'Thrive! Entrepreneurial skills as solid base for a future in the Creative Industry'

Companies in change
- A future of the creative industry -

Teachers event

Stivako, Schiphol-Rijk

25th June 2019

Agenda

- **Report: Future of the creative industries**

  - Research done
  - Framework
  - New innovation-ecosystem "Creative industries of the future"
  - New portfolio of entrepreneurial competences and skills
  - Overview: Entrepreneurial skills in the future of the creative industry

- **Learning material: Employees/companies with growth ambition**

  - Target group
  - Skills to be developed
  - Underlying didactic approach
  - Concept of the course
  - Structure
  - Rationale
  - First Test – results/first iomptressions

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Future of the creative industries (1)

Central questions of the Thrive!-project are

- What do future companies in the digital industry look like?

- Can some kind of „typical" company profiles be identified?

- What are the consequences for employees' competences and especially necessary skills for entrepreneurial activity?

Desk research

To answer these questions the desk research concentrated on

- Developments in the creative industries.

- The gigatrend digitalisation and the megatrends and their consequences on the creative industries and the competences of the future.

- Developments in innovation management and entrepreneurship.

- The characteristics of the target groups "Entrepreneurs", "Employees with entrepreneurial spirit" and "Female entrepreneurs".

Future of the creative industries (2)

Megatrends

Megatrends mark middle-to long-term perspectives in society, economy, technology etc.
We analysed 12 megatrends:

Figure 5: Framework of the study: Innovation-landscape
(Source: Generationdesign 2017)

Future of the creative industries (3)

Megatrends offer manifold opportunities for new, individualised products and services, customers and market segments.

- There are impacts both on new products and services as well as on the way to work and the structures of the companies of the future.

- This development tends to forward entrepreneurship in the creative industries and beyond. Entrepreneurs must be able to analyse trends and future developments in order to identify consequences for their business. That implies e.g.

  - To know and be able to use basic methods and tools of "impact assessment".
  - To be able to identify chances as well as risks.
  - To be able to think in the "philosophy" of business models.

Changing framework conditions in the creative industries offer opportunities for entrepreneurs

- More and more routine jobs will be automated in the near future.

- In the creative industries there will still remain a lot of creative jobs that cannot be automated.

- The creative potential arises from the cooperation in new teams that combine and/or bring together ideas and impulses from different sectors/disciplines.

- This will offer a lot of options for entrepreneurs.

Future of the creative industries (4)

The gigatrend "Digitalisation" creates a new innovation-ecosystem "Creative industries of the future"

"Vision" of future organisations and the workforce in the digital age:

- The organisation of the future is manifold – often you can't differentiate who belongs to the enterprise und who doesn't: agencies, consultants, external experts are involved in business processes
- The company of the future will be organised as a „fluid" organisation.
- Those organisations will permanently change their shape/profile (network-organisation, virtual organisation, hybrid organisation…).
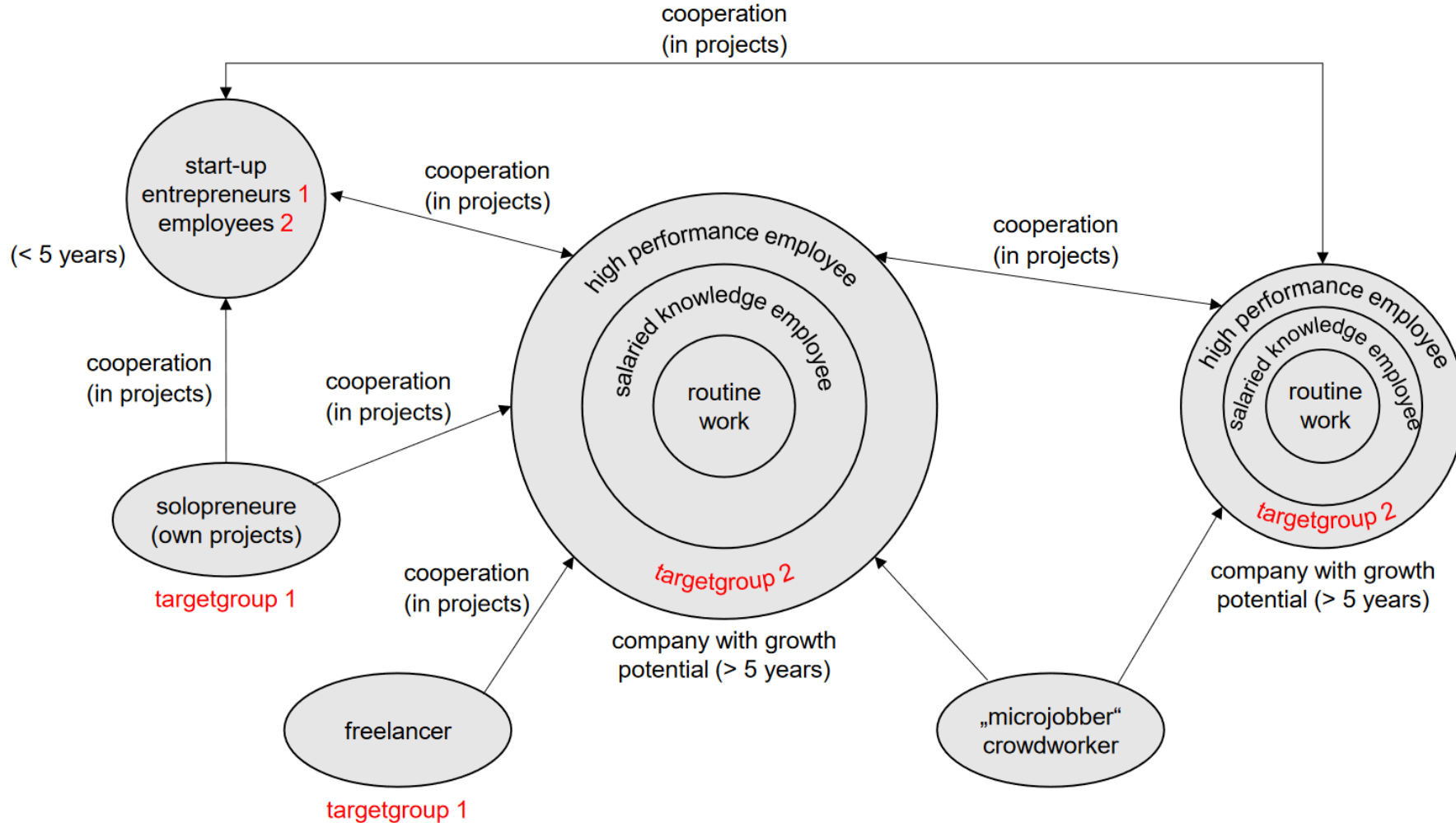
The digitalisation creates 4 new modes of working

- Solopreneurs.
- High performance employee.
- Salaried knowlege-worker.
- Digital day-labourer or clickworker.
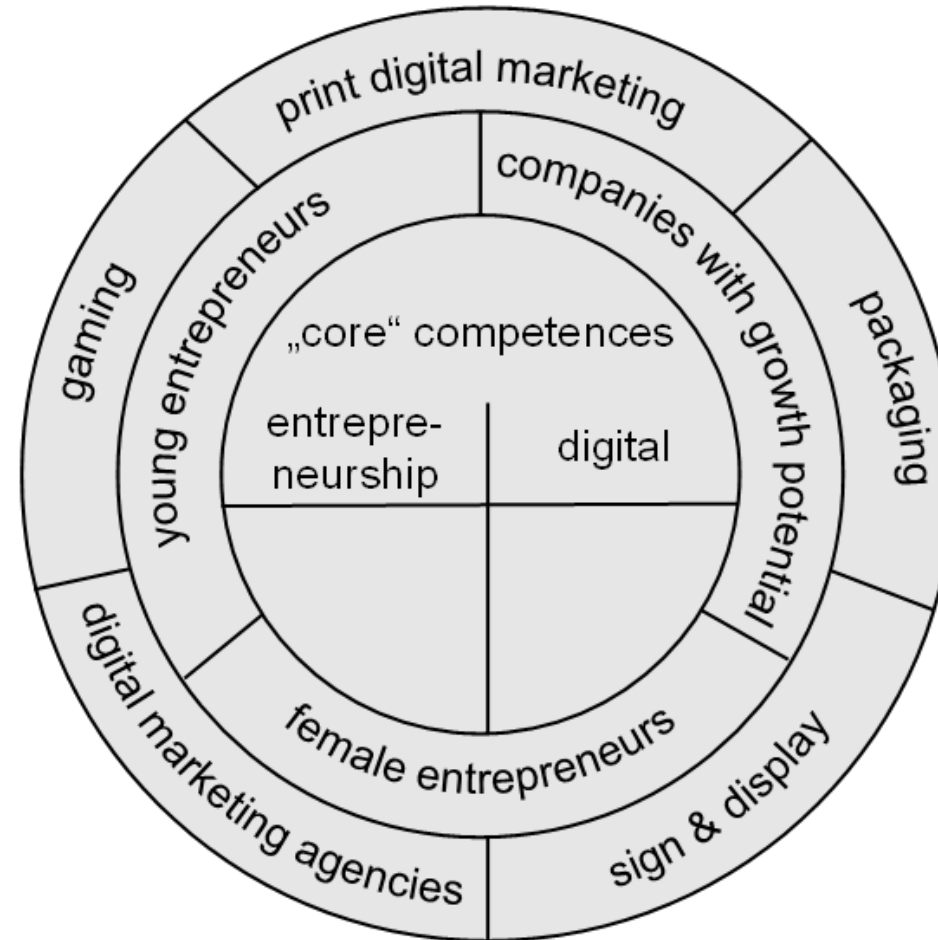
(Source: "Morgen weiß ich mehr" (Klug/Lindner 2017))

Future of the creative industries (5)

The new innovation-ecosystem "Creative industries of the future"

Future of the creative industries (6)

A new portfolio of entrepreneurial competences and skills
for the future in the creative industries

Competence model for entrepreneurship in the creative industries of the future

Future of the creative industries (7)

	Entrepreneurial skills	Digital skills	Sector-specific skills
All target groups	• understand what business models are, how they function, and they also must know some "standard" types of business models (e.g. multi-sided platforms, long tail, freemium), • know and be able to exercise methods for business model generation (e.g. CANVAS). • to identify trends and technological developments early to evaluate trends and convey the consequences for the current (and) future business • to develop an innovative (business) concept and to implement the concept • methods: entrepreneurial design, lean startup, customer development, design thinking • Capacity for teamwork • Working in flexible structures • Project-management - basics of "traditional" project-management (also multi-project-management) • Integration of external partners • coordination of complex teams • Intercultural competences • Leadership competences	• Sense-Making Ability to draw conclusions from a great many of data ("big data") • Social Intelligence Ability to use empathy – scrutinise digital processes • Novel and adaptive Thinking Ability to think innovative in problem-solving (cross-industry innovation) • Cross-Cultural Competency Ability to adapt quickly to modified cultural frame conditions • Computational Thinking Ability to convert a multiplicity of data into abstract concepts • New Media Literacy Ability to work with new digital forms for expression (photos, video, texts, language…) • Transdisciplinarity Ability to think in greater /superior contexts • Design Mindset Ability to think like a designer in problem solving (perspective of customer) • Cognitive Load Management Ability to screen information much better to keep productive • Virtual Collaboration Ability to work in virtual working constellations	*Print companies with integrated marketing solutions* • Deep understanding big data • Automated read-out algorithms • Automation and networking of machinery • Data security /protection of end user's privacy *Packaging* • Programming skills • Software-specific competences • 3D-simulation • Innovative materials for packaging *Sign and display* • Content creation and design creativity • Maintenance of defective displays • Material sciences *Digital marketing agencies* • Social media marketing • High customer orientation • Data analysis / data management *Gaming* • Augmented and virtual reality • Competences in didactics (serious gaming) • Subjects specific skills (content) • Build up a creation network
Young entrepreneurs	• profound skills in (fundamental) business knowledge and skills • specific management tools for dealing with crises (crisis management) incl. a functional early-warning system • a good selfmanagement and resilience / health management • using platforms to gain mandates (e.g. specialist working as a freelancer) • teamworking – teams with members of different cultures and disciplines • networking, e.g. to support a continuous occupation. • a good project-management to coordinate different/parallel jobs.		
Companies with growth potential	• Sophisticated skills in project-management (with regard to the digitalisation especially with modern concepts in project-management like agile project-management, scrum etc.) • Skills in communication • Competences in leadership • Ability to work under pressure / adaptiveness / flexibility • Time- and self-management (ability to set goals, ablitiy to priotise etc.) / Resiliance • Ability to work in teams / networking / cross-cultural competences		
Female entrepreneurs	• improve the willingness/ability to take financial risks, e.g. negotiation with VC and banks • support decision making, e.g. by methods and tools that accelerate the process of decision making. • work-life-balancing/-blending.		

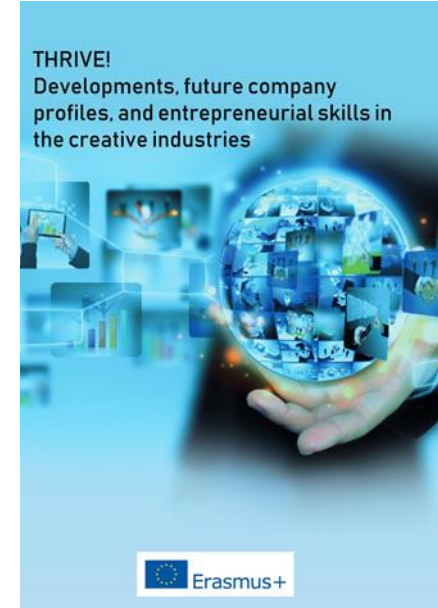*Table 1: Entrepreneurial skills in the future of the creative industries*

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Future of the creative industries (8)

Further information

- Full report and summary (download)
  https://www.thriveproject.eu/research-1-2-development-profiles-and-skills.html

Additional Material

- Self-assessment Scans
  https://www.thriveproject.eu/output-2-selfassessment.html

- Awareness-Scan
  https://www.thriveproject.eu/output-6-awareness-scan-entrepreneurial-skills.html

THRIVE!
Developments, future company profiles, and entrepreneurial skills in the creative industries

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Learning material

Target group: „Employees in companies with growth potential or growth ambition"

- Employees with entrepreneurial spirit are characterized by curiosity and the desire to develop, promote and implement new ideas. ("intrapreneur"; "corporate entrepreneurship")

- They do not intend - at least in the short term - to start their own business, but maybe in the long run...

Skills to be developed in the Module

- Background information ("theory") on innovation-management,
  business models, project-management

- Operate with innovation-methods and tools, especially "Business Model Generation CANVAS" and "Design Thinking"

- Basic skills in project-management

- Skills in communication (multi-cultural teams, teams with internal and external members, etc.)

- Ability to work in teams / networking / cross-cultural competences

- Ability to work under pressure / adaptiveness / flexibility

- Time- and self-management (ability to set goals, ablitiy to priotise, etc.)

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Learning material – underlying didactic approach

Storyline-method

The participants define their own project or found their own business.
The project / enterprise is the recurrent theme during the presence phase.

Storyline

The storyline should if possible come from the immediate world of experience of the participants, and be divided into individual episodes.

In the first episode, the initial setting is designed, which then individually evolves the individual groups in the presence phase.

Unexpected "incidents" or "disruptive events" can increase the complexity of the task or trigger additional problem-solving processes.

Overview of the learning module – method: storyline

The **method storyline** supports the acquisition of methodological competence, i.e.

- Effective handling of (external) sources

- Competent handling of (new) media

- Visualization of work results

- Convincing presentation of work results

- Reflection of the problem-solving process as well as the own procedure

and improves the communication and cooperation behavior of the participants

- Development and observance of rules for group work

- Consideration for other group members

- Improvement of assertiveness

- Dealing with conflicts

- Successful argumentation / representation of one's own point of view
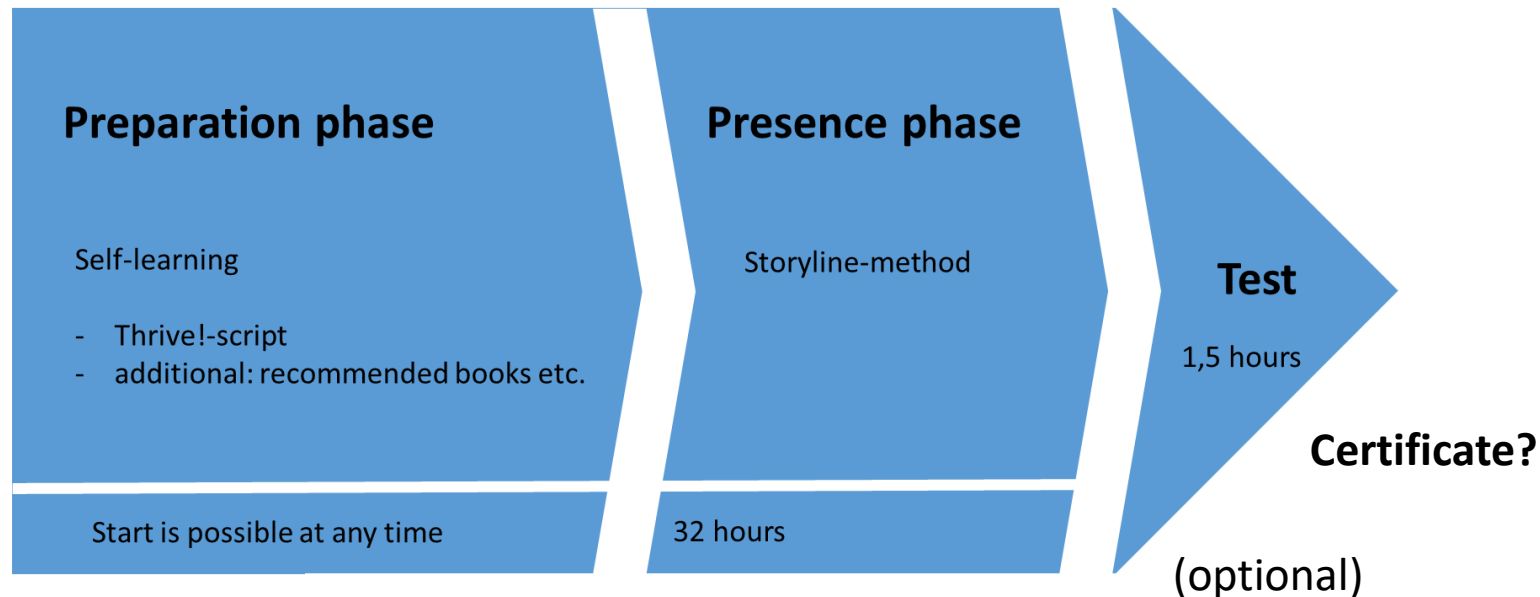
- Active listening

Overview of the learning module – concept

The training module is divided in two phases: preparation phase and presence phase. A mixture of methods will be applied:

- Self-study ("preparation phase" / "distance learning"):
  the participants prepare for the course by self-study of the theoretical background of the different subjects of the course.

- Application of the knowledge ("presence phase"):
  the participants train the application of the knowledge via case studies, role playing, working on concrete problems.

Preparation phase

Self-learning

- Thrive!-script
- additional: recommended books etc.

Start is possible at any time

Presence phase

Storyline-method

32 hours

Test

1,5 hours

Certificate?

(optional)

Overview of the learning module – structure

Structure
Planning of the day

Time model
Presence phase

Impulse-lecture

Group-work

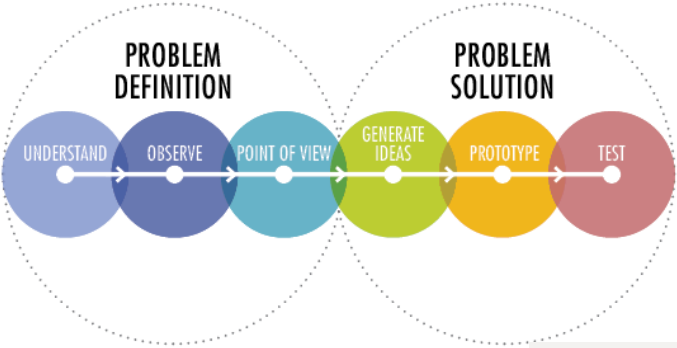**Presentation**

4 days (8h/8h/8h/8h)

Day 1 (8h) Day 2 (8h) Day 3 (8h) Day 4 (8h)
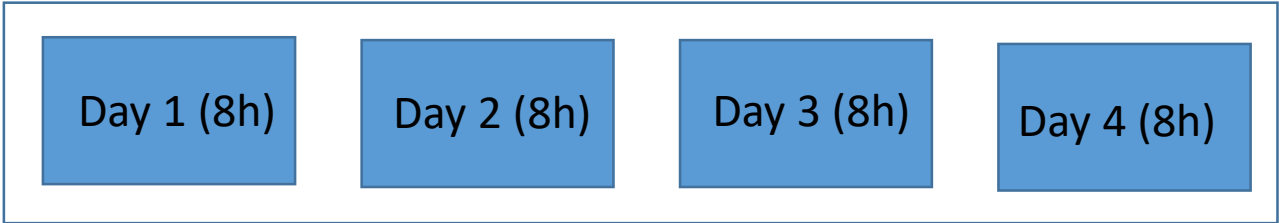
Compact: 1 week

8 days (4h/4h/4h/4h/4h/4h/4h/4h)

Day 1 (4h) Day 2 (4h) Day 3 (4h) Day 4 (4h) Day 5 (4h) Day 6 (4h) Day 7 (4h) Day 8 (4h)
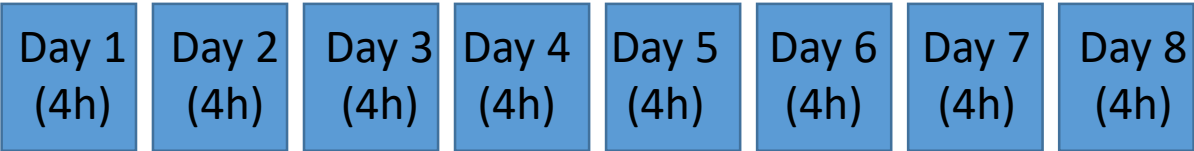
4 – 8 weeks

Overview of the learning module – rationale

Case-Study

↓

1: The (old) business model

↓

2: The new product/service

↓

3. The new business model
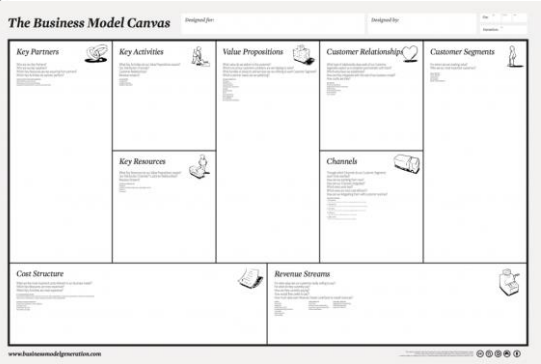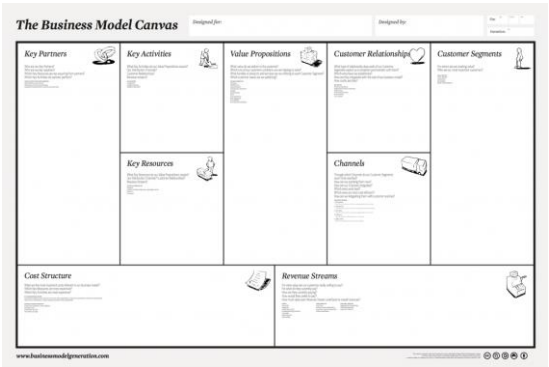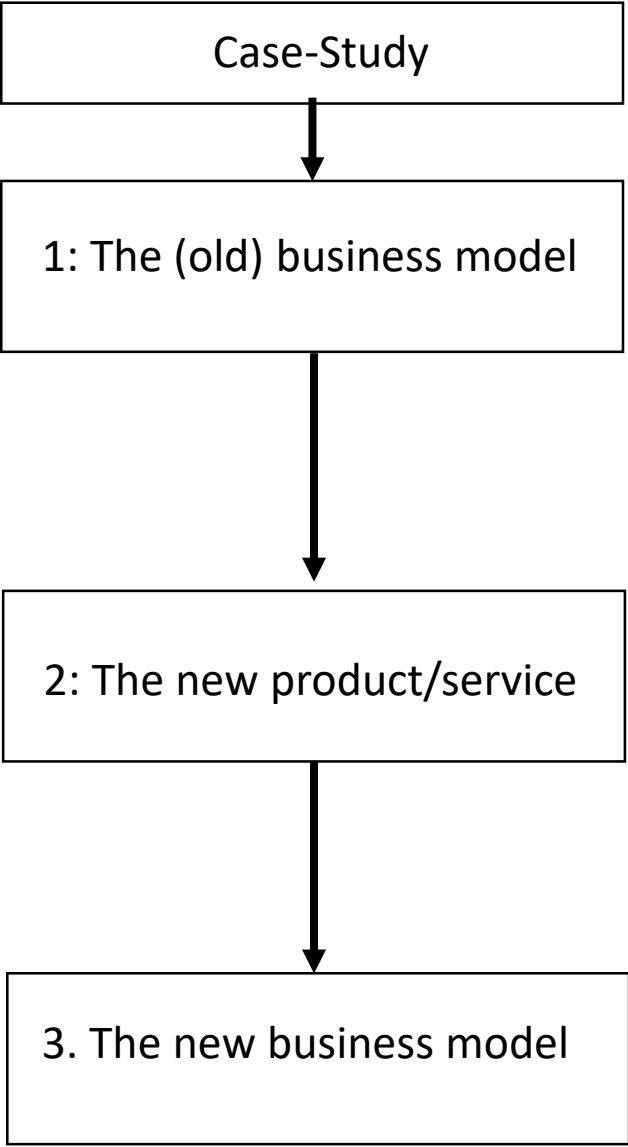
Testing: Course "Media Economics / Information Economics"

Integration into Business Game "General Management" (by TOPSIM)
- March 2019 (Block Course – 1 week)

TOPSIM®
LEARNING BUSINESS BY DOING BUSINESS
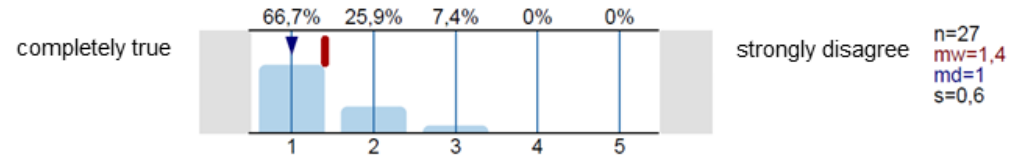

LEARNING BUSINESS
BY DOING BUSINESS

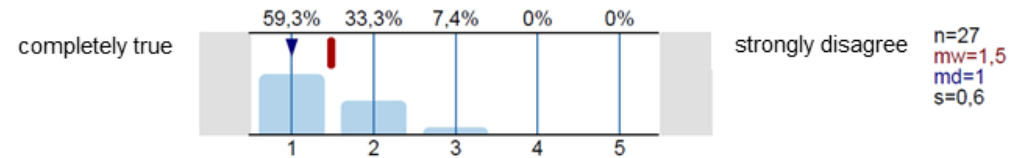Entrepreneurial thinking and acting can only be learned through entrepreneurial thinking and acting.

Learning material – Results of testing in a course in the university of Wuppertal
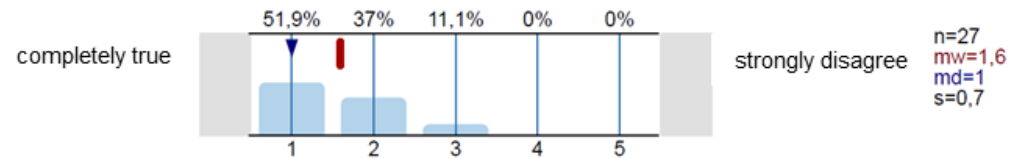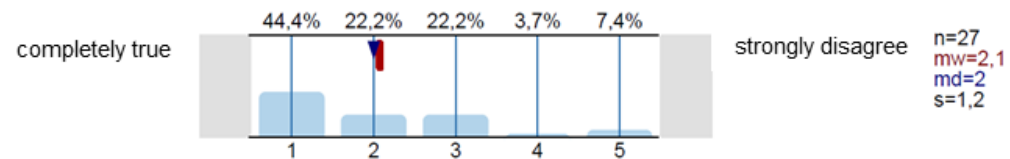
Overall impression

In this course I have learned a lot

completely true — strongly disagree

| 66,7% | 25,9% | 7,4% | 0% | 0% |

n=27
mw=1,4
md=1
s=0,6

Overall, I am satisfied with this course

completely true — strongly disagree

| 59,3% | 33,3% | 7,4% | 0% | 0% |

n=27
mw=1,5
md=1
s=0,6

I can recommend this course

completely true — strongly disagree

| 51,9% | 37% | 11,1% | 0% | 0% |

n=27
mw=1,6
md=1
s=0,7

The contents of the course were significant and relevant to me

completely true — strongly disagree

| 44,4% | 22,2% | 22,2% | 3,7% | 7,4% |

n=27
mw=2,1
md=2
s=1,2

The contents of the course interested me

completely true — strongly disagree

| 60,7% | 21,4% | 14,3% | 3,6% | 0% |

n=28
mw=1,6
md=1
s=0,9
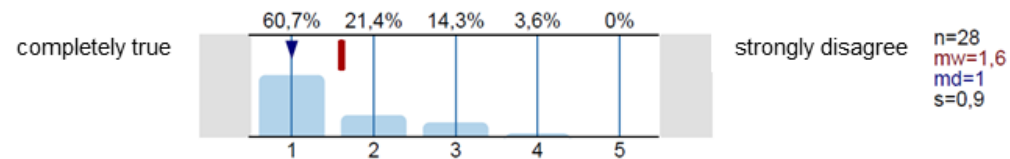
This course was evaluated by BUW's team "Quality management in teaching" – feedback refers to the course on the whole.

Learning material – Results of testing in a course in the university of Wuppertal

Selected answers

- You learn how a company is run.

- The course is very interesting. We had a lot of fun and at the same time we learned a lot. Too bad it only takes a week.

- Realism.

- Learning curve was enormous.

- Game is fun and motivates to acquire (theory) knowledge.

- Learning by doing is very practical.

- The competition with the other groups was fun.

- The course was a lot of fun - I would not have expected.
  Has aroused my interest in these topics.

- The management game / simulation helped to better understand economic relationships.

Thank you for your attention

SIKoM – University of Wuppertal

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