

Student Resources Pack for Completion of Task 3: Self and Peer Review.

The Sports Development Entrepreneur
BMSM6008
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Contents

- 1. Example models of reflective practice & learning** – use these to help you reflect on your experiences, make sense of your feelings, process learning outcomes and consider what actions to take in the future, when facing similar circumstances and in terms of your personal development. It will work best if you select one of the models to use rather than blend them or create your own.
- 2. Background to European Commission Entrepreneurship Competence Framework (Entrecomp)** – this has been used to underpin the self and peer review evaluation report card.
- 3. Exemplar student report cards** – these are included to give you a clearer idea of how to complete the report cards.

Please note: These notes will make much more sense if you first read the self-reflection and peer review report card available on Moodle.

What is reflection?

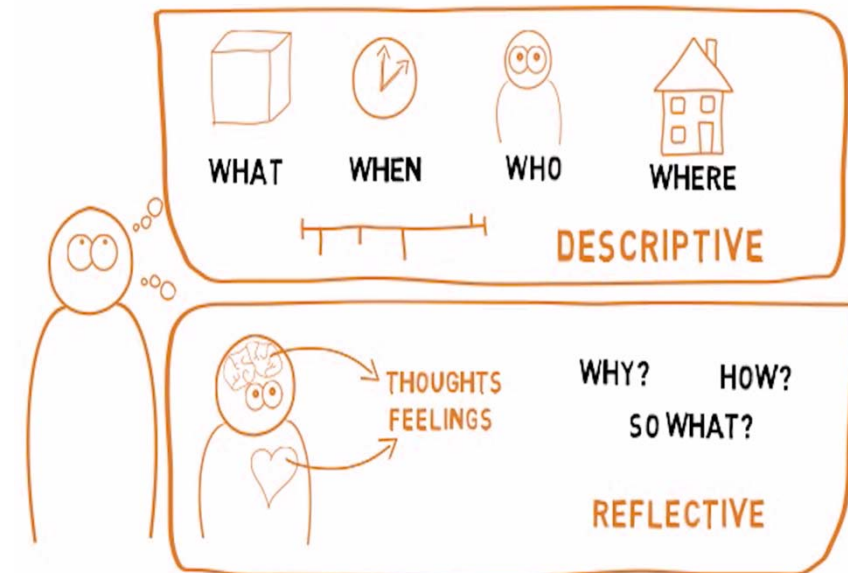
Linking practice to theory

Your experience and description of an event show the **what**.

You can **reflect** on the event and **learn** from it for the future.

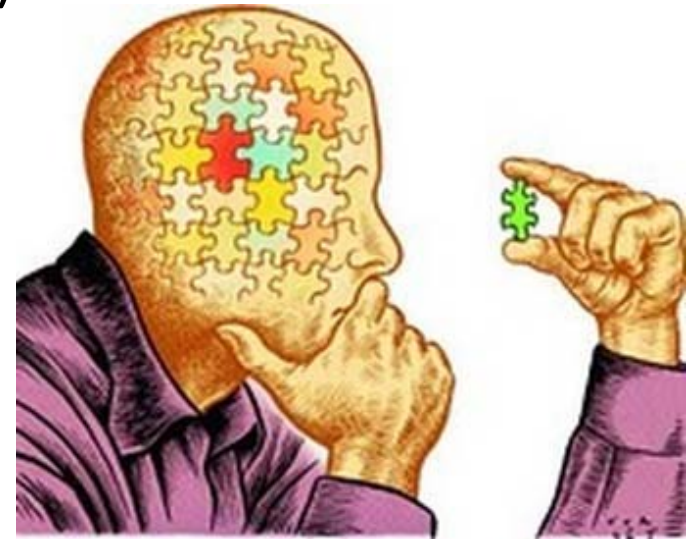
But you also relate it to theory to understand the **why**.

- Provides a broader perspective and looks at experiences from different viewpoints.
- Shows an awareness of the evidence and knowledge base.
- Involves a search for meaning in events.
- Takes your experiences and puts them into the wider context.

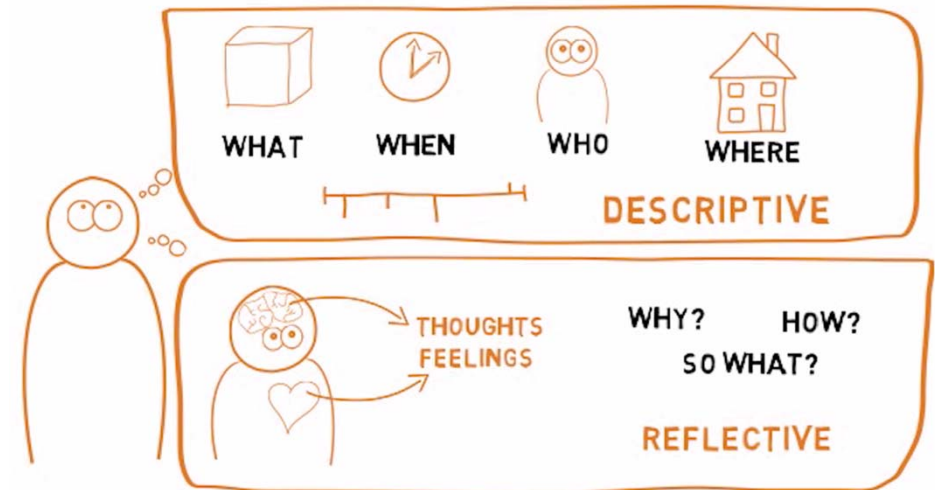
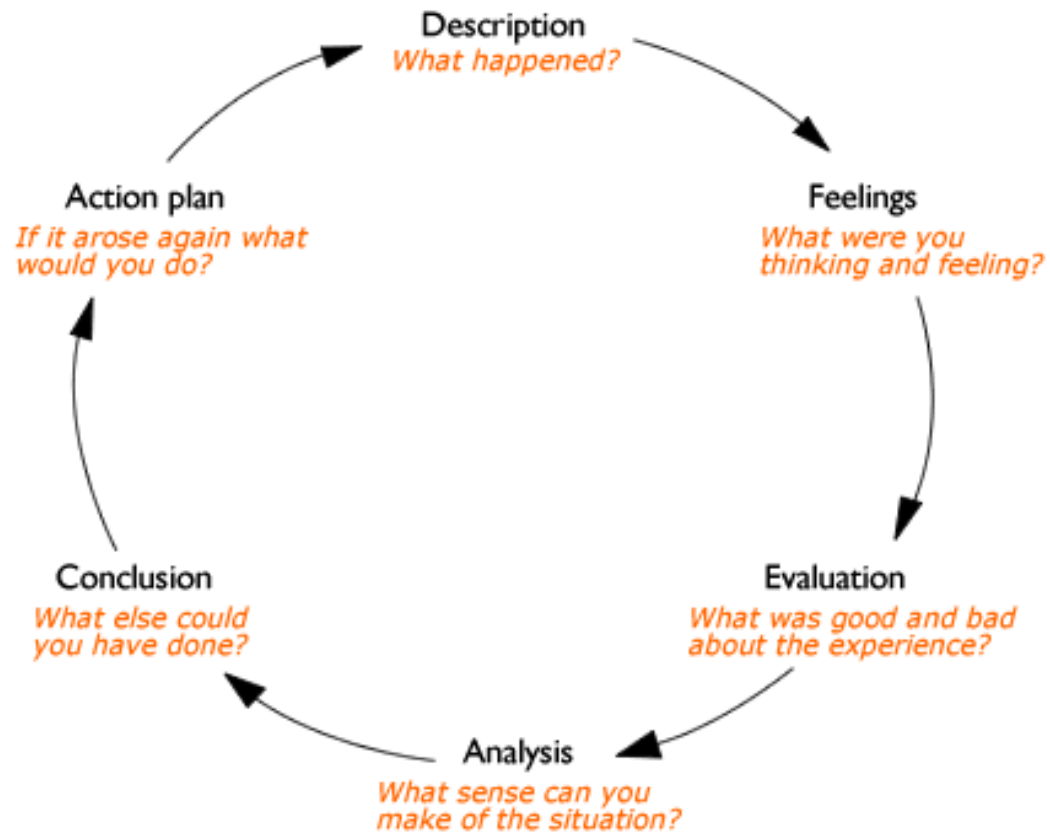


Reflective Practice Models

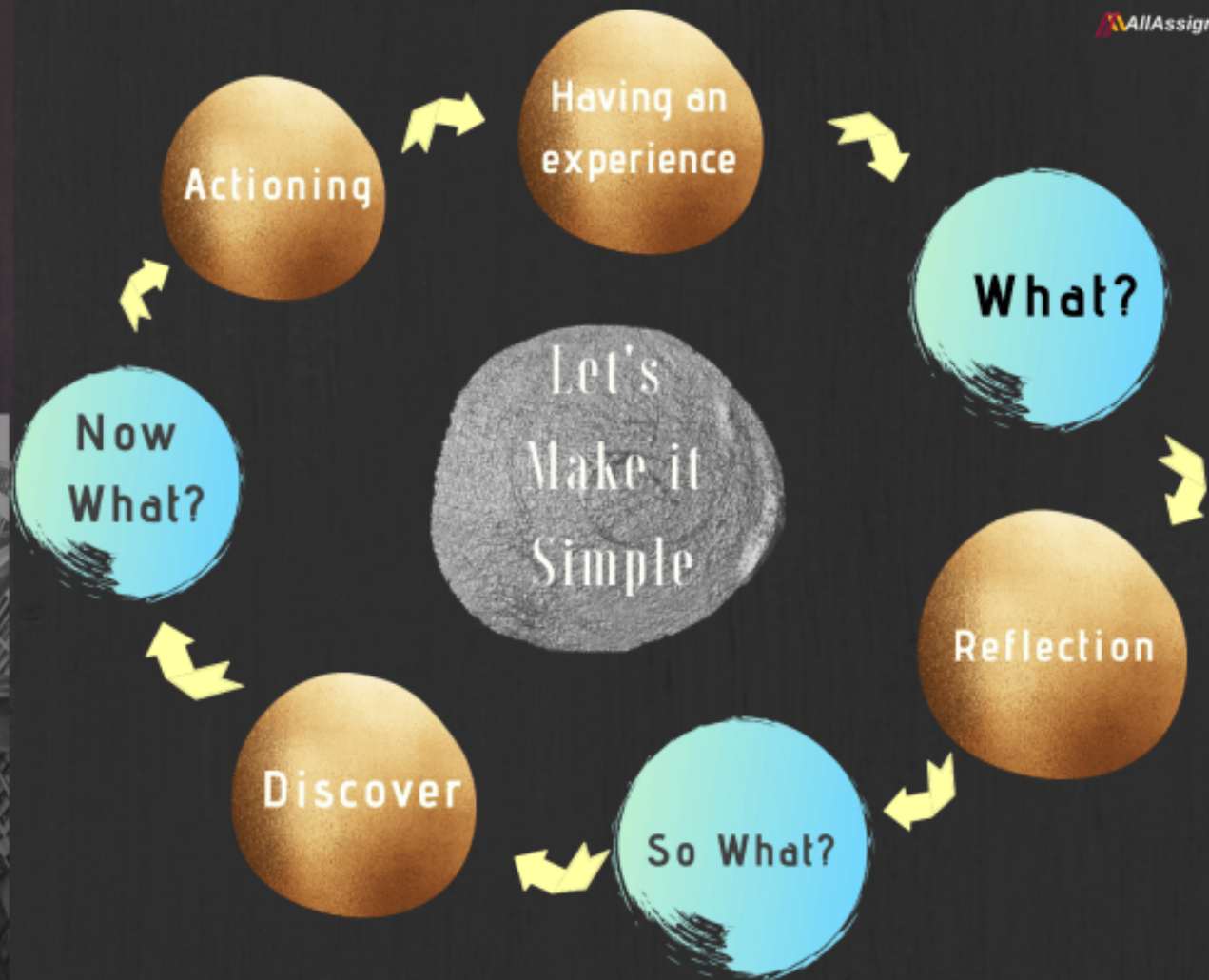
- Gibbs Reflective Cycle (1988)
- Kolb Experiential Learning Cycle (1984)
- Driscoll Model of Reflection (1994, 2004, 2007).



Gibbs' Reflective Cycle (1988)



Driscoll Model of Reflection



Driscoll Model of Reflection Explained

Another simple model was developed by Driscoll in the mid-1990s. Driscoll based his model of the 3 What's on the key questions asked by Terry Borton in the 1970s:

What?

So what?

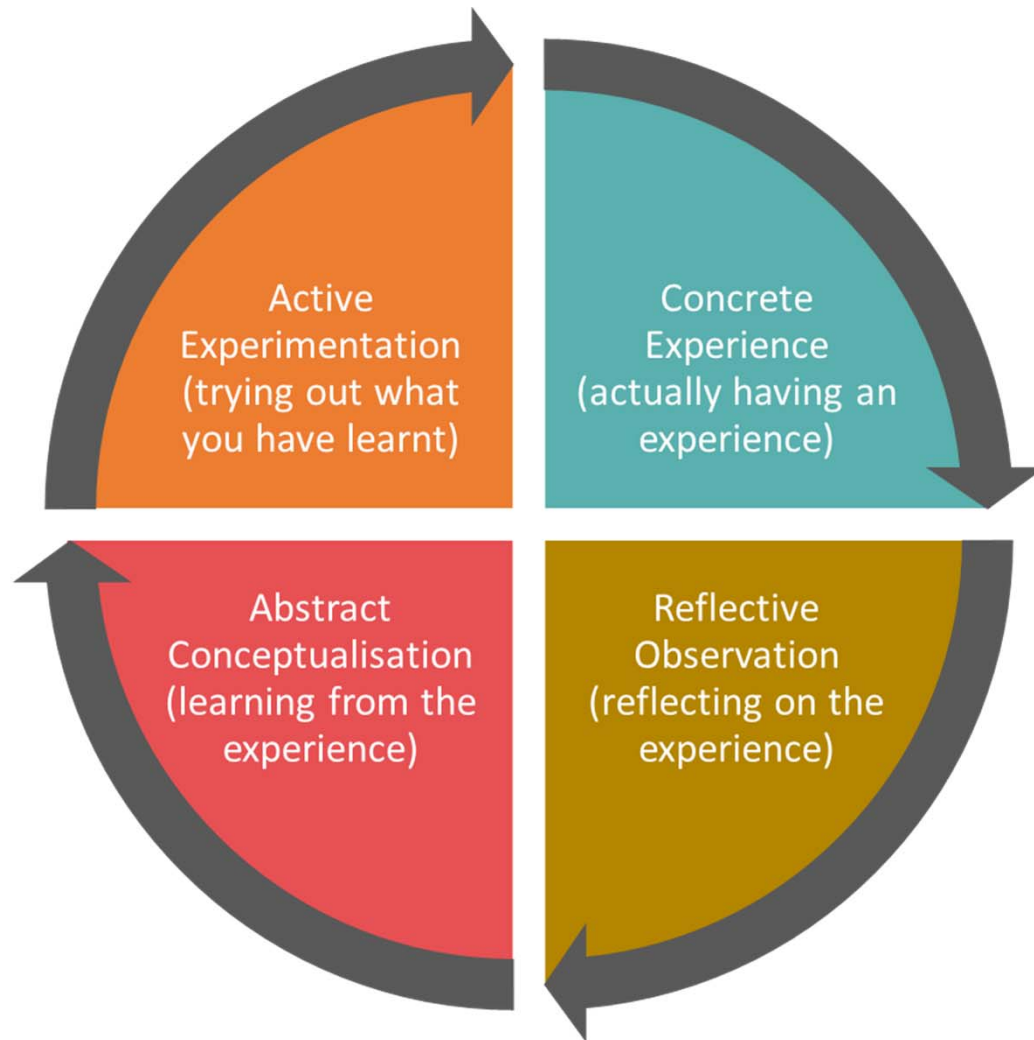
Now what?

By asking ourselves these three simple questions we can begin to analyse our experiences and learn from them.

Firstly we should describe what the situation or experience was to set it in context. This gives us a clear idea of what we are dealing with. We should then reflect on the experience by asking 'so what?' - what did we learn as a result of the experience? The final stage asks us to think about the action we will take as a result of this reflection. Will we change a behavior, try something new or carry on as we are? It is important to remember that it may be that nothing changes as a result of reflection and that we feel that we are doing everything we should during an experience. This is equally valid as an outcome and you should not worry if you can't think of something to change.

Borton, T. (1970) Reach, Touch and Teach. London: Hutchinson.

Driscoll, J. (ed.) (2007) Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals. Edinburgh: Elsevier



Kolb's Learning Cycle (1984)

In 1984, David A. Kolb, published a ground breaking book entitled *Experiential Learning: experience as the source of learning and development* (Englewood Cliffs, Prentice Hall, 1984).

This is a useful website for more details:
<https://www2.le.ac.uk/departments/doctorscollege/training/resources/teaching/theories/kolb>

Think about ... Which model?

Think about the models outlined above. Do any of them appeal to you or have you found another model which works for you? Do you find models in general helpful or are they too restrictive?

Further resources are available at this Cambridge University webpage:
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>

Reflective Writing – Remember!!

- Different to other forms of academic writing.
- Switch from 3rd to 1st person for example.
 - Develop style of writing that uses 'I' and personal experience.
 - Might feel strange at first. You may not be used to writing about your feelings or actions.
 - Will take practice.
 - Experiment with different models of reflection.



The European Commission's science and knowledge service

Joint Research Centre

EntreComp: The Entrepreneurship Competence Framework

Margherita Bacigalupo, PhD

DG JRC – Directorate Innovation and Growth





Entrepreneurship in lifelong learning

- Fostering **entrepreneurship in LLL** has been a European priority at least since the 2006 Recommendation on Key Competences.
- 10 year after the 2006 Recommendation the European landscape has been found scattered (Eurydice, 2016)
- The lack of a common understanding has led to the **proliferation of approaches** to entrepreneurial learning that are hard to reconcile, creating the need for some **harmonisation**

The purpose of the EntreComp

- Bridge the world of **education and work**
- **Be relevant for LLL** (equally to E&T and NFIL)
- Inform about the expected outcomes for different **levels of proficiency**
- Enhance the understanding of entrepreneurship as a key competence among the **wider community**
- Help mainstream **learning through value creation** (financial, cultural or social)

EntreComp definition: blending enterprise and entrepreneurship

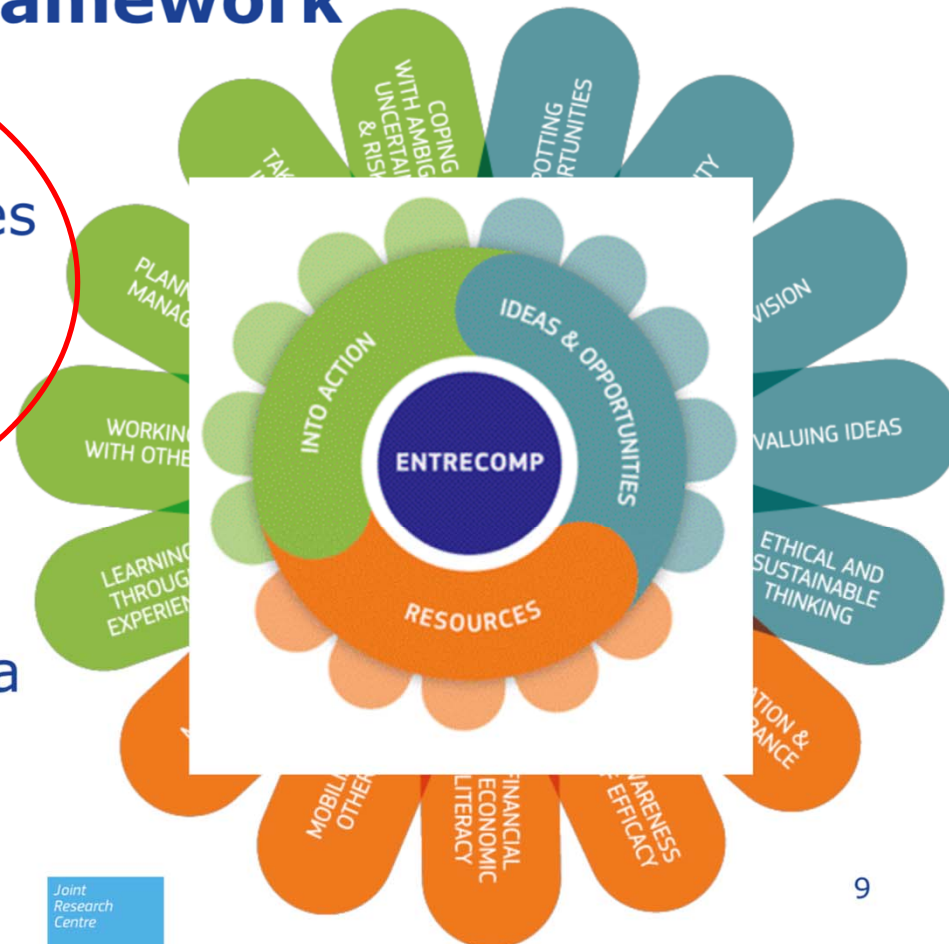
- Entrepreneurship is when you **act** upon **opportunities** and **ideas** and transform them into **value** for others. The value that is created can be **financial, cultural, or social** (FEE-YE, 2011)
- It is both an **individual & collective competence** applying to groups and organizations
- It refers to value creation in **all spheres of life**, and it may or may not lead to venture creation

The conceptual framework

3 areas:

- Ideas & Opportunities
- Resources
- Into Action

5 competences/area:
Each accompanied by a
hint and a descriptor





European
Commission



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

Ideas & Opportunities

Previous student exemplar:

Spotting Opportunities

Step 1 : Description of Process

The process involved identifying a current issue within the market and using it as an opportunity to create a new problem or service in order to generate a solution. In identifying that Cardiff Metropolitan did not have a centralised system to organise teams and the poor perception of the BUCS Play application, the group explored the social, cultural and economic landscape surrounding the issue and created value through finding a purposeful solution. The process required the group to be innovative in envisioning an ongoing future of development for the concept and not generating a concept that would only satisfy the current target market as it stands now.

Step 2: Personal Contribution to the Process

My Professional Placement aided my identification of the issues that BUCS Play presents to university institutions and students who are competing in BUCS events. Consequently, I proposed the idea of a centralised system for the university to the group and contributed in ensuring other proposed ideas were valued and accredited the collaboration process. Moreover, through the network I had built from my placement, I obtained data from the Athletic Union in order to focus on a specific target market instead of generalising all Higher Education students in the UK.

Appendix Evidence

Appendix one, two, three, four, six, eleven

Step 3: What I have learned

I have learned how to generate practical but innovative solutions to problems identified by both myself and a group. The module has enabled me to develop a greater understanding of how to create value in others' ideas and view the opportunity for collaboration in a positive manner. I have improved on acknowledging my weaknesses such as group collaboration and giving equal value to ideas and allowing them to develop before advancing to a conclusion. I have developed my ability to present others' ideas in a more engaging and interesting way as a result of needing to present not only my individual idea but the group's idea and individual views within said group.

Step 4: Personal Action Plan (based on experience and Self Reflection below).

I have identified a weakness as using creativity to develop multiple ideas that generate value for others. El-Murad and West (2004) suggest creativity involves originality but a product or service does not need to be original in order for it to be fulfilling an opportunity. They further argue that the process of combining two or more previously existing concepts, thoughts or materials is considered to be the highest point in which creativity and knowledge are able to collaborate. To improve, I will need to challenge myself by diversifying the groups I am working in and begin to focus on divergent thinking instead of convergent thinking. Divergent thinking involves seeing a problem as not having one single solution with boundaries but as having solutions in many different directions with no boundaries (Thompson, 2003).

Considering ethical and sustainable principles are met is a weakness highlighted by the questionnaire. Yilmaz and Flouris (2010) reason that sustainability is an umbrella term covering the environment, economics, development and risk reduction. Sustainability also encompasses both a long and short term orientation (Eskerod and Huemann, 2013). To improve my consideration of ethical and sustainable principles, I will begin to consider sustainability issues throughout all stages of decision making, ensuring decisions are made in the interest of the customers and stakeholders without damage to the society and environment they inhabit (Zainul-Abidin and Pasquire, 2008).



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

Resources

Previous student exemplar:

Learning & Reflection Card

Resources

Step 1 : Description of Process

Throughout the process we had lots of paper resources from lectures that were filled out as a group which is where we started our process from, it started from our business canvas and mission, vision values outline. We also used Porters Five Forces diagram. I helped contribute information and details to all these resources in seminars.

Step 2: Personal Contribution to the Process

For our final product I used logo design software to produce a logo for the organisation to give our brand a visual representation. I also carried out market research with 75 people, so I had stats to support my statements about the customer segment we are targeting. I then displayed the data in a table to use as an appendix and produced graphs from the data to visually display the evidence I was talking about.

Appendix Evidence

Appendix 1, 6, 10, 11

Step 3: What I have learned

I have learnt how to generate ideas and value for others and now have more confidence in my ability to do so, this is because of the whole process where we have constantly come up with ideas and modifying them. I also improved on recognising my weaknesses such as lack of creativity and working with others who are creative, so I could focus on my strengths. I learnt how to communicate ideas clearly with enthusiasm to others, this was from everyone having different views so we all had to present our own ideas effectively to the group.

Step 4: Personal Action Plan (based on experience and Self Reflection below).

From my reflection my two weakest areas are defining strategies and finding and using resources. Shen *et al.* (2018) articulate how important it is in industry to find and use the right resources for tasks, if you don't do it can end up taking more time and potentially costing more. To improve this, I will do more research of what it is around before I start tasks and look in different places and use different search terms, this will give me broader results and make it easier to find the relevant resources.

Defining strategies is another weakness, Harrington and Ottenbacher (2011) discuss that to improve this an individual should analyse the organisation and environment in detail and identify strategic options, this will allow a strategy to be developed. Lynch (2015) also recommends using SWOT analysis before starting to think about your own strategy. When I need to use these skills again, I will follow these tips.

Harrington, R. and Ottenbacher, M. (2011) Strategic management. *International Journal of Contemporary Hospitality Management*, 23(4), P.439–462.

Lynch, R. (2015) *Strategic Management*, Harlow: Pearson Education UK.

Shen, J., Messersmith, J. and Jiang, K. (2018) Advancing human resource management scholarship through multilevel modeling. *The International Journal of Human Resource Management*, 29(2), P.227–238.



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 plans - 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 flexibly
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 own and other people's)

Into Action

Previous student exemplar:

Into Action

Step 1 : Description of Process

The process began by taking the initiative to form a group comprising of individuals who had similar interests and held similar responsibilities in their placements. Initiative, planning and management were evidenced in discussions regarding our availability, the project timeframe and what the group priorities were. The group used what they had learned through their experience in sport to create a concept that would add value to their experiences going forward.

Step 2: Personal Contribution to the Process

I used my initiative at the start of the process when looking at the time frame in which the project needed to be completed and suggested that instead of attempting to create a new product or service that had never been created before, the group should identify issues in the current market and focus our solution towards addressing those. I acknowledged that there were written assignments at the end of the module and analysed the assessment contents and marking criteria in order to use our time as a group more efficiently, particularly as it was established that beyond designated lecture time our schedules were not complimentary. Moreover, I took the initiative to note meeting minutes to provide the group with evidence during the assignment process.

Appendix Evidence

Appendix one, two, three, four, five, ten, eleven

Step 3: What I have learned

I have learned to be more confident in communicating how I have used my initiative in situations of uncertainty, such as when there is not a correct or incorrect answer, and focusing my initiative on value creation when confronted with learning opportunities. Moreover, I have identified a weakness with regards to using feedback to set a range of goals with different time frames. For example, a strength is reflecting and using feedback to generate new short term and long term goals but a weakness is identifying and setting the medium term goal. Making decisions in ambiguous situations is a further weakness that the module has enabled me to recognise. However, I have developed my ability to adapt to unforeseen changes and approach such changes in a positive manner.

Step 4: Personal Action Plan (based on experience and Self Reflection below).

El-Murad and West (2004) identify an inhibitor of success, when in a situation of uncertainty, as fear and is why many are hesitant to express their ideas. The above questionnaire highlights a weakness in my fear of making mistakes and reluctance to make decisions when in situations of ambiguity. With a view of improving and becoming more confident in situations of uncertainty, I will challenge myself to redefine the problem in an attempt to understand it from a different viewpoint, to recognise that knowledge has the potential to hinder the creative process and to learn to analyse, as well as criticise, my own ideas (Sternberg, 2000).