

SURVEY SHOWING LIFE OPPORTUNITIES

0. Codes . Information for the respondent (student) - Black . Information for the interviewer - Green . Programming information - Blue

1. Information only for the enumerator

Results of the survey

- a) Complete
- b) Rejection
- c) Phone number not valid
- d) No one picked up after multiple attempts
- e) Other reason"

Date of interview: Day ____ Month ____ 2020

Duration of the interview:

Interview start time: _____

Time for completion of interview: _____

Enumerator ID number: _____

ID number of student: (pre-filled) _____

"Introduction (1 min)

Hello (name of student), this is (name of interviewer). I am part of the project ""Develope Life Opportunities"" that was developed in your school with the support of the Ministry of Education. I would like to thank you for your participation in the project and I would like to ask you to help me by answering some questions. It won't take you more than 20 minutes of your time, but it will be very helpful to follow up with the students who participated in the project. Would you like to help me?"

Information about the respondent (1-2 min)

[Information previously shared by Kassel]

Let me first confirm a few details about you.

P1: Is your name [Name]? **x0_1_1_p**

1. Yes

2. No -> What is your name _____ **x0_1_2_p**

P2. Do you attend school [school] and are in grade [grade]? (only confirmed) **x0_1_3_p**

1. Yes

2. No -> What is your school and grade:

School_____ **x0_1_3a_p**

Grade_____ **x0_1_3b_p**

P3. Could you, please, tell your place of birth? _____ **x0_1_4_p**

P4. Could you, please, tell your month of birth? _____ **x0_1_5_p**

Do you plan to go to the University? **x0_1_6_p**

1. Yes > P5 AND P6

2. No

3. I don't know

Q5. Have you thought about activities you could start doing to get into college during this time that your school is closed? **x0_1_7_p**

1. Yes

2. No

If yes, have you done anything to help you get into college during this time when the school is closed? **x0_1_8_p**

3. Yes -> What is it? _____ **x0_1_8a_p**

4. No

RANK 1: PERSONAL INITIATIVE AND NEGOTIATIONS

Q1: Personal Initiative I

In this section I will read several short sentences that describe general student behaviors. Please read the rating scale below to indicate the extent to which each statement describes your behavior in the past three months. Describe how you look honestly.

Nº	Question	Variable Name	Variable Name in Report
1	Personal initiative_part A		
	Please indicate in which extent the following elements describe your behaviour in the past three months:		
	(Likert scale from 1= Strongly disagree to 5 = strongly agree)		
	1. I face problems actively.	x1_1_a1_p	
	2. When something goes wrong I find a solution immediately	x1_1_a2_p	
	3. When there is an opportunity to be actively involved, I take it.	x1_1_a3_p	
	4. I take the initiative immediately even when other have not.	x1_1_a4_p	
	5. I take advantage of opportunities quickly to achieve my goals	x1_1_a5_p	
	6. I usually do more than what i'm required to do.	x1_1_a6_p	
	7. I am particularity good at materializing new ideas.	x1_1_a7_p	

Preg2_A_1_Negotiations

In this section I will present you with a case and you must tell me how you would act in these situations.

"We're curious about how you negotiate.

Imagine the following situation:

The teacher asks his class to sign up for science projects. You are very enthusiastic about a project, but only one student can join the existing project group of five. Anna, your classmate, also wants to join the project. When you approached the teacher about it, she said they should work it out on their own.

What do you do?

How likely would you be to react to this situation in the following ways?

Remember, there is no right or wrong answer to this question. The scale for answering each of the sentences is as follows: 1 very unlikely, 4 very likely

Nº	Question	Variable Name	Variable Name in Report
1	Case 1		
	A. I try not to hurt Anna. If the project is that important to her I don't want to stand in her way, there will be another opportunity for me in the future.	x1_2_1a_p	
	B. I try to convince Anna that I should be the one to join the group. I need to be firm in my position to win.	x1_2_1b_p	
	C. I make a compromise to Anna so each one of us join half the time of the project. This is not what I want, but it is better than nothing.	x1_2_1c_p	
	D. I don't want to antagonize Anna. I ask the teacher again to solve things since it was she that put us in that difficult situation.	x1_2_1d_p	
	E. I need to find out more about Anna and ask her why she wants to join the project group. I am not sure but perhaps we can find a solution that works for both of us.	x1_2_1e_p	

"Imagine the following situation:

A friend's uncle gave him a scooter. You ask him about his bike that he no longer needs and that you always wanted. But he wants to sell it for \$40, which you can't afford.

What do you do?

How likely would your reaction to this situation be in the following ways:

Remember, there's no right or wrong answer to this question."

The scale for answering each of the sentences is as follows: 1 very unlikely, 4 very likely

	Case 2		
	A. If this is what he is asking for, it is what he needs, after he demonstrates his good faith by charging only \$35, I don't want to take advantage of my friend more than needed. I ask my parents for money and close the deal.	x1_2_2a_p	
	B. I offer him \$10 and i show him my reluctance to make concessions. I know he might think I'm irrational. But I can only win if I stand firm in my position.	x1_2_2b_p	
	C. I do a counter-offer of \$20 Which I think is a fair price for the bike. He offers me to split the difference in half, in \$30. This is still a little bit more than what I am willing to spend. But it is a fair solution. All the parties should compromise to negotiate and get to an agreement.	x1_2_2c_p	
	D. It is uncomfortable for me to drible with a friend like this. And I don't want to put the friendship at risk over an old bicycle. Even though I'm still interested in the bicycle, I tell him I will think about it and wait for him to make a better offer in the future.	x1_2_2d_p	

	E. You ask him what he wants to spend the \$40 on. You are not sure but perhaps you have something that is of value to him and that you can trade off in return for the bike.	x1_2_2e_p	
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RANK 2: GENERAL SELF EFFICACY

Instructions: In this section I will read several sentences with some beliefs you may have about yourself.

The rating scale is: 1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Absolutely true

Thinking about the last (three months), how true are the following statements for you?

Instructions: Please check the box that indicates the student.

Nº	Question	Variable Name	Variable Name in Report
1	2. I can solve difficult problems if I try hard enough.	x2_1_1_p	
	1. I can find a way to get what I want even if someone opposes me	x2_1_2_p	
	3. it is easy for me to persist in what I have committed to until I achieve my goals.	x2_1_3_p	
	4. I'm confident I could manage any unexpected events.	x2_1_4_p	
	5. Thanks to my qualities and resources I can overcome unexpected events.	x2_1_5_p	
	6. When I find myself in difficult moments, I can remain calm because I have the necessary skills to manage difficult situations.	x2_1_6_p	
	7. Whatever it is, generally I'm able to handle it	x2_1_7_p	
	8. I can solve most of the problems if I try hard enough.	x2_1_8_p	

	9. If I find myself in a difficult situation, generally it occurs to me what to do about it.	x2_1_9_p	
	10. When facing a problem usually I come up with different alternatives of how to solve it.	x2_1_10_p	

ENTREPRENEURIAL COGNITIONS (ENTREPRENEURIAL MINDSET)

Business Self-Efficacy_part B

No matter how interested you are in entrepreneurship, how confident are you that you could...?"

The rating scale is: 1 = Not confident at all 2 = A little confident 3 = Moderately confident 4 = Very confident, and 5 = Extremely confident

Instructions:

Please check the box that indicates the student.

Q1: Business Self-Efficacy

Nº	Question	Variable Name	Variable Name in Report
1	How interested are you in:		
	Start a company.	x3_1_a1_p	
	Work on your own.	x3_1_a2_p	
	Detect business opportunities.	x3_1_a3_p	
	Overcome any problems you might have in the beginning of your business.	x3_1_a4_p	
	Negotiate appropriately with another entrepreneur.	x3_1_a5_p	
	Maintain an appropriate overview of financial affairs.	x3_1_a6_p	
	Prepare and adequate business plan.	x3_1_a7_p	
	Get the financial capital to start the business.	x3_1_a8_p	
2	How confident are you that you could...		
	Start a company.	x3_1_b1_p	
	Work on your own.	x3_1_b2_p	
	Detect business opportunities.	x3_1_b3_p	

	Overcome any problems you might have in the beginning of your business.	x3_1_b4_p	
	Negotiate appropriately with another entrepreneur.	x3_1_b5_p	
	Maintain an appropriate overview of financial affairs.	x3_1_b6_p	
	Prepare and adequate business plan.	x3_1_b7_p	
	Get the financial capital to start the business.	x3_1_b8_p	

Nº	Question	Variable Name	Variable Name in Report
	How many opportunities to create a business have you identified (located) in the last 10 years?	x3_2_1_p	
	Of all those opportunities, how many of them were promising in your opinion?	x3_2_2_p	
	How many business start-up opportunities have you undertaken, i.e., how many of them were promising?	x3_2_3_p	

STEM and Math Self-Efficacy B

Math Self-Efficacy

Please rate how true or false each statement was for them on a scale from 1 (definitely false) to 5(definitely true)

Nº	Question	Variable Name	Variable Name in Report
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	Seeing kids do better than me in math pushes me to do better	x9_1_a1_p	
	When I see how another student solves a math problem, I can see myself solving the problem in the same way	x9_1_a2_p	
	I imagine myself working through challenging math problems successfully (VS-4)1	x9_1_a3_p	
	I compete with myself in math	x9_1_a4_p	

STEM self-efficacy

Nº	Question	Variable Name	Variable Name in Report
1	<i>How sure are you that you could...</i>		
	Be accepted into college in a field of Science, Technology, Engineering, Mathematics	x9_1_b1_p	
	Learn complicated concepts.	x9_1_b2_p	
	Overcome any problems you may have while studying or working in a field of Science, Technology, Engineering, Mathematics	x9_1_b3_p	
	Become a professional in a field of Science, Technology, Engineering, Mathematics.	x9_1_b4_p	

INTENTIONS AND PREFERENCES

I will now read a paragraph to you before answering the questions.

Nº	Question	Variable Name	Variable Name in Report
1	Translated: An entrepreneur is a person who starts a business with the aim of making a profit. So an entrepreneur can be from a person who sets up their first online store or a freelancer or independent professional who has just started. Moreover, the entrepreneur can be considered in more everyday tasks such as a writer, a youtuber, a shopkeeper (shop salesman) or selling products (for example, a merchant) (Ferrerira, 2018).		
A.	Attitudes towards Entrepreneurship		
	On a scale from 1 to 7: In general, starting a business is...		
	1. Worthless / Worthwhile	x4_1_a1_p	
	2. Boring / Fun	x4_1_a2_p	
	3. Negative / Positive	x4_1_a3_p	
	4. Need/Opportunity	x4_1_a4_p	
B.	Entrepreneurial Intentions		
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting a business	x4_1_b1_p	
	2. I have business ideas I am going to implement	x4_1_b2_p	
	3. My goal is to become my own boss	x4_1_b3_p	
2	STEM Professional These are the professionals who work in the STEM knowledge areas (Science, Technology, Engineering, Mathematics). Within these four branches of knowledge there are an infinite number of university degrees, ranging from Nanoscience to Aeronautics, including Web Application Development and Medicine. Some professions catalogued as STEM are architecture, statistics, data		

	processing (Big Data), virtual reality, the Internet of Things (IoT), Bioinformatics, etc. (Gomez, 2018)		
A.	Attitudes towards STEM		
	On a scale from 1 to 7: In general, starting a career in STEM (Science. Technologies, Engineering, Math)		
	1. Worthless / Worthwhile	x4_2_a1_p	
	2. Boring / Fun	x4_2_a2_p	
	3. Negative / Positive	x4_2_a3_p	
B.	Entrepreneurial Intentions		
	On a scale from 1 to 7 (how much do you agree):		
	1. I often think about starting career in STEM (Science. Technologies, Engineering, Math)	x4_2_b1_p	
	2. I have ideas in STEM (Science. Technologies, Engineering, Math) I am going to implement	x4_2_b2_p	
	3. My goal is to become a professional in STEM	x4_2_b3_p	

Expectations Professional STEM/entrepreneur

Nº	Question	Variable Name	Variable Name in Report
1	Expectations Professional STEM/entrepreneur		
	How much do you agree with the next statement (7 point scale)		
	• I will succeed as an entrepreneur	x5_3_1_p	
	• I will succeed as a STEM professional (Science. Technologies, Engineering, Math)	x5_3_2_p	
	• I will succeed as a public servant	x5_3_3_p	
2	Salary expectations		
	How much do you expect to earn per month in 5 years from now?	x5_4_1_p	
	How much do you expect to earn per month in 10 years from now?	x5_4_2_p	

Gender stereotypes

Please rate how true or false each statement was for them on a scale from 1 (definitely false) to 5(definitely true)

Nº	Question	Variable Name	Variable Name in Report
	Men are more gifted in math	x9_2_a1_p	
	Men have a natural predisposition/ability to be entrepreneurs	x9_2_a2_p	
	If a girl wanted to she could be as successful in a STEM field as men	x9_2_a3_p	
	If a girl wanted to she could be as successful in business an men	x9_2_a4_p	

RANK 3: ENTREPRENEURIAL ATTITUDES

Business Attitudes I

Now let's move on to the next topic:

We want to ask you about your thoughts on entrepreneurship.

To what extent do you agree or disagree with the following statements?

Starting a business...

The scale for answering each of the sentences is as follows: 1 is Strongly Disagree, 2 is Disagree, 3 is Neither Agree nor Disagree, 4 is Agree and 5 is Strongly Agree. Then we begin.

Nº	Question	Variable Name	Variable Name in Report
	1. It is a good opportunity to make a living.	x3_3_1_p	
	2. It is financially attractive.	x3_3_2_p	
	4. It is a safe and stable source of income.	x3_3_3_p	
	5. It means to have control	x3_3_4_p	
	6. It means to have authority	x3_3_5_p	
	7. It involves a lot of work.	x3_3_6_p	
	8. It means less time available to do other things.	x3_3_7_p	
	10. Very exciting.	x3_3_8_p	
	12. It is an opportunity to make your dreams come true.	x3_3_9_p	
	13. It means freedom.	x3_3_10_p	
	14. You obtain respect from others.	x3_3_11_p	
	15. You obtain admiration from others.	x3_3_12_p	

Youth Self-Efficacy (SEC-Q)

Thinking about the last (three months), what is your ability to:

Each item must be rated on a 5-point scale with 1 = not at all and 5 = extremely well.

Nº	Question	Variable Name	Variable Name in Report
	<i>Social self-efficacy</i>		
	1. Express your opinions when your classmates don't agree with you?	x2_2_1_p	
	3. Mantain a conversation with a stranger?	x2_2_2_p	
	4. Work in harmony with your classmates?	x2_2_3_p	
	5. Tell other kids they are doing something you believe is wrong?	x2_2_4_p	
	7. Succeed keeping a friendship with other kid?	x2_2_5_p	
	8. Successfully prevent fights with other kids?	x2_2_6_p	
	<i>Emotional self-efficacy</i>		
	1. Manage to be cheerful when an unfortunate event has occurred	x2_2_7_p	
	2. Being able to feel calm after being frightened.	x2_2_8_p	
	3. Avoid feeling nervous?	x2_2_9_p	
	4. Control your feelings?	x2_2_10_p	
	7. Repress successfully unpleasant thoughts.	x2_2_11_p	
	8. Stop worrying about things that could happen?	x2_2_12_p	

RANK 4: SELF CONSTRUAL

Below you will find a variety of feelings and behaviors in various situations.

Thinking about the last (three months), how much do you agree or disagree with the following statements?

Remember, there are no right answers. Please answer as honestly as you can.

The scale for answering each of the sentences is as follows: 1 is Strongly Disagree, 2 is Disagree, 3 is Neither Agree nor Disagree, 4 is Agree and 5 is Strongly Agree. Then we begin.

Nº	Question	Variable Name	Variable Name in Report
	<i>Self-concept Scale I partA</i>		
	1. I enjoy being unique and different from others in several aspects.	x2_5_a1_p	
	2. I can openly talk to a person I met for the first time, even when that person is a lot older than me.	x2_5_a2_p	
	3. I do my own things, no matter what others thing.	x2_5_a3_p	
	4. I feel it is important for me to act like an independent person.	x2_5_a4_p	
	5 I rather say "NO" at first than risk being misunderstood.	x2_5_a5_p	
	7. I rather being forward and honest when I deal with people I just met.	x2_5_a6_p	
	8. I feel comfortable getting compliments and rewards.	x2_5_a7_p	
	9. Talking during class (or reunion) is not a problem for me.	x2_5_a8_p	
	10. I always act the same no matter who I am with.	x2_5_a9_p	
	14. I behave the same in my house and at school.	x2_5_a10_p	
	15. I try to do what's best for me , no matter how that affect others.	x2_5_a11_p	
	<i>Autoconcept Scale I part B</i>		
	1.Even when I disagree completely with the members of the group I avoid a discussion.	x2_5_b1_p	
	2. I respect the authority figures that I interact with.	x2_5_b2_p	

	3. I respect people that are modest about themselves	x2_5_b3_p	
	4. I would sacrifice my own interests in benefit of the group that I belong to.	x2_5_b4_p	
	5. I must consider my parents advice when making educations and career plans.	x2_5_b5_p	
	9. Sometimes I feel like my relationship with others are more important than my own development.	x2_5_b6_p	
	10. I would offer my seat to my teacher on a bus	x2_5_b7_p	
	11. I feel happy when people around me are happy.	x2_5_b8_p	
	12. I would stay in the group if they need me, even when I'm not happy with the group.	x2_5_b9_p	
	14. It is important for me that everybody gets along in the group.	x2_5_b10_p	
	15. In general, I agree with what others want to do even when I prefer to do something different.	x2_5_b11_p	

RANK 5: SELF REGULATORY FOCUS

Self-Regulatory Focus I partA (Prevention Approach)

The scale for answering each of the sentences is as follows: 1 is Strongly Disagree, 2 is Disagree, 3 is Neither Agree nor Disagree, 4 is Agree and 5 is Strongly Agree. Then we begin.

Nº	Question	Variable Name	Variable Name in Report
	<i>Prevention Focus</i>		
	1. I generally focus in prevent negative events to happen in my life.	x2_6_a1_p	
	2. I feel anxious about not being able to achieve my responsibilities and obligations.	x2_6_a2_p	
	3. I often think in the person I'm afraid I would become in the future	x2_6_a3_p	
	4. I worry often about not achieving my academic goals.	x2_6_a4_p	
	6. I often think of how to prevent making mistakes in my life.	x2_6_a5_p	
	8. My main goal in school at the moment is to avoid being incompetent academically.	x2_6_a6_p	
	<i>Promotion focus</i>		
	1. Frequently, I think in how to achieve my hopes and aspirations.	x2_6_b1_p	
	2. I often think in the person that I would like to be in the future.	x2_6_b2_p	
	3. Normally I focus on the success I hope to achieve in the future.	x2_6_b3_p	
	4. I often think on how to achieve academic success.	x2_6_b4_p	
	5. My main goal at school in this moment is to achieve my academic ambitions.	x2_6_b5_p	
	8. I often imagine myself experimenting good things that I hope happen to me.	x2_6_b6_p	

Filial Self Efficacy

Scale of Perceived Subsidiary Self-Efficacy

Thinking about the last (three months), what is your ability to:

Each item must be rated on a 5-point scale with 1 = not at all and 5 = extremely well.

Nº	Question	Variable Name	Variable Name in Report
	1. Dialogue with your parents even when your relationship is tense.	x2_3_1_p	
	2. Talk to your parents about personal issues.	x2_3_2_p	
	4. Avoiding that differences of opinions lead to a confrontation with your parents.	x2_3_3_p	
	6. Make your parents understand your point of view on issues you have a different approach.	x2_3_4_p	
	8. Expressing your disagreement with your parents without losing your composure.	x2_3_5_p	
	9. Get that your parents pay attention to your needs even when they are busy with their own problems.	x2_3_6_p	
	13. Accept your parents' criticisms about you without feeling offended.	x2_3_7_p	
	14. Increase the trust and recognition to you from your parents.	x2_3_8_p	

MITIGATION AWARENESS AND PRACTICES

In this section we will mention some behaviors. Please comment with a Yes or No, according to whether you have done any of these behaviors during the last week.

Nº	Question	Variable Name	Variable Name in Report
	Wash hands with soap and water for at least 20 seconds.	wash	
	Keep at least 1 meter distance between you and people coughing or sneezing.	tos	
	Avoid touching your face unless you have properly washed your hands beforehand.	cara	
	Covering the mouth and nose when coughing or sneezing	estornudo	
	Staying home if you have been feeling sick	casa	
	Avoid traveling or going out with large groups of people.	amigos	
	Throwing the tissue in the trash after use (e.g. after wiping away secretions).	basura	

KNOWLEDGE TEST

You must read the instructions clearly and understandably. So that the student can answer each of the questions in this section.

"Now let's start with the second section of the interview. In this section, we're going to play a game similar to ""Who Wants to be a Millionaire"".

Instructions: The game consists of xx questions of knowledge about different topics, you will have 2 chances to answer the question. |only for 90% of sample:| For each correct question we will give you a ticket to participate in a draw for a \$100 prize (50 students will get the prize). The more correct answers you give, the more tickets you will get for the lottery. We wish you lots of luck!

Now, the dynamics of the game is as follows:

1. I will read the question and the alternatives. I'll do it twice.
2. You have a maximum of 20 seconds to answer. It is possible to answer earlier.
3. You will have 2 chances to answer the question in most questions, in some 1 chance. I will inform you if the answer is right or wrong on each attempt.

K1. Did you understand the game instructions?

1. Yes >- Start quiz
2. No -> Repeat the instructions.

A timer of 20 seconds is required (maximum time given to the student per question). We also need to measure whether the student decides to answer the question before time is over).

The correct answer must be programmed into the survey. On the first attempt, the software must move on to the next question if the answer is correct. If the answer is wrong, the question will be repeated. On the second attempt, the software must indicate whether the answer is correct or incorrect (feedback). In both cases it is possible to move on to the next question.

The interviewer must mark the answer given by the student and click next. The interviewer will know if the student answers correctly when answering the question and immediately moves on to the next question. When the answer is incorrect, the question will be repeated and the interviewer must record the student's response a second time.

The interviewer must check if the student's answer is correct or incorrect on each attempt. And give feedback to the student, according to their answer.

The interviewer should not know the answers to the questions.

Feedback from the enumerator:

First attempt:

Correct: Excellent, correct answer. Go to the next question.

Incorrect: Report: Wrong answer, you get a second chance.

Second attempt:

Right: Excellent, correct answer. Move on to the next question.

Incorrect: Report: Wrong answer, you get a third and final chance.

Nº	Question	Variable Name	Variable Name in Report
	A. SPANISH QUESTIONS		
	1. Within the elements of communication, whoever sends a message is known as: Receiver Context Source Sender Feedback	x2_2_3_p_0 x2_2_3_p_1 x2_2_3_p_2	
	2.- The report must include a bibliography and annexes. TRUE FALSE 1 attempt Feedback	x2_2_8e_p_0	
	3. The currently used communication media are: Radio and television Newspaper and magazines Facebook and whatsapp All of the above Feedback	x2_2_1_p_1 x2_2_1_p_2	
	B. STATISTICS QUESTIONS AND SCIENTIFIC THINKING		
	1. Select three qualities that good research questions should have:	x2_1_20a_p_1 x2_1_20a_p_2	

	Feasible Original Interesting Tedious Extensive Acceptable Asymptotic Feedback		
	2. Assuming something, it helps the following: a) Avoid the axiomatic approach (b) Avoid circular logic (c) Avoids progressive thinking (d) None of the above Feedback	x2_1_20b_p_1 x2_1_20b_p_2	
	3. What measure of Central Tendency is derived from the value of the mean or center of a data set? Mean Median Mode Variance Feedback	x2_1_12_p_1 x2_1_12_p_2	
	4. A logical interpretation based on experience and prior knowledge is: An observation An argument A hypothesis An inference Feedback	x2_1_7_p_1 x2_1_7_p_2	

<p>5. How many 2-digit numbers can you do using the numbers 1, 2, 3 and 4 without repeating?</p> <p>4</p> <p>8</p> <p>12</p> <p>16</p> <p>Feedback</p>	<p>x2_1_9_p_1</p> <p>x2_1_9_p_2</p>	
<p>6. Consider the numbers 1,1,2,3,3: Calculate the mean, mode and median?</p> <p>Mean=2, Mode=1 and 3, Median=2</p> <p>Mean=3, Mode=1, Median=2</p> <p>Mean=2, Mode=3, Median=2</p> <p>Mean=2, Mode=1 and 3, Median=3</p> <p>Feedback</p>	<p>x2_1_8_p_1</p> <p>x2_1_8_p_2</p>	
D. PI QUESTIONS		
<p>1) Which of the following action principles should you follow to become more persistent?</p> <p>1. See problems as a chance to learn and to develop!</p> <p>2. Try to avoid problems as much as possible!</p> <p>3. Give up when a problem slows you down!</p> <p>4. Do not make mistakes, as they hinder you from getting to your goal!</p> <p>5. Ask others to solve problems for you!</p> <p>Feedback</p>	<p>x2_4_4_p_1</p> <p>x2_4_4_p_2</p>	
<p>5) Which of the following action principles should you follow to become more self-starting?</p> <p>1. Copy those who are successful in the exact same way!</p> <p>2. Start an action yourself, don't wait until you have to react!</p> <p>3. Let others explore an idea first!</p> <p>4. Don't waste your energy, wait until you have to react to a problem!</p> <p>5. Accept that sometimes you cannot change unfavorable circumstances!</p>	<p>x2_4_5_p_1</p> <p>x2_4_5_p_2</p>	

	Feedback		
	<p>2) Which element is NO element of the entrepreneurial process?</p> <p>1. Opportunity Identification</p> <p>2. Goal Setting</p> <p>3. Planning</p> <p>4. Feedback</p> <p>5. Retention</p> <p>Feedback</p>	<p>x2_4_2_p_1</p> <p>x2_4_2_p_2</p>	
	E. NEGOTIATION QUESTIONS		
	<p>How would you summarize the best negotiation approach?</p> <p>a) You need to fight a good fight for the best outcome.</p> <p>b) The best negotiation is to not negotiate in the first place.</p> <p>c) Always meet in the middle.</p> <p>d) Happiness means making others happy.</p> <p>e) Chances are that I get what I want if I help you get what you want.</p> <p>Feedback</p>	<p>x2_5_11_p_1</p> <p>x2_5_11_p_2</p>	
	<p>What are compatible issues in negotiations?</p> <p>a) Issues that should be negotiated at the same time.</p> <p>b) Issues where both parties want the same thing.</p> <p>c) Issues that are very similar and can be combined.</p> <p>d) Issues that require a mediator in the negotiation.</p> <p>e) Issues that are minor.</p> <p>Feedback</p>	<p>x2_5_8_p_1</p> <p>x2_5_8_p_2</p>	
	<p>What do you do in case of a negative bargaining zone in negotiations?</p> <p>a) I walk away without closing a deal.</p>	<p>x2_5_5_p_1</p> <p>x2_5_5_p_2</p>	

	b) I try to turn it into a positive bargaining zone. c) I try to close a deal as quickly as possible. d) I work more collaboratively with the other party. e) I ask the other party to make more concessions.		
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Feedback

Excellent, thank you very much for your participation in the survey of the project "Showing Life Opportunities". For your participation in the first part of the survey you have earned \$0.50 as a credit on your phone. For your participation in the second part of the survey you have won x tickets for the \$100 lottery. If you are one of the winners of the lottery, we will contact you to give you instructions.