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LSBU

Entrecomp Case Study: Drama and Performance, Professional Toolkit Module

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Professional Toolkit Module

- Optional module for third year Drama and Performance students
- Focuses on the non-artistic skills needed for a successful career: fundraising, project pitching, budgeting, networking, marketing, CV writing, cover letter writing
- 6 week module – 6 x 4 hour sessions, of which the Entrecomp session formed a 90 minute part
- We have done this twice, once in a classroom pre-pandemic and once on Zoom, during the Pandemic

Reasons for using Entrecomp

- Students struggle to appreciate how many transferable skills they have
- Students can panic when faced with job descriptions or think too literally (I have never done exactly this role, therefore I am not qualified to do it)
- Students generally lack confidence in their own abilities (potentially related to their backgrounds, - many are the first generation at university)

The Session: aims

- The session used the EntreComp Framework to give students:
- A technique for identifying the competencies being sought in a job description;
- The ability to self-analyse their own competencies;
- The ability to identify the gaps in their competencies and work towards filling them;
- A safe space to acknowledge feelings such as doubt, nervousness, lack of confidence;
- Tips and tools to build confidence when applying for jobs and attending interviews.

The session: activities

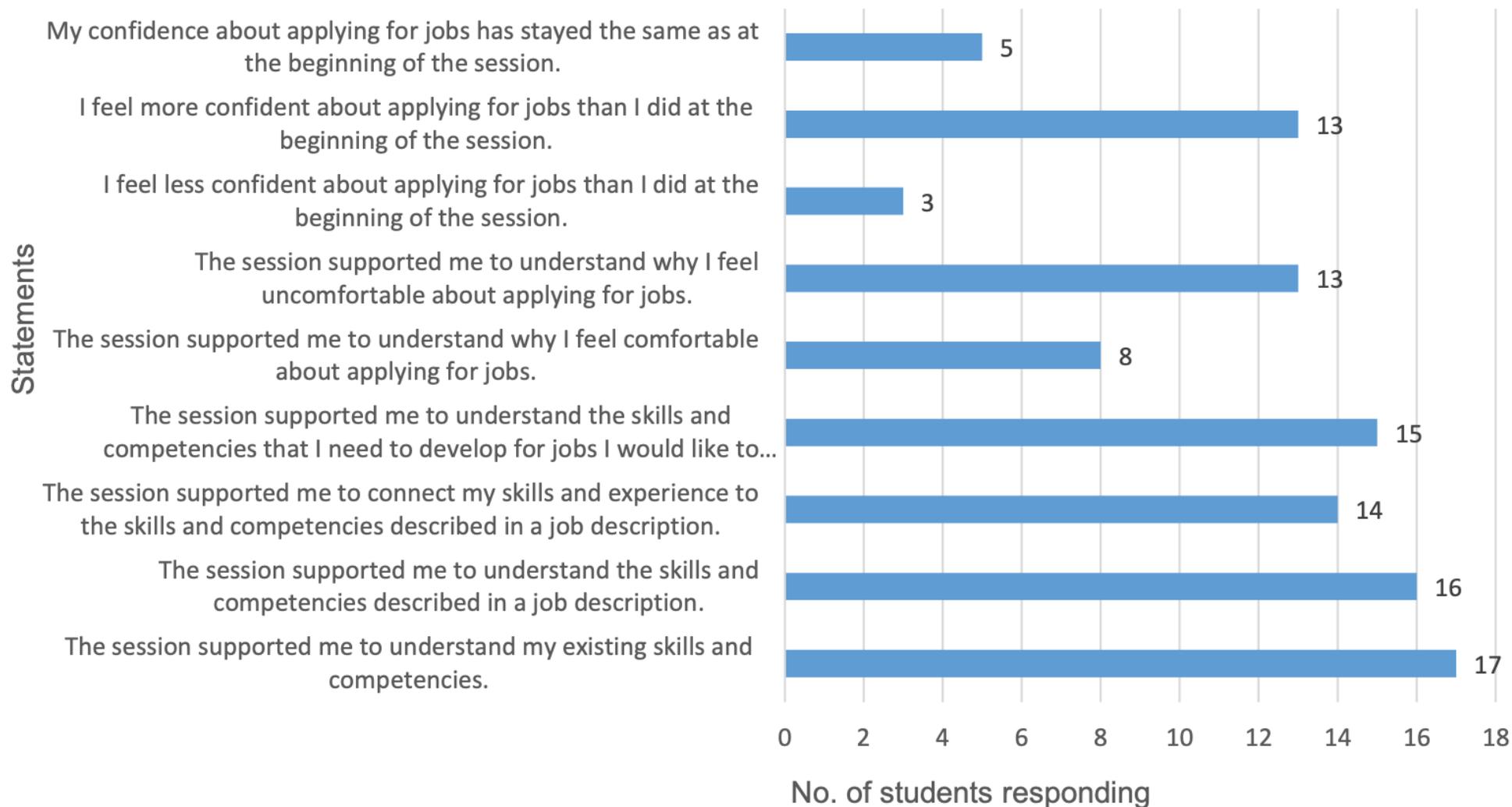
- In the session, students engaged in a series of individual and group activities. These were:
- To read the Theatre Co-ordinator job description (pre-selected);
- To rate their comfort levels for applying for the role immediately after reading the job description;
- To read the Responsibilities and Person Spec of the role and identify the competencies being sought in the role using the EntreComp Framework;
- To read Table 1 of EntreComp and analyse themselves against each competence giving at least one example of experience for each competence;
- To complete a template cover letter detailing the competencies required for the role and their own competence providing examples as if in preparation for an interview;
- To rate their comfort levels again to apply for the role after analysing the job description and their own competencies using EntreComp.

The Session: Impact

- Rating their comfort levels enabled some students in the group to discuss and share their feelings with the whole group;
- Completing Table 1 of EntreComp helped students prepare for writing job applications as they could maintain it as an ongoing reference point of competencies and examples of work.
- Most of the group reflected that their comfort levels changed and they felt more comfortable about applying for the role by the end of the session.

Student Evaluation of the EntreComp Session ACI Drama Level 6 Professional Toolkit Module

Did you develop any of the following knowledge and understanding through today's session? Please tick as appropriate.



Practical skills learnt during the session

“Writing the cover letter.”

“Going through the job advert.”

“Looking at transferable skills.”

“Exercises.”

“What type of requirements would be needed for this type of role.” “The breakdown of required skills.”

“The covering letter worksheet.”

“Going through and identifying things in the job title.”

“The cover letter workshop at the end to fit it all together.”

“Take time to apply. “

Their experience of Entrecomp

“Learning about the different competencies.”

“The table exercise and using the wheel to identify those skills in a job description.” “The wheel.”

“The EntreComp Framework image.”

What they learnt about themselves

- “Finding out my skills and flaws.”
- “Going through my experiences.”
- “Discussing transferable skills and how things we feel might not be relevant can potentially be relevant.”
- “Filling in the grid – I can see how/where my skills apply.”

How they felt about the session

“Lovely people – factual!”

Thanks for listening!

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