

Developing Entrepreneurial Competencies through Project-Based Learning: Validation of a Competency-Based Model for Management Education*

Beata MALIK – KOZŁOWSKA and Rafał KOZŁOWSKI

Chair of Entrepreneurship
The University of Economics in Katowice, 1 Maja 50, 40 – 297 KATOWICE, Poland

Correspondence should be addressed to: Beata MALIK – KOZŁOWSKA, beata.malik@ue.katowice.pl

* Presented at the 45th IBIMA International Conference, 25-26 June 2025, Cordoba, Spain

Abstract

In today's dynamic and uncertain business environment, the ability to act entrepreneurially, by identifying opportunities, mobilizing resources, adapting under uncertainty, and learning from failure, has become fundamental to effective management. Accordingly, the development of entrepreneurial competencies is now viewed as a critical objective not only for students of entrepreneurship, but for all business and management students in business and management education. This study responds to that imperative by introducing and validating the Project-Based Learning (PBL) for Developing Entrepreneurial Competencies model: a theoretically integrated framework designed to foster the core psychological and behavioral capabilities that underpin entrepreneurial action. Grounded in experiential learning theory, self-determination theory, social-cognitive theory, and metacognitive scholarship, the model comprises six interrelated dimensions: Collaborative Learning, Facilitating Environment, Engagement, Reflection on Self-Efficacy, Autonomy, and Self-Awareness & Iterative Learning. A 19-item measurement instrument aligned with the model was piloted with 89 undergraduate business students. Reliability analysis indicated acceptable internal consistency for four subscales, and exploratory factor analysis largely supported the six-dimensional structure. The results underscore the importance of self-reflection, autonomy, and psychosocial development in preparing students for entrepreneurial roles in managerial settings. The present study contributes a validated empirical model for understanding how entrepreneurial competencies emerge and interact in project-based environments, offering a framework through which management education can be reoriented toward the development of adaptable, opportunity-focused, and resilient graduates.

Keywords: Entrepreneurial competencies, Management education, Competency development, Project-Based Learning (PBL), Experiential learning,