

# PLAN OF ACTION FOR O3

*Learning materials for Learning material target group: starters/young entrepreneurs (< 5 years of activity)*

## Definition from the proposal

Output description:

Publication and & dissemination of the learning material, including teacher's resource kit, assignments, student manual, supporting media material, design of the method of delivery (digital and/or physical), to relevant target groups of the project.

Task description:

Preparation tasks:

- Preparation on outcomes learning material per target group starters/young entrepreneurs (< 5 years of activity), entrepreneur skills per target group starters/young entrepreneurs (< 5 years of activity); goals, starting situation of the future participants. Design of the method of delivery (digital and/or physical).
- Development of proposal Competence development: defining the related knowledge, skills, attitudes for the target group starters/young entrepreneurs (< 5 years of activity)
- Goals, rough outlines on contents of outcome O3 as a preparation to the next step: development of learning material
- Draft training schedule, level & duration of O3

Executorial tasks:

- Development the draft O3 - Starters/young entrepreneurs, including teacher's resource kit, assignments, student manual, supporting media material, design of the method of delivery (digital and/or physical), etc.
- Develop in concept evaluation model for testing O3
- Study learning material
- Train the trainer
- Adjusting learning material O3
- Translations learning material O3 in 4 languages
- Testing learning material O3 Starters/young entrepreneurs at 2 participating countries: Belgium and UK, using the developed evaluation model
- Final corrections on O3 incl. assignments & teacher's resource kit, student manual, supporting media material, design of the method of delivery (digital and/or physical), in HE, VET & Incompany.

## Background

For the development of the learning materials for young entrepreneurs, we base ourselves on two main sources:

1. THRIVE O1: The desk research report *How futureproof is the Creative Industry?*
2. The EntreComp model by the European Commission, and related materials.

## THRIVE O1

The desk research report *How futureproof is the Creative Industry?* provides useful insights on the necessary competences for young entrepreneurs in the future, based on current research of the target group and based on insights on developments in the sector that will affect the target group in the years to come.

One important take-away is that companies in the sector in the near future will either be a full-service one-stop-shop for the consumer (offering a wide range of services, not necessarily executing them themselves) or niche specialists that provides services mostly to the one-stop-shops rather than individuals consumers directly. This means that the two main directions for business development are either a distinctive value proposition and rapid growth by offering a variety of services (in economic jargon: *horizontal integration*) by means of outsourcing, or by *specialising* and developing technical excellence in a niche. Normally, there would be a third option, namely *vertical (value chain) integration*, but this seems unrealistic for starting companies without large amount of capital, and as such we will not focus on it.

A second take-away is that in all future company profiles, the digital economy will become a significant factor that cannot be ignored. Future companies will need to have digital skills at their disposal, whether its digital and social media marketing, e-commerce and digital order management, or producing digital media products as outputs.

The desk research report *Developments, future company profiles, and entrepreneurial skills in the creative industries* also contains pointers for the entrepreneurial skills that will become important, concretely:

1. Understanding of business models and business model innovation will be key, including analysing business models using a variety of tools, like the business model canvas and design thinking (par. 6.1 and 6.3).
2. In addition, digital competences are needed, including but not limited to social intelligence, novel and adaptive thinking, and a design mindset. (par. 6.2, based on Klug, 2017)
3. In addition to the above, especially young entrepreneurs need self-management skills, platform and networking skills, teamworking and projectmanagement skills. (par. 6.3)

## EntreComp

EntreComp<sup>1</sup> is a framework for Entrepreneurial Competences, developed by the Joint Research Centre of the European Commission. It provides an international framework of the necessary competences, and as such abstracts from national specificities and focusses rather on entrepreneurship competence as a 'mindset' rather than knowledge of national administrative procedures.

The framework consists of fifteen competences, grouped in three categories:

Ideas & opportunities	Spotting opportunities Creativity Vision Valuing ideas Ethical & sustainable thinking
Resources	Self-awareness and efficacy

<sup>1</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

Into action	<p>Motivation and perseverance</p> <p>Mobilising resources</p> <p>Financial &amp; economic literacy</p> <p>Mobilising others</p>
Into action	<p>Taking the initiative</p> <p>Planning &amp; management</p> <p>Coping with ambiguity, uncertainty and risk</p> <p>Working with others</p> <p>Learning through experience</p>

In addition to the framework, more and more secondary materials are being created, with most prominently the *EntreComp Into Action* user guide<sup>2</sup>, containing implementation ideas and concrete workshop and assignment suggestions based on the EntreComp framework.

## Methodology

Our proposal for the learning materials in O3, is to use the EntreComp framework as a basis. It contains fifteen competences, which of course cannot all be covered. Hence, we propose to select the most important competences for the target audience based on the following analyses:

1. A desk research, in which the relevance of the different EntreComp competences will be evaluated based on the O1 report regarding the competences needed in the future.
2. A survey to be sent out in the summer of 2018 to young entrepreneurs and potential entrepreneurs (e.g., via HEIs and start-up hubs) to question the target audience's own assessment regarding
  - (a) their personal level of competence, and
  - (b) the level of importance for their enterprise regarding each of the fifteen EntreComp competences.

Based on these results, we can make a result of the most important competences for the target audience based on three criteria:

1. The project's assessment of the future competences of the target audience.
2. The competence gaps as identified by the target audience members' themselves.
3. The competences' relevance as assessed by the target audience members' themselves.

Once the top competences are identified, learning modules can be developed to address the top competence(s). For this, the EntreComp user guide will be studied to find existing learning materials, and to ensure the newly developed materials will be as complimentary as possible. These competences can be different than those of the other target groups (O4 and O5) but we expect them to be partly overlapping.

For the developed modules, we set the following criteria:

1. The materials must appeal to a young audience, and therefore must have a modern look, have modern content, and ideally make use of media types preferred by the target group. This means that the materials might make use of printed media when there is an added value, but they will be digital by default.

<sup>2</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

2. Engaging new media forms, like video, motion graphics, podcasts, etc., will be included in the materials when possible.
3. The modules will combine classroom/workshop activities with materials for personal self-study.
4. Including interactive workshop forms, like simulations and serious gaming, are encouraged.

The materials will be developed in two iterations. After the first design iteration, a prototype will be tested on a small scale with current young entrepreneurs at our own institutes or close partners in the fall of 2018. The goal of this prototype testing is early identification of strengths, challenges and improvements, to be integrated in the second iteration developed at the beginning of 2019.