

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

“Train-the-trainer-Meeting”

Learning material target group

“Employees in companies with growth potential or growth ambition”

Artevelde Hogeschool, Ghent

16th January 2019



Agenda

09:30 – 10:30h	Overview of the learning module <ul style="list-style-type: none">▪ Background▪ Target group▪ Concept and method(s)
10:30 – 12:30h	Phase/Step 5: Prototype
12:30 – 13:30h	Lunch
13:30 – 15:00h	Phase/Step 6: Testing the prototype
15:00 – 15:30h	Value Proposition CANVAS (Sander Spek)
15:30 – 16:30h	Presentations (max. 15 min/team)



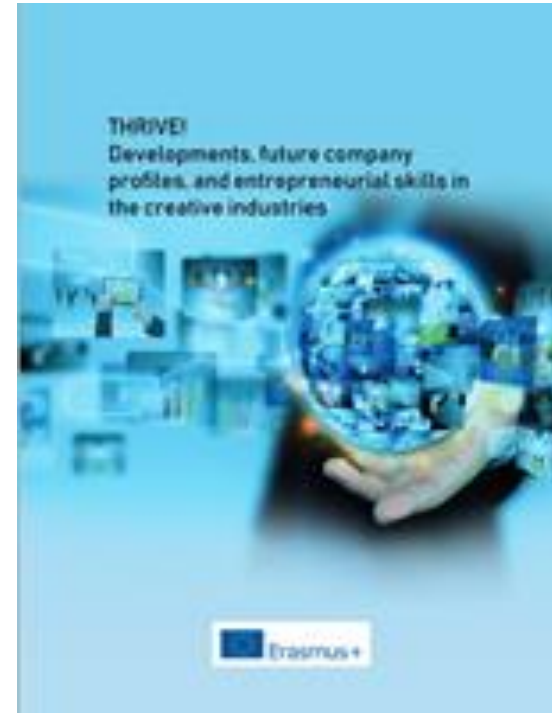
Overview of the learning module – target group



Overview of the learning module – target group

“Employees in companies with growth potential or growth ambition”

- Intrapreneurs
- Corporate entrepreneurship
- Entrepreneurial innovation



Overview of the learning module – target group

Desk research

- 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”.



Overview of the learning module – target group

What is meant by “Companies with growth potential or growth ambition”?

“A modern company is one in which every employee has the opportunity to be an entrepreneur. It respects its employees and their ideas at a fundamental level.

A modern company is disciplined at the rigorous execution of its core business – without discipline, no innovation is possible – but it also employs a complementary set of entrepreneurial management tools for dealing with situations of extreme uncertainty.” (Eric Ries, 2016)

Eric Ries is a “pioneer” of (modern) entrepreneurship (concept “Lean-Start-up”)



Overview of the learning module – target group

What is meant by “Employees with entrepreneurial spirit”?

Employees with entrepreneurial spirit are characterized by curiosity and the desire to develop, promote and implement new ideas.

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



Overview of the learning module – target group

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.



Overview of the learning module – target group

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.

Megatrends mark middle-to long-term perspectives in society, economy, technology etc. We analysed 12 megatrends (Silver Society / Demographic Change, Neo-ecology, Mobility, Urbanisation, Connectivity, Gender Shift / Diversity, Globalisation, New Work, Knowledge Society / New learning, Health, Individualisation, Safety and Security).



Overview of the learning module – target group

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 and 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 knowledge-worker.
- Digital day-labourer or clickworker.

“Morgen weiß ich mehr” (Klug/Lindner 2017)



Overview of the learning module – target group

The organisations of the future will strengthen solopreneurs.

Solopreneur

- Is a constitutive entrepreneur who builds up her/his enterprise all alone.
- Has the objective to build up a scalable enterprise (respectively services) (that is the distinguishing feature of a solopreneur to a freelancer).
- Therefore she/he works on her/his own projects (a freelancer works on projects of other persons).
- Often starts as a freelancer – until her/his projects and products generate enough income.



Overview of the learning module – target group

- **High performance employee**
 - Has an educational background above-average.
 - Is highly specialised.
 - Has a performance-oriented mode of working.
 - Has a very good self-organisation.
 - Possesses a high degree of „self-marketing“.
 - Is sometimes oscillating between the status as an employee and an entrepreneur

Why does she/he work as salaried employee?

She/he is “on the edge to entrepreneurship”

The company runs the risk of losing her/him as an important employee.



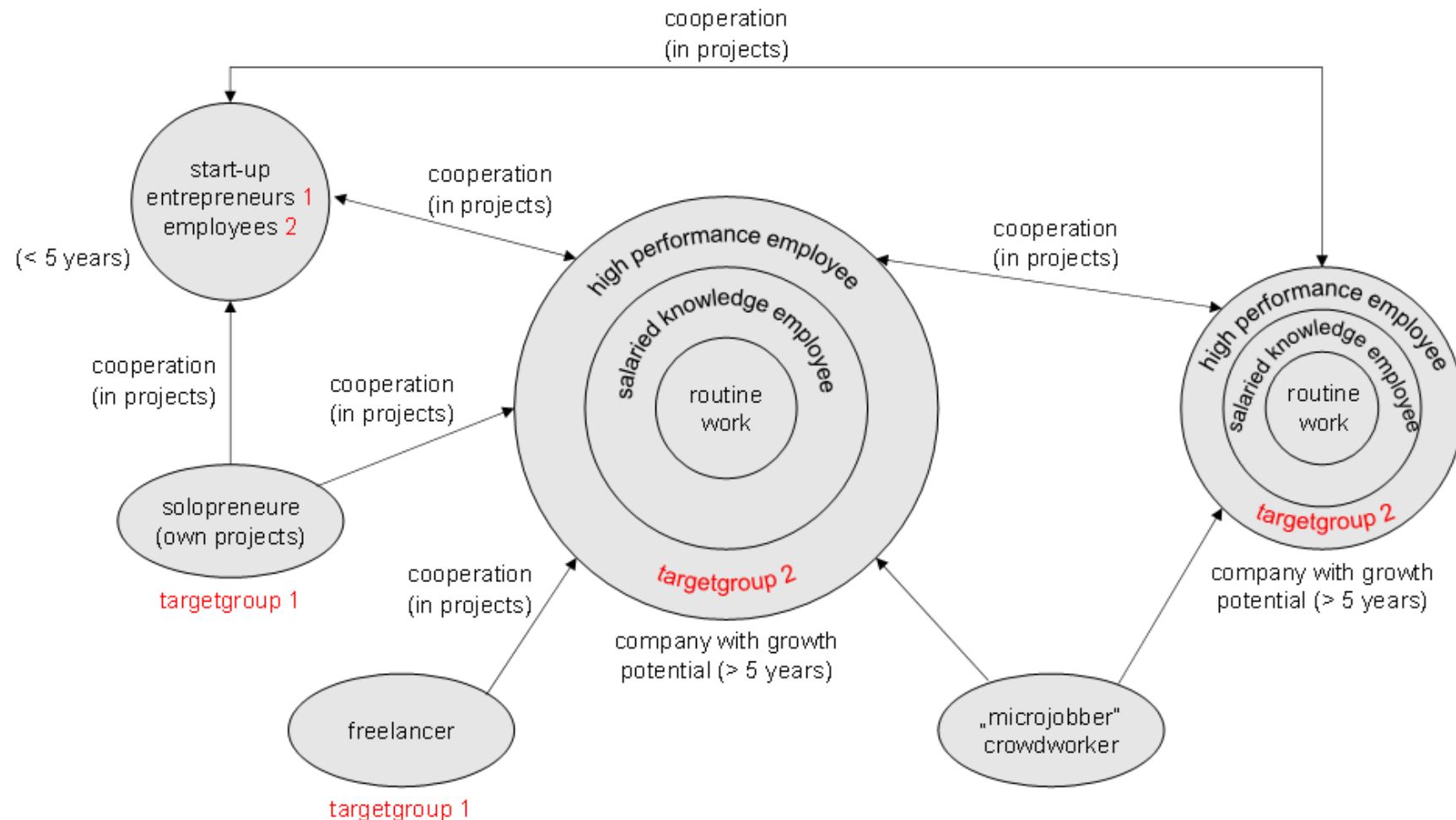
Overview of the learning module – target group

- **Salaried knowlege-worker**
 - Is relatively good educated (graduated).
 - Has little or no specific competences / skills (this means: the person has no USP).
- **Digital day-labourer or clickworker**
 - Fulfils routine-functions.
 - Is poorly paid.



Overview of the learning module – target group

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



Overview of the learning module – target group

Characteristics of different „types“ of entrepreneurs induce particular challenges

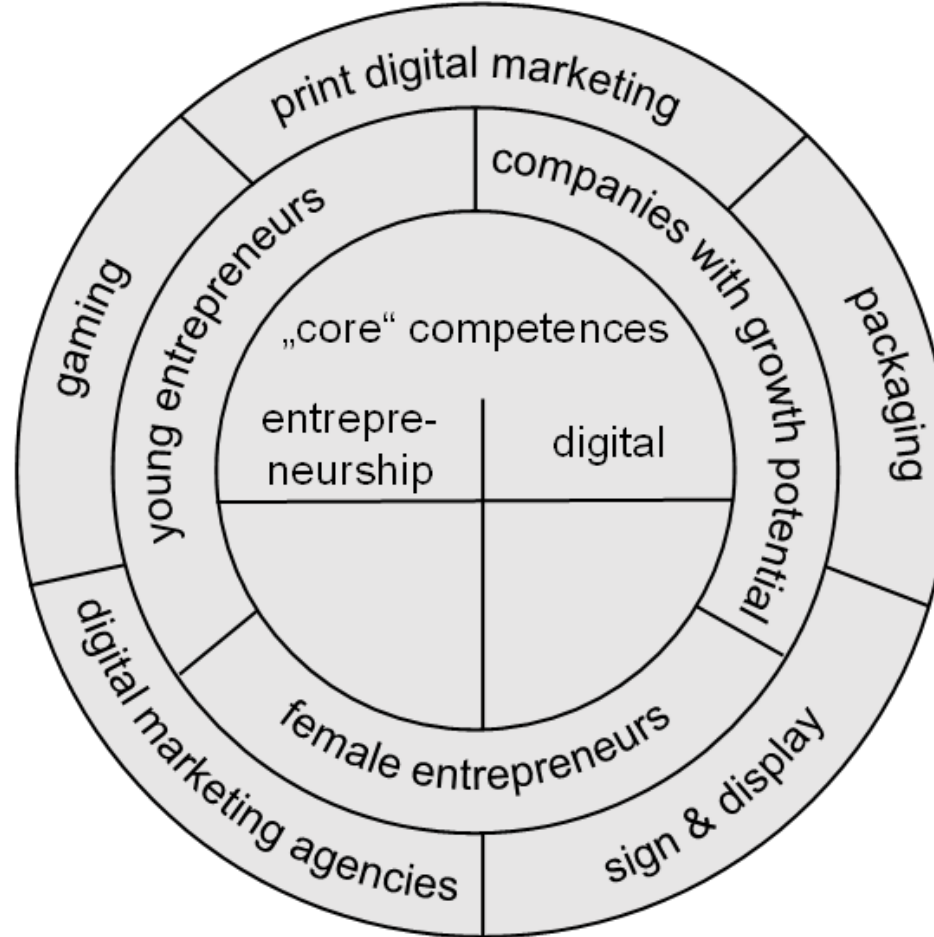
Employees with entrepreneurial spirit need

- 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.



Overview of the learning module – target group

**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



Overview of the learning module – target group

	Entrepreneurial skills	Digital skills	Sector-specific skills
All target groups	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 constallations 	<p><i>Print companies with integrated marketing solutions</i></p> <ul style="list-style-type: none"> Deep understanding big data Automated read-out algorithms Automation and networking of machinery Data security /protection of end user's privacy <p><i>Packaging</i></p> <ul style="list-style-type: none"> Programming skills Software-specific competences 3D-simulation Innovative materials for packaging <p><i>Sign and display</i></p> <ul style="list-style-type: none"> Content creation and design creativity Maintenance of defective displays Material sciences <p><i>Digital marketing agencies</i></p> <ul style="list-style-type: none"> Social media marketing High customer orientation Data analysis / data management <p><i>Gaming</i></p> <ul style="list-style-type: none"> Augmented and virtual reality Competences in didactics (serious gaming) Subjects specific skills (content) Build up a creation network
Young entrepreneurs	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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, ability to prioritise etc.) / Resilience Ability to work in teams / networking / cross-cultural competences 		
Female entrepreneurs	<ul style="list-style-type: none"> 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. 		



Overview of the learning module – target group



Challenges for enterprises and employees

(Source: Summerer/Maisberger (2018): Teamwork agil gestalten, p. 11)



Overview of the learning module – Skills



Overview of the learning module – Skills

Skills to be developed in the Module

The skills that shall be acquired via the course are

- 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, ability to prioritise, etc.)



Overview of the learning module – Concept



Overview of the learning module – concept

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

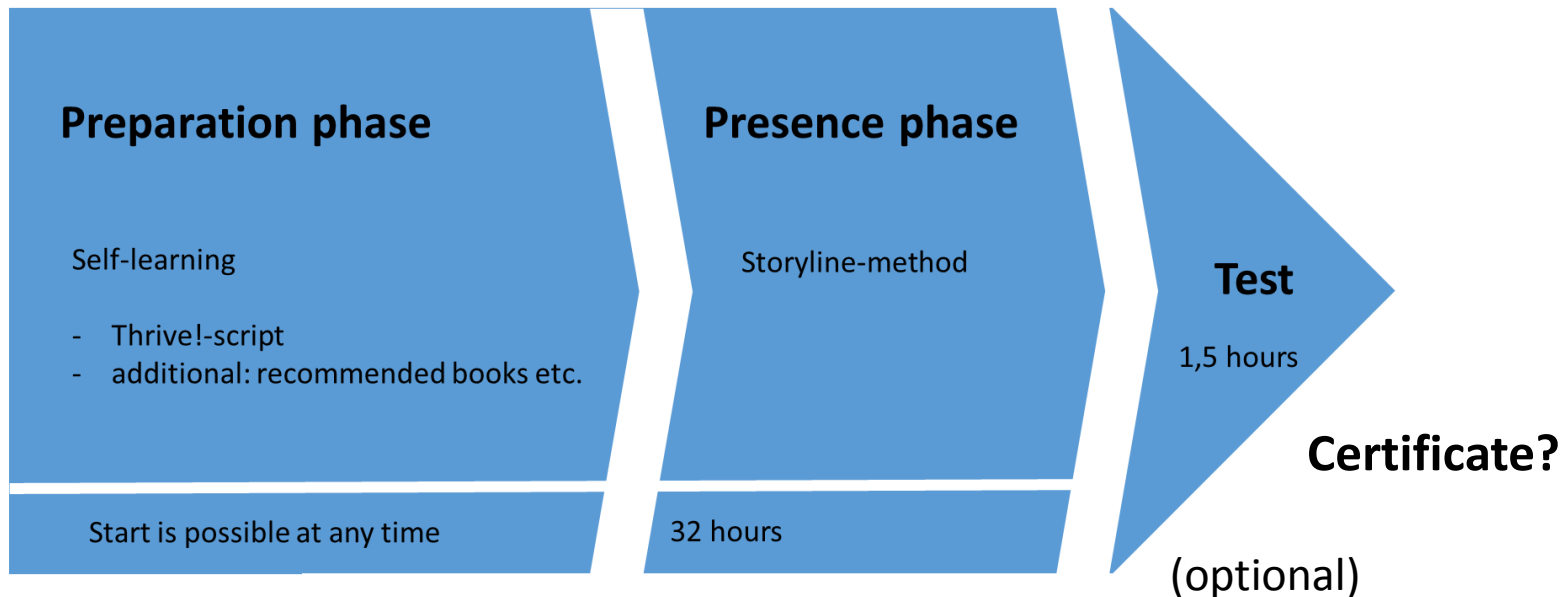




Overview of the learning module – concept

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.



Overview of the learning module – structure

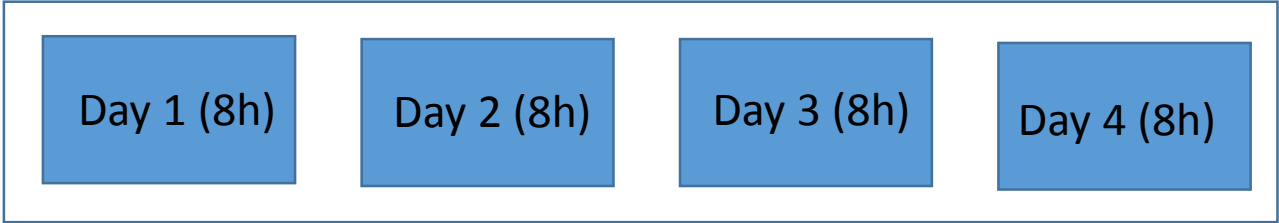


Structure
Planning of the day

Time model
Presence phase

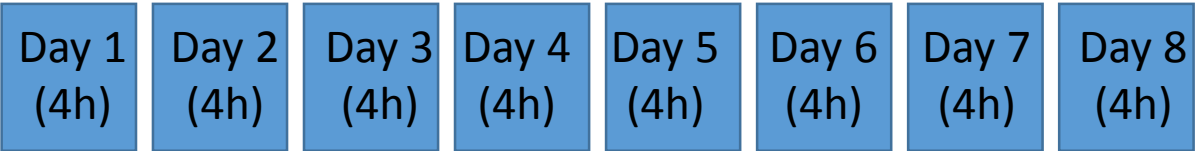


4 days (8h/8h/8h/8h)



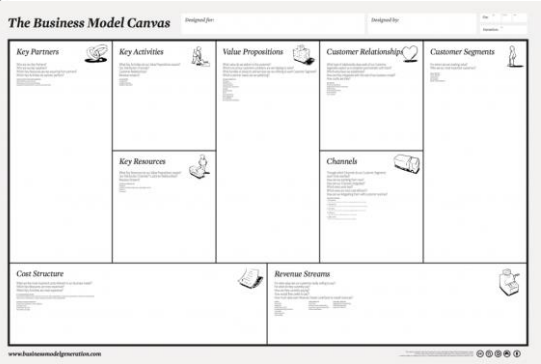
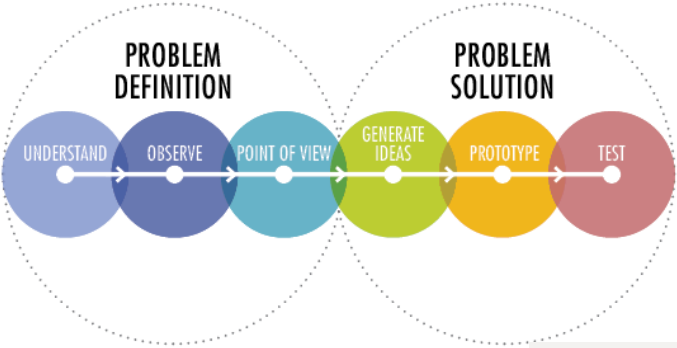
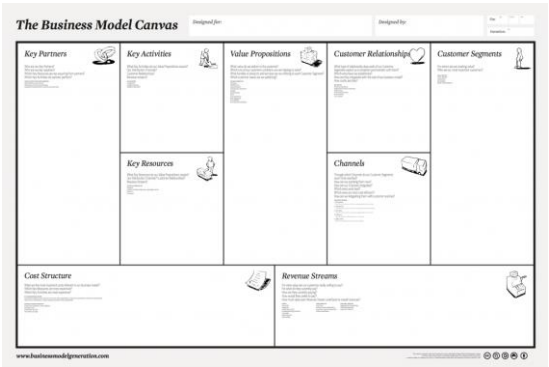
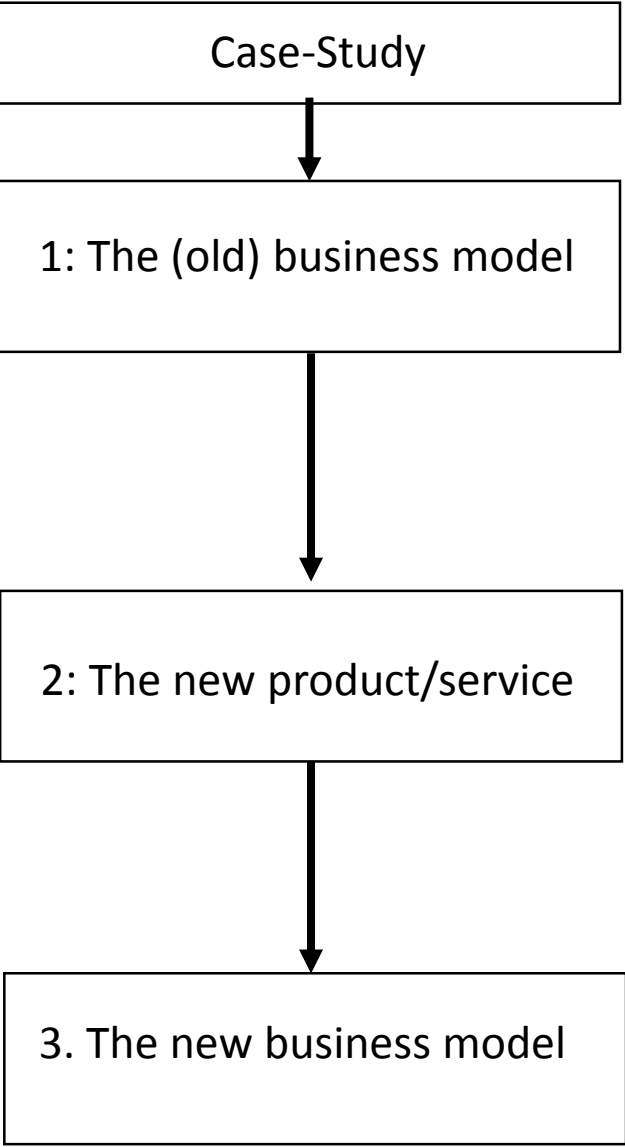
Compact: 1 week

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



4 – 8 weeks

Overview of the learning module – rationale



Overview of the learning module – case study

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 – case study (1)

Betterprint

– a traditional printer on the way to the media company of the future

Betterprint, a company rich in tradition and very successful in the printing industry, with 180 employees, has to realize that due to the rapid development of the internet and the increasing digitisation the business areas are continuously shrinking - some business areas are already completely broken.

The focus of Betterprint's business activities is on the printing of annual reports, sustainability reports, catalogs, etc. and even on job printing. The customers are predominantly medium-sized companies. In most of the cases, personal business relationships exist for years. Low-cost competition from abroad, the changing behavior of consumers in media usage and the new competition from online print shops have led to more and more orders being lost in the past few years and even long-standing customers are forgoing their business relationship to Betterprint. Due to the development of digital printing, almost every brochure, catalog, etc. can now be printed by almost everyone - if they are not already available for download on the company's website or sent by mailing anyway. This dramatic development, which continues at an accelerating rate, has led to the biggest crisis in Betterprint's corporate history and is now jeopardizing the printer's existence. In the past 3 years, Betterprint has made losses.

The letter from the major customer BOLEK provides the occasion for a crisis meeting of the Betterprint management.

“...unfortunately, we regret to inform you that we are forced to assign our print jobs in the future to a printing company in Poland, which can deliver the products at a price advantage of 25% in acceptable quality.

We thank you for the always very good cooperation and...”



Overview of the learning module – case study (2)

After the head of the department "finances" has explained briefly that on the one hand losses due to the loss of orders and on the other hand the rising costs for paper, colors, but also energy and personnel amount monthly losses of about 50.000, - to 60.000, - €.

The suggestions of the individual members of the management team are quite different. The production manager favors investing in a new digital press, while the chief sales officer points out the importance of new products and the development of new customers. Karl Müller, son of the founder of Betterprint, who leads the company in the 2nd generation for more than 25 years, summarizes the ideas and considerations as follows to conclude the meeting:

Individual measures such as the purchase of new technology or promotions to attract new customers are not enough to secure the existence of Betterprint in the long term. Rather, the previous business model is fundamentally put to the test. What are the strengths and weaknesses of Betterprint? What are the core competences? Which unique selling points are there? What could an innovative business model be for securing the future of Betterprint? What needs to be done?



Overview of the learning module – case study (3)

Müller (61 years old) seizes the opportunity to open his executives that he has decided to prefer the generation change in the family business. The management is to be transferred to his daughter within the next two years, earlier than originally planned. Through her training and her previous professional activity in a renowned management consultancy, which specializes in medium-sized companies, Julia Müller has the best prerequisites for realigning Betterprint with innovative ideas. Betterprint is fortunate that it has a well-educated workforce. Especially in the areas of "development" and "sales / marketing" there are two young people working, who have attracted attention due to their innovative ideas and willingness to implement in the past, and who have ambitions to personally develop and make a career at Betterprint. In order to arrive at truly innovative ideas for the future of Betterprint, the management team agrees to capitalize on this potential and closely involve the two employees in the company's reorientation.

Therefore, the management commissions the two employees to put together an innovation team in order to gain ideas for innovations as a first step.



Overview of the learning module – case study (4)

Betterprint

- Has conducted a survey (employees)
- Employees are motivated to live healthier
- Betterprint offers different measures in sport activities
- Finding: Employees do not use Betterprints sport activities
- Betterprint plans to improve food in the canteen

What can be do to improve the health of our employees?



Overview of the learning module – concept

Day 3	
Duration	Teaching method
90 min	<p>Keynote 3</p> <p>Innovation-methods – Design Thinking (teacher)</p> <p>Warning – up: „Nine-Dots-Problem“ (teacher)</p> <p>(Instructions and material: see annex 2)</p>
300 min	<p>Work in groups 3</p> <p>The participants continue working in the groups of day 2.</p> <p>Task: Development of ideas for new products and / or new services as basis for the future business model "Betterprint 2030"</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What are the key trends and what are the (future) opportunities and risks for companies in the creative industries? • Which products and / or services could initiate the turnaround on the basis of Betterprint's existing business model? • Do our ideas meet the needs of our (future) customers? <p>Notice 1:</p> <p>Part of the group work is the test of a prototype of innovation.</p> <p>A period of 60 - 90 minutes is to be planned for this.</p> <p>Notice 2:</p> <p>Depending on the course and "performance" of the groups, "disturbing events" can be incorporated into the process of group work, e.g.:</p> <ul style="list-style-type: none"> • The managing director joins the team, lets the group present the intermediate state of their work and unsettles the group by his evaluation of their ideas. • Fierce arguments happen in the team about the approach in the project - the project leader must resolve the conflict / lead a crisis conversation. • The freelancer surprisingly quits his job and leaves the team to work for a competitor. • The teams are recomposed by exchanging 2 team members each.
90 min	<p>Presentation 3</p> <p>Every group</p> <p>Presentation of the results of the "prototype test" (15-20 minutes each)</p> <p>Discussion with the other groups (5 - 10 minutes each)</p> <p>Moderation by the teacher</p>



Phase/Step 5: Prototype



Exercise

1. Build a paper aeroplane

It should fly as far as possible!

Note: Build it with your „weak“ hand

2 minutes

2. Write the names of the team members on the aeroplane

3. Let them fly!



Phase/Step 5: Methods

- Bring the best of your ideas to life to test them with real people!
- Your solutions might not be perfect, especially the first time around...

There can be many types of prototypes:

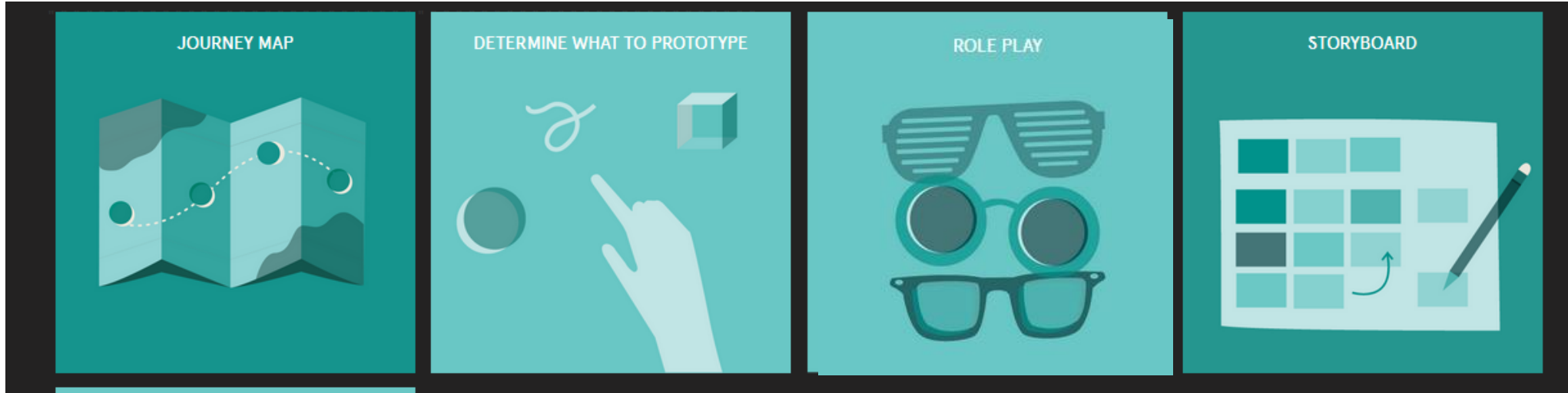
- A good way to start is a *storyboard*
- Another type of prototypes is a rough *mock-up*.
- When you're designing apps or websites, a very good way is also using *paper prototyping*
- When designing services, *role playing* can be an excellent way to prototype.

10 prototyping tools, Board of Innovation. <https://www.boardofinnovation.com/staff-picks/favorite-prototyping-tools/>

Paper Prototyping: The 10-Minute Practical Guide, by Jerry Cao. <https://www.uxpin.com/studio/blog/paper-prototyping-the-practical-beginners-guide/>



Prototype



<http://www.designkit.org/methods>



Determine What to Prototype

There are so many ways to prototype an idea. Here's how to isolate what to test.

STEPS

- 01 | With your team, write down the key elements of your idea. Think practically about what needs to be tested and write down your primary questions for each component.
- 02 | Now pick a few questions to answer. If you want to prototype an interaction, consider putting on a skit with your team. If you're testing a logo, print it out and stick it on a t-shirt to solicit feedback.
- 03 | Think through what kind of prototype makes the most sense to answer these questions. You might consider holding a Brainstorm now.
- 04 | Remember, this process is about learning, not getting it right the first time. Better to test a miserable failure and learn from it, rather than take ages making a beautiful, highly refined prototype.

<http://www.designkit.org/methods>



Journey Map

A Journey Map allows you to identify and strategize for key moments in the product, experience, or service you're designing.

STEPS

- 01** | Start with a seed idea of what your solution could be—maybe one that you sketched on a Post-it during a Brainstorm or an idea that emerged from an early, rough prototype you're looking to explore further.
- 02** | Start by writing a simple 1-2 word headline of the most core moment(s) of engagement for your user on a Post-it. This doesn't need to be a detailed representation—the way you might build out a Storyboard—but rather a snapshot. An example might be: First exposure to the product.
- 03** | Now, write down the name of any other key moments on separate Post-its. The number of key touchpoints you identify may vary from concept to concept, but try to focus on no more than 3-5. Consider what might be most critical to the person you're designing for.
- 04** | Place the Post-its in an order you think your user would likely experience them, and evolve your original Journey Map as helpful by adding, removing, reordering, and revising the key moments.
- 05** | You can use this Journey Map as a starting point to inform a more descriptive Storyboard or to help focus the Rapid Prototypes you start to build out and Role Play.



Storyboard

A quick, low-resolution prototype, a Storyboard can help you visualize your concept from start to finish.

STEPS

- 01** | With a partner, determine what it is you want to prototype. You don't have to Storyboard the entire offering. Use it to test even one component of your idea, like an interaction, or how a customer finds your product.
- 02** | Spend no more than 30-45 minutes drawing how your ideas work. Use a series of comic book-style frames for your drawing. This will help you spotlight key moments and build a short narrative.
- 03** | Don't get hung up on your drawing abilities. It's more important that it helps you fully think through your concept than create something that looks beautiful.
- 04** | Once you're done, act out the Storyboard to your team for feedback.

<http://www.designkit.org/methods>



Prototype

Role Play

A quick and tangible way to test an idea or experience is to get into character and act it out.

STEPS

- 01** | The main goal of prototyping is to make an idea just tangible enough to elicit a response, whether from you, your team, a partner, or whomever you're designing for.
- 02** | Decide which of your ideas you want to Role Play and assign the necessary roles to your team members.
- 03** | Take about 30 minutes to determine the necessary roles, who will play them, and what it is that you're looking to test—is it a type of interaction, whether a person will respond to a type of product, the effectiveness of a sales pitch?
- 04** | Costumes and props can be highly effective tools in bringing your Role Play to life. Don't spend ages on them, but consider making your prototype that much more realistic. You'd be surprised how far just a few details can go toward making a Role Play feel real.

<http://www.designkit.org/methods>



Phase/Step 6: Testing



Phase/Step 6: Testing

Target

Test the prototype with (future) users/user-groups.

Prepare the test-scenario

- What does the test-scenario look like?
- Formulate open questions!
- Where can I find interesting people for the test?
- Clear roles in the team (who asks? Who makes notes?)



Phase/Step 6: Testing

Conduct the test

- Explain the background of the test!
- Do **not** make a sales conversation out of it!
- Ask open questions!
- Do not interrupt the test-person! Let her/him think aloud!
- Ask also how the test-person feels!
- Show gratitude!



Phase/Step 6: Testing

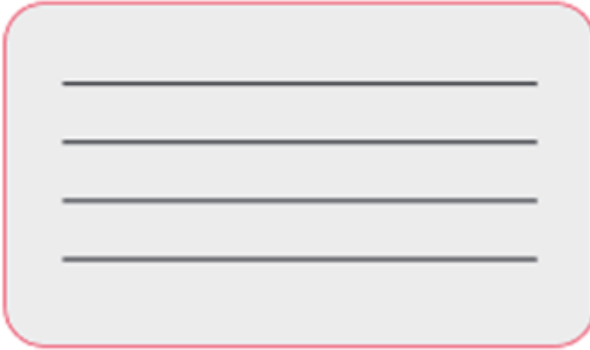
Collect feedback

- What worked/did the test-person like? Why?
- What didn't work/did the test-person not like? Why?
- Were there any ambiguities?
Did the test-person have questions?
- New ideas / impulses?
- ...



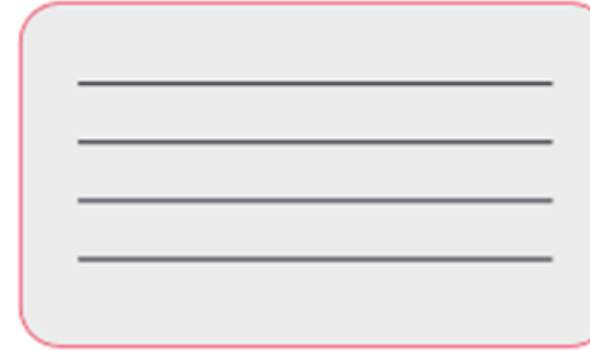
Phase/Step 6: Synopsis of feedback

Relevance of the idea confirmed?




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Intuitively understandable and usable?



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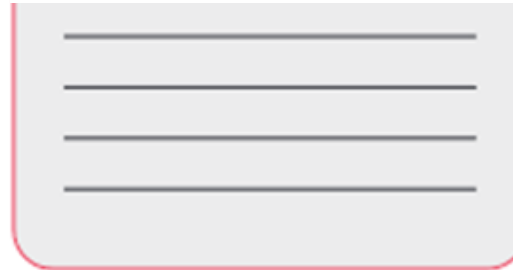
Rating compared to the competition?



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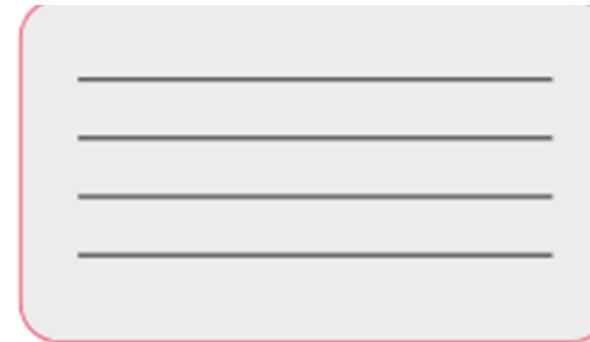
Prototyp

Attributes from the test persons' point of view:



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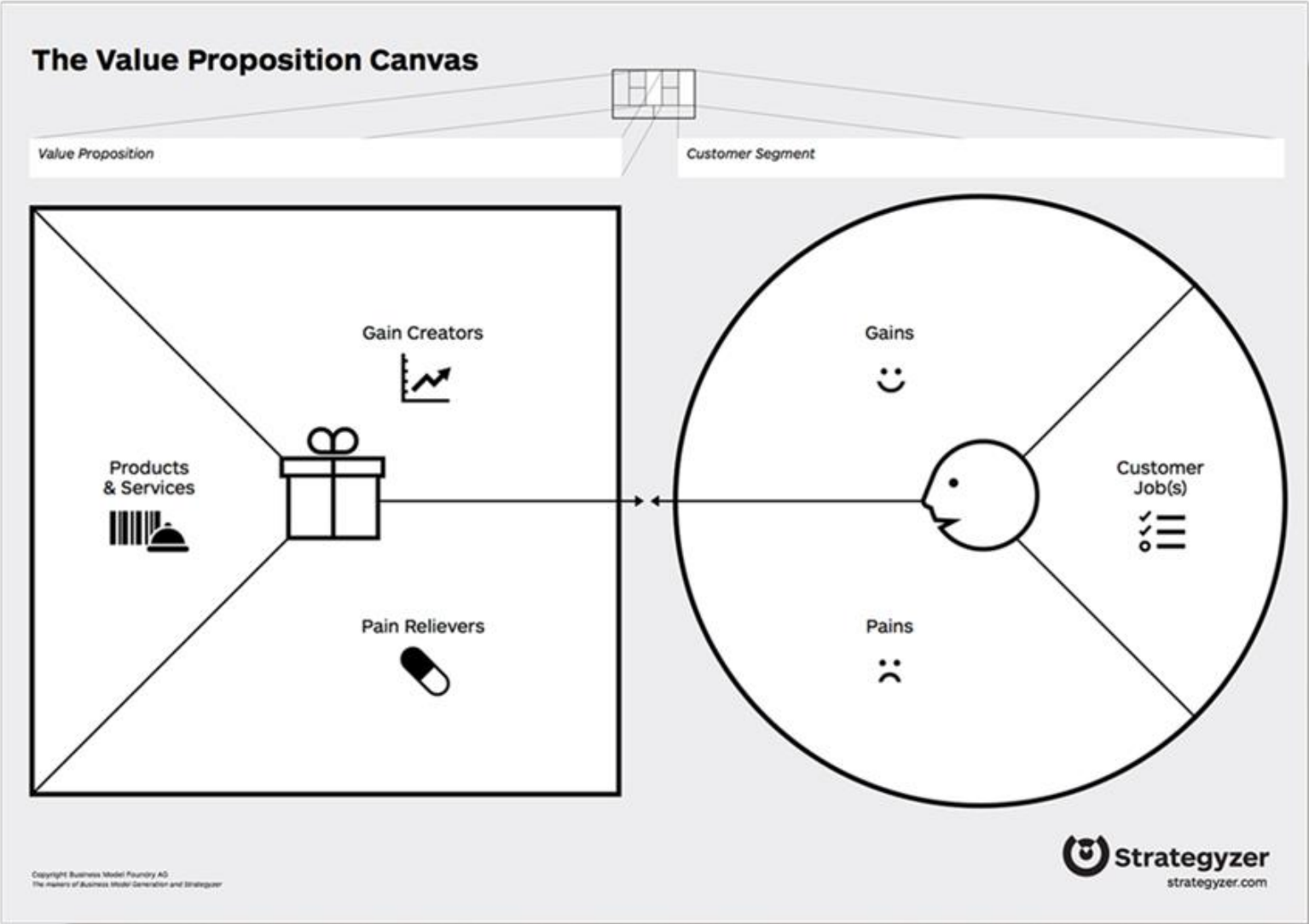
What is the willingness of the target group to pay?



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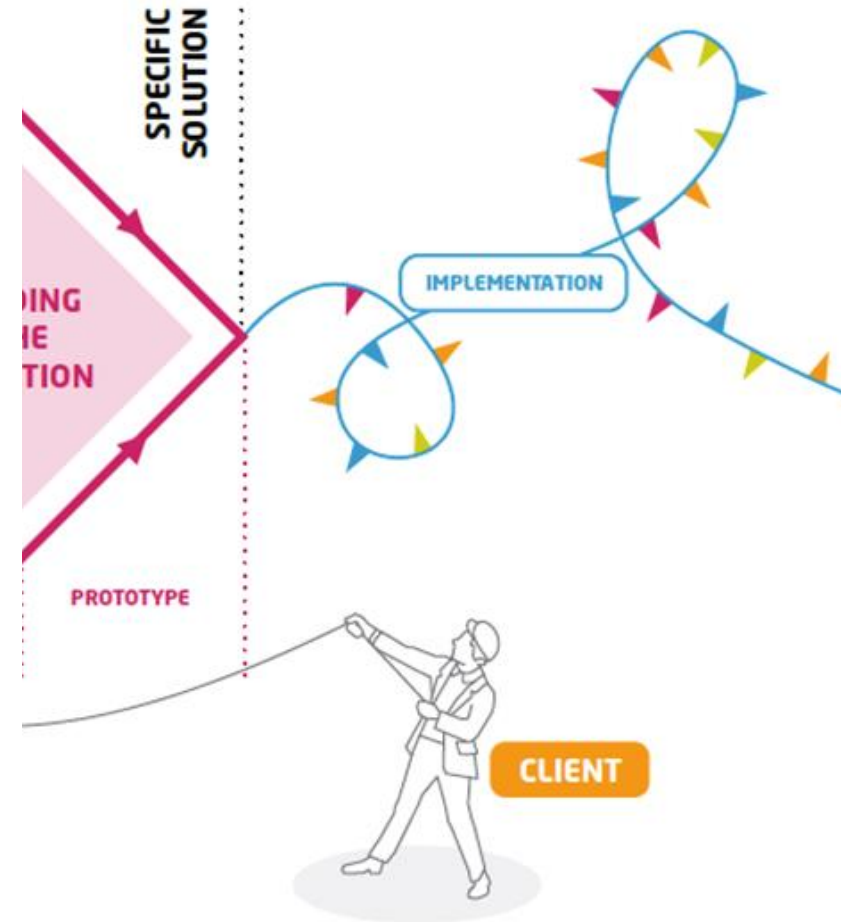
Value Proposition CANVAS



Presentation

Present your idea

- What was the (wicked) problem?
- What is your solution?
- What are the findings from the testing?
- What are the next steps (implementation)?



A word cloud featuring the phrase "Thank you" in numerous languages. The words are arranged in a circular pattern, with "Thank you" being the largest and most central. Other visible words include "Merci", "Danke", "Hvala", "Tack", "Sipas", "Gracias", "Köszönöm", "Gràcies", "Kiitos", "Tak", "Paldies", "dekem", "Obrigada", "Dankewol", "dankie", "Grazie", "Pakka", "Misaotra", "je", "Takk", "fyri", "baie", "raibh", "Go", "Dziękuję", "Obrigado", "Teşekkür", "agat", "ederim", "Gratias", "Mahalo", "maith", "pér", "Dank", "Multumesc", and "Danku". The colors of the words vary, including shades of blue, green, yellow, orange, red, and purple.