



ENTREPRENEURIAL COMPETENCY ASSESSMENT TOOL

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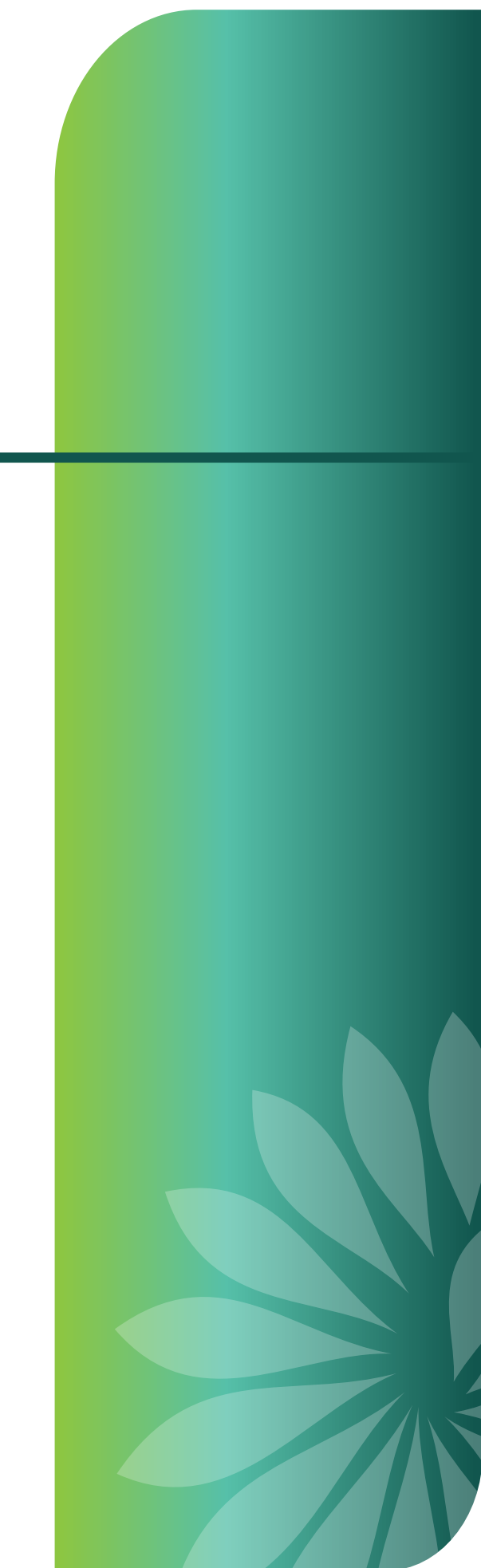
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01

Introduction

01 | INTRODUCTION

This tool is designed to help universities assess entrepreneurial competencies in a practical and structured way during recruitment and professional development processes. It provides ready-to-use templates and case scenarios that simplify the evaluation of entrepreneurial skills relevant to academic contexts, ensuring a consistent and insightful assessment process.

The tool is based on the **EntreComp Framework (The European Entrepreneurship Competence Framework)**, where 12 core competencies were selected as the most relevant for academic environments, focusing on fostering innovation, collaboration, and long-term value creation. These competencies include:

1) Spotting Opportunities, 2) Creativity, 3) Vision, 4) Valuing Ideas, 5) Ethical & Sustainable Thinking, 6) Self-Awareness and Self-Efficacy, 7) Mobilizing Resources, 8) Financial and Economic Literacy, 9) Taking Initiative, 10) Planning & Management, 11) Coping with Uncertainty, Ambiguity & Risk, and 12) Working with Others.

For each of these competencies, the tool has an individual template designed to assess entrepreneurial proficiency through realistic scenarios adapted for academia. Each template includes:

A hypothetical scenario that the evaluated person needs to answer.

Example responses.

Three levels of proficiency—Foundation, Intermediate, and Advanced—, which have been directly taken from the EntreComp framework to ensure standardisation.

Additionally, the tool includes general case scenarios that assess multiple competencies simultaneously, offering a broader view of a person's entrepreneurial mindset and the ability to integrate these skills into complex challenges.

By using this tool, universities can make more informed recruitment decisions, better identify entrepreneurial talent, and promote a culture of innovation across their institution. Whether assessing new candidates or supporting staff development, this resource helps ensure entrepreneurial competencies are recognised, valued, and nurtured.

02

Getting started: Guide to Use the Tool

02 | Getting started: Guide to Use the Tool

This entrepreneurial competence assessment tool provides ready-to-use templates and case scenarios that simplify the evaluation of entrepreneurial skills to the relevant academic contexts and ensure a consistent and insightful assessment process.

Key Terms Used in The Tool:

Entrepreneurial Competence: A set of knowledge, skills, and attitudes that enable individuals to turn ideas into action, especially in creating social, cultural, or economic value.

EntreComp Framework: The European Entrepreneurship Competence Framework, developed by the European Commission. This tool focuses on 12 of them tailored for academic contexts.

Competency: A specific ability or attribute relevant to entrepreneurship, such as creativity or taking initiative.

Scenario: A practical, hypothetical situation designed to reveal how an individual might apply a particular entrepreneurial competency.

Proficiency Levels: Based on the EntreComp Framework—Foundation, Intermediate, and Advanced—used to assess how developed a person's competency is.

Case Template: A structured format including a scenario, follow-up questions, and proficiency descriptors used to guide assessment.

How to use the tool step by step:

1. Choose the templates that match the role or development goals you want to assess.
2. Give the selected scenario to the candidate or staff member for a response.
3. Compare the response with the proficiency levels provided to determine their level.
4. Provide feedback and suggest areas for improvement based on the assessment.
5. Use the general case scenarios for a broader evaluation of multiple competencies.
6. Apply the results to make informed recruitment decisions or create development plans.



03

Individual Competence Templates



Competency Addressed	Spotting Opportunities		
Name of the Interviewee			
Scenario	You notice a growing interest in sustainability among students but see no formal activities supporting it. How would you propose a project that addresses this trend while aligning with the university's values?		
Follow-up Questions	• How would you validate the need for this initiative further? • What methods would you use to ensure long-term impact? • How would you engage multiple stakeholders in this project?		
Notes during the interview (for the recruiter)			
Levels of Proficiency* and Example Responses			
	Foundation	Intermediate	Advanced
	Can find opportunities to generate value for others.	Can recognise opportunities to address needs that have not been met.	Can seize and shape opportunities to respond to challenges and create value for others.
	"I would suggest placing posters around the campus about sustainability topics to raise awareness. I would also encourage students to share ideas during informal meetings."	"I would propose a series of workshops introducing sustainability principles with guest speakers from the field. I would collaborate with a student group to design small sustainability challenges for participants."	"I would develop a long-term sustainability initiative, including creating a student sustainability club, partnering with local eco-friendly businesses, and running an annual sustainability fair with keynote speakers and mentorship programs."
*According to the EntreComp Framework			
Final Level Determined	Foundation [] Intermediate [] Advanced []		

Competency Addressed	Creativity
Name of the Interviewee	
Scenario	Imagine you are part of a university committee that encourages entrepreneurial thinking among students. How would you creatively design activities or initiatives to inspire innovation on campus?
Follow-up Questions (if needed)	• How would you measure the impact of these initiatives? • How would you ensure inclusivity in the creative process? • What strategies would you use to refine the activities based on feedback?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can develop multiple ideas that create value for others.	Can test and refine ideas that create value for others.	Can transform ideas into solutions that create value for others.
"Organize a monthly creative ideas board where students can submit innovative ideas and receive feedback."	"Host a series of workshops where students learn creative problem-solving methods like design thinking and apply them to real academic challenges."	"I would co-develop an Entrepreneurship Incubator where students can pitch ideas, get mentorship, and secure micro-funding for their projects, with collaboration from industry partners."

*According to the EntreComp Framework

Final Level Determined Foundation [] Intermediate [] Advanced []

Competency Addressed	Vision
Name of the Interviewee	
Scenario	You have been asked to lead a working group to redefine how the university supports entrepreneurial research projects over the next five years. How would you create a vision for this transformation and ensure it inspires long-term engagement across faculty and students?
Follow-up Questions	• How would you ensure your vision remains adaptable to evolving university goals? • What steps would you take to communicate this vision to both internal and external stakeholders?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can imagine a desirable future.	Can build an inspiring vision that engages others.	Can use their vision to guide strategic decision-making.
"I would suggest creating a simple goal where the university provides small grants for innovative projects and encourages faculty to guide students with basic entrepreneurial activities."	"I would create a structured roadmap highlighting yearly milestones, such as launching an entrepreneurship week and interdisciplinary research collaborations."	"I would establish a strategic vision where the university becomes a leader in entrepreneurial research, offering mentorship programs, cross-department funding, and partnerships with industry leaders to sustain innovation long-term. The vision would be attached to the institution's core values and co-created with key stakeholders."

*According to the EntreComp Framework

Final Level Determined Foundation [] Intermediate [] Advanced []

Competency Addressed	Valuing Ideas		
Name of the Interviewee			
Scenario	A student approaches you with an idea for a campus-wide sustainability initiative. How would you assess the value of this idea and support its development for maximum impact at the university?		
Follow-up Questions	• What steps would you take to measure the success and value generated by the initiative? • How could you help the student present the idea to gain institutional support?		
Notes during the interview (for the recruiter)			
Levels of Proficiency* and Example Responses			
	Foundation	Intermediate	Advanced
	Can understand and appreciate the value of ideas.	Understand that ideas can have different types of value, which can be used in different ways.	Can develop strategies to make the most of the value generated by ideas.
	"I would encourage the student by acknowledging the importance of the idea and suggest sharing it with the sustainability club for initial feedback."	"I would suggest a collaborative approach by involving multiple student groups and departments to explore diverse ways of implementing the idea."	"I would work with the student to design a sustainability framework for the entire university, incorporating long-term value creation strategies such as securing funding, forming external partnerships, and measuring the results."
*According to the EntreComp Framework			
Final Level Determined	Foundation [] Intermediate [] Advanced []		

Competency Addressed	Ethical & Sustainable Thinking										
Name of the Interviewee											
Scenario	A faculty member proposes the launch of a university-branded product line to raise funds for campus projects. However, the product involves sourcing materials from a supplier known for poor labor practices. How would you handle this situation while considering ethical and sustainability principles?										
Follow-up Questions	• What strategies would you use to educate the academic community about sustainability challenges? • How can ethical decisions in entrepreneurship positively impact the university's reputation?										
Notes during the interview (for the recruiter)											
Levels of Proficiency* and Example Responses											
	<table border="1"> <thead> <tr> <th>Foundation</th> <th>Intermediate</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>Can recognise the impact of their choices and behaviours, both within the community and the environment.</td> <td>Driven by ethics and sustainability when making decisions.</td> <td>Act to make sure that their ethical and sustainability goals are met.</td> </tr> <tr> <td>"I would express concern about the supplier's reputation and suggest considering alternatives."</td> <td>"I would recommend exploring suppliers with sustainable practices, even if the costs are slightly higher, and emphasize the long-term benefits of ethical partnerships."</td> <td>"I would propose a full review of the university's procurement policies, ensuring long-term sustainability and ethical goals are embedded in all future projects."</td> </tr> </tbody> </table>	Foundation	Intermediate	Advanced	Can recognise the impact of their choices and behaviours, both within the community and the environment.	Driven by ethics and sustainability when making decisions.	Act to make sure that their ethical and sustainability goals are met.	"I would express concern about the supplier's reputation and suggest considering alternatives."	"I would recommend exploring suppliers with sustainable practices, even if the costs are slightly higher, and emphasize the long-term benefits of ethical partnerships."	"I would propose a full review of the university's procurement policies, ensuring long-term sustainability and ethical goals are embedded in all future projects."	
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*According to the EntreComp Framework											
Final Level Determined	Foundation [] Intermediate [] Advanced []										

Competency Addressed	Self-awareness and self-efficacy
Name of the Interviewee	
Scenario	You are leading a university initiative to promote student entrepreneurship, but halfway through the project, you realize that some tasks exceed your expertise (e.g., financial planning or public speaking). How would you approach this situation?
Follow-up Questions	• How would you validate the need for this initiative further? • What methods would you use to ensure long-term impact? • How would you engage multiple stakeholders in this project?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Trust their own ability to generate value for others.	Can make the most of their strengths and weaknesses.	Can compensate for their weaknesses by teaming up with others and by further developing their strengths.
"I would focus on what I know best and hope for positive results."	"I would identify my strengths and weaknesses and delegate tasks where I lack expertise."	"I would actively seek collaboration with colleagues who have complementary skills while continuing to develop my own competencies through training."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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Competency Addressed	Mobilising resources
Name of the Interviewee	
Scenario	You have been asked to launch a new innovation lab at the university to promote student entrepreneurship. However, the budget is limited, and you need to secure resources (funding, equipment, mentors). How would you approach this challenge?
Follow-up Questions	• How would you ensure the resources are used effectively throughout the project? • Can you give an example where limited resources led to a creative solution?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can find and use resources responsibly.	Can gather and manage different types of resources to create value for others.	Can define strategies to mobilise the resources they need to generate value for others.
"I would ask the university administration for extra support or donations."	"I would identify available university resources such as unused classrooms and request support from the community for mentorship and funding."	"I would design a strategy combining internal resources with partnerships, crowdfunding, and sponsorship to fully fund the innovation lab."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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Competency Addressed	Financial and economic literacy
Name of the Interviewee	
Scenario	You are leading a student-led initiative to organize a university-wide entrepreneurship fair. The budget is limited, and you need to ensure financial sustainability while making the event impactful. How would you plan and manage the financial aspects of the event?
Follow-up Questions	• How would you ensure financial sustainability for future editions of the event? • What metrics would you track to measure the financial health of the initiative? • How would you communicate the financial plan to stakeholders?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can draw up the budget for a simple activity.	Can find funding options and manage a budget for their value-creating activity.	Can make a plan for the financial sustainability of a value-creating activity.
"I would try to stay within the initial budget without exploring additional funding sources."	"I would break down the budget into categories, track expenses, and adjust plans based on financial constraints."	"I would create a comprehensive financial sustainability plan, including sponsorship tiers, long-term funding strategies, and reinvestment plans."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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Competency Addressed	Taking initiative										
Name of the Interviewee											
Scenario	A student approaches you with an idea for a peer mentoring program to help first-year students integrate better into campus life. There's no formal support for this yet. What steps would you take to bring this initiative to life?										
Follow-up Questions	• How would you validate the need for this initiative further? • What methods would you use to ensure long-term impact? • How would you engage multiple stakeholders in this project?										
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*According to the EntreComp Framework											
Final Level Determined	Foundation [] Intermediate [] Advanced []										

Competency Addressed	Planning & management
Name of the Interviewee	
Scenario	You have been asked to organise a university-wide innovation week where students can showcase entrepreneurial projects. How would you plan and manage the event to ensure its success?
Follow-up Questions	• How would you handle unexpected challenges, such as low participation or venue issues? • What tools or methods would you use to keep the planning process organized? • How would you measure the success of the event?

Notes during the interview (for the recruiter)

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Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can define the goals for a simple value-creating activity.	Can create an action plan, which identifies the priorities and milestones to achieve their goals.	Can refine priorities and plans to adjust to changing circumstances.
"I would list basic tasks such as selecting a venue and inviting participants."	"I would create a detailed action plan outlining key milestones, such as promotion timelines, participant confirmations, and event day logistics."	"I would develop a flexible project plan that includes risk assessment, stakeholder involvement, and continuous evaluation to adjust strategies during the event."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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Competency Addressed	Coping with ambiguity, uncertainty & risk
Name of the Interviewee	
Scenario	A university department is considering introducing a new elective course on entrepreneurial leadership. However, there's uncertainty about whether enough students will enrol and how to manage potential risks. How would you approach this situation?
Follow-up Questions	• How do you typically approach situations with unclear outcomes? • What strategies would you use to mitigate potential risks in this scenario? • How would you ensure long-term sustainability despite initial uncertainty?

Notes during the interview (for the recruiter)

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Are not afraid of making mistakes while trying new things.	Evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Can weigh up risks and make decisions despite uncertainty and ambiguity.
"I would suggest testing the course with a small group of students to avoid major risks."	"I would conduct a quick survey among students to assess interest and identify potential enrollment numbers."	"I would design a strategy including a risk matrix to evaluate possible scenarios, such as low enrollment, and create contingency plans."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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Competency Addressed	Working with others
Name of the Interviewee	
Scenario	A university research team is developing a collaborative entrepreneurship hub involving faculty, students, and external partners. How would you contribute to building a successful collaboration among these groups?
Follow-up Questions	• How would you validate the need for this initiative further? • What methods would you use to ensure long-term impact? • How would you engage multiple stakeholders in this project?
Notes during the interview (for the recruiter)	

Levels of Proficiency* and Example Responses

Foundation	Intermediate	Advanced
Can work in a team to create value.	Can work together with a wide range of individuals and groups to create value.	Can build a team and networks based on the needs of their value-creating activity.
"I would suggest forming a basic working group and ensuring everyone can contribute their ideas."	"I would facilitate regular workshops where different departments present their entrepreneurial projects and seek collaboration."	"I would design a long-term collaboration strategy, including mentorship programs and a network of external partners for resource sharing."

*According to the EntreComp Framework

Final Level Determined	Foundation [] Intermediate [] Advanced []
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04

Multiple Competencies Templates



Case 1 - Multiple Competencies Addressed

Competencies	Spotting Opportunities Mobilizing Resources Working with Others Planning & Management
Name of the Interviewee	
Scenario	A university is launching a new interdisciplinary entrepreneurship lab to foster collaboration between students, faculty, and external partners. As part of the initiative, you have been asked to design the initial stages of the project, ensuring proper use of resources, student engagement, and long-term sustainability. How would you do it?
Follow-up Questions	- How would you identify the unique strengths and resources available at the university? - What steps would you take to involve diverse stakeholders in the early planning phase? - How would you ensure that the project remains sustainable after the initial launch?

Notes during the interview (for the recruiter)

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Levels of Proficiency*

Foundation	Intermediate	Advanced
The candidate identifies the basic need for collaboration between students and faculty and suggests a simple structure for the lab but without a clear plan for resource allocation or sustainability. Student engagement is mentioned but only briefly, with no concrete strategies presented.	The candidate proposes a structured collaboration lab involving multiple departments and student organizations. They consider basic resources such as space and mentors but fail to provide long-term strategies for sustainability. A more proactive student engagement strategy is included, such as workshops and mentorship programs.	The candidate designs a fully strategic and scalable entrepreneurship lab, incorporating cross-departmental collaboration with external partnerships and mentorship networks. A resource plan is presented, including sustainable funding sources. Student engagement strategies are detailed and dynamic. Long-term sustainability is addressed through sponsorship models, ongoing evaluation processes, and leadership succession plans.

*Based on the EntreComp Framework

Final Level Determined	Spotting Opportunities: Foundation [] Intermediate [] Advanced [] Mobilising Resources: Foundation [] Intermediate [] Advanced [] Working with Others: Foundation [] Intermediate [] Advanced [] Planning & Management: Foundation [] Intermediate [] Advanced [] General Level: Foundation [] Intermediate [] Advanced []
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Case 2 - Multiple Competencies Addressed

Competencies	<i>Creativity</i> <i>Vision</i> <i>Valuing Ideas</i> <i>Taking Initiative</i>
Name of the Interviewee	
Scenario	The university is concerned that many students lack the entrepreneurial mindset necessary for future success. You have been asked to design a program that both raises awareness of entrepreneurial skills and provides students with hands-on experiences.
Follow-up Questions	- How would you design a program that reaches a wide range of students? - What steps would you take to measure the program's success? - How would you address the challenge of students lacking self-confidence in entrepreneurial contexts?

Notes during the interview (for the recruiter)

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Levels of Proficiency*

Foundation	Intermediate	Advanced
The candidate proposes a basic awareness workshop introducing entrepreneurial concepts, focusing mainly on theoretical content with minimal hands-on components. Student engagement strategies are limited to passive participation with a focus on introductory concepts. Evaluation is basic, limited to attendance tracking and informal feedback.	The candidate suggests a semester-long program combining theoretical lessons with hands-on experiences, such as collaborative idea-pitching workshops. Guest speakers and mentors are included, with moderate strategies for keeping students motivated, such as team challenges and personal reflection tasks. Impact assessment is slightly more structured, with quizzes and feedback forms.	The candidate develops an entrepreneurial readiness program with multiple stages and entry points tailored to various skill levels. It features activities like bootcamps, internships, and project-based collaborations across disciplines. Clear incentives like competitions and certifications are included to boost motivation. The evaluation process is robust, including skill mapping, pre- and post-assessments, and long-term success tracking to measure the real impact.

*Based on the EntreComp Framework

Final Level Determined	Creativity: Foundation [] Intermediate [] Advanced [] Vision: Foundation [] Intermediate [] Advanced [] Valuing Ideas: Foundation [] Intermediate [] Advanced [] Taking Initiative: Foundation [] Intermediate [] Advanced [] General Level: Foundation [] Intermediate [] Advanced []
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Case 3 - Multiple Competencies Addressed

Competencies	Financial & Economic Literacy Ethical & Sustainable Thinking Planning & Management Coping with Uncertainty, Ambiguity & Risk
Name of the Interviewee	
Scenario	The university has limited resources for funding entrepreneurial projects and wants to ensure the most impactful projects receive the necessary support. You have been asked to create a transparent funding model that aligns with the university's mission and entrepreneurial objectives.
Follow-up Questions	- How would you ensure fairness in the selection of funded projects? - What strategies would you suggest for projects that fail to secure initial funding? - How would you balance financial sustainability with supporting riskier innovative ideas?

Notes during the interview (for the recruiter)

Levels of Proficiency*

Foundation	Intermediate	Advanced
The candidate proposes a basic grant allocation system with limited criteria for selecting projects. The model focuses on short-term financial support with minimal consideration for sustainability or long-term impact. Transparency in the selection process is limited, with a single review committee making decisions without clear documentation.	The candidate introduces a funding model with clearer selection criteria, ensuring that projects align with the university's values and have measurable impact potential. Some strategies for expanding funding sources are suggested, such as local sponsorships, but the focus remains internal. Transparency is improved with a scoring rubric for project evaluation, and basic follow-up mechanisms like mandatory progress reports are included.	The candidate designs a transparent and comprehensive funding model with multiple grant categories for different stages of entrepreneurial development, such as ideation, prototyping, and scaling. The funding pool is diversified, including external grants, alumni contributions, and endowment funds. The selection process is structured with a diverse review committee and clearly defined scoring criteria, made publicly available. Long-term sustainability is prioritized through milestone-based funding, ongoing mentorship support, and detailed impact measurement, including continuous progress reporting and long-term project tracking.

*Based on the EntreComp Framework

Final Level Determined	Financial & Economic Literacy: Foundation [] Intermediate [] Advanced [] Ethical & Sustainable Thinking: Foundation [] Intermediate [] Advanced [] Planning & Management: Foundation [] Intermediate [] Advanced [] Coping with Uncertainty[...]: Foundation [] Intermediate [] Advanced [] General Level: Foundation [] Intermediate [] Advanced []
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