



S4S Toolbox



Overview of the Toolbox

67 different approaches and tools for teaching sustainable entrepreneurship has been gathered from our respective educational programs. (Full list on team site.) These 67 consist of:

5 kinds of Lectures

Definition: "A discourse given before an audience or class"

7 kinds of Methodologies

Definition: "A body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods."

11 Pedagogic Methods

Definition: "Parts of the pedagogic strategy of a course."

7 Toolboxes

Definition: A set of different models. Distinguished by each model in the toolbox.

26 Models

Definition: "A model demonstrates the researcher's interpretation of how concepts are related to one another and is developed based on qualitative research."

11 Workshops

Definition: "Self-contained, participatory lecture, aiming to practice techniques / skills that are under discussion"



Entrepreneurial Skills and Competences - a proposal

Combining the **The EntreComp Framework 2016** with the research from Ploum et.al. (2017¹ and 2018²) we create a list of entrepreneurial competences for the sustainable entrepreneurship education:

Areas	Competences	Description
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value
	1.2 Creativity	Develop creative and purposeful ideas
	1.3. Vision	Work towards your vision of the future
	1.4 Valuing ideas	Make the most of ideas and opportunities
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions
2. Resources	1.6 Value chain and stakeholder analysis	Ability to identify and analyse strengths and weaknesses the whole value chain and relevant stakeholders
	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing
	2.2 Motivation and perseverance	Stay focused and don't give up
	2.3 Mobilizing resources	Gather and manage the resources you need
	2.4 Financial and economic literacy	Develop financial and economic know how
3. Into action	2.5. Mobilizing others	Inspire, enthuse and get others on board
	3.1 Taking the initiative	Go for it
	3.2 Planning and management	Prioritize, organize and follow-up
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk
	3.4 Working with others	Team up, collaborate and network
	3.5. Learning through experience	Learn by doing

¹Ploum, L., Blok, V., Lans, T., & Orma, S.W.F. (2017). Toward a validated competence framework for sustainable entrepreneurship. *Organization and Environment*.

²Ploum et al. 2018. Toward a Validated Competence Framework for Sustainable Entrepreneurship. *Organization & Environment* 31 (2), p. 113-132.



Mapping of Toolbox to Competence Framework

Mapping the collected Toolbox, focusing on **Models** and **Workshops**, with the Competence Framework:

Comp.	Description	# of Models	# of Workshops
1.1	Use your imagination and abilities to identify opportunities for creating value	5	1
1.2	Develop creative and purposeful ideas	1	3
1.3	Work towards your vision of the future	3	6
1.4	Make the most of ideas and opportunities	14	2
1.5	Assess the consequences and impact of ideas, opportunities and actions	4	1
1.6	Value chain and stakeholder analysis	8	1
2.1	Believe in yourself and keep developing	0	4
2.2	Stay focused and don't give up	0	4
2.3	Gather and manage the resources you need	0	2
2.4	Develop financial and economic know how	12	2
2.5	Inspire, enthuse and get others on board	1	5
3.1	Go for it	0	5
3.2	Prioritize, organize and follow-up	16	1
3.3	Make decisions dealing with uncertainty, ambiguity and risk	0	4
3.4	Team up, collaborate and network	1	7
3.5	Learn by doing	2	3



Questions for discussion

As presented, we have a good variety of Models and Workshops covering all of the desired Competences to train in sustainable entrepreneurship education.

These parts of a course setup can be communicated to teachers who want to expand and develop their courses.

Q1: How should we disseminate this Toolbox to our colleagues at our (and other) universities?

As we can see, there are gaps and weaker parts of our offering to our students.

Q2: Should we aim to develop our own Toolbox further?