NEW MENTORING METHODS
FOR YOUNG CREATIVE
ENTREPRENEURS IN EUROPE

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Final Outcome.

IO2 European Curriculum Framework and Learning Outcomes for training Creative Enterprise Mentors

Draft document

Developed by RINOVA and the Bridging the Gap consortium.

Content Index

Acknowledgements and Disclaimer

This report has been produced by the Bridging the Gap project consortium, which consists of:

Further information about the project and the above partners is available at:

https://www.bridgingthegapeurope.com/

Introduction to BtG Curriculum Framework:

Bridging the Gap aims to strengthen the occupational profile and the professional development of Creative Enterprise Mentors in the field of VET in Europe. Its target group is VET tutors - business, careers and employability advisers, VET creative specialist tutors, trainers and mentors, digital media tutors, youth workers, mentors/advisers supporting young people in cultural projects, creative clusters incubation, start-up and accelerator hubs.

With this vision in mind one of the approaches on BtG is to consolidate a Curricular pathway for the Mentors, developed as a Curriculum Framework aligned with European Qualification Framework (EQF) specifications.

As stated in the project application in this IO2 we aim to:

"Set the framework for a modular European curriculum based upon the occupational profile and the key areas of knowledge skills and competences that the CE Mentor needs in order to advise and support young creatives and creative start-ups to enter the CCIs. Each of the areas identified in the Occupational Profile in IO1 will be analysed to determine a set of learning outcomes that will form the basis for the structure of the curriculum."

In this document we consolidate the results of a complex process. The Occupational Profile and competence matrix produced in IO1 has been the starting point for a journey of dialogue between partners, practitioners and expert advisers in each of the partner countries. The resulting framework was then live-tested by Creative Enterprise Mentors from each partner country during the three day staff training event in Larissa, Greece, which took place between 2 and 4 October 2019.

The final framework consists of a set of Learning Outcomes, aggregated in Modules and described by KSA criteria (Knowledge, Skills and Attitudes), to facilitate alignment with the EQF and the benchmarking across countries, plus a number of annexes illustrating the Methodology followed by the partnership.

Process: Methodology and Considerations

Target Group

The Occupational Profile and Competence Standards for the Creative Enterprise Mentor are focused upon those who work outside formal education with young people who face barriers to entering the Creative and Cultural Industries (CCIs) linked to geographic and socio-economic disparities and to industry structures and practices. Reflecting the large proportion of freelancers and sole traders and the nature of careers in the CCIs, the Mentor works with young people to develop enterprise skills and support start-up and pre-start-up businesses.

Though the detailed target groups will vary for each partner, we envisioned two main entry points to use the curricular material that we will produce:

- Business adviser practitioners who want to extend their specific knowledge to the creative sector and/or to work with younger talent in seed startups

- CCI sector practitioners and creative entrepreneurs who want to develop mentorship skills.

Context.

In the context of the BtG project the Learning Outcomes encompass a wide range of workplace contexts and activities. The scope

- extends from partners working with young disaffected participants to partners working with experienced entrepreneurs.

- covers the range of subsectors in the CCIs. Partners are directly delivering mentoring activity focused on specific sub-sectors: crafts, digital content, events and cultural development, heritage and the music industry, as well as delivering mentoring across all CCI subsectors

This was taken as an advantage in the design of IO2, and the methodology was intended to use the greatest expertise of each partner.

We also used IO1 as a context indicator, with the ENTRECOMP framework as the main reference source. One of the definitions reached for our Curriculum was:

"As Creative Entreprise Mentors, we aim to apply and contextualize the ENTRECOMP framework for the CCIs as the competences that our clients, students and participants need to acquire"

Methodology:

After the conclusion of IO1, a two step methodology was presented to partners in the form of a Delivery Plan, plus two templates for the two steps proposed for the Process of developing IO2. (See Annexes):

As a first step, partners were allocated the five initial areas that were defined in IO1 and using Peer Review and Development Groups in their countries they were tasked to distil, filter, aggregate and synthesize the Competence catalogue from the occupational profile into a set of learning outcomes, with additional support given in order to describe those learning Outcomes according to CEDFOP and EQF standards.

In a following step, partners were required to do a similar process with the knowledges skills and attitudes identified in IO1 in order to categorize, match and support the LO's written in the first step of the process.

Larissa Workshop and the final result.

The result of this process was the base line for the workshop In Larissa: Modules covering five thematic areas, comprising 17 Learning Outcomes.

During the workshop and test of the initial proposal it was found that although the initial Modules made sense in describing key aspect of the Mentors' field of work, it was difficult to integrate them in a way that was accessible to a wider audience. This discussion resulted in a change of approach to make the Learning Outcomes more participant focused. The staff group reached a full consensus to change the upper structure from 5 modules to 3, reflecting the approach of ENTRECOMP, a framework that was identified as essential for this practice during the process of IO1 and that was explored further during the Staff Training workshop.

The whole Process then became fruitful in ways that surpassed our expectations. Not only were we able to embed the whole Concept of IO1 and its findings about ENTRECOMP within a cohesive and practical framework, but also we found an element of innovation to explore further:

We based the Learning Outcomes upon a core definition of an effective mentor-relationship:

Effective Mentor Intervention = Mentor gaining ENTRECOMP Competences.

From this perspective we were able to align our occupational profile with the entrepreneur needs.

At the same time we wanted to include the business needs and their different stages. The over-riding objective is to make our framework flexible to reflect the realities of working in different sub-sectors of the CCIs .

Through the testing process we identified a grassroot element of innovation.

There is a clear correlation between the levels of the mentees as described in our curriculum:

Foundation / Intermediate / Advanced / Expert

with the stages of a business start-up and growth:

Seed / Incubation / Market Launch / Scale Up

and our new curriculum structure blending ENTRECOMP concepts and BtG LO's and KSA's.

Ideas & Opportunities / Resources / Into Action

To explore this finding will become an exploitation result of the Project, source for future projects and knowledge transfer to other industries

Curriculum Framework to train Creative Enterprise Mentors.

This is the full structured result of the process described above, including:

- 3 modules or areas aligned with ENTRECOMP

- 12 Learning Outcomes, contextualizing the occupational profile of the Creative Enterprise Mentors.

- A set of Descriptors for each Learning Outcome (Knowledge, Skills, Attitudes).

This material will be the starting point for the development and integration of learning content that will follow in IO4.

Learning Outcome 1.1	The mentor should demonstrate experience in the Creative and Cultural Industries in at least one specific subsector

Learning Outcome 1.2	The mentor should be able to use the appropriate diagnostic methods and tools to assess the mentee and business journey and to create clarity and focus around short and long term goals and ambitions.

In this module we synthesize two elements that became clearly highlighted during the whole process. For the mentor to generate the proper environment and to be able to promote competences related with ideas and opportunities, it is fundamental to show expertise in the CCIs, and it is critical that the mentor has expertise in use of diagnostic tools and methods for a range of user cases.

Learning Outcome 2.1	The mentor should be able to help build networks inside the Creative and Cultural Industries, at local, national and international level.

Learning Outcome 2.2	The mentor should be able to match funding opportunities for specific Creative and Cultural Industries

Learning Outcome 2.3	The mentor should be able to justify the talent and skills needs of a CCI business or project.

Learning Outcome 2.4	The mentor should be able to develop social potential, self-awareness and self-confidence.

Learning Outcome 2.5	The mentor should be able to foster financial acumen

In this module we align all the operational competences needed by mentors to foster the proper use of resources by the entrepreneurs.

It is the central element of the curriculum and the one which will provide a greater number of different ways to be delivered.

Learning Outcome 3.1	The mentor should be able to engage and involve the entrepreneur in a business approach

Learning Outcome 3.2	The mentor should be able to support the creation of a business case for start-ups, analysing clients, competitors and markets.

Learning Outcome 3.3	The mentor should be able to present and pitch his/her products (applies to CCIs)

Learning Outcome 3.4	The mentor should be able to design and manage a project (applies to CCIs)

Learning Outcome 3.5	The mentor should be able to broker and facilitate business relationships,

This module groups the competences needed by the mentor during the entrepreneur's activity. It requires a stronger coaching aspect than the previous modules and more direct engagement by the mentor with the mentee's activities.

Title of Module	**Module 1: Ideas and Opportunities**
EQF Level	**5**
Learning Hours	

Learning Outcome 1.1	The mentor should demonstrate experience in the Creative and Cultural Industries (CCIs), and at least one specific subsector		
Knowledge	**Skills**	**Attitudes**	
• Explain career patterns, stakeholders, markets and audiences in a range of specific CCI subsectors	• Display experience in at least one specific CCI subsector as a freelance, start up or managing a creative/cultural business	• Justifies that both mentee and business journey are related to real conditions in the CCIs.	
Assessment Criteria:			

Learning Outcome 1.2	The mentor should be able to use the appropriate diagnostic methods and tools to assess the mentee and business journey and create clarity and focus around short and long term goals and ambitions.	
Knowledge	**Skills**	**Attitudes**
• Justify the use of a range of methods and tools to deliver initial assessment for mentee and CCI businesses • Identify needs, limits, goals and challenges of the mentee. • Explain business strategy and its relevance for the mentee and the CCIs. • Assess sustainability of different business practices	• Establish success indicators and monitor, supervise and evaluate business progress • Deliver diagnostic needs assessment, guidance and feedback to orientate the guidance for the mentee. • Review mentee's goals and assess achievements.	• Creates appropriate boundaries so personal attitudes do not affect the diagnostic and supervision • Takes into account the values, context, cultural and personal circumstances which affect the businesses • Inspires and motivates companies and individuals toward goal achievement.

Assessment Criteria: (What will demonstrate that the LO is achieved)

• The mentor should demonstrate responsibility and commitment, by providing guidance, critical advice and support to the mentee's career.

Title of Module	**Module 2: Mentoring about Resources**
EQF Level	
Learning Hours	

Learning Outcome 2.1	The mentor should be able to help build networks inside the Creative and Cultural industries, at local, national and international level.	
Knowledge	**Skills**	**Attitudes**
• Describe and identify employer contacts, relevant Industry networks, international organisations and stake holders in the appropriate CCI sector	• Use bespoke systems and IT communications tools to update and manage networking opportunities	• Build bridges and open industry player contacts to newcomers.
Assessment Criteria: (What will demonstrate that the LO is achieved)		

Learning Outcome 2.2	The mentor should be able to justify the talent and skills needs of a CCI business or project.		
Knowledge	**Skills**		**Attitudes**
• Analyse the talent needs of a CCI business or project • Describe the process and requirements needed to develop an effective CPD plan	• Build a fostering environment for talent • Integrate business needs with talent CPD • Tailor learning to creative entrepreneurs' needs		• Integrates business values with people's values to create a business culture • Facilitates the integration of business needs and job market.

Assessment Criteria: (What will demonstrate that the LO is achieved)

Learning Outcome 2.3	The mentor should be able to match funding opportunities for the Creative and Cultural Industries	
Knowledge	**Skills**	**Attitudes**
• Explain the funding ecosystem of the CCIs, public, corporate, commercial, not for profit sector, investors and individuals	• Identify and seize funding opportunities in a range of contexts and targets . • Evaluate and produce proposals for a range of funding opportunities: • Pitch • business plans • creative portfolios • public funding applications	• Fosters and integrates funding opportunities to benefit mentee and CCI business.
Assessment Criteria: (What will demonstrate that the LO is achieved)		

Learning Outcome 2.4	The mentor should be able to develop social potential, self-awareness and self-confidence	
Knowledge	**Skills**	**Attitudes**
• Describe and assess mediation persuasion and negotiation techniques • Identify social and industry barriers and how to overcome them	• Articulate the impact of people SWOT against Business SWOT	• Promote sustainable and inclusive policies and practice • Challenge the mentee's abilities skills and attitudes, to foster self awareness and confidence.

Assessment Criteria: (What will demonstrate that the LO is achieved)

• Apply techniques that will trigger mentees' awareness of their own entrepreneurial potential

Learning Outcome 2.5	The mentor should be able to foster financial acumen	
Knowledge	**Skills**	**Attitudes**
• Justify financial planning and its structure	• Plan, put in place and evaluate financial decisions	• Shares financial information and resources proactively and at the appropriate level.

• Assess costs and income structure of a creative and cultural business using financial planning tools.		

Assessment Criteria: (What will demonstrate that the LO is achieved)

- Explain the cost of a business and possibilities of optimization

Title of Module	**Module 3: Mentoring Into Action**
EQF Level	
Learning Hours	

Learning Outcome 3.1	The mentor should be able to engage and involve the mentee in a business approach

Knowledge	Skills	Attitudes
• Identify best practices and context for at least one specific CCI subsector and situation.	• Estimate the cost of turning an idea into activities that create value • Use time management tools to enhance the strategies	• Practice a problem solving approach which empowers synergies • Promote reflective practices on success and failure

Learning Outcome 3.2	The mentor should be able to support the creation of a business case for start ups, analysing clients, competitors, markets.	
Knowledge	**Skills**	**Attitudes**
• Apply research skills to enhance project ideas • Explain the purpose of a business plan, its form and structure and describe different methods of creating it	• Identify new business opportunities • Develop and justify project program strategy • Build new connections to create opportunities that create value	• Integrate knowledge and resources to achieve valuable effects.

Learning Outcome 3.3	The mentor should be able to present and pitch his/her products (applies to CCIs)	
Knowledge	**Skills**	**Attitudes**
• Explain the benefits of marketing and present its structure within the business plan • Analyse the advantages and disadvantages of different communication methods	• Communicate to diverse audiences-language-tone-styles - and body language. • Demonstrate effective communication, and persuasion skills appropriate to different contexts.	• Fosters confidence

Learning Outcome 3.4	The mentor should be able to design and manage a project (applies to CCIs)	
Knowledge	**Skills**	**Attitudes**
• Explain financial and resources project planning • Recommend strategies and methods for managing people and projects • Justify process planning	• Plan and manage expectations from simple to complex situations. • Mobilise time and resources effectively • Demonstrate different techniques to test Minimum Viable Product	• Shows confidence to translate innovative thoughts into action steps

Learning Outcome 3.5	The mentor should be able to broker and facilitate business relationships,	
Knowledge	**Skills**	**Attitudes**
• Identify available opportunities in order to match them with the mentees personal professional and/or business aspiration. • Differentiate working patterns and demand in different CCI sectors	• Demonstrate networks with a range of relevant stakeholders for the mentee • Broker and negotiate between young talent and CCI business	• Encourages partnership and collaboration to develop ideas and turn them into action • Takes responsibility for building long term relationships and cooperation.