

Can the EFACTOR Competency Model Enhance Regional Development?

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Abstract

Purpose: The purpose of the paper is to review the results of using the Efactor Entrepreneurial competency model within the curriculum to embed enterprise skills within the University curriculum. This paper reviews Entrepreneurial Education literature to assess the potential relevance of it to create learning experiences within the curriculum and develop entrepreneurial competencies for long term impact

Design/Methodology/Approach: The author decided to adopt a mixed method approach for this study. The data was collected over fifteen years following 30000 students and assessing competency every two years.

Findings: The study indicates that the E factor Competency model has provided transformational learning experiences (Brown, 2015) for students of all disciplines and has enhanced the entrepreneurial competencies and mindsets of over 85% of the student population sampled

Practical implications: the E factor model with a suitable pedagogical approach can be applied to all subject areas to allow enterprise education to be embedded throughout the university curriculum. It provides an excellent example of authentic assessment (Brown, 2015) to ensure assessment matched the pedagogical approach and allowed live civic engagement to enhance enterprise competencies and learning through reflection

Originality/value: the approach is relevant to all universities seeking to embed enterprise within all curriculum, and the student experience should also be significantly enhanced through the provision of transformational learning experience for all students. This approach could also be used in Executive education and for social inclusion development.

Keywords: Entrepreneurial competencies, pedagogy, enterprise education, civic engagement, experiential learning