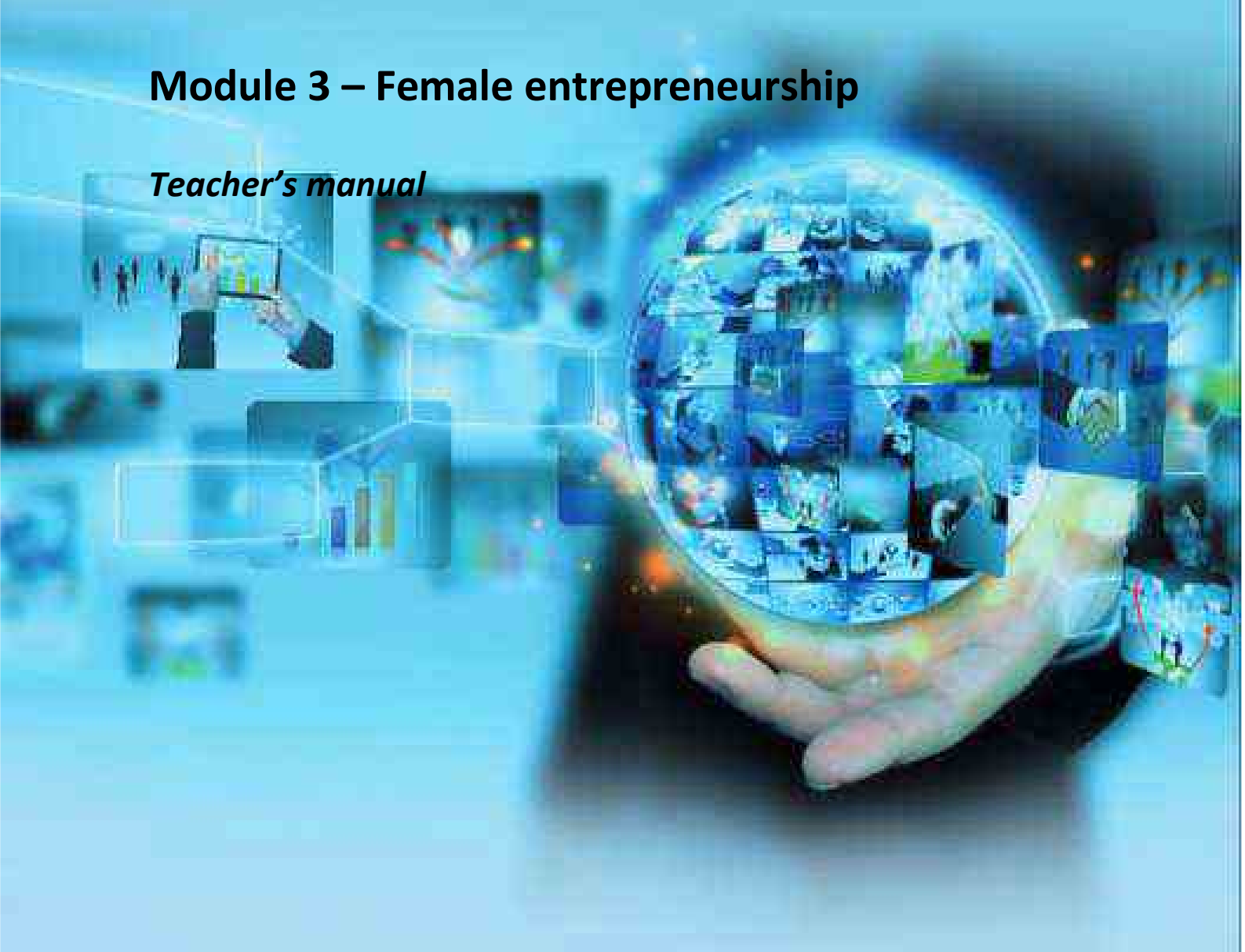




Thrive! Entrepreneurial skills as solid base
for a future in the Creative Industry

Module 3 – Female entrepreneurship

Teacher's manual



The “Thrive! Entrepreneurial skills as solid base for a future in the Creative Industry” project has as central aim to support the (young) (female) entrepreneurs and companies and its employees in the creative sector to go through a transformation and innovation process that is necessary to survive the present times and to become a company with a sustainable business case.

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The project partners within this program are:



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After the testing of the learning materials by the project partners in their home countries, the following additions were suggested to be relevant for the teacher’s manual.

Recruitment of female entrepreneurs

The female entrepreneurship course was tested in the Netherlands and in Spain. In the Netherlands female entrepreneurs were recruited. Recruitment of female entrepreneurs within the creative industry was really challenging. It took time, effort and intensive personal contact. The female entrepreneurs found it hard to make time for educating themselves. In Spain in total 36 female students of VAT education took part in the course.

Modularity and adaptability

The learning materials are designed to be modular and adaptable, meaning that the materials should not necessarily be treated ‘as is’, but teachers and learners are invited to adapt them and to select elements they find valuable and skip other elements. Some elements are mandatory in order to steer the course the best way possible for the students. The self-assessment scan is a mandatory element. This scan should be filled out by the students within the first lesson because this is the starting point of their own personal development plan. Also, it will give the teacher insight for designing the course as personal as possible. It is important to fill out this scan as a teacher as well in order to understand and react on questions of the students.

Also, take into account that there are three types of female entrepreneurs that can participate in the course. There are female students that do not have their own company yet. Students can also be female entrepreneurs within the creative industry managing their own company. The third type of female entrepreneurs are female students working within larger companies that climb the ladder within this company by undertaking entrepreneurial actions (intrapreneurs).

For both three types of female entrepreneurs, the content and starting point of the course is and will be different. Within the pilot in the Netherlands there were a few intrapreneurs. These students found it hard to translate some assignments to their situation. Our recommendation is to get to know the type of students and adjust the learning material accordingly.

Within the course, we followed the 7S model, we found that the theory was unknown, so we spent a lot of time to make it practical. Thus, entrepreneurial knowhow is really important. Take more time into account when entrepreneurship and management theory is totally new to the students. The final assignment of the course is to develop their own business model canvas.

Class management and role of the teacher

The testing showed that the teacher should be really well prepared before starting a lesson. Preparation time for teachers needs to be taken into account. Within the teacher manual, there is a lot of guidance and learning material for the teacher. The teacher has a facilitating role and also a very important role as a coach. Because the course is focused upon the development of entrepreneurial competences, personal guidance and coaching of the students throughout the course is crucial. There should be multiple one-to-one conversations with the students in order to guide them on their personal path towards successful entrepreneurship.

Preface Female Entrepreneurship Course

Welcome to the female entrepreneurship course. It is an entrepreneurship course especially developed for female entrepreneurs within the creative industry, and for women and students that would like to become an entrepreneur within the creative industry. The course covers all entrepreneurial aspects of managing a business. In addition to the entrepreneurial aspects within the course, competences are added to every step of the entrepreneurial journey of designing your business optimally. Research in entrepreneurship depict entrepreneurs as white males with light-colored hair and blue eyes. It is the dominant conception of entrepreneurs. Entrepreneurial competences are therefore seen as masculine competences, that only men possess or can develop. Nothing could be further from the truth, competences are not masculine nor feminine, they are situationally identified, such as entrepreneurial competences. Entrepreneurial competences are defined as underlying characteristics possessed by a person, which result in new venture creation. This definition of entrepreneurship is: when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012).

Research on entrepreneurial competences and the differences in the way men and women act upon these competences shows that there are five entrepreneurial competences where men and women act significantly different upon. These are self-efficacy, decision making, management style, network ability and risk tolerance.

In recent research 'The entrepreneurship Competence Framework' is developed, commissioned by the European Commission. This framework, also known as EntreComp, aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas (into action, resources and ideas and opportunities), a list of 15 competences, learning out-comes and proficiency levels, which current and future initiatives can refer to. EntreComp also includes the five distinct entrepreneurial competences, whether or not in combination with other competences. Although there are no female or male competences, due to our history, women did develop some competences through the evolution of mankind. The female position within our society is still behind the position of men. The socio-cultural status (or lack thereof) of women is mostly perceived as a disadvantage, but women have developed some competences more than man because of their position. The primary role of women with family and domestic responsibilities led to female concern for relational aspects in so many supporting roles. The competences that females developed through the years are the ability to adapt to the situation, socially awareness, delegation ability and the ability to engage in longer-term planning. These are presented as valuable organizational exploitable resources. Therefore, by following this course, you will focus on the development of your entrepreneurial competences as an entrepreneur, but also learn how to exploit your "typical female competences" to the benefit of your business.

We wish your students a successful career!

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