



## Module 1 Introduction to management

### Lesson 3- Entrepreneurship and running a business

In this new lesson we made an overview of some different aspects that an entrepreneur has to take into account if they want the business to be a success.

In this Further Reading document, we will take the time to analyse the “Entrepreneurship Competence map”.

All the information is **extracted from the European Union publication “EntreComp: The Entrepreneurship Competence Framework”:**

*Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884*

<https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfn27939enn.pdf>

### EntreComp: The Entrepreneurship Competence Framework

#### 1) Introduction

The development of the entrepreneurial capacity of European citizens and organisations is one of the key policy objectives for the EU and Member States. Ten years ago, the European Commission identified sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society. The EntreComp framework presented in this report proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens.

The origin of this work goes back to 2006 and aims to develop a reference framework with learning outcome descriptors is one of the measures identified by the European Commission to support the promotion of the entrepreneurship competence across the world of education and work.

Erasmus+ Strategic Partnership 2018-1-ES01-KA204-050711

*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



The study has been designed to:

- Identify the key components of entrepreneurship as a competence;
- Describe these components to establish a shared conceptual model that all players in the field of entrepreneurial learning can refer to;
- Develop a number of learning outcomes to suggest what European citizens should know, understand and be able to do to demonstrate a certain level of proficiency in entrepreneurship competence.

## 2) Entrepreneurship as a competence

The EntreComp study was launched to establish a common reference framework for entrepreneurship as a competence to help citizens to develop their ability to actively participate in society, to manage their own lives and careers and to start value-creating initiatives. The conceptualisation of entrepreneurship as a competence was therefore the stepping stone for the development of a reference framework.

In the context of the EntreComp study, entrepreneurship is understood as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life. It is defined as follows:

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 (FFE-YE, 2012).

This definition focuses on value creation, no matter what type of value or context. It covers value creation in any domain and possible value chain. It refers to value creation in the private, public and third sectors and in any hybrid combination of the three. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship.

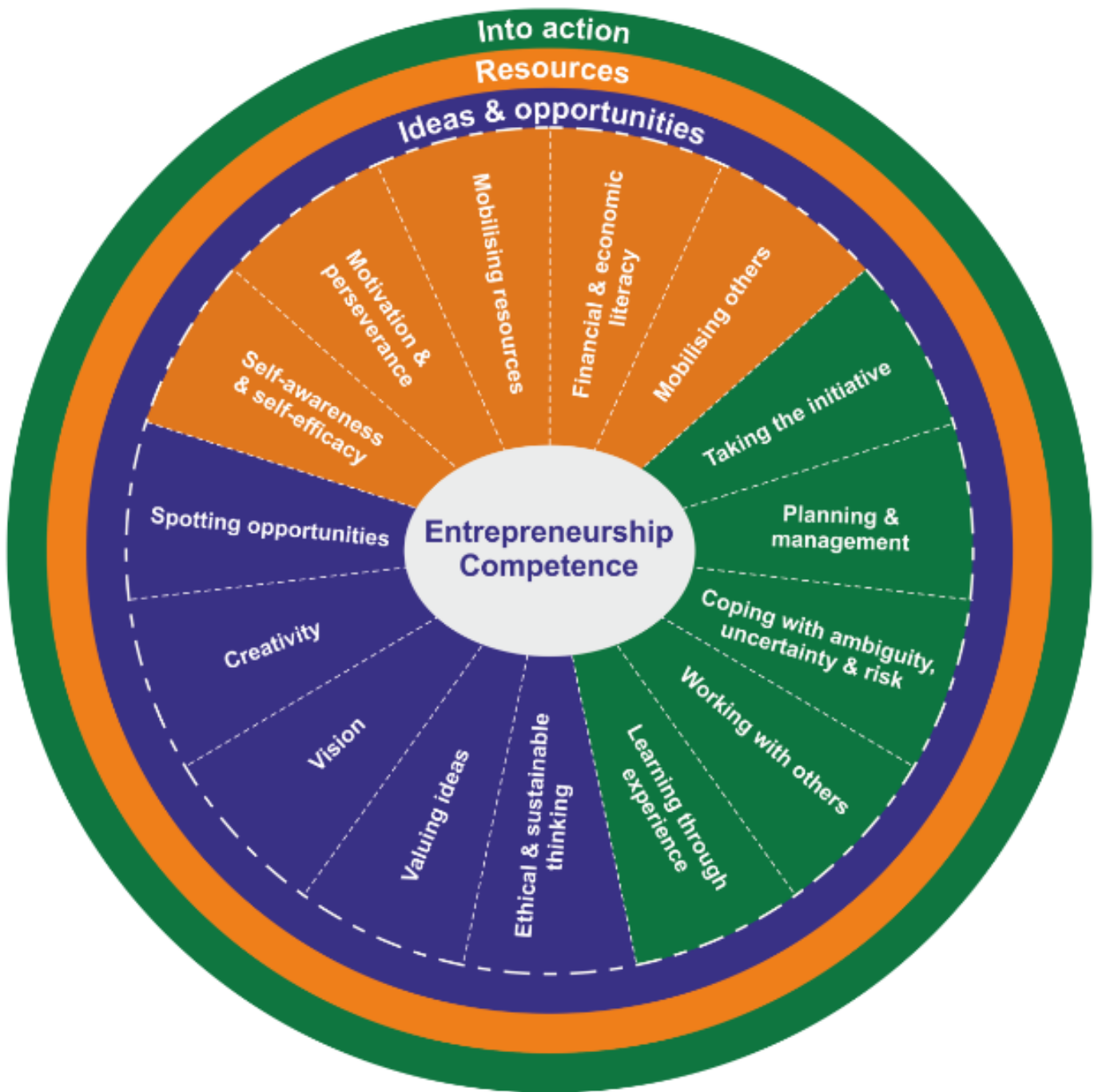
Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

The EntreComp conceptual model is made up of two main dimensions: the 3 competence areas that directly mirror the definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself; and the 15 competences that, together, make up the building blocks of the entrepreneurship as a competence for all citizens. We have listed the competences in Table 1. Each one is accompanied by a hint or an exhortation to the learner to put the competence into practice and a descriptor, which breaks it down into its core aspects.



'Ideas and opportunities', 'Resources' and 'Into Action' are the 3 areas of the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes). The 3 competence areas are tightly intertwined: entrepreneurship as a competence stands above all three of these together. The 15 competences are also interrelated and interconnected and should be treated as parts of a whole. We are not suggesting that the learner should acquire the highest level of proficiency in all 15 competences, or have the same proficiency across all the competences. The framework does, however, imply that entrepreneurship as a competence is made up of 15 building blocks.

Figure 2 depicts the EntreComp competences as slices of a pie chart. Each slice has a different colour: blue for the competences in the 'Ideas and opportunities' area, orange for those in the 'Resources' area and green for the competences in the 'Into action' area. The slices are surrounded by the three competence rings, which embrace all the 15 competences. This representation underlines that the coupling between competence areas and competences does not have taxonomic rigour. For example, creativity is presented as one of the competences in the 'Ideas and opportunities' area, even though the creative process entails both the use of resources and the capacity to act upon ideas to mould their value. The reader is welcome to establish new links among areas and competences to expand the elements of the framework and adapt them to best fit his/her focus.



Erasmus+ Strategic Partnership 2018-1-ES01-KA204-050711

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."