



E- Toolkit for Adult educators

“How to run "Creative Talent Factory"”

**How to use Assessment tool and Digital badge to
facilitate validation process of obtained within
"Creative Talent Factory" training course competences
and skills**

CTF partnership

2021-2022

Contents

Introduction.....	3
Objectives.....	3
Learning Outcomes	3
Assessment and Validation of informal and non-formal learning	3
CTF Pre-Assessment and Post-Assessment Approach	7
Steps for implementing the evaluation sessions during the Creative Entrepreneurial Local Workshops	8
Actions and methods to motivate learners to validate obtained or existing skills and competences .	13
References.....	15
Annexes	16
Annex 1.....	17

Introduction

This tool aims to develop the competence of adult educators in the assessment and validation of informal and non-formal learning and to present the approach chosen for the CTF training course. It therefore provides a general overview of assessment and validation procedures for informal and non-formal learning, explains how the pre-assessment and final assessment of learners' creative entrepreneurship skills are organised within the CTF training course, and presents possible ways and tools for monitoring learning progress. Finally, it suggests actions and methods for trainers to motivate their learners to validate their acquired or pre-existing skills and competences.

Objectives

The tool aims to

- Familiarise adult educators with existing assessment and monitoring tools
- Introduce the modern digital badge credential and its use to recognise and showcase learners' achievements.
- Develop adult educators' understanding of the CTF training course approach
- Informing adult educators about the actions and methods they can use to encourage learners to validate their skills and competences

Learning Outcomes

By the end of this module, adult educators will

- Understand the importance of evaluation and validation of non-formal education
- Be aware of existing monitoring and evaluation tools
- Know the different stages of validation of learning outcomes
- Discover approaches and methods of evaluation
- Conceptualise the CTF monitoring and evaluation process

Assessment and Validation of informal and non-formal learning

It is a common premise in many European countries that steps and measures should be taken to assess and validate learning that takes place outside formal education institutions. This is a process that recognises the wide range of skills and competences that people develop

throughout their lives through different activities and actions such as informal and non-formal education, work and leisure. The validation of such competences is an essential step towards recognising the appropriate learning value of such activities, giving greater visibility to such actions and encouraging individuals to engage in training and learning activities outside formal education structures. Most importantly, it validates learning and creates added value for future learning and work.

[The European Guidelines for the Validation of Non-Formal and Informal Learning \(2015\)](#) identify four different phases for the validation of learning and skills acquired by an individual through non-formal and informal learning.

These are:

- **Identification**

The Validation process commences with the identification of the knowledge, skills and competencies acquired. It allows the learner to acknowledge prior achievements and incorporates the knowledge and skills acquired in a wide array of contexts: home, during work or through voluntary activities by participating in different kinds of non-formal training courses or as a result of life style activities. The attainment of an increased awareness of own capabilities by the learners is a valuable outcome of the process.

- **Documentation**

This involves the development of a knowledge portfolio that tends to include a CV and a career history accompanied by documents and/or work samples to attest their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice

- **Assessment**

This can imply evaluation of written and documentary evidence or an evaluation of other forms of evidence. As validation involves identifying individual learning experiences, the assessment tools and methods need to be designed in a manner that captures and assesses the learning specifics of each individual along with the context in which this learning took place. Moreover, the individual specificity of learning outcomes concerned may require more than one tool, for example, a combination of written tests and practical challenges. Thus, tools often contain practical demonstrations, simulations or gathering of evidence from past practices.

- **Certification**

The final phase of validation is linked to the certification. It is related to the final valuing of the learning outcomes identified, documented and assessed. This can take different forms, but it is in many cases the award of a formal qualification (or part-qualification). In enterprises or economic sectors, certification may also involve issuing a license allowing the individual to carry out specific tasks. Either the case, certification requires a summative assessment officially confirming the achievement of learning outcomes against a pre-specified standard.

Monitoring the progress of the learning

Educators use a process of assessment to identify, collect, evaluate, measure and document their students' knowledge and skills, as well as any difficulties they may be experiencing and/or improvement they may be showing. Assessment is also a tool for them to evaluate their teaching methods and the effectiveness of the course/lesson they are delivering, as well as a means of promoting understanding of objectives and criteria, motivating students to learn and helping them to improve.

Obviously, there is a wide range of assessment approaches and methods used by teachers to monitor learning progress. The most common assessment methods are:

- **Test**

The test is the most common and traditional tool for assessment used in formal, non-formal and informal education. Its main objective is to measure learner's level of knowledge on certain training material or theme. The most classic types are single choice and multiple choice tests which require from the student to choose from a number of predetermine "items", which are alternative answers. It is objective; take little time to be completed and checked; have high reliability, validity and manageability. Nevertheless, when using this tool, the trainer should bear in mind that there is a possibility of students trying to guess the correct answer. Moreover, tests cannot test oral or written skills, it can test only the theories.

- **Essay**

An Essay is a traditional form of assessment that requires an answer in a sentence, paragraph, or short/long composition. Students are required to compose a piece of writing to address a question or a topic set by the teacher, usually within a set word-limit. It is extremely flexible and easy to set but its downside is that it is very subjective and time consuming. On the other hand, essays provide a mean to assess all levels of learning objectives and encourage an original and creative thinking amongst learners. However, this method of assessment cannot be used to evaluate a group progress, but instead should be performed only individually.

- **Debates and discussions**

The debate is a formal contest of argumentation between two teams or individuals. It involves learners researching and analysing controversial topics through a series of oral presentations of standpoints and arguments by two opposite teams (sometimes, it may include interaction with the audience). Generally, the participants in a debate consist of three groups: a team which stands for the debate topic ('The affirmative team'), a team stands against the debate topic ('The negative team'), and a group of audiences. Teachers also play an important role in running debates. They may have to be the hosts of the debate, and ensure the debate is run at an appropriate pace. They also need to assess the performance of the students during the debate, and provide feedback to enhance their learning afterwards.

The debate is good method to help learners improve their critical thinking and creativity. It has to be applied in groups and could serve for assessment tool of both skills and knowledge. It is important to note through that the trainer should have in-depth knowledge of the tool so

that he/she can expertly use it to gather all the information needed to evaluate learners' achievements.

- **Interviews**

Interviewing involves the interaction in which an interviewer who collects information from learners with the help of questions and listens for answers. This form of interaction can generate a lot of information in regards to the learner, allowing the educator to better plan the concepts, procedures and the overall approach he/she will use for his/her course.

- **Case analysis/study**

Case study is a learning practice that moves the emphasis from lecture-based activities towards more student-based activities. In general, teaching materials for case studies may vary: a short journal or news article; a scenario of problem solving and decision making; an open-ended question, a picture or even a diagram. This approach seeks to help students identify, examine and demonstrate theoretical concepts in a real-life issues. Students also develop various generic skills, such as decision making, problem solving and collaboration skills. Case studies also act as a bridge between theory and practice.

- **Observation**

The observation is used for practical subjects and is the most obvious form of assessment: watch someone doing something and see if he/she can do it properly. The observation is a method which evaluates practical skills and competences, demonstrated by performance. It could be used to assess group or individual achievements, but it works best when evaluating the work of individuals. When applying this method a trainer should bear in mind that it essential to establish clear assessment criteria: reliability is only assured when everyone engaged in the assessment process is perfectly clear about what is being looked for, and what evidence is required to determine competence. Developing observation protocols is not a trivial activity, but a must.

- **Peer assessment**

Peer assessment involves students taking responsibility for assessing the work of their peers against preliminary assessment criteria set by the trainer. It is perfect tool for aiding students to develop judgement skills, critiquing abilities and self-awareness. Moreover, it also offers learners the opportunity to study the successes and mistakes of their peers. Peer assessment could be used for assessing both individual efforts and contributions to group work and depending on the assessment task and context it can be done openly, by encouraging comparison and discussion, or anonymously. It also offers learners the opportunity to study the successes and mistakes of their peers.

- **Self-assessment**

Self-assessment is a process where learners reflect on their own work and judge how well they have performed in certain area. Developing reflective skills provides learners with the ability to consider their own performance and to identify their strengths, weaknesses as well as areas that require improvement. Self-assessment can provide insight into students' true comprehension of the learning material and can help identify gaps in students' knowledge while it can be extremely valuable in helping students develop self-reflection, critique and

judgment. Self-assessment could take many forms – questionnaires; tests; diaries; presentations, etc. and is often used along peer assessment.

CTF Pre-Assessment and Post-Assessment Approach

The project uses a 'formative and summative' type of assessment, where a test is given before the course starts and after it is completed. This approach helps teachers/educators through the formative test to better understand the needs of their group, assess the strengths and weaknesses of their students and plan their teaching activities accordingly. In addition, the summative assessment allows teachers to evaluate and measure what the learners have learned, providing measurable data on the impact of the course.

The CTF assessment process consists of two stages: a pre-test to assess an initial level of creative entrepreneurship skills, and a post-test to define the level of skills and competences acquired by the students upon completion of the training programme. This approach will allow trainers to measure the impact of the training course in improving the entrepreneurial skills of the learners.

In practical terms, the assessment tool part of the course will test the learners' knowledge of 25 creative entrepreneurship skills, each tested by 2 multiple choice questions.

The methodology of the CTF Self-Assessment Tool is based on programmed digital tests with closed questions, at least 2 for each of the 25 soft skills defined in the **Competence and Skills Matrix** (see Annex 1). Thus, the volume of the assessment tool is 50 tests, providing 25 randomly selected questions/statements for an assessment session - 5 questions for each competency. As each question/statement has to have a clear explanation of the correct answer, it gives the possibility of **continuous learning**, thus the assessment tool also has an educational value in line with supporting the recognition of learners' creative entrepreneurship competences. The tests are programmed in English and 6 partnership languages (Greek, Italian, Lithuanian, Portuguese, Serbian and Slovenian).

The self-assessment tool is used for pre- and post-assessment (before and after the Creative Talent Factory e-training course) and also to evaluate the impact of the learning process. This will be ensured by comparing the results of the pre- and post-assessment. It is expected that 85% of the learners will increase their competences by at least 30% after completing the training course.

The self-evaluation tool is innovative, as prospective entrepreneurs in the creative sector do not have such a tool to clearly identify the competences required at European level to start a business in the creative sector.

Examples of the tests:

Test 1:

Who is considered to be an Entrepreneur?	
Answer 1	A self-employed person based on one's education

Answer 2	Contributor to economic growth by creating job opportunities and growth
Correct answer(s)	2

Explanation:

An Entrepreneur is someone who has an idea and is ready to transform it into a business. Additionally, this person is ready to take the necessary risks for his/her vision to become reality. By creating a business, entrepreneurs contribute to economic growth by job creation and growth; foster social and economic cohesion particularly in less developed regions being crucial to competitiveness and productivity improvements; unlock personal potential; satisfy a range of social interests, by making wealth, jobs and diversity of choice for citizens available.

Test 2:

What is the entrepreneurial competence?	
Answer 1	The ability to take risks for your business
Answer 2	An individual's set of knowledge, skills and attitudes to become an entrepreneur
Answer 3	The ability to build your own business
Answer 4	Answers 2 and 3 are correct
Correct answer	2

Explanation:

A successful entrepreneur should be characterized of a set of entrepreneurial skills divided in four main categories: a) personal characteristics, b) interpersonal skills, c) critical and creative thinking and d) practical skills. Each category is characterized of specific elements as follows: Personal characteristics of an entrepreneur: visions, optimism, sense of initiative, drive and persistence, risk tolerance, resilience.

Interpersonal characteristics of an entrepreneur: leadership and motivation, communication skills, ability to listen to the others, personal relations, negotiation and ethics.

Critical and creative thinking of an entrepreneur: creative thinking, problem solving, recognizing opportunities.

Steps for implementing the evaluation sessions during the Creative Entrepreneurial Local Workshops

Introduce the assessment strategy and methodology as described above during the first face-to-face meeting with the learners and explain the whole process, how it will be carried out and how the results will be viewed and interpreted. Please use the sequence of actions below.

Start the test:

CREATIVE TALENT FACTORY



CONTENTS

- Introduction
Progress: 0 / 4
- Pre-assessment**
Progress: 0 / 1
- Module 1 - Basis for the successful creative entrepreneurship
Progress: 0 / 6
- Module 2 - Digital and media literacy
Progress: 0 / 6
- Module 3 - Main components of successful creative business
Progress: 0 / 6
- eLearning Projects

Introduction

Select your language



Doing art is different than doing business in art



CONTENTS

- Introduction
Progress: 0 / 4
- Pre-assessment**
Progress: 0 / 1
- Module 1 - Basis for the successful creative entrepreneurship
Progress: 0 / 6
- Module 2 - Digital and media literacy
Progress: 0 / 6
- Module 3 - Main components of successful creative business
Progress: 0 / 6
- Module 4 - Effective marketing strategies for creative business
Progress: 0 / 7
- Module 5 - Specific of sales and business negotiation techniques for creative business

Pre-assessment

Pre-Assessment

Check your entrepreneurial competences and skills before starting learning in the "Creative Talent Factory"!

You will be able to check your learning progress at the end of this journey and be awarded with the digital badge "Creative Entrepreneur" after a successful **post-assessment** (passing score of at least 80 percent).

23 of 71 Attempted

Dashboard / My Courses / CTF / Pre-assessment

CREATIVE TALENT FACTORY



Pre-Assessment



Check your entrepreneurial competences and skills before starting learning in the "Creative Talent Factory"!

You will be able to check your learning progress at the end of this journey and be awarded with the digital badge "Creative Entrepreneur" after a successful **post-assessment** (passing score of at least 80 percent).

Attempts allowed: 3

Grading method: Highest grade

[Attempt quiz now](#)

Important! To get explanation of the answer which is a part of a learning process always use **CHECK** button as shown below:



Question 1

Not complete Marked out of 1.00 Flag question

In SWOT Analysis, what Strengths and Weaknesses refer to?

Select one:

- A. External factors of the business
- B. Internal factors of the business
- C. None of them

[Clear my choice](#)



Next page

Quiz navigation



[Finish attempt ...](#)

Read the explanation and continue to the next question/test:

Question 1

Incorrect Marked out of 1.00 Flag question

In SWOT Analysis, what Strengths and Weaknesses refer to?

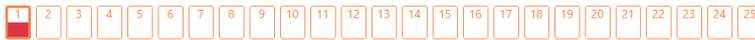
Select one:

- A. External factors of the business ✘
- B. Internal factors of the business
- C. None of them

A SWOT analysis is a business tool that analyzes the project or company, focusing on four factors (strengths, weaknesses, opportunities and threats) to help you focus on characteristics of your own business and target market.



Quiz navigation



[Finish attempt ...](#)

Finish the attempt after 25 questions:



What is non-verbal communication?

Select one:

- A. It refers to the use of images and videos.
- B. It refers to the use of communication without using spoken language (body language). ✓

Nonverbal communication often referred to as body language, is particularly important in getting what you want in life, especially in selling.

The message you convey in a sales conversation is 55% body language and nonverbal communication, 38% tone of voice and only 7% in the words that you use.

When selling to customers in person, your non-verbal communication skills - such as active listening and interpreting non-verbal cues - are just as important as what you say. Developing these skills will help you understand what your customers want, so you can offer them the most suitable products and services.

Previous page

Finish attempt ...

Quiz navigation



Finish attempt ...

The list of correct/incorrect answers will be provided, scroll down to **Submit all and Finish**

18	Correct
19	Incorrect
20	Correct
21	Incorrect
22	Incorrect
23	Incorrect
24	Incorrect
25	Correct

Return to attempt

Submit all and finish

The table with calculated results will be provided. As we see in the sample below highest grade is 32.33 from 100. So, there is a **motivation** statement to start a learning journey and knowledge about the creative entrepreneurship should be improved. Encourage the learners to take a part in the e-training course!

Attempts allowed: 3

Grading method: Highest grade

Summary of your previous attempts

Attempt	State	Marks / 25.00	Grade / 100.00	Review	Feedback
1	Finished Submitted	8.08	32.33		Your knowledge about creative entrepreneurship should be improved. Let's start a learning journey!

Highest grade: 32.33 / 100.00.

Overall feedback

Your knowledge about creative entrepreneurship should be improved. Let's start a learning journey!

To **start the learning journey** in the CTF course, simply select the starting point using the navigation button to the right, which will always takes learner to the next topic or stage of the e-training course, or go to the course menu to select the needed module. **We always recommend to start with Module 1.**

Attempts allowed: 3

Grading method: Highest grade

Summary of your previous attempts

Attempt	State	Marks / 25.00	Grade / 100.00	Review	Feedback
1	Finished	8.08	32.33	Review	Your knowledge about creative entrepreneurship should be improved. Let's start a learning journey!

Highest grade: 32.33 / 100.00.

Overall feedback

Your knowledge about creative entrepreneurship should be improved. Let's start a learning journey!

Re-attempt quiz

← CTF

Jump to... ▾

Course goals | Target group | Key learning outcomes ▶

At the end of the e-training course, take the **post-assessment** to check the gained knowledge

and get the **“Creative Entrepreneur” digital badge** if the is score 80% or more.

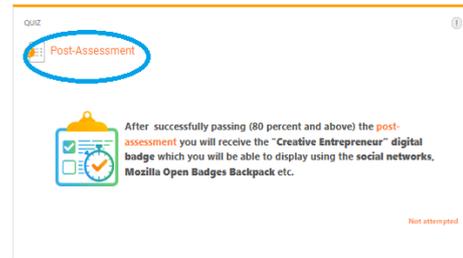
CREATIVE TALENT FACTORY

CONTENTS

- Introduction Progress: 0 / 4
- Pre-assessment Progress: 0 / 1
- Module 1 - Basis for the successful creative entrepreneurship Progress: 0 / 6
- Module 2 - Digital and media literacy Progress: 0 / 6
- Module 3 - Main components of successful creative business Progress: 0 / 6
- Module 4 - Effective marketing strategies for creative business Progress: 0 / 7
- Module 5 - Specific of sales and business negotiation techniques for creative business Progress: 0 / 6
- Assessment tool** Progress: 0 / 1
- Success Stories



Assessment tool



After successfully passing (80 percent and above) the **post-assessment** you will receive the **“Creative Entrepreneur” digital badge** which you will be able to display using the **social networks, Mozilla Open Badges Backpack** etc.

Attempts allowed: 3

Grading method: Highest grade

Summary of your previous attempts

Attempt	State	Marks / 25.00	Grade / 100.00	Review	Feedback
1	Finished	17.67	70.67	Review	Your knowledge about creative entrepreneurship should be improved. Please revise the leaning material and try again!
2	Finished	25.00	100.00		Congratulations! You just earned a badge!

Highest grade: 100.00 / 100.00.

Overall feedback

Congratulations! You just earned a badge!

Actions and methods to motivate learners to validate obtained or existing skills and competences

A lack of awareness and consequently interest is observed among people about their capability to validate the competencies they have obtained within non-formal and informal learning. It is believed that this phenomenon is due to the absence of efforts to develop and institutionalize the validation process, promote it in a manner that helps the general public to understand the concept of validation and embed a culture of appreciation for lifelong learning culture.

Thus, it is essential that the validation arrangements are presented to learners in a way that is easy to understand and will allow them to choose the form best suited to their particular needs. Learners should be informed about the costs and benefits of validation, and how the process can influence progress in learning and employment. Guidance and counselling is of particular importance for reaching disadvantaged groups and for releasing their inherent potential. This information is country specific and facilitators should check how validation is organised in the concrete country.

The Creative Entrepreneurship Local Workshops offer learners the opportunity to assess their skills and receive a digital badge “Creative Entrepreneur“ which is not only just a visual sign but contains meta data – information on the the skills acquired during the course. The digital badge can be stored by the learner in the special backpack. We recommend to use *Canvas Badges Backpack platform*: [Using the Canvas Badges Backpack - Instructure Community \(canvaslms.com\)](https://community.canvaslms.com/learn/badges/backpack/using-the-canvas-badges-backpack)

The Canvas Badges Backpack is where you can store and fully interact with any of the Open Badges you've earned. Canvas Badges/Credentials-awarded badges will be automatically added to a user's backpack. Non-Canvas Badges/Credentials badges may be manually uploaded.

Create an account on any Canvas Badges/Credentials server (Australia, Canada, **European Union**, United States) to collect your badges in our free backpack service.

With a backpack, you can:

- Store badges from any fully compliant Open Badges provider
- Share badges to social media sites, by URL or embed
- Organize your badges into meaningful collections

From your backpack, you can select a badge to view the badge details. When viewing the badge detail page you can:

- Share the badge
- Download the badge
- Print the badge in certificate format
- Remove the badge from your backpack
- Access a link to view the public page of your badge
- View the badge's JSON

Simply visit <https://badgr.com/> and create an account where digital badges can be collected and stored as well as shared and displayed.

The **Certificate** of the CTF course completion can be issued also. Please find a template suggestion in the Annex 2.

References

1. Downes S. (2007). Models for Sustainable Open Educational Resources. *Interdisciplinary Journal of Knowledge and Learning Objects* 3 29-44.
2. Friesen N. (2009). Open Educational Resources: New Possibilities for Change and Sustainability. *International Review of Research in Open and Distance Learning*. Volume 10, Number 5.
3. Schuwer R., Mulder F. (2009). OpenER, a Dutch initiative in Open Educational Resources. *The Journal of Open, Distance and e-Learning*, 24:1, 67-76.
4. William and Flora Hewlett Foundation. Open educational resources (OER). Retrieved from <http://www.hewlett.org/programs/education/open-educational-resources/>.
5. Butcher N., Kanwar A. (Ed.), Uvalic -Trumbic S. (Ed.). (2011). *A basic guide to open educational resources (OER)*. Vancouver, Canada: Commonwealth of Learning, and Paris, France: UNESCO. Retrieved from <http://www.col.org/oerBasicGuide>.

Annexes

Annex 1. The CTF Competence and Skills Matrix

Annex 1.

Competences, Skills and Abilities Matrix

Basic competence: Entrepreneurship	
<i>Definition: Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for customers. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and agility of the founders aiming to fulfil their vision</i>	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Awareness of main business principles	understand what is entrepreneurship, and who are entrepreneurs
	understanding of main features of entrepreneurship
	apply the SWOT analysis for development of creative business idea
	apply main business principles for developing your creative enterprise
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Creativity	see a problem from different perspectives and come up with original and creative solutions
	use of the imagination or original ideas for developing your creative business
	discover new opportunities and solutions for problems by looking beyond current practices and using innovative thinking
	turning new and imaginative ideas into reality
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Critical thinking	think about the creative business idea in an objective and critical way

	<p>identify the different arguments that are in relation to your creative business idea and determine how strong or valid they are</p> <p>recognise any weaknesses or negative points that are in the evidences or arguments</p> <p>reflect constructively on how realistic is the business idea</p>
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Effective communicating and negotiating	understand and apply 4 different communication types (verbal, non-verbal, visual, written)
	communicate actively with empathy and respect
	be an active listener, give and receive a feedback
	work in the team effectively and collaboratively
	structure and execute the negotiations effectively
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Problem-solving	understand the key problem-solving steps
	identify problems in your creative business, develop possible solution, and take actions
	cope with uncertainty, ambiguity and risk while running the creative business
	understand what resources are necessary to solve the problem at hand
Basic competence: Digital competence	
<i>Definition:</i> <i>Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for developing and effectively running your creative business.</i>	
<i>It includes media literacy, digital content creation, safety (including digital well-being and competences related to cybersecurity), communication and collaboration with fellow entrepreneurs and comprehension of the intellectual property laws.</i>	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
	understand the benefits of using digital technologies to improve the productivity of creative business
	recognise how digital technology improves customers experience

Applying digital technologies to support creative business	understand on how the digital technologies can support the financial control of your business
	Understand on how the digital technologies can support communication, especially within the period of limitation of face-to-face activities, like COVID-19
	match each of his/her business separate functions with a corresponding digital tool
	adapt to constant changes in digital sphere
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Collaborating through digital technologies	understand how digital technologies offer more effective business collaborations
	increase and enhance his/her collaborations with other creative businesses
	increase and enhance his/her collaborations with businesses outside the creative sector
	increase and enhance his/her collaborations with NGOs and other non-profit institutions
	spot unfruitful collaborations and handle them accordingly
	use different platforms and tools for collaboration
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Applying the digital marketing using the ICT opportunities	use the social media for marketing
	use ZOOM and other similar ICT systems to make the marketing events within the network
	understand the most common digital marketing practices for the creative sector
	keep track of your reputation using digital tools
	understand what to avoid during digital promoting
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Pitching business ideas digitally	understand the main steps for creating digital presentation of your business idea
	find the right audience to pitch his/her presentation

	spot the right digital channels for pitching his/her idea
	go through a digital pitching session
	understand the do's and don'ts of pitching online
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Understanding of limitations, effects and risks of digital area	understand the possibility to use digital technology to secure his/her business
	spot cases of spam, fraud and phishing
	understand budget related limitations for digital marketing
	understand budget related limitations for digital business support
	understand the risks when collaborating with others
	understand the importance of non-digital human contact and limitations of communication through technology
Specific competence: Understanding of main components of the creative business	
<p><i>Definition:</i> <i>This competence involves the understanding of creative sector and how learners could join it. It includes information about the dual nature of creative business activities: on one hand, as a driver of diversity and citizens' engagement, and on the other hand, as a driver of growth and jobs, making positive impact to community, recognizing also the broader contribution to creativity, talent generation, entrepreneurship and innovation. This competence is oriented as well on awareness raising on innovation solutions in creative businesses and developing the learner's abilities to transform the success stories into their lives.</i></p>	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Identifying employment and	realise the key facts proving the increasing employment and self-employment opportunities in the creative sector

self-employment opportunities in the creative sector	understand the peculiarities of the different fields of creative business, like visual and performing arts, craftsmanship, art and antiques market, fashion, music
	understand on how the creative businesses are capable to fight unemployment and create new jobs
	identify business opportunities for his/her talent in the market
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Identifying main success factors of the creative business	understand of 4 main basic points of business – product, market, money, people
	understand of the main structure of the business plan, identify key resources and activities
	analyse his/her financial capacity to start the creative business
	analyse context and external factors of his/her own community which affect business
	follow trends in creative industry
	measure and monitor Business Performances
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Understanding of benefits to join creative sector	understand how creative sector contributes to economic wealth and socio-economic development
	understand and list personal benefits of joining creative sector – employment, talent articulation, joining creative community, doing what you love and like, what you are best in
	analyse impact of creative industries and his/her creative business on society
	identify impact of creativity, talent and creative industries on fostering cultural diversity, social cohesion, and preserving culture heritage
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Learning from other creative business best practices and applying it into	analyse best practices of others – strengths and weaknesses and compare own business idea to theirs
	understand what he/she needs to improve in order to succeed
	identify key contacts, people, organisations in his/her community, for creation of his/her business network

their business idea	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Understanding of the main problems in creating and developing creative business and the ways to overcome them.	understand which business skills he/she needs to successfully start and run his/her business
	identify sufficiently relevant problem to be solved by his/her creative business and the target group experiencing the problem
	understand what resources are necessary to start the business
	create a plan with timeline of desired activities to overcome identified problems
<p>Specific competence: Implementing effective marketing strategies for creative business</p> <p><i>Definition:</i> This competence involves the understanding of marketing strategies, using modern technology in marketing, building brands as an important marketing concept and its influence and role in the entire business creation process. It includes information on the necessity and benefits of the market and customers research prior to developing the marketing strategy. The importance of the Mission Statement is stressed to determine how others see your creative business, including customers and competitors and the reason why the business exists, what standards or ethics the business has, what the business is about and why it exists.</p>	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Understanding the value of the product in the creative sector as a base for the sale to potential clients.	provide value in the creative sector
	understand how value is experienced in the creative sector
	understand how digital promotion goes hand in hand with buying online
	understand that customers will research your business and experience with you before they will buy

Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Applying the market and customers research methods	to identify and apply the adequate type of marketing for a specific creative business
	analyse the situation for improving promotion activities
	identify who is his/her buyer
	identify where are his/her customers on the internet
	analyse what exactly do his/her customers want and what are his/her obstacles and fears
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Be aware of the four Ps of marketing: product, price, place and promotion	understand what are the 4Ps of marketing
	create a product that fulfils a customer needs
	conduct the research on product pricing and pick the right price for the product
	identify in which place you would put the product in order to sell it
	implement the promotion strategy
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Branding as a base for creative business promotion	understand what is branding
	understand what are the benefits of branding
	analyse how brands influence consumers
	understand 5 steps of creating a brand for artist (Core competence, Key phrase, Logo, Brand promotion, Partnership with fellow artists)
	communicate and promote own brand
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:

Understanding of psychology of the buyer	<p>understand purchase decision mechanisms and why people buy</p> <hr/> <p>understand that buyer's response psychologically to visual elements and storytelling</p> <hr/> <p>understand that value is relative - every buyer has his own scale</p> <hr/> <p>understand that buyers tend to buy what others are buying - the crowd effect</p>
<p>Specific competence Applying sales and business negotiation techniques for creative business</p> <p><i>Definition:</i> This competence implies a dialogue, a strategic discussion (or a series of discussions) between buyer and seller that ideally leads to a deal being closed. Buyers and sellers communicate what they need and where they can or are willing to make concessions. Often a compromise is necessary to reach an agreement.</p>	
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Understanding the main aspect of sales negotiation strategy	<p>strengthen relationships to build trust</p> <hr/> <p>emphasize the value of the solution as differentiated from the competitors</p> <hr/> <p>listen to the customer</p> <hr/> <p>guide the negotiation to a mutually successful result.</p>
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Using social media opportunities for sales in creative business	<p>identify his/her target Customer</p> <hr/> <p>identify the most-used platforms for his/her ideal customer</p> <hr/> <p>use customer stories for marketing</p>

	track relevant statistics about customers
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Thinking clearly and rapidly under pressure and uncertainty	manage conflict situations
	reduce misunderstandings
	understand different cultures
	influence the behaviour of others
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Managing the negotiation process and decisiveness	use bargaining tactics, style, and emotion
	enter a negotiation with proper preparation
	persuade others in a friendly manner
	negotiate towards a win-win outcome
	conclude an agreement or sales contract and be decisive
Name of soft skill corresponding to the Competence	Having this skill means the person is able to:
Effective verbal and non-verbal communication	talk politely to his/her customers yet in a convincing tone and with clear knowledge of the subject
	use active listening to gather information that can improve his/her negotiating position
	develop his/her customers' trust
	apply self-control techniques during sales negotiations