



Competence Matrix

for Digital entrepreneurship and business creative thinking for crafters

Part 1 Introduction

Document purpose

The following document, Competence Matrix for Digital entrepreneurship and business creative thinking for crafters, further known as MicroHUB Competence Matrix, is intended for the VET sector. It is the result of the identification of competencies and skills gaps in entrepreneurial learning of crafters, collaboration with stakeholders and research. Essentially it covers specific capacity gaps of microenterprises and craft-types of enterprises in post COVID-19 era. It also covers those competence requirements that are necessary for crafters / artisans in order to establish or support their business development. The rationale behind the data collection is explained within, along with the summary of those results. The document also explains the Frameworks that have been the basis for the creation of the MicroHUB Competence Matrix.

With the presentation of the MicroHUB Competence Matrix, its purpose and target groups as well as structure and sections are described. A final part of the document includes recommendations for end users.

The publication will act as a tool, but also reference document to can be consulted to design and create own T&L instruments for the development of entrepreneurship skills in the Cultural and Creative Industries (CCI) sector.

Introduction to the MicroHUB Competence Matrix

The MicroHUB Competence Matrix is focused on digital entrepreneurship and business creative thinking for crafters in rural area. Preliminary to the formulation of the Matrix was the organization of a few activities. The findings indicate knowledge gaps for crafters entrepreneurship which will be the focus of the remaining MicroHUB project results. Although general skill areas have been proposed with the launch of the project, and these were **entrepreneurial skills, networking, branding, business creativity thinking**, the carried our research has unfolded specific gaps within these general skill areas.

The MicroHUB Consortium has carried out research on the availability of papers, documents and methodology describing competences for craft entrepreneurship, their situation, barriers, opportunities and possible training programmes, and especially those that address digital literacy skills for promoting microbusinesses in rural areas. In this respect, the Consortium of 7 Partners analysed competence frameworks focused on entrepreneurship education and digital skills for business. While a thorough identification of competencies and skills gaps in entrepreneurial learning for crafters & artisans was prepared in collaboration with stakeholders and through field research. Collected results unveiled the needs and skill gaps of current and future crafters and artisan-entrepreneurs, and especially related to the three areas of the 15 lifelong entrepreneurship competences (The European Entrepreneurship Competence Framework, EntreComp) that were the core focus of the research. Those results were the foundation for the elaboration of The MicroHUB Competence Matrix, which also includes other descriptors of digital knowledge and skills that are essential for the target audience,

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and have been chosen and depicted by the Consortium from the Competence Frameworks they have analysed.

Reference to Competence Frameworks

Data analysis leading to the preparation of the MicroHUB Competence Matrix has been performed with reference to the **European Competence Framework (EntreComp)** which defines entrepreneurship as a competence in terms of knowledge, skills and competences, and the provision tools that enable citizens to effectively develop this competence. The Framework includes 15 competences on an eight-level progression model, divided in three competence areas: Ideas and Opportunities, Resources and Into action. Analysis of data collected has also been divided by the three competence areas with the identified gaps in entrepreneurial competences listed.

[EntreComp: The Entrepreneurship Competence Framework is available through this link](#)

[URL: <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>]

Based on the key focus of the MicroHUB project on developing web tools in microbusiness actors, the Consortium has also related to the **Digital Competence Framework (DigComp 2.2.)**. This 2022 European Union publication provides information and examples of digital competences that citizens need. Digital skills are among the key competences of Lifelong Learning and interconnected with the entrepreneurship competence. The five competence areas it includes are: Information and data literacy, Communication and collaboration, Digital content creation, Safety, and Problem solving. The Framework has also been consulted with the preparation of the MicroHUB Competence Matrix.

[DigComp 2.2: The Digital Competence Framework for Citizens is available through this link](#)

[URL: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>]

Another Framework that supports the preparation of the MicroHUB Competence Matrix is The **European framework for the personal, social and learning to learn key competence (LifeComp)**. As the name of the Framework, it is made up of three areas, that contribute to Lifelong Learning. While the Social Area divided into the Communication and Collaboration competences is the most relevant one to the MicroHUB project. The publication from 2020, in the times of the COVID-19 pandemic, addresses the essence of different modes of communication and use of digital technology, imposed by global situation at that time. Those descriptors of Social Area competences have also been consulted with the preparation of the MicroHUB Competence Matrix.

[LifeComp: The European Framework for personal, social and learning to learn key competence is available through this link](#)

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[URL: <https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en>]

One more European Competency Framework that was consulted was **The European sustainability competence framework (GreenComp)**. It consists of four areas divided into 12 competences, among which a few descriptors within (and at least one per area) overlap with the EntreComp Framework, e.g., related to valuing sustainability (Area 1 Embodying sustainability values), critical thinking (Area 2 Embracing complexity in sustainability), adaptability (Area 3 Envisioning sustainable futures) and individual initiative (Area 4 Acting for sustainability). Focusing on the development of skills for the future in crafters and artisans, sustainable competences should also not be neglected for the promotion of business activities in rural areas.

[GreenComp: The European sustainability competence framework is available through the link](#)

[URL: <https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en>]

Part 2 Data collection

Basis for data collection

The information gathered in the MicroHUB Competence Matrix specifically results from the analysis of data collection in Slovakia, Malta, Ireland, Poland, Bulgaria, Sweden and Greece through inception meetings with local and national stakeholders, experts in education and entrepreneurs, as well as through national field research. Precisely, the activities were aimed at the identification of knowledge and skills needs and gaps in microbusiness entrepreneurship, to set the ground for the preparation of the MicroHUB Competence Matrix. Taken into consideration were the needs of the target groups in each partner country.

In detail, the following target groups were involved in the data collection activities:

1. Relevant stakeholders in the field e.g., Crafters and artisans, distributors, stockholders such as crafters organizations, BSOs and local institution in promoting the tool. Local stakeholders connected with the educational or employment support of the creativity and craft sector such as sectorial bodies, employment organizations, city councils, crafters' organizations, artisans' associations, VET centres and educational organizations at local and national level.
2. Experts on education in the area of art (e.g., trainers, policy makers from VET centres and educational organizations at local and national level).

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3. Entrepreneurs - Future or Current Crafters and artisans' entrepreneurs (in a broader sense) which are facing difficulties in their business set-up, being in transformation period need to re-brand their businesses in the different fields e.g., artists, painters, performers, musicians.

Inception meetings

The first activity supporting the analysis of data for the preparation of the MicroHUB Competence Matrix was the organization of inception meetings, classified as qualitative research.

Inception meetings were organized with local and national stakeholders in order to identify the situation of crafters and artisans in the target countries (Slovakia, Malta, Ireland, Poland, Bulgaria, Sweden and Greece).

Information regarding the situation in competencies and skills of microenterprises in use and in need were collected in each MicroHUB partner country. The topics covered came from the to the European Competence Framework (EntreComp).

The inception meetings took the form of semi-structured interviews in online mode.

Partners were provided a scenario a suggested scenario for preparation of the inception meeting and a template for reporting the collection of valuable feedback. Attendees answered open-ended questions during the 4-hour appr. lasting meetings. Annex 1 corresponds to the suggested scenario that was used and Annex 2 to the inception meeting reporting template.

It was estimated that there would be 10 participants to inception meetings per partnering country, representing the group of stakeholders, or 70 in total.

Through inception meetings, the MicroHUB Consortium reached 77 participants.

- ✓ 17 in Malta
- ✓ 15 in Slovakia
- ✓ 10 in Poland
- ✓ 10 in Bulgaria
- ✓ 10 in Greece
- ✓ 8 in Sweden
- ✓ 7 in Ireland

Field research

The second activity supporting the analysis of data MicroHUB Competence Matrix was field research, classified as quantitative research.

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Research was carried out using questionnaires to identify the lack of competences & skills and specify the needs of the target groups in each partner country (Slovakia, Malta, Ireland, Poland, Bulgaria, Sweden and Greece).

The topics questioned referred to basic information of the crafters and artisans' enterprises, the level of entrepreneurial and digital skills and the degree of impact of the crafters and artisans' enterprise due to the pandemic and the digital uptake of the business activities.

The field research was conducted via means of a Google Form, initially prepared in English, and then translated to the national languages of the Consortium. Annex 3 corresponds to the questionnaire that was used for data collection.

It was estimated that there would be 15 participants to inception meetings per partnering country, representing the group of crafters and artisans, and 105 in total.

Through field research, The MicroHUB Consortium reached 111 respondents.

- ✓ 26 in Bulgaria
- ✓ 18 in Greece
- ✓ 17 in Malta
- ✓ 15 in Slovakia
- ✓ 15 in Poland
- ✓ 15 in Sweden
- ✓ 15 in Ireland

Summary of results from data collection

With the submission of national reports by MicroHUB partners summarizing the data collected while qualitative and quantitative research, followed the analysis of the data received.

Relevance to EntreComp

Since both research activities were focused on the EntreComp, the input received was related to the competences within that framework. Questions asked covered the three EntreComp Areas, i.e., Ideas and Opportunities, Resources and Into Action, and all 15 competences described in the Framework.

With the previously stated, the 15 EntreComp competences were scored based on answers provided by participants and respondents collected at an international level of the MicroHUB Consortium.

Priority scores applied:

ESSENTIAL

HIGH PRIORITY

MEDIUM PRIORITY

LOW PRIORITY

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Those competences that interviewees pointed at most frequently, either as necessary or related to recognized skill gaps, were marked as **ESSENTIAL**, while those that were mentioned quite often as HIGH PRIORITY, those only noticed by some interviewees received the MEDIUM PRIORITY label, and finally the competences that were rarely indicated are marked in the LOW PRIORITY category.

All the competences are described in Table 1. Summary of MicroHUB data collection analysis based on EntreComp, in division by knowledge, skills and allocated EntreComp descriptors, with the final column including the priority score.

The following EntreComp competences are the ones that were identified as **ESSENTIAL** and were incorporated in the MicroHUB Competence Matrix:

1. **Spotting opportunities**
2. **Ethical and sustainable thinking**
3. **Mobilizing resources**
4. **Financial and economic literacy**
5. **Planning and management**

Table 1. Summary of MicroHUB data collection analysis based on EntreComp

IDEAS & OPPORTUNITIES

Entrecomp competences	Knowledge	Skills	Summary of Entrecomp descriptors*	Priority score**
Spotting opportunities	<p>Have knowledge of how and when to upskill</p> <p>Have knowledge about the market and the ability to keep up with emerging trends</p> <p>Identify needs in own community and/or profession</p> <p>Understand the importance of searching for new opportunities and possibilities for development</p> <p>Understand audience development and the how to create client databases</p>	<p>Be able to interact and network with others</p> <p>Make use of effective networking skills</p> <p>Seek opportunities in the creative industry for personal and/or professional development</p> <p>Look for solutions based on the analysis of the situation/problem/issue</p> <p>Be able to recognize business opportunities</p>	<p>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.</p> <p>Identify needs and challenges that need to be met.</p> <p>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.</p>	HIGH PRIORITY
Creativity	<p>Understand how to focus on developing creativity skills</p> <p>Understand different levels of innovation</p>	<p>Have a sense of innovation</p>	<p>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.</p>	MEDIUM PRIORITY

*based on EntreComp framework, pages 23 – 35, available at https://eufordigital.eu/wp-content/uploads/2019/10/EntreComp_The-Entrepreneurship-Competence-Framework.pdf, full name of publication: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

** based on analysis of data in Slovakia, Malta, Ireland, Poland, Bulgaria, Sweden and Greece through inception meetings with local and national stakeholders, as well as national field research. Precisely, the competence matrix includes those gaps that were identified as a result of research.

	<p>Distinguish between different types of innovation</p> <p>Combine meditation & mindfulness techniques for inspiration</p> <p>Experiment with skills in new situations</p>	<p>Be able to look for innovative & creative solutions</p> <p>Adapt innovations to work circumstances</p> <p>Be able to generate multiple solutions to a problem</p> <p>Present in an easy and innovative way focusing on the design-thinking approach</p>	<p>Explore and experiment with innovative approaches.</p> <p>Combine knowledge and resources to achieve valuable effects.</p>	
Vision	<p>Have knowledge on marketing techniques supporting taking action</p> <p>Identify entrepreneurial competences</p> <p>Understand ways of promoting own products at national and international level</p> <p>Visualize opportunities</p>	<p>Be able to establish future goals</p> <p>Demonstrate marketing skills</p> <p>Compare one's competitors and analyse industry trends/insights</p> <p>Create a specific plan to achieve the vision</p>	<p>Imagine the future.</p> <p>Develop a vision to turn ideas into action.</p> <p>Visualise future scenarios to help guide effort and action.</p>	LOW PRIORITY

*based on EntreComp framework, pages 23 – 35, available at https://eufordigital.eu/wp-content/uploads/2019/10/EntreComp_The-Entrepreneurship-Competence-Framework.pdf, full name of publication: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

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<p>Valuing ideas</p>	<p>Understand business terms and concepts</p> <p>Understand what consequence analysis is</p> <p>Recognise the value of own works</p> <p>Receive feedback and learn from it</p>	<p>Be able to adapt to outside circumstances and external factors</p> <p>Conduct business analysis</p> <p>Develop value of the same object and in reusing/recycling ideas but through different formats</p> <p>Experiment with skills in new situations</p>	<p>Judge what value is in social, cultural and economic terms.</p> <p>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.</p>	<p>LOW PRIORITY</p>
<p>Ethical and sustainable thinking</p>	<p>Have knowledge about 'green' practices</p> <p>Understand the difference between 'used materials and upcycling crafting or environmentally friendly locally sourced materials</p>	<p>Be able to evolve own environmental mindset and consider the collective carbon footprint of produced crafts</p> <p>Demonstrate environmental consciousness</p>	<p>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.</p> <p>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.</p> <p>Act responsibly.</p>	<p>ESSENTIAL</p>

*based on EntreComp framework, pages 23 – 35, available at https://eufordigital.eu/wp-content/uploads/2019/10/EntreComp_The-Entrepreneurship-Competence-Framework.pdf, full name of publication: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

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	<p>Identify environmentally friendly materials</p> <p>Distinguish between ecological and ethical business practices</p> <p>Select practices that are not sustainable</p>	<p>Demonstrate business sustainability skills</p> <p>Cope with a new situation in a resourceful and efficient way</p> <p>Assess the impact of using different materials/practices/procedures</p>		
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RESOURCES				
Entrecomp competences	Knowledge	Skills	Summary of Entrecomp descriptors*	Priority score**
Self-awareness and self-efficacy	<p>Have knowledge of own strengths and weaknesses</p> <p>Have a better understanding of areas that need to be improved and strong points to be enhanced</p> <p>Understand key concepts, tools and procedures to run a business</p> <p>Recognise own 'blind spots'</p>	<p>Be able to work on own weaknesses</p> <p>Demonstrate the ability to conduct SWOT analysis</p> <p>Be able to run a business</p> <p>Believe in oneself and continue to develop</p>	<p>Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses.</p> <p>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.</p>	LOW PRIORITY
Motivation and perseverance	<p>Be open to new ideas and proposals</p> <p>Be attentive to detail that can make a difference when approaching a customer</p>	<p>Be able to stick to deadlines</p> <p>Demonstrate resilience</p> <p>Stay focused and follow own aspiration</p>	<p>Be determined to turn ideas into action and satisfy your need to achieve.</p> <p>Be prepared to be patient and keep trying to achieve your long-term individual or group aims.</p> <p>Be resilient under pressure, adversity, and temporary failure.</p>	LOW PRIORITY

*based on EntreComp framework, pages 23 – 35, available at https://eufordigital.eu/wp-content/uploads/2019/10/EntreComp_The-Entrepreneurship-Competence-Framework.pdf, full name of publication: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

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<p>Mobilizing resources</p>	<p>Have knowledge who to approach to support the fulfilment of professional aims</p> <p>Have knowledge on digital marketing tools and activities</p> <p>Understand how to use social media for networking</p> <p>Explain ways of promotion</p>	<p>Be able to source and manage resources</p> <p>Be able to negotiate conditions for resource management</p> <p>Be able to promote own business</p> <p>Develop and implement a social media strategy</p>	<p>Get and manage the material, non-material and digital resources needed to turn ideas into action.</p> <p>Make the most of limited resources.</p> <p>Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing).</p>	<p>ESSENTIAL</p>
<p>Financial and economic literacy</p>	<p>Have basic knowledge of finance and accounting, including budgeting, saving, investing, pricing, borrowing, and also evaluating the cost of personal financial services such as insurance, credit for major purchases, and electronic cards</p> <p>Have knowledge about where to go to source streams of finance, including EU funding, artist residencies, or other</p>	<p>Be able to recognize the financial condition of own business and it's potential to grow</p> <p>Be able to fill in financial documentation and deal with bureaucratic processes</p> <p>Demonstrate financial management skills</p>	<p>Estimate the cost of turning an idea into a value-creating activity.</p> <p>Plan, put in place and evaluate financial decisions over time.</p> <p>Manage financing to make sure my value-creating activity can last over the long term.</p>	<p>ESSENTIAL</p>

*based on EntreComp framework, pages 23 – 35, available at https://eufordigital.eu/wp-content/uploads/2019/10/EntreComp_The-Entrepreneurship-Competence-Framework.pdf, full name of publication: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

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	<p>interdisciplinary business financing opportunities</p> <p>Understand taxation and how it applies to your business activity</p> <p>Interpret financial rules and regulations to be able to choose the appropriate legal form for own business activity</p>	<p>Develop financial and economic know-how to create a basic cash flow analysis, report tax and write forecasts</p> <p>Plan ways of financing own business by using external sources/contacts</p>		
Mobilizing others	<p>Have knowledge on how to present oneself/own business and promote the product/service</p> <p>Understand ways of negotiation and effective communication</p> <p>Understand the role of leaders</p>	<p>Have the skills to present and promote own product/service</p> <p>Demonstrate public speaking skills</p> <p>Make presentations and pitches to an audience of stakeholders</p> <p>Make use of research skills</p>	<p>Inspire and enthuse relevant stakeholders.</p> <p>Get the support needed to achieve valuable outcomes.</p> <p>Demonstrate effective communication, persuasion, negotiation and leadership.</p>	LOW PRIORITY

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INTO ACTION				
Entrecomp competences	Knowledge	Skills	Summary of Entrecomp descriptors*	Priority score**
Taking the initiative	<p>Have knowledge of how an idea can be transformed into a real project</p> <p>Adapting to a sequence of steps to create valuable results</p>	<p>Demonstrate ideation and conceptual skills</p> <p>Be able to work independently</p> <p>Apply good interpersonal and communication skills for effective decision-making processes</p>	<p>Initiate processes that create value.</p> <p>Take up challenges.</p> <p>Act and work independently to achieve goals, stick to intentions and carry out planned tasks.</p>	LOW PRIORITY
Planning and management	<p>Have knowledge on how to draft a basic contract or agreement</p> <p>Explain the steps how to plan, organize and monitor a business</p> <p>Understand the structure of a business model canvas</p> <p>Understand the importance of setting and keeping deadlines</p> <p>Outline what project conceptualisation and planning are</p>	<p>Be able to monitor own business</p> <p>Be able to set long-, medium and short-term goals.</p> <p>Make use of prioritization and organizational skills</p> <p>Develop sustainable business plans</p> <p>Demonstrate project management skills</p>	<p>Set long-, medium- and short-term goals.</p> <p>Define priorities and action plans.</p> <p>Adapt to unforeseen changes.</p>	HIGH PRIORITY

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Coping with uncertainty, ambiguity and risk	<p>Have knowledge on how to resolve conflicts when they arise</p> <p>Have knowledge of risk management techniques</p> <p>Understand how to cope with risks and to prioritise act to minimize them</p> <p>Identify ways of assessing improvement</p> <p>Understand what a contingency plan is</p>	<p>Be able to accept and be comfortable during times of scarcity or uncertainty</p> <p>Be able to react to delays</p> <p>Assess the stage of delivery and task accomplishment</p> <p>Calculate and manage risk</p> <p>Demonstrate attitude towards improvement</p>	<p>Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.</p> <p>Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing.</p> <p>Handle fastmoving situations promptly and flexibly.</p>	MEDIUM PRIORITY
Working with others	<p>Have knowledge on how to collaborate with others with the use different tools</p>	<p>Be able to effectively network and interact with the market</p>	<p>Work together and cooperate with others to develop ideas and turn them into action.</p> <p>Network.</p>	MEDIUM PRIORITY

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	<p>Understand how to closely work with people and to communicate effectively</p> <p>Pay attention to detail and be alert to competition</p>	<p>Develop interpersonal and human resources management skills</p> <p>Demonstrate team working skills</p> <p>Demonstrate agility and adaptability skills related to building trust in others</p>	<p>Solve conflicts and face up to competition positively when necessary.</p>	
<p>Learning through experience</p>	<p>Have knowledge on market opportunities and trends</p> <p>Understand own successes and failures</p> <p>Be aware of different possibilities for professional growth</p>	<p>Be able to reflect on results and learn from experience/mistakes</p> <p>Be able to accept diversity and learn from others</p> <p>Possess emotional intelligence and active listening skills</p>	<p>Use any initiative for value creation as a learning opportunity.</p> <p>Learn with others, including peers and mentors.</p> <p>Reflect and learn from both success and failure (your own and other people's).</p>	<p>LOW PRIORITY</p>

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Other input from interviewees

Apart from feedback on skills and competences related to EntreComp, the MicroHUB Consortium has managed to collect information from project stakeholders, interviewees and respondents on some other skills and competences. Especially those that related to using web tools were found as key for their incorporation into the MicroHUB Competence Matrix preparation.

Much collected feedback was related to the lack of adaptability for innovation, basic financial literacy skills, and competences supporting digital marketing, moreover the need for developing environmental consciousness and knowledge on the basics of intellectual property rights.

The following list is a summary of the key points collected and further adapted for the purpose of the MicroHUB Competence Matrix:

- Spotting business opportunities through market research with the use of digital tools
- Ability to perform market analysis and analyse the performance of other crafters or artisans
- Preparation of SWOT analysis
- Creating a business plan with the use of digital tools
- Knowledge on how to set up an online business and reach markets
- Knowledge of online assessment tools for the collection of feedback to improve own products
- Knowledge on Copyright licenses, Trademarks and Patents, and related terminology Geographical indication, Open and Public domain licenses or Trade secret
- Ability to protect and exploit intellectual property
- Knowledge on sustainability and environmentally friendly materials/practices/procedures in the work of crafters and artisans
- Assessing the impact crafters and artisan's products/practices/procedures have on the environment
- Adaptability and the ability to introduce changes to own business vision based on the environmental impact it generates
- Knowledge on how to prepare a budget with the use of selected digital tools
- Knowledge on where to search for microbusiness funding or financing opportunities online
- Preparation of digital documents to analyse, manage resources and control resources and forecast microbusiness opportunities
- Ability to do perform microbusiness forecasting with the use of digital tools
- Ability to draft a basic contract or agreement for creating sales synergies
- Selection of the right resources for engaging into online microbusiness activities, being visible, expanding and networking
- Basics of digital marketing
- Knowledge of digital platforms to sell own products
- Ability to demonstrate the digital storytelling technique to "sell" the microbusiness online
- Preparation of digital presentations
- Use of social media for microbusiness promotion

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- Ability to identify digital and non-digital resources for the promoting creativity in a microbusiness
- Knowledge on web tools for time management and planning
- Ability to identify and use digital tools for communication and collaboration
- Knowledge on platform for networking with other crafters and artisans
- Awareness on the need for continuous development of entrepreneurial skills through the participation in trainings and where to seek information about them
- Knowledge on ways of seeking for knowledge online to boost own creativity and support business development
- Ability to create a creative resume /artistic bio and present oneself through online platforms
- Knowledge on the tools for the creation of a structured portfolio of own products
- Ability to document own work with the use of digital tools
- Basic photography and graphical edition skills
- Use of video edition tools and video presentation, e.g., on YouTube
- Ability to identify different social media changes based on their purpose, features and target audience
- Knowledge on web accessibility features and the possibility to provide inclusive online content

Besides the above, the stakeholders also emphasized on the importance of a crafter's / artisan's self-confidence in the value of their work, but also independence in the realization of their ideas, their high motivation, resilience to criticism and learning from experience. These skills can be the result of the completion of the MicroHUB training programme.

Part 3 MicroHUB Competence Matrix

Purpose & target groups

The MicroHUB project supports the formation of a craftsman's skillset focused on skills for the future.

MicroHUB Competence Matrix can be used for assessment of the necessary skills and entrepreneurial competences of different professions such as artists, painters, performers, musicians and other job profiles of entrepreneurs. The matrix can serve as tool for trainers and stakeholders, not only for the benefit of crafters, who can assess the possession of important entrepreneurial and digital skills.

It is also the basis for the creation of a training tool and practices in the following activities of the MicroHUB project that aim to enhance the effectiveness and competitiveness of crafters microenterprises. The competences included in the competence matrix are the focus of the training course planned for further development in the project – content related to the identified skill gaps.

The MicroHUB Competence Matrix has two target groups:

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1. Future or Current Crafters and artisans-entrepreneurs from the partners countries, which are facing difficulties in their business setup, being in transformation period or need to re-brand their businesses.
2. Local stakeholders connected with the educational or employment support of the creativity and craft sector such as sectorial bodies, employment organizations, city councils, crafters' organizations, artisans' associations, VET centres and educational organizations at local and national level.

Structure & rationale

This Competence Matrix is structured in line with the European Qualification Framework (EQF) and is level 5 qualification. The role and function of level 5 qualifications is primarily labour market access and providing opportunities for further learning for students with a VET (vocational education and training) qualification or people already in employment.

[Descriptions of the 8 levels of EQF can be found under this link](https://europa.eu/europass/en/description-eight-efq-levels)

[URL: <https://europa.eu/europass/en/description-eight-efq-levels>]

The MicroHUB Competence Matrix is built on specific sectoral skills (identified through conducted research), those transversal ones for any entrepreneurial activities (based on EntreComp), as well competences that will impact behaviours for a more sustainable future (GreenComp), for the development of those soft skills that support successful professional digital activities (LifeComp, DigComp 2.2).

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Competence Matrix for Digital entrepreneurship and business creative thinking for crafters

EQF level 5 / Advanced (for the improvement of skills or taking responsibility with guidance of others)

Competence	Hint	Descriptors
Spotting opportunities	Research	<ul style="list-style-type: none"> ▪ Spot business opportunities through market research and with the use of digital tools ▪ Perform market analysis and analyse the performance of other crafters or artisans
	Innovation	<ul style="list-style-type: none"> ▪ Understand different levels of innovation in entrepreneurship ▪ Distinguish between different types of innovation applicable to craftsmanship ▪ Have knowledge on project funding opportunities
	Follow-up	<ul style="list-style-type: none"> ▪ Demonstrate the ability to conduct SWOT analysis ▪ Understand the design-thinking process
Entrepreneurship	Microbusiness launch	<ul style="list-style-type: none"> ▪ Knowledge on how to set up an online business and reach markets ▪ Ability to draft a basic contract or agreement for creating sales synergies
	Planning and Management	<ul style="list-style-type: none"> ▪ Have knowledge on web tools for time management and planning ▪ Create a draft business plan / business model Canva with the use of digital tools ▪ Have knowledge of online assessment tools for the collection of feedback to improve microbusiness performance
	Development	<ul style="list-style-type: none"> ▪ Awareness on the need for continuous development of entrepreneurial skills through the participation in trainings and where to seek information about them ▪ Knowledge on ways of seeking for knowledge online to boost own creativity and support business development
Financial and economic literacy	Basics	<ul style="list-style-type: none"> ▪ Have basic knowledge of finance and accounting, including budgeting, saving, investing, pricing, borrowing, and also evaluating the cost of personal financial services such as insurance, credit for major purchases, and electronic cards ▪ Understand taxation and how it applies to a craftsman's or artisan's microbusiness activity
	Practice	<ul style="list-style-type: none"> ▪ Prepare a budget with the use of selected digital tools ▪ Develop a basic cash flow analysis and tax report ▪ Search for microbusiness funding or financing opportunities online, including EU funding, artist residencies, other or interdisciplinary opportunities

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	Forecasting	<ul style="list-style-type: none"> Have the knowledge on the preparation of digital documents to analyse, manage resources and control resources and forecast microbusiness opportunities Have the ability to do perform microbusiness forecasting with the use of digital tools
Branding	Basics	<ul style="list-style-type: none"> Be able to identify digital and non-digital resources for the promoting creativity in a microbusiness Have the knowledge on how to protect and exploit intellectual property Depict copyright licenses, trademarks and patents Have awareness on geographical indication, open and public domain licenses and trade secrets
	Presentation	<ul style="list-style-type: none"> Have basic photography and digital graphic skills Use video presentation and edition tools, e.g., on YouTube Be able to prepare digital presentations Have knowledge on tools for the creation of a structured portfolio of own products
Digital platforms	Sales	<ul style="list-style-type: none"> Have knowledge of digital platforms to sell own products Demonstrate the digital storytelling technique to “sell” the microbusiness online Have knowledge on web accessibility features and the possibility to provide inclusive online content
	Social media	<ul style="list-style-type: none"> Identify different social media changes based on their purpose, features and target audience Use of social media for microbusiness promotion Develop and implement a social media strategy Be able to analyse data collected through social media
Networking	Basics	<ul style="list-style-type: none"> Ability to identify and use digital tools for communication and collaboration Ability to create a creative resume /artistic bio and present oneself through online platforms
	Networking platforms	<ul style="list-style-type: none"> Identify platforms for networking with other crafters and artisans Have the ability to select resources for engaging into online microbusiness activities, being “present” online, expanding and networking Be able to effectively network and interact with the market

Ethical and sustainable thinking	Awareness	<ul style="list-style-type: none"> ▪ Have knowledge on sustainability and environmentally friendly materials/practices/procedures in the work of crafters and artisans ▪ Understand the difference between 'used materials and upcycling crafting or environmentally friendly locally sourced materials ▪ Select practices that are not sustainable
	Impact	<ul style="list-style-type: none"> ▪ Distinguish between ecological and ethical business practices ▪ Be able to evolve own environmental mindset and consider the collective carbon footprint of produced crafts ▪ Assess the impact crafters and artisan's products/practices/procedures have on the environment ▪ Demonstrate adaptability and the ability to introduce changes to own business vision based on the environmental impact it generates



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Annex 1 Scenario used for semi-structured interviews

The suggested scenario

Introduction of the interviewers:

- Name
- Organisation
- Any other relevant information

Introduction of the participants*:

- Work environment (training company, university, school, VET centre, local/national authority, decision-makers...)
- Experience (e.g., How long have you been working in this sector?)
- Location (located in urban/rural area)
- Size of the company/organisation (micro/small/medium/large)

**Recommended -not compulsory*

INTRODUCTION

- Explain the project in brief + describe who is a MicroHUB target group (OECON will provide the more detailed description and list)
- Explain that MicroHUB aims at Training Course for entrepreneurship mind set support and also WEB portal and mentoring (for more see project proposal)
- Explain that MicroHUB Training Course will be built on EntreComp which consists of 3 main areas and 15 competences and that interview questions are structure around them.

Area 1. IDEAS AND OPPORTUNITIES

- 1.1 In your opinion, is it important for a crafter and artisans to be able to recognize a business opportunity? Should they be proactively looking for it? *What do they need to be trained in to gain this competence?*
- 1.2 To what extent do you think it is important for crafters and artisans to be creative and innovative and to be able to adapt to trends? *What do they need to be trained in to gain this competence?*
- 1.3 Do you think crafters and artisans should be able to set goals for the future, to work towards their vision? Do you think that the social entrepreneurship is important for them? *What do they need to be trained in to gain this competence?*
- 1.4 How relevant is it for crafters and artisans to be able to make the most of the ideas and opportunities? *What do they need to be trained in to gain this competence?*
- 1.5 What are the main reasons for crafters and artisans to behave ethically in conducting business? Do they need to know more about (e.g.) sustainability and environment-friendly practices and are these relevant to them? *What do they need to be trained in to gain this competence?*

Area 2. RESOURCES

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- 2.1 How do you think self-awareness and self-efficacy relate to crafters and artisans? Is it important for them to know their strengths and weaknesses? *What do they need to be trained in to gain this competence?*
- 2.2 Are motivation and perseverance something crafters and artisans should pursue? In what situations is it necessary they stay focused and don't give up? *What do they need to be trained in to gain this competence?*
- 2.3 To what extent do you think crafters and artisans should know how to use/apply resources they have in hand, to be resourceful (material/non-material)? *What do they need to be trained in to gain this competence?*
- 2.4 What do you think about crafters and artisans' financial literacy and knowledge on finding sources? Do they need skills such as bookkeeping, calculating tax, budgeting and crowdsourcing, grant writing, arts fellowships, private donations... etc? *What do they need to be trained in to gain this competence?*
- 2.5 How relevant is for crafters and artisans the ability to sell ideas and persuade others (e.g., effectively communicate, negotiate, taking leadership, to pitch ideas to get endorsement)? *What do they need to be trained in to gain this competence?*

Area 3. INTO ACTION

- 3.1 What kind of management skills should crafters and artisans have (e.g., the ability to manage yourself, and other people successfully, to plan and organise, business proposal/plan writing skills etc.)? *What do they need to be trained in to gain this competence?*
- 3.2 The crafters and artisans have to cope with uncertainty, ambiguity and risk. Are they sufficiently prepared for it and if not, what do they require in order for them to alleviate such risks/uncertainties? *What do they need to be trained in to gain this competence?*
- 3.3 What interpersonal skills should crafters and artisans - entrepreneur possess? (Working with others, compromising, conflict handling, widening their networks and making contacts....). Apart from these basis interpersonal skills, what other interpersonal skills may be considered important for them? *What do they need to be trained in to gain this competence?*

ADDITIONAL QUESTIONS:

- A1. What other skills and competences, important for crafters and artisans should be taken into account during the MicroHUB course design?
- A2. What level of education do you think an average crafter and artisans have? (High school diploma, bachelor's degree etc.). To which EQF level the MicroHUB course should be devoted?
- A3. What should support crafters and artisan's entrepreneurial mind-set promotion?

Annex 2 Template used for inception meeting reporting

The Report from inception meeting in **NAME OF THE COUNTRY**

Inception meeting date:

Prepared by: NAME OF THE PARTNER

Date:

Version:

Short summary of participants (work environment, experience, etc.)
Area 1. Ideas and opportunities (report here findings from questions 1.1-1.5) <i>What do we need to train the target group to become competent in Area 1? Please be very specific (name at least 5 skills, knowledge or competences).</i>
Area 2. Resources (report here findings from questions 2.1 -2.5) <i>What do we need to train the target group to become competent in Area 3? Please be very specific (name at least 5 skills, knowledge or competences).</i>
Area 3. Into action (report here findings from questions (3.1 -3.3) <i>What do we need to train the target group to become competent in Area 3? Please be very specific (name at least 5 skills, knowledge or competences).</i>
What other crafters and artisans' missing skills and competencies should be taking into account during the MicroHUB course design? (Report here findings from question A1)
What level of education do you think an average crafter and artisans have? (High school diploma, bachelor's degree etc.). To which EQF level the MicroHUB course should be devoted? (Report here findings from question A2)
The recommended level of difficulty of the MicroHUB course should be: What should support crafters and artisan's entrepreneurial mind-set promotion? (Report here findings from question A3)
Any other relevant observations and recommendations (if any)

Annex 3 Questionnaire used for quantitative research

Questionnaire

-What Country do you live in?

-What Age group are you in?

18-30

30-40

40-50

50-60

60+

-What is your highest level of education?

School leaving certificates

Further education

Diplomas

Degrees

Masters

Other

Competency Area 1: Ideas and Opportunities.

Spotting opportunities

1.1) I find it easy to spot opportunities

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree.

1.2) I can identify needs in my community and surroundings that have not been met

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree.

Creativity

2.1) I can experiment with my skills and competences in situations that are new to me

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Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

2.2) I am familiar with these different levels of innovation

Incremental
Breakthrough
Transformational

Vision

3.1) I can plan backward from my vision to design the necessary strategy to achieve it.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

3.2) My vision for creating value drives me to make the efforts to turn ideas into actions.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

Valuing Ideas

4.1) I find it easy to find examples of ideas that have value for myself and others.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

4.2) I understand the following terms and their meaning

Trademark
Registered design rights
Patents
Geographical indications
Trade secrets

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Confidentially agreements
Copyright licenses
Open and Public domain licenses

Ethical and sustainable thinking

5.1) Behaving ethically is of huge importance to me.

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

5.2) I can easily identify practices that are not sustainable and their implications for the environment

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

Competency Area 2: Resources

Self-awareness and self-efficiency

6.1) I find it easy to believe in myself and keep developing

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

6.2) I find it easy to do the following

Follow my aspirations
Believe in my ability
To shape my future
To identify my strengths and weaknesses
None of the above

Motivation and perseverance

7.1) I find it easy to stay focused and not give up

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Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

7.2) The following are ways that I would describe myself

I can stay driven
I am determined
I am resilient
I do not give up easily
I can focus on what keeps me motivated

Mobilising Resources

8.1) I find it easy to get and manage the resources that I need

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

8.2) I know how to

Manage resources (material and non-material)
Use resources responsibly
Make the most out of my time
Get support

Financial and economic literacy

9.1) I find it easy to develop financial and economic know-how

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

9.2) I can

Understand economic and financial concepts
Budget
Find funding
Understand taxation

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Mobilising Others

10.1) To mobilise others, I use the following ways

My own inspiration to inspire
Persuasion
The use of media effectively
Effective communication

Do you have any further comments that would identify skills gaps in the area of Resources?

Competence Area 3: Into Action

Learning through experience

11.1) Reflection and learning from experience are very important to me

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

Working with others

12.1) I find it easy to team up and work with others

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

12.2) The following are important to me

To accept diversity
To Develop emotional intelligence
To listen actively
To Work as a team
Expand Networks

Coping with ambiguity, uncertainty and risk

13.1) I find it easy to make decisions when dealing with uncertainty, ambiguity and risk

Strongly agree

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Agree
Neither agree nor disagree
Disagree
Strongly disagree.

13.2) Calculating risk and managing risks are skills that I have

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

Planning and management

14.1) I find it easy to prioritise and organise

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

14.2) I can do the following

Define goals
Plan and organise
Develop Sustainable Business plans
Monitor my business
Be flexible and adapt to change
Define priorities

Taking the initiative

15.1) I find it easy to just "Go for It"

Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree.

15.2) I can and I do...

Take responsibility
Work independently
Take action

Do you have any further comments that would identify skills gaps in any of the above areas?

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