

UPSKILLING ENTREPRENEURS EQF AND ECVET FRAMEWORK

(Intellectual Output 6)

CREATIVE INDUSTRIES ENTREPRENEUR PROFILE

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Upskilling entrepreneurs – ECVET and EQF frameworks: “Creative Industries Entrepreneur Profile”

Professional Profiles targeted by the training pathways planned in Smart Jump are young creative innovators/Start-uppers, women/young entrepreneurs and SMEs from creative companies.

In addition, the training path will see the participation of all the 4 helix actors, such as practitioners skilled in innovation, creativity and technological transfer, VET providers professionals, policy and decision-makers with assignment for support of innovation and business development, other NGOs actors and researchers with interest of combining innovative theory and practices for development of innovative methods in VET.

The design of the main profile of the “ENTREPRENEUR OF CREATIVE INDUSTRIES” refers to the analysis of the Global Entrepreneurship Monitor (GEM), contained in the GEM Global Report 2016/2017 (See Annex I “Overview of European Literature on Entrepreneurship” at [following link](#), with a distinctive focus on the Creative Industry.

The project foresees the organization of two Blended mobilities of VET learners (SP-VET-BLEND) aiming at three goals. The first goal is to translate the results obtained from the adaptation of the Swedish Quadruple Helix model into a repeatable and certifiable training scheme (in compliance with the ECVET), integrated with the innovative experiences brought by the partner countries. Training contents specifically concern techniques, methods and instruments to enhance existing innovative entrepreneurship experiences and new entrepreneurial initiatives. The second goal is to consolidate the community under construction of innovators for creative industries. The training paths puts participants in contact with enterprises, trainers, researchers, and other entrepreneurs who are subsequently joining the community. The third goal is the experimentation of contents for the development of skills for creativity and innovation, in order to lay the groundwork to transfer them to the lifelong learning opportunities provided by the European Social Fund, also within the EQF and ECVET frameworks.

The first SP-VET-BLEND has taken place in Italy. This training path focused primarily on creativity applied to marketing and communication strategies for creative industries, with particular focus on brand value management. In general, particular attention has been dedicated to the topic of knowledge sharing for the strategic development of creative industries consistently with the local/national mid and long-term growth objectives, and of connections with manufacturing sectors and advanced services.

The second SP-VET-BLEND is taking place in Sweden. This training path focuses on innovation and creativity, with particular focus on integrating gender equality in innovation as a value in entrepreneurship management.

The joint participation to training of enterprises, partners’ staff, experts focused on sector’s skills is encouraging cross-fertilization amidst different professional, cultural and working environments, thus stimulating creativity and innovation, increasing networking opportunities and the development of new cooperation proposals between individuals (young people and women). In addition, participants will also use the digital hub to benefit from expertise and contribute to the development of the Smart Jump community.

The profile is structured following ECVET and EQF descriptive frame, i.e. articulated in knowledge, skills and competences (KSC). By knowledge the two European policies mean the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. ECVET and EQF describe knowledge as theoretical and/or factual.

By skills, ECVET and EQF mean the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking), or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

By competence, ECVET and EQF mean the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situation and in professional or personal development. Competence is described in terms of responsibility and autonomy.

Part 1: Profile description.

Professions	Young and women entrepreneurs active in the field of the creative industries ¹ : start-uppers and entrepreneurs, international markets' managers, brand managers, international networks developers, international business developers.
Typical professional attitude	Young and women entrepreneurs in the creative industries are responsible for the efficient organization of economic activities in the creative sector. He/she has the communicative and relation-making attitude to interact and negotiate with the several actors involved in production, commercialization, brand valorisation at international level: other companies, market analysts, international network members, ads and marketing workers. He / she has also the capacity to integrate gender equality and innovation in his / her own business. His/her task and result oriented attitude makes him/her use knowledge to perform better, to improve the value of business ideas and develop an attractive brand promise.
EQF level	6 Skills and competence identified here are very variable as for the level of autonomy. Accordingly, the level should be different from case to case. However, the EQF level indicates a certain 'thinking' of the person. In that sense, it is not very likely that there are more EQF levels in one profile. The learning outcomes within a unit should have the same EQF level. That is why, in the end, it was chosen only one level and with great autonomy. Please note that in some partner countries level 6 pertains only to university education.
Role and responsibilities	The young or woman entrepreneur of the creative industries has many responsibilities during the management of the business idea and the brand promise, from the very beginning (when the business idea is set up and the brand promise is developed) till the end (when the brand is sold). An entrepreneur (especially within a SME), typically covers different roles, from marketing manager to international network developer and animator. An entrepreneur may have a supervising, coordinating or operative role, depending on the context. his/her responsibility and roles are multitask and multi-faceted, as the operations he/she may carry out are many. By way of example, he/she may coordinate the activities of other operators or third parties, such as other companies, network members and marketing workers. Moreover, he / she can understand the structures, interactions, symbols, norms, values, cultures within an innovation system, being able to work with a group of participants to identify issues to reframe. He/she works within the enterprise and may have the status of independent worker.
Core tasks	<ul style="list-style-type: none"> - developing business ideas - developing brand promises - developing a marketing strategy - defining and map target audiences - defining communication plans - selling the brand

¹ Creative Industries' sectors: ICT, fashion, architecture, crafts, design (product, graphic and fashion design), advertising and marketing, publishing, music, performing and visual arts.

	<ul style="list-style-type: none">- setting up and managing international networks;- implementing gender equality in research and innovation systems;- implementing joint actions with local key actors to integrate gender equality in local policies and in his / her business.
Languages	The young or woman entrepreneur has to be able to communicate in different languages. English is a must.
Legislation	European, national, local legal policies and regulations have to be taken into account.

ITALIAN BLENDED MOBILITY ACTIVITY - “BRAND VALUE MANAGEMENT”

ECVET credits	ACTIVITIES / LEARNING OUTCOMES	KNOWLEDGES (K)	SKILLS (S)	COMPETENCES (C)	EQF level
1. MACRO ACTIVITY					
TRANSVERSAL ACTIVITIES. INNOVATIVE METHODOLOGY ADDED VALUE Learning outcome: to be able to work and cooperate at European level within the Creative Industries					
NA	Activity 1.1. Internationalization <i>Learning outcome:</i> how a Creative Industry can penetrate and compete on the EU market	K.A International market analysis and positioning – focus on Creative Industries	S.1.1.1. To identify the opportunities in the international market	C.1.1.1. To establish, manage and cooperate within a European market of creative industries C.1.1.2. To perform a multi-level analysis of the market target characteristics, defining suitable and realistic branding improvement goals	6
NA	Activity 1.2. Multicultural environment <i>Learning outcome:</i> how to consider and manage multicultural factors in order to approach different market contexts	K.B Multicultural variables affecting communication and branding activities – focus on Creative Industries	S.1.2.1. Being able to effectively approach different EU markets foreseeing and taking advantage of the cultural biases	C.1.2.1 To manage the cross-cultural communication	6
NA	Activity 1.3. Networking <i>Learning outcome:</i> how to establish and manage good relationship competences for developing profitable business networks for a creative company	K.C. Establishment and management of a company network at EU level	S.1.3.1. Taking advantage and exploiting potential business opportunities through actively participating to business networks at EU level	C.1.3.1. To identify and connect to business networks at EU level C.1.3.2. To recognize or act upon business opportunities, share information within creative business networks	6
2. MACRO ACTIVITY					
FROM BRAND IDEA TO BRAND PROMISE Learning outcome: to properly develop a branding plan: define the right strategy and actions.					
NA	Activity 2.1. - Global scenario and VUCA world <i>Learning outcome:</i> develop an adaptive mindset to manage my business and brand as well	K.D. VUCA model: Volatile, Uncertain, Complex Ambiguous	S.2.1.1. Think well: complex and adaptive thinking abilities	C.2.1.1. To be able to recognise and be prepared for the VUCA environment in which I'm operating in	6
NA	Activity 2.2. – From Business idea to the brand promise <i>Learning outcome:</i> key concepts, target audience and branding strategy	K.E. Key concepts for the brand's definition Key corporate image principles 7P marketing mix approach	S.2.2.1. Combine business vision and concreteness S.2.2.2 Marketing mix smart combination	C.2.2.1. To be able to define my own corporate image reflecting as well the combination of 7p marketing mix	6

NA	<p>Activity 2.3. - Brand promise development</p> <p><i>Learning outcome:</i> to give value to my own business idea by developing an attractive brand promise</p>	<p>K.F.</p> <p>Best cases-histories of successful brands</p> <p>Key elements of a successful brand</p> <p>Practical keys to success</p>	<p>S.2.3.1.</p> <p>Identify and understand the core elements to build its own brand</p> <p>S.2.3.2.</p> <p>Fix my own business goals on the base of brand promise key concepts</p>	<p>C.2.3.1</p> <p>To be able to recognise my brands' weakness and strongest points (its potential)</p> <p>C.2.3.2</p> <p>To clear up my business goals</p> <p>C.2.3.3</p> <p>To be able to adapt my brand to my business main goals in order to give it value.</p>	6
NA	<p>Activity 2.4. – Target audience</p> <p><i>Learning outcome:</i> market my business idea, market my brand: how to reach my target audience</p>	<p>K.G.</p> <p>Target market concept and Market segmentation</p> <p>Target audience vs Target market</p>	<p>S.2.4.1.</p> <p>Distinguish my target market(s) and its main trends</p> <p>S.2.4.2.</p> <p>Understand my target audience's needs and main characteristics</p>	<p>C.2.4.1.</p> <p>To be able to profile my customers according to my target market: domestic and/or international one</p> <p>C.2.4.2.</p> <p>To be able to define my target market and audience</p> <p>C.2.4.3.</p> <p>To adapt my brand message to my target audience</p> <p>C.2.4.4.</p> <p>To be able to reach my target audience</p>	6
<p>3. MACRO ACTIVITY</p> <p>SELF-BRANDING AND PERFORMANCE</p> <p><i>Learning outcome:</i> to operationalize the branding plan maximizing impact</p>					
NA	<p>Activity 3.1. - <i>Selling the brand</i></p> <p><i>Learning outcome:</i> to persuade my target audience of the inside value of the brand in order to sell it.</p>	<p>K.H</p> <p>Giving the right value to the brand</p>	<p>S.3.1.1.</p> <p>From marketing to value proposition</p>	<p>C.3.1.1.</p> <p>To be able to transfer and make understandable the distinctiveness value of my business proposal through my brand</p>	6
NA	<p>Activity 3.2. – <i>Effective Self-Marketing</i></p> <p><i>Learning outcome:</i> to apply effective communication techniques for the best self-marketing of the brand.</p>	<p>K.I</p> <p>Direct communication (face-to-face) and Computer-Mediated Communication basic concepts</p> <p>Brand's visual effectiveness</p>	<p>S.3.2.1.</p> <p>Being convincing and attractive in the promotion activity</p>	<p>C.3.2.1.</p> <p>To be able to develop an effective communication to market and sell my own brand</p>	6

SWEDISH BLENDED MOBILITY ACTIVITY - “A TOOL-KIT FOR INTEGRATING GENDER EQUALITY IN INNOVATION AS A VALUE in ENTREPRENEURSHIP MANAGEMENT”

ECVET credits	ACTIVITIES / LEARNING OUTCOMES	KNOWLEDGES (K)	SKILLS (S)	COMPETENCES (C)	EQF level
<p>1. MACRO ACTIVITY</p>					
<p>THE PROMOTING SUSTAINABLE CHANGE PROCESS WITHIN A QUADRUPLE HELIX FRAMEWORK/CONTEXT/PERSPECTIVE Learning outcome: to design and coordinate the introduction, set up and fully application as routine of working habits in line with a gender and diversity vision, as part of an overall governance system</p>					
NA	<p>Activity 1.1. – Quadruple Helix Approach</p> <p><i>Learning outcome:</i> to adopt a Quadruple helix approach/perspective to better integrate gender equality and innovation in local policies and/or in my own business</p>	<p>K.A</p> <p>Swedish Women Resource center as point/model of reference</p> <p>Key actors of the Quadruple helix approach:</p> <ul style="list-style-type: none"> a. Institutions b. Companies c. University d. Civil society 	<p>S.1.1.1.</p> <p>Acknowledge and understand the specific role of each actor part of the quadruple helix approach in fostering gender in my business/female entrepreneurship and in local policies</p>	<p>C.1.1.1.</p> <p>To be able to develop and undertake joint actions with the key actors of the quadruple helix perspective in order to enhance, integrate gender equality and innovation in local policies or in my business and female entrepreneurship as well</p> <p>C.1.1.2.</p> <p>To be able to recognize the benefits of gender-balanced work teams, inclusive communication and inclusive stakeholder participation</p>	6
NA	<p>Activity 1.2. – The Sustainable Change Process: main phases</p> <p><i>Learning outcome:</i> to apply a Sustainable Change Process to implement the gender equality and diversity in research and innovation systems</p>	<p>K.B</p> <p>Key process concepts:</p> <ul style="list-style-type: none"> a. Innovation/social innovation b. Diversity c. Gender equality <p>Key components of the sustainable change process</p> <p>The 3 Process phases:</p> <ul style="list-style-type: none"> a. Identify b. Share c. Genovate 	<p>S.1.2.1.</p> <p>To be able to think and operate within gender equality and diversity concepts which are intended as drivers of creative collaboration, promoting sustainable change</p> <p>S.1.1.2.</p> <p>Being able to promote diversity and equal treatment of genders, ethnicities and minority groups in organisations in order to prevent discrimination and ensure inclusion and a positive environment.</p>	<p>C.1.2.1.</p> <p>Understand the structures, interactions, symbols, norms, values, cultures within the innovation system being able to work with a group of participants to identify issues to reframe</p> <p>C.2.2.2.</p> <p>To exploit gender and diversity dimensions as valuable assets</p> <p>C.1.2.3.</p> <p>To be able to identify the gender bias, understanding how it influences the research and innovation systems</p> <p>C.1.2.4.</p> <p>To be able to share learnings and spread knowledge of gender equality and diversity among a larger group of stakeholders within innovation system</p> <p>C.1.2.5.</p> <p>Take steps and actions for changing</p>	6
<p>2. MACRO ACTIVITY</p>					
<p>GENDER AND INNOVATION IN ENTREPRENEURSHIP MANAGEMENT: PARTICIPATORY METHODS FOR A SUSTAINABLE CHANGE AND DESIGN OF A CUSTOMIZED ACTION PLAN Learning outcome: to design and draft effective company’s action plan to management the changing process in the governance structure and in the daily work routine</p>					

NA	<p>Activity 2.1. – Participatory methods for a sustainable change</p> <p><i>Learning outcome:</i> to manage participatory methods and tools foreseen by the Sustainable Change Process for implementing gender equality in research and innovation systems</p>	<p>KC</p> <p>To use and functions of the followings tools & methods:</p> <ul style="list-style-type: none"> a. Gender mainstreaming checklist b. Gender observations c. Gender system analysis d. Value exercises e. Word café f. Personas g. Critical Incident Technique 	<p>S.2.1.1. To acknowledge and distinguish the main features of each method and tool and its key outcomes</p> <p>S.2.1.2 To apply efficiently the different participatory methods and tools.</p>	<p>C.2.1.1. To be able to exploit each participatory method and/or tool adapting it to the different complex situation in order to achieve a sustainable change</p> <p>C.2.1.2. To be able to outreach a wider audience applying the participatory design approach and its specific tools</p> <p>C.2.1.3. To develop a joint learning process for integrating gender equality, identifying and analysing issues together through the application of participatory methods</p>	6
NA	<p>Activity 2.2. – Action Plan for a Sustainable Change</p> <p><i>Learning outcome:</i> to develop a customized action plan for implementing gender equality and diversity in research and innovation systems, influencing in this way local policies</p>	<p>KD</p> <p>Main phases to create and develop a customized action plan</p>	<p>S.2.2.1. to match knowledge, strategies and competences so as to meet the objective of a gender equality and diversity aware innovation system</p> <p>S.2.2.2. To define short and long-terms actions</p>	<p>C.2.2.1. To be able to customize both process and methods for each gender equality and diversity process</p> <p>C.2.2.2. To be able to determine the best strategy for my own particular circumstances</p> <p>C.2.2.3. To strive for equal benefit for both genders by assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels in the workplace</p> <p>C.2.2.4. To reframe practices and strategies in order to develop a gender equality and innovation system</p>	6

*NA= Not applicable