COLECCIÓN CONOCIMIENTO CONTEMPORÁNEO

Economía, Derecho y Empresa ante una nueva era: digitalización, IA y competitividad en un entorno global

Coord.
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ENTREPRENEURIAL COMPETENCES FOR A MORE INNOVATIVE "CREATIVE AND MEDIA" SECTOR

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1. INTRODUCTION

This chapter is based on the work carried out by a consortium of several European organizations to prepare, equip, support and develop entrepreneurs, managers and owners of startups at early stage of development within the media and creative industries, a vast sector that includes: Visual arts, Performing arts, Heritage, Film and video, Television and Radio, Video games, Music, Books and press, Design, Architecture and Advertising (Pasikowaska-Schnass, 2019). In this way, the intention of the partners was to foster new innovative ventures, to prepare them for scaling up and to strengthen those companies (recently) created.

In this regard, the group responded to one of the calls of the Erasmus+ Programme Initiative, cofounded by the European Union, with a project called eXperiential Digital Hub for the Media and Creative industries (XD Media Hub) to be developed from the beginning of year 2022 to the beginning of year 2024.

As sought by the European Union call, the consortium was made up of a diverse group of partners both from the point of view of their socio-geographical origin (5 countries) and the nature of their organizational purpose (cluster, incubator, accelerator, venture capital fund, and education). The members that are contributing to the success of the project are: CEED (Bulgaria), CSKC (Bulgaria), F6S Network Ireland

(Ireland), Fasttrack Action (Portugal), Stichting Incubator (Netherlands), Socialenterprise4all (Spain) and University of Deusto (Spain).

With that background, the partners pursued three main objectives: 1.) Raise awareness about the challenges and opportunities in terms of business creation and education and training development within the Media and Creative industries; 2.) provide concrete answers, tools, methods, selection of modules and courses, and a coherent experiential learning within the XD Media Hub; and 3.) contribute to the enhancement and increase of innovative deep tech business development in Europe in the sector of Media and Creative industries.

To achieve those objectives, as the project focused on early stage startups, two were the main target audiences: the entrepreneurs and the managers of those startups, though the provided materials should be also useful for those who accompanied them in their growth process: mentors, coaches and trainers.

1.1. THE CREATIVE AND MEDIA INDUSTRIES IN EUROPE

Pupek (2016) offers a deep analysis of the origin and evolution of the public efforts to foster cultural policies (including heritage, art, and media and creative industries) in several countries in Europe.

In accordance with this effort, the creative industries sector (media included) has received considerable attention from the European Commission. Already in 2010, the European Commission launched a Green Paper to "*unlock the potential of cultural and creative industries*". Among its objectives was to establish the right enablers to foster innovation and entrepreneurship in the sector. In that paper, it was argued that the sector had a high growth potential, contributing around 2.6% of European GDP and employing around 5 million people.

More recently, creative and media industries sector is one of the 14 industrial ecosystems identified as vital to recover the European single market (European Commission, 2021).

The importance of the sector is clearly stated by the European Commission:

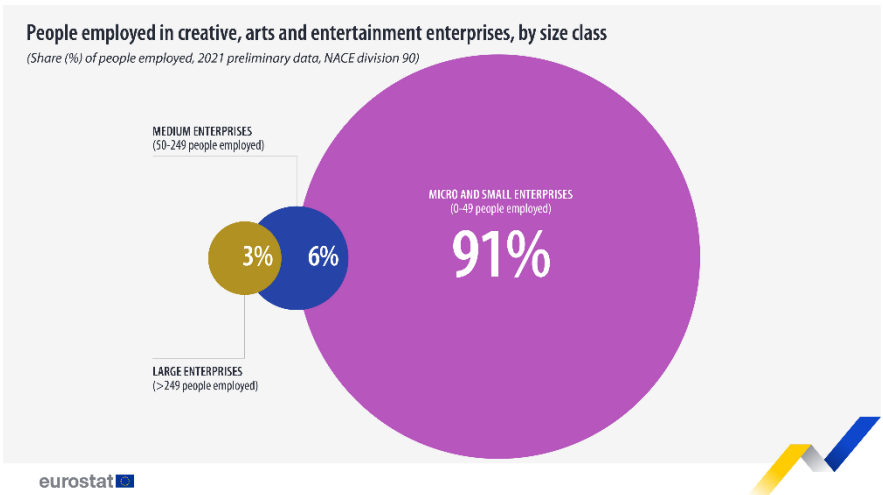
> "cultural and creative sectors are important for ensuring the continued development of societies and are at the heart of the creative economy. Knowledge-intensive and based on individual creativity and talent, they generate considerable economic wealth. In economic terms, they show above-average growth and create jobs - particularly for young people - while strengthening social cohesion" (European Commission, 2023).

For that reason, the Creative Europe programme 2021-2027 increased its budget up to € 2.44 billion, nearly € one more billion than in the previous period (European Commission, 2023).

Coming to the figures to clarify the importance of the sector in Europe, we can estimate that almost 4% of the employment in EU 27 was covered by the cultural sector in 2022, which meant a workforce of 7.7 million people, 0.3 million than the previous year (Eurostat, 2023a).

On the side of the enterprises, it was estimated that in 2021 there were half a million enterprises in creative, arts and entertainment activities in EU27, plus some another 12 000 involved in library, archive and museum activities. All of these were to be added to other 1.2 million enterprises in other culture-related economic activities in 2020 (Eurostat, 2023b).

GRAPH 1: *People employed in creative, arts and entertainment enterprises, by size class*



Source: Eurostat 2023b

As it can be concluded from the next graphic, most of the employment took place in small and medium enterprises (91%), while only a 3% worked in large enterprises (Eurostat, 2023b). So, the efforts to scale the sector itself and the organizations in which it is deployed are more than needed.

In 2021, the cultural and creative industries represented approximately 3,95% of EU value added and it is expected that by 2030, only immersive content will have the potential to add about EUR 1.3 trillion to the global economy (European Commission, 2021).

Though the data is not so current, Eurostat´s statistics (2020) indicated that almost 15% of all tertiary students studied within culture-related fields (humanities, languages, journalism and information, architecture and town planning).

1.2. A FRAMEWORK TO DEVELOP THE SKILLS TO CREATE MORE INNOVATIVE BUSINESSES AND JOBS AND TO STRENGTHEN EXISTING ONES IN THE CREATIVE AND MEDIA SECTOR

The development of digital, managerial, and entrepreneurial competences, among others, has been considered as a must to enhance the workforce competences in the sector of creative and cultural industries (media included) (Kea, 2019).

The Annual Single Market Report 2021 (European Commission, 2021) recommended:

> "to equip and continuously upskill all of them -creative, administrative, technical workers and entrepreneurs- in digital, entrepreneurial and managerial skills to ensure innovative content and business models".

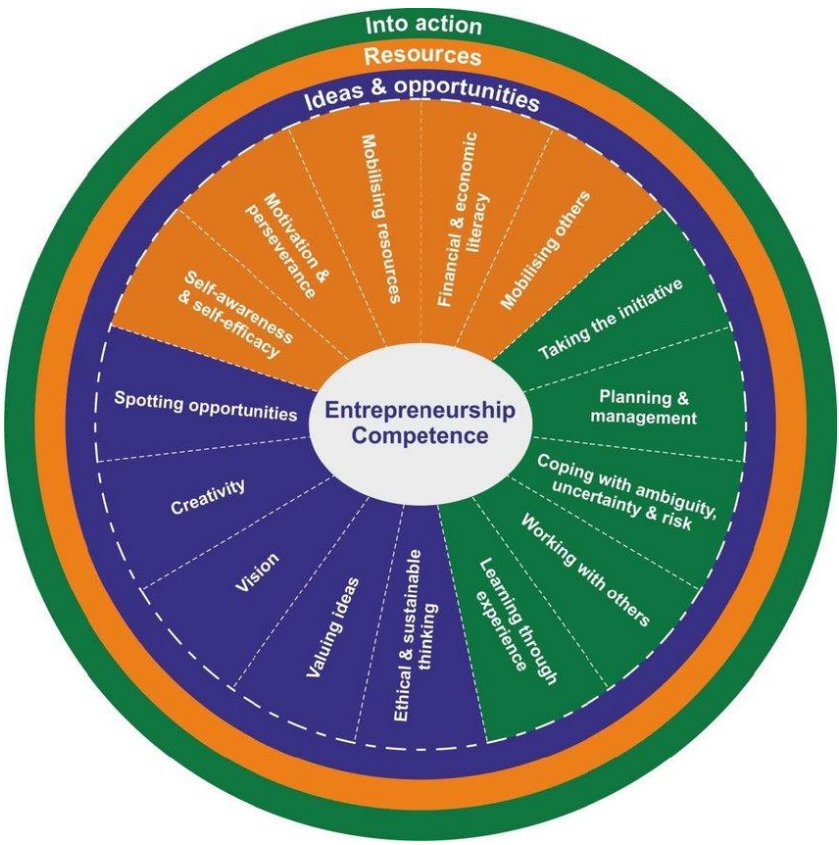
Building on these approaches and taking advantage of the previous efforts carried under the support of the European Commission, the project (XD Media Hub) based its job in two widely recognized frameworks to develop its promised outputs (a digital HUB with learning-teaching materials for entrepreneurs and mangers): EntreComp and DigComp.

One of the frameworks is ENTRECOMP, the Entrepreneurship Competence Framework conceived as a "bridge between the worlds of education and work, by contributing to a better understanding and promotion of entrepreneurship competence in Europe" (Bacigalupo et al., 2016).

This framework is designed around two main dimensions: 15 specific competences that are giving life to the 3 competences areas that name the 3 main fields in which entrepreneurship is deployed and materialized: "Ideas and opportunities", "Resources" and "Into action".

Graphically, the framework can be visualized like this (Figure 1):

FIGURE 1: *EntreComp: The Entrepreneurship Competence Framework*



Source: Bacigalupo et al., 2016

As indicated in Figure 1, the Area of Ideas and Opportunities includes 5 competences:

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

On the other hand, the Area of Resources splits into another 5 competences:

- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilizing resources
- Financial and economic literacy
- Mobilizing others

And, finally, the third Area, Into Action deploys in 5 more competences:

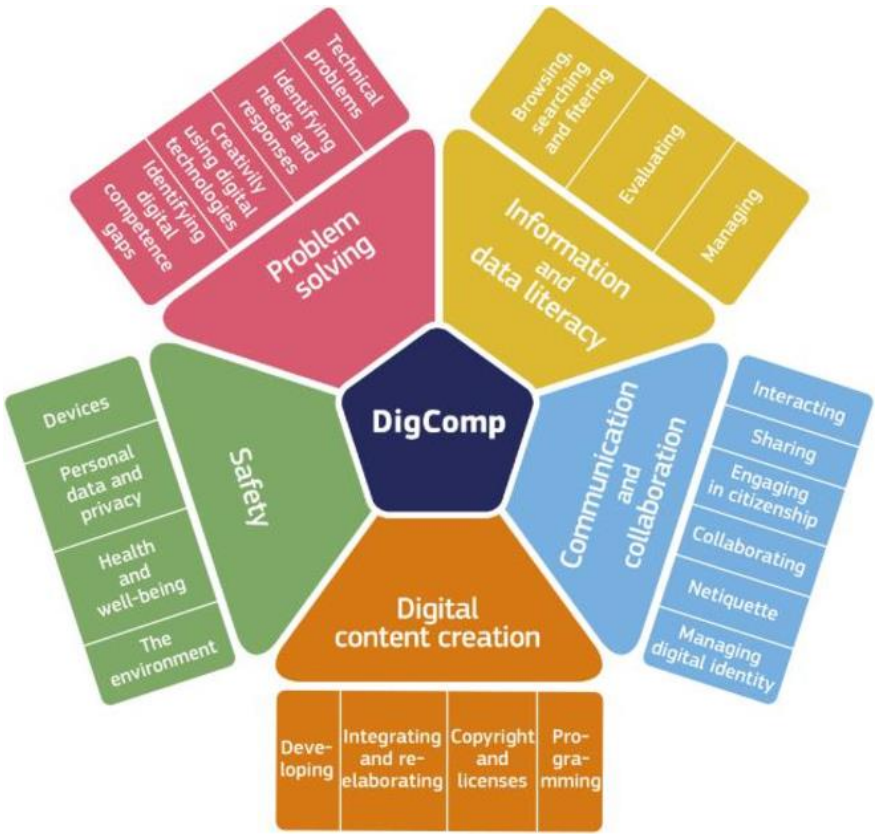
- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

To implement these 15 competences, the model offers 15 descriptors, 8 proficiency levels and 442 outcomes.

As this chapter focuses on entrepreneurial skills for the creative and media industries, we will simply quote the second framework utilized

in the project to prepare the learning-teaching materials. It is DigComp 2.2: The Digital Competence Framework for Citizens - (Vuroikari et al., 2022) which, with a similar approach to EntreComp, deploys in 5 dimensions covering 21 competences as shown in Figure 2.

FIGURE 2: *DigComp: Competences areas and competences*



Source: Vuroikari et al., 2022

2. RESEARCH: OBJECTIVES, METHODOLOGY, SAMPLE AND SURVEY

2.1. OBJECTIVES

In order to be able to design and produce the educational materials for the (innovative) entrepreneurs and managers of the creative and media

industries that would give meaning to the digital Hub created through the project a qualitative research was carried out by the members of the consortium.

Based on the EntreComp framework, the research had two objectives:

- O1: Which are the most relevant entrepreneurial competences for the entrepreneurs and managers of the industries in the studied sectors; and,
- O2: which is the level of expertise of each of these competences for managers and entrepreneurs, as the EntreComp model itself recognizes, "*not all citizens, learners or users will be interested in developing all the competences here described to the highest level of proficiency*" (Bacigalupo et al., 2016).

2.2. METHODOLOGY

To obtain valuable insights and viewpoints, a carefully crafted survey was designed based on the frameworks mentioned earlier. This survey proved to be an invaluable resource for consortium members, as well as professionals from the creative industry and media sector, allowing them to appraise and scrutinize the competencies delineated within EntreComp and DigComp frameworks.

In this way, quantitative data was obtained through an ad-hoc questionnaire with a 5-level Likert scale, created in Qualtrics. The questionnaire was designed to assess EntreComp competencies, including Ideas & Opportunities, Resources Management, and Mobilization into Action, as well as DigComp competencies, including Problem Solving, Communication & Collaboration, Safety, Information & Data Literacy, and Digital Content Creation.

To ensure that participants responded based on a standardized understanding, the survey included the corresponding description from each framework for every competence area.

Moreover, the survey differentiated between the evaluation of competence significance for company managers and entrepreneurs. The objective was to assess whether respondents had varying evaluations

concerning the most critical competencies based on their respective roles, thereby identifying the most pertinent competencies for each target.

2.3. SAMPLE

The sample consisted of 76 people, including individuals from various countries: Spain (Basque Country and Castile and León), Portugal (Porto and Lisbon), Netherlands (Friesland), Northern Ireland and Bulgaria.

The participants were diverse in occupational areas and in backgrounds. Significantly, the sample encompassed a diverse array of participants, including researchers actively engaged in the project, managers, entrepreneurs from the creative and media industries, and professionals affiliated with sector agents who collaborate with creative and media companies.

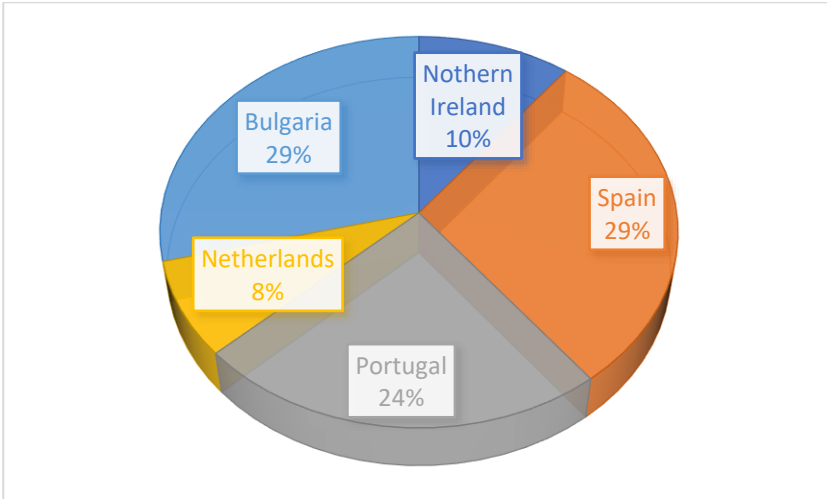
The deliberate inclusion of such a wide range of perspectives aimed to attain a comprehensive outlook and secure the inclusion of valuable insights from various practitioners deeply involved in the field. It was sought to collect detailed information regarding participants' demographic characteristics, including their origin, their perceived professional area most closely associated with their activities, and their respective roles within their organizations.

Through the inclusion of a diverse cohort comprising both researchers and industry professionals, a dataset that encompasses a multitude of perspectives and experiences was generated. This wide array of responses significantly bolsters the credibility and robustness of the findings, facilitating a more nuanced analysis and interpretation of the collected data.

In this vein, the incorporation of professionals representing various sectors within the creative and media industries, coupled with the latitude given in their responses, highlights the abundance and breadth of insights derived from the research. These diverse perspectives contribute to a more holistic comprehension of the competencies and skills essential in the realm of the creative industry, providing a valuable groundwork for the development of an effective competence model.

In the next graph the geographical origin of the sample can be observed.

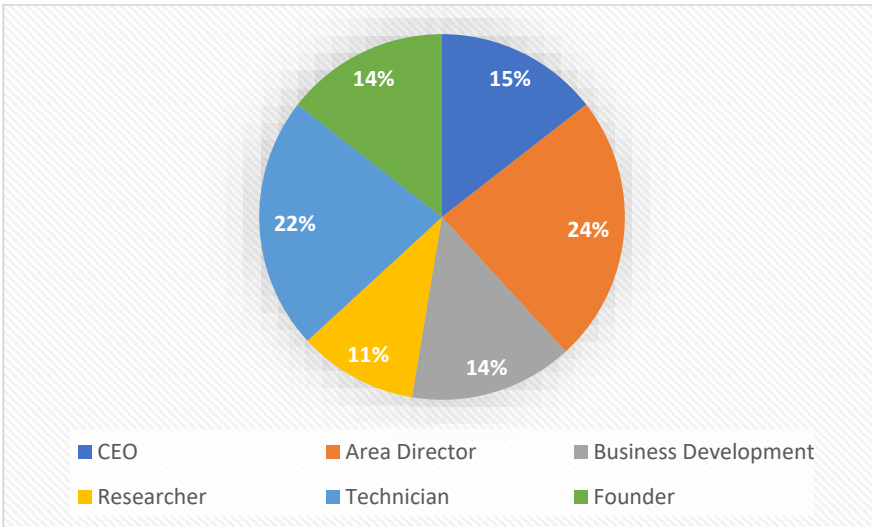
GRAPH 2: *Geographical Distribution of the Respondents*



Source: own elaboration

Additionally, the role of the respondents is depicted in t Graph 3.

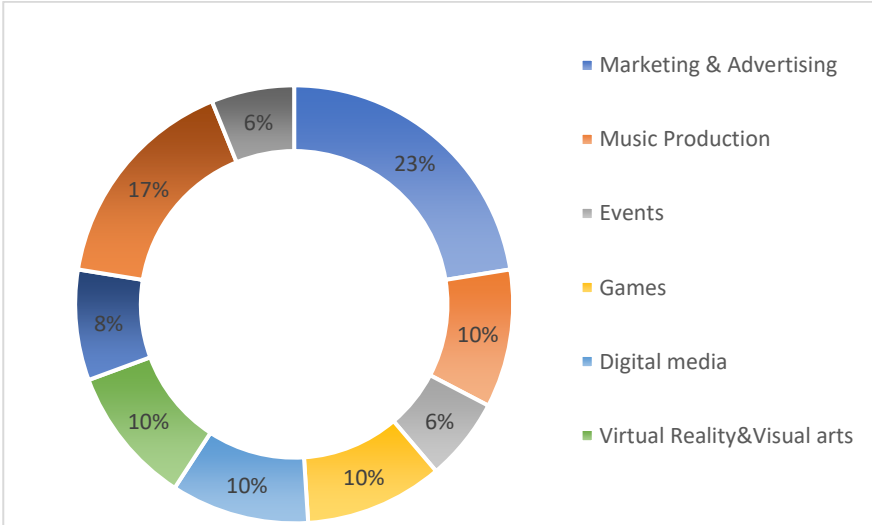
GRAPH 3: *Professional Roles of the Respondents*



Source: own elaboration

And, as for the sector of activity of the sample, the following graph describes the background of the respondents.

GRAPH 4: *Sector of Activity of the Respondents*



Source: own elaboration

2.4. SURVEY

A questionnaire was designed to tackle with the objectives of the research. The questions were distributed in three broad sections:

a) One to measure up the level of relevance of each of the competences outlined in EntreComp framework.
b) Another to evaluate the relevance of each competence in the DigComp framework.
c) And a final one, to assess the level of expertise that each competence had to reach among the entrepreneurs and managers in the sector under study.

To ensure that all research participants started from the same conceptual basis, the definition of each of the competences was provided as stated in each of the frameworks.

In this vein, a 5-level Lickert scale was offered to the respondents to address the relevance they attributed to each competence: Not Relevant, Somehow Relevant, Relevant, Very Relevant and Extremely Relevant. In the same way, participants were invited to assess the level of expertise that entrepreneurs and managers should achieved with a 3-level scale: Beginner, Intermediate and Advanced.

Finally, the questionnaire was administrated through Qualtrics platform, and the participation was voluntary. Each participant could leave the questionnaire at any point, and both anonymity and confidentiality were guaranteed.

3. RESULTS

As it will be described in the next paragraphs, almost all competences were highly rated by the participants, with some significant exceptions. And something similar happen in relation to the level of expertise to be reached by the entrepreneurs and managers. In fact, this was the aim of the research, to rank the competences and level of expertise that the targets should acquire in them, to further arrange the proper teaching-learning materials in the subsequent phases of the project.

Thus, regarding the EntreComp framework, the competence area related to "Ideas & Opportunities" -probably, the one much more related to innovation- yielded the following results (Table 1):

TABLE 1: *Relevance and Level of Expertise of "Ideas&Opportunities" competence area*

	Spotting opportunities	Creativity	Vision	Valuing ideas	Ethical and sustainable thinking
Extremely relevant	56%	42%	54%	44%	34%
Very relevant	36%	48%	42%	44%	36%
Relevant	6%	6%	2%	10%	22%
Somewhat relevant	0%	2%	0%	0%	6%
Not relevant	0%	0%	0%	0%	0%
Advanced	66%	70%	64%	64%	40%
Intermediate	32%	28%	34%	32%	52%
Basic	0%	0%	0%	0%	0%

Source: own elaboration

Secondly, the assessment of the competence area of "Resources" in both research questions is summarized in this way (Table 2):

TABLE 2: *Relevance and Level of Expertise of "Resources" competence area*

	SELF-AWARENESS & SELF-EFFICACY	MOTIVATION & PERSEVERANCE	MOBILISING RESOURCES	FINANCIAL & ECONOMIC LITERACY	MOBILISING OTHERS
EXTREMELY RELEVANT	38%	40%	42%	20%	42%
VERY RELEVANT	42%	40%	40%	28%	30%
RELEVANT	12%	18%	14%	40%	18%
SOMEWHAT RELEVANT	6%	0%	2%	10%	8%
NOT RELEVANT	0%	0%	0%	0%	0%
ADVANCED	46%	58%	58%	24%	68%
INTERMEDIATE	50%	38%	40%	58%	28%
BASIC	2%	2%	0%	16%	2%

Source: own elaboration

And thirdly, as per the competence area named "Mobilization into Action", the survey gave these results (Table 3):

TABLE 3: *Relevance and Level of Expertise of "Mobilization into Action" competence area*

	TAKING INITIATIVE	PLANNING & MANAGEMENT	COPING WITH UNCERTAINTY, AMBIGUITY & RISK	WORKING WITH OTHERS	LEARNING THROUGH EXPERIENCE
EXTREMELY RELEVANT	52%	48%	56%	64%	44%
VERY RELEVANT	36%	48%	16%	20%	32%
RELEVANT	12%	0%	20%	16%	20%
SOMEWHAT RELEVANT	0%	4%	8%	0%	4%
NOT RELEVANT	0%	0%	0%	0%	0%
ADVANCED	61%	71%	53%	84%	53%
INTERMEDIATE	39%	29%	33%	16%	38%
BASIC	0%	0%	14%	0%	6%

Source: own elaboration

Delving deeper in the results, regarding the relevance of the competencies, we can obtain some general conclusions:

a) Those competences included in the competence area "Ideas&Opportunities", as a whole, obtain the highest values

(more than 80% are Extremely Relevant or Very Relevant). Then it would come those related to "Mobilization into Action", and finally, the ones comprised in the "Resources" competence area.

b) Surprisingly, the "Financial and Economic Literacy" ("Resources" competence area) is considered Extremely Relevant or Very Relevant only by 48% of the participants.

And if we refer to the level of expertise that entrepreneurs and managers should have, we can conclude that:

a) All competences referred to the competence area of "Ideas and Opportunities" exceed 60% at the Advance level except for "Ethical and Sustainable Thinking" (40%).
b) In the case of the "Resources" competence area, the Advance level obtains a lower value in all the cases. The cases of "Financial and Economic Literacy" (24%) and "Self-awareness and Self-efficacy" (46%) are the ones with lower values in this area.
c) As per the last competence area "Mobilization into Action", the Advance level peaked up to 84% for the competence "Working with Others", while "Coping with Uncertainty, Ambiguity and Risk" and "Learning through Experience" only reached a 53% in the Advance level, exceeding 70% in the rest of the cases.

If we have to wrap up the results in one final sentence it would be that the participants considered that entrepreneurs and managers should be prepared to create and implement the project, and then it would come the need to be prepared for the resources.

In this way, the consortium identified the most pertinent competences, and this enabled the partners to enhance the evaluation of targets' competences, thereby optimizing training and coaching efforts in those competences that are determined to be crucial or prioritized. This strategic approach allows companies in the sector of creative and media industries to concentrate their efforts and achieve success in the initiatives they undertake to seek for success.

4. DISCUSSION

Creativity and media industries are subject of numerous analyses, most of them related to its weight and impact in employment and GDP of different territories (Higgs and Cunningham, 2008).

But to thrive after the crisis, investment in training and development of the members of the organization is key (PricewatehouseCoopers, 2009). In fact, in a subsequent survey carried out by the same Consultancy company among world CEOs, the lack of skilled people was considered as the most significant risk for economic growth and ensuring its place as the utmost priority on the agendas of both companies and policy makers should be paramount (PricewatehouseCoopers, 2014).

Thus, Reskilling and Upskilling processes demand a clear diagnosis of the most relevant competences and their level of development needed in each sector to achieve the success of such an endeavor (Winterton et al., 2006; Capelli, 20019).

As proposed by Mietzner and Kamprath (2013), Entrepreneurial thinking is one of the Professional Competences needed in the creative industries.

In this respect, the EntreComp framework is also utilized in different researches to perform a diagnosis of different groups or industries (Gustomo et al., 2019, and Czyzewska and Mroczek, 2020).

The significance of the "Ideas and Opportunities" competence area has been emphasized in different studies (Shane, 2003; Baron, 2007).

In this regard, as it happens in our analysis, Vision (94%: Extremely+Very Relevant) is one of the most relevant competences for entrepreneurs to succeed (Reid and Crawford, 2022). Developing a clear vision is the initial stride towards achieving an ultimate success.

Similarly, the competence to "Spot opportunities" (92%: Extremely+Very Relevant) is also a very valuable skill for entrepreneurs to succeed (Eckhardt and Shane, 2003). Without this ability, entrepreneurs and managers can hardly begin the new venture.

And what can we say about the importance of "Creativity" (90%: Extremely+Very Relevant) for finding new solutions (innovation) both for managers and entrepreneurs? Anderson et al., 2014, among others, considered it "vital" to achieve a successful business.

Additionally, Aurik and Astri (2018), in a research based also on the EntreComp framework, stated the importance of the competence of "Valuing ideas" both for managers and entrepreneurs to be successful in their jobs. This is also confirmed in our study as 88% of the respondents considered it Extremely or Very Relevant.

And finally, we have to note that even though in these times, ethics and sustainability are becoming a more and more important issue (Kunsch et al., 2007), in our study, "Ethical thinking" competence is not as highly rated as the rest of the competences (70%: Extremely+Very Relevant).

Coming to the "Resources" competence area, four competences out of five exceed 70% in being assessed as Extremely or Very Relevant: "Mobilising Resources" (82%), "Self-awareness and Self-efficacy" (80%), "Motivation and Perseverance" (80%) and "Mobilising Others" (72%).

"Resource Mobilisation" is studied in academic literature as a clear factor of success in entrepreneurial ventures (Adegbile et al., 2020), for sustainable development (Halvorson-Quevedo et al., 2014), and even to bridge technological change (innovation) (Chou, 2016).

Self-awareness (Duval and Wicklund, 1972) and Sel-efficacy (Bandura, 1977) are concepts that have been discussed at length in Psychology, and are considered key drivers to increase leader effectiveness (Caldwell and Hayes, 2016), and to predict entrepreneurial intention (Suratman and Roostika, 2022). So, it is not strange at all that the respondents rated them with high values.

On the other hand, "Motivation -sometimes referred to as Passion- and Perseverance" have frequently been considered as outstanding traits to achieve long-term goals (Duckworth et al., 2007) in all professional

domains, and specifically in the case of entrepreneurs (Feng and Chen, 2020) and managers (Shrivastava, 2010).

And "Mobilising others" (or leading others) is identified as a different form of leadership, that empowers them (Manz and Sims, 2001) or create an innovative collective environment (Basadur, 2004), and helps people going beyond its duty (Sendjaya et al., 2020).

As noted previously, though academic studies emphasize the importance of Financial and Economic Literacy in the launching of sustainable entrepreneurial ventures (Burchi et al., 2021), in our study the relevance granted to this competence hardly reaches the 50% among the respondents (48%: Extremely+Very Relevant). This is something that demands a further investigation.

And, as per the third Competence area "Mobilisation into Action", it can be said that all the competences were highly assessed by the participants in the study, with more than 70% in the Extremely or Very Relevant categories. So, even though the expression "Mobilisation into Action" is borrowed from social activism, respondents considered the five competences included in this area of a great relevance.

Respondents seemed to be Peter Drucker´s disciples, as "Planning and Management" competence achieves almost a full consensus about its great relevance competence (96%: Extremely+Very Relevant) for the sake of success among entrepreneurs and managers in the creative and media sector.

With a slightly lower score, "Taking Initiative" came second most rated competence (88%: Extremely+Very Relevant), though it could be the other way round: first taking the initiative for the new solution, and then managing it. This competence has been related with self-efficacy and its mediating role studied in the creation of social ventures (Nsereko et al., 2021), or simply put in connection with the personal factors needed to become an entrepreneur (Brandstätter, 1997).

The third more valued competence in this area is "Working with others" (84%: Extremely+Very Relevant). Collaboration with others is acknowledged to be a means to get things done (Sandow and Allen,

2005), and also a way of creating ecosystems (Davis, 2016), which is an important issue in this sector as creative and media industries are gathering in clusters in Europe (Boix et al., 2014).

And the competence that is ranked fourth in this area is "Learning through experience" (76%: Extremely+Very Relevant). It has been a long time since Kolb (1984) wrote his seminal book on this issue, and dual learning is becoming more and more real from day to day in Europe. Whatever the reason could be, though as it happens with the following competence, being both a "trending topic" in our lives, they are not considered the most relevant in our research.

Needless to say, after the covid-19, the world has increased its levels of uncertainty, ambiguity and risk. However, the competence to cope with them is the one which gets the lowest score (72%: Extremely+Very Relevant). Though these factors increase the complexity of projects (Cicmil et al., 2009) maybe this lower rate is so because teamwork can be the solution (Walker et al., 2011).

A final word must be said about the level of expertise recommended to be acquired by the participants for those that have the role of entrepreneur or manager: there is no pattern of coincidence between high rates of Relevance (Extremely+Very Relevant) and high rates of Level of Expertise; in some competences they are similar and in some others they are not.

5. CONCLUSIONS

Prescription without diagnosis is considered medical malpractice. So, in the same way, the consortium leading XD Media Hub Erasmus+ Project accomplished a diagnosis of the most relevant competences needed to succeed in these days, in an innovative way, for entrepreneurs and managers that deal with the ups and downs of the creative and media sector in Europe.

For that purpose, two frameworks built upon the initiative and support of the European Commission were the base to perform this analysis and

to rank the different competences in importance: EntreComp and DigComp.

This way of thinking is widely supported by the academic research as it has been addressed in the previous section.

Even if the partners carried out a qualitative research, useful and purposeful insights were gathered to focus on the competences considered most relevant by the participants in the study. The sample considered professionals belonging to different subsectors and sharing different backgrounds. These facts contributed to add granularity to the results, which have been described and discussed in the preceding sections.

Though academic research needs to delve deeper into the levels of expertise demanded for each job in every sector, the effort taken in this study to accrue and, somehow, categorize them in three levels has not been of less importance for the project.

For the sake of this research, both aspects, Relevance and Level of Expertise, should be a matter of contrast in subsequent research, qualitative and quantitative, in this and other sectors.

6. ACKNOWLEDGEMENTS

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