EntreComp:
The Entrepreneurship Competence Framework – Adapted to the needs of people with SLDs

TABLE OF CONTENTS

FOREWORD

The European Commission has proposed 'A New Skills Agenda for Europe: Working together to strengthen human capital, employability and competitiveness' to address the skills challenges that Europe is currently facing. The aim is that everyone should have the key set of competences needed for personal development, social inclusion, active citizenship and employment. These competences include literacy, numeracy, science and foreign languages, as well as more transversal skills such as digital competence, entrepreneurship competence, critical thinking, problem solving or learning to learn.

The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organisations. The framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas, a list of 15 competences, learning outcomes and proficiency levels, which current and future initiatives can refer to.

EntreComp was developed by the Joint Research Centre (JRC) of the European Commis- sion on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL). The current report is the first publication to be released by the EntreComp project after an intensive process of research and stakeholder consultations.

The origin of this work goes back to 2006 when the European Union proposed 8 key competences for lifelong learning, one of which was a 'sense of initiative and entrepreneurship'.

DG EMPL is working together with the JRC to strengthen the uptake and use of Entre- Comp in Europe. The release of this report, coincides with the publication of an update of the 2013 report on the Digital Competence Framework for Citizens, also known as DigComp2.

Both tools will enable public authorities and private actors to improve their guidance, training and mentoring services for young people and job seekers, and at the same time further an entrepreneurial mindset among citizens. We believe they can help to address some of the key skills challenges that Europe is currently facing.

Detlef Eckert
Director, DG Employment, Social Affairs and Inclusion

EXECUTIVE SUMMARY

The European Union (EU) and its Member States have worked for many years to help people and organizations develop entrepreneurial skills. These skills include learning how to think creatively, solve problems, and take initiative.

More and more people understand that entrepreneurial skills, knowledge, and attitudes can be learned. If more people develop these skills, it benefits both individuals and society.

The EU's Support for Entrepreneurship

- In 2003, the European Commission highlighted the importance of entrepreneurship education in the Green Paper on Entrepreneurship in Europe.
- By 2006, entrepreneurship was officially recognized as one of the eight key competences needed in a knowledge-based society.
- Important policies, such as the 2008 Small Business Act for Europe, the 2013 Entrepreneurship Action Plan 2020, and the New Skills Agenda for Europe, have kept this topic in focus.

These policies have led to many initiatives across Europe to promote entrepreneurship learning.

Challenges in Defining Entrepreneurship as a Skill

Even though many countries support entrepreneurship education, there is still no common agreement on what entrepreneurship as a competence means.

- Some countries follow the EU definition of entrepreneurship.
- Others use their own national definitions.
- Around 10 countries have no agreed definition at all.

Another major challenge is the lack of clear learning outcomes for entrepreneurship education. This makes it difficult to create consistent training and support for learners.

The EntreComp Framework

To solve these challenges, the European Commission launched the EntreComp study in 2015. The goal was to:

- Define entrepreneurship as a skill that people can learn.
- Create a framework that explains entrepreneurial competence in terms of knowledge, skills, and attitudes.
- Give people tools to assess and develop their entrepreneurial skills.

EntreComp provides a common approach to help people in Europe improve their entrepreneurial abilities.

Did You Know?

"Entrepreneurship isn't just about starting businesses—it's about thinking creatively, solving problems, and taking initiative in all aspects of life!"

Key Conclusions

This report introduces the EntreComp Framework, which defines entrepreneurship as a competence. The goal is to create a bridge between education and work, making it a useful reference for entrepreneurial learning initiatives.

The framework is flexible and can be used or adapted for different contexts, such as:

- Reforming curricula in formal education and training.
- Creating hands-on entrepreneurial experiences in non-formal learning settings.
- Developing tools to help people assess their entrepreneurial skills.

Structure of the EntreComp Framework

There are 3 Main Competence Areas:
- Ideas and Opportunities
- Resources
- Into Action

Each area includes 5 competences, which together form the 15 key competences of entrepreneurship.

The framework follows an 8-level progression model to track skill development.

It provides 442 learning outcomes to guide educators, trainers, and policymakers in designing entrepreneurial learning programs.

3 areas
15 key competences
8 levels

442 learning outcomes

Main Findings

What is "Entrepreneurship" According to EntreComp?

EntreComp defines entrepreneurship as a transversal competence. This means it can be used in all areas of life, including:

- Personal growth – Developing skills to take initiative and solve problems.
- Active citizenship – Participating in society and making a difference.
- Employment – Finding a job or becoming self-employed.
- Starting a business or project – Creating something new, whether cultural, social, or commercial.

A Broad and Inclusive Definition

EntreComp sees entrepreneurship as the ability to create value. This can be:
- Cultural (e.g., creative industries, arts)
- Social (e.g., projects that help communities)
- Economic (e.g., business ventures)

EntreComp includes all types of entrepreneurship:
- Intrapreneurship – Innovating within a company.
- Social entrepreneurship – Solving social problems through business.
- Green entrepreneurship – Focusing on environmental sustainability.
- Digital entrepreneurship – Using technology to create value.

It applies to individuals, teams, and organizations in all sectors, and it's domain-neutral, meaning anyone can take action on ideas and opportunities in any field.

How Was EntreComp Developed?

The framework was created using a mixed-methods approach, including:
- Reviewing academic and professional research
- Analyzing real-life case studies
- Conducting expert consultations with multiple stakeholders

EntreComp builds on the Digital Competence Framework for Citizens (DigComp), a JRC-framework for citizens' digital competence.
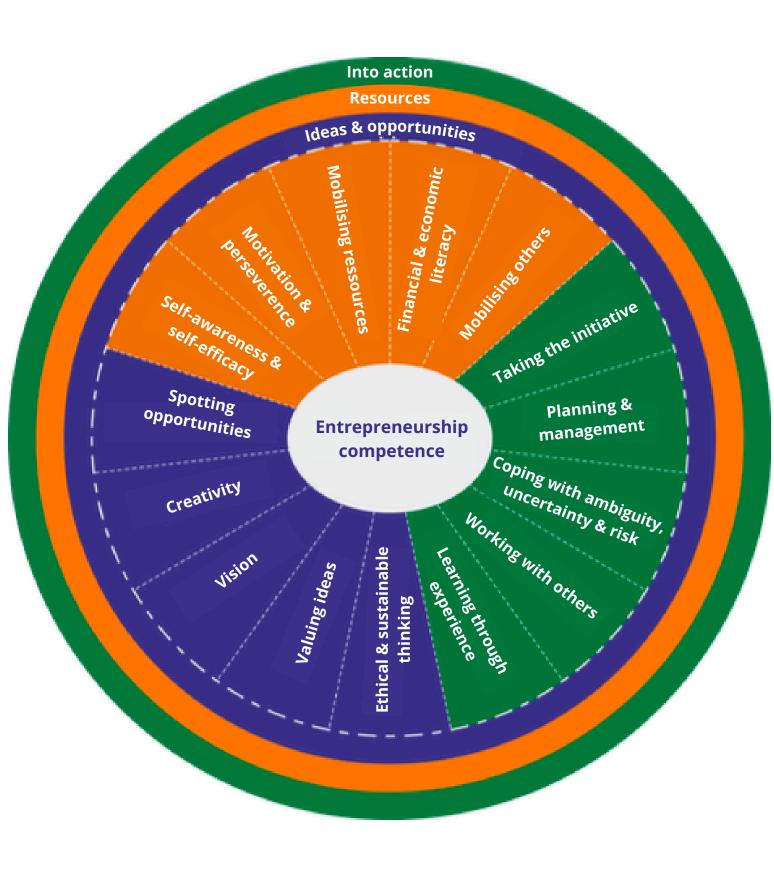
The Joint Research Centre conducted a study for the Directorate-General for Employment, Social Affairs, and Inclusion to create a common way to help people develop entrepreneurial skills. The EntreComp framework explains entrepreneurship as a skill applicable in all life areas, helping individuals grow personally, become active members of society, find jobs, or start their own businesses. The framework is structured into three main competence areas and includes 15 key competences, which are shown in the figure below.

EntreComp can be used as a reference for the design of curricula in the formal education and training sector.
It can also be used for activities and programmes in non-formal learning contexts (for instance, to foster intrapreneurship with existing organizations).
It aims to establish a bridge between the worlds of education and work as regards entrepreneurship as a competence.

The EntreComp entrepreneurship competence wheel

Into action
Resources
Ideas & opportunities

Entrepreneurship competence

Self-awareness & self-efficacy
Motivation & perseverence
Mobilising ressources
Financial & economic literacy
Mobilising others
Taking the initiative
Planning & management
Coping with ambiguity, uncertainty & risk
Working with others
Learning through experience
Ethical & sustainable thinking
Valuing ideas
Vision
Creativity
Spotting opportunities

1. INTRODUCTION

Why Was EntreComp Created?

The European Commission developed EntreComp to help people learn and improve their entrepreneurial skills. The framework provides clear learning outcomes, making it easier to teach and develop entrepreneurship in education and the workplace. This report introduces the EntreComp framework, which is made up of three main competence areas and 15 key competences. It also includes an eight-level progression model and a detailed set of 442 learning outcomes. Experts and stakeholders have reviewed and refined EntreComp to ensure it is useful and practical.

The Origin of EntreComp

EntreComp is based on a 2006 recommendation from the European Parliament and the Council, which identified "sense of initiative and entrepreneurship" as one of the eight key competences for lifelong learning. This means that everyone—students, employees, and entrepreneurs—can benefit from developing entrepreneurial skills.

What Does Entrepreneurship Competence Mean?

Entrepreneurship competence is the ability to turn ideas into action. These ideas should create value, not just for oneself, but also for others. This competence helps people in many ways, including:

- Personal growth – Developing confidence and problem-solving skills.
- Active participation in society – Making a difference in communities.
- Social inclusion – Helping everyone access opportunities.
- Employment and career success – Preparing for work as an employee or entrepreneur.

Did You Know?

"The term "entrepreneurship competence" became more popular over time because it is easier to understand than "sense of initiative and entrepreneurship." Experts and educators now use this simpler name, but EntreComp still includes the original idea of taking initiative and turning ideas into action!

By providing a clear structure for learning and developing entrepreneurship skills, EntreComp helps people gain confidence, take initiative, and create opportunities in any field.
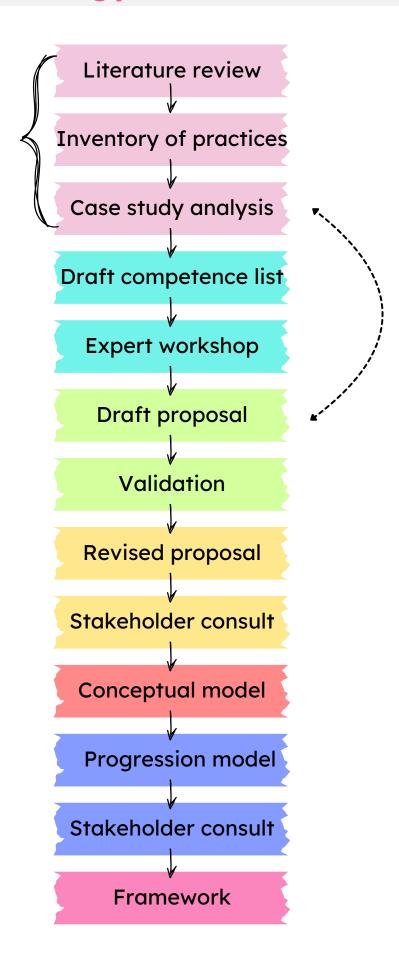
1.1 The aims and objectives of the study

The EntreComp study, launched in 2015 by the JRC, aims to bridge education and work, promote entrepreneurship competence in Europe, facilitate peer learning, and positively impact mobility, employability, and citizen participation. It aims to establish a common basis for initiatives promoting entrepreneurship across education, sectors, and purposes, transforming ideas into action.

To achieve its aim, the study has been therefore 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.

EntreComp has combined mixed-method research process and each of its interim outputs has been validated through multi-stakeholder consultations, leading to progressive refinement and eventually to the consolidated framework presented in the original report.

1.2 Methodology

Literature review

↓

Inventory of practices

↓

Case study analysis

↓

Draft competence list

↓

Expert workshop

↓

Draft proposal

↓

Validation

↓

Revised proposal

↓

Stakeholder consult

↓

Conceptual model

↓

Progression model

↓

Stakeholder consult

↓

Framework

Creating the EntreComp Framework was a step-by-step process. The goal was to make sure it was based on solid research and reviewed by experts. Here's how it happened:

- Research Review: Experts looked at existing research, policies, and ideas about entrepreneurship as a skill.
- Inventory of Initiatives: They collected 42 examples of how entrepreneurship is taught, learned, or assessed across Europe.
- Case Studies: They studied 10 of these examples in detail to understand what works well and what defines entrepreneurial learning.
- Expert Workshop: A group of experts reviewed the early findings and helped define what entrepreneurship competence should include.
- First Draft: The team created a first version of the model, based on everything they had learned so far.
- Comparison with Other Frameworks: They checked how their draft compared with existing models to make sure nothing important was missing.
- Use Scenarios: They imagined real-life situations to see how the model could be used in practice.
- Feedback Rounds: They shared early versions of the model with many stakeholders, who gave comments and suggestions.
- Final Concept: Using the feedback, they created a final version with 3 competence areas and initially 16 competences.

- Draft Framework: A detailed draft of the EntreComp Framework was produced, including 8 skill levels and around 500 learning outcomes.
- Expert Panel: More than 100 experts discussed the draft in online panels. These included members of the ET2020 group, the EIT Climate-KIC programme, and the Social Entrepreneurship expert group (GECES).
- Final Framework: The final EntreComp Framework has:
  - 3 competence areas
  - 15 competences
  - 8 levels of progression
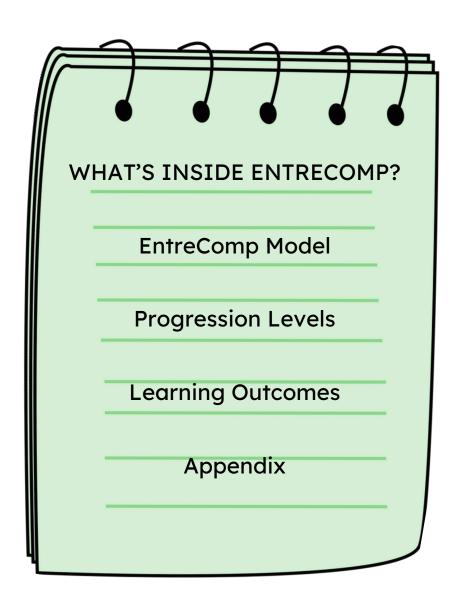 - 442 learning outcomes

1.3 Limitations

The EntreComp framework was created through a strong and careful research process. Many different experts were involved at every stage. Their feedback helped shape the framework and make sure it reflected real needs. Although the framework is well-supported by experts, it has not yet been fully tested in real-life situations. The next step is to try it out in schools, workplaces, and training programs.

Once it has been used in practice, the team will collect feedback from users—like teachers, trainers, and learners—and make improvements if needed. This will help ensure the framework works well for everyone.

1.4 Structure of the Report

After this introduction, the report explains the EntreComp model, which includes 3 areas and 15 competences. It then presents the progression model, showing how people can build their skills over time.
A full list of learning outcomes for all 8 levels is available in the Appendix.

WHAT'S INSIDE ENTRECOMP?

EntreComp Model

Progression Levels

Learning Outcomes

Appendix

The EntreComp study was created to help people understand and develop entrepreneurship as a skill. Its goal is to support individuals in:

- Taking part in society
- Managing their careers and lives
- Creating value through projects or businesses

To do this, EntreComp introduced a common framework: a clear structure for teaching and learning entrepreneurship.
In EntreComp, entrepreneurship is seen as a skill you can use in all areas of life: at school, at work, in your community, or in your own projects.

Did You Know?

Entrepreneurship is defined as:
"Acting on opportunities and ideas to create value for others."
This value can be financial, cultural, or social.

Entrepreneurship can happen in any area:

- In the private sector (businesses)
- In the public sector (schools, governments)
- In the non-profit sector (charities, NGOs)

Or a mix of all three.

It includes many types of entrepreneurship, such as:

- Intrapreneurship – Innovating inside a company
- Social entrepreneurship – Solving community problems
- Green entrepreneurship – Protecting the environment
- Digital entrepreneurship – Using technology to create value

EntreComp is built on two main parts:

- Competence Areas – These reflect how people turn ideas into action
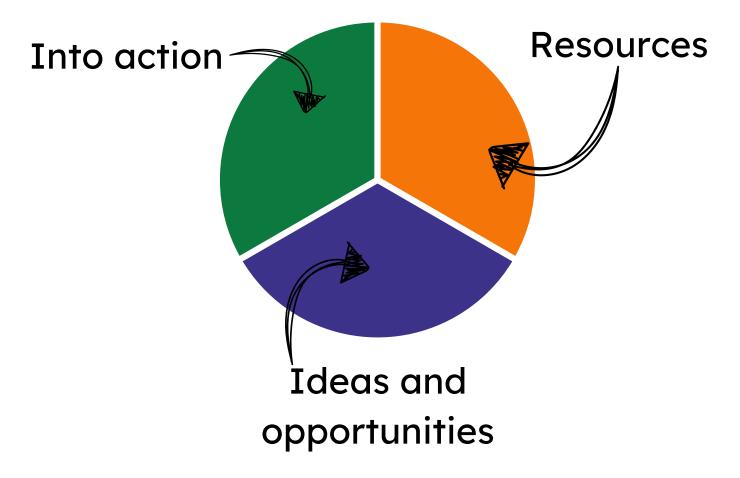- Key Competences – These are the building blocks of entrepreneurial learning

Each of the 15 competences includes a simple tip to help learners apply the skill and a short description explaining the core idea.

The 3 competence areas are:
- Ideas and Opportunities – Spotting and shaping ideas
- Resources – Using what you have (time, money, skills, motivation)
- Into Action – Making things happen

These areas are connected. You often use skills from all three at the same time. The 15 competences also work together—you don't need to be great at all of them, but each one helps in a different way.

The EntreComp competences are shown like slices of a pie chart:

Into action

Resources

Ideas and opportunities

The three colored rings around the pie slices show that all areas and competences are linked. For example, Creativity is placed under "Ideas and Opportunities," but being creative also means using resources and taking action.

The model is flexible—you can make your own connections between competences and adapt the framework to fit your goals.

Into action

Resources

Ideas & opportunities

Mobilising ressources

Financial & economic literacy

Mobilising others

Motivation & perseverence

Self-awareness & self-efficacy

Taking the initiative

Planning & management

Spotting opportunities

Coping with ambiguity, uncertainty & risk

Creativity

Working with others

Vision

Learning through experience

Valuing ideas

Ethical & sustainable thinking
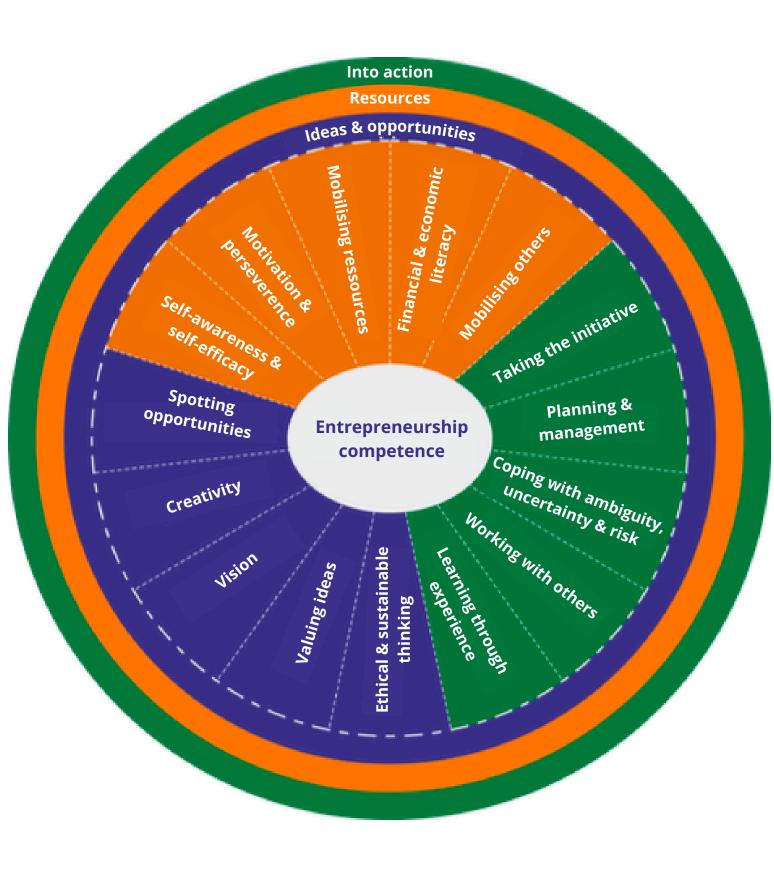
Entrepreneurship competence

Table 1 - below - gives a clear overview of the EntreComp model, showing how entrepreneurship competence is broken down into smaller parts. Each competence is given a number, but this number does not mean it must be learned in a certain order. Also, no competence is more important than another.
There is no hierarchy—all 15 competences are equally valuable, and there are no "core" or "secondary" skills in this framework.

Depending on where and how the framework is used, some competences may be more important than others. For example, a school might focus on creativity and teamwork, while a business might focus more on planning and taking action.

This means the EntreComp Framework is meant to be adapted. It gives a strong starting point, but it can be changed and refined over time to meet the specific needs of different people and situations.

1. IDEAS AND OPPORTUNITIES

COMPETENCES	HINTS	DESCRIPTORS
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	• Identify and seize opportunities to create value by exploring social, cultural and economic land- scape • 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 and sustaina- ble 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 and the environment • Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • Act responsibly

2. RESOURCES

COMPETENCES	HINTS	DESCRIPTORS
2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	• Reflect on your needs 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 and perseverance	Stay focused and don't give up	• Be determined to turn ideas into action and satisfy your need to achieve • Be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and temporary failure
2.3 Mobilizing 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 and 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 my value-creating activity can last over the long term
2.5. Mobilizing 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

3. INTO ACTION

COMPETENCES	HINTS	DESCRIPTORS
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 and management	Prioritize, organize 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 and 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)

3. THE ENTRECOMP FRAMEWORK

This part of the report explains the EntreComp progression model and the learning outcomes that are based on it.

Experts who helped review EntreComp see it as a detailed and flexible tool. It includes:

- 3 COMPETENCE AREAS
- 15 COMPETENCES
- 15 SHORT DESCRIPTIONS
- 8 LEVELS OF PROFICIENCY
- 442 LEARNING OUTCOMES (LISTED IN THE APPENDIX)

They believe the framework shows how complex entrepreneurship can be—it involves many skills we use in everyday life. EntreComp is also useful as a guide that can be adapted for different purposes, such as education, training, or job preparation.

One of the best things about EntreComp is how comprehensive it is. However, not everyone needs to master all 15 competences at the highest level. The framework is meant to be flexible—schools, organizations, or training programs can choose the parts that are most useful for their needs.

In short, EntreComp is a starting point. It should be customized to fit the people who will use it, depending on the context or learning goals.

3.1 Progression Model

EntreComp sees entrepreneurship as a skill that grows through action—when people or teams create value for others.

The progression model shows how this skill can develop in two ways:

1. Gaining more independence and responsibility in acting on ideas.
2. Creating value in more complex situations, from simple to fast-changing environments.

This model is not a fixed path. People grow their entrepreneurial skills in different ways and at different paces.

EntreComp includes 4 learning levels, each split in two sub-levels:

- Foundation – Creating value with help
- Intermediate – Acting more independently
- Advanced – Taking responsibility for making ideas happen
- Expert – Creating value that has a big impact

Each level shows what someone can do at that stage. For example, at the Expert level, a person should be able to spot and use opportunities quickly, a key skill for innovation and big results.

EntreComp is a guide, not a rulebook. You don't need to reach the highest level in every skill. Learning goals should fit the learner's needs. For example, a training program for workers in a local business could aim for:

- Advanced skills in spotting opportunities, leading others, and planning
- Intermediate skills in financial literacy - just enough to judge an idea's potential, not to do full accounting.

Take a look at Table 2 - below - for the EntreComp Progression model

FOUNDATION	Relying on support from others	Under direct supervision	Discover	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.
		With reduced support from others, some autonomy and together with my peers	Explore	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.
INTERMEDIATE	Building independence	On my own and together with my peers	Experiment	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.
		Taking and sharing some responsibilities	Dare	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.
ADVANCED	Taking responsibility	With some guidance and together with others	Improve	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.
		Taking responsibility for making	Reinforce	Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.
EXPERT	Driving transformation, innovation and growth	Taking responsibil- ity for contributing to complex devel- opments in a specific field.	Expand	Level 7 focuses on the competences needed to deal with complex challenges, han- dling a constantly changing environ- ment where the degree of uncer- tainty is high.
		Contributing substantially to the development of a specific field.	Transform	Level 8 focuses on emerging challeng- es by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

3.2 Learning outcomes

Learning outcomes are clear statements that describe what a person knows, understands, and can do after learning something. They can be used to plan education, design training programs, or define what success looks like in different learning settings.

In entrepreneurship, learning outcomes are a bit more complex. That's because entrepreneurial learning often leads to new ideas and value that can't be predicted ahead of time. Still, writing learning outcomes is helpful, they make the EntreComp Framework easier to use and adapt.

EntreComp learning outcomes can be useful in many ways:
- In formal education, to help design entrepreneurship courses.
- In non-formal settings, like workshops or workplace training, to inspire new learning programs.
- To help create teaching methods, learning spaces, and ways to assess progress.

A full list of EntreComp learning outcomes is available in the Appendix. This list is comprehensive but not final - it's meant to inspire different uses in schools, workplaces, or social settings.

Important to Know

- These outcomes are not rules. They are a starting point to be adapted to fit different learners and contexts.

- They should not be used to directly grade students or measure exact performance.

- Most outcomes are written as "I" statements (like "I can spot opportunities"), but entrepreneurship isn't just about individuals - it can also involve teams, organizations, and communities.

3.3 The EntreComp Framework at a glance: the overview table

The overview table shows the full EntreComp model in a clear and simple way. It includes:

- The 3 competence areas
- All 15 key competences
- 3 levels of learning: Foundation, Intermediate, and Advanced

The Expert level is not included in the table because it goes beyond what most people need and depends a lot on the specific context.

Each competence includes a short description (called a descriptor) that helps explain what it means at each level.

This table is meant to give a quick and easy overview of the EntreComp Framework, just like other European tools such as:

- The European Framework for Languages
- The Digital Competence Framework

IDEAS AND OPPORTUNITIES

COMPETENCE	LEVELS OF PROFICIENCY		
	FOUNDATION	INTERMEDIATE	ADVANCED
Spotting opportunities	Learners can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape oppor- tunities to respond to challenges and create value for others.
Creativity	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
Vision	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
Valuing ideas	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
Ethical and sustainable thinking	Learners can recognise the impact of their choices and behaviors, both within the community and the envronment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.

RESOURCES

COMPETENCE	LEVELS OF PROFICIENCY		
	FOUNDATION	INTERMEDIATE	ADVANCED
Self-awareness and self-efficacy	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their straights
Motivation and perseverance	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
Mobilizing resources	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
Financial and economic literacy	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value- creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
Mobilising others	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities

INTO ACTION

COMPETENCE	LEVELS OF PROFICIENCY		
	FOUNDATION	INTERMEDIATE	ADVANCED
Taking the initiative	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
Planning and management	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circum- stances.
Coping with uncertainty, ambiguity and risk	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their prefer- ences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
Working with others	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and net- works based on the needs of their value-creating activity.
Learning through experience	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.

4. LIST OF ABBREVIATIONS AND DEFINITIONS

The EntreComp Framework helps create a shared understanding of what entrepreneurship as a skill really means. Its goal is to be a useful reference for many different projects and programs that promote entrepreneurial learning in Europe and beyond.
To build this framework, it was important to clearly define the key terms used throughout the report. These definitions form the foundation of the entire model.

TERM	DEFINITION AND SOURCE
Attitudes	'Attitudes' are motivators of performance. They include values, aspirations and priorities.
Competence	In the context of the EntreComp study, competence is understood as a set of knowledge, skills and attitudes.
Crowdsourcing	Crowdsourcing is the practice of outsourcing necessary services, ideas, or content to a large group of people, rather than assigning the tasks to traditional employees or suppliers. Crowdsourcing typically takes place via the internet.
Digital entrepreneurship	Digital entrepreneurship is entrepreneurship that involves the use of new digital technologies (particularly social media, big data, mobile and cloud solutions). The purpose of this use may be to improve business operations, invent new business models, improve business intelligence or to engage with customers and stakeholders.

TERM	DEFINITION AND SOURCE
End user	In the context of the EntreComp study, an end user is the person for whom something was ultimately created or intended.
Entrepreneurship	Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is creat- ed can be financial, cultural, or social (FFE-YE, 2012).
Green entrepreneurship	Green entrepreneurship is entrepreneurship that has a positive effect on environment and can be seen as a move to a more sustainable future (Schaper, 2012).
Intrapreneurship	Intrapreneurship is entrepreneurship inside an organisation (see Pinchot, 1985).
Knowledge	Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual (European Parliament and the Council, 2008).
Learning outcomes	Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning (Cedefop, 2009). 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 (Prøitz, 2010).
Practical entrepreneurial experiences	Practical entrepreneurial experiences are educational opportunities where learners develop and implement ideas in the real world, often involving external partners. These experiences foster a supportive environment, embrace mistakes, and use failure as a learning tool. They should be student-led, learning-by-doing, and produce tangible outcomes (Thematic Working Group on Entrepreneurship Education, 2014).

TERM	DEFINITION AND SOURCE
Resources	In EntreComp, resources refer to anything that helps turn ideas into action. This includes personal resources like confidence, motivation, and perseverance, material resources such as tools and money, and non-material resources like knowledge, skills, and attitudes.
Skills	In the context of the European Qualifications Framework, skills are the ability to use knowledge to complete tasks and solve problems. They can be cognitive, using thinking and creativity, or practical, involving hands-on work with tools, materials, or methods (European Parliament and the Council, 2008).
Social entrepreneurship	Social entrepreneurship is entrepreneurship that aims to provide innovative solutions to unsolved social problems. Therefore it often goes hand in hand with social innovation processes, aimed at improving people's lives by promoting social change (see OECD, 2010).
Stakeholders	Stakeholders are individuals, groups and organisations with direct and indirect interest in value-creating activity and its impact.
System	A system is a complex whole made of parts that interact and influence each other. It has boundaries that separate it from its surroundings and is defined by its structure, purpose, and how it works.
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.

5. REFERENCES

Cedefop. (2009). The shift to learning outcomes. Policies and practices in Europe. Cedefop Reference series. Luxembourg: Office for Official Publications of the European Communities.

European Commission. (2003). Green Paper Entrepreneurship in Europe COM(2003)27. Brussels.

European Commission. (2008). Think Small First - A Small Business Act for Europe, COM(2008) 394 final. Brussels.

European Commission. (2012). Rethinking Education: Investing in skills for better socio- economic outcomes COM(2012) 669 final. Brussels.

European Commission. (2013). Entrepreneurship 2020 Action Plan COM (2012) 795 Final. Brussels.

European Commission/EACEA/Eurydice. (2016). Entrepreneurship Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.

European Parliament and the Council. (2006). Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Official Journal of the European Union, L394/310.

European Parliament and the Council. (2008). Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. Official Journal of the European Union, (2008/C 111/01).

Ferrari, A. (2013). DIGCOMP: A Framework for Developing and Understanding Digital Competence. JRC Science and Policy Reports. Luxembourg: Publications Office of the European Union.

FFE-YE. (2012). Impact of Entrepreneurship Education in Denmark - 2011. In L. Vestergaard, K. Moberg & C. Jørgensen (Eds.). Odense: The Danish Foundation for Entrepreneurship - Young Enterprise.

Komarkova, I., Conrads, J., & Collado, A. (2015). Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives. In-depth case study report. JRC Technical Reports. Luxembourg: Publications Office of the European Union.

Komarkova, I., Gagliardi, D., Conrads, J., & Collado, A. (2015). Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives. Final Report. In M. Bacigalupo, P. Kampylis & Y. Punie (Eds.), JRC Science and Policy Reports. Luxembourg: Publications Office of the European Union.

OECD. (2010). Social Entrepreneurship And Social Innovation SMEs, Entrepreneurship and Innovation. Paris: OECD Publishing.

Pinchot, G. (1985). Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur. New York: Harper & Row.

Prøitz, T. S. (2010). Learning outcomes: What are they? Who defines them? When and where are they defined? Educational Assessment, Evaluation and Accountability, 22, 22. doi: DOI 10.1007/s11092-010-9097-8

Schaper, M. (2012). Understanding the green Entrepreneur. In M. Schaper (Ed.), Making Ecoentrepreneurs: Developing Sustainable Entrepreneurship. Farnham, Surrey: Gower Publishing.

Thematic Working Group on Entrepreneurship Education. (2014). Final Report of the Thematic Working Group on Entrepreneurship Education. Brussels: European Commission.

Vuorikari, R., Punie, Y., Carretero, S., & Van den Brande, L. (2016). DigComp 2.0: the Digital Competence Framework. Update Phase 1: the Conceptual Reference Model. JRC Science and Policy Reports. Luxembourg: Publications Office of the European Union.

SEE APPENDIX 1 FOR THE FULL ENTRECOMP FRAMEWORK

Co-funded by
the European Union

Level of proficiency		Foundation		Intermediate		Advanced		Expert	
Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
		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	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
IDEAS AND OPPORTUNITIES	Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value.	Identify and seize opportunities by exploring the social, cultural, and economic environment. Recognize needs and challenges, and connect different elements to create new ways of generating value.	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 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 needs 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 organisatios, 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.

Level of proficiency		Foundation		Intermediate		Advanced		Expert	
Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
		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	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
IDEAS AND OPPORTUNITIES	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.	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 stake-holders in finding, develop- ing 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 (problms 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 proto-types 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 innova- tive 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.	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.	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.

					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
IDEAS AND OPPORTUNITIES	Vision	Work towards your vision of the future.	Imagine the future. develop a vision to turn ideas into action. visualize future scenarios to help guide effort and action.	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.
				Thinking 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 stakeholders affected.	I can create (alone or with others) a 'roadmap' based on my vision for creating value.
	Valuing ideas	Make the most of ideas and opportunities.	Judge what value is in social, cultural and economic terms. Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it.	Recognize 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 recognize 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 organization or venue.	I can state the value of a new idea from different stakeholders' perspective.
				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 every- one or can be protected by certain rights, for example, copy- rights 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.

					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
IDEAS AND OPPORTUNITIES	Ethical and 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.	Behave ethically.		I can recognize behaviors 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 behavior 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 behavior.
				Think sustainably.		I can list examples of environmentally friendly behavior that benefits a community.	I can recognize examples of environmentally friendly behavior 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 organization 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 analyze 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 assess-ment, 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 accountable.				I can tell the difference between accounting for use of resources and accounting for the impact of my value-creating activity on stakeholders and the environment.	I can tell the difference between input, output, outcomes and impact.	an discussa a range of accountability methods for both functional and strategic accountability.	I can use the accountability methods that hold me responsible to our internal and external stakeholders.	I can design ways to be accountable to all of our stakeholders.

					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
RESOURCES	Self-awareness and self-efficacy	Believe in yoiurself and keep developing.	Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and gorup strenghts and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	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 individ- ual 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 hood at and things I am not good at.		I can judge my strengths and weak- nesses 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 woth others to compensate for our weaknesses and add to our strengths.	I can help others idenfitify 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 re- sources and resistance from others.	I believe in my ability to understand and take the good out of experi- ences 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 opportu- nities 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 our strengths and weaknesses.	can design professional development strategies for my team and organisation based on a clear under- standing 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 organisa- tion's) weak- nesses and to develop our strengths in anticipating future needs.

Level of proficiency	Foundation		Intermediate		Advanced		Expert	
Progression	Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
	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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform

Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
RESOURCES	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 pres- sure, adversi- ty, 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 perfor- mance 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.	

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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform

Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
RESOURCES	Mobilizing resources	Get and manage the re- sources 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).	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 use resources efficiently and the circular economy brings to my organization.	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.
				Make the most of your time.	I can recognize different uses for my time (for example, studying, playing, resting).	I value my time as a scarce resource.	I can discuss the need for investing time in different value-creating activities.	I can use my time effectively to achieve my goals.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.	I can help others manage their time effectively.	I can put in place effective time-management procedures.	I can develop effective time-management procedures that meet the specific needs of my value- creating activity.
				Get support.	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can describe the concepts of division of labour and job specialisation.	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).	I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value-creating activities efficiently.	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).	I can effectively delegate tasks within and outside my organization to make the most value (for example, outsourcing, partnering, acquisitions, crowd-sourcing).	I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.

					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
RESOURCES	Financial and 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 my value-creating activity can last over the long term.	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 organizations 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 and can have different structures of ownership (individual company, limited company, cooperative and so on).	I can identify public and private sources of funding for my value-creating activity (for example, prizes, crowd-funding, 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 fulfill 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.	

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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
RESOURCES	Mobilizing others	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.	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 ideas 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 organizations, 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 mobilize people in relation to my (or my team's) value-creating activity.	I can define a communication strategy to mobilize people in relation to my (or my team's) value-creating activity.	I can sustain and increase the support for my vision.

	Level of proficiency			Foundation		Intermediate		Advanced		Expert	
	Progression			Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
				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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
INTO ACTION	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.	Take responsiblity.	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 respon-sibility 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.	
	Planning and manageagement	Prioritise, organise and follow up.	Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.	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.

Level of proficiency		Foundation		Intermediate		Advanced		Expert	
Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
		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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform

Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
INTO ACTION				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 summarize 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.
				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 progress.	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 them.	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 along 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 organization the reason for changes and adjustments.

					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
INTO ACTION	Coping with uncertainty, ambiguity and 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 proto- types from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly.	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 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.

Level of proficiency					Foundation		Intermediate		Advanced		Expert	
Progression					Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
INTO ACTION	Working with others	Team up, work together, and network.	Work together and cooperate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary.	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 behaviors in shaping others people's attitudes and behaviors 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 behavior that hinders my (or my team's) value-creating activities (for example, destructive attitudes, aggressive behavior 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.	
				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 in 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.

Level of proficiency					Foundation		Intermediate		Advanced		Expert	
Progression					Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
					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	Exlpore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
INTO ACTION	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).	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.
				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 peo- ple'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 perfor- mance, 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) weak- nesses 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 organization and beyond.	I can design and put in place a strategy for my venture to continue to generate value.
				Learn from experience.	I can recognize 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.