

COLLECTION OF THESIS

Katalin Mihalkovn Szakcs

**The personality of the successfully growing entrepreneur
by NEO-PI-R based analysis**

Ph.D. dissertation

Consultants:

Dr. Pter Szirmai

associate professor

Dr. Lszl Kllay

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Budapest, 2013

Small Business Development Centre

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CONTENTS

1.	THE THEME OF THE RESEARCH AND THE STRUCTURE OF THE DISSERTATION.....	4
2.	THE RESEARCH QUESTIONS AND THE RESEARCH METHODS APPLIED	7
2.1	Sampling.....	8
2.2	Research methods applied in examining entrepreneurs' personalities (H1- H2 hypotheses).....	9
2.3	Research methods applied in examining enterprise training (H3 - H4 hypotheses).....	12
3.	THE RESULTS OF THE DISSERTATION	13
3.1	Characteristics of successful entrepreneurs compared with their unsuccessful counterparts.....	13
3.2	Characteristics of successful female entrepreneurs compared with their unsuccessful counterparts	13
3.3	Characteristics of successful male entrepreneurs compared with their unsuccessful counterparts	13
3.4	Characteristics of successful middle-aged entrepreneurs compared with their unsuccessful counterparts	14
3.5	Characteristics of successful aged entrepreneurs compared with their unsuccessful counterparts	14
3.6	Characteristics of successful micro entrepreneurs compared with their unsuccessful counterparts	14
3.7	Characteristics of successful small and medium entrepreneurs compared with their unsuccessful counterparts	15
3.8	Characteristics of successful family entrepreneurs compared with their unsuccessful counterparts	15
3.9	Characteristics of successful non-family entrepreneurs compared with their unsuccessful counterparts	16
3.10	The way to successful enterprise	16
4.	CONCLUSIONS AND PROPOSALS IN THE LIGHT OF THE RESEARCH FINDINGS.....	17
4.1	New study programs.....	18
4.2	New study materials in enterprise training	19
4.3	New pedagogical methodologies in enterprise training.....	20
4.4	Special forms of training in enterprise training	21
4.5	Other areas of business application	22
5.	LITERATURE	22
6.	PUBLICATIONS OF THE AUTHOR IN THE TOPIC OF THE DISSERTATION.....	27
7.	APPENDIX	28

1. THE THEME OF THE RESEARCH AND THE STRUCTURE OF THE DISSERTATION

As a result of the transformations in the economy and in economic law in the wake of the transition, i.e. in the period of the so-called 'enterprise boom', several start-ups were established in Hungary. Their numbers show a growing trend from year to year, besides, they play a crucial role in economic growth, as well as in creating jobs: From the above it follows that we have to do with a sector whose players will have a long-term effect on the development of the Hungarian economy.

It is a common goal for both the member states and the institutions of the Union as a whole to put Europe on a sustainable course of development, so that the level of employment may increase, which obviously requires more entrepreneurs than there are today. Enterprises are powerful engines of economic growth and job creation, founding them leads to new companies, new workplaces, new competitive and innovative markets, as well as to new skills and abilities. Nevertheless, Aart de Geus, deputy secretary general of the Organization for Economic Cooperation and Development (OECD) said in an interview to MTI that the entrepreneurial sector in Hungary appears to be different from other European countries: there are too many micro-enterprises, often consisting of a single person. In his opinion the challenge consists in the need to 'put these micro ventures in a better position, and encourage them to expand their activity, so that economic growth and job creation can get an impulse' (MNO, 2011). However, in spite of the fact that increasing the number of enterprises is an economic priority, several member countries do not have the necessary economic environment supporting it, the required forms of education, it is hard to secure a loan and enter new markets, in the case of failure the social judgement is negative, and the administrative and institutional environment is slow and awkward. Not only are successful entrepreneurs not celebrated in many countries, but they do not serve as role models even in the contexts meant for this purpose. Thus, not only do enterprises need developing, cultural changes are also necessary (European Commission, 2013).

So the problem of **strengthening, developing** and **supporting** SMEs is not a novel issue in Hungary. However, there are substantial differences as to the solutions that different experts think adequate (e.g. **modifying personal, corporate or environmental factors**). Elaborating the specialized literature I found that the examination of the influences connected to the person of the owner (Szerb, 2008) is often forgotten, so in my dissertation I focus on revealing them.

In my dissertation I analyze factors that have an impact on growth and are dependent on the **personality of the owner-manager, with special regard to those which constitute part of the personality as an ingredient of competence** (Spencer, Spencer, 1993) or are in significant relation with this personality traits (behaviour, role played in the enterprise, attitude, motivation, vision of the future etc). My underlying hypothesis is that the owner-managers of micro and small enterprises affect the successful operation of their firms not only consciously (the acquired knowledge, studies, skills, abilities) but also unconsciously or subconsciously (motivation, attitude, personality). So in my opinion the competent entrepreneur should not only

have the necessary knowledge and skills, but his or her attitude and personality should also support entrepreneurial growth. The concept of **entrepreneurial competence** is not novel in literature, but it is often identified as economic and entrepreneurial knowledge. The main problem is not that the three expressions are mixed as concepts, but that in the course of developing entrepreneurial competence teachers focus only on transferring knowledge and skills.

So I aim to find a significant correlation between the entrepreneur's personality and the successful growth of the enterprise, so that, by identifying the decisive traits, making them conscious and developing them consciously, we may be able to train even more competent entrepreneurs in our enterprise education. In my work I consider the willingness to grow as basic capability in case of micro- and small entrepreneurs. In practice it means that instead of the size-based typology of firms I use János Vecsenyi's special model about the connection of 'readiness to enterprise and change' and 'business and operational experience' (Vecsenyi 1999, 2003, 2009). Moreover, I remodel his concept, and I examine the so called **successfully growing bulldog**, and the **unsuccessful ant** enterprises.

My dissertation consists of seven chapters logically built on one another. Following the Introduction, while examining the growth of micro and small enterprises, in the second chapter of my thesis I go in detail as to what the literature means by the concept of growth or development (Ansoff, 1965; Bolton, 1971; Csapó, 2009; Delmar, 1997; Penrose, 1959; Vecsenyi, 1999), and, with the help of the known life cycle models (Adizes, 1992; Salamonné, 2005, 2006; Szirmai et al, 2009; Vecsenyi, 2003), I present how the process actually takes, or may take, place.

To be able to grasp my main research question more precisely, and also accepting the hypothesis that the owner-leader's willingness to grow is indispensable for the growth of the enterprise, in the third chapter I narrow down the rather broad group of micro and small enterprises based on the dimension of willingness to change, and, making use of János Vecsenyi's matrix (Birch, 1987; Vecsenyi, 1999, 2003), while also expanding it further (Birch, Medoff, 1994; Case, 1996; Csapó, 2009; Shepherd et al., 2007; Szirmai et al., 2009; Vecsenyi, 1999, 2003, 2009), I introduce the characteristics of ant and bulldog enterprises.

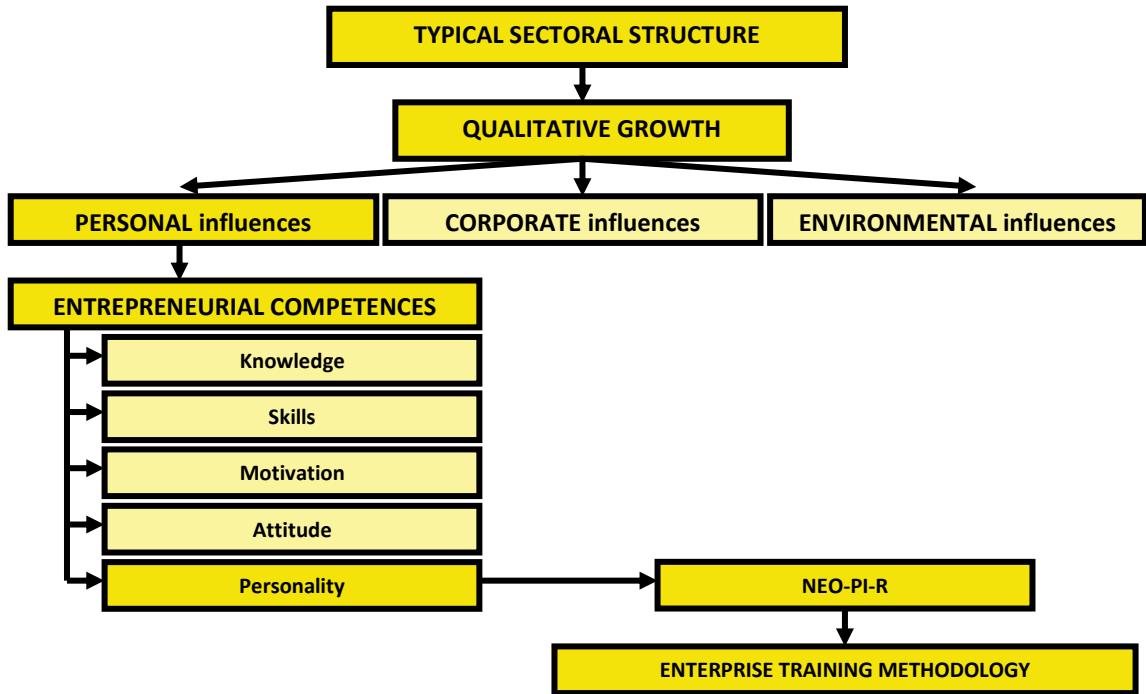
In the fourth chapter of my work, building on the conclusions of the previous two chapters, I examine the growth, and also the growth opportunities and the barriers hampering the growth, of ant and bulldog enterprises (Csapó, 2009; Szerb, 2008; Szirmai et al, 2009). Gradually, I narrow down my analysis to the decisive role played by the owner-leaders of enterprises, so during the chapter I present the literature discussing entrepreneurial competence referring to the individual, introducing the different definitions (Báthory, Falus, 1997; Boyatzis, 1982; Csapó, 2004; Falus, 2005; Klemp, McClelland, 1986; Spencer, Spencer, 1993; Woodruffe, 1993; 2001. évi CI. törvény a felnötteképzésről), approaches (Martin, Staines, 1994; McClelland, Litwin, 1967 in: Klein, Klein, 2006; Goleman, 1981; Szelestey, 2009) and groups (Boyatzis, 1982; Brown, 1994; Council of the European Union, 2002; Kissné, 2009; Perjés, Vass, 2009; Szögi, 1997; Tosifescu, 2009; Woodruffe, 1993) of competence, and the former research devoted to the identification of the competent entrepreneur (Bánfalvi et al., 2002; Szakács et al., 2003; Szakács, Bánfalvi, 2006; Bánfalvi et al., 2006; Skultéty

et al., 2007; Szakács et al., 2008; Szakács, Bánfalvi, 2010; Schumpeter, 1980; Singh, 1988; Lengyel, 1989; Hisrich, 1992; Kaplan, 1994; Vecsenyi, 1999; Bolton, Thompson, 2000; Szűcs, 2001; Hemingway, Bálint, 2004; Baráth, 2008; Niuwenhuizen, 2008; Balaton et al., 2010; Di-Masi, 2011). Considering the aim of my research I devote a separate sub chapter to interpretate the practical results of the former researches, mainly the way they wielded influence on public education (Csapó, 2004; Szűcs, 2001; Szirmai, 2002; Román, 2006; IQ Consulting, 2007; Szomor, 1997, 1998/a, 1998/b; Európai Bizottság, 2008; Csapó, 2008; Wilson et al., 2009; Lakos, 2010; Perjés, 2003; Darázs et al., 2004).

Of the five factors of entrepreneurial competence I accept, in the fifth chapter of the dissertation I focus on the analysis of the personality. As in my work I was seeking an answer to the question whether the behavioral factors, personal qualities and abilities necessary for successful growth that have been identified during the empirical studies show any correlation with any one of the trait theories, for this reason I thought it important to devote a chapter to the best-known personality typologies (Hegedűs T., 1997; Allport, 2000; Carver, Scheier, 2001), especially to the trait theories (Carver, Scheier, 2001; Atkinson et al., 2001; Cattell, Eber, Tatsuoka, 1970) that had emerged in response to the criticism of the personality typologies.

The sixth chapter of my thesis discusses my hypotheses forming the basis of my empirical examination and the methodological questions related to my research. In the seventh chapter, the concluding part of my dissertation, I sum up the results of the research, paying special attention to the thematically classified application opportunities that my research findings are facing. Due to my own subjects of interest and personal plans for the future, of all possible application opportunities, the greatest emphasis is placed on the role my research results may have in training and education. My goal is to elaborate an educational methodology that fits into the image of 'the road leading to professional competence' (Berner, 2004): Let us rely more strongly on after-school, individual learning, as, if the student wishes to learn something, driven by the motivation of the unknown and the thirst for knowledge, we will more efficiently be able to match our teaching targets and methods with the students' expectations, while helping them obtain what they need all the way through.

Diagram 1.: The personality of the successfully growing entrepreneur – research model



Source: Author's own diagram

2. THE RESEARCH QUESTIONS AND THE RESEARCH METHODS APPLIED

The hypotheses I formulated and examined in my dissertation, based on the above, are as follows:

ENTREPRENEURIAL PERSONALITY
H1 hypothesis on the PERSONALITY of leaders of ant and bulldog enterprises: Owners and leaders of successfully growing enterprises (bulldog enterprises) can significantly be distinguished from their peers unsuccessful in growing on the basis of some of their personality traits.
H2 hypothesis on the different PERSONALITY PROFILES of leaders of bulldog enterprises: Owners and leaders of successfully growing enterprises (bulldog enterprises) have certain personality traits on the basis of which successful growers can be definitely classified into clearly distinct groups
ENTERPRISE TRAINING

H3/a hypothesis on the IMPORTANCE of competence development:

Efficient enterprise training does not only build on conveying knowledge, but also on developing other constituents of competence.

H3/b hypothesis on the IDENTIFICATION of the competences to be developed:

It is possible to identify a group of competences as being necessary for a successfully growing entrepreneur. I will consider these as entrepreneurial competences.

H3/c hypothesis on TRAINING for the competences identified:

The key to competence-based entrepreneur training is positioning the entrepreneur with the help of simulated enterprises, pseudo enterprises and real-life enterprises.

H4 hypothesis on the EFFECTIVENESS of competence training:

The effectiveness of entrepreneur training requires writing an input test that helps to measure whether a specific entrepreneur possesses certain competences that need to be developed further or they are totally lacking and need to be created.

2.1 Sampling

After discussing the problem with my consultant, I chose to use as the basis of my experimental research the enterprises described in the volume of interviews titled *Sikeres magyar vállalkozók* (Successful Hungarian Entrepreneurs) published jointly by the Budapest Chamber of Commerce and Industry and EASY-Learning Ltd. in 2010. The volume edited by Pál Lányi was supported by the tender called 'Supporting start-up entrepreneurial activities' under the budgetary estimate KKC-2007-K-08-02-19. The enterprises introduced in the interviews have been successfully operating for at least 7 years, but some of them have been active in business successfully for 20 years.

Considering that during the preparation of the volume these entrepreneurs have already expressed their readiness to cooperate in enterprise research, and, that in the background of the volume of interviews there was a list of addresses including 20 entrepreneurs, I think I can include a total of 15 bulldog enterprises in my final sample. As to the 15 ant enterprises necessary for the control group, I will select them from the subjects of my previous research and departmental research.

The change in the selection of the sample subjects, unfortunately, implies some consequences:

- the representativity of my sample is obviously violated, at the same time I believe that, as this is an experimental research program, my findings will serve as an appropriate basis for a large-sample, representative research even without meeting this condition. Furthermore, for the analysis of my H2 hypothesis, I think it more useful to select the 15 subjects of the investigation according to genders, age groups, size of enterprise and type of ownership;
- the sample consisting of 15 (or 24, including the control group) items is not sufficient for carrying out several statistical calculations and pointing out several correlations. For this reason, in most cases of the

empirical examination, I do not accomplish my calculations and do not arrive at my conclusions with the help of the models applicable to large samples. I only refer to them and illustrate their application hypothetically (in the case of large-sample research).

2.2 Research methods applied in examining entrepreneurs' personalities (H1- H2 hypotheses)

As discussed in the previous chapter, research tracing back results to fundamental personality qualities and using them in evaluation, were and are subject to a lot of criticism. In spite of the fact that the individual types can be considered unambiguous and objective, the impermeability and the sharp boundaries between them in many cases did not make the characterization of an individual possible.

For these and other reasons enumerated in chapter five, I chose to apply in my empirical study a personality questionnaire based on the trait-theoretical approach by the 'Big Five', and not on personality typologies. The so-called NEO-PI-R personality questionnaire is associated with the names of Costa and McCrae who broke down the five main factors they had defined in 1985 into six further factors each so that they could analyze the personality of the individual much more thoroughly.

Every scale includes eight statements, so the respondent has to decide on a five grade scale whether or not he agrees with any of 240 statements. The total of points given for the statements under each factor gives the so-called factor-scale point number, with the help of which the personality structure, and the profile of the personality can be drawn up (Carver, Scheier, 2001).

Table 1.: Factors of the NEO-PI-R (NEO Personality Inventory – Revised, based on Costa and McCrae) personality questionnaire, and the traits constituting the factors

Factors and constituting traits (English)		Factors and constituting traits (Hungarian)
NEUROTICISM (N)		NEUROTICISM (N)
NAN	Anxiety	Szorongás
NAH	Angry hostility	Ellenségeség, barátságtalanság
NDE	Depression	Depresszió
NSC	Self consciousness	Én tudatosság, gátlásosság
NIM	Impulsiveness	Impulzivitás
NVU	Vulnerability	Sérülékenység, sebezhetőség
EXTROVERSION (E)		EXTROVERZIO (E)
EWA	Warmth	Melegség
EGR	Gregariousness	Társaságkedvelés
EAS	Assertiveness	Asszertivitás, határozottság
EAC	Activity	Aktivitás, energikusság
EEX	Excitement seeking	Izgalomkeresés
EPE	Positive emotions	Pozitív érzelmek, optimizmus
OPENNESS TO EXPERIENCE (O)		NYITOTTSÁG A TAPASZTALATRA (O)
OFA	Fantasy	Fantázia,
OAE	Aesthetics	Esztétikai érzék
OFE	Feeling	Érzelmek
OAC	Actions	Tevékenység, kezdeményezés
OID	Ideas	Ötletgazdagság, gondolatok
OVA	Values	Értékek
AGREEABLENESS (A)		BARÁTSÁGOSSÁG (A)
ATR	Trust	Bizalom, jóindulat
AST	Straightforwardness	Őszinteség, egyenesség
AAL	Altruism	Altruizmus
ACO	Compliance	Engedelmesség, szolgálatkészség
AMO	Modesty	Szerénség
ATM	Tender mindedness	Lágylelkűség, érzékenység
CONSCIENTIOUSNESS (C)		LELKIISMERETESSÉG
CCO	Competence	Kompetencia
COR	Order	Rendszeretet
CDU	Dutifulness	Kötelességtudat
CAS	Achievement striving	Teljesítmény késztetés
CSD	Self discipline	Önfegyelem
CSD	Deliberation	Megfontoltság

Source: Author's own table based on Carver, Scheier, 2001, p.95 and Costa, McCrae, 1985

On the selected sample I carried out the reliability test, and along the Cronbach alpha 0.7 limit value I filtered out the items that did not measure on the sample. The table that follows shows the filtered-out and the attained items and the Cronbach alpha values following the filtering along the individual scales. Considering that a scale originally measures along 8 items, the scales where more than half of the items had to be filtered out for reliability purposes were finally also deleted from further analysis.

Table 2.: Items filtered out and attained due to reliability test and scales with the final Cronbach alpha results

Scales	Filtered out items in order of filtering	Attained items	Cronbach alpha following filtering
NAN	NAN5	NAN1-4, NAN6-8	0,750
NAH	-	NAH1-8	0,708
NDE	NDE4	NDE1-3, NDE5-8	0,780
NSC	NSC4, NSC2	NSC1, NSC3, NSC5-NSC8	0,739
NIM	NIM3, NIM1, NIM7, NIM5, NIM2, NIM8	NIM4, NIM6	DELETED
NVU	NVU5, NVU3, NVU1	NVU2, NVU4, NVU6-8	0,710
EWA	-	EWA1-8	0,738
EGR	-	EGR1-8	0,770
EAS	-	EAS1-8	0,816
EAC	EAC1, EAC3	EAC2, EAC4-8	0,714
EEX	EEX4, EEX7, EEX1, EEX6, EEX3, EEX2	EEX5, EEX8	DELETED
EPE	-	EPE1-8	0,856
OFA	-	OFA1-8	0,830
OAE	OAE2, OAE6, OAE3, OAE8, OAE4	OAE1, OAE5, OAE7	DELETED
OFE	-	OFE1-8	0,792
OAC	-	OAC1-8	0,738
OID	-	OID8	0,819
OVA	OVA7, OVA3, OVA1, OVA4, OVA6, OVA8	OVA2, OVA5	DELETED
ATR	-	ATR1-8	0,770
AST	-	AST1-8	0,755
AAL	-	AAL1-8	0,829
ACO	ACO7, ACO5, ACO2	ACO1, ACO3-4, ACO6, ACO8	0,706
AMO	-	AMO1-8	0,802
ATM	ATM8, ATM2, ATM3, ATM6, ATM5, ATM4	ATM1, ATM7	DELETED
CCO	CCO2	CCO1, CCO3-8	0,722
COR	-	COR1-8	0,844
CDU	CDU2, CDU3, CDU6, CDU1, CDU4, CDU8	CDU5, CDU7	DELETED
CAS	CAS1	CAS2-8	0,736
CSD	-	CSD1-8	0,727
CDL	CDL1	CDL2-8	0,710

Source: Based on the author's own calculation

Following the reliability test, to determine the score of the scale I added up the points obtained in the remaining items belonging to one scale (NAN, NAH, NDE, etc.), which could be maximum 40 (8x5) and minimum 5 (5x1) points. On the basis of this I calculated the mean and the distribution for each scale.

The point value calculated in this way was treated as raw points which I converted into standard, by this method I obtained more homogenous data, which then could be applied more easily to a scale. For better understanding, I transformed the resulting fractions to T-points with the help of the formula ($T=10Z+50$), so the result can be easily represented on a 100-degree scale.

In order to find out whether successfully growing entrepreneurs really show any correlation regarding some of their personality traits, in the first round I analyzed only their responses along the 24 scales that had been attained, in factorial distribution. In my research, I presume a correlation between successful entrepreneurs

if at least 80% of their replies given on the scale surveyed falls in the reference domain based on group average \pm group std. deviation. In practice, considering the 15 sample subjects, this means minimum 12 responses ($15 \times 0.8 = 12$) falling in the reference domain. In the case of a large-sample survey, a more sophisticated result could be achieved by a homogeneity test, in which the score of the individual scales could serve as independent variable, while the success or the lack of success of the entrepreneurs could be used as dependent variable.

The question whether, in the case of the scales in which successful entrepreneurs show similarity with each other (S1-15), they reach higher or lower values than unsuccessful entrepreneurs (K1-9), can only be answered by calculating and comparing the scale averages. To this end, I separately calculated the scale average of successful and unsuccessful entrepreneurs.

2.3 Research methods applied in examining enterprise training (H3 - H4 hypotheses)

It can be read in Earl Babbie's book that ' questionnaire surveys are suitable for descriptive, explanatory and exploratory purposes ... and are mostly used in research in which the unit of the analysis is the individual human being' (Babbie, 2003, p.274). Being that this criterion is valid in my research, I use the questionnaire survey method to examine my hypotheses referring to entrepreneurs' training.

According to my presumption, for the successful operation of a micro or small enterprise it is essential that its owner or leader receive suitable and effective education or training. By suitable and effective education I mean the kind of entrepreneur training that builds not only on transmitting knowledge, but also on developing other components of entrepreneurial competence. In this form of training attention is also paid, besides transmitting knowledge, to developing skills and capabilities, the possible formation of attitudes, as well as to establishing, strengthening, weakening or eliminating particular personality traits. The motivation of the students or the lack of this motivation, to establish and operate a successful enterprise is, of course, though to different extent depending on the group, a precondition taken as granted.

To prove my hypothesis I examined how the success of the entrepreneurs in the sample correlates with their economics or enterprise educational background (knowledge), the training methodologies experienced in those courses (skill, capability), and their participation in personality development courses (personality traits). In the case of large-sample research I would apply cross-table analysis, in which questions referring to the individual competence areas would be the independent variable, whereas the success or failure of the enterprises would appear as the dependent variable.

3. THE RESULTS OF THE DISSERTATION

3.1 Characteristics of successful entrepreneurs compared with their unsuccessful counterparts

On the basis of my calculations I arrived at the conclusion that successfully growing entrepreneurs surveyed during the research correlate with each other on the anxiety scale (NAN), the trust scale (ATR), and the straightforwardness scale (AST). Comparing their results with the corresponding results of the control group (48.0 versus 53.3; 49.3 versus 51.2; 46.2 versus 56.4) I can conclude that they are less anxious, shy, timid and inclined to restlessness. In general they are calmer and more relaxed, not brooding for a long time over things that worked out badly. They have a doubtful, sometimes sceptical attitude to their environment. They are usually cautious, so they do not think that other people are necessarily honest and have a good intent toward them. They think over their acts and the possible consequences in advance, also the situations that lie ahead, and normally act in a reasonable way. Not only do they pay attention to how much they do or do not display their feelings honestly, but also have a tendency to manipulate their environment with various tricks. It is important to note, however, that this does not mean insincere or dishonest behavior.

3.2 Characteristics of successful female entrepreneurs compared with their unsuccessful counterparts

Female entrepreneurs involved in the research can be considered similar along four scales: self-consciousness (NSC), activity, energy (EAC), actions (OAC) and altruism (AAL). The averages received on the above scales (49.1 versus 47.9; 50.8 versus 53.3; 49.9 versus 56.9 and 49.6 versus 54.0) describe them as women, who are more inhibited, and embarrassing or uncomfortable social situations annoy them more. In their everyday life they dictate a slower pace, which does not, however, mean a lazier way of living, what is more, in their case the slower and more deliberate way of life combined can be the key to success. Less do they prioritize novelty and variety against the customary and routine. They are less active in caring for others and pay less attention to other people's needs.

3.3 Characteristics of successful male entrepreneurs compared with their unsuccessful counterparts

From the calculations it can be concluded that the successful male entrepreneurs in the sample show correlation along the following scale: feelings (OFE). In the respect of their mean compared to the control group (48.6 versus 43.0) we can say about them that they live through their emotions a lot more intensely and

overwhelmingly, the experience of happiness, unhappiness, and other emotional conditions are much more present in their lives.

3.4 Characteristics of successful middle-aged entrepreneurs compared with their unsuccessful counterparts

Considering the averages compared to the unsuccessful entrepreneurs on self-consciousness scale (NSC), activity, energy scale (EAC), ideas scale (OID) and altruism scale (AAL) (48.2 versus 49.3; 50.1 versus 49.1; 45.4 versus 50.5; 51.1 versus 46.5), I can make the statement that they are less inhibited, tense or embarrassed in social situations. They are less sensitive to sneering and scoffing, and inferiority complex is also less typical of them. They are more active, energetic, and they live their life faster. They are more sensitive to the condition of their environment and are more inclined to carry the burden of other people's problems and well-being on their shoulders. They are less egocentric. Their thinking is more convergent, so they are more closed to new things, ideas or theories. They prefer the customary and routine to novelty and variety.

3.5 Characteristics of successful aged entrepreneurs compared with their unsuccessful counterparts

Successful subjects from the category of aged entrepreneurs showed correlation along the following scale: compliance (ACO), reaching 53.2 versus 49.4 average. So we can say they are much more compliant, meek and kind. They would rather avoid aggression, they forgive and forget more easily. They are a good deal more cooperative.

3.6 Characteristics of successful micro entrepreneurs compared with their unsuccessful counterparts

From the scale averages resulting from the calculations and showing homogeneity among the subjects (positive emotions – EPE: 52.3 versus 46.0; fantasy – OFA: 51.2 versus 51.6; feelings – OFE: 51.9 versus 45.5; actions – OAC: 51.3 versus 49.0; altruism – AAL: 48.8 versus 46.7; compliance – ACO: 50.5 versus 50.6; competence – CCO: 51.7 versus 48.8; ordinary – COR: 49.6 versus 46.3) I select the ones on which the two types show significant deviation. On this basis it can be stated that they laugh and live through the feelings of joy and happiness more often and more easily. They are open to the feelings of others and of their own, and in general think of feelings as an important part of life, so they have a much more intense spiritual life. Thanks to their suitability, wisdom and experience, they are more prepared for several areas and events of life. They normally keep their things in the right place, and organize their life, duties and environment better.

3.7 Characteristics of successful small and medium entrepreneurs compared with their unsuccessful counterparts

Among the owners and leaders of successful small and medium enterprises, homogeneity can be found along the following scales: depression (NDE), self-consciousness (NSC), warmth (EWA), gregariousness (EGR), assertiveness (EAS), and activity, energy (EAC). Compared to the control group the subjects reached 48.7 versus 38.9; 50.5 versus 38.9; 49.3 versus 57.2; 48.5 versus 52.8; 51.2 versus 64.3; 48.7 versus 63.4 average values. It means that they are more inclined to live through negative emotions like anxiety, fear or sorrow. They are emotionally more unstable and less calm, which is, among others, due to their typically higher inclination to depressive emotions, like guilt, hopelessness and solitude. Their anxiety also gets manifested in the company of others, as they are more sensitive to irony and sneering, they are prone to inferiority complex and to have an attitude of fear, shyness and anxiety towards other people. They are typically more aloof and reserved, and in their mainly formal relationships they are less friendly and warm people. They usually have rather introverted, or less extroverted, personality traits, and crave less for social situations and stimuli. Though in these situations they behave resolutely and confidently, their assertiveness falls short of the control group. Their deliberateness and caution is significantly higher, so they live their life more slowly and less energetically.

3.8 Characteristics of successful family entrepreneurs compared with their unsuccessful counterparts

The entrepreneurs involved in the research showed the highest degree of homogeneity along the scales in terms of types of ownership. In case of family entrepreneurs, the subjects involved in the survey reached the following average values: depression (NDE) – 49.8 versus 49.2; vulnerability (NVU) – 51.3 versus 48.1; activity, energy (EAC) – 48.6 versus 50.8; positive emotions, optimism (EPE) – 50.0 versus 51.6; fantasy (OFA) – 47.9 versus 55.9; actions (OAC) – 48.7 versus 52.0; compliance (ACO) – 51.9 versus 49.4; order (COR) – 50.3 versus 43.8; deliberation (CDL) – 51.0 versus 46.0. So they can be characterised by higher inclination to live through depressive emotions, more frequent despondency and dejection. Higher degree of vulnerability. In their everyday life they are entrepreneurs with a lower energy level and a slower way of living. They live through feelings related to happiness more moderately, they are less dreamy and creative, and rather seek routine, trying to drain variety and unexpected events from their workdays. They prevent aggression, forgive more easily and are meeker and kinder. They are more orderly and regular and live their lives more deliberately.

3.9 Characteristics of successful non-family entrepreneurs compared with their unsuccessful counterparts

Leaders of successful non-family enterprises show similarity along 4 scales: depression (NDE), altruism (AAL), compliance (ACO) and achievement striving (CAS). The average values compared to the control group (48.0 versus 59.6; 49.7 versus 45.2; 46.0 versus 55.7 and 53.2 versus 47.4) show that they are less characterized by living through depressive emotions in their everyday life, so guilt, hopelessness, sorrow or anxiety are further away from them. They pay more attention to their environment, the well-being and happiness of people is more important for them, and they are also ready to act for them. They can be characterized by a kind of more competitive business behavior, and a more intensive, even more aggressive way of handling conflicts. Their demand for accomplishment is typically higher. They are more ambitious and purposeful and invest more in their own career.

3.10 The way to successful enterprise

Out of the successful entrepreneurs completing the questionnaire, only 53.3% took part in economics training and 40% in enterprise training, while in the case of the control group the figures were 77.8% and 33.3%. Taking into account the 80% acceptance limit applied earlier, and the result of the control group, it can be stated that for the subjects included in the sample there is no significant correlation between success as an entrepreneur and participation in the trainings examined. This means that the simple fact that the subjects had received economics or entrepreneur training cannot be considered as key to success.

I presume that the lack of correlation can be traced back, beyond doubt, to the deficiency of training. The training courses do not really offer the students taking part in economics and enterprise education anything else but inviting guest entrepreneurs (66.7 and 100%), preparing and discussing entrepreneurial case studies (50 and 100%) and preparing business plans (50 and 66.7%). Only 16.7% of the successful entrepreneurs participating in training, and none of the unsuccessful entrepreneurs has a chance to try themselves in establishing and managing a genuine enterprise. Furthermore, it can be stated that the effectiveness of the methodologies applied has not produced the expected results, as participants of the trainings attended by unsuccessful entrepreneurs came across several other practical tools (visiting guest entrepreneurs, watching films about entrepreneurs, starting simulated enterprises).

Personality development, the strengthening or weakening of certain personality traits took place outside the framework of the economics or enterprise training, and a large part of those surveyed participated in it out of their own accord. 66.7% of the successful entrepreneurs and 55.6% of the unsuccessful ones typically took part in self-awareness development, communication skills development, management and leadership skills development or problem-solving and conflict management skills development.

Having a closer look at the subject of personality development, it becomes apparent that the latter three out of the above four areas do not, in fact, develop personality traits but certain skills that provide the entrepreneurs with a new instrument to make their everyday activity and the role they play in the enterprise more efficient. This way the personality trait element of competence was not really developed in the case of the entrepreneurs involved, not to speak about the fact that the training itself was not tailored to the needs of the participants.

- **H1 hypothesis on the PERSONALITY of leaders of ant and bulldog enterprises:** Owners and leaders of successfully growing enterprises (bulldog enterprises) can significantly be distinguished from their peers unsuccessful in growing on the basis of some of their personality traits – **HYPOTHESIS ACCEPTED.**
- **H2 hypothesis on the different PERSONALITY PROFILES of leaders of bulldog enterprises:** Owners and leaders of successfully growing enterprises (bulldog enterprises) have certain personality traits on the basis of which successful growers can be definitely classified into clearly distinct groups – **HYPOTHESIS ACCEPTED.**
- **H3/a hypothesis on the IMPORTANCE of competence development:** Efficient enterprise training does not only build on conveying knowledge, but also on developing other constituents of competence – **HYPOTHESIS ACCEPTED.**
- **H3/b hypothesis on the IDENTIFICATION of the competences to be developed:** It is possible to identify a group of competences as being necessary for a successfully growing entrepreneur. I will consider these as entrepreneurial competences – **HYPOTHESIS ACCEPTED.**
- **H3/c hypothesis on TRAINING for the competences identified:** The key to competence-based entrepreneur training is positioning the entrepreneur with the help of simulated enterprises, pseudo enterprises and real-life enterprises – **HYPOTHESIS PARTLY ACCEPTED.**
- **H4 hypothesis on the EFFECTIVENESS of competence training:** The effectiveness of entrepreneur training requires writing an input test that helps to measure whether a specific entrepreneur possesses certain competences that need to be developed further or they are totally lacking and need to be created – **HYPOTHESIS ACCEPTED.**

4. CONCLUSIONS AND PROPOSALS IN THE LIGHT OF THE RESEARCH FINDINGS

On the basis of the research findings I became positively convinced that in the current practice of economics and entrepreneur training participants have no or only little chance to acquire the entrepreneurial competences necessary to successfully start, operate and maintain an enterprise, if by entrepreneurial

competence we mean a certain combination of knowledge, practical capabilities and skills and particular personality traits. For this reason I think that the original hypothesis of my paper, i.e. that success in enterprise education and training requires a novel approach, has also been proved in practice.

4.1 New study programs

During the development process, the acquisition of independence, cooperation, empathy, problem-solving, conflict management, self-reflection and critical thinking is essential (Simon, 2006), and what is even more important is the formation of a method that is suitable for developing the personality features identified with the help of the NEO-PI-R tests in the students showing willingness to start an enterprise and participating in the training. Summing up Simon's system of criteria (Simon, 2006) and the empirical findings obtained, I propose the following study program:

- **competence focus and practice orientation:** education should emphasize, besides transmitting knowledge, also the practical side of operating an enterprise, furthermore, the development of the successful entrepreneur's personality should also be put into the focus, not only in view of the study material, but also in relation to the methodologies applied.
- **building on accomplishment and accomplishment-based assessment:** depending on the special forms of training described in detail in subchapter 7.8.4, the expected accomplishment can be achieved in the form of operating a simulated pseudo enterprise, or through establishing and operating a genuine student enterprise, or, in the case of an already existing entrepreneur, through the more successful operation of his own genuine enterprise. The students take part in the training and receive different kinds of development in its framework, until the expected accomplishment is achieved. The assessment is based on the successful or unsuccessful operation of the enterprise.
- **monitoring individual progress and immediate feedback, and study focus:** during the enterprise training the students receive permanent feedback on the result of their work, as both the simulated and the genuine enterprise can be assessed day by day, according to objective assessment criteria. It is important that these feedbacks should be immediately integrated into the study material as well as into the instructor's work, which means that the training should not be study material-oriented but study-focused.
- **special objectives:** considering that the prospective study program comprises, besides transmitting knowledge, also the development of skills and capabilities, and also the development of the personality, keeping the successful examination in focus as the primary target is no longer sustainable. Instead the emphasis should be put on forming a more competent personality and the successful operation of the enterprise. In traditional training the latter probably cannot be assessed on a 1-5 scale, so, for practical purposes, the training should be completed with a pass/fail mark.

4.2 New study materials in enterprise training

The new study material of enterprise training should, on the one hand, be partly the extension of the existing study materials with personality development, with strengthening, weakening or eliminating certain personality traits. On the other hand, the objective is the integration of practical enterprise studies in the study material, with the help of the new methodological instruments.

- **Targets to establish and develop in all students:**

- *reducing anxiety*: reducing worrying, shyness, timidity and restlessness in everyday life;
- *ability to assess the situation and draw conclusions*: overstepping past events that turned out badly, simultaneously learning from the mistakes;
- *feeling of justifiable confidence*: a more cautious attitude to the environment, and not learning unconditional faith;
- *deliberateness and cautious action*,
- *being tactical*: moderation of open sincerity and the 'putting your cards on the table' attitude in business life

- **Targets to establish and develop in female students:**

- *sense of responsibility*: increasing sensitivity to and responsibility for the consequences of one's behavior in different social situations,
- *deliberateness and cautious action*,
- *routinish business spirit*; established response patterns for the different events of business life to reduce hardships caused by unexpected happenings;
- *self-focus*: increased focus on own targets and values.

- **Targets to establish and develop in male students:**

- *emotional liberation*: the ability to live emotions more intensely and dramatically.

- **Targets to establish and develop in middle-aged students:**

- *easing inhibition and tension in social relations*;
- *empathy with the well-being of those living near us*;
- *energy and velocity*;
- *routinish business spirit*; established response patterns for the different events of business life to reduce hardships caused by unexpected happenings;

- **Targets to establish and develop in middle-aged students:**

- *complaisance*
- *cooperative business spirit*.

- **Targets to establish and develop in students planning or already leading a micro enterprise:**

- *emotional liberation*: the ability to live emotions more intensely and dramatically.
- *organization and systematization skills*;

- *increasing self-esteem*: reasonably assessed suitability and preparation for an entrepreneur's life.
- **Targets to establish and develop in students planning or already leading a small or medium enterprise:**
 - *emotional liberation*: ability to experience negative and depressive emotions so that they accept and understand them, though not necessarily live them through;
 - *sense of responsibility*: increasing sensitivity to and responsibility for the consequences of one's behavior in different social situations,
 - *deliberateness and cautious action*,
 - *proper handling of business relations*: acquiring formal, reserved and aloof business behavior while keeping resoluteness and determination.
- **Targets to establish and develop in students planning or already leading a family enterprise:**
 - *emotional liberation*: ability to experience negative and depressive emotions so that they accept and understand them, though not necessarily live them through;
 - *routinish business spirit*; established response patterns for the different events of business life to reduce hardships caused by unexpected happenings;
 - organization and systematization skills,
 - complaisance
 - deliberateness and cautious action;
 - *task orientation*: focusing on daily reality instead of dreams.
- **Targets to establish and develop in students planning or already leading a non-family enterprise:**
 - *optimistic attitude*;
 - *empathy with the well-being of those around us*;
 - *more competitive business spirit*: pushing altruistic attitude into the background in business life;
 - *increasing self-esteem*: reasonably assessed suitability and preparation for an entrepreneur's life.
 - *increasing self-esteem*: reasonably assessed suitability and preparation for an entrepreneur's life, which leads to purposeful and ambitious accomplishment.

4.3 New pedagogical methodologies in enterprise training

The original study material and the competence-based approach, understandably, requires original methodologies during the training. I classify the new pedagogical methodologies in two groups. One group includes those that can be used to increase practice focus in entrepreneur training, while in the other I describe the possible ways of establishing the personality traits and skills named in the previous subchapter. However, I

believe that the methodologies belonging to the two groups cannot be separated so radically in terms of their effectiveness and sphere of operation.

- **Pedagogical methods aimed at increasing practice focus:**

- *preparing a business plan* inevitable for consciously starting and operating an enterprise;
- *starting and operating simulated or pseudo enterprises;*
- *starting and operating genuine enterprises;*
- *offsite practice in genuine enterprises* during which students explore and solve real-life enterprise situations and problems;
- *situational games* modelling real-life situations and decisions. With their help students can live experience decision-making situations, problems and dilemmas.

- **Pedagogical methods aimed at personality development:**

- *drama pedagogy*: a group method of personality development with a resocializational and correctional function. In view of the research findings, the types that can be useful here considering the structure of the group, are individual exercises, those mobilizing the group in subgroups, and those built on the whole homogenous group.
 - *encounter exercises*: mimicry exercises, gesture exercises, empathy and metacommunicative exercises, situational exercises for living through the main emotions, exercises for recognizing the main emotions;
 - *situational exercises*: enterprise situational games;
 - *self-awareness exercises*: my parents said about me..., choose a name that suits you..., think up your own sign;
 - exercises aimed at pair activity and relations development: Who are you? What are you like? Tell us about yourself., undo the knot, drawing together, holding hands;
 - entrepreneur coaching.

4.4 Special forms of training in enterprise training

As a teaching assistant at the Small Business Development Centre of Budapest Corvinus University, I am planning to apply my results primarily in higher education, specifically in the educational activity carried out as part of the University's educational work. However, in view of the results I obtained from my research, and considering the consequences drawn from them, I had to question whether the type of customized or group-tailored, competence-based training that I had described in detail above can be implemented in the framework of higher education in the traditional sense of the word. The way I see it, the process would get blocked as early as on the level of my preconceptions (assuming real entrepreneurial motivation and willingness to grow among the students), not mentioning the problem how customized and group-tailored (women, men, aged, younger etc.)

training can be carried out within classroom boundaries. It also needs thinking over that some of the criteria surveyed (size of enterprise and type of ownership) only exist in the case of actively working entrepreneurs.

For all the above reasons I arrived at the conclusion that my recommendations could be successfully implemented, instead of the traditional framework of higher education, in the following places and ways:

- outside the traditional boundaries of higher education, rather in
 - *entrepreneur training courses* (e.g. at CUB Közgazdasági Továbbképző Intézet),
 - *on training courses*,
 - *in the framework of organized mentoring programs* (e.g. the Spin-off Club under the aegis of CUB Small Business Development Centre);
 - *in the form of business incubation program* (e.g. at the Primo Start Inkubációs Zrt. just in the making, with close links to CUB Small Business Development Centre),
- in a module system of training;
- tailored to groups or individuals.

The above types of training can be attended by people interested in entrepreneur's life, university students, as well as entrepreneurs already operating but seeking to be successful.

4.5 Other areas of business application

My findings referring to the personality of successful entrepreneurs, provided they are confirmed by data from a large-sample research, can be utilized on two further business areas.

- Several banks are faced with problems as, unlike in medium- or large company crediting, in the case of micro and small enterprises their bankruptcy early warning system does not work properly, this way companies that had earlier been deemed solvent and given credits, sometimes go bankrupt quite unexpectedly. Insufficient crediting practices could be improved if the assessment of borrowers were completed with examining the applicants' personality traits.
- Based on similar considerations, I believe that in assessing state tenders personality analysis could feature as an objective factor. By this method, applicants who would really be worth supporting from a local or regional aspect could be chosen with a higher degree of certainty, as the probability that they would make their enterprise successful must be higher.

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6. PUBLICATIONS OF THE AUTHOR IN THE TOPIC OF THE DISSERTATION

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1. Mihalkovné Szakács Katalin (megjelenés alatt): *Vállalkozói kompetenciák fejlesztése a közoktatásban*. [The development of entrepreneurial competences in public education] Új Pedagógiai Szemle, Budapest.
2. Mihalkovné Szakács Katalin (megjelenés alatt): *Vállalkozásoktatási irányelvek és gyakorlatok*. [Directives and practices in entrepreneurial education] Vezetéstudomány, Budapest.

Conference presentations

3. Katalin Mihalkovné Szakács (2011): *CSALÁDI VÁLLALKOZÁS COACHING, avagy a személyiségen alapú vállalkozói kompetenciafejlesztés családi vállalkozások esetében*. [COACHING OF FAMILY BUSINESSES – the personality based development of entrepreneurial competences in case of family businesses] Presentation. Budapest, 25th November, 2011.
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7. Katalin Mihalkovná Szakács (2012): *Ifjúsági vállalkozásfejlesztés a XXI. században.* [The development of young enterprises in the 21st century] In: Szirmai Péter (szerk.) (2012): *Ifjúság – Vállalkozás – Vállalkozásoktatás.* Az Ifjúsági Vállalkozásoktatás Műhely zárókonferenciájának előadásai. Aula Kiadó, Budapest.

Other articles and studies

8. Péter Szirmai – László Szerb – Krisztián Csapó – Judit Filep – Gábor Kerékgyártó – Lajos Kósa – Katalin Mihalkovná Szakács – Attila István Petheő (2009): *A KKV-k növekedése empirikus megközelítésben. Fejlődés és növekedés a KKV-k világában, gátló és segítő tényezők empirikus megközelítésben.* [The growth of SMEs in empiric approach. Development and growth in the world of SMEs, factors fostering and hampering the growth in empiric approach] Study. Budapest.

7. APPENDIX

Table 3.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains according to the neuroticism factor

Sample subjects	Neuroticism scales				
	NAN	NAH	NDE	NSC	NWU
S1	55,8	52,7	58,6*	50,1	56,7
S2	55,8	54,5	47,6	52,3	56,7
S3	55,8	49,0	58,6*	54,6	64,2*
S4	43,7	39,9*	52,0	45,6	38,0*
S5	49,7	63,6*	41,1	52,3	49,2
S6	39,7	41,7	41,1	38,9*	38,0*
S7	41,7	45,4	32,3*	47,9	45,5
S8	47,7	50,8	54,2	54,6	38,0*
S9	41,7	47,2	54,2	41,1	49,2
S10	37,7*	30,8*	62,9*	56,8*	49,2
S11	45,7	49,0	41,1	45,6	49,2
S12	53,8	45,4	47,6	56,8*	53,0
S13	35,7*	59,9*	43,3	29,9*	34,2*
S14	71,8*	58,1	52,0	59,0*	67,9*
S15	43,7	61,8*	49,8	45,6	64,2*
K1	45,7	69,0*	58,6	52,3	64,2*
K2	51,8	43,6	45,4	61,3*	41,7
K3	57,8	61,8*	69,5*	70,2*	53,0

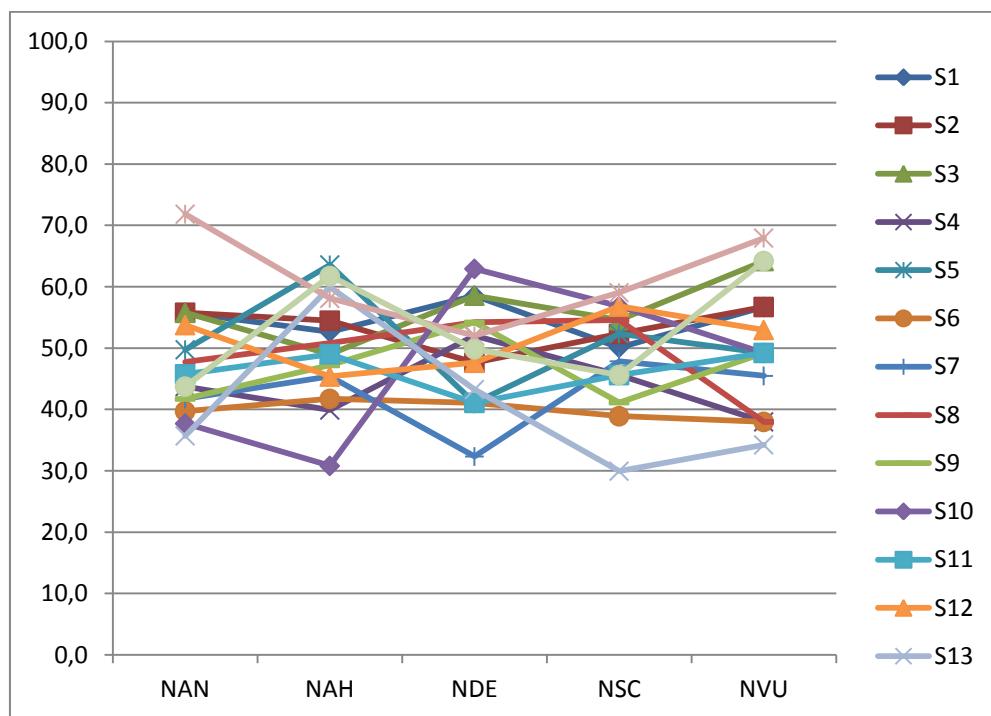
The personality of the successfully growing entrepreneur

K4	49,7	54,5	45,4	54,6	56,7
K5	41,7	47,2	38,9*	41,1	34,2*
K6	41,7	39,9*	47,6	32,2*	41,7
K7	57,8	38,1*	45,4	50,1	49,2
K8	75,8*	61,8*	73,9*	68,0*	60,5*
K9	57,8	34,4*	38,9*	38,9*	45,5
successful mean	48,0	50,0	49,1	48,8	50,2
control mean	53,3	50,0	51,5	52,1	49,6
successful std. deviation	9,4	8,9	8,2	7,9	10,4
control std. deviation	10,7	12,2	12,8	13,1	9,8
successful domain min.	38,6	41,1	40,8	40,9	39,8
successful domain max.	57,4	58,9	57,3	56,6	60,7

*Values falling outside the reference domain

Source: Based on the author's own calculation

Diagram 2.: Personality profiles of successful entrepreneurs according to the individual scales of the neuroticism factor



Source: Based on the author's own calculation

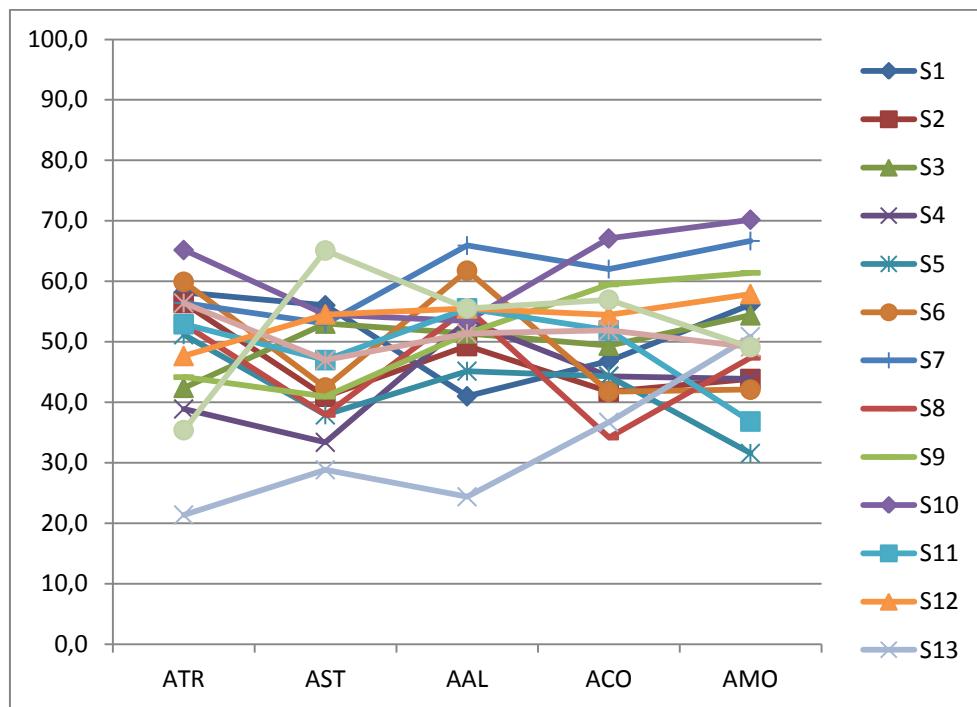
Table 4.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains according to the agreeableness factor

Sample subjects	Friendliness scales				
	ATR	AST	AAL	ACO	AMO
S1	58,2	56,0	41,0*	46,8	56,1
S2	56,4	40,9	49,3	41,8	43,9
S3	42,4	53,0	51,4	49,4	54,4
S4	38,9	33,4*	53,5	44,3	43,9
S5	51,2	37,9	45,2	44,3	31,6*
S6	59,9	42,4	61,8*	41,8	42,1
S7	56,4	53,0	65,9*	62,0*	66,7*
S8	52,9	37,9	55,5	34,2*	47,4
S9	44,2	40,9	51,4	59,5	61,4
S10	65,2*	54,5	53,5	67,1*	70,2*
S11	52,9	47,0	55,5	51,9	36,8*
S12	47,7	54,5	55,5	54,4	57,9
S13	21,4*	28,9*	24,4*	36,7*	50,9
S14	56,4	47,0	51,4	51,9	49,1
S15	35,4*	65,1*	55,5	57,0	49,1
K1	54,7	57,6	41,0	54,4	49,1
K2	45,9	53,0	45,2	72,2*	31,6*
K3	42,4	59,1	34,8*	49,4	59,7
K4	58,2	48,5	36,8*	44,3	50,9
K5	61,7*	63,6*	61,8*	34,2*	57,9
K6	61,7*	59,1	63,8*	39,2*	38,6*
K7	44,2	44,0	51,4	49,4	56,1
K8	44,2	63,6*	38,9*	62,0*	43,9
K9	47,7	59,1	55,5	51,9	50,9
successful mean	49,3	46,2	51,4	49,5	50,8
control mean	51,2	56,4	47,7	50,8	48,7
successful std. deviation	11,3	9,9	9,5	9,4	10,6
control std. deviation	7,9	6,7	10,9	11,5	9,3
successful domain min.	38,0	36,3	41,8	40,1	40,1
successful domain max.	60,6	56,0	60,9	58,9	61,4

*Values falling outside the reference domain

Source: Based on the author's own calculation

Diagram 3.: Personality profiles of successful entrepreneurs according to the individual scales of the agreeableness factor



Source: Based on the author's own calculation

Table 5.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains broken down by genders

Groups	Scales																				
	NAH	NDE	NSC	NVU	EWA	EGR	EAS	EAC	EPE	OFA	OFE	OAC	OID	AAL	ACO	AMO	CCO	COR	CAS	CSD	CDL
MALE																					
S1	52,7	58,6	50,1	56,7	44,8	57,5	45,5	34,8	52,1	40,5	49,2	51,1	44,3	41,0	46,8	56,1	39,1	50,2	46,2	52,9	51,2
S2	54,5	47,6	52,3	56,7	57,2	57,5	53,3	46,7	55,2	58,9	49,2	54,4	58,4	49,3	41,8	43,9	44,0	54,4	55,6	43,0	41,0
S3	49,0	58,6	54,6	64,2	42,8	33,8	43,9	44,3	38,1	43,4	40,5	41,2	45,8	51,4	49,4	54,4	39,1	50,2	36,8	41,0	39,0
S4	39,9	52,0	45,6	38,0	55,2	54,4	51,8	63,4	56,8	53,2	47,5	61,0	58,4	53,5	44,3	43,9	60,9	55,7	60,2	58,8	53,2
S5	63,6	41,1	52,3	49,2	49,0	49,6	62,7	61,0	49,0	51,8	49,2	52,7	56,8	45,2	44,3	31,6	60,9	51,6	62,6	56,9	49,2
S6	41,7	41,1	38,9	38,0	63,4	57,5	62,7	56,3	50,5	50,4	66,6	51,1	67,8	61,8	41,8	42,1	65,7	61,3	64,9	60,8	67,5
S7	45,4	32,3	47,9	45,5	42,8	40,1	47,1	49,1	47,4	36,3	44,0	33,0	45,8	65,9	62,0	66,7	46,4	48,8	50,9	60,8	55,3
S15	61,8	49,8	45,6	38,0	40,7	38,5	45,5	49,1	31,8	43,4	42,3	51,1	36,4	55,5	57,0	49,1	51,2	51,6	48,5	48,9	55,3
FEMALE																					
S8	50,8	54,2	54,6	49,2	51,0	55,9	58,0	56,3	56,8	43,4	54,4	44,5	34,8	55,5	34,2	47,4	60,9	57,1	60,2	64,8	49,2
S9	47,2	54,2	41,1	49,2	59,3	60,7	43,9	51,5	52,1	54,6	56,1	44,5	36,4	51,4	59,5	61,4	58,5	47,4	46,2	45,0	49,2
S10	30,8	62,9	56,8	53,0	61,4	51,2	36,1	37,2	52,1	47,6	47,5	47,8	33,3	53,5	67,1	70,2	29,5	33,5	34,5	35,1	57,3
S11	49,0	41,1	45,6	34,2	51,0	55,9	48,6	56,3	59,9	63,1	66,6	51,1	58,4	55,5	51,9	36,8	51,2	46,0	48,5	45,0	53,2
S12	45,4	47,6	56,8	67,9	51,0	46,4	50,2	51,5	53,6	54,6	59,6	59,3	42,7	55,5	54,4	57,9	51,2	58,5	48,5	52,9	51,2
S13	59,9	43,3	29,9	64,2	44,8	65,4	58,0	56,3	63,0	34,9	56,1	49,5	56,8	24,4	36,7	50,9	63,3	65,5	64,9	58,8	63,4
S14	58,1	52,0	59,0	64,2	53,1	43,3	40,8	46,7	50,5	53,2	52,7	49,5	52,1	51,4	51,9	49,1	46,4	40,4	43,9	48,9	36,9
MALE																					
K1	69,0	58,6	52,3	53,0	36,6	40,1	51,8	44,3	44,3	41,9	42,3	39,6	39,5	41,0	54,4	49,1	41,5	36,2	27,5	35,1	39,0
K2	43,6	45,4	61,3	56,7	59,3	49,6	28,3	37,2	47,4	61,7	37,1	39,6	58,4	45,2	72,2	31,6	65,7	27,9	50,9	27,1	55,3
K3	61,8	69,5	70,2	34,2	32,5	30,6	45,5	42,0	33,4	44,8	40,5	36,3	49,0	34,8	49,4	59,7	44,0	51,6	48,5	52,9	63,4
K4	54,5	45,4	54,6	41,7	44,8	46,4	45,5	39,6	52,1	54,6	40,5	49,5	44,3	36,8	44,3	50,9	36,7	37,6	34,5	35,1	41,0
K9	34,4	38,9	38,9	49,2	57,2	52,8	64,3	63,4	63,0	57,5	54,4	65,9	52,1	55,5	51,9	50,9	41,5	57,1	62,6	56,9	34,9
FEMALE																					
K5	47,2	38,9	41,1	45,5	63,4	62,3	65,9	63,4	61,4	65,9	63,1	67,6	67,8	61,8	34,2	57,9	56,0	37,6	53,2	52,9	39,0
K6	39,9	47,6	32,2	50,2	65,5	60,7	61,2	65,8	59,9	64,5	66,6	65,9	47,4	63,8	39,2	38,6	44,0	58,5	55,6	62,8	49,2
K7	38,1	45,4	50,1	49,6	44,8	57,5	56,5	53,9	45,8	53,2	45,7	61,0	61,5	51,4	49,4	56,1	46,4	57,1	48,5	48,9	36,9
K8	61,8	73,9	68,0	10,4	28,3	32,2	33,0	30,1	24,0	26,4	28,4	33,0	52,1	38,9	62,0	43,9	56,0	64,1	46,2	54,9	69,5
successful mean																					
MALE	51,1	47,6	48,4	48,3	49,5	48,6	51,6	50,6	47,6	47,2	48,6	49,5	51,7	52,9	48,4	48,5	50,9	53,0	53,2	52,9	51,4
FEMALE	48,8	50,8	49,1	54,6	53,1	54,1	48,0	50,8	55,4	50,2	56,1	49,5	44,9	49,6	50,8	53,4	51,6	49,8	49,5	50,1	51,5
control mean																					
MALE	52,7	51,6	55,5	47,0	46,1	43,9	47,1	45,3	48,0	52,1	43,0	46,2	48,6	42,7	54,4	48,4	45,9	42,1	44,8	41,4	46,7
FEMALE	46,7	51,5	47,9	38,9	50,5	53,2	54,1	53,3	47,8	52,5	50,9	56,9	57,2	54,0	46,2	49,1	50,6	54,4	50,9	54,9	48,6
successful std. Deviation																					
MALE	8,7	9,1	5,0	10,2	8,2	9,8	7,6	9,3	8,6	7,5	8,0	8,6	10,2	8,2	7,4	10,7	10,4	4,1	9,4	7,9	8,9
FEMALE	9,6	7,4	10,7	11,8	5,6	7,8	8,3	7,0	4,6	9,2	5,9	5,0	10,7	11,3	11,8	10,8	11,5	11,2	10,2	9,8	8,2
control std. Deviation																					
MALE	13,9	12,3	11,6	9,0	12,0	8,8	13,0	10,5	10,8	8,4	6,7	12,1	7,2	8,2	10,6	10,3	11,4	12,0	13,9	12,8	12,1
FEMALE	10,8	15,4	15,3	19,1	17,5	14,1	14,6	16,3	17,3	18,3	17,6	16,2	9,2	11,4	12,3	9,4	6,4	11,5	4,3	5,8	14,9
successful domain min.																					
MALE	42,3	38,5	43,4	38,1	41,2	38,9	44,0	41,2	39,0	39,7	40,5	40,9	41,5	44,7	41,0	37,8	40,5	48,9	43,8	45,0	42,5
FEMALE	39,2	43,3	38,4	42,8	47,5	46,3	39,6	43,8	50,8	41,0	50,2	44,4	34,2	38,3	39,0	42,6	40,1	38,6	39,3	40,2	43,3
successful domain max.																					
MALE	59,8	56,8	53,5	58,4	57,7	58,4	59,2	59,9	56,1	54,8	56,6	58,0	61,9	61,2	55,8	59,1	61,4	57,0	62,7	60,7	60,4
FEMALE	58,4	58,2	59,9	66,4	58,7	61,9	56,3	57,8	60,0	59,4	62,1	54,5	55,6	60,9	62,6	64,2	63,0	61,0	59,7	59,9	59,7

Table 6.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains broken down by age

Groups	Scales																				
	NAH	NDE	NSC	NVU	EWA	EGR	EAS	EAC	EPE	OFA	OFE	OAC	OID	AAL	ACO	AMO	CCO	COR	CAS	CSD	CDL
YOUNG ENTREPRENEURS (25-40 YEARS)																					
S2	54,5	47,6	52,3	56,7	57,2	57,5	53,3	46,7	55,2	55,9	49,2	54,4	55,4	49,3	41,8	43,9	44,0	54,4	55,6	43,0	41,0
S14	58,1	52,0	59,0	67,9	53,1	43,3	40,8	46,7	50,5	53,2	52,7	49,5	51,4	51,9	49,1	46,4	40,4	43,9	48,9	36,9	
S4	39,9	52,0	45,6	38,0	55,2	54,4	51,8	63,4	56,8	53,2	47,5	61,0	58,4	53,5	44,3	43,9	60,9	55,7	60,2	58,8	53,2
S11	49,0	41,1	45,6	49,2	51,0	55,9	48,6	56,3	59,9	63,1	66,6	51,1	58,4	55,5	51,9	36,8	51,2	45,0	48,5	45,0	53,2
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)																					
S6	41,7	41,1	38,9	38,0	63,4	57,5	62,7	56,3	50,5	50,4	66,6	51,1	67,8	61,8	41,8	42,1	65,7	61,3	64,9	60,8	67,5
S13	59,9	43,3	29,9	34,2	44,8	65,4	58,0	56,3	63,0	34,9	56,1	49,5	56,8	24,4	36,7	50,9	63,3	65,5	64,9	58,8	63,4
S12	45,4	47,6	56,8	53,0	51,0	46,4	50,2	51,5	53,6	54,6	59,6	59,3	42,7	55,5	54,4	57,9	51,2	58,5	48,5	52,9	51,2
S15	61,8	49,8	45,6	64,2	40,7	38,5	45,5	49,1	31,8	43,4	42,3	51,1	36,4	55,5	57,0	49,1	51,2	51,6	48,5	48,9	55,3
S3	49,0	58,6	54,6	64,2	42,8	33,8	43,9	44,3	38,1	43,4	40,5	41,2	45,8	51,4	49,4	54,4	39,1	50,2	36,8	41,0	39,0
S8	50,8	54,2	54,6	38,0	51,0	55,9	58,0	56,3	56,8	45,4	54,4	44,5	34,8	55,5	34,2	47,4	60,9	57,1	60,2	64,8	49,2
S10	30,8	62,9	56,8	49,2	61,4	51,2	36,1	37,2	52,1	47,6	47,5	47,8	33,3	53,5	67,1	70,2	29,5	33,5	34,5	35,1	57,3
AGED ENTREPRENEURS (ABOVE 60 YEARS)																					
S7	45,4	32,3	47,9	45,5	42,8	40,1	47,1	49,1	47,4	36,3	44,0	33,0	45,8	65,9	62,0	66,7	46,4	45,8	50,9	60,8	55,3
S1	52,7	58,6	50,1	56,7	44,8	57,5	45,5	34,8	52,1	40,5	49,2	51,1	44,3	41,0	46,8	56,1	39,1	50,2	46,2	52,9	51,2
S9	47,2	54,2	41,1	49,2	59,3	60,7	43,9	51,5	52,1	54,6	56,1	44,5	36,4	51,4	59,5	61,4	58,5	47,4	46,2	45,0	49,2
S5	63,6	41,1	52,3	49,2	49,0	49,6	62,7	61,0	49,0	51,8	49,2	52,7	56,8	45,2	44,3	31,6	60,9	51,6	62,6	56,9	49,2
YOUNG ENTREPRENEURS (25-40 YEARS)																					
K6	39,9	47,6	32,2	41,7	65,5	60,7	61,2	65,8	59,9	64,5	66,6	65,9	47,4	63,8	39,2	38,6	44,0	58,5	55,6	62,8	49,2
K9	34,4	38,9	38,9	45,5	57,2	52,8	64,3	63,4	63,0	57,5	54,4	65,9	52,1	55,5	51,9	50,9	41,5	57,1	62,6	56,9	34,9
K7	38,1	45,4	50,1	49,2	44,8	57,5	56,5	53,9	45,8	53,2	45,7	61,0	61,5	51,4	49,4	56,1	46,4	57,1	48,5	48,9	36,9
K2	43,6	45,4	61,3	41,7	59,3	49,6	28,3	37,2	47,4	61,7	37,1	39,6	58,4	45,2	72,2	31,6	65,7	27,9	50,9	27,1	55,3
K8	61,8	73,9	68,0	60,5	28,3	32,2	33,0	30,1	24,0	26,4	28,4	33,0	52,1	38,9	62,0	45,9	56,0	64,1	46,2	54,9	69,5
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)																					
K4	54,5	45,4	54,6	56,7	44,8	46,4	45,5	39,6	52,1	54,6	40,5	49,5	44,3	36,8	44,3	50,9	36,7	37,6	34,5	35,1	41,0
K5	47,2	38,9	41,1	34,2	63,4	62,3	65,9	63,4	61,4	65,9	63,1	67,6	67,8	61,8	34,2	57,9	56,0	37,6	53,2	52,9	39,0
K1	69,0	58,6	52,3	64,2	36,6	40,1	51,8	44,3	44,3	41,9	42,3	39,6	39,5	41,0	54,4	49,1	41,5	36,2	27,5	33,1	39,0
AGED ENTREPRENEURS (ABOVE 60 YEARS)																					
K3	61,8	69,5	70,2	53,0	32,5	30,6	45,5	42,0	35,4	44,8	40,5	36,3	49,0	34,8	49,4	59,7	44,0	51,6	48,5	52,9	63,4
successful mean																					
YOUNG ENTREPRENEURS (25-40 YEARS)	50,4	48,2	50,7	53,0	54,1	52,8	48,6	53,3	55,6	57,1	54,0	54,0	56,8	52,4	47,5	43,4	50,6	49,1	52,0	48,9	46,1
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)	48,5	51,1	48,2	48,7	50,7	49,8	50,6	50,1	49,4	45,4	52,4	49,2	45,4	51,1	48,6	53,1	51,6	54,0	51,2	51,8	54,7
AGED ENTREPRENEURS (ABOVE 60 YEARS)	52,2	46,5	47,9	50,2	49,0	52,0	49,8	49,1	50,1	45,8	49,6	45,3	45,8	50,9	53,2	54,0	51,2	49,5	51,5	53,9	51,2
control mean																					
YOUNG ENTREPRENEURS (25-40 YEARS)	43,6	50,3	50,1	47,7	51,0	50,6	48,6	50,1	48,0	52,7	46,4	53,1	54,3	51,0	54,9	44,2	50,7	53,0	52,8	50,1	49,2
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)	56,9	47,6	49,3	51,7	48,3	49,6	54,4	49,1	52,6	54,2	48,6	52,2	50,5	48,5	44,3	52,6	44,8	37,2	38,4	41,0	39,7
AGED ENTREPRENEURS (ABOVE 60 YEARS)	61,8	69,5	70,2	53,0	32,5	30,6	45,5	42,0	33,4	44,8	40,5	36,3	49,0	34,8	49,4	59,7	44,0	51,6	48,5	52,9	63,4
successful std. Deviation																					
YOUNG ENTREPRENEURS (25-40 YEARS)	7,9	5,2	6,4	12,6	2,7	6,5	5,6	8,1	3,9	4,8	8,7	5,1	3,1	2,7	5,2	5,0	7,5	7,2	7,3	7,1	8,4
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)	10,7	8,0	10,5	12,5	8,9	11,1	9,5	7,3	10,8	6,3	9,5	5,7	12,8	12,2	11,9	9,1	13,3	10,5	12,6	10,8	9,4
AGED ENTREPRENEURS (ABOVE 60 YEARS)	8,2	12,0	4,8	4,7	7,3	9,2	8,7	10,8	2,3	8,8	5,0	9,0	8,4	10,9	8,9	15,5	10,3	1,8	7,7	6,8	2,9
control std. Deviation																					
YOUNG ENTREPRENEURS (25-40 YEARS)	10,7	13,6	14,9	7,8	14,7	11,1	16,8	15,8	15,4	15,3	14,9	15,6	5,6	9,6	11,6	9,7	10,0	14,3	6,5	13,8	14,2
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)	11,1	10,0	7,2	15,6	13,7	11,4	10,4	12,6	8,6	12,0	12,6	14,2	15,1	13,4	10,1	4,6	10,1	0,8	13,3	10,3	1,2
AGED ENTREPRENEURS (ABOVE 60 YEARS)	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	n.e.	
successful domain min.																					
YOUNG ENTREPRENEURS (25-40 YEARS)	42,5	43,0	44,2	40,4	51,5	46,3	43,1	45,2	51,7	52,3	45,3	48,9	53,7	49,7	42,2	38,4	43,1	41,9	44,8	41,9	37,7
MIDDLE-AGED ENTREPRENEURS (41-60 YEARS)	37,8	43,1	37,7	36,2	41,9	38,7	41,2	42,9	38,6	39,1	43,0	43,5	32,6	38,9	36,8	44,1	38,2	43,5	38,6	40,9	45,2
AGED ENTREPRENEURS (ABOVE 60 YEARS)	44,0	34,5	43,0	45,4	41,6	42,8	41,1	38,3	47,8	37,0	44,7	36,4	37,4	40,0	44,3	38,4	41,0	47,7	43,7	47,1	48,3
successful domain max.																					
YOUNG ENTREPRENEURS (25-40 YEARS)	58,3	53,3	57,1	65,6	56,8	59,2	54,2	61,4	59,5	61,9	62,6	59,1	59,9	55,1	52,7	48,5	58,1				

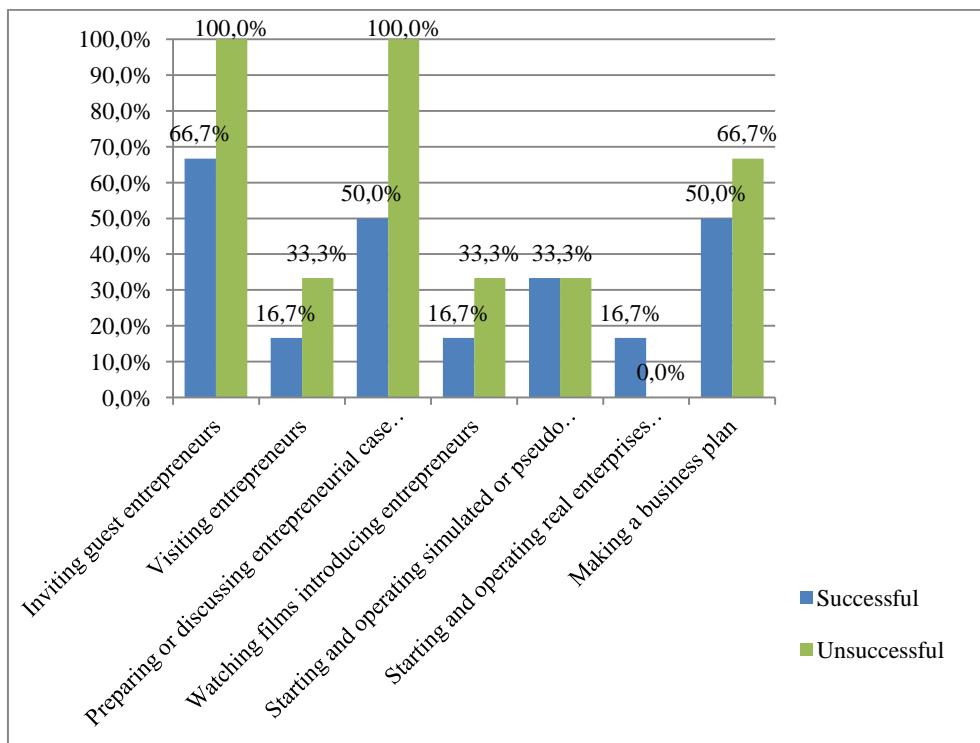
Table 7.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains broken down by size of enterprise

Groups	Scales																				
	NAH	NDE	NSC	NVU	EWA	EGR	EAS	EAC	EPE	OFA	OFE	OAC	OID	AAL	ACO	AMO	CCO	COR	CAS	CSD	CDL
MICRO																					
S2	54,5	47,6	52,3	56,7	57,2	57,5	53,3	46,7	55,2	58,9	49,2	54,4	58,4	49,3	41,8	43,9	44,0	54,4	55,6	43,0	41,0
S4	39,9	52,0	45,6	38,0	55,2	54,4	51,8	63,4	56,8	53,2	47,5	61,0	58,4	53,5	44,3	43,9	60,9	55,7	60,2	58,8	53,2
S5	63,6	41,1	52,3	49,2	49,0	49,6	62,7	61,0	49,0	51,8	49,2	52,7	56,8	45,2	44,3	31,6	60,9	51,6	62,6	56,9	49,2
S9	47,2	54,2	41,1	49,2	59,3	60,7	43,9	51,5	52,1	54,6	56,1	44,5	36,4	51,4	59,5	61,4	58,5	47,4	46,2	45,0	49,2
S10	30,8	62,9	56,8	49,2	61,4	51,2	36,1	37,2	52,1	47,6	47,5	47,8	33,3	53,5	67,1	70,2	29,5	33,5	34,5	35,1	57,3
S11	49,0	41,1	45,6	49,2	51,0	55,9	48,6	56,3	59,9	63,1	66,6	51,1	58,4	55,5	51,9	36,8	51,2	46,0	48,5	45,0	53,2
S13	59,9	43,3	29,9	34,2	44,8	65,4	58,0	56,3	63,0	34,9	56,1	49,5	56,8	24,4	36,7	50,9	63,3	65,5	64,9	58,8	63,4
S14	58,1	52,0	59,0	67,9	53,1	43,3	40,8	46,7	50,5	53,2	52,7	49,5	52,1	51,4	51,9	49,1	46,4	40,4	43,9	48,9	36,9
S15	61,8	49,8	45,6	64,2	40,7	38,5	45,5	49,1	31,8	43,4	42,3	51,1	36,4	55,5	57,0	49,1	51,2	51,6	48,5	48,9	55,3
SMALL AND MEDIUM																					
S1	52,7	58,6	50,1	56,7	44,8	57,5	45,5	34,8	52,1	40,5	49,2	51,1	44,3	41,0	46,8	56,1	39,1	50,2	46,2	52,9	51,2
S3	49,0	58,6	54,6	64,2	42,8	33,8	43,9	44,3	38,1	43,4	40,5	41,2	45,8	51,4	49,4	54,4	39,1	50,2	36,8	41,0	39,0
S8	50,8	54,2	54,6	38,0	51,0	55,9	58,0	56,3	56,8	43,4	54,4	44,5	34,8	55,5	34,2	47,4	60,9	57,1	60,2	64,8	49,2
S12	45,4	47,6	56,8	53,0	51,0	46,4	50,2	51,5	53,6	54,6	59,6	59,3	42,7	55,5	54,4	57,9	51,2	58,5	48,5	52,9	51,2
S6	41,7	41,1	38,9	38,0	63,4	57,5	62,7	56,3	50,5	60,4	66,6	51,1	67,8	61,8	41,8	42,1	65,7	61,3	64,9	60,8	67,5
S7	45,4	32,3	47,9	45,5	42,8	40,1	47,1	49,1	47,4	36,3	44,0	33,0	45,8	65,9	62,0	66,7	46,4	48,8	50,9	60,8	55,3
MICRO																					
K1	69,0	58,6	52,3	64,2	36,6	40,1	51,8	44,3	44,3	41,9	42,3	39,6	39,5	41,0	54,4	49,1	41,5	36,2	27,5	35,1	39,0
K2	43,6	45,4	61,3	41,7	59,3	49,6	28,3	37,2	47,4	61,7	37,1	39,6	58,4	45,2	72,2	31,6	65,7	27,9	50,9	27,1	55,3
K3	61,8	69,5	70,2	53,0	32,5	30,6	45,5	42,0	33,4	44,8	40,5	36,3	49,0	34,8	49,4	59,7	44,0	51,6	48,5	52,9	63,4
K4	54,5	45,4	54,6	56,7	44,8	46,4	45,5	39,6	52,1	54,6	40,5	49,5	44,3	36,8	44,3	50,9	36,7	37,6	34,5	35,1	41,0
K5	47,2	38,9	41,1	34,2	63,4	62,3	65,9	63,4	61,4	65,9	63,1	67,6	67,8	61,8	34,2	57,9	56,0	37,6	53,2	52,9	39,0
K6	39,9	47,6	32,2	41,7	65,5	60,7	61,2	65,8	59,9	64,5	66,6	65,9	47,4	63,8	39,2	38,6	44,0	58,5	55,6	62,8	49,2
K7	38,1	45,4	50,1	49,2	44,8	57,5	56,5	53,9	45,8	53,2	45,7	61,0	61,5	51,4	49,4	56,1	46,4	57,1	48,5	48,9	36,9
K8	61,8	73,9	68,0	60,5	28,3	32,2	33,0	30,1	24,0	26,4	28,4	33,0	52,1	38,9	62,0	43,9	56,0	64,1	46,2	54,9	69,5
SMALL AND MEDIUM																					
K9	34,4	38,9	38,9	45,5	57,2	52,8	64,3	63,4	63,0	57,5	54,4	65,9	52,1	55,5	51,9	50,9	41,5	57,1	62,6	56,9	34,9
successful mean																					
MICRO	51,6	49,3	47,6	50,9	52,4	52,9	49,0	52,0	52,3	51,2	51,9	51,3	49,7	48,8	50,5	48,5	51,7	49,6	51,7	48,9	51,0
SMALL AND MEDIUM	47,5	48,7	50,5	49,2	49,3	48,5	51,2	48,7	49,7	44,8	52,4	46,7	46,9	55,2	48,1	54,1	50,4	54,4	51,3	55,5	52,2
control mean																					
MICRO	52,0	53,1	53,7	50,2	46,9	47,4	48,4	47,0	46,0	51,6	45,5	49,0	52,5	46,7	50,6	48,5	48,8	46,3	45,6	46,2	49,2
SMALL AND MEDIUM	34,4	38,9	38,9	45,5	57,2	52,8	64,3	63,4	63,0	57,5	54,4	65,9	52,1	55,5	51,9	50,9	41,5	57,1	62,6	56,9	34,9
successful std. Deviation																					
MICRO	11,0	7,1	8,8	10,9	6,8	8,4	8,4	8,1	8,9	8,4	7,1	4,6	10,9	9,7	9,7	11,8	10,8	9,2	9,9	8,0	8,1
SMALL AND MEDIUM	4,1	10,5	6,6	10,6	7,9	10,1	7,5	8,2	6,5	6,7	9,8	9,2	11,0	8,7	9,7	8,6	11,1	5,3	10,1	8,6	9,3
control std. Deviation																					
MICRO	11,5	12,7	12,9	10,4	14,3	12,4	13,1	12,8	12,6	13,4	13,0	14,0	9,4	11,2	12,3	9,9	9,6	13,1	9,7	12,3	12,4
SMALL AND MEDIUM	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.	n.é.
successful domain min.																					
MICRO	40,7	42,3	38,8	39,9	45,6	44,5	40,5	43,9	43,4	42,8	44,8	46,7	38,7	39,1	40,8	36,8	41,0	40,3	41,7	40,9	42,9
SMALL AND MEDIUM	43,4	38,2	43,9	38,6	41,4	38,4	43,7	40,5	43,2	38,1	42,6	37,5	35,8	46,5	38,4	45,5	39,3	49,1	41,2	47,0	42,9
successful domain max.																					
MICRO	62,6	56,4	56,5	61,8	59,2	61,3	57,4	60,2	61,1	59,6	59,0	55,9	60,6	58,6	60,1	60,3	62,5	58,8	61,6	57,0	59,1
SMALL AND MEDIUM	51,6	59,2	57,0	59,8	57,2	58,7	58,8	56,9	56,3	51,4	62,2	55,9	57,9	63,8	57,8	62,7	61,5	59,6	61,4	64,1	61,5

Table 8.: Scale values of sample subjects projected on a scale of 100 units, scale averages and std. deviations, reference domains broken down by types of ownership

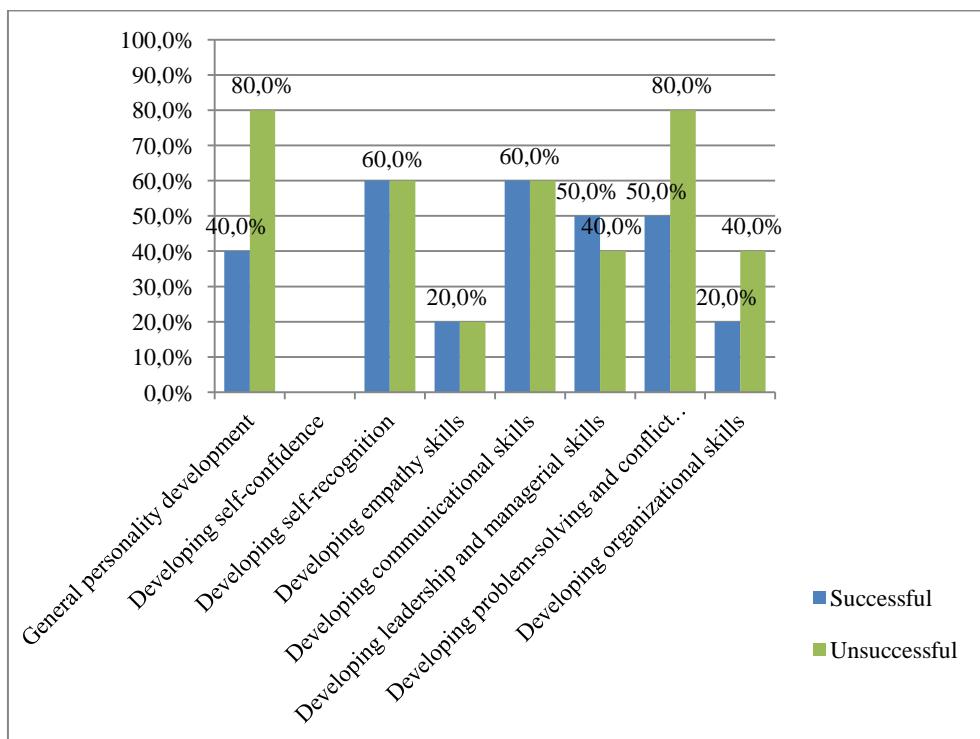
Groups	Scales																				
	NAH	NDE	NSC	NVU	EWA	EGR	EAS	EAC	EPE	OFA	OFE	OAC	OID	AAL	ACO	AMO	CCO	COR	CAS	CSD	CDL
FAMILY																					
S1	52,7	58,6	50,1	56,7	44,8	57,5	45,5	34,8	52,1	40,5	49,2	51,1	44,3	41,0	46,8	56,1	39,1	50,2	46,2	52,9	51,2
S2	54,5	47,6	52,3	56,7	57,2	57,5	53,3	46,7	55,2	58,9	49,2	54,4	58,4	49,3	41,8	43,9	44,0	54,4	55,6	43,0	41,0
S5	63,6	41,1	52,3	49,2	49,0	49,6	62,7	61,0	49,0	51,8	49,2	52,7	56,8	45,2	44,3	31,6	60,9	51,6	62,6	56,9	49,2
S7	45,4	32,3	47,9	45,5	42,8	40,1	47,1	49,1	47,4	36,3	44,0	33,0	45,8	65,9	62,0	66,7	46,4	48,8	50,9	60,8	55,3
S8	50,8	54,2	54,6	38,0	51,0	55,9	58,0	56,3	56,8	43,4	54,4	44,5	34,8	55,5	34,2	47,4	60,9	57,1	60,2	64,8	49,2
S9	47,2	54,2	41,1	49,2	59,3	60,7	43,9	51,5	52,1	54,6	56,1	44,5	36,4	51,4	59,5	61,4	58,5	47,4	46,2	45,0	49,2
S10	30,8	62,9	56,8	49,2	61,4	51,2	36,1	37,2	52,1	47,6	47,5	47,8	33,3	53,5	67,1	70,2	29,5	33,5	34,5	35,1	57,3
S12	45,4	47,6	56,8	53,0	51,0	46,4	50,2	51,5	53,6	54,6	59,6	59,3	42,7	55,5	54,4	57,9	51,2	58,5	48,5	52,9	51,2
S15	61,8	49,8	45,6	64,2	40,7	38,5	45,5	49,1	31,8	43,4	42,3	51,1	36,4	55,5	57,0	49,1	51,2	51,6	48,5	48,9	55,3
NON-FAMILY																					
S3	49,0	58,6	54,6	64,2	42,8	33,8	43,9	44,3	38,1	43,4	40,5	41,2	45,8	51,4	49,4	54,4	39,1	50,2	36,8	41,0	39,0
S4	39,9	52,0	45,6	38,0	55,2	54,4	51,8	63,4	56,8	53,2	47,5	61,0	58,4	53,5	44,3	43,9	60,9	55,7	60,2	58,8	53,2
S6	41,7	41,1	38,9	38,0	63,4	57,5	62,7	56,3	50,5	50,4	66,6	51,1	67,8	61,8	41,8	42,1	65,7	61,3	64,9	60,8	67,5
S11	49,0	41,1	45,6	49,2	51,0	55,9	48,6	56,3	59,9	63,1	66,6	51,1	58,4	55,5	51,9	36,8	51,2	46,0	48,5	45,0	53,2
S13	59,9	43,3	29,9	34,2	44,8	65,4	58,0	56,3	63,0	34,9	56,1	49,5	56,8	24,4	36,7	50,9	63,3	65,5	64,9	58,8	63,4
S14	58,1	52,0	59,0	67,9	53,1	43,3	40,8	46,7	50,5	53,2	52,7	49,5	52,1	51,4	51,9	49,1	46,4	40,4	43,9	48,9	36,9
FAMILY																					
K1	69,0	58,6	52,3	64,2	36,6	40,1	51,8	44,3	44,3	41,9	42,3	39,6	39,5	41,0	54,4	49,1	41,5	36,2	27,5	35,1	39,0
K2	43,6	45,4	61,3	41,7	59,3	49,6	28,3	37,2	47,4	61,7	37,1	39,6	58,4	45,2	72,2	31,6	65,7	27,9	50,9	27,1	55,3
K3	61,8	69,5	70,2	53,0	32,5	30,6	45,5	42,0	33,4	44,8	40,5	36,3	49,0	34,8	49,4	59,7	44,0	51,6	48,5	52,9	63,4
K4	54,5	45,4	54,6	56,7	44,8	46,4	45,5	39,6	52,1	54,6	40,5	49,5	44,3	36,8	44,3	50,9	36,7	37,6	34,5	35,1	41,0
K5	47,2	38,9	41,1	34,2	63,4	62,3	65,9	63,4	61,4	65,9	63,1	67,6	67,8	61,8	34,2	57,9	56,0	37,6	53,2	52,9	39,0
K6	39,9	47,6	32,2	41,7	65,5	60,7	61,2	65,8	59,9	64,5	66,6	65,9	47,4	63,8	39,2	38,6	44,0	58,5	55,6	62,8	49,2
K9	34,4	38,9	38,9	45,5	57,2	52,8	64,3	63,4	63,0	57,5	54,4	65,9	52,1	55,5	51,9	50,9	41,5	57,1	62,6	56,9	34,9
NON-FAMILY																					
K7	38,1	45,4	50,1	49,2	44,8	57,5	56,5	53,9	45,8	53,2	45,7	61,0	61,5	51,4	49,4	56,1	46,4	57,1	48,5	48,9	36,9
K8	61,8	73,9	68,0	60,5	28,3	32,2	33,0	30,1	24,0	26,4	28,4	33,0	52,1	38,9	62,0	43,9	56,0	64,1	46,2	54,9	69,5
successful mean																					
FAMILY	50,2	49,8	50,8	51,3	50,8	50,8	49,2	48,6	50,0	47,9	50,2	48,7	43,2	52,5	51,9	53,8	49,1	50,3	50,4	51,1	51,0
NON-FAMILY	49,6	48,0	45,6	48,6	51,7	51,7	51,0	53,9	53,1	49,7	55,0	50,5	56,5	49,7	46,0	46,2	54,4	53,2	53,2	52,2	52,2
control mean																					
FAMILY	50,1	49,2	50,1	48,1	51,3	48,9	51,8	50,8	51,6	55,9	49,2	62,0	51,2	48,4	49,4	48,4	47,1	43,8	47,5	46,1	46,0
NON-FAMILY	49,9	59,6	59,0	54,8	36,6	44,9	44,7	42,0	34,9	39,8	37,1	47,0	56,8	45,2	55,7	50,0	51,2	60,6	47,4	51,9	53,2
successful std. Deviation																					
FAMILY	9,8	9,2	5,2	7,5	7,3	7,9	8,0	8,3	7,4	7,6	5,6	7,5	9,2	7,1	10,7	12,1	10,6	7,3	8,4	9,3	4,8
NON-FAMILY	8,2	7,2	10,5	14,5	7,5	11,3	8,3	7,1	8,9	9,6	10,4	6,3	7,3	13,0	6,1	6,4	10,6	9,5	11,8	8,4	12,4
control std. Deviation																					
FAMILY	12,3	11,1	13,4	10,3	13,3	11,2	13,4	12,7	10,8	9,4	12,0	14,1	9,4	11,9	12,3	10,1	10,1	11,8	12,3	13,5	10,4
NON-FAMILY	16,7	20,1	12,7	7,9	11,7	17,9	16,6	16,8	15,4	19,0	12,3	19,8	6,7	8,8	9,0	8,7	6,8	4,9	1,7	4,2	23,0
successful domain min.																					
FAMILY	40,4	40,6	45,6	43,8	43,5	42,9	41,2	40,3	42,6	40,3	44,5	41,2	34,0	45,4	41,2	41,7	38,5	43,0	41,9	41,9	46,1
NON-FAMILY	41,4	40,8	35,1	34,1	44,3	40,4	42,6	46,8	44,2	40,1	44,6	44,2	49,2	36,7	39,9	39,8	43,9	43,7	41,4	43,9	39,8
successful domain max.																					
FAMILY	60,0	59,0	56,1	58,8	58,1	58,7	57,1	56,9	57,4	55,5	55,8	56,3	52,4	59,7	62,6	65,9	59,6	57,7	58,8	60,4	55,8
NON-FAMILY	57,8	55,2	56,1	63,1	59,2	63,0	59,3	60,9	62,0	59,3	65,4	56,9	63,8	62,6	52,1	52,6	65,0	62,7	65,1	60,6	64,6

Diagram 4.: Methodological tools applied in entrepreneur training, successful and unsuccessful entrepreneurs (%) – ACQUIRING CAPABILITIES AND SKILLS



Source: Based on the author's own calculation

Diagram 5.: Skills and traits to be acquired in personality development, successful and unsuccessful entrepreneurs (%) – STRENGTHENING OR WEAKENING PERSONALITY TRAIT



Source: Based on the author's own calculation