3.1 Taking the initiative	Go for it	<input type="checkbox"/> Initiate processes that create value <input type="checkbox"/> Take up challenges <input type="checkbox"/> Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow-up	<input type="checkbox"/> Set long-, medium- and short-term goals <input type="checkbox"/> Define priorities and action plans <input type="checkbox"/> Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	<input type="checkbox"/> Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes <input type="checkbox"/> Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing <input type="checkbox"/> Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	<input type="checkbox"/> Work together and cooperate with others to develop ideas and turn them into action <input type="checkbox"/> Network <input type="checkbox"/> Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	<input type="checkbox"/> Use any initiative for value creation as a learning opportunity <input type="checkbox"/> Learn with others, including peers and mentors

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			<input type="checkbox"/> Reflect and learn from both success and failure (your own and other people's)
--	--	--	--------------------------------------------------------------------------------------------------------

Table 1: EntreComp conceptual model
Source: Bacigalupo et. al. (2016)

In this framework, the EntreComp Progression Model (Bacigalupo et al, 2016) provides a reference for the development of proficiency starting from value creation achieved through external support, up to transformative value creation. It consists of **four main levels: Foundation, Intermediate, Advanced and Expert**. At Foundation level, entrepreneurial value is created with external support. At Intermediate level, entrepreneurial value is created with increasing autonomy. At Advanced level, responsibility to transform ideas into action is developed. At Expert level, the value created has considerable impact in its reference domain.

However, it must be taken into account that not all citizens, learners, or users will be interested in developing all the competences here described to the highest level of proficiency.

Subchapter 1.2 Are you an entrepreneur person?

The other conceptualisation of entrepreneurship is as a personality trait, where many research has been produced, mainly in the 1990' (Brandstätter, 2011).

Personality traits are complex, genetically co-determined psycho-physiological structures which originate and regulate the individual ways of experience and action. In a broad sense, personality traits include abilities (e.g., general intelligence as well as numerical, verbal, spatial, or emotional intelligence), motives (e.g., need for achievement, power, or affiliation), attitudes (including values), and characteristics of temperament (Brandstätter, 2011).

Since the 1980s, the **FFM** (five-factor model, also named Big Five) was the predominant reference system of personality traits (Costa & McCrae, 1992; Digman, 1990; Goldberg, 1990; John et al., 2008). Therefore, research on personality of entrepreneurs, too, is based on FFM. Nevertheless, not all personality aspects can be located in the Big Five system.

Following Brandstätter, H, (2011) who has revised recently five meta-analysis about personality aspects of entrepreneurship, FFM, risk propensity and achievement of motivation are the main traits studied. Their main results are summarised in the next table.

	Trait	Definition	Relation with entrepreneurship
Big Five Model	Openness to experience	Breadth, depth, originality, and complexity of an individual's mental and experiential life	-Entrepreneurs have substantially higher scores on Openness than managers -Correlation between proactive personality and facets of Openness (actions, ideas, values)

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	<p>Conscientiousness</p>	<p>Socially prescribed impulse control that facilitates task- and goal-directed behaviour, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks</p>	<p>-Only achievement motivation differentiated entrepreneurs from managers -Positive correlation with intention to become an entrepreneur and with entrepreneurial performance -Correlation between proactive personality and facets of Conscientiousness (achievement striving, but not dutifulness)</p>
	<p>Extraversion</p>	<p>Energetic approach toward the social and material world and includes traits such as sociability, activity, assertiveness, and positive emotionality</p>	<p>-Entrepreneurs are more extraverted than managers -Extraversion shows weak but significant correlations with intentions (of setting up a business) and business performance -Affinity between Extraversion and proactive personality - Correlation between proactive personality and the assertiveness and activity facet of Extraversion</p>
	<p>Agreeableness</p>	<p>Prosocial and communal orientation toward others with antagonism and includes traits such as altruism, tendermindedness, trust, and modesty</p>	<p>-Entrepreneurs have lower scores in this dimension than managers -No significant correlation between Agreeableness and intentions (of setting up a business) or business performance</p>
	<p>Neuroticism</p>	<p>Contrasts Emotional Stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense</p>	<p>-Negative correlation between proactive personality and Neuroticism (vulnerability) -Entrepreneurs have lower scores on Neuroticism than managers -Negative effects of Neuroticism both on</p>

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			intention to establish a private business and on performance
Other traits	Risk propensity	Some debate about the best way to measure risk propensity. One measure is asking people how often they have shown risky behaviour in six areas of life (recreation, health, career, finance, safety and social risk-taking)	-Entrepreneurs are more risk prone than managers and that growth oriented entrepreneurs are more risk prone than income oriented entrepreneurs -Metaanalyses agree on the importance of risk propensity in the context of entrepreneurship. -Only entrepreneurial intention, not entrepreneurial performance, is positively related to risk propensity
	Achievement motivation	Individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. Hope for success rather than by fear of failure, (one would hope that they excel in what they do and not think much about the failures or the negatives)	-It is a prominent characteristic of entrepreneurs, in particular of entrepreneurs who are the founders of their business and who are oriented toward growth of their enterprise

Table 3: Big five model and other traits: OCEAN and the relationship with entrepreneurship. Main results of 5 meta-analysis
Source: Adapted from Brandstätter, H, (2011)

To sum up, specific personality traits predict business creation and success.

Finally, as is stated by Brandstätter (2011) “the influence of personality traits may be stronger with entrepreneurs than with most other professions, because the entrepreneurial role provides more freedom in choosing and changing the environment as well as in acting according to personal preferences and goals.”

Subchapter 1.3.: Exercises: Delivery

Please deliver your META Report by Moodle platform.

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META Test: (English) <http://www.metaprofiling.com/our-tests.aspx>

Exercise 1.3.1: QUESTIONNAIRE Entrepreneurial Tendencies and Abilities (META)

INSTRUCTIONS

The META questionnaire was developed to assess your entrepreneurial potential. It provides feedback on four core dimensions of entrepreneurship, namely:

 Creativity The ability to generate innovative business ideas	 Opportunism The tendency to spot new business opportunities
 Vision The tendency to have a meaningful mission in life and to see the bigger picture	 Proactivity The energy and willingness to get stuff done straight away

- 1) Go to the website <http://www.metaprofiling.com/our-tests.aspx>
- 2) Create your account and Register yourself. Read carefully the instructions. The test was developed to assess your entrepreneurial potential. You must deliver your profile report.
- 3) After completing the test, you will get your personalised report, in each factor, as well as behavioural explanations and some advice for your personal development in each factor. The report also provides a total score, which reflects your overall entrepreneurial potential. The higher your score is, the more willing and able you will be to pursue successful entrepreneurial activities.
- 4) Deliver the feedback you will get from META once you have fulfilled the questionnaire, by Moodle platform.

MODULE 2: ENTREPRENEURSHIP (012-A3)

CHAPTER 2. The initial steps to create a business plan

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Summary: In this chapter, we will initially focus on the nature and characteristics of the opportunities and business ideas and we will be able to identify and evaluate them. After that we will study the Lean Startup Methodology and we will be able to analyse with the business model canvas the first steps of an idea.

Subchapter 2.1 – Opportunities and business ideas

When an entrepreneur starts a business idea, it is important to evaluate if the idea is an opportunity of business. Every day there are many persons who have many ideas, but finally there are only few ideas that are materialised in a business. For this reason, it is important to know that the business ideas should be based on an opportunity of business. There are a lot of initiative that fail because the entrepreneurs do not work enough in the identification and evaluation of the opportunity. Consequently, they start a new venture without a real business opportunity.

2.1.2 Identification of a business idea

Entrepreneurship starts with the identification of a business opportunity. Where some people find problems, entrepreneurs find opportunities to develop. Recognising a business opportunity is the process to perceive the possibility of creating a profitable business.

Characteristics of a business opportunity:

- It's wider than a business idea
- It is based on a real need for the consumer
- It is actual and attractive
- Should be lasting in time, at least enough to be exploited.

Origin of the business opportunities.

- The need to solve problems, or to cover existing or latent needs
 - o Detect a problem and seek a solution or a need that is not covered
- To take advantage of changes in the environment and observe trends.
 - o Changes in the environment can generate business opportunities.
 - o It is important to observe the trends in order to see the changes in consumer's behaviour.

2.1.2 Evaluation of business opportunities

It is an important and decisive step before dedicating efforts to configure a business idea. The evaluation includes subjective and objective elements.

To analyse the objective elements we need to think about the following points:

1. Identification and definition of the real need.
 - a. Is it a real need? Has the entrepreneur evidence of its existence?
 - b. If the need doesn't exist but, it is considered to be latent. Do you have an evidence?
 - c. How much time is it considered that the unsatisfied need can last?
 - d. Is the need covered by another product? If the answer is yes, can your product improve?
2. Consumer identification.
 - a. Who are your potential consumer?
3. Market evaluation.
 - a. How big is now the market? And in the future?
 - b. What are the products of your competition? What are the most important characteristics?
4. Temporary identification:
 - a. How much time does it take for the need to be covered?

The evaluation of the business opportunity is the base to decide if it is interesting to take profit to the opportunity and think about to design a business idea.

Subchapter 2.2 – Lean Startup Methodology and business models

2.1.2 Lean Startup Methodology

Every business model is based on a number of hypotheses about factors like consumers' preferences evolution of the technology, consumer behaviour or supplier behaviour. Nevertheless, although too many startups begin with an idea for a product that they think people want, they do not analyse the customer perspective and it is important to know the real consumers' needs.

If they do not study the real needs of the consumers they do not really know if their product is at the end, suitable or not. Some companies, spend a lot of time (months or sometimes years) perfecting that product without showing the product for any potential consumer. If the entrepreneur do not analyse consumer preferences and prove their prototype, he has more possibilities to fail because they never spoke with consumers and they do not know anything about them. At the end, they fail and they do not have any idea about what happened and the reason for this fail.

The lean startup methodology consists in evaluating specific demands of the consumer and satisfying them using the minimal amount of resources. For this, the entrepreneur should launch the product as quickly as possible and use the consumer to improve it and adapt it to their needs.

The lean startup methodology provides a scientific approach to creating and managing startups and get faster a desired product to customers' hands. The lean startup methodology teaches you how to drive a startup and grow a business quickly.

The base of this method consist in build a minimum viable product, launch it and use the opinions of the consumers to improve it and re-launch it incorporating the opinions in a iterative process. We should repeat this, since we have a stable, robust product or service that what is more important that it meets the needs of the consumers.

You can also see: What is The Lean Startup? https://youtu.be/_a3s0IXSuxY

Principles of lean startup methodology:

1. **Go out. Get out of the building:** The entrepreneur must interact with the customers as soon as possible, learn from real customer issues and try to solve their problems with an appropriate product or service
2. **Validate learning:** The most important purpose of a new company is buy a sustainable business model. It is important to validate the hypotheses that are the base of your project.
3. **It's necessary to pivot:** If after the validation you can see that your hypotheses are not correct, you should listen to the feedback of your possible clients and change all the aspects that are not adequate for them. This is pivot, a structural correction of your product that allows to validate one more time.
4. **Create a Minimum Viable Product:** This is the most effective way to prove and learn with few resources. It is the first version of your product or service that your clients prove and analyse in order to evaluate them.
5. **Iterate soon:** The lean startup process is an iterate process. The aim of this, is the feedback of the clients as soon as possible, but without reducing the quality of these iterations.
6. **Avoid fast scaling:** One of the most important mistakes in a new venture is scaling prematurely. That means the company spend a lot of money growing before the process of learning is completed and before having an adequate product and before having a good product fit in the market.

Lean startup process: build- measure- learn

One of the fundamental principles of the lean startup methodology is the “build-measure-learn” cycle that aims to achieve a good product fit in the market.

As we said before, it is important that the entrepreneur thinks about some hypotheses or factors related to customers' preferences, make experiments and test with customers in order to learn

about your possible product or service. In the following figure you can see the iterative process of lean startup methodology:

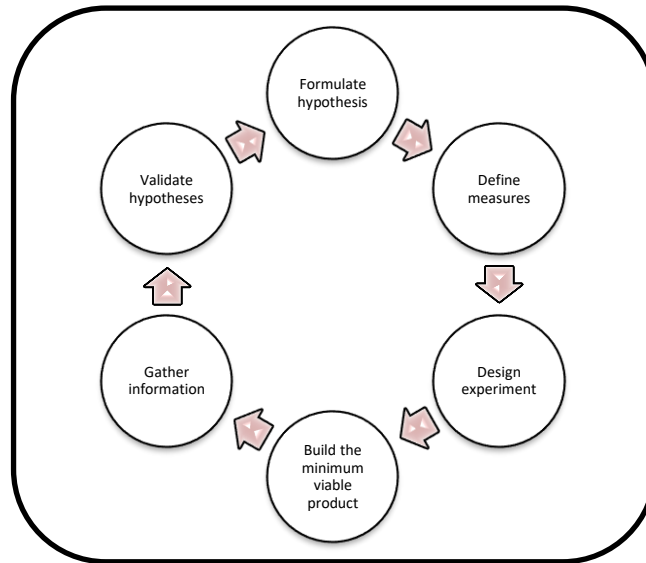


Figure 1: Lean startup process
 Source: Adapted from Rodriguez et al. (2014)

The Minimum Viable Product:

The minimum viable product is a central element of lean methodology. It is defined as the version of a new product or service that allows to pick information and validate learning through their consumers to the product or service with the minimum effort.

You can see three MVP examples in this video: https://youtu.be/xPJ0q_QVsY4

Here you have an example or a MVP:

Definition of the problem: *Large populations face big constraints without access to water, either for drinking or irrigation.*

Solution: *Develop an adequate technology easily to promote the water with renewal energy like solar energy based on pumps and standardized components.*

MPV: *A pump drinking water that works with solar energy.*

Source: Own elaboration from <http://seinetech.com/>

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2.1.2 The Business Model Canvas

The Business Model Canvas is a methodology to define a business model and its essential elements with an intuitive and practical view represented in a graphic. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances. It assists firms by aligning their activities by illustrating potential trade-offs.

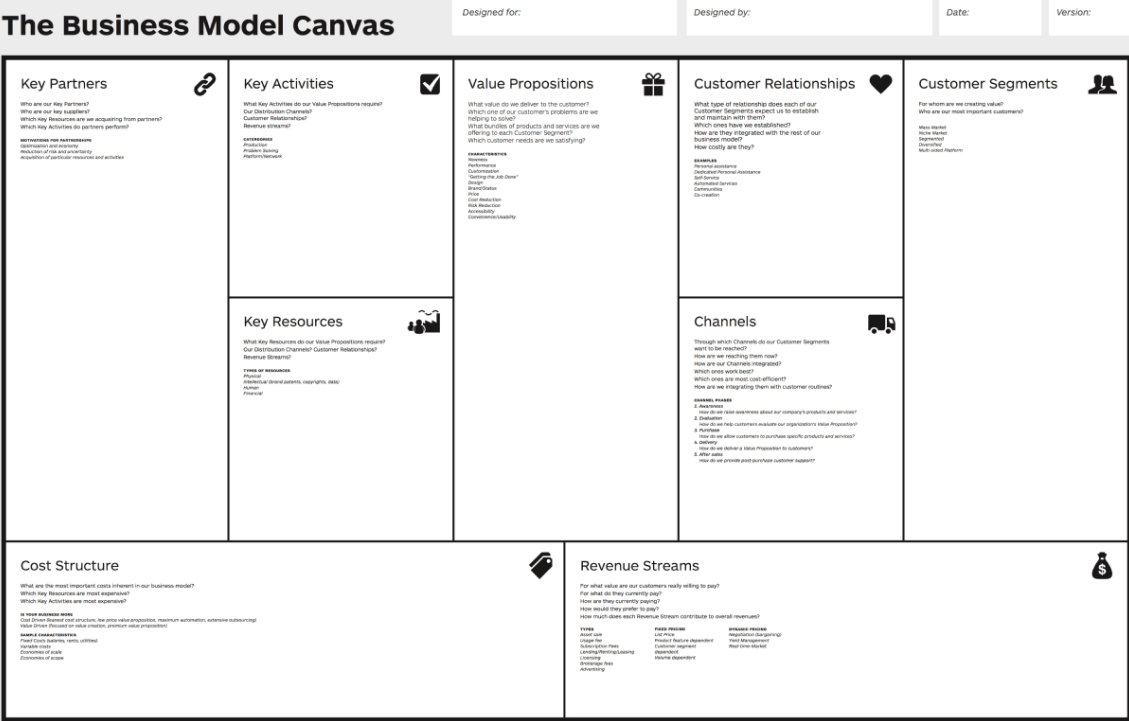
The Canvas structure:

The Canvas is composed of nine blocks that collect the elements that make up a business model.

The right-hand side of the model groups the value proposition, market segments, customer relationships, channels and revenues streams. These five elements define the value that the business aims to generate for its customers.

The left-hand groups four blocks focused on the internal activities of the company and how their operation are structured. In this part, we identify the activities that the company needs to carry out, as well as the resources that has to employ to implement the strategy designed in the right side of the canvas.

Below you will see the template of the business model canvas:



The Business Model Canvas

Designed for: _____ Designed by: _____ Date: _____ Version: _____

<p>Key Partners </p> <p>Who are our key Partners? Who are our business partners? Which key Resources are we acquiring from partners? Which key Activities do partners perform?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p> <p>KEY RESOURCES What are the most important costs inherent in our business model? Which key Resources are most expensive? Which key Activities are most expensive?</p> <p>KEY RESOURCES What key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>	<p>Key Activities </p> <p>What key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p> <p>Key Resources What key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>	<p>Value Propositions </p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>	<p>Customer Relationships </p> <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which one do we establish? How are we interacting with the rest of our business model? How costly are they?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>	<p>Customer Segments </p> <p>For whom are we creating value? Which are our most important Customer Segments?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>
<p>Cost Structure </p> <p>What are the most important costs inherent in our business model? Which key Resources are most expensive? Which key Activities are most expensive?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>	<p>Revenue Streams </p> <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How should they prefer to pay?</p> <p>KEYNESSES FOR ACQUISITION Complementary resources Reduction of risk and uncertainty Acquisition of profitable resources and activities</p>			

DESIGNED BY: Business Model Foundry AG
The masters of Business Model Generation and Strategyzer


 strategyzer.com

Figure 2: Template of Business Model Canvas

Source: Strategyzer. <https://assets.strategyzer.com/assets/resources/the-business-model-canvas.pdf>

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The Canvas definition process

Normally an entrepreneur has in his mind the product that he wants to launch to the market when he decides to start his project. For this reason, in order to study the product it is important to start with the value propositions. The value proposition is linked to the market segment. It is important to know for whom value is being created. It is for this reason that these aspects are usually completed together.

Then it is important to determine, how the value proposition will be delivered to customers, so we decide about the channels that can be physical or virtual. With this in mind, we can make decisions related to customer relations, an aspect linked to marketing, that is, how we are going to find, attract and retain our customers. Finally, the right side of the canvas is useful because with this we can decide what mechanisms we will generate in order to obtain income.

In the second part of the canvas we need first to define the mechanisms and second to decide the mechanisms to be able to carry out the product, which are, the necessary resources and the key activities. Likewise, we should also analyze how much money it will cost us to produce it.

The Canvas in practice: the technique

To complete the business model Canvas you should be able to complete the following questions:

VALUE PROPOSITION:

- What is the value that we create for our customers?
- What problem we are trying to solve?
- What is the need that we are solving?
- What segment of customers are we targeting?

CUSTOMER SEGMENT:

The aim of this part is to describe your customer, the personality, the place that they live, what do they do...

- For whom are we creating value?
- Who are our most important customers?

CHANNELS:

- How do we get the product for the customers?

CUSTOMER RELATIONSHIPS:

The most important aspects that are based on customer relationships are the attraction, loyalty, and increasing of the number of customers

- What type of relationship the customers expect to establish with the company?
- How is this relationship between the customer segments?
- How do we make that customers get interested in us?

REVENUES STREAMS:

- How does the company earn money for each market segment?
- What is the source of income?
- What is the price of our product / service?

KEY PARTNERS

- Who are our key partners?
- Who are our key suppliers?
- What activities our key partners do?

KEY ACTIVITIES

- What key activities does our value proposition require?

KEY RESOURCES

- What key resources does our value proposition require?
 - Physical resources
 - Location of the company
 - Where we get the products and services from. (suppliers)
 - Storage: if a distribution center is established
 - Production facilities
 - Financial resources
 - Own funds, friends, family, crowdfunding
 - Venture capital companies financing
 - Governmental aid to small businesses.
 - Bank financing
 - Human Resources
 - Qualified Employees
 - Business culture
 - Intellectual Resources. Intellectual property:

COST STRUCTURE

- What are the most important costs?
- What are the most expensive key resources or activities?

In this video you have a summary of the Business Model Canvas:
<https://strategyzer.com/canvas/business-model-canvas>

Now you have two examples for a completed Business Model Canvas.

The first example is from iPod/iTunes and the second example is of the MPV that we explained before.

1. Example1: Business Model Canvas of iTunes:

Description: Their value proposition is orientated by the idea that the consumers can search, buy and listen to the digital music easily and create a big library of music.

KEY PARTNERS: <ul style="list-style-type: none"> Record companies Musiciens OEM (Original Equipment manufacturer) 	KEY ACTIVITIES: <ul style="list-style-type: none"> Hardware design Marketing 	VALUE PROPOSITION: <ul style="list-style-type: none"> Accessibility Music experience without interruptions 	CUSTOMER RELATIONSHIPS: <ul style="list-style-type: none"> Love brand Switching costs 	CUSTOMER SEGMENT : <ul style="list-style-type: none"> Mass Market
	KEY RESOURCES:; <ul style="list-style-type: none"> Apple brand People Hardware iTunes software Agreements and Contents 		CHANNELS : <ul style="list-style-type: none"> Apple.com Apple stores App Store 	
COST STRUCTURE <ul style="list-style-type: none"> People (employees) Manufacturing Marketing and sales 		REVENUE STREAMS: <ul style="list-style-type: none"> iTune store Hardware revenues Music revenues 		

Figure 3: Example of Business Model Canvas
Source: Adapted from Ostelwalder and Pigneur Y. (2011)

2. Example 2: Business Model Canvas Kit to achieve water with solar energy.

Description: Innovative system to pump water with photovoltaic energy based on efficiency, easy installation and fair cost. This product is self-sufficient, it works with sun radiation, it is not noisy, it is “environmentally clean” and it need a relative minimum maintenance. Every person can use it because we don’t need skilled persons to operate it. (<http://seinetech.com/>)

KEY PARTNERS: <ul style="list-style-type: none"> Material suppliers Engineers International Distributors 	KEY ACTIVITIES: <ul style="list-style-type: none"> Product design and development Manufacturing Marketing 	VALUE PROPOSITION: <ul style="list-style-type: none"> Affordable Pumping Solution Special Design according to water source and water needs Domestic system easy to set up and use for end users Triphase AC Pumps 	CUSTOMER RELATIONSHIPS: <ul style="list-style-type: none"> Switching costs Post sale Maintenance 	CUSTOMER SEGMENT : <ul style="list-style-type: none"> Small holders from remote areas or places without or with poor power availability.
	KEY RESOURCES: <ul style="list-style-type: none"> Agreements and contents People Manufacturing 		CHANNELS : <ul style="list-style-type: none"> Distributors Website 	
COST STRUCTURE <ul style="list-style-type: none"> People (employees) Manufacturing Marketing and sales 		REVENUES STREAMS: <ul style="list-style-type: none"> The different solar water kits. Complete installation Maintenance Improvements and complements for the kit. 		

Figure 3: Example of Business Model Canvas
Source: Own elaboration from <http://seinetech.com/>

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Subchapter 2.3 – Exercises:delivery (chosed one or another)

You should chose one excercise or another to prepare the delivery. You have an editable document to prepare the activity called Module 2- Chapter 2.3- Delivery

2.3.1. Select one idea relative to your sector and prepare a Canvas

- Define the problem that your cutomers have.
- Explain the solution that you identify
- Define your idea and what would be the MVP.
- Then complete the Business Model Canvas

2.3.2. Looking the example of the Business Model Canvas, prepare your review version for a improving idea.

- Regarding the problem that we solve in the example, think about another solution for it or an improvement of the MPV proposed.
- Explain the improvement. Define your new MPV
- Explain the diferences with the example
- Complete the Business Model Canvas for this improved product.

References

Rodríguez et al. (2014): Manual de Creación de Empresas de la Oportunidad a la puesta en marcha, Ed. Civitas.

Ostelwalder A. and Pigneur Y. (2011): Generación de Modelos de Negocio. Deusto. Gupo Planeta. (Original Tittle: Business Model Generation)

Aulet B. (2013): Disciplined entrepreneurship: 24 steps to a successful startup. John Wiley & Sons.

<https://steveblank.com/>

<http://theleanstartup.com/principles>

<https://strategyzer.com/canvas/business-model-canvas>

<https://assets.strategyzer.com/assets/resources/the-business-model-canvas.pdf>

<http://seinetech.com/>



Chapter 2 . Subchapter 2.3 – Delivery

Exercises 2.3.1 or 2.3.2 (chosed one or another)

2.3.1 Select one idea relative to your sector and prepare a Business Model Canvas.

1. Define the problem that your customers have.

2. Explain the solution that you identify

3. Define your idea and what would be the MVP.



4. Then complete the Business Model Canvas

KEY PARTNERS: • Text	KEY ACTIVITIES: • Text	VALUE PROPOSITION: • Text	CUSTOMER RELATIONSHIPS: • Text	CUSTOMER SEGMENT : • Text
	KEY RESOURCES: • Text		CHANNELS : • Text	
COST STRUCTURE • Text		REVENUES STREAMS: • Text		

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2.3.2. Looking the example of the Business Model Canvas, prepare your review version for a improving idea.

Example:

Definition of the problem: *Large populations face big constraints without access to water, either for drinking or irrigation.*

Solution: *Develop an adequate technology easily to promote the water with renewal energy like solar energy based on pumps and standardized components.*

Minimum Product Viable (MVP): *A pump drinking water that workes with solar energy.*

Example of Business Model Canvas

KEY PARTNERS: <ul style="list-style-type: none"> • Material suppliers • Engineers • International Distributors 	KEY ACTIVITIES: <ul style="list-style-type: none"> • Product design and development • Manufacturing • Marketing • 	VALUE PROPOSITION: <ul style="list-style-type: none"> • Affordable Pumping Solution • Special Design according to water source and water needs • Domestic system easy to set up and use for end users • Triphase AC Pumps 	CUSTOMER RELATIONSHIPS: <ul style="list-style-type: none"> • Switching costs • Post sale • Maintenance 	CUSTOMER SEGMENT : <ul style="list-style-type: none"> • Small holders from remote areas or places without or with poor power availability.
	KEY RESOURCES: <ul style="list-style-type: none"> • Agreements and contents • People • Manufacturing 		CHANNELS : <ul style="list-style-type: none"> • Distributors • Website 	
COST STRUCTURE <ul style="list-style-type: none"> • People (employees) • Manufacturing • Marketing and sales 		REVENUES STREAMS: <ul style="list-style-type: none"> • The different solar water kits. • Complete installation • Maintenance • Improvements and complements for the kit. 		

Figure 1: Example of Business Model Canvas
 Source: Own elaboration from <http://seinetech.com/es/>

1. Regarding the problem that we solve in the example, think about another solution for it or an improvement of the MPV proposed.

2. Explain the improvement. Define your new MPV

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3. Explain the differences with the example

4. Complete the Business Model Canvas for this improved product

KEY PARTNERS: <ul style="list-style-type: none"> • Text 	KEY ACTIVITIES: <ul style="list-style-type: none"> • Text 	VALUE PROPOSITION: <ul style="list-style-type: none"> • Text 	CUSTOMER RELATIONSHIPS: <ul style="list-style-type: none"> • Text 	CUSTOMER SEGMENT : <ul style="list-style-type: none"> • Text
	KEY RESOURCES: <ul style="list-style-type: none"> • Text 		CHANNELS : <ul style="list-style-type: none"> • Text 	
COST STRUCTURE <ul style="list-style-type: none"> • Text 		REVENUES STREAMS: <ul style="list-style-type: none"> • Text 		

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MODULE 2: ENTREPRENEURSHIP (012-A3)

CHAPTER 3: Resources for entrepreneurs (how to raise financial capital)

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Summary: In this chapter we will initially focus on identify some interesting resources and examples transform an idea to a project.

Subchapter 3.1: Entrepreneurship Awareness and Training in the first steps of an idea.

In this subchapter we will show the most important resources in order to analyse the context of entrepreneurship. First of all we think that it is important to know some reports that explain the most important aspects related to entrepreneurship in the world. For that reason we have prepared the following table in order to present some of the most important resources related to this. To know what is Entrepreneurship and platforms to promote Entrepreneurship you can see the following resources:

ORGANISM	WEB	DESCRIPTION
<i>Global Entrepreneurship Monitor (GEM)</i>	http://www.gemconsortium.org/	The Global Entrepreneurship Monitor is the world's foremost study of entrepreneurship. Every year they publish a global report which tracks rates of entrepreneurship across multiple phases of entrepreneurial activity. They assessed the characteristics, motivations and ambitions of entrepreneurs; and explored the attitudes that societies have towards this activity
	http://www.gemconsortium.org/report/49812	2016/2017 GEM Global Report
	http://www.gemconsortium.org/country-profile/68	Hungary Economy profile
	http://www.gemconsortium.org/country-profile/103	Romania Economy profile
	http://www.gemconsortium.org/country-profile/109	Spain Economy profile
	http://www.gemconsortium.org/report/49542	GEM 2015 Report on Social Entrepreneurship
<i>Promoting entrepreneurship. European Commission:</i>	https://ec.europa.eu/growth/smes/promoting-entrepreneurship_en	European platform to promote entrepreneurship.
<i>The Entrepreneurship 2020 Action Plan</i>	https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan_en	It is a blueprint for action to Europe's entrepreneurial potential, to remove existing obstacles and to revolutionize the culture of entrepreneurship. The aims of this Entrepreneurship 2020 Action Plan is to promote the creation of new businesses and to create a much

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		more supportive environment for existing entrepreneurs to thrive and grow.
<i>Empreder possible</i>	http://emprederesponsible.org/en	Meeting point and collaboration of every entrepreneur: social, artistic, cultural, technological...
<i>Santander International Entrepreneurship Centre (CISE)</i>	http://www.cise.es/en/	CISE promotes innovative programs that include open methodologies and real-life experiences that stimulate the entrepreneur's creativity. The initiative encourages the entrepreneurial culture and seeks to support innovation in existing business models and the creation of start-ups, with the purpose of contributing to economic and social progress.

Figure 1: Resources and platforms to promote Entrepreneurship
Source: Own elaboration

Subchapter 3.2: Other resources and competitions

Here you have other resources and competitions in order to have some financial support to start your project.

PROGRAM	WEB	DESCRIPTION
<i>Climate Accelerator KIC</i>	http://www.climate-kic.org/for-entrepreneurs/	Program to promote environmental startups. The objective of this program is to create new projects related to promote the development of a low carbon economy, through new opportunities in terms of climate change.
<i>Unreasonable institute</i>	https://unreasonableinstitute.org/	Platform that unites entrepreneurs with the potential to address major problems at scale. Problems like poverty, lack of education, and access to clean water. They gather entrepreneurs with hand-picked mentors, funders, and a global network to help grow their impact.
<i>Social Nest</i>	http://socialnest.org/en/#	Social Nest is a community that may help you have a social impact through a profitable and sustainable business project.

Figure 2: Resources and competitions with financial support to start your project.
Source: Own elaboration

Subchapter 3.3 Exercise: delivery

Find the most important entrepreneurship programs in your country and analyse them. You have an editable document to prepare the activity called Module 2- Chapter 3.3- Delivery.

References

Climate KIC Accelerator in Castellón:
http://www.castello.es/web30/pages/generico_web10.php?cod1=31&cod2=1219
Climate KIC Accelerator: <http://www.climate-kic.org/for-entrepreneurs/>
GEM 2015 Report on Social Entrepreneurship: <http://www.gemconsortium.org/report/49542>
GEM 2016/2017 Global Report: <http://www.gemconsortium.org/report/49812>
Global Entrepreneurship Monitor (GEM): <http://www.gem-spain.com/>
Hungary GEM Economy profile: <http://www.gemconsortium.org/country-profile/68>
Plataforma Emprender es posible de la Fundación Princesa de Girona:
<http://emprenderesposible.org/en>
Promoting entrepreneurship. European Commission:
https://ec.europa.eu/growth/smes/promoting-entrepreneurship_en
The Entrepreneurship 2020 Action Plan: https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan_en
Romania GEM Economy profile: <http://www.gemconsortium.org/country-profile/103>
Santander International Entrepreneurship Centre: CISE <http://www.cise.es/en/>
Social Nest: <http://socialnest.org/en/#>
Spain GEM Economy profile: <http://www.gemconsortium.org/country-profile/109>
The Entrepreneurship 2020 Action Plan: https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan_en
Unreasonable institute: <https://unreasonableinstitute.org/>



Chapter 2 . Subchapter 3.3 – Delivery

Exercise: Find the most important entrepreneurship programs in your country and analyse them. To do this delivery you should complete the table as the example.

PROGRAM/ RESOURCES	WEB	Type of programme	DESCRIPTION	WHY IS INTERESTING THIS PROGRAM TO YOU
Yuzz Program	http://yuzz.org.es/	Program to promote the young entrepreneurship	This program promotes entrepreneurship and allows the participants to analyse their projects. Moreover, in this program the best project of your centre win a travel to Silicon Valley with the other of the winners from the rest of the centers in Spain and have the possibility to win 30.000, 20.000 or 10.000 euros for the three best projects in Spain.	This program is interesting because allows me to learn some methodologies and analyse my project. This program also promotes networking and if I win, I have the possibility to continue with my project.

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