Ministry of Digital Transformation of Ukraine

Diia Education

MOVING FORWARD TOGETHER

ENTREPRENEURSHIP AND EXPORT PROMOTION OFFICE
STATE INSTITUTION

Diia Business

The Entrepreneurship Competence Framework for Youth in Ukraine

EntreComp4YouthUA

2024

The adaptation of this framework is rooted in a 2016 study conducted by the EU Joint Research Centre (JRC) at the behest of the European Commission's Directorate-General for Employment, Social Affairs, and Community Integration. The purpose of this study was to establish a unified approach to the development of entrepreneurship as a competence. The original framework, serving as the foundation for this adaptation, was initially released by the EU JRC under the title EntreComp: The Entrepreneurship Competence Framework.

"Entre Comp: The Entrepreneurship Competence Framework"© European Union, 2016, authors Margherita Bacigalupo, Panagiotis Kampylis, Yves Punie, Godelieve Van den Brande. PDF ISBN 978-92-79-58538-8 ISSN 1831-9424 doi:10.2791/593884 LF-NA-27939-EN-N © European Union, 2016.

For the adaptation, there was used the Ukrainian translated version: ©[Olena Prokopchuk] [2016] ISBN: [978-92-79-58538-8] Doi: [10.2791/593884] with author's edits and changes.

According to this framework, entrepreneurship is delineated as a cross-cutting competence that young people can apply across various aspects of life. This ranges from personal development and active societal participation to entering (or reentering) the labour market as an employee or self-employed individual, and even initiating one's own business, be it in cultural, social, or commercial domains.

This document defines and describes entrepreneurship as a competence applicable not only to entrepreneurs but also to all citizens, encompassing young people. It represents an adapted and localised iteration of the JRC's EntreComp Framework (2016). The framework articulates the facets/components of entrepreneurship competence, encompassing knowledge, skills, and attitudes, while also identifying suitable tools for evaluating and cultivating the level of this key competence.

The document provides definitions of entrepreneurship and entrepreneurship competence, along with descriptions of its components and proficiency levels, offering practical recommendations for its application.

The development of the EntreComp4YouthUA Framework was initiated by the 'EU4Youth Youth Employment and Entrepreneurship' Programme co-funded by the European Commission and the Ministry of Foreign Affairs of Lithuania, in collaboration with the Ministry of Digital Transformation of Ukraine

The EntreComp4YouthUA Framework has been developed using a mixed-methods approach, comprising a comprehensive review of academic and grey literature, a thorough examination of case studies, a comparative assessment, desk research, and consultations with stakeholders.

About the EU4Youth programme

текст замінити на наступний: EU4Youth Youth Employment and Entrepreneurship is a regional programme for the Eastern Partnership countries, co-funded by the European Commission and Ministry of Foreign Affairs of Lithuania, implemented by the Central Project Management Agency (Lithuania) from 2021 to 2025.

Specific objectives:

- Develop young people's digital competences; skills needed for the green transition, as well as entrepreneurship and career self-direction skills.
- Develop inter-sectoral partnerships between public, private, and non-governmental institutions in the area of employment and career development of young people, including those with special needs.
- Build the structural capacity of key institutions to map, reach out, prepare, and offer employment, further education, apprenticeships or internships (piloting of youth guarantee schemes in the Eastern Partnership countries).
- Deepen the understanding of European politics and governance among young people in the Eastern Partnership countries.

The overall goal of the “EU4Youth Youth Employment and Entrepreneurship” Programme is to promote youth employment and entrepreneurship, as well as the active economic participation of young people, by stimulating the development of their leadership, entrepreneurship and other skills, while promoting the development of a green economy and digital literacy.

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I Introduction

The development of entrepreneurship capacity is one of the European Union's key priorities. The European Commission has identified entrepreneurship as one of the eight competences necessary for a knowledge-based society and knowledge economy in its programme “A New Skills Agenda For Europe: Working together to strengthen human capital, employability, and competitiveness”[1], which addresses the challenges facing Europe in terms of competence development. Later, the European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience[2] focused on helping individuals and enterprises develop more quality skills to fill employment gaps and thrive in a greener, more digital economy.

2023 was designated as the European Year of Skills[3] by the European Commission. The presence of skills that are currently sought after in the job market plays a pivotal role in fostering sustainable growth, driving innovation, and enhancing the competitiveness of businesses. Skilled workers not only enjoy improved employment prospects, but are also more adept at full societal participation. This proves essential in guaranteeing the equitable and transparent economic recovery of countries, coupled with the transition to a green and digital economy. The primary objective of this year is to facilitate the acquisition of essential skills for high-quality work, thereby contributing to individual and collective prosperity.

Every EU citizen should possess a set of key competences essential for personal development, social integration, active citizenship, and employment.
The Reference Framework[4] sets out eight key competences:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology, and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. **Entrepreneurship competence**
8. Cultural awareness and expression competence

1 – eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0381
2 – ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=9723&furtherNews=yes
3 – ec.europa.eu/commission/presscorner/detail/en/ip_22_6086
4 – op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

The Entrepreneurship Competence Framework, referred to as EntreComp, serves as a strategic tool to enhance the entrepreneurial capacity of Europe's citizens, youth, and organisations. The framework aims to establish a shared comprehension of entrepreneurship competence by delineating three competence areas, 15 components, and specifying learning outcomes and proficiency levels. This foundation forms the basis for current and forthcoming initiatives, fostering a comprehensive and cohesive approach to entrepreneurship development.

EntreComp[5] was initially developed by the European Commission's Joint Research Centre (JRC) in collaboration with the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL[6]). The Entrepreneurship Competence Framework is aligned with the Digital Competence Framework for Citizens[7], recognised as Dig Comp 2.0, as well as its subsequent updates, Dig Comp 2.1 (2017) and Dig Comp 2.2[8] (2022).

In light of the imperative to advance Ukraine's strategic trajectory towards full EU membership, there is a pressing requirement for continued alignment of Ukrainian legislation with that of the European Union. This extends to the harmonisation of labour markets, particularly within the domain of small- and medium-sized enterprises.

Fostering entrepreneurship stands as a pivotal objective in the policy agenda of the Ukrainian government. In 2021, a significant stride towards this goal was achieved with the approval of the Concept for the Development of Digital Competences for Ukrainian Citizens[9]. This milestone was accompanied by the formulation of the Digital Competence Framework for Citizens in Ukraine and the Professional Digital Competence Frameworks tailored for civil servants, educators, healthcare workers, and entrepreneurs[10]. These frameworks serve as strategic tools to advance digital literacy and proficiency across diverse segments of the Ukrainian population.

The Entrepreneurship Competence Framework for Youth (Entre Comp 4Youth UA), as presented in this document, offers a comprehensive definition of entrepreneurship as a competence. It elucidates the components of this competence and facilitates the identification of different proficiency levels. Serving as a benchmark, the framework becomes instrumental for initiatives aimed at fostering youth entrepreneurship. Additionally, together with the EntreGram4Youth, it aids young entrepreneurs in recognizing and enhancing their individual areas for improvement throughout the training or self-development journey.

5 — publications.jrc.ec.europa.eu/repository/handle/JRC101581
6 — knowledge4policy.ec.europa.eu/organisation/dg-empl-dg-employment-social-affairs-inclusion_en
7 — joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en
8 — publications.jrc.ec.europa.eu/repository/handle/JRC128415
9 — kmu.gov.ua/npas/pro-shvalennya-koncepciyi-rozvitku-cifrovih-kompetentnostej-ta-zatverdzhennya-planu-zahodiv-z-yiyi-realizaciyi-167-030321
10 — osvita.diia.gov.ua/korysni-posylannya?category=digital-competence-framework

Utilizing this framework can provide a foundation for developing curricula and learning activities that promote entrepreneurship as a competence in educational institutions. The framework is equally valuable for establishing parameters to assess the entrepreneurship competences as the learning outcome of learners and students. These tools also collectively empower public authorities and non-governmental institutions to enhance their services in developing digital competences and entrepreneurship, contributing to the learning and education of young people, students, and jobseekers. Moreover, they play a crucial role in fostering entrepreneurship thinking among the youth.

1.1. Policy for the entrepreneurship competence development in the European Union (EU)

For an extended period, cultivating entrepreneurship among European citizens and organisations has consistently stood as a paramount policy goal for the EU and its member states. There is a burgeoning recognition that skills, knowledge, and attitudes related to entrepreneurship can be imparted, thereby fostering the widespread cultivation of entrepreneurship thinking and a culture conducive to entrepreneurship—beneficial both for individuals and society at large.

In 2003, the European Commission underscored the significance of entrepreneurship education for the first time in the Commission's Green Paper: Entrepreneurship in Europe[11]. By 2006, the European Commission acknowledged initiative and entrepreneurship as one of the eight key competences essential in a knowledge society. Subsequent documents, including The Small Business Act for Europe, the Communication on Rethinking Education: Investing in skills for better socio-economic outcomes[12]; the Entrepreneurship 2020 Action Plan[13]; the Digital Education Action Plan[14] (2020-2027); the New Skills Action Plan for Europe, and the European Skills Agenda for sustainable competitiveness, social fairness and resilience[15], consistently stress the imperative of promoting entrepreneurship education.
This emphasis has spurred a growing number of initiatives across Europe, including those related to upskilling (improving existing skills) and reskilling (training in new skills).

11 – ec.europa.eu/invest-in-research/pdf/download_en/entrepreneurship_europe.pdf
12 – eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52012DC0669&fbclid=IwAR0yK29Ir3dSEnPbxzZuZoUoLCZEZHj0KbpuIoP3HVe9iZI9K2vJOoSq5ng
13 – eesc.europa.eu/en/our-work/opinions-information-reports/opinions/entrepreneurship-2020-action-plan
14 – education.ec.europa.eu/focus-topics/digital-education/action-plan
15 – ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=9723&furtherNews=yes#navItem-1

The Council of the European Union “Recommendations on Key Competences for Lifelong Learning” were developed back in 2006. They define eight key competences, including entrepreneurship competence, that should be cultivated by each individual throughout their life. In 2018, an updated version of the recommendations was published, titled the “European Framework of Key Competences for Lifelong Learning.” The new version retains the same list of eight key competences from the previous version but with some changes and additions. The updated version also emphasises the importance of key competences in promoting social inclusion, active citizenship, and sustainable development. It underscores the role of education and learning in the development of key competences throughout a person's life, including non-formal and informal learning.

However, despite the increased interest and the existence of a regulatory framework at the European level for developing and improving skills related to entrepreneurship, there was still no consensus on the question of what exactly constitutes entrepreneurship as a competence.

As emphasised in the 2016 Eurydice report on “Entrepreneurship Education at School in Europe”[16], approximately half of European countries at that time employed the definition of entrepreneurship found in the European Key Competences. One-third of the countries utilized their own national definitions, while around 10 countries lacked a universally agreed-upon definition at the national level. Additionally, Eurydice identified the absence of comprehensive learning outcomes for entrepreneurship as a primary obstacle to the advancement of entrepreneurship education in Europe.

Consequently, there arose a need to define and describe entrepreneurship as a competence, establishing a reference framework that describes its components in relation to knowledge, skills, and attitudes. The objective was to furnish European citizens with suitable tools for both assessing and proficiently nurturing this crucial competence. In response to this imperative, the Joint Research Centre (JRC) initiated the Entrepreneurship Competence Study (Entre Comp) in January 2015, acting on behalf of the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL).

16 — eurydice.eacea.ec.europa.eu/publications/entrepreneurship-education-school-europe

One of Entre Comp's primary objectives was to establish a unified conceptual approach to foster entrepreneurship at the European level. This effort culminated in the proposal of the Entre Comp Framework in 2016, which is presently undergoing adaptation to meet the specific needs of young people in Ukraine.

The initiation of the Entre Comp study aimed to define a shared benchmark framework for entrepreneurship competence, facilitating citizens in developing their capacity to actively engage in society, navigate their personal lives and careers, and undertake initiatives that create value. Therefore, conceptualizing entrepreneurship as a competence marked the initial cornerstone in the development of this reference framework.

In 2020, an SME Strategy for a sustainable and digital Europe[17] was adopted, encompassing three main pillars:

- Developing capacities and supporting the transition to sustainability and digitalization
- Reducing the regulatory burden and simplifying market access
- Simplifying access to financing

1.2. Developing entrepreneurship in Ukraine

In Ukraine, as in the EU, developing entrepreneurship capacity is also a priority. The acceleration of Ukraine's European integration drive underscores the importance of acquiring entrepreneurship skills, particularly for young people.

Domestic legislation defines entrepreneurship as an economic activity carried out to achieve economic and social results and to make a profit. This is an independent, proactive, systematic, risk-based economic activity carried out by business entities (entrepreneurs) to achieve economic and social results and make a profit.

17 – eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0103

In the process of European integration in accordance with the Association Agreement:

- an effective and predictable legal environment for business entities engaged in entrepreneurship, especially for small enterprises, shall be created and maintained;
- collaboration on policy issues in the area of industry and entrepreneurship is developed and strengthened and the business environment for all economic operators, with a particular focus on SMEs, is improved. 4 Deeper collaboration should improve the administrative structure and legal framework[4] and should be based on EU policies for SME and industrial development;
- SME development strategies based on the principles of the European Charter for Small Enterprises shall be implemented, and implementation shall be monitored through annual reporting and dialogue. This collaboration also includes a special focus on micro and craft enterprises.

Progress in implementing the tasks under the Entrepreneurship section of the Association Agreement, according to the Agreement Pulse system, is 86%.
The Eastern Partnership serves as a comprehensive framework for Ukraine's collaboration with the EU in the field of entrepreneurship. Within this framework, the EU4Business initiative aims to enhance the business climate in partner countries. For Ukraine, the initiative's programs facilitate SMEs' access to finance, provide training, and offer targeted support for women-led enterprises and those operating in the green economy sector. SMEs also receive technical assistance to align with EU standards, enabling them to boost exports and leverage the benefits of the EU-Ukraine Free Trade Agreement.

An assessment of the Small Business Act shows that Ukraine has made significant progress through the ongoing implementation of reforms in the areas of deregulation, public procurement, and alignment of national legislation and bankruptcy procedures with the EU legal framework. It also indicates significant advancements in improving the institutional framework for SME policy in Ukraine.

The institutional entrepreneurship environment in Ukraine consists of:

- The Cabinet of Ministers, the Ministry of Economy, the Ministry of Digital Transformation, the State Institution “Entrepreneurship and Export Promotion Office”, State Regulatory Service of Ukraine;
- Other central executive authorities that directly or indirectly influence the development of entrepreneurship within their jurisdiction;
- Local executive authorities and local self-government bodies
- Diia.Business Entrepreneur Support Centers across Ukraine and abroad (Warsaw)
- Business Ombudsman Councils, serving as permanent advisory bodies;
- Entrepreneurship support infrastructure, including business associations, research institutions, advisory, consultative, and other auxiliary bodies established at central executive authorities and local state administrations. This includes organizations such as the Ukrainian Chamber of Commerce and Industry, regional chambers of commerce and industry, public associations of entrepreneurs and employers, etc.
- Framework legislation, particularly the Law of Ukraine "On the Development and State Support of Small- and Medium-Sized Enterprises in Ukraine".

An important component of Ukraine's business development support system is the first Ukrainian large-scale national project for entrepreneurship and export development, initiated by the Ministry of Digital Transformation of Ukraine and implemented with the Entrepreneurship and Export Promotion Office. It consists of an online portal and a network of entrepreneurship support centres. The Diia.Business portal[18] serves as a one-stop shop, providing all the information needed to start and develop a business.

Diia.Business offers entrepreneurs an online platform featuring a handbook, over 160+ business ideas, templates of legal documents required to start a business, case studies of Ukrainian entrepreneurs, current news updates, free online and offline consultations, the national online school for entrepreneurs, online exhibitions, the self-testing service for entrepreneurs on the personal data protection and human rights in business, the export section, the marketplace offering financial opportunities for businesses, analytics on the state of Ukrainian

18 – business.diia.gov.ua/

business, a platform for attracting impact investments, and other initiatives.

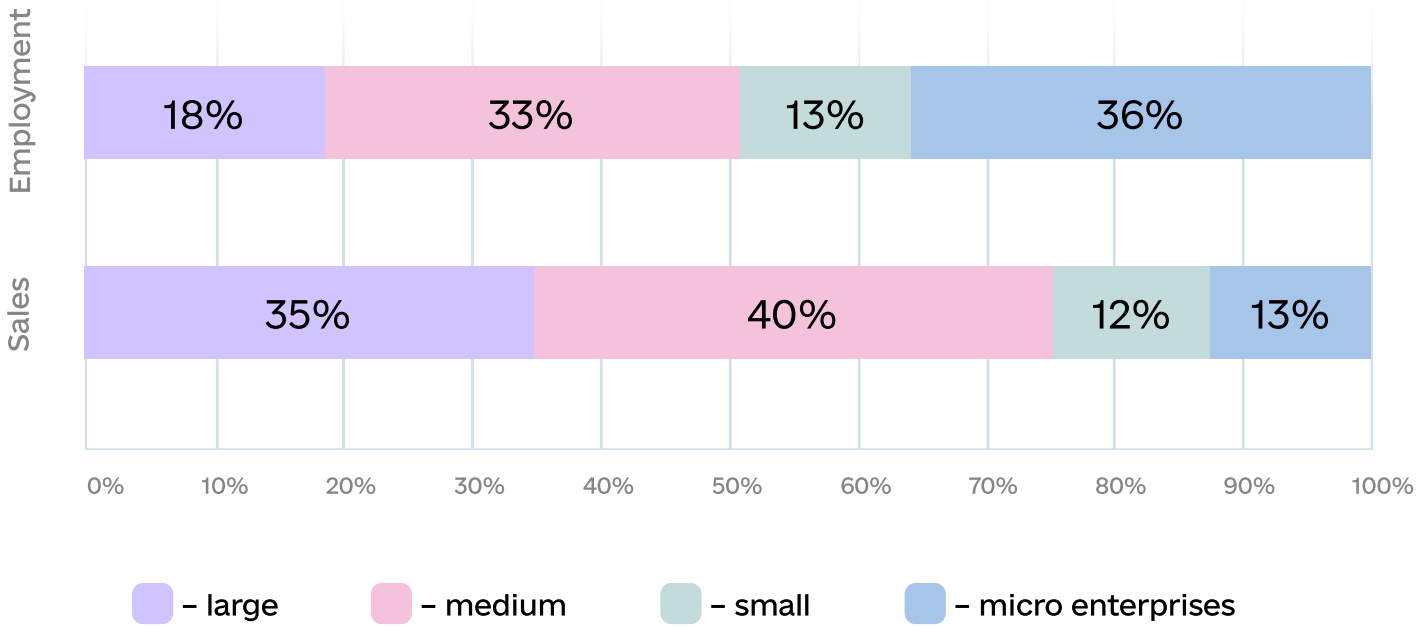
Small- and medium-sized enterprises are the backbone of the Ukrainian economy. Before russia's full-scale invasion, 99,97% of legal entities and individual entrepreneurs (IEs) registered in Ukraine were SMEs. The SME sector employed more than 7.3 million people, accounting for about 80.5% of all employed individuals at economic entities. Furthermore, the sector contributed to 66% of sales of goods, works, and services and 64% of gross value added.

In 2022, 99.97% of legal entities and individual entrepreneurs (IEs) registered in Ukraine were still SMEs. The SME sector employed more than 6.1 million people, accounting for about 80.6% of all employed individuals at economic entities. Furthermore, the sector contributed to 63.8% of sales of goods.

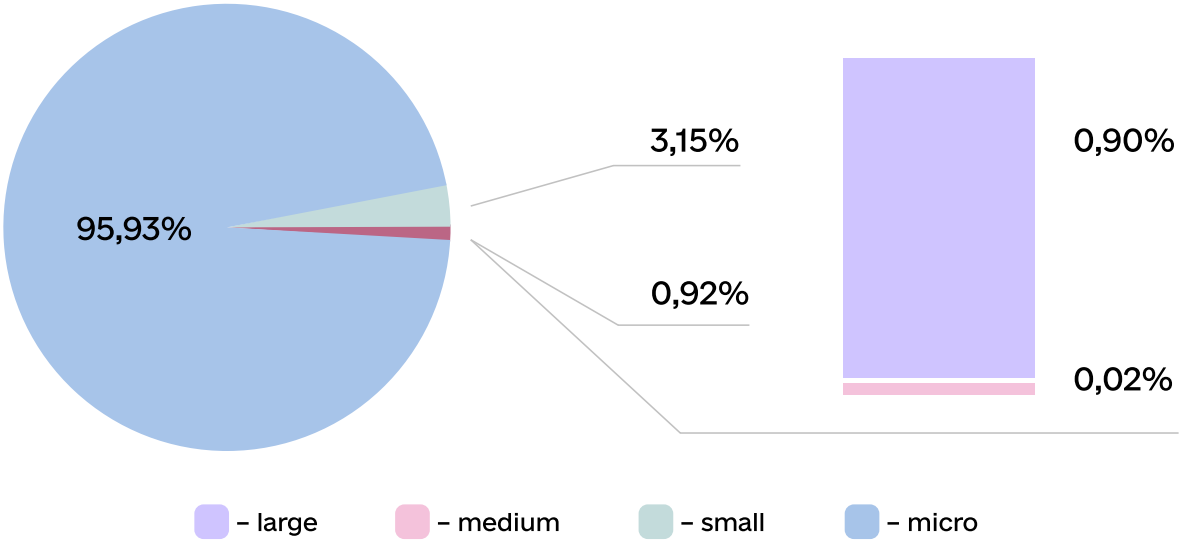
SMEs are categorized into three segments: medium, small, and micro enterprises.

In Ukraine, unlike in the EU, this distribution is uneven. In terms of value added, the balance is skewed towards medium-sized enterprises. However, in terms of the number of enterprises, it is even more skewed, favouring micro and small enterprises. The distribution of employment, however, is more balanced.
In terms of value added, the main sectors included industry, wholesale and retail trade, agriculture, forestry, fisheries, and transportation services .

Scheme 1. Distribution of enterprises in Ukraine by value added



Scheme 2. Scheme 1. Distribution of enterprises in Ukraine by quantity



1.3. Challenges in the context of martial law in Ukraine

As a result of russia's full-scale invasion, Ukrainian businesses have encountered disrupted supply chains, shortages of fuel and electricity, decreased demand, property damage, and forced relocation. Many enterprises have either reduced production volumes or shut down completely. Microbusinesses have been hit the hardest, experiencing the highest proportion of unemployed workers, reaching up to 20%.

According to a recent business survey conducted by Diia.Business project (Dec. 2023–Jan. 2024)[19], SMEs show an improvement in the forecast of their activity in 2024. The indicator of expectation from the results of the company's activities has increased significantly compared to the similar indicator in January 2022 (10.3%) and for the next year is +20.7% compared to 2023. The previous maximum of this indicator was recorded in November 2022 (17.3%). Apart from the unpredictability of situation in Ukraine, the main obstacles that prevents business from recovering are: lack of a sufficient number of solvent customers, lack of sufficient number of personnel, lack of sufficient capital.

Young people are among the most vulnerable groups affected by the economic crisis. Youth employment is a widespread issue in both Ukraine and the EU, with a small proportion of young people being entrepreneurs, while the majority work as employees. Although the unemployment rate in Ukraine is not high compared to EU countries, standing at about 20% among young people aged 15-24 and about 10% among older youth; youth unemployment in Ukraine is particularly devastating because parents have fewer opportunities to support them financially.

19 – business.diia.gov.ua/cases/novini/doslidzenna-stanu-ta-potreb-biznesu-v-umovah-vijni-rezultati-opituvanna-v-grudni-2023-sicni-2024-roku

At the same time, a significant majority of young people in Ukraine prefer self-employment and their own business (73%) and only 19% want to be an employee. Whereas in the EU, in contrast to Ukraine, young people mostly aspire to work as an employee (56%) and only 39% - self-employment.

Amid the war crisis, young people are encountering heightened uncertainty concerning entrepreneurial prospects. Challenges faced by young people in the labour market stemming from national circumstances include: the economic crisis resulting in diminished job opportunities due to enterprise closures; a rise in private enterprises with rigorous hiring standards; high educational attainment paired with ambitious expectations regarding employment, encompassing aspects such as content, nature, working conditions, prestige, and earnings; limited adaptability and susceptibility to the influence of the surrounding economic and social milieu; inadequate wages; insufficient skills and work experience; and a prevalence of informal employment.

A significant issue for young Ukrainians is that education and educational institutions fail to meet the demands of the modern labour market, with 83% believing that specialised knowledge and experience are key factors for employment. Common concerns include the lack of startup support (initial financial assistance), socio-economic challenges, and high tax rates.

Among the factors hindering the growth of young entrepreneurs, the most significant include: lack of demand, unstable political and military situations, government instability, high tax rates, inflation, corruption, burdensome tax administration and accounting practices, limited availability, and high interest rates of credit, excessive regulatory pressure, and a shortage of qualified personnel.

The most prevalent form of enterprise among young entrepreneurs is individual entrepreneurship (IE), constituting approximately 70% of all ventures. Within the category of small and medium-sized enterprises (SMEs) led by young entrepreneurs, 24% are categorized as small, while 4% are classified as medium-sized. Female representation among all managerial roles stands at 30%. Notably, over half of female managers are concentrated within two specific sectors: travel agencies and activities associated with accounting and auditing. Conversely, sectors with the highest proportion of male managers include electrical work and private security services. It's noteworthy that individual entrepreneurship exhibits a relatively balanced gender distribution[20].

20 — https://www.undp.org/ukraine/publications/assessment-wars-impact-micro-small-and-medium-enterprises-ukraine

In response to russia's full-scale aggression, the Ukrainian government is implementing measures to support entrepreneurs. Youth innovative entrepreneurship is highlighted as one of the projects outlined in Ukraine's National Recovery Plan. An initiative has been launched to revitalize the economy, promote entrepreneurship, and bolster Ukraine's exports.

1.4. Entrepreneurship as a competence

Entrepreneurial competency is a set of skills and behaviour needed to create, develop, manage, and grow a business venture. It also includes the ability to handle the risks that come with running a business. Just like other types of competencies, there are different sub-categories here. The competencies could be technical, behavioural, attitude-based, or productivity-based.

In the context of the JRC EntreComp study, entrepreneurship is understood as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life. It is defined as follows:

Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012).

This definition focuses on value creation, no matter what type of value or context. It covers value creation in any domain and possible value chain. It refers to value creation in the private, public and third sectors and in any hybrid combination of the three. It thus embraces different types of entrepreneurship, including entrepreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship.
Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Entre Comp: The Entrepreneurship Competence Framework"© European Union, 2016,

II Conceptual model of the EntreComp Framework

This section provides a comprehensive overview of the EntreComp conceptual model and the essential features of the learning outcomes it generates.

The European EntreComp Framework (2016) encompasses three competence areas, 15 components, 15 descriptors, 8 proficiency levels, and examples of usage.

The Ukrainian EntreComp4Youth Framework (2024) encompasses four competence areas, incorporating 20 components, 20 descriptors, four proficiency levels, and examples of application.

EntreComp underscores the intricacy and interconnectedness of all components that constitute entrepreneurship as a competence.

1

First and foremost, this Framework concerns entrepreneurs and can be specialized for self-awareness, self-development, and entrepreneurial competence development; it covers a wide range of professions according to the occupational classifier, related to performing various management and leadership functions, which generally significantly differ in complexity and responsibility, managers of small and medium-sized enterprises, and others. It can be useful for supporting information panels of team efficiency (HR), CRM (Customer Relationship Management) for managing customer relationships.

2

The Framework applies NOT only to entrepreneurs, it can relate to various aspects of our daily lives, for a general understanding of what it means to be entrepreneurial in life, regardless of the type of activity; it can be used for better employment, self-realization, or to increase work efficiency and quality of life

3

The framework is like a handy guide that can be utilized in various ways, particularly by schools, colleges, agencies, and NGOs that teach young people aspiring to become entrepreneurs or managers.

The strength of an expansive and inclusive competence framework lies in its ability to recognize entrepreneurship as an essential competency for achieving success and personal fulfilment, even within highly specialized contexts. The comprehensiveness of EntreComp4Youth stands out as a primary advantage. Nonetheless, it is essential for readers to acknowledge that not all citizens, including learners or other users, may be inclined to develop all the competences outlined here to the utmost level of proficiency.

It is anticipated that institutions, intermediaries, and initiative developers intending to embrace EntreComp4Youth as a reference framework will tailor it to their specific objectives and the requirements of their target user group. In essence, the EntreComp4Youth Framework outlined in this report should be viewed as a foundation. To ensure effective application, it needs to be contextualized within a specific usage context.

Depending on the context, it is reasonable to expect that certain components of the framework may receive greater emphasis, while others may be less emphasized, or that the list of components could be adjusted to enhance learning through entrepreneurship. In other words, the EntreComp4Youth Framework serves as an initial point for interpreting entrepreneurship competence, a concept that will undergo continuous development and refinement over time to address the distinctive needs of specific target groups.

2.1. Main dimensions of EntreComp4YouthUA

In a broad sense, initiative and entrepreneurship can be defined as the ability to translate ideas that generate value for others, rather than solely for oneself, into specific actions. Initiative and entrepreneurship are cross-cutting key competences that every citizen requires for self-realization and development, active citizenship, social integration, and employment in the knowledge society.

This document regards entrepreneurship as a competence and delineates all its dimensions, including areas of application, components, descriptors, and proficiency levels; encompassing everything typically associated with this competence.

The EntreComp conceptual model consists of four main dimensions (parameters):

1. **Areas.** There are four areas: Preconditions, Start, Run, and Grow;
2. **Components.** There are 20 components (sub-competences), 5 in each area;
3. **Descriptors.** Each component has a description, in terms of knowledge, skills, and attitudes, as well as usage model examples;
4. **Levels of proficiency.** There are four levels of proficiency for each component.

2.1.1. Areas of the entrepreneurship competence

Currently, all components of the entrepreneurship competence are grouped into four areas/spheres, directly reflecting the definition of entrepreneurship as the ability to translate ideas into actions that generate value for others rather than solely for oneself.

S0. Creating preconditions	Preconditions / Get ready	refers to the creation of prerequisites, readiness for entrepreneurial activity, namely self-awareness and self-efficacy, motivation and endurance, emotional and psychological readiness.
S1. Forming the entrepreneurship vision	Start / Invision, plan	involves shaping entrepreneurial vision, preparation, ideation, planning, risk assessment, etc.
S2. Bringing ideas to life	Run / Act, implement the ideas	entails implementing ideas into action, initiating activities, concrete actions such as mobilizing resources, whether human resources, material (production means and financial resources) or intangible (specialized knowledge, skills and attitudes, moral support, etc.)
S3. Enabling sustainable development, transformation & growth	Grow / Progress & empower	encompasses skills necessary for growth, ensuring sustainable development, expansion, or transformation of business

The four areas of the conceptual model of EntreComp4Youth are defined to emphasise entrepreneurship competence as the ability to generate ideas, bring them to life through action, seize opportunities by mobilizing resources, and enable growth.

2.1.2. Components of entrepreneurship competence

There are 20 components, categorized into four areas, which collectively describe entrepreneurship as a competence applicable to all. Among these components are such competences, as innovation, leadership, willingness to take risks, problem-solving, adaptability, financial management, etc. Entrepreneurship is not limited to starting one's own business; an entrepreneurial mindset and approach can be applied to various aspects of life. Some key entrepreneurship skills often considered essential for young individuals to succeed in life include: creativity, self-motivation, problem-solving and critical thinking, resilience, adaptability, effective communication and interpersonal skills, relationship-building, entrepreneurial thinking/ business acumen, emotional intelligence, basic financial literacy, a positive attitude towards learning and self-development, and a willingness to learn, grow, take risks, and make mistakes.

It is important to note that these are just basic and relevant examples of the required competences, and different individuals may possess different strengths. Additionally, the key competences necessary for success may vary depending on the specific situation, goal, business, and industry. All the main components of entrepreneurship competence are outlined in Table 1.

2.1.3. Descriptors

Each component has a detailed description (descriptor) that outlines and dissects the component into its fundamental aspects (knowledge, skills, attitudes). Each descriptor is accompanied by tips or recommendations, along with examples of how to best implement this component in practice. Descriptions of all components (descriptors) are provided in Table 2.

2.1.4. Proficiency levels

The four proficiency levels determine the knowledge, skills, and attitudes that an entrepreneur should possess at each level, leading to the best results. Please refer to Annex 1 for details.

The four areas of entrepreneurship competence are closely interrelated, with entrepreneurship as a competence overarching all four areas. The 20 competence components are also interconnected and should be viewed as integral parts of the whole. We do not suggest that every young person should attain the highest level of proficiency in all 20 competences or have the same level of proficiency in all competences. Everything is very individual.

Sometimes, entrepreneurship is an innate characteristic of a person, but this does not mean that if someone doesn't have this or that trait, s/he cannot cultivate and develop it. That is not true. Competence can be consciously and persistently developed.

If a young person wants to develop his or her entrepreneurship skills or improve as an entrepreneur, it's important to recognize that entrepreneurship competence can and should be developed.
Initially, a young person should identify his/her strengths and weaknesses according to this framework; and then gradually build or improve them through training, studying the best practices of successful entrepreneurs, reading literature on the subject, networking with successful entrepreneurs in the industry or region, and learning from has/ her own mistakes and experiences. S/he can also join online business communities and industry associations.

For measuring proficiency levels, please, refer to Section 2.4, Annex 2, and EntreGram4Youth.

2.2. Framework structure

For better visualization, all areas, and components of entrepreneurship competence are summarised and presented in a table.

Table 1. Structure of the Entrepreneurship Competence Framework

S0. Creating preconditions	S1. Forming the entrepreneurship vision	S2. Bringing ideas to life	S3. Enabling sustainable development, transformation & growth
Preconditions – Get ready	Start – Invision, plan	Run – Act, implement the ideas	Grow – Progress & empower
S0. C1. Self-awareness Knowing yourself, being aware of your abilities, interests, character traits, talents, etc.	**S1. C1. Spotting opportunities, generating and valuing ideas** For starting a business, project or startup	**S2. C1. Attracting resources for value creation** Ability to accumulate and manage business resources	**S3. C1. Self-development and self-education** Ability to learn and develop yourself and your team
S0. C2. Motivation and perseverance Ability to stay focused and not give up	**S1. C2. Creativity** Using creative approaches to generate business ideas	**S2. C2. Financial, economic and legal literacy** Application of legislation, economic and financial theories in business	**S3. C2. Ethically complying with and ensuring sustainable development** Ability to respond responsibly to the environment and the individual
S0. C3. Entrepreneurial thinking Understanding the business and ability to make informed decisions. Desire to make a difference	**S1. C3. Vision and planning for implementing business ideas** Planning business activities based on your vision of the future	**S2. C3. Leadership and management** Operational management, management of personnel/ teams, resources, projects, processes, changes, etc.	**S3. C3. Innovation and innovative thinking** Introducing new ideas and innovations in business
S0. C4. Proactivity and responsibility Ability to take initiative and responsibility, make decisions and make the first step	**S1. C4. Willingness to take risks** Ability to take balanced risks, assess and overcome risks in business activities	**S2. C4. Interaction and communication** PR, sales, marketing, ability to bring people together and to negotiate.	**S3. C4. Coping with challenges** Problem solving.Change management. Crisis Management
S0. C5. Adaptability and Emotional Intelligence Emotional stability and flexibility, ability to maintain balance	**S1. C5. Value Creation and Impact Assessment** Assessing the impact of ideas, opportunities and actions in business. Focusing on value creation	**S2. C5. Business analytics to support decision-making** Critical and analytical thinking Analysing effectiveness	**S3. C5. Digital transformation** Using modern digital technologies in business processes

Comparison of changes made during the adaptation of EntreComp4Youth UA (2024), according to EntreComp EU (2016)

Start	Run	Grow
Spotting opportunities	Self-awareness and Self-efficacy	Taking initiative
Creativity	Motivation and perseverance	Planning and Management
Vision	Mobilizing resources	Coping with uncertainty, ambiguity and risk
Valuing ideas	Financial and Economic Literacy	Working with others
Ethical and sustainable thinking	Mobilizing others	Learning through experience

2.3. Description of the entrepreneurship competence components. Descriptors.

Table 2. Descriptors. Description of the entrepreneurship competence components

Components of entrepreneurship competence	Brief explanation	Descriptors/detailed description
S0. Creating preconditions to start your own business, project, or startup Key cognitive skills		**Get ready**
S0.C1. **Self-awareness** Knowing yourself	Being aware of your traits and talents. Knowing your needs, interests, values and skills to combine them with entrepreneurial efforts.	• Identifying your own values that motivate you to create and develop your own business • Combining your entrepreneurship efforts with personal interests and passions • Finding a balance between personal and professional needs • Identifying and assessing individual and group strengths and weaknesses
S0.C2. **Motivation and perseverance** Motivation Persistence	Staying focused and not giving up.	• Desire to fulfil potential • Courage to act, to take the first step • Constantly making efforts to achieve the goal, even despite obstacles, setting a cycle • Persistence and commitment to achieving long-term personal or group/team/organisational goals • Maintaining a strong commitment to go all the way to the end to turn an idea into action and achieve success • Concentration and showing energy that leads to goal achievement/ability to focus • Flexibility in the face of pressure, adverse conditions and temporary setbacks • Belief in your own ability to influence the course of events, despite uncertainty, delays and possible temporary setbacks
S0.C3. **Entrepreneurial thinking** Business acumen	Business acumen, skill, ability to monetise ideas	• Visioning gaps in the market that can provide greater financial independence and business flexibility • Monetising ideas you truly enjoy/your hobbies, etc. • Understanding the business and ability to make informed decisions that will positively impact the organisation's profits • Having economic knowledge, business skills, professional training • Decision-making

S0.C4. **Proactivity and responsibility** Taking initiative	Taking initiative and responsibility, making decisions and acting.	• Initiating and launching processes/businesses/ enterprises/projects that create value in life • Taking on challenges, being proactive and taking everything to its logical conclusion • Acting and working to achieve goals independently or in a team, not giving up on your intentions and carrying out what you have planned • Taking responsibility for employees and the consequences of your own decisions • Spotting and developing new ideas, products or services that meet customer needs
S0.C5. **Adaptability and emotional intelligence** Adaptability Quotient (AQ) Emotional Quotient (EQ)	Being flexible in entrepreneurship activities, maintaining balance during emotional rollercoasters.	• Resolving changing situations immediately and flexibly • Resilience in the face of pressure, adverse conditions and temporary setbacks • Adapting to unpredictable changes/and changing course when necessary • Understanding the difference between flexibility and compromise • Assessing and controlling your own emotions and others' feelings • Managing emotions based on the four-level model of emotional intelligence: 1. perceiving emotions, 2. using emotions to improve thinking/order thoughts, 3. understanding emotions; and 4. manage emotions in a way that promotes personal professional growth and improves social and partner relationships • Maintaining a balance between work and leisure • Understanding the difference between "living to work" and "working to live"

S1. Form an entrepreneurship vision

Start

S1.C1.

Spotting opportunities, generating and valuing ideas

Looking for opportunities
Generating & assessing ideas

Spotting opportunities and generating ideas for starting a business

- Conducting market research and analysis, identifying trends
- Identifying and exploiting potential opportunities for value creation in the social, cultural and/or economic environment
- Generating entrepreneurship ideas and using a variety of sources, methods and techniques to generate them, including using digital technologies
- Analysing problems and identifying needs
- Valuing ideas. Knowing how to assess the value of an idea in social, cultural and/or economic terms.
- Making new connections and bringing together disparate components of ideas to create opportunities for new value creation

S1.C2.

Creativity

Creativity

Finding extraordinary solutions to achieve business success

- Developing innovative business models
- Being aware of the potential efficiency/benefits of using innovative technologies in business
- Choosing priority technological solutions for business
- Developing different ideas and opportunities to create value, including finding the best solutions to existing and new challenges
- Researching and experimenting with innovative approaches
- Combining knowledge and resources to achieve meaningful results
- Combining the incompatible
- Applying the Theory of Inventive Problem Solving (TRIZ)

S1.C3.

Vision and planning for implementing business ideas

Envisioning & Planning

Planning business activities based on your vision of the future.
Goal Setting.

- Imagining the future, developing your own vision and turning ideas into action
- Visualising possible scenarios to better manage your own actions.
- Formulating hypotheses, including using design thinking approaches and other related business solution-search techniques. Making predictions
- Using goal setting techniques for business development
- Developing a business plan to translate an idea into action and create certain values for consumers or society as a whole.
- Short-term and long-term planning.
- Using software, digital programmes, and apps for planning

S1.C4. **Willingness to take risks** Risk taking Risk Assessment	Taking reasonable risks and overcoming risks in business.	• Willingness to take risks • Assessing risks in business planning as well as in business management (Risk Assessment) • Identifying ways to neutralise the impact and minimise the negative consequences of possible risks • Using a variety of risk assessment tools and software • Considering risks in the digital environment • Being aware of and assessing cybersecurity risks (protecting personal computers, network security, secure Internet connection, anti-virus software, protecting against unwanted content, VPN) • Avoiding the risks of confidentiality breaches, data leaks and cyberattacks • Being aware of and preventing risks of access to the company's/organisation's digital technologies and resources (including in case of failure of power supply systems and Internet access) • Mitigating the risks associated with employees'/ consumers' low level of digital literacy • An entrepreneur's cyber hygiene
S1.C5. **Value Creation and Impact Assessment** Focusing on value creation	Assessing the impact of ideas, opportunities and actions in business.	• Ethical and sustainable thinking • Acting responsibly • Assessing the long-term correctness of a chosen course, assessing the consequences and impact of business ideas on target groups, the market, society and the environment • Assessing the environmental impact of your business • Realising the need to orientate business activities towards achieving social welfare • Consciously using the principles of etiquette, respect for digital identity, copyright and personal data in business planning

S2. Bringing ideas to life for value creation		Run
S2.C1. **Resource Management** People management Resource management Self management	Attracting and accumulating the necessary resources (human, financial, material) for business and managing them	• Mobilizing people in accordance with current business objectives (including applying team/ people/resource management skills), coordinating human efforts • Attracting investment • Accumulating tangible, intangible and digital resources necessary to transform ideas into action (including through developing and implementing a resource strategy) • Using available (limited) resources as efficiently as possible • Using digital technologies to find and mobilize resources • Creating and developing yourself and your team as a key human resource, developing and managing your own competences and knowledge necessary for different areas and stages of developing your own business, including technical, legal, tax and digital competences and managing them • Searching for talent, assessing potential when hiring staff, using 360° assessments • Inspiring stakeholders and building their enthusiasm and trust • Taking care of your own resources (physical and mental health, etc.)
S2.C2. **Financial, economic and legal literacy** Financial literacy	Applying legislation, economic and financial theories and know-how in business	• Assessing the cost of transforming an idea into action and value creation • Planning, implementing, regularly assessing, and improving financial decisions • Running a business using knowledge and skills at the intersection of economics, management and analytics while actively using modern digital technologies • Responding in a timely manner to current legislative trends in the area of your own business activities • Using fundraising, crowdfunding and investment techniques if necessary • Knowledge of Cash flow/Income statement/ Balance sheet • Consciously adhering to the principles of copyright protection, consumer rights and economic freedom in doing business • Managing finances in a way that ensures the sustainable development of your businesst

S2.C3. **Leadership and management** Leading and empowering others	Good business management: operational management, management of personnel/ teams, resources, projects, processes, changes, etc.)	• Setting long-term, medium-term, and short-term goals and achieving them while managing business processes • Setting priorities in operational planning, prioritising and focusing on the core things (WIGs vs PIGs) in accordance with the goals and objectives • Building and continuously improving the organisational structure and effectively managing personnel • Managing processes and applying a project approach in business activities (Project Management) • tasks, projects and events in business and understand the Time Matrix concept • Risk Management • Use artificial intelligence (AI) and machine learning (deep learning) technologies to support management decision-making • Sales
S2.C4. **Interaction and communication** Communication Collaboration PR and Marketing Trust	Effectively collaborating and communicating in the business environment, bringing people together	• Building Trusting Relationships • Effectively communicating, persuading others, delivering presentations, negotiating, demonstrating leadership skills, and rallying like-minded individuals, investors, and stakeholders around your vision • Persuading and influencing your employees' motivation, fostering collaboration to develop and implement ideas • Establishing and executing successful business communication strategies, including brand building, engaging target audiences, gathering decision-making insights, identifying new business opportunities, and fostering internal communication, leveraging digital technologies • Building effective business partnerships utilizing diverse models and approaches • Promoting products or value resulting from business endeavors, employing marketing technologies and digital marketing strategies • Possessing digital marketing expertise to market digital products or services, including proficiency in various marketing channels such as email marketing, social media marketing, and search engine optimization, and devising impactful marketing campaigns • Resolving conflicts constructively and embracing competition positively • Utilizing digital technologies for communication, interaction, and collaboration in a business setting • Creating and managing a digital identity effectively

S2.C5. **Business analytics to support decision-making** Critical and analytical thinking Big data analysis	Using critical and analytical thinking skills to analyse business performance and support decision-making	• Analyzing efficiency and enhancing business processes • Analyzing and interpreting data: gathering, analyzing, and interpreting large datasets for decision-making purposes • Evaluating, comparing, and critically assessing the accuracy and reliability of data sources, information, and digital content. Reviewing, organizing, analyzing, processing, and interpreting business data • Identifying cause-and-effect relationships • Utilizing professional digital applications and tools to analyze and evaluate business performance to facilitate decision-making processes. This includes selecting and applying appropriate digital technologies for business intelligence: gathering, comparing, analyzing, and processing data; statistical information processing • Thinking abstractly, analyzing, and synthesizing economic information for business development in complex and unpredictable environments • Assessing employee performance • Analyzing the economic landscape

S3. Transformation and sustainable development		Grow
S3.C1. **Self-development and self-education** Self-development, self-education	Learning and developing both yourself and your team during business activities	• Developing yourself and your team as key human resources. Fostering the development of competencies and knowledge essential for various aspects and stages of your business's growth, encompassing technical, legal, tax, and digital proficiencies. This includes the ability to engage in collective learning with colleagues and mentors • Conducting assessments and mutual evaluations of the team's strengths and weaknesses in soft skills and professional qualities, soliciting feedback through various channels such as surveys, focus groups, and interviews • Evaluating the quality of training programs/ courses to ensure their relevance to your own needs and those of your employees • Leveraging experiences, both successes and failures— personal and collective—as learning opportunities • Embracing business challenges and crises as opportunities for growth and learning • Unleashing and cultivating the talents of employees and teams • Adapting successful business practices to align with the specific needs of your own enterprise • Demonstrating agility in acquiring new knowledge and skills, showcasing the ability to learn quickly • Empowering others through teaching and coaching
S3.C2. **Ethically complying with and ensuring sustainable development** Ethics and wellbeing for sustainable development	Acting responsibly towards the environment and the individuals	• Adhering to ethical standards and respecting individuals in business, Demonstrating respectful attitudes towards partners, employees, and customers • Prioritizing consumer safety in the delivery of final products and/or services, including in digital realms • Abiding by the rules of network etiquette (netiquette) during business interactions in digital environments • Safeguarding the personal data of employees, partners and customers • Implementing measures to minimize the environmental impact of business operations through additional investments • Cultivating a corporate culture that emphasizes social responsibility(CSR) in business practices • Integrating humane principles and values into business activities across diverse contexts and communities in a reflective and critical manner • Consciously aligning with global sustainability goals, both directly and indirectly, within business operations

S3.C3. **Innovation and innovative thinking** Introducing new ideas and innovations in business	Explore trends and innovations. Engage in research to enhance business. Translate research findings into commercial innovations.	• Conducting research for business enhancement. • Engaging in research to enhance your business activities, identifying novel approaches, directions, and methods for further improvement. • Exploring trends and innovations, and experimenting with innovative strategies in business to uncover non-standard solutions. • Identifying and integrating innovations to foster the continued development and enhancement of your business's efficiency. • Leveraging AI-based technologies to augment business efficiency, including processing vast amounts of unstructured data for decision-making, automating routine tasks, enhancing marketing personalization, detecting business trends, and expediting product or service production cycles. • Translating research findings into commercial innovations, either presently or in the future, through entrepreneurial ventures or industry collaborations (Scientific Entrepreneurship).
S3.C4. **Coping with challenges** Problem solving Change management Crisis Management	Problem solving. Coping with uncertainty, associated with ambiguity and risk. Turning crisis into opportunities for growth.	• Comparing and evaluating new ideas and prototypes in their early stages to mitigate the risk of failure. • Adapting to force majeure, unforeseen circumstances or unpredictable changes and effectively managing change amidst uncertainty (Change Management). • Making decisions in uncertain situations, where outcomes are uncertain, information is incomplete or ambiguous, or there is a risk of unexpected business results. • Utilizing computers and information technology to find solutions and solve problems. Develop your own computational thinking. • Applying various problem-solving theories in practical scenarios. • Resolving conflicts and embracing competition positively. • Engaging in critical analysis and strategic thinking when identifying and addressing problems. • Implementing methods and techniques of crisis management in real-world situations (Crisis Management). • Continuing entrepreneurial endeavors despite encountering numerous obstacles. • Understanding the evolving needs and challenges of entrepreneurship across different stages of business development. • Expanding operations both domestically (at local, regional, and national levels) and internationally. • Conducting market analysis to identify potential export markets and assessing the feasibility of expansion or export activities. Implementing systematic approaches to expand into new markets (Export/New Markets). • Turning crisis into the opportunities for business growth.

S3.C5.

Digital transformation for business growth

Digital Transformation of business.
Utilizing contemporary digital technologies in business operations and growth.

Using cutting-edge digital technologies in business operations (business communications, digital marketing, sales, business intelligence, big data analysis, cybersecurity, etc.) to enhance business processes and boost efficiency. Nurturing business growth in a digital environment.

- Understanding the potential of digital technologies to enhance business processes and boost efficiency
- Recognizing and Implementing emerging digital technologies and Infrastructure to digitize business operations.
- Identifying and implementing digital innovations to continuously enhance efficiency. Leveraging digital technologies and infrastructure to automate and enhance various business processes (including financial, human resources, logistics, projects, resources, time management, etc.)
- Utilizing digital identities to strengthen your business position in the market
- Addressing technical and professional challenges through the application of digital technologies
- Strategizing and executing digital marketing initiatives
- Developing and Implementing Strategies to Expand Brand Presence Online (Digital PR)
- Understanding and Enhancing Employee Productivity through Digital Workspaces
- Assessing and improving employees' digital competence levels
- Nurturing business growth in a digital environment

2.4. Proficiency levels of entrepreneurship competence

Entrepreneurship as a competence can be developed through the activities of individuals or institutions with the aim of creating value for others.

Progress in entrepreneurship education has two aspects:

1

Developing increasing autonomy and responsibility for implementing ideas and seizing opportunities for value creation.

2

Developing the ability to generate value, from simple and predictable contexts to complex and constantly evolving environments.

The EntreComp progression model does not offer a linear sequence of steps that every citizen or entrepreneur must follow to become an entrepreneur or start their own business. Instead, it demonstrates that the boundaries of personal and collective entrepreneurship can be expanded to have an increasingly significant impact on value creation.

The EntreComp progression model serves as a benchmark for achieving excellence, transitioning from value creation with external support to catalysing change and generating new value. It comprises four primary levels: Foundation, Intermediate, Advanced, and Expert.

The process of creating entrepreneurial value and acquiring entrepreneurial skills can occur in any facet of life. The EntreComp model transcends specific environments, including formal education. By emphasizing competence development through real entrepreneurship endeavours, the progression model blurs the lines between education, employment, and societal engagement.

Table 3. Qualitative scale for measuring levels of entrepreneurship competence

Proficiency levels		Complexity of tasks	Autonomy of work	Cognitive domain
Novice/ Beginner	A	Clearly defined simple and template tasks, simple problems	Under the guidance or supervision of a more experienced expert, or with the assistance of instruction	Remembering: Recalling information
Basic	B	Tasks and clearly defined routine problems	Independently, according to one's own needs	Awareness & understanding: grasping concepts
Proficient	C	Tasks and problems of varying degrees of complexity	Independently, according to needs of others	Applying: Using knowledge to solve problems and make decisions
Advanced	D	Complex tasks with a limited number of possible solutions	Confidently applying skills independently, guiding others, and contributing effectively to professional practice and management	Critically evaluating, innovating, and creatively applying technology to meet job responsibilities

2.4.1 Measuring levels

For assessing the level of entrepreneurship competence, one can use tests, situational tasks, rubrics, etc.

2.4.2 Self-assessment of proficiency levels

The EntreGram4Youth self-assessment tool is designed to evaluate the entrepreneurship competence of young individuals. The statements are grouped according to the areas outlined in the EntreComp4Youth. Each area has a set of statements, identifying each component according to its descriptors.

After completing a 30-40 minute self-assessment survey, participants receive:
1) a self-assessment report designed to identify and improve gaps in entrepreneurial competence, as well as highlight strengths relevant to education, work, or life.
2) an electronic certificate that can be included in job applications.

Most probably, not	1 2 3 4	Absolutely true

When assessing the level of entrepreneurship competence for each component of each area, it is necessary to select statements that correspond to the novice/beginner, basic, proficient, and advanced level.

Progress in entrepreneurship education has two aspects:

1

When you select an answer, a score is automatically provided:

Beginner	A	1
Basic	B	2
Proficient	C	3
Advanced	D	4

2

An average score is automatically calculated for each component based on the answers provided. The average score may not be a whole number – it may be in an interval between the levels, tending to the higher and lower levels.

3

For each area, an average score is automatically calculated based on the average scores of the components. The average score may not be a whole number – it may be in an interval between the levels, tending to the higher and lower levels.

4

The assessment result is automatically provided in the form of petal charts for each of the four areas.

2.4.3. Specifics of measuring the area 0 components (S0)

Precondition characteristics can be measured using additional psychological tests, for example:

Self-awareness is a test questionnaire for determining a person's self-attitude, The Self-diagnostics of Self-concept Methodology, Methodology of Quantitative Measurement of Self-assessment.

Motivation and perseverance is a motivation test (Rean's methodology), Motivation to Succeed (T. Ehlers), the Mehrabian Achievement Tendency Scale (MATS).

Taking initiative and responsibility on yourself is a test for "Responsibility and independence", "Determining level of responsibility."

Emotional Intelligence, Emotional Stability is a test to determine the level of emotional intelligence, a detailed test of emotional intelligence (IDR-GEIT).

Adaptive thinking is a multi-level personal "Adaptability" questionnaire (Maklakov, Chermianin), methods for assessing personality abilities (multi-level personal questionnaire "Adaptability-200", "Stress resistance and adaptability."

Self-awareness, the high level of EI, AI, adaptive thinking are typically associated with positive psychological well-being. Take a moment to reflect: Who are you? A deeper understanding of oneself correlates with greater efficiency in life and success in business.

2.4.4. EntreGram4Youth

A full description of all proficiency levels for each component of entrepreneurship competence is provided in Annex 2.

EntreGram4Youth is a kind of questionnaire to identify the strengths and weaknesses of one's own entrepreneurship skills, with all questions structured according to the EntreComp4Youth Framework.

The self assessment tool is available on the Diia. Education portal of the Ministry of Digital Transformation in Ukraine. osvita.diia.gov.ua/en/tests/entregram

The certificate with the assessment results may be added to the CV, and/or application letters while searching for a job or looking for investments.

III Conceptual approaches to adapting the EntreComp Framework in Ukraine

3.1. Changes made in adapting the framework

In adapting the framework, the foundational European approach to the stages of launching a business was employed (Start – Run – Grow). Additionally, Area 0 has been introduced as a prerequisite, as before embarking on a business venture, the groundwork must be established to plan, develop, and execute one's own business ideas.

3.1.1 Need for a preconditions area

In the process of adapting the framework, the cognitive skills of the individual and personal characteristics that are a precondition for starting one's own business were reconsidered. For this purpose, the additional Area C0 was introduced, which includes the cognitive skills that form personal behavioural characteristics and a propensity for self-employment:

- Self-Awareness
- Motivation and perseverance
- Entrepreneurial thinking
- Proactivity and responsibility
- Adaptability, emotional intelligence, and emotional stability

Area S0.: Preconditions
This section outlines a person's essential cognitive skills, though not exhaustively, due to their broad scientific interpretation. However, for entrepreneurial endeavours and activities, it's crucial to heed the list provided. These skills may encompass inherent personality traits, or be developed over time.

In today's (post-)information society, some of these traits have evolved into highly coveted qualities, particularly adaptability and emotional intelligence, along with emotional stability. Flexibility and maintaining equilibrium during emotional upheavals are imperative, given the increasing uncertainty and the swift emergence of crises, such as the COVID-19 pandemic and russia's full-scale war against Ukraine.

3.1.2. Rationale for restructuring the Framework

During the process of adapting the framework, certain components were relocated to other areas following careful reconsideration. For instance, components such as self-awareness, self-efficacy, motivation, perseverance, and initiative were shifted from the **RUN area** to the Preconditions section.

The authors assert that without a deep understanding of oneself, including one's strengths, weaknesses, values, motivation, and innovativeness, one cannot effectively embark on a business venture, project, or any other activity.

Simultaneously, all components of the **START area** remain unchanged.

For the **RUN area**, alongside the existing components such as mobilizing resources and others, as well as financial and economic literacy, new components including leadership and management, business communications, interaction, collaboration, and business analytics have been integrated. Effective management of an enterprise is unattainable without engaging in business communications with potential partners, investors, or potential employees. Similarly, achieving growth and progressing to the next stage is impossible without business intelligence.

In the **Grow area**, learning through experience and overcoming obstacles have been supplemented with sustainability, innovativeness, and innovation. Additionally, digital transformations have been introduced to facilitate growth, optimize human resources, business processes, automate logistics processes, establish digital communication, conduct digital marketing, and mitigate risks in the digital environment.

3.1.3. Cross-cutting approach

The EntreComp4YouthUA framework envisions the cross-cutting application of components not only within the specified area but also across others. Thus, components related to entrepreneurial activity risks (S1.C4., S3.C4.) and processes of societal digital transformation (S3.C5.), arising from both globalization processes and crisis phenomena in Ukraine, intersect all areas and almost all other components.

The importance of utilizing digital and innovative technologies for successful business operation is increasingly evident on a global scale. Digital and innovative tools for generating new ideas (S1.C1.), planning (S1.C3.), managing and supporting business processes (S2.C3.), communication and interaction (S2. C4.), as well as business analytics (S2.C5.), confidently become an integral part for enhancing the efficiency of small and medium-sized businesses, both internationally, and in Ukraine.

For example, the integration of artificial intelligence (AI) algorithms into business processes helps entrepreneurs better understand the needs and preferences of customers (S2.C4., S2.C5.), creating more innovative and personalized products (S1.C2.), (S3.C3.). AI-based product recommendations and chatbots can also enhance customer interaction during product customization (S2.C4.) and beyond.

The digital transformation of business activities in Ukraine accelerated with the establishment of the Ministry of Digital Transformation in 2019, while the digitalization of business processes in developed countries began much earlier. This has resulted in a digital gap between Ukrainian and global businesses. To foster the elimination of this gap in 2021, several regulatory documents and frameworks were developed upon which this framework is based within the national digital context:

- Concept for the Development of Digital Competences of Citizens of Ukraine[21], approved by the Cabinet of Ministers of Ukraine on March 3, 2021, No. 167
- Digital Competence Framework for Citizens of Ukraine [22]
- Digital Competence Framework for Entrepreneurs of Ukraine [23]

The Digital Competence Framework for Entrepreneurs of Ukraine adopts the principles of the EU Entrepreneurship Competence Framework (EntreComp) and incorporates findings and recommendations from research in the fields of digital and entrepreneurship competences provided by Ukrainian, European, and international institutions. It serves as the foundation for integrating the cross-cutting digital component into EntreComp4YouthUA.

21 — zakon.rada.gov.ua/laws/show/167-2021-ð#Text
22 — osvita.diia.gov.ua/uploads/0/2905-2316_for_citizens_2.pdf
23 — osvita.diia.gov.ua/uploads/0/2904-2605_co_ramka_pidpriemca_11_2021_compressed.pdf

The evolving business landscape, a constant change in any economy, coupled with the prevailing challenges encountered by Ukraine starting February 2022, necessitate that Ukrainian entrepreneurs remain vigilant and equipped to navigate hurdles while diligently addressing the risks inherent in business development.

In such circumstances, personal attributes must be complemented by a judicious approach, underpinned by a solid grasp of theoretical concepts in risk and crisis management.

Recognizing these prerequisites as crucial for the operation of every business in the modern world, EntreComp4YouthUA has identified relevant competences for entrepreneurs in Ukraine. These competences, elements of which are scattered to varying extents among other components of entrepreneurship competence, include:

- Digital Transformation (S3.C5.): This encompasses the personal prerequisites for integrating contemporary digital technologies into business operations, spanning aspects such as business communications, digital marketing, sales, business intelligence, cybersecurity, and more.
- Risk Readiness (S1.C4.): This entails the ability to take calculated risks, and overcome risks in business activities, including knowledge and skills in risk assessment.
- Coping with challenges (S3.C4.): This covers all the necessary knowledge and skills for solving current business problems and overcoming barriers associated with ambiguity, uncertainty, and risks.

The formation of these competences aims to assist entrepreneurs in predicting the future progress of their business, preparing for new challenges, and promoting automation to enhance the efficiency of production processes.

- Risk assessments are envisaged at all stages of business creation, encompassing the valuation of ideas and strategic planning, as well as throughout the phases of business development or expansion.
- Innovation is also required at all stages, from the search for innovative ideas to their creative implementation and during the growth phase.

3.1.4. Digital transformation of entrepreneurship

The COVID-19 crisis and the imposition of martial law in the country have heightened the need for supporting the digitalisation of SMEs. However, numerous small and medium-sized enterprises are falling behind larger firms in the digital transition due to significant barriers related to skills, innovation, infrastructure, regulation, and finance. Ukrainian SMEs consistently exhibit lower levels of digital adoption compared to large companies, contributing to a digital divide that hampers productivity growth and exacerbates inequality among individuals, businesses, and regions.

Therefore, the framework incorporates components aimed at fostering the development of entrepreneurs' digital skills. This involves leveraging digital technologies for market monitoring, digital marketing, and automating production processes. Additionally, AI can play a crucial role in optimizing targeting, personalizing advertising, analysing customer data, and predicting consumer behaviour.

- For instance, integrating artificial intelligence (AI) algorithms enables entrepreneurs to gain deeper insights into customer needs and preferences, fostering the creation of more innovative and personalized products. AI-powered product recommendations and chatbots additionally enhance the customer experience by facilitating product customization.
- Moreover, leveraging digital technologies for business analysis aids in the examination of market data and consumer behavior, enabling entrepreneurs to formulate optimal pricing strategies. Predictive analytics further assists entrepreneurs in anticipating shifts in demand and adapting product or service prices accordingly. This optimization extends to real-time advertising, logistics enhancement, and lead assessment and prioritization based on conversion likelihood.
- AI can optimize product distribution, enhancing companies' ability to reach their target customers more effectively.
- AI can analyze customer data to pinpoint the most efficient channels for promotion and advertising.

- Virtual assistants can automate tasks and provide personalized customer support, thereby alleviating the workload of customer service teams. Chatbots enable customers to interact via a chat interface, enhancing user experience.
- Visual identity designers can assist small businesses in visualizing merchandise and creating communication materials, such as press kits for branding purposes.
- AI plays a crucial role in refining targeting and personalization in promotions and advertising. For instance, programmatic advertising utilizes AI algorithms to automate the purchase and sale of advertising resources, enabling companies to reach specific audiences and optimize advertising costs in real time.
- Open-source data visualizations contribute to product or service branding efforts. Video presentations and social media platforms are valuable tools for startups and small businesses to engage with their target audience effectively.

In addition to utilizing various digital tools for enhancing business processes, managers must possess the ability to assemble teams to drive strategic digital business transformations. Hence, the distinct component S3.C5 has been incorporated.

The digital competence of an entrepreneur is elaborated upon in the **Digital Competence Framework for Entrepreneurs** (DigComp4Entre)[24].

Consequently, following the adaptation, the **EntreComp4Youth** framework encompasses four areas/ spheres, twenty components, and four proficiency levels.

24 – osvita.diia.gov.ua/uploads/0/2605-co_ramka_pidpriemca_11_2021_compressed.pdf

IV Practical application of EntreComp4Youth

EntreComp4Youth serves as a catalyst for revising curricula and syllabi in formal education and training, enabling practical entrepreneurship experiences in non-formal learning settings, and facilitating the development of tools for individuals to self-assess their entrepreneurial proficiency.

It serves as a catalyst for revising curricula and syllabi in formal education and training, enabling practical entrepreneurship experiences in non-formal learning settings, and facilitating the development of tools for individuals to self-assess their entrepreneurial proficiency.

EntreComp4Youth defines entrepreneurship as a cross-cutting competency that extends across all facets of life: from personal development to active community involvement, from employment ventures to launching enterprises of any nature (be it cultural, social, or commercial). At its core, this concept embraces a broad understanding of entrepreneurship — the act of fostering cultural, social, or economic value. It encompasses diverse entrepreneurial pursuits, spanning intra-organizational ventures, social enterprises, eco-friendly initiatives, and digital startups. It applies to individuals and collectives alike (be they teams or organisations), aiming to generate value across private, public, and hybrid sectors. Crucially, it remains agnostic to specific industries or fields, recognizing that anyone can conceive ideas and opportunities to enrich others' lives within any conceivable activity or value chain.

In Ukraine, the framework delineates entrepreneurship as a competency relevant not only to entrepreneurs but also to all citizens, including the youth. It tailors the reference framework to articulate its components in the realms of knowledge, skills, and attitudes, equipping citizens with the necessary tools to evaluate and adeptly cultivate this vital proficiency.

Entrepreneurial competence can be considered a universal set of knowledge, skills, and attitudes necessary for self-development in modern society. Entrepreneurship is an important trait of every successful person, regardless of the industry they work in. Therefore, the framework serves as support not only in everyday private and public life, but also in any workplace, helping to understand the context of work and the ability to take advantage of opportunities.

Primarily, the Framework is addressed to youth, women, entrepreneurs, the unemployed, and those who want to change their type of activity to self-employment, and switchers.

The Entrepreneurial Competence Framework for Youth in Ukraine can be used as a benchmark for developing educational programs and curricula in the field of formal education and training.

It can also be used for various types of activities and programs in the context of non-formal education (for example, promoting intrapreneurship within organisations).

The framework aims to establish connections between the fields of education and employment by emphasizing entrepreneurship as a crucial competence.

EntreComp4Youth: The Entrepreneurship Competence Framework for Youth is poised to foster the advancement of youth entrepreneurship. Crafting policies to nurture youth entrepreneurship demands collaborative efforts and integration among various stakeholders, spanning across societal, governmental, and other sectors, encompassing NGOs, educational institutions, labour entities, and youth departments. These policies should strive to expand employment avenues while concurrently empowering young individuals and guiding them towards leveraging their strengths.

Recommendations

For better implementation of the Entrepreneurship Framework, SME united proposed four recommendations for entrepreneurship education and promotion:

- Establish strong partnerships between educational institutions at all levels and SME organisations, and entrepreneurs at the regional/local level
- Develop/update educational programmes in collaboration with specialised institutions to identify and develop the entrepreneurship skills among school/VET/HEd students
- Include in core educational programmes the ability to develop business plans and create conditions/opportunities for developing and testing business ideas
- Establish strong relationships with entrepreneurs who can communicate with school and university students and motivate towards self-employed.

It is also important to:

- Develop and implement a communication strategy to promote and popularize the framework
- Engage with representatives of professional (vocational) education, pre-higher and higher education institutions
- Update educational programs (curricula) on entrepreneurship development
- Promote EntreGram4Youth, as a tool for self-assessment of entrepreneurship competence

Annex 1

1. Glossary

The aim of the EntreComp4Youth framework is to establish a common understanding of entrepreneurship as a competence. It is designed to serve as a benchmark for a wide range of initiatives aimed at promoting entrepreneurship education in the country to support entrepreneurship and enterprise development policies, as well as for labour market harmonisation.

Defining the basic terms that create the basis of this document is an integral component of the whole framework.

Ability – the quality or state of being able; especially: physical, mental, or legal power to do something, to apply knowledge and use know-how to accomplish tasks and solve problems. In the context of the European Qualifications Framework, cognitive skills (using logical, intuitive, and creative thinking) or practical skills (using fine motor skills, methods, materials, tools, and instruments) are distinguished. (European Parliament and the Council, 2008).

Adaptability is the ability to adjust and change course when necessary.

Attitudes are motivators of performance. They include values, aspirations, and priorities.

Competence – a dynamic combination of knowledge, skills, abilities, ways of thinking, perspectives, values, other personal qualities that determine a person's ability to socialise successfully, engage in professional and/or educational activities.

Competency – a range of powers granted by law, statute, charter or other act to a specific body or official; knowledge and experience in a particular field.

Crowdfunding – a way to raise funds for the growth and development of a project, initiative, enterprise, or program through contributions from numerous third parties who may not be associated with either the project itself or professional business investing. For the founder, these are risk-free funds, as they are raised on a charitable basis from people interested in the potential project.

Crowdsourcing – the practice of outsourcing necessary services, ideas, or portions of work to a large group of people instead of distributing tasks among traditional hired employees or suppliers; typically occurs through the Internet. Crowdsourcing allows companies to farm out work to people anywhere in the country or around the world; as a result, crowdsourcing lets businesses tap into a vast array of skills and expertise without incurring the normal overhead costs of in-house employees.

Digital entrepreneurship — entrepreneurship using new digital technologies (especially social media, big data, mobile solutions or the cloud). 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.

End-user is the person for whom something was ultimately created or intended.

Entrepreneurship — the utilization of opportunities and ideas, transforming them into value for others. The created value can be financial, cultural, and social. (FFE-YE, 2012). Entrepreneurship refers to the ability or quality of individuals to identify opportunities, generate new ideas, and transform them into value for others. It is a broader concept that can be applied to various aspects of life, not just business. While, "enterprise" or "business" typically refers to the specific activity of creating and managing a business entity. This includes processes such as business establishment, development, operations, and decision-making.

Entrepreneurship is a complex and multi-faceted activity that requires a wide range of skills and competences. Entrepreneurship is not limited to starting a business, it is a way of thinking and acting that can be applied to many aspects of life. Entrepreneurship skills that are considered important for a young person to succeed in life include:

- **Vision** — the ability to see and articulate a clear and compelling vision for the future of the business.
- **Problem-solving and critical thinking** — the ability to analyse problems and find effective solutions.
- **Emotional intelligence** — the ability to manage emotions and relationships, as well as to understand the emotions of others.
- **Creativity and innovation** — the ability to come up with new and unique ideas and the willingness to think outside the box.
- **Leadership and communication** — the ability to inspire and guide others, as well as the ability to communicate ideas and thoughts effectively.
- **Networking and relationship building** — the ability to build and maintain relationships with a diverse group of people.
- **Entrepreneurship thinking** — the ability to spot opportunities, take initiative and be responsible for your own success.
- **Risk-taking** — the willingness to take calculated risks to achieve success.
- **Sales and marketing** — understanding how to sell and promote products or services.
- **Self-motivation and aspiration** — the ability to set and work towards goals independently, without the need for constant guidance or supervision.

- **Attitude to learning** — the desire to learn and develop, to take risks and make mistakes.
- **Resilience and adaptability** — the ability to overcome challenges and setbacks, and the willingness to change course when necessary.
- **Financial literacy** — understanding the basics of capital management, budgeting and investing.
- **Financial management** — the ability to manage the financial resources of a business, including budgeting, predicting and investing.

Green entrepreneurship refers to entrepreneurship that has a positive effect on the environment and should be seen as a transition to a more sustainable future (Schaper, 2012).

Innovative enterprise[25](centre, technopark, technopolis, innovation business incubator, etc.) is an enterprise (or a group of enterprises) that develops, manufactures, and sells innovative products and/or services, the monetary value of which exceeds 70% of its total production and/or service volume.

Intrapreneurship is entrepreneurship within an organisation (Pinchot, 1985).

Knowledge is the collection of facts, principles, theories, and practices related to a field of employment or learning. In the context of the European Qualifications Framework, knowledge is considered to be theoretical and/or factual (European Parliament and the Council, 2008).

Learning outcomes — statements of what a learner knows, understands and is able to do after completing a course (Cedefop, 2009). These statements can be developed and used for training planning and curriculum development or for different types of reporting, such as legal or professional reporting (Prøitz, 2010).

Practical entrepreneurial experiences are educational experiences where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance to the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student led initiative either individually or as part of a small team, involve learning-by-doing and producing a tangible outcome (Thematic Working Group on Entrepreneurship Education, 2014).

Resources — a term that encompasses personal resources (e.g. self-awareness and self-efficacy, motivation and perseverance), material resources (e.g. means of production and financial resources) or intangible/non-material resources (e.g. specific knowledge, skills, and attitudes).

Science entrepreneurship is the sum of all activities necessary to build an enterprise through the melding of both scientific knowledge and business disciplines.

25 — ips.ligazakon.net/document/T020040?an=12

Settings/attitudes — productivity motivators. They include values, aspirations, and priorities.

Social entrepreneurship — entrepreneurship aimed at finding innovative solutions to unresolved social problems. It is often associated with processes of social innovation aimed at improving people's lives by promoting social change (OECD, 2010).

Skill is an ability acquired through practice and experience; it's a simple skill in comparison to competency. Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools, and instruments) (European Parliament and the Council, 2008).

Stakeholders are individuals, groups, and organisations with direct and indirect interest in value creating activity and its impact.

Sustainable development — development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UN Commission on Sustainable Development). Sustainable development is a balance between meeting current business needs and protecting the interests of future generations. Today, this is an indispensable sign of an efficient company that wants to attract the attention of partners and investors, enter foreign markets and always be ready for changes in environmental legislation.

Sustainable development of the business environment — balanced development of the company, its social and environmental responsibility. It is implemented as part of the ESG strategy (environmental, social, governance), which determines how positive the company's direct or indirect impact on the environment, society, and the quality of corporate governance will be.

System — a dynamic, complex whole made up of a set of inter-acting components that influence one another. A system is defined by the boundaries that distinguish it from the environment that surrounds it and interacts with it, and it is characterised by a structure, a purpose and way of functioning.

Uncertainty — a situation which involves imperfect and (or) in-complete 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 — the outcome of human activity to transform purposeful ideas into actions which generate value for someone other than oneself. This value can be social, cultural, technological, or economic.

Well-being[26] is a combination of positive physical, social, and psychological states in an individual, and the processes of development are aimed at achieving such a state for each person.

26 — ukraine.unfpa.org/uk/YWBImainpage

2. Abbreviations

AI — Artificial Intelligence.

AQ — Adaptability Quotient. Adaptability Quotient is the ability to identify what is relevant, forget outdated knowledge, overcome challenges and adapt to changes in real time. People with a high AQ demonstrate the following behaviour:

- they actively work on managing their unconscious biases to remain open to opportunities;
- they actively seek to consider situations from others' point of view;
- they prioritise developing new skills and continually invest in their learning to better prepare for an uncertain future.

EQ — Emotional Quotient. Emotional Quotient is a quantitative assessment of the level of emotional intelligence, i.e. a person's ability to recognise, understand, control and express emotions, both your own and other people's.

GMA — General Mental Ability.

HEd — Higher Education.

IQ — Intelligence Quotient. Intelligence quotient is a quantitative assessment of a person's level of intelligence, which determines human capabilities and potential in various areas (e.g., logic, languages, mathematics, etc. quotient).

JRC — Joint Research Centre of the European Commission.

OECD — The Organisation for Economic Co-operation and Development.

SMEs — Small and Medium-sized Enterprises — enterprises that maintain revenues, assets, or the number of employees below a certain threshold. Each country has its own definition of what constitutes a small and medium-sized enterprise. They must meet certain size criteria, and sometimes the industry in which the company operates is also taken into account.

VET — Vocational Education and Training.

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Annex 2

Description of the proficiency levels of entrepreneurship competence

Table 4. Description of levels of entrepreneurship competence.

S0. Preconditions for starting your own business
Key cognitive skills/psychological competences/health-saving competences

Readiness

S0.C1. Self-awareness
Knowing your needs, interests, values and skills to combine them with entrepreneurship efforts

Knowledge:

- know what self-assessment is, how to assess your state, what are the cognitive and emotional components of self-assessment (cognitive components reflect a person's knowledge of themself, and emotional components reflect their attitude towards oneself)
- know the methods and tools for identifying your own needs, interests, characteristics and talents, aspirations and desires, and assessing your own potential
- know the methods and tools for determining your own values that encourage creating and developing a business
- know the mechanisms of combining common interests and passions with your personal ones
- know about the balance between personal and professional needs
- know the methods for spotting and assessing one's own strengths and weaknesses

Skills:

- realise yourself, your needs, interests, peculiarities and talents, aspirations and desires, and to implement them in the short, medium and long term
- assess your potential
- define your own values that encourage creating and developing your own business
- combine your entrepreneurship efforts with your personal interests and passions
- able to find a balance between personal and professional needs
- identify and assess personal and group strengths and weaknesses

Attitudes:

- ready to realise yourself, your needs, interests, peculiarities and talents, aspirations and desires, and to implement them in the short, medium and long term
- able to realistically assess your own potential
- based on your own values that encourage you to create and develop your own business
- strive to combine your entrepreneurship efforts with your personal interests and passions
- desire to find a balance between personal and professional needs
- be objective in identifying and assessing personal and group strengths and weaknesses

S0.C1.	Self-awareness

Novice/ Beginner	A	**At the Beginner level, with the help of others or instructions/template, know how to:** • be aware of yourself, your needs, interests, characteristics and talents, aspirations and desires, potential • define your own values that encourage creating and developing your own business • consider the combination of your entrepreneurship efforts with personal interests and passions, the balance between personal and professional needs • learn to identify and assess personal and group strengths and weaknesses
Basic	B	**At the Basic level independently, according to your own needs, know how to:** • use simple methods and tools to understand yourself, your needs, interests, characteristics and talents, aspirations and desires, potential • form your own values that encourage creating and developing your own business • combine your entrepreneurship efforts with personal interests and passions, find a balance between personal and professional needs • learn to identify and assess personal and group strengths and weaknesses
Proficient	C	**At the Proficient level, in accordance with your needs and the needs of others, you are able to: be aware of yourself, your needs, interests, characteristics and talents, aspirations and desires, potential** • work based on your own values that encourage creating and developing your own business • combine your entrepreneurship efforts with personal interests and passions, achieve a balance between personal and professional needs, identify and assess personal and group strengths and weaknesses
Advanced	D	**At the Advanced level, in complex contexts, teaching/mentoring others, be able to:** • work on developing awareness of yourself, your needs, interests, characteristics and talents, aspirations and desires, potential • explain your own values that motivate creating and developing your own business • offer a combination of your entrepreneurship efforts and personal interests and passions, and maintain a balance between personal and professional needs • conduct activities based on identifying and assessing personal and group strengths and weaknesses • propose innovative practices/offer new ideas

S0.C2. Motivation and perseverance

Staying focused and not giving up

Knowledge:

- know that motivation consists of three components: activation, perseverance and intensity of effort
- know how to take the first step, make efforts to achieve the goal, even despite obstacles
- know what long-term personal or group/team/organisational goals are
- know the methods of focusing and concentrating on the core thing

Skills:

- able to prioritise and focus on the main thing
- make constant efforts to achieve the goal, even despite obstacles, set a cycle
- maintain a strong commitment to go all the way to the end to transform an idea into action and achieve success
- concentrate and show energy leading to the achievement of a goal/focus

Attitudes:

- inquisitive, research, study, learn, be interested
- be motivated and have a desire to fulfil your potential
- have the courage to act, take the first step
- persistent and try to achieve long-term personal or group/team/organisational goals
- flexible in the face of pressure, adverse conditions and temporary setbacks
- believe in your ability to influence the course of events, despite uncertainty, delays and possible temporary setbacks

S0.C2.	Motivation and perseverance	
Novice/ Beginner	A	**At the Beginner level, with the help of others or instructions/template, know how to:** • motivate • take the first step, make efforts to achieve the goal • form long-term personal or group/team/organisational goals • focus and concentrate on the core thing
Basic	B	**At the Basic level, according to your own needs, know how to:** • use motivation • take the first step, make efforts to achieve the goal • formulate long-term personal or group/team/organisational goals • focus and concentrate on the core thing
Proficient	C	**At the Proficient level, according to your own needs and the needs of others, be able to:** • motivate through activation, persistence and intensity of effort • take the first step, make constant efforts to achieve the goal, even despite obstacles, set cyclicity • formulate long-term personal or group/team/organisational goals • prioritise and focus on the core thing
Advanced	D	**At the Advanced level, in complex contexts, teaching/mentoring others, be able to:** • manage motivation through activation, perseverance and intensity of effort • take the first step, constantly make efforts to achieve the goal, even despite obstacles, set a cycle, focus and show energy leading to the achievement of the goal • formulate and implement long-term personal or group/team/organisational goals • adjust priorities and focus on the core thing, maintain a firm intention to go all the way to implement the idea and achieve success

S0.C3. Entrepreneurial thinking

Business acumen, skill, ability to monetise ideas

Knowledge:

- have economic knowledge, business skills and professional training
- know theories and methods of decision-making
- know how to identify your own talent and use it

Skills:

- see the gaps in the market that can give greater financial independence and flexibility in business
- monetise things you enjoy/your hobbies, etc.
- understand the business and have the ability to make informed decisions that will positively impact the organisation's profits
- make decisions

Attitudes:

- always ready to acquire knowledge about business, finance, management, etc.
- understand your own advantages and ready to use them
- strive to find opportunities in the market and ways to exploit them
- accept responsibility and ready to bear it for your own decisions

S0.C3.		Entrepreneurial thinking
Novice/ Beginner	A	**At the Beginner level, with the help of others or instructions/template, know how to:** • acquire economic knowledge, business skills and professional training • master theories and methods of decision-making • search for your own talent • monetise the things you enjoy/your hobby etc.
Basic	B	**At the Basic level, according to your own needs, know how to:** • identify the need for new economic knowledge, develop business skills and improve professional training • apply decision-making theories and methods in practice • identify your own talents and find opportunities to use them • monetise things you enjoy/your hobbies, etc.
Proficient	C	**At the Proficient level, according to your own needs and the needs of others, be able to:** • acquire and use economic knowledge, business skills and professional training • identify and apply theories and methods of decision-making • use your talent • identify and monetise the things you enjoy/your hobbies, etc.
Advanced	D	**At the Advanced level, in complex contexts, teaching/mentoring others, be able to:** • expand the area for applying economic knowledge, business skills and professional training • reasonably select and apply relevant decision-making theories and methods • scale the benefits of using your own talent • multiply the monetisation of things you enjoy/your hobby, etc.

S0.C4. Proactivity and responsibility

Take initiative and responsibility, make decisions and act

Knowledge:

- know the principles of starting processes/businesses/enterprises/projects that create value in life
- know the methods of assessing and counteracting challenges
- know the tools for spotting and developing new ideas, products or services that meet customer needs

Skills:

- able to take on challenges, proactive and see things through to their logical conclusion
- take responsibility for your employees and the consequences of your decisions
- identify and develop new ideas, products or services that meet customer needs

Attitudes:

- ready to take on challenges, proactive and see things through to their logical conclusion
- have the courage and willingness to share this responsibility
- act as a generator of new ideas, products or services
- act and work to achieve goals on your own or in a team, not back down from your intentions and implement your plans

S0.C4.		Proactivity and responsibility
Novice/ Beginner	A	**At the Beginner level, with the help of others or instructions/template, know how to:** • start processes/businesses/enterprises/projects that create value in life • prepare to assess and respond to challenges • share responsibility and work towards achieving goals as a team • identify tools for spotting and developing new ideas, products, or services that meet customer needs
Basic	B	**At the Basic level, according to your own needs, know how to:** • start processes/businesses/enterprises/projects that create value in life • share responsibility and work towards achieving goals as a team • assess and confront challenges • use the tools for spotting and developing new ideas, products, or services that meet customer needs
Proficient	C	**At the Proficient level, according to your own needs and the needs of others, be able to:** • reasonably choose processes/businesses/ enterprises/projects that create value in life • reasonably explain and distribute responsibility and work on achieving goals in the team • assess and respond to challenges in different ways • identify and develop new ideas, products or services that meet customer needs
Advanced	D	**At the Advanced level, in complex contexts, teaching/mentoring others, be able to:** • scale processes/businesses/enterprises/projects that create value in life • foresee the consequences of sharing responsibility and working towards achieving goals in a team • make it a regular practice to assess and address challenges • generate new ideas, products or services that meet customer needs

S0.C5. Adaptability and emotional intelligence

Flexible in business activities, maintain balance during emotional rollercoasters

Knowledge:

- know the principles of emotional intelligence
- know the four-level model of emotion management
- know the principles of emotional self-regulation (self-control)
- know the mechanisms for adapting to uncertainty

Skills:

- deal with changing situations immediately and flexibly
- adapt to unpredictable changes/and change course when necessary
- recognise the difference between flexibility and compromise
- assess and control your own emotions and feel others'
- manage emotions according to the four-level model of emotional intelligence:
  - [ ] perceive emotions
  - [ ] use emotions to improve thinking/order thoughts
  - [ ] understand emotions
  - [ ] manage emotions in a way that promotes personal professional growth and improves social and partner relationships
- maintain a balance between work and leisure.

Attitudes:

- flexible in the face of pressure, adverse conditions and temporary setbacks
- aware of the impact of emotional intelligence on entrepreneurship activity
- understand the difference between "living to work" and "working to live"

S0.C5.		Adaptability and emotional intelligence
Novice/ Beginner	A	**At the Beginner level, with the help of others or instructions/template, know how:** • the four-level model of emotional intelligence is built, which is the nature of emotions • emotional self-regulation (self-control) happens • adaptation to unpredictable changes happens
Basic	B	**At the Basic level, according to your own needs, know how to:** • recognise emotions, control yourself, use the four-level model of emotional intelligence • use emotional self-regulation (self-control) • choose mechanisms to adapt to unpredictable changes and change course when necessary
Proficient	C	**At the Proficient level, according to your own needs and the needs of others, be able to:** • apply emotional self-regulation (self-control) • manage emotions according to the four-level model • adapt to unpredictable changes and change course when necessary to deal with • changing situations immediately and flexibly
Advanced	D	**At the Advanced level, in complex contexts, teaching/mentoring others, be able to:** • have a solid understanding of the nature of emotions and emotional intelligence • develop emotion management according to the four-level model • use emotional self-regulation (self-control) on a regular basis • expand the range involved in adapting to unpredictable changes

S1. Form an entrepreneurship vision

Start

S1.C1. Spotting opportunities, generating and valuing ideas

Spotting opportunities and generating ideas for starting a business

Knowledge:

- Know about methods and tools for market research and analysis, and trend building
- Have the necessary information to navigate the social, cultural and economic environment
- Have the necessary information and awareness of available methods, techniques and technologies (including digital) for generating entrepreneurship ideas
- Fluently navigate the information space to analyse/identify problems and needs
- Know about methods and tools for assessing the value of an idea

Skills:

- Research and analyse the market to identify trends
- Identify and seize opportunities for value creation in diverse environments
- Apply a variety of sources, methods, techniques and technologies (including digital) to generate entrepreneurship ideas
- Analyse the problem and identify current needs
- Assess the value of a business idea
- Make new connections and bring together disparate components of ideas for new value creation

Attitudes:

- Have a tendency to bring together scattered components of business ideas for professional growth
- Open to exploring alternative methods, tools, techniques and technologies (including digital) for market research and analysis, trending, analysing problems and needs, generating business ideas, and assessing the value of business ideas
- Strive to constantly look for potential opportunities in business activities
- Quickly establish new relationships in the business environment

S1.C1.	Form an entrepreneurship vision

Beginner	**A**	**At the Novice/Beginner level and under the guidance of others or following a template/instruction, know how to:** - identify existing opportunities for value creation in the social, cultural and/or economic environment - determine the reliability and validity of information for market research and analysis, trending, analyzing problems and needs, generating entrepreneurship ideas, and assessing the value of business ideas - perform basic market research and analysis to build trends/analyse the problem and identify needs/ assess the value of a business idea
Basic	**B**	**At the Basic level, solving simple problems independently, be able to:** - research and analyse markets, identify trends - apply a variety of methods, tools, techniques and technologies (including digital) to research and analyse markets, build trends, analyse problems and needs, generate business ideas, and assess the value of business ideas - generate a variety of business ideas based on analysis and available information
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** - professionally research and analyse markets, identify accurate trends - use existing opportunities for value creation in the social, cultural and/or economic environment - professionally apply a variety of methods, tools, techniques and technologies (including digital) to research and analyse markets, build trends, analyse problems and needs, generate business ideas, and assess the value of business ideas in various environments (social, cultural, economic) - establish professional connections/ analyse critically and compare different ideas/components of ideas
Advanced	**D**	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - propose and implement new methods, tools, techniques and technologies (including digital) for market research and analysis, trend building, analysis of problems and needs, generation of business ideas, assessment of the value of business ideas in various environments (social, cultural, economic) - establish professional connections - create opportunities for value creation in the social, cultural and/or economic environment - generate different variants of entrepreneurship ideas depending on the challenges of the external environment - establish and apply new connections for joint critical analysis of proposed business ideas/component ideas - create solutions to solve complex problems with many interacting factors related to generating and implementing business ideas/ offer innovative ideas and processes for implementing business ideas in the industry

S1.C2. Creativity

Finding extraordinary solutions to achieve business success

Knowledge:

- know and distinguish different innovative business models
- know about available innovative technologies in business
- know about possible technological solutions for business
- know about innovative approaches
- know the theory of Inventive Problem Solving

Skills:

- develop innovative business models
- use innovative technologies in business
- choose priority technological solutions for business
- develop different ideas and opportunities for value creation, including finding the best solutions to existing and new challenges
- research and experiment with innovative approaches
- combine knowledge and resources to achieve meaningful results
- combine the incompatible
- apply the Theory of Inventive Problem Solving

Attitudes:

- realise the potential efficiency and benefits of applying innovative technologies in business
- understand the importance of applying priority technological solutions for business
- realise the need to find the best solutions to existing and emerging value creation challenges
- strive to combine knowledge and resources to achieve meaningful results

S1.C2.	Creativity

Beginner	**A**	**At the Beginner level and under the guidance of others or following a template/instruction, know how to:** ● develop innovative business models ● use innovative technologies in business ● choose priority technological solutions for business ● combine knowledge and resources to achieve results ● apply the Theory of Inventive Problem Solving
Basic	**B**	**At the Basic level, solving simple tasks independently, be able to:** ● develop innovative business models ● use innovative technologies in business ● choose priority technological solutions for business ● combine knowledge and resources to achieve results ● develop different ideas and opportunities for value creation
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** ● develop innovative business models ● use innovative technologies in business ● choose priority technological solutions for business ● develop different ideas and opportunities for value creation ● research and experiment with innovative approaches ● combine knowledge and resources to achieve meaningful results ● combine the incompatible ● apply the Theory of Inventive Problem Solving in practice
Advanced	**D**	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** ● develop new innovative business models ● increase business efficiency through using innovative technologies in business ● choose priority technological solutions for business ● generate ideas and opportunities for value creation and find progressive solutions to existing and emerging challenges ● create new innovative approaches for doing business ● combine knowledge and resources to achieve progressive results ● combine the incompatible in business processes using innovative approaches ● apply the Theory of Inventive Problem Solving to your business activities on a regular basis

S1.C3. Vision and planning for implementing business ideas

Planning business activities based on your vision of the future

Knowledge:

- know about possible scenarios for better business management
- know various approaches of design thinking and related techniques for finding solutions in business
- know various predicting methods
- know the available goal-setting techniques for business development
- know the methods and approaches to developing business plans
- know the techniques of short-term and long-term planning
- know about available software, digital programmes and planning apps

Skills:

- imagine the future, develop your vision and turn ideas into action
- visualise possible scenarios to better manage of own actions
- formulate hypotheses, including using design thinking approaches and other related business solution-search techniques
- make predictions
- use the available goal-setting techniques for business development
- develop business plans
- make short-term and long-term plans in doing business
- use application software, digital programs, and planning apps

Attitudes:

- strive to improve the management of your own actions
- realise the need to use design thinking approaches and other related techniques to find solutions in business
- understand the importance and necessity of creating business plans for your own business
- strive for value creation for consumers and society as a whole
- take initiative in using application software, digital programmes and planning apps

S1.C3.	Vision and planning for implementing business ideas

Beginner	**A**	**At the Novice/Beginner level and under the guidance of others or following a template/instruction, know how to:** - turn ideas into action - visualise possible scenarios to manage your own actions - formulate hypotheses - predict - use goal-setting techniques for business development, develop business plans for turning ideas into action in business - draw up a short-term and/or long-term business plan - use application software, digital programmes and planning apps
Basic	**B**	**At the Basic level, solving simple tasks independently, be able to:** - develop your vision and turn ideas into action - visualise possible scenarios to better manage of own actions - formulate hypotheses, including using design thinking approaches and other related techniques for finding solutions in business - predict - use goal-setting techniques for business development - develop business plans for turning ideas into action - develop short-term and long-term business plans - use application software, digital programmes and planning apps
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** - formulate the future of your own business and professionally visualise possible scenarios for effective management of your own actions - formulate hypotheses using design thinking approaches and various techniques for finding solutions in business - predict for the long-term in difficult circumstances - use goal-setting techniques for business development on a regular basis - develop a business plan to translate progressive ideas into action for value creation for consumers and society as a whole - develop short-term and long-term business development plans even in the presence of unpredictable circumstances - select and use the most effective application software, digital programmes and planning apps

S1.C3.	Vision and planning for implementing business ideas

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - formulate the future of the business and develop innovative scenarios for progressive management of your own actions - turn pioneering and innovative business ideas into actions - develop progressive and innovative scenarios for better business management - use new/innovative approaches and techniques for finding solutions in business, develop your own relevant techniques and approaches - develop and apply your own new approaches to business predicting - develop and apply your own new goal-setting techniques for business development - develop business plans to turn the latest ideas into action for creating, among other things, innovative values for consumers and society as a whole - develop and apply your own new short- and long-term planning techniques - develop recommendations for improving application software, digital programmes, and planning apps

S1.C4. Willingness to take risks

Taking reasonable risks and overcoming risks in business

Knowledge:

- business risks and their types
- methods of risk assessment in business planning/business management
- possible ways to neutralise the impact and minimise the negative consequences of possible risks
- various risk assessment tools and software
- possible cybersecurity risks
- tools for protecting personal computers, networks, secure Internet connections; the available anti-virus programs and tools for protecting against unwanted content (VPN)
- have a high level of digital literacy
- be aware of the principles of entrepreneurship cyber hygiene

Skills:

- assess risks in business planning as well as in the process of business management (Risk Assessment)
- identify ways to neutralise the impact and minimise the negative consequences of possible risks
- use a variety of risk assessment tools and software
- consider risks in digital environment
- assess cybersecurity risks (protection of personal computers, network security, secure Internet connection, availability of anti-virus software, protection against unwanted content, VPN)
- avoid the risks of confidentiality breaches, data leaks and cyberattacks
- prevent the risks of access to digital technologies and resources of the company/organisation (including in case of failure of power supply systems and Internet access)
- mitigate the risks associated with low digital literacy
- comply with entrepreneurship cyber hygiene

Attitudes:

- ready to take risks
- realise the importance and necessity of risk assessment in business planning/business management
- strive to minimise the negative consequences of possible risks
- strive to use a variety of tools and software to assess risks as accurately as possible
- realise the negative impact of risks in the digital environment
- strive to avoid the risks of confidentiality breaches, data leaks and cyberattacks
- realise the risks of access to digital technologies and company/organisation resources
- strive to constantly develop the level of digital literacy of themselves and your employees/consumers

S1.C4.	Willingness to take risks

Novice/ Beginner	**A**	**At the Beginner level and under the guidance of others or following a template/instruction, know how to:** • assess risks in business planning as well as in business management (Risk Assessment) • assess cybersecurity risks • avoid the risks of privacy breaches, data leaks, and cyberattacks • reduce the risks of access to digital technologies and company/organisation resources • develop your own digital literacy
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • use a variety of tools and software for risk assessment, including cybersecurity risks • apply methods to neutralise the impact and minimise the negative consequences of possible risks based on risk assessment • avoid the risks of privacy breaches, data leaks, and cyberattacks • reduce the risks of access to digital technologies and company/organisation resources • apply the principles of entrepreneurship cyber hygiene • develop your own digital literacy
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • assess risks in business planning/business management in the presence of many unpredictable factors • identify the most effective ways to neutralise the impact and minimise the negative consequences of possible risks • use a wide range of risk assessment tools and software • consider risks in a changing digital environment • assess cybersecurity risks (related to the protection of personal computers, network security, secure Internet connection, anti-virus software, anti-spam software, VPN) • avoid sudden risks of confidentiality breaches, data leaks and cyberattacks • ensure full control over access to digital technologies and resources of the company/organisation (including in the event of a failure of power supply systems and Internet access). • find and apply ways to increase the level of digital literacy of employees/consumers • strictly adhere to entrepreneurship cyber hygiene

S1.C4.	Willingness to take risks

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • apply modern and new methods and tools for risk assessment in business planning/business management (Risk Assessment) • develop your own most effective ways to neutralise the impact and minimise the negative consequences of possible risks • use advanced tools and modern risk assessment software, develop recommendations for improving such software • consider risks in a changing digital environment • neutralise current cybersecurity risks (related to the protection of personal computers, network security, secure Internet connection, anti-virus software, anti-spam software, VPN) • develop your own systems to neutralise the risks of privacy breaches, data leaks and cyberattacks • develop and implement effective systems for protecting digital technologies and resources of the company/organisation (including in the event of a failure of power supply systems and Internet access) • develop and implement relevant digital literacy programmes for employees/ consumers • strictly adhere to and improve the approaches to applying/principles of entrepreneurship cyber hygiene

S1.C5. Value creation and impact assessment

Assessing the impact of ideas, opportunities and actions in business. Focusing on value creation

Knowledge:

- various tools for assessing the correctness of business development in the long term
- various tools and methods for assessing the consequences and impact of business ideas on target groups, the market, society and the environment
- various tools and methods for assessing the environmental impact of your business
- the principles of netiquette, the concept of digital identity, copyright and personal data

Skills:

- act responsibly
- assess the correctness of the chosen course in the long term, assess the consequences and impact of business ideas on target groups, the market, society and the environment
- assess the environmental impact of your business
- orientate business activities towards achieving social welfare
- apply the principles of netiquette, respect for digital identity, copyright and personal data in business planning

Attitudes:

- ethical and sustainable thinking
- responsible
- strive for self-assessment of the correctness of the chosen course in the long term
- aware of the need to assess the environmental impact of your business
- realise the need to orientate business activities towards achieving social welfare
- realise the need to use the principles of netiquette, respect for digital identity, copyright and personal data in business planning

S1.C5.	Value creation and impact assessment

Beginner	**A**	**At the Beginner level and under the guidance of others or following a template/instruction, know how to:** ● assess the correctness of the chosen course in the long term ● assess the consequences and impact of business ideas on target groups, the market, society and the environment ● assess the environmental impact of your business ● apply the principles of netiquette, respect for digital identity, copyright and personal data in business planning
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** ● assess the correctness of the chosen course in the long term ● assess the consequences and impact of business ideas on target groups, the market, society and the environment ● assess the environmental impact of your business ● apply the principles of netiquette, respect for digital identity, copyright and personal data in business planning
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** ● assess the correctness of the chosen course in the long term and in changing conditions ● assess the consequences and impact of business ideas on target groups, the market, society and the environment in the long term ● assess the environmental impact of your business ● focus business activities on achieving social welfare regardless of external circumstances ● use the principles of netiquette, respect for digital identity, copyright and personal data when planning a business for the long term in a changing environment
Advanced	**D**	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** ● assess the correctness of the chosen course in the long term and in changing conditions, as well as timely adjust the chosen course and respond to unpredictable circumstances ● assess the implications and impact of business ideas on target groups, the market, society, and the environment in the long term, while proposing innovative approaches to improve ideas ● propose methods to neutralise the negative impact of your business on the environment ● focus business activities on achieving social welfare regardless of external circumstances and using innovative approaches to improve social welfare ● use and improve the principles of netiquette, respect for digital identity, copyright and personal data when planning a business for the long term in a changing environment

S2. Bringing ideas to life for value creation

Run

S2.C1. Resource management

Accumulating the necessary resources (human, financial, material) for business and manage them:

- Mobilizing people in accordance with current business objectives (including applying skills in the team/ people resources management), coordinate human efforts
- Accumulating the material, intangible and digital resources necessary to transform ideas into action (including through developing and implementing your own resource strategy)
- Using available (limited) resources as efficiently as possible
- Using digital technologies to find and mobilize resources
- Developing yourself and your team as a key human resource, developing your own competences and knowledge necessary for different areas and stages of business development, including technical, legal, tax and digital competences and managing them
- Taking care of your own health (your own resource)

Knowledge:

- the concept and purpose of a resource strategy
- the types of resources needed for doing business
- the theory of team/people resources management
- tangible, intangible and digital resources needed to put your business ideas into action
- digital technologies for finding and mobilizing resources
- know and distinguish between the concepts of technical, legal, tax and digital competences

Resource strategy, types of resources for your business

- ☐ **financial resources** (investments, sources of financing: the company founder's own funds, loans and credit lines from financial institutions, private investors and the government, grants from private and public sources for entrepreneurs, friends and relatives, etc., fundraising, crowdfunding)
- ☐ **material resources** (premises and equipment, workplace, working telephone line, and effective marketing materials, relevant physical resources/goods/raw materials, etc.)
- ☐ **intellectual resources** (industrial know-how, education, industry knowledge, professional trade associations operating in the industry, chambers of commerce, government agencies for entrepreneurship development and support of small and medium businesses)
- ☐ **human resources** (employees, accumulating talent around you, hiring experienced professionals with perfect experience in your field through recruitment agencies and search firms, finding employees on the recommendations of people whose judgement is trusted, team management/people management, developing yourself and your team)
- ☐ **digital resources** (digital technologies for finding and mobilizing resources, relevant information systems, software, information security systems, mobile workplaces, network)
- ☐ **emotional resources** (a support system/team that can provide inspiration and guidance when needed, usually consisting of friends and family, peers, a mentor, or a professional group)

S2.C1.	Resource management

Skills:

- developing resource strategies
- knowing how to raise funds, accumulate tangible and intangible resources and manage them
- mobilizing people to perform business tasks, coordinating team efforts
- using available (limited) resources as efficiently as possible
- using digital technologies for finding and mobilizing resources
- developing yourself and your team as a key human resource
- developing your own competences and knowledge for the different areas and stages of developing your own business, including technical, legal, tax and digital competences and managing them
- taking care of your own health (your own resource)

Attitudes:

- desire to seek support to achieve business results
- strive to inspire stakeholders and inspire their enthusiasm and trust
- appreciate the help of others
- understand the priority of current business tasks in coordinating human efforts
- understand the need to develop and implement your own resource strategy
- strive to use available resources as efficiently as possible
- strive to use digital technologies for finding and mobilizing resources
- strive for self and team development
- aware of employees as the main human resource
- understand the need to take care of your own health

S2.C1.	Resource management

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** • mobilize people according to current business objectives and coordinate human efforts • accumulate and manage the tangible, intangible, and, in particular, digital resources necessary to translate your ideas into action • use available resources • use digital technologies for finding and mobilizing resources, develop one's own competences and knowledge for the different areas and stages of developing your own business, including technical, legal, tax and digital competences • take care of your own health
Basic	**B**	**At the Basic level, solving simple problems independently, be able to:** • mobilize people in accordance with current business objectives, apply knowledge of team/people resources management in practice • coordinate human efforts • accumulate and manage the tangible, intangible, and, in particular, digital resources necessary to translate your ideas into action • make efficient use of available resources • use digital technologies for finding and mobilizing resources • develop your own competences and knowledge for the different areas and stages of developing your own business, including technical, legal, tax and digital competences. • preserve your own resources
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • mobilize people in line with current business objectives and in conditions of uncertainty (including applying team/people management skills • coordinate human efforts, taking into account existing risks • accumulate and manage the tangible, intangible and digital resources necessary to translate your ideas into action • develop and implement your own resource strategy • make the most efficient use of available (limited) resources, including in conditions of uncertainty • use a wide range of digital technologies for finding and mobilizing resources for one's business • develop yourself and your team (as a key human resource) by increasing the level of competences and knowledge required for different areas and stages of developing your own business, including technical, legal, tax and digital competences. • manage staff competences • take care of your own health using modern methods of self-development

S2.C1.	Resource management

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • implement new approaches for mobilizing people in line with current business objectives and in conditions of uncertainty • implement new approaches to team/people resources management and coordination of human efforts • accumulate the tangible, intangible, and digital resources necessary to translate innovative business ideas into action and innovation • develop and strictly adhere to a comprehensive resource strategy • implement modern methods for the most efficient use of available (limited) resources • use the latest digital technologies for finding and mobilizing resources, develop your own programmes to improve the level of competences and knowledge of staff required for different areas and stages of developing your own business, including technical, legal, tax and digital competences • develop and implement comprehensive programmes to maintain the health of human resources using modern methods of self-development

S2.C2. Financial, economic and legal literacy

Application of legislation, economic and financial theories in business
Implementing financial and economic know-how

Knowledge:

- know about existing methods and tools for assessing the cost of putting ideas into action and value creation
- possess theoretical knowledge at the intersection of economics, management, analytics and modern information technologies
- know the current legislative trends in the area of your own business activity
- know fundraising and crowdfunding techniques and attracting investments
- know the principles of copyright protection, consumer rights and economic freedom in business

Skills:

- assess the cost of transforming an idea into action and value creation
- plan, implement, regularly assess and improve your own financial decisions
- run a business using knowledge and skills at the intersection of economics, management, analytics while actively using modern information technologies
- respond in a timely manner to current legislative trends in the area of your own business activities
- use fundraising, crowdfunding and investment techniques if necessary
- adhere to the principles of copyright protection, consumer rights and economic freedom in business

Attitudes:

- aware of the need to assess the cost of transforming an idea into action
- strive to regularly assess and improve your own financial decisions
- active in using modern information technologies in business activities
- ready to respond in a timely manner to current legislative trends in the area of your own business activities
- aware of the need to comply with the principles of copyright protection, consumer rights and economic freedom when doing business

S2.C2.	Financial, economic and legal literacy

Beginner	**A**	**At the Beginner/ Novice level under the guidance of others or following a template/instruction, know how to:** ● assess the cost of translating an idea into action and value creation ● plan, implement, assess your financial decisions ● apply knowledge and skills at the intersection of economics, management, analytics while using information technology ● take into account current legislative trends in your business activities ● use fundraising and crowdfunding techniques and attract investments ● adhere to the principles of copyright protection, consumer rights and economic freedom in doing business
Basic	**B**	**At the Basic level, solving simple problems independently, be able to:** ● assess the cost of translating an idea into action and value creation ● plan, implement, regularly assess your own financial decisions ● apply knowledge and skills at the intersection of economics, management, analytics while actively using information technology ● respond to current legislative trends in your business activities ● use fundraising and crowdfunding techniques and attract investments ● consciously adhere to the principles of copyright protection, consumer rights and economic freedom in doing business
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** ● assess the cost of translating an idea into action and value creation, taking into account all current and possible risks ● plan, implement, regularly assess and improve your own financial decisions ● run a business using knowledge and skills at the intersection of economics, management, analytics while actively using modern information technologies ● respond in a timely manner to current legislative trends in the area of your business activities ● regularly use fundraising and crowdfunding techniques and attract investments ● consciously and consistently adhere to the principles of copyright protection, consumer rights and economic freedom in doing business

S2.C2.	Financial, economic and legal literacy

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • assess the cost of translating an idea into action and value creation, taking into account all current and possible risks • plan, implement, regularly assess and improve your own financial decisions using innovative approaches • improve your business processes using knowledge and skills at the intersection of economics, management, analytics while actively using the latest and/or innovative information technologies, offer new technological solutions for business improvement in context • instantly respond to current legislative trends in the area of your business activities and propose progressive legislative changes in the area of your business activities • regularly use fundraising, crowdfunding techniques, attract investments and innovations in business activities • consciously and consistently adhere to the principles of copyright protection, consumer rights and economic freedom in doing business • use financial and economic know-how in your own business activities

S2.C3. Leadership and management

Good business management (operational management, management of personnel/teams, resources, projects, processes, changes, etc.)

Knowledge:

- how to set long-term, medium-term and short-term goals
- basic principles and approaches to operational planning
- approaches and methods of building an enterprise's organisational structure
- basics of personnel management
- basics of project management
- various methods of time management, the Time Matrix concept
- theory and methods of risk management
- artificial intelligence technologies, machine learning (deep learning)

Skills:

- setting long-term, medium-term and short-term goals and achieve them in managing business processes
- setting priorities in operational planning
- prioritising and focusing on the core things (WIGs vs PIGs) in accordance with your goals and objectives
- building and continuously improving the organisational structure of the organisation and effectively managing personnel
- managing processes and applying a project approach in business activities (Project Management)
- applying time management techniques to perform current tasks, projects and events in doing business
- managing risks
- using artificial intelligence and machine learning (deep learning) technologies to support management decision-making

Attitudes:

- responsible attitude to setting long-term, medium-term and short-term goals and achieving them in managing business processes
- focusing on the core thing in accordance with your goals and objectives
- ready to continuously improve the organisational structure of the organisation
- understand the need for a project approach to entrepreneurship activity
- understand the concepts of Time Matrix and Time Management
- responsible for risk management
- desire to apply modern technologies in business

S2.C3.	Leadership and management

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** • set long-term, medium-term and short-term goals and achieve them in managing business processes • set priorities in operational planning • build the organisational structure of the enterprise • manage personnel • manage processes and apply project management in business activities • apply time management techniques to perform current tasks, projects and events in business • manage risks
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • set long-term, medium-term and short-term goals and achieve them in managing business processes • set priorities in operational planning • build the organisational structure of the enterprise • prioritise and focus on the core thing (WIGs vs PIGs) in accordance with your goals and objectives • manage personnel • manage processes and apply project management in business activities • apply time management techniques to perform current tasks, projects and events in business • manage risks • use artificial intelligence and machine learning (deep learning) technologies to support management decision-making
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • set long-term, medium-term and short-term goals and achieve them in managing business processes and in uncertainty • set priorities in operational planning, taking into account all possible risks • set and implement priorities in business activities in uncertainty and with limited resources • build and constantly improve the organisational structure of the enterprise • manage staff effectively in uncertainty and with limited resources • manage business processes using a Project Management approach and other related techniques • apply methods for organising your own and your staff's time (Time management) to complete current tasks, projects and events in business • manage risks (Risk Management) in uncertainty • use artificial intelligence and machine learning (deep learning) technologies to support management decision-making

S2.C3.	Leadership and management

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • set long-term, medium-term and short-term goals and achieve them in managing business processes and in uncertainty • set priorities in operational planning, taking into account all possible risks and opportunities for innovation • set and execute innovation priorities in business activities in uncertainty and with limited resources • use the latest methods of building and improving the organisational structure of the enterprise • apply modern and your own solutions for the most efficient management of personnel in uncertainty and with limited resources • apply modern and your own solutions for managing business processes using a Project Management approach and other related (including innovative) methods • implement the latest time management technologies for yourself and staff to complete current tasks, projects and events while doing business • apply modern and your own risk management solutions in uncertainty and with innovative technologies • use and improve artificial intelligence, machine learning (deep learning) technologies to support management decision-making

S2.C4. Interaction and communication

Ефективна співпраця та комунікація в бізнес-середовищі, здатність гуртувати довкола себе людей Створення команди, вміння співпрацювати

Knowledge:

- modern methods and techniques of effective business communication
- digital technologies that can be used to organise effective business communication
- different models/approaches to building effective business partnerships
- various marketing technologies and digital marketing tools
- the theory of conflict management
- tools for creating and managing your own digital identity

Skills:

- building relationships of trust
- communicating effectively, persuading others, presenting, negotiating, demonstrating leadership skills and gathering like-minded people, investors and stakeholders around you
- persuading and influencing the motivation of your employees, collaborating with others to develop and implement ideas
- establishing and conducting successful/effective business communication (including image building; establishing relationships with target audiences; obtaining information for decision-making; finding and spotting new business opportunities; establishing communications within the organisation), including using digital technologies
- building effective business partnerships (including using various models/approaches)
- promoting a product/value as a result of business activities (including using marketing technologies and digital marketing)
- resolving conflicts and perceiving competition positively
- creating and managing your own digital identity

Attitudes:

- realise the importance of relationships based on trust
- ready to persuade others, conduct difficult negotiations, and take responsibility, including for others
- ready to communicate your expectations of business activities in a timely manner
- responsible for forming your own image and your own digital identity, relationships with target audiences, new business opportunities, promotion and brand building
- perceive competition positively

S2.C4.	Interaction and communication

Beginner	**A**	**At the Beginner/Novice level and under the guidance of others or following a template/instruction, know how to:** • communicate effectively, persuade others, present, negotiate, gather like-minded people, investors and stakeholders around you • collaborate with others to develop and implement ideas • form an image • build relationships with target audiences • obtain information for decision-making • establish communication within the organisation (including using digital technologies) • promote a product/value as a result of business activities (including using marketing technologies and digital marketing) • create and manage digital identities
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • communicate effectively, persuade others, present, negotiate, demonstrate leadership skills, and gather like-minded people, investors, and stakeholders around you • collaborate with others to develop and implement ideas • form an image • build relationships with target audiences • obtain information for decision-making • establish communication within the organisation (including using digital technologies) • promote a product/value as a result of business activities (including using marketing technologies and digital marketing) • create and manage digital identities
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • build relationships of trust • communicate effectively, persuade others, present, negotiate, demonstrate leadership skills, and gather like-minded people, investors, and stakeholders around you • persuade and influence the motivation of your employees, collaborate with others to develop and implement ideas • establish and conduct successful/effective business communication, including using digital technologies • use different models/approaches to build effective business partnerships • effectively promote a product/value as a result of business activities using marketing technologies and digital marketing • resolve conflicts • win competitions • create and manage your own digital identity and effectively promote it

S2.C4.	Interaction and communication

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • build business relationships primarily on the basis of trust • communicate effectively and persuade others using modern effective communication techniques • negotiate, demonstrate leadership, and attract investors and stakeholders through innovation and pioneering • persuade and influence the motivation of your employees by providing a worthy example to follow • establish and conduct successful/effective business communication using the latest digital technologies, offer methods for building effective business communication systems • develop and implement new models/approaches to building effective business partnerships, taking into account the current challenges • effectively promote the product/value as a result of entrepreneurship activity using modern/recent marketing technologies and digital marketing tools, offer own technologies and tools in context • develop and implement adaptive models of conflict resolution • develop your own strategies to cope with competitors • create and effectively promote your digital identity using the latest technologies, including your own, and develop appropriate strategies in context

S2.C5. Business analytics to support decision-making

Use critical and analytical thinking skills to analyse business performance and support decision-making

Knowledge:

- tools for analysing the efficiency of business processes
- tools of data analysis and interpretation
- tools and methods for assessing the accuracy and reliability of data sources, information and digital content
- tools for viewing, structuring, processing and interpreting business data
- professional digital applications and tools for analysing and assessing business performance to support decision-making processes
- methods of analysis and synthesis of economic information for business development
- tools for analysing and assessing employee performance

Skills:

- analysing efficiency and improving business processes
- analyzing and interpreting data
- analysing, comparing and critically assessing the accuracy and reliability of data sources, information and digital content
- reviewing, structuring, analysing, processing and interpreting business data
- establishing cause-and-effect relationships
- using professional digital applications and tools to analyse and assess business performance in order to support decision-making processes
- thinking abstractly, analysing and synthesising economic information for business development in complex and unpredictable conditions
- analysing and assessing employee performance

Attitudes:

- responsible for analysing efficiency and improving business processes
- realising the importance of proper data analysis and interpretation for making informed business decisions
- attentive to the level of accuracy and reliability of data sources, information and digital content
- striving to develop your own ability to establish cause-and-effect relationships
- striving to constantly use professional digital applications to analyse and assess business performance
- striving to think abstractly to analyse and synthesise economic information
- attentive to employees' productivity

S2.C5.	Business analytics to support decision-making

Beginner	**A**	**At the Beginner/Novice level and under the guidance of others or following a template/instruction, know how to:** ● use tools for analysing the efficiency of business processes ● apply data analysis and interpretation tools ● apply tools and methods for assessing the accuracy and reliability of data sources, information and digital content ● use tools for viewing, structuring, processing and interpreting business data ● use professional digital applications and tools to analyse and assess business performance ● apply analysis and synthesis methods for economic information ● use tools for analysing and evaluating employee performance
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** ● use tools for analysing the efficiency of business processes ● apply data analysis and interpretation tools ● apply tools and methods for assessing the accuracy and reliability of data sources, information and digital content ● use tools for viewing, structuring, processing and interpreting business data ● use professional digital applications and tools to analyse and assess business performance in order to support decision-making processes ● apply analysis and synthesis methods of economic information for business development ● use tools for analysing and evaluating employee performance
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** ● analyse efficiency and improve business processes ● analyse and interpret datae ● analyse, compare and critically assess the accuracy and reliability of data sources, information and digital content ● review, structure and analyse, process and interpret business data ● establish cause-and-effect relationships in complex and unpredictable conditions ● use professional digital applications and tools to analyse and assess business performance in order to support decision-making processes in complex and unpredictable conditions ● think abstractly, analyse and synthesise economic information for business development in complex and unpredictable conditions ● analyse and assess employee performance

S2.C5.	Business analytics to support decision-making

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - use modern tools for collecting, analyzing and interpreting large amounts of data for decision-making based on it in complex and unpredictable conditions - regularly apply innovative/new digital technologies for business analytics: collecting, comparing, analysing and processing data, statistical processing of information - develop your own new relevant methodologies for analysing efficiency and improving business processes in complex and unpredictable conditions - apply innovative technological solutions to test the authenticity and reliability of data sources, information and digital content - develop your own effective systems for presenting, structuring, analysing, processing and interpreting business data - develop recommendations for optimising, improving and using professional digital applications and tools for analysing and evaluating business performance - implement new/innovative methods and tools to analyse, assess and improve employee performance

Area 3.	Run

S3.C1. Self-development and self-education

Knowledge:

- different areas and stages of developing your own business
- tools for getting feedback from the organisation's team
- tools and ways to assess the quality of training programmes/courses for developing yourself and the competences of your team
- theoretical aspects in the area of crisis management
- successful business practices in your own business area

Skills:

- developing yourself and your team as a key human resource (developing your competencies and knowledge necessary for different areas and stages of business development, including technical, legal, tax and digital competences and managing them)
- learning together with other colleagues and mentors
- assessing, mutually assessing the strengths and weaknesses of the team's professional qualities, receiving feedback (including hold polls, focus groups, interviews, etc.)
- assessing the quality of proposed training programmes/courses for relevance to your own and your employees' needs
- learning through experience (from success and failure, both your own and others')
- using problematic and crisis business situations as an opportunity to learn
- unleashing and developing the talents of employees/team
- adapting successful business practices to the needs of your own business/enterprise

Attitudes:

- striving for self-development and the development of your team
- desire to learn together with other colleagues and mentors
- a tendency to regularly use the results of feedback to draw conclusions about your own and business colleagues' level of development
- attentive to employees' training needs
- attentive to the experience of others and to already successful business practices
- value the talents of employees/teams

S3.C1.	Self-development and self-education

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** • develop your own competences and knowledge for the different areas and stages of developing your own business, including technical, legal, tax and digital competences. • conduct polls, focus groups, interviews, etc. to determine the teams' strengths and weaknesses • apply available training programmes/courses to meet your and your employees' needs • apply theoretical aspects and crisis management cases in practice in your business activities • adapt successful business practices to the needs of your own business
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • develop your own competences and knowledge for the different areas and stages of developing your own business, including technical, legal, tax and digital competences. • conduct polls, focus groups, interviews, etc. to determine the teams' strengths and weaknesses • apply available training programmes/courses to meet your and your employees' needs • apply theoretical aspects and crisis management cases in your business activities • adapt successful business practices to the needs of your own business
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • develop the competences and knowledge (both personal and team) necessary for different directions and stages of business development, in particular, technical, legal, tax and digital competences, as well manage the relevant competences • learn together with other colleagues and mentors • build a system for regular assessing the strengths and weaknesses of the team's professional qualities, which ensures regular feedback (including by using appropriate classical and non-standard tools: surveys, focus groups, interviews, retreats, etc.) • assess the quality of proposed training programmes/courses for relevance to your own and your employees' needs • use experience, problematic and crisis business situations, successful business practices as an opportunity to learn • establish a continuously active system of employee/ team talent discovery and development • adapt successful business practices to the needs of your own business/enterprises

S3.C1.	Self-development and self-education

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - create your own programmes for developing competences and knowledge required for different areas and stages of business development in accordance with the latest trends and modern technological solutions - organise regular joint training for the organisation's staff and management - propose new methods and systems for regular assessing the team's strengths and weaknesses, including regular feedback - develop your own training programmes/courses according to your needs, the needs of your employees, and the latest economic and technological trends - share your own positive experience and successful business practices to educate others - propose new relevant systems for discovering and developing the talents of employees/team - create successful business practices and distribute them in a business environment relevant to your own business

S3.C2. Ethically complying with and ensuring sustainable development

Acting responsibly towards the environment and the individual

Knowledge:

- basic principles of ethics and respect for the personality
- theoretical and regulatory aspects of security and consumer protection (including in digital environments)
- rules of network etiquette (netiquette) in digital environments
- principles and regulatory aspects in the area of personal data protection
- principles of compliance with corporate culture and corporate social responsibility for humane principles and values
- know and understand the global Sustainable Development Goals

Skills:

- adhering to ethics and respect for the individual in business (respectful attitudes to partners, employees and customers)
- protecting consumers of the final product and/or service (including in digital environments)
- following the rules of network etiquette (netiquette) in business interactions in digital environments
- protecting the personal data of employees, partners and customers
- minimising the harmful impact of the business on the environment, including through additional investments
- forming a corporate culture and adhering to the social responsibility of business
- integrating humane principles and values in a reflective and critical way into business activities in different contexts and communities
- complying with global sustainability goals in doing business (Sustainable Development: un.org/sustainabledevelopment/sustainable-development-goals)

Attitudes:

- respecting the principles of ethics and respecting the individual in doing business
- respecting your partners, employees and customers
- realising the importance of the safety of consumers of the final product and/or service (including in digital environments)
- respecting the rules of network etiquette (netiquette)
- realising the importance and necessity of protecting personal data
- realising the need to minimise the harmful impact of business on the environment
- respecting the principles of corporate culture and corporate social responsibility
- respecting humane principles and values in different contexts and communities
- consciously respecting global sustainable development goals in doing business

S3.C2.	Ethically complying with and ensuring sustainable development

Beginner	**A**	**At the Beginner level and under the guidance of others or following a template/instruction, know how to:** • treat partners, employees and customers with respect • observe the safety of consumers of the final product and/or service (including in digital environments) • follow the rules of network etiquette (netiquette) in business interactions in digital environments • protect the personal data of employees, partners and customers • minimise the harmful impact of business on the environment • observe corporate culture and corporate social responsibility • apply humane principles and values in business activities in different contexts • observe global sustainability goals in doing business
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • treat partners, employees and customers with respect • observe the safety of consumers of the final product and/or service (including in digital environments) • follow the rules of network etiquette (netiquette) in business interactions in digital environments • protect the personal data of employees, partners and customers • minimise the harmful impact of business on the environment • observe corporate culture and corporate social responsibility • apply humane principles and values in business activities in different contexts • observe global sustainability goals in doing business
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • ensuring compliance with ethics and respecting the individual in business (including respectful attitudes to partners, employees and customers) • ensuring compliance with the safety of consumers of the final product and/or service (including in digital environments) in business • ensuring compliance with the rules of network etiquette (netiquette) in business interactions in digital environments • implementing a system for protecting the personal data of employees, partners and customers in the organisation • minimising the environmental impact of your business through additional investment and innovation • forming a corporate culture and ensuring social responsibility of the business • integrating humane principles and values in a reflective and critical way into business activities in different contexts and communities • consciously adhering to global sustainability goals in doing business

S3.C2.	Ethically complying with and ensuring sustainable development

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • develop and implement rules and principles of ethics and respect for the individual in doing business by creating specific standards and internal policies • develop and implement a system of compliance with the safety of consumers of final products and/or services (including in digital environments) in doing business, creating specific standards and internal policies • ensure compliance with the rules of network etiquette (netiquette) in business interactions in digital environments by developing and implementing appropriate standards and internal policies • develop and implement a system for protecting the personal data of employees, partners, and clients in the organisation by developing and implementing appropriate standards and internal policies • minimise the environmental impact of your business through additional investment and implementing innovation • form corporate culture and ensure social responsibility of the business by implementing relevant standards and internal policies • integrate humane principles and values in a reflective and critical way into business activities in different contexts and communities, implementing relevant standards and internal policies • develop and implement a system of compliance with global sustainability goals in doing business by implementing relevant standards and internal policies

S3.C3. Innovation and innovative thinking

Introducing new ideas and innovations in business

Knowledge:

- the concept of innovation and innovative approaches in business
- approaches to determining the effectiveness of your own business
- machine learning and artificial intelligence technologies
- the concept and principles of scientific entrepreneurship

Skills:

- carrying out research for your own business activity, identifying new approaches, directions, ways of further improving it
- researching trends, innovations and experimenting with innovative approaches in business, finding non-standard solutions
- recognising and implementing innovations to further develop and improve the efficiency of your business
- using AI-based technologies to improve business efficiency (including processing large amounts of unstructured data for decision-making, automating routine tasks, deepening marketing personalisation, spotting business trends, accelerating the production cycle of a product or service, etc.)
- turning research results into commercial innovations (now or in the future, in a startup or industry collaboration)

Attitudes:

- striving to implement new approaches to improve your business activities
- not afraid to experiment with innovative approaches in business
- ready to use non-standard solutions in business
- striving to use new technologies in business
- focusing your thinking on turning research findings into commercial innovations

S3.C3.	Innovation and innovative thinking

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** • conduct research for your business activity • identify new approaches and directions for improving your business activities • identify innovation trends, distinguish between types of innovation • offer non-standard solutions for business • recognise the innovations needed to further develop and improve the efficiency of your business • use technology to process a large amount of unstructured data for decision-making, automate routine tasks, deepen marketing personalisation, spotting business trends, speed up the production cycle of a product or service, etc.
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • conduct research for your business activity • identify new approaches and directions for improving your business activities • identify innovation trends, distinguish between types of innovation • offer non-standard solutions for business • recognise the innovations needed to further develop and improve the efficiency of your business • use technology to process a large amount of unstructured data for decision-making, automate routine tasks, deepen marketing personalisation, spotting business trends, speed up the production cycle of a product or service, etc
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • conduct research for your business activity • identify new approaches, directions and ways to further improve the business based on research • research trends, innovations and experiment with innovative approaches in business • find non-standard solutions for business • recognise and implement innovations to further develop and improve the efficiency of your business • use a wide range of machine learning and artificial intelligence technologies to improve business efficiency • turn research results into commercial innovations in a start-up and/or industry collaboration

S3.C3.	Innovation and innovative thinking

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - systematically conduct research on your own business activities, including in a changing business environment - develop new approaches, directions and ways to further improve the business based on research and your own innovative developments - systematically research trends, innovations and experiment with innovative approaches in business - develop non-standard solutions for business - develop and implement innovations to further develop and improve the efficiency of your business - develop and apply a wide range of machine learning and artificial intelligence technologies to improve business efficiency, systematically transform the results of current/advanced research/development into commercial innovations in a start-up and/or industry collaboration

S3.C4. Coping with challenges

Problem solving. Coping with uncertainty, ambiguity and risk

Knowledge:

- theoretical aspects of Change Management
- a wide range of computing and information technologies for business activities
- various theories of task solution
- theoretical aspects of conflict management
- methods and techniques of anti-crisis administration/crisis management (Crisis management)

Skills:

- comparing and assessing new ideas and prototypes at early stages to reduce the risk of failure
- adapting to force majeure or unpredictable changes and managing change in uncertainty
- making decisions in uncertainty, when the outcome of a decision is uncertain and when the available information is incomplete or ambiguous, or when there is a risk of unexpected business results
- solving problems using computers and information technology (Computational thinking)
- applying various theories of problem solving in practice
- resolving conflicts and perceiving competition positively
- analysing critically and thinking strategically when identifying and solving problems
- applying methods and techniques of anti-crisis administration/crisis management in practice (Crisis management)
- continue your entrepreneurship activity despite numerous difficult obstacles

Attitudes:

- ready to adapt to force majeure or unpredictable changes
- not afraid to make decisions in uncertainty
- striving to use computing and information technology in problem solving in practice
- not afraid of conflicts
- perceiving competition positively
- having a critical attitude to any information related to the emergence and/or solving of problems
- ready to continue entrepreneurship activity despite numerous difficult obstacles

S3.C4.	Coping with challenges

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** • compare and assess new ideas and prototypes to reduce the risks of failure • adapt to force majeure or unpredictable changes to tasks solution/solve problems using computers and information technology • apply various theories of tasks solution/problem solving in practice • act in conflicts • analyse critically when identifying and solving problems • apply various methods and techniques of anti-crisis administration/crisis management in practice
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** • compare and assess new ideas and prototypes to reduce the risks of failure • adapt to force majeure or unpredictable changes • solve tasks/problems using computers and information technology • apply various theories of tasks solution/problem solving in practice • act in conflict situations and resolve conflicts • analyse critically when identifying and solving problems • apply various methods and techniques of anti-crisis administration/crisis management in practice
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** • systematically compare and assess new ideas and prototypes in a structured way at early stages to reduce the risk of failure • adapt to force majeure or unpredictable changes and manage change in conditions of uncertainty • make decisions under conditions of uncertainty (when the outcome of such a decision is uncertain, when the available information is incomplete or ambiguous, when there is a risk of unexpected business results) • solve tasks/problems using computers and information technology on a regular basis (Computational thinking) • systematically apply a wide range of theories of tasks solution/problem solving in practice • resolve conflicts effectively without compromising your competitive position • analyse critically and think strategically when identifying and solving problems • systematically apply methods and techniques of anti-crisis administration/crisis management in practice (Crisis management)

S3.C4.	Coping with challenges

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** • reduce the risks of failure • propose change management systems and solutions in conditions of uncertainty • make decisions under conditions of uncertainty (when the outcome of such a decision is uncertain, when the available information is incomplete or ambiguous, when there is a risk of unexpected business results) • propose and implement innovative ideas and solutions to tasks solution/problem solving using computing and information technology on a regular basis • propose new/innovative approaches to problem solving in practice • resolve conflicts effectively without compromising your competitive position • systematically translate the results of current/advanced scientific research/analyse critically and think strategically when identifying and solving problems in development into commercial innovations in a start-up and/or industry collaboration • develop new/innovative methods and techniques of anti-crisis administration/crisis management in practice

C3.K5. Digital transformation of business processes

Using modern digital technologies in business processes (business communications, digital marketing, sales, business intelligence, cyber security, etc.)

Knowledge:

- available digital technologies that can be used to improve business processes
- new digital technologies and digital infrastructure for digitising business processes
- ways of automating business processes
- the concept and essence of digital identity
- know and distinguish between the types of business models of digital entrepreneurship
- theoretical aspects of digital marketing
- theoretical aspects of digital PR
- understand the concept of the digital workplace
- assessing/measuring employees' digital competences

Skills:

- recognising and implementing new digital technologies and digital infrastructure for digitalising business processes
- using digital technologies and digital infrastructure to automate and improve business processes (including financial, human resources, logistics, projects, resources, time management, digital marketing, etc.)
- using digital identities to strengthen the position of your business in the market
- solving technical and professional problems using digital technologies
- implementing business models of digital entrepreneurship
- promoting business in the digital environment
- building and implementing strategies for expanding the brand's presence in the digital environment
- increasing employee efficiency by implementing a digital workplace
- assessing the level of required digital competences of employees

Attitudes:

- realising the potential of digital technologies to improve business processes
- striving to introduce new digital technologies and digital infrastructure for digitising business processes
- striving for the systematic use of digital identities to strengthen the position of your business in the market
- ready to solve technical and professional problems using digital technologies
- striving to develop the necessary skills to promote business in the digital environment
- understanding the need to increase the efficiency of employees
- understanding the importance of developing the necessary digital competences of employees

C3.K5.	Digital transformation of business processes

Beginner	**A**	**At the Beginner/ Novice level and under the guidance of others or following a template/instruction, know how to:** - recognise new digital technologies and infrastructure for digitalising business processes - use digital technologies and infrastructure to automate and improve business processes (including financial, human resources, logistics, projects, resources, time management, digital marketing, etc.) - use digital identities to strengthen the position of your business in the market - solve technical and professional problems using digital technologies - promote business in the digital environment - assess the level of required digital competences of employees
Basic	**B**	**At the Basic level, independently, according to your own needs, be able to:** - recognise new digital technologies and infrastructure for digitalising business processes - use digital technologies and infrastructure to automate and improve business processes (including financial, human resources, logistics, projects, resources, time management, digital marketing, etc.) - use digital identities to strengthen the position of your business in the market - solve technical and professional problems using digital technologies - promote business in the digital environment - assess the level of required digital competences of employees
Proficient	**C**	**At the Proficient level, according to your own needs and the needs of others, and in complex contexts, be able to:** - recognise and implement new digital technologies and infrastructure for digitalising business processes - use digital technologies and infrastructure to automate and improve business processes (including financial, human resources, logistics, projects, resources, time management, digital marketing, etc.) - use innovative/original digital identities to strengthen the position of your business in the market - systematically solve technical and professional problems using digital technologies - implement business models of digital entrepreneurship - systematically promote business in the digital environment - build and implement strategies for expanding the brand's presence in the digital environment - increase employee efficiency by implementing a digital workplace - systematically assess the level of required digital competences of employees

C3.K5.	Digital transformation of business processes

Advanced	D	**At the Advanced level, finding solutions to complex problems and/or training others to be able to:** - develop and implement new digital technologies and infrastructure for digitalising business processes - develop and implement digital technologies and infrastructure to automate and improve most business processes in the organisation - create and use pioneering/innovative digital identities to strengthen your business's market position - solve technical and professional problems using self-developed digital technologies - develop and implement new/innovative digital entrepreneurship business models - develop and implement strategies for promoting business in the digital environment - build and implement strategies for expanding the brand's presence in the digital environment - increase employee efficiency by implementing a digital workplace - develop and implement your own programmes for systematic assessment of the level of required digital competences of employees - develop and implement your own strategies and programmes to improve the level of required digital competences of employees

Entregram, an online tool for self-assessment of entrepreneurship competence, is available on the Diia. Education portal, osvita.diia.gov.ua/en/tests/entregram

Looking forward to your feedback!

We would be grateful for your feedback and sharing good practices of EntreComp4Youth in action.

You can share your feedback and success stories regarding the usage of the EntreComp4Youth Framework in action via email:

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