



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

Module 2

**Employees in companies with growth potential
or growth ambition**

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.

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project partners within this program are:



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1. Summary – Structure of the module

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.)

Teaching and learning methods

Flipped classroom 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”)
 - in the first phase of the learning module 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”)
 - during the presence phase the participants train the application of the knowledge via
 - Case studies /Business cases
 - Role playing
 - Working on concrete problems

Storyline-method

The business-case of an “Enterprise preparing for the transformation” is the recurrent theme during the presence phase.

Option: The participants define their own project / create their own business- case / found their own business.

Competences/Skills:

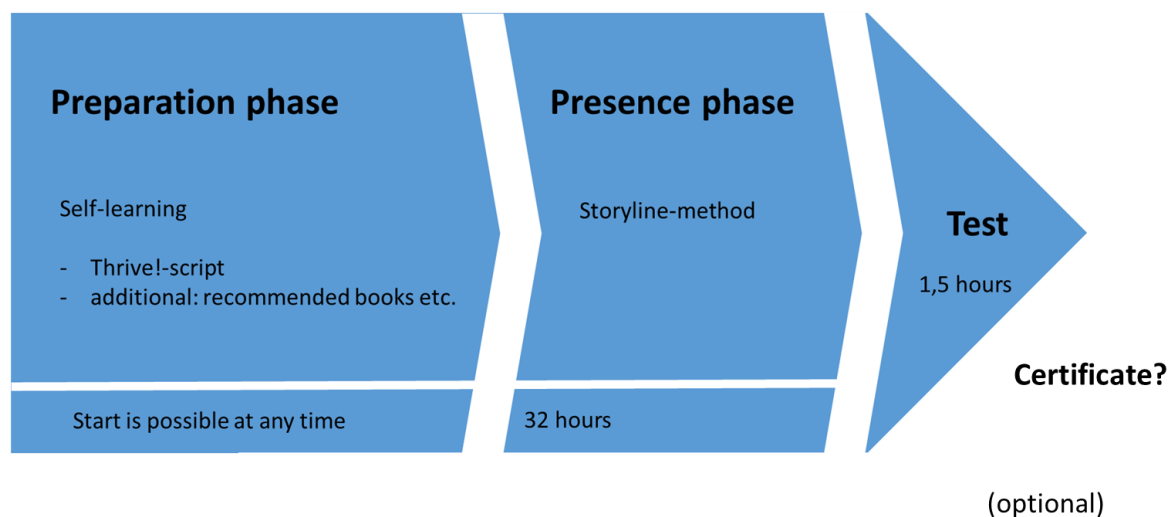
The method storyline supports the acquisition of methodological competence, i.e.

- 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
- ...

Guiding principle of the method Storyline: **LEARNING BUSINESS BY DOING BUSINESS!**



Sequence of the course

Comments:

The presence phase can be splitted on 4 or 5 days. The following description of the course follows the 4-day-model.

Optional the course can be completed by a test – and a certificate can be awarded to the successful participants.

As this depends on the specific framework-conditions of the organisation that offers the course the test and the certificate (incl. ECTS-points) are not part of the presented concept of the course.

2. The method “Storyline”

Storyline is a topic-centered method that aims to enable comprehensive and holistic learning.

One topic - in this course this is the initiation and implementation of an innovation project in an innovation-dynamic creative industry enterprise - is embedded in a relatively closed story in order to connect coherent learning contents.

The storyline forms the framework for the organization of the material to be taught, which is linked in content-related episodes in which corresponding tasks are to be processed and activities carried out.

The storyline is developed by the lecturer and given to the participants. After opening / starting the story, the learners take over the design of the further progress of the story. They bring their own knowledge and experience (also from their professional practice) in the process.

The course of action is controlled by the lecturer using key questions. These key questions give impulses for solving specific tasks. They are formulated as openly as possible so that diverse answers and problem-solving options are possible.

The learners are not supposed to give specific answers in the sense of "right" or "wrong" - rather, thinking processes should be set in motion to deal with the topic independently and to develop individual solutions. In doing so, different solutions are to be tried out.

An important part of the method is to (critically) reflect on the problem-solving process, present the results and discuss them with the other participants.

The teacher takes on the role of an observer as well as a consultant, coaches and a facilitator who supports the learners in the processing of the Aufgaben.

The learners should learn in the group how new ideas are developed and developed in a team.

The (intermediate) results will be presented by the group in plenary after the completion of a task and discussed with the other participants. In this way, learners receive feedback from both the other groups and the lecturer.

At the end of the classroom phase, a reflection of the course or the edited project will be carried out. The individual and joint analysis offers the opportunity to evaluate one's own learning progress and to identify potential for improvement.