Transnational Training Manual

Output 3.3.1

December 2012

CENTRAL EUROPE
COOPERATING FOR SUCCESS.

EUROPEAN UNION
EUROPEAN REGIONAL DEVELOPMENT FUND

CNCB

COOPERAZIONE DI RETE E DI CLUSTER PER IL SUCCESSO IMPRENDITORIALE IN EUROPA CENTRALE

Index

Executive summary

The manual that you hold in your hand is one of the core outputs from the CNCB project (Cluster and Network Cooperation for Business Success in Central Europe). Main goal of this document is to summarise the most important findings and data that the project consortium was able to gather during the project in the field of cluster management qualification. On the following pages you will be familiarized with current status in cluster management qualification in Europe. The next topic that you will find in this manual is the results from the survey that have been performed within the project. The CNCB team conducted a comprehensive two-tiered survey. The qualitative online survey encompassed 96 responding cluster managers from Central Europe. Out of this group 26 cluster managers agreed to participate in followed-up qualitative interviews on cluster management training. According to the survey results and with the help of several cluster experts, the project consortium was able to complete other chapters that contain a description of cluster manager job profile, proposals for training content, further information on the training content in the form of training syllabus and the contacts on national institutions that can help you with actual performance of the training for cluster managers.

One of the main goals of the CNCB project was to create a transnational training manual that would serve to all European countries for delivering training focused on cluster manager's needs. After an initial survey that has been performed in each participating country, the project consortium found out that to fulfil the goal wouldn't be so easy. This finding came up from National Cluster Management Concepts which summarised results from the survey in each partnership country. We have seen that there are different stages of clusters development in each country and these different stages mean different needs of cluster managers. One solution cannot fit all so the project consortium decided to create a universal manual that could be used by individuals on each national level as a basis for development of concrete courses. With the theoretical background contained in this manual, national actors will be then able to perform real trainings under each country conditions.

1 INTRODUCTION

This manual represents one of the core outputs from the **Cluster and Network Cooperation for Business Success in Central Europe** (CNCB) project. The document summarises all important findings regarding Cluster Management.

The CNCB project focuses on further development of cluster initiatives in Central Europe, concretely in the partner regions of Austria, Czech Republic, Hungary, Italy, Poland, Slovakia and Slovenia represented by 10 partners. The following three main issues of common interest form the core of the project: **Cluster Management**, **Cluster Optimisation** and **Cluster Internationalisation**.

The 1st technical Work Package deals with cluster management and its main objective is fostering the standardization of cluster management qualifications.

The 2nd technical Work Package deals with the cluster optimization and it is based on a detailed analysis of cluster organizations' needs. Its strategic focus is fostering internal improvements in clusters for enhanced external performance.

The 3rd technical Work Package focuses on the internationalization process of a cluster and aims to support cluster in internationalization of their activities. The main objective is to get a better understanding of the conditions of internationalization and to contribute to the reinforcement of transnational cluster collaboration which will enhance the economic power in Europe.

2 CURRENT STATUS OF CLUSTER MANAGEMENT QUALIFICATION

This chapter summarizes current and previous activities in the area of cluster management qualification. The following lines contain basic information about current cluster manager's educational programs and selected accomplished projects dedicated to this topic.

2.1 Current cluster manager's educational programs

Despite that the cluster managers education was promoted very much in the couple last years, currently there are only 3 complex educational programs in Europe. This chapter will summarize these educational programs. The target groups of these programs are basically cluster & networking organizations, enterprises, public institutions, authorities, research and development centres, education establishments, operative cluster managers, facilitators and cluster co-coordinators.

2.1.1 Clusterland Cluster Academy

CLUSTERLAND
OBERÖSTERREICH GmbH

Clusterland Cluster Academy is providing educational programs for cluster managers since 2008. The Cluster Academy is offering a wide range of information on services, covering the areas of information, qualification, marketing, cooperation and internationalization. The Cluster Academy shows how successful cluster works and it gives an input of how processes could be implemented in order to maintain success.

The program of Cluster Academy is usually divided into three days and includes several main topics. The first one is "**Marketing & PR"** that is focused on setting up a communication concept for cluster and network organizations. An overview of different marketing & PR tools is presented in order to strengthen the image and awareness degree of the cluster partners, as well as the industrial sector. These tools include press work, media cooperation, quarterly magazines and newsletters. The second topic concerns "**Cooperation projects as a source for innovation"** that deal with initiation, development and support of cooperation projects between clusters´ partner companies and project management. Another topic addresses "**Knowledge management"** (working with databases), for example Customer Relationship Management, comprehensive use and documentation of contacts, projects and general information. "**Internationalization"** represents another topic that is focused on supporting companies in their international activities by facilitating the access to new markets, cooperating with other European region players or participating in EU projects. Furthermore, "**Qualification / Events**" topic describes the types of events, contents, key figures and organization. Best practice examples of successfully conducted events are given as a part of the training. "**Financing of cluster organizations"** deals with

financing mix, subsidies, cluster membership fees and services how to optimally increase the self-financing ratio of a cluster organization. The topic "**Evaluation & measuring tools of our cluster organizations performance"** addresses indicators mix, reporting system, customer satisfaction analysis. The last topic "**Cluster Tour"** shows a practical insight into the cluster activities by visiting and directly discussing with some of the clusters´ most important partner companies.

2.1.2 Barcelona Cluster Summer School (BCSS)

Barcelona Cluster Summer School is one of the pioneers in cluster manager's education as it was set in 2007. The program in 2011 consisted of two weeks courses that covered from the conceptual framework to best practice examples on Cluster Competitiveness Management. Rigorous theoretical courses are conducted by well-known academics and are combined with leading practitioners' experiences from across the world in different economic settings.

The courses in BCSS are divided into two weeks. The first week is dedicated to the **competitiveness**. It is addressed particularly to the policymakers and economists in governmental bodies, who are at supranational, national or regional levels, in charge of designing and shaping development, innovation and competitiveness policies. These weekly courses are also important for practitioners working with clusters, to understand the general policy framework where the cluster programs and actions are coming from. In previous years, subjects on this course were divided on the following sections:

- Competitiveness Policy Framework,
- Cluster Competitiveness Programmes, and
- Competitive Policy Monitoring and Evaluation.

The second week is focused on **management**. It introduces concepts of working with clusters, their companies and institutions to define common strategies and to manage their joint actions. It is of particular interest for practitioners in direct relation with clusters, development agency staff, cluster managers, cluster project managers, consultants, and definitely cluster agents as well (companies or institutions). In previous years, subjects on this course were divided on the following sections:

- Strategy Foundations of Cluster Management,
- Management of Cluster Initiatives, and
- Management of Cluster Development.

2.1.3 The Danish Cluster Academy REG X

REG X is a national platform for competence building, knowledge sharing and networking for Danish cluster stakeholders. REG X is situated at the Department of Entrepreneurship and Relationship Management, at the University of Southern Denmark, Kolding. The REG X is among many others activities also focused on development of tailor-made training modules for regional industrial policy, cluster development and open innovation stakeholders. Currently, there is a new "Cluster Facilitator Training" program which was launched in autumn of 2010. The purpose of this training program is to boost the cluster initiatives. The program gives a tour through the core aspects of running and participating in a successful cluster initiative. It consists of six modules that are scattered throughout one year. The modules are two or three days long.

- **Module 1: From networker to business integrator** - As clusters develop over time, so does the role of the facilitator. From forming network and recruiting stakeholders to join the cluster initiative in the early phases to creating value for the members of the cluster initiative, dealing with communication and branding, facilitating relations among the cluster actors, working with different financing models for the cluster initiative, dealing with conflicts and IPR issues, as well as focusing on strategy and commercialisation in the mature phases.

- **Module 2: Cluster strategy and value chain analysis** - This module provides practical tools and hands-on experiences in designing a strategy for a cluster initiative. By use of different strategic tools the attendees analyse the internal and external environment of a cluster and use these inputs to design a long-term cluster strategy and an action plan.

- **Module 3: Innovation toolbox** - The purpose of this module is to show you how to facilitate an innovation process that generates new business ideas, by working with your stakeholders as well as the end-users of your products and services.

- **Module 4: Innovation in business networks** - The module will give you insights on topics on open innovation and new business creation. It shows how successful strategic innovation alliances among companies are driven.

- **Module 5: Communication and branding** - This module presents a mix of theory and practical examples of cluster communication and branding. It explores how to work with storytelling, and shows the common pitfalls in communication.

- **Module 6: Brand You!** - This module presents a framework for understanding yourself and your cluster stakeholders better. It explains eight dimensions of leadership, enabling you to examine your effectiveness in diverse areas.

2.2 Solved projects

In the past few years the European Commission is taking cluster policy more seriously and intends to back efforts towards the professionalization of cluster managers through the development of a training program for cluster organizations and cluster managers; as well as a certification scheme providing them a career path and recognizing cluster management as a profession. Because of this strategy, there were several projects regarding cluster managers training supported by the EU. In this chapter, two of most recent projects are summarized.

2.2.1 CLOE

CLOE "Clusters Linked Over Europe" was a co-operation project between currently eight European regions set up with the aim of sharing experience, establishing close co-operations and learning from each other in the area of cluster management. Originally the project started in December 2004 as an INTERREG III C project. Today it is an informal alliance of clusters all around Europe that are united by a shared commitment to exchange information and to work closely together. CLOE offers an interface to the European economy for interested networks and companies from all over the world. CLOE is also fostering direct co-operation between cluster SMEs operating in the same industry, enhancing their understanding of their sector and helping them to identify future business partners.

One of the project outputs was a handbook titled **Cluster Management Guide** – Guidelines for the Development and Management of Cluster Initiatives. The handbook was designed to help regional actors, cluster and project managers and their supporting staff to develop and manage cluster activities in a proper and successful way. From this purpose a derivation of two main handbooks parts can be seen. These were:

- Development of cluster initiatives
- Management of cluster initiatives

Regarding cluster management, the handbook identifies **5 most important fields** that ensure efficient day to day cluster management:

1. Information and Communication
2. Training and Qualification
   - Analysis of branch related educational requirements
   - Promotion and mentoring of talented staff
   - Activities for qualification of company staff

- Regular special events
    - Workshops and seminars
    - Study trips for employees
    - Inter-company learning
    - Co-operation with R&D and educational bodies

1. Co-operations
2. Marketing and PR
3. Internationalisation

2.2.2 CEE-Cluster Network survey

In autumn 2008 the Lower Austrian Business Agency Ecoplus conducted a large-scale survey on tasks, necessary skills and training needs of cluster managers. The project (**CMQ – Cluster manager qualification**) was funded by the EC Directorate General Enterprise and Industry under the Sixth Framework Programme **PRO INNO Europe initiative**. The survey was carried out through an online questionnaire administered by KMU Forschung Austria (Austrian Institute for SME Research) and was directed at cluster managers (CMs) and administrators of cluster organisations (cluster coordinating organisations). About 1000 cluster organisations all over Europe were invited to answer an **online questionnaire** and to give feed-back to e.g. following questions:

- What tasks and skills do cluster managers themselves consider most important?
- Do cluster stakeholders (such as innovation agencies or ministries) have a different view on a cluster manager's tasks and necessary skills?
- To what extent are age, size, sector and location of clusters relevant to tasks and requested skills of cluster managers?
- Is there a need for development of new trainings at an international level?
- How much time and money is available and how are decisions on trainings generally taken?

There were **107 valid CM responses** coming from the following countries: Austria (22 respondents), Germany (19), Croatia (16), France (14), Hungary, Slovakia, Belgium, trans-national clusters (4 to 5), Bosnia, Czech Republic, Italy, Latvia, Norway, Poland, Spain, Sweden, Ukraine, United Kingdom (1 to 3).

Most respondents declared an age between 30 and 49. Their two main backgrounds are **social sciences** (business, management, law, political sciences) and **science and technology** (natural sciences, engineering and ICT).

Concerning the key activities and duties carried out by the respondents, there were 11 tasks rated of high importance by at least 50% of CMs. The first two are **'fostering exchange between cluster members'** and **'identifying and integrating cluster members'**. 'Fostering exchange between cluster members' suggests the strengthening of ties, while 'identifying and integrating cluster members' is about increasing the number of ties. Most of the following tasks are managerial (e.g. strategy development, networking with stakeholders) and operational (e.g. organizing events, supervision of cooperation projects).

Among the three most crucial CMs competences, two are related to **interpersonal skills** (communication and leadership) and one is (as one could expect) the **knowledge of the cluster specific sector/industry**. The following skills in terms of importance are mainly related to the **knowledge of policies** (e.g. innovation, regional development, clustering) and the **ability to use tools** (e.g. English language, project management, innovation management).

3 RESULTS FROM THE CNCB SURVEY

This chapter summarizes the outputs from the survey conducted within the CNCB project and further comments on the obtained results. The survey took place from April till June 2011 and it consisted of two parts. The data in the first part of the surveys was gathered via an online questionnaire which was followed by the second part of the survey - personal in-depth interviews with cluster managers. The results presented are focused only on the WP3-Cluster management part of the survey.

3.1 Online survey

In the first part of the survey, a **total of 96 clusters** from 275 addressed clusters participated. This means nearly 35% rate of return. For an online survey this is quite a reasonable number. These responding clusters were from Hungary (25), Italy (17) and Poland (17), followed up by Czech Republic (14), Slovakia (10), Austria (9) and Slovenia (3) and Lithuania (1).

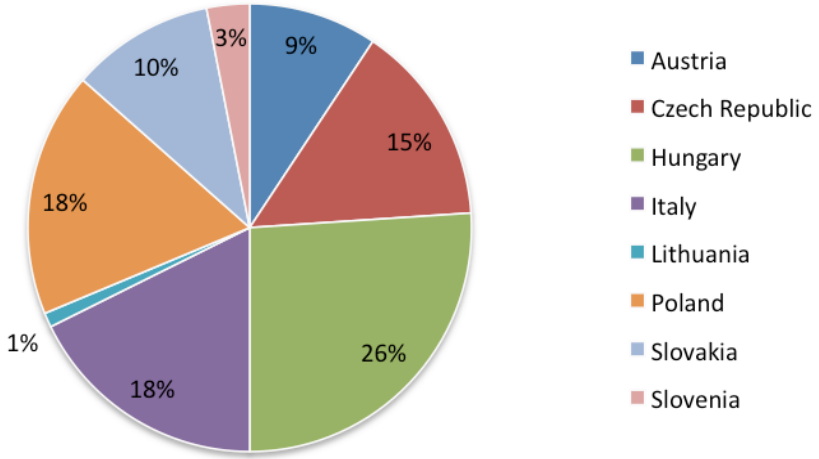

Figure 3-1 Location of the clusters

The **focus** of these clusters was quite wide but the main areas were ICT Industries & services (17,7%), Biotech Pharma & Cosmetics (10%) and Tourism and Cultural Heritage (10%). Other areas like Automotive Transport Logistics, Food and Agro Industries, Environment, Intelligent Energy, Sustainable construction, Textile and many more had less than 4%.

The **size** of the clusters according to cluster members was variable also. Most of the clusters (44) were small with no more than 25 members, followed up by 26-50 members (22), 51-100 members (14), 101-250 members (13) and even few biggest clusters with more than 250 members (3).

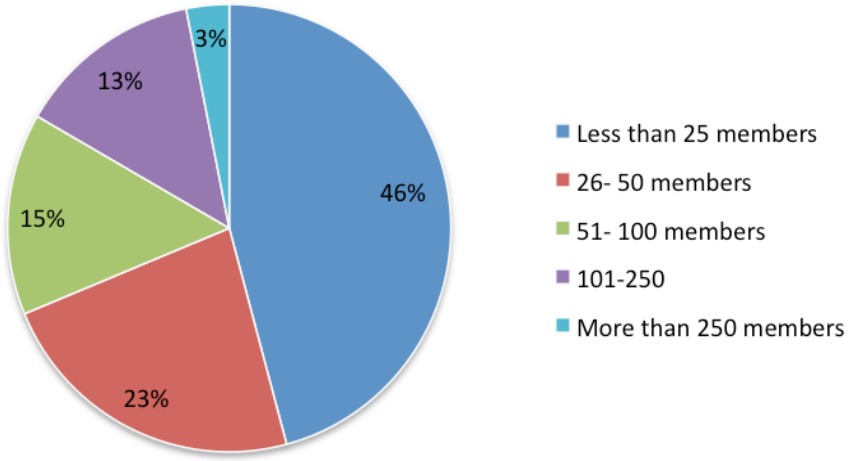

Figure 3-2 Size of the cluster

Cluster management education is in these days one of the top discussed issues. Also cluster managers (CM´s) in all partnership countries are in general aware of the fact that **further qualification of managers** and staff is extremely important and they are willing to do certain actions in this matter. In respect to this, 56,8% of respondents indicated that they are currently interested in training, 36,8% respondents indicated that they will probably be interested in the future and only 6,3% respondents indicated that they are not interested at all.

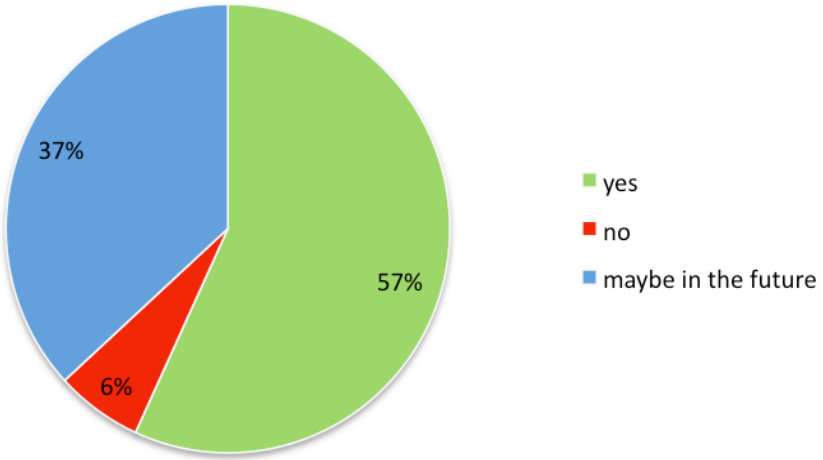

Figure 3-3 Responds to question: Are you interested in training for you or your staff?

These results show quite strong interest of CM´s in further education. The results vary slightly from country to country but the overall pattern is the same (see Figure 3-4).

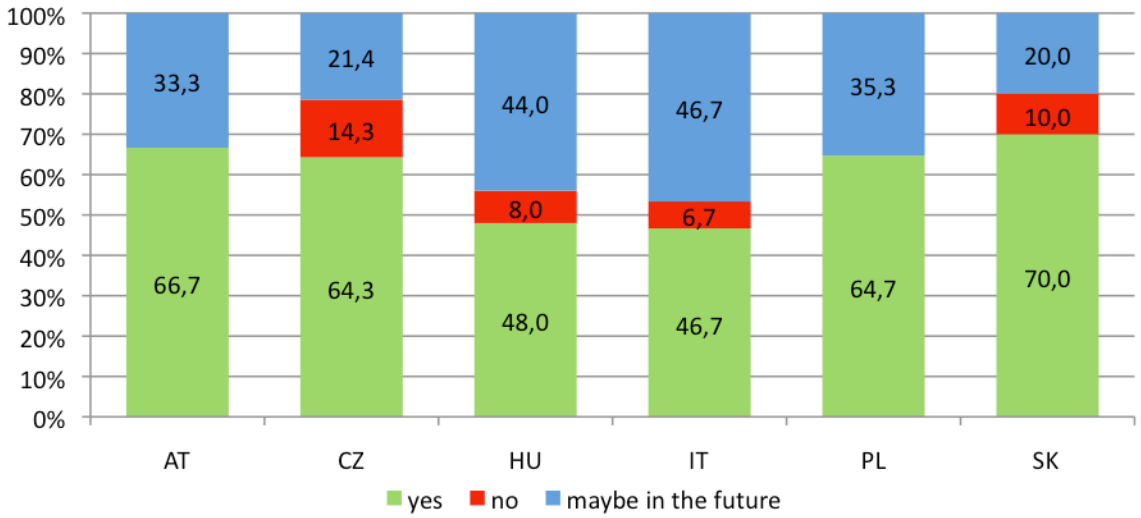

Figure 3-4 Interests in further training according to countries

As cluster managers are highly concerned about their further education, it is very important to specify in **which fields they are most interested**. The list of possible fields to be selected can be seen on the following graph (see Figure 3-5). The rate of importance was from 1-very low (2-low, 3-medium, 4-high) to 5-very high. For evaluation of this question the modus was the most useable mean value. The fields with the highest values (over 3,70) were the following:

- Management of innovation,
- Strategic planning,
- Internationalization,
- Project management,
- Marketing and PR, and
- Management of knowledge.

On the other hand the fields that were rated as the least interesting (bellow 3,0) were micro-and macroeconomics and computational skills.

Figure 3-5 Responds to question: Please specify the fields of training you are interested in.

When we have a look at the results country by country there are also differences (see Table 3-1). The first differences are considering the highest values. For example countries like Hungary or Poland have many values higher than 4,0 and on the other hand countries like Austria and Slovakia have none. As we can see the management of innovation is among the highest ranked fields in nearly every country. Similar result can be seen in the fields of marketing and PR, project management or strategic planning. In general we can say that the selected fields in each country correspond with the level of development of the cluster policies.

	TOTAL	AT	CZ	HU	IT	PL	SK
Management of innovation	3,97	2,67	4,25	4,32	3,77	4,47	3,78
Strategic planning	3,84	3,44	3,50	4,00	3,67	4,18	3,83
Internationalization	3,78	3,44	3,10	4,05	4,25	3,94	3,29
Project management	3,76	2,44	4,09	4,20	3,77	3,93	3,75
Marketing and PR	3,73	3,00	3,70	4,24	3,90	4,00	3,56
Management of knowledge	3,71	2,78	3,30	4,27	3,64	4,00	3,43
Team management	3,63	2,33	3,90	4,19	3,18	3,88	3,75
EU/national policies and subsidies	3,51	3,22	3,18	3,43	4,00	3,75	3,50
Language skills	3,39	3,22	4,00	3,33	3,10	3,71	3,14
Financial planning	3,37	2,22	3,20	3,76	3,60	3,94	3,25
Performance evaluation and optimization	3,37	3,22	2,80	3,60	3,45	3,63	3,29
Industry, technological issues	3,33	3,00	2,83	3,67	3,20	3,76	3,14
Communicative skills	3,29	3,00	3,18	3,81	3,27	3,13	3,38
Customer relationship management (CRM)	3,29	2,33	2,18	3,71	3,45	4,19	3,43
Stakeholder relations	3,21	3,00	2,80	3,50	3,45	3,19	3,43
Management of environment	3,16	2,33	2,82	3,40	3,30	3,40	3,50
Event organization	3,06	3,00	3,00	3,25	2,70	3,50	3,00
Computational skills	2,96	2,56	3,00	3,14	2,70	3,13	3,33
Micro – and macro economics	2,67	2,67	2,00	2,95	2,80	2,88	2,71

Table 3-1 Fields of interest according to countries

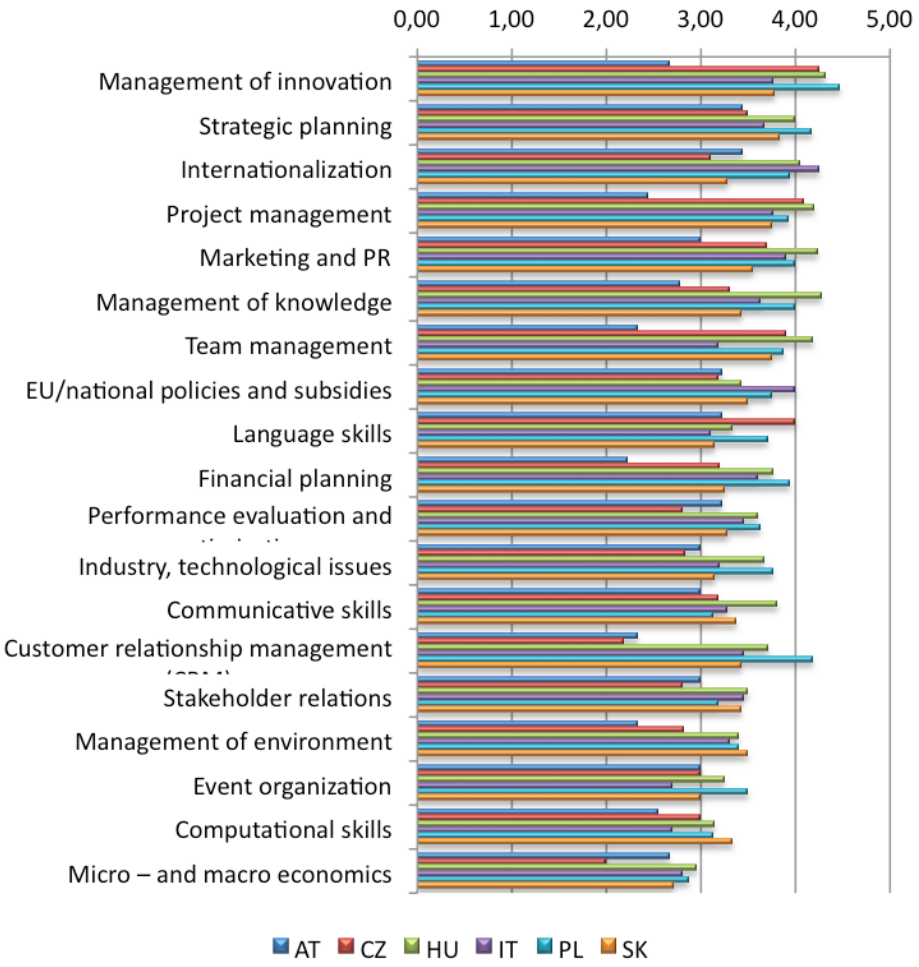

Figure 3-6 Fields of interest according to countries

The content of the future educational courses is considerably important, but also on the other hand the form of the courses cannot be ignored. That is the reason why we also ask our respondents a question "**What is important to you in the training**?". The suggested answers were in many cases the opposites; in order to determinate the most preferred option.

- When deciding between the **education in national vs. international level** the international level was preferred in general. However when we are looking on the results in particular

countries the score is divided. From the Table 3-2 we can see that cluster managers is Austria, Czech Republic and Hungary prefer national level of education contrary to Italy, Poland and Slovakia where international level is preferred.

- When deciding between **teachers from practice vs. academic** the obvious supremacy were for practical teachers. The results in all countries were the same. We can see really strong emphasis on practical teachers or experts.

- **Modular education program** was also quite important for most of the cluster managers. The idea to have a modular program is gladly welcomed because it enables each cluster manager to pick their own areas of interest and fields they would like to improve in. This modular structure will improve the transnational usability of the overall program.

- When deciding between **internal vs. distant education** we can come to the same conclusion as it was with national vs. international level of education. Although the score is tighter here the distant form of study prevails in general. Again according to results that can be seen in Table 3-2 we can see that cluster managers in Austria, Czech Republic and Hungary prefer the internal (on the spot) form of study contrary to Italy, Poland and Slovakia where a distant form of study is preferred. This result is fully legitimate when we take in notice the results in national vs. international level of education.

- Education on the basis of **case studies and good practice examples** is with no doubt the major aspect of successful course in all countries.

- And the last aspect of **accredited education** was rated not as high as somebody could anticipate. Obviously the knowledge that the cluster managers obtain within the course are more important than the fact if the course is accredited. The biggest wish for accreditation was found among Polish cluster managers.

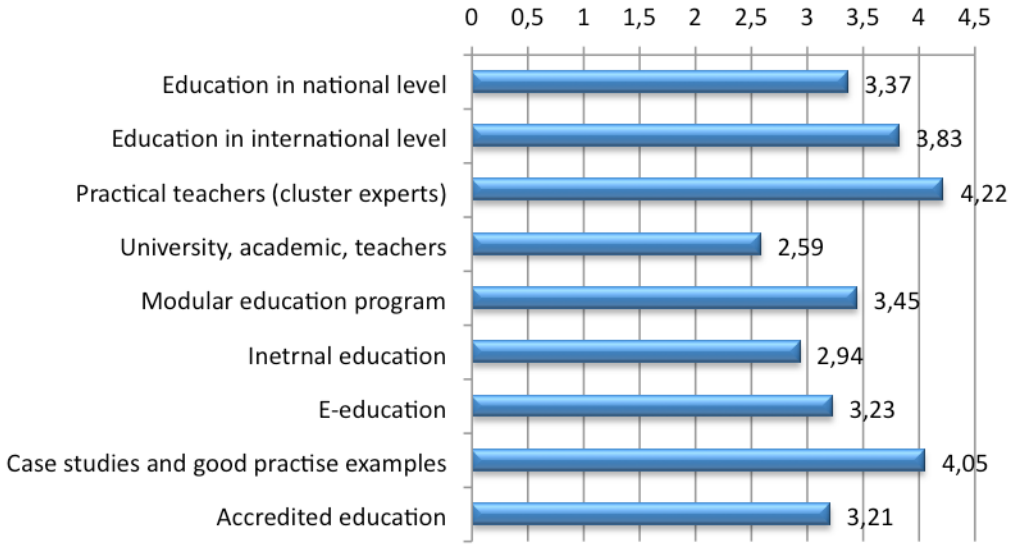

Figure 3-7 Responds to question: What is important for you in the training?

	TOTAL	AT	CZ	HU	IT	PL	SK
Education in national level	3,37	2,78	3,80	3,80	3,00	3,75	3,13
Education in international level	3,83	2,67	3,09	3,09	3,92	4,19	4,11
Practical teachers (cluster experts)	4,22	3,33	4,67	4,67	3,64	4,63	3,89
University, academic, teachers	2,59	2,44	2,40	2,40	2,70	2,63	2,75
Modular education program	3,45	3,38	3,10	3,10	3,25	3,67	3,38
Internal education	2,94	3,38	3,20	3,20	2,90	2,63	3,13
E-education	3,23	3,13	2,80	2,80	3,40	3,00	3,75
Case studies and good practise examples	4,05	3,44	4,25	4,25	3,93	4,24	3,56
Accredited education	3,21	3,00	2,70	2,70	3,00	3,73	3,25

Table 3-2 Training parameters according to countries

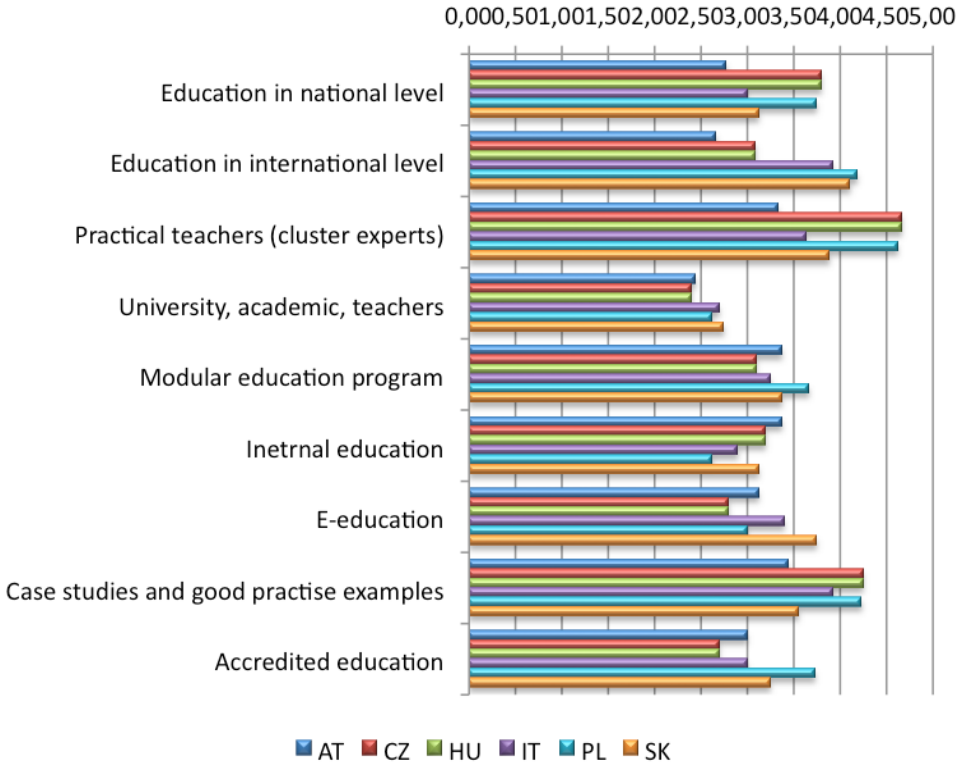

Figure 3-8 Training parameters according to countries

Another two crucial aspects of the educational courses are time and costs. According to this, we asked cluster managers if they already have some **budget for education**. The majority of all clusters (41%) does not have any special budget for training. With respect to the fact that many CM's are aware of the importance of further qualification improvement, they still lack the money for it. Another 38% of the respondents have a budget of 1000 € maximum per year and the remaining 21% have a budget of 1000 € and more per year. For the details see Figure 3-9.

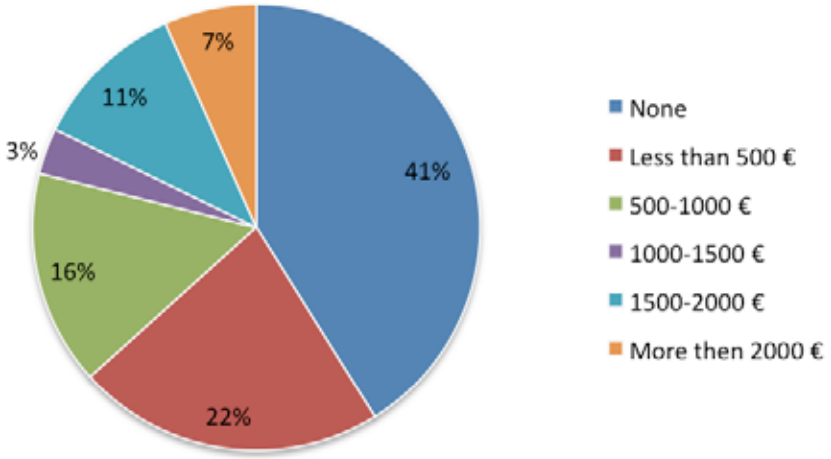

Figure 3-9 Responds to question: What is your annual budget for the training?

If we take a look at the results according to countries (see Figure 3-10) there is only one country that does not fulfil the overall standard and that country is Austria. CM's from Austria stated that their minimal budget for training is at least 500€ and more and there is also a strong percentage (55,56%) of a budget between 1500€ and 2000€. CM's or cluster organisations in other countries have a big part (about 43%) without any budget for training. The other groups are represented nearly the same. There is also a small percentage of cluster organisations that have the biggest budgets, that means over 2000€. These clusters can be found in Austria, Italy and Slovakia.

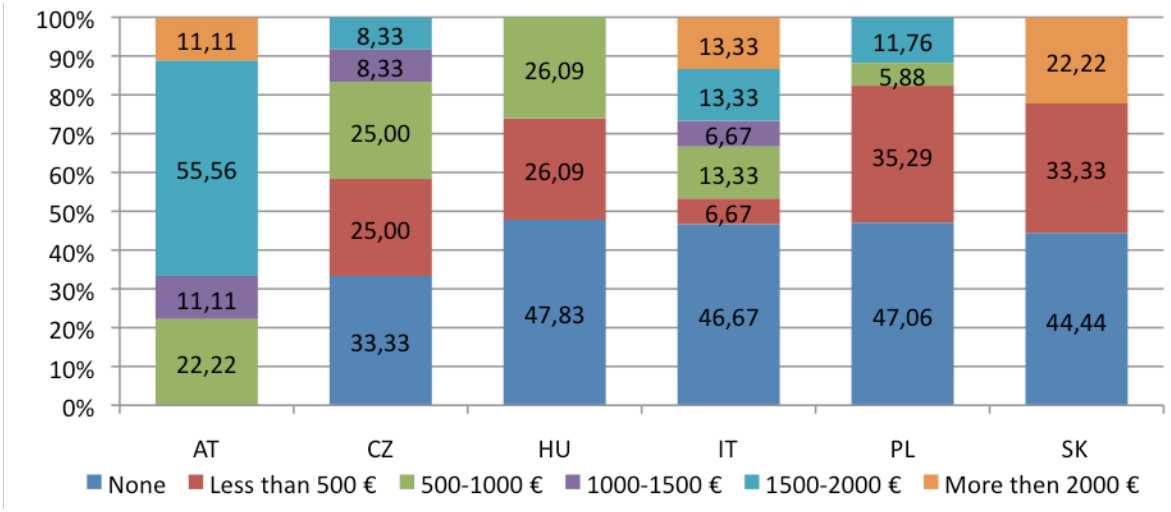

Figure 3-10 Annual budget for the training according to countries

3.2 Matching with Ecoplus CMQ survey results – searching possible trends

The CMQ survey that was performed in autumn 2008 and the CNCB survey performed in spring 2011 are separated by two and a half years. As the focus of those two surveys is similar in some parts it sure would be interesting to compare the results and to search for some possible trends.

There were two groups of respondents in the CMQ survey. The cluster managers and administrators of cluster organisations (cluster coordinating organisations). Only the results from the cluster managers group will be used for further comparison.

In the CMQ survey there were 107 valid CM responses coming from the following countries: Austria (22 respondents), Germany (19), Croatia (16), France (14), Hungary, Slovakia, Belgium, trans-national clusters (4 or 5), Bosnia, Czech Republic, Italy, Latvia, Norway, Poland, Spain, Sweden, Ukraine, United Kingdom (1 to 3). In the CNCB survey there was the total of 96 CM responses from following countries: Hungary (25), Italy (17) and Poland (17), followed up by Czech Republic (14), Slovakia (10), Austria (9) and Slovenia (3) and Lithuania (1). Here we can see that all of the countries involved in the CNCB project had been involved in CMQ survey also, yet the numbers of current respondents are higher than before. Both surveys can be well compared and also it can be said that the CNCB survey extends the earlier CMQ survey.

3.2.1 Part I. – matching the areas of interest for further training

One of the parts that can be matched in both surveys is concerned with cluster manager's interest of training in specific topics or areas. Just for remind the eight most interesting areas of further qualification within the CNCB survey were (in this order):

- Management of innovation,
- Strategic planning,
- Internationalization,
- Project management,
- Marketing and PR and
- Management of knowledge.
- Team management
- EU/national policies and subsidies

According to results from CMQ survey (Figure 3-11) the eight most interesting areas were (in this order):

- Communicative skills
- Innovation management tools,
- Leadership, team management,
- Knowledge of cluster specific sector/industry
- Knowledge management techniques
- Innovation policies
- International networking,
- Project management tools

If we miss out the communicative skills we can see that the importance of innovation management is still the top priority of all cluster managers. Also in other areas we can see prevailing interest. Even if they are sorted in different order team, project and knowledge management are with no doubt the essential topics needed for smooth development of the cluster. One of the last differences we can see is the increase of strategic planning needs during the time (as in CMQ survey the strategy development tools aren't rated so high). Maybe it is because of today's troubling times of uncertainty in business or maybe because the instability of EU, nevertheless development of strategy must not be ignored.

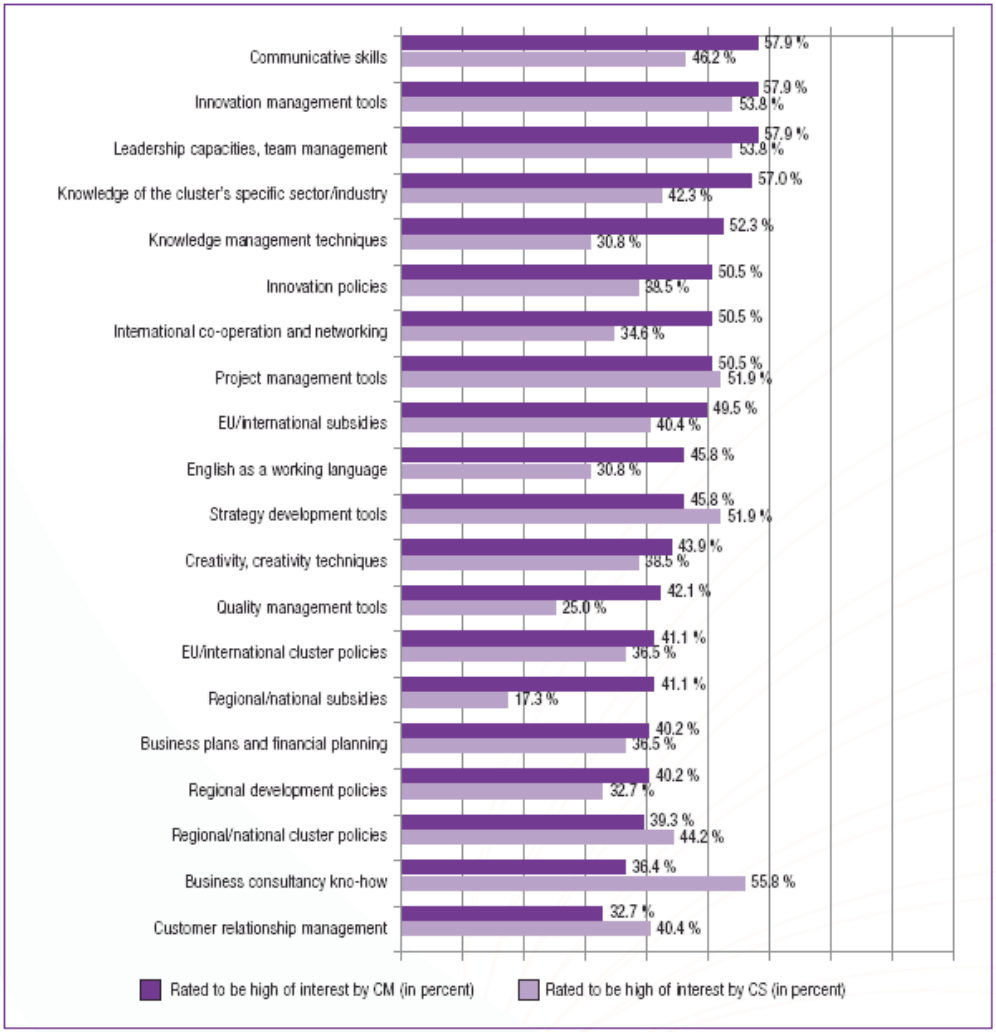

Figure 3-11 Skills and areas of competence where CM have interest in training according to CMQ survey [1]

3.2.2 Part II. – matching the areas of training parameters

Another part for comparison are the training parameters. The results from CMQ survey can be seen on graph Figure 3-12. There are many similarities with current CNCB survey results but also some differences. Let's have a closer look. With the top priorities in CMQ survey the study visits to other clusters, training in international context and trainers as cluster practitioners have been marked. When comparing to current CNCB survey we can see that strong focus on practical side

remains. In CNCB survey the respondents stated that successful training should be provided with best practices and case studies. That is somehow similar with study visits to other clusters. Trainers from praxis were rated as top priority in both surveys. However training in international environment wasn't now rated as high as it was in the earlier CMQ survey. The presumable explanation is that there are young cluster managers who would like firstly to improve on national level before going abroad and studying in international environment.

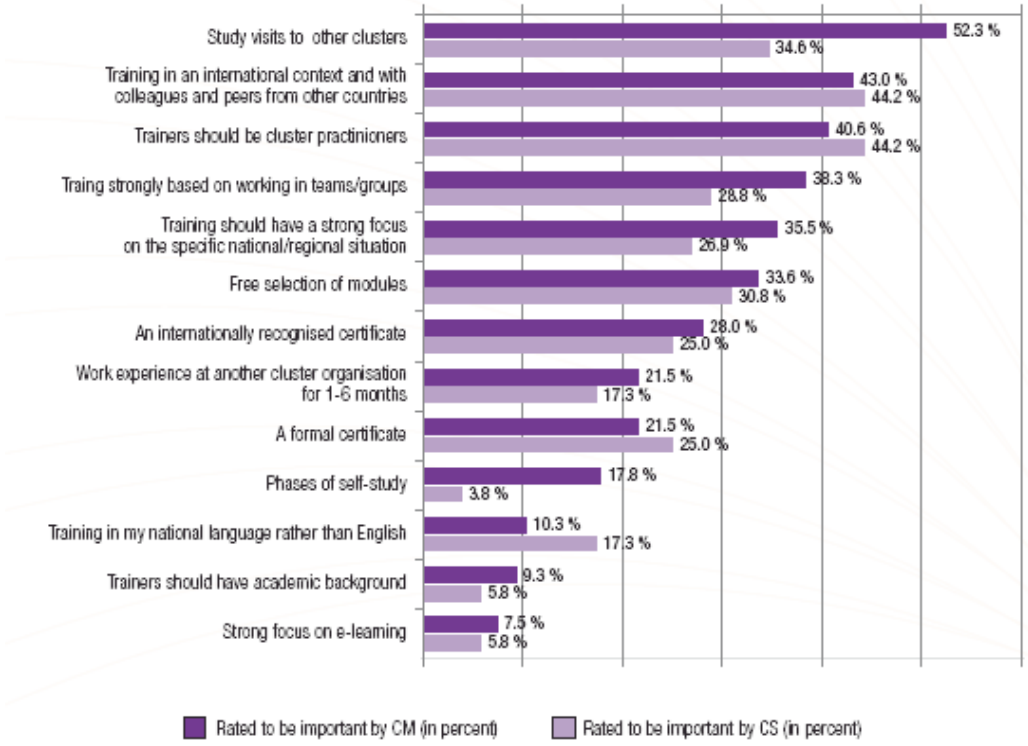

Figure 3-12 Importance of aspects regarding trainings on cluster management according to CMQ survey [1]

Another parameter which was in CMQ survey named free selection of modules shows the same interest before as it is now. In both surveys this parameter was rated with medium importance to cluster managers. The fact that training pass is attested by some sort of accredited or formal certificate isn't the top priority again before same as in current survey. Apparently the quality of received knowledge is more important than the course confirmation. Trainers with academic background received very low assessment in both CMQ and CNCB survey. Again this proves that strong practical focus must be minded all the time. And the last parameter that should be

commented is focus on e-learning. In the CNCB survey nearly half of the respondents stated that they would prefer e-learning rather than on the spot training. In comparison with older results we can see that the importance of this form of study is growing especially because of a big cluster manager's workload.

3.2.3 Part III. – matching the time span of the training

This chapter is focused on comparison of the time span for the training during one year. Again the results from CMQ survey in this area can be seen on graph Figure 3-14. The majority of respondents, nearly 35% replied that they are willing to spend max 5 days for training, 24% replied that 1-2 weeks should be feasible from them and 15% replied that even more than 2 weeks could be fine.

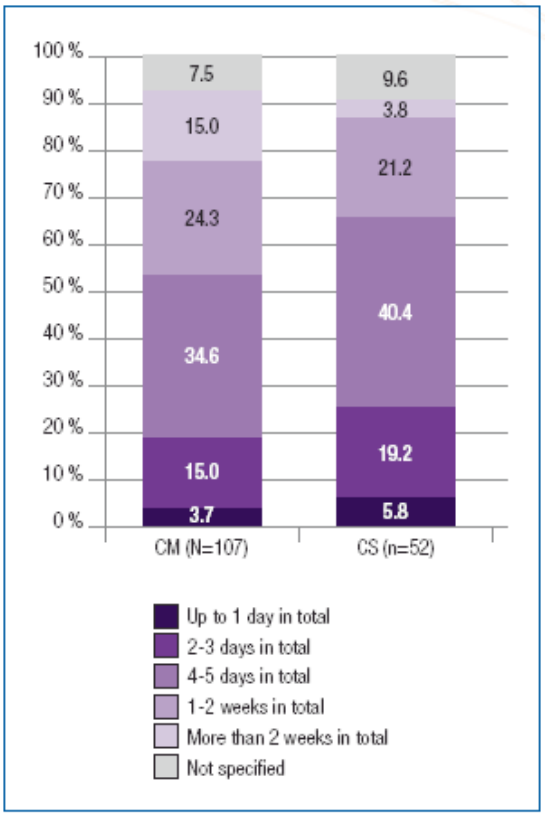

Figure 3-13 Time ready to spend (CM) / time reasonable for CM to spend (CS) for training on cluster management per year [1]

In the CNCB survey the information on how long the course should be were obtained during personal interviews with cluster managers. Generally we can say that the patter is nearly the same. There were just several deviations. Only one cluster manager said that he would prefer training with only 2 days length and again only one cluster manager said he can imagine training even longer than 30 days. The rest fills in the general sample. About 25% of the manager would be for training up to 5 days, nearly 50% would like training up to 10 days (2 weeks) and about 20% of the cluster managers would like training even longer but up to 15 days maximally (3 weeks). Just to remind, all this proposed time spans were made for one year. In this whole year optimal division should be from 1 to 3 days courses.

3.2.4 Part IV. – matching the budget for the training

The comparison in this chapter is quite difficult because the division into groups according to money isn't same in both compared surveys. There are probably two explanations how to interpret the comparison in this area. Either due to the current financial situation the clusters are spending less money on education in general or the countries included in CNCB survey (a different size of the sample of central Europe countries) have different budget policies. One must not forget that there was also a different financial situation back in 2008 due to economic crisis which is also the reason for different approaches of cluster managers. Thus the comparison in this should be taken as an informative.

If we take a look at the results from CMQ survey (Figure 3-14) and try to compare it with the CNCB we must recalculate the money groups like this.

- Budget up to 500€ - CMQ survey 11,2 %; CNCB survey 22%.
- Budget up to 1500€ - CMQ survey 29,9%; CNCB survey 19%.
- Budget more than 1500€ - CMQ survey 28%; CNCB survey 18%.
- Don't know or not specified in CMQ survey 30,9%; No budget in CNCB survey 41%.

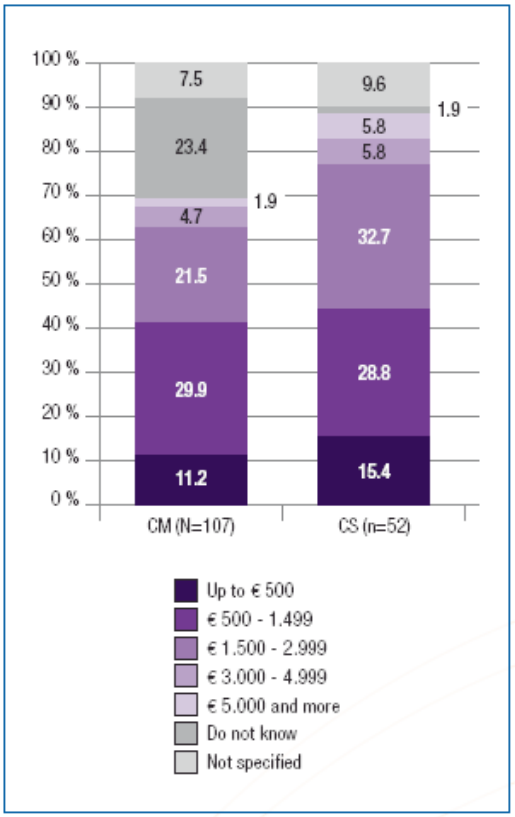

Figure 3-14 Annual amount of money for course/training fees for cluster managers according to CMQ survey [1]

From these lines we can see that probably the first idea about budgets declination or theirs reallocation is right. The group up to 500€ is bigger in newer CNCB survey on the other hand the group up to 1500€ is bigger in the older CMQ survey, however both of these groups together have the same percentage (41%). This shows that the money was probably reallocated. Also when we take a look at the group more than 1500€ it is again bigger in the CMQ survey. If we would anticipate that managers who have stated that they don't know the amount of budget or didn't specified it in the CMQ survey can be compared with the group that have specified that have no budget for training in CNCB survey we can also see the reallocation downwards.

4 CLUSTER MANAGER PROFILE

In order to specify cluster managers´ needs and to provide them with suitable training we must first understand which the demands for performing the job are. As in every kind of job we can look at cluster manager profile from the side of soft and hard skills.

Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, form of communication, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with co-workers and customers and are broadly applicable both in and outside the workplace. Hard skills are usually defined as specific, teachable abilities that can be defined and measured.

It has been suggested that in a number of professions (and we assume that cluster manager is one of this profession) soft skills may be more important over the long term than the hard skills. A person's soft skill EQ is an important part of their individual contribution to the success of an organization. Particularly those organizations dealing with customers face-to-face are generally more successful, if they train their staff to use soft skills.

First, we must define which **qualification** a cluster manager should have and which essential soft skills are.

- Academic degree in engineering and/or business administration…
- … or at least 10 years of experience on the job in the required industry.
- Excellent command of business English
- Highly developed people management skills (teamwork, leadership, communication, negotiation etc.)
- Excellent communication/networking skills
- Highly developed strategic and development skills (innovation, intuition, persistency, responsibility, ambitious etc.)

We can say that a cluster manager should be a visionary in the first place. It must be a person who can steer affairs to the right goal and also convince people to follow his path and ideas. This should be the cluster manager´s task number one. Qualification and soft skills aren't deciding for good or bad cluster management, they are crucial if one can even do the job. If one doesn't poses the above mentioned soft skills he/she is not even fit to do the cluster manager job.

Unlike soft skills the fulfilment of specific **hard skills** influence if the person will be a good or bad cluster manager. These skills are derived from the focus of the cluster manager or from the tasks that are in his/hers responsibility. Here is the list of some tasks and hard skills that are indispensable in the job of a cluster manager.

- Strategic project development and management.
- Planning and controlling of all cluster activities in terms of financial and staff management.
- Constant development of the product-portfolio of the cluster, management of innovations.
- Responsibility for managing and motivating the cluster-team.
- Profound knowledge about regional development agendas and projects on national and EU-level.
- Knowledge about particular legislation and laws (e.g. public procurement, labour code etc.)
- Knowledge of regional, national and international (EU) policies and subsidies.
- Cooperation with other regions and cluster organizations on national and international level.
- Marketing and sales in the required industry.
- Knowledge management techniques.
- Responsibility for public relation, media and press appearances.

All in all, it can be concluded that the job of project manager is little bit similar to the one of cluster manager. Managing a cluster is also some kind of “long term project”. The similarity can be seen from the list of hard skills. Many of these hard skills are valid for project manager as well. The biggest differences between these two quite similar professions are especially in the soft skills. Cluster managers are facing higher demands when it comes to soft skills; this also distinguishes the cluster manager job of other management jobs.

5 TRAINING CURRICULUM

Further education and knowledge is a valuable asset for cluster managers in every country. It is noteworthy that the demand for cluster management trainings is very high as 94% of the responding cluster managers showed a high willingness to attend some kind of trainings. However you have been able to see in previous chapters according to the results from survey that clusters in each countries have slightly different needs. For example Italian cluster managers would prefer training at international level with the support of e-learning. In this chapter we are going to make a summary and introduce a kind of universal training that should be suitable for all participating countries.

Training structure:

- A modular education programme is preferred in each country. To ensure transnational transfer, it is vital to compose a modular training structure, that could serve experienced cluster managers as same as starters.
- Case studies and good practice examples are appreciated also by cluster managers in each country. Again it is vital to focus on such a practical approach when constructing any kind of trainings.
- Austrian, Hungarian and Czech cluster managers prefer internal education. On the other hand Italian, Poland and Slovakian cluster managers prefer external education (e-learning).
- To support a sufficient amount of case studies and best practices practitioners and cluster experts are preferred over academic teachers.
- The maximal length of the course should be in total 2 weeks per year, structured into one, two or three day's courses. A longer time is not appropriate as cluster managers are not willing to invest more time in training.
- The amount of money dedicated to training that cluster have at their disposal is again quite various. The ranges are: Austria - from 1500 to 2000 €, Czech Republic max of 2000 €, Hungary max of 2000 €, Italy max of 2000 € (occasionally over 2000 €), Poland max of 980 € and Slovakia, a very variable situation but again we can say that 2000 € is the top level. These sums are proposed for the whole two weeks course, so for individual courses only a share should be used.

Training Content:

This proposal for the training content is derived from cluster managers´ needs specified in the survey and the follow up interviews. The content was proposed with regards to transnational utilisation, however some special issues and topics should be addressed on national level when providing specific lectures. Proposed training should be built in modules. As long as the training

course will be modular, it can be universally used in any country. The cluster managers have usually different states of knowledge, but if the opportunity of their own selection is provided, the course can be used in general. Proposed topics are as follows.

- Strategy planning and development.
- Management of innovation (creativity, visions, management of changes).
- International strategy development (preparation, implementation and evaluation, cluster members motivation), Internationalisation through cooperation in R&D projects (information about grants and programs, project application creation and project implementation).
- Project management (time management, financial management, team management)
- Communication (assertivity and negotiation, networking skills, presentation skills, team management).
- Marketing and PR.
- Knowledge management.
- Performance evaluation and optimisation (crisis management, evaluation of prosperity indicators).

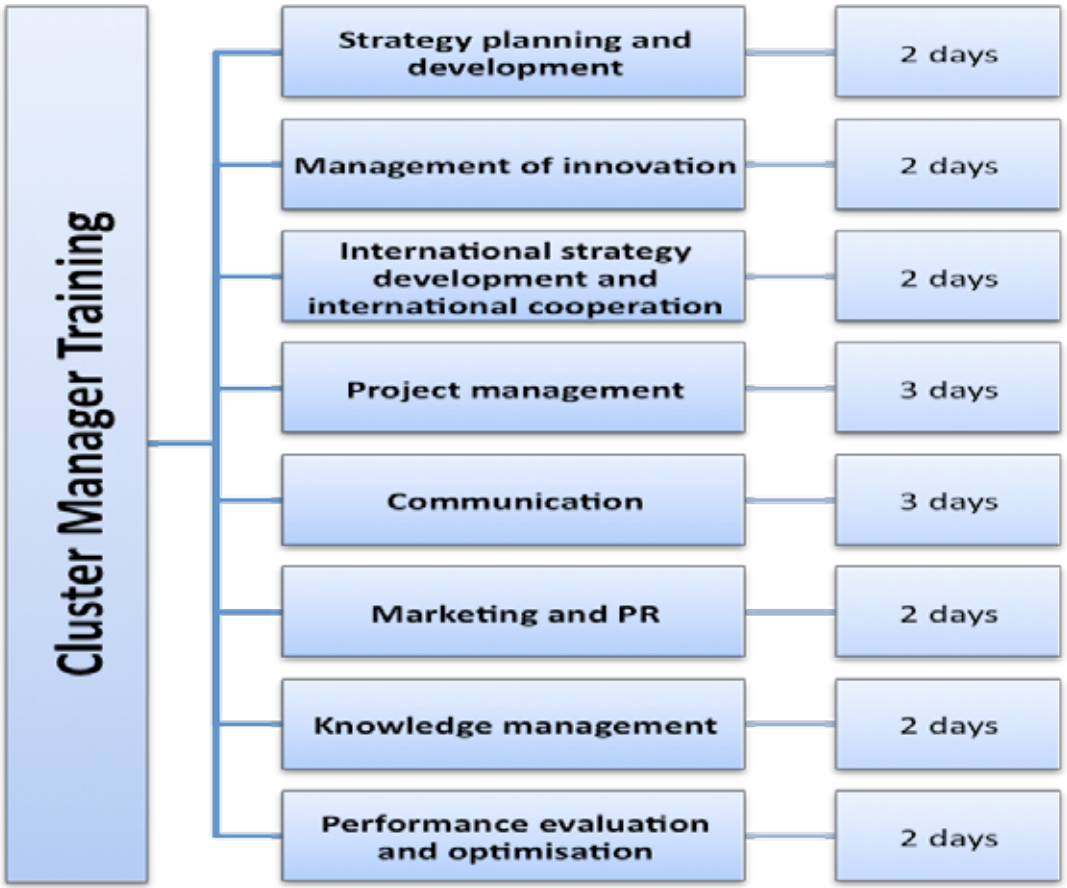

Figure 5-1 A scheme of the whole cluster manager training program

6 TRAINING CONTENT

The topics mentioned in the previous chapter are the most important for the cluster manager's job. In this chapter you will find a deeper elaboration of these topics. The approach used for this elaboration is quite academic. Further development regarding the practical aspects must be performed before presenting the real courses. Each competence is elaborated into unified parts like:

- *Learning objectives* – what should be the aim of the particular course and what knowledge should the participants acquire,
- *Duration* – proposed duration of the course,
- *Main content + tools* – content of the course, individual topics and tools that could be used for training,
- *Examples (business cases)* – some examples and good practices,
- *Pedagogical approach* – which methods are suitable and could be used for training,
- *Assessment method* – how to evaluate knowledge that the participants have acquired,
- *Bibliography* – a list of literature recommended for training.

6.1 Strategy planning and development

Learning objectives

Introduce participants into principles and methods of strategic management in organizations; provide them with knowledge and skills necessary to formulate, implement and evaluate strategic plan for a medium-term scope; introduce participants into risk management (risk identification, classification, emergency measures).

Duration: 2 days

Day 1 – theoretical introduction

Day 2 – 2 weeks after – test, presentation and discussion of strategic plans developed by participants

Main content + tools

- Strategic management – principles, methods, tools
- Market and competitive analysis
- Competitive analysis and value creation
- Competitive advantage
    1. Sources of competitive advantage
    2. Cost advantage
    3. Differentiation advantage
- PEST analysis, SWOT analysis
    1. Analysis of the company /cluster internal and external environment
- Five forces analysis
- The horizontal and vertical boundaries of the firm
- Strategy formulation, implementation and evaluation
- Risk management in strategic planning
    1. Identification of key risk factors, their classification, monitoring and emergency measures).
    2. Risk aversion and risk sharing
- Strategy and business performance
    1. Key performance indicators, design of a system of their monitoring
    2. Performance incentives
- Strategic management in global environment
    1. The social context of company /cluster behaviour

Examples (business cases)

See Grant R.M., Cases to Accompany Contemporary Strategy Analysis

Pedagogical approach

- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)
- Self-study
- Strategic plan development, presentation and group discussion

Assessment method

Test (10 questions, 0-5 points each, min. 30 points), presentation (up to 50 points, min. 30 points)

Bibliography

- Grant R.M.: Contemporary Strategy Analysis, 6th edition, Blackwell Publishing, 2008, ISBN 978-1-4051-6309-5
- Grant R.M.: Cases to Accompany Contemporary Strategy Analysis, 6th edition, Blackwell Publishing, 2008, ISBN 978-1-4051-6310-1
- Angwin D., Cummings S., Smith CH.: The Strategy Pathfinder, 2nd edition, John Wiley & Sons, 2011, ISBN 978-0-470-68946-2
- Kaplan, R. S.; Norton, D. P.: The Balanced Scorecard: Translating Strategy into Action, Harvard Business Review Press, 1996, ISBN-13: 978-0875846514

6.2 Innovation management

(creativity, visions, management of changes)

Learning objectives

Provide comprehensive theoretical knowledge of methods, approaches and tools used in innovation and knowledge management. Present practical examples and case studies. Practice the use of selected software tools.

Duration: 2 days

- Day 1 – theoretical introduction

- Day 2 – 2 weeks after – presentation and discussion of case studies developed by participants, final test.

Main content + tools

- Introduction to innovation management
- Models of innovation processes
    1. 4P (product, process, position, paradigm)
    2. Radical and incremental innovation
    3. Closed and open innovation, role of product architecture
    4. Disruptive and sustaining innovation
    5. Product life-cycle / Service life-cycle
- Assessment of innovation potential
    1. Self-assessment questionnaire
- Innovation impulses
    1. Idea generation and management
    2. Sources of innovation impulses (external – internal)
    3. Working with innovation impulses in the company / cluster - tools and processes
- Structure of innovation processes
    1. Stage-gate process, innovation tunnel
    2. Front end of innovation
    3. Project portfolio management
- Evaluation of risky projects
    1. Expected commercial value (use of decision trees)

2. Real options

- Innovation marketing
- Innovation and entrepreneurship
    1. Company / cluster life cycle
    2. Financing stages of company / cluster growth (seed capital, venture capital, ...)
- Innovations and R&D
    1. Partnerships between companies and R&D institutions
    2. Technology transfer
- Support of innovations in the EU
    1. Horizon 2020, networking, databases

Examples (business cases)
Tidd, Joseph; Bessant, J. R. Managing innovation – Cases in the textbook (see Bibliography) plus textbook website: http://www.managing-innovation.com/caseillustration.php

Pedagogical approach
- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)
- Self-study
- Case study – The role of innovation in the participant's company

Assessment method
Test (10 questions, 0-5 points each, min. 30 points), presentation (up to 50 points, min. 30 points)

Bibliography

- Bessant, J. R., Tidd, J.: Innovation and entrepreneurship. Chichester: John Wiley & Sons,

Ltd, 2007. ISBN 978-0-470-03269-5.

- Tidd, J., Bessant, J. R.: Managing innovation: integrating technological, market and organizational change. 4th ed. Chichester: John Wiley & Sons, 2009. ISBN 978-0-470-99810-6.
- Chesbrough, Henry W.: Open innovation: the new imperative for creating and profiting from technology. Boston: Harvard Business School Press, 2006. ISBN 1-4221-0283-1.
- Christensen, Clayton M.: The innovator's dilemma: the revolutionary book that will change the way you do business. New York: HarperCollins, 2003. ISBN 0-06-052199-6.
- Cooper, Robert G.: Winning at new products: accelerating the process from idea to launch. 3rd edition. New York: Basic Books, 2001. ISBN 0-7382-0463-3.

6.3 Knowledge management

(knowledge types and transformation, intellectual property, intellectual capital)

Learning objectives

Provide participants with theoretical basis and practical examples of methods, approaches and tools used in knowledge management. Present practical examples and case studies. Practice the use of selected SW tools.

Duration: 2 days

Day 1 – theoretical introduction

Day 2 – 2 weeks after – practical examples, presentation and discussion of participant´s case studies, final test.

Main content + tools

- Introduction to knowledge management
    1. Hierarchy data – information – knowledge
    2. Knowledge types (tacit, explicit) and their transformation (SECI cycle)

- Role of knowledge in business
    1. Learning company
- Creativity
    1. Individual and team creativity, support tools, mind mapping
- Knowledge value, intellectual capital
    1. Types of intellectual capital (IC)
    2. Role and assessment of IC in the company
    3. Intellectual property rights (copyright, industrial property, ...)
    4. Working with patent databases
- Company culture and motivation system
- Soft skills
- Course review, final evaluation

Examples (business cases)

Murray E. Jennex: Case studies in knowledge management, Hershey PA Idea Group Publishing, 2005, ISBN 1-59140-353-7(ebook),

http://www.gsigma.ufsc.br/~loss/download/km/Case-studies-in-Knowledge-Management.pdf

Ying-Jung Yeh, Sun-Quae Lai, Chin-Tsang Ho: Knowledge management enablers: a case study. Industrial Management & Data Systems, Vol. 106 No. 6, 2006, pp. 793-810, http://www.nipc.net/km/article/dr_yarigar/textarti5.pdf

Pedagogical approach

- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)
- Self-study
- Case study – The role of knowledge and intellectual property in the participant's company

Assessment method
Test (10 questions, 0-5 points each, min. 30 points), case study presentation (up to 50 points, min. 30 points)

Bibliography

- Collison, C., Parcell, G.: Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations, Capstone, 2005, ISBN 978-1841125091.
- Senge P.: The Fifth Discipline: The Art & Practice of the Learning Organization, Crown Business, 2006, ISBN 978-0385517256.
- European Guide to Good Practice in Knowledge Management, http://www.cenorm.be/cenorm/businessdomains/businessdomains/isss/cwa/knowledge+management.asp
- RICARDIS: Reporting Intellectual Capital to Augment Research, Development and Innovation in SMEs, http://ec.europa.eu/invest-in-research/pdf/download_en/2006-2977_web1.pdf
- What is Intellectual Property?, http://www.wipo.int/about-ip/en/

6.4 Project management

(time management, financial management, team management)

Learning objectives
The participants will be introduced into system-, process- and knowledge approach to project management. They will master basic principles, project phases, project planning and implementation. They will acquire basic knowledge of project communication-, quality-, and risk management, project performance and monitoring.

The participant will be introduced into practical use of project management tools (MS Project 2010)

Duration: 3 days
Day 1 – Theoretical introduction

Day 2 – Introduction to MS Project

Day 3 – 2 weeks after – test, presentation and discussion of projects developed by participants

Main content + tools

- Basic concepts and approaches to the Project Management (PM).
- Project logical framework and project charter.
- Project scope
    1. Work breakdown structure (WBS), Product breakdown structure (PBS).
    2. Project activities and milestones, duration, resources
- Time scheduling
    1. Network diagram, Gantt chart
    2. Scheduling methods: Critical path (CPM), PERT
    3. Critical Chain.
- Resource plan and cost plan.
- Management of communication.
- Quality management.
- Management of project risks.
- Management of commercial activities.
- Project evaluation and monitoring
    1. Project scorecard, earned value analysis.
- Project documentation management, project closure.
- Course review, final evaluation

Examples (business cases)

Kerzner, H.: Project Management. Case Studies, see Bibliography

Pedagogical approach

- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)

- Self-study
- Case study – The example of selected project

Assessment method
Test (10 questions, 0-5 points each, min. 30 points), presentation (up to 50 points, min. 30 points)

Bibliography

- Meredith J.R., Mantel S.J.: Project Management: A Managerial Approach, International Student Version, 7th Edition, Wiley, 2010, ISBN 978-0-470-40026-5
- Kerzner, H.: Project Management. A System Approach. New York: John Wiley & Sons, 2001. ISBN 0-471-39342-8
- Kerzner, H.: Project Management. Case Studies. New York: John Wiley & Sons, 2009. ISBN 0-470-27871-0
- www.pmi.org
- www.TenStep.com

6.5 Communication

(assertivity and negotiation, networking skills, presentation skills, team management)

Learning objectives
Explain the importance, functions and applications of communication skills in practice of management. Develop the communication skills in interpersonal, group and organizational contexts. Participants will be familiarized with links between communication, personal development and organizational development.

Provide participants with the overview of the importance of company culture, its functions and types. Explain connections among main elements of organizational behaviour.

Provide deeper overview of personnel management, methods and processes needed in the field of human resources management. Practise basic abilities and train participants to understand the relations between human potential and possibilities of organizations development

Duration: 3 days
Day 1 – Theoretical introduction

Day 2 – Practice in presentation skills and team management

Day 3 – 2 weeks after –presentation and discussion of cases developed by participants, final test.

Main content + tools

- Competences of a manager, basics of managerial communication: process, styles, forms, barriers, open and closed communication, nonverbal communication.
- Intercultural communication, corporate culture, intercultural differences, intercultural competencies.
- Communications and conflict resolution
- Communication in groups - team work, social networks, team development, problem solving in groups.
- Bargaining, negotiations, mediation and facilitation.
- Organizational culture: Typologies and changes of corporate cultures.
- Motivation and performance - models for influencing individual performance.
- Communication and leadership: Leadership styles, Coaching, mentoring, empowerment
- Strategic human resources management.
- Human resources management: approaches, models, theories.
- Personnel processes.
    1. Job analysis, recruiting process.
    2. Selection and staffing, orientation.
    3. Education and training.
    4. Motivation, performance evaluation.
- Course review, final evaluation

Examples (business cases)
Garner Eric: Teach Yourself Assertiveness!, http://www.hodu.com/teach-assert.shtml

Bishop J.: Business Negotiations – One myth and eight tips from the real world, http://www.expressyourselftosuccess.com/business-negotiations-one-myth-and-eight-tips-from-the-real-world/

How To Improve Your Business Presentation Skills, http://nancysylvester.com/docs/Resources/articles/business_presentation_skills.html

Pedagogical approach
- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)
- Self-study
- Case study – Application of the approaches and methods in the participant´s company

Assessment method
Test (10 questions, 0-5 points each, min. 30 points), presentation (up to 50 points, min. 30 points)

Bibliography

- Armstrong, M.: A Handbook of Human Resource Management Practice, London: Kogan Page, 2006, ISBN 0-7494-3393-0

6.6 Marketing and PR

Learning objectives
Explain the role of marketing in business management and the principles of company marketing management and practical approaches to marketing plan formulation, implementation and evaluation. Teach participants to select the most appropriate strategy to achieve declared objectives and implement it with use of marketing tools.

Familiarize participants with the essence and methods of strategic marketing. Introduce participants into a company / cluster marketing plan development and its implementation. Explain basic approaches and methods of market research.

Introduce participants into function and classification of CRM (customer relationship management) in business processes. Explain basic approaches and methods of market research, of identifying key customers, their needs and requirements and translate them into actions.

Duration: 2 days

Day 1 – Basic concepts of marketing, strategic marketing

Day 2 – Market research, CRM case studies, final test

Main content + tools

- Marketing and its role in a company / cluster
- Marketing planning
- Psychology of consumer behaviour
- Market segmentation
- Marketing mix – 4P: product, placement, price, promotion
- Marketing plan and its components; types of planning and the most frequent mistakes.
- Marketing plan implementation: product policy, price policy, promotion policy and distribution policy.
- Strategic brand management
- Marketing management in specific domains such as B2B marketing, services´ marketing, export marketing, SME marketing, innovation marketing.
- Strategic marketing process: objectives, planning, implementation and control
- Basic and specific methods of market situational analysis
- Marketing information system
- Marketing audit
- CRM: functions, architecture, implementation, practical use

- CRM efficiency evaluation
- Barriers in CRM implementation
- Public relations
    1. Target group analysis
    2. Media selection
    3. Company / cluster presentations
    4. Feedback collection and processing
- Course review, final evaluation

Examples (business cases)
The Times 100 - Marketing case studies, http://businesscasestudies.co.uk/case-studies/by-topic/marketing.html - see e.g.:

IKEA SWOT analysis and sustainable business planning

IKEA Building a sustainable supply chain

http://businesscasestudies.co.uk/ikea/

New products from market research: A Kellogg's case study, http://businesscasestudies.co.uk/kelloggs/new-products-from-market-research/introduction.html

Pedagogical approach
- Lecture with practical applications, supplemented with a discussion (supported by presentation slides and e-learning support)
- Self-study
- Case study – The example of simple project

Assessment method
Test (10 questions, 0-5 points each, min. 30 points), presentation (up to 50 points, min. 30 points)

Bibliography

- Kotler, P., Keller, K. L.: Marketing management. 13th edition, Prentice Hall, 2006, ISBN 978-0136009986.
- Kotler, P., Armstrong, G.: Principles of Marketing, 13th edition, Prentice Hall, 2009, ISBN 978-0136079415
- Cooper, J., Lane, P.: Practical Market Planning, Palgrave Macmillan, 1997, ISBN 978-0333679074
- Scott, D. M.: The New Rules of Marketing & PR, Wiley, 2011, ISBN 978-1118026984
- Seitel, F. P.: The Practice of Public Relations, 11th Edition, Prentice Hall, 2010, ISBN 978-0136088905

7 INSTITUTIONS PROVIDING TRAININGS

Generally there are many institutions or agencies that can provide classical management training however trainings focused especially to cluster manager's needs are not so common. Surely we can find some common topics such as presentation or negotiation etc. that can be used without exception for project managers same as cluster managers but there is also a lot of special topics like strategy planning, evaluation of performance, international cooperation etc. that needs to be addressed more precisely.

On the other hand the situation on the field of education is changing annually. New methods are rising, study materials are aging and needs to be improved and institutions that can provide training are appearing and disappearing. Due to these effects the project consortium has decided to provide (on national level) interested people with a list of possible trainees or to help them to find an appropriate institution. Each project partners´ contact persons are listed below and you are free to contact them for further information on how the current situation on national level looks like.

Lead Partner:

Clusterland OÖ GmbH
Hafenstraße 47-51
4020 Linz
Austria
contact person: Nina Maria Kainz
e-mail: nina.kainz@clusterland.at

PP02:

University of West Bohemia
Univerzitni 8
306 14 Pilsen
Czech Republic
contact person: Marek Bureš
e-mail: buresm@kpv.zcu.cz

PP03:
Chamber of Commerce and Industry of Pécs-Baranya
Majorossy I. u. 36.
7625 Pécs
Hungary
contact persons: Szabolcs Rabb
Eszter Nagy
mail: szrabb@pbkik.hu
enagy@pbkik.hu

PP04:
Eurosportello - Unioncamere del Veneto
Via delle Industrie 19/d
30175 Venezia
Italy
contact person: Stefania De Santi
e-mail: stefania.desanti@eurosportelloveneto.it

PP05:
Province of Milan, Economic Development Sector
Via Soderini 24
Milan
Italy
contact persons: Silvia La Ferla
Myriam Camarero
e-mail: s.laferla@provincia.milano.it
m.camarero@provincia.milano.it

PP06:
Aviation Valley
ul. Szopena 51
35-959 Rzeszów
Poland
contact person: Jolanta Skrzypkowska
e-mail: jolanta.skrzypkowska@dolinalotnicza.pl

PP07:
Upper Silesian Agency for Entrepreneurship Promotion
ul. Astrów 10
40-045 Katowice
Poland
contact persons: Karolina Piwowarska-Nowrotek
Magdalena Dziurska
e-mail: karolina.piwowarska@gapp.pl
magdalena.dziurska@gapp.pl

PP08:
Slovak Chamber of Commerce and Industry
Gorkého 9
816 03 Bratislava
Slovakia
contact person: Juraj Paľa
e-mail: juraj.pala@sopk.sk

PP09:
1st Slovak Engineering Cluster
Areál PPS, č. 586
962 12 Detva
Slovakia
contact person: Ladislav Bodi
e-mail: bodi@ppsgroup.sk

PP12:
Pomurje Technology Park
Plese 9 a
SI-9000 Murska Sobota
Slovenia
contact persons: Aleksandra Krumpak
Borut Zrim
e-mail: aleksandra@p-tech.si
borut@p-tech.si

References

1. CMQ – CLUSTER MANAGER QUALIFICATION – Results of a comprehensive survey on tasks, skills & training needs of European cluster managers, output of the CEE-Cluster Network survey

2. Cluster Management Guide – Guidelines for the Development and Management of Cluster Initiatives, output of the project CLOE

3. http://www.clusterland.at

4. http://www.cluster-school.com

5. http://www.regx.dk/en/home.html

6. http://www.cft.regx.dk