

EntreComp: a practical guide

Disclaimer

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About EntreComp: The Entrepreneurship Competence Framework

What is EntreComp?

EntreComp is a comprehensive, flexible and multi-purpose reference framework designed to help you understand what is meant by entrepreneurship as a key competence for lifelong learning and to be able to use this in your work. It is intended to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations and was launched in 2016 as part of the [New Skills Agenda for Europe](#).

EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial – discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value or others.

Entrepreneurship as a competence

Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. EntreComp recognises the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community initiatives to applied learning at university. In the EntreComp framework, entrepreneurship competence is both an individual and collective capacity.

Entrepreneurship is a competence for life. Being creative or thinking about how to do things in new ways is equally relevant to progressing your career or coming up with new business ideas.

Taking the initiative, mobilising others and getting them on board with your idea are useful skills when fundraising for your local sports team, or establishing a new social enterprise. Understanding how to put a plan into action and use finances wisely are relevant for your own life and for business planning in a small or medium-sized company (SME).

EntreComp basics

EntreComp identifies the competences that make someone entrepreneurial. These can then be used to support entrepreneurial learning in different settings – this may include civil society, companies, education, youth work, communities, start-ups and among individuals.

The EntreComp wheel offers an overview of the different yet interconnected competences. These competences are designed to help you think about the entrepreneurial skills and attitudes that your work involves, they can be used as a guide when designing a new activity and/or a model for you to use or adapt for learning and assessment.

At its very simplest level, EntreComp is made up of 3 competence areas: Ideas & Opportunities, Resources, and Into Action. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.



The EntreComp wheel 3 competence areas

15 competences of equal importance

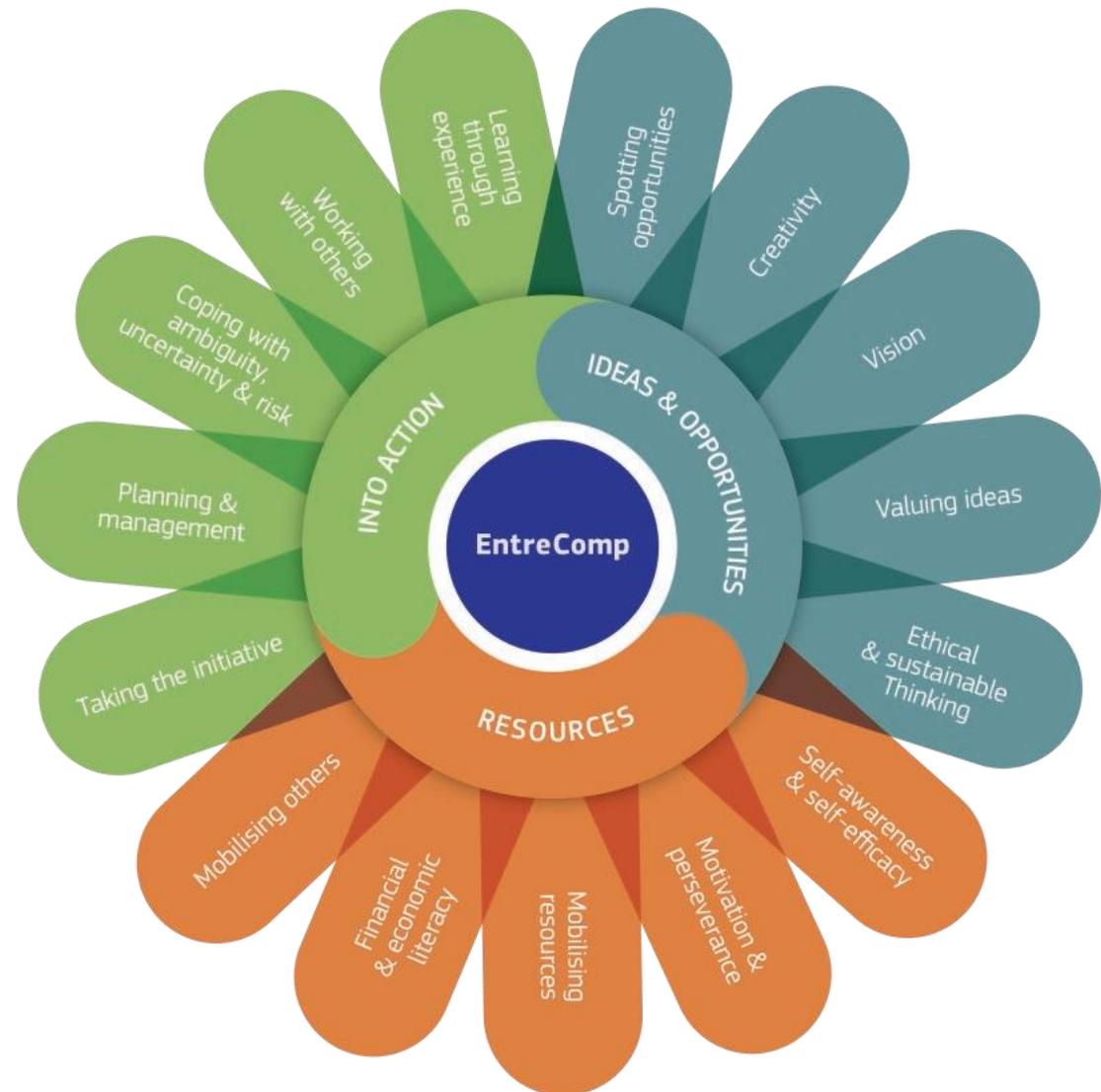
There is no single core competence in EntreComp, and the competences are of equal importance. The competences are numbered to allow ease of reference (see pages 15, 16, 17), but the order in which they are presented does not imply a sequence in the acquisition process or a hierarchy. A learning activity or development tool may address only 1 competence or develop all 15 competences.

Adaptable and flexible

Depending on where and how EntreComp is used, it is reasonable to expect that emphasis be placed on some competences more than others, or that the model is adapted with less competences prioritised to mirror a particular entrepreneurial learning process or experience.

A simple starting point

In other words, the EntreComp wheel can be seen as a simple starting point for understanding and interpreting what is meant by the entrepreneurship competence. It can be refined and applied in more depth to address the particular needs of specific target groups. The next three pages provide a more detailed explanation of the 3 competence areas and 15 competences.



The EntreComp wheel 3 competence areas and 15 competences

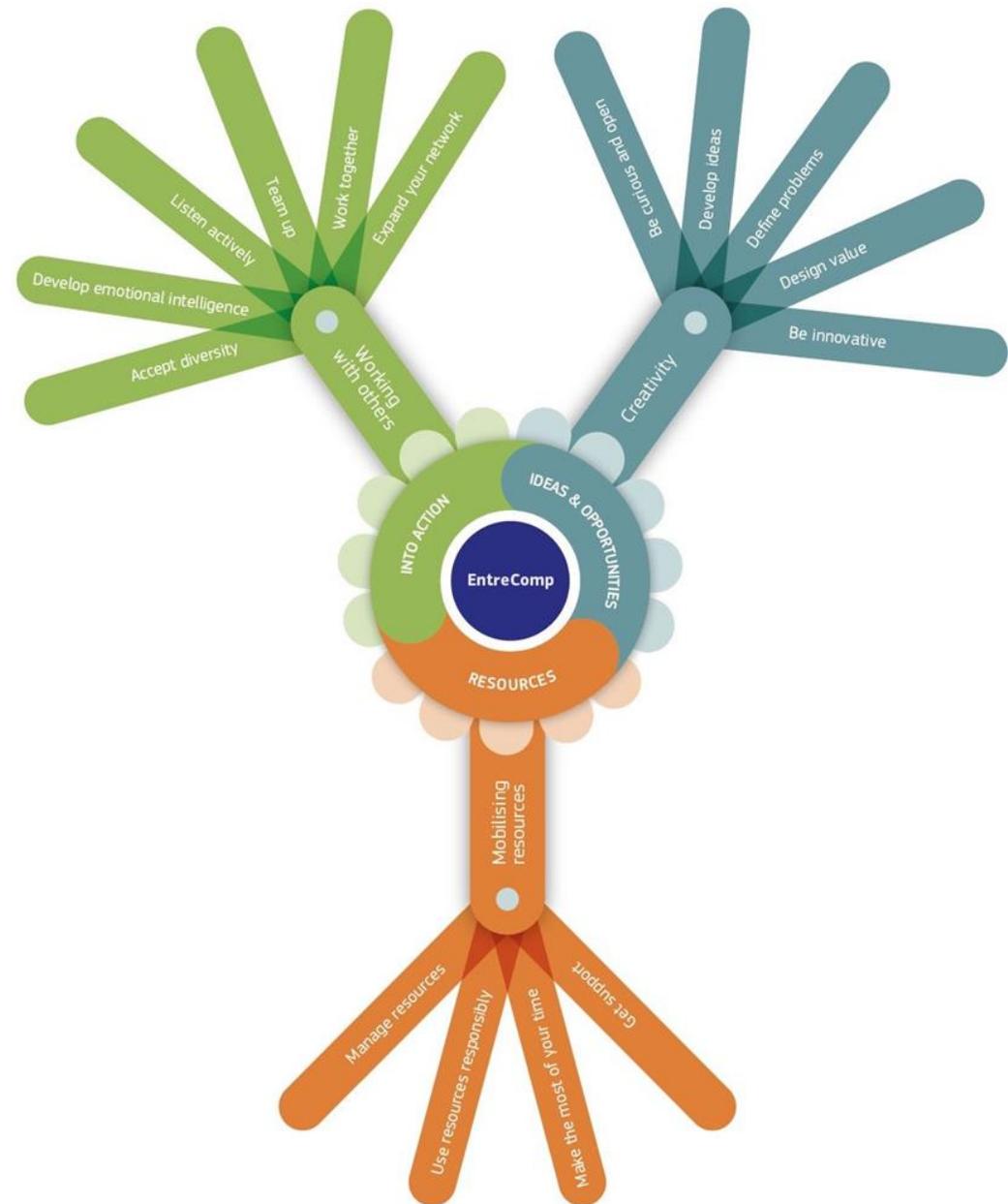
EntreComp building blocks

Beneath each of the 15 competences are a number of different threads that describe what the particular competence really means in practical terms. These threads are the building blocks of each competence. The image on the right shows the threads for 3 competences: Creativity, Working with others and Mobilising resources. For example, the threads for Creativity are Be curious & open, Develop ideas, Define problems, Design value, and Be innovative.

A progression model with 8 levels

Each thread has associated learning outcomes across 8 progression levels, from foundation to intermediate, advanced and expert levels (see page 20). This sense of progression is important when considering the development of a learner over time, the different starting points of learners or exploring to create a coherent entrepreneurship education pathway.

For the Creativity competence, the Develop ideas thread suggests learning outcomes for each of the 8 levels of progression model. This ranges from I can develop ideas that solve problems that are relevant to me and my surroundings at level 1, to I can test the value of my solutions with end users at level 4, to the more complex I can set up processes to involve stakeholders in finding, developing and testing ideas at level 6.



Expanding the EntreComp wheel to show the threads for 3 competences

With increasing autonomy of the learner

The progression model illustrates the connection between the learning outcomes and the increasing level of autonomy of the learner. This starts at foundation level where the learner is expected to gradually decrease external support, and progress through intermediate to advanced and expert levels where learners would work more autonomously to transform ideas into action with increasing levels of impact. The progression model highlights that proficiency depends upon the capacity of the learner to deal with situations of greater complexity.

Adaptable to suit your context

Adapting EntreComp offers the opportunity for it to be tailored to a specific audience or goal

EntreComp learning outcomes may not be sufficiently specific to be directly used for didactic planning or curriculum development. They may need to be adapted to real learning contexts to become meaningful and applicable. With the different starting points of an individual learner and the different priorities of a learning activity or goal, learning outcomes for the same activity may be drawn from different levels of the progression model to reflect this

EntreComp can help enterprises to respond to the challenges of the business environment, young people to recognise their non-formal and informal competences and trainers to have a common culture for engaging global change processes.

CLAUDIA IORMETTI

OPENGROUP.EU COOPERATIVE#

Before EntreComp I saw different and separated sectors (business, policy making, youth work), now I see a truly cross-sector approach, provided that we use EntreComp to get all the pieces to make them work together.

JUAN RATTO-NIELSEN

INTER·ACCION

Learners have different starting points for their skills development and the different priorities of a learning activity; so, learning outcomes from across different levels of the progression model may be relevant for the same learning activity.

ANDY PENALUNA

UNIVERSITY OF WALES – TRINITY SAINT DAVID

EntreComp progression model

| FOUNDATION RELYING ON SUPPORT FROM OTHERS | | INTERMEDIATE BUILDING INDEPENDENCE | | ADVANCED TAKING RESPONSIBILITY | | EXPERT DRIVING TRANSFORMATION, INNOVATION AND GROWTH | |
|---|---|--|--|---|---|--|--|
| Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services) | With reduced support from others, some autonomy and together with my peers. | On my own and together with my peers. | Taking and sharing some responsibilities. | With some guidance and together with others. | Taking responsibility for making decisions and working with others. | Taking responsibility for contributing to complex developments in a specific field | Contributing substantially to the development of a specific field |
| 1. Discover | 2. Explore | 3. Experiment | 4. Dare | 5. Improve | 6. Reinforce | 7. Expand | 8. Transform |
| Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes. | Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes. | Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences. | Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this. | Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship. | Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges. | Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high. | Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done. |

EXAMPLE: LEARNING OUTCOMES / AREA: IDEAS & OPPORTUNITIES / COMPETENCE: CREATIVITY / THREAD: DEVELOP IDEAS

| | | | | | | | |
|---|--|--|--|--|--|--|---|
| I can develop ideas that solve problems that are relevant to me and my surroundings | Alone and as part of a team, I can develop ideas that create value for others. | I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way. | I can test the value of my solutions with end users. | I can describe different techniques to test innovative ideas with end users. | I can set up processes to involve stakeholders in finding, developing and testing ideas. | I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creatin activity. | I can design new processes to involve stakeholders in generating, developing and testing ideas that create value. |
|---|--|--|--|--|--|--|---|

Using EntreComp

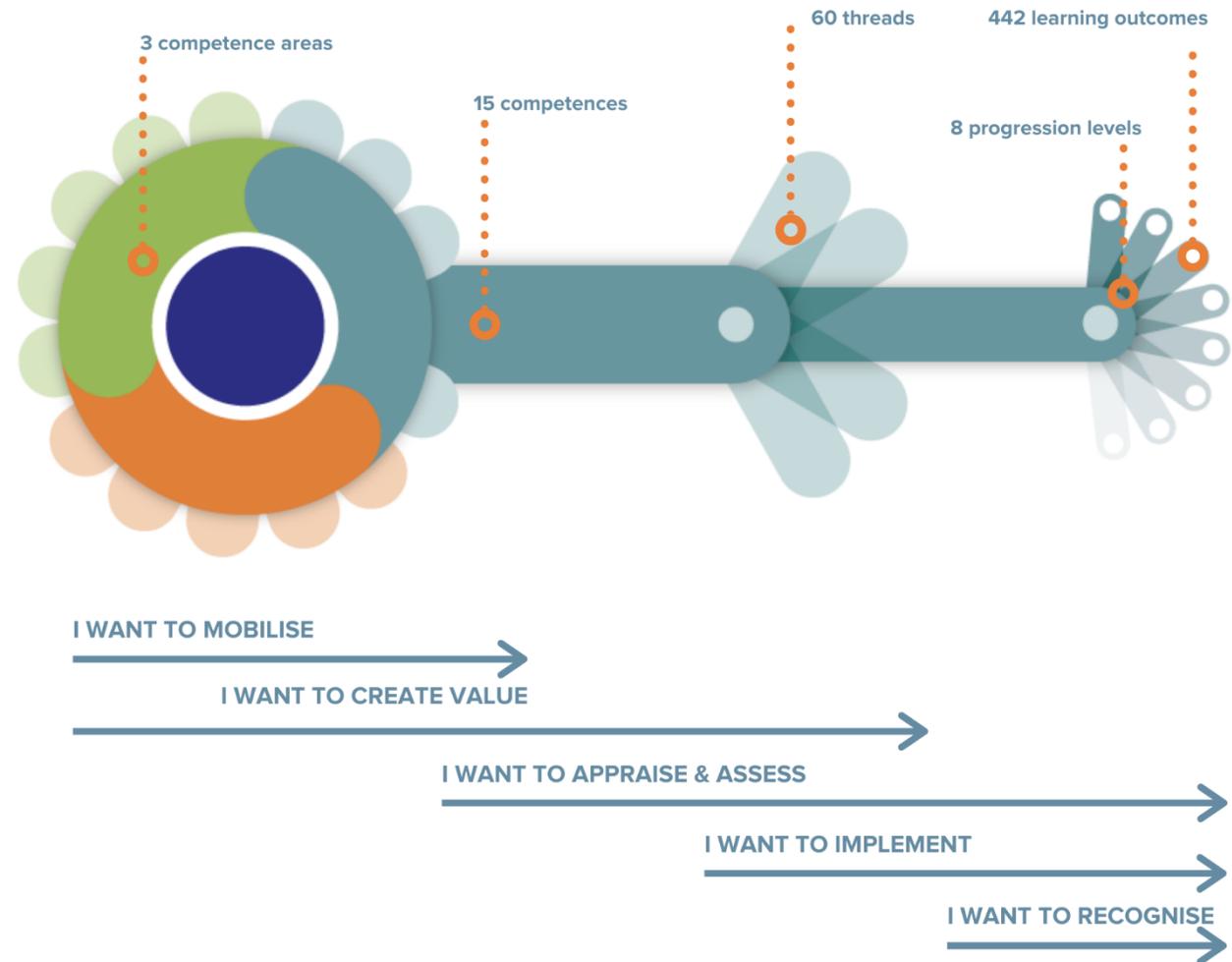
The full picture

EntreComp is a framework of 15 entrepreneurship competences, broken down further into threads, clearly defined through learning outcomes which are mapped across 8 different levels of progression from beginner to expert.

Using EntreComp to achieve goals

EntreComp has been applied in different ways and has proved to be useful in helping projects and organisations to achieve a number of goals. These goals have been to:

- mobilise interest in entrepreneurship and inspire action.
- create value by adapting the framework to specific contexts.
- appraise & assess levels of entrepreneurship competence.
- implement entrepreneurial ideas and projects.
- recognise entrepreneurship skills.



Mapping different goals against the elements of EntreComp

EntreComp can help you to achieve a number of goals

GOAL I WANT TO MOBILISE

To mobilise a user group means to engage interest and inspire action

It includes the sub-goals to raise awareness and understanding about entrepreneurship as a key competence, entrepreneurship education and entrepreneurial learning to create a common vision and language for actors, and to initiate partnerships in the local eco-system, using EntreComp as the reference.

GOAL I WANT TO CREATE VALUE

To create value means to adapt the EntreComp framework to your own context

This means to translate it into different languages, adapt it for new audiences, use it to provide support for evidence-based practice, and to use it to align existing skills and recruitment frameworks.

GOAL I WANT TO APPRAISE & ASSESS

To appraise and assess is to understand the starting point or demonstrate progress made

It means to use EntreComp to map existing actions or resources, to discover skills gaps, to identify individual strengths and weaknesses, but also to reflect on or assess learning, using EntreComp to self-assess

GOAL I WANT TO IMPLEMENT

Using EntreComp to help with the implementation of ideas or projects

It means to design entrepreneurial learning or practical entrepreneurial experiences, to design skills development and career pathways or start-up pathways, to embed EntreComp or link to other key competences, to establish or enhance existing start-up support initiatives, and to develop entrepreneurial organisations with EntreComp.

GOAL I WANT TO RECOGNISE

Recognising skills

This is about using EntreComp to recognise skills development and to identify professional competences, or to demonstrate the impact of programmes or activities.

Who is EntreComp for?

EntreComp can be used by different actors and is relevant to those interested and working in formal education, non-formal learning and inclusion activities as well as in organisations and businesses of all sizes. The examples in Part C of this guide show how others have used or have been inspired to use EntreComp.

For example, if you are working in and influencing policy you may use EntreComp to:

- Develop a shared understanding and common language with all parties involved
- Inform policies linked to education, economic, employment or community development
- Define entrepreneurship impact indicator

If you are working in education and training, you may use EntreComp to:

- Tailor entrepreneurial learning outcomes to a specific context
- Create new or enhance existing teaching and learning activities to develop entrepreneurial competences
- Design assessment of entrepreneurial learning

If you are working with young people outside of formal education, you may use EntreComp to:

- Design activities that provide practical entrepreneurial experiences
- Help young people understand how entrepreneurial they are
- Recognise your own entrepreneurial competences

If you are working with start-ups and entrepreneurs, you may use EntreComp to:

- Understand how existing activities contribute to entrepreneurial competences
- Help entrepreneurs map their own entrepreneurial competences
- Design new training to support business creation or business growth mapped to EntreComp competences

If you are involved in recruiting and managing human resources, you may use EntreComp to:

- Help define job-specific competency requirement
- Plan organisational learning and development strategies and activities y Build entrepreneurial teams

Top tips for getting started with EntreComp

The EntreComp framework provides a practical and flexible reference. It is designed to be adapted and applied to promote and enable individuals and organisations to be entrepreneurial. Here are some tips to help you approach EntreComp.

CREATE SHARED UNDERSTANDING

Use EntreComp as a basis for creating a shared understanding of what it means to be entrepreneurial. Use its language for a clear and consistent approach to developing strategies and actions.

USE THE VISUALS

Use the EntreComp visuals to engage learners, colleagues and other stakeholders. For example, the wheel provides an easy-to-understand visual that different stakeholder groups can relate to and remember.

FIND THE RIGHT LEVEL

Think about who you are working with and decide which level of EntreComp works for your audience – do you need to explain the whole model, or do you simply need to share what it means to 'be entrepreneurial'?

FIND THE RIGHT COMPETENCES

Prioritise the entrepreneurial competences needed for your project or organisation and include them in recruitment and/or training and development activities. An activity may address only 1 competence or could develop all 15 competences.

UNDERSTAND YOUR STARTING POINT

Appraise your existing activities or resources against the EntreComp competences to identify how you are supporting others to develop their own entrepreneurship competences.

ADAPT IF YOU NEED TO

EntreComp is not a fixed tool and can be adapted in any way. For example, the learning outcomes are generic, and it is likely that you will need to adapt them to work for your needs.

UNDERSTAND THE STARTING POINT OF YOUR LEARNERS

Whoever they are, employees or school children, they will have different starting points for their skills development. A learner is not expected to develop all the competences to a specific level and very new learners are expected to acquire the highest level of proficiency in all the competences

REFINE OR EVALUATE LEARNING STRATEGIES

Think about your approach to teaching and learning – whatever your subject area. Consider how you could adapt your approach or introduce opportunities for practical entrepreneurial experiences to also develop 1 or more entrepreneurship competences.

IDENTIFY THE LEARNING OUTCOMES THAT SUIT YOUR ACTIVITY

Learning outcomes may be relevant from different levels of the progression model for the same learning activity e.g. level 4 in creativity but level 1 in financial literacy .

SELF-ASSESSMENT

Introduce EntreComp to your learners as a framework for reflection or self-assessment so that they can assess the level of their own competences and chart their progress.

DEMONSTRATE VALUE

Show the value of your activities and resources by highlighting those that successfully address EntreComp competences.

MAP AGAINST YOUR EXISTING ACTIVITY

Identify opportunities to extend your activities to support entrepreneurial learning by mapping them against EntreComp to identify any gaps.

PROVIDE AN EVIDENCE BASE

Use EntreComp as the evidence base for making changes in your approach to learning. Research shows that these are the competences that learners need to effectively create social, cultural or financial value at work or in the community.

Exploring EntreComp by Goal



Glossary

Attitudes

'Attitudes' are motivators of performance. They include values, aspirations and priorities.

Competence

In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes.

Entrepreneurship

Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.

Intrapreneurship

Intrapreneurship is entrepreneurship inside an organisation.

Knowledge

Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

Learning outcomes

Learning outcomes are statements of what a learner knows, understands and can do after completion of learning. Such statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal accountability or professional accountability.

Practical Entrepreneurial experiences

Practical entrepreneurial experiences are educational experiences where the learner could come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance to the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student-led initiative either individually or as part of a small team, involve learning by doing and producing a tangible outcome.

Resources

In the context of this work, Resources is a term that encompasses personal resources (namely, self-awareness and self-efficacy, motivation and perseverance), material resources (for instance, production means and financial resources), or non-material resources (for instance, specific knowledge, skills and attitudes).

| | |
|-----------------------|--|
| Skills | Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). |
| Stakeholders | Stakeholders are individuals, groups and organisations with direct and indirect interest in value- creating activity and its impact. |
| System | A system is a dynamic complex whole made up of a set of interacting components that influence one another. A system is defined by the boundaries that distinguish it from the environment that surrounds it and interacts with it, and it is characterised by a structure, a purpose and way of functioning. |
| Uncertainty | Uncertainty is a situation which involves imperfect and (or) incomplete information, and which affects the predictability of outcomes. Uncertainty entails a risk of undesired effect or loss, whose probability and magnitude cannot be calculated. |
| Value creation | Value creation is the outcome of human activity to transform purposeful ideas into action which generates value for someone other than oneself. This value can be social, cultural or economic. |

EntreComp: the full framework



AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
**SPOTTING
OPPORTUNITIES**

HINT AND DESCRIPTOR

Use your imagination and abilities to identify opportunities for creating value.

Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---|--|---|---|---|---|---|---|--|
| IDENTIFY, CREATE AND SEIZE OPPORTUNITIES | I can find opportunities to help others. | I can recognise opportunities to create value in my community and surroundings. | I can explain what makes an opportunity to create value. | I can proactively look for opportunities to create value, including out of necessity. | I can describe different analytical approaches to identify entrepreneurial opportunities. | I can use my knowledge and understanding of the context to make opportunities to create value. | I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro). | I can spot and quickly take advantage of an opportunity. |
| FOCUS ON CHALLENGES | I can find different examples of challenges that need solutions. | I can recognise challenges in my community and surroundings that I can contribute to solving. | I can identify opportunities to solve problems in alternative ways. | I can redefine the description of a challenge, so that alternative opportunities to address it may become apparent. | I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways. | I can judge the right time to take an opportunity to create value. | I can cluster different opportunities or identify synergies among different opportunities to make the most out of them. | I can define opportunities where I can maintain a competitive advantage. |
| UNCOVER NEEDS | I can find examples of groups who have benefited from a solution to a given problem. | I can identify needs in my community and surroundings that have not been met. | I can explain that different groups may have different needs. | I can establish which user group, and which needs, I want to tackle through creating value. | I can carry out a need's analysis involving relevant stakeholders. | I can identify challenges related to the contrasting needs and interests of different stakeholders. | I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and helps me create value. | I can design projects which aim to anticipate future needs. |

**ANALYSE THE
CONTEXT**

I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).

I can recognise the different roles the public, private and third sectors play in my region or country.

I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).

I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.

I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity.

I can analyse an existing value-creation activity by looking at it as a whole and identifying opportunities to develop it further.

I can monitor relevant trends and see how they create threats and new opportunities to create value.

I can promote a culture within my organisation that is open to spotting the weak signals of change, leading to new opportunities for creating value.



AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
CREATIVITY

HINT AND DESCRIPTOR

Develop creative and purposeful ideas.

Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|----------------------------|--|--|--|---|--|--|---|--|
| BE CURIOUS AND OPEN | I can show that I am curious about new things. | I can explore new ways to make use of existing resources. | I can experiment with my skills and competences in situations that are new to me. | I can actively search for new solutions that meet my needs. | I can actively search for new solutions that improve the value-creating process. | I can combine my understanding of different contexts to transfer knowledge, ideas, and solutions across different areas. | → | |
| DEVELOP IDEAS | I can develop ideas that solve problems that are relevant to me and my surroundings. | Alone and as part of a team, I can develop ideas that create value for others. | I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way. | I can test the value of my solutions with end users. | I can describe different techniques to test innovative ideas with end users. | I can set up processes to involve stakeholders in finding, developing, and testing ideas. | I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity. | I can design new processes to involve stakeholders in generating, developing, and testing ideas that create value. |
| DEFINE PROBLEMS | I can approach open-ended problems (problems that can have many solutions) with curiosity. | I can explore open-ended problems in many ways so as to generate multiple solutions. | I can take part in group dynamics aimed at defining open-ended problems. | I can reshape open-ended problems to fit my skills. | I can describe and explain different approaches to shaping open-ended problems and different problem-solving strategies. | I can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions. | I can initiate, develop, manage and complete a creative project. | I can use a mix of creative techniques to keep generating value over time. |

DESIGN VALUE

| | | | | | | | |
|---|---|---|--|---|--|--|---|
| I can assemble objects that create value for me and others. | I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community. | I can identify the basic functions that a prototype should have to illustrate the value of my idea. | I can assemble, test and progressively refine prototypes that simulate the value I want to create. | I can create (alone or with others) products or services that solve my problems and my needs. | I can develop and deliver value in stages, launching with the core features of my (or my team's) idea and progressively adding more. | I can apply different design approaches to create value through new products, processes or services. | I can design and put in place innovative processes to create value. |
|---|---|---|--|---|--|--|---|

BE INNOVATIVE

| | | | | | | | |
|---|---|--|---|--|---|--|---|
| I can find examples of innovative products, services and solutions. | I can describe how some innovations have transformed society. | I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation). | I can judge if an idea, product or process is innovative or just new to me. | I can describe how innovations diffuse in society, culture and the market. | I can describe different levels of innovation (for example, incremental, breakthrough or transformational) and their role in value-creating activities. | I can identify the steps needed to research the potential for an innovative idea in light of its development into an existing enterprise, a new venture or an opportunity for social change. | I can manage innovation processes that respond to emerging needs and make the most of opportunities as they become available. |
|---|---|--|---|--|---|--|---|



AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
VISION

HINT AND DESCRIPTOR

Work towards your vision of the future.

Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---------------------|-----------------------------------|---|---|--|---|---|---|--|
| IMAGINE | I can imagine a desirable future. | I can develop simple future scenarios where value is created for my community and surroundings. | I can develop (alone or with others) an inspiring vision for the future that involves others. | I can build future scenarios around my value-creating activity. | I can use my understanding of the context to identify different strategic visions for creating value. | I can discuss my (or my team's) strategic vision for creating value. | I can develop (alone or with others) and compare different future scenarios. | I can show different audiences the benefits of my vision during turbulent times. |
| THINK STRATEGICALLY | → | | I can explain what a vision is and what purpose it serves. | I am aware of what is needed to build a vision. | I can explain the role of a vision statement for strategic planning. | I can prepare a vision statement for my (or my team's) value-creating activity that guides internal decision-making throughout the whole process of creating value. | I can plan backwards from my vision to design the necessary strategy to achieve it. | I can encourage enthusiasm and a sense of belonging around a convincing vision. |
| GUIDE ACTION | → | | My vision for creating value drives me to make the effort to turn ideas into action. | I can decide what type of vision for creating value I would like to contribute to. | I can identify the changes needed to achieve my vision. | I can promote initiatives for change and transformation that contribute to my vision. | I can identify challenges related to my (or my team's) vision, while respecting the different levels of the system and the variety of stake-holders affected. | I can create (alone or with others) a 'roadmap' based on my vision for creating value. |



AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
VALUING IDEAS

HINT AND DESCRIPTOR

Make the most of ideas and opportunities.

Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|-------------------------------------|--|--|---|--|---|--|---|---|
| RECOGNISE THE VALUE OF IDEAS | I can find examples of ideas that have value for myself and others. | I can show how different groups, such as firms and institutions, create value in my community and surroundings. | I can tell the difference between social, cultural and economic value. | I can decide which type of value I want to act on and then choose the most appropriate pathway to do so. | I recognise the many forms of value that could be created through entrepreneurship, such as social, cultural or economic value. | I can break down a value chain into its different parts and identify how value is added in each part. | I can develop strategies to effectively make the most of opportunities to create value in my organisation or venture. | I can state the value of a new idea from different stakeholders' perspectives. |
| SHARE AND PROTECT IDEAS | I can clarify that other people's ideas can be used and acted on, while respecting their rights. | I can explain that ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights, for example, copyrights or patents. | I can tell the difference between types of licences that can be used to share ideas and protect rights. | I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas. | I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative commons. | When creating ideas with others, I can outline a dissemination and exploitation agreement that benefits all partners involved. | I can develop a tailored strategy on intellectual property rights that deals with geographic requirements. | I can develop a strategy on intellectual property rights that is tailored to the age of my portfolio. |



AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
ETHICAL &
SUSTAINABLE
THINKING

HINT AND DESCRIPTOR

Assess the consequences and impact of ideas, opportunities and actions.

Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|--------------------------|---|--|---|---|---|---|---|--|
| BEHAVE ETHICALLY | I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment. | I can describe in my own words the importance of integrity and ethical values. | I can apply ethical thinking to consumption and production processes. | I am driven by honesty and integrity when taking decisions. | I can argue that ideas for creating value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability. | I can take responsibility for promoting ethical behaviour in my area of influence, (for example, by promoting gender balance, highlighting inequalities and any lack of integrity). | I make it my priority to make sure that ethical behaviour is respected and promoted in my area of influence | I take action against unethical behaviour. |
| THINK SUSTAINABLY | I can list examples of environmentally friendly behaviour that benefits a community. | I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole. | I can identify practices that are not sustainable and their implications for the environment. | I can produce a clear problem statement when faced with practices that are not sustainable. | I can discuss the impact an organisation has on the environment (and vice versa). | I can discuss the relationship between society and technical developments, relating to their implications for the environment. | I can choose adequate methods for analysing environmental impact based on their advantages and disadvantages. | I can contribute to self-regulation discussions within my sector of operations. |
| ASSESS IMPACT | I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts. | I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society. | I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community. | I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature). | I can analyse the implications of my value-creating activity within the boundaries of the system I am working in. | I can define the purpose of the impact assessment, impact monitoring, and evaluation of impact. | I can choose 'measure indicators' to monitor and assess the impact of my value-creating activity. | I can carry out impact assessment, impact monitoring, and impact evaluation on my value-creating activity. |

BE ACCOUNTBLE





AREA
RESOURCES

COMPETENCE
**SELF-AWARENESS &
SELF-EFFICACY**

HINT AND DESCRIPTOR

Believe in yourself and keep developing.

Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT |
|---|---|--|--|---|---|---|--------|
| FOLLOW YOUR ASPIRATIONS | I can identify my needs, wants, interests and goals. | I can describe my needs, wants, interests and goals. | I can commit to fulfilling my needs, wants, interests and goals. | I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects. | I can translate my needs, wants, interests and aspirations into goals that help me reach them. | I can help others to reflect on their needs, wants, interests and aspirations and how they can turn these into goals. | → |
| IDENTIFY YOUR STRENGTHS AND WEAKNESSES | I can identify things I am good at and things I am not good at. | | I can judge my strengths and weaknesses and those of others in relation to opportunities for creating value. | I am driven by the desire to use my strengths and abilities to make the most of opportunities to create value. | I can team up with others to compensate for our weaknesses and add to our strengths. | I can help others identify their strengths and weaknesses. | → |
| BELIEVE IN YOUR ABILITY | I believe in my ability to do what I am asked successfully. | I believe in my ability to achieve what I intend to. | I can judge the control I have over my achievements (compared with any control from outside influences) | I believe I can influence people and situations for the better. | I believe in my ability to carry out what I have imagined and planned, despite obstacles, limited resources and resistance from others. | I believe in my ability to understand and take the good out of experiences that others may label as failures. | → |

**SHAPE YOUR
FUTURE**

I can list different types of jobs and their key functions.

I can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have.

I can describe my skills and competences relating to career options, including self-employment.

I can use my skills and competences to change my career path, as a result of new opportunities or from necessity.

I can discuss how a realistic understanding and evaluation of my personal attitudes, skills and knowledge can influence my decision-making, relationships with other people and quality of life.

I can choose professional development opportunities with my team and organisation based on a clear understanding of our strengths and weaknesses.

I can design professional development strategies for my team and organisation based on a clear understanding of our strengths and weaknesses, in relation to both current and future opportunities to create value.

I can design strategies to overcome my (or my team's or organisation's) weaknesses and to develop our strengths in anticipating future needs.



AREA
RESOURCES

COMPETENCE
MOTIVATION &
PERSEVERANCE

HINT AND DESCRIPTOR

Stay focused and don't give up.

Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|--|--|---|---|---|--|--|--|--|
| STAY DRIVEN | I am driven by the possibility to do or contribute to something that is good for me or for others. | I am motivated by the idea of creating value for myself and others. | I can anticipate the feeling of achieving my goals and this motivates me. | I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action. | → | | | |
| BE DETERMINED | I see tasks as challenges to do my best. | I am motivated by challenges. | I can set challenges to motivate myself. | I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals. | I drive my effort by using my desire for achievement and belief in my ability to achieve. | I can coach others to stay motivated, encouraging them to commit to what they want to achieve. | I can create the right climate to motivate my team (for example, by celebrating successes, by learning from failures and by encouraging innovative ways to tackle problems). | I consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a continuous cycle of improvement and innovation. |
| FOCUS ON WHAT KEEPS YOU MOTIVATED | → | | I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others. | I can tell the difference between personal and external factors that motivate me or others when creating value. | I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress). | I can use strategies to keep my team motivated and focused on creating value. | I can design effective ways to attract talented people and keep them motivated. | I can reward initiative, effort, and achievement appropriately with- in my team and organisation. |

BE RESILIENT

| | | | | | | | |
|---|---|--|---|---|---|---|--|
| I show passion and willingness to achieve my goals. | I am determined and persevere when trying to achieve my (or my team's) goals. | I can overcome simple adverse circumstances. | I can judge when it is not worth continuing with an idea. | I can persevere in the face of adversities when trying to achieve my goals. | I can devise strategies to overcome standard adverse circumstances. | I can cope with unexpected change, setbacks and failures (for example, job loss). | I can make sure that my team or organisation stay positive when making difficult decisions and dealing with failure. |
|---|---|--|---|---|---|---|--|

DON'T GIVE UP

| | | | | | | | |
|--|--|--|---|--|--|--|---|
| I do not give up and I can keep going even when facing difficulties. | I am not afraid of working hard to achieve my goals. | I can delay achieving my goals in order to gain greater value, thanks to prolonged effort. | I can maintain effort and interest, despite setbacks. | I can celebrate short-term achievements, in order to stay motivated. | I can inspire others to work hard on their goals by showing passion and a strong sense of ownership. | I can stay focused on my vision and goals, despite challenges. |  |
|--|--|--|---|--|--|--|---|



AREA
RESOURCES

COMPETENCE
**MOBILISING
RESOURCES**

HINT AND DESCRIPTOR

Get and manage the resources you need.

Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example, through suitable partnerships, networking, outsourcing and crowd-sourcing).

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---|--|---|---|---|--|---|--|---|
| MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) | I recognise that resources are not unlimited. | I can appreciate the importance of sharing resources with others. | I can experiment with different combinations of resources to turn my ideas into action. | I can get and manage the necessary resources to turn my idea into action. | I can develop a plan for dealing with limited resources when setting up my value-creating activity. | I can get together the necessary resources to develop my value-creating activity. | I can allocate enough resources to each step of my (or my team's) action plan and for the value-creating activity (for example, time, finances, and my team's skills, knowledge and experience). | I can judge the key resources needed to support an innovative idea or opportunity to develop an existing business, launch a new venture, or initiate a social enterprise. |
| USE RESOURCES RESPONSIBLY | I value my possessions and use them responsibly. | I can describe how resources last longer through reuse, repair and recycling. | I can discuss the principles of circular economy and resource efficiency. | I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces). | I take into account the non-material cost of using resources when taking decisions about my value-creating activities. | I can choose and put in place effective resource-management procedures (for example, life-cycle analysis, solid waste). | I can identify the opportunities that using resources efficiently and the circular economy bring to my organisation. | I can design and put in place innovative ways to lower the overall impact of my value-creating activity on the environment, the community and society, and measure the improvement. |

| | | | | | | | | |
|--|--|---|--|--|---|---|--|---|
| <p>MAKE THE MOST OF YOUR TIME</p> | <p>I can recognise different uses for my time (for example, studying, playing, resting).</p> | <p>I value my time as a scarce resource.</p> | <p>I can discuss the need for investing time in different value-creating activities.</p> | <p>I can use my time effectively to achieve my goals.</p> | <p>I can manage my time effectively, using techniques and tools that help make me (or my team) productive.</p> | <p>I can help others manage their time effectively.</p> | <p>I can put in place effective time-management procedures.</p> | <p>I can develop effective time-management procedures that meet the specific needs of my value-creating activity.</p> |
| <p>GET SUPPORT</p> | <p>I can look for help when I am having difficulty achieving what I have decided to do.</p> | <p>I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).</p> | <p>I can describe the concepts of division of labour and job specialisation.</p> | <p>I can find and list public and private services to support my value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).</p> | <p>I can find digital solutions (for example, free, paid-for, or open-source) that can help me manage my value-creating activities efficiently.</p> | <p>I can find support to help me take advantage of an opportunity to create value (for example, advisor or consultancy services, peer or mentor support).</p> | <p>I can effectively delegate tasks within and outside my organisation to make the most value (for example, outsourcing, partnering, acquisitions, crowdsourcing).</p> | <p>I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.</p> |



AREA
RESOURCES

COMPETENCE
**FINANCIAL &
ECONOMIC LITERACY**

HINT AND DESCRIPTOR

Develop financial and economic know-how.

Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---|---|---|--|--|---|---|---|---|
| UNDERSTAND ECONOMIC AND FINANCIAL CONCEPTS | I can recall basic terminology and symbols related to money. | I can explain simple economic concepts (for example, supply and demand, market price, trade). | I can use the concept of opportunity costs and comparative advantage to explain why exchanges happen between individuals, regions and nations. | I can read income statements and balance sheets. | I can explain the difference between a balance sheet and a profit-and loss account. | I can build financial indicators (for example, return on investment). | I can use financial indicators to assess the financial health of a value-creating activity. | I can use financial indicators to compare the financial health of my value-creating activity with that of competitors'. |
| BUDGET | I can judge what to use my money for. | I can draw up a simple household budget in a responsible manner. | I can draw up a budget for a value-creating activity. | I can judge the cash-flow needs of a value-creating activity. | I can apply the financial planning and forecasting concepts that I need to turn ideas into action (for example, profit or not for profit) | I can judge the cash-flow needs of a complex project. | I can judge the cash-flow needs of an organisation that handles many value-creating activities that depend on each other. | I can create a plan for the financial and economic long-term sustainability of my (or my team's) value-creating activity. |
| FIND FUNDING | I can identify the main types of income for families, businesses, non-profit organisations and the state. | I can describe the main role of banks in the economy and society. | I can explain that value-creating activities can take different forms (a business, a social enterprise, a non-profit organisation and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on). | I can identify public and private sources of funding for my value-creating activity (for example, prizes, crowdfunding, and shares). | I can choose the most appropriate sources of funding to start up or expand a value-creating activity. | I can apply for public or private business support programmes, financing schemes, public subsidies or calls for tender. | I can raise funds and secure revenue from different sources, and manage the diversity of those sources. | I can judge an opportunity as a possible investor. |

**UNDERSTAND
TAXATION**

I can outline the purpose of taxation.

I can explain how taxation finances the activities of a country and its part in providing public goods and services.

I can estimate the main accountancy and tax obligations I need to fulfil to meet the tax requirements for my activities.

I can estimate how my financial decisions (investments, buying assets, goods and so on) affect my tax.

I can make financial decisions based on current taxation schemes.

I can make financial decisions based on taxation schemes of different countries and territories.





AREA
RESOURCES

COMPETENCE
MOBILISING OTHERS

HINT AND DESCRIPTOR

Inspire, engage and get others on board.

Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---------------------------------|---|--|---|---|--|--|---|---|
| INSPIRE AND GET INSPIRED | I show enthusiasm for challenges. | I am actively involved in creating value for others. | I do not get discouraged by difficulties. | I can lead by example. | I can get endorsement from others to support my value-creating activity. | I can inspire others, despite challenging circumstances. | I can maintain momentum with my team, partners and stakeholders when involved in a challenging situation. | I can form coalitions to turn into action. |
| PERSUADE | → | I can persuade others by providing a number of arguments. | I can persuade others by providing evidence for my arguments. | I can persuade others by appealing to their emotions. | I can pitch effectively in front of potential investors or donors. | I can overcome resistance from those who will be affected by my (or my (team's) vision, innovative approach and value-creating activity. | I can create a call to action that gets internal stakeholders on board, such as co-workers, partners, employees or senior managers. | I can negotiate support for ideas for creating value. |
| COMMUNICATE EFFECTIVELY | I can communicate my ideas clearly to others. | I can communicate my team's ideas to others persuasively by using different methods (for example, posters, videos, role-play). | I can communicate imaginative design solutions. | I can communicate the value of my (or my team's) idea to stakeholders from different backgrounds effectively. | I can communicate the vision for my (or my team's) venture in a way that inspires and persuades external groups, such as funders, partner organisations, volunteers, new members and affiliate supporters. | I can produce narratives and scenarios that motivate, inspire and direct people. | I can take part in constructive discussions with the community that my idea is targeted at. | I can get all relevant stakeholders to take responsibility to act on an opportunity for value creation. |

**USE MEDIA
EFFECTIVELY**

I can provide examples of inspiring communication campaigns.

I can discuss how different media can be used to reach audiences in different ways.

I can use various methods, including social media, to communicate value-creating ideas effectively.

I can use media appropriately, showing that I am aware of my audience and purpose.

I can influence opinions in relation to my value-creating activity, through a planned approach to social media.

I can design effective social-media campaigns to mobilise people in relation to my (or my team's) value-creating activity.

I can define a communication strategy to mobilise people in relation to my (or my team's) value-creating activity.

I can sustain and increase the support for my vision.



AREA
INTO ACTION

COMPETENCE
TAKING THE INITIATIVE

HINT AND DESCRIPTOR

Go for it

Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|----------------------------|--|--|--|---|---|--|---|---|
| TAKE RESPONSIBILITY | I can carry out the tasks I am given responsibly. | I am comfortable in taking responsibility in shared activities. | I can take individual and group responsibility to carry out simple tasks in value creating activities. | I can take individual and group responsibility in value-creating activities. | I can delegate responsibility appropriately. | I can encourage others to take responsibility in value-creating activities. | I take responsibility in complex value-creating activities. | I can take responsibility in seizing new opportunities and when facing unprecedented challenges in value-creating activities. |
| WORK INDEPENDENTLY | I show some independence in carrying out tasks I am given. | I can work independently in simple value-creating activities. | I can initiate simple value-creating activities. | I am driven by the possibility of being able to initiate value-creating activities independently. | I can initiate value-creating activities alone and with others. | I can help others work independently. | I praise initiative taken by others and reward it appropriately within my team and organisation. | → |
| TAKE ACTION | I can have a go at solving problems that affect my surroundings. | I show initiative in dealing with problems that affect my community. | I actively face challenges, solve problems and seize opportunities to create value. | | I take action on new ideas and opportunities, which will add value to a new or existing value-creating venture. | I value others taking the initiative in solving problems and creating value. | I can encourage others to take the initiative in solving problems and creating value within my team and organisation. | → |



AREA
INTO ACTION

HINT AND DESCRIPTOR

Prioritise, organise and follow up.

Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.

COMPETENCE
PLANNING & MANAGEMENT

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|---|--|--|--|--|---|---|--|---|
| DEFINE GOALS | I can clarify what my goals are in a simple value-creating activity. | I can identify alternative goals to create value in a simple context. | I can describe my goals for the future in line with my strengths, ambitions, interests and achievements. | I can set short-term goals that I can act on. | I can define long term goals arising from the vision for my (or my team's) value-creating activity. | I can match short-term, mid-term and long-term goals to the vision for my (or my team's) value-creating activity. | I can design a strategy to achieve goals in line with my (or my team's) vision. | I can manage the balance between the need for creativity and for control so that my organisation's capacity to achieve its goals is protected and nurtured. |
| PLAN AND ORGANISE | I can carry out a simple plan for value-creating activities. | I can deal with a range of simple tasks at the same time without feeling uncomfortable | I can create an action plan which identifies the necessary steps to achieve my goals. | I can allow for the possibility of changes to my plans. | I can summarise the basics of project management. | I can apply the basics of project management in managing a value-creating activity. | I can develop and stick to a detailed project management plan, adjusting to changing circumstances to make sure goals are reached. | I can design managerial procedures to effectively deliver value in challenging circumstances. |
| DEVELOP SUSTAINABLE BUSINESS PLANS | → | | I can develop a business model for my idea. | I can define the key elements that make up the business model necessary to deliver the value I have identified | I can develop a business plan based on the model, describing how to achieve the value identified | I can organise my value-creating activities using planning methods such as business and marketing plans. | I can keep my planning methods updated and adapt them to changing circumstances. | I can adapt my value-creating activity's business model to face new challenges. |

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|---|---|--|--|--|---|--|--|---|
| DEFINE PRIORITIES | I can recall the order of steps that was needed in a simple value-creating activity I took part in. | I can identify the basic steps that are needed in a value-creating activity. | I can prioritise the basic steps in a value-creating activity. | I can set my own priorities and act on them. | I can define the priorities to meet my (or my team's) vision. | I can stay focused on the priorities set, despite changing circumstances. | I can define priorities in uncertain circumstances, with partial or ambiguous information. |  |
| MONITOR YOUR BUSINESS | I can recognise how much progress I have made on a task. | I can monitor whether a task is going to plan. | I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity. | I can set basic milestones and observation indicators to monitor the progress of my value-creating activity. | I can describe different methods for performance and impact monitoring. | I can define what data is needed to monitor how effective my value-creating activities are and an appropriate way to collect it. | I can develop the performance indicators I (or my team) need to monitor progress towards a successful outcome in changing circumstances. | I can design and put in place a data collection plan to monitor whether my venture is achieving its aims. |
| BE FLEXIBLE AND ADAPT TO CHANGES | I am open to changes. | I can confront and deal with changes in a constructive way. | I can change my plans based on the needs of my team. | I can adapt my plans to achieve my goals in light of changes that are outside my control. | I can embrace change that brings new opportunities for value creation. | I can anticipate and include change during the value-creating process. | I can use the results of monitoring to adjust vision, aims, priorities, resource planning, action steps or any other aspect of the value-creating process. | I can communicate effectively to the organisation the reason for changes and adjustments. |



AREA
INTO ACTION

COMPETENCE
**COPING WITH
UNCERTAINTY,
AMBIGUITY & RISK**

HINT AND DESCRIPTOR

Make decisions dealing with uncertainty, ambiguity and risk.

Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the valuecreating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|--|---|--|---|---|---|---|--|---|
| COPE WITH UNCERTAINTY AND AMBIGUITY | I am not afraid of making mistakes while trying new things. | I explore my own ways to achieve things. | I can discuss the role that information plays in reducing uncertainty, ambiguity and risk. | I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions. | I can find ways of making decisions when the information is incomplete. | I can pull together different viewpoints to take informed decisions when the degree of uncertainty is high. | I can make decisions evaluating the different elements in a situation that is uncertain and ambiguous. | I can set up appropriate strategies for collecting and monitoring data, which help me take decisions based on sound evidence. |
| CALCULATE RISK | I can identify examples of risks in my surroundings. | I can describe risks related to a simple value-creating activity in which I take part. | I can tell the difference between acceptable and unacceptable risks. | I can weigh up the risks and benefits of self-employment with alternative career options and make choices that reflect my preferences. | I can apply the concept of affordable losses to make decisions when creating value. | I can compare value-creating activities based on a risk assessment. | I can assess the risks my venture is exposed to as conditions change. | I can evaluate high-risk long-term investments using a structured approach. |
| MANAGE RISK | → | | I can critically evaluate the risks associated with an idea that creates a value, taking into account a variety of factors. | I can critically evaluate the risks related to the formal set-up of a value-creating venture in the area in which I work. | I can demonstrate that I can make decisions by weighing up both the risks and the expected benefits of a value-creating activity. | I can outline a risk management plan for guiding my (or my team's) choices while developing my value-creating activity. | I can use strategies to reduce the risks that may arise during the value-creating process. | I can come up with strategies to reduce the risk of my value-creating initiative becoming obsolete. |



AREA
INTO ACTION

COMPETENCE
WORKING WITH
OTHERS

HINT AND DESCRIPTOR

Team up, work together, and network.

Work together and co-operate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary.

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT |
|--|---|--|--|--|--|--|---|
| ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) | I can show respect for others, their background and situations. | I am open to the worth that others can bring to value creating activities. | I can combine different contributions to create value. | I can value diversity as a possible source of ideas and opportunities. | → | I can support diversity within my team or organisation. | Outside of my organisation, I can find ideas that create value and make the most of them. → |
| DEVELOP EMOTIONAL INTELLIGENCE | I can show empathy towards others. | I can recognise the role of my emotions, attitudes and behaviours in shaping other people's attitudes and behaviours and vice versa. | I can express my (or my team's) value-creating ideas assertively. | I can face and solve conflicts | I can compromise where necessary. | I can deal with non-assertive behaviour that hinders my (or my team's) value-creating activities (for example, destructive attitudes, aggressive behaviour and so on). | I can manage conflicts effectively. → |
| LISTEN ACTIVELY | I can show empathy towards others. | I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals. | I can listen to other people's ideas for creating value without showing prejudice. | I can listen to my end users. | I can describe different techniques for managing relationships with end users. | I can put in place strategies to actively listen to my end users and act on their needs. | I can pull together information from a wide range of sources to understand my end users' needs. → |

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|----------------------------|--|--|--|---|---|--|---|--|
| TEAM UP | I am open to working alone as well as with others, playing different roles and taking some responsibility. | I am willing to change my way of working in a group. | I can work with a range of individuals and teams. | I share the ownership of value-creating activities with the members of my team. | I can build a team based on the individual knowledge, skills and attitudes of each member. | I can contribute to creating value by teaming up with distributed communities through digital technologies. | I can design physical and virtual spaces that encourage team members to work together. | I can build an organisation's capacity to create value by encouraging people to work together. |
| WORK TOGETHER | I am open to involving others in my value-creating activities. | I can contribute to simple value-creating activities. | I can contribute to group decision-making constructively. | I can create a team of people who can work together on a value-creating activity. | I can use techniques and tools that help people to work together. | I can give people the help and support they need to perform at their best within a team. | I can work with a remote team of people who can independently contribute to a value-creating activity. | I can design working methods and incentives that enable team members to work well together. |
| EXPAND YOUR NETWORK | I can explain the meaning and forms of association, co-operation and peer-to-peer support (for example, family and other communities). | I am open to establishing new contacts and cooperation with others (individuals and groups). | I can use the relationships I have to get the support I need to turn ideas into action, including emotional support. | I can establish new relationships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network). | I can use my network to find the right people to work on my (or my team's) value-creating activity. | I proactively make contact with the right people inside and outside my organisation to support my (or my team's) value-creating activity (for example, at conferences or on social media). | I can use my network to bring together different perspectives to inform my (or my team's) value-creating process. | I can design effective processes to build networks of different or new stakeholders and keep them engaged. |



AREA
INTO ACTION

HINT AND DESCRIPTOR

Learning by doing

Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's).

COMPETENCE
LEARNING THROUGH
EXPERIENCE

| THREAD | FOUNDATION | | INTERMEDIATE | | ADVANCED | | EXPERT | |
|-----------------------|---|---|---|---|---|---|--|--|
| REFLECT | I can find examples of great failures that have created value. | I can provide examples of temporary failures that have led to valuable achievements. | I can reflect on failures (mine and other people's), identify their causes and learn from them. | I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it. | I can reflect on my (or my team's) achievements and temporary failures as things develop so as to learn and improve my ability to create value. | I can help others reflect on their achievements and temporary failures by providing honest and constructive feedback. | I can take my team or the organisation to a higher level of performance, based on the feedback collected and by learning lessons from achievements and failures. → | |
| LEARN TO LEARN | I can provide examples that show that my abilities and competence have increased with experience. | I can anticipate that my abilities and competence will grow with experience, through both successes and failures. | I can reflect on the relevance of my learning pathways for my future opportunities and choices. | I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses. | I can find and choose opportunities to overcome my (or my team's) weaknesses and to develop my (or my team's) strengths. | I can help others develop their strengths and reduce or compensate for their weaknesses. | I can identify opportunities for self-improvement in my organisation and beyond. | I can design and put in place a strategy for my venture to continue to generate value. |
| LEARN FROM EXPERIENCE | I can recognise what I have learnt from taking part in value-creating activities. | I can reflect on my experience in taking part in value-creating activities and learn from it. | I can reflect on my interaction with others (including peers and mentors) and learn from it. | I can filter the feedback provided by others and keep the good from it. | I can integrate lifelong learning into my personal development strategy and career progress. | I can help others reflect on their interaction with other people and help them learn from this interaction. | I can learn from the impact-monitoring and evaluation activities that I have designed to track the progress of my value-creating activity. | I can learn lessons from monitoring and evaluation processes and establish them into my organisation's learning processes. |

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