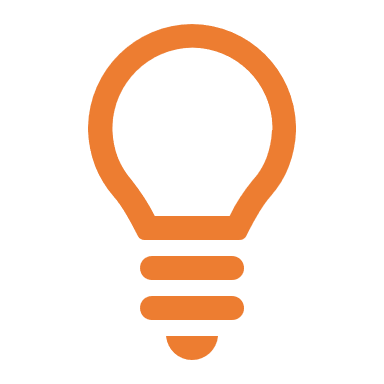
**Project – Based Learning (PBL)**

**Template**

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge

**PBL code name:** *C6\_S2\_6*

**PBL title: Self assessment questionnaire**



**Project Idea**

*Summarize challenge, scenario or problem. How would you describe the project to the trainees? What will students do / learn?*

*In order to determine your own entrepreneurial potential please fill in the following self-assessment test.*

*The* *self-assessment test needs to be filled in by the participants independently and as*

*honestly as possible. In doing so, it is important that the participants answer the questions according to how they actually think, feel or act and not according to how they would like to think, feel or act. The test does not aim to provide a performance review but serves as the basis for further actions of the coach, as well as for self-reflection. Therefore, the honesty of the answers if the prerequisite for successful coaching.*



**Driving Question(s)**

*Projects should be framed by challenging and open-ended question(s)*

Please fill out the questions on the attached template





**Objectives**

*Please describe and list the objectives here*

The purpose of the self assessment questionnaire is to reliably identify persons suitable for entrepreneurial activities, to further qualify them for the acquisition of competencies, and to advise and to promote them until the commencement of selfemployment. This promotes entrepreneurship and significantly increases the number of junior entrepreneurs



**Tasks**

*What task(s) / requirements should the students complete?*

* The self-assessment test needs to be filled in by the participants independently and as honestly as possible
* DESIGN OF THE SCORING SYSTEM:

The assignment of the point values for each given answer, which are generally not visible to the test persons (respondents), is carried out according to the following differentiation in their significance and benefit for entrepreneurial activities:

• a (very) low degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 0 and 3

• an average degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point value 6

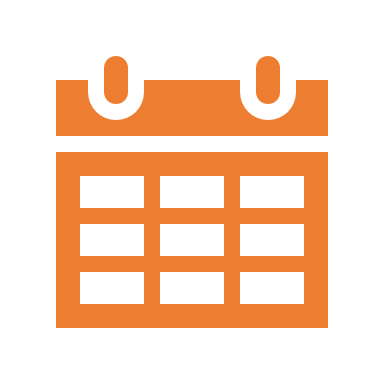
• a (very high) degree of a partial aspect of a (fundamentally entrepreneurially relevant) competence generally corresponds to the point values 9 and 12. This general scoring system is modified in the section/area “Into Action”, which is awarded special attention. The items included in this section are weighed double to emphasize the special importance of acting (on one’s own initiative) and (own) behavior for (future) entrepreneurs.



**Notes**

*This is where students can record their ideas and research as they gather the information needed to complete their project*

*….*



**Project Plan**

*After research, this is where students will write down the plan for their project*

*….*