

# SMART JUMP

## Methodologies and contents

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INSTITUTO INTERNACIONAL  
DE LA INNOVACIÓN, EL  
CONOCIMIENTO Y LAS  
COMPETENCIAS

ITL GROUP  
FROM DATE TO HUNGARY



REGIONE DEL VENETO

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## Introduction

This document presents the essential training methodologies and contents for the development of entrepreneurial competences of women and youth as elaborated by the SMART JUMP project. Methodologies and contents have been defined by analysing, comparing and integrating existing innovative training practices in partners' countries and capitalizing on partners' experience. Identification of most effective methodologies and strategies and joint development of training contents is aimed to strengthen the quality of the learning offer linked to the entrepreneurship and intrapreneurship of women and young people who are active or have entered the creative industries sector, consolidating existing entrepreneurial initiatives and stimulating new entrepreneurship.

The document is structured in the following 3 sections including:

- Presentation of examples of innovative and relevant training activities and practices for entrepreneurship in partners' countries. Training practices have been identified and mapped by each partner using a common analysis framework and are to be viewed as the primary input for definition of SMART JUMP methodologies and contents;
- Focus on most effective learning methodologies and strategies for entrepreneurship, also with specific reference to those targeted to women and young people, as emerging from given examples;
- Proposal of core contents to be included in training programmes for entrepreneurship in the creative industries sector, developed on the basis of identified excellence experiences and from a Quadruple Helix perspective (Guidelines provided in the research document Output O1), also taking into account results of the target group analysis (Output O2).

The document represents the first draft of the SMART JUMP learning model for the development of entrepreneurial competences of women and youth who operate in creative industries and therefore it sets the basis for the definition of the action framework (O5).

## 1 – Analysis of training practices in partners’ countries

This section presents examples of innovative and relevant training practices in Hungary, Italy, Spain, Sweden and United Kingdom as identified by six partners. Each partner has identified and mapped at least one training programme/action in its own country using the common analysis framework (Annex 1). The analysis encompasses the following seven training cases, six of which present examples of training for entrepreneurship and innovation and one exemplifying the integration of gender pedagogic in training.

Country	Training programme/action	Training institution/provider
Hungary	The Dobbantó – Women entrepreneurs’ competence development	Foundation for Small Enterprise Economic Development (SEED)
Italy	KNOWLEDGE NETWORKS OPEN INNOVATION for Mechanics, Mechatronics and Creative industries	Confindustria Veneto SIAV SpA
	MBA for Entrepreneurs (MBA Imprenditori)	Fondazione CUOA – Business School
Spain	Program for the Development of Business Initiatives led by female entrepreneurs	The Aragonese Development Institute (Service for Entrepreneurs) in collaboration with the Aragonese Women’s Institute
Sweden	My way to the future	Winnet Gävleborg, the regional Women resource Center of Gävleborg and the Local Women Resource Center in Älvkarleby, and a private training company, in co-operation with the Job Center in Gävleborg
United Kingdom	Synapse	Goldsmiths, University of London
	MA Cultural and Creative Entrepreneurship	Goldsmiths, University of London

For each examined training programme/action the following aspects have been investigated: involvement of Quadruple Helix actors, duration, number of editions, learning objectives, participants’ profile, programme structure, training frequency, training modalities and methodologies applied, contents, assessment of learning outcomes, highlighting most innovating elements. The main findings are shown in the synoptic table here below.

Training programme	4HActors involved	Duration	Editions	Learning objectives	Participant profile	Structure	Training contents	Training frequency	Training modalities and methodologies	Innovative elements
The Dobbantó – Women entrepreneurs' competence development	Public sector, academia, private sector, civil society	90 hours spread over 6 weeks	23 editions from 2004 to 2014	To increase entrepreneurial potential and develop key competences such as business planning, presentation, IT and networking skills	Women who plan to or currently run a business	In-class training structured in modules + Mentoring programme	Mod.1: To know each other, trust each other, development of entrepreneurial skills; Mod.2: Set up a company and business planning. Canvas business model; Mod.3: Marketing, on-line marketing; Mod.4: Small business finance, design, statements, taxation, financing; Mod.5: Management of companies – preparing presentations; Mod.6: Presentations of business plans	2 full day sessions a week	Modalities: in-class group training, advice, peer support, mentoring, networking (on-line sharing knowledge facility + club system)	4H model; Training covering both sector-technical-specialist and soft skills; Combination of different learning activities
Knowledge Networks Open Innovation for Mechanics, Mechatronics and Creative industries	Private sector, public sector, academia	Min 40 – Max 240 hours spread over 14 months	1 edition	To transfer knowledge, methods, tools to initiate and manage innovation processes; to enhance cooperation with research centres/universities and create networks among manufacturing and creative companies, in a smart manufacturing perspective	Business owners and employees of manufacturing and creative companies in charge of innovation processes	In-class training structured in modules + Action research + Study visits to companies/ technology transfer centres	Mod.1: Creativity to generate new ideas and networking products; Mod.2: Innovation process and technology roadmaps; Mod.3: New product development and modular architecture; Mod.4: The connectivity - Internet of Things; Mod.5: Eco design & New Materials; Mod.6: Marketing of Innovation	On average 1 training session every 2 weeks	Modalities: inter-company in-class group training, action research, study visits Methodologies: sketch notes, people branding, analyses of practical cases of innovation, comparison of successful business cases, practical exercises and simulations/role playing; Go&Learn methodologies	Cross-learning among manufacturing and creative companies; Training designed on the basis of each step of the funnel of innovation, from ideas generation to product development and marketing of innovation
MBA for Entrepreneurs	Academia, private sector	500 hours spread over 18 months	Running - 11 editions since 2006	To enhance managerial competences of entrepreneurs, provide them with knowledge, methods and tools necessary to face changes and markets uncertainty, seize opportunities, drive innovation processes and make their companies more and more competitive	Business owners, business partners or other shareholders or members of the business owning family	In-class training, structured in modules and elective seminars + Coaching + Project work+ Orienteering + Study visits participants' own companies + Networking	Technical- specialist contents: Mod 1. Strategic Planning: Analysis of the competitive environment, Analysis of corporate resources and skills, From the competitive strategy to the business model, Internationalization strategies; Mod.2. Operational processes, marketing and trade policies: Organization of production processes, Organization of the supply chain, Marketing policies, Distribution and trade policies; Mod. 3. Management control system, corporate finance, risk: Budget analysis, Planning and management control, Analysis and evaluation of investments, Corporate finance , Risk management Mod. 4. Employee management and development: Designing the organizational structure and planning staffing; Selection of employees and remuneration policies; How to create a good working environment Mod. 5. Law, Equity and legal protections; Mod. 6. Complex Operations: Growth strategies through alliances and mergers and acquisitions; Mod. 7. Business plan. Soft skills contents: Leadership, Public speaking, Team building, Time management, Stress management.	2 half a day sessions held during weekends every other week (2 weekends a month)	Modalities: in-class group training, coaching, based upon preliminary competence check-up analysis, study visits, project work; networking informal events: Friday dinners with testimonials and AperiNetwork; professional community); orienteering and other outdoor activities.  Methodologies: simulations, practical exercises, case studies, brainstorming, problem solving, role playing, group work	Training designed on the key decisions that the entrepreneur is required to make; the only MBA in Italy addressed to entrepreneurs; Combination of different learning activities; Focus on both technical-specialist and soft skills; Reiterated competence check-up analysis, encouraging reflection on one's own strengths and areas for improvement; Assessment of learning outcomes through practical assignments to be carried out in one's own company; Creation of a professional community of peers

Training programme	4HActors involved	Duration	Editions	Learning objectives	Participant profile	Structure	Training contents	Training frequency	Training modalities and methodologies	Innovative elements
Program for the Development of Business Initiatives led by female entrepreneurs	Public sector, academia	76 hours spread over 4 months	Running - 7 editions since 2009	To increase guarantees of success of women who decide to carry out an entrepreneurial project and raise the level of professionalism in female entrepreneurship	Women who want to start a business in any sector in Aragon	In-class group training, structured in 19 modules of 4 hours each + Individual customized tutoring + Mentoring if needed	Mod.1: Making a business plan. SWOT analysis of the participant entrepreneurial project. Win-win relationship; Mod.2: Strategic Approach; Mod.3: Legal matters for micro-companies. Aids for the creation of micro-companies; Mod.4: Creativity and Innovation; Mod.5: Market Survey and analysis of Competition; Mod.6: Making a Marketing Plan; Mod.7: Creation of a Corporate Image; Mod.8: Interpersonal Communication. Exploiting female style values, leadership management; Mod.9: Economic planning. Budget; Mod.10: Business and Businesswomen taxes; Mod.11: Internet Strategy; Mod.12: Social Networks; Mod.13: Economic viability of the projects; Mod.14: Emotional Intelligence. Time management. Team management; Mod.15: Internationalization for Micro-companies; Mod.16: Work Management in Micro-companies; Mod.17: Equality in the business sphere. Personal and business conciliation; Mod.18: Communication strategies for micro-companies; Mod.19: Effective preparation of the presentation of business projects.	Training: 2 in-class sessions of 2 hours each a week; Tutoring: flexible according to participants needs	Modalities: In-class training, tutoring, mentoring Methodologies: analysis of practical cases of innovation, presentation and comparison of success business cases, practical exercises, debates, simulations and role plays; Discussion of the gender bias throughout the entire programme sessions (training, tutoring, mentoring) and thematization	Complete accompanying process for the creation of an entrepreneurial project: training is integrated with other supporting measures like tutoring and mentoring ; Personalization of learning with the tutoring phase and then mentoring.
My way to the future	Civil society, public sector, private sector	1 year	3 editions from 2011-2014	To increase knowledge on gender equal guidance and use of gender pedagogic tools in group counselling to secure a non- gender stereotyped guidance for un- employed women and men	Job Centre staff working with un-employed young women and men including migrants	Training divided into modules – own work and group training + Homework to develop one’s own action plan + Individual coaching to follow-up action plan	Phase 1. A new start Phase 2. Insight Phase 3. What do you need to get a job? Phase 4. Future for me at the labour market .	1 training session of 4 hours twice a week/month	Modalities: in-class group training, project work, coaching Methodologies: Gender pedagogic perspective integrated into all phases and modules (continuous discussion on what and how use gender in all steps); Insight in one’s own process	Training designed by 4H partnership; Mainstreaming gender pedagogic perspective.

Training programme	4HActors involved	Duration	Editions	Learning objectives	Participant profile	Structure	Training contents	Training frequency	Training modalities and methodologies	Innovative elements
Synapse	Academia, private sector, civil society	Variable spread over the 3 years of undergraduate studies	Running – 7 editions since 2009	To explore students entrepreneurial potential, provide entrepreneurial methods of planning and preparing for their futures; introduce creative ways to think around one's own potential, industry opportunities, and planning for success.	All students and staff at Goldsmiths (an average of 8,000 students)	In-class group training, structured in a series of workshops and seminars + Tutorials	<p>Main contents: Business and Financial Modelling techniques; Mapping, exploration, mapping and cartography.</p> <p>An example of a workshop, "Your Media Futures", covering:                      Skills audit; Sector relationships; Network mapping; Industry and sector mapping; Landscape modelling; Financial structures; Employment roles; Study preparation; Employment preparation; Planning and preparation; Presenting and marketing yourself and your work; Risk and sustainability.</p>	Variable: monthly, termly or a one-off	<p>Modalities: In class training blended with one to one tutorials/consultancy sessions by industry</p> <p>Methodologies: highly interactive; design thinking approaches with peer support; insight in one's own process</p>	Integration of theory, practice in to a trans-disciplinary programme; critique of the notion of creative entrepreneurship while developing entrepreneurial skills; Creation of a group of international peers to support one another. Entrepreneurial thinking provided to all students (open engagement).
MA Cultural and Creative Entrepreneurship	Academia, private sector, civil society	12 month full time, and 24 months part time	Running – 7 editions since 2009	To enable students to build on their existing experience to develop entrepreneurial knowledge and skills within one or a number of creative areas; to enable students to develop a critical understanding of interdisciplinary nature of both creative and cultural industries and entrepreneurship; to enable students to both engage with the key issues of the discipline and provide them with a body of work that can be used to develop a career within the sector.	People who wish to develop a business from an existing creative practice, to collaborate with a creative practitioner, or to understand how to create the infrastructure and environment for new creative businesses	In-class training structured in modules and pathways: 4 modules articulated in 2 core taught modules, 1 taught module chosen among different pathways and 1 work experience module or taught module that meet the same learning objectives + Tutorials + Peer to peer support groups	<p>Core Mod. 1 - Theories of Capital covering: Status &amp; Symbolic Capital, Social Capital, Cultural Capital, Economic Capital: Financial, Human, Natural, and Intellectual Capital, Financial Capital &amp; Capitalism, Creativity, human and natural capital, Intellectual Capital: Who owns culture? Copying, Traditional Knowledge and Design, Intellectual Capital: Trademarks, branding and status signalling, Intellectual Capital: Copyright and the Creative Industries, Capital and Policy Debates</p> <p>Core Mod. 2 - Entrepreneurial Modelling covering: What is Entrepreneurship in your context? What is Business Modelling? What Value Chain are you part of? Relationship Modelling, Landscape Modelling; Financial Management; Creating a Full Model: Blueprinting, Consequence and Re-visiting Relationships; New paradigms of innovation, different ways of ideation; Developing relationships and Evidence; Intellectual Property; Marketing and Business Modelling; Financial Modelling</p> <p>One module chosen among the following pathways: Computing, Design, Fashion, Media &amp; Communication, Music, Theatre &amp; performances, Leadership .</p>	<p>Mod 1: 2 hour lectures per week plus 1 hour seminar and 2 30 minute individual tutorials</p> <p>Mod 2: 3 hour lectures/ seminars/ workshops per 10 weeks, plus 3 30 minute individual tutorials plus peer to peer groups</p>	<p>Modalities: in-class-training (blend of lectures, seminars and workshops), discussion and peer to peer support groups, one to one tutorials, provided also by industry experts , support via Virtual Learning Environment</p> <p>Methodologies: highly interactive; design thinking approaches are core</p>	Integration of theory, practice in to a trans disciplinary programme; critique of the notion of creative entrepreneurship while developing entrepreneurial skills; consideration of the social impact of enterprise. Specific approaches to commercialise creativity: first HE programme to use of Design Thinking for innovation and entrepreneurship; creation of a group of international peers to support one another through the programme and on to business creation; support to graduate enterprises and locally based NGOs (access to network).

As shown in the table above, most of the examined programmes for entrepreneurship - all except one which is a pilot programme (Italy - Knowledge Networks Open Innovation), were/have been running for at least 5 years. Based on their reiteration it can be argued that the programmes are addressing actual training needs and being successful in reaching intended target groups. One programme targets exclusively start-uppers (Spain), two are focused on both start-uppers and established entrepreneurs (Hungary, UK – MA Cultural and Creative Entrepreneurship), two on established entrepreneurs (Italy – MBA Entrepreneurs and Knowledge Networks Open Innovation), one programme is open to the broad public aiming to wide-spread awareness about entrepreneurship as a possible career (UK- Synapse). Two programmes are specifically addressed to women, in one case to start-uppers, in the other case to both women start-uppers and women already running a business; all other programmes are open to both women and men. None is exclusively addressed to youth.

Two programmes are long-term courses (Italy – MBA Entrepreneurs and UK – MA Cultural and Creative Entrepreneurship), two are short term courses (Hungary, Spain), two have variable duration (Italy – Knowledge Networks Open Innovation and UK – Synapse); training frequency ranges from one to three sessions a week , to a session every two weeks.

Only programmes developed in the UK are specifically focused on entrepreneurship for creative industries, one programme is focused on both creative industries and manufacturing industries supporting cross-sectorial networking (Italy – Knowledge Networks), all other programmes support entrepreneurial venturing regardless of the sector.

The above variety, in terms of targeted groups, entrepreneurial business stages and sectors, training duration etc., is reflected by the variety of provided training contents and, in particular, of applied learning strategies and methodologies. Findings on strategies/methodologies and contents are discussed in the next two sections respectively.

## **2 – Focus on learning strategies and methodologies for entrepreneurship**

This section focuses on learning strategies and methodologies for entrepreneurship, also with specific reference to those targeted to young people and women, as emerging from examined programmes, with the aim to recognise commonalities, identify most innovative and relevant elements and provide recommendations from a SMART JUMP perspective.

**Face-to-face in-class group training**, in the form of lectures, workshops, seminars, is core to all examined programmes and is delivered making use of active learning methodologies,

aiming to stimulate participation and personal contribution, problem solving capacities, creative thinking, like: analysis of practical cases, presentation and comparison of success business cases, practical exercises, debates, simulations and role plays, sketch notes, people branding, brainstorming, group work. Peer learning is strongly embedded in all these methodologies.

It is important to note that in all examined programmes face-to-face in-class training is always interchanged and complemented by a number of other different supporting measures, especially measures providing individual support. Beside face-to-face in-class training, the following supporting measures have been used: advice, tutoring, action research, peer support, coaching, mentoring, networking, project work, study visits (Go&Learn), orienteering and other outdoor activities. In particular:

- Trough measures like **tutoring/coaching/mentoring** individual support and assistance are provided to participants by an expert in the definition of their objectives and the various steps necessary to fully reach them. Participants can consolidate what learnt in class, integrate and develop their personal abilities into entrepreneurial competences, gain insight in to their own process.
- Also measures like **advice/action research/project work** provide participants with individual support focusing though on concrete specific tasks aiming to put knowledge into practice. Such activities allow participants to work specifically on their business idea or on their own business, if already running (e.g. actual business plan for starting a new business, a marketing plan, a communication plan, the construction of a control panel, etc.). The participant is accompanied by an expert who helps them to define objectives, sets up some check-ups to verify work progress and guides them in the effective implementation of the project. This type of measure is particularly effective to support the definition and refinement of participants' entrepreneurial project/business plan.
- Supporting measures like **peer support/networking**, in the form of events - formal and informal ones, club system, learning communities, etc., foster social collaboration, ongoing discussion and mutual exchange with other participants, trainers and testimonials. The experience of each person complements and develops the skills of others, stimulating insights and bringing about new knowledge, even when the reciprocal business areas (also geographical one) are apparently far apart (see below remarks on cross-sectorial learning and fertilization). In this way relations are increased, the advancement of knowledge is promoted, and a form of highly qualified "informal advice" is granted. This process can be even more effective in the context of projects of international scale like SMART JUMP.
- Through **"Go & Learn"** measures visits to companies, universities and centres for innovation and technology transfer are made in order to supplement traditional

training programs with on-the-field experiences guided by teachers, managers and/or entrepreneurs, researchers describing best practices/successful cases related to their business/institutions. Also this measure can prove even more effective in the context of projects and practices of international scale.

None of the examined programmes uses on-line learning, however different programmes (Hungary, Italy – MBA Entrepreneurs, UK – MA Cultural and Creative Entrepreneurship,) include the use of on-line instruments and tools (e.g. virtual learning environment, knowledge sharing facility, etc.) as repository of training materials and as means of networking, community building.

It is also important to note that the combination of different supporting measures, always aimed to enhance effectiveness of training, often specifically pursues, among others, the development of transversal soft skills. Some of the examined programmes also specifically thematize soft skills development and topics like leadership, teamwork, time management, interpersonal communication etc. are included in the contents of the training programmes (Hungary, Italy– MBA Entrepreneurs, Spain).

Approaches especially targeted to women have been tested in Hungary, Spain, Sweden. Individual support combined with peer to peer support and networking are key to these approaches. Thematization of gender issues is also core: topics like equality in the business sphere, work/life balance, female style of leadership, exploitation of female business values, etc. are specifically included in the contents of the training programmes. It is important to note that in Hungary and Sweden such targeted approaches are also the result of involvement of a 4H partnership in training designing. Dialogue and partnership between all actors of the Quadruple Helix, in particular the representatives of the target group, is essential to ensure careful consideration of target group's specific needs, relevance of training and secure participation.

Examined programmes also provide one example of a comprehensive methodological approach specifically centred on creative entrepreneurship and with an intended social impact (UK). The approach is based on **methods to commercialising creativity** which seek to foster the development of creativity and entrepreneurship as related activities, rather than bringing entrepreneurship or business to creativity. Specific creative problem-solving techniques, like **Design Thinking**, have been adopted and have become core to overall training designing and delivery. Design thinking applied to business modelling facilitate creative entrepreneurs to recontextualise their creativity and apply it to business. The use of design thinking is highly relevant in terms of developing innovation and also the use of emotional intelligence to construct strong relationships that facilitate business models and knowledge transfer. The approach is proved particularly strong for marginalized groups as it places individual values and motivation of each participant at the centre of the process and relies on articulating passion and possibility (see the demographic of participants programmes

based on such an approach attract: women, ethnic minorities, disables etc.). In consideration of the general SMART JUMP objectives, this approach is of paramount relevance, also in the light of possible inclusive effects, for women, but also for other marginalized groups.

Moreover, examined programmes provide one example of **cross-learning** among creative industries and other industries. Similar practices have been brought to light also by Output O1. This approach promotes the encounter and cross-fertilization between people with different roles and backgrounds and of different sectors fostering collaboration and generation of new business ideas. Creative industries can take advantage of cross fertilization processes more than other industries. The world of creative entrepreneurship is in fact a macro-universe of totally different activities and sectors with very different business models, dimensional scales and contents. Synergies with manufacturing, ICT, tourism, green industries etc. can be in terms of B2B (creative business, becoming known by other sectors, gain new contracts) but also B2C (creative industries and other industries develop together a new product, service or a new business in general). As a matter of fact many innovations in more traditional sectors are brought about by innovators from creative industries. Approaches and practices fostering cross-learning and synergies between creative industries and other industries can contribute to the recognition of the value of creative entrepreneurship for the flourishing of innovation. Furthermore, on the basis of evidence of Output O1, it can be argued that approaches and practices fostering cross-learning and synergies between creative industries and other industries, particularly those with different gender and demographic composition, might have inclusive effects.

Finally it is important to note that a wide spectrum of educational actors and engagement of **different actors in the role of trainers** (academics, professionals, also from cultural industries and sport, entrepreneurs, business advisors, etc.) is key to most of the examined programmes. This allows to have in the classroom "experts" of the various topics covered, it ensures the integration of methodological and applied experiences, favours dialogue with the territory, and allows access to a large and qualified relational system.

In the light of gathered evidence SMART JUMP recommendations as regard strategies and methodologies for learning and entrepreneurship can be summed-up as follows:

- It is important that training programmes include and combine a number of different support measures, complementing and integrating face-to-face group training, for personalisation and putting into practice of learning;
- Adopted learning strategies should be functional to the development not only of technical skills but also of transversal ones, also with the aim of empowerment of targeted marginalized groups;
- Different actors, from diverse and broad backgrounds, possibly representing all the actors of the Quadruple Helix, should be involved in the role of trainers;

- Methodological approaches aiming at supporting commercialisation of creativity should be core of training for entrepreneurship in creative industries. Transfer of such approaches, as well as their adaption and testing in contexts other than the original one, are therefore to be encouraged.
- Cross-learning approaches aiming at cross-fertilization of creative industries with other industries can contribute to enrich and broaden the scope of training for creative entrepreneurship. Refinement, transfer and adaption of these approaches is also to be encouraged;
- In order to enhance inclusiveness ambitions of training programmes it is important to foster shared governance and joint training development involving all actors of the Quadruple helix, in particular the representatives of the targeted marginalized groups.

### 3 - Training contents for entrepreneurship: a concrete proposal

This section develops a proposal of core contents to be included in training programmes for entrepreneurship of women and young people in the creative industries sector.

The proposal is based on examined training programmes and in particular on analysis of provided training contents. Examined programmes show that some business notions, like strategic planning, business modelling, marketing, financial management etc., are common across all cases of training for entrepreneurship and, therefore, can be considered as fundamental and necessary competences for successfully launching, operating and/or consolidating a business. In line with methodological remarks put forward in the previous section, the proposal also takes into account specific approaches supporting commercialisation of creativity as well as contributions promoting continuous innovation to ensure company's competitiveness over time. Results of the target group analysis (Output O2), in particular expressed training needs (e.g. interest in topics like business strategy, marketing strategy, synergy with other industries in particular ICT) have also been taken into account. Furthermore identified training contents are functional to the development of **both technical-specialist skills**, with the aim to develop and/or strengthen the managerial skills of the participants, **and soft skills** so relevant and necessary for those who have or want to start a business in particular in the perspective of empowerment of marginalized groups. It is important to point out that delivery of contents will be the more effective the more it will be able to leverage on the propensity to creativity of the participants and direct it towards entrepreneurial thinking. Choice of most appropriate combination of supporting measures complementing training is also key.

Proposed contents are to be viewed as building blocks, to be integrated selectively into existing training programmes or to be utilized as a whole, so outlining a basic training path with a modular structure.

The proposed **building blocks** of contents are:

### **TECHNICAL-SPECIALIST**

#### **- Business model and strategy**

The goal of this block is to provide methods and tools for conceptualisation of the business idea, the set-up of a strategic plan, the design and preparation of the business model to design and/or innovate business and drive changes. In particular:

- How to turn business ideas into sustainable entrepreneurial projects;
- How to capitalize on one's own core competencies and differentiate themselves from competitors;
- How to design a business model;
- How to make strategic innovation and renewing one's own business model;
- How to evaluate the choice of markets and entry alternatives.

The most suitable business modelling techniques for creative industries, like those defined by partner Goldsmiths, will be used: landscape modelling, relationship modelling, blueprint modelling (operational plan), consequence modelling (financial modelling), etc..

#### **- Marketing, sales and digital business**

The organization of marketing and selling activities is essential in the execution of the strategic plan. The possibility of obtaining a lasting competitive advantage is also based on the ability to integrate the analysis of the market with a consistent offer system.

Objective of this block is to equip participants with the skills and capacity to read the relationship between company and markets and understand the distinctive characteristics and customer needs, and providing tools for a coherent business and marketing strategy. In particular:

- marketing assessment: market analysis and identification of opportunities;
- marketing strategy;
- sales strategy;
- the web as a new market and social networks;
- marketing plan.

#### **- Communication strategies and creation of personal branding/corporate image**

In addition to strengthening the marketing skills, another key issue is that of strengthening the creative entrepreneur's self-promotion ability. This is a particularly important issue for the very nature of creative entrepreneurship and creative professions, and a particularly sensitive issue

especially for some targets such as women and young people. Aim of the block is therefore to give participants the basic tools to:

- understand the importance of self-promotion and branding
- understand how to develop a competitive advantage
- focus on the importance and best strategies of networking activities
- understand the importance of digital reputation and the personal branding purposes
- describe the potential of new online tools to enhance and communicate themselves.

#### **- Operations and supply chain management**

This block is about to develop basic skills for the planning and organization of logistic and production processes and of the company 's value chain:

- streamline business processes;
- know the variables to consider when deciding whether manage in-house or outsource some activities;
- forecast demand and to define procurement and sourcing policies;
- relationships with suppliers and management of the supply chain dynamics.

#### **- Creativity, innovation and product development**

This block aims to transfer a strategic approach to innovation and explore main competitive variables; foster development of a creative approach in solving problems and knowledge of techniques facilitating generation of innovative ideas. In particular:

- creativity to generate new ideas
- innovation process
- new paradigms of innovation and different ways of ideation
- new product development.

The block also intends to focus on opportunities for inter-sectorial and intra-sectorial collaboration, both in a B2C logic, and, above all, from a B2B perspective that is focusing on the possible products and services that creative industries can offer to other creative industries and companies from different sectors. It is important to point out that this block is particularly suitable to an opening to participants from various industrial sectors to be involved in a cross-learning mode, making them experience directly cross-fertilization which could lead to innovative ideas for new products, services or cross-sectorial collaborations.

### **- Copyright, legal protections & intellectual property**

The issue of intellectual property (IP) is the basis of creative and cultural enterprises. It is therefore essential to be able to know the strategic and technicalities of IP tools to protect and develop a business. The block is designed to provide skills and knowledge related to:

- identify the strategic importance of intellectual property in a business and enterprise;
- learn about the different means of protecting intellectual property and the general principles that underlie it;
- learn about the requirements and procedures of patenting at the international level;
- knowing how to use the major online databases of patents, trademarks, design models;
- to have an updated overview of issues related to important issues such as cyber security and privacy issues.

### **- Accounting and finance**

The operational management is inevitably linked to the administrative and financial management of the company. This block provides necessary basic skills and tools to interpret the main operating dynamics of one's own business, plan the strategic choices and investments, evaluate performances:

- financial accounting
- management control system
- economic planning & budgeting
- financial management.

### **-Funding and financial aid**

The access to financial resources is a key issue for every enterprise and particularly delicate for innovative start-ups and creative businesses. It is also an issue that has particular problems of gender and for young / new entrepreneurs. The block intends to initiate a process of rapprochement and understanding of the logic and tools for financing and support new business initiatives and awareness about the real opportunities available with particular reference to the various forms of venture capital and their functioning, also ensuring coverage of tools such as crowd funding and its use, even for marketing and promotion.

### - Business planning

The business plan is the summary of the strategy and operational decisions pursued by a company. Draw up a business plan enables a clearer understanding of the company's surrounding environment, a more careful analysis of financial feasibility and an accurate assessment of the economic attractiveness of the investment.

The block then allows participant to work on concrete business ideas, which can be both those concerning the specific business area in which the individual student operates and those that were born through comparison and collaboration between participants.

In particular, it is intended to provide the methodology and tools for the correct preparation of a business plan.

In order to maximise effectiveness it important to complement delivery of this block with some individual support measure.

### SOFT SKILLS

Paramount importance is recognized to awareness and development of soft skills. Soft skills development is embedded in training delivery and pursued through careful choice of most appropriate learning strategies and methodologies, nevertheless special attention and support is particularly important for the target groups. Women and youth experience distinctive difficulties to interact and establish themselves in the business environment and they need to specially work on themselves (attitude, behaviour, soft skills, etc.) also to learn to counterbalance discrimination factors (see also account provided by Output O2). Greater awareness, self-knowledge and self-assertiveness becomes highly relevant. The block is designed to focus on:

- emotional intelligence development
- communication (public speaking, presentations, interpersonal, etc.)
- make decisions under pressure, in difficult times, with limited resources
- work-life balance, time management
- developing relationships/networking
- leadership
- team building, team work, motivating collaborators.

## Summary

The present document scrutinises examples of innovative and relevant training practices in partners' countries with specific focus on contents and learning methodologies for entrepreneurship and entrepreneurial thinking.

In particular the analysis is aimed at recognition of most effective strategies and methodologies, also with specific reference to those targeted to women and young people, for the development of a proposal of core contents to be included in training programmes for entrepreneurship in the creative industries sector.

Identified learning strategies and methodologies and proposed core training contents represents the first draft of the SMART JUMP learning model to be tested in the "Action" phase of the project.

## ANNEX 1

# Definition of methodologies and contents for SMART JUMP

## Introduction

The project *SMART JUMP - Smart entrepreneurial skills for Creative Industries: an inclusive perspective* intends to strengthen the quality of learning offer linked to the entrepreneurship and intrapreneurship of women and young entrepreneurs who are active or have entered the creative industries sector (cf. SMART JUMP, 2015).

The definition of methodologies and contents for training for entrepreneurship, as elaborated in the document “SMART JUMP Methodology and contents” (output O3), shall refer to examples of innovative and relevant training activities and practices for entrepreneurship; consider effective methodologies for learning, entrepreneurship and entrepreneurial strategies, especially targeted to young people and women, as emerging from identified examples; develop a proposal of core contents to be included in training programmes for entrepreneurship, on the basis of identified excellence experiences and from a quadruple helix perspective, also taking into account results of the target group analysis.

The primary input for definition of methodologies and contents is given by the analysis of relevant examples of innovative training activities and practices for entrepreneurship. This document presents the framework for identification and mapping of innovative training practices for entrepreneurship.

## Training for entrepreneurship

In recent years, partly due to the economic crisis that has severely affected the most fragile companies, there is growing awareness of the need to strengthen entrepreneurial and managerial skills to face the new challenges posed by current competitive dynamics. As a result, there is an increase of training initiatives dedicated to entrepreneurs and a greater availability to participate in training programs of managerial development. In fact today enterprise competitiveness relies on innovation - organizational, technological and of product, and, very relevant factor, on the upgrade and development of human capital, including and particularly entrepreneurs.

Entrepreneurial training should operate as a powerful agent of change, facilitating and allowing companies to grow, expand and develop their capabilities and, thereby, improve profitability. A recent Italian research by the Italian Association for Management Education (ASFOR), focused on the comparison between top figures (company owners

occupying a role of top management or general management in small and medium-sized enterprises and managers in positions of general and functional management) who have attended executive education initiatives in the last 5 years and others who have not, shows a marked difference regarding skills self-perception. The first ones feel more prepared and confident. This perception is not without practical effects, because the fact of considering oneself able to do certain things impacts on strategies and on daily management.

In addition, research has shown that companies led by a top team who has participated in training initiatives tend to be more likely to have their say on the market, imagining new actions and strategies that also anticipate competitors; more likely to set forth on investments and projects perhaps more risky, but more promising; more oriented to take head-on the market, even with actions that anticipate trends and somehow try to influence them.

Therefore entrepreneurs attending a training course are in general able to ask the right questions (critical understanding), better ponder their decisions, act with greater knowledge of facts, enter into relationships in the professional context in a more conscious way, increasing their performance.

The offer of training for entrepreneurship seems very diversified in Italy and across Europe: some paths are focused on the development of specific functional skills, others may be dedicated to specific industry sectors, others may focus on particular development stages of small and medium-sized businesses: start-up, growing companies, etc. Some initiatives are proposed by public organizations such as universities and schools, others by private training and consulting providers.

Also duration and format vary widely. The acquisition of knowledge and skills may include informal mode (on the job training) and formal one (in-house or external training).

Access requirements may be different: some paths are addressed primarily at young people, others privilege experienced people. Training, in fact, on one hand, can help future entrepreneurs in developing the skills that generate the proper mind-set, on the other hand, can help to systematize experience already gained in the field and prepare leaders capable to solve increasingly complex and rapidly evolving problems.

Along with the proliferation of training initiatives for entrepreneurship there is an increasing attention, in Italy and in all advanced-economy countries, on development and efficacy of training methods and training programmes. On the basis of results of recent debate it is possible to outline some evolutionary elements in the light of current competitive scenarios (see findings of the latest ASFOR publication “Managerial and entrepreneurial training in SMEs”).

Entrepreneurs, usually, are not a target group unaccustomed to training activities and prefers a learning by doing process. For an entrepreneur to choose to undertake a training

project there are some pre-requisites: it must be the right time (time availability, capability to leave the company for a short period) and s/he must have the right mind-setting (awareness of the need to improve, openness to exchange, willingness to innovate), s/he must envisage a clear return on the investment in training (e.g. training supply concrete tools and instruments immediately applicable to business). Training for entrepreneurship needs to ensure maximum student involvement, not necessarily requiring a study activity, but promoting active participation so that learning and reflection become part of the mind-set and daily activities of the entrepreneur. Teaching methodologies and programmes for the training of entrepreneurs should also consider two fundamental factors today: the global dimension of markets and the pervasive use of information and communication technologies. Training approaches should facilitate contamination between research and training, experiential learning methodologies, creation of learning communities, connection between knowledge production and local context, and training institutions should play a pivotal role among the stakeholders of the innovation ecosystem of a specific territory.

## **Working method**

Analysis of innovative cooperative experiences from a quadruple helix perspective has already brought to light some relevant examples of training practices for entrepreneurship, also with specific reference to the creative industries sector and inclusion of women and youth (e.g. training programmes, as stand-alone actions or as part of a broader set of interventions for entrepreneurship). Identified examples are now to be considered with particular focus on training methodologies and contents. Other relevant examples, useful to definition of methodologies and contents for SMART JUMP, can be identified and considered.

The mapping of training for entrepreneurship can be guided by the following questionnaire. The questionnaire is intended to be used to analyze new relevant examples of training for entrepreneurship or to integrate analysis already supplied in the research document (output 1), especially in terms of contents and learning methodologies for entrepreneurship and entrepreneurial thinking. Each partner will provide at least one example.

Questions listed here are minimum information requirements, more details can be provided. Partners who intend to examine training practices subject to previous analysis can focus exclusively on questions marked with an asterisk \*.

<b>Title of training programme/action *</b>
<b>Training institution *</b>
<b>Are there any other Quadruple Helix actors involved in training and how?</b>
<b>Duration of training*</b>
<b>Since when has the programme/action been running? (number of editions)</b>
<b>What are the learning objectives of the programme/action?</b>
<b>Whom is the programme/action addressed to? (participant profile)</b>
<b>How is the programme/action structured? (e.g. modules, phases, paths, etc.) *</b>
<b>What are the programme/action training contents ?(Detailed description)*</b>
<b>How frequent are the training sessions?*</b>
<b>What training modalities and methodologies are applied?(Detailed description. If applicable, describe how methods applied integrate a gender perspective)*</b>
<b>Is evaluation/assessment of learning outcomes foreseen and how is it done? (e.g. thesis, exam, project work, practical activities, etc.) *</b>

<b>What are the most innovative elements of the programme/action?</b>
<b>Why is this training programme/action relevant to the to the definition of methodologies and contents for SMART JUMP? What should be further developed/changed/improved to make it fitter to the purpose? *</b>
<b>Open suggestions about methodologies and contents to support the target groups in an innovative way</b> (Please propose your ideas for future developments and next project steps, e.g. learning weeks/innovative labs in Sweden and Italy)*