



EMPHOS

**Empowering Museum Professionals and Heritage Organizations Staff
by cultural entrepreneurship training and research
2015-1-NL01-KA202-008985**

**European Qualification Framework for Lifelong Learning
Level 4/5
Cultural entrepreneurship**

Emphos/BC/2018



This project has been funded with support from the European Union. This document and all its content reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners	Country
AHK – Reinwardt Academy – Amsterdam	The Netherlands
LEU – landschap Erfgoed Utrecht	The Netherlands
Goldsmiths University of London	United Kingdom
CIAPE – Rome	Italy
UNIBO – University of Bologna	Italy

Table of content	Page
1. Introduction	2
2. ECVET	4
3. EQF	6
4. Framework Cultural entrepreneur, outline	7
Learning area A: Responsibility and change	9
Learning area B: Finances and sustainability	12
Learning area C: Organization and leadership	15
Learning area D: Audience and participation	18
5. Professional profile	21
6. Glossary	24
References	25

1. Introduction

In many European countries, art and culture are subsidized by the government; however, due to the crisis and budget cuts, the amount of funds at their disposal for direct subsidies is decreasing; some cultural heritage organizations, art galleries and museums do not have enough funds to sustain themselves. In general, authorities are measuring the performance of art and culture organizations not just by their artistic or preservation achievements, but more and more on their economic efficiency-and-effectiveness.

Next to public funding, art and culture organizations should therefore rely on private entities and the public to generate income. Putting entrepreneurial skills into practice -for example network building, fundraising, creating new ways to involve the public- is becoming increasingly important as a way to stay healthy as a museum or a cultural heritage organization. However, this cannot go against the preservation tasks; preservation and entrepreneurship should go



This project has been funded with support from the European Union. This document and all its content reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

hand in hand. Hence the concept of "cultural entrepreneurship": economically exploit different types of precious heritage with the aim of preserving them for future generations to enjoy.

While of relevance to the whole arts and culture sector, the Emphos project is specifically targeting museums and cultural heritage organizations, as these have relatively high costs of preservation. Many -mostly smaller- of these organizations are facing losses or even closure if their financial sustainability does not improve. As most organizations lack the personnel with entrepreneurial competencies to plan and execute targeted actions, support and training aimed at improving exploitation and reach of audience is of utmost importance. The projects target groups are (paid and voluntary) staff and board members of smaller museums and cultural heritage organizations.

The museum and cultural heritage sector is developing very dynamically. The increasing demand for widely understood cultural entrepreneurship competences is the dominant trend. To operate effectively in a globalized, competitive market, one has to be a good expert. The formation of skills in this sector allows vocational education, which includes specialized knowledge and skills in the field. Flexible vocational training systems, based on an approach based on learning outcomes are preferred by people working in the sector. Vocational training and qualification or re-qualification opportunities should be innovative while consistent with the needs of the labor market. The aim of modern vocational and continuing training is to increase the employability and respond to widely understood societal challenges and to minimize the threat of exclusion from the labor market.

The proposed description of qualifications in this document has been prepared within the project EMPHOS, which is aimed at small and middle-sized institutions in the museum and cultural heritage field. Within the project case studies were carried out among institutions in The Netherlands, Italy and the United Kingdom. Cultural entrepreneurship skills and competences of people working in this sector have been identified, according to the European Qualification Framework (see chapter 2).

The project has been funded with support from the European Commission under the Erasmus + programme for KA2 – Cooperation and Innovation for Good Practices, action type 'Vocational Education and training' (VET). The content of this document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. As a result of the survey on the case studies, a map of knowledge, skills and competencies desired among cultural entrepreneurs has been developed. Obviously from the analysis, workers perform various professional tasks in planning, managing, organizing, monitoring and evaluating activities in the museum or cultural heritage institute.



Cultural entrepreneurship is a way of working, not an 'add on' and should be a priority for employees at all levels of the organization. Education should stimulate, support and encourage staff at any level to develop an entrepreneurial attitude and take responsibility for embedding entrepreneurial attitudes in all areas of working practice.

The qualification framework in chapter 4 contains both the traditional aspects of the work as well as an innovative approach to meet the diverse and rapidly changing needs of the public and all other stakeholders. Implementation of the framework of qualifications will support entities operating in the field of formal education and vocational training to be able to compare the profile and content of their courses and to ensure their quality.

2. ECVET

It has been widely recognized that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasizes countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher-level skills. Education and training systems should therefore become much more open and relevant to the needs of citizens, and to those of the labor market and society at large" (ET 2020).

A number of European instruments such as the European Qualifications Framework (EQF), Europass, European credit transfer systems (ECTS and ECVET), the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and credit points transferable (ECTS). These instruments were not developed in isolation from each other, they are in a close coherence where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance- are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.



The European Credit System for Vocational Education and Training (ECVET) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to get recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience.

In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competence. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates possible. The application of ECVET results in an increase in social motivation to raise, extend and improve the professional skills of employees throughout their working life in order to become more competitive on the European labor market. An employee should gather ECVET credits for all his working life, to become more adaptable on the labor market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals have developed their knowledge, skills and competences. They make it possible to recognize learning in view of achieving a qualification independent of where the learning took place and over what duration. The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.



3. EQF

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was "The creation of common reference framework intended to serve as a tool for comparing qualifications in both general and professional education". European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. In the European Qualifications Framework learning outcomes inform what a learner knows, understands and is able to do after completion the learning process. Therefore, in the European Qualifications Framework effects of learning are particularly important. Learning outcomes are listed in three categories: knowledge, skills and competences.

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community. Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe;
- The citizens' mobility between countries is promoted;
- Lifelong learning is facilitated;
- A comparison of learning outcomes in different European countries is allowed to facilitate cooperation between countries and institutions;
- The common European reference point links different national qualifications systems and thus facilitates better communication among them;
- A network of independent, but interrelated and mutually understandable qualification is created;
- The transfer of qualifications between countries, systems and institutions is made comparable;
- The access to lifelong learning and the scope of participation in this process is improved;
- The validation of non-formal and informal learning is facilitated;
- The transparency of qualifications awarded outside the national systems is encouraged.



4. Framework Cultural entrepreneur

The EMPHOS project is mostly concerned with the development of entrepreneurial knowledge, skills and competences by individuals working in existing cultural heritage organizations. EMPHOS thus focuses on entrepreneurship, behaving like an entrepreneur while working in an organization. A cultural entrepreneur finds innovative solutions to existing problems, identifies the resources needed to develop the solution, plans a series of actions and collaborates with a range of relevant stakeholders to develop and implement that solution, while working for an existing cultural heritage organization. These cultural intrapreneurs are able to spot opportunities to better fulfill the mission of the organization and serve their audiences, while supporting an increased performance of the organization in a volatile, uncertain and complex environment. Or, as Kirzner (2008) is summarizing: 'alert and creative'.

The description of the EMPHOS-framework is on EQF-level 4 and 5. Level 5 is described as¹:

- Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge;
- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems;
- Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

The target groups of EMPHOS are:

1. coordinators and middle managers of small and middle-sized institutions, coordinating functions like PR, volunteers, hospitality, security, administration and HRM;
2. managers of small and middle-sized institutions;
3. independent workers (startups) who work within the cultural sector; and
4. board members of small and middle-sized institutions

EMPHOS sees a successful cultural entrepreneur as someone who will be able to:

¹https://ec.europa.eu/ploteus/en/compare?field_location_selection_tid%5B%5D=471&field_location_selection_tid%5B%5D=472



Learning area	Unit	Outcome
A. Responsibility and change	A1. Observing	A1.1. Look at changes in society
		A1.2. Define your responsibility
		A1.3. Write your policy plan
	A2. Changing	A2.1. Open up the organization for changes
		A2.2. Define the changes
		A2.3. Change
	A3. Tuning	A3.1. Look at the results
		A3.2. Organize discussions
		A3.3. Preserve quality
B. Finances and sustainability	B1. Modelling	B1.1. Recognize challenges
		B1.2. Describe your business
		B1.3. Implement the model
	B2. Earning	B2.1. Know earnings models
		B2.2. Find partners
		B2.3. Be creative
	B3. Controlling	B3.1. Use a good system
		B3.2. Keep an overview
		B3.3. Evaluate and adapt changes

C. Organization and leadership	C1. Planning	C1.1. Know your institute
		C1.2. Know your stakeholders
		C1.3. Know your resources
	C2. Managing	C2.1. Organize activities
		C2.2. Correctly insert resources
		C2.3. Use a system for quality management
	C3. Evaluating	C3.1. Describe your targets
		C3.2. Check the progress
		C3.3. Change if necessary
D. Audience and participation	D1. Focusing	D1.1. Know your audience
		D1.2. Know the needs of your audience
		D1.3. Be open for participation
	D2. Contacting	D2.1. Build a platform
		D2.2. Organize participation
		D2.3. Let the audience influence your policy
	D3. Creating	D3.1. See possibilities for co-creation
		D3.2. Discuss activities
		D3.3. Create together

Learning area A: Responsibility and change

Unit A1: Observing

Learning outcome A1.1: Look at changes in society

Knowledge	Skills	Competences
Knows developments in the society	Finds resources for relevant developments	Is actively searching for things happening around us
Knows developments in (cultural) policies	Collects data	Identifies relevant changes. Is alert
Knows developments in the cultural sector	Attends meetings	Selects and describes relevant changes

Learning outcome A1.2: Define your responsibility

Knowledge	Skills	Competences
Knows which role sustainability plays in the cultural sector	Is an active networker	Can identify the role of the institute towards society
Is aware of responsibilities towards diversity and inclusion	Has a sense of responsibility	Knows how to turn responsibility into strategy
Knows good practices of other institutes	Has empathetic abilities	Uses clear language

Learning outcome A1.3: Write your policy plan

Knowledge	Skills	Competences
Knows the requirements for a good policy plan	Is strategic. Can formulate a mission statement	Can write a competitive policy plan. Sees opportunities
Knows the needs of target groups	Can formulate smart goals	Knows how to use a plan for the mission of the institute
is aware of legal issues	is convincing. motivating and enthusiastic	Uses the policy plan to make a difference

Unit A2: Changing

Learning outcome A2.1: Open up the organization for changes

Knowledge	Skills	Competences
Knows the essence of change management	Can communicate about the urgency for changes	Does not neglect impulses from outside
Has an image of the ability and will to change	Can handle resistance	Informs everyone involved
Knows the qualities and means that are in the organization	Is open for other opinions	Organizes discussion and participation

Learning outcome A2.2: Define the changes

Knowledge	Skills	Competences
Knows all important aspects of the organization	Is analytic	Has a vision
Knows the shared values of the organization	Can summarize and define complicated situations	Couples vision to changes
Knows the things that are needed in the new situation	Makes choices	Is able to change organizational culture too

Learning outcome A2.3: Change

Knowledge	Skills	Competences
Knows the change management phases	Has empathic skills	Breaks the current organization open
Knows the phases in projectmanagement	Can organize and implement changes	Moves the organization in the new direction
Knows how to describe a new situation	Shows leadership	Consolidates the new organization

Unit A3: Tuning

Learning outcome A3.1: Look at the results

Knowledge	Skills	Competences
Knows the goals of the organization	Can identify relevant parameters	Interprets combinations of numbers and parameters
Knows the outcomes of the activities	Can interpret numbers	Uses results of the past for decisions about the future
Knows the long-term outcomes	Can describe processes in a clear format	Can also indicate less tangible results

Learning outcome A3.2: Organize discussions

Knowledge	Skills	Competences
Knows parts of the organization that can be influenced	Organizes discussions	Organizes staff participation
Knows the different roles of all staff	Is open minded towards opinions of others	Is open for staff participation
Knows other organizations and their structure	Uses opinions of others to form the own opinion	Sees participation as a quality instrument

Learning outcome A3.3: Preserve quality

Knowledge	Skills	Competences
Knows basic theory of quality management	Applies quality management systems	Knows how to benchmark
Knows quality management systems	Can transform performance in parameters	Improves quality
Knows the principles of Plan – Do – Check – Act (PDCA)	Can interpret numbers of other organizations	Knows how to hold the quality of organization and activities

Learning area B: Finances and sustainability

Unit B1: Modelling

Learning outcome B1.1: Recognize challenges

Knowledge	Skills	Competences
Knows how to describe the actual markets and customers	Can identify target groups and their needs	Can (re-) position the organization in the cultural field
Knows other markets and customers	Can identify new markets	Finds new markets and sees the opportunities
Knows the strategy of the organization	Can separate hypes from sustainable trends	Is applying the strategies of the organization in his/her work

Learning outcome B1.2: Describe your business

Knowledge	Skills	Competences
Knows business models	Can use the business model canvas (BMC)	Uses a business model as a creative tool
Knows the use of business models	Sees the way the different parts of a business model interact	Uses a business model as a communication tool
Knows different ways to describe a business model	Can explain a business model to others	Uses a business model as a strategic tool

Learning outcome B1.3: Implement the model

Knowledge	Skills	Competences
Knows what implementation means for the organization	Is creative and decisive	Recognizes all elements of the business model
Knows the financial consequences of implementation	Is well structured and contentious	Provides support for the business model
Knows the consequences for the organizations's working force	Can present convincingly	Implements the business model

Unit B2: Earning

Learning outcome B2.1: Know earnings models

Knowledge	Skills	Competences
Knows different financial models	Can do business calculations	Has elementary financial management competences
Knows different ways to earn income	Can recognize a earnings model of other organizations	Sees the pros and cons of different earnings models
Knows the principle of added value	Can describe a new earnings model	Has clear ideas about earnings models

Learning outcome B2.2: Find partners

Knowledge	Skills	Competences
Knows the essence of partnership	Is a networker	Finds partners
Knows different ways of partnership	Sees partners as partners, not as potential sponsors	Sees many ways of working together
Knows the ethical rules of working together	Can convince others do be a partner	Establishes a sustainable partnership

Learning outcome B2.3: Be creative

Knowledge	Skills	Competences
Has a broad general knowledge	Finds challenges	Is creative in finding new ways of working together
Is willing to learn from others and find new information	Is not afraid of new challenges and developments	Can find, scan and move boundaries
Knows ethical restrictions	Can handle crashes	Raises revenues

Unit B3: Controlling

Learning outcome B3.1: Use a good system

Knowledge	Skills	Competences
Understands the meaning of financial control	Establishes indicators	Defines ways to control the finances
Knows the company's actual results	Can make balance sheets and cash flow statements	Prepares forecasts and simulations
Knows control and adjustment processes	Can make a profit and loss account	Can assess the financial situation

Learning outcome B3.2: Keep an overview

Knowledge	Skills	Competences
Knows the goals of your organization	Can cope with unforeseen changes	Implements preventive measures
Has a precise knowledge of the state of the company	Checks regularly that the levels are met	Communicates and motivates employees
Knows basic financial indicators	Detects anomalies in budgets	Analyses the initial financial situation

Learning outcome B3.3: Evaluate and adapt changes

Knowledge	Skills	Competences
Knows corrective actions	Evaluates the sustainability of projects	Takes action when required
Knows risks concerning liquidity, solvency etc.	Compares data against those of other companies	Turns a negative situation in a positive one
Knows the concept of Return on Assets (ROA)	Can make technical and fundamental analyses	Is in control

Learning area C: Organization and leadership

Unit C1: Planning

Learning outcome C1.1: Know your institute

Knowledge	Skills	Competences
Knows the vision of the company	Is analytical	Evaluates strengths and weaknesses of the organization
Knows the history and the historic values of the company	Gives attention to detail	Generates a concise vision statement
Knows the accomplishments of the company	Collaborates and communicates	Organizes a time line for the planning process

Learning outcome C1.2: Know your stakeholders

Knowledge	Skills	Competences
Knows the key stakeholders	Can distinguish different stakeholders and their needs	Encourages the involvement of stakeholders
Knows importance of having a good relation with stakeholders	Communicates with and satisfies stakeholders	Analyses the feedback of stakeholders
Knows the important and relevant networks	Shows a positive attitude towards all stakeholders	Uses the feedback of stakeholders for new strategies

Learning outcome C1.3: Know your resources

Knowledge	Skills	Competences
Knows the financial resources of the organization	Has a good overview and uses all information	Sees human resources as the most important value
Knows the human resources of the organization	Makes the data available for others in the company	Combines and connects all resources
Knows the relevant data and information	Is willing to discuss and evaluate existing resources	Plans all activities in accordance with the company's strategy

Unit C2: Managing

Learning outcome C2.1: Organize activities

Knowledge	Skills	Competences
Knows ethical governance rules	Effectively works in various and unusual situations	Leads employees towards responsibility and autonomy
Knows a system of project management	Communicates open and clear	Generates commitment and support
Knows situational management styles	Is decisive	Acts if necessary

Learning outcome C2.2: Correctly insert resources

Knowledge	Skills	Competences
Knows principles and procedures of recruitment	Maintains a healthy work environment	Empowers employees
Knows group behavior and performance	Has negotiation skills	Manages volunteers effectively
Knows the principles of motivation theory	Influences and motivates people	Is a human resource manager

Learning outcome C2.3: Use a system for quality management

Knowledge	Skills	Competences
Knows how processes interrelate	Focuses on customers	Engages employees in achieving the organizational goals
Knows quality standards	Decides evidence bases	Focuses on improvement
Knows the special meaning of quality in the cultural sector	Manages relations with stakeholders	Makes use of a quality management system

Unit C3: Evaluating

Learning outcome C3.1: Describe your targets

Knowledge	Skills	Competences
Knows the organization's input and output	Can describe SMART goals	Uses SMART goals as a strategic management instrument
Knows the mission and vision of the company	Assesses the feasibility of the goals	Formulates targets that will help to reach the mission
Knows the possibilities and capabilities of the company	Makes the targets widely supported	Knows the difference between the targets and actual situation

Learning outcome C3.2: Check the progress

Knowledge	Skills	Competences
Knows the way to control progress	Gives feedback and encourages others to do the same	Stays well informed
Knows the actual situation, is up-to-date	Is analytical	Checks progress regularly
Knows the company's targets	Is critical and doesn't believe in rumors and fairy tales	Has faith in good progress but controls anyway

Learning outcome C3.3: Change if necessary

Knowledge	Skills	Competences
Knows how to change	Can convince others and get them on the move	Recognizes ways to grow the organization
Knows why to change	Can inspire changes and holds the overview	Strives for results
Knows what can be changed	Has flexibility and resilience	Leads with courage and gets others behind him/her

Learning area D: Audience and participation

Unit D1: Focusing

Learning outcome D1.1: Know your audience

Knowledge	Skills	Competences
Knows the existing target groups	Can describe the existing target groups	Collects psychographic, demographic and geographic data
Knows social, demographic and other ways to describe	Can analyze the segments of the market	Visualizes the data
Knows demographic statistical data	Identifies consumer behavior	Makes sure everyone is aware of the company's audience

Learning outcome D1.2: Know the needs of your audience

Knowledge	Skills	Competences
Knows different ways of visitor research	Can ask the right questions	Conducts visitor research (if applicable)
Knows the value of statistical information	Can calculate reliability and accuracy	Communicates with the audience about their needs
Knows how to use visitor information	Can compare results with results from other research	Is willing and has an open mind for participation

Learning outcome D1.3: Be open for participation

Knowledge	Skills	Competences
Knows the concept of hospitality	Is creative	Carries out hospitality
Knows the different degrees of participation	Thinks out of the box	Is willing to let the audience participate
Knows good examples of participation	Is a good communicator	Considers public as a part of the organization, not as outsiders

Unit D2: Contacting

Learning outcome D2.1: Build a platform

Knowledge	Skills	Competences
Knows about the possibilities of social media	Has ICT skills for the use of social media	Can build a communication platform
Knows different communication strategies	Is a natural communicator	Makes the platform a lively conversation unit
Knows hierarchic communication models (like AIDA)	Can get employees in motion and motivated to communicate	Builds a platform for two-way-communication

Learning outcome D2.2: Organize participation

Knowledge	Skills	Competences
Knows about public relations	Contacts stakeholders outside the organizations	Organizes good relations with all relevant stakeholders
Knows the target groups of public relations	Contacts stakeholders inside the organization	Is aware of the relevance of a good PR strategy
Knows the different instruments for public relations	Is a networking specialist	Executes the public relations strategy of the company

Learning outcome D2.3: Let the audience influence your policy

Knowledge	Skills	Competences
Knows the company's policy	Has a good overview	Is a strategic and political sensitive worker
Knows the margins within adjustments are possible	Asks the audience for their opinions	Uses ethical and sustainable values in company's policy
Knows the government requirements for the policy	Can judge something on its importance	Contributes to the policy of the organization

Unit D3: Creating

Learning outcome D3.1: See possibilities for co-creation

Knowledge	Skills	Competences
Knows the possibilities of co-creation	Sees co-creation as a tool to engage the public	Sees co-creation as an economic strategy
Knows about customer empowerment	Has no negative feelings against influence from outside	Sees co-creation as the joint creation of value
Knows about co-design and co-marketing		Is willing to take risks

Learning outcome D3.2: Discuss activities

Knowledge	Skills	Competences
Knows the possibilities of social media for involvement	Allows customers to access data	Interacts with the public
Knows what to discuss	Eliminates information barriers	Invites the public to come with ideas
Knows the community and their needs and wishes	Is open for experiments	Takes the ideas of the customers serious

Learning outcome D3.3: Create together

Knowledge	Skills	Competences
Knows the boundaries and limits for co-creation	Is letting the audience contribute	Brings parties together
Knows the own values of the company and protects them	Selects contributions according to certain criteria	Gives the audience its own experience
Knows when to co-create	Monitors risks	Jointly produces a mutually valued outcome

5. Professional profile ‘Cultural entrepreneur’

‘Cultural entrepreneur’ as such is not a profession. Cultural entrepreneurship is a way of working and should be a priority for employees at all levels of the organization. The education in cultural entrepreneurship has been devised as programme intended for staff at all levels of a cultural institution and focuses specifically on internal processes, issues of management and processes to empower the workforce. A training should stimulate, support and encourage staff to develop an entrepreneurial attitude and take responsibility for embedding entrepreneurial attitudes in all areas of working practice.

The competences described in chapter 5 are those of staff at the lower level of the organizational structure, managers, middle managers, and professionals and executive level employees of medium size cultural institutions. The people at the lower level of the organizational structure often provide the most direct contact a visitor has with the organization. They welcome them at the door, answer the phone, offer hospitality, ensure security, manage shops, cafes, restaurants and take care of events and day to day management. It includes paid and voluntary work, executive and managerial/governmental...

The personal skills necessary for implementing work activities are leadership and entrepreneurial skills, professional competences to demonstrate confidence and authority, to observe the moral and ethical standards of behavior. The staff is responsible for the intercultural sensitivity and communicate in a way that respects diversity. Each staff member must show loyalty, responsibility, initiative, honesty, pragmatic thinking, adaptation, flexibility, and be able to assess the risks and possible consequences of management decision making. He/she must use critical and creative thinking in solving problems or conflicts. He/she must be sociable, be able to work in a team.

Summarizing the characteristics of a good cultural entrepreneur, we come to the next list (based on Klamer 2011) :

1. They are alert to opportunities.
2. They are creative in terms of content but also of the way in organizing the conversation and arranging the finances.
3. The content is their passion and commitment; everything else, including the economics, is subsidiary.



4. They are persuasive in the sense that are able to convince good professionals to work with them, bring about interest in culture, get people involved (e.g., volunteers), and are able to generate the necessary funds, including donations and the like.
5. They are prudent and exhibit courage, hope, and faith in their actions.



This project has been funded with support from the European Union. This document and all its content reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

6. Glossary

Term	Abb.	Definition
Learning area	LA	A learning area is a field of knowledge, skill and attitude encompassing a subject or concept. It has predefined learning standards, helping to demonstrate continuity and progression. Within the curriculum the learning area can interlink various subjects.
Unit	U	A learning unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Learning units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, learning units may be common to several qualifications or specific to one particular qualification
Learning outcomes	LO	Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes can be used for various purposes such as to establish descriptors of qualifications frameworks, define qualifications, design curricula, define assessment criteria, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context.
Knowledge	K	‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
Skills	S	‘Skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Competences	C	‘Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

References

- Chang, W. J., & Wyszomirski, M. (2015). What is arts entrepreneurship? *A journal of entrepreneurship in the arts*, 4 (2), 11-31.
- Cray, D. (2011). Strategic decision making in arts organizations. *The journal of arts management, law & society*, 41 (2), 84-102.
- Ellmeier, A. (2003). Cultural entrepreneurialism: on the changing relations. *The international journal of cultural policy*, 9 (1), 3-16.
- Engelen, A., Heinemann, F., & Brettel, M. (2008). Cross-cultural entrepreneurship research: the current status and framework for future studies. *Journal of international entrepreneurship*, 7, 163-189. doi:10.1007/s10843-008-0035-5
- Essig, L. (2015). Means and ends: a theory framework for understanding entrepreneurship in the US arts and culture sector. *The journal of arts management, law & society*, 45 (0), 227-246.
- Franco, M., Haase, H., & Correia, S. (2015). Exploring factors in the success of creative incubators: a cultural entrepreneurship perspective. *J. Knowl. Econ.*, 1, 1-30. doi:10.1007/s13132-015-0338-4
- Hausmann, A., & Heinze, A. (2016). Entrepreneurship in the cultural and creative industries: insights from an emergent field. *A journal of entrepreneurship in the arts*, 5 (2), 7-22.
- Jacobs, D. (2012). Creatief ondernemerschap en het dubbel succes criterium. *Ondernemerschap*, 146, 37-42.
- Kirzner, I. M. (2009). The alert and creative entrepreneur: a clarification. *Small Bus. Econ.*, 32, 145-152.
- Klamer, A. (2006, June). Cultural entrepreneurship. Retrieved from <http://www.klamer.nl>
- Klamer, A. (2011). Cultural entrepreneurship. *Austrian Econ*, 24, 141-156.
- Konrad, E. D. (2013). Cultural entrepreneurship: the impact of social networking on success. *Cultural entrepreneurship*, 22 (3), 307-319