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**EDUCATION ON ENTREPRENEURIAL SKILLS
IN TCI
TUTORS' GUIDE**



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TUTORS' GUIDE: EDUCATION ON ENTREPRENEURIAL SKILLS IN TCI

**SPECIALIZED CLUSTER AND INSTITUTE OF APPAREL AND TEXTILE
„DANUBE”**



November, 2021

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CONTENT

Introduction	3
1. Target trainees	3
2. Main principles of training	4
1. Planning of training	6
1. Target group	6
2. Training goals.....	7
3. Tutors' checklist.....	7
4. Training methods.....	10
2. Organizing a training.....	11
1. Training instruments	12
2. Training materials.....	14
3. training schedule.....	22

INTRODUCTION

The tutor's manual describes the objectives, processes and content of the study parts for training students and/or practitioners for acquiring entrepreneurial skills in the Textile and Clothing Industry (TCI). The content is divided into four modules covering different topics for entrepreneurial training.

1. Target trainees

Target trainees could be defined in 2 major groups: TCI students and TCI practitioners. As it is expected both the groups could be quite varied. Nevertheless, both groups could be defined as professionals in the field of textile and clothing practice.

A. TCI STUDENTS

TCI students are mainly young people (mostly between 18 and 25 years old) that are impatient for acquiring new and entrepreneurial skills. The training of TCI students must be focused on:

- Gaining new knowledge and vision for the Textile and Clothing Industry: common features and close future change;
- Mastering entrepreneurial (leadership) skills to become more motivated staff for the TCI companies;
- Setting up an alternative for their work for/in Textile and Clothing Industry;
- Presenting how the TCI technology is converting to TCI practice.

Following the TCI student's training focus, the main difference with the conventional academic/university training is:

- Entrepreneurial training is more attractive in presenting the material: including more games and case-studies discussions;
- Entrepreneurial training presents the role of the group rather than the individual role;
- Entrepreneurial training is based on examples rather than on the (scientific) rules;
- Entrepreneurial training uses TCI students' active approach to life.

B. TCI PRACTITIONERS

TCI practitioners are mainly people that are experienced in TCI companies. They could be young staff (between 18 and 25 years old), but mostly they are between 30 – 45 years old. They have good practical experience and they are more patient and *suspicious* of acquiring new and entrepreneurial skills. The training of TCI practitioners must be focused on:

- Mastering entrepreneurial/intrapreneurial (leadership) skills to become more motivated staff for their TCI companies;
- Elaborating on existing knowledge and vision for the Textile and Clothing Industry: common features and close future change;
- Creating new opportunities in their work for/in Textile and clothing Industry;
- Reasoning the grounds standing behind the conversion of the TCI technology into TCI practice.

Following the TCI staff's training focus, the main difference with the conventional professional training is:

- Entrepreneurial training is more attractive in presenting the material: including more role games and group case-studies discussions;
- Entrepreneurial training confirms the role of the group contrary to the individual role;
- Entrepreneurial training is based on perception of practical examples rather than on the TCI practices and rules;
- Entrepreneurial training is less time-focused on acquiring new knowledge and rather focused on new mind-set development.

2. Main principles of training

Entrepreneurial training has to apply the following five principles:

- As the training is time-focused, the presented entrepreneurial material must have a prompt result for the trainees.
- The presented entrepreneurial material must be relevant and applicable in practice to the trainees.

- The training environment should be welcoming so that all trainees feel comfortable and eager to take an active part in the training.
- The presentation of entrepreneurial training must feel compelling for the trainees.
- Entrepreneurial training must be presented in a respectful way and the trainees must have the opportunity to share their experience.

In addition, the role of the tutor is very important. The “best” tutor must be:

- enthusiastic;
- approachable, and available for consultation;
- regard trainees as individuals, and create a welcoming environment;
- confident, organised and prepared;
- positive about trainees, and not critical;
- knowledgeable of the relevant course topics, course details, organisational issues (e.g., policies, resources and services);
- clear in his explanations (of training material and assessment criteria and expectations, and be willing to discuss them with trainees);
- purposeful;
- manager of group dynamics;
- just and fair in treating the trainees;
- the person who facilitates trainee’s interaction (and has appropriate resources/facilities prepared, such as the set-up of the room);
- the person who asks questions and is able to generate but not dominate discussions – he guides the group through the material, not ‘lecturing’ but giving trainees opportunities to answer questions and ask other questions;
- supportive, taking some interest in each trainees’ progress, and giving constructive feedback to individuals not just the whole class.

1. PLANNING OF TRAINING

There are many ways to develop training, and trainers often discuss the most effective ways. Before you start thinking about developing it, it would be good to answer the following questions:

- Why do I want to teach?
- What will I teach?
- What do trainees want to learn?
- Why do they want to study?
- What is the purpose of the training outcomes?

Taking into account your perspective on training, this will help you develop the training process. It is important to plan the next steps

1. Target group

When you have list of the trainees try to find the answers to these three questions:

- Who will you train?
Tips: Study your audience – what is their experience in TCI sector?; what is their entrepreneurial level? (are they really TCI entrepreneurs? **Or** are they training to become TCI entrepreneurs? **Or** are they training to acquire new knowledge and skills?
- What is their educational background?
Tips: If you can determine the educational levels of young mediators and mentors, this will help you determine the depth of information you will focus on in the training.
- Are there learners who will need more time to absorb the material than others in the group?
Tips: In cases where there are significant differences in the levels of qualification, you can consider conducting several trainings at different levels.

2. Training goals

Key components such as the learning needs of the audience, their skills and knowledge, as well as the goals and expectations to be achieved must be taken into account.

The expectations of the TCI students and TCI staff and their training outcomes are important to be determined in advance before training takes place. The skills and knowledge acquired must be applicable and should fill in the gaps that have previously been identified in the audience.

Defining training goals sets the ultimate goal of learning. In addition, a different level of interaction between trainees and trainers is defined, with participants recognizing the benefits of learning from the outset and being able to focus on the results.

Tips: Be SMART:

- **Specific** - The training goal should be specific according to the target audience;
- **Measurable** - The target of the training should be measurable;
- **Accepted by you and / or others** - The training goal should be accepted by the people who will work on it;
- **Realistic** - The training goal should be achievable;
- **Time-bound** - The training target should have a time frame, i.e. with some deadline.

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Before starting the training, you should be prepared for that. Follow the next checklist:

- Get **organised** (find out where the room is, make sure it has the things you need in it, organise materials such as overheads, whiteboard pens, etc.).
- Prepare material **thoroughly** (read the material and think about it – what questions would you ask about it, etc.).
- Dress and behave **appropriately** (dress to assert authority and credibility, and behave in a professional manner at all times).
- Prepare an **icebreaker activity** (get to know the trainees, and allow them to get to know you).

- Make a **strong start** (be aware that nerves will be worst at the beginning – have some strategies to cope with these – overheads with information on them such as your name and contact details, an outline of the tutorial session and objectives, what’s going to happen, etc. – take a deep breath, it won't be as bad as you think!).
- Talk to the group about **your expectations** of them, and ask about what expectations they have of you. Consider getting the group to establish a set of ground-rules for their class.
- Facilitate the **tutorial session**, don't dominate.
- **Question skilfully.**
- Be **aware** of diversity and inclusiveness issues.
- Be **prepared** with some strategies for dealing with challenging trainees.

A. ICE-BREAKERS

Introductory activities have been designed to help people to get to know one another when they come together as a group for the first time. They are sometimes known as 'ice-breakers' or 'warm-ups'. Just as you, the tutor will feel nervous about meeting the trainees for the first time, often the trainees also have anxieties about who will be in the group, how they will be seen, and may feel reluctant to take any risks in participating until they feel more comfortable.

- **Introducing your neighbour**

When people are sitting in a circle, ask them to form into pairs. Each person in the pair tells their partner something about themselves; where they work, their family, etc. Once this is done, each person then introduces their neighbour to the large group.

- **I like ...**

Have people sitting in a circle. One person begins by saying his or her name and favourite food. For example, "I'm Sasha and I like bananas". The next person repeats what has been said and then adds their name and food. The third person then has to remember the previous two people's name and their favourite food before adding their name and favourite food. And so it goes on until the last person (a tutor) has to recall everyone's name and favourite food.

- **Soul-mates**

Have people think of three things, for example their favourite food; favourite name for a girl; favourite song. They then have to go round the rest of the group trying to find someone who likes the same three things as they do.

- **Catch my name**

Have the group sitting in a circle and pass round a ball. As people take it they say their name loudly for all to hear. When this is done, the rule changes; people then throw the ball to another person. The person catching it has to say the name of the thrower. If they cannot remember they have to find out the person's name before they throw the ball to someone else. Once again, that person has to say the name of the thrower. The game continues until everyone's name is known.

- **Your number's up**

With the group sitting in a large circle, number them from one to five; then start again at one and carry on until everyone has a number except one or two people. They go into the middle. The tutor calls out one number and those people have to change seats. As they do, the people in the middle try to find a seat and they then become that number. The game continues until everyone is well warmed-up!

B. ESTABLISHING EXPECTATIONS OR GROUND-RULES

Often problems arise with trainees because of unclear expectations about your role as a tutor and about their role as a trainee and a member of the training group.

Establishing expectations or ground-rules at the beginning of semester can help clarify these expectations and help in maintaining a good working relationship between you and the group, individual trainees, and among the trainees themselves.

A set of ground-rules can be a helpful tool when having to deal with difficult situations at a later date. It is also quite useful to review the ground-rules during the training, to get feedback from trainees on how they think things are going, if there are any rules that are not working or any rules that should be added.

Here are some possible ground-rules (for the tutor and the trainees):

- everyone will be on time;
- respect each other's point of view;
- listen to each other, and don't interrupt when another person is speaking;
- don't criticise or 'put down' another person;
- come prepared for each class;
- turn off mobile phones.

4. Training methods

Practical examples, role-plays and small group discussions can help trainees to focus and make them more interactive. Trainees can also use their existing knowledge and acquired skills to see in practice how they are applied in a specific situation.

- Workshops, group exercises and games can help through creative methods to extract and / or develop new knowledge on a topic so that trainees in this type of activity can experience the situation and analyse it.
- Teamwork can help gather numerous experiences and provide feedback in an interesting and non-competitive way.
- Self-assessment allows the trainees to acquire skills and knowledge through self-learning and guidance from structured materials.
- E-learning can be very effective as self-study, where web-based material can develop and transfer knowledge in an interesting way.

2. ORGANIZING A TRAINING

Training is organized in 2 modules according to best practices in entrepreneurial training.

Training modules	Topics
Module 1. BASIC ENTREPRENEURIAL KNOWLEDGE	Topic 1. Entrepreneurial self-assessment
	Topic 2. Basics of business entrepreneurship
	Topic 3. Regulation and support of entrepreneurial activity and entrepreneurs
	Topic 4. Main stages in the entrepreneurial process: from the idea to the growth
Module 2. ENTREPRENEURSHIP IN TCI	Topic 5. Innovations in TCI
	Topic 6. TCI environment for entrepreneurs
	Topic 7. Business planning for TCI entrepreneurs
	Topic 8. Financing of TCI entrepreneurial business
	Topic 9. Subcontracting chains and entrepreneurial networks
	Topic 10. TCI entrepreneurial roadmap

The training curriculum is divided into five school days, each with 6 school hours (45 minutes). If necessary, due to the variety of tasks or because of the heterogeneity of the groups, it can be extended (for example, eight school hours per day). School days can both be taken in continuous sequence (within one school week) and be spaced in time (once a week).

Possible places for conducting the training are schools, outside enterprises or as part of enterprises. If the training program is applied in TCI Universities, it can be integrated under blocks in the structure of the university learning plans. Each block would take a maximum of 2 academic hours, which means 2 hours of the curriculum for the week. Please, consider whether it is better to set time aside for discussions and summaries, especially if the content is allocated into parts throughout the academic year.

It is recommended to set mandatory tasks, which, depending on the situation and the trainees can be changed and adapted. In addition, provide additional information and tasks to supplement and enrich what has been learned.

For each training day, a short introduction to the topic of the day is provided, which includes references to legal frameworks and specifics. Then the goals and competencies are defined, as well as the specific of one's sustainability goals and the links that are relevant to the topic.

The tasks for the day are presented briefly. All methods that will be used are also presented for clarity and method sheets are provided for facilitation of the trainees and the trainer. Change and diversity of the methods used and social forms contribute to the motivation in processing the tasks. To consolidate the results, the methods and social forms are visually presented daily so that they can be used in subsequent tasks.

1. Training instruments

A. QUESTIONS

Facilitating student participation in the group also relies on the use of ‘Questioning’, and this is a key skill for small group teaching. Sometimes you will need to use a variety of techniques to get discussion going, and to maintain it for any length of time.

It is often a good idea to prepare some strategies for asking questions, particularly if you have a feeling that the topic for discussion is difficult or boring, something to which trainees may not spontaneously respond.

It is also important to remember not to use ‘closed-ended’ questions – these are questions that can be answered with only one or two words, or with ‘yes’ or ‘no’. This does not encourage discussion, and doesn’t require students to show the reasoning behind their responses. “Open-ended” questions are best, and usually start with terms such as “How...” or “Why...”.

Some other key things to remember when facilitating group discussion include:

- Reacting – always react in a positive way despite the response. In the case of an inadequate answer it may be necessary to clarify the question or redirect it to another trainee.
- Make sure the questions involve all the students if possible, and discussion is distributed around the group. Allow many trainees’ contributions to contribute to a coherent whole answer to the initially posed problem, rather than making a large contribution yourself.
- Encourage trainees’ questions, and perhaps allow time for reflection. Respond positively to any questions that emerge, showing that you value all responses (e.g., either verbally or non-verbally with smiles, nods, eye-contact, etc.).

- It is very important to pitch questions at an appropriate level for trainees' understanding, but vary the level to accommodate different individuals' levels of understanding – and to respond to every contribution appropriately:
- Reward the good (including that within a response that otherwise needs work), and correct the bad (avoiding ridicule) – try using these questioning techniques to draw out the problems or strengthen up the argument.

B. GROUP PARTICIPATION

Breaking trainees up in to smaller groups can be very successful in facilitating their active engagement in the training material, and in providing opportunities for practice in problem solving and critical thinking. It also takes the focus off you, as being the 'knowledge holder', acknowledging that the trainees themselves have valuable ideas and knowledge to offer. Here are some common techniques for group-work in class:

- Pyramiding or “Think, Pair, Share” – to start, ask trainees to think about (and write down) their ideas or response to a question, topic, or problem on their own, then after a couple of minutes, turn to their partner and share their response. Then after a
- couple of minutes, each pair joins with another pair and this group of 4 shares their responses, thinks about the issue further, and negotiates a common set of ideas. After a few minutes (say 5 – 10 minutes), ask one member of each group to report back to the whole class (group generated points can be summarised by you or the students on an OHT or whiteboard).
- Buzz groups – this is a great technique for getting trainees to discuss a particular issue, problem or topic for a very short period of time (say 5 minutes). Students form pairs of small groups of 3 or 4, and one student acts as reporter and/or scribe. Depending on the size of the training group, all or some small groups are called upon to report on their discussion. Group generated points can be summarised by trainees or teacher on an OHP or whiteboard or the teacher can provide his or her own solution or summary of important points.
- Jigsaw method – for this strategy, each trainees works on one part of a learning task and then works collaboratively with a group to combine the various parts and complete the activity. The learning task/problem is broken into parts and trainees are asked to work on a response to that part-task individually. Then they are working

on the same part work in a group together to come up with a response and check their understandings against those of other students. Trainees then form into different groups in which each of the different parts of the task is represented, and each of them explains to the others their response to their part of the problem.

- Debate – The division into groups to represent particular points of view (most commonly 'for and against') on a controversial topic. Each group works to develop an argument to support its allocated point of view. Students could be invited to argue a view they don't endorse, engage in the debate in character or through role-plays.

C. SELF-ASSESSMENT

Assessment must be transparent. With respect to assessment, the course profile must include:

- clear, accurate and detailed assessment requirements, and objectives and goals of the training;
- how assessment methods link to objectives and goals;
- number and form of each item of assessment to be completed;
- relative importance (weighting) of each item of assessment;
- due dates for assessment;
- clearly written criteria and standards against which achievement will be judged for each piece of assessment;
- details of the method used to calculate a final grade from the aggregation of individual assessment items (and their weighting).

2. Training materials

A. PRESENTATIONS

Presentations are important to the tutor because good presentations improve communications within the trainees, which improves morale and reduces stress during the training.

Miscommunication is very expensive for the tutor and misunderstandings waste time. Thus, trainings and tutors are judged on their presentations.

The elements of dynamic delivery include body language (55%), content (7%) and voice (38%). Those who understand how to present effectively do understand how to structure their presentations, what to say and how to say it in order to make an impact on their audience.

Even ‘off-the-cuff’ presentations are more effective if the person delivering it has an understanding of what is required in the presentation process. The training audience would then be more receptive to the message which is being communicated. Further, it gives a chance to the tutor to build up confidence from presentation to presentation.

Once the tutor has mapped out what he/she wants to say, he/she needs some visual material and, if appropriate, a formal paper or maybe a brief that the audience can read beforehand.

Tips for Effective Presentation:

- Start with the end in mind: We should think about the purpose of talk, audience expectation, and important parts of topic, time of presentation and transfer of information.
- Know your target audience well: It refers to audience backgrounds, purpose of event and venue of presentation. Presentation preparation starts with solid content which is appropriate and connects with the audience.
- Keep it simple: Simple is hard for the tutor but it will be appreciated by the audience. Simplicity takes more forethought and planning the essence of message.
- Outlining content: The best tutors scratch out their ideas and objectives with a pen and paper on a large white board that makes them feel uninhibited and creative. Key points are outlined and quick ideas are visualized through charts or photos in the PowerPoint.
- Art of storytelling: Good presentations include stories as they are easy to remember for audience. The tutor comes up with good, short, interesting stories or examples to support major points. Good stories have clear beginnings, engaging content and logical conclusion.
- Confidence for presentation: The tutor should build logical flow of presentation, design professional and appropriate supporting materials. One should rehearse with computer and projector several times to melt away nervousness and reduce anxiety that develops confidence.

Note, some of the presentation could be prepared for self-training at home! The tutor has to set all of the information that is needed for distance learning.

B. GROUP OR/AND INDIVIDUAL WORKS

- the scenario method

This method is an attempt to predict the future problems. The technique of applying is as follows: 1. a scenario for a future is created; 2. the problems and needs that will arise are studied; 3. these problems and needs are arranged in some order and an attempt is made to indicate the possible solutions. This training technique does not always lead to a direct solution to the problems, but reveals their sources or the problems themselves that need to be solved in the organization. Scenario training can be conducted in one of the following two subtypes of the method: extrapolation of a current problem and forecast for future development.

Top o c p c i g t u " q h " v j g " e q o r c p { " ð C n h æim'sthatagy. Thkydoakj on the enterprise as a coalition of different interest groups (stakeholders): shareholders, managers, employees, unions, customers, suppliers, local communities and government.

Managers believe that all groups will make efforts to attain some end purpose through their association with the enterprise, whose activities they attempt to influence by their bargaining power.

Based on this belief, managers have defined the following set of enterprise goals:

- *Increase the absolute level of its sales revenue; Increase its market share; Become a technological leader;*
- *Be known as a good employer; Gain a good public image; Achieve a satisfactory profit.*

The basic question whk e j " o c p c i g t u " j c x g " v q " c p u y g t " k u " ð Obviously all stakeholders can only achieve, or partly achieve, their aspirations if the enterprise is to survive in the long-term. Survival, therefore, is the absolute minimum of enterprise goals.

O c p c i g t u " j c x g " w u g f " v j g " C t i g p v k ø u " c r r t q c e j J. Argenti suggests that three fundamental questions with three unique answers are needed to elucidate the primary enterprise goal, namely:

- *Under what conditions would an enterprise not wish to achieve a particular goal?*
- *Why would an enterprise wish to achieve that particular goal?*
- *Would the enterprise fail to survive if it did not consistently achieve a particular goal?*

- Analysis of existing gaps

The analysis of the existing gaps examines how the specific services of the organization are perceived on the basis of basic properties that are considered crucial. The study site is mapped according to these properties and the gaps or unfilled places that meet a probably existing but unmet need are identified. This method has different variants: • Map of gaps based

on the determining main factor; • Map of gaps based on perceptions; • Map of gaps based on similarity of survey objects.

As start-up you have to decide which legal form of company you will have. In this case, you will start describing the forms of business ownership in the private sector, learning about their specific advantages and disadvantages. Finally, you can do an exercise where you must work out the legal forms of business ownership in your country. Therefore, you can use the business ownership structure as used in this case. You also have to pay attention to the Societas Europaea (SE), the European form of business ownership.

- Which form you will select depends on several reasons, like how much starting capital do you need and how much a private person or persons can invest?
- What are the legal consequences of each form, how many persons will start up a company etcetera?

- Analysis and selection of a compromise solution

The analysis and selection of a compromise solution or analysis of the alternatives is a continuation of the analysis of the connections and the analysis of the free sections. It is used both to generate ideas and to evaluate them. The technique of analysis of alternatives is used to combine different features in new combinations, which leads to many new solutions.

How to find out the technological or materials breakthrough?

One of the learners to give an example of textile material innovation. The other learners to evaluate with stickie their estimation of the material breakthrough.

Something new



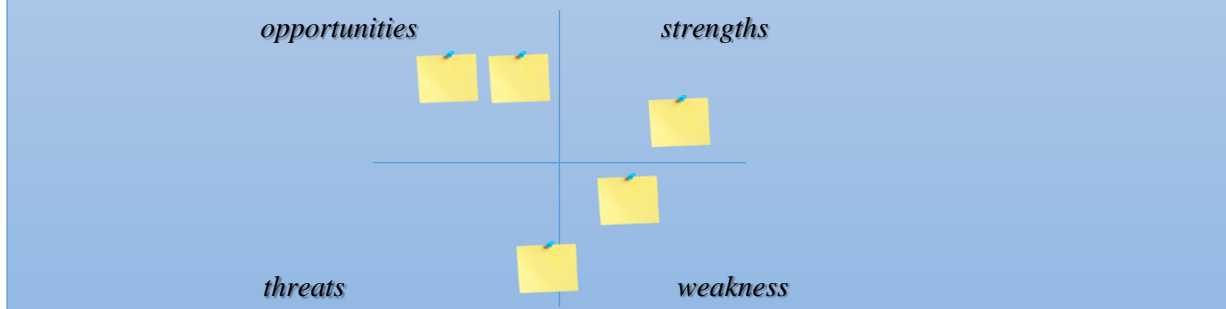
Already exists

- Relationship analysis

This method and its variants are based on the understanding that creativity in work is based on connecting objects, situations that have something in common. The aim is to generate new ideas and solutions to problem situations at work, comparing different similar ones. Unlike the methods discussed above, this method does not look for a random, but a logical connection between the elements and their features. These include: the two-dimensional and multidimensional matrix. As a result of the use of the two-dimensional and / or multidimensional matrix, a number of incredible combinations are obtained, but sometimes they turn out to be suitable for solving a specific problem, which cannot be reached by logical reasoning.

Find out some of the TCI environmental trends?

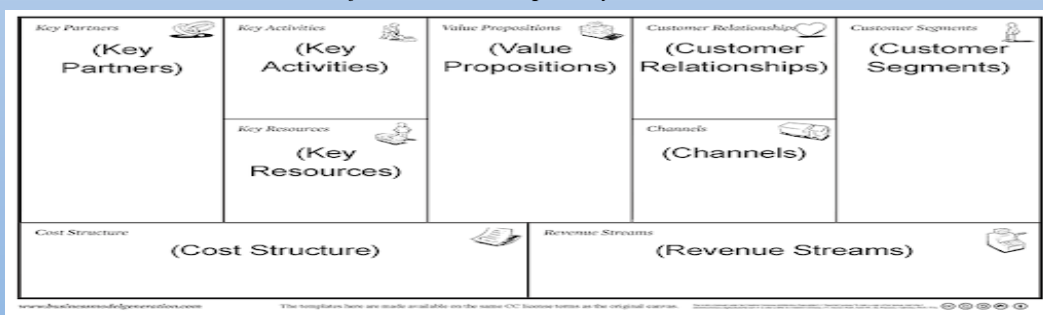
Place the given trends onto the dashboard using Zara example



- Brainstorming

The technique of the brainstorming method is as follows: each participant in the group presents an idea or thought, another participant reacts to it, a third participant reacts to the reaction of the second, and so on. The variants of the method differ mainly in how the ideas are presented or how they are reacted to. The main principles on which this method is based are: refraining from a critical assessment of the applied ideas and quantity leads to quality, which means that a large number of ideas is needed for a successful solution. The homogeneity of the groups contributes to the success of the method. However, specialists from different fields are needed to generate ideas for dealing with global problems. Therefore, consideration should be given to targeting and controlling conflicts that may arise. When using the modifications of the method and especially with the method of the expert group, a group discussion is applied, but it is not free, but is aimed at solving a specific problem. The expert group should have its own leader to monitor the discussion of the issue. Such expert groups often reach 30-40 people. In addition to the organization's staff, external experts are included in some of them. The management of the group can be carried out by an external person, and the participants can be from the staff of the organization.

Use the next set of elements to explain your innovative idea?









- Synectics

Synectics is a method for creative problem solving. The purpose of this method is to go beyond the limits imposed by the formulation of the problem, to reduce negative responses, to overcome orthodoxy in thinking. Synectics is similar to the method of brainstorming, but it uses mainly metaphor and analogy in the discussion. The process of solving the problem goes through several stages: • Statement of the problem as it arose; • Problem analysis; • Suggestions and assumptions that arise immediately; • Statement of the problem as understood; • Increasing the "metaphorical distance" through: direct analogy; personal analogy; concise conflict; • Possible repetition of the previous stage in another context; • Gust of imagination; • Generating a possible solution or "point of view".

Look at the requirements at the Venture Capital platforms listed?

Discuss on benefits and risks for taking financing by Crowdfunds by presenting one of the next positions

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	Sunshine	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

- Analogy

Often good ideas for solving a certain problem arise when the solution is approached by the method of analogy. The problem with using this method is finding a usable analogous situation. The analogy must meet the following criteria: • To be vital and to exist as an independent phenomenon; • To contain specific objects; • To be a process of change or activity; • Be a well-known activity that is easy to remember, present and describe

Is subcontracting good enough?

See the given examples of textile or garment subcontracting [Hidden-subcontracting.pdf \(somo.nl\)](#). Think about the positive and negative sides of them.

Something positive



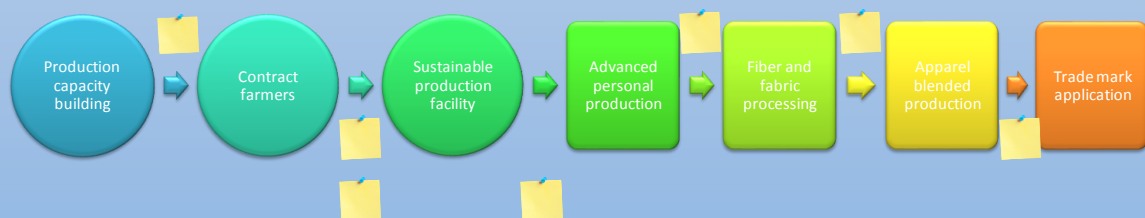
Something negative

- Situational analysis

The training by the method of situational analysis is most often reduced to the selection and discussion of practical examples, as each of the trainees is repeatedly placed in the position of an active participant in the situation. Most often, the purpose of the analysis is to derive a reasonable solution to a problem situation. The situations used in this method differ from each other and the participants in the discussion cannot find ready-made recipes for solutions. They must act independently, assessing many factors and taking into account different opinions. The selection of appropriate situations for analysis is a key point on which depends the effectiveness of training in this method.

Could you manage the mapping fields?

Think about how you will set the entrepreneurial action plan according to the next:



C. E-RESOURCES

Training in e-resources troubleshooting is unique in that it involves opportunities. E-resource troubleshooting directly with trainees at their point of need mirrors traditional off-line services performed.

E-training can be a reactive technique at the point of the trainees' need, or more proactive through various forms of guided training instruction. Most commonly, e-resources proactively approach troubleshooting of common websites. Information in these guides may

include information about on- and off training access; how to interpret various presentations; tips for using specific databases; identifying common error messages and etc.



[Self-assessment, test your entrepreneurial potential | BDC.ca](#)

https://youtu.be/nrz2I_tcS5A

3. TRAINING SCHEDULE

Date	hours	Topic
DAY 1	14.00 – 14.30	Registration of students, teachers/researchers and staff for the Pilot training ENTREPRENEURSHIP IN TCI
	14:30 – 15.00	Participants welcoming <i>Role game:</i> Icebreaking Game
	15.00 – 16.00	Entrepreneurial self-assessment <ul style="list-style-type: none"> • Motivation to be entrepreneur • Introduction to Entrepreneurship Materials: 1. On-line tests 2. Presentation TOPIC 1 Additional materials: 1. Entrepreneurial Competency Questionnaire <i>Role game:</i> Association Game
	16.00 – 16.15	Break
	16.15 – 18.15	Basics of TCI entrepreneurship <ul style="list-style-type: none"> • Introduction to TCI business • Innovations and inventions in TCI Materials: 1. Presentation TOPIC 2 Additional materials: 1. Why to Become an Entrepreneur 2. Qualities of The Successful Entrepreneur 3. Kolb's Learning Style Questionnaire <i>Role game:</i> entrepreneurial ideas generation
	18.15 – 18.30	
	DAY 2	8.30 – 8.45
8.45 – 10.30		Basic steps of the entrepreneurial process <ul style="list-style-type: none"> • Run a business: from the start to the end • Institutional supports for entrepreneurs in TCI Materials: 1. Presentation TOPIC 3

Date	hours	Topic
		<p>Additional materials:</p> <p>1. From a Business Idea to a Business Opportunity</p> <p>Individual project: technical and business support to be entrepreneur</p>
	10.30 – 10.45	Break
	10.45 – 11.45	<p>Becoming a TCI entrepreneur</p> <ul style="list-style-type: none"> • Entrepreneurial ideas selection <p>Materials:</p> <p>1. Presentation TOPIC 4</p> <p>Additional materials:</p> <p>1. Customers' Segmentation 2. What Is Your Value Proposition</p> <p>Role game: Finding the right entrepreneurial ideas</p>
	11.45 – 12.45	<p>Becoming a TCI entrepreneur</p> <ul style="list-style-type: none"> • Environmental treats assessment • Entrepreneurial advantages assessment <p>Materials:</p> <p>1. Presentation TOPIC 5</p> <p>Additional materials:</p> <p>1. Competitors' Analysis</p>
	12.45 – 13.30	Lunch Break
	13.30 – 14.30	Individual project: Canvas Business Model
	14.30 – 16.15	<p>Innovations in TCI</p> <ul style="list-style-type: none"> • Choosing good innovative ideas • Innovative ideas assessment <p>Materials:</p> <p>1. Presentation TOPIC 6</p> <p>Additional materials:</p> <p>1. T&C Innovation 2. Case study - MAK 3. Presentation on TOPIC 6.1</p>

Date	hours	Topic
		Role game: How to find out technological or materials breakthrough
	16.15 – 16.30	Closing of the 2 st day of the Pilot training
DAY 3	8.30 – 8.45	Registration of students, teachers/researchers and staff for the 3 rd day of the Pilot training
	8.45 – 10:30	Innovations in TCI <ul style="list-style-type: none"> • Entrepreneurial potential of the participants • TCI innovation development process into practice <p>Materials: 1. Presentation TOPIC 7</p> <p>Additional materials: 1. How Clothes Are Made Full Production Process</p> <p>Individual project: self-assessment of the entrepreneurial potential</p>
	10.30 – 10.45	Break
	10.45 – 12.45	Entrepreneurial environment in the TCI sector <ul style="list-style-type: none"> • Goals setting and effective TCI business management • Treats and opportunities of the TCI environment <p>Materials: 1. Presentation TOPIC 8</p> <p>Role game: Could you manage the TCI entrepreneurial mapping fields?</p>
	12.45 – 13.30	Lunch Break
	13.30 – 14.30	Business planning for TCI entrepreneurs <ul style="list-style-type: none"> • Resources management in TCI business <p>Materials: 1. Presentation TOPIC 8</p> <p>Individual project: presenting TCI innovative ideas</p>
	14.30 – 16.15	Business planning for TCI entrepreneurs <ul style="list-style-type: none"> • Innovative models of production processes in TCI business • Human resources management <p>Materials:</p>

Date	hours	Topic
		<p>1. Presentation TOPIC 10</p> <p>Additional materials: 1 How to write a simple but good business plan for your start-up 2. Presentation TOPIC 10.1</p> <p>Role game: Case study analysis</p>
	16.15 – 16.30	Closing of the 3 st day of the Pilot training
DAY 4	8.30 – 8.45	Registration of students, teachers/researchers and staff for the 4 th day of the Pilot training
	8.45 – 10.30	Business planning for TCI entrepreneurs <ul style="list-style-type: none"> Financial resources for innovative TCI business <p>Materials: 1. Presentation TOPIC 10</p> <p>Additional materials: 1. Marketing Costs Template 2. Sales Forecast Template</p> <p>Individual project: calculate needed finances to start a fashion business</p>
	10.30 – 10.45	Break
	10.45 – 11.45	Financing of a TCI business <ul style="list-style-type: none"> Entrepreneurial capital and its management <p>Materials: 1. Presentation TOPIC 9</p> <p>Role game: How to get to the financial breakthrough?</p>
	11:45 – 13.00	Financing of a TCI business <ul style="list-style-type: none"> Venture capital, business angels and crowdfunding Governmental grants for TCI entrepreneurial initiatives <p>Materials: 1. Presentation TOPIC 9</p> <p>Individual project: Case study: How to comply with EU project financing requirements?</p>
	13.00 – 13.45	Lunch Break

Date	hours	Topic
	13.45 – 17.00	Study visit: TINTESS s.p.a. PRINTING DYEING FINISHING viale dell'industria, 25 36016 Thiene (VI) Italy
DAY 5	8.30 – 8.45	Registration of students, teachers/researchers and staff for the 5 th day of Pilot training
	8.45 – 10.45	<p>Entrepreneurial networks</p> <ul style="list-style-type: none"> • Subcontracting and industrial networks in TCI • Entrepreneurial networks and short supply chains <p>Materials: 1. Presentation TOPIC 11</p> <p>Additional materials: 1 Three ideas for starting your own textile and clothing business 2. Where To Spend And Where To Bootstrap</p> <p>Individual project: Case study of the role of ICT in the Textile and Garments Value Chain</p>
	10.45 – 11.00	Break
	11.00 – 13.00	<p>TCI entrepreneurial roadmap</p> <ul style="list-style-type: none"> • Finding your own TCI entrepreneurial pathway <p>Materials: 1. Presentation TOPIC 12</p> <p>Additional materials: 1 Steve Blank on Entrepreneurship</p> <p>Individual project: Entrepreneurial self-assessment test</p>
	13.00 – 13.30	<p>Closing Pilot training of ENTREPRENEURSHIP IN TCI</p> <ul style="list-style-type: none"> - Evaluation surveys - Delivery of Certificates

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