





Utilising the Entrecomp Framework, critically evaluate your own creativity and enterprise skills and consider how you might be able to develop the creative and enterprising skills of primary learners through your own pedagogy.

It's time!



EntreComp identifies the competences that make someone entrepreneurial.

The EntreComp wheel offers an overview of the different yet interconnected competences.

3 Areas





15 Competences

Flexible and Adaptable



Depending on where and how EntreComp is used, it is reasonable to expect that emphasis be placed on some competences more than others.

Hints

HoM?

sources	2.2 Motivation and perseverance	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
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Competence

Descriptors



Competences per area

IDEAS & OPPORTUNITIES

COMPETENCE	HINT	DESCRIPTION
1.1 Spotting opportunities	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
1.2 Creativity	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
1.3 Vision	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
1.4 Valuing ideas	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
1.5 Ethical & sustainable thinking	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



Competences per area RESOURCES

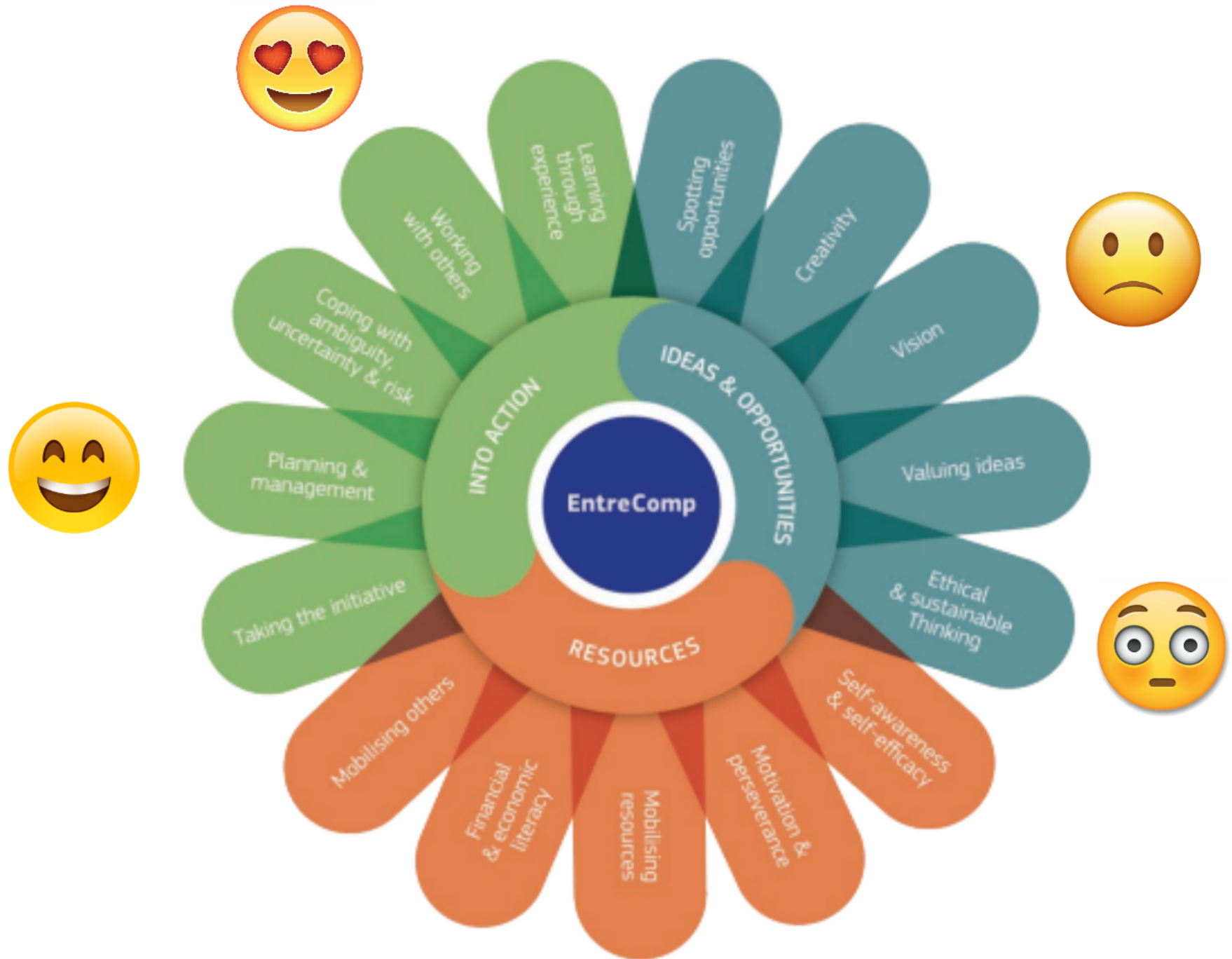
COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	• Reflect on your needs, aspirations and wants in the short medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events despite uncertainty, setbacks and temporary failures
2.2 Motivation & perseverance	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
2.3 Mobilising resources	Gather 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
2.4 Financial & economic literacy	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 your value-creating activity can last over the long term
2.5 Mobilising others	Inspire, enthuse 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



Competences per area

INTO ACTION

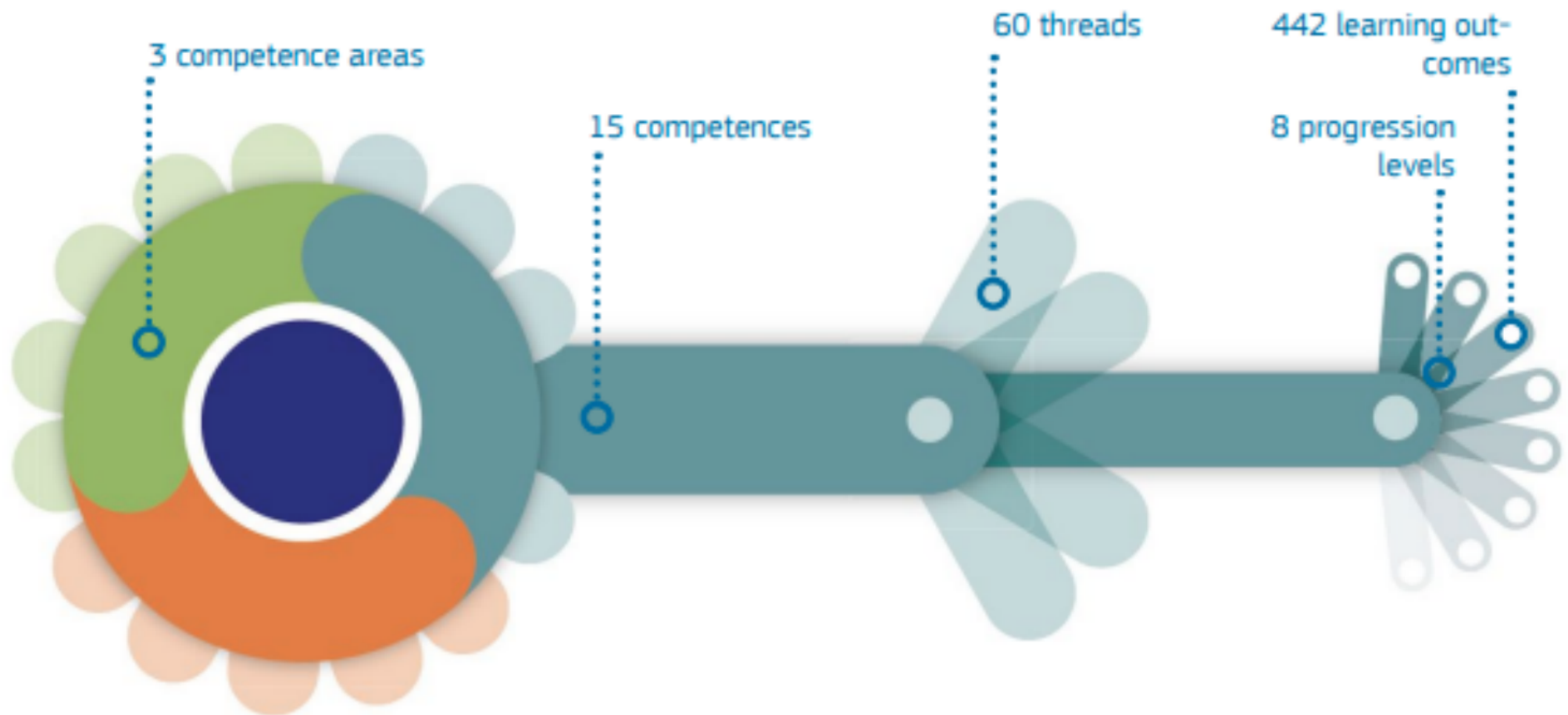
COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	- Initiate processes that create value - Take up challenges - Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning & management	Prioritise, organise and follow up	- Set long-, medium- and short-term goals - Define priorities and action plan - Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity & risk	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 value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing - Handle fast-moving situations promptly and flexibl
3.4 Working with others	Team up, collaborate 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
3.5 Learning through experience	Learn 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 wn and other people's)

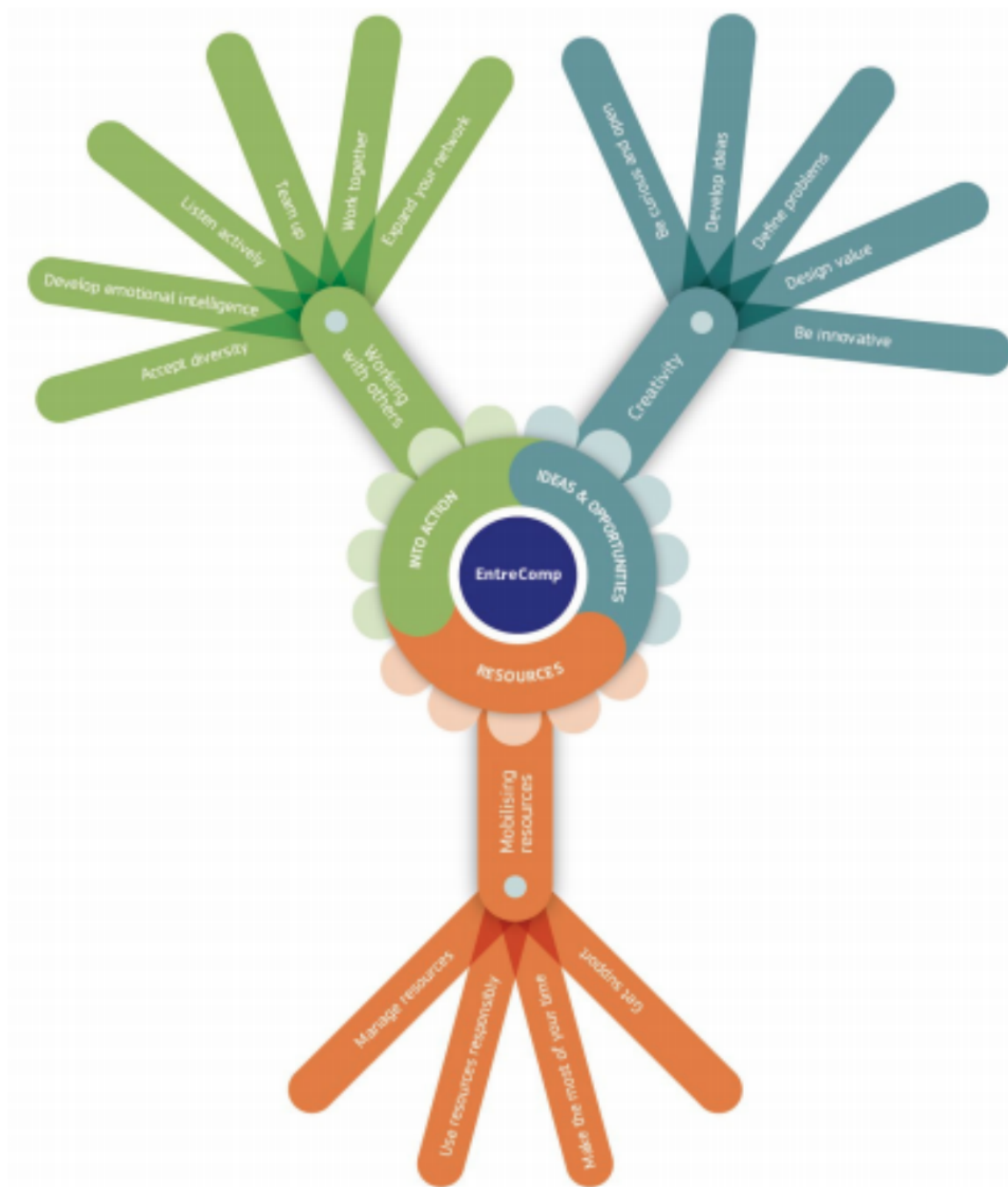


POSTER TASK



**WHICH COMPETENCES WOULD BE MOST HELPFUL FOR OUR
FOCUS ON CREATIVE AND ENTERPRISING TEACHING?**







Appendix: The full EntreComp framework

Area	Competence	Hint	Descriptor	Thread ¹⁰	Level of proficiency		Foundation		Intermediate		Advanced		Expert	
							Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
					Progression		Under direct supervision.	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.
							Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread ¹⁰			Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Motivation and perseverance	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.	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 recognise different ways of motivating myself and others to create value.	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 within 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.	

Many describe this level on 'Business Application' as a worry!

Full EntreComp framework

Level of proficiency		Foundation		Intermediate		Advanced	
Progression		Relying on support from others		Building independence		Taking responsibility	
		Under direct supervision.	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.
		Discover	Explore	Experiment	Dare	Improve	Reinforce
Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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 pres-	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	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.

Expert	
Driving transformation, innovation and growth	
Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Expand	Transform
Level 7	Level 8

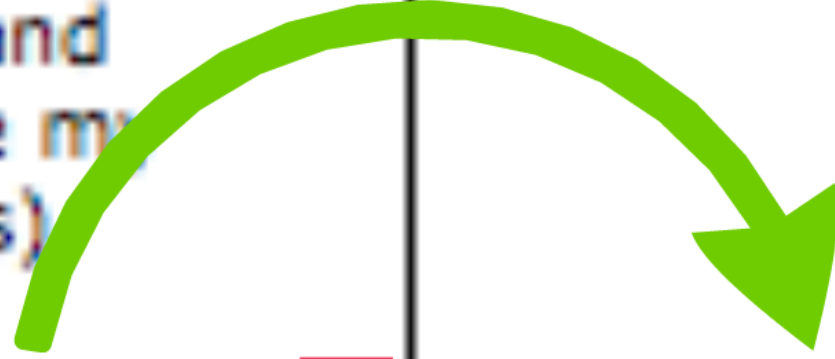
Many descriptors at this level are focused on 'Business' - NOT APPLICABLE. Don't worry!



											Developments in a specific field.	
					Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
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				Focus on what keeps you motivated.		I can recognise different ways of motivating myself and others to create value.	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 within my team and organisation.
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Area	Competence	Hint	Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Creativity	Develop creative and purposeful ideas. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.	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.	Be curious and open.	I can show that I am curious about new things. Active Curiosity	I can explore new ways to make use of existing resources. Functional Fixedness	I can experiment with my skills and competences in situations that are new to me. Risk taking	I can actively search for new solutions that meet my needs. Research 'Sandboxing'	I can actively search for new solutions that improve the value-creating process. Research 'Sandboxing'	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.	Metaphorical thinking Making unexpected connections	
				Develop ideas.	I can develop ideas that solve problems that are relevant to me and my surroundings. Divergent Thinking (Fluency)	Alone and as part of a team, I can develop ideas that create value for others. Divergent Thinking (Elaboration) Collaboration	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way. Prototyping	I can test the value of my solutions with end users. Trialing / Action research	I can describe different techniques to test innovative ideas with end users. Communication	I can set up processes to involve stakeholders in finding, developing and testing ideas. Collaboration	I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity. Convergent Thinking	I can design new processes to involve stakeholders in generating, developing and testing ideas that create value. "Blue hat" Thinking
				Define problems.	I can approach open-ended problems (problems that can have many solutions) with curiosity. Curiosity Awe and wonder (HoM)	I can explore open-ended problems in many ways so as to generate multiple solutions. Divergent Thinking (fluency & ?)	I can take part in group dynamics aimed at defining open-ended problems. Collaboration	I can reshape open-ended problems to fit my skills. Re-framing problems	I can describe and explain different approaches to shaping open-ended problems and different problem-solving strategies. Communication	I can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions. Collaboration	I can initiate, develop, manage and complete a creative project. Grit	I can use a mix of creative techniques to keep generating value over time. Resilience
				Design value.	I can assemble existing products, services and processes so that they better meet my needs or those of my peers and the community.	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.

Have a go at making connections
between the framework and aspects
of creativity that you are aware of!

Full EntreComp framework

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Progression			autonomy and together with my peers.		ties.	others.	working with others.	uting to complex developments in a specific field.	opment of a specific field.
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	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	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	I can identify the steps needed to research the potential for an innovative idea in light of its developm-	I can manage innovation processes that respond to emerging needs and make the most of



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