



Creative Industries' Network of Entrepreneurs
Lessons learned from the offering of an Acceleration Program in
Portugal, Spain and Greece, to foster entrepreneurship in CCIIs

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Introduction

The Creative Industries Network of Entrepreneurs (CINet) is a research project in innovation and creative entrepreneurship being implemented, within the Lifelong Learning Programme, Leonardo da Vinci, of the European Commission. The CINet project aims at improving business skills for creative entrepreneurs and enhancing the potential for business creation in the creative industries in three Southern European countries (Greece, Portugal, and Spain). To achieve its objectives, CINet brings together six partners (Universidade Aberta, the University of Piraeus, the Open University of Catalonia, UKWON, MediaDeals, and DNA Cascais), with expertise in entrepreneurship research and education provision for potential entrepreneurs. The course was offered in a pilot fashion, during the April – June 2015 period, and aimed to help and provide support to would-be entrepreneurs who desire to start-up in the creative sector (including arts and crafts, architecture, gastronomy, leisure, videogames, advertising, press and media, film and audiovisual activities, public relations and publishing industry, among others).

After a period of conception, development and testing, this acceleration program was offered in Portugal, Spain and Greece in three different modalities: face-to-face in Greece; bLearning in Portugal; and eLearning in Spain.

Although offered in the modality of face-to-face (f2f), all Greek sessions delivered at the University of Piraeus, were video recorded and posted on the Moodle platform in order to encourage possible interactions among participants and stimulate creation of new ideas. The young Greek entrepreneurs had the opportunity to meet other people sharing the same concerns about the startup and the successful result of a new business project idea. During the f2f sessions some real case study stories were presented by young “creative” entrepreneurs describing their business ideas and the development of their business models.

The implementation of this acceleration program at Universidade Aberta (UAb), in Portugal, followed a b-learning model. With this option, UAb believe to have remained faithful to the University’s institutional principle of being available to everyone “everywhere in the world”, thus profiting from the advantages of e-learning, but at the same time, to have answered to the needs and idiosyncrasies of entrepreneurship education, namely promoting a stronger proximity with trainees thus providing them a closer follow-up on their activities of entrepreneurial learning and even some

mentoring.

Therefore, the training scheme applied combined e-learning activities with pre-defined face-to-face (either physically or virtually) meetings.

The interactions developed through the e-learning's activities, took place in the virtual classrooms provided through the open-source LMS Moodle platform with the support of an appointed trainer that gave support, guided and coached participants through virtual communication media. All the learning resources were provided online; and the number and timing established for participants' submissions were highly flexible.

UAb's program received 21 applicants to the training and, after checking requirements and confirming effective availability to follow the program, 17 trainees were definitely enrolled as/program members.

The implementation of the CINET training programme at the UOC followed a fully online model, in coherence with the University's institutional principle of "making knowledge available to everyone, regardless of time and space". Therefore, the training scheme applied entailed some particular elements: face-to-face meetings were minimized; interaction took place in the virtual classrooms; there was an appointed trainer that gave support, guided and coached participants through virtual communication media; all the learning resources were provided online; and the number and timing established for participants' submissions were highly flexible.

The UOC's programme received 70 information requests from potential participants. After checking for requirements, 26 people were accepted in the training programme.

1. Acceleration Program in Greece

CINet, the Creative Industries Network of Entrepreneurs, is a research project in innovation and creative entrepreneurship being implemented, within the Lifelong Learning Programme, Leonardo da Vinci, of the European Commission.

Partner institutions involved in the CINet project are:

- Universidade Aberta, Lisbon (Portugal) – Project Coordinator
- UK WON (UK Work Organisation Network)
- Universitat Oberta de Catalunya, Barcelona (Spain)
- University of Piraeus Research Centre-UPRC, Athens (Greece)
- Association for Education and Sustainable Development (Romania)
- DNA, Cascais (Portugal)
- Media Deals Association (France)

Through surveys, interviews and other activities, CINet partners developed experiences and identified transferable lessons, which, with following appropriate adaptation, may be applicable to specific localities and target groups in Greece, Portugal and Spain. This will allow CINet to support the development of creative entrepreneurial networks in these three Southern European countries and potentially in others.

This Report on Greece Acceleration Program contains description and results of five (5) face to face (f2f) sessions (see Table 1) conducted during the CINet project training activities' implementation in Greece (April-June 2015).

Table 1: Time schedule of the CINET seminars

Date	Duration	Content/Topics covered	Attendance
29/4/2015	3 hours	Kick-off meeting - Launching of Pilot Workshops in UPRC <ul style="list-style-type: none"> • <i>Presentation of CINET program</i> • <i>Objectives and Benefits for participants</i> • <i>Presentation of Workshops methodology and procedures</i> • <i>Introduction to Moodle platform</i> • <i>Presentation of two Greek</i> 	95 persons
25/5/2015	3 hours	First f2f Workshop <ul style="list-style-type: none"> • <i>Main drivers of creativity</i> • <i>Thinking out of the box</i> • <i>Developing new ideas</i> 	35 persons
8/6/2015	3 hours	Second f2f Workshop <ul style="list-style-type: none"> • <i>Strategy</i> • <i>Porter's five forces model</i> • <i>Judo strategy</i> • <i>Blue Ocean Strategy</i> 	17 persons
15/6/2015	3 hours	Third f2f Workshop <ul style="list-style-type: none"> • <i>Business model CANVAS</i> • <i>Financial indicators</i> • <i>Financial tools</i> 	17 persons
22/6/2015	3 hours	Fourth f2f Workshop <ul style="list-style-type: none"> • <i>Value proposition CANVAS</i> • <i>Lean method</i> • <i>Case studies</i> 	12 persons
29/6/2015	3 hours	Fifth f2f Workshop <ul style="list-style-type: none"> • <i>Developing of an Action Plan</i> • <i>Real case studies</i> 	10 persons

We are deeply indebted to all of the participants of the f2f sessions for fruitful comments offered during the training sessions.

Launching of Pilot Workshops



“... (the) Kick-off meeting was a simultaneous/synchronous project event in the three countries involved (Portugal, Spain, Greece) with the video participation of all the other partners”

The starting meeting of CINet project took place on Wednesday April 29, simultaneously, in each of the three partners' locations: Lisbon (Portugal), Piraeus (Greece) and Barcelona (Spain). In Greece, the training activities' launching was held in the Conference Hall (Main building) of the University of Piraeus and it was attended by 95 participants (i.e students, young entrepreneurs, academics, unemployed persons and others).

This session started with a brief presentation of the project by the three main local trainers (see their CVs in the boxes below). The Greek tutors, commented on the purpose of the meeting and explained that this kick-off session should be primarily used to meet with all students/trainees and to briefly explain the way the course must work in terms of the methodology adopted, the dynamics expected for the virtual classes, the level of compromise expected and the intensity of tasks to be performed. The tutors provided all the necessary explanations on "*how the course will work in Greece*". This meeting did not include interaction, but just watching the "*big screen*". It was explained that all f2f sessions would be video recorded and posted on the Moodle platform in order to enhance possible interactions among the participants and stimulate creation of new ideas. The relevant material posted on the Moodle platform could subsequently be used for further research or as an e- learning tool.

After a brief presentation, the kick-off meeting started by showing two videos describing the profiles, the views and the experiences of two (2) young “creative” Greek entrepreneurs interviewed, in the context of the CINET project (“180 degrees” and “Vertical planting systems” cases). These videos were available on the Moodle Platform, together with two more (“Enter Art” and “Frink” cases). The meeting lasted for three (3) hours and trainees were invited to use the Moodle platform.

The brief CV of the Greek trainers are as follows:

Victoria Pekka Economou is the Scientific Director of the CINET project at UPRC. She is Professor at the University of Piraeus at the Department of Business Administration, Greece. She mainly teaches Industrial Economics, Microeconomics, Entrepreneurship and Managerial Economics. She has also taught Macroeconomics and Economic Analysis and Gender Equality in the Business World. She is responsible of the University’s of Piraeus participation in the Erasmus-Socrates program incoming students from European countries. Dr. Pekka Economou holds a Ph.D. from the University of Macedonia, in Thessaloniki, Greece, and a Master’s Degree in Economics from the Victoria University of Manchester, UK. Many of her scientific articles have been published in Greek and international journals, academic issues and conferences proceedings. She has also served as a member of research teams in several European research projects.

Joseph Hassid is the CINET project coordinator. He has served as Professor of Industrial Economics at the University of Piraeus, Chairman of its Economics Department and Director of the University’s Innovation and Entrepreneurship Unit. He holds a Ph.D in Economics from the University of Manchester (UK), specialised in Industrial Economics, Small Firms economics, Labour Economics and European Affairs. He is specialised in Industrial Economics, Small Firms economics, Labour Economics and European Affairs. He has more than 35 years expertise in Greece, other EU countries and Eastern Europe. He actively participates (teaching/research/consulting) in entrepreneurship education and in matters related to vocational training and life-long learning. He has coordinated and/or participated in National and EC funded projects on enterprises’ competitiveness, human resources management and development, entrepreneurship development, financial literacy programmes, creative industries’ promotion and regional administration’s innovation and entrepreneurship Development. As Senior Researcher at the University of Piraeus Research Centre, he coordinates the Greek Research Team of the CINET project and develops plans for the project’s results dissemination and valorisation in Greece and other countries.

Michael Polemis is an Assistant Professor of Industrial Economics in the Department of Economics at the University of Piraeus. He received his Ph.D. in Economics from the National and Capodistrian University of Athens. During his undergraduate and postgraduate studies was granted a scholarship from Foundation of Public Scholarships (I.K.Y). He has worked as a research assistant and later as a section head with the Foundation for Economic and Industrial Research. During the period 2008-2011 he served as a teaching assistant at the Economics Department of the University of Piraeus in Greece. During the last ten years he served as a scientific expert-economist and head of unit at the Hellenic Competition Commission. His main areas of research are industrial organisation, competition policy and regulation, energy economics and applied economic policy. His papers have appeared in many distinguished scientific international journals.

Session 1: How to find and develop the best business ideas



The first f2f session was also held in the Conference Hall (Main building) of the University of Piraeus on 25 May 2015 and it was attended by 35 participants.

This session consisted of three main parts according to Tutor's Guide. In the first part the trainees watched some case study videos from Greece and Portugal

The Greek tutors moderated the discussion on the following topics:

- 1) How and why the idea was generated in each of the cases?
- 2) What was the importance of creativity in these initial phases?
- 3) How the idea was initially tested in each of the cases and what adaptations were made to the initial idea?

During the discussions, tutors guided the participants in order to help them understand how and why the ideas were generated and tested in each of the cases. Moreover, they argued on how useful the cases were for them in terms of idea generation and/or idea presentation and idea (initial) testing and finally encouraged trainees to share information about their past and present experiences.

In the second part of this session, creative and 'out of the box' thinking techniques were discussed, targeted at finding and testing the best business ideas. In order to stimulate creative thinking among participants, four (4) videos available in Moodle for activity 2 were presented and discussed.

Finally, in the last part of the session, the tutors gave the opportunity to participants to intervene with the BMY through the relevant power point presentation also available in Moodle.

The session lasted three (3) hours and trainees were invited to evaluate it via the use of relevant questionnaires. It is worth mentioning that five undergraduate students contributed to this session by presenting two students' dissertations (in Greek) entitled: "Smart Economy: Cultural and creative industries in Greece" and "Innovation and Innovative

Enterprises” that were also posted on the Moodle Platform (<http://moodle.lead.uab.pt/projetos/mod/resource/view.php?id=1753>)¹ (<http://moodle.lead.uab.pt/projetos/mod/resource/view.php?id=1754>)

Session 2: How to find your Blue Ocean Strategy



¹ Entry to Project’s Moodle Platform required for both videos.

The second f2f session was again held in the Conference Hall of the University of Piraeus (Main building) on 8 June 2015 and it was attended by 17 participants.

Trainees watched two (2) videos devoted on strategy (i.e Porter's "5 forces model" and "Judo strategy") from the Moodle platform and then had a lively discussion with the tutors regarding these issues. They had also the opportunity to watch one (1) case study video from Portugal ("Casca Wines" case) and tried to answer to following questions:

- 1) How and why the Casca Wines idea was generated?
- 2) What was the importance of creativity in the initial stages of the project?
- 3) How the previous knowledge of the market by the entrepreneurs influenced the development of the entrepreneurial project

The discussions helped trainees to better understand how and why the ideas were generated and tested in the different case studies analysed, and how previous experience influenced the respective business case.

After watching the strategy videos and the selected case studies, participants were divided into teams and tried to evaluate six specific industries (i.e banking, small automobiles, super markets, hotels, jewelry and fast food eating,) by applying the Porter's competitive Five Forces Model. The leader of each team presented his/her evaluation in order to stimulate the interest of all the other participants. Each team discussed the five "threats" that the selected industry faces and are attributed to the competitive pressures stemmed from new entrants, substitute products, bargaining power of buyers/suppliers and internal rivalry. The scope of this effort was to show to trainees how useful the cases are for them in terms of translating their own ideas to viable projects, through the adoption of the appropriate strategy. In this framework, trainees shared information and knowledge about several strategic issues. The three hours session ended with the presentation of the BOS.



Session 3: Business Model CANVAS





The third f2f session was held in the Conference Hall (Main building) of the University of Piraeus on 15 June 2015 and it was attended by 17 participants.

At the beginning of this three hours session, Dr Athanasios Haremis of the University of Piraeus made a detailed presentation on the interaction and the possible spillovers between innovation and entrepreneurship. He had previously also presented the main principles of the BM Canvas.

In the second part of the session, participants watched three (3) videos devoted to BM Canvas from the Moodle platform and then they had a lively discussion with the tutors regarding these issues. They also had the opportunity to watch two (2) case study videos from Greece (“Vertical Gardens” case) and Portugal (“BiciWay” case) and tried to answer to following questions:

- 1) What were the most important elements of the BM defined for each case and why?
- 2) How and why the Business Model of each case study had evolved?
- 3) Which were the expectations regarding its future evolution, and why?
- 3) Which were, the main drivers for the marketing strategy in each case?

How were the risks mitigated in each case?



Session 4: Value Proposition Canvas and Lean Method



The fourth f2f session was held in Room 205 of the University of Piraeus (Grigoriou Lampraki Building) on 22 June 2015 and it was attended by 12 actively participants.

At the beginning of the three hours session, Dr Athanasios Haremis of the University of Piraeus made a short presentation regarding the managerial use of the business tools (Lean method, BM Canvas, financial instruments) within the complex entrepreneurial environment. After the completion of the presentation, the trainees watched three (3) Portuguese case study videos downloaded from the Moodle platform and had a lively discussion with the tutor on the implementation of the BM in each of the three cases.

After watching the case studies, participants were divided into three teams of 2-3 persons each and tried to fill the main elements of the Value Proposition Canvas form for three selected industries (healthy eating, agro tourism and internet cafes).

Each member of the case team presented his/her evaluation in order to stimulate the interest of all the other participants. More specifically, the team members wrote down the “Gains”, the “Pains” and the customer jobs in order to fill the customer segment while on the other hand specified the gain creators, the product/ and the pain relievers for each of the three selected industries.

The scope of this assignment was to familiarize the trainees with the necessary business tools that will help them develop and include the results of the critical thinking about the original business idea in their initial project’s idea.



Session 5: From planning to doing – The Action Plan





The last (fifth) f2f session meeting of the Greek CINET project was held in the Conference Hall of the University of Piraeus (Main building) on 29 June 2015 and was attended by 10 persons.

In order to moderate the discussion in this three hours session, tutors had the main following tasks: (a) Open the forum and to ask the trainees to watch some case study videos and study the respective texts and (b) Initiate the discussion highlighting the key areas of the example presented.

After watching some case study videos, the tutors guided the discussion on the following questions:

- 1) How was the business model transposed into a business plan?
- 2) What were the key elements to make a business plan understandable and attractive?
- 3) What was the relevance in financing the business on an operational perspective and on a long term perspective?

In order to moderate the discussion in this session, tutors asked the participants to study the video resources available in order to analyze the business plan template provided. The videos that were viewed are listed below:

a) http://happycry.co.uk/uploads/business_plan_template.html

b) <https://www.youtube.com/watch?v=V5QNp57xaeI>

c) <https://www.youtube.com/watch?v=pzi-83G3dGY>

d) <https://www.youtube.com/watch?v=npGXPUCOx3M>

In order to catch the audience's attention, some real case study stories were presented by two young "creative" entrepreneurs describing their BM².

The first one was presented by Mrs Depi Caminis under the title "DKdevelopment: Creating opportunities for a sustainable growth". Mrs Kaminis, is an international business development professional specialized in export and marketing, with a long experience in the business of food industry, metallurgical and pharmaceutical industries, and exhibition marketing and educational e-learning solutions.

During her professional career she had the opportunity to be in charge of some Greek companies in which she tried to find ways of adapting them to the culture of the markets in which they operated and conducted business. She always tries to combine both business and civilization. Therefore, she had the idea to create the "Dkdevelopment" company. The aim of this idea is to welcome companies from different sectors and offer them the opportunity to promote their products and services enhancing their national culture. This company tries to develop a model combination of business and culture. It provides a unique marketing – consulting service which leads to the creation of "*Unique Products*" by identifying cultural elements in products' packaging, promotion and distribution techniques. Her first steps include the coaching and consulting of the Greek Small Medium Sized Enterprises (SMEs) based on a geographical and cultural segmentation approach. Her ambition is to create local business and cultural networks in order to establish a Greek business growth hub combining cultural and business events.

² The two case studies (DKdevelopment and SYSTEMICA ENGINEERING) were also presented at the closing project's conference in Barcelona (15/10/2015) as exemplary case studies from Greece. The second one was selected by the international Jury for a prize



The second presentation that concluded the session was presented by Mr Joseph Katsamakis under the title “**SYSTEMICA ENGINEERING**”. Mr Katsamakis, is an Electronics & Telecommunications Engineer graduated from the Greek Air force Academy. He is an MBA student at the University of Piraeus and his interests are relevant to electrical and electronics engineering and the implementation of large scale projects. His business idea is to develop a software solution for the traffic management.

CINet in trainees’ own words...

“CINet was a very interesting experience, a valuable source of knowledge as I was looking to find ways to start my business idea”

CINet participant

“I met with other people of my country, sharing the same concerns about the startup and the successful result of a new business project idea”

CINet participant

“The role of the academic coordinators was very significant combining the theoretical and the practical part. Overall, it was a very important experience that no other mentoring program offers to new entrepreneurs”

CINet participant

Annex for Greek experience

A small scale survey of CINET pilot participants was conducted. The standardized Questionnaire used contained questions (multiple choice or “open” ones) referring to: (a) the participant’s demographics, (b) their businesses’ set up conditions, (c) the sources of assistance obtained during their operation and (d) a number of “core issues” associated with their motivation and objectives, the problems faced, their aspirations for the future etc.

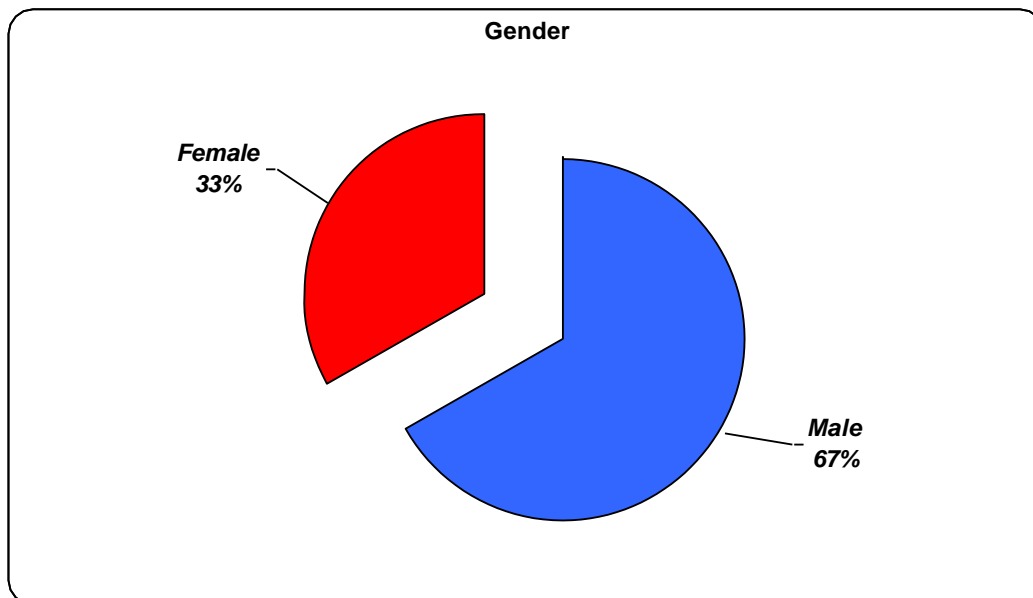
The summary analysis of survey results presented in this Annex is based on information derived from the relevant questionnaires. Main findings are presented below, accompanied by short commentary. We would like to acknowledge the contribution of all the CINET participants who devoted time and effort to respond to the Survey Questions, as well as that of Dr Petros Maravelakis, of the University of Piraeus who undertook the task of results processing.

PRESENTATION OF MAIN QUESTIONNAIRES RESULTS AND COMMENTARY

I. DEMOGRAPHICS

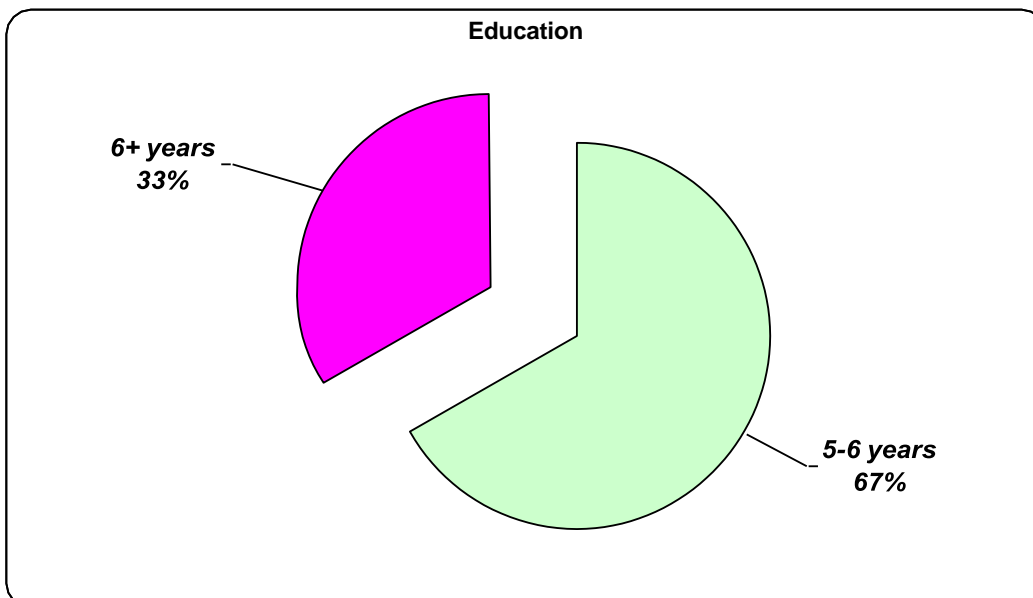
Gender

Most of the Survey respondents are male.



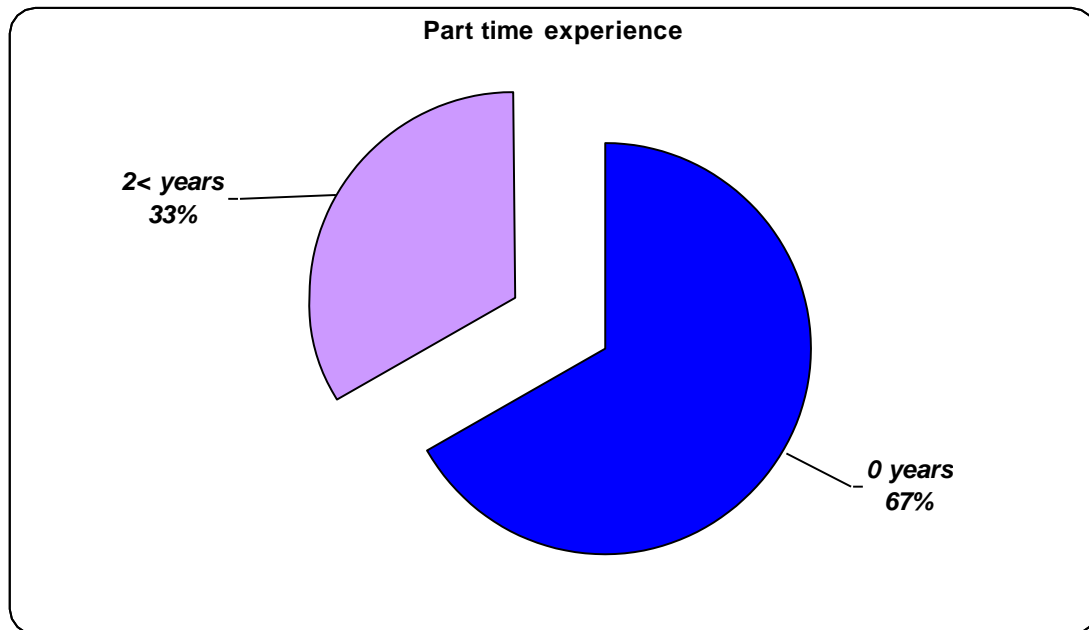
Years of higher education

The majority of the respondents (67%) had 5-6 years of higher education.



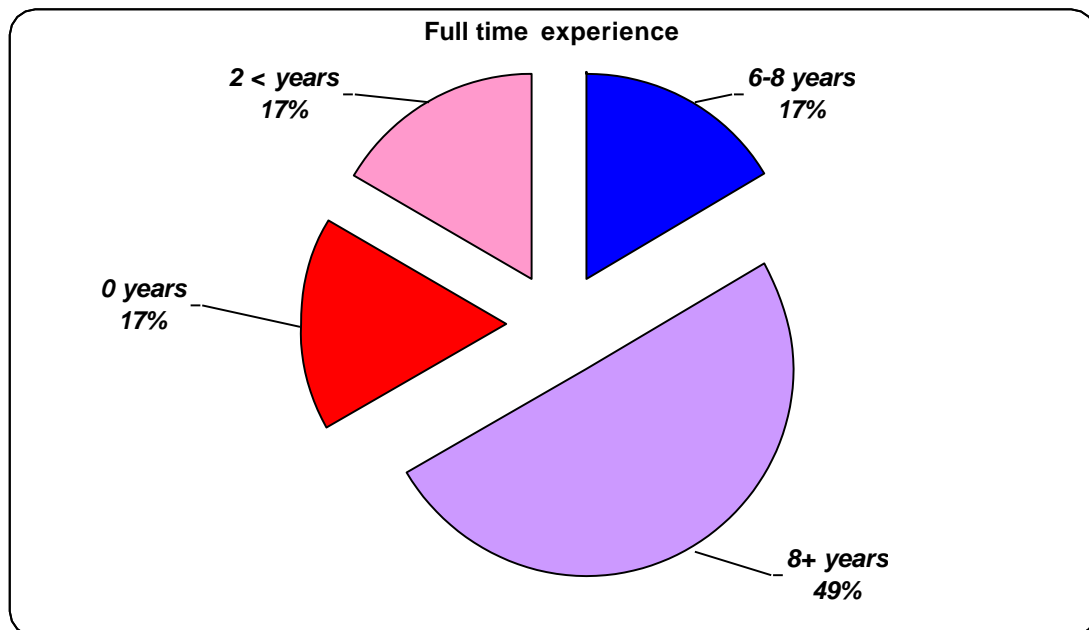
Part time work experience in the past

Most of the respondents (67%) do not have previous part time experience.



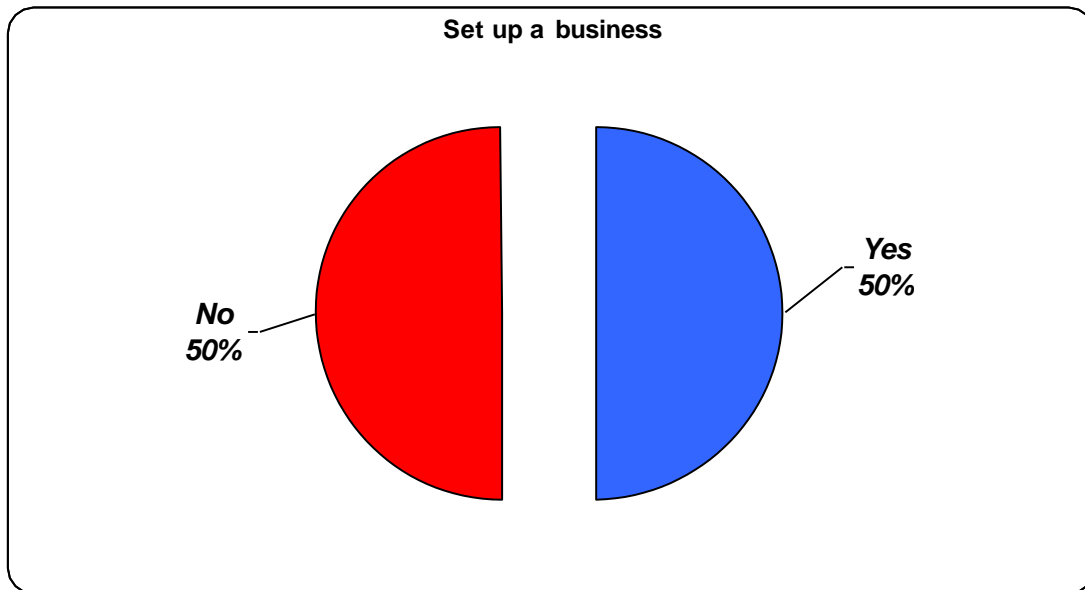
Full time work experience in the past

A minority only of the respondents (34%) have up to two years full time work experience in the past.



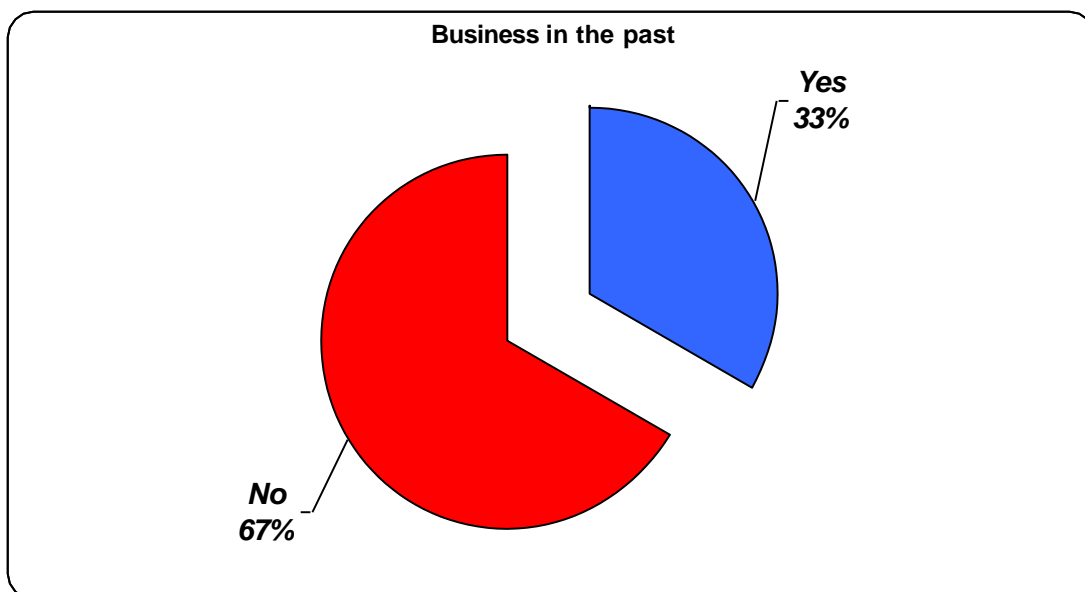
Current setting up a business

The respondents are split (50%)



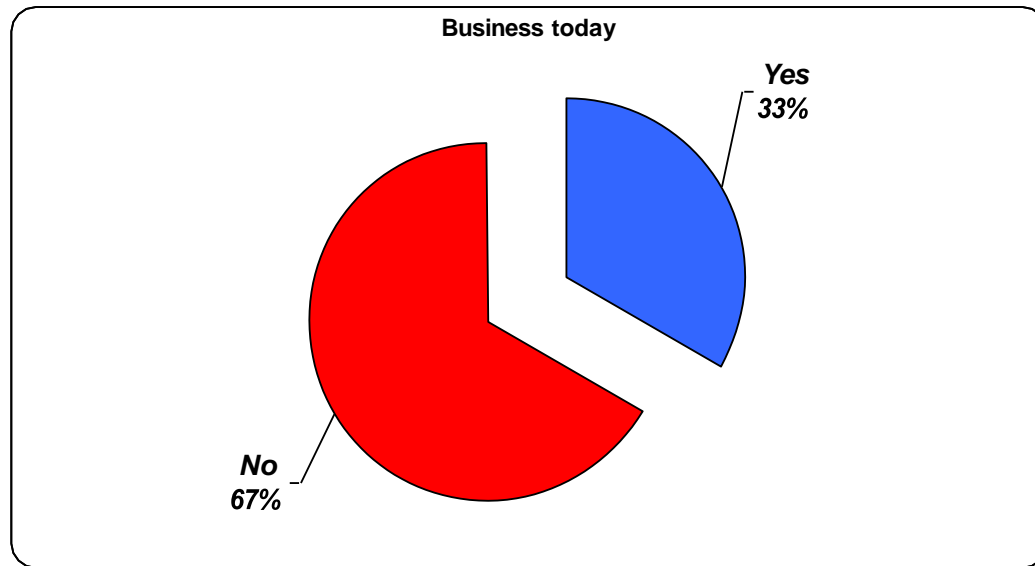
Setting up a business in the past

Most of the respondents (67%) had not set up any business in the past.



Operation of business activity

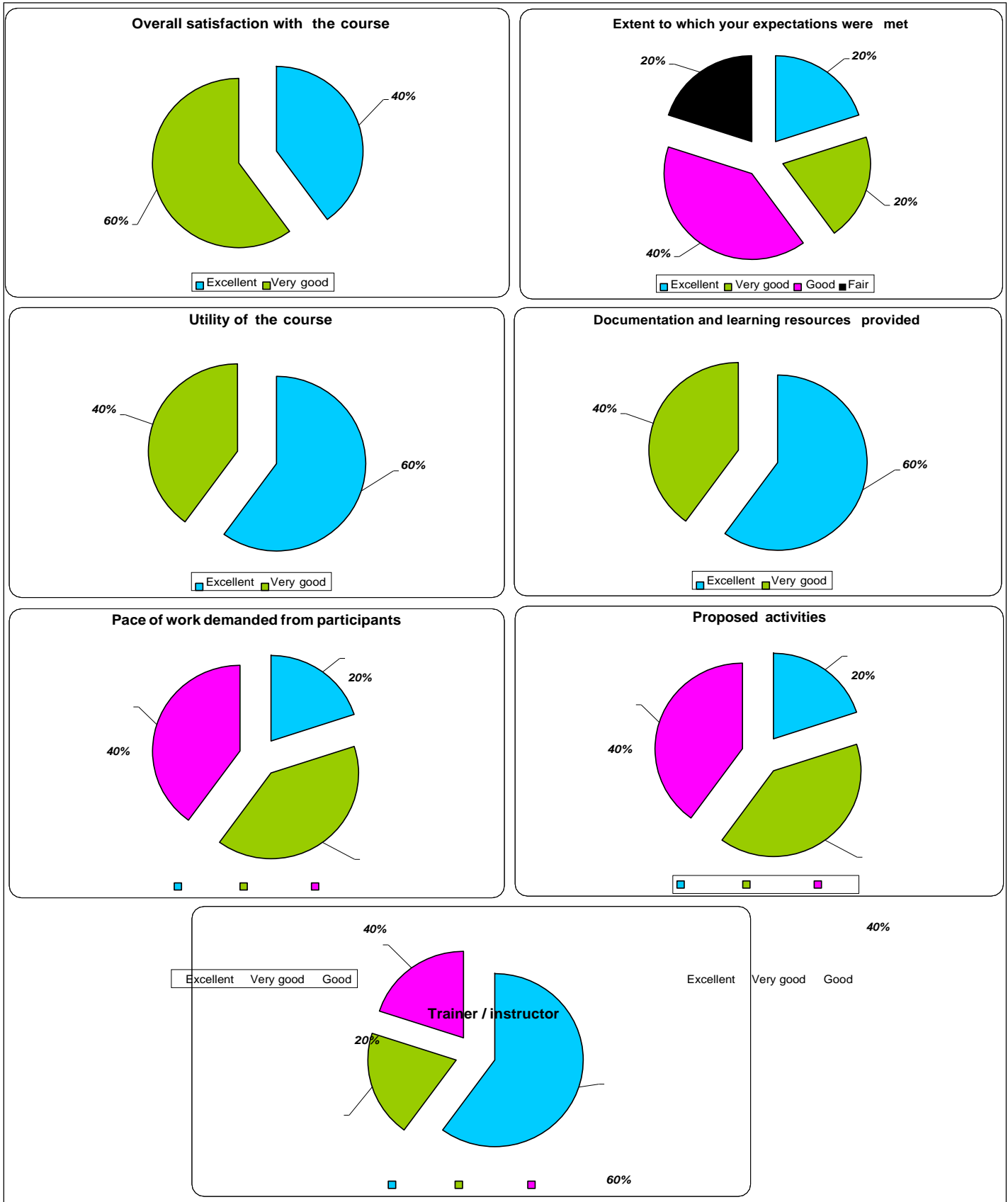
The majority of the respondents (67%) do not have a business activity.



Commentary:

- The sample's gender balance is 33% female and 67% male.
- Seventy five percent (45% are between 31 - 50 years old. The largest age group is 36-40 (40%).
- Eighty five percent (85%) of respondents are graduates or postgraduates.
- Sixty seven percent (67%) of respondents have nearly 6 years of higher education.
- The majority of the respondents (66%) have at least six years full time work experience in the past. Sixty percent (60%) are female while the rest (40%) are male. The largest age group is 30-55 (55%).
- Most of the respondents (67%) either on their own or together with others have not started up a business in the past. The same finding applies regarding the operation of a business today.
- Only five percent (5%) of respondents indicated that they are currently part of some entrepreneurs' support program, with seventy five (75%) of them declaring that they consider such participation as "useful".

II. SATISFACTION with the CINET Workshops attended



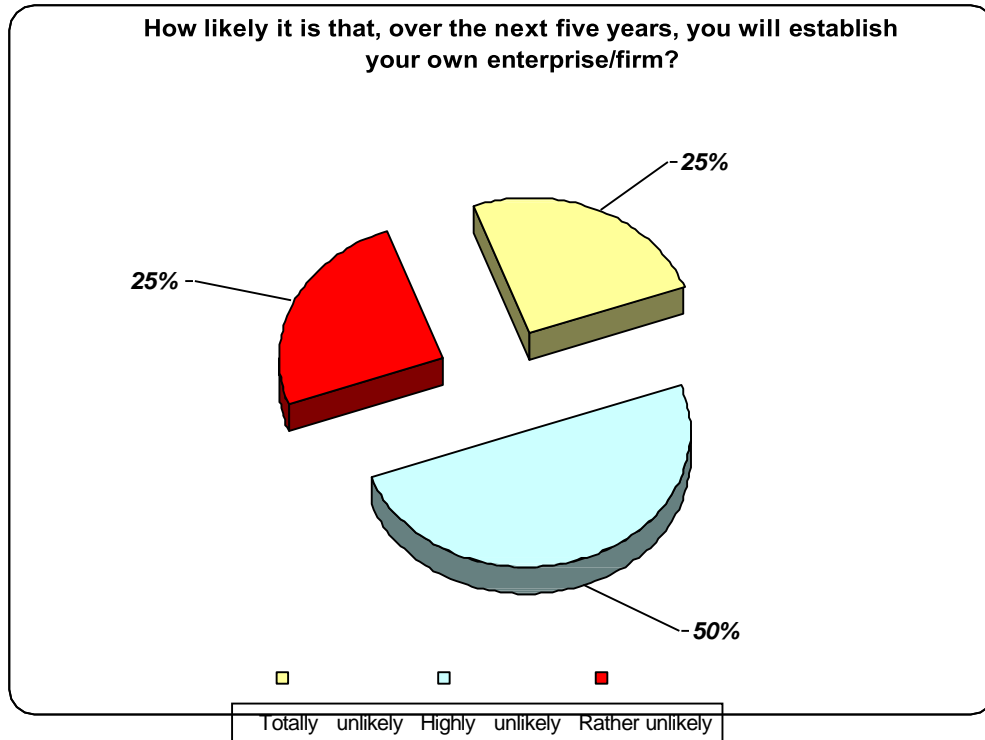
Commentary:

- The overall satisfaction from attending the f2f training sessions is at high level, since sixty percent (60%) of respondents thought it was “an excellent experience”. The rest forty (40%) percent regarded it as a “very good experience”.
- The majority of the respondents (60%) agree that their expectations from the course were met, while only twenty percent (20%) thinks that their goals were not fully covered by the f2f sessions. The vast majority of the respondents are female (75%).
- The utility of the course is highly ranked, since sixty percent (60%) of the respondents indicate that it was “excellent” and the rest (40%) marked it as “very good”.
- Most of the respondents (60%) suggest that the documentation and learning resources offered by the pilot program was excellent, while the rest (40%) think that it was very good.
- The minority of the respondents (20%) believe that the pace of work demanded from the participants of CINet program is excellent, while forty percent (40%) acknowledges that it is good.
- Most of the respondents (60%) agree that the proposed activities within the CINet program are more than satisfactory.
- Finally the tutors are a significant element of the course’s success since the majority of the respondents (80%) believe that their performance is at a high level (excellent & very good)

III. ENTREPRENEURIAL INTENTIONS

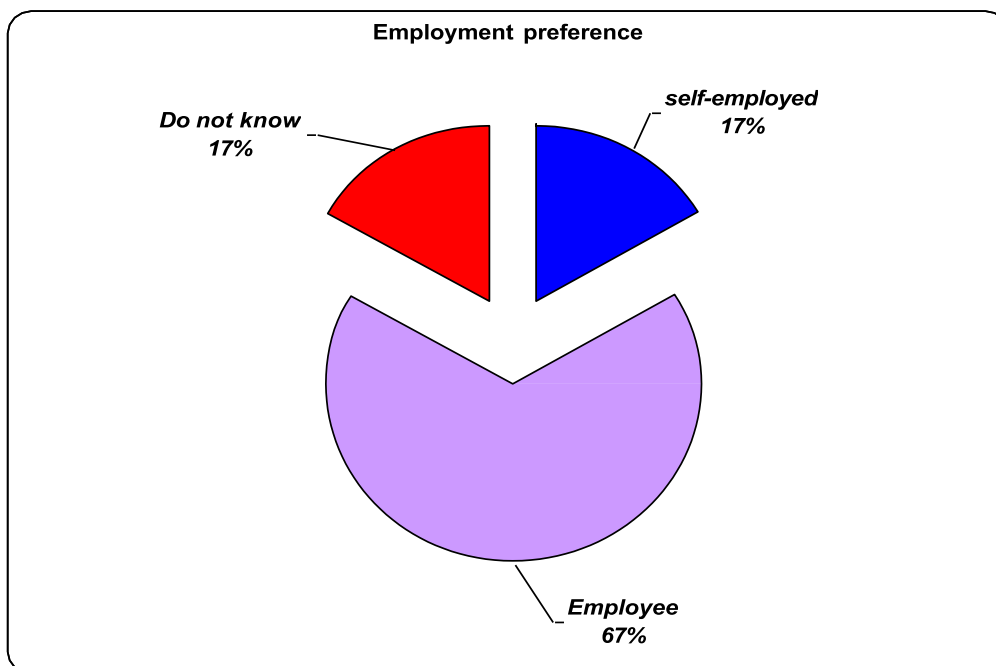
Establish own enterprise/firm

Most of the respondents (75%) indicate that it is not very likely to establish their own business activity in the next five years.



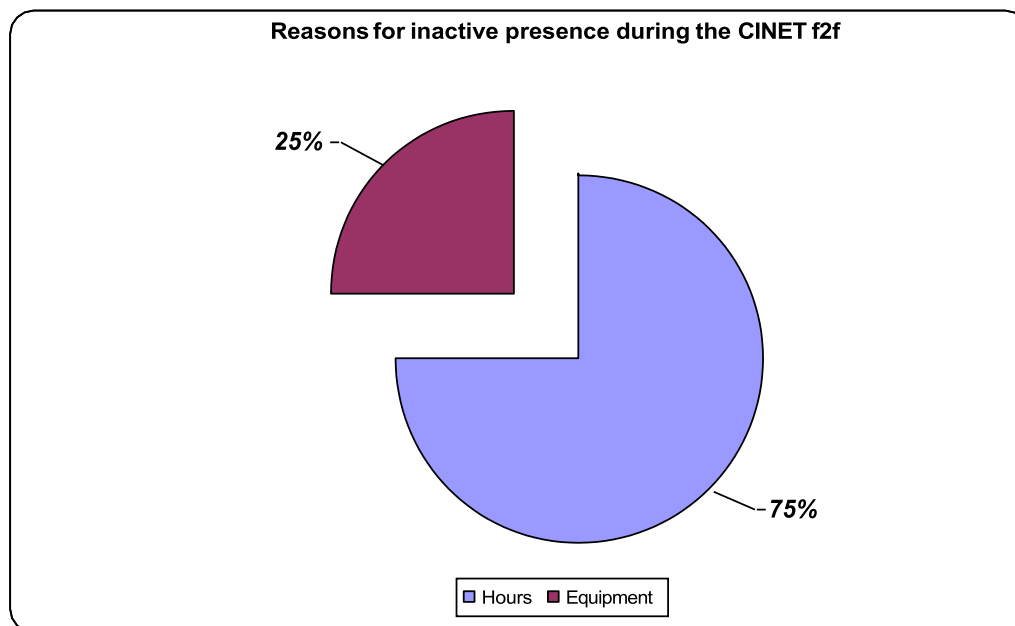
Employment preference

Most of the respondents (67%) prefer to be employees, while only 17% want to be self-employed at this moment.



Reasons for inactive presence

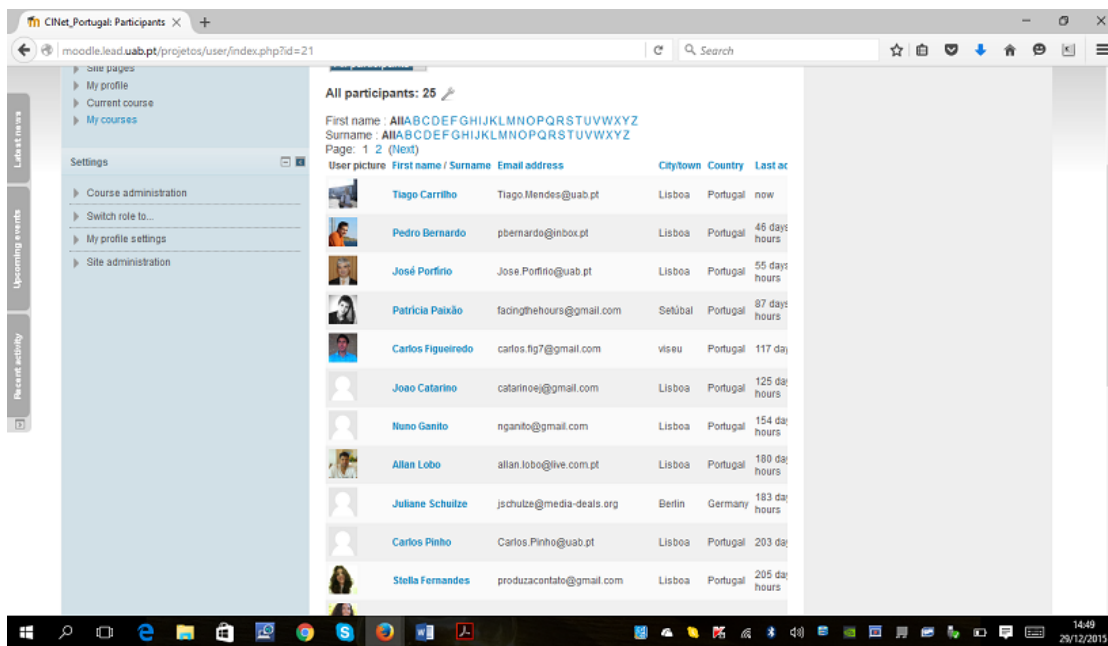
The vast majority of the respondents (75%) believe that the timing of the Workshops hours were the main obstacle for more active participation in them



Commentary:

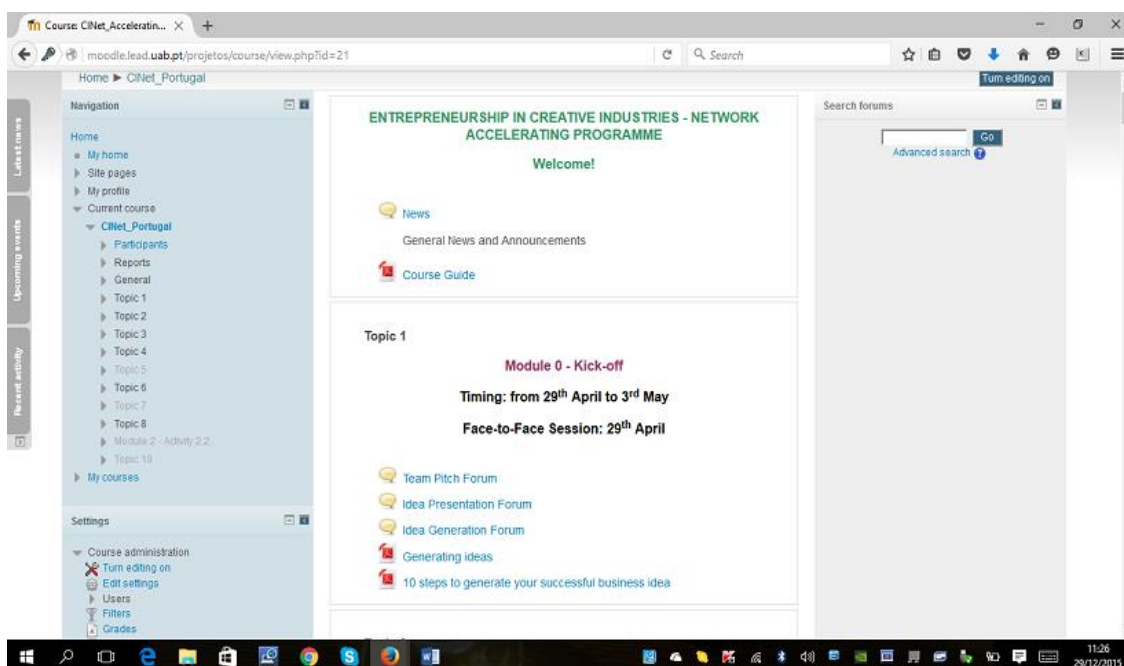
- Most of the respondents (75%) believe that it is not very likely to establish their own business activity over the next five years. It is noteworthy that 25% of the respondents declare that such a decision is totally unlikely.
- Similarly, the vast majority of the respondents (67%) prefer to be employees, while only 17% wish to be self-employed at this moment.
- Respondents indicate that collaboration and networking with “creative entrepreneurs” from abroad, is extremely important, especially as a source of practical knowledge and experience in “product development”, “general business advice”, and “business planning”. These are the same areas in which they felt that their knowledge, skill or information were particularly deficient, even before starting their participation in the pilot program.
- The vast majority of the respondents (75%) declare that the duration of the f2f training sessions was inadequate.

II. Acceleration Program in Portugal



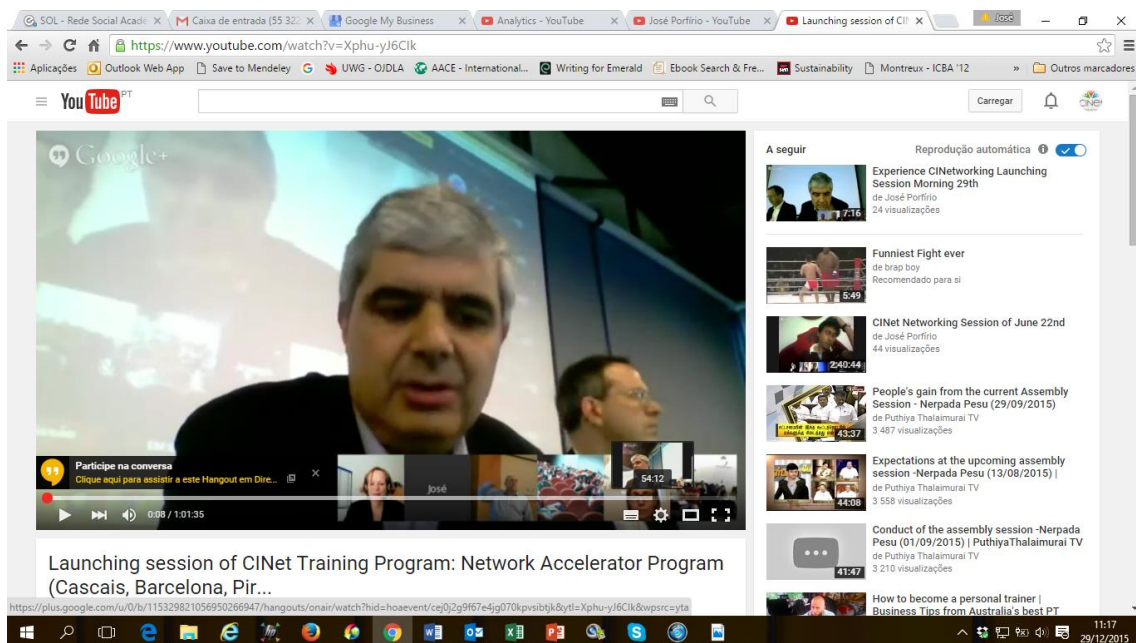
The content of this chapter II is based upon the interventions and report delivers in Moodle Platform and on face-to-face and videoconference sessions. We want to thank all members for their participation in this program and their fruitful and helpful comments for the training activities and for future projects.

Module 0: Kick-Off



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The kick-off meeting of the Portuguese CINET project was held in the conference hall of DNA Cascais on 29th of April 2015. This meeting had the participation of 12 members of the training.



Before the launching of the kick-off meetings in each country, three permanent forums were opened in Moodle Platform:

- 1) A "Network Forum" for team building entitled "Team Pitch Forum". In this forum trainees were invited to post their personal presentation to be seen in a maximum of 10 minutes in simultaneous or some of the following formats: word, pdf, video, podcast. 8 Portuguese members posted their presentations.
- 2) An "Idea Presentation Forum" where trainees were asked to present their previous entrepreneurship ideas with a maximum of 10 minutes: word, pdf, video, podcast. 2 members made their presentation in this forum and other decided to post their presentation in Business Model You Forum of Module 1.
- 3) An "Idea Generation Forum". This Forum should be used for those trainees that did not have already made the presentation of any idea before and during the initial session. Here they must provide the respective 'drafts' of the idea generation. All the trainees had already an idea, so this forum was not used.

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Participe na conversa
Clique aqui para assistir a este Hangout em Dire...

936 / 1:01:35

Launching session of CINET Training Program: Network Accelerator Program (Cascais, Barcelona, Pir...

https://plus.google.com/u/0/b/115329821056950266947/hangouts/onair/watch?hid=hoasevent/cej02q9f67e4jqd070kpvsiotk&ytIe=Xphu-yf6Clk&wpsrc=yta

A seguir

Reprodução automática

CINET Networking Session of June 22nd
de José Porfírio
44 visualizações

Experience CINET Networking Launching Session Morning 29th
de José Porfírio
24 visualizações

People's gain from the current Assembly Session - Nerpada Pesu (29/09/2015)
de Puthiya Thalamurai TV
3 487 visualizações

Expectations at the upcoming assembly session -Nerpada Pesu (13/08/2015) |
de Puthiya Thalamurai TV
3 558 visualizações

Conduct of the assembly session -Nerpada Pesu (01/09/2015) | PuthiyaThalamurai TV
de Puthiya Thalamurai TV
3 210 visualizações

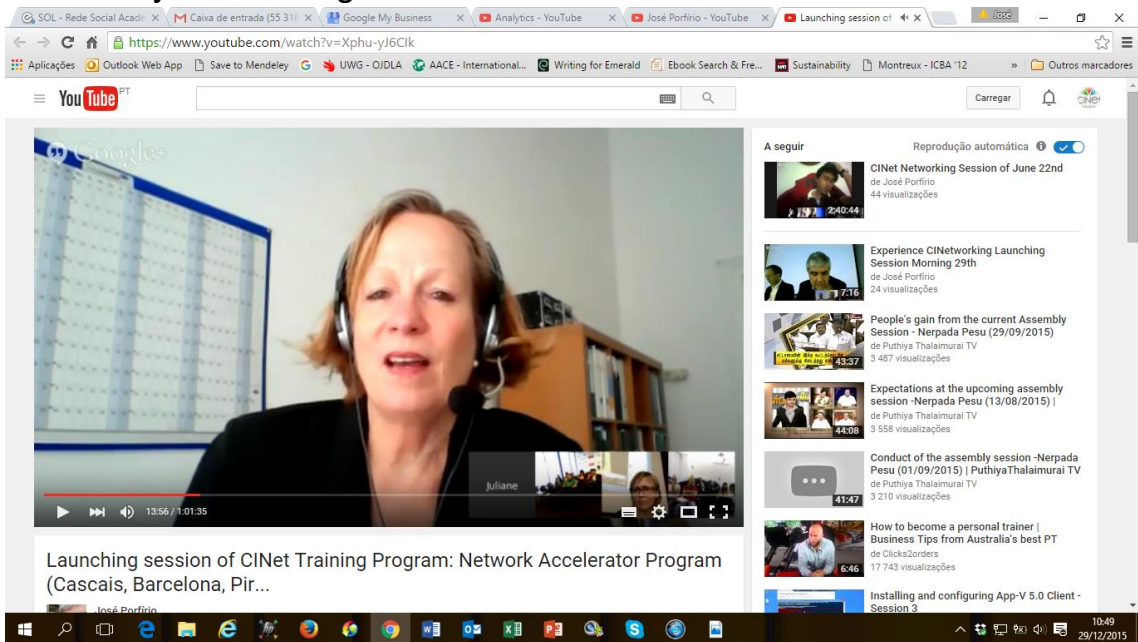
How to become a personal trainer | Business Tips from Australia's best PT
de ClicksZorders
17 743 visualizações

Installing and configuring App-V 5.0 Client - Session 3

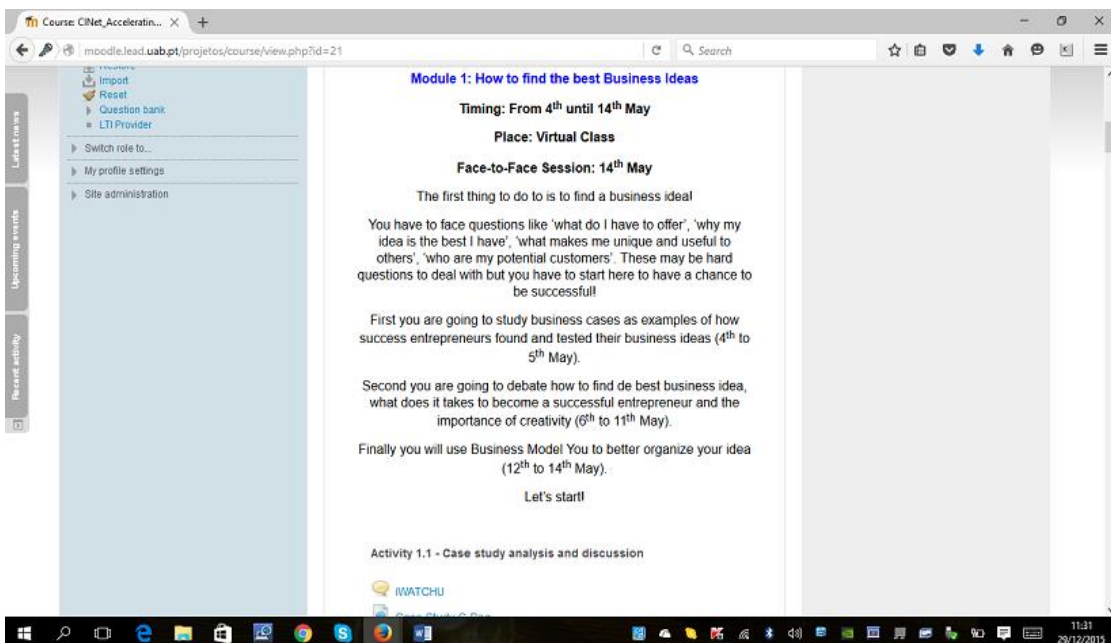
10:47
29/12/2015

This session started with a brief presentation of the project by the two Portuguese trainers. The trainers made also a presentation of the course guide and of the Pedagogical Model of Universidade Aberta to briefly explain the methodology followed, the dynamics expected for the virtual classes and of face-to-face/videoconference meetings, the level of compromise expected and the intensity of tasks to perform. A video of Lace Market experience was also presented in order to explain the basis of innovation transferability in the project and the importance of Nottingham entrepreneurial experience in Creative Industries. The presentation of the project and course objectives was complemented by Media Deals representative, also by videoconference. This first part of the kick-off meeting included a synchronous session with the Spanish Class in Barcelona. During the remaining of the session trainees were invited to use the Moodle platform and to clear the preliminary doubts regarding the initial adaptation. Trainers explained the advantages of the blended-learning model.

CINET Project • Learning models



Module 1: How to find the best business ideas



•

In activity 1, based on two Portuguese case studies (C-Bag and Divepod), trainers moderated the discussion in Moodle Platform on the following topics:

- 1) How and why the idea was generated in each of the cases?
- 2) What was the importance of creativity in these initial phases?

3) How the idea was initially tested in each of the cases and what adaptations were made to the initial idea?

During the discussions, trainers guided the participants in order to help them to understand how and why the ideas were generated and tested in each of the cases. Additionally, they assured how useful the cases were for them in terms of idea generation and/or idea presentation and idea (initial) testing and finally invited trainees to share information about past and present experiences. 6 members participated in the forum discussion on a total of 20 posts.

In the second activity, creative and '*out of the box*' thinking techniques were discussed targeted at finding the best business ideas. In order to stimulate the preliminary discussion among the participants about entrepreneurship, four videos were delivered in Moodle Platform and discussed by them.

The trainers moderated the discussion in Moodle Platform on the following topics:

- 1) What are the main drivers of creative and '*out of the box*' thinking?;
- 2) What does it take to become a successful entrepreneur? How do you position towards the characteristics of a successful entrepreneur?;
- 3) By knowing the ten myths of entrepreneurship what do you think will help you the most on your entrepreneur activities?

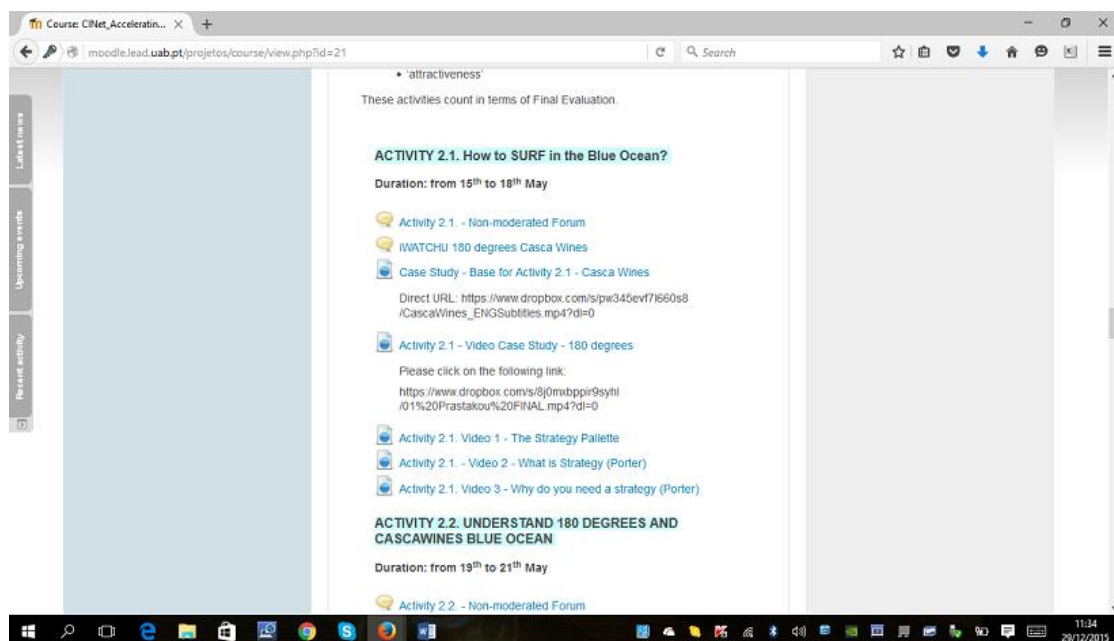
The discussion was developed in order to motivate and provide a preliminary knowledge about crucial and realistic issues on entrepreneurship. Trainees provided several '*bridges*' to their personal and professional profiles and shared their experiences and other entrepreneurial stories. 6 members participated in this forum and posted 19 interventions.

The second face-to-face session was held in the conference hall of DNA Cascais on 14th of May 2015 and had the participation of 10 members of the training. The session started with comments by the trainees about Moodle activities carried on until this date. Comments focused on the ways of improving the participation in Moodle discussion forums, the '*navigation*' in the Platform, the articulation between the activities in each module and the '*rules*' for Moodle interventions. The trainers cleared doubts in terms of resource contents, activities objectives and feed-back criteria for the reports delivered in activity 3 of this module 1 (Business Model You). In the final, two entrepreneurs incubated in DNA Cascais presented their business (an app applied to automobile sector), explained the relations with customers, presented their preliminary financial results and answer trainees' questions mainly related with initial financial difficulties and marketing issues.

CINET Project • Learning models

In activity 3 of this module 1, 6 members shared their Business Model You exercise in the respective Moodle forum and received feed-back from trainees. As this was the first exercise of the kind for all the participants, some remarks were made to the first versions in order to improve their presentations to the other members and especially to potential investors who, in the absence of entrepreneurial background by trainees, focus on personal qualities of would-be entrepreneurs. The second versions that were posted showed an improvement in terms of the referred issues.

Module 2: How to find your Blue Ocean Strategy



Based upon case study videos from Portugal (CascaWines) and Spain (180 degrees), trainees discussed online the following questions:

- 1) How and why the CascaWines and 180 Degrees ideas were generated?
- 2) What was the importance of creativity in the initial stages of the project?
- 3) How the previous knowledge of the market by the entrepreneurs influenced the development of the entrepreneurial project?

The discussions helped the trainees to better understand how and why the ideas were generated and tested in the different case studies analysed, and how previous experience influenced the respective business case. The scope of this activity was to show to trainees how useful the cases are for them in

terms of translating their own ideas to viable projects, through the adoption of the adequate strategy.

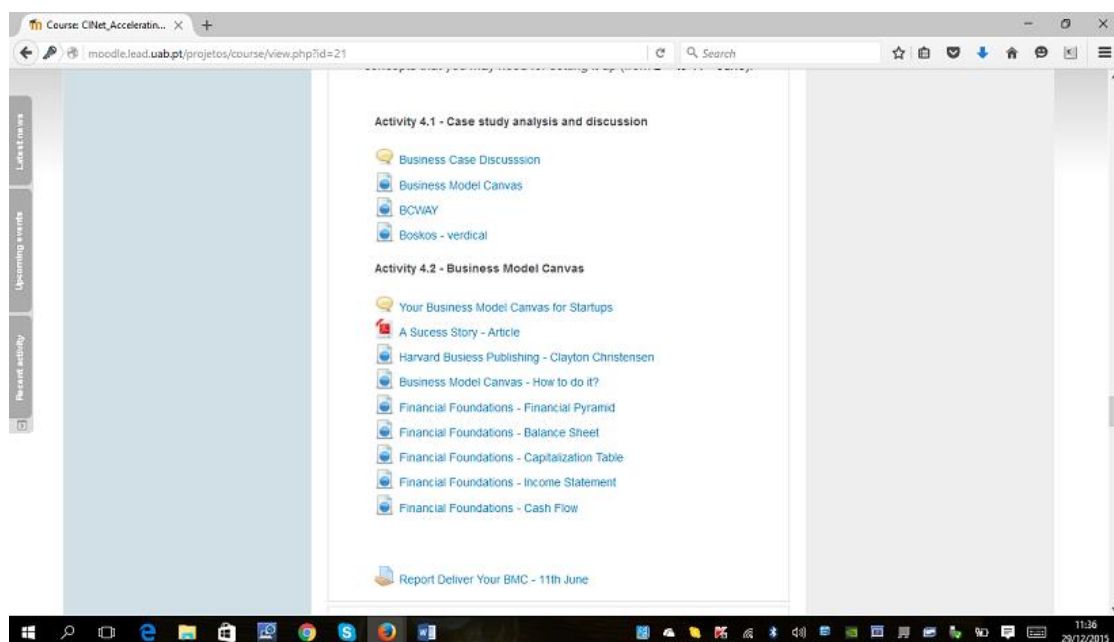
In the next forum the CascaWines case was discussed in the light of BOS. Members were invited to identify the main elements of CascaWines BOS strategy and provided a preliminary 'bridge' to their businesses. 5 members participated in these two forums and posted 18 interventions.

Finally 3 members presented their BOS strategy applied to their businesses and got feed-back from trainers. The reports presented showed an effort to clarify the adequate strategy in terms of BOS framework.

Module 3: Networking Session

A networking session was promoted among all the partners involved, with related trainees. This module was offered fully online and through videoconferencing it was possible to exchange ideas about projects' developments and to support ideas to further project strengthening.

Module 4: Business Model Canvas



Participants were invited to watch one video in Moodle devoted on BM Canvas and case study videos from Greece (Vertical Gardens) and Portugal (BiciWay) and discussed the following questions:

- 1) What were the most important elements of the BM defined for each case, and why?
- 2) How and why the Business Model of each case study had evolve?
- 3) How were the expectations regarding its future evolution, and why?
- 3) What were, the main drivers of the marketing strategy in each of the cases?
- 4) How, were the risks mitigated in each case?

The members of the program started to sum up the main findings of each case for each of the discussion questions. In a second 'round' trainees were asked to discuss the specific issues regarding their business, e.g, 'what are the risk mitigation strategies in your business? How these two examples can be inspiring for you in term of your business? Bearing in mind the BM elements in each case, how these examples can be useful for the conception of your BM?' In each case another key-issue proposed to the trainees was to analyse how value proposition developments generated changes in other building blocks of the BM and the other way around, for example, product development reflected by interrelations with partners. In order to BM conception (next activity), trainees identified useful 'lessons' from the case studies. In this forum 3 members posted 16 interventions.

In the next activity, 4 members sent their BM Canvas and got feed-back. The trainees showed a good effort to fill up the respective building-blocks. Yet, since this was the first version, several questions were asked by the trainers in order to clarify and improve the BM during the training, e. g., better definition and justification of customer segments, identification of the channels that work best, or financial sustainability of the business.

Module 5: Value Proposition Canvas and Lean Method

The screenshot shows a Moodle course page titled 'Topic 6' with the following content:

MODULE 5: Value Proposition Canvas and Lean Method

Timing: From 12th June until 02nd July 2015

Place: Virtual Class

Face-to-face session: 02nd July

Now you have to see how your business model works out in market reality!

Your business model needs to be developed by customer development and experiments. After doing this you will be in better shape to initiate your business plan in Module 7.

First you are going to study a business case as an example of how a success entrepreneur tested his business model and adapted the strategy (12th to 15th June).

Second you are going to use the Lean method based upon Value Proposition Canvas and customer development and afterwards probably some elements of your business model and even strategy will need some adjustments (16th June to 02nd July).

Activity 5.1: Case Study Analysis and Discussion

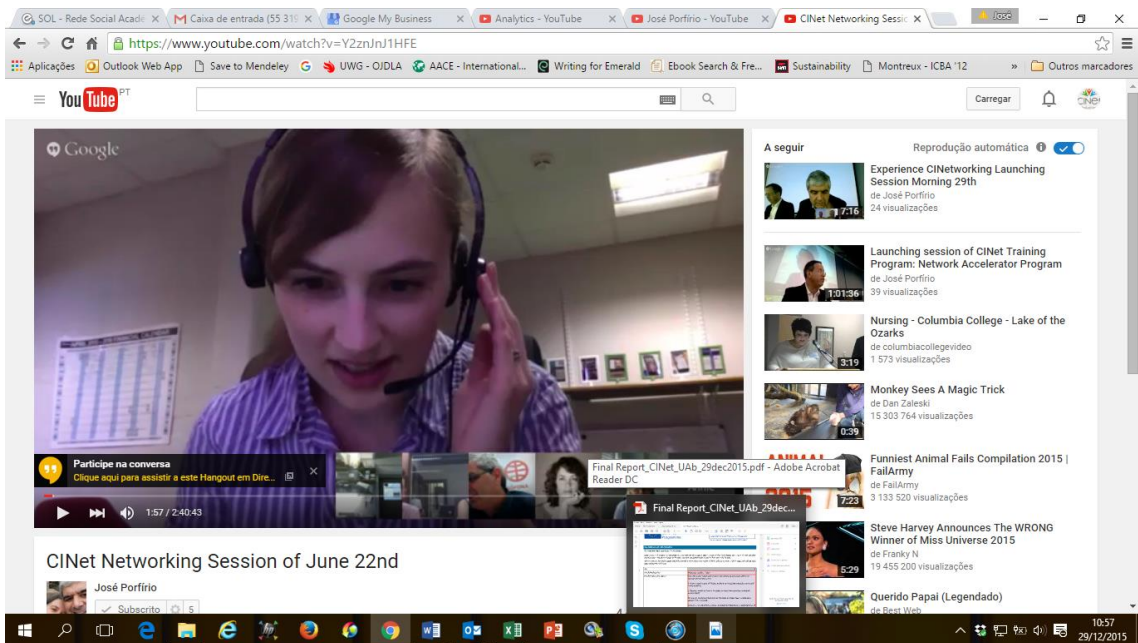
Contributors listed: PROKOS-FRINK, KRISTIANA - ENTER ART, MYGUIDE.

The screenshot shows a YouTube video player for a 'CINet Networking Session of June 22nd' by José Porfírio. The video is currently at 0:12 / 2:40:43. The video content shows a man speaking in front of a 'CEA' logo. The right sidebar features a 'A seguir' section with recommended videos, including 'Experience CINetWORKING Launching Session Morning 29th' and 'Launching session of CINet Training Program: Network Accelerator Program'.

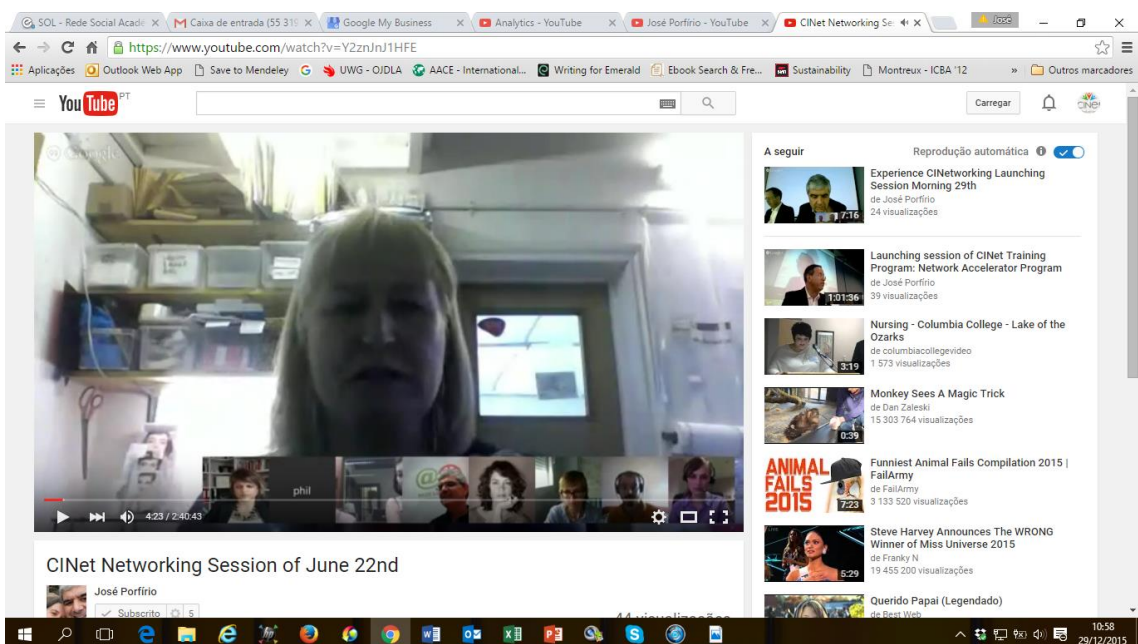
A videoconference session took place on 22nd of June and had the participation of Portuguese and Spanish trainers, the representative of MediaDeals, three entrepreneurs from Nottingham (Annie Haley, Jo Katy Welch and Hazel Atkinson), three members from Portugal (João Catarino, Patrícia Paixão and Carlos Figueiredo) and three trainees from Spain. The

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objective was entrepreneurs preliminary presentations of their projects based upon the reports delivered in Modules 2 and 4 and also bearing in mind the key-questions inherent to customer profile and value map (the components of Value Proposition Canvas).



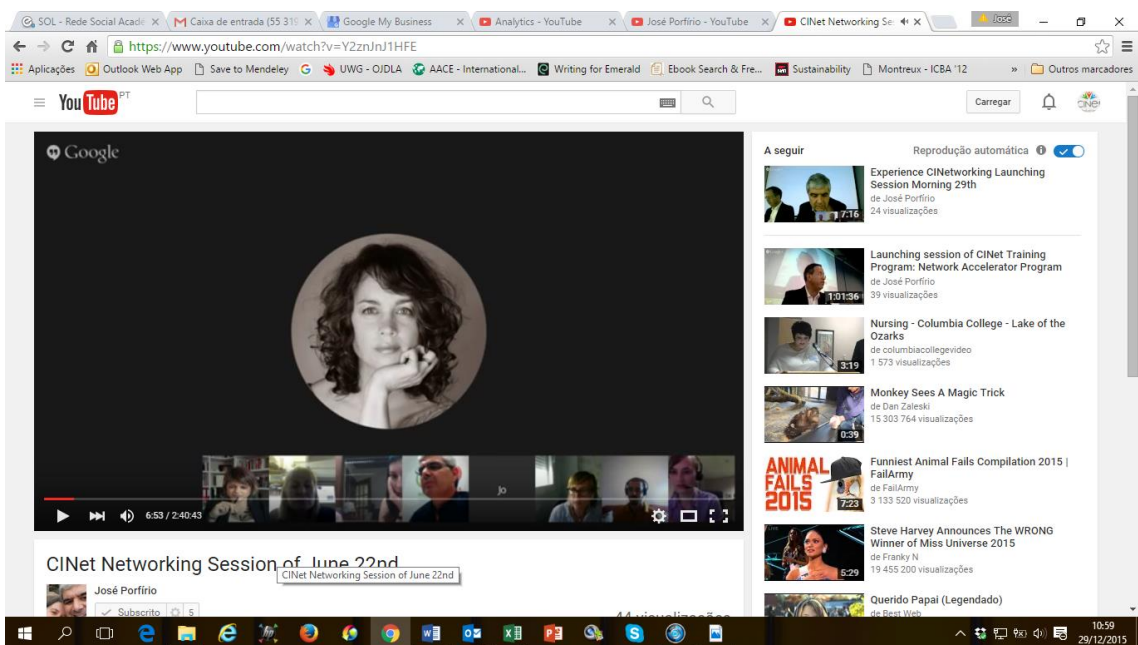
The session started with the presentation of Nottingham entrepreneurs who described their business, professional experiences, difficulties, motivations, customer development and financial issues for business sustainability. The ecosystem of Lace Market was also referred in terms of its importance to networking in Creative Industries.



After the presentation of each Portuguese and Spanish members, several comments were provided by English entrepreneurs and by the representative of MediaDeals:

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- The need to focus the project's presentation mainly in value proposition, customer development and financial sustainability, to avoid possible difficulties regarding funding and customer preliminary tests
- Difficulties regarding customer segmentation; respective identification of which segment has more potential in terms of financial returns
- Suggestions for networking development in terms of, for example, services and skill exchanges
- Suggestions for customer development regarding, for example, free services at the beginning, 'Happy Days' events, price strategies and customers enlargement through contacts with private firms.



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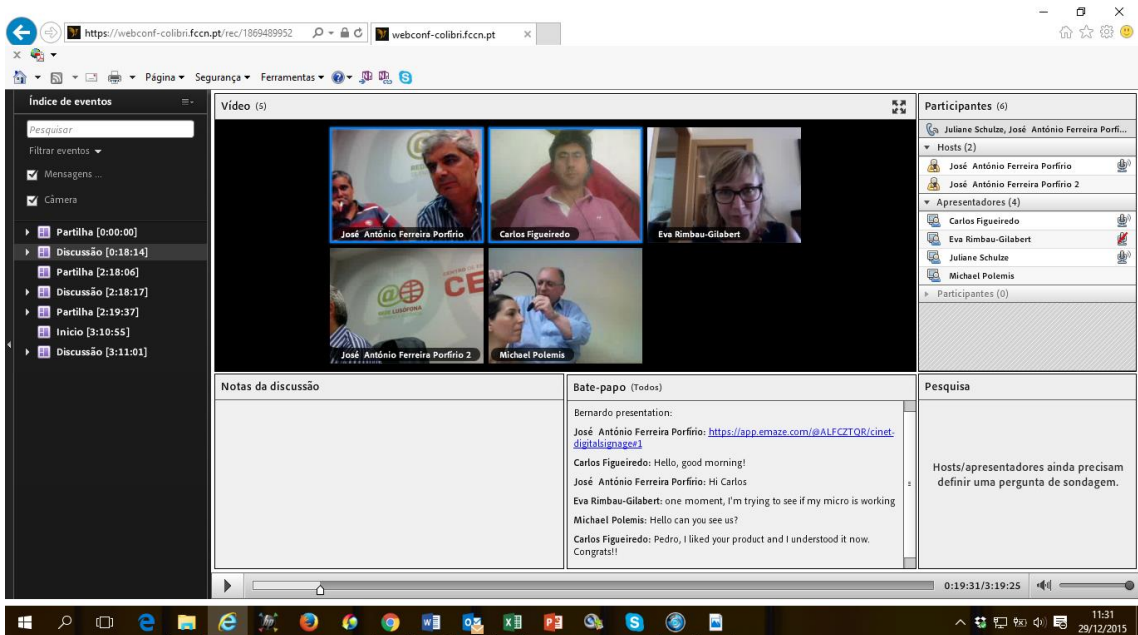
This screenshot shows a YouTube video player displaying a networking session. The video title is "CINet Networking Session of June 22nd" and the channel is "José Porfírio". The video progress is at 54:51 / 2:40:43. The video player includes a search bar, a "Carregar" button, and a notification bell. To the right of the video player is a "A seguir" (Up next) section with a "Reprodução automática" (Autoplay) toggle. The recommended videos include "Experience CINetWORKING Launching Session Morning 29th", "Launching session of CINet Training Program: Network Accelerator Program", "Nursing - Columbia College - Lake of the Ozarks", "Monkey Sees A Magic Trick", "Funniest Animal Fails Compilation 2015 | FailArmy", "Steve Harvey Announces The WRONG Winner of Miss Universe 2015", and "Querido Papai (Legendado)". The Windows taskbar at the bottom shows the system clock as 11:05 on 29/12/2015.

This screenshot shows a YouTube video player displaying a networking session. The video title is "CINet Networking Session of June 22nd" and the channel is "José Porfírio". The video progress is at 54:35 / 2:40:43. The video player includes a search bar, a "Carregar" button, and a notification bell. To the right of the video player is a "A seguir" (Up next) section with a "Reprodução automática" (Autoplay) toggle. The recommended videos include "Experience CINetWORKING Launching Session Morning 29th", "Launching session of CINet Training Program: Network Accelerator Program", "Nursing - Columbia College - Lake of the Ozarks", "Monkey Sees A Magic Trick", "Funniest Animal Fails Compilation 2015 | FailArmy", "Steve Harvey Announces The WRONG Winner of Miss Universe 2015", and "Querido Papai (Legendado)". The Windows taskbar at the bottom shows the system clock as 11:03 on 29/12/2015.

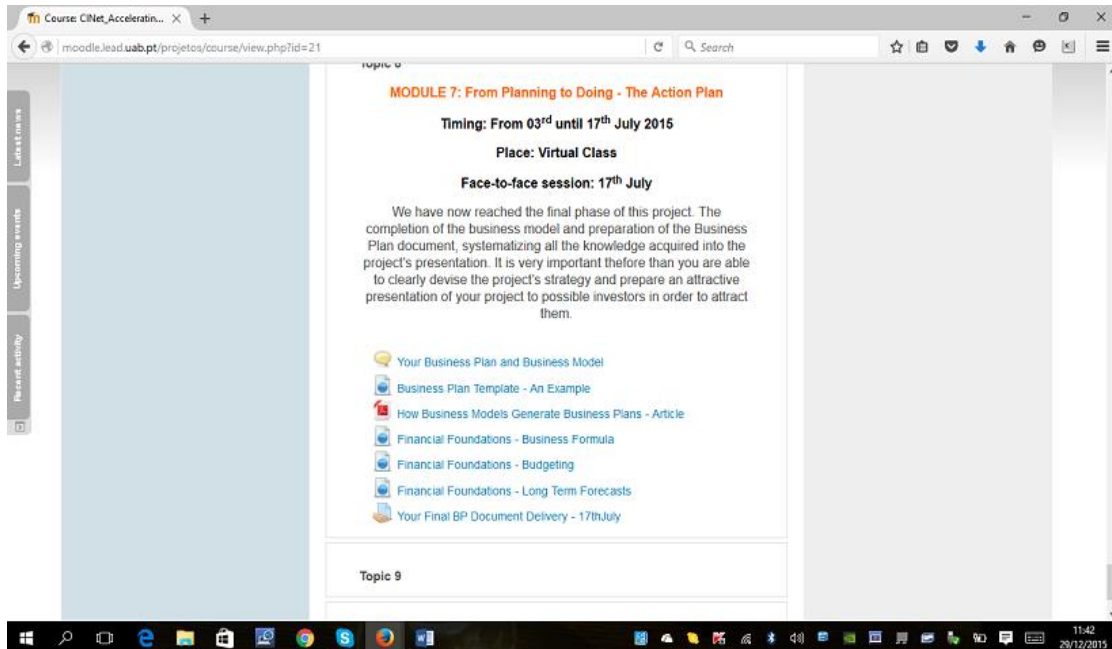
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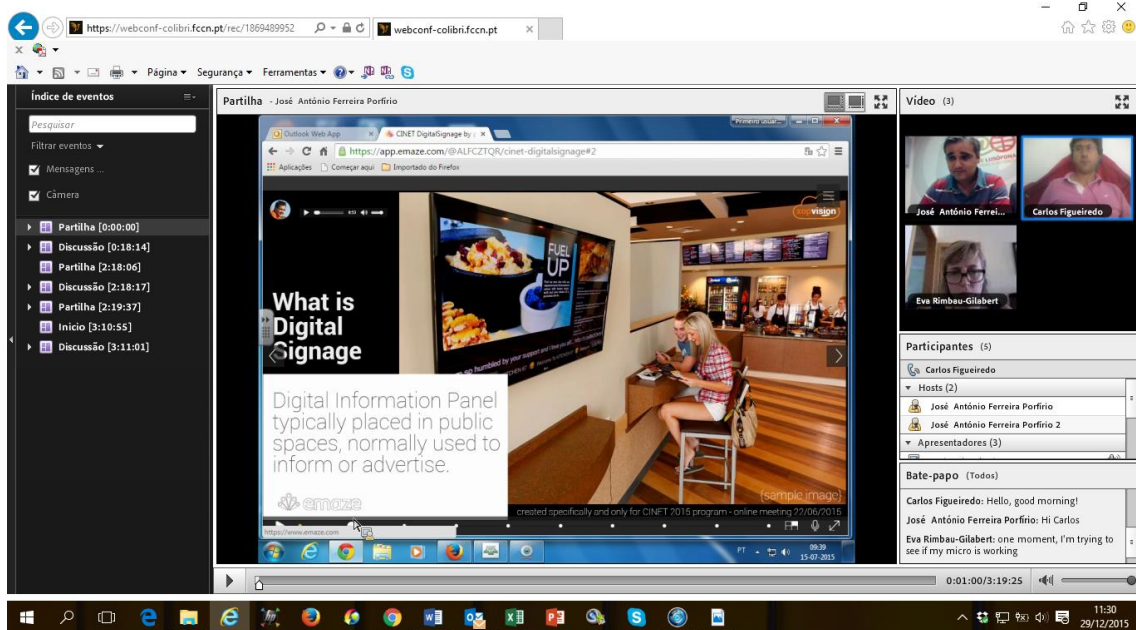
The session provided also the opportunity for members to start networking among them and with external agents, by sharing information, ideas, and experiences and for BMC improvement and development.



Module 7: From planning to doing – The action plan



Another videoconference session took place on 15th of July and had the participation of Portuguese and Greek trainers, the representative of MediaDeals, four members from Portugal (Pedro Bernardo, João Catarino, Patrícia Paixão and Carlos Figueiredo) and one member from Greece. The objective was entrepreneurs' preliminary presentations of their projects based upon the reports delivered in Modules 2, 4 and 5 and also bearing in mind the key-elements inherent to business plan.

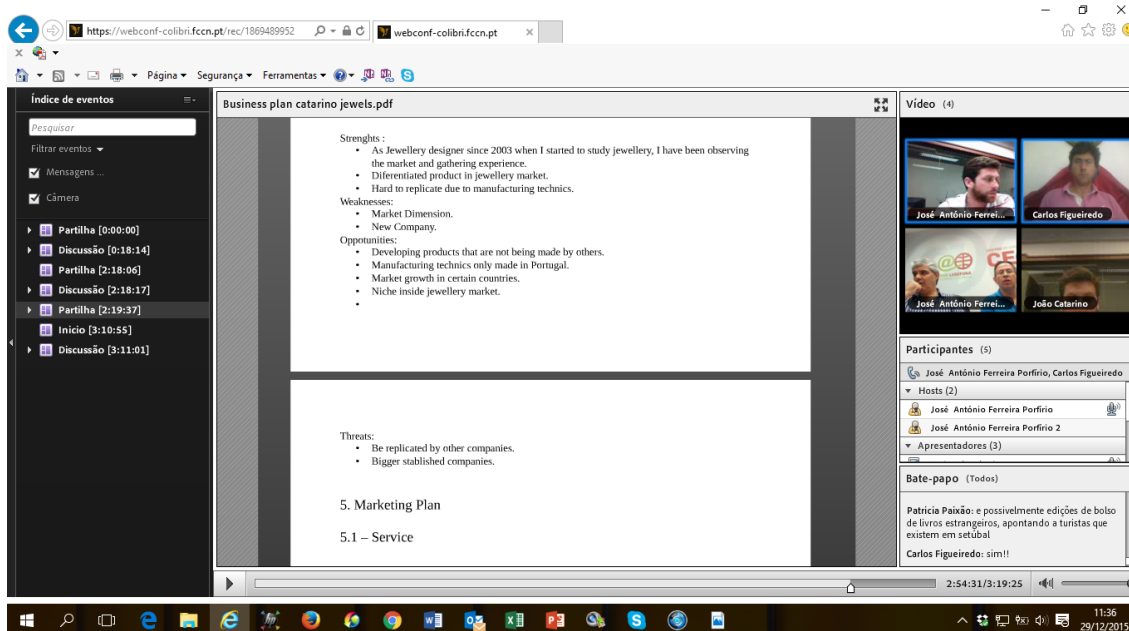


The session started with the presentation of Greece trainer (Michael Polemis) on face-to-face sessions and respective organization of each session, member's participation, feed-backs provided and preliminary evaluation of the training.

After the presentation of the Portuguese member (Pedro Bernardo) and Greek member, several comments were provided by the trainers and by the representative of MediaDeals:

- Lack of answer related to revenue sources
- The need to clarify key-elements of business plan
- The need to develop team work related to market knowledge and access
- The need to clarify the following questions: 'how your business is unique?', 'how to sell?', 'how to make money?'
- The need to avoid a technical presentation, the focus should be on market and financial issues

In line with the previous session, this videoconference meeting provided again the opportunity for members to develop networking among them and with the representative of MediaDeals.



The second part of the meeting continued with just the participation of Portuguese trainers and members. The objective was to clear doubts related to the activities of Module 5 and 7 and to start preparing the projects presentations with the integration of the outputs of these modules.

During July and September, 4 members delivered their business plan (two through Moodle and the other by e-mail) and received feed-back especially regarding medium term sales and cost forecasts.

A videoconference session took place on the 2nd of October 2015 with the participation of the two Portuguese trainers and the 4 members (João Catarino, Patrícia Paixão, Pedro Bernardo and Carlos Figueiredo). Each of the members presented their projects according to the guidelines provided by MediaDeals for project presentations. After each presentation, trainers provided feed-back in order to suggest some improvements:

- The need to take more advantage of the first minute to capture investors' attention,
- Clarification of value proposition and customer segments,
- Better construction of business plan to 'convince' investors that the project will generate returns for them.

A final videoconference session took place on the 9th of October with the same participants and with the participation of the entrepreneurial adviser Pedro Martins. The objective was to select the two best projects to be presented in the final Workshop that was held in Barcelona. After each second project presentation, the adviser and the Portuguese trainers provided feed-back to suggest further improvements:

- Better identification of the problem
- The need to show the passion for the business
- A better use of time of the presentation to focus on what matters for investors
- Better justification of customer segments in terms of financial returns
- Avoid excessive focus on the offer and provide information on 'what are the benefits for costumers?'
- Better formulation of business plan in terms of sales forecasts

A final feed-back to a third presentation was provided by e-mail by the adviser Pedro Martins on 12th October to the two best projects already selected to be presented in Barcelona, XOPVision (Pedro Bernardo) and Edu&Biz ZumZum (Carlos figueiredo).

Trainers' curriculum

José António Porfírio (*International Project Responsible, responsible for the Course Conception and main contents*). Ph.D. in Management with a specialisation in Corporate Strategy, José is a professor at the UAb since 1996, where he is presently Pro Rector for Project Development and Research, and coordinator of the office for Research and Project Development. José has served as Director of Social Sciences and Management Department for several years () and he is one of the coordinators of the Masters Degree in Management, having special responsibilities for the offering of this program in Lusophone Countries. José has a wide experience in coordinating international projects and designing and coordinating online courses, mainly in the domains of Corporate Strategy, International Markets and Entrepreneurship. He is a member of the Research Centre of Space and Organizations and his research his published in international journals and conferences.

Tiago Carrilho (*Didactic coordinator*)

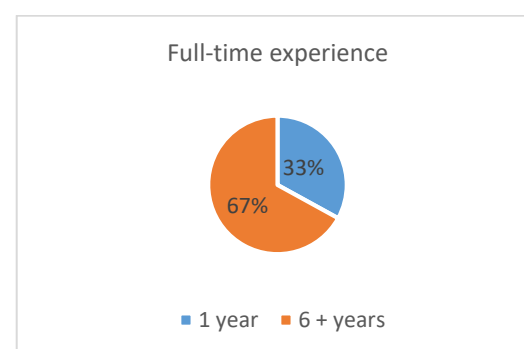
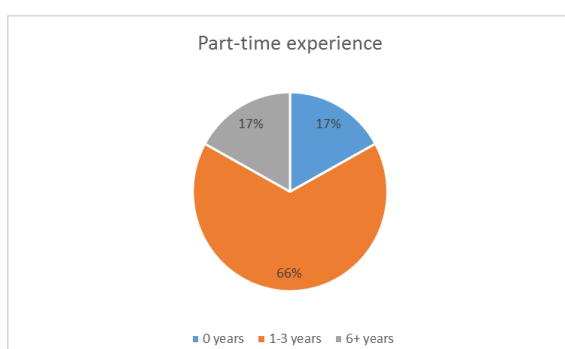
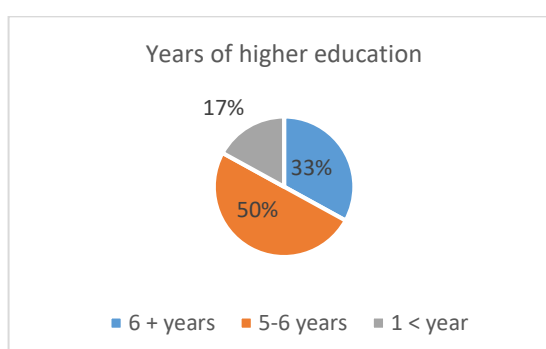
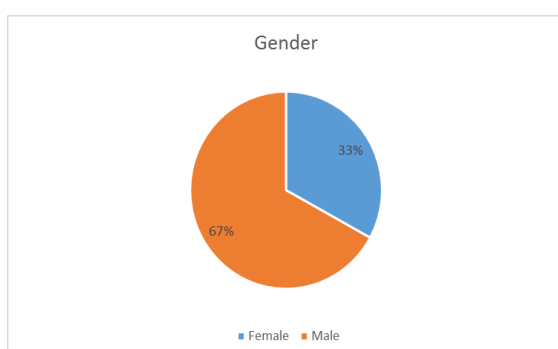
Ph.D. in Economics. Tiago is a professor at the UAb since 1997, where he has served as Academic Director of the Graduation in Management and the Masters Degree in Management. He has a wide experience in designing and coordinating online courses, mainly in the Business and Economics areas. He is a member of the Research Centre of Space and Organizations and has published his research in international journals and conferences.

ANNEX – PORTUGUESE DATA

A small scale questionnaire on CINET pilot participation was carried out in November. The standard questions related to i) demographics, ii) satisfaction with the CINET blended-learning accelerating programme, and iii) entrepreneurial intentions. The summary analysis of survey results presented in this Annex is based upon the information derived from valid answers to the questionnaire. The main findings and respective commentaries are presented below. We would like to thank all the participants of the pilot who devoted time and effort to answer the questionnaire.

PRESENTATION OF MAIN QUESTIONNAIRES RESULTS AND COMMENTARY

I – DEMOGRAPHICS



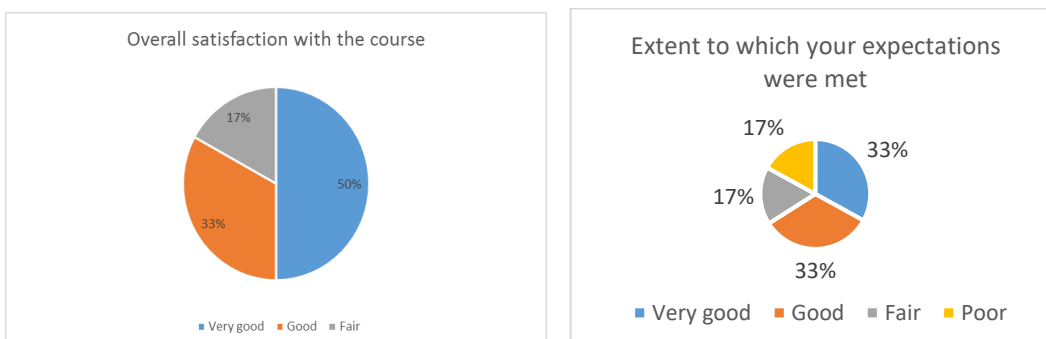
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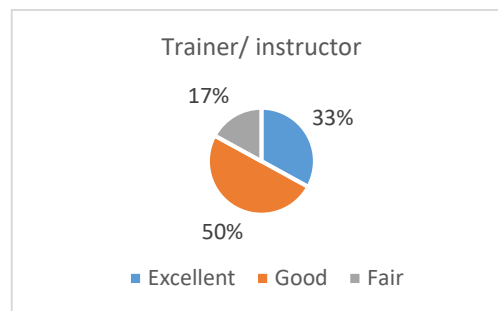
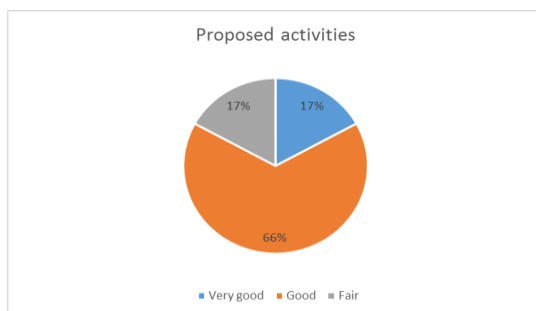
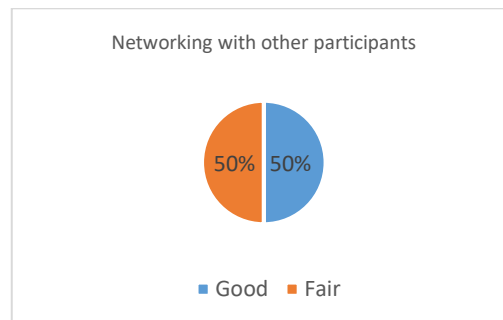
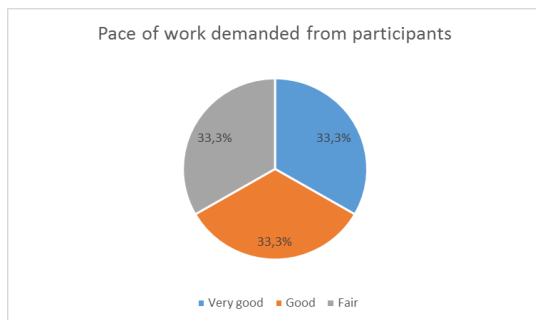
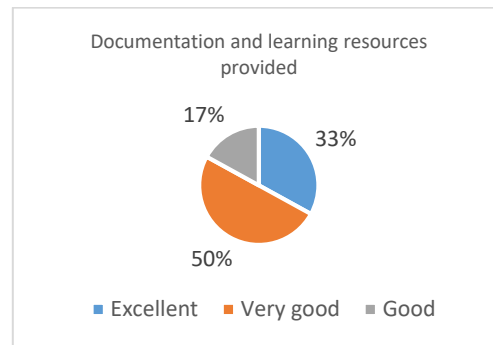
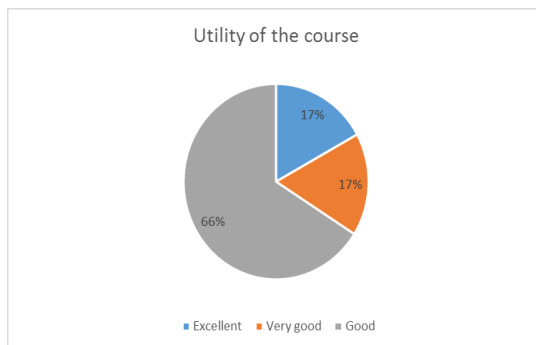


Commentary:

- The majority of the participants are male (67%);
- 50% has five or six years of higher education, 33% has more than six and only 17% attended college for less than a year;
- The majority of the respondents (66%) has 1-3 years of part-time experience in the past;
- Participants with more than six years of experience on full-time are also the majority (67%)
- 50% of the respondents are currently setting up their business and 33% carried out entrepreneur activities in the past. This reflects the lack of experience of most of the trainees in terms of running a business. However, the participants with entrepreneur activity are very useful to motivate and for sharing information and experiences crucial for would-be entrepreneurs.

II . SATISFACTION WITH THE CINET BLENDED-LEARNING ACCELERATING PROGRAMME





Commentary:

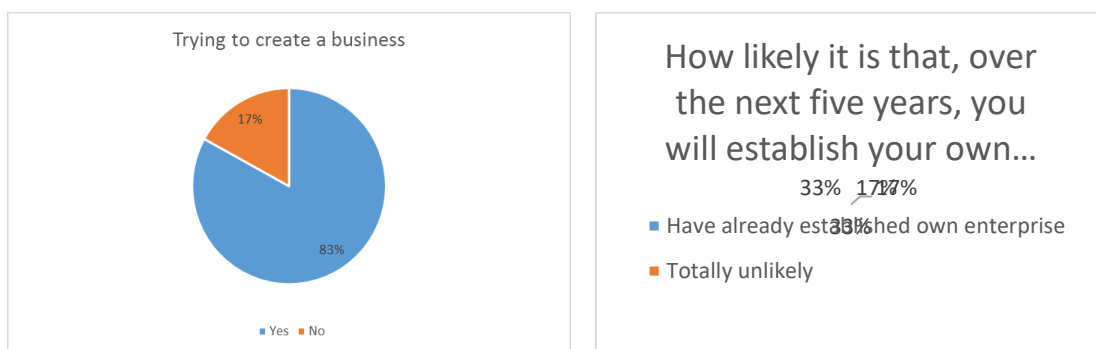
- The overall satisfaction with the blended-learning pilot reached a high level since 50% considered it 'very good' and 33% reported has a 'good' experience;
- The extend of the expectations met were 'very good' or 'good' for 66% of the participants, while 34% considered it 'fair' or 'poor';
- The utility of the course was 'good' for the majority (66%) and 'excellent' or 'very good' for 34%;
- The documentation and learning resources provided reach a high satisfaction level since 50% considered it 'very good' and 'excellent' (33%);
- The pace of work demanded for participants was adequate for the majority of the respondents (66% considered it 'good' or 'very good') although 33% report some difficulties ('fair' level of satisfaction);
- The networking with other participants had some limitations especially regarding the use of the platform, since 50% considered it 'fair'. Half of the respondents report a 'good' networking due to the

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sharing of information and experiences during face-to-face and videoconference sessions;

- The proposed activities were adequate for course purposes since the survey report a 'good' level of satisfaction for 66% of the participants and 'very good' for 17%;
- The evaluation of trainer/instructor was considered 'good' for 50% of the participants, 'excellent' for 33% of the respondents and 17% reported a 'fair' level of satisfaction.

III. ENTREPRENEURIAL INTENTIONS



Commentary: 83% of participants are trying to create a business and 66% consider 'rather likely' or 'highly likely' that they will establish their own firm in the next five years. One of the participants has already established his firm. These questionnaires results confirm that the majority of the participants demonstrate intentions to carry on entrepreneur activities, based upon their current or past experience and the learning development provided by CINET accelerating program.

III. Acceleration Program in Spain

Specificities of the programme implementation at the UOC

The UOC was the world's first online university when it was created in 1995. Today, the UOC university community is made up of over 200,000 interconnected people from more than 70 different countries. The innovative nature of the UOC has made it a point of reference for online university education the world over. One of its main guiding principles states its aim of “making knowledge available to everyone, regardless of time and space”. Therefore, the implementation of the CINET training programme at the UOC followed a fully online model.

In coherence with the institutional mandate, the training scheme applied at the UOC entailed the following elements:

- Participants were asked to meet face-to-face only for the kick-off and the closing session of the programme, and partially for networking sessions. The networking sessions, which entailed joint meetings with participants and entrepreneurs in other countries, were conducted in a mixed mode, with some participants attending the event at the UOC's premises and others following it through videoconference (Hangouts on air, Skype or other systems).
- Interaction among participants, and between the trainer and the participants, was conducted in a virtual classroom. The Moodle platform provided by the UAb and the UOC's Virtual Campus were used in combination.
- There was an appointed trainer that gave support, guided and coached participants through virtual communication media. Such trainer was selected following two criteria: ability to coach entrepreneurs and proficiency in online training.
- All the learning resources were online materials, provided to participants through the virtual classroom. Learning resources included: learning guide, written texts, video case studies, explanations and examples of key concepts available in the Internet in audiovisual or written format. The learning resources were mostly designed or selected by the CINET project coordinator, the UAb. Four video case studies were designed and produced by the UOC. In addition, the UOC's participants had access to

additional written resources about entrepreneurship that are currently used in the University's courses on the subject.

- Participants were provided with a very flexible approach with regard to the number and timing of the learning activities they had to submit. Intermediate hand-outs had a suggested deadline, and only one closed deadline was established for the last hand-out, which included a complete presentation and planning of the entrepreneurial project.

Participants

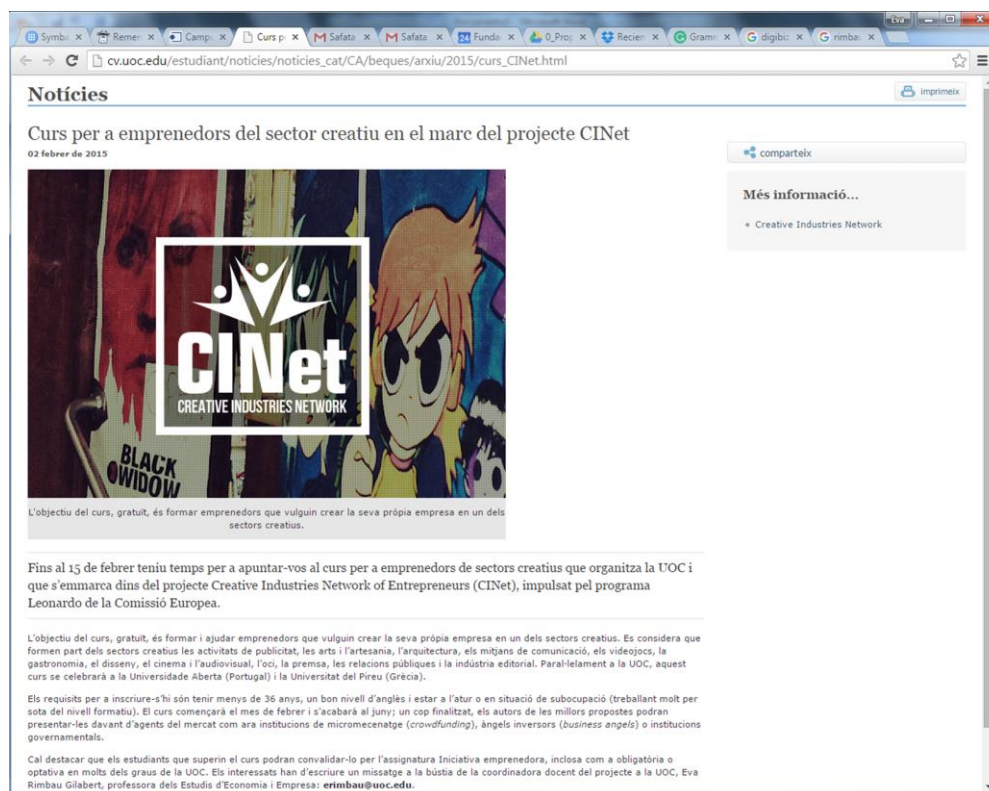
What follows is an explanation about how participants in the programme were recruited and a general description of their profile.

Recruitment

Recruitment of participants began some months before the programme launching. Several information notes were published through the UOC's communication service, and they were disseminated through social media such as Twitter, LinkedIn and Facebook. This resulted in 70 requests of additional information from potential participants.

Profile

After checking for requirements, 26 people were accepted in the training programme, 19 women and 17 men. The industries where they were interested in creating a business were very diverse: apps and videogames, design, publishing, arts and crafts, leisure and recreation, gastronomy, etc.



One of the ads used to recruit potential participants in the training programme

Development of the programme

The programme begun with a kick-off meeting, held in the UOC’s premises in Barcelona on 29 April 2015. Nine participants and the trainer were able to attend the event in person while the other participants attended through the videoconference systems selected for the occasion. This session comprised two differentiated parts. First, there was a networking session with the other partners in CINET. It consisted, mainly, of a presentation of the CINET project and its partners, which was delivered by videoconference. Second, the session continued only for Spanish participants, with a combination of face-to-face and online interventions. The trainer and the didactic coordinator at the UOC introduced themselves (see their brief CV below) and described the main elements of the training programme. Afterwards, participants presented themselves and their intended entrepreneurial projects. They received comments from the trainer and the coordinator, as well as other participants, and some potential synergies among projects were detected.



Launching of the programme at the UOC premises

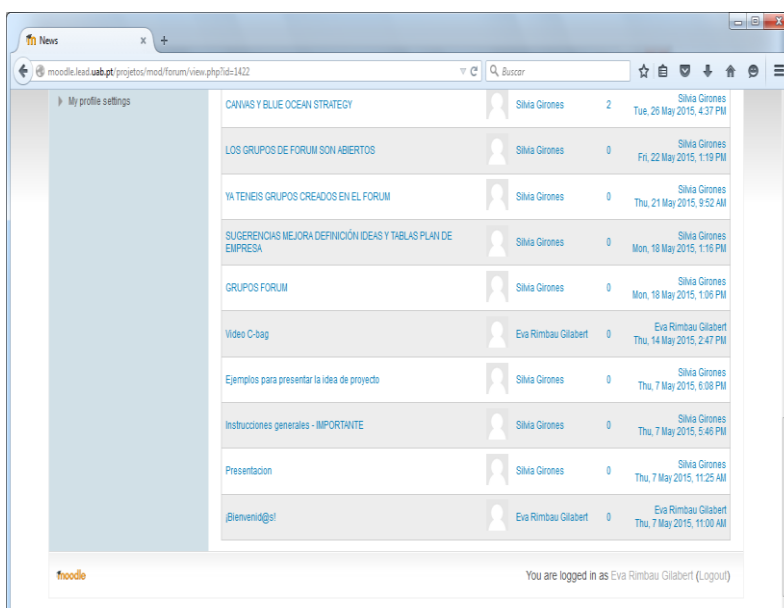
Eva Rimbau-Gilabert (Didactic coordinator)

Ph.D. in Business Administration. Eva is a professor at the UOC since 2004, where she has served as Academic Director of the Bachelor of Work Sciences, the Masters Degree in Occupational Risk Prevention, and the Graduate Studies in Business and Economics. She has a wide experience in designing and coordinating online courses, mainly in the Business area. She is a member of the Digital Business Research Group (DigiBiz) and has published her research in international journals and conferences.

Sílvia Gironès (Trainer)

Industrial engineer and MBA. Sílvia, herself an entrepreneur, has worked for many years with the departments of entrepreneurship promotion in the majority of Catalan universities. She has an extensive experience as an advisor for entrepreneurs in making business plans and finding funding for their projects. She has also collaborated with the Catalan Institute of Cultural Industries, offering training on innovation management and projects, and has experience in European projects related to innovation and entrepreneurship. She is a seasoned online trainer, thanks to her collaboration with UOC since 2013.

The programme continued in the UOC Virtual Campus and the Moodle platform provided by the UAb, where interactions took place and learning activities were developed.



Screen capture of the General News forum. UAb Moodle platform.

CINet Emprenedoria en els sectors creatius

Benvinguda de la professora responsable de l'assignatura

Inici:	Fi:
7/0	10/0
5/2	5/20
015	15

Benvolguts/des estudiants,

El meu nom és Eva Rimbau i sóc la professora responsable d'aquesta assignatura. Des del 2004 que formo part del professorat dels Estudis d'Economia i Empresa de la UOC. Durant aquests anys, he estat responsable de diverses assignatures de l'àrea dels recursos humans, la prevenció de riscos laborals i la direcció estratègica, i he tingut l'oportunitat de participar en el disseny de diversos programes i noves assignatures.

Sílvia Gironès
Dimarts,
7/5/2015 – 15:38
 Presentació
 Eva Rimbau
 Gilabert
Dimarts
7/5/2015 – 12:23
 Benvinguts a
 CINet!

Screen capture of the classroom for the CINet programme in the UOC Virtual Campus

The second networking session took place on June 22. In this occasion, Spanish participants attended the event through video-conference. There were three participants who presented their work in process: Carlos Espino Timón, Liliana Garreta and Txell Llorach Massana. They received feedback from international partners of the project and some entrepreneurs located in Nottingham.

The final networking session took place on July 28th. One of the participants, Debora Sumi Tenorio, presented her project, which she had focused in the home design industry, and received feedback from the international partners.

CINET Project • Learning models

In the three months between the kick-off and the final networking session, participants progressively improved their projects, taking into account the information received through the learning resources, and the feedback offered by the trainer. Grades were awarded (see below) and the training team selected the two best projects to be presented in the closing meeting of the project.

On October 15, the final meeting of the project took place in Barcelona.

Among other activities, it involved the presentation of the best two projects from each country, which received a diploma as “finalist” entrepreneurial project. The Spanish projects were the following:

- Ana Cartamil – project “HappyTIC”
- Patrick Urbano – project “Newsbar”



Ana Cartamil presenting her project at the closing meeting in Barcelona

Academic assessment and results

Of the 26 people who begun the training programme, 10 submitted their final project and could be awarded a passing grade. This 38,5% completion rate is quite low for the UOC’s standards (which easily surpasses 70%), but is extremely high for other free, open online educational offers such as MOOCs, which have been reported to have completion rates below 7%³.

The trainer rated all the participants along the following criteria:

- 1) Correct definitions and analysis of main elements of the business plan:
 - a. Product, opportunity, need to cover
 - b. Customers, users, potential market size
 - c. Expected sales and growth
 - d. Marketing plan, first customers and other potential customers
 - e. Direct and potential competitors
 - f. Operations
 - g. Human capital
 - h. Initial investments, funding sources
 - i. Expected income and break even analysis
 - j. Return on investment, profitability

³ Parr, Chirs (2013): “Mooc completion rates below 7%”. Times Higher Education. May 9. Available on: <https://www.timeshighereducation.com/news/mooc-completion-rates-below-7/2003710.article>

- 2) Presentation of the project
 - a. Clear
 - b. Convincing
 - c. Attractiveness for investors

- 3) Partial hand-outs and class participation

In a 100 rating scale, most participants were awarded between 70 and 80 points, with only one below 70 and two above 80. The two projects with the highest grades were selected for their presentation in the CINET closing meeting in Barcelona, as explained above.

Assessment by participants

The CINET formative programme was developed to increase entrepreneurial ventures in the creative industries. From this point of view, implementation of the programme at the UOC can be considered a success, since 100% of participants who responded to the Spanish final quality survey affirmed that it was rather likely or highly likely that they would establish their own enterprise over the next five years. Of course, such entrepreneurial intentions may have been already present in the participants before the program, although taking part in the training may have strengthened and improved them.

When asked to rate specific aspects of the course, satisfaction varied widely (Table 1), which allows us to suggest areas for improvement in future editions. The trainer and the information provided before the course got the best reactions from participants while documentation and resources were considered poorer. This particular aspect may be due to the fact that participants were (or had been) all members of the UOC community, an online university where learning resources have well-known structure and formal appearance. The less structured approach to learning materials taken in the CINET programme may have confused or incommoded some UOC's participants.

Course elements	Satisfaction
Information prior to the course	60%
Expectations met	40%
Utility	40%
Documentation and resources	20%
Networking with other participants	40%
Trainer	80%
Overall satisfaction	40%

Table 1: Satisfaction with several course elements

(% of respondents who stated those elements were Excellent or Very good)

Participants in the course were also asked to assess to which degree the course had helped them improve several entrepreneurial skills. As shown in Table 2, values differed notably among skills. Participants felt they had gotten better at managing ambiguity and planning thanks to the course, and had improved a little their financial literacy, but not their resource marshalling or their creativity.

Entrepreneurial skills	Average (1 to 7 scale)
Resource marshalling	2,7
Creativity	3,0
Planning	4,2
Financial literacy	3,5
Managing ambiguity	4,4

Table 2: The course has been useful to develop entrepreneurial skills

The suggestions for improvement offered by respondents dealt mostly with the delays at the beginning of the program. Non-participants, or those who dropped out of the programme, referred problems with rearranging their agendas to meet the new calendar, as well as not having enough time to process all the learning materials and do the proposed activities.

The international networking sessions were one of the highlights of the CINET programme. The participants enjoyed learning about projects from other countries and getting advice from international experts and entrepreneurs. One suggestion for improvement in future editions would be

to increase the number of such sessions, trying to reach as many participants as possible.

Strengths

All the participants who responded to the satisfaction questionnaire asserted that it was rather likely or highly likely that they would **establish their own enterprise** over the next five years. Although such entrepreneurial intentions may have been already present in the participants before the program, taking part in the training may have strengthened and improved them. In addition, these results suggest that the programme recruited the right participants, with real intentions to become entrepreneurs.

Although face-to-face interaction was encouraged in particular moments of the programme, participants could successfully complete the training in an **entirely online mode**. The online model adopted at the UOC allowed **participants from disparate locations** to take part in the training. Although most of the participants lived in Catalonia, only one of them resided in Barcelona, where the UOC premises are placed. Other participants were located in more distant places, including Munich (Germany); in Spain, Gran Canaria and Santa Cruz de Tenerife in the Canarian Islands, and Granada stand out as the most distant places from where participants engaged in the programme. In addition, the trainer was located in Girona and the didactic coordinator in Madrid. Therefore, the principle to provide training for creative entrepreneurs "regardless of space" became a reality. Besides, online learning offers the additional benefits for educational providers of its reduced costs regarding facilities and associated expenses.

Participants were very satisfied with the **trainer** who coached and assessed their learning process. Online education has been thought of as "no teacher needed" because all the content is in the texts and other learning resources. However, participants do perceive as an element of satisfaction that the trainer shows adequate expertise and provides good advice and feedback. Future editions should, therefore, keep their attention in selecting adequate trainers.

Satisfaction was also good with **information provided** before the programme. This information consisted in a detailed explanation of the main elements of the CINET project and its partners, as well as of the training programme (goals and competencies, module structure and temporal planning). A well-planned information campaign is key to recruit participants in online education, and should be kept as a requisite for success in future editions.

Participants felt they had gotten better at several key entrepreneurial skills thanks to the course, such as **managing ambiguity, planning, and financial literacy**. The learning resources provided and the activities participants had to perform undoubtedly contributed to this. Since studying online requires

the capacity for organizing, planning and self-discipline, it is possible, also, that the online format of the UOC programme has additionally fostered the skills of managing ambiguity and planning, which are highly valued in the labour market. Future editions could compare if there is differential development of this kind of “soft” skills between online, blended and face-to-face implementations.

Those participants who could present their projects to the international audience perceived **networking sessions** with project partners and creative entrepreneurs from Nottingham as useful and motivational. Participation in such sessions should be facilitated in future editions, through an increase in its number and through better broadcasting tools for non-presenting participants.

Weaknesses

Participants felt the programme had poorly met their initial **expectations** and their overall **satisfaction** was low. This result may be linked to the following weaknesses, as identified by the teaching team and in the participant satisfaction survey:

Unmet expectations regarding the **temporal planning** were, probably, in the main cause of dissatisfaction with the main operational elements of the programme.

Documentation and resources, as used in the UOC’s implementation, should be improved for future online versions of the programme. On the one hand, resources selection should be assessed not only on the content, but also on their ability to engage participants in active learning. On the other hand, the trainer could more clearly highlight the Course Learning Guide as a structuring element that introduces and sets in context any learning resource used, and should also act as a reinforcement of such structure. For example, he/she could post more messages regarding the content and adequacy of each resource, indicating also the suggested time for the participants to study and/or review such content.

Regarding **content**, the course would improve with a stronger focus on resource marshalling and creativity. Although some resources addressed these essential entrepreneurial skills, some additional resources could be included in the course and, most importantly, more time to specific learning activities should be allowed.

Networking, in general, should be improved in future editions. This relates to both networking with other participants in the programme as well as to with other actors in the project and the entrepreneurial ecosystem:

- In future editions, more attention will be paid to participants interactions among each other, not only at the beginning of the programme but during its whole duration.
- Participants who attended networking sessions as mere viewers of the broadcast didn't feel involved in the events due, in part, to technological difficulties and their lack of interaction.
- Networking with agents of the Spanish entrepreneurial ecosystem should be also fostered.

IV. Conclusions – Lessons Learnt – Recommendations

In contrast to other countries (Spain and Portugal), the Greek pilot Workshops were conducted through the implementation of five (5) face to face (f2f) training sessions. One of the main reasons for adopting this type of delivery model was inter alia to promote real time interactions, among the participants. Besides, the adaptation of f2f is likely to create synergies with other trainees' activities and motivate actively participation. On the other hand, the difficulty to secure suitable training hours was one of its main limitations. During the f2f sessions, the young Greek "creative" entrepreneurs had the opportunity to meet other people, sharing the same concerns about the startup and the successful result of a new business project idea. Moreover, the f2f sessions were video recorded and posted on the Moodle platform in order to enhance possible interactions among the participants and stimulate new ideas. During the f2f sessions some real case study stories were presented by young "creative" entrepreneurs describing their business ideas and the development of their business models.

Of the 17 trainees who started the training programme in Portugal, 5 were able to submit their final project and could be granted a certificate (29,4% completion rate). In a 100 rating scale 3 were awarded between 70 and 80 and 2 above 90. These two final Portuguese projects (XopVision and ZunZun) were awarded respectively the first and second place of the entrepreneurship contest that took place in Barcelona at the final Workshop of CINET and that have put face-to-face six European projects.

The implementation of the acceleration programme at Universidade Aberta can be considered a success since 83% of participants are presently trying to create a business and 66% consider 'rather likely' or 'highly likely' that they will establish their own firm in the next five years. One of the participants has already established his firm.

Face-to-face meetings revealed trainees' interest and involvement regarding e-learning activities, the content of course guide, the debate with two invited entrepreneurs who have their business already implemented, the setting up of course dynamic and the possibility to clear doubts regarding the Moodle activities already opened. These sessions constituted an excellent opportunity for trainees to 'exercise' the use of Moodle in terms of course guide.

The videoconference sessions allowed English entrepreneurs and MediaDeals representative to comment on trainee's presentations and provided suggestions and support considered relevant by trainees to upgrade and develop their business models.

The two final videoconference sessions allowed trainees to start to prepare their presentation according to the guidelines. These sessions were very useful for project improvements.

In Moodle platform, case study discussions and application of management tools allowed trainers to develop a self-critical 'bridge' with their business projects in terms of business model and provided the basis for future actions.

Improvements are needed to develop Moodle networking. The face-to-face and videoconference sessions need to be more directed to motivate and guide trainees to the use of Moodle for networking activities.

A two week 'environmental' module is also needed to better prepare trainees to work in online platform. This module should focus on the following activities: online student needs, pedagogic model adopted and team work exercises.

The implementation of the CINET training programme can be considered quite successful at the UOC, although -as happens with any pilot programme- some aspects could be improved for future editions. The conclusions from the pilot programme are presented below in the form of strengths and weaknesses analysis.

ANNEXES

COURSE GUIDE

Course Guide – Virtual Class

This document contains the Course Guide to be applied to the Vocational Education Training (VET) for Entrepreneurship in the Creative Industries
(Supported by the EU – Leonardo da Vinci Program – Transfer of Innovation)

Site: Universidade Aberta 2015

Name of the Course: Entrepreneurship in creative industries

Book: Course Guide – Virtual Class

Organised by: Universidade Aberta

Date: March, 2015

Authors: José Porfírio and Tiago Carrilho (Universidade Aberta) **with the collaboration of DNA and Media Deals**

Course Guide

Entrepreneurship in Creative Industries

EU/VET – Leonardo da Vinci – Transfer of Innovation

1st Edition: 2015

Coordinator Professors: José Porfírio and Tiago Carrilho (Portugal), Joseph Hassid (Greece), Imra Rodriguez-Ardura and Eva Rimbau-Gilabert (Spain)

Trainers: Julian Schulz (Media Deals), Marco Fernandes (DNA), Michael Polemis (UPRC); several entrepreneurs from Nottingham

Duration: 29th April – 17th July 2015

About the Course Guide

The Course Guide (CG) is a central and guiding tool for the eLearning course. Here it is defined the structure of the training that must facilitate the learning process within the context of the virtual class.

The CG is based on the eLearning pedagogical model of Universidade Aberta (UAb).

It must be read carefully by trainees and it must be looked as a mediator between the demands of the training process and the interests and needs of the trainees. Thus it should be applied with some flexibility in order to adjust trainees' needs and rhythm to the overall activities considered crucial to be performed to achieve the training objectives.

After his careful reading, this contract can be discussed in a proper discussion forum (CG Discussion Forum) where trainees may present their questions or doubts to be clarified and/or suggestions for CG improvements.

The Project 'Creative Industry Network'

The importance of creativity has emerged as an essential resource to be competitive in the global world. Nowadays, creativity together with innovation and knowledge [the immaterial component of society] are differentiating factors that influence ideas, products, services and places leading to competitive advantages in all fields of economy. The concept of "creative industries" include advertising, arts and craft, architecture, broadcast media, computer gaming, gastronomy, design, film and video, leisure, press and PR, and publishing.

Several studies show that despite the general increase of the level of education and huge investments in new technologies in recent years, the potential of entrepreneurship is not widely shared. Though, again in depth analyses suggest that potential entrepreneurs in this sector need a clear understanding of market potential and that they need an appropriate level of management and networking competencies relevant to the sector

The British creative community which exists in Nottingham's Lace Market is a community of independent creative individuals made up of those who have either a physical or social relationship to the Lace Market, as well as the micro-businesses which have grown up in there. Lace Market is playing an important role in stimulating and resourcing creative entrepreneurship.

The Creative Industry Network (CINetwork) project will identify transferable lessons from the formal and informal learning environment established within the Lace Market to support the development of a creative entrepreneurship network in several European countries (Portugal, Spain and Greece) transferred through UKWON organization that will work close with two UK entrepreneurs - Atenna and Broadway.

The UK has remained at the forefront of European policy and practice in supporting and developing creative industry clusters, and offers a rich resource of innovation available for transfer to, and adaptation by, the partnership countries. Evidence from the UK shows that these industries demonstrate great potential for economic and for employment growth.

CINetwork's goal is to improve business skills for creative entrepreneurs and increase the potential for enterprise creation in the creative industries. The project will engage diverse market players in dialogue and cooperation including companies from the creative cluster, universities, training providers, innovation parks, research centres and public agencies. It will capture the transferable elements of UK experience including learning mechanisms, approaches to management and networking competencies.

CINetwork will make a further significant contribution to innovation in learning and development. The project will transfer and adapt the territorial cluster effects identified in the Lace Market to establish a non-spatial learning and development cluster. This will use social media technologies to create a learning, knowledge exchange and collaboration framework for actual and potential creative entrepreneurs at national and transnational levels within the EU.

This course is a pilot exercise, young unemployed people from each participating country are going to participate in a specially developed online training course that will help to create the network and help them to elaborate a business model. The participants will present the best business models to the market players: crowd-funding institutions, business angels, government institutions and other participants from each country of the

CINET Project • Learning models

consortium. The presentations of the business models will also be transmitted via web to facilitate the participation of market players from all countries of the consortium.

Competencies to be developed

The competencies to be developed are the following:

1. To develop Business Model You and to present the business idea ;
2. To be able to choose the best strategy based upon Blue Ocean Strategy framework;
3. To check and Mitigate Business Risks;
4. To develop team building capacities;
5. Be able to define clear strategies for business success based upon develop Business Model Canvas;
6. To develop Value proposition Canvas and to reformulate Business Model Canvas, based upon the Lean Method;
7. To develop and present the Business Plan;
8. To be ready to react to the unexpected (Strategy, Business Plan and Management Control).

Online Methodology

The methodology of this course is based upon UAb pedagogical model. This methodology implies:

- The individual study of the subjects proposed in this Course Guide
- The collaborative learning for knowledge development, based upon discussion fora, group fora and support and feed-back fora
- Face-to-face sessions for expert presentations and interaction with tutors for activity development and feed-back.
- Network dynamic integrating trainees from Portugal, Greece and Spain.

The methodology is based upon the realization of modules and respective activities, supported by learning resources (see next section). This activities consist of individual reports, small groups work and class discussions.

Learning Resources

The learning resources are the following:

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- Video and text resources of case studies
- Video, text and power point resources for individual study and for class and group discussions

This resources will be available during the course for each module and respective activity.

Learning Environment

The learning modules are developed in Moodle Platform of UAb. All information, resources and activities for each are accessible through the Moodle Platform in a virtual class environment. The asynchronous communication is privileged mainly through discussion and support fora. Trainees have to plan their study work week by week according to the learning pathway (see next section). Face-to-face sessions complement Moodle Platform in order to enrich the interaction between trainees and tutors, and to develop networking activities namely with invited experts and mentors.

Learning Pathway

Module 0: Kick-Off

Module 1: How to find and develop the best Business Ideas

Module 2: How to find your Blue Ocean Strategy

Module 3: Networking

Module 4: Business Model Canvas

Module 5: Value Proposition Canvas and Lean Method

Module 6; Networking

Module 7: From Planning to Doing – The action plan

Module 0: Kick-Off

Timing: 29th April

Kick-off sessions will be simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the video participation of all the other partners (mainly UK).

Session start by showing 2 videos/storytelling from Nottingham's Lace Market

Kick-Off session is primarily used to meet face-to-face with all students/trainees and to briefly explain the way the course will work (methodology followed, dynamics expected for the virtual classes; level of compromise expected; intensity of jobs to perform, etc...)

At kick-off session three permanent fora will be opened (equal for each country):

1) A Forum for team building entitled "Team Pitch Forum". In this forum trainees will be invited to post their personal presentation to be seen in a max of 10 minutes in simultaneous or some of the following formats: word, pdf, video, podcast, etc.

2) An "Idea Presentation Forum" where trainees will be asked to present their previous entrepreneurship ideas with a maximum of 10 minutes: word, pdf, video, podcast, etc.

3) Finally an "Idea Generation Forum". This Forum should be used for those trainees that do not have already made the presentation of any idea before and during the initial session. Here they must provide the respective 'drafts' of the idea generation until the beginning of Module 1 (4th May).

In order to improve the dynamics of the initial activities, trainees will use the following resources:

- Six creative ways to brainstorm ideas, to be used in the idea generation forum, by trainees that don't have an idea before the very beginning of the course.
- Technics to develop business ideas generation

Duration kick-off session: 2 days, with an initial face-to-face period of 4 hours. The remaining time is used for virtual initiation of trainees.

Trainees are invited to use the Moodle platform to participate in the different fora, both during the face-to-face session and especially after the face-to-face, until the end of the second day of the kick-off.

Evaluation: Kick-Off session does not count for evaluation purposes

Module 1: How to find and develop the best Business Ideas

Timing: From 04th until 14th May 2015

Place: Virtual Class from the 04th until 14th May with a face-to-face mentoring session on the 14th May

Activity 1.1: Case study analysis and discussion

Learning Objectives:

- Awareness of the sources of idea generation in each case study
- Discussion of the technics applied in idea testing in each case study
- Analysis of the usefulness of the case study to each trainee's idea and respective test

- Acknowledge of the main drivers of creative and ‘out of the box’ thinking

Duration: from 04th until 05th May

Methodology:

- **Discussion Forum Moderated by tutors/trainers, based upon 3 discussion question on case studies**
- **Trainees’ understanding of how and why the ideas were generated and tested in each of the cases;**
- **To incentive trainees to post interventions that reveal how useful the cases are for them in terms of idea generation and/or idea presentation;**
- **To incentive trainees to share information about past and present experiences.**

Resources:

- **Case studies’ videos: PT; SP; GR**
- **Case studies’ texts: PT; SP; GR**

Activity 1.2. How to find the best business ideas

Learning Objectives:

- Development of creative and ‘out of the box’ thinking techniques about the generation and presentation of business ideas
- Acknowledge the main technics that can be used to generate an idea
- Provision of favourable online conditions for trainees to **find possible joint ventures among classmates**
- Based on some of the activity’s resources, promote the discussion of the following question: “*What does it take to become a successful entrepreneur?*” and the theme: “*Ten myths of entrepreneurship*”, in order to motivate and provide a preliminary knowledge about crucial and realistic issues on entrepreneurship

Duration: from 06th until 11th May

Methodology:

- **Discussion Forum Moderated by trainers/tutors and supported by Teamwork forums opened during the discussions.**
- **Teamwork to:**
 - discuss the original business ideas presented by trainees;
 - discuss the content of video resources based upon the three questions referred above.
 - ask each group to provide a summary of the respective discussion and post it on forum for peer comments
- **Discussion of group presentations paving the way for the discussions to be developed on Forum of activity 1.3**

Video resources:

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- How to develop creative thinking
- Creative thinking - how to get out of the box
- What does it take to become a **successful entrepreneur?**
- 10 myths about entrepreneurship_

Activity 1.3. Business Model You

Learning Objectives:

- Acknowledge the business model you (BMY) elements
- Development of BMY to help each trainee clarifying his **background/experience/curriculum in connection mainly to the elements ‘who you are and what you have (key resources)’, ‘what you do (key activities)’ and ‘how you help (value provided)’**
- Creation of favourable online conditions for trainees to **find possible joint ventures among classmates (both national and international).**
- Comparison of personal characteristics with the findings of previous activities like those acquired on the discussions of ‘*what does it take to become a successful entrepreneur?*’ and the ‘*ten myths of entrepreneurship*’.
- **Development of team building skills proper for thainees projects**

Duration: from 12th May to 14th May

Methodology:

- **Non-moderated follow-up Forum to support trainees’ tasks**
- **Trainees start creating their own Business Model You (BMY), departing from the previous presentation of their business idea made on the “Idea Presentation Forum”;**
- **Tutors/trainers support trainees in their development of the BMY, helping to overcome possible doubts, explaining each element of BMY whenever asked by trainees, and asking each trainee to clarify her(his) background/experience/curriculum in connection mainly to the elements referred above**

Power point resources:

- Business model you
- Layout of Business Model You

Evaluation of Module 1 will be based on three main topics:

1- Quality of the trainees’ posts evaluated by:

- Capacity to resume and express clearly the ideas
- Level of knowledge expressed by the ideas presented
- Acquisition of knowledge regarding the subjects/themes of the activities
- Level of the PPT, Video or any other form of support used to the online presentation of the proper business idea in terms of:
 - Originality

CINET Project • Learning models

- creativity
 - preliminary link to the trainees' resources and interests
 - preliminary link to the market on the basis of initial idea test
 - possible reformulation of the original business idea deriving from the discussions held about its soundness and quality of its presentation.
 - synthetises
 - clarity
 - 'attractiveness'
- 2- Quality of BMY in terms of
- idea application to each component
 - explanation of trainees' resources and interests in relation to **the elements 'who you are and what you have (key resources)', 'what you do (key activities)' and 'how you help (value provided)'**
- 3- Report to be delivered (deadline **14th May**) **must integrate** the following elements:
- Idea presentation
 - BMY

These activities count in terms of Final Evaluation.

Face-to-Face Session: 14th May

- **This will be a national follow-up session that should serve to make a balance on the course's development and analyse the level of trainees' satisfaction and main difficulties derived from the use of a proper b-learning pedagogical model.**

Module 2 – How to find your Blue Ocean Strategy

Timing: From 15th until 28th May 2015

Place: Virtual Class from the 15th May until 28th May with a face-to-face mentoring session on the 28th May

Activity 2.1. How to swim in the Blue Ocean?

Learning Objectives:

- **Understand what is strategy and the need of strategy**
- **Introducing the basic strategic elements by explaining a specific topic of video and text content**
- **Link idea to strategy to devise a first business model**
- **Awareness about possible business risks**
- **Discussion of case studies**

Duration: from 15th to 18th May

Methodology:

- **Discussion Forum Moderated by trainers/tutors**
- **To open a topic of why business ideas could fail, making a bridge and using as an example the different business ideas that were presented by trainees.**
- **Discussion of questions related to case study videos and respective texts;**
- **Discussions should help trainees to better understand how and why the ideas were generated and tested in the different case studies analysed, and how previous experience influenced the respective business case;**
- **Trainees are invited to post interventions that show how useful the cases are for them in terms of translating their own ideas to viable projects, through the adoption of the adequate strategy. Strategic concepts are introduced to trainees;**
- **Trainees are invited to share information and knowledge about strategic issues.**

Resources:

- **Video “Running Lean Overview - Why business ideas fail”**
- **Case studies’ videos: PT; SP; GR**
- **Case studies’ texts: PT; SP; GR**

Activity 2.2. Dissect Case Study Blue Ocean

Learning Objectives of the Forum:

- **Translate strategy into Action (the others)**
- **Apply BOS principles to a case study**
- **Devise main business risks involved in an entrepreneurial project**

Duration: from 19th to 21th May

Methodology:

- **Discussion Teamwork Forum Moderated by trainers/tutors**
- **Different teamwork forums are going to be created based upon trainees’ business ideas and skills’ complementarities.**
- **The different groups start working on respective forums, based on the fulfilment of the exercise grids given as resources, and applied to the case study.**
- **Each group to provide a summary of the respective discussion and post it on a specific common space opened to post teamwork results**
- **Groups are asked to comment the each other teamwork**

Resources:

- **Case studies’ videos: PT; SP; GR**
- **Blue Ocean Strategy’s video**
- **Case studies’ texts: PT; SP; GR**
- **PPT with the exercise to apply BOS to the case study**

Learning Objectives:

- **Translate strategy into Action (my business case)**
- **Apply BOS principles to the business case**
- **Devise main business risks involved in your entrepreneurial project and define strategies to deal with**

Duration: from 22nd to 28th May

Methodology:

- **Discussion Forum Moderated by trainers/tutors (One topic for each business case)**
- **Trainees open a topic to briefly present their business cases (one topic for each business case).**
- **Trainees start working, based on the fulfilment of the grids given as resources, and applied to their respective business cases.**
- **Trainees post the final grid concerning its business case in a common space in the Moodle platform, especially opened to post these results**
- **Trainees/groups comment to each other's work.**

Resources:

- **PPT Exercise with main grids about the application of Blue Ocean**

Evaluation of Module 2:

- Quality of the online discussions and forum participations
- Proved capacity to apply acquired knowledge to its business idea (written report showing the developments of the original business idea deriving from the application of acquired knowledge).
- Capacity to participate in forum discussions on the basis of online resources provided for Fora
- Comprehension of the business cases on the basis of the topics opened in each forum, used during the activities performed
- Quality of the PPT or Video online presentation of the reformulated business ideas in terms of
 - Originality
 - creativity
 - preliminary link to the trainees' resources and interests
 - preliminary link to the market on the basis of initial idea test - possible reformulation of the original business idea deriving from the discussions held about its soundness and quality of its presentation.
 - synthetises
 - clarity

- ‘attractiveness’

These activities count in terms of Final Evaluation.

Module 3: Networking

Timing: 28th May

Place: face-to-face sessions in each beneficiary country and virtual classes simultaneously.

These sessions are simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the possible video participation of all the other partners (mainly UK).

This session start by doing a balance of the past activities by the trainees. After that, the word should be given to trainees for a first live balance of their activities and how they are complying with their expectations about the course.

Finally, and whenever possible, a mentor at least should be invited as a speaker for the meeting, and conversations between this mentor and would-be entrepreneurs should be promoted.

Module 4: Business Model Canvas

Timing: From 29th of May until 11th of June 2015

Place: Virtual Class with a face-to-face/classroom session on the 11th of June

Activity 4.1: Case study analysis and discussion

Learning objectives:

- **Awareness of the main elements of a Business Model (BM);**
- **Acknowledge the “natural” evolution of BM departing from different case studies**
- **Acknowledge the importance of marketing strategy**
- **Be aware of possible business risks**
- **Learn strategies to mitigate risks**

Duration: 29th May to 02nd June

Methodology:

- **Discussion Forum moderated by trainers/tutors**
- **Discussion of the questions based upon case studies videos and respective texts;**
- **Trainees focus on how and why BM were generated and developed in each of the cases;**
- **Trainees post interventions that will show useful for themselves, especially regarding its usefulness for the generation and development of their own BM;**
- **Trainees share information about past and present experiences that could help the knowledge progress of the entire class in terms of BM generation.**

Resources:

- **Case study videos: PT; SP; GR**
- **Articles:**
 - **A Success Story**
 - **How Business Models Generate Business Plans**

Activity 4.2. Business Model Canvas for StartUps

Learning objectives:

- **Awareness of the main elements of a BM;**
- **Acknowledge the “natural” evolution of BM departing from different case studies**
- **Acknowledge the importance of marketing strategy**
- **Be aware of possible business risks**
- **Learn strategies to mitigate risks**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Link risk mitigation to BM’s construction**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Use outputs from previous models to conceive your own BM Canvas**
- **Apprehension of the main BM elements;**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Understanding of the importance of financing models in financial risk mitigation**
- **Use outputs from previous models to conceive your own BM Canvas**

Methodology:

- **Moderated follow-up Forum moderated by trainers/tutors**
- **Trainees study the Canvanize Tutorial, the videos and text resources;**
- **Trainees start filling-up the elements of BM, based upon BMY (M1) and BOS (M2), in order to conceptualize their own business idea into a business model, using the Canvas Methodology**
- **Trainees use the link posted Business Model Canvas (Canvanize) in order to organize/systematise their own idea, in line with the BM Canvas' principles. For this exercise trainees will have an "interactive" week, interacting both with the tutors/trainers, and with their classmates, in order to produce their own BMC.**
- **Support trainees in their BM conception, clearing the doubts, making suggestions, and explaining each element of BM whenever asked by trainees.** At this point, tutors/trainers are invited to look for possible partnerships among other international classes, and to look for possible tutoring from other entrepreneurs of the CINetwork, linking the ideas and promoting the adaptation of the suggestions received to each specific entrepreneurial project of the trainees.

Resources

- Canvanizer Tutorial
- **Business Model Canvas**
- **Videos of the Kauffman Financial Foundation**
- Article: "How to Identify Your Riskiest Business Model Assumptions"

Evaluation of Module 4:

Capacity to participate in forum discussions

Quality of the PPT presented with the BMC (presentation, originality, adequate usage of BMC concepts)

These activities are relevant for Final Evaluation.

Face-to-Face Session: 11th June

- **This will be a national follow-up session that should serve to make a balance on the course's development and analyse the level of trainees' satisfaction, main difficulties derived from the use of a proper b-learning pedagogical model. This session count with the presence of one or two mentors that should speak to trainees and share its experience in the creative industries**

Module 5: Value Proposition Canvas and Lean Method

Timing: From 12th June until 02nd July 2015

Place: Virtual Class + Classroom

Face-to-face session (to start): on the 02nd of July

Activity 5.1: Case Study Analysis and Discussion

Learning objectives:

- **Acknowledge the adaptation of strategy and customer development (for the case study presented);**
- **Acknowledge the adaptation of Business Model Canvas (for the case study presented)**

Duration: 12th to 15th of June

Methodology:

- **Discussion Forum moderated by trainers/tutors**
- **Discussion of questions based upon case studies videos and the respective texts;**
- **To help trainees to understand how and why customer development was done in the case study;**
- **Trainees post interventions that evidence how useful the case is for them in terms of their project;**
- **To incentive trainees to share information and past and present experiences.**

Resources:

- **Case studies' videos: PT; SP; GR**
- **Case studies' texts: PT; SP; GR**

Activity 5.2: Value Proposition Canvas and Lean Method for Start-ups

Learning objectives:

- **Awareness about the possible usefulness of the Lean method for its own business case;**
- **Awareness of the Value Map (VM) and the Customer Profile (CP) elements;**
- **Use the Value Proposition Canvas (VPC) based upon VM and CP instruments, in order to complement the BM generation of M4;**

CINET Project • Learning models

- Be able to:
 - answer specific questions related to costumers' problems and the potential solutions, in order to define the hypotheses ;
 - design the experiment;
- Be able to:
 - costumer discovery
 - collect data
 - get insights through hypotheses testing
 - run the experiment with minimum costs and rapidly;
- Understand the importance of costumer development by entrepreneurs and respective teams, to pivot or iterate some components of BMC and VPC;
- **Understand the importance of BMC, VPC and respective hypotheses testing, before starting to write the business plan (BP)**

Duration: 16th of June to 02nd of July

Methodology:

- **Non Moderated follow-up Forum moderated by trainers/tutors**
- **Trainees are asked to fill up the elements of VM and CP , based upon BM developed in module 4, in order to conceptualize their own business idea into a Value Proposition Canvas**
- Trainees define the questions related to 'who is the costumer', 'what is the problem' and 'what are the potential solutions' **and** to define the respective hypotheses for each question
- Trainees design the experiment to test the hypotheses by collecting data about costumers – trainees use Test Card and organize an inquiry in order to get insights
- Trainees pivot or iterate some elements of BMC and VPC based upon the insights and hypotheses testing – trainees use Learning Card
- **Support the trainees in their VPC and experiment, clearing the doubts and explaining a specific topic of video and text content when asked by trainees, and incentive trainees to share information and past and present experiences**

Resources

1 - Video presentations of the main components of Lean method and costumer development

2 – Text resources of VPC

- CP Canvas,
- Trigger questions of customer jobs, pains and gains
- VM Canvas
- Trigger questions of pain relievers and gain creators
- Test and Learning Cards

3 – Video for VPC

Evaluation of Module 5:

CINET Project • Learning models

Capacity to participate in forum discussions on the basis of online resources provided for Forum I.

Acknowledge of the firm case on the basis of discussion questions referred above.

Quality of idea test in terms of

- preliminary selection of potential customers and respective justification
- interview guide and respective justification
- useful conclusions for possible adaptation of the initial idea - capacity to develop and include the results of the critical thinking about the original business idea in the initial project's idea.

Quality of VPC and BMC for the project in terms of

- BM 'translation' to VPC (first versions of VM and CP)
- **integration of experiment main results in VPC and BMC (second versions of VM, CP and BMC)**
- **'added value' compared with BMC developed in M4**
- **'added value' compared with the first versions of VM and CP**

Quality of the experiment in terms of

- **definition and explanation of questions and hypotheses on the bases of Lean method**
- **experiment design explained on the bases of the previous phase**
- **pivot or iteration explained on the bases of inquiry insights and hypotheses testing**
- **quality of customer development team**
- clarity

The report to be delivered integrates the following elements:

1. First version of VM and CP
2. Experiment description and main conclusions
3. Second versions of VM, CP and BMC

These activities count in terms of Final Evaluation.

Module 6 - Networking

Timing: 02nd July

Place: Networking: face-to-face sessions in each beneficiary country and virtual classes simultaneously

These sessions are simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the possible video participation of all the other partners (mainly UK).

In particular this session should start by doing a balance of the past activities, and a short presentation of the main difficulties felt by tutors/trainers during modules 4 and 5.

After that, the word should be given to trainees for a live balance of their activities and how they are complying with their expectations about the course.

Finally a mentor is going to be invited as a speaker for the meeting, and conversations between this mentor and would-be entrepreneurs are promoted.

Module 7: From Planning to Doing – The action plan

Timing: From 03rd of July until 17th of July 2015

Place: Virtual Class and Classroom Session on 17st of July

Activity 7.1: Analyse and discuss a Business Plan in Creative Industries

Learning objectives:

- **Awareness of the main elements of a Business Plan (based upon case study presented);**
- **Acknowledge the “natural” evolution of a Business Plan (based upon case study presented);**

Duration: 03rd of July to 07th of July

Methodology:

- **Discussion Forum moderated by trainers/tutors**
- **Discussion of questions based upon case study videos and respective texts;**
- **To help trainees to understand how and why the Business Plan was created and developed in the case study;**
- **Trainees post interventions that will show useful for themselves, especially regarding its usefulness for the generation and development of their own Business Plan;**
- **To incentive trainees to share information about past and present experiences that could help the knowledge progress of the entire class in terms of Business Plan creation and development.**

Resources:

- **Case studies' videos: PT; SP; GR**
- **Case studies' texts: PT; SP; GR**

Activity 7.2.: Business Model and Business Plan Completion

Learning objectives:

- Be capable to systematise all the knowledge acquired into the project's presentation
- Clearly devise the project's strategy and transpose creative thinking into a systemised business model and business plan
- Complete the Business Model and Business Plan according to the main competencies acquired in M1 to M6
- Prepare an attractive presentation of the project to possible investors clearly highlighting your value proposition and your business model
- Be capable of attracting the appropriate team to share and work under your idea
- Be capable of capturing the proper financiers for your project, having in mind the financial risk mitigation strategy
- Show the ability to execute what was planned

Duration: 08th of July to 17th of July

Methodology:

- **Moderated follow-up Forum moderated by trainers/tutors**
- **Trainees study the Business Plan Template and the video resources;**
- **Trainees start filling-up the elements of Business Plan, based upon the reports delivered during the course**
- **Trainees use the Business Plan template. For this exercise trainees will have an “interactive” week, interacting both with the tutors/trainers, and with their classmates, in order to produce their own Business Plan.**
- **Support trainees in their Business Plan conception, clearing the doubts, making suggestions, and explaining each element of Business Plan**

Resources

- Business Plan Template
- **Videos of Kauffman Financial Foundations:**
 - **Business Formula**
 - **Budgeting**
 - **Long Term Forecasts**

Activity 7.3. Make your own Business Plan public & Closing Session

Learning objective: Presentation of Business Plan in Classroom

Synchronous face-to-face session in all the countries: 17th of July

Present the critical view of the trainees and get lessons for improvement...

Provide a balance of the course activities and the satisfaction of trainees.

Evaluation of Module 7:

Capacity to participate in forum discussions

Quality of the final Business Plan document presented

These activities are relevant for Final Evaluation.

TUTOR'S GUIDE

General Issues

- **A page for Pedagogical Coordination will be opened by the Portuguese Team**
- **Portuguese team will also open all the forums of the different classes, during the functioning of the course, and will present the different questions to discuss that are initially defined**
- **Portuguese team will inform, during the duration of the course, the precise times to open and initiate forums' discussions**
- **We need to settle the way networking sessions will occur (both in terms of technological material required and also in terms of dynamics as well as the pedagogical activities to perform in each session)**
- **A previous training session must be organised for trainers, in order to both introduce them to the functioning of Moodle and also to the pedagogical model to follow during the course.**
- **Trainers must be involved and aligned in terms of the promotion of networking between trainees. Precise guidelines must be followed in this regard.**
- **We need to define the procedures to present the questionnaire to trainees, at the beginning and at the end of the training.**

Module 0: Kick-Off – 29th April

(Module 0 corresponds to topic 1 in the Moodle platform)

Kick-off sessions will be simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the possible video participation of all the other partners (mainly UK).

Session should start by showing 2 videos/storytelling from Nottingham's Lace Market (we consider this step important if we take into consideration the project's origins and goals, especially regarding the transfer of innovation). These videos will later be available in the Moodle Platform.

Kick-Off sessions should be primarily used to meet face-to-face with all students/trainees and to briefly explain the way the course will work (methodology followed, dynamics expected for the virtual classes; level of compromise expected; intensity of jobs to perform, etc...)

Before kick-off on 29th April, three permanent fora will be opened (equal for each country):

1) A "Network Forum" for team building entitled "Team Pitch Forum". In this forum trainees will be invited to post their personal presentation to be seen in a max of 10 minutes in simultaneous or some of the following formats: word, pdf, video, podcast, etc. Once we are in a creative entrepreneurship course, the more creative the presentation is, the better...)

2) An "Idea Presentation Forum" where trainees will be asked to present their previous entrepreneurship ideas with a maximum of 10 minutes: word, pdf, video, podcast, etc. The more creative they present their ideas, the better...

3) Finally an "Idea Generation Forum". This Forum should be used for those trainees that do not have already made the presentation of any idea before and during the initial session. Here they must provide the respective 'drafts' of the idea generation (from afternoon 23rd to 27th February).

In order to improve the dynamics of the initial activities, tutors should advise trainees to use the following resources:

- Six creative ways to brainstorm ideas, to be used in the idea generation forum, by trainees that don't have an idea before the very beginning of the course. Available at: <https://www.youtube.com/watch?v=yAidvTKX6xM>
- Business ideas generation, available at the following two sites:
 - <http://www.shell-livewire.org/business-library/generating-ideas/>
 - <http://www.ramitaher.com/10-steps-to-generating-business-ideas/>

Duration kick-off session: 2 days, with an initial face-to-face period of 4 hours (starting in the morning, but adapted to the time-differences of each partner country in order to allow synchronicity). The remaining time should be used for virtual initiation of trainees.

Trainees must be invited to use the Moodle platform to participate in the different fora, both during the face-to-face session (kind of demonstration) and especially after the face-to-face, until the end of the second day of the kick-off.

Evaluation: Kick-Off session does not count for evaluation purposes

Module 1: How to find and develop the best Business Ideas

(this Module 1 corresponds to topic 2 in the Moodle platform)

Timing: From 04th until 14th May 2015

Place: Virtual Class from the 04th until 14th May with a face-to-face mentoring session on the 14th May

Objectives:

- Awareness of the sources of idea generation in each case study
- Discussion of the technics applied in idea testing in each case study
- Analysis of the usefulness of the case study to each trainee's idea and respective test
- Acknowledge of the main drivers of creative and 'out of the box' thinking
- Development of creative and 'out of the box' thinking techniques on generation and presentation of an idea - **use 'Idea Generation Forum' and 'Idea Presentation Forum' during this Module 1**
- Acknowledge of the main technics to generate an idea
- Provision of favourable online conditions for trainees to **find possible joint ventures among would-be entrepreneurs - use 'Team Forum' and teamwork fora during this Module 1**
- Discussion of the question 'what does it take to become a **successful entrepreneur**' and the theme 'ten myths of entrepreneurship', in order to motivate and provide a **preliminary knowledge about crucial and realistic issues on entrepreneurship**
- Acknowledge the business model you (BMY) elements
- Development of BMY to **help each trainee clarifying her(his) background/experience/curriculum in connection mainly to the elements 'who you are and what you have (key resources)', 'what you do (key activities)' and 'how you help (value provided)'**
- Creation of favourable online conditions for trainees to **find possible joint ventures among classmates (both national and international).**

(Trainees should use 'Team Forum' and Teamwork forums during this Module 1)

- Comparison of personal characteristics with the findings of previous activities like those acquired on the discussions of ‘what *does it take to become a successful entrepreneur?*’ and the ‘*ten myths of entrepreneurship*’.

Development of team building skills proper for their projects

Activity 1.1: Case study analysis and discussion

Pedagogical Tools: Moderated Discussion Forum (Forum A)

Name of the Forum: iWATCHU

Learning Objectives:

- Awareness of the sources of idea generation in each case study
- Discussion of the technics applied in idea testing in each case study
- Analysis of the usefulness of the case study to each trainee’s idea and respective test
- Acknowledge of the main drivers of creative and ‘out of the box’ thinking

Duration: from 04th until 05th May

Type: Discussion Forum Moderated by tutors/trainers/tutors

In order to moderate the discussion in Forum A trainers/tutors have the following tasks:

- **During 04th May , open the Forum A and to ask trainees to watch the two video case studies for Portugal⁴ and study the respective texts⁵;**
- **Between 04th and 05th May, suggest the discussion of the following questions:**
 - **1) *How and why the idea was generated in each of the cases*⁶? (question posted and discussed during the morning of 04th May);**

⁴ For Module 1 we suggest the two video case studies: C-Bag and DivePod.

⁵ Each case study should be provided with a text that supports and resumes it that can be used by trainees to develop their knowledge about each case study to assist.

⁶ It is important to analyse the influence of the entrepreneur’s background and the possible support of the entrepreneurial networking and advice to the idea’s generation and development.

- **2) *What was the importance of creativity in these initial phases?***⁷ (question posted and discussed in the morning of 04th May);
- **3) *How the idea was initially tested in each of the cases and what adaptations were made to the initial idea?***⁸ (question posted and discussed in the morning of 04th May)
- **During the discussions, tutors/trainers/tutors should guide them in order:**
 - **To help the trainees to understand how and why the ideas were generated and tested in each of the cases;**
 - **To assure that trainees post interventions that reveal how useful the cases are for them in terms of idea generation and/or idea presentation and idea (initial) testing;**
 - **To incentive trainees to share information about past and present experiences.**
- **On the afternoon 05th May, trainers/tutors should provide a summary of the interventions and ask for feedback and complementarities;**
- **On the afternoon 05th May trainers/tutors/tutors should provide a 'bridge' to the next activity, focusing on the main conclusions of each case;**

Resources:

- **Case studies' videos:**
 - **PT: C-Bag and DivePod**
 - **Spain: ????**
 - **Greece: ????**
 - **UK: ????**
- **Case studies' texts: PT; SP; GR; UK**

Activity 1.2. How to find the best business ideas

Pedagogical Tools to use:

- **Moderated Discussion Forum (Forum B)**

⁷ Please develop the balance between creativity – innovation – practicality...

⁸ In a very early stage, it could be important to devise techniques for testing, how potential customers were identified and asked about the interest for the product, the value-for-money, etc...

- **Teamwork Group Fora**

Moderated Forum: iWATCHU2

Type: Discussion Forum Moderated by trainers/tutors (Forum B) and supported by Teamwork forums (of the type discussion forums moderated by trainees but controlled by trainers/tutors) opened at a certain stage of the discussions in Forum B.

Learning Objectives of the Forum:

- Development of creative and 'out of the box' thinking techniques about the generation and presentation of business ideas (complement present activity with the **use of the 'Idea Generation Forum' and the 'Idea Presentation Forum' initiated in Module 0)**
- Acknowledge the main technics that can be used to generate an idea
- Provision of favourable online conditions for trainees to **find possible joint ventures among classmates – use "Team Forum" and "Teamwork Fora" during this Module 1**
- Based on some of the activity's resources, promote the discussion of the following question: *"What does it take to become a successful entrepreneur?"* and the theme: *"Ten myths of entrepreneurship"*, in order to motivate and provide a preliminary knowledge about crucial and realistic issues on entrepreneurship

Type: Discussion Forum Moderated by tutors/trainers

Duration of Forum B: from 06th until 11th May

In order to moderate the discussion in Forum B trainers/tutors have the following tasks:

- **In the morning of 06th May open the Forum B and ask trainees to study the video resources indicated below.**
- During the afternoon propose the discussion of three questions, based upon teamwork and overall class discussions (post these questions on the **afternoon of the 06th May**):
 - 1) *What are the main drivers of creative and 'out of the box' thinking?;*
 - 2) *What does it take to become a successful entrepreneur? How do you position towards the characteristics of a successful entrepreneur?;*

- 3) *By knowing the ten myths of entrepreneurship what do you think will help you the most on your entrepreneur activities?*
- In the afternoon of the 07th until the 10th May , open and organize teamwork groups⁹ (need to create and moderate/control discussions of the teamwork groups' fora) to:
 - 1) discuss the original business ideas presented by trainees;
 - 2) discuss the content of video resources based upon the three questions referred above.
 - To ask each group to provide a summary of the respective discussion and post it on Forum B for peer comments (at the end of 10th May)
- On 11st May moderate the discussion of group presentations paving the way for the discussions to be developed on Forum C

Video resources for forum B:

- Creative thinking -
<http://www.youtube.com/watch?v=zO2LdDpx-Tc>
- Creative thinking - how to get out of the box -
<http://www.youtube.com/watch?v=bEusrD8g-dM>
- What does it take to become a **successful entrepreneur?** -
<https://www.youtube.com/channel/UCJ82g-PdajVfXD7g6CyHew>

10 myths about entrepreneurship -

<https://www.youtube.com/watch?v=G8gRkJ9cnzo#t=135>

Activity 1.3. Business Model You

Pedagogical Tools: Non-moderated follow-up Forum (Forum C) to use from 12th until 14th May with a Face-to-Face Session on the 14th May

Name of the Forum: BMU

Learning Objectives:

⁹ Note that the choice of group members should be based upon complementarities in terms of business ideas and trainees' interests/backgrounds/skills

- Acknowledge the business model you (BMY) elements
- Development of BMY to help each trainee clarifying his background/experience/curriculum in connection mainly to the elements 'who you are and what you have (key resources)', 'what you do (key activities)' and 'how you help (value provided)'
- Creation of favourable online conditions for trainees to find possible joint ventures among classmates (both national and international).

(Trainees should use 'Team Forum' and Teamwork forums during this Module 1)

- Comparison of personal characteristics with the findings of previous activities like those acquired on the discussions of 'what does it take to become a successful entrepreneur?' and the 'ten myths of entrepreneurship'.
- Development of team building skills proper for their projects

Duration: from 12th May to 14th May

Type: Non Moderated follow-up Forum

In order to organize Forum C trainers/tutors have the following tasks:

- On the morning of 12th May, to open the Forum C and ask trainees to study the power point about Business Model You;
- On the afternoon of 12th May, to ask trainees to start creating their own Business Model You (BMY), departing from the previous presentation of their business idea made on the "Idea Presentation Forum";
- Between the 12th and the 14th of May, support trainees in their development of the BMY, helping to overcome possible doubts, explaining each element of BMY whenever asked by trainees, and asking each trainee to clarify her(his) background/experience/curriculum in connection mainly to the elements '*who you are and what you have* (key resources)', '*what you do* (key activities)' and '*how you help* (value provided)'

Power point resource for Forum C:

- Business model you - <http://www.slideshare.net/advl03/business-model-you>
- Layout Business Model You

Evaluation of Module 1 will be based on three main topics:

4- Quality of the trainees' posts evaluated by:

- Capacity to resume and express clearly the ideas
- Level of knowledge expressed by the ideas presented
- Acquisition of knowledge regarding the subjects/themes of the activities
- Level of the PPT, Video or any other form of support used to the online presentation of the proper business idea in terms of:
 - Originality
 - creativity
 - preliminary link to the trainees' resources and interests
 - preliminary link to the market on the basis of initial idea test
 - possible reformulation of the original business idea deriving from the discussions held about its soundness and quality of its presentation.
 - synthetises
 - clarity
 - 'attractiveness'

5- Quality of BMY in terms of

- idea application to each component
- explanation of trainees' resources and interests in relation to **the elements 'who you are and what you have (key resources)', 'what you do (key activities)' and 'how you help (value provided)'**

6- Report to be delivered (deadline **14th May**) **must integrate** the following elements:

- Idea presentation
- BMY

These activities count in terms of Final Evaluation.

Face-to-Face Session: 14th May

- **This will be a national follow-up session that should serve to make a balance on the course's development and analyse the level of trainees' satisfaction, main worries, difficulties, and possible demotivation derived from the use of a proper b-learning pedagogical model. If possible, this session should count with the presence of one or two mentors that should**

speak to trainees and share its experience in the creative industries...

MODULE 2 – How to find your Blue Ocean Strategy (Module 2 corresponds to topic 3 in the Moodle platform)

Timing: From 15th until 28th May 2015

Place: Virtual Class from the 15th May until 28th May with a face-to-face mentoring session on the 28th May

Objectives:

- **Understand what is strategy and the need of strategy**
- **Introducing the basic strategic elements**
- **Self-Assessment/Strategic validation of the initial idea**
- **Link idea to strategy to devise a first business model**
- **Be able to consider main strategic and business risks of an entrepreneurial project**
- **Apply the BOS to real case studies and/or business cases**

Activity 2.1. How to swim in the Blue Ocean?

Pedagogical Tools to use:

- **Moderated Forum (Forum D) to use from 15th to 18th May**

Name of the Forum: iWATCHU_Casca Wines

Learning Objectives:

- **Understand what is strategy and the need of strategy**
- **Introducing the basic strategic elements by explaining a specific topic of video and text content**
- **Link idea to strategy to devise a first business model**
- **Awareness about possible business risks**

Duration: from 15th to 18th May

Type: Discussion Forum Moderated by trainers/tutors

Dynamics of the Forum:

In order to moderate the discussion in Forum D trainers/tutors have the following tasks:

- **On the morning of the 15th May, to open the Forum D and to ask the trainees to first watch the “Running Lean Overview - Why business ideas fail” video.**

- **During the morning of the 15th May, to open a topic of why business ideas could fail, making a bridge and using as an example the different business ideas that were presented by trainees.**
- **On the afternoon of the 15th May, ask trainees to watch the Casca Wines case study video, and study the respective texts;**
- **Starting on the afternoon of the 15th March, to open the three different discussion topics, with the following questions:**
 - **1) *How and why 180 degrees and CascaWines idea were generated*¹⁰?**
 - **2) *What was the importance of creativity in the initial stages of these projects?*¹¹**
 - **3) *How the previous knowledge of the market by entrepreneurs influenced the development of these entrepreneurial projects?*¹²**
- **Discussions should help trainees to better understand how and why the ideas were generated and tested in the different case studies analysed, and how previous experience influenced the respective business case;**
- **Trainers/tutors must assure that trainees post interventions that show how useful the cases are for them in terms of translating their own ideas to viable projects, through the adoption of the adequate strategy. Introductory strategic concepts should be given to trainees;**
- **Trainers/tutors must incentive trainees to share information and knowledge about strategic issues.**
- **On the morning of May 18th, trainers/tutors must provide a summary of the interventions and ask for feedback and complementarities;**
- **On the afternoon of 14th March, trainers/tutors should provide a 'bridge' to the next activity, focusing on the main conclusions of the case studies' analysis and summarizing the main strategic concepts discussed;**

Resources:

- **Case studies' and other videos:**

¹⁰ It is important to analyse the influence of the entrepreneur's background and the possible support of the entrepreneurial networking and advice to the idea's generation and development. Develop the importance of the incubators and their possible role in helping the entrepreneurs...

¹¹ Please develop the balance between creativity – innovation – practicalities... Introduce the issue of Risk Mitigation on the projects and how that was reflected on the adopted business model (to be developed later on)...

¹² Introduce here some basic concepts of strategic analysis like SWOT, 5 Forces Model, etc to help trainees devise the focus of their future analysis regarding the development of their own projects...

- Vídeo: “Running Lean Overview - Why business ideas fail”
- Porfírio inclui recurso PPT
- Porfírio inclui vídeo Martin Reeves about Strategy....
- PT: CascaWines
- Spain: ????
- Greece: ????
- UK: ????
- Case studies’ texts: PT; SP; GR; UK

Activity 2.2. Dissect CascaWines’ Blue Ocean

Pedagogical Tools to use:

- Moderated Teamwork Forum (Forum E) to use from 15^h to 20th March

Name of the Forum: dSect_180 DEGREES Casca Wines

Learning Objectives of the Forum:

- Translate strategy into Action (the others)
- Apply BOS principles to a case study
- Devise main business risks involved in an entrepreneurial project

Duration: from ~~19th to 21th May~~ 22nd to 26th May

Type: Discussion Teamwork Forum Moderated by trainers/tutors

Dynamics of the Forum:

In order to moderate the discussion in Forum E trainers/tutors have the following tasks:

- On the morning of May ~~19th~~ 22nd, to open Forum E and to ask trainees to study the PPT and video resources indicated.
- During the afternoon of May ~~19th~~ 22nd, create the different teamwork forums, and organise the class in different groups, based upon trainees’ business ideas and skills’ complementarities.
- On the afternoon of ~~19th~~ 23rd May ask the different groups to start working on respective forums, based on the fulfilment of the exercise grids given as resources, and applied to the Casca Wines’ case study.

- Between the afternoon ~~19th and 20th~~ 23rd and 25th May support the development of teamwork, answer possible doubts raised, and orient discussions towards the objectives of the activity.
- **During the 21st 25th of May, to ask each group to provide a summary of the respective discussion and post it on a specific common space opened to post teamwork results**
- **Between the 21st 26th and the 28th of May, ask groups to comment the each other teamwork**
- **On the 28th conclude Activity in the face-to-face session**

(Note that the choice of group members should be based upon complementarities in terms of business ideas and trainees' interests/backgrounds/skills)

Resources:

- **Case studies' videos:**
 - PT: CascaWines
 - Spain: ????
 - Greece: ????
 - UK: ????
- **Blue Ocean Strategy's video**
- **Case studies' texts: PT; SP; GR; UK**
- **PPT with the exercise to apply BOS to the CascaWines' case study.**

Activity 2.3. Make Blue Ocean my sea

Pedagogical Tools to use:

- **Moderated Forum (Forum F) to use from 21nd to 28th May**

Name of the Forum: ExerBOS (Exercise Blue Ocean Strategy)

Learning Objectives:

- **Translate strategy into Action (my business case)**
- **Apply BOS principles to the business case**
- **Devise main business risks involved in your entrepreneurial project and define strategies to deal with**

Duration: from ~~22nd to 28th May~~ 26th to 28th May

Type: Discussion Forum Moderated by trainers/tutors (One topic for each business case)

Dynamics of the Forum:

In order to moderate the discussion in Forum F trainers/tutors have the following tasks:

- **During the 22nd 26th May , to open the Forum F and to ask the trainees to open a topic to briefly present their business cases (one topic for each business case¹³).**
- **During the 23rd 27th May, ask trainees to start working, based on the fulfilment of the grids given as resources, and applied to their respective business cases.**
- **Between the 23rd and the 26th 27th and the 28th May help the development of the individual work, answer possible doubts raised, and orient works towards the objectives of the activity.**
- **On the 27th 28th May, ask each trainee to post the final grid concerning its business case in a common space in the Moodle platform, especially opened to post these results**
- ~~**Between the 27th and the 28th of May, ask trainees/groups to comment to each other's work.**~~

(Note that more than one trainee can be allocated to the same business case, according to the previous team building and the interests demonstrated during the previous activities, in terms of business ideas and trainees' interests/backgrounds/skills)

Resources:

- **PPT Exercise with main grids about the application of Blue Ocean**

Evaluation:

- **Quality of the online discussions and forum participations**
- **Proved capacity to apply acquired knowledge to its business idea (written report showing the developments of the original business idea deriving from the application of acquired knowledge).**
- **Capacity to participate in forum discussions on the basis of online resources provided for Forum D, E, and F**
- **Comprehension of the business cases on the basis of the topics opened in each forum, used during the activities performed**

¹³ Here two situations may occur: i) One trainee is developing alone his own business; or ii) a group of trainees his working in the same business case. So, the same business case can be opened for more than one trainee, according to the situation observed.

- Quality of the PPT or Video online presentation of the reformulated business ideas in terms of
 - Originality
 - creativity
 - preliminary link to the trainees' resources and interests
 - preliminary link to the market on the basis of initial idea test - possible reformulation of the original business idea deriving from the discussions held about its soundness and quality of its presentation.
 - synthetises
 - clarity
 - 'attractiveness'

These activities count in terms of Final Evaluation.

MODULE 3: Networking
(Module 3 corresponds to topic 4 in the Moodle platform)

Timing: 28th May

Place: face-to-face sessions in each beneficiary country and virtual classes simultaneously.

These sessions should, whenever possible, be simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the possible video participation of all the other partners (mainly UK).

In particular this session should start by doing a balance of the past activities, and a short presentation of the main difficulties felt by tutors/trainers during the past period of the course.

After that, the word should be given to trainees for a first live balance of their activities and how they are complying with their expectations about the course.

Finally, and whenever possible, a mentor at least should be invited as a speaker for the meeting, and conversations between this mentor and would-be entrepreneurs should be promoted.

Module 4: Business Model Canvas

(Module 4 corresponds to topic 5 in the Moodle platform)

Timing: From 29th of May until 11th of June 2015

Place: Virtual Class with a face-to-face/classroom session on the 11th of June

Objectives:

- **Awareness of the main elements of a Business Model (BM);**
- **Acknowledge the “natural” evolution of BM departing from different case studies**
- **Acknowledge the importance of marketing strategy**
- **Be aware of possible business risks**
- **Learn strategies to mitigate risks**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Link risk mitigation to BM’s construction**
- **Use outputs from previous models to conceive your own BM Canvas**

Activity 4.1: Case study analysis and discussion

Pedagogical tools to use: Moderated Discussion Forum (Forum G)

Name of the forum: Business Case Forum – BiciWay / Business Case Forum – MyGuide

Learning objectives of the forum:

- Awareness of the main elements of a Business Model (BM);
- Acknowledge the “natural” evolution of BM departing from different case studies
- Acknowledge the importance of marketing strategy
- Be aware of possible business risks
- Learn strategies to mitigate risks

Duration: 29th May to 02nd June

Type: Discussion Forum moderated by trainers/tutors

In order to moderate the discussion in the Forum A trainers/tutors have the following tasks:

- On the morning of the 29th May, open the Forum and ask the trainees to watch the video of HBP, the case study video and study the respective texts;
- In the afternoon of 29th May, propose the discussion of the following questions:
 - 1) *What are the most important elements of the BM defined for each case, and why?*
 - 2) *How and why the Business Model of each case study has evolved? How do you think that are the expectations regarding its future evolution, and why?*
 - 3) *What are, in your opinion, the main drivers of the marketing strategy in each of the cases?*
 - 4) *How, from your point of view, were the risks mitigated in each case?*
- Tutors/trainers should help trainees to understand how and why BM were generated and developed in each of the cases;
- Teachers/trainers should conduct discussions in order to assure that trainees post interventions that will show useful for themselves, especially regarding its usefulness for the generation and development of their own BM;
- Teachers/trainers should incentive trainees to share information about past and present experiences that could help the knowledge progress of the entire class in terms of BM generation.
- Teachers/trainers should provide a summary of the interventions (afternoon 01st of June);

- **Teachers/trainers should provide a 'bridge' to the next activity, focusing on the main conclusions of each case (afternoon 01st of June);**

Resources:

- **Case study videos**
 - **PT: Biciway and MyGuide**
 - **Spain: ???**
 - **Greece: ???**
 - **UK: ???**
- **Video HBP**
- **Articles:**
 - **A Success Story**
 - **How Business Models Generate Business Plans**

Activity 4.2. Business Model Canvas for StartUps

Pedagogical tools to use: Non Moderated follow-up Forum (Forum H)

Name of the forum: Your Canvas for Start-ups

Learning objectives of the forum:

- **Awareness of the main elements of a Business Model (BM);**
- **Acknowledge the “natural” evolution of BM departing from different case studies**
- **Acknowledge the importance of marketing strategy**
- **Be aware of possible business risks**
- **Learn strategies to mitigate risks**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Link risk mitigation to BM’s construction**
- **Acknowledge basic financial indicators**
- **Acknowledge main financial tools**
- **Use outputs from previous models to conceive your own BM Canvas Apprehension of the main BM elements;**
- **Acknowledge basic financial indicators**

- **Acknowledge main financial tools**
- **Understanding of the importance of financing models in financial risk mitigation**
- **Use outputs from previous models to conceive your own BM Canvas**

Duration: 02nd June to 11th of June

Type: Moderated follow-up Forum moderated by trainers/tutors

In order to organize the Forum trainers/tutors have the following tasks:

- **On the 2nd of June, open Forum H and ask trainees to study the Canvanize Tutorial, the videos and text resources;**
- **On the morning of the 03rd of June, ask the trainees to start filling-up the elements of BM, based upon BMY (M1) and BOS (M2), in order to conceptualize their own business idea into a business model, using the Canvas Methodology**
- **Starting on the 4th of June, tutors/trainers should ask trainees to use the link posted Business Model Canvas (Canvanize) in order to organize/systematise their own idea, in line with the BM Canvas' principles. For this exercise trainees will have an "interactive" week, interacting both with the tutors/trainers, and with their classmates, in order to produce their own BMC.**
- **Between the 4th and the 10th of June, tutors/trainers should support trainees in their BM conception, clearing the doubts, making suggestions, and explaining each element of BM whenever asked by trainees. At this point, tutors/trainers are invited to look for possible partnerships among other international classes, and to look for possible tutoring from other entrepreneurs of the CINetwork, linking the ideas and promoting the adaptation of the suggestions received to each specific entrepreneurial project of the trainees.**
- **By the end of the 10th June all trainees must have uploaded their own Business Model Canvas into the platform via a PPT file explaining the main issues of their BMC.**
- **Some issues regarding the specific BMC may be further discussed during the face-to-face session of June 11th.**

Resources

- Canvanizer's link <http://canvanizer.com/choose-canvas>
- **Business Model Canvas link:**
<http://www.entrepreneurship.org/bmc>
- **Videos of the Kauffman Financial Foundation**
- Article: "How to Identify Your Riskiest Business Model Assumptions"

Evaluation:

Capacity to participate in forum discussions

Quality of the PPT presented with the BMC (presentation, originality, adequate usage of BMC concepts)

These activities are relevant for Final Evaluation.

Activity 4.3. Business Model Canvas Face-to-Face

Face-to-Face Session: 11th June

- **This will be a national follow-up session that should serve to make a balance on the course's development and analyse the level of trainees' satisfaction, main worries, difficulties, and possible demotivation derived from the use of a proper b-learning pedagogical model. If possible, this session should count with the presence of one or two mentors that should speak to trainees and share its experience in the creative industries...**

MODULE 5: Value Proposition Canvas and Lean Method (Module 5 corresponds to topic 6 in the Moodle platform)

Timing: From 12th June until 02nd July 2015

Place: Virtual Class + Classroom

Face-to-face session (to start): on the 02nd of July

Objectives:

- **Acknowledge the adaptation of** strategy and customer development (for the case study presented);
- **Acknowledge the adaptation of Business Model Canvas (for the case study presented);**
- **Awareness about the possible usefulness of the** Lean method for its own business case;
- **Awareness of the** Value Map (VM) and the Customer Profile (CP) elements;
- Use the Value Proposition Canvas (VPC) based upon VM and CP instruments, in order to complement the BM generation of M4;
- Be able to:
 - answer specific questions related to costumers' problems and the potential solutions, in order to define the hypotheses ;
 - design the experiment;
- Be able to:
 - costumer discovery
 - collect data
 - get insights through hypotheses testing
 - run the experiment with minimum costs and rapidly;
- Understand the importance of customer development by entrepreneurs and respective teams, to pivot or iterate some components of BMC and VPC;
- **Understand the importance of** BMC, VPC and respective hypotheses testing, before starting to write the business plan (BP)

Activity 5.1: Case Study Analysis and Discussion

Pedagogical tools to use: Moderated Discussion Forum (Forum I)

Name of the forum: BMNext

Learning objectives of the forum:

- **Acknowledge the adaptation of strategy and customer development (for the case study presented);**

Acknowledge the adaptation of Business Model Canvas (for the case study presented)

Duration: 12th to 15th of June

Type: Discussion Forum moderated by trainers/tutors

In order to moderate the discussion in this Forum trainers/tutors have the following tasks:

- **During the morning of the 12th June, open the Forum and ask trainees to watch the case study video and study the respective text;**
- **During the afternoon of 12th June, propose the discussion of the following questions:**
 - **1) *How customer development was developed in the case study analysed?***
 - **2) *In what consisted the adaptations of the initial strategy and to the initial BM for the present case study?***
 - **3) *What, in your opinion, was the value proposition adopted by this firm?***
 - **4) *What can you use, from the value proposition design, the BM development, and the customer development applied in the presented case study, to the strategy and the BM of your business case?***
- **Tutors/trainers should help trainees to understand how and why customer development was done in the case study;**
- **During the afternoon of the 15th June, tutors/trainers should provide a summary of the interventions;**
- **During the afternoon of the 15th June, tutors/trainers should provide a 'bridge' to the next activity, focusing on the main conclusions of the case;**
- **Throughout all the activity, tutors/trainers should assure that trainees post interventions that evidence how useful the case is for them in terms of their project;**
- **Throughout all the activity, tutors/trainers should incentive trainees to share information and past and present experiences.**

Video and text resources for Forum:

- **PT - MyGuide**
- **Spain - ??**
- **Greece - ??**
- **UK - ???**

Activity 5.2: Value Proposition Canvas and Lean Method for Start-ups

Pedagogical tools to use: Non Moderated follow-up Forum (Forum J)

Name of the forum: Your Value Proposition Canvas

Learning objectives of the forum:

- **Awareness about the possible usefulness of the** Lean method for its own business case;
- **Awareness of the** Value Map (VM) and the Customer Profile (CP) elements;
- Use the Value Proposition Canvas (VPC) based upon VM and CP instruments, in order to complement the BM generation of M4;
- Be able to:
 - answer specific questions related to costumers' problems and the potential solutions, in order to define the hypotheses ;
 - design the experiment;
- Be able to:
 - costumer discovery
 - collect data
 - get insights through hypotheses testing
 - run the experiment with minimum costs and rapidly;
- Understand the importance of costumer development by entrepreneurs and respective teams, to pivot or iterate some components of BMC and VPC;
- **Understand the importance of** BMC, VPC and respective hypotheses testing, before starting to write the business plan (BP)

Duration: 16th of June to 02nd of July

Type: Non Moderated follow-up Forum moderated by trainers/tutors

In order to organize Forum J trainers/tutors have the following tasks:

- **During the morning of 16th June, open the Forum J and ask the trainees to study the video and text resources ;**
- **During the afternoon of 16th June, ask the trainees to fill up the elements of VM and CP , based upon BM developed in module 4, in order to conceptualize their own business idea into a Value Proposition Canvas**
- **To ask the trainees to deliver the first version of VM and CP until 17th June**
- **Between 18th and 19th June, ask the trainees to define the questions related to ‘who is the costumer’, ‘what is the problem’ and ‘what are the potential solutions’ and to define the respective hypotheses for each question**
- **Between 20th and 30th June, ask the trainees to design the experiment to test the hypotheses by collecting data about costumers – use Test Card and organize an inquiry in order to get insights**
- **Between 01st and 02nd July, ask the trainees to pivot or iterate some elements of BMC and VPC based upon the insights and hypotheses testing – use Learning Card**
- **Between 20th June and 02nd July, support the trainees in their VPC and experiment, clearing the doubts and explaining a specific topic of video and text content when asked by trainees, and incentive trainees to share information and past and present experiences**
- **By the end of 02nd July, all trainees must have uploaded their own VPC into the platform via a PPT file explaining the main issues of their experiment.**

Resources for Forum J

1 – Video presentations of the main components of Lean method and costumer development

<http://www.entrepreneurship.org/en/Founders-School/The-Lean-Approach/The-Lean-Method.aspx>

<http://www.entrepreneurship.org/Founders-School/The-Lean-Approach/Getting-Out-of-the-Building-Customer-Development.aspx>

<http://www.entrepreneurship.org/Founders-School/The-Lean-Approach/Customer-Development-Data.aspx>

2 – Text resources of VPC

- CP Canvas,
- Trigger questions of customer jobs, pains and gains
- VM Canvas
- Trigger questions of pain relievers and gain creators
- Test and Learning Cards

3 – video for VPC

<http://businessmodelgeneration.com/canvas/vpc? ga=1.61208556.1332281259.1423061294>

Evaluation:

Capacity to participate in forum discussions on the basis of online resources provided for Forum I.

Acknowledge of the firm case on the basis of discussion questions referred above.

Quality of idea test in terms of

- preliminary selection of potential customers and respective justification
- interview guide and respective justification
- useful conclusions for possible adaptation of the initial idea - capacity to develop and include the results of the critical thinking about the original business idea in the initial project's idea.

Quality of VPC and BMC for the project in terms of

- BM 'translation' to VPC (first versions of VM and CP)
- **integration of experiment main results in VPC and BMC (second versions of VM, CP and BMC)**
- **'added value' compared with BMC developed in M4**

- 'added value' compared with the first versions of VM and CP

Quality of the experiment in terms of

- definition and explanation of questions and hypotheses on the bases of Lean method
- experiment design explained on the bases of the previous phase
- pivot or iteration explained on the bases of inquiry insights and hypotheses testing
- quality of customer development team
- clarity

The report to be delivered (deadline **2nd July**) integrates the following elements:

4. First version of VM and CP
5. Experiment description and main conclusions
6. Second versions of VM, CP and BMC

These activities count in terms of Final Evaluation.

MODULE 6

Networking

(Module 6 corresponds to topic 7 in the Moodle platform)

Timing: 02nd July

Place: **Networking:** face-to-face sessions in each beneficiary country and virtual classes simultaneously

These sessions should, whenever possible, be simultaneous/synchronous face-to-face sessions in the three countries involved (PT, SP, GR) with the possible video participation of all the other partners (mainly UK).

In particular this session should start by doing a balance of the past activities, and a short presentation of the main difficulties felt by tutors/trainers during modules 4 and 5.

After that, the word should be given to trainees for a live balance of their activities and how they are complying with their expectations about the course.

Finally, and whenever possible, a mentor at least should be invited as a speaker for the meeting, and conversations between this mentor and would-be entrepreneurs should be promoted.

Module 7: From Planning to Doing – The action plan

(Module 7 corresponds to topic 8 in the Moodle platform)

Timing: From 03rd of July until 17th of July 2015

Place: Virtual Class and Classroom Session on 17st of July

Objectives:

- **Awareness of the main elements of a Business Plan (based upon case study presented);**
- **Acknowledge the “natural” evolution of a Business Plan (based upon case study presented);**
- Be capable to systematise all the knowledge acquired into the project's presentation
- Clearly devise the project's strategy and transpose creative thinking into a systemised business model and business plan
- Complete the Business Model and Business Plan according to the main competencies acquired in M1 to M6
- Prepare an attractive presentation of the project to possible investors clearly highlighting you value proposition and your business model
- Be capable of attracting the appropriate team to share and work under your idea
- Be capable of capturing the proper financiers for your project, having in mind the financial risk mitigation strategy
- Show the ability to execute what was planned

Activity 7.1: Analyse and discuss a Business Plan in Creative Industries

Pedagogical tools to use: Moderated Discussion Forum (Forum K)

Name of the forum: BPCaseStudy

Learning objectives of the forum:

- **Awareness of the main elements of a Business Plan (based upon case study presented);**
- **Acknowledge the “natural” evolution of a Business Plan (based upon case study presented);**

Duration: 03rd of July to 07th of July

Type: Discussion Forum moderated by trainers/tutors

In order to moderate the discussion in the Forum “Business Case Analysis” trainers/tutors have the following tasks:

- **During the morning of 03rd July, open the Forum and to ask the trainees to watch the case study video and study the respective texts;**
- **During the afternoon of 03rd July, propose the discussion of the following questions:**
 - **1) *How did the business model was transposed into a business plan;***
 - **2) *What were the key elements to make the business plan understandable and attractable ;***
 - **3) *What is the relevance in budgeting your business on an operational perspective and on a long term perspective.***
- **Tutors/trainers should help trainees to understand how and why the Business Plan was created and developed in the case study;**

- **Teachers/trainers should conduct discussions in order to assure that trainees post interventions that will show useful for themselves, especially regarding its usefulness for the generation and development of their own Business Plan;**
- **Teachers/trainers should incentive** trainees to share information about past and present experiences that could help the knowledge progress of the entire class in terms of Business Plan creation and development.
- During the afternoon of **07th July, provide a summary of the interventions;**

Resources:

- **Case studies' videos about business plans in creative industries**
 - **PT:**
 - **Spain: ????**
 - **Greece: ????**
 - **UK: ????**
- **Case studies' texts: PT; SP; GR; UK**

Activity 7.2.: Business Model and Business Plan Completion

Pedagogical tools to use: Non Moderated follow-up Forum (Forum K)

Name of the forum: Your Business Plan

Learning objectives of the forum:

- Be capable to systematise all the knowledge acquired into the project's presentation
- Clearly devise the project's strategy and transpose creative thinking into a systemised business model and business plan
- Complete the Business Model and Business Plan according to the main competencies acquired in M1 to M6
- Prepare an attractive presentation of the project to possible investors clearly highlighting you value proposition and your business model

- Be capable of attracting the appropriate team to share and work under your idea
- Be capable of capturing the proper financiers for your project, having in mind the financial risk mitigation strategy
- Show the ability to execute what was planned

Duration: 08th of July to 17th of July

Type: Moderated follow-up Forum moderated by trainers/tutors

In order to moderate the discussion in Forum Business Model Canvas, trainers/tutors have the following tasks:

- **From 08 until the 17th of July open Forum K and ask trainees to study the Business Plan Template and the video resources;**
- **On the morning of the 09th July, ask the trainees to start filling-up the elements of Business Plan, based upon the reports delivered during the course**
- **Starting on the 09th July, tutors/trainers should ask trainees to use the Business Plan template. For this exercise trainees will have an “interactive” week, interacting both with the tutors/trainers, and with their classmates, in order to produce their own Business Plan.**
- **Between the 09th and the 16th July, tutors/trainers should support trainees in their Business Plan conception, clearing the doubts, making suggestions, and explaining each element of Business Plan whenever asked by trainees.**
- **By the end of the 16th July all trainees must have uploaded their own Business Plan into the platform via a PPT file explaining the main issues of their Business Plan.**

Resources

- Business Plan Template
http://happycry.co.uk/uploads/business_plan_template.html
- **Videos of Kauffman Financial Foundations: Business Formula,**
- **Videos of Kauffman Financial Foundations: Budgeting**

- **Videos of Kauffman Financial Foundations: Long Term Forecasts**

Activity 7.3. Make your own Business Plan public & CLOSING SESSION

Presentation of Business Plan in Classroom: 17th of July

Evaluation:

Capacity to participate in forum discussions

Quality of the final Business Plan document presented

These activities are relevant for Final Evaluation.

Module 8: Closing Section

Synchronous face-to-face session in all the countries: 17th of July

Present the critical view of the trainees and get lessons for improvement...

Provide a balance of the course activities and the satisfaction of trainees.