



SYLLABUS

“Management and Entrepreneurship in Cultural and Creative Industries”

**for BA and MA students in business
and economic (B&E) studies**

FOSTERING ENTREPRENEURSHIP AND INNOVATION IN CULTURAL AND CREATIVE INDUSTRIES THROUGH INTERDISCIPLINARY EDUCATION

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I. Introduction

This course is developed within the project “*Fostering Entrepreneurship and Innovation in Cultural and Creative Industries through Interdisciplinary Education (FENICE)*” with the support of the Erasmus+ Programme of the European Union.

It is designed for BA and MA students in business and economic studies who want to improve their knowledge, skills, and competences for pursuing careers in the field of the cultural and creative industries (CCIs).

The course is interdisciplinary and unites subjects and themes from arts-, heritage-, culture-, IT-, media and business studies in ways that corresponds to the varied, innovative, and socially valuable profile of the CCIs.

CCIs are content-, knowledge- and technology-driven and as such, they are by definition a subject of interdisciplinary research and education. CCIs combine the creation (often by artists or designers), production (often by companies) and distribution (often by multinationals) of goods and services that are cultural in their nature and usually protected by intellectual property rights (IPR). Raising the CCI-literacy and skills of the business students and graduates will provide the sector with professionals that can lead and contribute to the viable and sustainable functioning not only of the CCIs themselves, but also to the many other related sectors of the experiential economy such as tourism and hospitality.

For the purposes of this syllabus, the CCIs are understood in the sense of the *Green Paper on the Potential of CCIs of the European Commission (COM (2010) 183 Final)* and refer in particular to:

- (1) Performing arts,
- (2) Visual arts,
- (3) Cultural heritage,
- (4) Film, DVD and video,
- (5) Television and radio,
- (6) Video games,
- (7) New media,
- (8) Music,
- (9) Books and press,
- (10) Architecture and design (including graphic design, fashion design, advertising)

Cultural industries are those industries producing and distributing goods or services which, at the time they are developed, are considered to have a specific attribute, use or purpose which embodies or conveys cultural expressions, irrespective of the commercial value they may have (1-9).

Creative industries are those industries that use culture as an input and have a cultural dimension, although their outputs are mainly functional (10).

The course is elaborated by a joint team of experts and researchers from the Varna University of Management (Bulgaria), Greek Academic Network, GUNet (Greece), Universitatea Nationala De Arte (Romania), Universidade Portucalense (Portugal) and Univerzitet U Novom Sadu (The Republic of Serbia). It contributes to the development and improvement of the entrepreneurial education for CCIs in Eastern and Southern Europe at higher education level to line up with the developments of the business and the training offer in northern Europe and the US.



II. Course Overview

This course is intended to provide a multi-faceted introduction to operation of CCI enterprises for the students in business and economics (B&E) and to explore practical and theoretical issues facing cultural entrepreneurs, professionals and policy-makers. It builds on the interdisciplinary approach that is pertinent to CCIs to showcase how creativity and culture can be sustainably commercialized and bring to life viable and innovative enterprises.

In this sense, the **goals** of the course are

- To make students aware of the specifics of the CCIs and their business potential;
- To develop a holistic overview of the issues that impact these industries;
- To equip students with specific managerial skills that are relevant to the CCIs,
- To make B&E students aware and capable to cooperate with Arts&Humanities students as in real-life situations within the CCIs i.e. work in interdisciplinary CCI teams

In this course, the students learn how to manage creative enterprises and cultural organisations, while gaining a general overview of management practices by passing through the main steps of creating a business plan specifically related to a CCI project.

Considering **teaching-learning strategies/methodologies**, the main approach in this course is experiential learning. Accordingly, this course makes use of different teaching, learning and assessment methods, in line with the needs of the students and the learning objectives. Teaching methodologies were designed to boost autonomous work while respecting students' diversity and needs, allowing flexible learning paths.

This course aims at fostering an active learning environment, proven effective in developing higher-order cognitive skills. By being involved in an active and participatory learning process, enhanced by the integration of digital technologies, students intervene directly in the construction of knowledge, questioning and co-creating it. As opposed to conventional approaches, generally passive and unidirectional, the students become the centre of the learning process and the trainer/teacher assumes the role of mediator.



III. Expected Learning Outcomes

Upon the completion of the course, the students should be able to:

- Explain of the evolution, rationale and role of CCIs as growth and innovation drivers at local and regional level in the Europe and worldwide
- Apply concepts related to CCIs, notably when analysing and assessing real-life cases
- Interpret the key characteristics of the economy of the cultural and creative industries, the important challenges the industries face, such as technological, legal and economic, and the policies adopted to meet those challenges
- Develop business models for creative business ventures, including strategic planning for entrepreneurship initiatives, innovative methods for generating funds, stakeholder management and development of partnerships, governance structures of creative enterprises, etc.
- Discuss the innovation process in CCIs as an open, interactive, collaborative and interdisciplinary process as opposed to the traditional models of innovation in science
- Identify new opportunities within social and business problems and develop business solutions, while at the same time, securing revenue sources that achieving financial sustainability
- Justify the need for business to demonstrate accountability by regularly measuring performance and impact

In addition, the course encourages the implementation of the *European Entrepreneurship Competence Framework (EntreComp)*¹. Competencies are presented by area and with reference to whether they are improved (when they are effectively developed within the scope of the contents foreseen for the course) and/or assessed (when subject to evaluation), and with regards to the two content units proposed within this course – Unit 1: Understanding Entrepreneurship in the CCIs and Unit 2: Entrepreneurial Practice – Modelling a CCI Enterprise – which are further detailed in section IV of this syllabus.

¹ <http://europa.eu/!kR69Tb>

COMPETENCE AREA	COMPETENCE	SHORT DESCRIPTION	Unit 1		Unit 2	
			Improved	Assessed	Improved	Assessed
Ideas and Opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	✓	✓		
	1.2. Creativity	Develop creative and purposeful ideas	✓	✓		
	1.3. Vision	Work towards your vision of the future				
	1.4. Valuing Ideas	Make the most of ideas and opportunities	✓	✓	✓	✓
	1.5. Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	✓	✓		
Resources	2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing				
	2.2 Motivation & perseverance	Stay focused and don't give up				
	2.3 Mobilising resources	Gather and manage the resources you need	✓	✓	✓	✓
	2.4 Financial & economic literacy	Develop financial and economic know-how			✓	✓
	2.5. Mobilizing others	Inspire, enthuse and get others on board			✓	✓
Into action	3.1 Taking the initiative	Go for it				
	3.2 Planning & management	Prioritise, organise and follow up			✓	✓
	3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk			✓	✓
	3.4 Working with others	Team up, collaborate and network	✓	✓	✓	✓
	3.5 Learning through experience	Learn by doing			✓	✓



IV. Contents of the course

The contents of the course refer to the following main considerations and rationales in the CCIs:

- Mutual understanding and comprehension between artistic creativity and economics/management, toward feasibility and economic viability of CCI product/project is indispensable. Professionals with both types of profiles need to be aware of the necessity to develop and employ skills for team work and cooperation;

- The development of the creative process is different from its transfer to third parties, therefore each participant in the course is required to acquire a business discipline (to see if it can be implemented in the form of diagrams specific to each artistic discipline);

- The key feature of the creative economy is the transformation of artistic value in economic value; as such all the characteristics that give value to an artistic product will have to be monetized as economic values (thus generating business): uniqueness, non-standardization as impossibility of reproduction, technological process, recognition, copyrights, etc., that is, understanding the artistic product in relation to the market is essential.

- Creativity should be the main tool and competence to work within the CCIs. Usually perceived as a natural ability, individual creativity used in teamwork is able to accelerate the evolutionary pace of ideas within a team when used in project-based team work. . During CCI projects, any type of creativity could be the difference of added value and capacity in a competitive market – thinking outside the box, avoiding clichés, permanent adaptation to contemporary realities - regardless of their nature - cultural, economic, technological.

- Within a CCI project team, all members are/should be creative, although only the ones with artistic background (A & H) are creators, from the point of view of professional skills in artistic transposition technology. The creators are motivated by the contemporary cultural and creative context, by the media exposure of the projects' end product and obviously by the economic benefits of the CCI activities. Feasibility, economic viability and potential success of the CCI team product can be secured or positively evaluated only through the economic and management expertise provided by the members of the team with economic background. The cultural context should definitely be evaluated constantly together within the team, by both artists and CCI economics/management experts. There is also necessary to have a certain level of comprehension within the CCI team – the access to other one subjectivity /artistic creativity versus economic feasibility – and balance must always be reached for the lasting development of the project.

- Eastern, mainstream stakeholders usually state cultural policies tainted by latency, protochronism and reactionary traditionalism. There are some exceptions however: cultural institutions which are financed through competition CCI projects, private stakeholders with contemporary visions over CCI, young galleries, cultural/artistic hubs, independent galleries, private enterprises as cultural stakeholders/non-government organizations, local authorities interested in new cultural visions for their cities/regions. Stakeholders in cultural policies are either mainstream (state driven, institutionally or financed) or alternative (independent/young galleries, private architecture/design offices, independent cultural festivals, media, galleries, cinema, design, multimedia, etc.).



- The Test of Reality – even before the pandemic, it was obvious that financing CCI is more and more connected with some major subjects – is in improving quality of life, especially within urban environment, ecology, recycling, involvement to generate solutions for social problems, preserving and restoration of cultural heritage. Art for the sake of art is no longer an option for public funding. Media exposure is essential for any CCI activity/projects, such as social platforms, the World Wide Web, online publications, etc.

- Involvement in social activities of education – such as creative workshops, youth creative education. Even in a technological environment, an economic option for added value is creativity, originality, artistic creation inserted within production process and end product.

The contents of the course are divided in two major thematic Units, with specific learning objectives and learning outcomes

Unit 1: Understanding Entrepreneurship in the CCIs

(Concepts and Policy Overview)

Specific learning objective

- To allow students to comprehend the CCIs, their connectivity, innovation and social innovation potential while focusing on open-science approaches, regulative and ethical issues, as well as the relevant innovative, participatory and interdisciplinary working approaches in the CCIs

Specific expected learning outcomes:

In addition to the generic course goals, Unit 1 will enable the students to

- Understand the CCIs and their position in society and economy;
- Distinguish the CCI project types;
- Distinguish roles in CCI teams and communication channels;
- Interpret the ethics related to the work and the products of the CCIs;
- Discern the key stakeholders related to cultural policies;
- Identify the economic implications of cultural policies;
- Interpret issues pertaining to intellectual property in CCIs;
- Analyse the importance of new digital transposition techniques and contemporary technologies for CCI products, projects, activities;
- Promote CCIs' activities, products and projects through free (costs and use) communication channels.

Themes

Theme 1.1. Understanding CCIs. Cross-Sectoral Collaborations.

(reference to artistic research, cultural context, cultural trends in fine arts/performing arts, transposition techniques and technologies, nonconventional materials, etc.)

Theme 1.2. Creativity, Innovation and Cultural Content. Accountability and Ethical Behaviour



(reference to social value and social entrepreneurship, open science)

Theme 1.3. Cultural Policies and Institutions. Intellectual Property.

Theme 1.4. New Media, Creative Technologies and Digital Environment.

Unit 2: Entrepreneurial Practice – Modelling a CCI Enterprise

(A rally through the different steps in developing a Business Plan)

Specific learning objectives:

- To allow the students to comprehend the specific nature of CCIs' ventures and associated managerial specifics that can make them viable as economic activities while focusing on cooperation, co-creation and interdisciplinarity, and using business planning as a pedagogical tool.

Specific Expected learning outcomes:

In addition to the generic course goals, Unit 2 will enable the students to

- Generate and/or identify a business idea in the CCIs
- Apply facts, theories and concepts from different disciplines/knowledge areas appropriately in formulating solutions to entrepreneurial problems;
- Distinguish relationships among various components of business and its environment
- Select relevant material, non-material and digital resources needed to turn ideas into action
- Plan value-creating activity which can be financially sustainable over time;
- Collaborate to develop business ideas for the CCIs, in particular with artists and cultural professionals;
- Work with scale models, artefacts, and projects in progress through exposure on social media/social platforms and various sites (this may also include testing scaled or real size models within urban or other environments);
- Thoroughly document artistic activities as part of the artistic research process and collect data as open science experiments.

Themes

Theme 2.1: Designing a business for the CCIs: preparing a business plan and pitching business ideas

Theme 2.2: Towards value: Economic, Market and Cultural valuation of products and services in the CCIs

Theme 2.3: Market, Competition, Consumption and Branding in CCIs

Theme 2.4: Business system, models, partnerships

(Incubators, Clusters and Creative partnerships at the community and regional level)

Theme 2.5: Team management and change management in the CCIs

(Specifics of the cultural and creative team. Similarities and differences for each partner country, represented in the project)

Theme 2.6: Financing. Opportunities and Risks



V. Workload, class structure and readings

No	Module/ Topic	Number of hours	
		In-class	Independent/ self-study, incl. assignments, case-studies, research, readings, video-tasks, games, etc.
U1	Unit 1: Understanding Entrepreneurship in the CCIs		
	T1.1. Understanding CCIs. Cross-Sectoral Collaborations.	3	12
	T1.2. Creativity, Innovation and Cultural Content. Accountability and Ethical Behaviour	3	
	T1.3. Cultural Policies and Institutions. Intellectual Property	3	
	T1.4. New Media, Creative Technologies and Digital Environment.	3	
U2	Unit 2: Entrepreneurial Practice – Modelling a CCI Enterprise		
	T2.1: Designing a business for the CCIs: preparing a business plan and pitching business ideas	3	18
	T2.2: Towards value: Economic, Market and Cultural valuation of products and services in the CCIs.	3	
	T2.3: Market, Competition, Consumption and Branding in CCIs	3	
	T2.4: Business models, systems and partnerships	3	
	T2.5: Management: team and change management in the CCIs	3	
	T2.6: Financing. Opportunities and Risks	3	



Detailed description

Unit 1: Understanding Entrepreneurship in the CCIs

Theme 1.1. Understanding CCIs. Cross-Sectoral Collaborations.

The theme introduces the essence of the cultural and creative industries and their specifics as a fast-developing area of economic activity that fosters economic growth, job creation and export earnings while promoting social inclusion, cultural diversity and human development, especially at the local and regional levels. Attention is placed on interpreting CCIs as interdisciplinary sectors with high knowledge-absorption potential, which also thrive on local resources and heritage.

Theme 1.2. Creativity, Innovation and Cultural Content. Accountability and Ethical Behaviour.

Within this theme, the nature of the creative process is discussed, as well as the creation and management of creative teams including the roles in creative teams. In the framework of this theme, types of teams for different areas of CCI are presented and discussed (film production, gaming, event production etc.), including a presentation of particular vocations that make the fabric of a CCI team. In addition, types of CCI projects will be discussed, with the effort to make a distinction between artistic, technical and managerial roles in those projects.

Attention is also placed on accountability and ethical behaviour both pertaining to legal frameworks, but also the unwritten norms of work within the field. Methods of fostering innovation in the field of culture are also considered. Special attention will be paid to accountability and ethical behaviour in terms of GDPR CSR (corporate social responsibility), ethical leadership, human rights and employee rights and duties.

Theme 1.3. Cultural Policies and Institutions. Intellectual Property.

The theme is aimed towards providing insight into cultural policies, the institutional, administrative and operative aspects of cultural policies, as well as the goals and societal backgrounds that influence cultural policies. Who are the stakeholders that create cultural policies and who are the stakeholders that cultural policies pertain to? Channels for effecting change. Economic implications of cultural policies.

Within this theme, information will be provided on the topic of intellectual property in CCIs. The issues of intellectual property in CCIs will be addressed through examples related to designs, copyright and rights related to copyright (for performers, producers and broadcasters).

Theme 1.4. New Media, Creative Technologies and Digital Environment.

The theme outlines the basic concepts of new media and creative technologies, the main channels and formats of delivery as well as the potential market reach of CCIs.

Creative technologies are vital for contemporary CCI, whatever the format of the end product – media – images, motion picture, smartphone apps, software, etc., or material/physical – artefact, object, design product, work of art. 3D scanning and 3D printing are the new normal, being able to always fill the gap between artefact, object and data, information format, especially within the context of economic/business feasibility. Anything could be converted to a data body with instant access to any media channels and usually this accompanies and doubles even the analogue format of delivery.



In contemporary visual arts, almost everything happens within digital environment (not to mention the pandemic restriction, which only accentuated this situation). The physical gallery and works still exist, but almost 90% of the information/ data are generated and circulate on some kind of digital media. A case study – a sculpture or any other artefact/design product could be sold and sent via internet to the other side of the world, where is 3D-printed according to its technical specifications – that is a double format delivery.

Unit 2: Entrepreneurial Practice – Modelling a CCI Enterprise

Theme 2.1: Designing a business for the CCIs: preparing a business plan and pitching business ideas.

This theme introduces the concept of a business plan as a roadmap that systematizes a business, details the business' operational and financial objectives, determines the viability of a business idea, and guides decision-making. Given the relevance of the business plan when starting a business, which is crucial for the success of a venture in any field of activity and so as in CCIs, special attention is given to the content/key sections of the business plan: products and services (value proposition, key activities, resources), management and control, partnerships, market analysis, marketing strategy, and financial planning (forecasted income and costs, funding needs). Considering relevant communication techniques in business contexts, the role of pitching a business idea is approached. Relevant tips and especial guidance/mentoring on how to prepare and deliver a pitch for potential investors are presented to the students.

Theme 2.2: Towards value: Economic, Market and Cultural valuation of products and services in the CCIs.

The theme addresses the contemporary challenges of a value-oriented approach to the design of products and services in the CCIs. Theoretical fundamentals related to value creation are tackled and the specific contents of this theme contribute to a better understanding of differences between cultural value and economic value as socially constructed measures. In face of economic value, the market-based paradigm is explored, considering demand systems, pricing, and willingness-to-pay in the specific context of market behaviour within the CCIs. From a business perspective, students are oriented towards a more efficient justification for product or service design or redesign, considering the supply and demand in the CCIs' marketplace.

Theme 2.3: Market, Competition, Consumption and Branding in CCIs.

Within this theme, the relevance of developing effective competitive strategies in the CCI's business context are discussed. Pertinent topics such as the definition of target markets, customer acquisition, and the communication of the business proposition as a means to set out a business' competitive advantage in relation to competitors, are addressed. Students are also encouraged to discuss and reflect upon building a customer base and competition in the CCIs, along with its strengths and weaknesses, hence being able to outline specific and impactful marketing and sales strategies. An overview on brand management, based on tangible and intangible brand values, and on the application of branding strategies to the CCIs, boosted by emerging technologies and communication strategies such as storytelling, is offered. Special emphasis is placed on the potential of Digital Marketing in reaching a global marketplace in a more cost-effective and measurable way, in building two-way communication with the CCIs audiences, and in increasing brand awareness.



Theme 2.4: Business models, systems, and partnerships.

The business model describes the rationale of how an enterprise creates, deliver and captures value (Osterwalder and Pigneur, 2009). The business system defines the plan for the successful operation of a business, integrating the products and services, targeted customers and audience, sources of revenue and details of financing. It gives the framework for the activities of an enterprise. In the CCIs both the business models and business systems are specific as a large majority of them have relied until recently on public and donor funding (i.e. philanthropy) which tend to decrease after the global financial crisis in 2008 (and will probably decrease even more dramatically in the post-pandemic period after 2021). The CCIs have already tested new approaches and business models and the process is to evolve. In this theme, we shall review the traditional business models from the perspective of the CCIs and pay particular attention to the ones created in the CCIs, such as creative hubs, co-working, crowd-funding/crowd-sourcing, etc. The partnerships and community cooperation, the social, inclusive and innovative aspects of CCIs as well as the cross-sectoral collaborations will be given particular attention as well.

Theme 2.5: Management: team and change management in the CCIs.

This theme will provide general overview of the management process in an enterprise while considering the specifics of the enterprises in the CCIs. The main elements of planning, organization, staffing, leadership and control shall be reviewed and considered with practical examples. The focus is placed on managing the teams as they are the greatest assets for any enterprise and at the same time one of the hardest parts in an venture. In that, conflict management and leadership is discussed in particular. Outside the public companies, many enterprises in the CCIs are either sole proprietorships or very small, which fosters them to partner and work in teams on ad hoc basis and team management is associated with respective skills. Accordingly, the theme will consider the issue of change management – regarding the changing of teams, but also regarding the fast changing environment in which the CCIs operate as defined by digitalization and globalization.

Theme 2.6: Financing. Opportunities and Risks.

Financial sustainability is the key for any business. Yet, access to finance is more challenging the enterprises and ventures in the CCIs because of the intangible nature of their assets, the specifics of their marketing niche and the insufficient awareness of the financial institutions in this regards. Yet, the new developments in modern business environment entailed opportunities that can be particularly useful for the CCIs. Accordingly, in this theme we focus on the main current and prospective sources of financing for CCI ventures, the different types of funding that can be used, as well as the associated business risk. New forms for generation of startup- and project-based funding – such as crowdfunding and multi-donor funding – shall be considered in detail. The theme shall consider the different types of financing instruments regarding the development stage of an enterprise as well as the risks and opportunities that accompany them. Relevant links shall be made to all the other themes in the course regarding in particular the dichotomy between proprietary and free access sharing of content.



Format of delivery

The course is based on the experiential learning model (ETL)² and the delivery of the training contents will follow the main stages, defined below. The instructors shall adapt the sequence and combination of the activities according to the specifics of the groups of learners:

1. Stage 1. Motivation (Why?)

- Motivational video stories from real practice
- Group or paired discussions
- Subjective quizzes followed by self- or peer-assessment
- Virtual field trips (observing activities)
- Simple group projects (feedback from instructor and peers)

2. Stage 2. Expertise (What?)

- (Video) lecture – models, factual information, theoretical background
- Reading (textbooks, magazines, articles, websites)
- Video demonstrations
- Independent research and application of theoretical models (simple quantitative or qualitative research questions)
- Objective tests (quizzes)

3. Stage 3. Coaching (How?)

- Case studies
- Problems for self-study
- Individual (written or oral) reports
- Reflective essays
- Problem solving virtual discussion boards

4. Stage 4. Evaluation (What if?)

- Subjective exams
- Short individual (or group) research projects
- Group or individual competition simulations (students run virtual business enterprise - analysing particular market, and strategies for promotion, setting prices, identifying competitive advantages...)
- Student presentations of solutions to more challenging questions (providing an opportunity for learners to demonstrate own personal strengths and talents – incorporating music, arts, technical skills or expert knowledge...)
- Brainstorming, role-play, competitions, games

Suggested organisation of experiential class activities

An example lesson could be introduced through a short motivational video story, followed by a couple of topic relevant questions or an experiential game activity, leading to an attractively visualised lecture (stimulating reflective observation). An additional individual reading task can be associated with a particular research question to encourage abstract conceptualisation, followed by a group

² Kolb, David. (1984). *Experiential Learning: Experience as the Source of Learning and Development*.



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discussion of individual results or a subjective quiz, which can be done for summarising the key points and assign an individual report, a reflective essay or a creative group project presentation as a homework task (a part of the active experimentation stage). Finally, learners can share their findings in a class presentation, or do an objective test as a new form of concrete experience. Self-assessment or peer-evaluation feedback will further lead to reflective observation, which in turn could be used as an introduction to the next course topic.



VI. Qualification Characteristics of the Course

The course syllabus is designed as a generic program of study that can be adapted for delivery within higher education for the universities and institutions that offer degree programs in the academic fields of business and economics.

Accordingly, the course has two options for delivery:

- as a course in bachelor-degree programs, EQF levels 6
- as a course in master-degree programs, EQF levels 7

The overall workload of the syllabus in this case is 60 hours, which entitles it to 2-3 ECTS credits. The course structure follows a general standard for the delivery of higher-education courses in formal guided environment and the relevant ratio between in-class and individual learning activities is observed. Still the structure and activity content allow for delivery both in in-person and distance-mode format.

Depending on the specifics of the national qualification frameworks, it can be incorporated as an elective course for the majors in *Management, Business, Tourism and Hospitality* or extra-curricular course for the majors in the areas of Information Studies, Business Information Systems, etc.

The acquired knowledge, skills and competences will prepare the course graduates for working in some of the following professional ESCO³-defined categories of occupations:

- Category 1: Managers => 1431 Sports, recreation and cultural centre managers; 1349 Professional services managers not elsewhere classified, such as art gallery managers, museum managers, etc.
- Category 2: Professionals => 262 Librarians, Archivists and Curators; 2431 - Advertising and marketing professionals (incl. copywriters)
- Category 3: Technical and Associate professionals => 3332 - Conference and event planners; 3339 - Business services agents not elsewhere classified (incl. promoters, tour managers, event managers etc.),

as well as in other relevant occupations that have been emerging in the CCIs or other sectors that utilise the outcomes and resources of the CCIs.

³ ESCO stands for the European multilingual classification of Skills, Competences and Occupations. It provides a general uniform list and descriptions of professional occupations and skills relevant for the EU labour market and education and training. ESCO is maintained by the DG Employment, Social Affairs and Inclusion of the European Commission.



VII. Methodological Guidelines for Delivery

- *Pre-requisites*

The course is intended for people who want to work in the CCIs or engage in applied research for these sectors. It is designed to provide generic knowledge for CCIs building on the foundational knowledge of business and main principles of economic interaction. That is why, the course is suitable for students who have completed at least two semesters of their studies and introductory courses in economics, management, marketing and finance.

It will, thus, be particularly useful for students with little or negligible background in CCIs. However, students with more substantial knowledge on the topic can also benefit from the course by expanding the breadth and depth of their understanding of the role of business in society and the managerial dilemmas involved in combining profit-making activities with activities aimed at the creation of cultural value and having social impact. For the second category of users, additional readings are of particular value.

The weight of the different subjects/themes in the syllabus can be changed in order to be adapted to the needs of the students and the contents can be enlarged to include additional or more in-depth information in case the course is taught within MA-programs.

- *Instruction, required reading and in-class participation*

Instruction should generally comply with the prevalent instruction culture in the educational institution that offers the course. However, users should note that this syllabus is designed particularly in view of facilitating experiential-learning, i.e., lectures are kept to a minimum and the class should be based on active learning techniques.

The purpose of the classes is to encourage debate on the covered topics, as well as exchange of views and additional information. Additional readings are provided for more advanced students/trainees, for future reference, or for students/trainees doing further research on the topic, e.g., as a means to develop their final projects. Students are expected to come to class prepared to contribute meaningfully to group in-class discussions, assignments, and exercises. The participation of guest lecturers who are exceptionally knowledgeable in the field under discussion – e.g., policymakers, experienced educators, entrepreneurs, company mentors, etc. – is strongly encouraged. The use of freely accessible online resources for education (edu-games, case study videos) as well as peer mentoring among the students can additionally add to the quality of the training.

It is recommended for each class to include a 10-15 minute group assignment, in which students/trainees are given tasks related to the topics of the day – e.g., each group presents one position in the debate, one example/case study or summarizes one topic. Group assignments should be manageable in view of the required reading but should involve an element of creativity or debate, or alternatively aim at improving presentation skills. It is strongly recommended that group assignments involve problem-solving that is interdisciplinary in nature (requires inputs from various fields). The quality of students' or trainees' involvement in group assignments should carry additional weight in final grading and assessment.

Important note on the required readings: the required readings should be seen as a pick-and-choose proposal. If the length is deemed unmanageable, instructors could choose to assign sections from the different readings or pick only certain reading(s).



- *Assignments and Assessment*

Assignment and assessment follow the internal rules of each delivering institution. Without prejudice to the internal rules of each institution, two main options of assessment shall be considered: (i) regular class attendance and the associated in-class participation – for the traditional students, and (ii) final exam – for the non-traditional students (such as student-workers, returning students, young adults, etc., who may not be able to attend classes incessantly and this can hamper their in-class participation).

The following examples of assessment tasks and assignment are designed as a pick and choose list, i.e., each instructor can develop their own assessment plan based on the institutional context as well as the needs and level of the students when the course is delivered in a real educational environment.

(a) Individual/group e-portfolios of case studies of CCI enterprises

The e-portfolio (developed using different multimedia tools) should serve to introduce the student/trainee to the process of research and analysis in the field of CCIs. The main result of the e-Portfolio should be the detailed presentation, analysis and assessment of one case study of CCIs. A case is a synopsis of a real world situation faced by an enterprise. A special focus shall be placed on the spill-over effect achieved in each case and the challenges faced by the chosen enterprise, focusing on how the lessons learned can be made known to and influence other professionals in the sector. High-graded papers should ideally be based on an interview or exchange of questionnaire(s) with the enterprise and/or on extensive research. These papers should be complemented by multimedia artefacts such as photos, videos, PowerPoint, transcripts, completed questionnaires or audio files from interviews and others. Class instructors can develop their own guidelines in view of the needs of students/trainees and their level of knowledge in related fields.

Guidelines regarding the expected content of the case studies:

- general overview of the enterprise, including its area of activity;
- the problem, challenges and opportunities faced by the entrepreneur(s);
- the drivers of the entrepreneurial initiative and the role of the enterprise's management, employees, local community, and stakeholders/audiences;
- innovative solution(s) – technological and/or non-technological – applied by the enterprise and how they have been scaled (if the case);
- challenges and setbacks, including but not limited to problems of value-creation, financing, sustainability, management (operational or strategic), communication and marketing, staffing;
- overall assessment of the cultural value, spill-over effects, cross-sectoral collaborations and economic viability of the enterprise;
- evaluation of the training needs of the enterprise's management and staff;
- lessons learned and good practices that can be grasped from this case;
- recommendations for improving the described business model in view of expanding/maximizing its impact.

Formal requirements regarding length: between 1,800 and 2,000 words (as a minimum, without sources/references, annexes and multimedia artefacts).



(b) Individual project (Business Plan)

Students will address the challenges facing the enterprises in CCIIs by designing their own initiative for an existing or imaginary firm. The presentation of the individual project can take the form of pitching e.g. moot presentation before potential investors/funding organisations or autoscopy e.g. recording the students' presentations followed by self-assessment and/or peer assessment of the presentations.

The purpose of the individual project is to compel students/trainees to confront the challenges inherent in doing business in the cultural and creative sectors, including but not limited to:

- coming up with an idea for a CCI enterprise/project designed for their local community/region (e.g. real-life environment);
- describing the initiative and how it relates to the overall economic profile of the target area, including possible synergy with other business and sectors;
- researching and analysing the potential for creating shared value, innovation, spill-over, and cross-sectoral collaborations;
- planning the launch of the initiative, setting direction and defining management and operational structure of the enterprise;
- optimizing a communication strategy – particularly regarding value creation;
- planning capital needs, funding options and making basic financial projections.

Formal requirements regarding length: length: between 1,800 and 2,000 words (as a minimum).

(c) Unit and final exams

Exams can be organised either upon the completion of each unit of the course or in the end of the entire course. In the first case, the length of such an exam could range up to 1 academic hour, while the length of the final exam can be up to 1,5 academic hours. It is recommended that the exams consist of both multiple-choice and open questions. A case study based exam could be the preferred option for advanced-level students or practice-oriented training. In that, students may be asked to analyse the case study via multiple-choice and open questions.

● *Grading*

Assessment should generally comply with the prevalent assessment and grading rules in the education institution.

It is recommended that the assessment of projects should prioritize innovative ideas, creativity, reasoning and practicality. The following assessment model can be applied for a 1 to 5 scale and/or associated competence levels:

- 1- Novice: basic, demonstrating barely sufficient understanding of basic concepts and models
- 2- Beginner performer: satisfactory, demonstrating superficial understanding of basic concepts and models, engaging with little or no additional information, and providing little novel insight
- 3- Capable performer: good, demonstrating sound understanding of basic issues and some additional information, providing some novel insights or demonstrating awareness of novelties in the field



- 4- Proficient performer: excellent and significantly above average instructor expectations or the average performance in the class, demonstrating excellent understanding of basic concepts and issues and coupled with significant further research, with a significant creative or innovative element
- 5- Expert: strong, demonstrating good understanding of background information and basic concepts and models, with notable creative or innovative elements

The scale can be converted to levels, points and percentages, depending on the grading systems of the countries where the course is delivered.

Proposed evaluation schemes:

Option 1:

1. Participation in in-class individual and/or group assignments and exercises – 40%
2. Individual project – 60%

Option 2:

1. Participation in in-class individual and/or group assignments and exercises – 20%
2. Individual project – 40%
3. Unit/final exam – (20%+20%)/40%

Option 3:

1. Final exam – 100%

- *Code on academic ethics and integrity*

Each institution implementing the course is encouraged to follow its own code or set of rules with regard to academic honesty, non-discrimination based on gender, ethnicity, religion or sexual orientation, open debate and respect for diverging opinions, plagiarism, etc.



VIII. General List of Readings

EN

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