



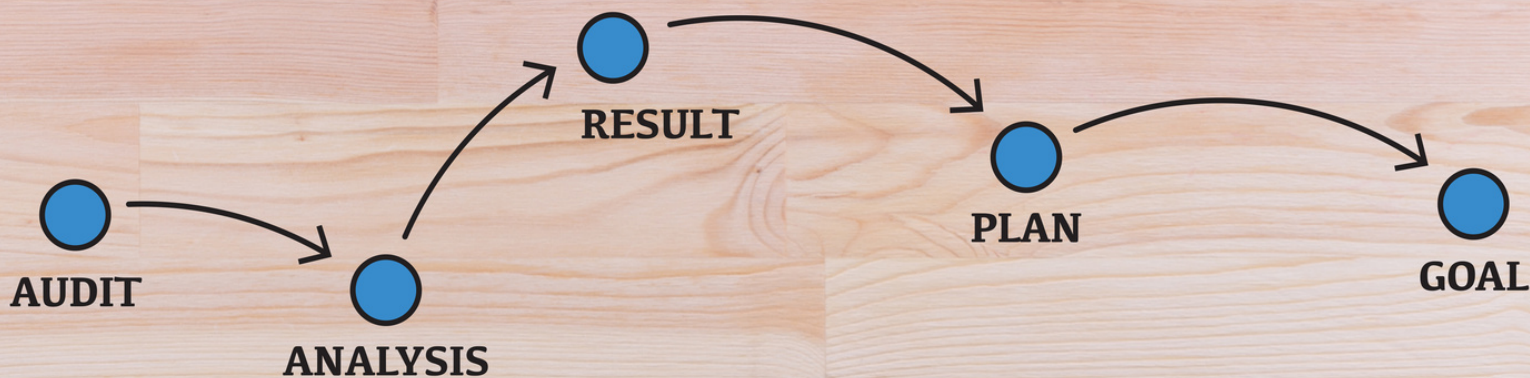
EASE

Entrepreneurs for Autonomy
Self-development and Equality

2019-1-UK01-KA204-062106

IO1 - BLUEPRINT

ASSESSMENT



Co-funded by the
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EASE is a capacity-building programme focused on promoting economic inclusion for women in vulnerable conditions. The aim of EASE programme is the **integration of women in the labour market through entrepreneurship**, by improving access to the education and thus, combating negative phenomenon like racism, lack of proposals, language barriers.

Target groups:

- .Unemployed or inactive .Low-skilled .First job seekers .Single mothers .Refugees
- .Entrepreneurs with activities in the underground, black or informal economy

What EASE offers?

- .Analysis of profile of entrepreneur (personal background, social and entrepreneurial skills)
- .Training (individualized learning path)
- .Mentoring to support business creation and development

NEXT



1

ASSESSMENT TOOL FOR ENTREPRENEURS

What is this?

The Assessment Tool for Entrepreneurs is a **questionnaire** developed to *get to know* better a participant in the EASE capacity-building programme.

It is part of the analysis of the profile of the entrepreneur.

This questionnaire allows each participant to perform an assessment of her skills in association both with needs and choices made for the development of an entrepreneurship project. *It is based on the ENTRECOMP, the European Framework set as a reference for any initiative aiming to foster entrepreneurial capacity of European citizens.*

How to use it?

This questionnaire provides a group of sentences.

For each sentence, participant is required to *choose the option that best represents* what she thinks or acts. Participants only need to indicate the number.

What to take from it?

The results of this questionnaire are a valuable contribution to **tailormade the training course** within EASE programme. Trainers, mentors and business advisors can adapt the training contents and methods to the profile of each participant and create an individual learning path. Besides, they can get more into participants' personal situation to make the most out of their experience and **value informal learning**.

What is the relation with development of skills?

After the completion of the questionnaire, participants also get a final score for their profile in terms of entrepreneurial skills.

The skills are linked with a list of competences (see Competences) and the final result is according to a group of 8 levels (See Levels).

NEXT

WELCOME

You are about to join a capacity-building programme for entrepreneurship. **Welcome!**

First, we want to know more about yourself, your experience in life and employment, and the skills you have developed throughout the years.

Please complete this quick form to collect information about who you are.

Name:

Where do you live?

How old are you?

What is your email address?

How did you find this programme?

Why do you want to join?

Level of education (last complete year):

Can't read or write

Can read and write without a degree

4-years of schooling

6-years of schooling

9-years of schooling

12-years of schooling

13 to 14-years of schooling

More than 15-years of schooling

Do not know

If it's the case, why did you drop-out?

Difficulties in learning

I didn't like studying

I do not like studying

At the time I thought that studying was not important

I preferred to work and earn money

My family did not support the continuation of studies

Economic difficulties

I didn't like the teachers and the environment

Other: specify

Don't know / don't answer

Did you tell your family about the EASE programme?

Yes _____

No _____

What kind of positive support do you have on joining EASE programme?

A lot of _____

Some _____

Enough _____

Little _____

none _____

COMPLETE THE PROFILE

PERSONAL PROFILE

Below you find a group of dimensions related to life experience. For each dimension, **select the sentence that most closely matches the way you are or act.**

what you think/believe (convictions)

I avoid taking sides, I keep myself apart, so I don't have to reveal my opinions, attitudes and ideas
I try not to impose my ideas, attitudes and opinions and always accept the ideas of others
When ideas, opinions or attitudes differ from mine, I negotiate intermediate positions
I defend my ideas, opinions and attitudes even though sometimes I contradict others
I have firm convictions, but if I hear ideas more valid than mine I change my opinion.

behave in the face of conflict.

When a conflict occurs, I try not to get involved and remain neutral
I try to avoid creating conflict and, when one occurs, I try to calm things down to keep people together
In the face of a conflict I try to come up with a balanced solution that turns the situation around
When conflict occurs, I get involved to try to eliminate it
In a conflict I try to separate the parties and find out the causes to propose solutions

stressful situations.

As I don't get involved, I rarely get angry
The important thing is that tensions do not cause discomfort, that is why I react in a friendly way
When I'm under tension, I try to live up to the expectations of others, but I have doubts
When things don't go as I want, I contest, resist and counter-argument
I try to contain myself, but my impatience is visible

involved in a task/project.

I try my best to achieve my goals
I prefer to be in support of others
The pace of work in which I feel good is adequate and constant
I demand from others the commitment that I put in the accomplishment of the task / project
I work hard and others see me as an example

read (books, magazines, newspapers, etc ...).

1 time per month
Once a week
2 or 3 times a week
Every day
Do not read

About what you read

Understand everything you read, even if you have doubts
Understand most, but has doubts about the meaning
Understand part, but needs help to understand the message
Understand very little, almost always needing help to explain the message
Do not understand and asks others to explain the message

how often you write (letters, emails, compositions, poetry, etc ...).

1 time per month
Once a week
2 or 3 times a week
Every day
Do not write

About what you write

Write everything, without errors, clearly, without needing to be reviewed by others
Write everything, with little mistakes, but feel safe if others revise the text
Write, with mistakes and phrases that don't always sound good and ask for help to revise the text
Write with lots of mistakes and has difficulty building sentences
Can even write something, but ask others to do it

how often you use the computer/ tablet

1 time per month
Once a week
2 or 3 times a week
Every day
Do not use

purposes for which you use the computer

To work
Computer games
Email
Messenger
Social media (facebook, hi5, etc ...)
Search for a job
Search for information on subjects of interest

which household chores are your responsibility.

Preparing meals
I try not to impose my ideas, attitudes and opinions and always accept the ideas of others
Cooking
Washing dishes
Taking care of clothes
Cleaning and tidying the house
Shopping
Taking care of children (bathing, taking children to school, doctor, etc ...)
Paying house bills

COMPLETE THE QUESTIONNAIRE

QUESTIONNAIRE FOCUSED IN ENTREPRENEURIAL SKILLS

Thanks you for taking part in this questionnaire.

Below you find a group of dimensions. For each dimension, there are 8 sentences.
Please select the sentence that most closely matches the way you are or act.

Identify, create and size 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 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 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 organisations, 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

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 stakeholders in finding, developing 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 (problems 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 promote 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 prototypes that simulate the value I want to create
- I can create (alone or with others) products or services that solve my problems and my needs
- I can develop and deliver value in stages, launching with the core features of my (or my team's) idea and progressively adding more
- I can apply different design approaches to create value through new products, processes or services
- I can design and put in place innovative processes to create value

Be innovative

- I can find examples of innovative products, services and solutions
- I can describe how some innovations have transformed society
- I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation)
- I can judge if an idea, product or process is innovative or just new to me
- I can describe how innovations diffuse in society, culture and the market
- I can describe different levels of innovation (for example, incremental, breakthrough or transformational) and their role in value-creating activities
- I can identify the steps needed to research the potential for an innovation 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

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

Think 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

Recognise 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 recognise 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 organisation or venture
- I can state the value of a new idea from different stakeholders' perspectives

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 everyone 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 define 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

Behave ethically

- I can recognise behaviours 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 sustainability relating to gender, equality, fairness, social justice and environmental
- I can take responsibility for promoting ethical behaviour 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 behaviour

Think sustainable

- I can list examples of environmentally friendly behaviour that benefits a community
- I can recognise examples of environmentally friendly behaviour 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 organisation 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 impact of a value-creating activity on the target community and the broader impact on society
- I can identify the target 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 for (for example, future generations, climate or nature).
- I can analyse the implications of my value-creating activity while the boundaries of the system I am working in
- I can define the purpose of the impact assessment, 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
- I can discuss 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

IF YOU WANT TO KNOW MORE ABOUT THIS
QUESTIONNAIRE, CLICK HERE.

QUESTIONNAIRE FOCUSED IN ENTREPRENEURIAL SKILLS

Thanks you for taking part in this questionnaire.
Below you find a group of dimensions. For each dimension, there are 8 sentences.
Please select the sentence that most closely matches the way you are or act.

Take responsibility

- I can carry out the tasks I am given responsi- bly
- I am comfortable in taking responsi- bility in shared activities
- I can take individual and group respon- sibility to carry out simple tasks in value- creating activities
- I can take individual and group respon- sibility 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 unprec- edented 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 inde- pendently
- I praise initiative taken by others and reward it appropriately within my team and organisation

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

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 organize 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.

Monitor your progress

- I can recognize 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 organisation the reason for changes and adjustments.

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 alterna- tive career options, and make choices that reflect my preferences
- I can apply the concept of affordable losses to make deci- sions 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 invest- ments using a structured approach

Manage risk

- I can critically evaluate the risks associat- ed 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 demon- strate that I can make decisions by weighing up both the risks and the ex- pected benefits of a value- creating activity
- I can outline a risk manage- ment 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

Accept diversity (people's differ- ences).

- 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 intelli- gence

- I can show empathy towards others
- I can recognise the role of my emotions, atti- tudes and behav- iours in shaping others people's attitudes and behaviours and vice versa
- I can express my (or my team's) value- creating ideas assertively
- I can face and solve conflicts
- I can compro- mise where necessary
- I can deal with non-assertive behaviour that hinders my (or my team's) value -creating activities (for example, destructive attitudes, aggressive behaviour 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 encour- age team members to work together
- I can build an organisation's capacity to create value by encourag- ing people to work together

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 relation- ships 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
- 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 stake- holders 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 achieve- ments
- 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 from experi- ences

- I can recognise 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 interac- tion 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

IF YOU WANT TO KNOW
MORE ABOUT THIS
QUESTIONNAIRE, CLICK

QUESTIONNAIRE FOCUSED IN ENTREPRENEURIAL SKILLS

Thanks you for taking part in this questionnaire.

Below you find a group of dimensions. For each dimension, there are 8 sentences.

Please select the sentence that most closely matches the way you are or act.

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 individual and group needs, wants, interests and aspirations in relation to opportunities
- 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 good at and things I am not good at.
- I can identify things I am good at and things I am not good at.
- I can judge my strengths and weaknesses and those of others in relation to opportunities for creating
- I am driven by the desire to use my strengths and abilities to make the most of opportunities to create
- I can team up with others to compensate for our weaknesses and add to our strengths.
- I can help others identify 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 resources and resistance from
- I believe in my ability to understand and take the good out of experiences 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 opportunities 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 of our strengths and weaknesses.
- I can design professional development strategies for my team and organisation based on a clear understanding of our strengths and weaknesses, in relation to both current and future opportunities
- I can design strategies to overcome my (or my team's or organisation's) weaknesses and to develop our strengths in anticipating future needs.

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

Be determined.

- I see tasks as challenges to do my best.
 - I am motivated by challenges.
 - I can set challenges to motivate myself.
 - I am willing to put effort in and use resources to overcome challenges and achieve my
 - I drive my effort by using my desire for achievement and belief in my ability to achieve.
 - I can coach others to stay motivated, encouraging them to commit to what they want to achieve.
 - 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
- ##### 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
 - I can tell the difference between personal and external factors that motivate me or others when creating
 - I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).
 - I can use strategies to keep my team motivated and focused on creating value.
 - I can design effective ways to attract talented people and keep them motivated.
 - I can reward initiative, effort, and achievement appropriately within my team and organisation.

Be resilient.

- I show passion and willingness to achieve my goals.
- I am determined and persevere when trying to achieve my (or my team's) goals.
- I can overcome simple adverse circumstances.
- I can judge when it is not worth continuing with an idea.
- I can persevere in the face of adversities when trying to achieve my goals.
- I can devise strategies to overcome standard adverse circumstances.
- I can cope with unexpected change, setbacks and failures (for example, job loss).
- I can make sure that my team or organisation stay positive when making difficult decisions and dealing with failure.

Make the most of your time

- I can recognise 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-

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 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 organisation to make the most value (for example, outsourcing, partnering, acquisitions, crowdsourcing).
- I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.

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-

Find funding.

- I can identify the main types of income for families, businesses, non-profit organisations 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 (a business, a social enterprise, a non-profit organisation and so on) and can have different structures of ownership (individual
- 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 accounting and tax obligations I need to fulfil to meet the tax requirements for my activities.
- I can estimate the main accounting and tax obligations I need to fulfil 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.

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.

EASE Competences Framework (based on EntreComp conceptual model)

AREAS	Competences	Hints	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met (supporting family, overcoming economical struggles) 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	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches (cooking, daily arrangements) Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future (dream) Develop a vision to turn ideas into action (conceive a different future, willingness to change) Visualise future scenarios to help guide effort
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> 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 sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment (situations in which you step back) Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly (defence of own and family dignity)
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures (migration path, keep ahead even if long-term unemployed)
	2.2 Motivation and perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve (solving problems) Be prepared to be patient and keep trying to achieve your long-term individual or group aims (supporting children at school) Be resilient under pressure, adversity, and temporary failure (keep on going)
	2.3 Mobilizing resources	Gather and manage the resources you need	<ul style="list-style-type: none"> Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources (surviving despite economical struggles) Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (diverse professional experience)
	2.4 Financial and economic literacy	Develop financial and economic know how	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership (different roles as mother, consumer)
3. Into action	3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)

LEVELS - EntreComp Progression model

FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
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.	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship	Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges	Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high	Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done

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EASE

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