



Entrepreneurship **Competence**
Agrifood industry

EntreComp
Food



Co-funded
by the COSME programme
of the European Union

Deliverable:

D3.1 - Full analysis of the possible uses of EntreComp in the EntreCompFood context

Leading partner: **AE**

Published: **November 2020**

Be curious and open Be determined Team up Develop ideas Use
resources responsibly Accept diversity Be innovative Be resilient
Imagine Listen actively Think strategically Make the most of your time
Guide action Learn by doing Behave ethically Learn from mistakes
Don't give up Think sustainably Reflect Assess impact Get support



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1. Area Ideas and Opportunities

1.1 Creativity

Area: **IDEAS and OPPORTUNITIES**

CREATIVITY

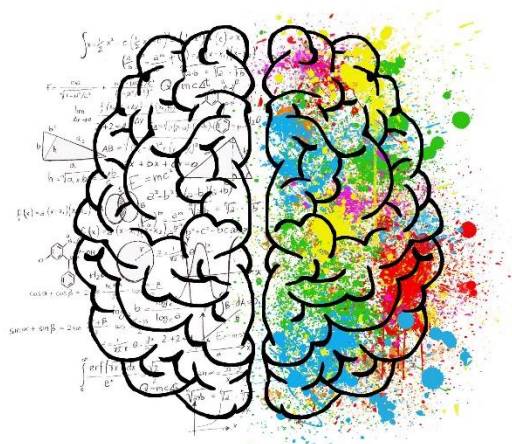
H1 Be curious and open

H2 Develop ideas

H3 Define problems

H4 Design value

H5 Be innovative



CONCEPT

Creativity is a quality that people possess or that they can develop that makes them able to generate ideas, realities and / or concepts reaching in many cases new conclusions from the interconnection of ideas and concepts before or new.

Entrepreneurial creativity serves to generate new ideas that allow a company to create new products, design new highly original services or give another approach to old products, making them more interesting, more practical or simply more attractive from the application of these new ideas. Entrepreneurial creativity can also be applied directly to procedures even if the products or services remain the same: that is, to create more efficient or practical ways of developing those products.

Entrepreneurial creativity is especially important in all sectors of the company, since if all available human capital is made the most of, it will be much easier for a business to face all kinds of challenges, setbacks and challenges and to come out on top with new ideas and ways of act designed thanks to the creativity to business united of all the members of the company.

Creativity should not be confused with innovation because while creativity refers to the generation and creation of new ideas, business innovation is based on one more step: that is, on incorporating those ideas of business creativity into the different services and products. in order to create value for the different clients and audiences of a company.

AREAS OF CREATIVITY

Creativity is present in all walks of life. Although it has traditionally been associated with artistic, literary, cultural activity etc., it is also and (should) be present in the field of enterprise and entrepreneurship. Thanks to this, new products, services, solutions to needs arise etc.

TECHNIQUES THAT ENCOURAGE CREATIVITY

We recommend taking advantage of the potential of all people to create new ideas and scenarios in which the company improves. A very interesting way to encourage business creativity is to encourage teamwork first. For example, brainstorming sessions or brainstorming, activities to promote bonding and trust between the different members of the different company teams, etc. can be carried out.

It can also be a very interesting point from which to start innovating, paying attention to the environment of the company, detecting new changes and from there starting looking for solutions, alternatives, new ideas to solve problems and improve the company in the face of public and consumers.

It is important to learn to think. It is not easy if you have never had many creative ideas before. **And you have to learn little by little, in a group, with motivation and with different tricks such as motivational videos, group talks, etc. in order to improve the learning process and the generation of ideas.** It will also be very normal that some of the new ideas that are even implemented in the company's products, services or processes do not end up being very interesting and that is why it is also important to learn how to redirect them and start again by creating new ideas and always betting on business creativity as a fundamental piece for the future and continuity of the company.

Individual vs. group creative techniques

Individual

Brainstorming

Gather a group of people and unleash your mind, release ideas like a great rain. Finally, decide which is the most valid for the proposed objective.

Mental maps

It is a graphic technique in which new ideas are added from a key word or concept in tree branch shapes or radially.

Group

Brianwritting

It is necessary to start from a topic or problem to be solved in a predetermined way and that all participants in the dynamics must know. How it works is very simple: A member puts the first three ideas that come to mind at the top of a sheet, then passing it to another member to read the lines and add one more, and so on with the rest of the group members until completing the ideas. Then they are debated and the best one is chosen.

Techniques for generating ideas vs techniques for your selection

Generate

Scamper

It is a technique based on replacing, deleting, extending, reordering etc. All aimed at finding new perspectives that facilitate creativity.

S: substitute

C: combine

A: adapt

M: modify

P: propose

E: eliminate

R: reorganize

Selected

Evaluation PNI

It is a technique that will allow you to evaluate business ideas for later selection.

The objective is to identify the potential and possible adverse effects of each of the ideas under analysis, in order, in this way, to facilitate the making of a decision on which is most appropriate for the business.

The selection is carried out from the allocation of values from:

P: positive

N: negative

I: interesting

Other creative techniques

Worst possible idea: It is based on reverse thinking, so that reaching the very opposite point of our goal, on the way back, creative ideas can arise.

Six hats: The six hats symbolize the different points of view from which you can analyze a problem or a specific situation.

Analogies: It is a technique focused on the generation of ideas from the creation of associations of concepts that are usually not connected.

Defectology: A list of defects or improvable aspects of a product is drawn up. Once these elements are identified, possible solutions are proposed to improve it. Each proposal is an idea of improvement.

Ideart: This creative technique is based on the observation of inspiring artistic works, to promote creative thinking without limits.

Morphological analysis: A concept or situation is broken down into its most basic units or concepts. With these elements an array is built through which new relationships and combinations are sought between them.

4 x 4 x 4: It is a group technique that serves to select ideas in which each individual contributes 4 ideas. Groups of 2 people are made and 4 ideas are chosen. Subsequently, new groups of 4 are made and 4 others are chosen. Finally, the group chooses an idea.

365: Groups of 6 people are formed, each to contribute 3 ideas or solutions on one topic to the other 5 people in the working group.

"Look what others don't see. Then show it. That is creativity" - Brian Vaszily

"An essential aspect of creativity is not to be afraid of failure" - Edwin Land

"Logic will take you from point A to B. Imagination will take you everywhere." - Albert Einstein

1.2 Vision

Area: **IDEAS Y OPORTUNIDADES**

VISION

H1 Imagine

H2 Think strategically

H3 Guide action



CONCEPT

Vision is that ideal expectation. The scenario we want to be in in the long run. Its purpose should be to guide and serve as a stimulus and motivation for the person and/or the group when making strategic decisions.

WHAT SHOULD THE VISION BE LIKE?

It is important that it has a realistic and, of course, achievable character, although not least that the vision poses a challenge for the entrepreneur.

HOW TO ELABORATE MY VISION?

When it comes to drawing up what I want my vision to be, one that will be of great help is to make myself a series of questions that will allow me to position myself on my project.

These questions are:

What is the desired image of my project?

What will we be like in the future?

What will we do in the future?

What activities will we develop in the future?

The vision is intrinsically related to the purpose or the mission and, therefore, to those who are my objectives.

HOW SHOULD MY OBJECTIVES BE?

Related to a goal

Achieving these objectives should involve achieving the proposed goals.

Measurable and observable

So that we can assess at any time the level of achievement of these.

Include an evaluation model

This must be an objective and untresorated model, so that we do not fall into false "interested" conclusions.

They have a time horizon

We must know the time frame when the achievement of the objectives in the time space set, lead to the goal.

HOW CAN HAVING A DEFINED VISION HELP ME?

Clear and understandable

It should serve as a guide and motivation for you and/or the entrepreneurial team.

Brief

"The good thing if I brief twice good." Remember, no more than one sentence.

Positive

We look for the ideal scenario, so we look for something in positive.

Known and remembered

It must be present in all our actions and of course it must be communicated to all parties involved.

WHERE IS THE LIMIT?

A company's vision doesn't have to have limits, it can be something alive and dynamic that evolves just like the organization itself.

It is also true that the vision should not be being continually reviewed and questioned, as we could be in danger of turning it into something on demand and according to other interests, and this should not be its function.

1.3 Ethical and sustainable thinking

Area: **IDEAS Y OPORTUNIDADES**

ETHICAL AND SUSTAINABLE THINKING

H1 Behave ethically

H2 Think sustainably

H3 Assess impact

H4 Be accountable



Sustainable development can be defined as that model of development that seeks to meet the needs of the present without compromising the satisfaction of the needs of future generations

ETHICAL AND SUSTAINABLE THINKING

When undertaking a business idea or business project, we must not only keep in mind the economic dimension of it. Today's society also demands a commitment from entrepreneurs and entrepreneurs to social development and the environment.

Aspects such as the incorporation into business of human, social and ecological objectives are increasingly demanded by society. Entrepreneurship is the process of realizing opportunities with a creative focus, it is also an important factor for economic development and as a generator of change and innovation.

CHARACTERISTICS OF ETHICAL AND SUSTAINABLE INITIATIVES

- ✓ Far from being considered as a problem, the incorporation of social, ethical and environmental dimensions into the activity of a entrepreneurship, is a determined commitment to the Win to Win strategy (all win).
- ✓ The development of a business activity under ethical criteria promote integrated and comprehensive work environments with processes of continuous improvement and innovation.

BEING AN ETHICAL AND SUSTAINABLE COMPANY IS POSSIBLE

Always acting from ethical principles

Respecting fundamental responsibilities regarding human rights, labor, environment and anti-corruption.

Strengthening society

To do this we must push the boundaries of the company by taking an interest and knowing beyond what happens in our own organization.

Leaders' commitment

Reaching leadership to all areas of the organization and not limiting itself to the exercise of its economic activity.

Local action

Interrelating the organization with its most immediate and close environment in a determined and committed way.

"Ethics is the new competitive environment" - Peter Robinson

ADVANTAGES OF BEING AN ETHICAL AND SUSTAINABLE COMPANY

- 🌸 The ethics and sustainability criteria incorporated into the organization's activity allow to obtain positions of competitive advantage.
- 🌸 These organizations become a magnet in attracting the best talent to them with the consequent benefit at the business level.
- 🌸 It favors the valuation of the company and its brand image, which can use that differentiating potential for its business strategies.
- 🌸 Socially responsible practices reduce the company's contingencies and allow its control, reducing business risk as a whole.

TOOLS FOR SUSTAINABLE MANAGEMENT

Product lifecycle analysis (LCA)

Its objective is to identify, evaluate and carry out procedures to reduce the environmental impacts associated or associated with the product, reducing the consumption of raw materials and energy and reducing the volume of the resulting waste. LCA highlights the possibilities to improve and optimize products through the systematic application of Eco-design. Valorisation of by-products or waste-streams from the food processing industry into high added-value products for market applications.

Energy management

Energy management is all that coordinated and planned effort whose objective is to achieve greater optimization in the supply, transformation and use of energy. That is, to achieve a more rational use of energy without having to reduce the ratios of comfort, productivity and quality of services or products.

Environmental audit

It is a management tool comprising a systematic, documented, periodic and objective assessment of the effectiveness of the organization, the management system and procedures for the protection of the environment.

Generation, analysis and assessment of possible actions

Based on business objectives, help define the actions and strategies to be developed by the environmental management plan.



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Examples of success stories

Celfa Group: 'Packaging' with self-heating systems

This company, located in Castellón, has devoted a **great deal of R&D to packaging**. Proof of this are its self-heating bags. They have them of two types: individual bags and the Horni-pack system with 250 gram food tray. With this method, the food tray is lifted, the heating sponge - which is inside the protective bag - is removed and a small amount of water is added. The food tray is replaced and, in a few minutes, the food is already hot.

“We are looking for distributors in Spain. We think that our self-heating system is useful in cases of first emergencies, mountaineering and on long flights by plane” says Ramón Herrero, founding partner of the company together with Martín Pascual. In fact, the self-heating bags are already on sale in Chile and are negotiating their entry into Ecuador and Argentina. In Europe, they can already be found in Germany.

Grupo Celfa has 20 employees and they expect to invoice five million euros at the end of this year. “Our project started two years ago. It is very practical. Neither fire nor electricity is needed. You can use normal, salty water, no matter if it is drinkable or not,” says Martín Pascual. Now they are developing a new self-heating system that doesn't even need water. It is limited to using air. It will be ideal for those prepared meals that need to get home hot.



Healthier products: new ways of consuming

There are many innovations that are presented in the creation of bio and / or functional foods. One of them is the case of [Naturae](#), which defines itself as "the first Biofactory in Europe destined to obtain natural, healthy and unique products based on biotechnology and ecology." For one of his clients, he developed a **hamburger with aloe vera**, eliminated 85% of the animal fat and being replaced by such a healthy ingredient.



Also, in its product portfolio innovative innovations such as **cheese, yogurts and jam with aloe vera, organic juices** have been incorporated, along with **functional ingredients** such as a **natural food preservative**.based on an antimicrobial component extracted using proprietary technology from a patented fungus by the brand (Cepa Naturae) for incorporation into food as bio-preservatives in order to extend the shelf life of food and thus increase food safety; thereby replacing in food the increasingly discredited artificial preservatives (the E numbers).

In this line, [Noel Alimentaria's](#) commitment to offering a wide range of sliced sausages that include egg white as a protein base also stands out. Foods that, due to these properties, are incorporated more frequently in completely balanced and healthy diets.

Farmidable: fresh and local products

Farmidable has a clear mission: to eliminate intermediaries in the purchasing process, making the customer purchase the products directly from the producer. In this way, they ensure that you receive fresh, organic and planet-friendly food.

The process is very simple: the purchase is made online, and you choose where you want to collect it or if you prefer home delivery. Once received, the order goes directly to the producer, who prepares it for you within 24 hours. Finally, the producers deliver your purchase to Farmidable, and you can then pick it up at one of their "FarmiHubs", or receive it at your home directly.

An option that ensures a healthy, local and fresh diet: the products in your basket are collected up to 24 hours before going through them.



Creativity

Agroquivir, S.C.A.

A second-grade cooperative that has been able to reinvent itself by betting on new forage crops such as alfalfa and promoting new use of classic grains. Thanks to the method of dehydration it has managed to open new niches market for cereals such as oats, wheat, triticale and maize. Alfalfa leads the forage section as a benchmark of quality not only in the domestic market, but in the countries where it exports.

<https://agroquivir.com/>



Vision

Lusar Tropical

Pilar today follows the path of his father Julio Lucio, a farmer who almost visionarily decided to bet on the cultivation of tropical fruits in the province of Huelva. After experimenting with 40 varieties, he managed to create 'Beatriz', an indigenous mango, adapted to the climate of the area and which today is the star product of Lusar Tropical, whose exotic fruits reach the United Kingdom, France and Portugal.

<https://youtu.be/Gq4zXQUSflk>

Ethical and sustainable thinking

EBRO FOODS, S.A.

It is the largest group in the food sector in Spain by turnover. Its main products are: rice, pasta and biotechnology. It is a world leader in the rice sector, the world's second largest pasta manufacturer.

It has designed and implemented a Global Sustainability Plan under the name 'Rumbo' to 2030, which sets out the objectives and actions on the environment and well-being, both at the health and social level, which the Group will develop until 2030 with the aim of continuing to grow sustainably.

<https://www.ebrofoods.es/>



https://www.ebrofoods.es/wp-content/uploads/informe_anual/informeannual2019/videos/video-informe-anual-2019-es.mp4

2. Area Resources

2.1 Motivation and perseverance

Area: **RESOURCES**

MOTIVATION and PERSEVERANCE

H1 Stay driven

H2 Be determined

H3 Focus on what keeps you motivated

H4 Be resilient

H5 Don't give up



Motivation concept

We can say that motivation is that force that makes us move towards what we want or pretend without caring about the effort.

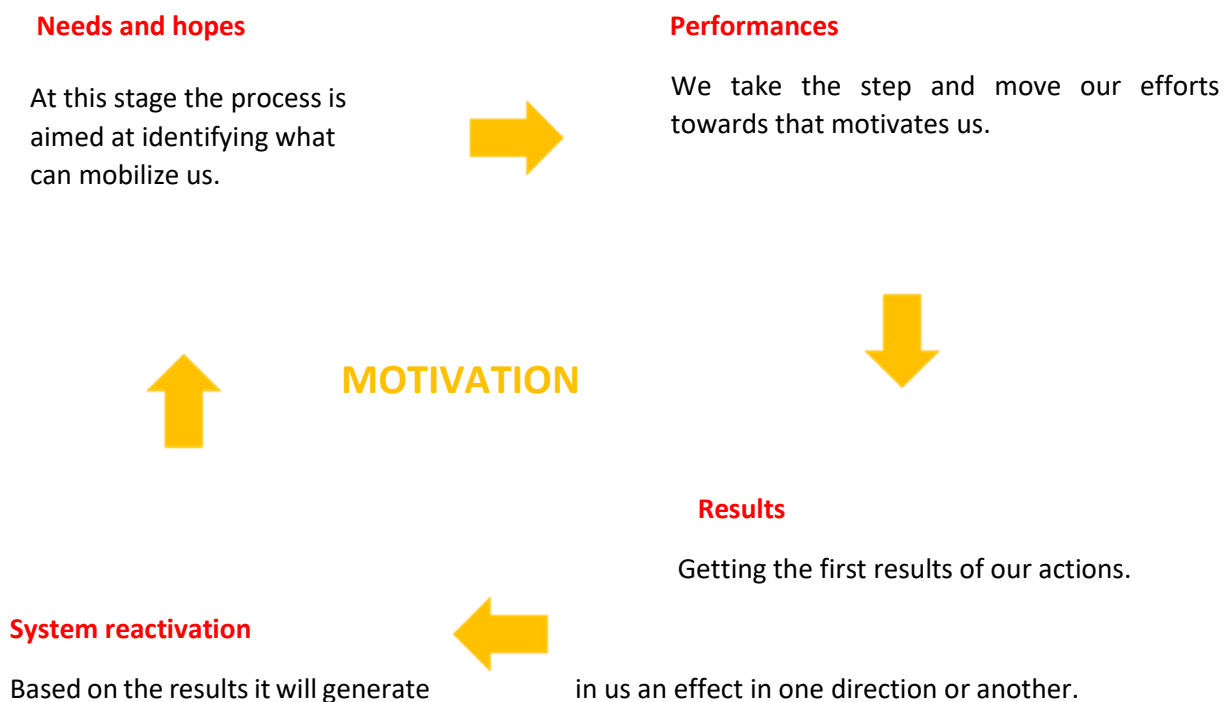
Perseverance concept

Perseverance is consistency, insistence and firmness in addressing the achievement of our goals.

Motivation and Perseverance together

If motivation is to "have motives" and perseverance is "consistency", the union of the two is nothing more than the perfect cocktail for the achievement of the proposed objectives.

HOW IS THE MOTIVATION PROCESS?



"Motivation drives us to start and habit allows us to continue" JIM RYUN

RELATIONSHIP BETWEEN MOTIVATION AND THE MANAGEMENT FUNCTION



TYPES OF MOTIVATION

Internal

Is born from ourselves and is intense and durable.

Positive

Is to have the motivation to achieve something through a positive attitude

External

Emerges from stimuli that are external to ourselves

Negative

Motivation comes from fear, and threats from different fields.

MOTIVATION FOR ACHIEVEMENT

It is the motivation that leads us or predisposes us to overcome how many challenges arise until we reach our goals or goals.

Components

- The desire to achieve it
- The desire not to fail

What are people motivated to achieve?

People where we can find a high motivation for achievement are often characterized by people with a high level of competence, independence and accessibility.

CAN MOTIVATION BE TRAINED?

The answer is YES. What's more, it MUST.

Objectives

Identify clearly and concretely what or what are your goals that we want to achieve, and of course these should be attractive.

Perseverance

Motivation is not a matter of a moment or a day. It's something you have to work on every day.

Points of reference

Find and identify what your landmarks will be, so you'll be able to assess the level of your achievements yourself.

Responsibility

The ultimate responsibility is on you and the sooner you get it clear, the easier it will be for you to be motivated.

2.2 Mobilising resources

Area: **RESOURCES**

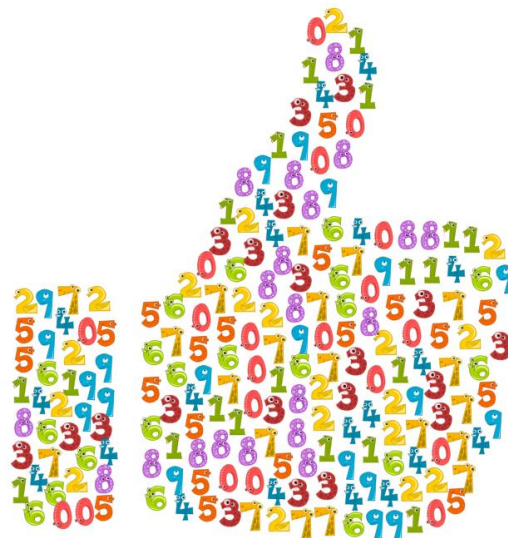
MOBILISING RESOURCES

H1 Manage resources

H2 Use resources responsibly

H3 Make the most of your time

H4 Get support



Imagine you are abandoned on a desert island. What three things would you take with you? Do you have everything you need? Well done, you have just implemented resource management. You have a goal (survive) and you have to decide how to achieve it with the least amount of resources possible (three objects).

In business, however, it is not always that simple. Resource management requires in-depth knowledge and full transparency about objectives and capacity. By establishing a good process for resource management planning, efficiency is maximized and resource utilization is controlled.

It's one thing to find ideas and it's another thing to transfer them to actions in everyday life. We can identify thousands of ideas but if we don't try to apply them and turn them into reality, they are of little use.

How can you do that? Be clear about the purpose of your project. What do you want to get? What is your goal with this new initiative? Most of our "no successes" come because we are unclear about the purpose, and from there we undertake messy actions, which while they offer movement, rarely offer results

It's time to start recognizing and identifying the various resources available at your fingertips to turn your idea into action.

KEY RESOURCES

When starting an entrepreneurship process, it is important to have identified what the key resources of your idea will be before carrying out the implementation of the project.

Market

It is important that our market proposal brings value, otherwise our growth capacity will be clearly compromised.

Product

We need to mobilize resources and combine them in such a way that our proposal really meets the expectations and needs of the potential consumer.

Work team

Here it is important to remember that beyond the diversity, multifunctionality and experience of the founding members it is necessary to recognize the **relational capacity** available.

WHAT IS RESOURCE MANAGEMENT?

So what is resource management? Resource management is the process of planning, scheduling, and pre-allocating resources to maximize their effectiveness.

A resource is what it takes to execute a task or project and can be the skill set of employees or the adoption of software. For example, if you have to plan an event, resources include scheduling staff for the event, planning which vendors to use for promotional material, or using software that allows attendees to record and budget for everything from merchandising to catering.

MOBILIZE EVERYTHING FOR YOUR IDEA

Content

Study your idea thoroughly. Analyze everything that may have some kind of influence on your idea.

Abilities

Identify which ones with the most appropriate skills for your project and train them.

Motivation

Elevate your motivation and work so it doesn't come down. You have to move from passivity to action.

Curiosity

Investigate, talk and ask. It's time to get to know and use all those resources at your fingertips that can improve your project.

WHAT ARE THE ADVANTAGES OF RESOURCE MANAGEMENT?

1. **Avoid unforeseen difficulties:** by knowing the resources in advance and planning how to use them, you can solve deficiencies or problems before they appear.
2. **Prevents attrition:** Effective resource management allows you to avoid “over-allocation” or “dependency” on resources by getting an overview of the team's workload.
3. **Provides a safety net:** Suppose the project was unsuccessful due to lack of resources (sometimes it happens). Planning and resource management establish that you have to do what you can with what you have at your disposal.
4. **Get transparency:** Other teams can gain visibility into your team's capacity, and plan accordingly if your team is at full capacity or is available to take on new projects.
5. **Measure effectiveness:** With a general understanding of what it takes to manage and run an upcoming event, you can effectively plan and measure your return on investment.

WHAT TECHNIQUES ARE THERE FOR RESOURCE MANAGEMENT?

Now that you know what resource management is, let's talk about how you can start implementing it in your projects.

1. Allocation of resources

Resource allocation helps to get the most out of available resources. Depending on the skills and capacity of the team, resource allocation is the process of approaching projects using the resources at your disposal in the most efficient way possible.

To get a clear view of allocation, project managers often use resource allocation reports. These can offer an overview to a detailed summary of resource availability, helping you avoid planning delays and budget outflows. The better the reporting skills at your disposal, the more transparency and efficiency you will have in your projects.

2. Resource leveling

Another type of resource management is resource leveling. This technique aims to discover the little used or ineffectively used resources in the organization and use them to your advantage. An example of resource leveling is having a content writer with a background in graphic design to help the design team by taking on small content tasks that require design work. If a team member can extend their design skills, the design team won't have to hire outside staff if they are suddenly overwhelmed with an avalanche of design requests.

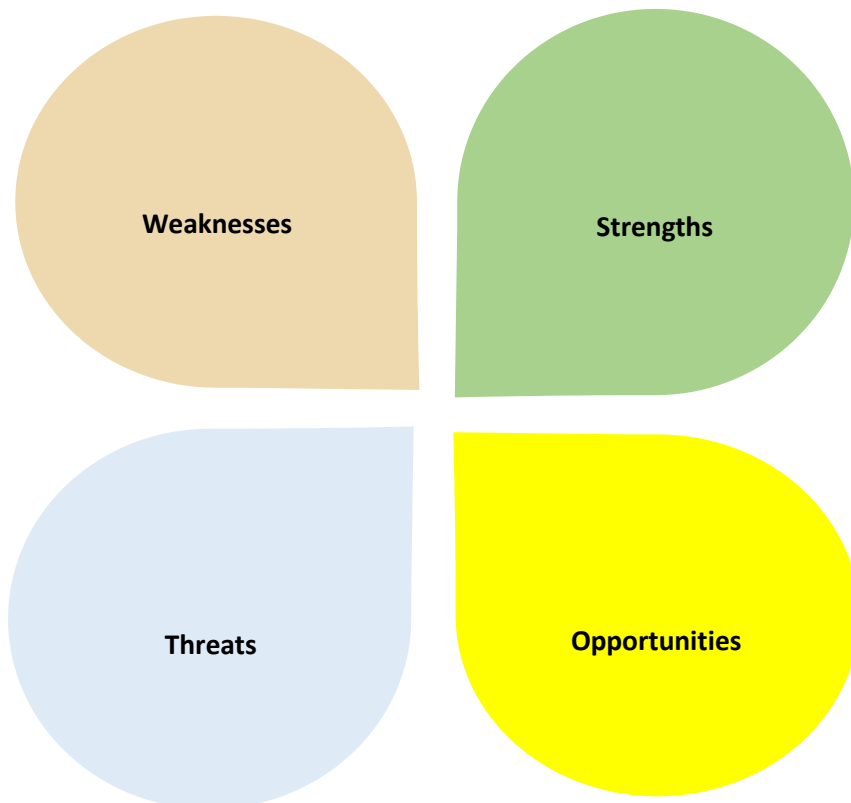
3. Forecast resources

Having a resource management plan is essential to optimize the effectiveness of personnel, materials and budget. Resource forecasting allows you to predict future resource needs before the project begins. During the planning stages of a project, resource forecasting determines the project objective, possible limitations, unforeseen costs, and potential risks.

To make these predictions, project managers need to have a good understanding of the life cycle and objectives of the project, in addition to having an overview of the organization's available resources. The software project management offers this level of visibility and access to projects and resources, all from one place.

How about starting with a SWOT analysis before mobilizing resources?

Point out from an external point of view what the main opportunities and threats can be that can influence the mobilization of resources for your idea. Now, point out what you think your strengths and weaknesses are when it comes to mobilizing the resources needed for your idea.





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Reflection

"Campaign work" is one of the most widespread realities in the **agri-food sector**. In the food chain linked to agriculture, with dependence on the climate or seasonality of crops in a given area, the need to have availability of flexible "labor" or working "by campaign" is a reality inherent in the sector, both in terms of harvesting activities and those of clothing in storage or in the spindling industry (preserves, frozen, IV Range, etc.).

And in the face of a reality like this, the key question appears: what to do to make operator-level workers want to work with you back campaign after campaign.

We don't need to invent anything. We're not even making anything up. Because as early as 1,943, **Abraham Maslow** established the Pyramid of Human Needs. 5 levels of scale of needs, and a basic idea: everyone aspires to meet higher needs in the pyramid, but only when the immediately lower needs are met.

At Maslow's lower 3 levels, **Frederick Herzberg** called them Hygienic Factors. Without covered levels 1 through 3, our workers will feel deep dissatisfaction, but covering them doesn't mean they feel motivated. At levels 3 to 5 (feeling valued, recognized, deeply respected) they were called Motivational Factors, or that their presence really drives the Commitment.

Therefore, the generation of environment and motivating culture begins when workers feel affection, breathe pride in working in the company, or feel deeply respected, valued and recognized.

You have no choice but to work on creating your Engagement Ecosystem. This is:

1. **Make sense of your work.** Tell them about the Company's Mission, and fall in love with your Vision. With facts, by example, with actions, with the word.
2. **The leadership of your commanders.** That is, the style of exercising that double-edged power called "managing people". The way and style with which your managers and managers relate to their employees and collaborators will be definitive.
3. **Internal communication:** We people are social beings, and we need to know what happens, besides that we need to be heard. You should give them information about the company, what customers say about you, what the competition is doing, even the plans you have for the future. And you must LISTEN to them: their opinions, their doubts, their problems, their suggestions, and their contributions to the business.
4. And it has its own **system of organization**.

Las Marismas de Lebrija, SCA.

Cooperative that was born in the Lower Guadalquivir in the late 70s, after the drying of the marshes of the left bank of the Guadalquivir River and its production as farmland. Pioneering company in the production of processed tomato and currently in the handling and packaging of fruit and vegetable products for fresh marketing.

It is the philosophy of this company to make the worker and the partner that the Cooperative is part of each of them: it is a great company, of national and international scope but at the same time maintains the proximity of the territory where it produces. This closeness translates into the Integral Service that its farmers, which allows them to be present throughout the production process chain, from the time a seed is planted until the finished product reaches the customer.

<https://www.marismas.es/>

Algodonera del sur, SA (ALGOSUR)

It is an agro-industrial group specialized in the research, production, processing, and marketing of agricultural products starting with cotton fiber, and later, industry tomato, white pipe sunflower, quinoa, popcorn corn, waxy corn. It currently has the construction of the largest mill in Europe.

Specialized in adding value to the crops present, developing and implementing new crops in the Guadalquivir Valley, manages and transforms the agricultural production of some 30,000 hectares of irrigation. This situation means that there is a complete linkage of the agro-industrial mark with the growing area. This synergy makes it necessary for each division to have a team of technicians specialized in each product who advise the farmer throughout the campaign, from planting to harvesting.

<https://www.algosur.es/es/>

3. Area Into action

3.1 Working with others

Area: **INTO ACTION**

WORKING WITH OTHERS

H1 Accept diversity

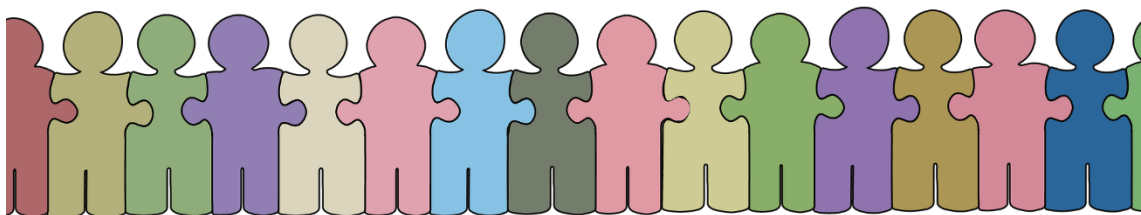
H2 Develop emotional intelligence

H3 Listen actively

H4 Team up

H5 Work together

H6 Expand your network



CONCEPT

We refer when we talk about working with others to the ability to integrate within a group of people, so that collaborative and cooperative relationships are established aimed at achieving common goals.

Among the main advantages when working in teams or working with others is the fact that members' skills are combined and their efforts are enhanced, the time spent in the work decreases and the effectiveness of the results increases.

DIMENSIONS OF WORKING WITH OTHERS

Orientation to shared homework

It consists of a person's ability to direct one's own action towards achieving common goals.

Integration

This dimension mentions the ability for the active participation of the person within the group, giving rise to a team that articulates with other people with different roles and styles.

Communication

This dimension focuses its attention on the ability to share information, listening to other people's opinions, always in favor of the group's goals.

PROMOTING COOPERATION

One of the ways to work with others is through cooperation. Working each person to achieve their goals but doing so in a coordinated way with other people.

It involves providing and sharing experiences and information with all team members, as well as openly expressing and requesting opinions or views supporting the members of the group while maintaining the "team spirit", when a conflict arises.

"Strengths are in our differences, not in our similarities" – Stephen Covey

"Talent wins matches, but teamwork and intelligence win championships." – Michael Jordan

COOPERATION BETWEEN ENTREPRENEURS

It is the establishment of temporary or permanent agreements between two or more projects, with the aim of jointly enhancing their actions to expand competitive capacity, while sharing resources, reducing the risk factor, facilitating the development of common projects, as well as the implementation of actions that allow to achieve a joint objective of a general or specific nature.

Advantages of cooperating

- ✓ Creating and developing synergies between different people and perspectives.
- ✓ Feeling belonging to a group of people with similar interests.
- ✓ Participate in decision-making processes with more information and perspectives.

Disadvantages of cooperating

- ⊗ References to our own performances are lost to others.
- ⊗ Execution of tasks not contrasted and confronted with others with similar interests.
- ⊗ Loss of opportunities in generating synergies.

TALKING ABOUT NETWORKING

Concept

The term networking is widely used today within the so-called entrepreneurial ecosystem. With it, we refer to this receptive attitude towards the configuration of a contact network in the professional field allows us to make ourselves known to us and our business, to listen and learn from others, to find potential collaborators, partners or investors, etc.

Advantages

- ✓ Give visibility to our company or our entrepreneurial initiative.
- ✓ It allows you to meet new suppliers or companies to collaborate with.
- ✓ Improve your professional skills.
- ✓ You can reach new customers.

Techniques for working with others

- Learn how to give and get feedback
- Learn how to listen actively
- Situational leadership model
- The golden circle – explain the why

"Everyone should build their network, before they need it" – Dave Delaney

3.2 Learnig through experience

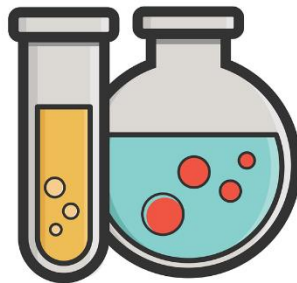
Area: **INTO ACTION**

LEARNING THROUGH EXPERIENCE

H1 Reflect

H2 Learn to learn

H3 Learn from experience



CONCEPT

People learn "things" through different channels and channels. In the case of learning from experience, or also called experiential learning, it requires a person's own interest in learning from uncertainty and even from failure.

Experiential learning has a virtue, which is that it is an "obit" learning, always accompanies the person if he wants. Knowledge arises from the combination of capturing and transforming everything experienced into knowledge.

People retain 70% of the things they have done and only 10% of the things they read. That is why learning through experience is so important.

KNOWLEDGE ELEMENTS FROM EXPERIENCE

- ✓ Learning should be conceived as a process and not as a result. Learning is actually re-learning, based on the person's own experiences.
- ✓ Learning involves the different dimensions of the person through integral behavior (thinking, feeling, perceiving and behaving).
- ✓ Learning is done through the assimilation of new experiences and from the creation of concepts thanks to these experiences.

Each of the ways in which we perceive and process (feeling and thinking, observing and doing), is a different way to generate knowledge and contribute to our learning.

WHAT IS IT AND HOW CAN A MENTOR FIGURE HELP YOU?

Concept

The mentor is a person who, thanks to his past experiences and previous life path, offers advice, support and guidance to facilitate learning and development by having less experience, fostering confidence and modeling positive behaviors. The mentor figure is not intended to tell you what to do or how to act. A mentor should encourage, based on his or her own experiences, to recognize each other's talent, to set goals and see the areas in which it can and should be improved.

How can a mentor help you?

It will share your experience, help reach the maximum potential of each person, encourage progress, be somehow a role model, favor the development of one's own responsibility. Having set goals and a strategy, the mentor will be able to reach these goals more quickly and safely.

CAN YOU LEARN FROM FAILURE?

It's can and should be. Mistakes and failures are still experiences that accompany us on our life journey and it is not always in our hands to anticipate or anticipate them. It is in our hands to draw on these valuable experiences to keep moving forward.

Participate in decision-making processes with more information and perspectives.

Failures if well exploited can help the person succeed.

““An experience is never a failure, because it always comes to prove something.” – Thomas Alva Edison

LEARNING BY DOING

Concept

Learning by doing, or also known as learning by doing, is a methodology of learning and knowledge through the experimentation of "doing things". The method involves making mistakes and looking for creative formulas to carry out projects, real or experimental, as a team. Participants work as if they were their own companies.

This learning methodology uses certain resources and tools depending on the context and phase in which we are, among the best known we have: Design Thinking, to generate innovative ideas, the Canvas Method to define well the business model and add value proposals or the Lean Startup to accelerate the creation at the lowest cost of the Minimum Viable Product (MVP).

Advantages of Learning by doing

- ✓ Participants develop their professional knowledge, skills and attitudes in a real context or simulation of a real situation.
- ✓ It promotes motivation and commitment, by engaging the person directly in the resolution of issues or situations.
- ✓ It enhances technical and functional training based on experience, as it brings back previously acquired knowledge that can be applied at the moment.
- ✓ It helps to solve problems and decision-making, as well as the interpersonal and communication skills of people involved in this type of methodology.

Reflection

Important part of learning through experience is also to look back and see what worked very good and what could have been improved in the future.

Apprenticeship

“A thorn of experience is worth more than a forest of warnings.” – James Russell Lowell



Entrepreneurship
Competence
Agrifood industry



Cases of success

For some years now, the marketing of agricultural products has been affected by the presence of numerous intermediaries in the chain. This makes trade margins narrow and leaves producers without bargaining power.



Cítrika, is a 100% exporter of fresh fruit: oranges (70,000 tons), clementines (2,000 tons) and stone fruits (2,000 tons). Almost the total export volume is directed to EU countries, with a small specialization in central countries. Outside the EU, it has been exported to Croatia and Dubai. This production comes

entirely from the four cooperatives that form Cítrika. Each of them owns just over 23% of Cítrika's capital, and the rest is contributed by the Caja Rural del Sur foundation. These cooperatives are: Productores del Campo (Alcalá del Río), San Sebastián (Lora del Río), Hortofrutícola Naranjales del Guadalquivir (Cantillana) from Seville and the Gaditana Campo de San Martín del Tesorillo.

The birth of this company in 2006 is marked by two key factors: the external factor was the anticipation of the change in regulations and the withdrawal of subsidies for part of the production; and as an internal factor highlights the need to reach a size large enough to be a valid interlocutor with large distribution chains.

The idea of the creation of **Cítrika** arose from the cooperatives themselves, five in the beginning, which had several previous conversations in which they revealed the needs of each one, the threats they all faced and the advantages/benefits that they could get if they joined each other.

To create a climate of total trust among future members, **FAECA** (Andalusian Federation of Agricultural Cooperative Companies) was approached, which acted as a neutral mediator in the entire process of creating **Cítrika**, lending its facilities for holding meetings and the collaboration of your staff.

Thus, once the first mistrusts were overcome, the objectives were set: to reduce commercial costs, expand / complement the offer (since each cooperative presented different varieties of oranges) and reach a critical size to achieve bargaining power and eliminate intermediaries.

Since its creation, the key factors for the success of the cooperation process have been mutual trust, transparency in conversations, daily communication with all cooperatives, in both directions. In addition to all of this, the will and commitment shown by the four cooperatives is fundamental.

Regarding the financing of **Cítrika's** costs, these are assumed by each cooperative based on their production.

In **Cítrika**, business cooperation is conceived as an indispensable element to commercialize consumer products. So from it all companies are encouraged to start a process of cooperation, always looking for the figure of an external body to guide the process and provide their help in the initial moments.

Grupo Alimentario DCOOP, S.Coop.And.



It is a large second-grade food cooperative, that is, its partners are companies - the vast majority cooperatives - which in turn own 75,000 farmers and ranchers.

Dcoop is the world's largest oil producer and is also a leading wine production company, as well as operating in the supply, livestock, nuts and cereals sectors.

Dcoop has the recognition as a priority associative entity and is committed to bringing together the effort of all to achieve the highest profitability for its partners through the best possible marketing of its productions and the lowering of costs.

A large agri-food cooperative that brings together thousands of families of farmers and ranchers who work together to offer their productions. They don't talk about partners, they talk about families and they work as a team to achieve their goals.

<https://www.dcoop.es/>

Here's an example

<https://youtu.be/sWOWWhO9sk4>

And here you can find many more

<https://www.dcoop.es/familias>

4. Competential Profile sheet

4.1 Entrepreneur

COMPETENTIAL PROFILE SHEET
ENTRECOMPFOOD_ENTREPRENEUR

The Entrepreneurial Competency Assessment Tool objectively quantifies 15 competences distributed in three areas. Each competence is the sum of a series of threads or subcompetencies that, in turn, are measured at 8 possible levels.

EntreCompFood uses the EntreComp framework as a central tool for the promotion and adoption of entrepreneurship in the food sector. The focus is on 7 specific competences/skills: **Creativity, Vision, Ethical and Sustainable Thinking, Motivation and Perseverance, Mobilising Resources, Working with Others, Learning Through Experience.**


There are two types of skills:

CORE COMPETENCES	They are those vital to the proper performance of the functions and tasks linked to the profile's workplace or personal context.
PERIPHERAL COMPETENCES	They are improvements in the profile that, being an added value in the performance of their work or participation in the community, are not strictly necessary.

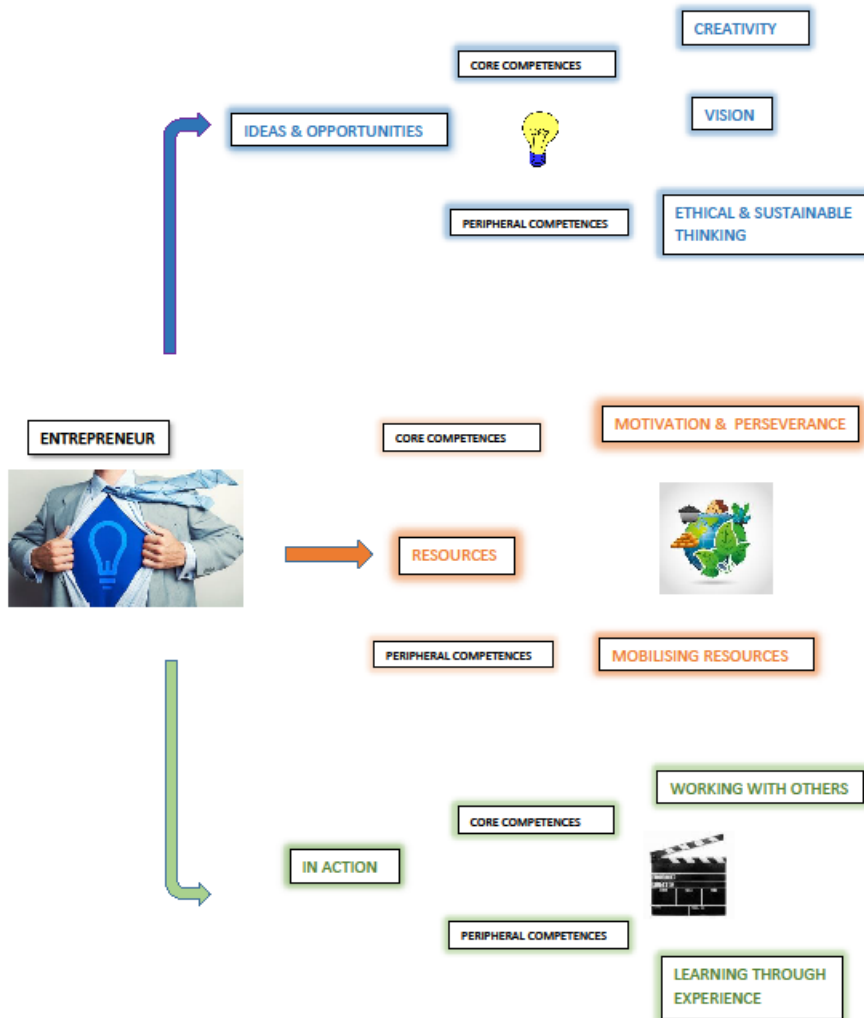
The entrepreneur's profile encompasses all those who detect problems and turn them into business opportunities. Thus, entrepreneurship entails the ability to innovate and also to take risks without losing motivation for many obstacles that you encounter along the way.

Within the EntreCompFood framework, these people must receive **the support and impetus necessary for their idea of entrepreneurship to succeed.**

The following image identifies the "**core competences**" and "**peripheral competences**" of the entrepreneurial profile over each area of the ENTRECOMPFOOD framework.



	CORE COMPETENCE	PERIPHERAL COMPETENCE
IDEAS & OPPORTUNITIES	C1: SPOTTING OPPORTUNITIES	
	C2: CREATIVITY	
	C3: VISION	
	C4: VALUING IDEAS	
RESOURCES	C5: ETHICAL AND SUSTAINABLE THINKING	
	C6: SELF-AWARENESS AND SELF-EFFICACY	
	C7: MOTIVATION AND PERSEVERANCE	
	C8: MOBILISING RESOURCES	
INTO ACTION	C9: FINANCIAL AND ECONOMIC LITERACY	
	C10: MOBILISING OTHERS	
	C11: TAKING THE INITIATIVE	
	C12: PLANNING AND MANAGEMENT	
	C13: COPING WITH UNCERTAINTY, AMBIGUITY AND RISK	
	C14: WORKING WITH OTHERS	
	C15: LEARNING THROUGH EXPERIENCE	



Within each competence, the **vital threads** that are paramount to possessing that competence have been established and are essential to consider that the person has acquired that capacity. The key to achieving/measuring a backbone is the **vital thread**.

ENTRECOMP establishes **8 levels of refinement in each thread**, the training in each of them establishes four categories:

CATEGORY	DESCRIPTION
INITIATION	The profile has initial capabilities in some of the vital threads of the core competences.
INTERMEDIATE	The profile has high levels in the vital threads or accumulates a considerable number of extra threads that have strengthened its capabilities.
ADVANCED	The profile reaches the highest levels in the vital threads and capabilities in almost all threads of the core competences.
EXPERT	The profile reaches the highest levels in the vital threads and capabilities in all threads of the core competences.

As can be seen in the attached tables, within each area the competences and threads corresponding to this profile have been established, as well as the **two ways in which you can upgrade from the category** of "initiation" to the so-called "intermediate" and from "intermediate" to "advanced".

Specifically, **the first way to upgrade** is to upgrade (remember that there are levels from 1 to 8 in each thread) within each thread set at the previous level. Therefore, it is based on moving forward and deepening within the same thread.

On the other hand, **the second way of rising** is based on acquiring new competition threads that had not been established at the previous level. It would therefore be an extension of threads rather than a level rise within the same thread. It would thus become the most heterogeneous rather than deeper competence.

Immersed in the current context of the multiple capacities that an entrepreneur must have, the core competences, their corresponding fundamental threads and the possible categories are established based on the levels in the ENTRECOMPFOOD Framework:

AREA	COMPETENCE	LEVELS								THREADS
		1	2	3	4	5	6	7	8	
		Foundation		Intermediate			Advanced		Expert	
AREA	COMPETENCE	LEVELS								THREADS
IDEAS & OPPORTUNITIES	C2: CREATIVITY	Red		Light Green		Green		Blue		H1: BE CURIOUS AND OPEN
		Red		Light Green		Green		Blue		H2: DEVELOP IDEAS
		Red		Light Green		Green		Blue		H3: DEFINE PROBLEMS
		Red		Light Green		Green		Blue		H4: DESIGN VALUE
		Red		Light Green		Green		Blue		H5: BE INNOVATIVE
	C3: VISION	Light Green		Green		Blue		Dark Blue		H1: IMAGINE
		Light Green		Green		Blue		Dark Blue		H2: THINK ESTRATEGICALLY
	C5: ETHICAL AND SUSTAINABLE THINKING	Red		Light Green		Green		Blue		H1: BEHAVE ETHICALLY
		Red		Light Green		Green		Blue		H2: THINK SUSTAINABLY
Red		Light Green		Green		Blue		H3: ASSESS IMPACT		
Red		Light Green		Green		Blue		H4: BE ACCOUNTABLE		
RESOURCES	C7: MOTIVATION AND PERSEVERANCE	Red		Light Green		Green		Blue		H1: STAY DRIVEN
		Red		Light Green		Green		Blue		H2: BE DETERMINED
		Red		Light Green		Green		Blue		H3: FOCUS ON WHAT KEEPS YOU MOTIVATED
		Red		Light Green		Green		Blue		H4: BE RESILIENT
		Red		Light Green		Green		Blue		H5: DON'T GIVE UP
	Red		Light Green		Green		Blue		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	
C8: MOBILISING RESOURCES	Red		Light Green		Green		Blue		H2: USE RESOURCES RESPONSIBLY	
	Red		Light Green		Green		Blue		H3: MAKE THE MOST OF YOUR TIME	
INTO ACTION	C14: WORKING WITH OTHERS	Red		Light Green		Green		Blue		H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)
		Red		Light Green		Green		Blue		H2: DEVELOP EMOTIONAL INTELLIGENCE
		Red		Light Green		Green		Blue		H3: LISTEN ACTIVELY
		Red		Light Green		Green		Blue		H4: TEAM UP
		Red		Light Green		Green		Blue		H5: WORK TOGETHER
		Red		Light Green		Green		Blue		H6: EXPAND YOUR NETWORK
	C15: LEARNING THROUGH EXPERIENCE	Red		Light Green		Green		Blue		H1: REFLECT
Red		Light Green		Green		Blue		H2: LEARN TO LEARN		
Red		Light Green		Green		Blue		H3: LEARN FROM EXPERIENCE		

	CATEGORY	COMPETENCE	THREADS	LEVEL	
IDEAS and OPPORTUNITIES	FOUNDATION	C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 1- 3	
			H2: DEVELOP IDEAS	LEVEL 1- 2	
			H3: DEFINE PROBLEMS	LEVEL 1-3	
	H4: DESIGN VALUE		LEVEL 1- 2		
	H5: BE INNOVATIVE		LEVEL 1-2		
	C3: VISION	H1: IMAGINE	LEVEL 1- 2		
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 1		
		H2: THINK SUSTAINABLY	LEVEL 1-3		
		H3: ASSESS IMPACT	LEVEL 1		
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 4-6	
			H2: DEVELOP IDEAS	LEVEL 3-4	
			H3: DEFINE PROBLEMS	LEVEL 4-5	
			H4: DESIGN VALUE	LEVEL 3-4	
			H5: BE INNOVATIVE	LEVEL 3-5	
	C3: VISION	H1: IMAGINE	LEVEL 3-5		
	H2: THINK ESTRATEGICALLY	LEVEL 3-5			
	H3: GUIDE ACTION	LEVEL 3-5			
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 2-4		
		H2: THINK SUSTAINABLY	LEVEL 4-6		
H3: ASSESS IMPACT		LEVEL 2-4			
H4: BE ACCOUNTABLE		LEVEL 4-5			
ADVANCED	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level.				
	C2: CREATIVITY	H2: DEVELOP IDEAS	LEVEL 5-6		
		H3: DEFINE PROBLEMS	LEVEL 6-7		
		H4: DESIGN VALUE	LEVEL 5-6		
		H5: BE INNOVATIVE	LEVEL 6-7		
	C3: VISION	H1: IMAGINE	LEVEL 6-8		
		H2: THINK ESTRATEGICALLY	LEVEL 6		
H3: GUIDE ACTION		LEVEL 6-7			
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 5-6			
	H2: THINK SUSTAINABLY	LEVEL 7			
	H3: ASSESS IMPACT	LEVEL 5-6			
	H4: BE ACCOUNTABLE	LEVEL 6-7			
EXPERT	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level. All threads in the "Advanced" category go up to the indicated level.				
	C2: CREATIVITY	H2: DEVELOP IDEAS	LEVEL 7-8		
		H3: DEFINE PROBLEMS	LEVEL 8		
		H4: DESIGN VALUE	LEVEL 7-8		
		H5: BE INNOVATIVE	LEVEL 8		
	C3: VISION	H2: THINK ESTRATEGICALLY	LEVEL 7-8		
H3: GUIDE ACTION		LEVEL 8			
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 7-8			
	H2: THINK SUSTAINABLY	LEVEL 8			
	H3: ASSESS IMPACT	LEVEL 7-8			
	H4: BE ACCOUNTABLE	LEVEL 8			

RESOURCES	CATEGORY	COMPETENCE	THREADS	LEVEL	
	FOUNDATION	C7: MOTIVATION AND PERSEVERANCE	H1: STAY DRIVEN H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 1-2 LEVEL 1-2 LEVEL 2-3 LEVEL 1-2 LEVEL 1-2	
		C8: MOBILISING RESOURCES	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT	LEVEL 1-2 LEVEL 1-2 LEVEL 1-3 LEVEL 1	
	All threads in the "Foundation" category go up to the indicated level.				
	INTERMEDIATE	C7: MOTIVATION AND PERSEVERANCE	H1: STAY DRIVEN H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 3-4 LEVEL 3 LEVEL 4 LEVEL 3-5 LEVEL 3-4	
		C8: MOBILISING RESOURCES	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT	LEVEL 3-4 LEVEL 3-4 LEVEL 5-6 LEVEL 2-3	
	All threads in the "Foundation" category go up to the indicated level.				
	All threads in the "Intermediate" category go up to the indicated level.				
	ADVANCED	C7: MOTIVATION AND PERSEVERANCE	H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 4-6 LEVEL 5-7 LEVEL 6-7 LEVEL 5-6	
		C8: MOBILISING RESOURCES	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT	LEVEL 5-6 LEVEL 5-7 LEVEL 6 LEVEL 4-5	
All threads in the "Foundation" category go up to the indicated level.					
All threads in the "Intermediate" category go up to the indicated level.					
All threads in the "Advanced" category go up to the indicated level.					
EXPERT	C7: MOTIVATION AND PERSEVERANCE	H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 7-8 LEVEL 8 LEVEL 8 LEVEL 7-8		
	C8: MOBILISING RESOURCES	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT	LEVEL 7-8 LEVEL 8 LEVEL 7-8 LEVEL 6-8		

	CATEGORY	COMPETENCE	THREADS	LEVEL	
INTO ACTION	FOUNDATION	C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 1-2 LEVEL 1-2 LEVEL 1 LEVEL 1-2 LEVEL 1 LEVEL 1-2	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 1-2 LEVEL 1-2 LEVEL 1-3	
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 3-4 LEVEL 3-4 LEVEL 2-4 LEVEL 3-4 LEVEL 2-4 LEVEL 3-5	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 3-4 LEVEL 3-4 LEVEL 4	
		All threads in the "Foundation" category go up to the indicated level.			
	ADVANCED	All threads in the "Intermediate" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 6 LEVEL 5-6 LEVEL 5-6 LEVEL 5-6 LEVEL 4-6 LEVEL 6-7	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 5-6 LEVEL 5-6 LEVEL 5-7	
		All threads in the "Foundation" category go up to the indicated level.			
		All threads in the "Intermediate" category go up to the indicated level.			
		All threads in the "Advanced" category go up to the indicated level.			
	EXPERT	C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 7 LEVEL 7 LEVEL 7-8 LEVEL 7-8 LEVEL 7-8 LEVEL 8	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 7 LEVEL 7-8 LEVEL 8	



**Entrepreneurship
Competence
Agrifood industry**



4.2 Student

COMPETENTIAL PROFILE SHEET
ENTRECOMPFOOD_STUDENT

The Entrepreneurial Competency Assessment Tool objectively quantifies 15 competences distributed in three areas. Each competence is the sum of a series of threads or subcompetencies that, in turn, are measured at 8 possible levels.

EntreCompFood uses the EntreComp framework as a central tool for the promotion and adoption of entrepreneurship in the food sector. The focus is on 7 specific competences/skills: **Creativity, Vision, Ethical and Sustainable Thinking, Motivation and Perseverance, Mobilising Resources, Working with Others, Learning Through Experience**

There are two types of skills:

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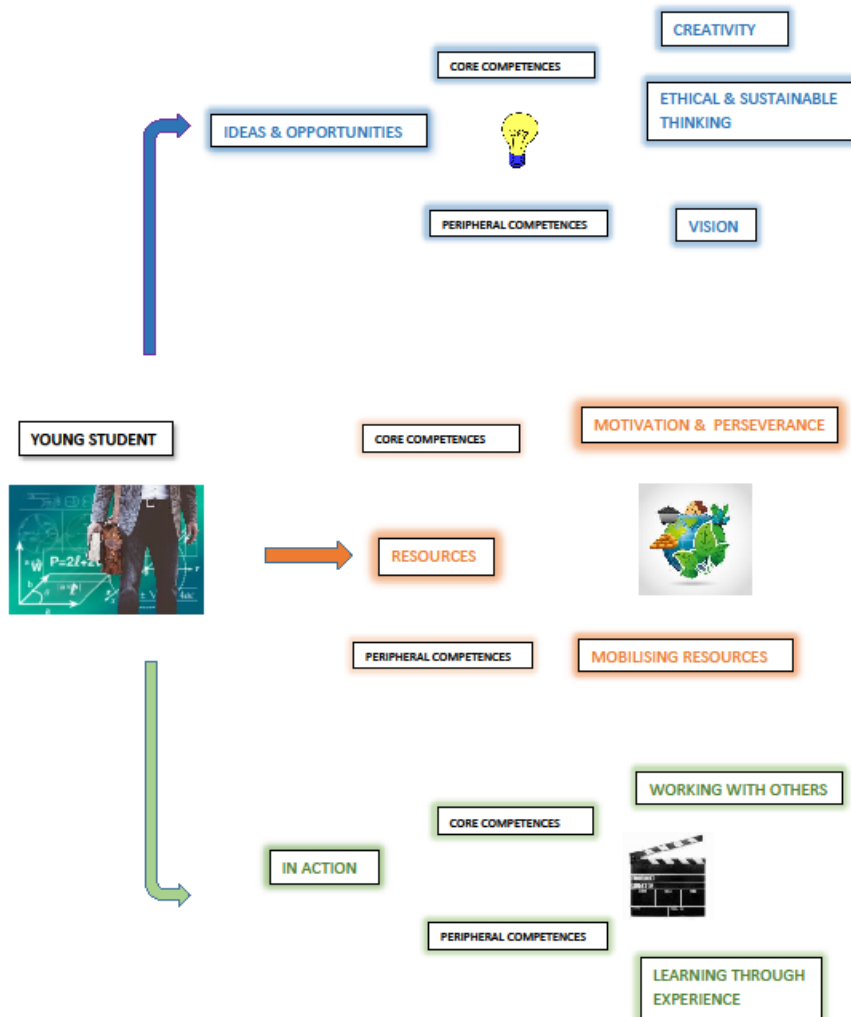
In the context of an ever-changing world challenging them every step they take, young people who are not yet in the labour market and in the formal training period must begin to prepare for tomorrow, but also to be proactive today.

Within the EntreComp framework, young people must receive the support and impulse necessary to **participate actively in society and to become the adults of tomorrow.**

The following image identifies the "core competences" and "peripheral competences" of the citizenship profile between 8 and 17 years over each area of the ENTRECOMPFOOD framework



		CL: SPOTTING OPPORTUNITIES
IDEAS & OPPORTUNITIES	CORE COMPETENCE	C2: CREATIVITY
	PERIPHERAL COMPETENCE	C3: VISION C4: VALUING IDEAS
	CORE COMPETENCE	C5: ETHICAL AND SUSTAINABLE THINKING
RESOURCES	CORE COMPETENCE	C6: SELF-AWARENESS AND SELF-EFFICACY C7: MOTIVATION AND PERSEVERANCE
	PERIPHERAL COMPETENCE	C8: MOBILISING RESOURCES C9: FINANCIAL AND ECONOMIC LITERACY
	PERIPHERAL COMPETENCE	C10: MOBILISING OTHERS
INTO ACTION	CORE COMPETENCE	C11: TAKING THE INITIATIVE C12: PLANNING AND MANAGEMENT
	PERIPHERAL COMPETENCE	C13: COPING WITH UNCERTAINTY, AMBIGUITY AND RISK
	PERIPHERAL COMPETENCE	C14: WORKING WITH OTHERS C15: LEARNING THROUGH EXPERIENCE



Within each competence, the **vital threads** that are paramount to possessing that competence have been established and are essential to consider that the person has acquired that capacity. The key to achieving/measuring a backbone is the **vital thread**.

CATEGORY	DESCRIPTION
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ENTRECOMP establishes **8 levels of refinement in each thread**, the training in each of them establishes four categories:

As can be seen in the attached tables, within each area the competences and threads corresponding to this profile have been established, as well as the **two ways in which you can upgrade from the category** of "initiation" to the so-called "intermediate" and from "intermediate to "advanced".

Specifically, **the first way to upgrade** is to upgrade (remember that there are levels from 1 to 8 in each thread) within each thread set at the previous level. Therefore, it is based on moving forward and deepening within the same thread.

On the other hand, **the second way of rising** is based on acquiring new competition threads that had not been established at the previous level. It would therefore be an extension of threads rather than a level rise within the same thread. It would thus become the most heterogeneous rather than deeper competence.

Immersed in the current context of the multiple capacities that an entrepreneur must have, the core competences, their corresponding fundamental threads and the possible categories are established based on the levels in the ENTRECOMPFOOD Framework:

AREA	COMPETENCE	LEVELS				THREADS
		Foundation	Intermediate	Advanced	Expert	
IDEAS & OPPORTUNITIES	C2: CREATIVITY					H1: BE CURIOUS AND OPEN
						H2: DEVELOP IDEAS
						H3: DEFINE PROBLEMS
						H4: DESIGN VALUE
						H5: BE INNOVATIVE
	C3: VISION					H1: IMAGINE H2: THINK ESTRATEGICALLY H3: GUIDE ACTION
RESOURCES	C7: MOTIVATION AND PERSEVERANCE					H1: STAY DRIVEN
						H2: BE DETERMINED
						H3: FOCUS ON WHAT KEEPS YOU MOTIVATED
						H4: BE RESILIENT
						H5: DON'T GIVE UP
	C8: MOBILISING RESOURCES					H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT
INTO ACTION	C14: WORKING WITH OTHERS					H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)
						H2: DEVELOP EMOTIONAL INTELLIGENCE
						H3: LISTEN ACTIVELY
						H4: TEAM UP
						H5: WORK TOGETHER
	C15: LEARNING THROUGH EXPERIENCE					H6: EXPAND YOUR NETWORK H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE

	CATEGORY	COMPETENCE	THREADS	LEVEL	
IDEAS and OPPORTUNITIES	FOUNDATION	C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 1-2	
			H2: DEVELOP IDEAS	LEVEL 1-2	
			H3: DEFINE PROBLEMS	LEVEL 1-2	
	H4: DESIGN VALUE		LEVEL 1-2		
	H5: BE INNOVATIVE		LEVEL 1-2		
	C3: VISION	H1: IMAGINE	LEVEL 1-2		
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 1-2		
		H2: THINK SUSTAINABLY	LEVEL 1-2		
		H3: ASSESS IMPACT	LEVEL 1-2		
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 3-6	
			H2: DEVELOP IDEAS	LEVEL 3-4	
			H3: DEFINE PROBLEMS	LEVEL 3-5	
			H4: DESIGN VALUE	LEVEL 3-4	
			H5: BE INNOVATIVE	LEVEL 3-5	
	C3: VISION	H1: IMAGINE	LEVEL 3-5		
		H2: THINK ESTRATEGICALLY	LEVEL 3-5		
		H3: GUIDE ACTION	LEVEL 3-5		
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 3-4		
		H2: THINK SUSTAINABLY	LEVEL 3-6		
		H3: ASSESS IMPACT	LEVEL 3-4		
H4: BE ACCOUNTABLE		LEVEL 4-5			
AVANCED	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level.				
	C2: CREATIVITY	H2: DEVELOP IDEAS	LEVEL 5-6		
		H3: DEFINE PROBLEMS	LEVEL 6-7		
		H4: DESIGN VALUE	LEVEL 5-6		
		H5: BE INNOVATIVE	LEVEL 6-7		
		C3: VISION	H1: IMAGINE	LEVEL 6-8	
	H2: THINK ESTRATEGICALLY	LEVEL 6-7			
	H3: GUIDE ACTION	LEVEL 6			
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 5-6			
	H2: THINK SUSTAINABLY	LEVEL 7			
	H3: ASSESS IMPACT	LEVEL 5-7			
	H4: BE ACCOUNTABLE	LEVEL 6-7			
EXPERT	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level. All threads in the "Advanced" category go up to the indicated level.				
	C2: CREATIVITY	H2: DEVELOP IDEAS	LEVEL 7-8		
		H3: DEFINE PROBLEMS	LEVEL 8		
		H4: DESIGN VALUE	LEVEL 7-8		
		H5: BE INNOVATIVE	LEVEL 8		
		C3: VISION	H2: THINK ESTRATEGICALLY	LEVEL 8	
	H3: GUIDE ACTION	LEVEL 7-8			
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 7-8			
	H2: THINK SUSTAINABLY	LEVEL 8			
	H3: ASSESS IMPACT	LEVEL 8			
	H4: BE ACCOUNTABLE	LEVEL 8			

RESOURCES	CATEGORY	COMPETENCE	THREADS	LEVEL	
	FOUNDATION	C7: MOTIVATION AND PERSEVERANCE		H1: STAY DRIVEN	LEVEL 1
				H2: BE DETERMINED	LEVEL 1
	FOUNDATION	C8: MOBILISING RESOURCES		H3: FOCUS ON WHAT KEEPS YOU MOTIVATED	LEVEL 2
				H4: BE RESILIENT	LEVEL 2
	FOUNDATION	C8: MOBILISING RESOURCES		H5: DON'T GIVE UP	LEVEL 1
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C7: MOTIVATION AND PERSEVERANCE		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	LEVEL 1
	INTERMEDIATE	C8: MOBILISING RESOURCES		H2: USE RESOURCES RESPONSIBLY	LEVEL 1
H3: MAKE THE MOST OF YOUR TIME				LEVEL 1-2	
INTERMEDIATE	C8: MOBILISING RESOURCES		H4: GET SUPPORT	LEVEL 1	
ADVANCED	All threads in the "Foundation" category go up to the indicated level.				
	All threads in the "Intermediate" category go up to the indicated level.				
ADVANCED	C7: MOTIVATION AND PERSEVERANCE		H1: STAY DRIVEN	LEVEL 2-4	
			H2: BE DETERMINED	LEVEL 2	
ADVANCED	C8: MOBILISING RESOURCES		H3: FOCUS ON WHAT KEEPS YOU MOTIVATED	LEVEL 3-4	
			H4: BE RESILIENT	LEVEL 3-4	
ADVANCED	C8: MOBILISING RESOURCES		H5: DON'T GIVE UP	LEVEL 2-4	
ADVANCED	C7: MOTIVATION AND PERSEVERANCE		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	LEVEL 2-4	
			H2: USE RESOURCES RESPONSIBLY	LEVEL 2-4	
ADVANCED	C8: MOBILISING RESOURCES		H3: MAKE THE MOST OF YOUR TIME	LEVEL 3-6	
			H4: GET SUPPORT	LEVEL 2-3	
EXPERT	All threads in the "Foundation" category go up to the indicated level.				
	All threads in the "Intermediate" category go up to the indicated level.				
EXPERT	C7: MOTIVATION AND PERSEVERANCE		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	LEVEL 4-6	
			H2: BE DETERMINED	LEVEL 4-6	
EXPERT	C8: MOBILISING RESOURCES		H3: FOCUS ON WHAT KEEPS YOU MOTIVATED	LEVEL 5-7	
			H4: BE RESILIENT	LEVEL 5-7	
EXPERT	C8: MOBILISING RESOURCES		H5: DON'T GIVE UP	LEVEL 5-6	
EXPERT	C7: MOTIVATION AND PERSEVERANCE		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	LEVEL 5-6	
			H2: USE RESOURCES RESPONSIBLY	LEVEL 5	
EXPERT	C8: MOBILISING RESOURCES		H3: MAKE THE MOST OF YOUR TIME	LEVEL 6	
			H4: GET SUPPORT	LEVEL 4-5	
EXPERT	C7: MOTIVATION AND PERSEVERANCE		H2: BE DETERMINED	LEVEL 7-8	
			H3: FOCUS ON WHAT KEEPS YOU MOTIVATED	LEVEL 8	
EXPERT	C8: MOBILISING RESOURCES		H4: BE RESILIENT	LEVEL 8	
			H5: DON'T GIVE UP	LEVEL 7-8	
EXPERT	C7: MOTIVATION AND PERSEVERANCE		H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	LEVEL 7-8	
			H2: USE RESOURCES RESPONSIBLY	LEVEL 6-8	
EXPERT	C8: MOBILISING RESOURCES		H3: MAKE THE MOST OF YOUR TIME	LEVEL 7-8	
			H4: GET SUPPORT	LEVEL 6-8	

	CATEGORY	COMPETENCE	THREADS	LEVEL	
INTO ACTION	FOUNDATION	C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)	LEVEL 1-2	
			H2: DEVELOP EMOTIONAL INTELLIGENCE	LEVEL 1-2	
		H3: LISTEN ACTIVELY	LEVEL 1		
		H4: TEAM UP	LEVEL 1-2		
	C15: LEARNING THROUGH EXPERIENCE	H5: WORK TOGETHER	LEVEL 1		
		H6: EXPAND YOUR NETWORK	LEVEL 1-2		
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)	LEVEL 3-4	
			H2: DEVELOP EMOTIONAL INTELLIGENCE	LEVEL 3-4	
		H3: LISTEN ACTIVELY	LEVEL 2-4		
		H4: TEAM UP	LEVEL 3-4		
		H5: WORK TOGETHER	LEVEL 2-4		
	H6: EXPAND YOUR NETWORK	LEVEL 3-5			
	C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT	LEVEL 2-4		
		H2: LEARN TO LEARN	LEVEL 3-4		
	ADVANCED	All threads in the "Foundation" category go up to the indicated level.			
All threads in the "Intermediate" category go up to the indicated level.					
C14: WORKING WITH OTHERS		H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)	LEVEL 6		
		H2: DEVELOP EMOTIONAL INTELLIGENCE	LEVEL 5-6		
H3: LISTEN ACTIVELY		LEVEL 5-6			
H4: TEAM UP		LEVEL 5-6			
H5: WORK TOGETHER	LEVEL 4-6				
H6: EXPAND YOUR NETWORK	LEVEL 6-7				
C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT	LEVEL 5			
	H2: LEARN TO LEARN	LEVEL 5-6			
EXPERT	All threads in the "Foundation" category go up to the indicated level.				
	All threads in the "Intermediate" category go up to the indicated level.				
	All threads in the "Advanced" category go up to the indicated level.				
	C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)	LEVEL 7		
		H2: DEVELOP EMOTIONAL INTELLIGENCE	LEVEL 7		
	H3: LISTEN ACTIVELY	LEVEL 7-8			
H4: TEAM UP	LEVEL 7-8				
H5: WORK TOGETHER	LEVEL 7-8				
H6: EXPAND YOUR NETWORK	LEVEL 8				
C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT	LEVEL 6-7			
	H2: LEARN TO LEARN	LEVEL 7-8			
H3: LEARN FROM EXPERIENCE	LEVEL 6-8				

4.3 Trainer

COMPETENTIAL PROFILE SHEET
ENTRECOMPFOOD_TRAINER

The Entrepreneurial Competency Assessment Tool objectively quantifies 15 competences distributed in three areas. Each competition is the sum of a series of threads or subcompeteties that, in turn, are measured at 8 possible levels.

EntreCompFood uses the EntreComp framework as a central tool for the promotion and adoption of entrepreneurship in the food sector. The focus is on 7 specific competences/skills: **Creativity, Vision, Ethical and Sustainable Thinking, Motivation and Perseverance, Mobilising Resources, Working with Others, Learning Through Experience**

There are two types of skills:

CORE COMPETENCES	They are those vital to the proper performance of the functions and tasks linked to the profile's workplace or personal context.
PERIPHERAL COMPETENCES	They are improvements in the profile that, being an added value in the performance of their work or participation in the community, are not strictly necessary.

Trainers are agents of transformation and innovation and responsible for the direct care of future entrepreneurs.

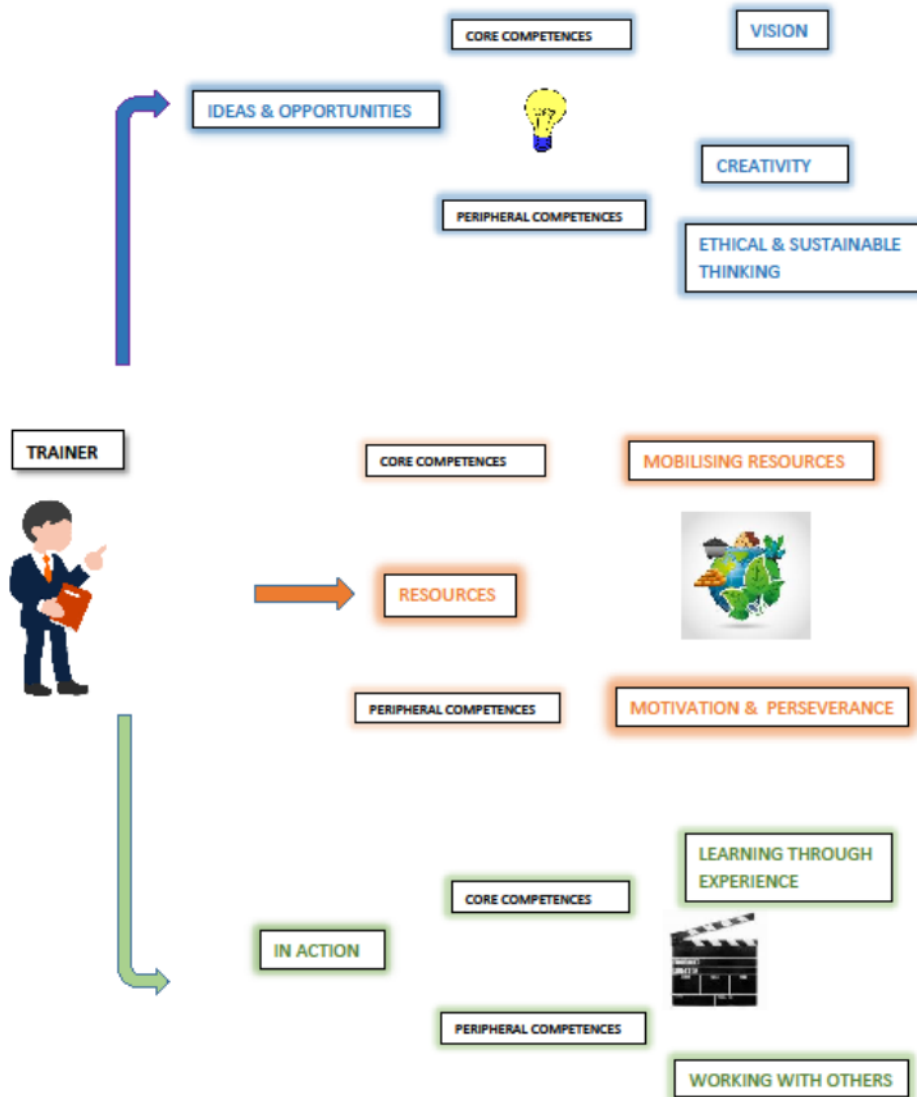
In their day-to-day life, trainers detect the needs of young people and launch projects to meet them within the context of their center and region.

By their nature, within each trainer there is both a social innovator and an intrapreneur who must find support and encouragement **for their ideas within the EntreComp framework**.

The following image identifies the "**core competences**" and "**peripheral competences**" of the trainer profile over each area of the ENTRECOMPFOOD framework



IDEAS & OPPORTUNITIES	PERIPHERAL COMPETENCE	C1: SPOTTING OPPORTUNITIES
	CORE COMPETENCE	C2: CREATIVITY
RESOURCES	CORE COMPETENCE	C3: VISION
	PERIPHERAL COMPETENCE	C4: VALUING IDEAS
	PERIPHERAL COMPETENCE	C5: ETHICAL AND SUSTAINABLE THINKING
	PERIPHERAL COMPETENCE	C6: SELF-AWARENESS AND SELF-EFFICACY
INTO ACTION	CORE COMPETENCE	C7: MOTIVATION AND PERSEVERANCE
	PERIPHERAL COMPETENCE	C8: MOBILISING RESOURCES
	PERIPHERAL COMPETENCE	C9: FINANCIAL AND ECONOMIC LITERACY
	CORE COMPETENCE	C10: MOBILISING OTHERS
	PERIPHERAL COMPETENCE	C11: TAKING THE INITIATIVE
	PERIPHERAL COMPETENCE	C12: PLANNING AND MANAGEMENT
	PERIPHERAL COMPETENCE	C13: COPING WITH UNCERTAINTY, AMBIGUITY AND RISK
	CORE COMPETENCE	C14: WORKING WITH OTHERS
	CORE COMPETENCE	C15: LEARNING THROUGH EXPERIENCE



Within each competence, the **vital threads** that are paramount to possessing that competence have been established and are essential to consider that the person has acquired that capacity. The key to achieving/measuring a backbone is the **vital thread**.

ENTRECOMP establishes **8 levels of refinement in each thread**, the training in each of them establishes four categories:

CATEGORY	DESCRIPTION
INITIATION	The profile has initial capabilities in some of the vital threads of the core competences.
INTERMEDIATE	The profile has high levels in the vital threads or accumulates a considerable number of extra threads that have strengthened its capabilities.
ADVANCED	The profile reaches the highest levels in the vital threads and capabilities in almost all threads of the core competences.
EXPERT	The profile reaches the highest levels in the vital threads and capabilities in all threads of the core competences.

As can be seen in the attached tables, within each area the competences and threads corresponding to this profile have been established, as well as the **two ways in which you can upgrade from the category** of "initiation" to the so-called "intermediate" and from "intermediate to "advanced".

Specifically, **the first way to upgrade** is to upgrade (remember that there are levels from 1 to 8 in each thread) within each thread set at the previous level. Therefore, it is based on moving forward and deepening within the same thread.

On the other hand, **the second way of rising** is based on acquiring new competition threads that had not been established at the previous level. It would therefore be an extension of threads rather than a level rise within the same thread. It would thus become the most heterogeneous rather than deeper competence.

Immersed in the current context of the multiple capacities that an entrepreneur must have, the core competences, their corresponding fundamental threads and the possible categories are established based on the levels in the ENTRECOMPFOOD Framework:

AREA	COMPETENCE	LEVELS								THREADS
		1	2	3	4	5	6	7	8	
		Foundation		Intermediate			Advanced		Expert	
AREA	COMPETENCE	LEVELS								THREADS
IDEAS & OPPORTUNITIES	C2: CREATIVITY	Foundation		Intermediate			Advanced		Expert	H1: BE CURIOUS AND OPEN
		Foundation		Intermediate			Advanced		Expert	H2: DEVELOP IDEAS
		Foundation		Intermediate			Advanced		Expert	H3: DEFINE PROBLEMS
		Foundation		Intermediate			Advanced		Expert	H4: DESIGN VALUE
		Foundation		Intermediate			Advanced		Expert	H5: BE INNOVATIVE
	C3: VISION	Foundation		Intermediate			Advanced		Expert	H1: IMAGINE
C5: ETHICAL AND SUSTAINABLE THINKING	Foundation		Intermediate			Advanced		Expert	H2: THINK ESTRATEGICALLY	
	Foundation		Intermediate			Advanced		Expert	H3: GUIDE ACTION	
	Foundation		Intermediate			Advanced		Expert	H1: BEHAVE ETHICALLY	
	Foundation		Intermediate			Advanced		Expert	H2: THINK SUSTAINABLY	
RESOURCES	C7: MOTIVATION AND PERSEVERANCE	Foundation		Intermediate			Advanced		Expert	H3: ASSESS IMPACT
		Foundation		Intermediate			Advanced		Expert	H4: BE ACCOUNTABLE
		Foundation		Intermediate			Advanced		Expert	H1: STAY DRIVEN
		Foundation		Intermediate			Advanced		Expert	H2: BE DETERMINED
		Foundation		Intermediate			Advanced		Expert	H3: FOCUS ON WHAT KEEPS YOU MOTIVATED
	C8: MOBILISING RESOURCES	Foundation		Intermediate			Advanced		Expert	H4: BE RESILIENT
INTO ACTION	C14: WORKING WITH OTHERS	Foundation		Intermediate			Advanced		Expert	H5: DON'T GIVE UP
		Foundation		Intermediate			Advanced		Expert	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)
		Foundation		Intermediate			Advanced		Expert	H2: USE RESOURCES RESPONSIBLY
		Foundation		Intermediate			Advanced		Expert	H3: MAKE THE MOST OF YOUR TIME
		Foundation		Intermediate			Advanced		Expert	H4: GET SUPPORT
	C15: LEARNING THROUGH EXPERIENCE	Foundation		Intermediate			Advanced		Expert	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)
		Foundation		Intermediate			Advanced		Expert	H2: DEVELOP EMOTIONAL INTELLIGENCE
		Foundation		Intermediate			Advanced		Expert	H3: LISTEN ACTIVELY
		Foundation		Intermediate			Advanced		Expert	H4: TEAM UP
		Foundation		Intermediate			Advanced		Expert	H5: WORK TOGETHER
		Foundation		Intermediate			Advanced		Expert	H6: EXPAND YOUR NETWORK
		Foundation		Intermediate			Advanced		Expert	H1: REFLECT
		Foundation		Intermediate			Advanced		Expert	H2: LEARN TO LEARN
		Foundation		Intermediate			Advanced		Expert	H3: LEARN FROM EXPERIENCE

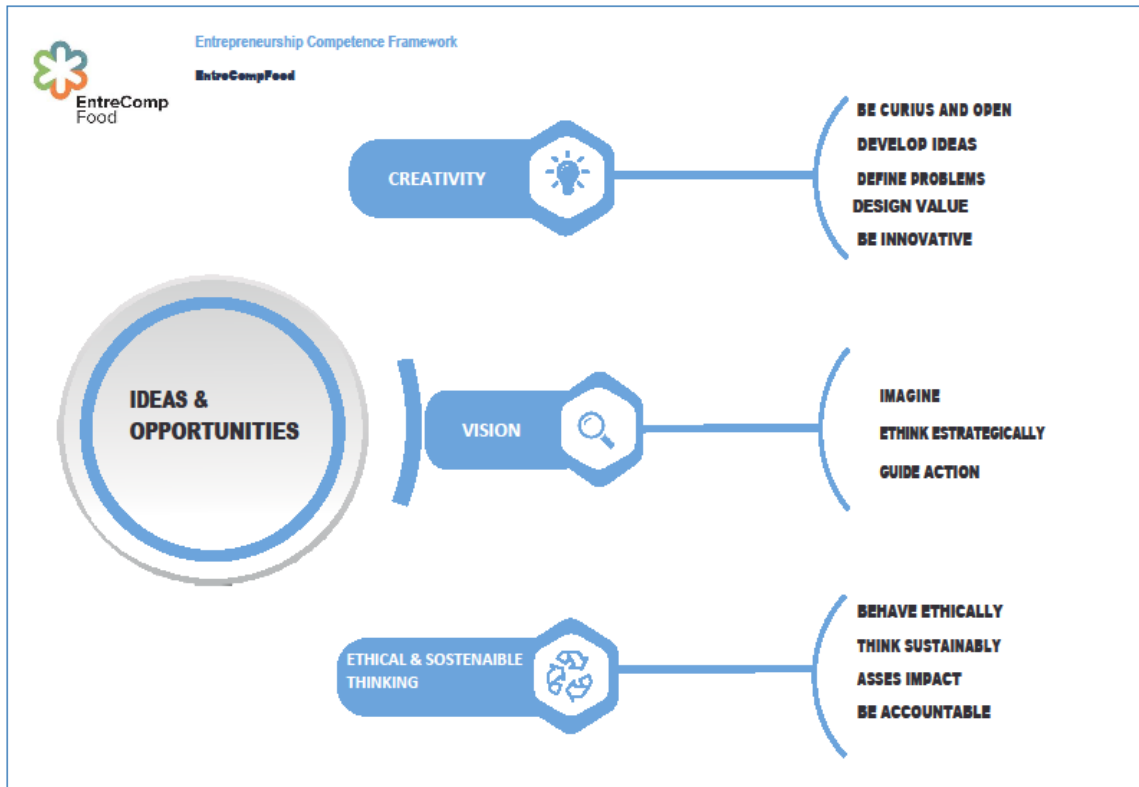
	CATEGORY	COMPETENCE	THREADS	LEVEL	
IDEAS and OPPORTUNITIES	FOUNDATION	C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 1-2	
			H2: DEVELOP IDEAS	LEVEL 1-2	
			H3: DEFINE PROBLEMS	LEVEL 1	
	H4: DESIGN VALUE		LEVEL 1		
	H5: BE INNOVATIVE		LEVEL 1-2		
	C3: VISION	H1: IMAGINE	LEVEL 1		
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 1		
		H2: THINK SUSTAINABLY	LEVEL 1-2		
		H3: ASSESS IMPACT	LEVEL 1		
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 3-5	
			H2: DEVELOP IDEAS	LEVEL 3-4	
			H3: DEFINE PROBLEMS	LEVEL 2-4	
			H4: DESIGN VALUE	LEVEL 2-4	
			H5: BE INNOVATIVE	LEVEL 3-5	
		C3: VISION	H1: IMAGINE	LEVEL 2-5	
	H2: THINK ESTRATEGICALLY	LEVEL 3-5			
	H3: GUIDE ACTION	LEVEL 3-5			
	C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 2-4		
		H2: THINK SUSTAINABLY	LEVEL 3-5		
		H3: ASSESS IMPACT	LEVEL 2-4		
H4: BE ACCOUNTABLE		LEVEL 4-5			
AVANCED	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level.				
	C2: CREATIVITY	H1: BE CURIOUS AND OPEN	LEVEL 6		
		H2: DEVELOP IDEAS	LEVEL 5-6		
		H3: DEFINE PROBLEMS	LEVEL 5-6		
		H4: DESIGN VALUE	LEVEL 5-6		
		H5: BE INNOVATIVE	LEVEL 6-7		
	C3: VISION	H1: IMAGINE	LEVEL 6-7		
H2: THINK ESTRATEGICALLY	LEVEL 6				
H3: GUIDE ACTION	LEVEL 6-7				
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 5-6			
	H2: THINK SUSTAINABLY	LEVEL 6-7			
	H3: ASSESS IMPACT	LEVEL 5-6			
	H4: BE ACCOUNTABLE	LEVEL 6-7			
EXPERT	All threads in the "Foundation" category go up to the indicated level. All threads in the "Intermediate" category go up to the indicated level. All threads in the "Advanced" category go up to the indicated level.				
	C2: CREATIVITY	H2: DEVELOP IDEAS	LEVEL 7-8		
		H3: DEFINE PROBLEMS	LEVEL 7-8		
		H4: DESIGN VALUE	LEVEL 7-8		
		H5: BE INNOVATIVE	LEVEL 8		
	C3: VISION	H1: IMAGINE	LEVEL 8		
H2: THINK ESTRATEGICALLY		LEVEL 7-8			
H3: GUIDE ACTION		LEVEL 8			
C5: ETHICAL AND SUSTAINABLE THINKING	H1: BEHAVE ETHICALLY	LEVEL 7-8			
	H2: THINK SUSTAINABLY	LEVEL 8			
	H3: ASSESS IMPACT	LEVEL 7-8			
	H4: BE ACCOUNTABLE	LEVEL 8			

RESOURCES	CATEGORY	COMPETENCE	THREADS	LEVEL
	FOUNDATION	C7: MOTIVATION AND PERSEVERANCE	H1: STAY DRIVEN H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 1
				LEVEL 1 LEVEL 2 LEVEL 1-2 LEVEL 1
	FOUNDATION	C8: MOBILISING RESOURCES	H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT	LEVEL 1 LEVEL 1 LEVEL 1-2 LEVEL 1
				All threads in the "Foundation" category go up to the indicated level.
	INTERMEDIATE	C7: MOTIVATION AND PERSEVERANCE	H1: STAY DRIVEN H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 2-4 LEVEL 2-3 LEVEL 3-4 LEVEL 3-4 LEVEL 2-4
				INTERMEDIATE
	All threads in the "Foundation" category go up to the indicated level.			
	ADVANCED	All threads in the "Intermediate" category go up to the indicated level.		
		ADVANCED	C7: MOTIVATION AND PERSEVERANCE	H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP
ADVANCED	C8: MOBILISING RESOURCES			
		All threads in the "Foundation" category go up to the indicated level.		
EXPERT	All threads in the "Intermediate" category go up to the indicated level.			
	All threads in the "Advanced" category go up to the indicated level.			
EXPERT	C7: MOTIVATION AND PERSEVERANCE	H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP	LEVEL 7-8 LEVEL 8 LEVEL 8 LEVEL 7-8	
			EXPERT	C8: MOBILISING RESOURCES

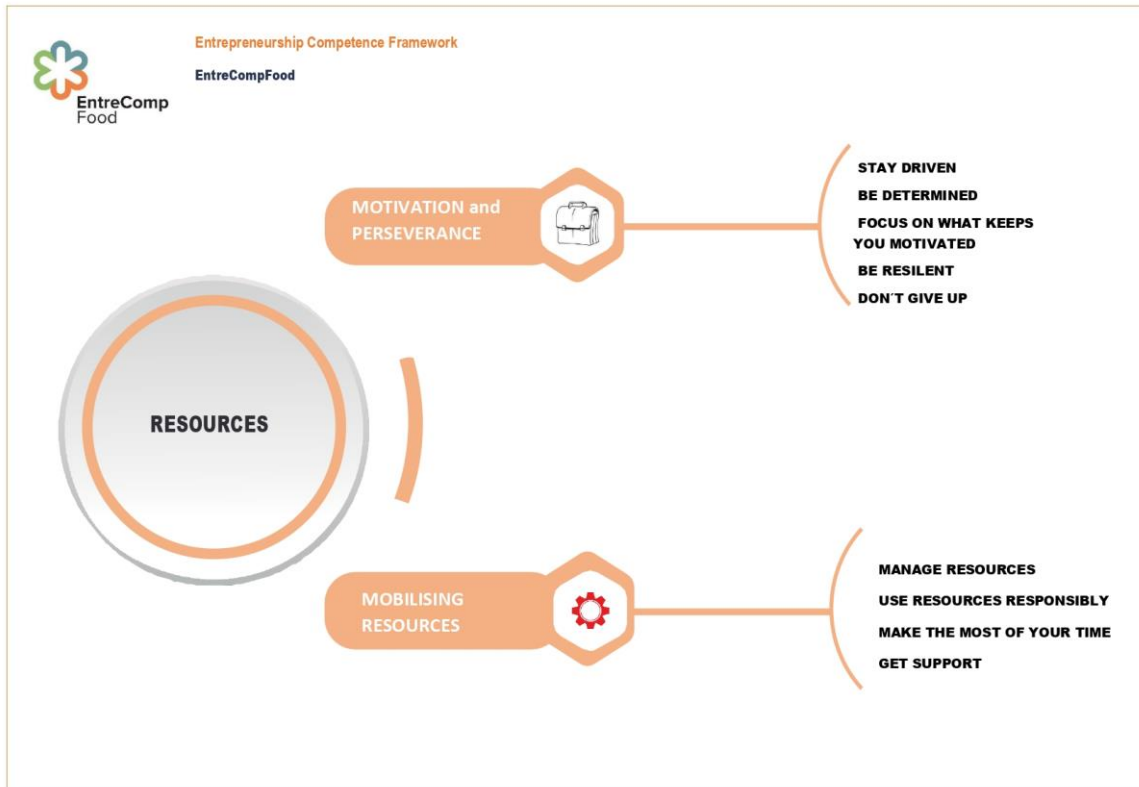
	CATEGORY	COMPETENCE	THREADS	LEVEL	
INTO ACTION	FOUNDATION	C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 1-2 LEVEL 1-2 LEVEL 1 LEVEL 1-2 LEVEL 1 LEVEL 1-2	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 1 LEVEL 1-2 LEVEL 1	
	INTERMEDIATE	All threads in the "Foundation" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 3-4 LEVEL 3-4 LEVEL 2-4 LEVEL 3-4 LEVEL 2-4 LEVEL 3-5	
	C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 2-4 LEVEL 3-4 LEVEL 2-4		
	ADVANCED	All threads in the "Foundation" category go up to the indicated level.			
		All threads in the "Intermediate" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 6 LEVEL 5-6 LEVEL 5-6 LEVEL 5-6 LEVEL 4-6 LEVEL 6-7	
		C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 5 LEVEL 5-6 LEVEL 5	
	EXPERT	All threads in the "Foundation" category go up to the indicated level.			
		All threads in the "Intermediate" category go up to the indicated level.			
		All threads in the "Advanced" category go up to the indicated level.			
		C14: WORKING WITH OTHERS	H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY H4: TEAM UP H5: WORK TOGETHER H6: EXPAND YOUR NETWORK	LEVEL 7 LEVEL 7 LEVEL 7-8 LEVEL 7-8 LEVEL 7-8 LEVEL 8	
	C15: LEARNING THROUGH EXPERIENCE	H1: REFLECT H2: LEARN TO LEARN H3: LEARN FROM EXPERIENCE	LEVEL 6-7 LEVEL 7-8 LEVEL 6-8		

5. Infographics

5.1 Ideas and opportunities



5.2 Resources



5.3 Into action



6. Map ENTRECOMPFOOD



**EntreComp
Food**



MAP ENTRECOMPFOOD

This is the ENTRECOMPFOOD Map. Touring the Entrecomp Map can be tricky in some respects. There are many competences, threads and learning results, and it can be difficult to "move" through it. That's why we wanted to make the Entrecomp Map a useful and practical tool, convenient and intuitive, that allows beginners to experts to use the map as a more.

We will explain how to make use of this tool to analyze Entrecomp's 7 competences in the agri-food sector.



The home page allows us to move through Excel by Areas, Competences and Threads until we reach the learning results. You can access each of the Areas, through the Entrecompfood logo located at the top left (each of the colors corresponds to an area) or through the sheets by their corresponding name, either by area or by thread, located on the right side.



By clicking on a certain area, we will have access to all the competences and threads in that area.

AREA	COMPETENCE	DESCRIPTION	THREAD	INITIATION - TRUSTING THE SUPPORT OF OTHERS		INTERMEDIATE - BUILDING INDEPENDENCE		ADVANCED - ASSUMING RESPONSIBILITY		EXPERT - DIRECTING TRANSFORMATION, INNOVATION AND GROWTH	
				Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
IDEAS & OPPORTUNITIES	C2: CREATIVITY. Develop creative and purposeful ideas	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.	H1: BE CURIOUS AND OPEN	I can show that I am curious about new things.	I can explore new ways to make use of existing resources.	I can experiment with my skills and competences in situations that are new to me.	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions		
			H2: DEVELOP IDEAS	I can develop ideas that solve problems that are relevant to me and my surroundings	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H3: DEFINE PROBLEMS	I can approach open-ended problems (problems that can have many solutions) with	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H4: DESIGN VALUE	I can describe objects that create value for me and others	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H5: BE INNOVATIVE	I can find examples of innovative products, services and solutions	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
	C3: VISION. Work towards your vision of the future	Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.	H1: IMAGINE	I can imagine desirable future scenarios	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H2: THINK STRATEGICALLY	I can think about the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H3: GUIDE ACTION	I can think about the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
	C5: ETHICAL AND SUSTAINABLE THINKING. Assess the consequences and impact of ideas, opportunities and actions	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and	H1: BEHAVE ETHICALLY	I can recognise behaviours	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H2: THINK SUSTAINABLY	I can list examples of sustainable products, services and solutions	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H3: ASSESS IMPACT	I can list examples of sustainable products, services and solutions	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		
			H4: BE ACCOUNTABLE	I can list examples of sustainable products, services and solutions	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		

By clicking on each competition, it allows us to visualize the threads of the competence, and also has a link to a video related to the selected competence.

AREA	COMPETENCE	DESCRIPTION	THREAD	INITIATION - TRUSTING THE SUPPORT OF OTHERS		INTERMEDIATE - BUILDING INDEPENDENCE		ADVANCED - ASSUMING RESPONSIBILITY		EXPERT - DIRECTING TRANSFORMATION, INNOVATION AND GROWTH	
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			H2: DEVELOP IDEAS	I can develop ideas that solve problems that are relevant to me and my surroundings	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions		
			H3: DEFINE PROBLEMS	I can approach open-ended problems (problems that can have many solutions) with	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions		
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			H5: BE INNOVATIVE	I can find examples of innovative products, services and solutions	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions		

We can click on each of the threads, and this will lead to the learning results at each of their levels.

AREA	COMPETENCE	DESCRIPTION	THREAD	INITIATION - TRUSTING THE SUPPORT OF OTHERS		INTERMEDIATE - BUILDING INDEPENDENCE		ADVANCED - ASSUMING RESPONSIBILITY		EXPERT - DIRECTING TRANSFORMATION, INNOVATION AND GROWTH	
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IDEAS & OPPORTUNITIES	C2: CREATIVITY. Develop creative and purposeful ideas	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.	H1: BE CURIOUS AND OPEN	I can show that I am curious about new things. My curiosity makes me want to know more about what I like and frequently look for information on new topics.	I can explore new ways to make use of existing resources. On more than one occasion I like to find different ways to use the information and resources that are within my reach	I can experiment with my skills and competences in situations that are new to me. I dare in new situations and apply everything I know without fear	I can actively search for new solutions that meet my needs	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.		

On the home page we can find at the bottom left:



**MAP
COMPETENCES
GOALS
LEVELS
DOMAINS**

MAP: allows us to take a tour of the full Map, we can use the map in English or in the language chosen for its translation, in this case, Spanish.

COMPETENCES: link to a relationship all Entrecomp's competences and those selected from ENTRECOMPFOOD.





- Competences IDEAS AND OPPORTUNITIES**
- 1 Spotting opportunities
 - 2 **Creativity**
 - 3 **Vision**
 - 4 Valuing ideas
 - 5 **Ethical and sustainable thinling**
- Competences RESOURCES**
- 6 Self-awareness and self-efficacy
 - 7 **Motivation and perseverance**
 - 8 **Mobilising resources**
 - 9 Financial and economic literacy
 - 10 Mobilising others
- Competences INTO ACCTION**
- 11 Taking the iniciative
 - 12 Planning and management
 - 13 Coping with ambiguity, uncertainty and risk
 - 14 **Working with others**
 - 15 **Learning through experience**




DOMAINS: where the Entrecomp framework domains are described. Likewise, it offers the possibility of having this link in the language in which you want to translate.



- DOMAINS**
- 

FORMAL EDUCATION & TRAINING
This includes anyone interested in formal education at any level including vocational education and training (VET). You might be a teacher, trainer, curriculum designer, qualification provider, quality assurance body, student, education leader or policy maker.
 - 

NON-FORMAL LEARNING & INCLUSION
This includes anyone working in youth and non-formal education. You might be a youth worker, educator, work in a third sector organization, inclusion specialist, training provider, coach or mentor, learner in non-formal education or involved in community, inclusion and citizenship related policy
 - 

EMPLOYMENT & ENTERPRISE
This includes anyone involved in entrepreneurial development linked to the workplace. You might be a recruiter, employer, HR specialist, social enterprise, third sector organization, trainer, mentor, professional network, employee, freelancer, entrepreneur, or involved in start-ups, growing businesses and learning organizations including the policy perspective.

GOALS: describing the goals that can be achieved in Entrecomp. Also in English and another language.



I WANT TO IMPLEMENT

- Design practical entrepreneurial experiences
- Design entrepreneurial learning
- Establish or enhance existing start-up
- Embed / link to other key competences
- Design start-up pathways
- Design skills development and careers pathways
- Develop entrepreneurial organizations

GOAL I WANT TO IMPLEMENT. Using EntreComp to help with the implementation of ideas or projects It means to design entrepreneurial learning or practical entrepreneurial experiences, to design skills development and career pathways or start-up pathways, to embed EntreComp or link to other key competences, to establish or enhance existing start-up support initiatives, and to develop entrepreneurial

LEVELS: This link leads to the 3 selected profiles, Entrepreneur, Student and Trainer. Clicking on each of the profiles links us to a description of the levels of each profile by area and competence that we can see graphically.



[LEVELS ENTREPRENEUR](#)





[LEVELS STUDENT](#)



[LEVELS TRAINER](#)



AREA	COMPETENCE	LEVELS								THREADS
		1	2	3	4	5	6	7	8	
		Foundation		Intermediate				Advanced		TRAINER
								Expert		
AREA	COMPETENCE	LEVELS								THREADS
IDEAS & OPPORTUNITIES	C2: CREATIVITY	[Color-coded grid]								H1: BE CURIOUS AND OPEN H2: DEVELOP IDEAS H3: DEFINE PROBLEMS H4: DESIGN VALUE H5: BE INNOVATIVE
	C3: VISION	[Color-coded grid]								H1: IMAGINE H2: THINK STRATEGICALLY H3: GUIDE ACTION
	C5: ETHICAL AND SUSTAINABLE THINKING	[Color-coded grid]								H1: BEHAVE ETHICALLY H2: THINK SUSTAINABLY H3: ASSESS IMPACT H4: BE ACCOUNTABLE
RESOURCES	C7: MOTIVATION AND PERSEVERANCE	[Color-coded grid]								H1: STAY DRIVEN H2: BE DETERMINED H3: FOCUS ON WHAT KEEPS YOU MOTIVATED H4: BE RESILIENT H5: DON'T GIVE UP
	C8: MOBILISING RESOURCES	[Color-coded grid]								H1: MANAGE RESOURCES (MATERIAL AND NON-MATERIAL) H2: USE RESOURCES RESPONSIBLY H3: MAKE THE MOST OF YOUR TIME H4: GET SUPPORT
RELATIONSHIP	C14: WORKING WITH OTHERS	[Color-coded grid]								H1: ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES) H2: DEVELOP EMOTIONAL INTELLIGENCE H3: LISTEN ACTIVELY



TRAINER CREATIVITY

Project title:

**Applying EntreComp to attract young people to the 1st European manufacturing sector:
the agri-food industry**

About us:

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Please find more detail documents on our webpage: www.gzs.si/entrecompfood

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Project founder:



Co-funded
by the COSME programme
of the European Union

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