

# ENTREPRENEURSHIP: A SERIOUS GAME



## COMPETENCE FRAMEWORK: AN INTRODUCTION



## BACKGROUND AND RESEARCH

*The ESG team consists of a group of educational professionals; Lecturers, teachers and researchers who are passionate about education, entrepreneurialism and the transferability of learning skills across all European countries.*

*In 2015 the ESG team initiated an extensive international research project that involved five of our international partners: Spain, Austria, the Netherlands, the Czech Republic and the UK. Each country secured a sample of research from experts based at a range of companies in their respective countries. This research highlighted each country's understanding of what demonstrated effective entrepreneurial behaviours and attitudes.*

*Using this research, the ESG team have developed a competence framework, which defines 6 predominant competences that are empirically derived and recognised by international entrepreneurial environments.*

*The competence framework has developed whilst being rigorously tested across a diverse range of European companies. Testing has involved a range of vocational roles such as teachers, trainees, lecturers and employers who applied the competence framework to their professional environments whilst developing the skills of students, trainees and employees. From this, the ESG team have collated their evidence research in order to inform, enhance and finalise the competence framework version 20.*

## AIMS OF THE COMPETENCE FRAMEWORK VERSION 20

*International experiences and job opportunities are a necessity for young adults who wish to expand their entrepreneurial horizons and secure their chosen careers. The competence framework promotes these opportunities, by providing a solution to the ambiguity surrounding the diverse range of qualifications delivered across Europe.*

*It provides international training settings with a rigorous template of recognisable, transferable skills: The competence framework provides both VET colleges and vocational training environments with a set of recognisable criteria that can be used in both contexts. This product will support learners who wish to apply their skills in a range of international professional settings.*

*The competence framework is therefore a catalyst in recognising training that has been acquired internationally, to produce an individual skills profile for learners and to inform job roles in a range of European contexts.*



## FORMAT OF THE COMPETENCE FRAMEWORK

The diagram below illustrates a page from the competence framework.

Competence Area Work Process	EQF Steps of Competence Development			
	1 Work or study under direct supervision in a structured context.	2 Work or study under supervision with some degree of autonomy.	3 Take responsibility for completion of tasks in work/study; adapt behaviour to circumstances when solving problems.	4 Self-manage & supervise within changing guidelines of routine work/ study contexts; take responsibility for evaluation & improvement of work/study
<b>SELF MOTIVATED / DRIVE AND ENERGY</b>				
<p>The capacity to demonstrate willingness &amp; initiative in undertaking learning activities in professional circumstances in order to:</p> <ul style="list-style-type: none"> <li>Approach problems &amp; tasks in innovative &amp; creative ways with excitement, energy &amp; purpose.</li> <li>Recognise &amp; seize opportunities without necessarily being influenced by opposing views.</li> <li>Comprehend the impact of present &amp; future achievements.</li> </ul>	<p>Can listen to colleagues / clients &amp; assess client needs and deadlines and:</p> <ul style="list-style-type: none"> <li>Set work related targets to meet immediate deadlines.</li> <li>Pay attention to aural information to objectively and impartially analyse content &amp; meaning.</li> </ul>	<p>Can listen to colleagues / clients &amp; assess client needs and deadlines and:</p> <ul style="list-style-type: none"> <li>Avoid conflict &amp; build trust, collaborate &amp; reach solutions, meet individual targets &amp; deadlines.</li> <li>Solve problems under supervision.</li> <li>Formulate &amp; respond to own learning plans, to develop, implement &amp; achieve 1 to 5 year enterprise plans.</li> </ul>	<p>Able to source the best project advice, by utilising local organisations/networks to establish:</p> <ul style="list-style-type: none"> <li>Relevant information.</li> <li>Training opportunities.</li> <li>Industry connections.</li> </ul> <p>Can reflect on their work process.</p>	<p>Able to determine, develop &amp; achieve corporate targets internationally, promote projects by consistent use of online networks &amp; social media sites, &amp; also:</p> <ul style="list-style-type: none"> <li>Operate in a professional manner.</li> <li>Take into account wider business circumstances &amp; their impact on client's requirements.</li> <li>Demonstrate awareness of new opportunities that arise due to business environment changes.</li> <li>Develop ways of working; demonstrate confidence &amp; initiative in achieving goals with excitement, energy &amp; purpose.</li> </ul> <p>Can reflect on their work process.</p>
<b>RELIABILITY</b>				
<p>The ability to act consistently in a professional manner whilst conscientiously assessing all work related matters &amp; supporting other colleagues or students effectively.</p>	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>Consistent &amp; punctual attendance at sessions or engage with practical activities.</li> <li>Personal initial training &amp; vocational targets to achieve goals, using reflective methodologies to identify what went well &amp; what can be improved.</li> </ul>	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>Ability to monitor their own progress achievements &amp; deadlines.</li> <li>Personal initial training &amp; vocational targets to achieve goals, using reflective methodologies to identify what went well &amp; what can be improved to produce a consistent acceptable standard of work.</li> </ul>	<p>With some degree of guidance able to:</p> <ul style="list-style-type: none"> <li>Identify the activities that will successfully inform own career path.</li> <li>Determine the amount of tasks he / she can take on at one time, ensuring that a substantial amount of time is given to each, in order to effectively meet deadlines and to assess own personal limits, to be tested and "pushed" when deadlines are not immediate.</li> </ul>	<p>Able to independently:</p> <ul style="list-style-type: none"> <li>Identify activities that successfully enhance own career path whilst maintaining professionalism &amp; independence in managing unforeseen circumstances &amp; their impact on others in a variety of international settings.</li> <li>Recognise opportunities that may arise due to business environment changes, in the pursuit of achieving mutually beneficial objectives for a range of stakeholders.</li> <li>Think laterally around collated research in order to apply it in the context of their chosen profession.</li> </ul>

### Competences (vertical axis):

- The competence areas have been reduced to 6 predominant competence skills: The eight other competencies, previously determined by the skills audit, have been integrated into the levels that define the criteria of each competence area. The competence areas are alphabetically listed.

### Levels (horizontal axis):

- The Levels determine the development of each competence area and relate to each level of the qualification programmes across European VET colleges. We have numbered them: Level 1, 2, 3 & 4.

The team have developed a useful table to identify the levels in terms of the European **Qualification Framework (EQF)**, which informs the levels we are developing in our competence framework.



■ **Level 1**

Work or study under direct supervision in a structured context

■ **Level 2**

Work or study under supervision with some degree of autonomy

■ **Level 3**

Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances when solving problems

■ **Level 4**

Exercise self-management within the guidelines of routine work or study contexts that are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

## Learning activities

For professionals who apply the competence framework to learning environments, the ESG team has developed a series of learning activities to accompany the competence framework.

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### COMPETENCY: **SELF MOTIVATED / DRIVE AND ENERGY**

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#### LEARNING ACTIVITY

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**Activity:**

- Improvisation in different professional and work place roles.
- Discussions.
- Observation exercises.
- Self-tests to assess the role you assume in conversations and team work in the professional environment.
- Analyzing films: Observe the interactions of characters, what do you see?
- Training and interview techniques.
- Developing, planning and organizing weekly tasks.
- Dream games: write yourself a letter, where are you in 10 years time?

**Purpose:**

- To approach problems and tasks in innovative and creative ways with a sense of excitement, energy and purpose.
- To comprehend the impact of achievements on ones own work at present and in the future.

**Assessment:**

- Presentations, written reports and feedback sessions.

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#### Level 1 - 4 activities

**Level 1:**

Employee / student should collect aural information for a (business) order from clients and analyze / examine this, in order to collect information or advice if this is deliverable. Skills in this activity will be developed by conversations via telephone or face-to-face meetings.



**Level 2:**

Employee / student develops an understanding of how to deal with dissatisfied customers or customers wishing to make a complaint. Skills in this activity will be developed by building trust, avoiding conflict with customers and coming up with possible solutions.

**Level 3:**

Employee / student develops an understanding of how to deal with dissatisfied customers or customers wishing to make a complaint. Skills in this activity will be developed by building trust, avoiding conflict with customers and coming up with possible solutions.

**Level 4:**

Employee / student develops an understanding of how to deal with dissatisfied customers or customers wishing to make a complaint. Skills in this activity will be developed by building trust, avoiding conflict with customers and coming up with possible solutions.

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**COMPETENCY: RELIABILITY**

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**LEARNING ACTIVITY**

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**Activity:**

- Develop own series of short term and long term goals: Create a table to identify these goals which includes deadlines.
  - Meet each goal by the deadline set and produce tangible evidence to illustrate that the deadline was met.
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**Purpose:**

- To identify the activities that will successfully inform own career path.
  - To determine the amount of tasks he / she can take on at one time, ensuring that a substantial amount of time is given to each, in order to effectively meet deadlines and to assess own personal limits, to be tested and “pushed” when deadlines are not immediate.
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**Assessment:**

- At interim stages and at the final stage, once all work is complete, to develop a presentation to illustrate how each goal was met, to be presented to managers, using the tangible evidence collected to evidence success.
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**Level 1 - 4 activities**

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**COMPETENCY: SHOWING COMMITMENT**

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**LEARNING ACTIVITY**

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**Activity:**

- A series of training challenges that needs to be analysed and resolved within a timeframe.
  - Meet each goal by the deadline set and produce tangible evidence to illustrate that the deadline was met.
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**Purpose:**

- To analyse the circumstances which present a problem and formulate strategies and goals to overcome them.
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**Assessment:**

- Presentation of achievements to wider training group.
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**Level 1 - 4 activities**

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## COMPETENCY: FLEXIBILITY

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### LEARNING ACTIVITY

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#### Activity:

- Deliver activities whilst adjusting aspects of the training scenario, such as:
    - Contextual adjustments.*
    - Adjustments in results.*
    - Other variables.*
  - Evaluation: Take full responsibility for own continuous improvement.
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#### Purpose:

- Respond to changeable circumstances.
  - Evaluate key circumstances in order to improve results and implement new solutions in relation to new circumstances that present themselves.
  - Expose trainees / students to different views.
  - Provoke trainees / students to reorganize the strategies used, obtain the results and solve problems.
  - Affect teamwork and encourage each member to assume a new role whilst reestablishing the wider team dynamics.
  - Achieve greater flexibility to affect own attitudes towards the task.
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#### Assessment:

- Team presentation of outcomes to others working in the wider training environment.
  - Evaluation: what went well? What could have been improved?
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#### Level 1 - 4 activities

##### Level 1: 2 part learning activity:

A: Student / trainee / employee designs a project to solve a problem or to create a final product that has been previously planned. This project should include: aims, work packages organized in different stages and with the corresponding tasks and timing.

B: Analyse the different approaches of a piece of news, that is related to the professional environment, in different media.

##### Level 2:

Elaborate a reflective learning journal, both as individual work and as teamwork. They should express their experience as a result of the implementation of projects, by changing their roles that everyone plays in the team throughout the work they do. Identification of strengths and needs to improve the personal performance of each rol.

##### Level 3:

As a team, searching on the internet the possibility of social, economic, technical, etc ... changes, that might affect the professional environment . Select those that are considered to be more important, analyse the consequences and present the possible alternatives as a response to those changes. Present these responses and alternatives as a role play.

##### Level 4: 2 part learning activity:

A. Produce an individual, written analysis of own vocational specialism within the wider social and economic climate that affects it. What emerging research affects your vocational specialism and what are the implications of this research in terms of future opportunities? Analyse your own current skill-set.

B. In teams, work to produce a proposal for a funding application, specific to your subject area. You should have a clear and specific, final objective in mind. Consider your previous analysis and the opportunities that exist within your vocational specialism. Consider what objectives you would need to meet in order to achieve your end goal. How can you use funding to capitalise on these opportunities? Consider the range of skills you have as a team, how can you harness these skills to successfully meet your objectives?



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## COMPETENCY: **PROACTIVE APPROACH**

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### LEARNING ACTIVITY

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#### **Activity:**

- Research the jobs market via the web, local job and careers advice centres, to assess what skills are required for future career goals.
  - Create a 5-year plan to implement and work towards in order to achieve career goals. Create a presentation regarding your research and career plan and present to others within work place environment, in order to obtain valuable feedback and promote your profile. Video the presentation and upload a link of the video to a professional social media site, such as "LinkedIn", to promote yourself and to network with key members of your chosen profession.
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#### **Purpose:**

- Assess new information that allows him / her to realise the range of options involved in their chosen professional pathway.
  - Recognise the individual targets and goals required to meet deadlines effectively in order to reach solutions.
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#### **Assessment:**

- Based on a portfolio of research, a presentation and a video.
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#### **Level 1 - 4 activities**

##### **Level 1:**

Student / trainee / employee should create a plan of training targets and goals for the following year which include deadlines. This document should be amended and updated regularly throughout the year.

##### **Level 2:**

Working in teams to respond to a provided business scenario. How will students /trainees / employees work collaboratively to overcome the challenges? Who will take responsibility for each role? Students /trainees / employees should begin by analysing their own skills in relation to the roles required within the scenario.

##### **Level 3: Attend 2 events:**

one in-house training event and one external event, both relating to student's / trainee's / employee's vocational specialism. Use camera devices to record events and evaluate and compare the events after in terms of what has been learned. Evaluation of the events should be presented online using a portfolio to market progress and to present an online professional presence.

##### **Level 4: 2 part learning activity:**

A. Produce an individual, written analysis of own vocational specialism within the wider social and economic climate that affects it. What emerging research affects your vocational specialism and what are the implications of this research in terms of future opportunities? Analyse your own current skill-set.

B. In teams, work to produce a proposal for a funding application, specific to your subject area. You should have a clear and specific, final objective in mind. Consider your previous analysis and the opportunities that exist within your vocational specialism. Consider what objectives you would need to meet in order to achieve your end goal. How can you use funding to capitalise on these opportunities? Consider the range of skills you have as a team, how can you harness these skills to successfully meet your objectives?



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## COMPETENCY: RECEPTIVE TO NEW INFORMATION

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### LEARNING ACTIVITY

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#### **Activity:**

- Take part in a group activity informed by a training scenario: At staged intervals, new information will be introduced to the activity by facilitators, to influence the project outcomes.
  - Group tasks will be compromised and adjustments will have to be made to the development of the project.
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#### **Purpose:**

- To accept changes to the professional environment whilst working under pressure.
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#### **Assessment:**

- Final outcomes, team presentations and evaluations.
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#### **Level 1 - 4 activities**

##### **Level 1:**

A problem solving activity that involves students working in small groups to overcome a challenge within a short timeframe. During the activity the facilitator will introduce a change / changes to the scenario that affects project outcomes. Successful completion will involve successfully adapting to the new circumstances.

##### **Level 2:**

Working on a mini-projects relating to a topical and diverse campaign that is relevant to the local community: Topical subjects such as mental health, black history, LBTG rights. The project should be informed by current media materials relating to the topic.

##### **Level 3:**

Completion of a practical body of work that is informed by current research relating to subject / training specialism. Students / trainees should be able to create a final body of research / practice that can be disseminated to communities and audiences such as: a presentation, exhibition or an online product.

##### **Level 4:**

Liaising and networking with an external organisation, students / trainees should design and meet a brief that is agreed between themselves and the organisation which they are networking with. The outcomes should be made publically available online.



For more information regarding the ESG project please see the following websites:

[www.enterprisegame.eu](http://www.enterprisegame.eu)  
[www.simbiz.eu](http://www.simbiz.eu)



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