



ENTREMIND
Fostering Entrepreneurial Mindset

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D2.2 ENTREPRENEURIAL MINDSET ASSESSMENT TOOL FOR ATHLETES

2026



Executive Summary

The ENTREMIND Entrepreneurial Mindset Assessment Tool (EMAT) is a structured self-assessment instrument designed to estimate entrepreneurial readiness among elite and transitioning athletes. This revised version is explicitly grounded in the ENTREMIND Entrepreneurial Mindset Framework, which identifies 10 core components organized across three dimensions: Cognitive Competencies, Emotional-Motivational Traits, and Action-Social Skills.

Developed within the EU-funded ENTREMIND project (Erasmus+ Sport), the tool addresses a critical gap in athlete career transition support: while athletes often possess strong psychological capital transferable to entrepreneurship—resilience, discipline, leadership, mental toughness—they typically lack the technical business competencies needed to act on their entrepreneurial potential.

The revised EMAT measures six directly assessed dimensions through structured items and open-ended reflection prompts: (1) Athletic Identity Level, (2) Entrepreneurial Mindset (now structured around 10 core components across 3 dimensions), (3) Business Skills Confidence, (4) Barrier Profile, (5) Entrepreneurial Self-Efficacy, and (6) a derived Transition Readiness indicator. Results generate a personalized Entrepreneurial Readiness Profile—visualized as a radar chart—that maps directly to targeted learning modules.

The 10-Component Framework

The entrepreneurial mindset assessment is now organized around three dimensions and ten components derived from the ENTREMIND framework:

Dimension 1: Cognitive Competencies	Dimension 2: Emotional-Motivational Traits	Dimension 3: Action-Social Skills
1. Opportunity Awareness & Vision 2. Creative Problem Solving 3. Critical Evaluation 4. Resource Consciousness	5. Self-Efficacy 6. Tolerance for Uncertainty 7. Resilience	8. Initiative & Action 9. Adaptability 10. Building Social Capital

Key Features:

Evidence-Based: Items derived from validated psychometric scales (AIMS-7, Entrepreneurial Self-Efficacy measures), sport-specific career transition literature, and the ENTREMIND 10-component entrepreneurial mindset framework.

Athlete-Centric: Uses sport-relevant language, completes in 15–20 minutes, and is optimized for smartphone completion.

Culturally Sensitive: Designed and reviewed across four European contexts (Poland, Türkiye, Belgium, Norway).

Actionable: Every result points to a specific next step—athletes never receive a score without a clear pathway forward.

Component-Based Diagnostics: The 10-component structure provides granular insight into specific strengths and gaps within the entrepreneurial mindset, enabling highly targeted interventions.

1. Introduction

1.1 Purpose of the Assessment Tool

The Entrepreneurial Mindset Assessment Tool (EMAT) serves as the entry point for athletes engaging with the ENTREMIND program. Like a pre-season fitness test that identifies strengths and areas for conditioning, the EMAT provides athletes with a comprehensive profile of their entrepreneurial readiness—revealing not only what they already possess but precisely where they need development.

The tool fulfills three functions: (1) diagnostic—identifying each athlete’s unique combination of entrepreneurial strengths and gaps across the 10 core components and additional dimensions; (2) prescriptive—directing athletes to the most relevant learning modules based on their component-level scores; and (3) benchmarking—providing a baseline against which athletes can measure growth after completing ENTREMIND training.

1.2 The Entrepreneurship Gap in Athlete Career Transition

The transition from elite sport to post-athletic life represents one of the most significant career disruptions an individual can experience. Unlike conventional retirement at age 60+, athletic retirement typically occurs between ages 28–35, leaving decades of productive life without the identity, income, and social structures that defined the athlete’s existence (Stambulova, 2010).

Entrepreneurship represents a promising but underutilized pathway for transitioning athletes. Research suggests that elite athletes possess psychological capital highly transferable to business—resilience, discipline, goal orientation, leadership, and competitive drive (Ratten, 2015). However, a persistent gap exists between this transferable mindset and the technical business competencies required for successful entrepreneurship.

This “Knowing-Doing Gap”—where entrepreneurial intent is high but execution capability is low—is the central problem the EMAT is designed to diagnose. By precisely identifying where each athlete stands on each of the 10 entrepreneurial mindset components, the tool enables targeted, efficient intervention rather than generic one-size-fits-all training.

1.3 Target Users

Athletes: Active, retired, and dual-career athletes aged 18–40 who are considering, planning, or already pursuing entrepreneurial activity. The tool is self-administrable and mobile-optimized.

Coaches & Career Advisors: Professionals supporting athletes’ career transitions who use the tool to structure development conversations and identify athletes needing additional support.

Program Administrators: ENTREMIND consortium partners and stakeholders using aggregated data to evaluate program impact and tailor interventions.

2. Theoretical Framework

2.1 The ENTREMIND Entrepreneurial Mindset Framework

The entrepreneurial mindset is not a single trait but a constellation of psychological dispositions, cognitive patterns, and behavioral tendencies that enable individuals to identify and act upon opportunities (Ratten, 2015). The ENTREMIND framework organizes these capacities into 10 core components across three dimensions. This structure provides both theoretical coherence and practical diagnostic utility.

Dimension 1: Cognitive Competencies (Bilişsel Yetkinlikler)

These are the thinking skills that enable entrepreneurs to see, evaluate, and plan.

Component	Core Definition	Relevance for Athletes
1. Opportunity Awareness & Vision	The ability to identify opportunities in the environment and translate them into a meaningful future direction.	Athletes trained in reading the field can learn to read the market. Scanning for openings in competition translates to scanning for unmet needs in business.
2. Creative Problem Solving	Generating original solutions by thinking beyond conventional approaches.	Athletes constantly adapt tactics mid-game. This improvisation capacity is directly transferable to entrepreneurial problem-solving with limited resources.
3. Critical Evaluation	Questioning one's own ideas, assumptions, and received feedback objectively.	Performance review is core to sport. Athletes who analyze match footage critically can apply the same rigor to evaluating business assumptions.
4. Resource Consciousness	Making every decision with an internalized awareness that resources (money, time, energy) are finite.	Athletes manage training load, recovery time, and competitive energy. This translates to managing cash flow, time allocation, and team energy in business.

Dimension 2: Emotional-Motivational Traits (Duygusal-Motivasyonel Özellikler)

These are the internal psychological capacities that sustain entrepreneurial effort.

Component	Core Definition	Relevance for Athletes
5. Self-Efficacy	Belief in one's ability to successfully execute specific tasks required to reach goals.	Task-specific confidence built through progressive mastery in sport (Bandura). Small entrepreneurial wins build the same spiral of "I can do this."
6. Tolerance for Uncertainty	Managing anxiety and acting despite unknown outcomes.	Athletes perform under extreme uncertainty (competition outcomes, injury risk). This capacity transfers to tolerating market uncertainty, incomplete data, and ambiguous results.
7. Resilience	Recovering from failure, rejection, and obstacles while extracting lessons.	Athletic careers are defined by setbacks (losses, injuries, deselection). Resilience is arguably the most developed entrepreneurial trait in athletes.

Dimension 3: Action-Social Skills (Eylemsel-Sosyal Beceriler)

These are the behavioral capacities that translate mindset into market action.

Component	Core Definition	Relevance for Athletes
8. Initiative & Action	Acting proactively without waiting for external direction, and taking responsibility for outcomes.	Athletes who self-train, seek extra coaching, or organize team activities demonstrate initiative that transfers directly to entrepreneurial action.
9. Adaptability	Flexibly adjusting plans, products, or direction in response to changing conditions.	Athletes adjust to injuries, rule changes, and new coaches. In business, this becomes the ability to pivot when market feedback demands change.
10. Building Social Capital	Creating collaborative networks, persuading others, and accessing resources through relationships.	Athletes have media profiles, sponsor relationships, and team networks. Converting these into business networks is a distinct but related skill.

2.2 Athletic Identity and Career Transition Psychology

Athletic Identity, as defined by Brewer et al. (1993) through the Athletic Identity Measurement Scale (AIMS), refers to the degree to which an individual identifies with the athlete role. While strong athletic identity drives competitive excellence, it can become a barrier during career transition—athletes who define themselves exclusively through sport struggle to envision alternative futures.

Stambulova's (2010) career transition model describes retirement from sport as a three-phase process: (1) Separation — loss of the “Athlete” label and its social reinforcement system; (2) Liminality — an in-between phase of confusion and identity questioning; and (3) Reincorporation — successful synthesis of a new societal identity.

The EMAT captures sport type (individual vs. team) as a demographic variable and measures athletic identity intensity to flag at-risk profiles. Individual sport athletes face higher transition risk due to greater identity fusion and less team-based social support.

2.3 Context-Dependent Barriers to Athlete Entrepreneurship

Barriers to entrepreneurship are not universal—they are shaped by national economic, cultural, and regulatory contexts. The EMAT captures these context-dependent dynamics through its Barrier Profile dimension.

Four cross-cutting themes affect athletes across all contexts: (1) “Golden Handcuffs” — high-earning athletes face psychological barriers due to expected income reduction; (2) “Identity Paralysis” — athletes with very high athletic identity struggle to envision themselves outside sport; (3) “Informal Hustle” — many athletes already engage in entrepreneurial activity informally; (4) “Institutional Blindness” — existing support structures are designed for conventional entrepreneurs.

3. Tool Development Methodology

3.1 Item Generation Process

Items were generated through a systematic process grounded in the ENTREMIND 10-component framework:

Source 1 — ENTREMIND Framework: Each of the 10 core components was operationalized into 3 assessment items, ensuring comprehensive coverage of all three dimensions (Cognitive, Emotional-Motivational, Action-Social). Component definitions, detailed descriptions, and illustrative examples guided item construction.

Source 2 — Academic Literature: Items were cross-referenced with established instruments including the Athletic Identity Measurement Scale (AIMS-7; Brewer et al., 1993), entrepreneurial self-efficacy measures (adapted from De Noble et al., 1999), and career transition readiness frameworks (Stambulova, 2010).

Source 3 — Practitioner Input: Consultation with athlete career advisors, sports psychologists, and former athlete-entrepreneurs across all four partner countries ensured items reflected real-world experiences.

3.2 Expert Review

An expert panel of 8 reviewers was convened across four domains: Sports Psychology (2), Entrepreneurship Education (2), Former Athlete-Entrepreneurs (2), and Dual Career Policy Experts (2), representing all four partner countries.

Each expert independently rated every candidate item on four criteria using a 4-point scale: (1) Relevance to the target component, (2) Clarity and readability for athletes, (3) Cultural sensitivity across the four countries, and (4) Athlete-friendliness of language. The Content Validity Index (CVI) threshold was set at ≥ 0.80 .

3.3 Pilot Testing Protocol

The EMAT was pilot-tested with 30 athletes across all four partner countries (Poland: 8, Türkiye: 7, Belgium: 8, Norway: 7), balanced for gender, career stage, and sport type. Internal consistency, test-retest reliability, and cognitive interviews were conducted as preliminary quality checks.

4. Assessment Framework

4.1 Dimensions and Sub-Dimensions

Dimension	Items	What It Measures	Linked Module
A. Athletic Identity Level	7 (Likert 1–5)	Strength of exclusive identification with sport role	Module 1: Identity & Mindset
B. Entrepreneurial Mindset B.1 Cognitive Competencies B.2 Emotional-Motivational B.3 Action-Social Skills	30 (Likert 1–5) 10 components × 3 items	10 core entrepreneurial mindset components organized in 3 dimensions, measuring transferable psychological capital	Module 1: Identity & Mindset
C. Business Skills Confidence	6 (Likert 1–5)	Self-rated competency in 6 business domains	Module 4: Financial Fundamentals
D. Barrier Profile	10 (Ranking + Likert)	Perceived obstacles to entrepreneurship	Module 2 / Module 3
E. Entrepreneurial Self-Efficacy	6 (Likert 1–5)	Belief in ability to start and run a business	Module 2: Safe Start Pathway
F. Transition Readiness	Derived	Summary of overall preparedness; derived from other dimensions	Module 1: Identity & Mindset

4.2 Scoring Methodology

Each directly assessed dimension produces a mean score on a 1–5 scale. Reverse-coded items (marked “R”) are inverted before averaging: 1→5, 2→4, 3→3, 4→2, 5→1.

The Entrepreneurial Mindset dimension (Section B) provides scores at three levels: (1) Individual component scores (10 scores), (2) Dimension-level scores (3 scores: Cognitive, Emotional-Motivational, Action-Social), and (3) Overall Mindset score (mean of all 30 items).

The Entrepreneurial Readiness Index (ERI) combines the five directly assessed dimensions:

ERI = (0.20 × [5 – Athletic Identity]) + (0.30 × Mindset) + (0.20 × Skills) + (0.10 × [5 – Barriers]) + (0.20 × Self-Efficacy)

4.3 Interpretation Guide (Traffic Light System)

Level	Score Range	Interpretation	Recommended Action
Green (Ready)	4.0 – 5.0	Strong foundation; ready for advanced content	Proceed to Modules 2–3; consider mentorship
Amber (Developing)	2.5 – 3.9	Moderate readiness; targeted development needed	Complete relevant foundational modules
Red (Needs Attention)	1.0 – 2.4	Significant gap; foundational work required	Begin with Module 1 or 4; consider support

A “Red” score is not a failure—it is a starting point. Like identifying a muscle group that needs conditioning, Red simply means “start training here.”

4.4 Profile Visualization (Radar Chart)

Results are displayed as a multi-axis radar chart. The primary chart shows the six main dimensions (Athletic Identity inverted, Entrepreneurial Mindset, Business Skills, Barrier Intensity inverted, Self-Efficacy, Transition Readiness). A supplementary 10-axis component chart provides granular insight into individual mindset components, allowing athletes and coaches to identify specific strengths and gaps within the entrepreneurial mindset construct.

5. The Assessment Instrument

5.1 Administration Instructions

Welcome to the ENTREMIND Entrepreneurial Mindset Assessment!

Think of this as a pre-season fitness test — but for your entrepreneurial readiness. Just as a fitness test identifies your speed, strength, and endurance to build the right training plan, this assessment identifies your entrepreneurial strengths and gaps to build the right development plan. There are no right or wrong answers — just honest ones.

Time Required: Approximately 15–20 minutes

Format: 57 structured questions + 4 optional open reflection prompts

Privacy: Your individual responses are confidential. Only anonymized, aggregated data may be used for research purposes, and only with your explicit consent.

Tip: Complete in one sitting, in a quiet moment — during travel, between sessions, or before bed.

5.2 Section A: Demographics & Athletic Background

Tell us about yourself and your athletic career. This helps us tailor your results to your specific context.

A1. Gender: ☐ Male ☐ Female ☐ Non-binary ☐ Prefer not to say

A2. Age: _____ years

A3. Country of Residence: ☐ Poland ☐ Türkiye ☐ Belgium ☐ Norway ☐ Other: _____

A4. Primary Sport: _____

A5. Sport Type: ☐ Individual ☐ Team

A6. Current Career Stage: ☐ Active Elite ☐ Active Semi-Pro/Amateur ☐ Retired (<5 years) ☐ Retired (>5 years) ☐ Youth/Dual Career

A7. Dual Career Status: ☐ 100% focused on sport ☐ Combining sport with education ☐ Combining sport with part-time/full-time work ☐ Retired and working

5.3 Section B: Athletic Identity Assessment

How much does being an athlete define who you are? This section helps us understand your relationship with your sport identity — an important factor in career transition readiness. Rate each statement from 1 (Strongly Disagree) to 5 (Strongly Agree).

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

#	Statement	1	2	3	4	5
B1	I consider myself an athlete above all else.	☐	☐	☐	☐	☐
B2	I have many goals related to sport.	☐	☐	☐	☐	☐
B3	Most of my friends are athletes or connected to the sport world.	☐	☐	☐	☐	☐
B4	Sport is the most important part of my life.	☐	☐	☐	☐	☐
B5	I spend more time thinking about sport than anything else.	☐	☐	☐	☐	☐
B6	I need to participate in sport to feel good about myself.	☐	☐	☐	☐	☐
B7	I have interests and skills outside of sport that I am proud of. (R)	☐	☐	☐	☐	☐

(R) = Reverse-coded item

5.4 Section C: Entrepreneurial Mindset Assessment

This section measures the 10 core components of the entrepreneurial mindset. Think about how you approach challenges, both in sport and in everyday life. These questions assess transferable capacities you have already built through your athletic career.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

Dimension 1: Cognitive Competencies

C.1 Opportunity Awareness & Vision

The ability to identify opportunities in the environment and translate them into a meaningful future direction.

#	Statement	1	2	3	4	5
C1	I often notice unmet needs or problems around me that could be turned into a product or service.	☐	☐	☐	☐	☐
C2	When I see an opportunity, I can envision how it could grow into something meaningful—not just as a quick fix, but as a lasting solution.	☐	☐	☐	☐	☐
C3	I can connect everyday observations (trends, gaps, complaints) to potential business ideas.	☐	☐	☐	☐	☐

C.2 Creative Problem Solving

Generating original solutions by stepping outside conventional approaches.

#	Statement	1	2	3	4	5
C4	When faced with a problem, I look for unconventional solutions rather than following the standard approach.	☐	☐	☐	☐	☐
C5	I can achieve results with limited resources by finding creative workarounds.	☐	☐	☐	☐	☐
C6	I sometimes realize that the real problem is different from what it initially appeared to be, and I adjust my approach accordingly.	☐	☐	☐	☐	☐

C.3 Critical Evaluation

Questioning one's own ideas, assumptions, and received feedback objectively.

#	Statement	1	2	3	4	5
C7	Before committing to an idea, I actively look for reasons it might be wrong.	☐	☐	☐	☐	☐
C8	I can accept critical feedback without taking it personally and use it to improve.	☐	☐	☐	☐	☐
C9	I tend to assume my initial ideas are correct and resist changing them. (R)	☐	☐	☐	☐	☐

C.4 Resource Consciousness

Making decisions with an internalized awareness that resources (money, time, energy) are finite.

#	Statement	1	2	3	4	5
C10	When making decisions, I consider the opportunity cost—what I am giving up by choosing one option over another.	☐	☐	☐	☐	☐

C11	I prioritize spending my time and money on what matters most, rather than spreading resources thinly across everything.	☐	☐	☐	☐	☐
C12	I can distinguish between what I need and what I want, and I act accordingly even under pressure.	☐	☐	☐	☐	☐

Dimension 2: Emotional-Motivational Traits

C.5 Self-Efficacy

Belief in one's ability to successfully execute specific tasks required to reach goals.

#	Statement	1	2	3	4	5
C13	When I face a task I have never done before, I believe I can learn and succeed at it.	☐	☐	☐	☐	☐
C14	Small successes in new areas give me confidence to take on bigger challenges.	☐	☐	☐	☐	☐
C15	I doubt my ability to succeed in areas outside of sport. (R)	☐	☐	☐	☐	☐

C.6 Tolerance for Uncertainty

Managing anxiety and acting despite unknown outcomes.

#	Statement	1	2	3	4	5
C16	I can make decisions and take action even when I do not have all the information.	☐	☐	☐	☐	☐
C17	I am comfortable starting something new without knowing exactly how it will turn out.	☐	☐	☐	☐	☐
C18	I tend to wait until conditions are perfect before I act, which often means I do not act at all. (R)	☐	☐	☐	☐	☐

C.7 Resilience

Recovering from failure, rejection, and obstacles while extracting lessons.

#	Statement	1	2	3	4	5
C19	When I experience a setback, I can bounce back and refocus relatively quickly.	☐	☐	☐	☐	☐
C20	I view failures as learning opportunities rather than signs that I am not good enough.	☐	☐	☐	☐	☐
C21	After a major disappointment, I create a new plan rather than giving up.	☐	☐	☐	☐	☐

Dimension 3: Action-Social Skills

C.8 Initiative & Action

Acting proactively without waiting for external direction, and taking responsibility for outcomes.

#	Statement	1	2	3	4	5
C22	I tend to take action on my ideas rather than waiting for someone to tell me to start.	☐	☐	☐	☐	☐
C23	I would rather start imperfectly than wait for perfect conditions that may never come.	☐	☐	☐	☐	☐
C24	When I take action, I accept full responsibility for the outcomes—good or bad.	☐	☐	☐	☐	☐

C.9 Adaptability

Flexibly adjusting plans, products, or direction in response to changing conditions.

#	Statement	1	2	3	4	5
C25	When my original plan is not working, I can change direction without seeing it as failure.	☐	☐	☐	☐	☐
C26	I pay attention to feedback and data, and I am willing to change my approach based on what they tell me.	☐	☐	☐	☐	☐
C27	I find it difficult to let go of a plan I have invested time in, even when evidence suggests I should. (R)	☐	☐	☐	☐	☐

C.10 Building Social Capital

Creating collaborative networks, persuading others, and accessing resources through relationships.

#	Statement	1	2	3	4	5
C28	I actively build and maintain a network of people from different backgrounds and fields.	☐	☐	☐	☐	☐
C29	I can persuade and inspire others to support an idea or project I believe in.	☐	☐	☐	☐	☐
C30	I invest in relationships by offering help and value to others, not just asking for favors.	☐	☐	☐	☐	☐

(R) = Reverse-coded item

5.5 Section D: Business Skills Confidence

How confident do you feel in the following business-related areas right now? Be honest — most athletes score lower here, and that is exactly what the ENTREMIND programme is designed to address. Rate from 1 (Not at all confident) to 5 (Very confident).

#	Statement	1	2	3	4	5
D1	Teamwork & Leadership (building and managing a business team)	☐	☐	☐	☐	☐
D2	Resilience & Mindset (handling business setbacks and uncertainty)	☐	☐	☐	☐	☐
D3	Public Speaking (pitching ideas, media, client presentations)	☐	☐	☐	☐	☐
D4	Digital Marketing (social media, branding, online sales)	☐	☐	☐	☐	☐
D5	Financial Planning (budgets, cash flow, tax planning)	☐	☐	☐	☐	☐
D6	Legal & Regulatory (contracts, registration, compliance)	☐	☐	☐	☐	☐

5.6 Section E: Barrier Identification

What is holding you back from entrepreneurship? Understanding your specific obstacles helps us point you to the right resources.

Part 1: Your Top Barriers (Rank your TOP 3, with 1 = biggest barrier)

- ___ Lack of money / start-up capital
- ___ Fear of losing money / financial risk
- ___ Lack of business knowledge or skills
- ___ No time (training and competition schedule)
- ___ Fear of failure or damage to my reputation
- ___ Don't know where or how to start
- ___ Lack of mentors or support network
- ___ Complex bureaucracy, taxes, or regulations

Part 2: Barrier Experiences (Rate 1–5: Strongly Disagree to Strongly Agree)

#	Statement	1	2	3	4	5
E1	My current sport income makes it hard to accept a lower income while starting a business.	☐	☐	☐	☐	☐
E2	My training and competition schedule leaves me virtually no time for anything else.	☐	☐	☐	☐	☐
E3	I am already earning money on the side (coaching, selling products, social media) but it is not officially registered.	☐	☐	☐	☐	☐
E4	The business support systems available do not feel designed for someone like me.	☐	☐	☐	☐	☐
E5	I am afraid that if I try a business and fail, people will think less of me.	☐	☐	☐	☐	☐
E6	The economic situation in my country makes starting a business feel too risky right now.	☐	☐	☐	☐	☐
E7	I feel confident I know the legal steps needed to register a business in my country. (R)	☐	☐	☐	☐	☐

E8	My family and close circle would be supportive if I wanted to start a business. (R)	☐	☐	☐	☐	☐
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(R) = Reverse-coded item

5.7 Section F: Entrepreneurial Self-Efficacy

Self-efficacy is your belief in your ability to actually do something — not just know about it. Rate from 1 (Not at all confident) to 5 (Very confident).

#	Statement	1	2	3	4	5
F1	Identify a viable business idea based on my skills, interests, and network.	☐	☐	☐	☐	☐
F2	Create a simple business plan or 'game plan' for a new venture.	☐	☐	☐	☐	☐
F3	Manage the basic finances of a small business (budgeting, invoicing, taxes).	☐	☐	☐	☐	☐
F4	Attract and retain customers or clients for my product or service.	☐	☐	☐	☐	☐
F5	Navigate the legal and regulatory requirements to register and run a business in my country.	☐	☐	☐	☐	☐
F6	Balance running a business alongside my other commitments (sport, family, education).	☐	☐	☐	☐	☐

5.8 Section G: Open-Ended Reflection Prompts

Take a moment to reflect. These questions are optional but highly recommended — many athletes find them the most valuable part. Write as much or as little as you feel.

G1. Think about your athletic career. Describe a moment where you demonstrated one or more of the following entrepreneurial skills: spotting an opportunity, solving a problem creatively, questioning your own assumptions, managing limited resources, acting on initiative, adapting to change, or building a valuable network. What happened and what did you learn?

G2. What does 'success after sport' look like to you? Paint the picture.

G3. If you had unlimited time, resources, and support, what business would you start? Why?

G4. Looking at the 10 entrepreneurial mindset components (Opportunity Awareness, Creative Problem Solving, Critical Evaluation, Resource Consciousness, Self-Efficacy, Tolerance for Uncertainty, Resilience, Initiative & Action, Adaptability, Building Social Capital) — which one do you feel is your strongest? Which one do you most want to develop? Why?

6. Scoring & Results

6.1 Scoring Key

All Likert items scored 1–5. Reverse-coded items inverted before calculation (1→5, 2→4, 3→3, 4→2, 5→1). Transition Readiness is reported separately as a derived summary indicator.

Reverse-coded items: B7, C9, C15, C18, C27, E7, E8

Section E Part 1 (barrier ranking) is scored separately as a categorical indicator; it does not contribute to the numeric ERI.

6.2 Dimension Score Calculation

Dimension	Items	Calculation
Athletic Identity	B1–B7	Mean of B1–B7 (after reversing B7)
Entrepreneurial Mindset (Overall)	C1–C30	Mean of C1–C30 (after reversing C9, C15, C18, C27)
→ Cognitive Competencies	C1–C12	Mean of C1–C12 (after reversing C9)
→ Emotional-Motivational	C13–C21	Mean of C13–C21 (after reversing C15, C18)
→ Action-Social Skills	C22–C30	Mean of C22–C30 (after reversing C27)
Business Skills	D1–D6	Mean of D1–D6
Barrier Intensity	E1–E8	Mean of E1–E8 (after reversing E7, E8)
Self-Efficacy	F1–F6	Mean of F1–F6
Transition Readiness (derived)	Composite	$([5-AI] \times 0.40) + (SE \times 0.30) + ([5-BI] \times 0.30)$

6.3 Component-Level Scoring

In addition to dimension-level scores, the EMAT provides individual scores for all 10 entrepreneurial mindset components. This granular view enables targeted intervention planning:

Component	Items	Calculation
1. Opportunity Awareness & Vision	C1–C3	Mean of C1, C2, C3
2. Creative Problem Solving	C4–C6	Mean of C4, C5, C6
3. Critical Evaluation	C7–C9	Mean of C7, C8, C9 (reverse C9)
4. Resource Consciousness	C10–C12	Mean of C10, C11, C12
5. Self-Efficacy	C13–C15	Mean of C13, C14, C15 (reverse C15)
6. Tolerance for Uncertainty	C16–C18	Mean of C16, C17, C18 (reverse C18)
7. Resilience	C19–C21	Mean of C19, C20, C21
8. Initiative & Action	C22–C24	Mean of C22, C23, C24
9. Adaptability	C25–C27	Mean of C25, C26, C27 (reverse C27)
10. Building Social Capital	C28–C30	Mean of C28, C29, C30

6.4 Entrepreneurial Readiness Index (ERI)

$$\text{ERI} = (0.20 \times [5 - \text{AI}]) + (0.30 \times \text{EM}) + (0.20 \times \text{BS}) + (0.10 \times [5 - \text{BI}]) + (0.20 \times \text{SE})$$

Produces a score from 1.0 to 5.0, interpreted via the traffic light system (Section 4.3). Transition Readiness should be read in parallel as a supplementary profile indicator.

6.5 Results-to-Module Pathway Map

If Your Profile Shows...	Priority Module	What You Will Work On
High Athletic Identity + Low Transition Readiness	Module 1: Identity & Mindset	Identity diversification, “Who am I beyond sport?” exercises, fear reframing
Low Cognitive Competencies (Components 1–4)	Module 1: Identity & Mindset	Opportunity recognition exercises, creative thinking workshops, assumption-testing, resource allocation practice
Low Emotional-Motivational Traits (Components 5–7)	Module 2: Safe Start Pathway	Self-efficacy building through small wins, uncertainty management, resilience coaching
Low Action-Social Skills (Components 8–10)	Module 2: Safe Start Pathway	Action planning, pivot exercises, networking strategies, stakeholder engagement
High Barriers + Income Fear flagged	Module 2: Safe Start Pathway	Low-risk business models, financial runway planning
Informal Activity + Low Legal Confidence	Module 3: Bureaucracy Hacker	Country-specific registration guides, tax optimization, compliance basics
Low Financial/Legal Skills	Module 4: Financial Fundamentals	Cash flow management, tax basics, contract templates, invoicing
High Mindset + High Skills + Low Barriers	Advanced Track	Business plan development, mentorship matching, investor readiness

7. User Guide for Athletes

7.1 How to Complete the Assessment

Step 1 — Find Your Window: Set aside a quiet 20-minute slot. During travel, between sessions, or before bed works well.

Step 2 — Be Honest: There are no wrong answers. If you are not confident in financial planning, say so — that is the information that helps most.

Step 3 — Complete All Sections: Work through A to F. Section G (open-ended) is optional but strongly recommended.

Step 4 — Review Your Profile: Your radar chart shows your overall profile. The 10-component breakdown shows exactly which entrepreneurial capacities are strongest and which need development.

7.2 Understanding Your Results

Your results are presented at two levels:

Overall Radar Chart: Shows your six main dimensions (Athletic Identity, Entrepreneurial Mindset, Business Skills, Barrier Intensity, Self-Efficacy, Transition Readiness). This gives the big picture.

10-Component Breakdown: Shows your score on each of the 10 entrepreneurial mindset components. This is where the actionable detail lives — it tells you exactly which “muscles” need training.

The 10 Components at a Glance

Opportunity Awareness & Vision: Can you spot opportunities and envision where they lead?

Creative Problem Solving: Can you find unconventional solutions with limited resources?

Critical Evaluation: Can you question your own assumptions honestly?

Resource Consciousness: Do you make smart decisions about how to use your time, money, and energy?

Self-Efficacy: Do you believe you can succeed at specific entrepreneurial tasks?

Tolerance for Uncertainty: Can you act even when the outcome is not guaranteed?

Resilience: Can you bounce back from setbacks and learn from them?

Initiative & Action: Do you start things without waiting for permission?

Adaptability: Can you change direction when the evidence says you should?

Building Social Capital: Do you build and maintain meaningful professional relationships?

7.3 Your Personalized Next Steps

Red components: Start here. These need foundational work before anything else.

Amber components: Work on these next. Targeted development will move you to Green.

Green components: Your strengths. Leverage these — and consider mentoring other athletes.

You do not need to complete every module. Focus on the ones flagged for your specific component profile. Like sport training, specificity beats volume.

7.4 FAQ

Q: Is this a test? Can I fail? A: No. This is a development tool, not an exam. There is no pass/fail.

Q: Will my coach see my answers? A: No. Your individual responses are confidential.

Q: I am still actively competing. Is this relevant? A: Absolutely. The best time to start thinking about your post-sport career is during your active years.

Q: I already have a side business. Should I take this? A: Yes. It will show which of the 10 components you have developed and which still need work.

Q: Can I retake it later? A: Yes, and we recommend it — like measuring progress at the end of a training block.

Q: What if my scores are mostly Red? A: That is a starting point, not a verdict. Red means “start training here.”

8. User Guide for Coaches & Career Advisors

8.1 Administration Guidelines

Individual: Share the assessment with the athlete. No facilitation required. Follow up with optional 1-on-1 discussion.

Group Setting: Reserve a quiet room. Allow 25–30 minutes (20 completion + 10 general discussion — never individual results). Emphasize: development tool, not evaluation.

Pre-Briefing: “This helps you understand your entrepreneurial strengths and where the programme can support you. No right or wrong answers. Your results are confidential.”

8.2 Facilitating Results Discussion

1. Normalize: “Every athlete has areas of strength and areas for growth. That is the point.”

2. Celebrate Strengths: Start with what scored well. Validate that their athletic career built real entrepreneurial capital.

3. Use the 10-Component Profile: Walk through the component scores. Athletes respond well to specific, actionable feedback: “Your Resilience is strong — that is a real asset. Your Resource Consciousness could use some development — let us work on that.”

4. Connect to Action: Link each gap to a specific module and component-level exercise. Make the next step concrete and time-bound.

5. Check Emotional Response: Career transition can be deeply emotional. Watch for distress and respond with empathy.

8.3 Identifying At-Risk Profiles

Profile Pattern	Risk Level	Recommended Response
Very High Athletic Identity + Very Low Self-Efficacy (Component 5)	High	Prioritize identity work (Module 1); consider sports psychologist referral
High Barriers + High Mindset	Moderate	Has the mindset but feels blocked; focus on barrier removal (Modules 2–3)
Low Cognitive Competencies + High Emotional-Motivational	Moderate	Motivated but lacks strategic thinking tools; focus on Dimension 1 development
Low Initiative (Component 8) + Low Tolerance for Uncertainty (Component 6)	Moderate	Paralyzed by perfection; needs structured small-step action plans (Module 2)
Low Social Capital (Component 10) + Retired	Elevated	At risk of isolation; connect to networking events, community, mentors
Self-Efficacy very low across all items	Elevated	May indicate broader confidence concerns; explore sensitively in 1-on-1

8.4 Development Planning Template

1. Top 3 Strongest Components: Which of the 10 components scored highest? How can these be leveraged?

2. Top 3 Components for Development: Which scored lowest? Which modules and exercises address these?

3. Dimension Balance: Is there a dimension (Cognitive, Emotional-Motivational, or Action-Social) that is significantly weaker than the others?

4. Primary Barrier: What is the #1 barrier from Section E? What concrete step can reduce it?

5. 30-Day Action: What one thing can the athlete do in the next 30 days?

6. 90-Day Review: Schedule a follow-up to retake and measure progress.

8.5 Ethical Considerations

Confidentiality: Individual results belong to the athlete. Never share without explicit consent.

Non-Diagnostic: This is a development tool, not a clinical or fully validated psychometric instrument. Never use results to label, diagnose, or gatekeep.

Voluntary: Participation must be fully voluntary. Athletes may decline or keep results private.

Sensitivity: Career transition can surface anxiety, grief, or identity concerns. Respond with empathy and offer appropriate resources.

Cultural Awareness: Entrepreneurship carries different connotations across cultures. Approach sensitively.



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