

## The competence portfolio

Relying on the various sources of information (scientific and practitioner-oriented literature, partners and stakeholders experience and the survey), this present section puts forward the factors and elements to take into account in building the competence framework for the Social Seducement facilitators.

As suggested by the European Qualifications Framework for Lifelong Learning<sup>1</sup>, the competence framework is structured around the three sets of competences: knowledge, skills and attitudes. The knowledge gathers the elements that Social Seducement facilitators should know to assume their functions; the skills gather the know-how to be developed by the facilitators; and the attitudes include the soft skills to be acquired by the facilitators in relation to the competences to behave adequately in the facilitation of the group.

---

<sup>1</sup> <https://ec.europa.eu/ploteus/content/descriptors-page>

Table 1: Competence portfolio facilitators

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
<b>Social Economy and Social Entrepreneurship</b>	To know and understand what makes SE identity	The definition of social economy and social entrepreneurship	To put into action the SE values and principles and to integrate them in the Social Seducement organisational practices and business model	Consistency and coherence
		Key principles of the social economy and social economy principles	To relay the SE values and principles within the Social Seducement game in order to raise a shared vision on organisational identity	Appreciation for collective entrepreneurial processes and decision making
	To reconcile social, economic and socio-political objectives of SE in a coherent business model	The multiple-goals nature of a Social Enterprise	To develop a solid and coherent Social Business Plan (demonstration of the quality of the project, preliminary study of the value chain to assess the project's feasibility, financial plan, etc.)	Imagination/creativity and pragmatism/realism
		The tensions/dilemmas that can be caused by those multiple goals	To understand the articulation between those possible competing goals and to develop a strategy that can sustain and balance the SEs' multiple goals	Consistency, coherence
		The possible legal and organisational forms and structures available for SEs	To account for the SE's actions regarding the various objectives (accountability)	
		The required steps to launch a social economy enterprise	To understand the difficulties, the strategic advantages and the implications (e.g. in terms of management and governance prescriptions) of different legal options / organisational models	Constant questioning and lifelong learning to continuously improve the managerial aspects
			To define the mission and the scope of the activities	Polyvalence
			To exploit market opportunities and to develop products	Wakening, creativity
			To manage the interface between the SE's various needs (HR, material means, etc.)	
			To conduct and manage change (growth, activity diversification, environment changes, scaling up, etc.)	
	To implement the required steps to launch a Social Business			
	To manage various tasks and to manage time and priorities			
To develop a strategy in a short, medium and long term				

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
<b>Relational, cultural and social competences</b>	To manage group dynamics and behaviours	Typical behaviours that occur in groups in learning processes	To actively listen and argue	Respect for different opinions, points of view and backgrounds
			To communicate esteem and confidence	Without blaming (e.g. when correcting mistakes and offering feedback)
			To manage conflicts	Neutrality on content of business proposition whilst exercising a value judgement on the quality of the business plan
			To encourage participation by all (balanced participation)	
			To encourage group dialogue	
			To provide a structure and process for group work	
			To encourage different points of view	
			To record, organise and summarise input from group members	
			To support the formation of group consensus	
			To encourage the group to self-evaluate	
	To harness difference for the common good			
	To protect group members and their ideas from attack			
	To understand disadvantage	About working with people with (multiple) disadvantages	To increase risk capacities among Social Seducement learners	Understanding, listening, patience, respect of diversity, Open-mindedness
Empowerment processes and collective decision making		To motivate in case of fear and despair	Leadership with empathy, charisma, team building	
To appreciate the importance of the creative expression of ideas, experiences and emotions	The difference between a dialogue and a debate, the setting up of a safe and open environment for working	To allow learners to speak from their own experiences	Transparency, justice, fairness, ethics	
		To facilitate sharing and mutual understanding, towards establishment of common ground To capitalize on differences among group members for the common good	Cooperation	
To know adult learning processes and how to evaluate learning	Some methods and concepts for assessing learning outcomes (level 3 and above)	To assess the quality of a range of data and draw conclusions about the quality of learning (level 4 and above)	Critical thinking, transparency, integrity	
		To encourage the group to evaluate its own progress and development		

Group of competences	The main specific competence	Knowledge knowledge is described as theoretical and/or factual	Skills (know-how) cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Attitudes responsibility and autonomy
		To know...	To be able to ...	To behave with ...
ICT for learning and gamification	To know the fundamentals of ICT literacy (Level 3 and above)	How to use a computer and how to get online (main computer applications)	To search, collect and process information and use it in a critical and systematic way	Critical thinking, creativity, reflective attitude
			To use computer applications to produce, present and understand complex information	Responsibility and creativity
	To be able to use Social Network environments (Level 2 and above)	About the most common online communication and social networking technologies and their purposes	To communicate via social network environments such as facebook, twitter, youtube, slideshare, skype	Positive attitude towards ICTs and online communication
			To manage group discussions	Creativity, transparency, positivity
	To know the basics of online role play games (Level 1 and above)	Basic principles of online RPG	To learn, understand and operate in a serious game environment	Cooperation, transparency, creativity, polyvalence
			To motivate and engage learners	Leadership with empathy
			To record, organize, and summarize input from group members	Organisation, pragmatism
			To move the group through stages of group decision making and consensus	Team building
			To encourage the group to evaluate its own progress and development	Responsibility and critical thinking