



“Towards a smart organisation”  
Three day course on cultural entrepreneurship

## Teaching instructions



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## Summary

In the framework of EMPHOS project, two versions of the course were developed, which were designed based on the following outline:

1. General introduction: what's going on in the world, continuous change, selfscan
2. Relation to the audience/clients: costumer focused organization, customer journey, hospitality
3. Context/social impact: networking, stakeholders, politics, society
4. Financial sustainability: BMC, income gap, cost-sensitivity, raising money
5. Internal organisation: HR, Internal processes, how to inspire - bottom-up and top down, your own role in the institution
6. Support change: what's next, transfer of ideas and proposals into your organization, pitching, strategy, reflection and empowerment

Although the common structure, the two course versions present different elements (eg. length, methodology, materials used, etc...). to respect countries needs and peculiarities.

These training instructions, the EQF and training materials can be consulted by external stakeholders wishing to learn more about cultural entrepreneurship, by VET and universities wishing to use them to shape, integrate and design successful training courses and by employers to assess knowledge, skills and competences in the field.

## Introduction

Cultural institutions need to focus more on the managerial aspects of their organization. In this context very valuable ideas can be found in the workplace. Employees and volunteers involved in front desk tasks are the ones able to detect where e.g. costs can be limited or how the visitors' experience can be improved.

This three-day course has been developed especially for these valuable staff members. During this course, participants get a better understanding of organization processes, they draft concrete proposals for improvements of their institutions' performance and get guidelines on how to stimulate implementation at their workplace.

As a result they will become more involved, develop a constructive and positive attitude and know how to contribute to institutional goals.

Evaluation during and after (three months) the pilot of this version of the course showed that most participants were still actively working on the entrepreneurial improvement of their own tasks and of their organization in general. They felt empowered and, most of all, stimulated to continue this work after participation in the pilot course.

The pilot of the training course “Towards a smart organization” was organized by LEU (Landschap Erfgoed Utrecht, Arja van Veldhuizen and Cecilia Rasch) and delivered and coordinated by Drs. Marjan Otter, senior lecturer Management and Marketing and coordinator of the minor Cultural Entrepreneurship of the Reinwardt Academy the Netherlands. The course contained 6 seminars in 3 days, with an interval between the second and third day, in which the participants worked on their entrepreneurial plans and generated support within their organization. The pilot involved 10 cultural institutes, 14 cultural professionals in total, coming mostly from the Utrecht region.

**Course duration:** 3 days + 2 interval periods for individual assignments

**Program:** The training aim is to understand the implications of entrepreneurship in managing cultural organizations. Each of the 5 modules dealt with a specific aspect under which the issue of entrepreneurship can be articulated in the field: 1. General introduction: a resource based view; 2. Relation to the audience/clients; 3. Context/impact: networking, politics, stakeholders, society; 4. Financial sustainability; 5. Change, planning, leadership. A short revisiting of some of the basic managerial knowledge for arts organization was provided to participants, among which public-private partnerships, human resources management, visitor orientation, business model.

**Methodology:** The didactic methodology includes a combination of training sessions, preparation assignments, group discussions, self-reflections and brainstorming sessions, training for use of the business model canvas and the customer journey model, presentations of the new developed plans in front of the group and feedback sessions. Interesting practices of their own organization were combined and benchmarked with case studies both national and international. In this way participants could learn, discuss, exchange views and work in cooperation on concrete plans to improve the entrepreneurial attitude of themselves and their organizations.

**ECVET and EQF:**

European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community.

EMPHOS defined the EQF levels 4/5 for Cultural Entrepreneurship: <http://emphosproject.eu/wp-content/uploads/2018/05/EQF-Emphos-final.pdf> The EQF levels applicable to this course are indicated in the teaching instructions and learning outcomes.

Learning outcomes are listed in three categories: knowledge, skills and competences.

## Learning objectives / outcomes

**Knowledge**

LO1: Understanding the transformation processes in the cultural heritage sector, based on knowledge of trends and developments in (European) society

LO2: Empowerment with ideas and knowledge

**Skills**

LO3: Identifying organizational and financial implications of the transformation processes in cultural organisations

LO4: Participate in teambuilding and peer to peer learning

**Competences**

LO5: Reflecting and acting on the changing role of the public

LO6: A pro-active attitude of the participants within their organisations

LO7: Creative thinking

LO8: Development, during the course and its intervals, of concrete plans for improvement.

## Learning area's

### 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

### Outcome 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

## List of teaching materials

Welcome letter

Preliminary questionnaire for course participants

Toolbox

Module 1                    PPT 1

Module 2                    PPT 1

Module 3                    PPT 2

Module 4                    PPT 2

Module 5                    PPT 3

Module 6                    PPT 3

## Teaching instructions

This course is three days with an interval between each of the days.

Might there be not enough time to have an interval between day 1 and 2 please use the preliminary questionnaire for course participants and send it beforehand to all participants. If there is enough time the questionnaire can be used to let them prepare for day 2 in the interval period.

The EMPHOS project outline has been used freely in this course. which is designed based on the following outline:

1. General introduction: what's going on in the world (day 2), continuous change (day 2), self scan (day 1-3)
2. Relation to the audience/clients: customer focused organization, customer journey, hospitality (day 1)
3. Context/social impact: networking, stakeholders, politics, society (day 2, interval period, day 3, follow up)
4. Financial sustainability: BMC (day 2), income gap, cost-sensitivity, raising money (day 2,3)
5. Internal organization: HR, Internal processes, how to inspire, bottom-up and top down, your own role in the institution (day 2,3)
6. Support change: what's next, transfer of ideas and proposals into your organization, pitching, strategy, reflection and empowerment (day 1-3)



## Preparation time

Preparation time		
Program:	Participants gather information of their own organization and prepare to present this	
Time	Activities	Tools
1 hour each assignment	<ul style="list-style-type: none"> <li>• Answering the preliminary questionnaire for course participants (B1.1&amp;B1.2, C1)</li> <li>• Preparing a 2 minute personal introduction to the group (B1.2, C1)</li> <li>• Participants might like to share information material of their organisation, this can be advised to bring to the course</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome letter with instructions for the presentation</li> <li>• Preliminary questionnaire</li> <li>• (additional) information material of their organisation</li> </ul>

## Day 1

Day 1	Course on cultural entrepreneurship "Towards a smart organisation"
<b>Objectives Day 1</b>	<p><b>AM</b></p> <p>Overcome barriers to give a presentation (D2)            Start structuring your own / a presentation            Get to know other participants            Create a safe and inspiring environment            Participants define their own challenges (C3.1)            Participants identify others with similar challenges            Group forming (B2.2)</p> <p><b>PM</b></p> <p>Define challenges you want to work on (B1.1)</p>

<p>Stimulate creative process in thoughts and ideas (B 2.3) Stimulate visualisation of those ideas (A2.2 &amp;A2.3)</p> <p>Theoretical component (entrepreneurship, change management,)(A1.1 &amp; A1.2)</p> <p>Summary of learning objectives/outcomes day 1 Reflection on course in evaluation skype session</p>
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Day 1	What says / does the trainer	What says / does the participant	Tools
<b>Time</b>			
30 min	<p><b>Morning session</b> <b>Start up period</b> <b>Reflect with participants on:</b> <b>meta level - objectives of the course and day</b> <b>Experience what it is to give a presentation</b> <b>Purpose of presenting yourself and your organisation</b></p>		
(9.30-10)	<p>Shake hands of each participant Ask if they have filled in the questionnaires* Give opportunity to do so before course starts Hand out of course material and name badges Hand out of evaluation – starting questionnaire</p>	<p>Questionnaires to be filled in by participants (if they have not done so beforehand) Filling in of the starting questionnaires Choose a seat Drink coffee, use bathroom, ... Inventory of course material* Greet trainer and other participants Install their badges</p>	<p>Prints of blank questionnaires to be filled in by participants if they have not done so before Name badges A4 for names on the table</p>
15 min	<b>Welcome and introduction</b>		
(10-10.15)	<p>Presentation of the programme of the course and day 1 Introduction of the trainer Introduction of course and its objectives</p> <ul style="list-style-type: none"> <li>- <i>Entrepreneurship is not only for managers</i></li> <li>- <i>Pro-active attitude of every employee and volunteer is vital for success</i></li> <li>- <i>Entrepreneurship can be developed in every aspect of an organisation</i></li> <li>- <i>This course is developed to stimulate an entrepreneurial attitude of all participants, to</i></li> </ul>	<p>Listen and watch Make notes</p> <p>Goal of first session: By listening and analysing the presentations and giving your own presentation you will acquire thoughts and ideas to think about the challenges you face in your own organisation</p>	<p>PPT 1 Chairs and table to make notes on laptop or paper Beamer and laptop for trainer Slide with photo and contact details trainer and Empho website</p>

	<p><i>define institutional and individual challenges, to define possible goals and to research possible actions you can undertake yourself to accomplice these goals or bring them a step closer to realization</i></p> <p><i>Goals of the morning session:</i></p> <ul style="list-style-type: none"> <li>- <i>By listening and analysing the presentations and giving your own presentation you will start to think about the challenges you face in your own organisation</i></li> <li>- <i>Each participant is responsible for the individual outcome of his or her course. Starting with the introductory presentations. After this you will define the challenges your organisation faces and the group members with the same challenges</i></li> </ul> <p><i>Trainer stresses the confidentiality of this information session</i></p>		
45 min	<b>Introduction by participants - first half</b>		
(10.15-11)	<p><i>You will have 2 minutes to present yourself and your organisation, use the answers of the questionnaire you have filled in before the start of the course and define the challenges your organisation faces.*</i></p> <p><i>All other participants are requested to write during each presentation one remarkable detail of each presentation.</i></p> <p><i>Trainer gives an example of his own experience and or one of the best practices by Emphos using the 7 steps in exactly 5 minutes. *</i></p> <p>During the presentations the trainer watches listens and takes notes of every remarkable detail in their presentations to be used afterwards as reference material during the course.</p>	<p>Listen and watch during presentations of others Make one (or –optional- more) remark(s) on every presentation</p> <p>Give short presentation of 2 minutes In front of slide with photo of their institute</p>	<p>Questionnaire (send to participants 2 weeks in advance Questionnaires filled in by participants and taken with them to the course or filled in during entrance period.</p> <p>Beamer and laptop Slide with photo of each organisation (prepared beforehand by the trainer)</p> <p>Participants need pen and paper and/or laptop</p>
10 min	<b>Short break</b>		

	Coffee, smoke and toilet Relate to participants who were having difficulties with their presentation	Coffee, smoke and toilet	Coffee and something to eat
45 min	<b>Introduction of 8 participants – 2<sup>nd</sup> half</b>		
(11.10-11.55)	During the presentations the trainer watches listens and takes notes of every remarkable detail in their presentations to be used afterwards as reference material during the course.  <i>Trainer ends by thanking all participants for their openness and referring again that all the information given is confidential</i>	Listen and watch Make one (or –optional- more) remark on every presentation  Give short presentation of 5 minutes	Questionnaires filled in by participants  Beamer and laptop Slide with photo of each organisation (prepared beforehand by the trainer)  Participants need pen and paper and/or laptop
5 min	<b>Short break</b>	Coffee, smoke and toilet	Coffee and something to eat
20 min	<b>Summary of challenges and clustering</b>		
(12.00-12.20)	Trainer gives the participants 20 minutes Assignment: Reflect upon your own presentation, compare it with the other ones and define the challenges of your own organisation  Trainers activity: Write down on flip over the challenges you have heard for example: Financial problems To much costs To little income Not enough sources of income Internal organisation needs revision Not enough (frequent) visitors Not enough support for the organisation (Stakeholders / volunteers / environment) Not enough competence within the organisation Not enough smart ideas to attract and connect to visitors	Individual session: Compare and analyse your own and other presentations, writing this down (general remarks)  Defining challenges for your own institute (specific) Write them down on paper and keyword on post-its	Participants need pen and paper and / or laptop and post-its
25 min	<b>Analysis of those challenges</b>		
(12.20-12.45)	Interactive session Trainer places the challenges of each organisation in a	Presenting the challenges for your own institute and participate in the discussion	Flip over, markers, post its, ... Magazines, newspapers, blank coloured papers, think

	broader perspective Clustering the divers goals, Relate them to the 5 theme's identified in the case studies of Emphos Making groups of participants with similar goals Give short instruction on the afternoon creative session so participants start their thinking process in the assignment	Decide which group /kind of challenge you will work on NB there may be several challenges but for this course they will work on one	and thin coloured pencils Table flip overs, scissors, glue
30 min	<b>Lunch</b>		
12.45-13.15	Prepare the tables / corners with the material needed for the creative session Lunch	Lunch Participants start their thinking process to prepare for the assignment	Lunch, tableware
45 minutes	<b>Creative session</b>	"Describe your ideal organisation..."	
13.15-14.00	Direct every group to a table / corner to work Summarize the assignment Support the process by asking open questions to each individual and stimulate the interaction of group members 5 min before time let them finalize their poster and see if it can be presented by each participant on a good place	Each person works individually on a poster Working Creative workout of ideas and ideals to be presented to the group afterwards (on a flip over) Use the materials provided, put them on a poster / flip over paper	Magazines, newspapers, blank coloured papers, think and thin coloured pencils Table flip overs
15 minutes	<b>Presentation of posters / ideas</b>		
14.00 - 14.15	Give everybody 1 minute max. for the presentation of their ideals / plans for improvement by letting them present the content of their posters. Limit questions and remarks of others	Individual presentation of each poster Reflections and questions of the group Let them make photo's with their smartphone of their poster, in order to reflect upon their plans after the course day1	Material to hang the posters to the wall (tape, ...)
30 min	<b>They tried to make their dream come true</b>		
14.15-14.45	Plenary session – class room situation PPT with integrated snippets from the Domkerk and Cobra museum  Refer to other films on the Emphos-site Refer to the 5 themes mentioned earlier during the		Chairs, paper to make notes Beamer, computer / laptop with PPT presentation

	analysis of those challenges Refer to the plans /ideals of the participants Stimulate participants to make notes in order to acquire tips and ideas		
15 min	<b>Break</b>		
14.45-15.00	Let them make photo's with their smartphone of their poster, in order to reflect upon their plans after course day 1 Make photo's of each poster to use this for training and evaluation and dissemination purposes Let those posters be visible during all three days (keep them safe and available during the interval period)	Make photo's with smartphone of their poster, in order to reflect upon their plans after the course day1	Tea, something energizing to eat Smartphone to take pictures
10 min	<b>Basic theory on entrepreneurship</b>		
15.00-15.10	Focus on the broader definition of entrepreneurship also in relation to the non-profit / cultural sector, name the different theme's / aspects. Reference to trends and economic conjuncture Refer to the earlier mentioned problems and ideals of the participants Refer to case studies Topics: entrepreneurship and aspects of change	Listen and take notes on topics relevant to your own challenge	Chairs, paper to make notes Beamer, computer / laptop with PPT presentation
40 minutes	<b>Detailed info on one of the topics: Audience development</b>		
15.10-15.50	Use PPT Your relation with your visitors / audience (how to become more customer oriented, customer journey optimization, hospitality)		Chairs, paper to make notes Beamer, computer / laptop with PPT presentation
10 min	<b>Wrap up of the day, Presentation program of tomorrow / Day 3</b>		

15.50 - 16.00	<p>Ask to reflect on the combination of Personal expectations – the promised / intended course outcomes - the program of course day 1 – their experiences only first impressions, at the end of day 2 there will be more time for reflection</p> <p>Ask if they are happy with the challenges they will work on. If they have doubt, do not elaborate on that at this moment but give the participants to think about it overnight</p> <p>Presentation of the programme of day 2 and 3</p>		<p>Chairs, paper to make notes Beamer, computer / laptop with PPT presentation – slide day 2</p>
15 minutes	<b>End of day 1</b>		
16.00 – 16.15	<p>Saying goodbye Cleaning the room Storing away the course materials and creative results (posters) Storing away tableware and things to eat / drink</p>	Saying goodbye	Place to leave the posters and course materials and drive the next day of the course

## Interval time 1

Interval time 1		
Programme:	<b>Trainer</b> prints the BMC on A3 or (even better) A2. See teaching materials for link to free downloadable canvas (as many copies as participants) <b>Participants</b> gather information within their own organization regarding the challenges they will work on (A2.1 & A2.2 & B2.2 & C1))	
Time	Activities	Tools
1 hour each assignment	<ul style="list-style-type: none"> <li>Find out if the challenge is recognized by others in the organisation (B2.2)</li> <li>Find out if and where is support for change (A2.1)</li> <li>Research on information in and outside the organisation that will support the change (A2, D1-3)</li> </ul>	<ul style="list-style-type: none"> <li>Policy documents, interviews, observations, ...</li> <li>Information as requested in the Preliminary question</li> </ul>





## Day 2

<b>Day 2</b>	<b>Course on cultural entrepreneurship "Towards a smart organisation"</b>
<b>Objectives</b>	<p><b>AM</b>  <i>Theory and inspiring examples of trends in society (A1, A2, D1, D2)</i>            Acquire information about recent developments and trends in society that influence cultural institutions            Obtain information on where to find this relevant information            Discussion on the relevance of the trends for your own institution            Implementing the knowledge and inspiration in your own plans</p> <p><i>Workshop on the Business Model Canvas (A2, B1, B2, B3, C1, C2)</i>            Obtain the theory and instructions on BMC            Use the canvas to improve your own plan            Feedback on the results (content and use of the canvas)</p>
	<p><b>PM</b>  <i>Session on change and how it affects an organisation (A2, C1)</i>            Obtain the theory and instructions on the Growth model of Greiner  <i>Advice on how to acquire support for your plan (D3)</i>            Instruction for the activities in the interval period</p>

Day 2			
Program:			
Time	What says /does the trainer	What says / does the participant	Tools
10.00-10.15	Reflection of the trainer and the participants on the experiences during Day 1	Discussion, mention expectations, share acquired knowledge, skills and competences	Posters made by the participants on the first Day  Coffee  PPT 2 – slide 1-5
10.15 – 11.00	<i>Presentation of trends in society</i> Stimulate discussion and critical	Taking notes, ask clarifying questions, discuss	PPT 2 – slide 6-11

	reflection by referring to their own situation	when requested	Laptop or paper to make notes
11.00 -11.15	Coffee Break		Coffee / tea PPT 2 – slide 12
11.15 – 13.00	<i>Workshop Business Model Canvas</i> Theory on authors, their inspiration and the use of the canvas Giving instructions and examples when the participants are using the BMC Analyzing moment after filling in canvasses in order to clarify the use and to discuss results and problems	Learn about the theory  Start working with the model, using it for their own plan  Presenting the canvasses and group discussion of the results	PPT 2 –slide 13-22 PPT 2 –slide 23 BM Canvasses printed beforehand Post-its in multiple colors (use for different target groups Pens, markers, PPT 2 – slide 24-26
13.00 – 14.00	Lunch		Lunch PPT 2 – slide 27
14.00 -15.00	<i>Session on change and how it affects an organisation</i> Use PPT	Taking notes, ask clarifying questions, discuss when requested	PPT 2 – slide 28-34
	<i>Advice on how to acquire support for your plan</i> Use PPT	Taking notes, ask clarifying questions, discuss when requested, relate to their own situation	PPT 2 – slide 35-36
15.00 – 15.15	<i>Coffee / Tea Break</i>		Coffee / Tea
15.15 -15.30	<i>Assignment for the interval period</i> Use PPT	Write down and reflect on the applicability of the assignment for the personal situation, ask for	PPT 2 – 37-39

	Discuss individual problems	clarification	
15.30 - 15.40	<i>Program of Day 3</i> Use PPT	Take notes when needed	PPT 2 – 40
15.40 – 16.00	<i>Reflection / Wrap up of Day 2</i> Use PPT Stimulate discussion	Indicate learning outcomes, discuss gaps between theory and practice, connect to individual situation, define what is inspiring, difficult, useful, still missing	PPT 2 – 41- 42

## Interval time 2

Interval time 1		
Programme:	<b>Participants</b> gather information within and outside their own organization regarding the challenges they will work on (A2.1 &A2.2&B2.2& C1))	
Time	Activities	Tools
	<ul style="list-style-type: none"> <li>• Find out if the challenge is recognized by others in the organisation (B2.2)</li> <li>• Find out if and where is support for change (A2.1)</li> <li>• Research on information in and outside the organisation that will support the change (A2, D1-3)</li> <li>• Actively search for feedback and support in and outside of the organisation (stakeholders / strategic alliances)(B2, C1, D 1-3)</li> </ul>	<ul style="list-style-type: none"> <li>• Policy documents, interviews, observations, ...</li> </ul>

## Day 3

<b>Day 2</b>	<b>Course on cultural entrepreneurship "Towards a smart organisation"</b>
<b>Objectives</b>	<b>AM</b> <i>Looking back at Day 2 and the interval period – see what learning objectives have been realized so far</i> <i>Presentation of the plans (A)</i> <i>Analysis of the results (content, strategy and presentation skills)</i>
	<b>PM</b> <i>Session on earning models (B1-3)</i> <i>Final presentation of the plans</i> <i>Feed forward to stimulate participants to realize their goals</i> <i>Promise for follow up</i> <i>Handing over of certificates of attendance(to be made by the trainer or the institute that organises the course)</i>

## Day 3

<b>Day 3</b>			
Program:			
Time	What says /does the trainer	What says / does the participant	Tools
10.00-10.15	Reflection of the trainer and the participants on the experiences during Day 2 and the experiences during the interval period, working on the plans	Discussion, mention expectations, share acquired knowledge, skills and competences	Posters made by the participants on the first Day  Coffee  PPT 3 – slide 1-4
10.15 – 11.00	<i>Presentation of each participant</i>  Activate the group by give an	Participant that gives a presentation: 5 min. max, use all material needed to support the clarity of the plan	Trainer: PPT 3 – slide 5  Group: Laptop or paper to make notes

	assignment to write down remarks on content, strategy and presentation	Group: Taking notes (according to the assignment, ask clarifying questions, discuss when requested)	Presentations: Laptop, material used during presentations, brought by participants
11.00 -11.15	Coffee Break		Coffee / tea  PPT 3 – slide 6
11.15 – 12.00	<p><i>Presentation of each participant (continue)</i></p> <p>Giving instructions and examples when the participants are using the BMC</p> <p>Analyzing moment after filling in canvasses in order to clarify the use and to discuss results and problems</p>	<p>Participant that gives a presentation: 5 min. max, use all material needed to support the clarity of the plan</p> <p>Group: Taking notes (according to the assignment, ask clarifying questions, discuss when requested)</p>	<p>Trainer: PPT 3 – slide 7</p> <p>Group: Laptop or paper to make notes</p> <p>Presentations: Laptop, material used during presentations, brought by participants</p>
12.00 -12.15	Coffee Break		Coffee / tea  PPT 3 – slide 6
12.15 – 12.45	<p>Analyzing moment after the presentations in order to discuss improvements made and to be made</p> <p>Stimulate discussion and critical reflection</p> <p>Give tips and feedback, refer to theory and case-studies</p>	<p>Group discussion of the results</p> <p>Peer feedback</p>	<p>PPT 3 – slide 9-13</p> <p>Flip over</p> <p>PPT 1-3 (relevant slides)</p>

12.45 – 13.30	Lunch		Lunch PPT 3 – slide 14
13.30 -14.00	<i>Session on earning models for cultural entrepreneurs</i>  Use PPT	Taking notes, ask clarifying questions, discuss when requested	PPT 3 – slide 15-30
14.00 – 14.10	<i>Coffee / Tea Break</i>		Coffee / Tea PPT 3 – slide 31
14.10 -14.30	Session to make the last adaptations to the plan and the presentation  Support by walking around and giving tips and feedback	Make the last adaptations to the plan and the presentation	PPT 3 – slide 32
14.30 - 15.30	<i>Presentation of final versions of each participant</i>  Use PPT	Participant that gives a presentation: 5 min. max, bring and use all material needed to support the clarity of the plan	PPT 3 – 33
15.30-15.50	<i>Reflection</i> Use PPT Stress the strong points of each presentation  General and specific remarks on how to	Participants define their actions in the relevant period ahead  Ask for feedback on the course	PPT 3 – 34-36

	<p>proceed</p> <p>Stimulate participants to define their actions in the relevant period ahead</p> <p>Promise to keep in touch to support and stimulate follow up</p> <p>Ask for feedback on the course</p>		
15.50 -16.00	<p><i>Handing over of certificates of attendance (optional)</i></p> <p><i>Good bye session</i></p>	<p>Welcoming the certificates</p> <p>Saying goodbye</p>	<p>Certificates (made by the organization that organizes the course or by the trainer)</p>