

Capturing the development of entrepreneurial competence:

Practical experiences from situational judgment tests and storyline approaches

Our challenge

1. The main goal of entrepreneurship education is to develop (some level of) entrepreneurial competences
2. but previous reviews and meta-analysis show that competence-related outcomes have been under researched (and under used in practice)
3. There is a need for more innovative learning assessment methods

MOVE21 project

- Self-assessment > 2000 students
- Storyline methode > 100 students
- Effects of 4 innovative programs
- Pre and post measures of 700 students



Praktijkpublicatie

TOEKOMSTGERICHTE
VAARDIGHEDEN
IN ONTWIKKELING
IN HET MBO.

Een nieuw perspectief op
21^{ste}-eeuwse vaardigheden,
loopbaancompetenties en
burgerschapsvaardigheden
uit de praktijk.

Storyline method

1. As reflection method for formative assessment
2. Narrative approach
3. Stimulating reflection and reconstructing a story
4. Originally use in groups, but also used for individuals

IJEER
6,3

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Learning by doing An exploration of experience, critical incidents and reflection in entrepreneurial learning

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Keywords *Entrepreneurs, Experiential learning, Proactive approaches, Case studies, Methodology, Life-cycle analysis*

Abstract *This research explores the learning process of entrepreneurs in relation to the parallel processes of personal and business development. Building on theories of individual learning and of the business life-cycle, this paper discusses the impact of critical incidents from an individual perspective and, in particular, their role within entrepreneurial learning. A phenomenological case study approach was employed, with the sample consisting of six small business owners. The*

Process



Explanation of the skill



Students are asked to assess themselves on that skill at that moment



Assessment of that skills when they started ('then' assessment)



Focus on key/critical learning moments



Additional questions to craft the 'story' (what they did, who was involved, etc)

Lessons learned: version 2.0



SHORTER



MORE
STRUCTURED



MORE
FREQUENT

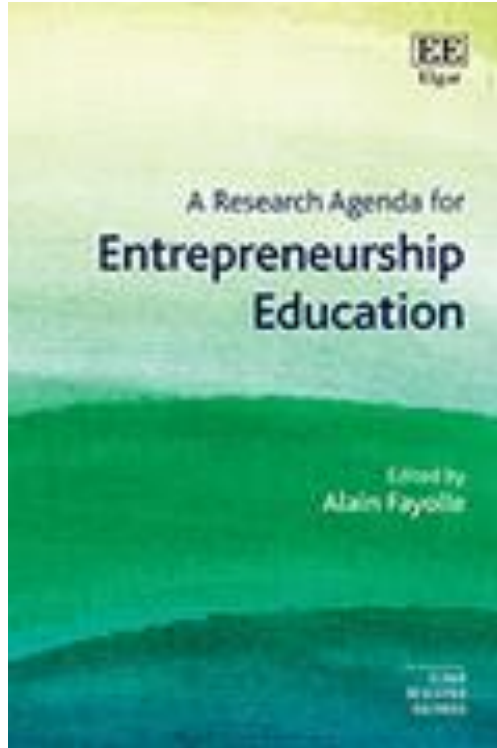


MORE DETAILED
QUESTIONS



INCENTIVES

Situational Judgement Test



Research Article

Assessing Entrepreneurship Education Outcomes in an Innovative Way: Situational Judgment Tests

Luciana Padovez Cualheta¹  and Gardenia da Silva Abbad¹

Abstract

Entrepreneurship education outcomes have been poorly evaluated. Previous research focused mostly on subjective measures like entrepreneurial intention that does not necessarily turn into behavior, and have mostly used self-perception questionnaires. Learning and competence results have been under researched. Therefore, the use of situational judgment tests to assess entrepreneurship education learning outcomes is proposed. This is an exploratory study that presents the development and validation process of situational judgment tests, following twelve steps, including the analysis of course materials, focus groups with professors and former students,

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What are SJTs?

1 Situation

You perceived a business opportunity in the trend towards consuming healthy food and people's short time to buy and prepare it. You had the idea of starting a company that offers healthy snacks, and works as a subscription club. The individual pays a monthly fee and receives once a week, at the address chosen, a box with snacks for the whole week. In the box they will find nuts, cereal bars, functional snacks, gluten-free and lactose-free dumplings. You have R\$2,000.00 to start this venture, but miss physical space and potential partners. The idea seems to be pretty good, but you still need to assess some issues before moving on:

2 Situation

You perceived a business opportunity in the trend towards consuming healthy food and people's short time to buy and prepare it. You had the idea of starting a company that produces healthy frozen packed lunches. Instead of selling by unit, you imagined something like a subscription club. The individual pays a monthly fee and receives once a week, at the address chosen, a box with packed lunches for the whole week. The person decides how many packed lunches they want and, therefore, makes one single payment. You thought you could offer low carb (with low quantity of carbohydrates), gluten-free and lactose-free lunch packages that can be prepared in the microwave oven and be ready in just 8 minutes. You have R\$4,000.00 to start this venture, but miss physical space and potential partners. The idea seems to be pretty good, but you still need to assess some issues before moving on:

3 Situation

You found that the number of people that have a pet is increasing, and perceived this market niche as a business opportunity. Owners buy several products to their pets, like food, appetizers, toys, collars, accessories, etc. As their lives are busy and time is short, you imagined a subscription model to facilitate your customer's life. The customer would make one single monthly payment and receive a box with the products selected, like food and appetizers, once a month on the agreed date and address. This would end their concern about going somewhere to buy the product, thus entailing comfort to them. You have R\$3,000.00 to start this venture, but miss physical space and potential partners. The idea seems to be pretty good, but you still need to assess some issues before moving on:

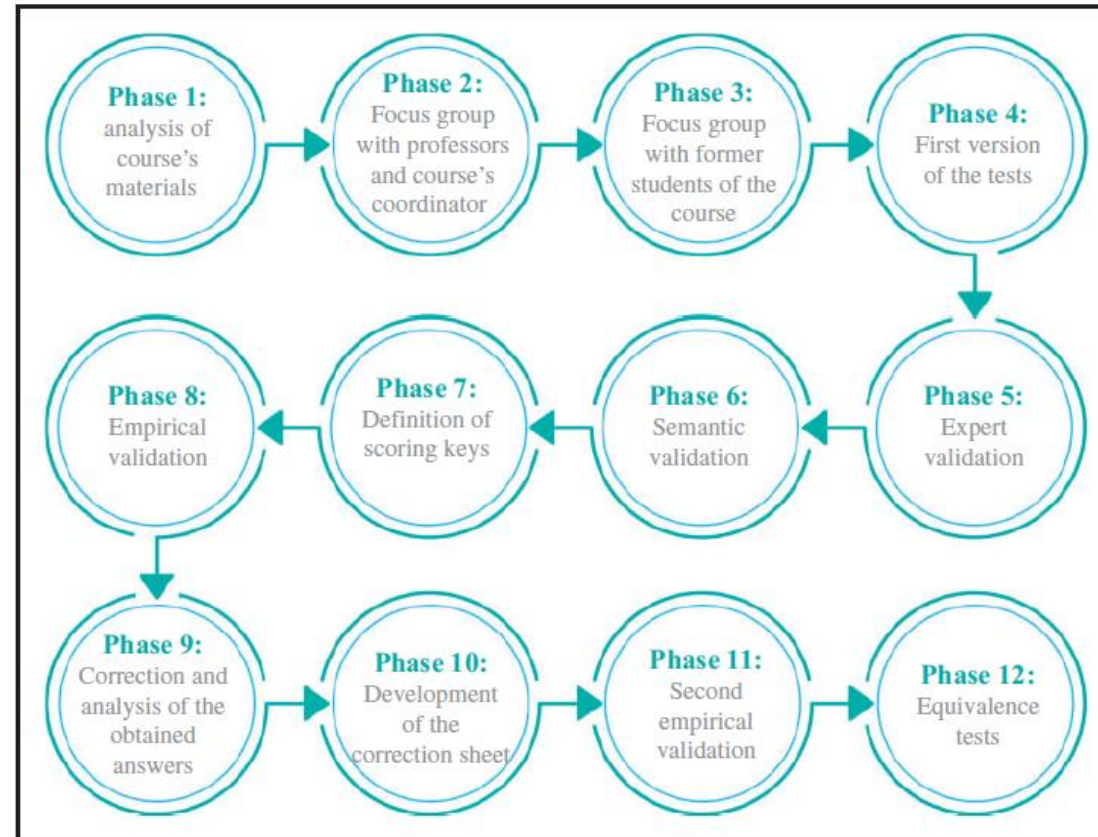
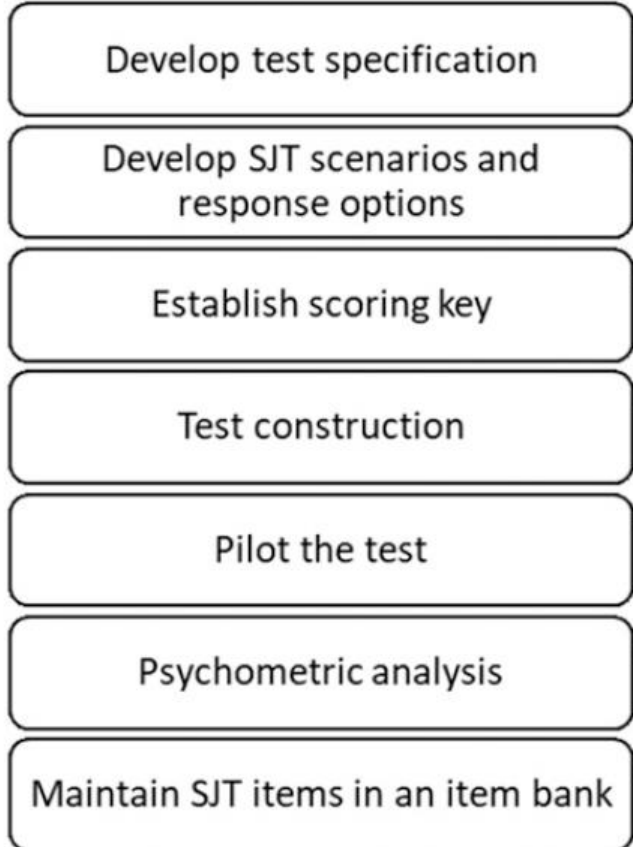
Table 1. Situational Judgment Tests Definitions.

Definition	Author
“STJ items present respondents with work-related situations and a list of plausible courses of action. Respondents are asked to evaluate each course of action for either the likelihood that they would perform the action or the effectiveness of the action.”	Whetzel & McDaniel, 2009, p. 188
“SJTs are considered measurement tools that aim to capture job-related competences and skills.”	Lievens et al., 2008, p. 346
“In the typical SJT, an applicant is presented with a variety of situations he or she would be likely to encounter on the job- these situations are usually gleaned from critical incidents or other-job-analytic methods.”	Weekley & Ployhart, 2006, p.1
“The SJT can be defined as a low to moderate-fidelity simulation or work sample designed to assess preferences for appropriate behaviors in work situations.”	Gessner & Klimoski, 2006, p. 26
“SJTs are tests that present brief descriptions of problematic situations like those that occur on the job and ask applicants to indicate how they would or should respond to them”	Motowidlo et al., 2006, p. 58

Source: Prepared by the authors.

Figure 2. Situational Judgment Tests.

Process to develop them



Lesson's learned (so far)



Not difficult to develop situations/scenarios



Useful as formative assessment instrument, to show 'growth'



How to implement in the broader evaluation system?



Pay ample attention to professional development of teachers

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The logo for ECBO is centered on the right side of the slide. It consists of the letters 'ECBO' in a bold, black, sans-serif font. The letter 'O' is stylized with a horizontal line underneath it. The logo is enclosed within a red square frame that has a thick border and is composed of four L-shaped corner pieces.

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