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DEVELOPING A STAGED COMEPTENCY BASED APPROACH TO ENTERPRISE CREATION

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Entrepreneurialism is a concept which affects individuals in a range of different ways (Jones et al 2014). In this paper the authors are interested in exploring how entrepreneurial activity can improve a person's propensity to create new ventures and how educational frameworks applied in a university context can be devised to specifically support this development.

Building on previous work (Churchill and Lewis, 1983; Gartner, 1985; Draycott and Rae, 2011; Lackeus et al 2016), the Authors will explore a range of frameworks to identify elements which are useful and then develop these to propose a model which, they believe, will support the facilitation of experiential entrepreneurship education to show tangible results in the creation and growth (Blank and Dorf, 2010) of new ventures.

The authors believe that this is important to increase discussion surrounding the development of experiential entrepreneurial education programmes (Jones et al 2014, Lackeus et al 2016), their impact (Kozlinska, 2016) and the ways in which university-based entrepreneurship programs, incorporating real-life venture creation, can bridge the gap (Lackeus and Williams Middleton, 2015) between entrepreneurship education and enterprise creation within the university environment.

The paper discusses how the focal competence needed depends on the stage of the business and not necessarily on the academic level, mapping these to the EntreComp: The Entrepreneurship Competence Framework (Bacigalupo et al., 2016).

To achieve this the paper will propose a staged, process-based approach to entrepreneurial education design which draws on the work of Kuratko and Morris (2015) to break the entrepreneurial effort into specific stages, or steps. This staged framework for entrepreneurial development will map the focal competencies and skills required for each of the stages of development and with the requirements for the entrepreneurial process integrative framework.

The model nine stages are: Discovery, Modeling, Startup, Existence, Survival, Success, Adaption, Independence and Exit. The first three stages bring about a robust business idea and formation which are core developments within an educational setting. The next three develop the venture and the entrepreneur into a sustainable business entity and the last three provide entrepreneurial pathways.

The resulting framework provides an identifiable path for educators, researchers, managerial practice and quality assurance for the support of entrepreneurs and their businesses. In teaching, the approach should be structured around the frameworks to capture the full content of entrepreneurship as opposed to a more narrow focus on case studies, business plans, and other experiential exercises. This paper leads the educator to a more comprehensive understanding of the dynamic nature of entrepreneurship, the skills required, the processes involved, the relationship between the entrepreneur and the venture, and the stages required to achieve this.