

Differentiating between Entrepreneurs and Intrapreneurs: a Competency Approach.

Jolandi Zwemstra

Industrial Psychology

Erasmus University Rotterdam

First reader: Dr. Evelina Ascalon

Second reader: Dr. Marjan Gorgievski

July 2006

ABSTRACT

(216 words)

Differentiating between Entrepreneurs and Intrapreneurs:
a Competency Approach.

Recently the contribution of entrepreneurship and intrapreneurship to economic wealth and sustained job creation has received more emphasis. Unfortunately, research has shown that start-ups are faced with failure within the first three to five years (Klein, 2002). Organizations also place high value on intrapreneurial employees who are innovative and responsible for strategic renewal. The aim of this study is to determine which competencies differentiate successful entrepreneurs and intrapreneurs to be used for selection and development purposes. A questionnaire assessing whether an individual has the required competencies to be successful was developed. Competencies were identified from a literature review and interviews and divided into seven behavioural clusters, e.g. managerial-, interpersonal- and decisive- behaviour. Entrepreneurs, intrapreneurs and managers of intrapreneurs participated and indicated the importance and frequency of each competency. Competency differences were additionally studied by dividing the entrepreneurial sample between high- and low-growth potential and the intrapreneurial sample between different organizational levels, e.g. the enterprise-, corporate- and business-level. These divisions were based on Kunkel's Entrepreneurial Activities Typology (2001). Significant differences were found for the importance and frequency of use of the managerial behaviour competencies between the two groups. No significant difference was found for the other behaviour competencies. Based on these results recommendations for future use of the competencies and development of entrepreneurs and intrapreneurs are made.

ACKNOWLEDGEMENTS

I would like to thank Dr. Evelina Ascalon, the first reader of my thesis, for her tremendous support and direction during the development of the questionnaire, collection of the data and completing this thesis. From the beginning, her enthusiasm for the field of entrepreneur and intrapreneurship inspired me to investigate what lies beneath. Furthermore I would like to thank Dr. Marjan Gorgievski, the second reader, for her input, help with the translation of the materials and feedback.

I would like to thank all the entrepreneurs and intrapreneurs who were willing to tell their stories and participate. Furthermore I would like to thank Mr. Hans Droste (NIPOS), Mr. Peter van Gelderen (Growth Company) and Mr. Jan van Iwaarden for giving me permission to use their network of associates to gather participants.

Moreover I would like to thank my family, friends and boyfriend for their support, and faith in the past two years. Your help and motivation enabled me to bring this to completion.

In the last place I would like to thank my Heavenly Father for the opportunity to come to the Netherlands and complete my study in Industrial Psychology in this way.

TABLE OF CONTENT

Abstract	2
Acknowledgement	3
Table of content	4
Introduction	6
Chapter 1: Entrepreneurial- and Intrapreneurial activities	8
Kunkel's Entrepreneurial Typology and the activity approach	8
Entrepreneurship and entrepreneurial activities	12
Defining entrepreneurship	12
Intrapreneurship and intrapreneurial activities	13
Defining intrapreneurship	15
Entrepreneurial and intrapreneurial competencies.....	15
Competencies and their applicability.....	15
Existing competency typologies and the development of the proposed typology	20
Entrepreneurial competencies	23
Intrapreneurial competencies	24
Research questions	25
Hypothesis based on the clusters	26
Chapter 2: Method and results	29
Stage 1: Competencies development	30
Participants	30
Procedure	30
Stage 2: Questionnaire Development	30
Participants	30
Materials	31
Reliability	31
Procedure	32
Results	32
Correlation	32
Hypothesis Testing	32
Chapter 3: Discussion and conclusion	37
Limitations	37

Future research and application	37
References	39
Appendix A: Table 1: Entrepreneurial competencies	44
Table 2: Intrapreneurial competencies	51
Appendix B: Results	
Table 3: Means and Standard Deviations of Entrepreneurial and Intrapreneurial competencies	58
Table 4: Intercorrelations between Competency Clusters (Importance and Frequency)	59
Appendix C: Online questionnaire for entrepreneurial competencies	60
Appendix D: Online questionnaire for intrapreneurial competencies	71
Appendix E: Online questionnaire for entrepreneurs (Dutch version)	83
Appendix F : Online questionnaire for intrapreneurs (Dutch version)	94

Awareness of entrepreneurship and intrapreneurship has increased recently. Research within both fields has increased and contributed not only to the field of psychology, but also to business in general and society as a whole. However further research is still needed in different areas.

Research done by the Dutch Ministry of Economic Affairs (1998) indicates that the number of start-ups in the Netherlands has increased by 50% over the past decennium. Based on these results one can expect a future increase in new ventures, especially those founded by minority groups. Unfortunately research has shown that the majority of these organizations face failure within the first three to five years after start-up (Klein, 2002). In part because of the high failure rate there is a need to identify the distinctive characteristics associated with successful performance of entrepreneurial activities.

For centuries entrepreneurs have made major contributions to sustained economic growth, job creation and fulfillment of market gaps. Longenecker, Moore and Petty (2000), describe entrepreneurs as the decision makers who will help shape the free-enterprise economic system of the twenty first-century by discovering market needs and launching new firms to meet those needs.

Intrapreneurship, or entrepreneurial activities within the organizational context, is found within all the levels of the organization. Intrapreneurial employees contribute to an organizations flexibility and innovative reaction to market changes (Lumpkin & Dess, 1996). These employees are known for their ability to develop and implement a transformation process leading the organization to new heights (Guth and Ginsberg, 1990). This is accomplished by their ability to align the required resources, achieve goals and their drive to succeed. These employees are the cornerstone for the organization's survival in a dynamic market.

A comprehensive review of past and current entrepreneurial and intrapreneurial research points to a major area in which more research is needed – that of entrepreneurial and intrapreneurial activities and the associated competencies. Past studies on entrepreneurship have mainly focused on identifying types of entrepreneurship (Singh & DeNoble, 2003). Furthermore little is known about intrapreneurship and overall a limited amount of research is done on the successful performance of entrepreneurial and intrapreneurial activities. To our knowledge, no comprehensive competency typology exists and it is therefore proposed that the

development of such a typology will make a considerable contribution to the literature on entrepreneurship and intrapreneurship.

Goal of the Study

The goal of this study is to construct an extensive list of entrepreneurial and intrapreneurial competencies. This will be done by performing a literature research and conducting interviews, during which the focus will be on the activities performed by the entrepreneurs and intrapreneurs. The aim of this study is to:

- (1) Identify the competencies that are perceived as important and frequently used by entrepreneurs,
- (2) Identify the competencies that are perceived as important and frequently used by intrapreneurs, and
- (3) Determine whether the competencies differ among the levels as indicated by Kunkel's entrepreneurial activity typology (2001).

Based on the obtained results, a competency typology will be developed, indicating competencies that are perceived as important and frequently used, for both entrepreneurs and intrapreneurs. This typology has the prospect to be used as the basis for future questionnaires or research.

The structure of the study

Attention will be given to both entrepreneurial and intrapreneurial activities. In chapter 2 we will present an overview of previous research in both fields, as well as the entrepreneurial activity typology as developed by Kunkel (2001). In chapter 3 we will discuss the importance of the competencies approach, the clusters of competencies and the individual competencies as they can be found in the questionnaire. The method which was used to develop the questionnaire, to obtain the data, as well as the results will be discussed in chapter 4. In the last chapter (chapter 5), the discussion will be based on the obtained results, their interpretation and their relevance to entrepreneurs and intrapreneurs. Additionally recommendations will be made for the use of the competency typology as well as for further research.

“We shall not cease from exploration. And the end of all our exploring will be to arrive where we started, and know the place for the first time.”

~T.S. Eliot, Four Quartets ~

CHAPTER ONE

ENTREPRENEURIAL AND INTRAPRENEURIAL ACTIVITIES

Entrepreneurial and intrapreneurial research has increased during the past decennium, partly because of the increased awareness of the importance of the contribution made by these individuals. In this chapter an overview will be provided on the research that was done in this field.

The criterion of this study is the successful performance of the entrepreneurial and intrapreneurial activities. The predictors that were chosen are the competencies associated with the successful performance of the entrepreneurial and intrapreneurial activities. An overview of the predictors as well as the criteria may be found in Figure 1, Appendix A. Kunkel (2001) developed an entrepreneurial activity typology and this typology is used to differentiate between the levels of entrepreneurial and intrapreneurial activities. Firstly we will discuss this typology, after which we will define entrepreneurship and intrapreneurship and the various activities that are performed. Thereafter we will provide the reasons for the competency approach and previous research that was done on entrepreneurial and intrapreneurial competencies. Lastly we will discuss the seven categories of competencies as well as the competencies that were included under these headings.

Kunkel's Entrepreneurial Typology and the activity approach

A part of entrepreneurial and intrapreneurial research focussed on the question whether different types of entrepreneurs existed and whether they could be divided into distinct groups. Carland, Hoy, Boulton and Carland (1984) for example aimed to differentiate between small business owners and entrepreneurs, while Singh and DeNoble (2003) studied types of entrepreneurship. However, little research was done on the intrapreneur and the intrapreneurial activity.

In reaction to these studies, Kunkle (2001) argued that instead of classifying types of entrepreneurs or entrepreneurial ventures, one should classify types of entrepreneurial *activities*. According to Kunkel, classifying could lead to wrong assumptions. For instance, a wrong assumption may be made that an individual will be involved in only one type of entrepreneurial activity and form a single type of

venture during his or her career. Furthermore it might imply that the individual will utilize the same approach to all ventures over time. However by classifying types of entrepreneurial or intrapreneurial *activities* one acknowledges the fact that different types of activities may take place at different times or simultaneously in different organizations or ventures.

The activity approach is supported by various studies. The result of these studies indicates that different types of entrepreneurial activities exist and that external factors such as the environment as well as internal factors, such as the organizations' and individuals' motivation and goals lead to a significant difference between categories of entrepreneurial activities (Kunkel, 1991; Mc Dougall, 1987; Sandberg, 1984, 1986).

Based on his research, Kunkel (2001) developed an entrepreneurial activity typology with different levels of entrepreneurial and intrapreneurial activities. A graphical representation is given in Figure 1. The first categorization found in this typology is based on whether the entrepreneurial activity takes place:

- by an individual or team of individuals independent of an existing organization (*Independent/ Entrepreneurship*) or
- within the structure and context of an existing organization (*Corporate/ Intrapreneurship*).

Entrepreneurial activities were categorized by taking into account several characteristics. The most significant characteristic was the new ventures' *growth potential*, resulting in *high and low growth potential* groups.

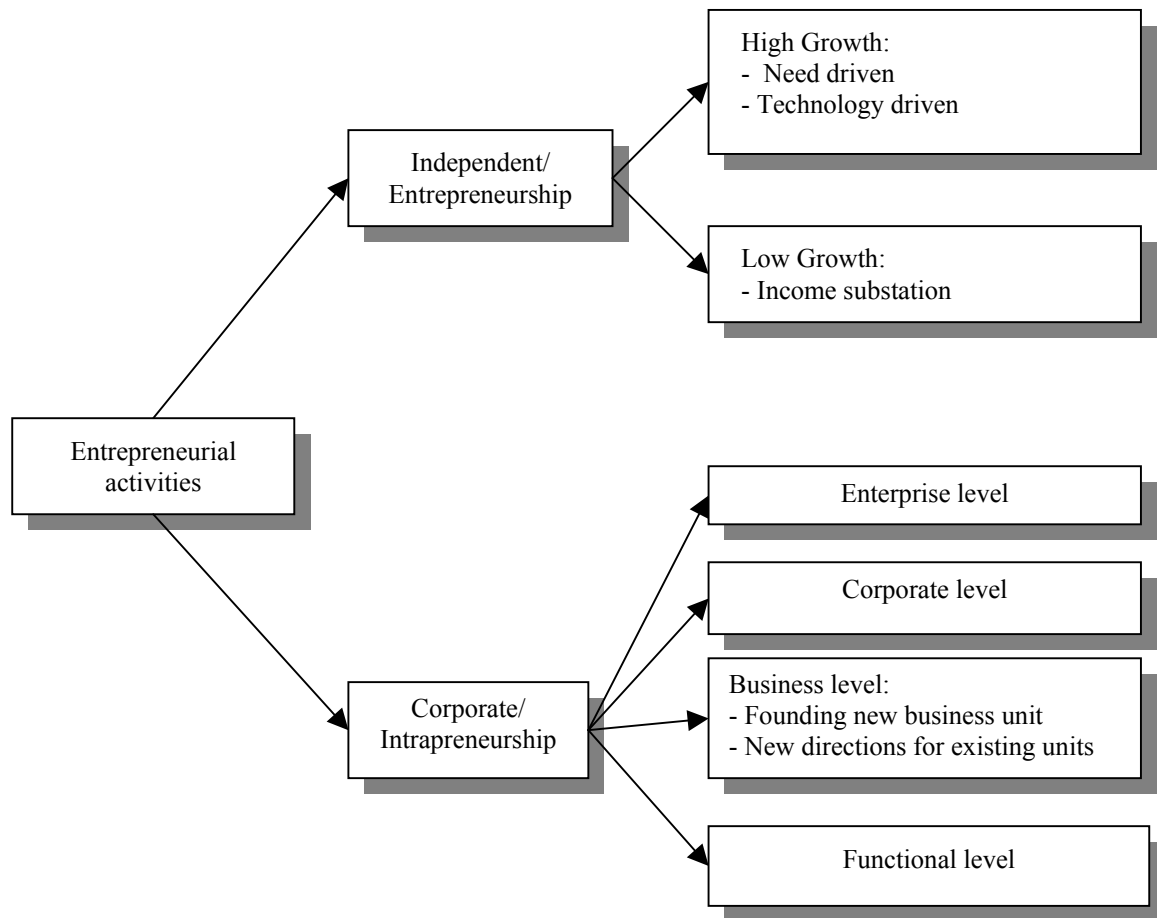


Figure 1: Entrepreneurial activity typology

High Growth Potential new venture activities are divided into:

- **Need driven new venturing:** the *raison d'être* is the market place. An unfulfilled market need is identified and actions are undertaken to fulfill this need. New and unique ways satisfy the need and while entrepreneurs' breaks or rewrite pre-established rules market rules.
- **Technology driven new venturing:** a venture is started because of the entrepreneur's desire to make new technology accessible to the market.

Low Growth Potential new ventures may not be underestimated, as they make a large contribution to the employment in a country and may even form the backbone of the economy. The main goal of these organizations is to provide income to the

entrepreneur. Kunkel developed three levels, namely income substitution, income supplementation and hobby/lifestyle new venturing. This study will focus on the first level, *income substitution new venturing*. This venture is started to generate an income for an individual and/or his/her family. This venture may be founded because of a lack of other employment opportunities or immigration.

Intrapreneurial activities are divided into different levels, namely:

- **Enterprise level:** referring to decisions and actions dealing with the mission and value system of the existing organization.
- **Corporate level:** refers to the decisions and activities concerning the business or activities the organization wishes to engage in. These decisions also include the manner of organizing, relating to other units and evaluation of the business units.
- **Business level:** referring to decisions and activities dealing with the competitive position of each business unit within the industry. This division is further divided into *founding a new business unit* and *pursuing bold new directions for an existing business unit*.
- **Functional level:** refers to decisions and activities dealing with issues within each business unit and how each functional skill (marketing, finance, HRM, etc.) may contribute to accomplishing the business level strategy.

By using the entrepreneurial activity typology as proposed by Kunkel (2001) in our study, the aim is to improve the validity of the research. The use of this typology ensures that only the activities and ventures from groups of entrepreneurial activities that are wished for, are included. By specifying the types of entrepreneurial activities one may indicate the groups of entrepreneurial actions to which the results will be applicable. In addition, by using the typology to divide entrepreneurial and intrapreneurial activities into distinct groups, a clearer distinction may be made between, for instance, the entrepreneurial/ intrapreneurial activities and managerial activities. This will improve the differentiation between entrepreneurial and managerial activities, a differentiation that is sometimes difficult to make.

Whether the entrepreneurial activity takes place within the structure and context of an existing organization or whether it takes the form of independent venturing, grouping these activities seems most appropriate. As the field of

entrepreneurial and intrapreneurial activities is broad, we will focus on the two levels of the high growth potential ventures and on the first level of the low growth potential for the entrepreneurial activity. For the intrapreneurial activity we will focus on the first three levels.

After discussing the background of the activity approach and the different levels of entrepreneurial activities that will be used in this study, we will move on to defining entrepreneurship and intrapreneurship, as well as the competencies that are associated with the successful performance of these activities.

Entrepreneurship and entrepreneurial activities

According to Hisrich (1990) it was as early as the 1930's, that Schumpeter linked innovation and the innovation process to the entrepreneur. According to Schumpeter, profit motivated entrepreneur's will to innovate improve on marginal production and to increase profits at times of economic stagnation. In contrast the Austrian School, under the leadership of Israel Kirzner, placed emphasis on the entrepreneurial ability to take advantage of imperfections in the market, to innovate and to earn a profit. Before entrepreneurial innovation the market is in a state of disequilibrium and by innovation the market moves closer to equilibrium (Khudson, Wysocki, Champagne & Paterson, 2004).

Entrepreneurs are responsible for and/or involved in initiating and constituting change in the business and social structure, by increasing output, creating employment opportunities and stimulating investment in new ventures (Hisrich, 1989). The influence of entrepreneurship is also visible in the Netherlands. In 1984, the Netherlands registered 15 000 start-ups and ten years later the number of registrations was 39 600, an increase of 264 percent. These start-ups accounted for 60 percent of the country's 100 000 newly created jobs (Hellriegel, Jackson & Slocum, 1999). Recent figures indicate that every year approximately 40 000 people start their own business (Nandram & Samsom, 2000).

In the following section we will give an overview of the viewpoints on entrepreneurship and introduce the definition of entrepreneurship used.

Defining entrepreneurship

The term *entrepreneurship* was deducted from the French word '*entreprendre*', a combination of '*entre*', which may be used as verb: 'to enter' or as adverb 'between' and '*prendre*' a verb meaning 'to take'. In German the term

‘*entrepreneur*’ or ‘*unternehmer*’ has been used for the past 200 years to describe an individual who owns and manages a venture (Cronje, Du Toit & Motlatla, 2000).

During the past decennium different authors have made an attempt to define entrepreneurship, emphasizing different aspects of entrepreneurship. A number of them are rather broad and inclusive, while others are relatively narrow. Hisrich and Peter (1989) proposed the following broad definition of entrepreneurship: “Entrepreneurship is a process of creating something different with value by devoting the necessary time and resources and receiving the resulting rewards of monetary and personal satisfaction.”

According to Hellriegel et al. (1999) successful entrepreneurs find market opportunities that others may have overlooked and form a vision of how to exploit these opportunities. By being innovative and creative, they position themselves well in shifting or untapped markets.

From the above it is clear that most of the definitions of entrepreneurs and entrepreneurship refer to innovative and creative behaviour. In addition it is perceived as the ability to organize social and economic mechanisms, to turn resources and situations into practical opportunities and the willingness to accept risks and failure. Therefore, the following definition of entrepreneurs, as found in Hisrich (1989) will be used:

“Entrepreneurs: Individuals or entrepreneurial teams owning their own companies, bearing most of the risks and having invested their own funds.”

This definition will be used because it takes into account a broad range of entrepreneurial activities, acknowledges entrepreneurial teams, and does not exclude entrepreneurs who are not the founders of the organization, but who are part of the second or later generations.

Before discussing entrepreneurial competencies in more depth, we will first move to the second group of interest, namely the intrapreneur and intrapreneurial activities.

Intrapreneurship and intrapreneurial activities

Entrepreneurial activities are not only associated with newly founded or small businesses, but are also observed within existing organizations. In this instance, the

term Corporate Entrepreneurship or Intrapreneurship is used to refer to these activities. Even though the term was not known in the Netherlands until the 1980's (Sapero et al., 1983) it is becoming one of the core focus within organizations.

The earliest referral to intrapreneurs and intrapreneurial activities may be found in the work of Gifford Pinchot. Pinchot (1978), introduced the term *intrapreneur* to describe someone in an organization who turns ideas into profitable realities (Hornsby, Naffziger, Kuratko, & Montagno, 1993). According to Pinchot intrapreneurs are the dreamers who do.

Organizations that are able to translate new ideas into products or services and get them into the market quickly are the organizations that will stay ahead of their competitors. More and more CEOs acknowledge intrapreneurial behaviour as a necessity for long-term survival (Lumpkin & Dess, 1996). Competencies, such as the willingness to take initiative when confronted with new customer demands and developments within the organizations environment, are receiving more emphasis during recruitment and performance appraisals. This is especially true for organizations in the Information and Communication Technology sector, where there is high rivalry in the market, and new developments are introduced every day. However all sectors are experiencing changes in the business environment and an increase in competition. This increases the organizations awareness of the value of intrapreneurial employees.

Intrapreneurial activities are found at all levels and in all departments within the organization. When referring to Kunkel's (2001) entrepreneurial activity typology, intrapreneurial activities may for example be observed at the enterprise level where intrapreneurial activities take place during decision making and actions dealing with the mission and value system of the organization. In other words, whenever organizational, departmental or even methodological restructuring or adjustment is needed, intrapreneurial employees are those employees who apply and implement creativity, leading to innovation within the organization (Mayzak, 2001). Intrapreneurs have the experience and depth to align the required resources to achieve their goals. They are described as employees who have a drive to succeed and who will do anything within their power to bring an idea to fruition.

Although there is great emphasis on the importance of intrapreneurial employees, not all employees display the qualities required for intrapreneurial activities. This raises the question how one will be able to identify intrapreneurial

employees. In the next section we will present the definition of intrapreneurship that will be used.

Defining Intrapreneurship

As said earlier, Pinchot (1978) referred to intapreneurs as the dreamers who do. Parts of this definition may be found in most of the more recent definitions. Nandram and Samsom (2000) for example define intrapreneurship as a process in which an individual or a group of employees innovates within an existing organization. This leads to the founding of a new venture, developed with the financial help and support from the (mother) organization.

Some authors took a broader approach by using the term intrapreneur to describe any person who has the ability to analyze the environment for opportunities, mobilize resources and take actions to take advantage of these opportunities (KSOK Courier, 1993). This broader approach includes all innovators who work within small, medium or large organizations as well as those working in the non-profit and governmental industries.

Guth and Ginsberg (1990) takes the definition provided by Pinchot (1978) one step further by not only including intrapreneurial teams but also noticing that intrapreneurial activities may take place at different levels of the organization. Because this is a much broader view on intrapreneurship, the following definition will be used:

“Intrapreneurs: individuals or intrapreneurial teams working within an existing organization, showing creativity in developing new innovations and/or taking responsible for identifying new opportunities in the market”.

Based on the above it is clear that certain traits, knowledge and skills, are associated with entrepreneur- and intrapreneurship. We will now proceed to competencies and especially those associated with the successful performance of the entrepreneurial and intrapreneurial activities. We will also discuss the clusters of competencies which were used in our questionnaire in order to develop our entrepreneurial and intrapreneurial typology.

Entrepreneurial and intrapreneurial competencies

Competencies and their applicability

During the past 25 years, the human resource discipline has adopted the competency approach with great enthusiasm. When the required competencies are

defined for the successful performance of an activity, it enables one to understand what will be required from the individual to be successful in the performance of the specific activity. Cook (2004) states that competencies are those aptitudes that will make it easier for a person to acquire more specific competencies.

One of the methods that may be used to determine the required competencies is a job analysis. Kunkel (2001) stated that instead of measuring intrapreneurs' personalities and traits, it is advisable to perform a job analysis to determine the competencies associated with the successful performance of the intrapreneurial activity. In other words the goal of performing a job analysis is to determine the competencies by which the job may be described in terms of essential behavioural criteria, tasks and or responsibilities (Rottier, 2003). When conducting interviews during the development phase of this study, we used the job analysis method. Competencies were the cornerstone on which our entrepreneurial and intrapreneurial typology was based.

In order to make predictions about the criteria of the successful performance of the entrepreneurial and intrapreneurial activity, competencies were chosen as the predictors. An extensive list of competencies was developed using great specificity within the identification of the relevant competencies. As Tett, Bleier and Murphy (2000) stated, an emphasis on specificity does not diminish the importance of general constructs, which provides convenient frameworks for research. Rather, it invites the detail needed for informed use of those constructs regarding their interpretation and their contributions to prediction. This is often referred to as the specificity-generality issue. By determining those competencies observed as important and frequently used by entrepreneurs or intrapreneurs for the successful performance of the entrepreneurial or intrapreneurial activities, the criteria of entrepreneurial and intrapreneurial success, including for example personality and background, is not diluted.

By providing more light on the specific dimensions of the involved competencies a clear impression is provided on the complex construct of the competencies needed for the successful performance of entrepreneurial and intrapreneurial activities. As a result, based on the competencies identified during this study, the user will be able to make predictions on what competencies will differentiate between successful and unsuccessful performances of entrepreneurial or intrapreneurial activities.

Before we proceed to explain the competencies that were used in the development of the entrepreneurial and intrapreneurial typology, we will give an overview of what is meant by these competencies.

In order to determine whether a trait or characteristic may be described as a competency the following definition by Jahja and Kleiner (1997) will be used:

“...demonstrable characteristics of the person, including knowledge, skills and behaviours that enable performance.”

This definition includes both personality characteristics (manifested and latent) as well as the personal situations (background, age, education etc.). As this definition is quite broad it allows one to include a wide range of attributes associated with entrepreneurial and intrapreneurial activities. This results in the development and use of a comprehensive and interesting typology.

In order to develop a reliable, valid and usable competency instrument, we must pay attention to two concerns relating directly to the specificity-generality issue, these are fidelity and bandwidth (Cronbach & Gleser, 1965; Shannon & Weaver, 1949). Fidelity (low/high) indicates the precision with which a measure captures a particular construct, whereas bandwidth (narrow/broad) refers to the number of distinct constructs sampled by a provided measure. This distinction is usually presented as a continuum whereby fidelity is purchased at the cost of bandwidth, and vice versa (Tett et al., 2000). In more practical terms, this implies that one will have to choose between the options of measuring a few competencies well (high fidelity, high interpretability) or more competencies in lesser depth (broad bandwidth, more comprehensive coverage).

Tett et al. (2000) gives an overview of the main issues regarding the use of specific versus general measures in the prediction of the job performance of managers. He states that firstly the fact that job performance criteria are often complex does not imply that predictive accuracy would not be improved with the use of more specific measures. Narrow trait scales, for example, may capture important criterion variance components that are obscured in general measures. Secondly, matching predictor and criterion measures in complexity alone is insufficient grounds for expecting better prediction. Beyond complexity, one must also match measures in terms of content. A third point mentioned by these authors derives from basic measurement principles. Ones and Viswesvaran (1996) argued that broad measures

have an advantage over narrow measures by affording greater reliability due to increased length. However, there is more to reliability than length. It is also a function of the strength of the intercorrelation of the test items or in other words, the degree to which the items are internally consistent. In short, specific measures, even if they are substantially shorter, are not necessarily less reliable.

In other words giving more attention to competencies as a dimension of the complex constructs of entrepreneurial and intrapreneurial behaviour is beneficial by:

- a) encouraging more detailed analysis of the nature and bases of entrepreneurial/intrapreneurial competencies;
- b) providing a basis for interpreting scores on general, multidimensional measures (to be precise, in using a general measure, it is critical to know what dimensions it assesses and in what proportions), and
- c) allowing more efficient use of test time by promoting identification of explicitly job-relevant constructs.

Both approaches of generality and specificity have several advantages. Tett et al. (2000) for example stated that generality leads to the organization of diverse constructs and provides convenient frames of reference. On the other hand, specificity promotes complexity which restrains identification of simple frameworks. But in contrast generality limits understanding of causes, effects and measures, while specificity is required for complete understanding of causes, effects and measurement. Summarily, both specificity and generality are important in a complete science of behaviour.

The complexity of entrepreneurial and intrapreneurial behaviour and activities holds diverse challenges for those who seek to predict, regulate and understand it. These interrelated challenges are: a) the clarification of the roles and functions served by entrepreneurs and intrapreneurs within local and broader organizational contexts; b) the identification of meaningful classes of behaviour. In the case of intrapreneurs, these behavioural classes may be used to base decisions on development, selection and promotion; c) organizing behaviour classes into convenient taxonomies; d) studying the sources of entrepreneurial and intrapreneurial behaviour, including diverse personal and situational factors and their interaction process and; e) evaluation of entrepreneurial and intrapreneurial behaviour in light of complex work demands and the imperfection of human judgment.

Based on the above, we suggest that the study of entrepreneurial and intrapreneurial activities is likely to be advanced on each front by placing less emphasis on the broad similarities in behaviours, as occurs with general taxonomies, and rather on their unique features. As indicated by Tett et al. (2000) the most important role of specificity in studying performance is that it provides a basis for detailed comparisons among managerial activities and the people performing them. It is our believe that the same may be said for the entrepreneurial and intrapreneurial activity. For example, one might not only want to know the degree to which the entrepreneurial and intrapreneurial competency of leadership differs between the groups, but especially the degree to which they differ in terms of leadership of individuals or groups, as defined in the competencies called *Leading Individuals towards Task/Goal accomplishment* and *Leading Groups towards Task/Goal accomplishment*. This dimension may also differ between the levels of both entrepreneurial and intrapreneurial activities as indicated by Kunkel (2000) in his Entrepreneurial Typology.

The above mentioned arguments favouring specificity are explained by considering three important ways in which entrepreneurial and intrapreneurial activities may differ. First, despite being generally similar, two competencies may be unique in function. *Planning* and *Strategic planning*, for example, serve very different purposes and accordingly is uniquely valued. The first guides routine, day-to-day operations, whereas the latter contributes to long-term organizational survival. Secondly, conceptually related behaviours may have different causes. Traits and skills underlying effective short-term planning are likely to be distinct from those contributing to long-term vision. Finally, related behaviours may require unique methods of measurement.

Competencies may also be divided into different types and levels. Any *task* has two components, namely the *structure* (the characteristics of the tasks, focusing on the interaction within the task) and the *function* (the goals aimed for in the task). Ideally any taxonomy of competencies will reflect the essentials of both the structure and the function. When looking at the structure and the interaction within the task, an important distinction must be made between the interaction that takes place with others and the interaction with different business matters (Motowidlo & Van Scotter, 1994). An example of the interaction that takes place in the presented typology may be found in both the entrepreneurial and intrapreneurial competency called *Delegation*

(sharing responsibility and accountability with others). For more examples see Table 1. Hoekstra and van Sluijs, (2001) included a third component referring to the relationship between the individual and his or her task- an aspect that is often neglected, but which still plays an important role in the way people perform their roles and the conviction with which they perform this role. An example of this conviction may be the competency called *Motivating Myself* (creating positive feelings within myself. These feelings inspire me to work enthusiastically in my tasks and toward my goals). In terms of the function of the task, one may find a difference in the goals that are pursued as well as the roles that the individual has to perform. The role of the entrepreneur for example will require the individual to perform the task with a high degree of persuasion.

From the above it is clear that the identification of competencies is one of the best methods to identify what the requirements are to be successful, in our case, the performance of the entrepreneurial and intrapreneurial activities. Below a review will follow on the existing entrepreneurial typologies and theories around entrepreneurial and intrapreneurial competencies.

Existing competency typologies and the development of the proposed typology

Extensive research has been done on the competencies associated with entrepreneurial activities. Far less work has been done on intrapreneurial competencies and during our literature research no comprehensive intrapreneurial typology was found. This is one of the reasons for the development of the proposed typology. Six taxonomies were identified of being of particular importance in the current study (Born & Altink, 2003; Aarts, Hoekstra, & Serlie, 2004; Hoekstra & Van Sluijs, 2001; Lominger Ltd; Rottier, 2003; Tett et al, 2000). Together with the information obtained from interviews with entrepreneurs, intrapreneurs and managers of intrapreneurs, these taxonomies were used as a starting point for the development of the proposed typology.

In their search to compare the entrepreneurial competency profile across five European countries with the competencies described in American literature, Born and Altink (2003) constructed a competency profile covering twenty competencies. This was the product of the combination of the results from their international rating study with, among others, the Global Entrepreneurship Monitor (Reynolds, Camp, Bygrave, Autio and Hay, 2002). Born and Altink (2003) concluded that psychological attributes (competencies) seem to be at least as important as contextual (situational) attributes.

After evaluating the above taxonomies, it became clear that even though there is great agreement between authors about most of the competencies needed to be successful in the entrepreneurial activity, some authors include competencies in their typologies not found in other typologies. For example Born and Altink (2003) included the competency *Reliability* in their typology, which was not included by Rottier (2003). This fact also proves the importance of the development of the proposed typology.

The question may be asked whether there is any difference between the competencies associated with entrepreneurs and those with intrapreneurs. Some authors see Intrapreneurship as a level of Entrepreneurship (Khudson et al., 2001), but the majority of authors see intrapreneurship as a separate characteristic, but nevertheless close related to entrepreneurship.

During the developmental process of the typologies, competencies associated with the successful performance of the managerial activities were also included. According to Kunkel (2001), strategic management is one of the key roles of the entrepreneurial activity. Guth and Ginsberg (1990) include strategic renewal in their definition of corporate entrepreneurship. This is the basis on which the managerial competencies were included as part of the intrapreneurial competency typology. An example of such a competency, perceived as important for both intrapreneurs and manager is *Strategic planning*. Here the intrapreneur analyzes his/her current position after which he/she develops the necessary steps to reach the organization's goal.

Nandram and Samson (2000) mentioned that there is a remarkable similarity between the competencies associated with the successful performance of the managerial activities and those associated with intrapreneurial activities, but there are certainly differences as well. Intrapreneurs, for example, are responsible for the development of the business plan, are in charge of a new product or service, receive assignments with levels of risk. In short, in contrast to managers, intrapreneurs spend most of their time innovating. Both possess autonomy, but intrapreneurs have much less supervision. Another difference between managers and intrapreneurs is that intrapreneurs are directly involved and to them status symbols are observed as less important and they place more emphasis on freedom.

In some of the above proposed typologies the competencies were divided under several headings (Aarts et al., 2004, Rottier, 2003 & Tett et al, 2000). The divisions that were made in the proposed typology were partly based on these sources

as well as other literature sources and the help of three specialists in the field of entrepreneurial and intrapreneurial competencies. The divisions makes it easier to understanding the list of competencies by grouping together related competencies. Because the same headings were used for both the entrepreneurial and intrapreneurial typologies, we will briefly explain each of these headings as well as their rational.

- **Managerial behaviour competencies:** The competencies under this heading contain those competencies perceived as important for the management of their own and that of others behaviour. For example *Managing cross-level relationships* (see Table 1 and 2) measures the importance and frequency of the competency to lead different individuals from different organizational levels.
- **Interpersonal behaviour competencies:** This heading captures those competencies that allow for effective interaction between individuals and groups. For example, the competency *Listening* (see Table 1 and 2) refers to the ability to extract the core of what is communicated and not allowing one's own opinion to influence one's understanding and interaction with others.
- **Decisive behaviour competencies:** This group of competencies is perceived as important for making effective decisions and are the cognitive process of selecting a course of action among multiple alternatives. For example, the competency of *Problem analysis* (see Table 1 and 2) refers to the ability to grasp important relationships and comprehend the results of the decisions being made.
- **Ethical orientation competencies:** This heading includes the competencies important for adherence to ethical guidelines and judicial regulations. For example, the competency of *Benevolence* (see Table 1 and 2) refers to the performance of generous acts promoting the society as a whole.
- **Venturing behaviour competencies:** This heading groups the competencies important for the successful start-up and continuing of operation within the organization. They are observed as essential for the long-term success of the organization. These competencies are not only important for the entrepreneurial activities, but also for the intrapreneurial activities. Both of these groups are in one way or another involved in the start-up of ventures, whether it is within the structures of an existing organization or in the form of

an independent venture. An example would be the competency *Vision* (see Table 1 and 2) which is applicable to both the entrepreneur and intrapreneur. Both groups are expected to have a visualization of what they aim to accomplish in the future.

- **Enterprising behaviour competencies:** Enterprising behaviour competencies are those competencies perceived as important in selling ones ideas and products. These competencies are important for the short-term success of the organization. For example, the competency *Initiative* (see Table 1 and 2). In the performance of their activities, both the entrepreneur and the intrapreneur have to show planfulness and take responsibility to realize his or her ideas.
- **Learning orientation competencies:** These are competencies important for acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching that causes a change of behaviour that is persistent, measurable, and specified. For example *Self-improvement* (Table 1 and 2) refers to the competency of acquiring the missing competencies and knowledge by reading books, attending courses and seeking advice from experts.

Entrepreneurial and intrapreneurial competencies are perceived as similar in many respects. Both groups distinguish themselves as leaders with an impact on the organizational culture, being innovative and expressing the need to move from their current position to form a new enterprise (Histrich, 1988). These are for example the competencies which differentiate them from general management who may lack the ability to introduce and sustain new, innovative initiatives. Additionally, based on the research done by Kunkel (2001), one may expect differences among the levels within the two groups. Even though these competencies are comparable, research carried out by various authors have shown significant differences between the competencies perceived as important and frequently. In the next section these differences will be discussed.

Entrepreneurial Competencies

Entrepreneurial behaviour and therefore the developed competencies are perceived as the result of a combination of interactive forces of educational background, family situation and work experience (Hisrich, 1989). Even though entrepreneurship is associated with several advantages, such as independence,

innovation and freedom it also has its drawbacks. Founding and managing an organization demands hard work, extensive hours and an excess amount of emotional energy. Entrepreneurs experience the unpleasantness of personal stress, often affecting their families and their relationships (Histrich, 1989). Furthermore, the possibility of failure is a constant threat (Klein, 2002). In short, the drawbacks of hard work, emotional stress and risk require a great degree of commitment and sacrifice if the entrepreneur expects to reap the rewards. These aspects require certain competencies from the entrepreneur in order to be successful in the entrepreneurial activity.

Table 1 provides an overview of the competencies, perceived as characteristic of entrepreneurial activities. These competencies, based on literature research and interviews conducted with entrepreneurs, were included in the questionnaire measuring entrepreneurial competencies.

Intrapreneurial Competencies

When compared to entrepreneurs, who need to understand all environmental aspects and show an individual level of creativity and innovation, intrapreneurs have to be creative and have a broad understanding of the organization's internal and external environment (Histrich, 1989). Intrapreneurs are not only obliged to take into account external environmental aspects, but they are faced with internal aspects that may hinder their intrapreneurial activities. Within the formal organizational structure, intrapreneurs must show great persistence, diplomacy, patience and the willingness to take risks (Hellriegel et al., 1999). They are not only faced with resistance from their colleagues and/or managers, but are also challenged by the red tape associated with formally structured organizations. Those who are able to establish a new intrapreneurial venture will have a dream, which is often at odds with the rest of the organizations' actions. In order to establish the new venture, the individual will have to sell the dream, while simultaneously challenging the organization's beliefs and assumptions.

They must have the ability to encourage teamwork and use a multi-disciplinary approach. In terms of teamwork, the intrapreneur has to encourage the team members to innovate (Hoekstra & Van Sluijs, 2001). Motivating oneself as well as team members is especially important because rewards such as job security cannot be ensured in an intrapreneurial environment.

According to Hisrich (1998), these intrapreneurial employees are characterized as people who understand the business environment, who are visionary and flexible, use a coalition of supporters to realize their brainchild and are persistent. Communication skills are very important. The intrapreneur must, for example, be able to communicate the vision or dream he or she holds and sell it to others.

Table 2 provides an overview of the competencies, perceived as characteristic of intrapreneurial activities. These competencies based on literature research and interviews held with intrapreneurs, and managers of intrapreneurs were included in the questionnaire.

Research questions

In my study I will be concentrating on entrepreneurial and intrapreneurial competencies. As Kerlinger and Lee (2000) indicate, research is an activity done to test theories, make inferences and add or update information on the basis of knowledge. Based on the theories and typologies discussed in the above our main question is whether there is a significant difference between the competencies seen as important and frequently used for the successful performance of the entrepreneurial or intrapreneurial activity. This question will be answer in two stages. In the first stage, by developing a thorough and valid set of competencies. In the second stage by introducing the questionnaire to entrepreneurs and intrapreneurs, obtaining their judgments. The possibility of differences will furthermore be studied on the different entrepreneurial activity levels as indicated by Kunkel (2001). In the following section we will discuss the theoretical background for our research question and hypotheses.

Hypotheses Based on the Clusters

Managerial and decisive behaviour competencies: Hellriegel et al. (1999) describe entrepreneurship as the ability to organize social and economic mechanisms, and to turn resources and situations into practical account. This description is comparable to the competency *organizing* as defined in Table 1, as it indicates the ability of the entrepreneur to plan his or her own actions, and those of others, and manage the required resources. In their study Born and Altink (2003), developed a taxonomy of the twenty most important competencies for the performance of the entrepreneurial activity, by comparing entrepreneurial competency profiles across five European countries with the profile found in the United States literature. On this taxonomy, the competency *independence and decisiveness* was rated as the third most important competency. In his study, Rottier (2003), found that entrepreneurs perceive

vision as the second most important competency for the successful performance of their activities. In the fourth place was the competency *awareness of the internal and external environment* (see Table 1). In terms of the decisive behaviour competency, entrepreneurs have to be aware of environmental developments, analyze the situation and make rapid decisions, mostly without having all the facts at hand. This is supported by Hellriegel et al. (1999) who describes successful entrepreneurs as those people who find market opportunities that others may have overlooked and form a vision of how to exploit these opportunities. Therefore our first hypothesis is that:

H_{1a}: Entrepreneurs will judge the managerial and decisive behaviour competencies as more important in the successful performance of the entrepreneurial activity, rather than the intrapreneurial participants.

H_{1b}: Entrepreneurial participants will judge the managerial and decisive behaviour competencies as more frequently used in the successful performance of the entrepreneurial activity, rather than the intrapreneurial participants.

Interpersonal behaviour competency: Intrapreneurs are not only obliged to take into account external environmental aspects, but they are faced with internal aspects that may hinder their intrapreneurial activities. Hellriegel et al. (1999) argue that within the formal organizational structure intrapreneurs must show great persistence, diplomacy, patience and the willingness to take risks. In other words, the competencies *persistence* and *assertiveness*, for example, are perceived as important in pursuing the dream of the intrapreneur (see Table 2). Those who are able to establish a new intrapreneurial venture will have a dream which is often at odds with the rest of the organization's actions (Hornsby et al., 1993). In order to establish the new venture, the individual will have to sell the dream, while simultaneously challenging the organization's beliefs and assumptions. According to Hoekstra and Van Sluijs (2001), intrapreneurs have to have the ability to encourage teamwork and use a multiple disciplinary approach. In other words, the competency *cooperation* (see Table 2) is perceived by these authors as important for the successful performance of the intrapreneurial activity. According to these authors the intrapreneur has to encourage the team members to reach the agreed upon goals and be a team player. Blekman and van Oosten (2004) found that the ability of the intrapreneur to attain internal support and overcome internal resistance is important in the successful

performance of intrapreneurial activities. In other words the competency *relation development and management* is perceived as playing an important role in the performance of the intrapreneurial activity. Our second hypothesis is:

H_{2a}: Intrapreneurial participants will judge the interpersonal behaviour competency as more important in the successful performance of the intrapreneurial activity, rather than the entrepreneurial participants.

H_{2b}: Intrapreneurial participants will judge interpersonal behaviour competency as more frequently used in the successful performance of the intrapreneurial activity, rather than the entrepreneurial participants.

Ethical orientation, venturing, enterprising and learning orientation competencies: Based on my interviews it became clear that both groups perceive ethical orientation competencies as an important issue to gain the trust and support from all the involved parties. The research done by Born and Altink (2003) resulted in the ranking of market-orientation in the first place of important entrepreneurial competencies. In other words the competency *customer focus* (see Table 1) is perceived as the most important competency for the successful performance of the entrepreneurial activity by these authors. As is mentioned earlier previous works on entrepreneurship and especially authors such as Schumpeter (1934), linked innovation and the innovation process to the entrepreneur. These profit-motivated entrepreneurs will innovate to raise marginal production and increase profits at times of economic stagnation (Khudson et al., 2004). In addition, the possibility of failure is a constant threat (Klein, 2002). Based on the results of his research, Rottier (2003) indicated that risk-taking is one of the three most important competencies in the successful performance of the entrepreneurial activity. The study done by Nandram and Samson (2000) on the successful performance of the intrapreneurial activities confirmed that creativity was the most important competency, followed by risk taking, and persuasion. When compared to entrepreneurs, who need to understand all environmental aspects and show an individual level of creativity and innovation, intrapreneurs have to be creative and have a broad understanding of the organization's internal and external environment (Hisrich & Peters, 1989). Mayzak (2001) described intrapreneurs as individuals who have the experience and depth to align the required resources to achieve their goals. Nandram and Samson (2000) note that intrapreneurs

are responsible for the development of the business plan, are in charge of a new product or service and receive assignments with levels of risk. In terms of the learning orientation competencies, Born and Altink (2003) found a ranking of 16 out of the top 20 competencies for entrepreneurs for the competency of reflecting or learning capacity. Mayzak (2001) noted that in order to be successful intrapreneurs have to read books and trade journals on their tasks and careers, supporting the importance of the learning orientation competencies. Our third hypothesis will therefore be:

H₃: Both the entrepreneurial and intrapreneurial participants will judge the ethical, venturing, enterprising and learning orientation competencies as important and frequently used in order to be successful in the performance of their activities.

Comparison of Competencies based on Kunkel's Entrepreneurial Typology: On the independent entrepreneurial activity level, Kunkel (2001) made a distinction between high and low growth-orientation. Sandberg (1986) and Mc Dougall (1987) acknowledged in their studies that because of the different environments in which entrepreneurial activities take place and the difference in entrepreneurial motivation, goals and performance, these factors will have a significantly different influence on the diverse classes of entrepreneurial activities. As was said earlier in this chapter the goal of growth orientated ventures, whether it is need- or technology driven, is to fulfill an unfulfilled market need and find new and unique ways to satisfy that need, even if it is by breaking or rewriting pre-established rules. In contrast, the goal of low growth oriented ventures is to replace the income of the individual or family. On this level there is no motivation to grow by identifying unfulfilled needs in new and unique ways. Because especially the managerial, venturing and enterprising competencies are associated with innovating and growth-orientation in the entrepreneurial activities, our fifth hypotheses will be:

H_{4a}: Entrepreneurs performing on the high growth level will judge managerial, venturing and enterprising behaviour competency as more important and frequently used, rather than entrepreneurs performing their activities on the low growth orientation level.

Kunkel (2001) furthermore developed four corporate entrepreneurial activity levels, namely the enterprise, corporate, business and functional level for the intrapreneurial division. All intrapreneurs face obstacles and resistance from their

colleagues and/or managers, as well as the challenge of red tape associated with formally structured organizations (Hellriegel et al., 1999). However, these obstacles are faced on different levels within the organization, requiring more persistence, negotiation and the utilization of organizational politics as one move up in the identified levels. Furthermore, the awareness of the external and internal environment differs on each intrapreneurial level. Intrapreneurs acting on the enterprise level for example have to take the long-term strategic planning, competitors and the political environment into account. On the other hand, the individuals on the enterprise level are more aware of the needs in each business unit and deal with how each functional skill may contribute to accomplish the business level strategy (Kunkel, 2001). Because there clearly is a difference in focus and level of performance, we proposed that:

H_{4b}: Intrapreneurs on the enterprise, corporate and business level will judge the managerial, interpersonal, venturing and enterprise behaviour competencies as more important and frequently used, rather than the intrapreneurs on the functional level.

CHAPTER TWO METHOD

The development and validation of the competency questionnaire was done in two stages. During the first stage the questionnaire was developed and in the second stage data was collected on the importance and frequencies of the competencies.

Stage 1: Competencies Development.

Two methods were used to collect entrepreneurial and intrapreneurial performance data. The first by conducting interviews with entrepreneurs, intrapreneurs and the managers of intrapreneurs, focusing on entrepreneurial and intrapreneurial activities. The second method was by conducting an extensive literature research, concentrating on existing entrepreneurial and intrapreneurial competency typologies (Aarts, 2004; Born & Altink, 2003; Hoekstra & Van Sluijs, 2001; Lominger Ltd; Rottier, 2003; Tett et al, 2000). During the interviews and literature research the job analysis technique was used. Job analysis is a process to determine and report pertinent information relating the nature of a specific job (Byars & Rue, 2000).

Participants

Twelve participants (11 male and 1 female) were interviewed. There were five entrepreneurs, five intrapreneurs and two managers of intrapreneurs. They came from a wide range of sectors including the IT-sector and governmental institutions.

Procedure

Interviewees were asked to keep their current activities in mind and indicate the competencies which they perceive as important, and those they use frequently. In the case of the managers of intrapreneurs, interviewees were asked to keep the expected intrapreneurial activities in mind and indicate which competencies are important and frequently used.

Stage 2: Questionnaire Development

With the help of three entrepreneurial and intrapreneurial competencies specialists, the collected competencies were divided under seven clusters. The questionnaire was translated to Dutch and reviewed by three native Dutch speakers. Two versions were developed, one focusing on the entrepreneurial activity and the second focusing on the intrapreneurial activity. During this period a pilot study was performed and minor changes were made to the questionnaire.

Participants

Entrepreneur. Twenty-one participants (9 males and 7 females, 5 did not indicate their gender) ranging in age from 22 to 52 years ($M=40.19$, $SD=10.23$) evaluated the competencies. The education level of the participants varied from LBO (Lager Beroeponderwijs) to WO (Wetenschappelijk Onderwijs), of which the majority (62.5%) had a HBO (Hoger Beroeponderwijs) certificate. Participants were active in nine sectors, ranging from catering to HR/Business advice. The majority (90.5%) of the entrepreneurs were the founders. Eleven of the participants were active on the high growth need driven level, three on the high growth technology driven level and seven on the low growth income substitution level. In the majority of cases (50.0%) the entrepreneur was the only employee and the majority (62.5%) had a total turnover of less than € 25 000 per year.

Intrapreneurs. Eighteen participants (13 males and 5 females) ranging in age from 22 to 61 years ($M=30.89$, $SD=9.70$) evaluated the competencies on their importance and frequency of use. The education of the participants varied from LBO to WO, of which the majority (44.4%) had a HBO certificate. Participants were active in seven sectors, ranging from production to information technology. Three of the

participants fell on the enterprise level, six on the corporate level, three on the business level on the new directions for existing units and 12 on the functional level.

Materials

As was said an entrepreneurial and intrapreneurial version of the questionnaire was developed. In order to ensure that order effects did not occur, I administrated two types of each questionnaire. All four types contained the same clusters and items. Questionnaires were administrated online. A copy of the questionnaire can be found in Appendix C and D. The questionnaire consisted of three sections. In Section A, the levels as found in Kunkel's (2001) Entrepreneurial Activity Typology were measured. In Section B the distinct competencies were measured. The two questionnaires are similar in most terms. Only two competencies, *Boss Relationship* and *Risk Concealment* were added to the intrapreneurial questionnaire. In both questionnaires the competencies were divided over seven clusters, namely *Managerial behaviour competencies* (e.g., Organizing, Task assignment), *Interpersonal behaviour competencies* (e.g., Verbal communication skills, Listening), *Decisive behaviour competencies* (e.g., Problem analyses, Vision orientation), *Ethical behaviour competencies* (e.g., Reliability, Credibility), *Venturing behavioural competencies* (e.g., Idealism, Strategic planning), *Enterprising behavioural competencies* (e.g., Opportunism, Risk taking) and *Learning orientation competencies* (e.g., Self-evaluation, Self-improvement). In Section C demographic information was gathered. Responses were on a five-point Likert-type scale. To assess the importance of the competencies the scale ranged from 0- Not applicable, 1- Unimportant, 2-Moderate Important, 3- Very Important and 4-Critical. To measure the frequency of the use of the competency the scale ranged from 0- Not applicable, 1- Never, 2- Rarely, 3- Occasionally and 4- Frequently.

Reliability

In Table 4 the reliability of the individual competencies cluster are reported. The multiple clusters used in this questionnaire have shown alpha reliability coefficients ranging from .60 (Learning orientation competencies) to .97 (Managerial behaviour competencies). The reliability scores obtained for the two entrepreneurial and intrapreneurial versions indicated high reliability coefficients. The intrapreneurial version, having two more items, obtained a higher reliability (coefficient $\alpha = .93$) than the entrepreneurial version (coefficient $\alpha = .90$).

Procedure

Email requests were sent to entrepreneurs and intrapreneurs. Contact information was obtained from an organization focussing on high growth entrepreneurs and an agency that focused on the evaluation and training of individuals wanting to become self-employed. Furthermore contact information was obtained from a design company and from my own network of contacts. The email contained a short request and a link to the appropriate online questionnaire.

RESULTS

Correlations

In general the clusters were found to be important and frequently used. As may be perceived in Table 3, most of the competencies were rated above the midpoint. No clusters were judged below the midpoint of point 2.5, for example the competency cluster of Ethical behaviour received means above point 3. These findings denote good quality clusters. In Table 4 the results of the correlation analysis is presented. It is clear that in general the intercorrelations were statistically significant, on both the $p < .05$ and $p < .01$ level. The relation between the Managerial Behaviour Competencies cluster and the Interpersonal Behaviour Competencies cluster indicated the highest correlation, for both the importance ($r = .86$, $p < .01$) and frequency ($r = .87$, $p < .01$) of these clusters. Re-examination of the distinction between the two clusters should be considered for future analysis.

Hypothesis Testing

In order to test the first hypothesis, that entrepreneurs will judge the managerial and decisive behaviour competencies as both more important and frequently used, a Multivariate Analysis of Variance (MANOVA) was performed, because the possibility always exists that the variables are not independent from each other and may have strong interactions with each other, increasing the chance of making a Type I error. Furthermore the MANOVA is at its best when there is a substantial correlation between the dependant variables (Kerlinger & Lee, 2000). In Table 3 the means and standard deviations of the competencies clusters can be found.

In terms of the first part of the hypothesis, testing the importance of the competencies, a significant difference was found between the entrepreneurial and

intrapreneurial groups. Intrapreneurs judged the managerial competencies cluster as significantly more important than the entrepreneurial group, $F(1,33)=5.37$, $p=.03$, partial $\eta^2=.14$. The same was found for the frequency of this competency cluster, $F(1,33)=5.14$, $p=.03$, partial $\eta^2=.14$. The intrapreneurial group indicated that they use the managerial competencies more (see Table 4).

In terms of the decisive behaviour competency no significant difference was found between the groups. However, entrepreneurs in general, did tend to judge these competencies as more important and used it more frequently than the intrapreneurs. The hypothesis was therefore not supported for the managerial behaviour competency cluster and no significant support could be found for the decisive behaviour competency cluster.

As was the case for the first hypothesis a MANOVA was performed to measure the second hypothesis. H2 proposed that intrapreneurial participants will judge the interpersonal behaviour competency as more important and frequently used in the successful performance of the intrapreneurial activity than the entrepreneurial participants. Even though no significant difference was found between the groups, intrapreneurs tended to score this competency cluster higher than the entrepreneurs, therefore perceiving it as more important and frequently used.

The third hypothesis stated that both the entrepreneurial and intrapreneurial participants will judge the ethical, venturing, enterprise and learning orientation competencies as important and frequently used in order to be successful in the performance of their activities. Support for this hypothesis was found. No significant differences between the means were obtained, $F(8,29)=.54$, $p=.82$, partial $\eta^2=.13$.

To measure the fourth hypothesis, whether high growth-oriented entrepreneurs will judge managerial, venturing and enterprising behaviour competency as more important and frequently used than low growth-oriented entrepreneurs, a MANOVA was performed. During the analysis I used the Bonferroni adjusted alpha of 0.008 to minimize the chance of making a Type I error. In this analysis the independent variable consisted of three levels (high growth technology driven, high growth need driven and low growth orientated).

The results obtained from the MANOVA found a no statistical significant difference for the importance and frequency of the managerial, venturing and enterprising behaviour competencies cluster.

H4b proposed that intrapreneurs on the enterprise, corporate and business level will judge the managerial, interpersonal, venturing and enterprise behaviour competencies as more important and frequently used than the intrapreneurs on the functional level. In order to measure this hypothesis a MANOVA was performed. During the analysis I used a Bonferroni adjusted alpha of 0.006 to minimize the chance of making a type I error. In this analysis the independent variable consisted of four levels (enterprising, corporate, business, and functional level).

The obtained results indicated no significant difference on the managerial, interpersonal, venturing and enterprise behaviour competencies cluster.

CHAPTER THREE DISCUSSION and CONCLUSION

The main goal of this study was to construct an extensive list of entrepreneurial and intrapreneurial competencies. Furthermore to determine whether there is a significant difference between those competencies seen as important and frequently used by entrepreneurs and intrapreneurs in the successful performance of their activities.

Whether entrepreneurs perceive the managerial and decisive competencies as more important and frequently used was measured in the first hypothesis. It was found that intrapreneurs rated the *managerial behaviour competencies* as significantly more important and frequently used than entrepreneurs, which is an interesting and important finding. This supports Nandram and Samson (2000) who stated that there is a remarkable similarity between the competencies associated with the successful performance of the managerial activities and those associated with intrapreneurial activities. Another reason for the obtained results may be that the majority of participating entrepreneurs were the owners of one-man businesses. The possibility exists that these one-man business entrepreneurs may perhaps experience less the need to manage the behaviour of others. Entrepreneurs of larger scale organizations could hold different view-points on the importance and frequency of use of the managerial competencies. In contrast the intrapreneurial participants were spread over all the organizational levels, performing management activities on different organizational levels.

No significant differences were found on the *decisive behaviour competencies* cluster. Both groups perceived the competencies important for making effective

decisions and the cognitive process of selecting a course of action among multiple alternatives as important and frequently used. A possible reason for this finding may be that both groups are required to make effective decisions and select courses of actions among multiple alternatives, whether it is as an independent entrepreneur or within the borders of the organization. For example, both entrepreneurs and intrapreneurs have to be able to analyze the problem, take the internal and external environment into account and make a quick decision.

The study further investigated whether intrapreneurs perceive *interpersonal behaviour competencies* as more important and frequently used. Again no significant differences were found between the two groups. Even though no significant differences were found, intrapreneurs in general rated these competencies as more important and frequently used. One of the reasons for the lack of significant difference may be the deficiency of a representative sample of each of the groups. It is possible that a larger sample will lead to greater significant differences. This is also one of the limitations of the study. Although I attempted to obtain a representative sample of the groups, it is possible that I felt short of this goal. However, because this study is the first of its kind, it nevertheless contributes to the existing literature.

Support was found for the third hypothesis. According to the hypothesis no difference would be found between the scores of the two groups in terms of the importance and frequency of use of the *ethical, venturing, enterprise and learning orientation* competencies. A possible explanation could be that both entrepreneurs and intrapreneurs are faced with similar challenges in the performance of their activities. For example for the *venturing competencies* cluster, both entrepreneurs and intrapreneurs do have to apply strategic planning and know the structure of the organization and the needs of the customer, to name a few. The same is true for the competencies cluster, *learning orientation*. Whether one is performing entrepreneurial or intrapreneurial activities, it is important that one continue to acquire knowledge and skills to make further developments and insure the successful performance of the activity.

No significant difference was found for the first part of the fourth hypothesis. That is that entrepreneurs on the high growth oriented levels will judge *managerial, venturing and enterprising behaviour competencies* as more important and frequently used. A possible explanation could be that all entrepreneurs, regardless of the level on which they are operating, need to manage their resources and relationships with all

involved parties. However, an interesting tendency was that entrepreneurs on the low growth oriented levels, in general, scored all the competency clusters lower than the high growth entrepreneurs. Furthermore, in terms of the *enterprising behaviour competencies cluster*, high growth need driven entrepreneurs judge these competencies more important and frequently used than the technology driven and low growth oriented entrepreneurs. A possible explanation could be that because need driven enterprises do experience high levels of rivalry within the market, competencies that enable the selling of one's ideas and products are perceived as important and frequently used.

The study further investigated whether intrapreneurs on the enterprise, corporate and business level will judge the *managerial, interpersonal, venturing and enterprise behaviour competencies* as more important and frequently used than the intrapreneurs on the functional level. No support was found for this hypothesis. Even though no significant difference was found, it is interesting to note that intrapreneurs on the enterprising and business level scored the *managerial, interpersonal, venturing and enterprise behaviour* higher than the intrapreneurs who are active on the corporate and functional level. This may imply that no matter on what organizational level they are performing, competencies important for managing themselves and others, effective interaction between themselves and teams and other individuals are important and frequently used. Furthermore because intrapreneurs are involved in the start-up of ventures within the structures of an existing organization and also have to sell their ideas, no matter on which organizational level they are performing, these competencies are important and frequently used. This signals a need for further investigation with larger samples into the competencies associated with these competencies clusters.

In general the obtained results indicated that the competencies as they were defined in the questionnaires were perceived as both important and frequently used by the entrepreneurs and intrapreneurs. All competencies received scored above the midpoint indicating that these competencies maybe seen as relevant for the successful performance of their activities.

Limitations

As was said above, the sample size was one of the limitations of the study. Secondly, the aim of developing an extensive competency taxonomy made the questionnaire quite long, which resulted in the majority of participants not having

completed the questionnaire, contributing to the decrease in the number of participants. In the third place, even though an extensive literature study was performed, there is always the possibility that some competencies might have been overlooked. In conjunction with the third limitation, the level of specification that has been used might have lead to a single competency might be measuring more than one competency. Furthermore, by only using the questionnaire as criterion measure a incomplete picture of the criterion could have been provided. A more complete measurement might be obtained by asking managers of intrapreneurs to make additionally judgements. Managers are better aware of the requirements of the successful performance of the intrapreneurial activities.

Future research and applicability

Future research is needed to test the validity of the questionnaires among larger samples of entrepreneurs and intrapreneurs. Although the content analysis generally provided good support for the competencies and alternatives, an important next step is to provide further support for the questionnaire through additional validation studies using large samples of entrepreneurs and intrapreneurs. Furthermore the ideal number of items should be addressed in future research.

The results of the present study make a valuable contribution to the current entrepreneurial and intrapreneurial literature. The thorough and extensive development of the instrument resulted in a large amount of information that should be useful as a basis for future studies of entrepreneurial and intrapreneurial competencies and entrepreneur- and intrapreneurship in general. The findings support the importance of the use of competencies as predictors of the successful performance of entrepreneurial and intrapreneurial activities. Financial institutions, training organizations, test developers and organizations in general will benefit from the use of these competencies as part of the prediction whether an individual will be successful in the performance of entrepreneurial or intrapreneurial activities. For example, training organizations may use these competencies to determine where future development is needed. From the perspective of the individual, this competency typology may help, for example, to determine whether this individual should take the step and become an entrepreneur. Furthermore it will indicate which competencies are his/her strengths and which competencies need further development.

In short, this study made the first step to use competencies as the predictors to determine whether there are any differences between entrepreneurs and intrapreneurs.

By identifying the entrepreneurial and intrapreneurial tasks, responsibilities and behaviours, and obtaining results on the importance and frequency of use, the possibility exist to indicate that there is supporting results for using these competencies as predictors of the successful performance of the activities. Entrepreneurship and intrapreneurship is a dynamic field and competencies are surely to become one of the most important role players in this field.

REFERENCES

- Aarts, J., Hoekstra, H. & Serlie, A. (2004). The street vendor and the CEO, both entrepreneur but that's about it. A study into the different qualities of entrepreneurs. Internal GITP publication.
- Altinay, L (2005). The intrapreneurial role of the development directors in an international hotel group. *The Service Industries Journal*, 25(3), 403-419.
- Aupperle, K.E., Simmons, F.B. & Acar, W. (1990). An empirical investigation into how entrepreneurs view their social responsibilities. (Paper presented at the *Academy of Management Meetings, San Francisco, California*, August, 1990).
- Baron, R.A.; Markman, G.D. & Hirska, A. (2001). Perceptions of woman and men entrepreneurs: Evidence for differential effects of attribution augmenting. *Journal of Applied Psychology*, 86(5), 923-929.
- Barrier, M. (1996). Building your customer portfolio, *Nation's Business*, 84 (12), 45-51.
- Baum, J.R. & Locke E.A. (2004). The relationship of entrepreneurial traits, skills and motivation to subsequent venture growth. *Journal of Applied Psychology*, 89 (4), 587-598.
- Baum, J.R., Locke E.A. & Kirkpatrick, S.A. (1998). A longitudinal study of the relation of vision and vision communication to venture growth in entrepreneurial firms. *Journal of Applied Psychology*, 83 (1), 43-54.
- Birley, S. & Westhead, P.A. (1994). A taxonomy of business start-up reasons and their impact on firm growth and size. *Journal of Business Venturing*, 9, 7-32.
- Blekman, T & Van Ooste, H. (2004). Intrascale: Voor het meten van intrapreneurshippotentieel. Unpublished paper, Erasmus University Rotterdam.
- Born, M. & Altink, W.M.M. (1993). Prediction of entrepreneurial success: The development of a rating scale for entrepreneurial characteristics. *International Journal of Selection and Assessment*, 1, 95- 106.
- Bosma, N.S., van Praag, M.C., & de Wit, G. (2000). Determinants of successful entrepreneurship. Unpublished paper, Zoetermeer, EIM.
- Branch, E.D. (1997). Career Management. *Black Enterprise*, 113-122.
- Brokaw, L. (1993). The truth about start-ups. *Inc.*, 15 (3), 56-64.

- Carland, J.W.; Hoy, F.; Boulton, W.R. & Carland, J.A. (1984). Differentiating entrepreneurs from small business owners: A conceptualization. *Academy of Management Review*, 9, 354-359.
- Castrogiovanni, G.J. (1996). Pre-startup planning and the survival of new small businesses. Theoretical linkage. *Journal of Management*, 22, 801-822.
- Collins, J. & Porras, J.I. (2002). *Build to last: Successful habits of visionary companies*. New York: Harper Collins Publishers.
- Cook, M (2004). *Personnel selection, Adding value through people* (4th ed.) New York: John Wiley & Sons, Ltd.
- Cooper, A.C. & Gascon, F. J. G. (1992). Entrepreneurs, process of founding and new-firm performance. In Donald L. Sexton and John D. Kasarda (eds.). *The state of Entrepreneurship* (pp. 308-309). Boston: PWS-Kent.
- Cronje, G.J., Du Toit, G.S. & Motlatla, M.D.C. (2000). *Inleiding tot die bestuurswese* (5th ed.). New York: Oxford.
- Cronbach, L.J. & Gleser, G.C. (1965). Psychological test and personnel decisions. In Tett, R.P., Guterman, H.A., Bleier, A. & Murphy, P.J. (2000). Development and content validation of a “Hyperdimensional” taxonomy of managerial competence. *Human Performance*, 13 (3), 205-251.
- Gottenberg, N. & Stuart, S. (2000). Intrapreneurial exodus. *Chief Executive*, 152, 58.
- Gunther, R., McGrath, I.C., MacMillan, & Scheinberg, S. (1992). Elitists, risk-takers, and rugged individualist? An exploratory analysis of cultural differences between entrepreneurs and non-entrepreneurs. *Journal of Business Venturing*, 7(2), 115-135.
- Guth, W.D. & Ginsberg, A (1990). Guest editor’s introduction: Corporate entrepreneurship. *Strategic Management Journal*, 11, 5-15.
- Hellriegel, D., Jackson, S.E. & Slocum, J.W. (1999). *Management* (8th ed.). New York: South Western College Publishing.
- Hill, R.C. & Levenhagen, M. (1995). Metaphors and mental models: Sense making and sense giving in innovative and entrepreneurial activities. *Journal of Management*, 21, 1057-1074.
- Hisrich, R.D. (1989) *Entrepreneurship* (4th ed.). Boston: Irwin McGraw Hill.
- Hisrich, R.D. (1990). Entrepreneurship /Intrapreneurship. *American Psychologist*, 45, 209-222.

- Hisrich, R.D. (1998). Entrepreneurship: Past, present and future. *Journal of Small Business Management*, 24(4), 1.
- Hitchcock, D.E. (1993). What will we find in an intrapreneur's rabbit hole? The *Journal for Quality and Participation*, 16 (7), 52-59.
- Hornsby, J.S., Naffziger, D.W., Kuratko, D.F. & Montagno, R.V. (1993). An interactive model of corporate entrepreneurship. *Entrepreneurship: Theory and practice*, 4, 29-38.
- Jahja, H. & Kleiner, B.H. (1997). Competency-based pay in manufacturing and service sectors. In Byars, L.L. & Rue, L.W. (2000). *Human Resource Management* (6th ed.). Boston: Irwin McGraw Hill.
- Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research* (4th ed.). Forth Worth: Harcourt College Publishers.
- Khandwalla, P.N. (2004). Competencies for senior manager roles. *Vikapla*, 29(4), 11-24.
- Khudson, W., Wysocki A., Champagne J. & Paterson H.C. (2004). Entrepreneurship and innovation in the agri-food system. Paper presented at a principal paper session at the AAEA annual meeting, Denver, Colorado.
- Kiggundu, M.N. (2002). Entrepreneurs and entrepreneurship in Africa: What is known and what needs to be done. *Journal of Developmental Entrepreneurship*, 7(3), 239-258.
- Klein, K.E. (2002). The bottom line of startup failure. *Business Week Online*, Business Source Premier.
- KSOK (1993). In Cronje, G.J., Du Toit, G.S. & Motlatla, M.D.C. (2000). *Inleiding tot die Bestuurswese* (5th ed.), New York: Oxford.
- Kunkel, S.W. (2001). Toward a typology of entrepreneurial activities. Unpublished/ Academy of Entrepreneurship Journal
- Longenecker, J.G., McKinney J.A. & Moore, C.W. (1988). Egoism and independence: Entrepreneurial ethics. *Organizational Dynamics*, 16 (3), 64-72.
- Longenecker, J.G., Moore, C.W. & Petty, J.W. (2000). *Small business management: An entrepreneurial emphasis* (11th ed.). New York: South Western College Publishing.
- Lumpkin, G.T. & Dess, G.G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21, 135-172.

- Mayzak, M (2001). Intrapreneur: The entrepreneur of the new millennium *Journal Record Oklahoma City*, 10, 1.
- Mc Dougall, P.P. (1987). An analysis of strategy, entry barriers and origin as factors explaining new venturing performance. (Doctoral Dissertation, University of Georgia). *Dissertation Abstracts International*, 52-06A, 2205.
- McCellan, D.C. (1987). Characteristics of successful entrepreneurs. *Journal of Creative Behaviour*, 21, 219-233.
- Miner, J.B. & Raju, N.S. (2004). Risk propensity differences between managers and entrepreneurs and between low- and high growth entrepreneurs: A reply in a more conservative vein. *Journal of Applied Psychology*, 89 (1), 3-13.
- Motowidlo, S.J. & Van Scotter, J.R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475-480.
- Nandram, S.S. & Samsom, K.J. (2000). Succesvol ondernemen. Eerder een kwestie van karakter dan kennis. (Onderzoeksrapportage in opdracht voor het ministerie van Economische Zaken).
- O'Malley, S.F. (1995). Ethical cultures-corporate and personal. *Ethics Journal*, winter 1995, 9.
- Ones, D.S. & Viswesvaran, C. (1996). Bandwidth validity dilemma in personality measurement for personnel selection. In Tett, R.P., Guterman, H.A., Bleier, A. & Murphy, P.J. (2000). Development and Content Validation of a "Hyperdimensional" Taxonomy of Managerial Competence. *Human Performance*, 13 (3), 205-251.
- Pinchot, G (1985). *Intrapreneuring*. New York: Harper & Row.
- Pryor, A.K. (1993). Growing the business with entrepreneurs. *Business Quarterly*, 57(3), 42-47.
- Reynolds, P.D., Camp, S.M., Bygrave, W.D., Autio, E. & Hay, M. (2002). Global entrepreneurship monitor 2001. In Born, M. & Altink, W.M.M. (1993). Prediction of entrepreneurial success: the development of a rating scale for entrepreneurial characteristics. *International Journal of Selection and Assessment*, 1, 95- 106.
- Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 25-48

- Rottier, S (2003). Entrepreneurial success: Een functieprofiel van de ondernemer. Unpublished paper, Erasmus University Rotterdam.
- Sandberg, W.R (1986). *New venture performance: The role of strategy and industry structure*. Lexington: Lexington Books.
- Sannon, C. & Weaver, W. (1949). The mathematical theory of communication. In Tett, R.P., Guterman, H.A., Bleier, A. & Murphy, P.J. (2000). Development and Content Validation of a “Hyperdimensional” Taxonomy of Managerial Competence. *Human Performance*, 13 (3), 205-251.
- Sapero, A., Brandshaw, T., Bigot, J.A., Schreuder, M.H.C. & Ruijter de, H. (1983). *Ondernemen binne de onderneming*. Stichting Maatschappij en onderneming.
- Sexton, D.L. and Seale, F.I. (1996). *Leading practice of fast growth entrepreneurs: Pathways for high performance*. Kansas City: National Centre for Entrepreneurship Research.
- Singh, G. & DeNoble, A. (2003). Early retirees as the next generation of entrepreneurs. *Entrepreneurship Theory and Practice*, 3, 207-226.
- Solomon, G.; Lloyd, W.f. & Dennis, W. (2003). Self-identified management deficiencies of entrepreneurs. *The Journal of Private Equity*, 4, 26-35.
- Tett, R.P., Guterman, H.A., Bleier, A. & Murphy, P.J. (2000). Development and content validation of a “Hyperdimensional” taxonomy of managerial competence. *Human Performance*, 13 (3), 205-251.
- Timmons, J.A. (1994). *New venture creation* (4th ed.) IL: Irwin, p.5.
- U.G. (1995, Aug. 7). Should you become an intrapreneur? This checklist may help you decide the answer. *Information Week*, 36.
- Warner, M. (1998). The way to start up Silicon Valley. *Fortune*, 2, 168-174.
- Watson, W.E., Ponthieu, L.D. & Critelli, J.W. (1995). Team interpersonal process effectiveness in venture partnerships and its connection to perceived success. *Journal of Business venturing*, 10, 393-411.
- Zahra, S.A., Nielsen, A.P. & Bogner, W.C. (1999). Corporate entrepreneurship, knowledge and competence development. *Entrepreneurship Theory and Practice*, 3, 169-189.
- Zara, S.A. (1996). Governance, ownership and corporate entrepreneurship: The moderating impact of industry technological opportunities. *Academy of Management Journal*, 39, 1713-1753.

APENDIX A

Table 1: Entrepreneurial Competencies

Competency	Definition	Source	Cluster
Organizing	As part of my entrepreneurial activity, I systematically arrange and control my activities and resources, as well as those of others. I formulate and carry out this action plan in sequential order, to reach the set goals.	Aarts et al.(2004), Born & Altink (2003); Hoekstra & Van Sluijs (2001);Lominger Ltd	Managerial Behaviour Competencies
Task Assignment	... I assign work and responsibilities to skilful employees and experts who are best able to solve those problems, utilize opportunities and reach the highest possible productivity level.	Born & Altink (2003); Rottier (2003);Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Delegation	... I share responsibility and accountability with others.	Hoekstra & Van Sluijs (2001); Moore and Petty (2000); Rottier (2003); Tett (2000); Lominger Ltd; Longenecker	Managerial Behaviour Competencies
Distribution of Information	... I ensure that information is distributed to all relevant parties so that informed decisions can be made.	Lominger Ltd	Managerial Behaviour Competencies
Managing Cross- level Relationships	... I lead people from various levels of the organization from work floor staff to the executive board.	Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Leading Individuals towards Task/Goal accomplishment	... I direct and steer individuals into accomplishing his/her tasks and responsibilities. I receive their agreement and related behaviour to reach set goals.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd;	Managerial Behaviour Competencies
Leading Groups towards Task/Goal accomplishment	... I direct and steer groups of individuals into accomplishing their goals and responsibilities. I stimulate cooperation and development. I get them to make steady progress towards their goals and responsibilities.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);Lominger Ltd;	Managerial Behaviour Competencies
Leadership Adaptability	... I adapt my leadership style to meet the needs of the employees, task and organization.		Managerial Behaviour Competencies
Team Awareness	... I recognize the strengths and weaknesses of my team members.	Rottier (2003); Warner (1998);	Managerial Behaviour Competencies
Motivating Myself	... I create positive feelings within myself. These feelings inspire me to work enthusiastically in my tasks and toward my goals.	Hellriegel et al. (1999); McCellan (1987)	Managerial Behaviour Competencies
Motivating Others	... I help others to create positive feelings within themselves. These feelings inspire them to work enthusiastically in their tasks and toward their goals.	Born & Altink (2003); Longenecker et al. (2000); Lominger, 2000	Managerial Behaviour Competencies
Developing Others	... I help others to improve on all levels so that they can deliver the best quality of work and service. I give them opportunities to learn. I give regular, specific and timely feedback on their activities and goals.	Hoekstra & Van Sluijs (2001); Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Monitoring Progress	... I monitor my own and others progress in the performance of our tasks and responsibilities. I evaluate my own and others performance with respect to their personal development objectives.	Longenecker et al. (2000); Rottier (2003); Tett (2000);Lominger Ltd	Managerial Behaviour Competencies
Developmental Feedback	... I give regular, specific and timely feedback to subordinates in relation to personal goals.	Longenecker et al. (2000); Tett (2000);	Managerial Behaviour Competencies
Gaining Organizational Commitment	... I inspire others to buy-in and behave loyally to the organization.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Managerial Behaviour Competencies

Table 1 (Continued)

Competency	Definition	Source	Cluster
Innovating Self	... I stimulate and inspire myself to create and implement new ideas. I develop frame braking new methods, innovations and procedures, rather than remaining with standard operating procedures.	Aarts et al.(2004); Born & Altink (2003); Hisrisch & Peters (1989); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Rottier (2003); Sexton & Seale (1996); Tett (2000); Timmons (1994); Lominger Ltd	Managerial Behaviour Competencies
Innovating Others	... I stimulate and inspire others to develop new products, services and processes.	Rottier (2003); Sexton & Seale (1996); Tett (2000)	Managerial Behaviour Competencies
Innovation Management	... I manage the innovations process and help to commercialize them within the organization.	Rottier (2003); Lominger Ltd	Managerial Behaviour Competencies
Confronting Unproductive Behaviour	... I address poor performance. I work towards improving it. I can take tough actions when all other efforts fail.	Longenecker et al. (2000);Lominger Ltd;	Managerial Behaviour Competencies
Responsibility	... I am bound to my obligations and take ownership for the course of my actions.	Longenecker et al. (2000)	Managerial Behaviour Competencies
Involvement	... I work to stay directly involved with and keep other team members involved during the process.	Warner (1998)	Managerial Behaviour Competencies
Personal Issues	... I stay informed of the personal issues affecting members of my organization.	Born & Altink (2003); Lominger Ltd;	Managerial Behaviour Competencies
Ethical Orientation	... I encourage ethical behaviour by rewarding correct behaviour and punishing negative behaviour.	Lominger Ltd	Managerial Behaviour Competencies
Time Management	... I assign sufficient time for activities, meet deadlines and prioritize tasks. I leave room in the schedule for delays and other unforeseen events. I maintain the time schedule.	Longenecker et al. (2000); Rottier (2003); Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Verbal Communication Skills	... I formulate and express my ideas in oral form; others understand my meaning.	Born & Altink (2003); Hill & Levenhagen (1995); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000);Rottier (2003); Tett (2000)	Interpersonal Behaviour
Written Communication Skills	... I formulate my thoughts and ideas in clear writing; others understand my meaning.	Born & Altink (2003); Hill & Levenhagen (1995); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000);Tett (2000)	Interpersonal Behaviour
Listening	... I extract the core ideas from verbal information. I can accurately restate others opinions, regardless of whether I agree.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Interpersonal Behaviour
Empathy	... I identify with others concerns, feelings, and emotions. I show genuine concern for their welfare.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);	Interpersonal Behaviour
Patience	... I am tolerant of others. I try to understand the causes of people's behaviour before judging them and acting.	Lominger Ltd	Interpersonal Behaviour
Self-presentation	... I present myself to others in such away that they identify with me. I adjust my image and mannerisms to fit the environment and the situation.	Rottier (2003)	Interpersonal Behaviour

Table 1 (Continued)

Competency	Definition	Source	Cluster
Patience	... I am tolerant of others. I try to understand the causes of people's behaviour before judging them and acting.	Lominger Ltd	Interpersonal Behaviour
Self-presentation	... I present myself to others in such away that they identify with me. I adjust my image and mannerisms to fit the environment and the situation.	Rottier (2003)	Interpersonal Behaviour
Assertiveness	... I state my views confidently, directly and forcefully.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Persuasion	... I bring ideas and standpoints in such a way that it results in others agreement and their sharing my enthusiasm.	Aarts et al.(2004); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Interpersonal Behaviour
Relationship Development and Management	... I develop and maintain close and trusting relationships with personnel, colleagues, clients, customers, etc. I initiate and maintain good interactions with others inside and outside of work.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003);Tett (2000);	Interpersonal Behaviour
Relating with Subordinates	... I interact with my subordinates.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Relating with Peers	... I interact with my peers.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Relating with Superiors	... I interact with those who I consider to be my superiors.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Seeking Input	... I actively pursue others' contributions to work-related discussion.	Tett (2000)	Interpersonal Behaviour
Limited Disclosure	... I restrict the amount of information others receive. I tell them only what they need to know.	Lominger Ltd	Interpersonal Behaviour
Cooperation	... I work with others to reach mutual goals. I strive to reach agreements and do not argue over unnecessary concerns. I am a team player.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Interpersonal Behaviour
Conflict Management	... I work towards reaching a resolution that is acceptable to involved parties.	Lominger Ltd	Interpersonal Behaviour
Relating Across Cultures	... I communicate and work with people from different cultural backgrounds.	Hoekstra & Van Sluijs (2001); Lominger Ltd	Interpersonal Behaviour
Cultural and Societal Influence	... I understand the effect of cultural and societal differences on behaviour and decision-making.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Organizational Politics	... I take advantage of organizational political relationships and the distribution of power in pursuing goals. I acknowledge the influence of organizational politics on the time needed to implement a new idea.	Lominger Ltd	Interpersonal Behaviour
Political Astuteness	... I take advantage of political relationships and the distribution of power in pursuing goals.	Tett (2000)	Interpersonal Behaviour
Politeness	... I demonstrate proper manners and am courteous when dealing with others.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Tolerance	... I value judgments that are different from my own.	Tett (2000); Lominger Ltd	Interpersonal Behaviour
Acceptance of Criticism	... I adjust my actions based on others valued criticism.		Interpersonal Behaviour
Sizing up People	... I accurately judge others character. I can accurately project what people are likely to do across a variety of situations.	Lominger Ltd	Interpersonal Behaviour
Sizing up Groups	... I accurately judge the character of groups. I can accurately project what groups are likely to do across a variety of situations.	Lominger Ltd	Interpersonal Behaviour
Positive Attitude	... I evaluate people, opportunities and/ or groups positively.		Interpersonal Behaviour
Humour	... I can laugh at myself and with others. I am appropriately funny and can use humour to ease tension.	Lominger Ltd	Interpersonal Behaviour
Recognition	... I call attention to and achieve recognition for my accomplishments.		Interpersonal Behaviour

Table 1 (Continued)

Competency	Definition	Source	Cluster
Problem Analysis	... I assess all aspects of the situation to determine the best decision. I grasp important relationships, effects or consequences of certain actions or plans.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Decisive Behaviour:
Awareness of Internal and External Environment	... I stay aware and informed about the influence of organizational, social and political developments and other environmental factors on organizational activities and vice versa.	Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Vision Orientation	... I develop a vision of the type of business I want to create and use this vision to guide my decisions.	Aarts et al.(2004); Rottier (2003)	Decisive Behaviour:
Intuitive Attitude	... I use information based on knowledge or conviction gained by intuition; these are gained from previous experience.	Hoekstra & Van Sluijs (2001)	Decisive Behaviour:
Realistic Attitude	... I take the actual situation and possibilities into account without letting my emotions influence my decisions.	Born & Altink (2003)	Decisive Behaviour:
Independent Decision Making	... I select my course of action on my own, without consulting others. I do not depend on other's input and advice.	Aarts et al. (2004); Born & Altink (2003); Longenecker et al. (2000); Rottier (2003);	Decisive Behaviour:
Consultative Decision Making	... I select my course of action in cooperation with others. I depend on their input and advice.	Tett (2000)	Decisive Behaviour:
Compassion	... I make decisions that have accounted for the welfare of others.	Tett (2000); Lominger Ltd	Decisive Behaviour:
Constricted Decision-making	... I have to make decisions under tight deadlines and time pressure; I make these decisions with limited information.	Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Quick Decision-making	... I quickly make a decision when the situation needs to be urgently resolved.	Tett (2000)	Decisive Behaviour:
Ability to handle Ambiguity	... I handle seemingly contradictory facts, weigh alternative options and make realistic decisions in light of uncertainty and vague situations.	Rottier (2003); Tett (2000); Lominger Ltd	Decisive Behaviour:
Flexibility	... I adjust decisions and actions when faced with new information or events that indicate change is needed.	Born & Altink (2003); Castrogiovanni (1996); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd;	Decisive Behaviour:
Decisiveness	... I make tough decisions even when they are unpopular.	Hoekstra & Van Sluijs (2001); Tett (2000)	Decisive Behaviour:
Non-Traditional Thinking	... I consider alternative possibilities and non-traditional solutions when making decisions. I think outside of the box.	Hoekstra & Van Sluijs (2001); Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Decision Recognition	... I recognize when a decision should be made by myself or when it should be redirected to someone with more knowledge.	Longenecker et al. (2000)	Decisive Behaviour:
Reliability	... I behave consistently and keep the promises I make.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000)	Ethical Orientation
Credibility	... I build a good reputation for myself so that others will believe my statements and will believe in my actions.	Longenecker et al. (2000)	Ethical Orientation
Confidentiality	... I keep sensitive information about the company, its customers, and/or its employees to myself.	Longenecker et al. (2000); Tett (2000); Lominger Ltd	Ethical Orientation

Table 1 (Continued)

Competency	Definition	Source	Cluster
Professionalism	... I demonstrate the standards of my occupational group.	Longenecker et al. (2000); Tett (2000)	Ethical Orientation
Benevolence	... I demonstrate acts of goodwill and kindness.	Aupperle et al.(1990); Longenecker et al. (2000);	Ethical Orientation
Vision	... I develop a vision for what we want to accomplish in the future.	Hoekstra & Van Sluijs (2001); Rottier (2003);	Venturing Behaviour Competency
Idealism	... I strive to build and keep the organization in alignment with my values and vision.	Rottier (2003)	Venturing Behaviour Competency
Strategic Planning	... I analyze our current position and I develop the necessary steps to reach our vision.	Aarts et al.(2004); Castrogiovanni (1996); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Sexton & Seale (1996); Tett (2000)	Venturing Behaviour Competency
Structure	... I set a formal framework and formalized procedures in which the business operates.	Longenecker et al. (2000); Lominger Ltd	Venturing Behaviour Competency
Organization Faction	... I know how the organization works as a whole and its individual work units.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Perspective	... I can discuss multiple perspectives of an issue and indicate their future impact.	Hoekstra & Van Sluijs (2001); Lominger Ltd;	Venturing Behaviour Competency
Technical Competency	... I have in-depth knowledge, skills and abilities of the field in which I work.	Longenecker et al. (2000); Tett (2000)	Venturing Behaviour Competency
Market Functions	... I am aware of how strategies and tactics work in the marketplace.	Born & Altink (2003); Lominger Ltd;	Venturing Behaviour Competency
Customer Focus	... I develop my products, services, and policies to meet the needs of the market. I strive to keep my customers happy.	Aarts et al.(2004); Barrier (1996); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Acquiring Operating Resources	... I <i>acquire</i> the operating resources (e.g., financial, human, material) that are needed to start and grow the organization.		Venturing Behaviour Competency
Utilizing Operating Resources	... I <i>manage</i> the operating resources (e.g., financial, human, material) to effectively start and grow the organization.		Venturing Behaviour Competency
Adapting the Organization	... I change the goals and mission of the organization based on changing circumstances, events, and environmental factors.	Hoekstra & Van Sluijs (2001)	Venturing Behaviour Competency
Controlling Growth	... I guide the development of the organization at a speed in which I can control.		Venturing Behaviour Competency
Managing Growth	... I work to effectively manage the organizations resources to match its level of growth.	Tett (2000)	Venturing Behaviour Competency
Quality Orientation	... I aim to deliver top quality products and services. I compare my products and services to existing industry norms; I improve when needed.	Hoekstra & Van Sluijs (2001); Rottier (2003);Sexton & Seale (1996); Tett (2000);Lominger Ltd	Venturing Behaviour Competency

Table 1 (Continued)

Competency	Definition	Source	Cluster
Quantity Orientation	... I work to meet or exceed existing organizational quotas.	Rottier (2003); Tett (2000)	Venturing Behaviour Competency
Results Orientation	... I aim to deliver concrete results and be persistent in my actions in order to reach the set goals and quotas.	Hoekstra & Van Sluijs (2001); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Financial Orientation	... I work to generate and save money for the organization.	Born & Altink (2003); Sexton & Seale (1996); Tett (2000)	Venturing Behaviour Competency
Return on Investment	... I stay informed about the expected return on investments by doing a cost-asset analysis with each decision I make.	Aarts et al.(2004)	Venturing Behaviour Competency
Financial Management	... I balance my books, make investments and keep track of all my debts, credits and assets. I manage the budget and keep track of all relevant records.		Venturing Behaviour Competency
Collecting Payments	... I collect payments for services and products delivered.		Venturing Behaviour Competency
Safety Orientation	... I emphasize accident prevention at the work place.	Tett (2000)	Venturing Behaviour Competency
Passion	... I am enthusiastic about the goals of the organization. I am able to make others excited about them as well.	Tett (2000)	Venturing Behaviour Competency
Opportunism	... I look for and recognize good opportunities and take advantage of them.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Enterprising Behaviour
Knowledge of Competition	... I stay informed of the competition, i.e., their strengths, weaknesses, infrastructure, and new developments.	Rottier (2003)	Enterprising Behaviour
Risk Taking	... I seek new challenges and explore opportunities, which others are not willing to explore. I take calculated financial, psychological and social risks.	Aarts et al.(2004); Gunther et al. (1992); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Rottier (2003)	Enterprising Behaviour
Experimentation	... I skilfully test relevant hypotheses.		Enterprising Behaviour
Initiative	... I show the needed planfulness and responsibility that enables me to begin a particular action, event, circumstance, or happening.	Born & Altink (2003); Tett (2000)	Enterprising Behaviour
Judging Innovations	... I can judge which creative ideas and suggestions will work.	Rottier (2003); Lominger Ltd	Enterprising Behaviour
Fanatical	... I make others excited about the products and/or services I provide, through my enthusiasm.	Rottier (2003)	Enterprising Behaviour
Public Presentation	... I am effective in and comfortable with presenting material to individuals and groups of people.	Guterman et al. (1992); Rottier (2003); Tett (2000); Lominger Ltd	Enterprising Behaviour
Marketing Self	... I market myself as being knowledgeable, skilled, competent, and personable.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Enterprising Behaviour
Self-confidence	... my behaviour indicates that I am secure in my task-related abilities, knowledge, and skills.	Longenecker et al. (2000); Rottier (2003)	Enterprising Behaviour
Negotiating skill	... I create a situation where opposing sides exchange offers, counteroffers and concessions. I identify and develop proposals of mutual interests accepted by all parties.	Born & Altink (2003); Rottier (2003); Lominger Ltd;	Enterprising Behaviour
Tolerance for Failure	... I quickly recover after a failed attempt. I am willing to make mistakes and try again.		Enterprising Behaviour

Table 1 (Continued)

Competency	Definition	Source	Cluster
Composure	... I am not knocked off balance by the unexpected. I do not show frustration when resisted or blocked.	Tett (2000); Lominger Ltd;	Enterprising Behaviour
Persistence	... I apply sustained goal directed action and maintain high levels of energy for extended periods of time.	Aarts et al.(2004); Born & Altink (2003); Hisrich & Peters (1989); Hoekstra & Van Sluijs (2001); Rottier (2003); Timmons (1990)	Enterprising Behaviour
Internal Competitiveness	... I combat internal forces who are working against my goals.		Enterprising Behaviour
High standards	... I recognize and set high standards for my own work. I strive to reach them.	Rottier (2003)	Enterprising Behaviour
Autonomy	... I work independently.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Enterprising Behaviour
Multitasking	... I simultaneously handle multiple tasks or instruction.		Enterprising Behaviour
Progress	... I keep others informed of my progress.		Enterprising Behaviour
Balancing Work and Personal life	... I keep balance in my work and private life.		Enterprising Behaviour
Self- evaluation	... I critically judge my behaviour and acknowledge my weak points. I know when I need to change my personal, interpersonal, and managerial behaviour.	Born & Altink (2003); Rottier (2003);	Learning orientation
Self-improvement	... I acquire the competencies and knowledge I lack. I read books, attend courses, and seek advice.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);	Learning orientation
Self-efficacy	... I manage my own destiny.		Learning orientation
Learning from Experience	... I learn from my successes, mistakes and failures. I rarely make the same mistake more than once. I repeat actions that had resulted in past success.		Learning orientation
Processing of New Information	... I quickly comprehend and remember new information. I quickly grasp the essence and underlying structure of new information.	Aarts et al.(2004); Hoekstra & Van Sluijs (2001); Lominger Ltd	Learning orientation

APENDIX A

Table 2: Intrapreneurial Competencies

Competency	Definition	Source	Cluster
Organizing	... the intrapreneur systematically arranges and controls his/her activities and resources, as well as those of others. The intrapreneur formulates and carries out this action plan in sequential order, to reach the set goals.	Aarts et al.(2004), Born & Altink (2003); Hoekstra & Van Sluijs (2001);Lominger Ltd	Managerial Behaviour Competencies
Task Assignment	... the intrapreneur assigns work and responsibilities to skilful employees and experts, who are best able to solve those problems, utilize opportunities and reach the highest possible productivity level.	Born & Altink (2003); Rottier (2003);Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Delegation	... the intrapreneur shares responsibility and accountability with others.	Hoekstra & Van Sluijs (2001); Moore and Petty (2000); Rottier (2003); Tett (2000); Lominger Ltd; Longenecker	Managerial Behaviour Competencies
Distribution of Information	... the intrapreneur ensures that information is distributed to all relevant parties so that informed decisions can be made.	Lominger Ltd	Managerial Behaviour Competencies
Managing Cross-level Relationships	... the intrapreneur leads people from various levels of the organization from work floor staff to the executive board.	Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Leading Individuals towards Task/Goal Accomplishment	... the intrapreneur directs and steers individuals into accomplishing his/her tasks and responsibilities. The intrapreneur receives their agreement and related behaviour to reach set goals.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd;	Managerial Behaviour Competencies
Leading Groups towards Task/Goal accomplishment	... the intrapreneur directs and steers groups of individuals into accomplishing their goals and responsibilities. The intrapreneur stimulates cooperation and development. He/she gets them to make steady progress towards their goals and responsibilities.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);Lominger Ltd;	Managerial Behaviour Competencies
Leadership Adaptability	... the intrapreneur adapts his/her leadership style to meet the needs of the employees, task and organization.		Managerial Behaviour Competencies
Team Awareness	... the intrapreneur recognizes the strengths and weaknesses of his/her team members.	Rottier (2003); Warner (1998);	Managerial Behaviour Competencies
Motivating Self	... the intrapreneur creates positive feelings within him-/herself. These feelings inspire him/her to work enthusiastically in his/her tasks and toward his/her goals.	Hellriegel et al. (1999); McCellan (1987)	Managerial Behaviour Competencies
Motivating Others	... the intrapreneur helps others to create positive feelings within themselves. These feelings inspire the others to work enthusiastically in their tasks and toward their goals.	Born & Altink (2003); Longenecker et al. (2000); Lominger, 2000	Managerial Behaviour Competencies
Developing Others	... the intrapreneur helps others to improve on all levels so that they can deliver the best quality of work and service. The intrapreneur gives them opportunities to learn. He/she gives regular, specific and timely feedback on their activities and goals.	Hoekstra & Van Sluijs (2001); Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Monitoring progress	... the intrapreneur monitors his/her own and others progress in the performance of their tasks and responsibilities. The intrapreneur evaluates his/her own and others performance with respect to their personal development objectives.	Longenecker et al. (2000); Rottier (2003); Tett (2000);Lominger Ltd	Managerial Behaviour Competencies
Developmental Feedback	... the intrapreneur gives regular, specific and timely feedback to subordinates in relation to personal goals.	Longenecker et al. (2000); Tett (2000);	Managerial Behaviour Competencies
Gaining Organizational Commitment	... the intrapreneur inspires others to buy-in and behave loyally to the organization.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Managerial Behaviour Competencies

Table 2 (Continued)

Competency	Definition	Source	Cluster
Innovating Self	... the intrapreneur stimulates and inspires him-/herself to create and implement new ideas. The intrapreneur develops frame braking new methods, innovations and procedures, rather than remaining with standard operating procedures.	Aarts et al.(2004); Born & Altink (2003); Hisrisch & Peters (1989); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Rottier (2003); Sexton & Seale (1996); Tett (2000); Timmons (1994); Lominger Ltd	Managerial Behaviour Competencies
Innovating Others	... the intrapreneur stimulates and inspires others to develop new products, services and processes.	Rottier (2003); Sexton & Seale (1996); Tett (2000)	Managerial Behaviour Competencies
Innovation Management	... the intrapreneur manages the innovations process and help to commercialize them within the organization.	Lominger Ltd	Managerial Behaviour Competencies
Confronting Unproductive Behaviour	... the intrapreneur addresses poor performance. The intrapreneur works towards improving it. He/she can take tough actions when all other efforts fail.	Longenecker et al. (2000);Lominger Ltd;	Managerial Behaviour Competencies
Responsibility	... the intrapreneur is bound to his/her obligations and takes ownership for the course of his/her actions.	Longenecker et al. (2000)	Managerial Behaviour Competencies
Involvement	... the intrapreneur works to stay directly involved with and keep other team members involved during the process.	Warner (1998)	Managerial Behaviour Competencies
Personal Issues	... the intrapreneur stays informed of the personal issues affecting members of his/her team or organization.	Born & Altink (2003); Lominger Ltd;	Managerial Behaviour Competencies
Ethical Orientation	... the intrapreneur encourages ethical behaviour by rewarding correct behaviour and punishing negative behaviour.	Lominger Ltd	Managerial Behaviour Competencies
Time Management	... the intrapreneur assigns sufficient time for activities, meet deadlines and prioritize tasks. The intrapreneur leaves room in the schedule for delays and other unforeseen events. He/she maintains the time schedule.	Longenecker et al. (2000); Rottier (2003); Tett (2000); Lominger Ltd	Managerial Behaviour Competencies
Verbal skills	communication ... the intrapreneur formulates and expresses his/her ideas in oral form; others understand the meaning.	Born & Altink (2003); Hill & Levenhagen (1995); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000);Rottier (2003); Tett (2000)	Interpersonal Behaviour
Written Skills	Communication ... the intrapreneur formulates his/her thoughts and ideas in clear writing; others understand the meaning.	Born & Altink (2003); Hill & Levenhagen (1995); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000);Tett (2000)	Interpersonal Behaviour
Listening	... the intrapreneur extracts the core ideas from verbal information. The intrapreneur can accurately restate others opinions, regardless of whether he/she agrees.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Interpersonal Behaviour
Empathy	... the intrapreneur identifies with others concerns, feelings, and emotions. The intrapreneur show genuine concern for their welfare.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);	Interpersonal Behaviour

Table 2 (Continued)

Competency	Definition	Source	Cluster
Patience	... the intrapreneur is tolerant of others. The intrapreneur tries to understand the causes of people's behaviour before judging them and acting.	Lominger Ltd	Interpersonal Behaviour
Self Presentation	... the intrapreneur presents him/herself to others in such away that they identify with him/her. The intrapreneur adjusts his/her image and mannerisms to fit the environment and the situation.	Rottier (2003)	Interpersonal Behaviour
Assertiveness	... the intrapreneur states his/her views confidently, directly and forcefully.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Persuasion	... the intrapreneur brings ideas and standpoints in such a way that it results in others agreement and their sharing his/her enthusiasm.	Aarts et al.(2004); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Interpersonal Behaviour
Relationship Development and Management	... the intrapreneur develops and maintains close and trusting relationships with personnel, colleagues, clients, customers, etc. The intrapreneur initiates and maintains good interactions with others inside and outside of work.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003);Tett (2000);	Interpersonal Behaviour
Relating with Subordinates	... the intrapreneur interacts with his/her subordinates.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Relating with Peers	... the intrapreneur interacts with his/her peers.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Relating with Superiors	... the intrapreneur interacts with those who he/she consider to be his/her superiors.	Watson et al. (1995); Lominger Ltd	Interpersonal Behaviour
Boss Relationship	...the intrapreneur develops and maintains close and trusting relationships with his/her superiors.		Interpersonal Behaviour
Seeking Input	... the intrapreneur actively pursues others' contributions to work-related discussion.	Tett (2000)	Interpersonal Behaviour
Limited Disclosure	... the intrapreneur restricts the amount of information others receive. The intrapreneur tells them only what they need to know.	Lominger Ltd	Interpersonal Behaviour
Cooperation	... the intrapreneur works with others to reach mutual goals. The intrapreneur strives to reach agreements and do not argue over unnecessary concerns. He/she is a team player.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Interpersonal Behaviour
Conflict Management	... the intrapreneur works towards reaching a resolution that is acceptable to involved parties.	Lominger Ltd	Interpersonal Behaviour
Relating Across Cultures	... the intrapreneur communicates and works with people from different cultural backgrounds.	Hoekstra & Van Sluijs (2001); Lominger Ltd	Interpersonal Behaviour
Cultural and Societal Influence	... the intrapreneur understands the effect of cultural and societal differences on behaviour and decision-making.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Organizational Politics	... the intrapreneur takes advantage of organizational political relationships and the distribution of power in pursuing goals. The intrapreneur acknowledges the influence of organizational politics on the time needed to implement a new idea.	Lominger Ltd	Interpersonal Behaviour
Political Astuteness	... the intrapreneur takes advantage of political relationships and the distribution of power in pursuing goals.	Tett (2000)	Interpersonal Behaviour
Politeness	... the intrapreneur demonstrates proper manners and is courteous when dealing with others.	Rottier (2003); Tett (2000)	Interpersonal Behaviour
Tolerance	... the intrapreneur values judgments that is different from his/her own.	Tett (2000); Lominger Ltd	Interpersonal Behaviour
Acceptance of Criticism	... the intrapreneur adjusts his/her actions based on others valued criticism.		Interpersonal Behaviour
Sizing up People	... the intrapreneur accurately judges others character. The intrapreneur can accurately project what people are likely to do across a variety of situations.	Lominger Ltd	Interpersonal Behaviour

Table 2 (Continued)

Competency		Definition	Source	Cluster
Sizing up Groups		... the intrapreneur accurately judges the character of groups. The intrapreneur can accurately project what groups are likely to do across a variety of situations.	Lominger Ltd	Interpersonal Behaviour
Positive Attitude		... the intrapreneur evaluates people, opportunities and/ or groups positively.		Interpersonal Behaviour
Humour		... the intrapreneur can laugh at him-/herself and with others. The intrapreneur is appropriately funny and can use humour to ease tension.	Lominger Ltd	Interpersonal Behaviour
Recognition		... the intrapreneur calls attention to and achieve recognition for his/her accomplishments.		Interpersonal Behaviour
Problem Analysis		... the intrapreneur assesses all aspects of the situation to determine the best decision. The intrapreneur grasps important relationships, effects or consequences of certain actions or plans.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000)	Decisive Behaviour:
Awareness of Internal and External Environment		... the intrapreneur stays aware and informed about the influence of organizational, social and political developments and other environmental factors on organizational activities and vice versa.	Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Vision Orientation		... the intrapreneur develops a vision of the type of business he/she wants to create and uses this vision to guide his/her decisions.	Aarts et al.(2004); Rottier (2003)	Decisive Behaviour:
Intuitive Attitude		... the intrapreneur uses information based on knowledge or conviction gained by intuition; these are gained from previous experience.	Hoekstra & Van Sluijs (2001)	Decisive Behaviour:
Realistic Attitude		... the intrapreneur takes the actual situation and possibilities into account without letting his/her emotions influence his/her decisions.	Born & Altink (2003)	Decisive Behaviour:
Independent Making	Decision	... the intrapreneur selects his/her course of action on his/her own, without consulting others. The intrapreneur does not depend on other's input and advice.	Aarts et al. (2004); Born & Altink (2003); Longenecker et al. (2000); Rottier (2003);	Decisive Behaviour:
Consultative Making	Decision	... the intrapreneur selects his/her course of action in cooperation with others. The intrapreneur depends on their input and advice.	Tett (2000)	Decisive Behaviour:
Compassion		... the intrapreneur makes decisions that have accounted for the welfare of others.	Tett (2000); Lominger Ltd	Decisive Behaviour:
Decisiveness		... the intrapreneur makes tough decisions even when they are unpopular.	Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Constricted Making	Decision-	... the intrapreneur makes decisions under tight deadlines and time pressure; he/she makes these decisions with limited information.	Tett (2000)	Decisive Behaviour:
Quick Decision-Making		... the intrapreneur quickly makes a decision when the situation needs to be urgently resolved.	Rottier (2003); Tett (2000); Lominger Ltd	Decisive Behaviour:
Ability to handle Ambiguity		... the intrapreneur handles seemingly contradictory facts, weighs alternative options and makes realistic decisions in light of uncertainty and vague situations.	Born & Altink (2003); Castrogiovanni (1996); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd;	Decisive Behaviour:
Flexibility		... the intrapreneur adjusts decisions and actions when faced with new information or events that indicate change is needed.	Hoekstra & Van Sluijs (2001); Tett (2000)	Decisive Behaviour:
Non-Traditional Thinking		... the intrapreneur considers alternative possibilities and non-traditional solutions when making decisions. The intrapreneur thinks outside of the box.	Hoekstra & Van Sluijs (2001); Rottier (2003); Lominger Ltd;	Decisive Behaviour:
Decision Recognition		... the intrapreneur recognizes when a decision should be made by him-/herself or when it should be redirected to someone with more authority and/or knowledge.	Longenecker et al. (2000)	Decisive Behaviour:

Table 2 (Continued)

Competency	Definition	Source	Cluster
Reliability	... the intrapreneur behaves consistently and keeps the promises he/she make.	Aarts et al.(2004); Born & Altink (2003); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000)	Ethical Orientation
Credibility	... the intrapreneur builds a good reputation for him-/herself so that others will believe his/her statements and will believe in his/her actions.	Longenecker et al. (2000)	Ethical Orientation
Confidentiality	... the intrapreneur keeps sensitive information about the company, its customers, and/or its employees to him-/herself.	Longenecker et al. (2000); Tett (2000); Lominger Ltd	Ethical Orientation
Professionalism	... the intrapreneur demonstrates the standards of his/her occupational group.	Longenecker et al. (2000); Tett (2000)	Ethical Orientation
Benevolence	... the intrapreneur demonstrates acts of goodwill and kindness.	Aupperle et al.(1990); Longenecker et al. (2000);	Ethical Orientation
Vision	... the intrapreneur develops a vision for what he/she want to accomplish in the future.	Hoekstra & Van Sluijs (2001); Rottier (2003);	Venturing Behaviour Competency
Idealism	... the intrapreneur strives to build and keep the division, project or innovation in alignment with his/her values and vision.	Rottier (2003)	Venturing Behaviour Competency
Strategic Planning	... the intrapreneur analyzes his/her current position and he/she develops the necessary steps to reach their vision.	Aarts et al.(2004); Castrogiovanni (1996); Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Sexton & Seale (1996); Tett (2000)	Venturing Behaviour Competency
Structure	... the intrapreneur sets a formal framework and formalized procedures in which the business operates.	Longenecker et al. (2000); Lominger Ltd	Venturing Behaviour Competency
Organization Faction	... the intrapreneur knows how the organization works as a whole and its individual work units.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Perspective	... the intrapreneur can discuss multiple perspectives of an issue and indicate their future impact.	Hoekstra & Van Sluijs (2001); Lominger Ltd;	Venturing Behaviour Competency
Technical Competency	... the intrapreneur has in-depth knowledge, skills and abilities of the field in which he/she works.	Longenecker et al. (2000); Tett (2000)	Venturing Behaviour Competency
Market Functions	... the intrapreneur is aware of how strategies and tactics works in the marketplace.	Born & Altink (2003); Lominger Ltd;	Venturing Behaviour Competency
Customer Focus	... the intrapreneur develops his/her products, services, and policies to meet the needs of the market. The intrapreneur strives to keep his/her customers happy.	Aarts et al.(2004); Barrier (1996); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Acquiring Resources	Operating ... the intrapreneur <i>acquires</i> the operating resources (e.g., financial, human, material) that are needed to start and grow the division, project or innovation.		Venturing Behaviour Competency
Utilizing Resources	Operating ... the intrapreneur <i>manages</i> the operating resources (e.g., financial, human, material) to effectively start and grow the division, project or innovation.		Venturing Behaviour Competency
Adapting the Organization	... the intrapreneur changes the goals and mission of the division, project or innovation based on changing circumstances, events, and environmental factors.	Hoekstra & Van Sluijs (2001)	Venturing Behaviour Competency

Table 2 (Continued)

Competency	Definition	Source	Cluster
Controlling Growth	... the intrapreneur guides the development of the division, project or innovation at a speed in which he/she can control.		Venturing Behaviour Competency
Managing Growth	... the intrapreneur works to effectively manage the organizations resources to match its level of growth.	Tett (2000)	Venturing Behaviour Competency
Networking	... the intrapreneur builds and uses a network of contacts and information to promote the organization, project or initiative. The intrapreneur uses the network as a sounding board.	Aarts et al.(2004); Longenecker et al. (2000); Rottier (2003)	Venturing Behaviour Competency
Quality Orientation	... the intrapreneur aims to deliver top quality products and services. The intrapreneur compares his/her products and services to existing industry norms; he/she improves when needed.	Hoekstra & Van Sluijs (2001); Rottier (2003);Sexton & Seale (1996); Tett (2000);Lominger Ltd	Venturing Behaviour Competency
Quantity Orientation	... the intrapreneur works to meet or exceed existing organizational quotas.	Rottier (2003); Tett (2000)	Venturing Behaviour Competency
Results Orientation	... the intrapreneur aims to deliver concrete results and be persistent in his/her actions in order to reach the set goals and quotas.	Hoekstra & Van Sluijs (2001); Tett (2000); Lominger Ltd	Venturing Behaviour Competency
Financial Orientation	... the intrapreneur works to generate and save money for the organization.	Born & Altink (2003); Sexton & Seale (1996);Tett (2000)	Venturing Behaviour Competency
Return on Investment	... the intrapreneur stays informed about the expected return on investments by doing a cost-asset analysis with each decision he/she makes.	Aarts et al.(2004)	Venturing Behaviour Competency
Financial Management	... the intrapreneur manages the revenue and expenses related to the division, projects or innovations. The intrapreneur manages the budget and keeps track of all relevant records.		Venturing Behaviour Competency
Collecting Payments	... the intrapreneur collects payments for services and products delivered.		Venturing Behaviour Competency
Safety Orientation	... the intrapreneur emphasizes accident prevention at the work place.	Tett (2000)	Venturing Behaviour Competency
Passion	... the intrapreneur is enthusiastic about the goals of the organization and its products and/or services. The intrapreneur is able to make others excited about them as well.	Tett (2000)	Venturing Behaviour Competency
Opportunism	... the intrapreneur looks for and recognizes good opportunities and takes advantage of them.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Enterprising Behaviour
Knowledge of Competition	... the intrapreneur stays informed of the competition, i.e., their strengths, weaknesses, infrastructure, and new developments.	Rottier (2003)	Enterprising Behaviour
Risk Taking	... the intrapreneur seeks new challenges and explores opportunities, which others are not willing to explore. The intrapreneur takes calculated financial, psychological and social risks.	Aarts et al.(2004); Gunther et al. (1992);Hoekstra & Van Sluijs (2001); Longenecker et al. (2000); Rottier (2003)	Enterprising Behaviour
Risk Concealment	... the intrapreneur pursues risky projects regardless of whether he/she has management approval. If necessary, he/she conceals this information.		Enterprising Behaviour
Experimentation	... the intrapreneur skilfully tests relevant hypotheses.		Enterprising Behaviour
Initiative	... the intrapreneur shows the needed planfulness and responsibility that enables him/her to begin a particular action, event, circumstance, or happening.	Born & Altink (2003); Tett (2000)	Enterprising Behaviour
Judging Innovations	... the intrapreneur can judge which creative ideas and suggestions will work.	Rottier (2003); Lominger Ltd	Enterprising Behaviour
Fanatical	... the intrapreneur makes others excited about the products and/or services he/she provides, through	Rottier (2003)	Enterprising Behaviour

Table 2 (Continued)

Competency	Definition	Source	Cluster
Public Presentation	... the intrapreneur is effective in and comfortable with presenting material to individuals and groups of people.	Guterman et al. (1992); Rottier (2003); Tett (2000); Lominger Ltd	Enterprising Behaviour
Marketing Self	... the intrapreneur markets him-/herself as being knowledgeable, skilled, competent, and personable.	Hoekstra & Van Sluijs (2001); Rottier (2003)	Enterprising Behaviour
Self-Confidence	... the intrapreneurs' behaviour indicates that he/she is secured in his/her task-related abilities, knowledge, and skills.	Longenecker et al. (2000); Rottier (2003)	Enterprising Behaviour
Negotiating Skill	... the intrapreneur creates a situation where opposing sides exchange offers, counteroffers and concessions. The intrapreneur identifies and develops proposals of mutual interests accepted by all parties.	Born & Altink (2003); Rottier (2003); Lominger Ltd;	Enterprising Behaviour
Tolerance for Stress	... the intrapreneur stays calm and performs during periods of uncertainty, misfortune, new responsibilities and time pressure.	Born & Altink (2003); Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);	Enterprising Behaviour
Tolerance for Failure	... the intrapreneur quickly recovers after a failed attempt. The intrapreneur is willing to make mistakes and try again.		Enterprising Behaviour
Composure	... the intrapreneur is not knocked off balance by the unexpected. The intrapreneur does not show frustration when resisted or blocked.	Tett (2000); Lominger Ltd;	Enterprising Behaviour
Persistence	... the intrapreneur applies sustained goal directed action and maintains high levels of energy for extended periods of time.	Aarts et al.(2004); Born & Altink (2003); Hisrich & Peters (1989); Hoekstra & Van Sluijs (2001); Rottier (2003); Timmons (1990)	Enterprising Behaviour
Internal Competitiveness	... the intrapreneur combats internal forces who are working against his/her goals.		Enterprising Behaviour
High Standards	... the intrapreneur recognizes and sets high standards for his/her own work. The intrapreneur strives to reach them.	Rottier (2003)	Enterprising Behaviour
Autonomy	... the intrapreneur works independently from the overseeing authority.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000); Lominger Ltd	Enterprising Behaviour
Multitasking	... the intrapreneur keeps others informed of his/her progress.		Enterprising Behaviour
Progress	... the intrapreneur simultaneously handles multiple tasks or instruction.		Enterprising Behaviour
Balancing Work and Personal Life	... the intrapreneur keeps balance in his/her work and private life.		Enterprising Behaviour
Self- evaluation	... the intrapreneur critically judges his/her behaviour and acknowledges his/her weak points. The intrapreneur knows when he/she needs to change his/her personal, interpersonal, and managerial behaviour.	Born & Altink (2003); Rottier (2003);	Learning orientation
Self-improvement	... the intrapreneur acquires the competencies and knowledge he/she lack. The intrapreneur reads books, attends courses, and seeks advice.	Hoekstra & Van Sluijs (2001); Rottier (2003); Tett (2000);	Learning orientation
Self-efficacy	... the intrapreneur manages his/her own destiny.		Learning orientation
Learning from Experience	... the intrapreneur learns from his/her successes, mistakes and failures. The intrapreneur rarely makes the same mistake more than once. He/she repeats actions that had resulted in past success.		Learning orientation
Processing of New Information	... the intrapreneur quickly comprehends and remembers new information. The intrapreneur quickly grasps the essence and underlying structure of new information.	Aarts et al.(2004); Hoekstra & Van Sluijs (2001); Lominger Ltd	Learning orientation

APPENDIX B RESULTS

Table 3
Means and Standard Deviations of Entrepreneurial and Intrapreneurial Competencies

Competency Cluster	<u>Entrepreneur</u>					<u>Intrapreneur</u>				
	Importance			Frequency		Importance			Frequency	
	N	M	SD	M	SD	N	M	SD	M	SD
Managerial Behavior	15	2.30	1.37	2.25	1.39	20	3.10	0.48	3.02	0.53
Interpersonal Behavior	15	2.69	0.60	2.73	0.64	20	3.05	0.47	3.00	0.45
Decisive Behavior	15	3.05	0.32	3.05	0.33	20	3.01	0.40	2.96	0.38
Ethical Behavior	15	3.63	0.39	3.72	0.41	20	3.52	0.51	3.54	0.44
Venturing Behavior	15	2.99	0.66	2.96	0.71	20	2.78	0.60	2.73	0.73
Enterprising Behavior	15	3.18	0.38	3.11	0.42	20	3.00	0.36	3.05	0.44
Learning Orientation	15	3.36	0.41	3.28	0.40	20	3.36	0.41	3.24	0.58

Note. Table presents values for the total sample. Individual values can differ because of missing values.

Table 4
Intercorrelations between Competency Clusters (Importance and Frequency)

	No.	1 imp	freq	2 imp	freq	3 imp	freq	4 imp	freq	5 imp	freq	6 imp	freq	7 imp	freq
Man Beh															
imp ^a	24	.97													
freq	24	.97**	.97												
Int Beh															
imp ^b	29	.86**	.87**	.91											
freq	29	.81**	.87**	.96**	.89										
Dec Beh															
imp ^c	15	.36**	.35*	.59**	.54**	.72									
freq	15	.26	.38*	.47**	.58**	.72**	.66								
Eth Beh															
imp ^d	5	.16	.14	.31	.30	.38*	.24	.81							
freq	5	-.06	-.09	.03	.06	.25	.14	.72**	.71						
Ven Beh															
imp ^e	24	.56**	.58**	.58**	.60**	.64**	.60**	.22	.09	.91					
freq	24	.53**	.60**	.56**	.61**	.60**	.69**	.18	.06	.91**	.91				
Ent Beh															
imp ^f	22	.45**	.44*	.45**	.47**	.53**	.44**	.39*	.19	.64**	.50**	.80			
freq	22	.57**	.64**	.63**	.68**	.50**	.56**	.309	.03	.68**	.65**	.72**	.85		
Lea beh															
imp ^g	5	-.02	-.03	.02	.03	.25	.18	.22	.34*	.08	-.01	.38*	.13	.60	
freq	5	.27	.32	.33*	.40*	.300	.36*	.20	.08	.41*	.33*	.44**	.68**	.47**	.69

Note. Man. Beh- Managerial Behavior. Int Beh- Interpersonal Behavior. Dec Beh-Decisive Behavior. Eth Beh- Ethical behavior. Ven Beh- Venture Behavior. Ent Beh-Enterprising behavior. Lea Beh-Learning Behavior. imp- importance. freq-frequency.

No. - Number of items.

Alpha reliabilities are italicized and appear on the diagonal.

^a n=39. ^b n=36. ^c n=38. ^d n=39. ^e n=39. ^f n=40. ^g n=41.

**p<.01 level (2-tailed). *p<.05 level (2-tailed).

APPENDIX C

ENTREPRENEURIAL COMPETENCY QUESTIONNAIRE

Introduction:

The central theme of this research is the competencies that are associated with both entrepreneurs and intrapreneurs. Competencies are defined as the demonstrable characteristics of the person, including knowledge, skills and behaviours that enable performance. We are especially interested in the entrepreneurial activities you are performing at the moment as independent entrepreneur or as entrepreneurial employee within the organization. In other words, we are interested in what an entrepreneur or intrapreneur has to do to be successful in his or her entrepreneurial activity.

ENTREPRENEURS are individuals or a group of individuals, owning their own organization, carrying most of the risks, who invested their own funds.

INTRAPRENEURS are individuals or a group of individuals who are employed by an existing organization, which are creative in developing new innovations and/or are responsible for identification of opportunities in the market.

This research is divided in three sections (A, B and C). These sections are further divided over a number of pages. It will take approximately 30 minutes to complete this questionnaire. Section A contains questions regarding the goals of your organization and your position within this organization. Section B measures the competencies, while Section C contains demographical questions.

We insure you that all information will be handled and processed strictly confidential. The obtained data will only be used to get more clearance on the competencies associated with being successful in entrepreneurial competencies.

We would like to thank you for taking the time to complete this questionnaire.

Section A: Goals and level

In the following section information regarding the organization, the organizational goals and your current activities as entrepreneur, within the organization are collected. Please be sure to answer all relevant questions for your categories.

1. While keeping your current position within the organization in mind in which contexts do your entrepreneurial activities take place?
 - a. You undertake entrepreneurial activities in person or as part of a team **independent** from an existing organization, carrying most of the risks and invested your own funds. *Please continue with Section C1.*
 - b. You undertake entrepreneurial activities in person or as part of a team within the structure and the context of a **corporate** organization. *Please continue with section C2.*

Section C1

1. What is your position within the organization?
 - ☐ I am the founder of the organization.
 - ☐ I am a successor.

2. Is growth in terms of turnover, market share and employees an explicit goal of the organization and are all entrepreneurial activities focused to obtain this goal?

a. Yes:

All entrepreneurial activities are focused on:

☐ Offering an existing product or idea to fulfill a market demand.

☐ Offering a unique idea or product to the market.

b. No:

My/our goal is to:

☐ To earn enough to financially support myself/ourselves and/or my/ our family.

Section C2

1. On which of the following strategic levels within your organization are you currently undertaking entrepreneurial activities:

☐ **Corporate level:** I am dealing with decisions about the business or activities the organization wishes to engage in and the way these business units should be organized and evaluated.

☐ **Business unit level 1:** I am dealing with decisions about how each business unit chooses to compete in the industry; and I/we am/are dealing with the founding of a new business unit and am involved in *corporate venturing* within the business unit.

☐ **Business unit level 2:** I am dealing with decisions about how each business unit chooses to compete in the industry and I/we am/are involved in bringing about a *business turnaround*, or strategic renewal within the business unit.

☐ **Functional level:** I/we am/are involved in the development of new products, processes and/or technologies that results in a strategic renewal of a function or group within the organization, e.g. finding new ways for the group to do business.

Section B: Competencies

On the following pages a number of competencies are divided under seven headings. These competencies were grouped to give a better overview. For each competency the name of the competency and in the next row the definition of this competency is provided. For each competency two scales are provided, the first to indicate your view of the **importance** of this competency to perform the entrepreneurial activity and secondly the **frequency** of which this competency is used in the performance of the entrepreneurial activity. PLEASE BE SURE TO RESPOND TO BOTH SCALES FOR EVERY COMPETENCY STATEMENT. Please read through each group and judge each competency in relation to the other competencies named in the group. After rating each competency in the group, please continue with the next group.

IMPORTANCE

Please read each statement and use the 0 to 4 response options to first rate the **IMPORTANCE** of the competency for the successful completion of the Entrepreneurial activity. An **IMPORTANT** competency is *defined as a fundamental trait or characteristic that is required to perform an activity well, rather than a marginal or trivial trait or characteristic.*

Importance

0. Does not Apply.
1. Unimportant.
2. Moderately Important.
3. Very Important.
4. Critical.

FREQUENCY

After rating the Importance of the competency, please indicate your rate on the **FREQUENCY** of which a competency has to be applied by using the 0 to 4 response options. Frequency is the ratio of the number of times the competency occurs compared to the occurrence of the other competencies.

Frequency

0. **Does not Apply.**
1. **Never.**
2. **Rarely.**
3. **Occasionally.**
4. **Frequently.**

When you have finished rating the first competency on both scales, continue to rate each of the remaining competencies in the same manner within the same group. During every evaluation please keep in mind the **SPECIFIC ENTREPRENEURIAL ACTIVITY** you are performing at the moment.

Competencies:**1. Managerial Behaviour Competencies**

(Competencies important for management of own and others behaviour)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

1.1. Organizing

As part of my entrepreneurial activity, I systematically arrange and control my activities and resources, as well as those of others. I formulate and carry out this action plan in sequential order, to reach the set goals.

1.2. Task Assignment

... I assign work and responsibilities to skilful employees and experts who are best able to solve those problems, utilize opportunities and reach the highest possible productivity level.

1.3. Delegation

... I share responsibility and accountability with others.

1.4. Distribution of Information

... I ensure that information is distributed to all relevant parties so that informed decisions can be made.

1.5. Managing Cross- level Relationships

... I lead people from various levels of the organization from work floor staff to the executive board.

1.6. Leading Individuals towards Task/Goal accomplishment

... I direct and steer individuals into accomplishing his/her tasks and responsibilities. I receive their agreement and related behaviour to reach set goals.

1.7. Leading Groups towards Task/Goal accomplishment

... I direct and steer groups of individuals into accomplishing their goals and responsibilities. I stimulate cooperation and development. I get them to make steady progress towards their goals and responsibilities.

1.8. Leadership Adaptability

... I adapt my leadership style to meet the needs of the employees, task and organization.

1.9. Team Awareness

... I recognize the strengths and weaknesses of my team members.

1.10. Motivating Myself

... I create positive feelings within myself. These feelings inspire me to work enthusiastically in my tasks and toward my goals.

1.11. Motivating Others

... I help others to create positive feelings within themselves. These feelings inspire them to work enthusiastically in their tasks and toward their goals.

1.12. Developing Others

... I help others to improve on all levels so that they can deliver the best quality of work and service. I give them opportunities to learn. I give regular, specific and timely feedback on their activities and goals.

1.13. Monitoring Progress

... I monitor my own and others progress in the performance of our tasks and responsibilities. I evaluate my own and others performance with respect to their personal development objectives.

1.14. Developmental Feedback

... I give regular, specific and timely feedback to subordinates in relation to personal goals.

1.15. Gaining Organizational Commitment

... I inspire others to buy-in and behave loyally to the organization.

1.16. Innovating Self

... I stimulate and inspire myself to create and implement new ideas. I develop frame braking new methods, innovations and procedures, rather than remaining with standard operating procedures.

1.17. Innovating Others

... I stimulate and inspire others to develop new products, services and processes

1.18. Innovation Management

... I manage the innovations process and help to commercialize them within the organization.

1.19. Confronting Unproductive Behaviour

... I address poor performance. I work towards improving it. I can take tough actions when all other efforts fail.

1.20. Responsibility

... I am bound to my obligations and take ownership for the course of my actions.

1.21. Involvement

... I work to stay directly involved with and keep other team members involved during the process.

1.22. Personal Issues

... I stay informed of the personal issues affecting members of my organization.

1.23. Ethical Orientation

... I encourage ethical behaviour by rewarding correct behaviour and punishing negative behaviour.

1.24. Time Management

... I assign sufficient time for activities, meet deadlines and prioritize tasks. I leave room in the schedule for delays and other unforeseen events. I maintain the time schedule.

2. Interpersonal Behaviour Competencies

(Competencies that allow for effective interaction between individuals and groups)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

2.1. Verbal Communication Skills

... I formulate and express my ideas in oral form; others understand my meaning.

2.2. Written Communication Skills

... I formulate my thoughts and ideas in clear writing; others understand my meaning.

2.3. Listening

... I extract the core ideas from verbal information. I can accurately restate others opinions, regardless of whether I agree.

2.4. Empathy

... I identify with others concerns, feelings, and emotions. I show genuine concern for their welfare.

2.5. Patience

... I am tolerant of others. I try to understand the causes of people's behaviour before judging them and acting.

2.6. Self-presentation

... I present myself to others in such away that they identify with me. I adjust my image and mannerisms to fit the environment and the situation

2.7. Assertiveness

... I state my views confidently, directly and forcefully.

2.8. Persuasion

... I bring ideas and standpoints in such a way that it results in others agreement and their sharing my enthusiasm.

2.9. Relationship Development and Management

... I develop and maintain close and trusting relationships with personnel, colleagues, clients, customers, etc. I initiate and maintain good interactions with others inside and outside of work.

2.10. Relating with Subordinates

... I interact with my subordinates.

2.11. Relating with Peers

... I interact with my peers.

2.12. Relating with Superiors

... I interact with those who I consider to be my superiors.

2.13. Seeking Input

... I actively pursue others' contributions to work-related discussion.

2.14. Limited Disclosure

... I restrict the amount of information others receive. I tell them only what they need to know.

2.15. Seeking Input

... I work with others to reach mutual goals. I strive to reach agreements and do not argue over unnecessary concerns. I am a team player.

2.16. Conflict Management

... I work towards reaching a resolution that is acceptable to involved parties.

2.17. Relating Across Cultures

... I communicate and work with people from different cultural backgrounds.

2.18. Cultural and Societal Influence

... I understand the effect of cultural and societal differences on behaviour and decision-making.

2.19. Organizational Politics

... I take advantage of organizational political relationships and the distribution of power in pursuing goals. I acknowledge the influence of organizational politics on the time needed to implement a new idea.

2.20. Political Astuteness

... I take advantage of political relationships and the distribution of power in pursuing goals.

2.21. Politeness

... I demonstrate proper manners and am courteous when dealing with others.

2.22. Tolerance

... I value judgments that are different from my own.

2.23. Acceptance of Criticism

... I adjust my actions based on others valued criticism.

2.24. Sizing up People

... I accurately judge others character. I can accurately project what people are likely to do across a variety of situations.

2.25. Sizing up Groups

... I accurately judge the character of groups. I can accurately project what groups are likely to do across a variety of situations.

2.26. Positive Attitude

... I evaluate people, opportunities and/ or groups positively.

2.27. Humour

... I can laugh at myself and with others. I am appropriately funny and can use humour to ease tension.

2.28. Recognition

... I call attention to and achieve recognition for my accomplishments.

3. Decisive Behaviour Competencies

(Competencies important for making effective decisions; seen as the cognitive process of selecting a course of action among multiple alternatives)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

3.1. Problem Analysis

... I assess all aspects of the situation to determine the best decision. I grasp important relationships, effects or consequences of certain actions or plans.

3.2. Awareness of Internal and External Environment

... I stay aware and informed about the influence of organizational, social and political developments and other environmental factors on organizational activities and vice versa.

3.3. Vision Orientation

... I develop a vision of the type of business I want to create and use this vision to guide my decisions.

3.4. Intuitive Attitude

... I use information based on knowledge or conviction gained by intuition; these are gained from previous experience.

3.5. Realistic Attitude

... I take the actual situation and possibilities into account without letting my emotions influence my decisions.

3.6. Independent Decision Making

... I select my course of action on my own, without consulting others. I do not depend on other's input and advice.

3.7. Consultative Decision Making

... I select my course of action in cooperation with others. I depend on their input and advice.

3.8. Compassion

... I make decisions that have accounted for the welfare of others.

3.9. Constricted Decision-making

... I have to make decisions under tight deadlines and time pressure; I make these decisions with limited information.

3.10. Quick Decision-making

... I quickly make a decision when the situation needs to be urgently resolved.

3.11. Ability to handle Ambiguity

... I handle seemingly contradictory facts, weigh alternative options and make realistic decisions in light of uncertainty and vague situations.

3.12. Flexibility

... I adjust decisions and actions when faced with new information or events that indicate change is needed.

3.13. Decisiveness

... I make tough decisions even when they are unpopular.

3.14. Non-Traditional Thinking

... I consider alternative possibilities and non-traditional solutions when making decisions. I think outside of the box.

3.15. Decision Recognition

... I recognize when a decision should be made by myself or when it should be redirected to someone with more knowledge

4. Ethical Orientation

(Competencies important for adherence to ethical guidelines and judicial regulations)

Please keep the following sentence in mind when judging the following competencies:

"As part of the entrepreneurial activity ..."

4.1. Reliability

... I behave consistently and keep the promises I make.

4.2. Credibility

... I build a good reputation for myself so that others will believe my statements and will believe in my actions.

4.3. Confidentiality

... I keep sensitive information about the company, its customers, and/or its employees to myself.

4.4. Professionalism

... I demonstrate the standards of my occupational group.

4.5. Benevolence

... I demonstrate acts of goodwill and kindness.

5. Venturing Behavioural Competencies

(Competencies important for successful start-up and continuing of operation within the organization, necessary for the long-term success of the organization.)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

5.1. Vision

... I develop a vision for what we want to accomplish in the future.

5.2. Idealism

... I strive to build and keep the organization in alignment with my values and vision.

5.3. Strategic Planning

... I analyze our current position and I develop the necessary steps to reach our vision.

5.4. Structure

... I set a formal framework and formalized procedures in which the business operates.

5.5. Organization Faction

... I know how the organization works as a whole and its individual work units.

5.6. Perspective

... I can discuss multiple perspectives of an issue and indicate their future impact

5.7. Technical Competency

... I have in-depth knowledge, skills and abilities of the field in which I work.

5.8. Market Functions

... I am aware of how strategies and tactics work in the marketplace.

5.9. Customer Focus

... I develop my products, services, and policies to meet the needs of the market. I strive to keep my customers happy.

5.10. Acquiring Operating Resources

... I *acquire* the operating resources (e.g., financial, human, material) that are needed to start and grow the organization.

5.11. Utilizing Operating Resources

... I *manage* the operating resources (e.g., financial, human, material) to effectively start and grow the organization.

5.12. Adapting the Organization

... I change the goals and mission of the organization based on changing circumstances, events, and environmental factors.

5.13. Controlling Growth

... I guide the development of the organization at a speed in which I can control.

5.14. Managing Growth

... I work to effectively manage the organizations resources to match its level of growth.

5.15. Networking

... I build and use a network of contacts and information to promote the organization. I use the network as a sounding board.

5.16. Quality Orientation

... I aim to deliver top quality products and services. I compare my products and services to existing industry norms; I improve when needed.

5.17. Quantity Orientation

... I work to meet or exceed existing organizational quotas.

5.18. Results Orientation

... I aim to deliver concrete results and be persistent in my actions in order to reach the set goals and quotas.

5.19. Financial Orientation

... I work to generate and save money for the organization

5.20. Return on Investment

... I stay informed about the expected return on investments by doing a cost-asset analysis with each decision I make.

5.21. Financial Management

... I balance my books, make investments and keep track of all my debts, credits and assets. I manage the budget and keep track of all relevant records.

5.22. Collecting Payments

... I collect payments for services and products delivered.

5.23. Safety Orientation

... I emphasize accident prevention at the work place.

5.24. Passion

... I am enthusiastic about the goals of the organization. I am able to make others excited about them as well.

6. Enterprising Behaviour Competencies

(Competencies important in selling ones ideas and products. Important for the short-term success of the organization.)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

6.1. Opportunism

... I look for and recognize good opportunities and take advantage of them.

6.2. Knowledge of Competition

... I stay informed of the competition, i.e., their strengths, weaknesses, infrastructure, and new developments.

6.3. Risk Taking

... I seek new challenges and explore opportunities, which others are not willing to explore. I take calculated financial, psychological and social risks.

6.4. Experimentation

... I skilfully test relevant hypotheses.

6.5. Initiative

... I show the needed planfulness and responsibility that enables me to begin a particular action, event, circumstance, or happening.

6.6. Judging Innovations

... I can judge which creative ideas and suggestions will work.

6.7. Fanatical

... I make others excited about the products and/or services I provide, through my enthusiasm.

6.8. Public Presentation

... I am effective in and comfortable with presenting material to individuals and groups of people.

6.9. Marketing Self

... I market myself as being knowledgeable, skilled, competent, and personable.

6.10. Self-confidence

... my behaviour indicates that I am secure in my task-related abilities, knowledge, and skills.

6.11. Negotiating skill

... I create a situation where opposing sides exchange offers, counteroffers and concessions. I identify and develop proposals of mutual interests accepted by all parties.

6.12. Tolerance for Stress

... I stay calm and perform during periods of uncertainty, misfortune, new responsibilities and time pressure.

6.13. Tolerance for Failure

... I quickly recover after a failed attempt. I am willing to make mistakes and try again.

6.14. Composure

... I am not knocked off balance by the unexpected. I do not show frustration when resisted or blocked.

6.15. Persistence

... I apply sustained goal directed action and maintain high levels of energy for extended periods of time.

6.16. Internal Competitiveness

... I combat internal forces who are working against my goals.

6.18. High standards

... I recognize and set high standards for my own work. I strive to reach them.

6.19. Autonomy

... I work independently.

6.20. Multitasking

... I simultaneously handle multiple tasks or instruction.

6.21. Progress

... I keep others informed of my progress.

6.22. Balancing Work and Personal life

... I keep balance in my work and private life.

7. Learning orientation Competencies

(Competencies important for acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching that cause a change of behaviour that is persistent, measurable, and specified)

Please keep the following sentence in mind when judging the following competencies:

“As part of the entrepreneurial activity ...”

7.1. Self- evaluation

... I critically judge my behaviour and acknowledge my weak points. I know when I need to change my personal, interpersonal, and managerial behaviour.

7.2. Self-improvement

... I acquire the competencies and knowledge I lack. I read books, attend courses, and seek advice.

7.3. Self-efficacy

... I manage my own destiny.

7.4. Learning from Experience

... I learn from my successes, mistakes and failures. I rarely make the same mistake more than once. I repeat actions that had resulted in past success.

7.5. Processing of New Information

... I quickly comprehend and remember new information. I quickly grasp the essence and underlying structure of new information.

Section C: Demographic Variables

In this section some general information is gathered. *Your individual responses will be kept confidential. Only overall results from all responses will be compiled and used.*

Name:

Gender:

☐ Male

☐ Female

Age:

Level of Education:

☐ LBO;

☐ MBO;

☐ HBO;

☐ University;

☐ Post degree;

☐ Other.

Job title:

Organization:

Organization sector:

Year of organization founding:

Net turn over in the period 2003-2004:

APPENDIX D

INTREPRENEURIAL COMPETENCIES QUESTIONNAIRE

Introduction:

The central theme of this research is the competencies that are associated with both entrepreneurs and intrapreneurs. Competencies are defined as the demonstrable characteristics of the person, including knowledge, skills and behaviours that enable performance. We are especially interested in the entrepreneurial activities you are performing at the moment as independent entrepreneur or as entrepreneurial employee within the organization. In other words, we are interested in what an entrepreneur or intrapreneur has to do to be successful in his or her entrepreneurial activity.

ENTREPRENEURS are individuals or a group of individuals, owning their own organization, carrying most of the risks, who invested their own funds. INTRAPRENEURS are individuals or a group of individuals who are employed by an existing organization, which are creative in developing new innovations and/or are responsible for identification of opportunities in the market.

This research is divided in three sections (A, B and C). These sections are further divided over a number of pages. It will take approximately 30 minutes to complete this questionnaire. Section A contains questions regarding the goals of your organization and your position within this organization. Section B measures the competencies, while Section C contains demographical questions.

We insure you that all information will be handled and processed strictly confidential. The obtained data will only be used to get more clearance on the competencies associated with being successful in entrepreneurial competencies.

We would like to thank you for taking the time to complete this questionnaire.

Section A: Goals and level

In the following section information regarding the organization, the organizational goals and your current activities as entrepreneur, within the organization are collected. Please be sure to answer all relevant questions for your categories.

3. While keeping your current position within the organization in mind in which contexts do your entrepreneurial activities take place?
 - a. You undertake entrepreneurial activities in person or as part of a team **independent** from an existing organization, carrying most of the risks and invested your own funds. *Please continue with Section C1.*
 - b. You undertake entrepreneurial activities in person or as part of a team within the structure and the context of a **corporate** organization. *Please continue with section C2.*

Section C1

1. What is your position within the organization?
 - ☐ I am the founder of the organization.
 - ☐ I am a successor.

2. Is growth in terms of turnover, market share and employees an explicit goal of the organization and are all entrepreneurial activities focused to obtain this goal?

a. Yes:

All entrepreneurial activities are focused on:

☐ Offering an existing product or idea to fulfill a market demand.

☐ Offering a unique idea or product to the market.

b. No:

My/our goal is to:

☐ To earn enough to financially support myself/ourselves and/or my/ our family.

Section C2

1. On which of the following strategic levels within your organization are you currently undertaking entrepreneurial activities:

☐ **Corporate level:** I am dealing with decisions about the business or activities the organization wishes to engage in and the way these business units should be organized and evaluated.

☐ **Business unit level 1:** I am dealing with decisions about how each business unit chooses to compete in the industry; and I/we am/are dealing with the founding of a new business unit and am involved in *corporate venturing* within the business unit.

☐ **Business unit level 2:** I am dealing with decisions about how each business unit chooses to compete in the industry and I/we am/are involved in bringing about a *business turnaround*, or strategic renewal within the business unit.

☐ **Functional level:** I/we am/are involved in the development of new products, processes and/or technologies that results in a strategic renewal of a function or group within the organization, e.g. finding new ways for the group to do business.

Section B: Competencies

On the following pages a number of competencies are divided under seven headings. These competencies were grouped to give a better overview. For each competency the name of the competency and in the next row the definition of this competency is provided. For each competency two scales are provided, the first to indicate your view of the **importance** of this competency to perform the entrepreneurial activity and secondly the **frequency** of which this competency is used in the performance of the entrepreneurial activity. PLEASE BE SURE TO RESPOND TO BOTH SCALES FOR EVERY COMPETENCY STATEMENT. Please read through each group and judge each competency in relation to the other competencies named in the group. After rating each competency in the group, please continue with the next group.

IMPORTANCE

Please read each statement and use the 0 to 4 response options to first rate the **IMPORTANCE** of the competency for the successful completion of the intrapreneurial

activity. An **IMPORTANT** competency is *defined as a fundamental trait or characteristic that is required to perform an activity well, rather than a marginal or trivial trait or characteristic.*

Importance

5. Does not Apply.
6. Unimportant.
7. Moderately Important.
8. Very Important.
9. Critical.

FREQUENCY

After rating the Importance of the competency, please indicate your rate on the **FREQUENCY** of which a competency has to be applied by using the 0 to 4 response options. Frequency is the ratio of the number of times the competency occurs compared to the occurrence of the other competencies.

Frequency

6. **Does not Apply.**
7. **Never.**
8. **Rarely.**
9. **Occasionally.**
10. **Frequently.**

When you have finished rating the first competency on both scales, continue to rate each of the remaining competencies in the same manner within the same group. During every evaluation please keep in mind the **SPECIFIC INTRAPRENEURIAL ACTIVITY** you are performing at the moment.

Competencies:

1. Managerial Behaviour Competencies

(Competencies important for management of own and others behaviour)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

1.1. Organizing

... the intrapreneur systematically arranges and controls his/her activities and resources, as well as those of others. The intrapreneur formulates and carries out this action plan in sequential order, to reach the set goals.

1.2. Task Assignment

... the intrapreneur assign work and responsibilities to skilful employees and experts, who are best able to solve those problems, utilize opportunities and reach the highest possible productivity level.

1.3. Delegation

... the intrapreneur shares responsibility and accountability with others.

1.4. Distribution of Information

... the intrapreneur ensures that information is distributed to all relevant parties so that informed decisions can be made.

1.5. Managing Cross- level relationships

... the intrapreneur leads people from various levels of the organization from work floor staff to the executive board.

1.6. Leading individuals towards task/goal accomplishment

... the intrapreneur directs and steer individuals into accomplishing his/her tasks and responsibilities. The intrapreneur receives their agreement and related behaviour to reach set goals.

1.7. Leading groups towards task/goal accomplishment

... the intrapreneur directs and steer groups of individuals into accomplishing their goals and responsibilities. I stimulate cooperation and development. I get them to make steady progress towards their goals and responsibilities.

1.8. Leadership adaptability

... the intrapreneur adapts his/her leadership style to meet the needs of the employees, task and organization.

1.9. Team awareness

... the intrapreneur recognizes the strengths and weaknesses of his/her team members.

1.10. Motivating myself

... the intrapreneur creates positive feelings within him-/herself. These feelings inspire me to work enthusiastically in my tasks and toward my goals.

1.11. Motivating others

... the intrapreneur helps others to create positive feelings within themselves. These feelings inspire them to work enthusiastically in their tasks and toward their goals.

1.12. Developing others

... the intrapreneur helps others to improve on all levels so that they can deliver the best quality of work and service. The intrapreneur gives them opportunities to learn. He/she gives regular, specific and timely feedback on their activities and goals.

1.13. Monitoring progress

... the intrapreneur monitor his/her own and others progress in the performance of their tasks and responsibilities. The intrapreneur evaluate his/her own and others performance with respect to their personal development objectives.

1.14. Developmental Feedback

... the intrapreneur gives regular, specific and timely feedback to subordinates in relation to personal goals.

1.15. Gaining Organizational Commitment

... the intrapreneur inspires others to buy-in and behave loyally to the organization.

1.16. Innovating Self

... the intrapreneur stimulates and inspires him-/herself to create and implement new ideas. The intrapreneur develop frame braking new methods, innovations and procedures, rather than remaining with standard operating procedures.

1.17. Innovating Others

... the intrapreneur stimulates and inspires others to develop new products, services and processes.

1.18. Innovation Management

... the intrapreneur manages the innovations process and help to commercialize them within the organization.

1.19. Confronting unproductive behaviour

... the intrapreneur addresses poor performance. The intrapreneur works towards improving it. He/she can take tough actions when all other efforts fail.

1.20. Responsibility

... the intrapreneur is bound to his/her obligations and takes ownership for the course of his/her actions.

1.21. Involvement

... the intrapreneur works to stay directly involved with and keep other team members involved during the process.

1.22. Personal issues

... the intrapreneur stays informed of the personal issues affecting members of his/her team or organization.

1.23. Ethical Orientation

... the intrapreneur encourages ethical behaviour by rewarding correct behaviour and punishing negative behaviour.

1.24. Time Management

... the intrapreneur assigns sufficient time for activities, meet deadlines and prioritize tasks. The intrapreneur leaves room in the schedule for delays and other unforeseen events. He/she maintains the time schedule.

4. Interpersonal Behaviour Competencies

(Competencies that allow for effective interaction between individuals and groups)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

2.1. Verbal communication skills

... the intrapreneur formulates and expresses his/her ideas in oral form; others understand his/her meaning.

2.2. Written communication skills

... the intrapreneur formulates his/her thoughts and ideas in clear writing; others understand his/her meaning.

2.3. Listening

... the intrapreneur extracts the core ideas from verbal information. The intrapreneur can accurately restate others opinions, regardless of whether he/she agrees.

2.4. Empathy

... the intrapreneur identifies with others concerns, feelings, and emotions. The intrapreneur I show genuine concern for their welfare.

2.5. Patience

... the intrapreneur is tolerant of others. The intrapreneur tries to understand the causes of people's behaviour before judging them and acting.

2.6. Self presentation

... the intrapreneur presents him/herself to others in such away that they identify with him/her. The intrapreneur adjusts his/her image and mannerisms to fit the environment and the situation.

2.7. Assertiveness

... the intrapreneur states his/her views confidently, directly and forcefully.

2.8. Persuasion

... the intrapreneur brings ideas and standpoints in such a way that it results in others agreement and their sharing his/her enthusiasm.

2.9. Relationship development and management

... the intrapreneur develops and maintains close and trusting relationships with personnel, colleagues, clients, customers, etc. The intrapreneur initiates and maintains good interactions with others inside and outside of work.

2.10. Relating with subordinates

... the intrapreneur interacts with his/her subordinates.

2.11. Relating with peers

... the intrapreneur interacts with his/her peers.

2.12. Relating with superiors

... the intrapreneur interacts with those who he/she consider to be his/her superiors.

2.13. Boss relationship

...the intrapreneur develops and maintains close and trusting relationships with his/her superiors.

2.14. Seeking Input

... the intrapreneur actively pursues others' contributions to work-related discussion.

2.15. Limited Disclosure

... the intrapreneur restricts the amount of information others receive. The intrapreneur tells them only what they need to know.

2.16. Cooperation

... the intrapreneur works with others to reach mutual goals. The intrapreneur strives to reach agreements and do not argue over unnecessary concerns. He/she is a team player.

2.17. Conflict management

... the intrapreneur works towards reaching a resolution that is acceptable to involved parties.

2.18. Relating across cultures

... the intrapreneur communicates and works with people from different cultural backgrounds.

2.19. Cultural and Societal Influence:

... the intrapreneur understands the effect of cultural and societal differences on behaviour and decision-making.

2.20. Organizational Politics

... the intrapreneur takes advantage of organizational political relationships and the distribution of power in pursuing goals. The intrapreneur acknowledges the influence of organizational politics on the time needed to implement a new idea.

2.21. Political Astuteness

... the intrapreneur takes advantage of political relationships and the distribution of power in pursuing goals.

2.22. Politeness

... the intrapreneur demonstrates proper manners and is courteous when dealing with others.

2.23. Tolerance

... the intrapreneur value judgments that is different from his/her own.

2.24. Acceptance of criticism

... the intrapreneur adjusts his/her actions based on others valued criticism.

2.25. Sizing up People

... the intrapreneur accurately judge others character. The intrapreneur can accurately project what people are likely to do across a variety of situations.

2.26. Sizing up Groups

... the intrapreneur accurately judges the character of groups. The intrapreneur can accurately project what groups are likely to do across a variety of situations.

2.27. **Positive attitude**

... the intrapreneur evaluates people, opportunities and/ or groups positively.

2.28. **Humour**

... the intrapreneur can laugh at him-/herself and with others. The intrapreneur is appropriately funny and can use humour to ease tension.

2.29. **Recognition**

... the intrapreneur calls attention to and achieve recognition for his/her accomplishments.

3. Decisive Behaviour Competencies

(Competencies important for making effective decisions; seen as the cognitive process of selecting a course of action among multiple alternatives)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

3.1. **Problem analysis**

... the intrapreneur assesses all aspects of the situation to determine the best decision. The intrapreneur grasps important relationships, effects or consequences of certain actions or plans.

3.2. **Awareness of internal and external environment**

... the intrapreneur stays aware and informed about the influence of organizational, social and political developments and other environmental factors on organizational activities and vice versa.

3.3. **Vision orientation**

... the intrapreneur develops a vision of the type of business he/she want to create and use this vision to guide his/her decisions.

3.4. **Intuitive attitude**

... the intrapreneur use information based on knowledge or conviction gained by intuition; these are gained from previous experience.

3.5. **Realistic attitude**

... the intrapreneur takes the actual situation and possibilities into account without letting his/her emotions influence his/her decisions.

3.6. **Independent Decision Making**

... the intrapreneur selects his/her course of action on his/her own, without consulting others. The intrapreneur does not depend on other's input and advice.

3.7. **Consultative Decision Making**

... the intrapreneur selects his/her course of action in cooperation with others. The intrapreneur depends on their input and advice.

3.8. **Compassion**

... the intrapreneur makes decisions that have accounted for the welfare of others.

3.9. **Decisiveness**

... the intrapreneur makes tough decisions even when they are unpopular.

3.10. **Constricted decision-making**

... the intrapreneur has to make decisions under tight deadlines and time pressure; he/she make these decisions with limited information.

3.11. **Quick decision-making**

... the intrapreneur quickly makes a decision when the situation needs to be urgently resolved.

3.12. Ability to handle ambiguity

... the intrapreneur handle seemingly contradictory facts, weigh alternative options and make realistic decisions in light of uncertainty and vague situations.

3.13. Flexibility

... the intrapreneur adjusts decisions and actions when faced with new information or events that indicate change is needed.

3.14. Non-Traditional Thinking

... the intrapreneur considers alternative possibilities and non-traditional solutions when making decisions. The intrapreneur thinks outside of the box.

3.15. Decision recognition

... the intrapreneur recognizes when a decision should be made by him/her or when it should be redirected to someone with more authority and/or knowledge.

4. Ethical Orientation

(Competencies important for adherence to ethical guidelines and judicial regulations)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

4.1. Reliability

... the intrapreneur behaves consistently and keeps the promises he/she make.

4.2. Credibility

... the intrapreneur builds a good reputation for him-/herself so that others will believe his/her statements and will believe in his/her actions.

4.3. Confidentiality

... the intrapreneur keeps sensitive information about the company, its customers, and/or its employees to him-/herself.

4.4. Professionalism

... the intrapreneur demonstrates the standards of his/her occupational group.

4.5. Benevolence

... the intrapreneur demonstrates acts of goodwill and kindness.

11. Venturing Behavioural Competencies

(Competencies important for successful start-up and continuing of operation within the organization, necessary for the long-term success of the organization.)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

5.1. Vision

... the intrapreneur develops a vision for what they want to accomplish in the future.

5.2. Idealism

... the intrapreneur strives to build and keep the division, project or innovation in alignment with his/her values and vision.

5.3. Strategic Planning

... the intrapreneur analyzes their current position and he/she develops the necessary steps to reach their vision.

5.4. Structure

... the intrapreneur sets a formal framework and formalized procedures in which the business operates.

5.5. Organization Faction

... the intrapreneur knows how the organization works as a whole and its individual work units.

5.6. Perspective

... the intrapreneur can discuss multiple perspectives of an issue and indicate their future impact.

5.7. Technical Competency

... the intrapreneur has in-depth knowledge, skills and abilities of the field in which I work.

5.8. Market functions

... the intrapreneur is aware of how strategies and tactics work in the marketplace.

5.9. Customer Focus

... the intrapreneur develops his/her products, services, and policies to meet the needs of the market. The intrapreneur strives to keep his/her customers happy.

5.10. Acquiring operating resources

... the intrapreneur *acquires* the operating resources (e.g., financial, human, material) that are needed to start and grow the division, project or innovation.

5.11. Utilizing operating resources

... the intrapreneur *manages* the operating resources (e.g., financial, human, material) to effectively start and grow the division, project or innovation.

5.12. Adapting the Organization

... the intrapreneur changes the goals and mission of the division, project or innovation based on changing circumstances, events, and environmental factors.

5.13. Controlling Growth

... the intrapreneur guides the development of the division, project or innovation at a speed in which he/she can control.

5.14. Managing Growth

... the intrapreneur works to effectively manage the organizations resources to match its level of growth.

5.15. Networking

... the intrapreneur builds and uses a network of contacts and information to promote the organization, project or initiative. The intrapreneur uses the network as a sounding board.

5.16. Quality orientation

... the intrapreneur aims to deliver top quality products and services. The intrapreneur compares his/her products and services to existing industry norms; he/she improves when needed.

5.17. Quantity Orientation

... the intrapreneur works to meet or exceed existing organizational quotas.

5.18. Results orientation

... the intrapreneur aims to deliver concrete results and be persistent in his/her actions in order to reach the set goals and quotas.

5.19. Financial Orientation

... the intrapreneur works to generate and save money for the organization.

5.20. Return on investment

... the intrapreneur stay informed about the expected return on investments by doing a cost-asset analysis with each decision he/she makes.

5.21. Financial Management

... the intrapreneur manages the revenue and expenses related to the division, projects or innovations. The intrapreneur manages the budget and keeps track of all relevant records.

5.22. Collecting payments

... the intrapreneur collects payments for services and products delivered.

5.23. Safety Orientation

... the intrapreneur emphasizes accident prevention at the work place.

5.24. Passion

... the intrapreneur is enthusiastic about the goals of the organization and its products and/or services. The intrapreneur is able to make others excited about them as well.

6. Enterprising Behaviour Competencies

(Competencies important in selling ones ideas and products. Important for the short-term success of the organization.)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

6.1. Opportunism

... the intrapreneur looks for and recognizes good opportunities and takes advantage of them.

6.2. Knowledge of Competition

... the intrapreneur stays informed of the competition, i.e., their strengths, weaknesses, infrastructure, and new developments.

6.3. Risk taking

... the intrapreneur seeks new challenges and explores opportunities, which others are not willing to explore. The intrapreneur takes calculated financial, psychological and social risks.

6.4. Risk concealment

... the intrapreneur pursues risky projects regardless of whether he/she has management approval. If necessary, he/she conceal this information.

6.5. Experimentation

... the intrapreneur skillfully tests relevant hypotheses.

6.6. Initiative

... the intrapreneur shows the needed planfulness and responsibility that enables him/her to begin a particular action, event, circumstance, or happening.

6.7. Judging innovations

... the intrapreneur can judge which creative ideas and suggestions will work.

6.8. Fanatical

... the intrapreneur makes others excited about the products and/or services he/she provides, through his/her enthusiasm.

6.9. Public Presentation

... the intrapreneur is effective in and comfortable with presenting material to individuals and groups of people.

6.10. Marketing self

... the intrapreneur markets him-/herself as being knowledgeable, skilled, competent, and personable.

6.11. Self-confidence

... the intrapreneurs' behaviour indicates that he/she is secured in his/her task-related abilities, knowledge, and skills.

6.12. Negotiating skill

... the intrapreneur creates a situation where opposing sides exchange offers, counteroffers and concessions. The intrapreneur identifies and develops proposals of mutual interests accepted by all parties.

6.13. Tolerance for stress

... the intrapreneur stays calm and performs during periods of uncertainty, misfortune, new responsibilities and time pressure.

6.14. Tolerance for Failure

... the intrapreneur quickly recovers after a failed attempt. The intrapreneur is willing to make mistakes and try again.

6.15. Composure

... the intrapreneur is not knocked off balance by the unexpected. The intrapreneur does not show frustration when resisted or blocked.

6.16. Persistence

... the intrapreneur applies sustained goal directed action and maintains high levels of energy for extended periods of time.

6.17. Internal Competitiveness

... the intrapreneur combats internal forces who are working against his/her goals.

6.18. High standards

... the intrapreneur recognizes and sets high standards for his/her own work. The intrapreneur strives to reach them.

6.19. Autonomy

... the intrapreneur works independently from the overseeing authority.

6.20. Multitasking

... the intrapreneur simultaneously handles multiple tasks or instruction.

6.21. Progress

... the intrapreneur keeps others informed of his/her progress.

6.22. Balancing work and personal life

... the intrapreneur keeps balance in his/her work and private life.

7. Learning orientation Competencies

(Competencies important for acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching that cause a change of behaviour that is persistent, measurable, and specified)

Please keep the following sentence in mind when judging the following competencies:

“As part of the intrapreneurial activity ...”

7.1. Self- evaluation

... the intrapreneur critically judges his/her behaviour and acknowledges his/her weak points. The intrapreneur knows when he/she needs to change his/her personal, interpersonal, and managerial behaviour.

7.2. Self improvement

... the intrapreneur acquires the competencies and knowledge he/she lack. The intrapreneur read books, attends courses, and seeks advice.

7.3. Self-efficacy

... the intrapreneur manages his/her own destiny.

7.4. Learning from experience

... the intrapreneur learns from his/her successes, mistakes and failures. The intrapreneur rarely makes the same mistake more than once. He/she repeats actions that had resulted in past success.

7.5. Processing of new information

... the intrapreneur quickly comprehends and remembers new information. The intrapreneur quickly grasps the essence and underlying structure of new information.

Section C: Demographic Variables

In this section some general information is gathered. Your individual responses will be kept confidential. Only overall results from all responses will be compiled and used.

Name:

Gender:

☐ Male

☐ Female

Age:

Level of Education:

☐ LBO;

☐ MBO;

☐ HBO;

☐ University;

☐ Post degree;

☐ Other.

Job title:

Organization:

Organization sector:

Year of organization founding:

Net turn over in the period 2003-2004:

APPENDIX E

ONLINE QUESTIONNAIRE FOR ENTREPRENEURS (DUTCH VERSION)

Introductie

In dit onderzoek staan competenties van zowel ondernemers als internemers centraal. Onder competenties verstaan we de waarneembare kenmerken van het individu inclusief kennis, vaardigheden en gedrag die leiden tot prestatie.

We zijn specifiek geïnteresseerd in de ondernemende activiteiten die u op dit moment zelf uitvoert of die u op dit moment aanstuurt. Dus wat moet een ondernemer of internemer doen om succesvol te zijn in de ondernemende activiteit.

ONDERNEMERS zijn individuen of een groep van individuen die hun eigen bedrijf hebben, het grootste deel van de risico's dragen en er zelf in geïnvesteerd hebben.

INTERNEMERS zijn individuen of groepen die in loondienst werken, creatief zijn in het ontwikkelen van nieuwe innovaties en/of verantwoordelijk zijn voor het identificeren van gelegenheden in de markt.

Het onderzoek is onderverdeeld in drie gedeelten (A, B en C); deze zijn verder verdeeld over een aantal pagina's. De beantwoording van alle vragen neemt ongeveer 30 minuten in beslag. Deel A beslaat vragen over de doelstellingen van uw bedrijf en uw positie binnen het bedrijf. In deel B worden de feitelijke competenties onderzocht. Deel C beslaat demografische informatie over uzelf en uw bedrijf.

Uw (bedrijfs)gegevens zullen strikt vertrouwelijk behandeld worden en volledig anoniem worden verwerkt in een database. De database zal worden gebruikt om competenties van de ondernemer in kaart te brengen.

Nogmaals bedank ik u voor de tijd die u wilt besteden aan dit onderzoek.

Ondernemers Competenties

Deel A: Doelstellingen en Positie

In de volgende sectie wordt informatie betreffende de organisatie, haar doelstellingen en uw huidige activiteit als ondernemer of internemer binnen de organisatie gemeten. Wij verzoeken u vriendelijk zeker te zijn alle vragen voor uw categorieën te beantwoorden.

1. Met in achtneming van uw huidige positie binnen de organisatie; in welke contexten vinden uw ondernemersactiviteiten plaats?

- a. U onderneemt ondernemersactiviteiten persoonlijk of als deel van een team onafhankelijk van een bestaande organisatie, u draagt de meeste risico's en investeert uw eigen fondsen.
- b. U onderneemt ondernemersactiviteiten individueel of als deel van een team binnen de structuur en context van een collectieve organisatie.

Ondernemer

1. Wat is uw positie binnen de organisatie?

- ☐ Ik ben de oprichter van de organisatie.
- ☐ Ik ben een opvolger.

2. Is de groei in termen van omzet, marktaandeel en werknemers een expliciet doel binnen de organisatie en worden alle ondernemersactiviteiten geconcentreerd op dit doel?

- Alle ondernemersactiviteiten worden geconcentreerd op groei door het aanbieden van een bestaand product of idee om de marktvraag te vervullen.
- Alle ondernemersactiviteiten worden geconcentreerd op groei door een uniek idee of product aan de markt te bieden.
- Alle ondernemersactiviteiten worden niet geconcentreerd op groei, maar mijn/ons doel is om genoeg te verdienen om mezelf en/of mijn/onze familie financieel te onderhouden.

Deel B: Competenties

Instructies

Op de volgende pagina's zijn een aantal competenties verdeeld onder zeven kopjes. Wij willen u vragen om de competenties per groep te lezen en te beoordelen. Voor elke competentie wordt eerst de competentie in de ene rij en daarna op de volgende rij de definitie van de betrokken competentie gegeven. Voor elke competentie wordt er ook twee schalen verstrekt. De eerste om uw mening te geven over de BELANG van deze competenties voor het uitvoeren van de ondernemersactiviteit. De tweede om uw mening over de FREQUENTIE te geven waarop deze competentie wordt gebruikt. Gebruik u alstublieft de eerste rij voor het beoordelen van de BELANG en de tweede rij voor het beoordelen van de FREQUENTIE van elk van de competenties.

BELANG

Onder BELANG verstaan we competenties die essentieel zijn voor het goed kunnen uitvoeren van ondernemende activiteiten. Een belangrijke competentie wordt gedefinieerd als een fundamenteel kenmerk dat vereist wordt om de ondernemende activiteit succesvol uit te voeren, eerder dan een onbeduidend of onbelangrijk kenmerk.

BELANG

- 0. Niet van Toepassing.
- 1. Onbelangrijk.
- 2. Gematigd Belangrijk.
- 3. Zeer Belangrijk.
- 4. Cruciaal.

FREQUENTIE

Na het beoordelen van het belang van de competentie, willen we u vragen HOE VAAK de betreffende competenties moeten worden aangewend om succesvol te zijn in de activiteiten die u uitvoert in uw onderneming. Onder FREQUENTIE vergelijken we de verhouding van het aantal keren dat de competentie voorkomt, in vergelijking met alle andere competenties.

FREQUENTIE

- 0. Niet van Toepassing.
- 1. Nooit .
- 2. Zelden.
- 3. Nu en dan.
- 4. Veelvuldig.

Wanneer u klaar bent met het beoordelen van de eerste competentie op beide antwoordopties, gaat u dan door met de resterende competenties binnen dezelfde groep. Tijdens elke beoordeling wordt u verzocht de SPECIFIEKE ONDERNEMERSACTIVITEIT die u op het ogenblik uitvoert in gedachten te houden.

1. Leidinggevende Competenties

Leidinggevende Competenties zijn competenties belangrijk voor het sturen en controleren van eigen gedrag en dat van anderen.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als volgend op:

“Als deel van mijn ondernemersactiviteit ...”

1.1. Organiseren:

... schik en controleer ik mijn activiteiten en middelen systematisch, evenals die van anderen. Ik formuleer en voer dit actieplan in opeenvolgende orde uit, om de vastgestelde doelstellingen te bereiken.

1.2. Toewijzen van taken:

... wijs ik het werk en verantwoordelijkheden aan bekwame werknemers en deskundigen toe die de problemen kunnen oplossen, kansen het best kunnen benutten en het hoogst mogelijke productieniveau bereiken.

1.3. Delegeren:

... deel ik mijn verantwoordelijkheid en verantwoordingsplicht met anderen.

1.4. Distribueren van Informatie:

... zorg ik ervoor dat de informatie aan alle relevante partijen wordt verstrekt zodat de besluiten op basis van goede informatie genomen kunnen worden.

1.5. Beheren van communicatie tussen verschillende functieniveaus:

... begeleid ik mensen van diverse niveaus binnen de organisatie; van het personeel op de werkvloer tot de uitvoerende raad.

1.6. Begeleiden van individuen naar taak/doelverwezenlijking:

... begeleid en stuur ik individuen naar het verwezenlijken van hun taken en verantwoordelijkheden. Ik verkrijg hun toestemming en medewerking om de vastgestelde doelstellingen te bereiken.

1.7. Begeleiden van groepen naar taak/doelverwezenlijking:

... begeleid ik groepen individuen in het verwezenlijken van hun doelstellingen en verantwoordelijkheden. Ik bevorder hun samenwerking en ontwikkeling. Ik breng hen ertoe om constante vooruitgang naar hun doelstellingen en verantwoordelijkheden te boeken.

1.8. Flexibel aanpassen van leiderschapsstijl:

... pas ik mijn leidingstijl aan om aan de behoeften van de werknemers, de taak en de organisatie te voldoen.

1.9. Bewust zijn van kwaliteiten van mijn team

... erken ik de sterke punten en de zwakheden van mijn teamleden.

1.10. Motiveren:

... creëer ik een positief gevoel in mezelf. Dit gevoel inspireert me om enthousiast te zijn in het uitvoeren van mijn taken en het werken naar mijn doelstellingen.

1.11. Motiveren van anderen:

... begeleid ik anderen op een zodanig manier dat ze een positief gevoel binnen zichzelf krijgen. Dit gevoel inspireert hen tot enthousiasme in hun taken en tot werken naar hun doelstellingen.

1.12. Ontwikkelen van anderen:

... help ik anderen om zichzelf op alle niveaus te verbeteren, zodat zij de beste kwaliteit werk en diensten kunnen leveren. Ik bied hen kansen om te leren. Ik geef regelmatige, specifieke en adequate terugkoppeling over hun activiteiten en doelstellingen.

1.13. Controle van vooruitgang:

... controleer ik mijn eigen vordering en die van anderen tijdens de uitvoering van onze taken en verantwoordelijkheden. Ik evalueer mijn eigen uitvoering en die van anderen met betrekking tot onze persoonlijke ontwikkelingsdoelen.

1.14. Terugkoppelen van persoonlijke ontwikkeling

... geef ik regelmatige, specifieke en geschikte terugkoppeling aan ondergeschikten met betrekking tot persoonlijke doelstellingen.

1.15. Bereiken van betrokkenheid bij de organisatie:

... inspireer ik anderen om loyaal aan de organisatie te zijn en zich dienovereenkomstig te gedragen.

1.16. Zelfvernieuwing:

... stimuleer en inspireer ik mezelf om nieuwe ideeën tot stand te brengen en uit te voeren. Ik ontwikkel een kader van nieuwe methodes, innovaties en procedures, eerder dan te blijven bij standaard gebruikte procedures en processen.

1.17. Vernieuwen van anderen:

... bevorder en inspireer ik anderen om nieuwe producten, diensten en processen te ontwikkelen.

1.18. Leiding van innovatie:

... lei ik het innovatieproces en help ik om de innovaties binnen de organisatie op de markt te brengen.

1.19. Confronteren met onproductief gedrag:

... spreek ik mensen op slechte prestaties aan. Ik zet me in voor het verbeteren van prestaties. Ik kan moeilijke stappen nemen wanneer alle andere stappen niet de gewenste resultaten hebben opgeleverd.

1.20. Verantwoordelijkheid nemen:

... ben ik verbonden aan mijn verplichtingen en neem ik verantwoordelijkheid voor de gevolgen van mijn acties.

1.21. Betrokkenheid tonen:

... blijf ik direct betrokken en houd ik de andere teamleden betrokken gedurende de gehele proces.

1.22. Bewust van Persoonlijk kwesties:

... blijf ik op de hoogte van persoonlijke kwesties die invloed hebben op de leden van mijn organisatie.

1.23. Ethische richtlijnen stellen:

... moedig ik ethisch gedrag aan door correct gedrag te belonen en negatief gedrag te bestraffen.

1.24. Beheer van tijd:

... plan ik voldoende tijd voor activiteiten, voldoe ik aan deadlines en geef voorrang aan belangrijke taken. Ik laat ruimte in het programma voor vertragingen en andere onvoorziene gebeurtenissen. Ik handhaaf het tijdschema.

2. Competenties m.b.t Interpersoonlijk Gedrag

Competenties m.b.t. Interpersoonlijk Gedrag zijn competenties die efficiënte interactie tussen individuen en groepen toestaan.

Schalen voor beoordeling:

BELANG(1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als volgend op:

“Als deel van mijn ondernemersactiviteit ...”

2.1. Verbale communicatievaardigheden:

... formuleer en geef ik mijn ideeën in mondelinge vorm weer. De betekenis is duidelijk voor anderen.

2.2. Schriftelijke communicatievaardigheden:

... formuleer ik mijn gedachten en ideeën in duidelijk geschreven vorm. De betekenis is duidelijk voor anderen.

2.3. Luisteren:

... haal ik kernideeën uit verbale informatie. Ik kan de mening van anderen nauwkeurig herformuleren, ongeacht of ik akkoord ga.

2.4. Empathie:

... identificeer ik mijzelf met anderen in hun zorgen, gevoel en emoties. Ik toon oprechte zorg voor het welzijn van anderen.

2.5. Geduld:

... ben ik verdraagzaam tegenover anderen. Ik probeer om de oorzaken van het gedrag van mensen te begrijpen, alvorens ik handel en/of hen beoordeel.

2.6. Zelf presentatie:

... stel ik me zo op dat anderen zich met me identificeren. Ik pas mijn beeld en manier van doen aan aan de omgeving en de situatie.

2.7. Assertiviteit:

... breng ik mijn meningen met vertrouwen, direct en krachtig.

2.8. Overtuiging:

... breng ik mijn ideeën en standpunten op zo een manier dat anderen er mee instemmen en mijn enthousiasme delen.

2.9. Ontwikkeling en beheer van verhoudingen:

... ontwikkel en handhaaf ik hechte, op vertrouwen gebaseerde verhoudingen met mijn personeel, collega's, cliënten, klanten, enz. Ik leg en handhaaf goede interactie met anderen binnen en buiten de werkkring.

2.10. Relatie met ondergeschikten:

... ben ik in interactie met mijn ondergeschikten.

2.11. Relatie met collega's:

... ben ik in interactie met mijn collega's.

2.12. Relatie met meerderen:

... ben ik in interactie met degenen die ik zie als mijn meerderen.

2.13. Vragen naar Input:

... vraag ik actief naar de bijdragen van anderen tijdens beroepsbesprekingen.

2.14. Beperkte Onthulling van Informatie:

... beperk ik de hoeveelheid informatie die anderen ontvangen. Ik vertel hen alleen wat zij moeten weten.

2.15. Samenwerking:

... werk ik samen met anderen om onze gemeenschappelijke doelstellingen te bereiken. Ik streef ernaar om gezamenlijk een akkoord te bereiken en debatteer niet over onnodige zaken. Ik ben een teamspeler.

2.16. Conflicthantering:

... beijver ik me voor het bereiken van een oplossing die voor alle betrokken partijen aanvaardbaar is.

2.17. Relaties met verschillende culturen:

... communiceer en werk ik samen met mensen van verschillende culturen en achtergronden.

2.18. Culturele en Sociale invloed begrijpen:

... begrijp ik het effect van culturele en sociale verschillen op gedrag en besluitvorming.

2.19. Organisatorische Politiek:

... haal ik voordeel uit de politieke verhoudingen en de distributie van macht binnen de organisatie in het nastreven van doelstellingen. Ik houd rekening met de invloed van organisatorische politiek op het uitvoeren van een nieuw idee.

2.20. Politieke Scherpheid:

...haal ik voordeel uit mijn politieke verhoudingen en de distributie van macht in het nastreven van doelstellingen.

2.21. Beleefdheid:

... Gedraag ik mij correct en treed ik hoffelijk op tijdens mijn omgang met anderen.

2.22. Tolerantie:

... stel ik oordelen die van de mijne verschillen, op prijs.

2.23. Aanvaarding van kritiek:

... pas ik mijn acties aan gebaseerd op de getaxeerde kritiek van een ander.

2.24. Beoordelen van individuen:

... beoordeel ik nauwkeurig het karakter van anderen. Ik ben in staat in te schatten wat het waarschijnlijke gedrag van anderen over een verscheidenheid van situaties zullen zijn.

2.25. Beoordelen van Groepen:

... beoordeel ik nauwkeurig het karakter van groep. Ik ben in staat in te schatten wat het waarschijnlijke gedrag van groepen over een verscheidenheid van situaties zullen zijn.

2.26. Positieve houding:

... ben ik positief wanneer ik mensen, kansen en/of groepen evalueer.

2.27. Humor:

... kan ik om mezelf en met anderen lachen. Ik ben geschikt grappig en gebruik humor om spanning te verlichten.

2.28. Erkenning:

... trek ik aandacht naar en ontvang erkenning voor wat ik heb bereikt.

3. Competenties m.b.t. Besluitvorming

Competenties m.b.t. besluitvorming zijn competenties belangrijk voor het nemen van efficiënte besluiten; word gezien als een cognitief proces om een serie van acties vanuit veelvoudige alternatieven te selecteren.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van mijn ondernemersactiviteit ...”

3.1. Probleem analyse:

... beoordeel ik alle aspecten van de situatie om het beste besluit te kunnen nemen. Ik begrijp belangrijke verhoudingen, effecten en gevolgen van bepaalde acties of plannen.

3.2. Omgevingsbewustzijn:

... blijf ik geïnformeerd en ben ik bewust van de invloed van organisatorische, sociale en politieke ontwikkelingen en andere milieufactoren op organisatorische activiteiten en vice versa.

3.3. Visie Oriëntatie:

... ontwikkel ik een visie van het type onderneming die ik tot stand zou willen brengen en gebruik deze visie om mijn besluiten te sturen.

3.4. Intuïtieve houding:

... gebruik ik informatie die op overtuiging gebaseerd is of die door intuïtie wordt ingegeven; gebaseerd op ervaring.

3.5. Realistische houding:

... neem ik de daadwerkelijke situatie en de gegeven mogelijkheden in overweging, zonder dat mijn emoties mijn besluiten beïnvloeden.

3.6. Onafhankelijke Besluitvorming:

... kies ik mijn acties zonder anderen te raadplegen. Ik ben niet afhankelijk van de input en raad van anderen.

3.7. Raadgevende Besluitvorming:

... kies ik mijn acties in overleg met anderen. Ik ben afhankelijk van de input en raad van anderen.

3.8. Medeleven:

... neem ik besluiten die rekening houden met het welzijn van anderen.

3.9. Beperkte besluitvorming:

... neem ik besluiten onder tijdsdruk en strakke termijnen; ik neem deze besluiten met beperkte informatie.

3.10. Snelle besluitvorming:

... neem ik snel een besluit wanneer de situatie dringend moet worden opgelost.

3.11. Hantering van ambiguïteit:

... hanteer ik schijnbaar tegenstrijdige feiten, weeg alternatieve opties en neem realistische besluiten gezien onzekerheden en vage situaties.

3.12. Flexibiliteit:

... pas ik mijn besluiten en acties aan wanneer ik geconfronteerd word met nieuwe informatie of gebeurtenissen die er op wijzen dat verandering nodig is.

3.13. Knopen doorhakken:

... neem ik lastige besluiten, zelfs wanneer zij impopulair zijn.

3.14. Niet-traditionele Denken:

... overweeg ik alternatieve opties en niet-traditionele oplossingen tijdens het nemen van besluiten. Ik ben creatief en origineel in het creëren van oplossingen.

3.15. Erkennen van Besluitnemingsverantwoordelijkheid:

... weet ik wanneer een besluit door mij zou moeten worden genomen of wanneer het gericht moet worden aan iemand met meer kennis.

4. Competenties m.b.t. Ethische Richtlijnen

Competenties m.b.t. Ethische Richtlijnen zijn competenties belangrijk voor het voldoen aan ethische richtlijnen en gerechtelijke verordeningen.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van mijn ondernemersactiviteit ...”

4.1. Betrouwbaarheid:

... gedraag ik me constant en houd de beloften die ik heb gemaakt.

4.2. Geloofwaardigheid:

... bouw ik een goede reputatie op, waardoor anderen mijn verklaringen en acties zullen geloven.

4.3. Vertrouwelijkheid:

... houd ik gevoelige informatie over het bedrijf, zijn klanten, en/of zijn werknemers voor mezelf.

4.4. Professionalisme:

... blijf ik bij de normen en waarden van mijn beroepsgroep.

4.5. Welwillendheid:

... toon ik werken van welwillendheid en zorgzaamheid.

5. Competenties m.b.t. Risiconemend Gedrag

Competenties m.b.t. Risiconemend Gedrag zijn competenties belangrijk voor het succesvolle opstarten en voortzetten van verrichtingen binnen de organisatie, noodzakelijk voor het lang termijn succes van de organisatie.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van mijn ondernemersactiviteit ...”

5.1. Visie:

... ontwikkel ik een visie voor wat wij in de toekomst willen bereiken.

5.2. Idealisme:

... streef ik ernaar om de organisatie op één lijn met mijn waarden en visie te bouwen en te sturen.

5.3. Strategische Planning:

... analyseer ik onze huidige positie en ontwikkel ik de noodzakelijke stappen om onze visie te bereiken.

5.4. Structuur:

... introduceer ik een formele structuur en ontwikkel de procedures voor het verloop van zaken.

5.5. Bekendheid met de Organisatiestructuur:

... weet ik hoe de organisatie in haar geheel en haar individuele afdelingen functioneren.

5.6. Perspectief:

... kan ik de veelvoudige perspectieven op een kwestie bespreken en hun toekomstig effect aantonen.

5.7. Technische Competentie:

... heb ik diepgaande kennis, vaardigheden en capaciteiten op het gebied waarin ik werk.

5.8. Bekend zijn met de structuur van de markt:

... ben ik me bewust van de werking van strategieën en tactieken in de markt.

5.9. Klantgerichtheid:

... ontwikkel ik mijn producten, diensten en beleid om aan de behoeften van de markt te voldoen. Ik streef naar klanttevredenheid.

5.10. Werven van Hulpbronnen:

... werf ik de hulpbronnen (b.v., financieel, menselijk, materiaal) die nodig zijn voor de start en het groeien van de organisatie.

5.11. Gebruiken van Hulpbronnen:

... beheer ik de hulpbronnen (b.v., financieel, menselijk, materiaal) voor de effectieve start en het groeien van de organisatie.

5.12. Aanpassen van de Organisatie:

... pas ik de doelstellingen en missie van de organisatie aan op veranderende omstandigheden, gebeurtenissen, en milieufactoren.

5.13. Controleren van Groei:

... stuur ik de ontwikkeling van de organisatie met een snelheid die ik kan beheersen.

5.14. Beheren van Groei:

... werk ik eraan om de organisatiemiddelen effectief te beheren in overeenstemming met het groeicijfer van de organisatie.

5.15. Netwerken:

... bouw en gebruik ik een netwerk van contacten en informatie voor de bevordering van de organisatie. Ik gebruik dit netwerk ook als een klankbord.

5.16. Oriëntatie op kwaliteit:

... probeer ik om de hoogste kwaliteit producten en diensten te leveren. Ik vergelijk mijn producten en diensten met bestaande industrienormen en verbeter deze waar nodig.

5.17. Oriënteren op kwantiteit:

... werk ik eraan om aan de bestaande organisatorische quota's te voldoen of deze te overschrijden.

5.18. Resultaat Oriëntatie:

... probeer ik om concrete resultaten te leveren en te volharden in mijn acties om de vastgestelde doelstellingen en quota's te bereiken.

5.19. Financiële Oriëntatie:

... werk ik eraan om financiële hulpbronnen voor de organisatie te genereren en besparingen door te voeren.

5.20. Rendement van investering:

... blijf ik geïnformeerd over het verwachte rendement op investeringen door een kostenactiva analyse te maken met elk besluit die ik neemt.

5.21. Financieel Beheer:

... zorg ik ervoor dat de boeken kloppen, maak ik investeringen en blijf ik geïnformeerd over al mijn schulden, kredieten en activa. Ik beheer de begroting en blijf geïnformeerd over alle relevante verslagen.

5.22. Innen van Betalingen:

... in ik de betalingen voor geleverde diensten en producten.

5.23. Veiligheid Oriëntatie:

... benadruk ik ongevalpreventie in de werkplaats.

5.24. Passie:

... ben ik enthousiast over de doelstellingen van de organisatie. Ik kan eveneens anderen hierover enthousiast maken.

6. Ondernemende Competenties

Ondernemende competenties zijn competenties belangrijk in het verkopen van ideeën en producten. Belangrijk voor het korttermijn succes van de organisatie.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van mijn ondernemersactiviteit ...”

6.1. Opportunisme:

... zoek en herken ik kansen en haal ik er voordeel uit.

6.2. Bewust zijn van Concurrentie:

... blijf ik geïnformeerd over de concurrentie, d.w.z., hun sterke punten, zwaktes, infrastructuur, en nieuwe ontwikkelingen.

6.3. Het nemen van Risico's:

... zoek ik naar nieuwe uitdagingen en onderzoek ik gelegenheden die anderen niet bereid zijn om te onderzoeken. Ik neem berekende financiële, psychologische en sociale risico's.

6.4. Experimenteren:

... test ik relevante ideeën op een bekwame wijze.

6.5. Initiatief:

... toon ik de nodige planmatigheid en verantwoordelijkheid die me in staat stelt een bepaalde actie te beginnen, of op te treden ten tijde van zekere gebeurtenissen of omstandigheden.

6.6. Beoordelen van Innovaties:

... kan ik inschatten welke creatieve ideeën en suggesties succesvol kunnen zijn.

6.7. Gedreven zijn:

... steek ik anderen aan door mijn enthousiasme over onze producten en/of diensten.

6.8. Openbare Presentatie:

... ben ik efficiënt en zelfverzekerd in het presenteren aan individuen en groepen.

6.9. Kenmerken van Eigen Persoon:

... kenmerk ik mijzelf als goed geïnformeerd, bekwaam en vakkundig .

6.10. Zelfverzekerdheid:

... toon in mijn gedrag en houding dat ik over de vaardigheden, kennis en capaciteiten beschik die nodig zijn voor het succesvol runnen van mijn operatie.

6.11. Onderhandelen:

... creëer ik een situatie waarin de tegenwerkende partijen voorstellen, tegenvoorstellen en concessies uitwisselen. Ik identificeer en ontwikkel voorstellen van wederzijds belang dat geaccepteerd word door alle partijen.

6.12. Stresstolerantie:

... blijf ik kalm en presteer ik tijdens periodes van onzekerheid, tegenspoed, nieuwe verantwoordelijkheden en tijdsdruk.

6.13. Mislukkingtolerantie:

... herstel ik snel na een mislukte poging. Ik ben bereid fouten te maken en het opnieuw te proberen.

6.14. Zelfbeheersing:

... ik raak niet van streek door het onverwachte. Ik toon geen frustratie wanneer ik op tegenstand stuit of geblokkeerd word.

6.15. Persistentie:

... pas ik aanhoudend doelgerichte actie toe en handhaaf ik hoge niveaus van energie voor lange periodes.

6.16. Intern Concurrentievermogen:

... confronteer ik de interne krachten die mijn doelstellingen tegen werken.

6.17. Hoge normen:

... erken en stel ik hoge normen voor mijn eigen werk. Ik streef ernaar hen te bereiken.

6.18. Autonomie:

... werk ik onafhankelijk.

6.19. Multitasking:

... hanteer ik veelvuldig taken of instructies die gelijktijdig mijn attentie vereisen.

6.20. Vooruitgang:

... houd ik anderen geïnformeerd over mijn vooruitgang.

6.21. Evenwicht tussen werk en persoonlijk leven:

... houd ik evenwicht tussen werk en privé leven.

7. Competenties m.b.t. Leer Oriëntatie

Competenties m.b.t. Leer Oriëntatie zijn competenties belangrijk voor het verwerven van kennis, vaardigheden, of waarden, door studie, ervaring, of het onderwijs die een verandering van gedrag veroorzaken die blijvend, meetbaar en gespecificeerd is.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

- 3 Zeer Belangrijk
- 4 Cruciaal

FREQUENTIE (2e rij)

- 0 Niet van Toepassing
- 1 Nooit
- 2 Zelden
- 3 Nu en dan
- 4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van mijn ondernemersactiviteit ...”

7.1. Zelfevaluatie:

... beoordeel ik mijn gedrag kritisch en ben bewust van mijn zwakke punten. Ik weet wanneer ik mijn persoonlijke, interpersoonlijk en bestuursgedrag aan moet passen.

7.2. Zelf verbetering:

... verwerf ik de competenties en kennis die mij ontbreekt. Ik lees boeken, volg cursussen en vraag om advies.

7.3. Zelfdoeltreffendheid:

... beheer ik mijn eigen bestemming.

7.4. Leren vanuit Ervaring:

... leer ik van mijn successen, fouten en mislukkingen. Ik maak zelden dezelfde fout. Ik herhaal acties die in het verleden heb geleid tot succes.

7.5. Verwerking van Nieuw Informatie:

... begrijp ik snel nieuwe informatie, en blijf het herinneren. Ik begrijp snel de essentie en onderliggende structuur van nieuwe informatie.

Deel C: Demografische Variabele

In dit gedeelte wordt achtergrondinformatie verzameld.

1. Naam:
2. Bent u man of vrouw?
☐ Man ☐ Vrouw
3. Wat is uw leeftijd? (In cijfers)
4. U hoogst genoten opleiding: ☐ LBO;
☐ MBO;
☐ HBO;
☐ Universiteit;
☐ Gepromoveerd;
☐ Overig.
5. Wat is uw nationaliteit?
☐ Nederlands
☐ Anders
6. Naam van Bedrijf:
7. Functietitel:
☐ Assistent
☐ Ingenieur

- ☐ Manager
- ☐ Programmeur
- ☐ Specialist
- ☐ Anders

8. Organisatie sector:

- ☐ Landbouw, Visserij of Mijnbouw;
- ☐ Horeca/Hotel en Catering;
- ☐ Productie;
- ☐ Bouwnijverheid;
- ☐ Kleinhandel (Voedsel en Non-food)
- ☐ Handel;
- ☐ Informatie en Telecommunicatie;
- ☐ Transport;
- ☐ Financiële Dienst;
- ☐ Onderwijs;
- ☐ Zorg en Welzijn;
- ☐ Personeel of Bedrijfsadvies.

9. In welk jaar bent u met uw bedrijf begonnen? (Alleen voor ondernemers)

10. Hoeveel bedroeg uw netto bedrijfsresultaat in de periode 2003-2004? (Alleen voor ondernemers)

- ☐ Minder dan € 25.000;
- ☐ € 25.000 - € 50.000;
- ☐ € 50.000 - € 100.000;
- ☐ € 100.000 - € 250.000;
- ☐ € 250.000 - € 500 000;
- ☐ € 500 000 - € 1000 000;
- ☐ Meer dan € 1000 000.

11. Uit hoeveel werknemers bestaat uw organisatie? ☐ Een man zaak;

- ☐ 1- 50 werknemers;
- ☐ 51 – 250 werknemers;
- ☐ 251- 1000 werknemers;
- ☐ 1000 of meer werknemers.

APPENDIX F: ONLINE QUESTIONNAIRE FOR INTRAPRENEURS (DUTCH VERSION)

Introductie

In dit onderzoek staan competenties van zowel ondernemers als internemers centraal. Onder competenties verstaan we de waarneembare kenmerken van het individu inclusief kennis, vaardigheden en gedrag die leiden tot prestatie.

We zijn specifiek geïnteresseerd in de ondernemende activiteiten die u op dit moment zelf uitvoert of die u op dit moment aanstuurt. Dus wat moet een ondernemer of internemer doen om succesvol te zijn in de ondernemende activiteit.

ONDERNEMERS zijn individuen of een groep van individuen die hun eigen bedrijf hebben, het grootste deel van de risico's dragen en er zelf in geïnvesteerd hebben.

INTERNEMERS zijn individuen of groepen die in loondienst werken, creatief zijn in het ontwikkelen van nieuwe innovaties en/of verantwoordelijk zijn voor het identificeren van gelegenheden in de markt.

Het onderzoek is onderverdeeld in drie gedeelten (A, B en C); deze zijn verder verdeeld over een aantal pagina's. De beantwoording van alle vragen neemt ongeveer 30 minuten in beslag. Deel A beslaat vragen over de doelstellingen van uw bedrijf en uw positie binnen het bedrijf. In deel B worden de feitelijke competenties onderzocht. Deel C beslaat demografische informatie over uzelf en uw bedrijf.

Uw (bedrijfs)gegevens zullen strikt vertrouwelijk behandeld worden en volledig anoniem worden verwerkt in een database. De database zal worden gebruikt om competenties van de ondernemer in kaart te brengen.

Nogmaals bedank ik u voor de tijd die u wilt besteden aan dit onderzoek.

Internemers Competenties

Deel A: Doelstellingen en Positie

In de volgende sectie wordt informatie betreffende de organisatie, haar doelstellingen en uw huidige activiteit als ondernemer of internemer binnen de organisatie gemeten. Wij verzoeken u vriendelijk zeker te zijn alle vragen voor uw categorieën te beantwoorden.

1. Met in achtneming van uw huidige positie binnen de organisatie; in welke contexten vinden uw ondernemersactiviteiten plaats?

- a. U onderneemt ondernemersactiviteiten persoonlijk of als deel van een team onafhankelijk van een bestaande organisatie, u draagt de meeste risico's en investeert uw eigen fondsen.
- b. U onderneemt ondernemersactiviteiten individueel of als deel van een team binnen de structuur en context van een collectieve organisatie.

Internemer

Op welke van de volgende strategische niveaus binnen uw organisatie onderneemt u momenteel ondernemersactiviteiten?

☐ ONDERNEMINGSNIVEAU: Ik neem besluiten over de reden voor het bestaan van de organisatie, haar missie en waarde systeem. Ik bepaal het doel van de organisatie.

○ COLLECTIEVE NIVEAU: Ik neem besluiten in zaken die de activiteiten die de organisatie als geheel wenst te ondernemen, en de manier waarop bedrijfseenheden zouden moeten worden georganiseerd en geëvalueerd.

○ BEDRIJFSEENHEID NIVEAU: Ik neem besluiten over hoe elke bedrijfseenheid in de industrie zou moeten concurreren. Ik ben betrokken bij het OPRICHTEN van een nieuwe bedrijfseenheid.

○ BEDRIJFSEENHEID NIVEAU: Ik neem besluiten over hoe elke bedrijfseenheid in de industrie zou moeten concurreren. Ik ben betrokken bij het bewerkstelligen van een BEDRIJFSKEERPUNT, of

○ STRATEGIESE VERNIEUWING binnen de bedrijfseenheid.

○ FUNCTIONEEL NIVEAU: Ik ben betrokken bij de ontwikkeling van nieuwe producten, processen en/of technologieën die in een strategische vernieuwing van een functie of een groep binnen de organisatie resulteert.

Deel B: Internemer

Instructies:

Op de volgende pagina's zijn een aantal competenties verdeeld onder zeven kopjes. Wij willen u vragen om de competenties per groep te lezen en te beoordelen. Voor elke competentie worden twee schalen verstrekt. De eerste om uw mening te geven over hoe BELANGRIJK deze competenties zijn voor het uitvoeren van de internemersactiviteit. De tweede om uw mening over de FREQUENTIE te geven waarop deze competentie wordt gebruikt in de uitvoering van de internemers activiteit. Gebruik u alstublieft de eerste rij voor het beoordelen van het BELANG van de competentie en de tweede rij voor het beoordelen van de FREQUENTIE van het gebruik van de competentie.

BELANG

Onder BELANG verstaan we competenties die essentieel zijn voor het goed kunnen uitvoeren van de ondernemende activiteiten. Een essentiële competentie wordt gedefinieerd als een fundamenteel kenmerk dat vereist wordt om een activiteit succesvol uit te voeren, eerder dan een onbeduidend of onbelangrijk kenmerk.

BELANG

0. Niet van Toepassing.
1. Onbelangrijk.
2. Gematigd Belangrijk.
3. Zeer Belangrijk.
4. Cruciaal.

FREQUENTIE

Na het beoordelen van het belang van de competentie, willen we u vragen hoe vaak betreffende competenties moeten worden aangewend om succesvol te zijn in de internemende activiteiten.

In vergelijking met alle andere competenties, wat is de verhouding van het aantal keren dat de competentie voorkomt?

0. Niet van Toepassing.
1. Nooit.
2. Zelden.
3. Nu en dan.
4. Veelvuldig.

Wanneer u klaar bent met het beoordelen van de eerste competentie op beide antwoordopties, gaat u dan door met de resterende competenties binnen dezelfde groep. Tijdens elke beoordeling wordt u verzocht de SPECIFIEKE INTERNEMENDE ACTIVITEIT die op het moment uitgevoerd wordt in gedachten te houden.

1. Leidinggevende Competenties

Leidinggevende Competenties zijn competenties belangrijk voor het sturen en controleren van eigen gedrag en dat van anderen.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als volgend op:

“Als deel van de internemersactiviteit ...”

1.1. Organiseren:

.. schikt en controleert de internemer zijn/haar activiteiten en middelen systematisch, evenals die van anderen. De internemer formuleert en voert dit actieplan in opeenvolgende orde uit, om de vastgestelde doelstellingen te bereiken

1.2. Toewijzen van Taken:

...wijst de internemer het werk en de verantwoordelijkheden toe aan bekwame werknemers en deskundigen die de problemen kunnen oplossen, kansen het best kunnen benutten en het hoogst mogelijke productieniveau bereiken.

1.3. Delegeren:

... deelt de internemer zijn/haar verantwoordelijkheid en verantwoordingsplicht met anderen.... deel ik mijn verantwoordelijkheid en verantwoordingsplicht met anderen.

1.4. Distribueren van Informatie:

... zorgt de internemer ervoor dat de informatie aan alle relevante partijen wordt verstrekt zodat de besluiten op basis van goede informatie genomen kunnen worden.

1.5. Beheren van communicatie tussen verschillende functieniveaus:

... begeleidt de internemer mensen van diverse niveaus binnen de organisatie; van het personeel op het werkvloer tot de uitvoerende raad.

1.6. Begeiden van individuen naar taak/doelverwezenlijking:

... begeleidt en stuurt de internemer de individuen naar het verwezenlijken van hun taken en verantwoordelijkheden. De internemer verkrijgt hun toestemming en medewerking om de vastgestelde doelstellingen te bereiken

1.7. Begeiden van groepen naar taak/doelverwezenlijking:

... begeleid internemer groepen individuen in het verwezenlijken van hun doelstellingen en verantwoordelijkheden. De internemer bevordert hun samenwerking en ontwikkeling. De internemer brengt hen ertoe om constante vooruitgang naar hun doelstellingen en verantwoordelijkheden te boeken

1.8. Flexibel aanpassen van leiderschapsstijl:

... past de internemer zijn/haar leidingstijl aan om aan de behoeften van de werknemers, de taak en de organisatie te voldoen.

1.9. Bewust zijn van de kwaliteiten van mijn team:

... erkent de internemer de sterke punten en de zwakheden van zijn/haar teamleden....
erken ik de sterke punten en de zwakheden van mijn teamleden.

1.10. Motiveren:

... creëert de internemer een positief gevoel in zichzelf. Dit gevoel inspireert de internemer om enthousiast te zijn in de uitvoering van zijn/haar taken en te werken naar zijn/haar doelstellingen

1.11. Motiveren van anderen:

... begeleid de internemer anderen op zo'n manier dat ze een positief gevoel binnen zichzelf krijgen. Dit gevoel inspireert hen tot enthousiasme in hun taken en tot werken naar hun doelstellingen

1.12. Ontwikkelen van anderen:

... helpt de internemer anderen om zichzelf op alle niveaus te verbeteren, zodat zij de beste kwaliteit werk en diensten kunnen leveren. De internemer biedt hen de kansen te leren. De internemer geeft regelmatige, specifieke en adequate terugkoppeling over hun activiteiten en doelstellingen

1.13. Controle van vooruitgang:

... controleert de internemer zijn/haar eigen vordering en die van anderen tijdens de uitvoering van hun taken en verantwoordelijkheden. De internemer evalueert zijn/haar eigen uitvoering en die van anderen met betrekking tot hun persoonlijke ontwikkelingsdoelstellingen.

1.14. Terugkoppelen van persoonlijke ontwikkeling

... geeft de internemer regelmatig specifieke en geschikte terugkoppeling aan ondergeschikten met betrekking tot persoonlijke doelstellingen.

1.15. Bereiken van betrokkenheid bij de organisatie:

... inspireert de internemer anderen om loyaal aan de organisatie te zijn en zich dienovereenkomstig te gedragen.

1.16. Zelfvernieuwing:

... stimuleert en inspireert de internemer zichzelf om nieuwe ideeën tot stand te brengen en uit te voeren. De internemer ontwikkelt een kader van nieuwe methodes, innovaties en procedures, eerder dan te blijven bij standaard gebruikte procedures en processen.

1.17. Vernieuwing van anderen:

... bevordert en inspireert de internemer anderen om nieuwe producten, diensten en processen te ontwikkelen.

1.18. Leiding van innovatie:

... leidt de internemer het innovatieproces en helpt hij/zij om de innovaties binnen de organisatie op de markt te brengen.

1.19. Confronterend met onproductief gedrag:

... spreekt de internemer mensen op slechte prestaties aan. De internemer zet zich in voor het verbeteren van prestatie. Hij/zij kan moeilijke stappen nemen wanneer alle andere stappen niet de gewenste resultaten hebben opgeleverd.

1.20. Verantwoordelijkheid:

... is de internemer verbonden aan zijn/haar verplichtingen en neemt hij/zij verantwoordelijkheid voor de gevolgen van zijn/haar acties.

1.21. Betrokkenheid tonen

... blijft de internemer direct betrokken en houdt hij/zij de andere teamleden betrokken gedurende de gehele proces.

1.22. Bewust van Persoonlijk kwesties:

... blijft de internemer op de hoogte van persoonlijke kwesties die invloed hebben op de leden van zijn/haar team of organisatie.

1.23. Ethische richtlijnen stellen:

... moedigt de internemer ethisch gedrag aan door correct gedrag te belonen en negatief gedrag te straffen.

1.24. Beheer van tijd:

... plant de internemer voldoende tijd voor activiteiten, voldoet hij/zij aan deadlines en geef voorrang aan belangrijke taken. De internemer laat ruimte in het programma voor vertragingen en andere onvoorziene gebeurtenissen. Hij/zij handhaaft het tijdschema.

2. Competenties m.b.t. Interpersoonlijk Gedrag

Competenties m.b.t. Interpersoonlijk Gedrag is competenties die efficiënte interactie tussen individuen en groepen toestaan.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE(2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als volgend op:

“Als deel van de internemersactiviteit ...”

2.1. Mondelinge communicatie vaardigheden:

... formuleert en geeft de internemer zijn/haar ideeën in mondelinge vorm weer. De betekenis is duidelijk voor anderen.

2.2. Geschreven communicatie vaardigheden:

... formuleert de internemer zijn/haar gedachten en ideeën in duidelijk geschreven formaat. De betekenis is duidelijk voor anderen.

2.3. Luisteren:

... haalt de internemer de kernideeën uit verbale informatie. De internemer kan de mening van anderen nauwkeurig herformuleren, ongeacht of hij/zij akkoord gaat.

2.4. Empathie:

... identificeert de internemer met anderen in hun zorgen, gevoel en emoties. De internemer toont oprechte zorg voor het welzijn van anderen.

2.5. Geduld:

... is de internemer verdraagzaam tegenover anderen. De internemer probeert om de oorzaken van het gedrag van mensen te begrijpen, alvorens hij/zij handelt of hen beoordeelt.

2.6. Zelf presentatie:

... stelt de internemer zichzelf zo op dat anderen zich met hem/haar identificeren. De internemer past zijn/haar beeld en manier van doen aan op de omgeving en de situatie.

2.7. Assertiviteit:

... presenteert de internemer zijn/haar meningen met vertrouwen, direct en krachtig.

2.8. Overtuiging:

... brengt de internemer zijn/haar ideeën en standpunten op zo een manier dat anderen er mee instemmen en zijn/haar enthousiasme delen.

2.9. Ontwikkeling en beheer van verhoudingen:

... ontwikkelt en handhaaft de internemer hechte, op vertrouwen gebaseerde verhoudingen met zijn/haar personeel, collega's, cliënten, klanten, enz. De internemer legt en handhaaft goede interactie met anderen binnen en buiten de werkkring.

2.10. Relatie met ondergeschikten:

... is de internemer in interactie met zijn/haar ondergeschikten.

2.11. Relatie met collega's:

... is de internemer in interactie met zijn/haar collega's.

2.12. Relatie met meerderen:

... is de internemer in interactie met degenen die hij/zij ziet als zijn/haar meerderen.

2.13. Relatie met Manager:

... ontwikkelt en handhaaft de internemer hechte en vertrouwde verhoudingen met zijn/haar directe manager.

2.14. Vragen naar Input:

... zoekt de internemer actief naar de bijdragen van anderen tijdens beroepsbesprekingen.

2.15. Bepaalde Onthulling van Informatie:

... beperkt de internemer de hoeveelheid informatie die anderen ontvangen. De internemer vertelt hen slechts wat zij moeten weten.

2.16. Samenwerking:

... werkt de internemer met anderen om de gemeenschappelijke doelstellingen te bereiken. De internemer streeft ernaar om gezamenlijk een akkoord te bereiken en debatteert niet over onnodige zaken. Hij/zij is een teamspeler.

2.17. Conflict beheer:

... beijvert de internemer zichzelf voor het bereiken van een oplossing die voor alle betrokken partijen aanvaardbaar is.

2.18. Relaties met verschillende culturen:

... communiceert en werkt de internemer samen met mensen van verschillende culturele achtergronden.

2.19. Cultureel en Sociaal invloed:

... begrijpt de internemer het effect van culturele en sociale verschillen op gedrag en besluitvorming.

2.20. Organisatorische Politiek:

... haalt de internemer voordeel uit de politieke verhoudingen en de distributie van macht binnen de organisatie in het nastreven van doelstellingen. De internemer houdt

rekening met de invloed van organisatorische politiek op het uitvoeren van een nieuw idee.

2.21. Politieke Scherpheid:

...haalt de internemer voordeel uit zijn/haar politieke verhoudingen en de distributie van macht in het nastreven van doelstellingen.

2.22. Beleefdheid:

... gedraagt de internemer zichzelf correct en treedt hij/zij hoffelijk op tijdens zijn/haar omgang met anderen.

2.23. Tolerantie:

... stelt de internemer oordelen die van de zijne verschillen op prijs.

2.24. Aanvaarding van kritiek:

... past de internemer zijn/haar acties aan gebaseerd op de getaxeerde kritiek van anderen.

2.25. Beoordelen van individuen:

... beoordeelt de internemer nauwkeurig het karakter van anderen. De internemer is in staat in te schatten wat het waarschijnlijke gedrag van anderen over een verscheidenheid van situaties zullen zijn.

2.26. Beoordelen van Groepen:

... beoordeelt de internemer nauwkeurig het karakter van groepen. De internemer is in staat in te schatten wat het waarschijnlijke gedrag van groepen over een verscheidenheid van situaties zullen zijn.

2.27. Positieve houding:

... is de internemer positief wanneer hij/zij mensen, kansen en/of groepen evalueert.

2.28. Humor:

... kan de internemer om zichzelf en met anderen lachen. De internemer is gepast grappig en gebruikte humor om de spanning te verlichten.

2.29. Erkenning:

... trekt de internemer aandacht naar, en ontvangt erkenning voor wat hij/zij heeft bereikt.

3. Competenties m.b.t. Besluitvorming

Competenties m.b.t. besluitvorming is competenties belangrijk voor het nemen van efficiënte besluiten; word gezien als een cognitief proces om een serie van acties vanuit veelvoudige alternatieven te selecteren.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:
“Als deel van de internemersactiviteit ...”

3.1. Probleem analyse:

... beoordeel de internemer alle aspecten van de situatie om het beste besluit te kunnen nemen. Hij/zij begrijpt belangrijke verhoudingen, effecten en gevolgen van bepaalde acties of plannen.

3.2. Omgevingsbewustzijn:

... blijft de internemer geïnformeerd en is hij/zij bewust van de invloed van organisatorische, sociale en politieke ontwikkelingen en andere milieufactoren op organisatorische activiteiten en vice versa.

3.3. Visie Oriëntatie:

... ontwikkelt de internemer een visie van het type onderneming die hij/zij tot stand zou willen brengen en gebruikt deze visie om zijn/haar besluiten te sturen.

3.4. Intuïtieve houding:

... gebruikt de internemer informatie die op overtuiging gebaseerd is of die door intuïtie wordt ingegeven; gebaseerd op ervaring.

3.5. Realistische houding:

... neemt de internemer de daadwerkelijke situatie en de gegeven mogelijkheden in overweging, zonder dat zijn/haar emoties zijn/haar besluiten beïnvloeden.

3.6. Onafhankelijke Besluitvorming:

... kies de internemer zijn/haar acties zonder anderen te raadplegen. De internemer is niet afhankelijk van de input en raad van anderen.

3.7. Raadgevende Besluitvorming:

... kiest de internemer zijn/haar acties in overleg met anderen. De internemer is afhankelijk van de input en raad van anderen.

3.8. Medeleven:

... neemt de internemer besluiten die rekening houden met het welzijn van anderen.

3.9. Beperkte besluitvorming

... neemt de internemer besluiten onder strakke termijnen en tijddruk; hij/zij neemt deze besluiten met beperkte informatie.

3.10. Snelle besluitvorming:

... neemt de internemer snel een besluit wanneer de situatie dringend moet worden opgelost.

3.11. Hantering van ambiguïteit:

... hanteert de internemer schijnbaar tegenstrijdige feiten, weegt alternatieve opties en neem realistische besluiten gezien onzekerheid en vage situaties.

3.12. Flexibiliteit:

... past de internemer zijn/haar besluiten en acties aan wanneer hij/ zij geconfronteerd word met nieuwe informatie of gebeurtenissen die er op wijzen dat verandering nodig is.

3.13. Knopen doorhakken:

... neemt de internemer lastige besluiten, zelfs wanneer zij impopulair zijn.

3.14. Niet-traditionele Denken:

...overweegt de internemer alternatieve opties en niet-traditionele oplossingen tijdens het nemen van besluiten. De internemer is creatief en origineel in het creëren van oplossingen.

3.15. Erkenning van Besluitnemingsverantwoordelijkheid:

... weet de internemer wanneer een besluit door hem of haar zelf moet worden genomen of wanneer het gericht moet worden aan iemand met meer kennis.

4. Competenties m.b.t. Ethische Richtlijnen

Competenties m.b.t. Ethische Richtlijnen zijn competenties belangrijk voor het voldoen aan ethische richtlijnen en gerechtelijke verordeningen.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van de internemersactiviteit ...”

4.1. Betrouwbaarheid

... gedraagt de internemer zichzelf constant en houdt de beloften die hij/zij heeft gemaakt.

4.2. Geloofwaardigheid

... bouwt de internemer een goede reputatie op, waardoor anderen zijn/haar verklaringen en acties zullen geloven.

4.3. Vertrouwelijkheid

... houdt de internemer gevoelige informatie over het bedrijf, zijn klanten, en/of zijn werknemers voor zichzelf.

4.4. Professionalisme

... blijft de internemer bij de normen en waarden van zijn/haar beroepsgroep.

4.5. Welwillendheid

... toont de internemer een houding van welwillendheid en zorgzaamheid.

5. Competenties m.b.t. Risiconemend Gedrag

Competenties m.b.t. Risiconemend Gedrag zijn competenties belangrijk voor het succesvolle opstarten en voortzetten van verrichtingen binnen de organisatie, noodzakelijk voor het lange termijn succes van de organisatie.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van de internemersactiviteit ...”

5.1. Visie

... ontwikkelt de internemer een visie voor wat de organisatie in de toekomst wil verwezenlijken.

5.2. Idealisme

... streeft de internemer ernaar om de organisatie, project of innovatie op één lijn met zijn/haar waarden en visie te bouwen en te sturen.

5.3. Strategische Planning

... analyseert de internemer de huidige positie en ontwikkelt hij/zij de noodzakelijke maatregelen om de visie te bereiken.

5.4. Structuur

... plaatst de internemer een formele structuur en ontwikkelt procedures voor het verloop van zaken.

5.5. Bekendheid met de Organisatiestructuur

... weet de internemer hoe de organisatie in haar geheel en haar individuele afdelingen functioneren.

5.6. Perspectief

... kan de internemer de veelvoudige perspectieven op een kwestie bespreken en hun toekomstig effect aantonen.

5.7. Technische Competentie

... heeft de internemer diepgaande kennis, vaardigheden en capaciteiten op het gebied waarin hij/zij werkt.

5.8. Bekend zijn met de structuur van de markt

... is de internemer bewust van de werking van strategieën en tactieken in de markt.

5.9. Klantgerichtheid

... ontwikkelt de internemer zijn/haar producten, diensten, en beleid om aan de behoeften van de markt te voldoen. De internemer streeft naar klanttevredenheid.

5.10. Werven van Hulpbronnen

... werft de internemer de hulpbronnen (b.v., financieel, menselijk, materiaal) voor de effectieve start en het groeien van de afdeling, het project of de innovatie.

5.11. Gebruiken van Hulpbronnen

... beheert de internemer de hulpbronnen (b.v., financieel, menselijk, materiaal) voor de effectieve start en het groeien van de afdeling, het project of de innovatie.

5.12. Aanpassen van de Organisatie

... past de internemer de doelstellingen en missie van de afdeling, het project of de innovatie aan op veranderende omstandigheden, gebeurtenissen, en milieufactoren.

5.13. Controleren van Groei

... stuurt de internemer de ontwikkeling van de afdeling, project of innovatie met een snelheid die hij/zij kan beheersen

5.14. **Beheren van Groei**

... werkt de internemer eraan om de afdeling-, project- of innovatiemiddelen effectief te beheren in overeenstemming met het groeicijfer van de organisatie.

5.15. **Netwerken**

... bouwt en gebruikt de internemer een netwerk van contacten en informatie voor de bevordering van de organisatie, project of innovatie. De internemer gebruikt dit netwerk ook als een klankbord.

5.16. **Oriëntatie op kwaliteit**

... poogt de internemer om de hoogste kwaliteit producten en diensten te leveren. De internemer vergelijkt zijn/haar producten en diensten met bestaande industriënormen en verbetert deze waar nodig.

5.17. **Oriënteren op kwantiteit**

... werkt de internemer om aan de bestaande organisatorische quota's te voldoen of deze te overschrijden.

5.18. **Resultaat Oriëntatie**

... poogt de internemer om concrete resultaten te leveren en te volharden in zijn/haar acties om de vastgestelde doelstellingen en de quota's te bereiken.

5.19. **Financiële Oriëntatie**

... werkt de internemer eraan om financiële hulpbronnen voor de afdeling, project of innovaties te genereren en te besparingen door te voeren. De internemer stelt een budget samen en blijft geïnformeerd over alle relevante records.

5.20. **Rendement van investering**

... blijft de internemer geïnformeerd over het verwachte rendement van investeringen door een kostenactiva analyse te maken met elk besluit die hij/zij neemt.

5.21. **Financieel Beheer**

... stuurt de internemer de inkomsten en uitgaven verwant aan de afdeling, project of innovatie. De internemer beheert de begroting en blijft geïnformeerd over alle relevante verslagen.

5.22. **Innen van Betalingen**

... int de internemer de betalingen voor geleverde diensten en producten.

5.23. **Veiligheid Oriëntatie**

... benadrukt de internemer ongevallen preventie in de werkplaats

5.24. **Passie**

... is de internemer enthousiast over de doelstellingen van de organisatie en de producten en diensten die geleverd worden. De internemer kan eveneens anderen hierover enthousiast maken.

6. Ondernemende Competenties

Ondernemende Competenties zijn competenties belangrijk in het verkopen van ideeën en producten. Belangrijk voor het korttermijn succes van de organisatie.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

- 0 Niet van Toepassing
- 1 Nooit
- 2 Zelden
- 3 Nu en dan
- 4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:
“Als deel van de internemersactiviteit ...”

6.1. Opportunisme

... zoekt en erkent de internemer kansen en haalt hij/zij er voordeel uit.

6.2. Bewust zijn van Concurrentie

... blijft de internemer geïnformeerd over de concurrentie, d.w.z., hun sterke punten, zwaktes, infrastructuur, en nieuwe ontwikkelingen.

6.3. Het nemen van Risico's

... zoekt de internemer naar nieuwe uitdagingen en onderzoekt hij/zij gelegenheden die anderen niet bereid zijn om te onderzoeken. De internemer neemt berekende financiële, psychologische en sociale risico's.

6.4. Verdoezelen van Risico

... zoekt de internemer naar projecten met een hoog risico, maakt niet uit of hij/zij de goedkeuring van het bestuur heeft. Indien nodig zal de internemer deze informatie verdoezelen.

6.5. Experimenteren

... test de internemer relevante ideeën op een bekwame wijze.

6.6. Initiatief

... toont de internemer de nodige planmatigheid en verantwoordelijkheid die hem/haar in staat stelt een bepaalde actie te beginnen, of op te treden ten tijde van zekere gebeurtenissen of omstandigheden.

6.7. Beoordelen van Innovaties

... kan de internemer inschatten welke creatieve ideeën en suggesties succesvol kunnen zijn.

6.8. Gedreven zijn

... steekt de internemer anderen aan door zijn/haar enthousiasme over de producten en/of de diensten van de organisatie.

6.9. Openbare Presentatie

... is de internemer efficiënt en zelfverzekerd in het presenteren aan individuen en groepen.

6.10. Kenmerken van Eigen Persoon

... kenmerkt de internemer zichzelf als goed geïnformeerd, bekwaam en vakkundig.

6.11. Zelfverzekerdheid

... toont de internemer in zijn/haar gedrag en houding dat hij/zij over de vaardigheden, kennis en capaciteiten beschikt die nodig zijn voor het succesvol runnen van de operatie.

6.12. Onderhandelen

... creëert de internemer een situatie waarin de betreffende partijen voorstellen, tegenvoorstellen en concessies uitwisselen. De internemer identificeert en ontwikkelt voorstellen van wederzijds belang die geaccepteerd worden door alle partijen.

6.13. Stresstolerantie

... blijft de internemer kalm en presteert hij/zij tijdens periodes van onzekerheid, tegenspoed, nieuwe verantwoordelijkheden en tijdsdruk.

6.14. Mislukkingtolerantie

... herstelt de internemer snel na een mislukte poging. De internemer is bereid fouten te maken en het opnieuw te proberen.

6.15. Zelfbeheersing

... de internemer raakt niet van streek door het onverwachte. De internemer toont geen frustratie wanneer hij/zij op tegenstand stuit of geblokkeerd word.

6.16. Persistentie

... past de internemer aanhoudende doelgerichte actie toe en handhaaft hij/zij hoge niveaus van energie voor lange periodes.

6.17. Intern Concurrentievermogen

... confronteert de internemer de interne krachten die zijn/haar doelstellingen tegen werken.

6.18. Hoge normen

... erkent en stelt de internemer hoge normen voor zijn/haar eigen werk. De internemer streeft ernaar om hen te bereiken.

6.19. Autonomie

... werkt de internemer onafhankelijk.

6.20. Multitasking

... hanteert de internemer veelvuldige taken of instructies die gelijktijdig zijn/haar attentie vereisen.

6.21. Vooruitgang

... houdt de internemer anderen geïnformeerd over zijn/haar vooruitgang.

6.22. Evenwicht tussen werk en persoonlijk leven

... houdt de internemer evenwicht tussen zijn/haar werk en privé leven.

7. Competenties m.b.t. Leer Oriëntatie

Competenties m.b.t. Leer Oriëntatie zijn competenties belangrijk voor het verwerven van kennis, vaardigheden, of waarden, door studie, ervaring, of het onderwijs die een verandering van gedrag veroorzaken die blijvend, meetbaar en gespecificeerd is.

Schalen voor beoordeling:

BELANG (1e rij)

0 Niet van Toepassing

1 Onbelangrijk

2 Gematigd Belangrijk

3 Zeer Belangrijk

4 Cruciaal

FREQUENTIE (2e rij)

0 Niet van Toepassing

1 Nooit

2 Zelden

3 Nu en dan

4 Veelvuldig

U dient de volgende competenties te beoordelen als opvolgend op:

“Als deel van de internemersactiviteit ...”

7.1. Zelfevaluatie

... beoordeelt de internemer zijn/haar gedrag kritisch en is bewust van zijn/haar zwakke punten. De internemer weet wanneer hij/zij zijn/haar persoonlijk, interpersoonlijk, en bestuursgedrag moet aanpassen.

7.2. Zelf verbetering

... verwerft de internemer de competenties en kennis die hem/haar ontbreekt. De internemer leest boeken, volgt cursussen en vraagt om advies.

7.3. Zelf doeltreffendheid

... beheert de internemer zijn/haar eigen bestemming.

7.4. Leren vanuit Ervaring

... leert de internemer van zijn/haar successen, fouten en mislukkingen. De internemer maakt zelden dezelfde fout. Hij/ zij herhaalt acties die in het verleden hebben geleid tot succes.

7.5. Verwerking van Nieuw Informatie

... begrijpt de internemer snel nieuwe informatie, en blijft het herinneren. Hij/zij begrijpt snel de essentie en onderliggende structuur van nieuwe informatie.

Deel C: Demografiese Variabele

In dit gedeelte wordt achtergrondinformatie verzameld.

1. Naam:

2. Bent u man of vrouw?

☐ Man

☐ Vrouw

3. Wat is uw leeftijd? (In cijfers)

4. Uw hoogst genoten opleiding: ☐ OLBO;

☐ OMBO;

☐ OHBO;

☐ Universiteit;

☐ Gepromoveerd;

☐ Overig.

5. Wat is uw nationaliteit?

☐ Nederlands

☐ Anders

6. Naam van Bedrijf:

7. Functietitel:

☐ Assistent

☐ Ingenieur

☐ Manager

☐ Programmeur

☐ Specialist

☐ Anders

8. Organisatie sector:

☐ Landbouw, Visserij of Mijnbouw;

☐ Horeca/Hotel en Catering;

☐ Productie;

☐ Bouwnijverheid;

☐ Kleinhandel (Voedsel en Non-food)

☐ Handel;

☐ Informatie en Telecommunicatie;

☐ Transport;

- ☐ Financiële Dienst;
- ☐ Onderwijs;
- ☐ Zorg en Welzijn;
- ☐ Personeel of Bedrijfsadvies.

9. In welk jaar bent u met uw bedrijf begonnen? (Alleen voor ondernemers)

10. Hoeveel bedroeg uw netto bedrijfsresultaat in de periode 2003-2004? (Alleen voor ondernemers)

- ☐ Minder dan € 25.000;
- ☐ € 25.000 - € 50.000;
- ☐ € 50.000 - € 100.000;
- ☐ € 100.000 - € 250.000;
- ☐ € 250.000 - € 500 000;
- ☐ € 500 000 - € 1000 000;
- ☐ Meer dan € 1000 000.

11. Uit hoeveel werknemers bestaat uw organisatie? ☐ Een man zaak;

- ☐ 1- 50 werknemers;
- ☐ 51 – 250 werknemers;
- ☐ 251- 1000 werknemers;
- ☐ 1000 of meer werknemers.

