



Marciee

**Output 5 – Evaluation-Tool**  
**Activity Code 05-A1**  
**Activity Code 05-A2**

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## *Evaluation Tool*

# Description

Prepared by Ralf Wagner, Dolores Sanchez Bengoa, Stephane Ganasalli and Katrin Zulauf

**Purpose** – The purpose of this report is to study the success of short-term intensive study programmes (ISPs) over the short-term perspective and highlight additional lessons for students which might be missed without the experience of working face-to-face on sophisticated tasks in multicultural teams.

**Approach/ Methodology** – The evaluation of our ISPs was conducted using a quantitative methodology, via questionnaires given to students at the beginning, the middle and at the end of a course. The questionnaire development was based on the work of Prof. Dr. Scott Armstrong (Wharton School, University of Pennsylvania) for student self-assessment of their progress during participation in the MARCIEE project. Before, during and after the course, the participants filled out a questionnaire answering the following three questions: (1) What do you know? (2) What do you want to learn? (3) What have you learned? Using this procedure, the teachers of the ISPs got direct feedback about the knowledge base, the needs and the learning success for each individual topic. For international ISP evaluation, it was decided to assess the improvements related to (1) knowledge, (2) know-how and (3) soft skills. The questions related to knowledge were derived from the content of the program and the lectures during the program. Regarding the soft skills and knowledge assessment, we followed Beard, Schwieger and Surendran (2008), Betz and Hackett (1983) and Bandura (1977). The questionnaire was first pretested and improved based on the initial results.

**Findings** – The reports provided an overview of the level of success in teaching intercultural programs in higher education, further development of our evaluation tools, and the contribution of ISPs in improving skills and cross-cultural competences.

**Originality/Value** – There are a lack of tools measuring short term success of ISPs.



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**Literature Cited:**

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.

Beard, D., Schwieger, D., & Surendran, K. (2008). Integrating soft skills assessment through university, college, and programmatic efforts at an AACSB accredited institution. *Journal of Information Systems Education*, 19(2), 229–240.

Betz, N. E., & Hackett, G. (1983). The relationship of mathematics self-efficacy expectations to the selection of science-based college majors. *Journal of Vocational Behavior*, 23(3), 329–345.



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# The Development, Usage and Adaption of the Evaluation Instrument

**The MARCIEE programme.** Since MARCIEE is a three-year programme, three cohorts of students are engaged in the programme at one time. In the MARCIEE programme, students from each cohort collaborate:

- in national teams to get used to the topic and to collect data on a national level.
- in international virtual teams for pre-processing and comparing the collected data.
- in intentional teams during an Intensive Study Programme week (2015 in Budapest, 2016 in Vilnius and 2017 in Trento).

The national assignment consists of reading and reviewing literature on different topics of entrepreneurship, and preparing and conducting interviews with national entrepreneurs, start-up centres, chambers of commerce and political/administrational decision makers. The interviews are then analysed and national reports created by the students. Additionally, the students have to set up their own company working in their international team or provide a targeted consulting to selected entrepreneurial companies.

**The study design.** In order to complete the international assignment, the students took classes on the different topics of entrepreneurship, marketing and intercultural management. The questionnaire instruments and the evaluation of the results are outlined below.

The evaluation instrument itself was inspired by a previous version pioneered by Dr. Scott Armstrong, obtained from [www.scott-armstrong.com](http://www.scott-armstrong.com). The instrument serves multiple purposes.

- The instructor of a course or module can learn inform him/herself about the prior knowledge of the students before the course starts. This enables the adjustment of the introductory sessions and the students can be provided with complementary readings for filling gaps in order to harmonize the starting levels of the students.
- The instructor becomes aware of the intrinsic interests of the students and might be able to adjust content and examples to meet these interests.
- Both the students and the instructors get an assessment of the students' progress during the course. The instrument explicates student self-assessments and, thus, facilitates discussions and student coaching on an individual basis.



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- The instructor is provided with an assessment of their overall teaching performance. Content that is not comprehended initially can be reviewed by means of additional tasks and assignments.
- The students get an immediate demonstration of their progress and extended knowledge, competencies and understanding of concepts. Since students become aware what they have actually received for their time and substantial effort spent, the instrument is a direct marketing tool as well.

The results outlined below were generated by applying the instrument during an intensive study program (ISP) course taught to three cohorts of students participating in the Marketing Communication Innovativeness of European Entrepreneurs (MARCIEE) project; this EU-funded project is a collaboration between ten European universities.

The participants filled in the questionnaire at three times: at the beginning, the middle and the end of the course, answering the following three questions: (1) What do you know? (2) What do you want to learn? (3) What have you learned? Using this procedure, the teachers of the course got direct feedback about the knowledge, the needs and the learning success for each individual topic. For the international ISP evaluation, it was decided to assess improvements relating to (1) knowledge, (2) know how and (3) soft skills. The questions in the questionnaire related to the knowledge were derived from the content of the program and the lectures during the program. Questions relating to the soft skill and knowledge assessment were derived from Beard, Schwieger and Surendran (2008), Betz and Hackett (1983) and Bandura (1977). The questionnaire was pretested and improved based on the testing feedback.




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# Evaluation Tool

<b>Intensive Study Programme</b>					
<b>in Budapest, Hungary 17.-23. 05.2015</b>					
<b>Assessment of your Knowledge and Skills</b>					
Rate yourself on the following items from 0 = poor to 10 = excellent					
Assessment					
	<b>Your Knowledge about ...</b>	<b>Beginning of MARCIEE</b> "When you apply for MARCIEE"	<b>Beginning of the ISP</b>	<b>End of the ISP</b>	<b>Your aims</b> Allocate 100 points at total! " What are the most important achievements for you?"
1.	Entrepreneurship (e.g., definiton, concepts)	_	_	_	_
2.	Entrepreneurial orientation dimensions	_	_	_	_
3.	Causation logic and effectuation logic	_	_	_	_
4.	Influences of cultural contexts on business communication processes	_	_	_	_
5.	Assessing culture	_	_	_	_
6.	Local adaptation of global strategy	_	_	_	_
7.	International marketing campaigns	_	_	_	_
8.	Financial impact on entrepreneurial projects	_	_	_	_
9.	Incorporation of new media in business strategy	_	_	_	_
10.	Social media techniques in the entrepreneurial context	_	_	_	_
<b>Your Skills about ...</b>		_	_	_	_
11.	Working in cross-cultural teams	_	_	_	_
12.	Business interactions in english	_	_	_	_
13.	Using office tools (video, pptx, excel, word) to deliver high quality outcomes	_	_	_	_
14.	Resistence to stress	_	_	_	_
15.	Organisational skills	_	_	_	_
16.	Adaptiveness	_	_	_	_
17.	Persuasiveness (Convince the others without anoying them)	_	_	_	_
<b># Total</b>		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



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**Output 5 – REPORT ON THE RESULTS OF THE  
EVALUATION INSTRUMENT  
– ISP IN BUDAPEST**

Written by: Prof. Dr. Stéphane Ganassali  
August 14<sup>th</sup> 2015










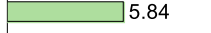



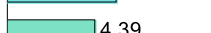





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## What are the most important achievements for the students?

	Mean	Frequency	
International marketing campaigns P	7.81	69	 7.81
Incorporation of new media in business strategy P	7.20	69	 7.20
Financial impact on entrepreneurial projects P	7.09	69	 7.09
Social media techniques in the entrepreneurial context P	6.81	69	 6.81
Entrepreneurship P	6.57	68	 6.57
Working in cross-cultural teams P	6.57	69	 6.57
Local adaptation of global strategy P	6.20	69	 6.20
Business interactions in English P	6.07	69	 6.07
Organisational skills P	6.00	69	 6.00
Assessing culture P	5.86	69	 5.86
Influences of cultural contexts on business communication processes P	5.84	69	 5.84
Entrepreneurial orientation dimensions P	5.74	69	 5.74
Causation and effectuation logics P	5.62	69	 5.62
Adaptiveness P	5.52	69	 5.52
Persuasiveness P	5.49	69	 5.49
Resistance to stress P	4.39	69	 4.39
Using office tools P	4.01	69	 4.01

### Comments:

Students were instructed to divide 100 points among the listed outcomes to indicate the relative importance of these outcomes to them. There were no large differences between responses to the 17 items listed for this question. The highest score was 7.8 and the lowest 4. Some portion of the scores received may have been due to the instructions of dividing 100 points between all the items were not so clear for some of the students. This scoring method must be clearly explained and presented in the future.

The most important content appeared to be knowledge about international marketing campaigns. Social media was also quite important together with the financial aspects of entrepreneurial projects. Entrepreneurship was only ranked 5<sup>th</sup>. Office tools and resistance to stress are the least important items to the students. Causation and effectuation logic was quite low too.

*Please consider the sizes of the delegations are sometimes too small to assess some possible national differences, on that topic.*



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## Basic level and improvement

Skills	Before	After	Improvement (after - before)
Using office tools	7.75	8.08	0.33
Adaptiveness	7.75	8.26	0.51
Resistance to stress	7.56	7.95	0.39
Business interactions in English	7.39	8.27	0.88
Organisational skills	7.34	7.95	0.61
Working in cross-cultural teams	7.25	8.39	1.14
Persuasiveness	7.08	7.77	0.69
Assessing culture	7.00	8.08	1.08
Influences of cultural contexts on business communication processes	6.79	8.11	1.32
Local adaptation of global strategy	6.63	7.94	1.31
International marketing campaigns	6.61	8.02	1.41
Social media techniques in the entrepreneurial context	6.08	7.76	1.68
Entrepreneurship	6.04	8.16	2.12
Incorporation of new media in business strategy	5.94	7.90	1.96
Financial impact on entrepreneurial projects	5.27	7.35	2.08
Entrepreneurial orientation dimensions	4.34	7.70	3.36
Causation and effectuation logics	3.46	7.87	4.41
<b>Average</b>	<b>6.49</b>	<b>7.97</b>	<b>1.49</b>

### Comments:

If we look at the differences between student self-evaluations before and after the ISP, it is clear that some degree of improvement can be reported. For all the items, the average improvement was 1.5 point out of 10 (roughly from 6.5 to 8), representing an average increase of 23%.

Logically, more room for improvement was available and thus more improvement seen on the lower initial competences of students, like entrepreneurship content at the first level and new/social media, at the second level. But they also reported a slight improvement of their better basic skills (like business interactions in English, working in cross-cultural teams and organizational skills).

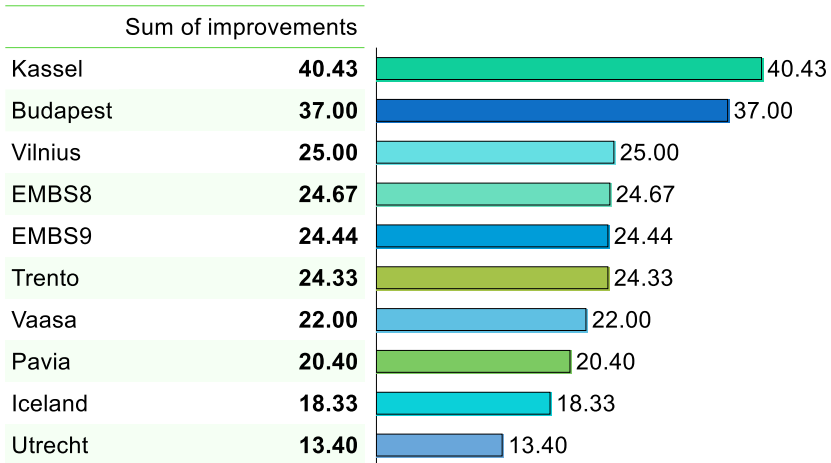


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### Sum of improvements by delegation



Looking at the sum of differences between delegations on that topic, we can notice student groups who reported the biggest improvements are Kassel and Budapest (significant diff.). The lowest are from Iceland and Utrecht (significant diff.).



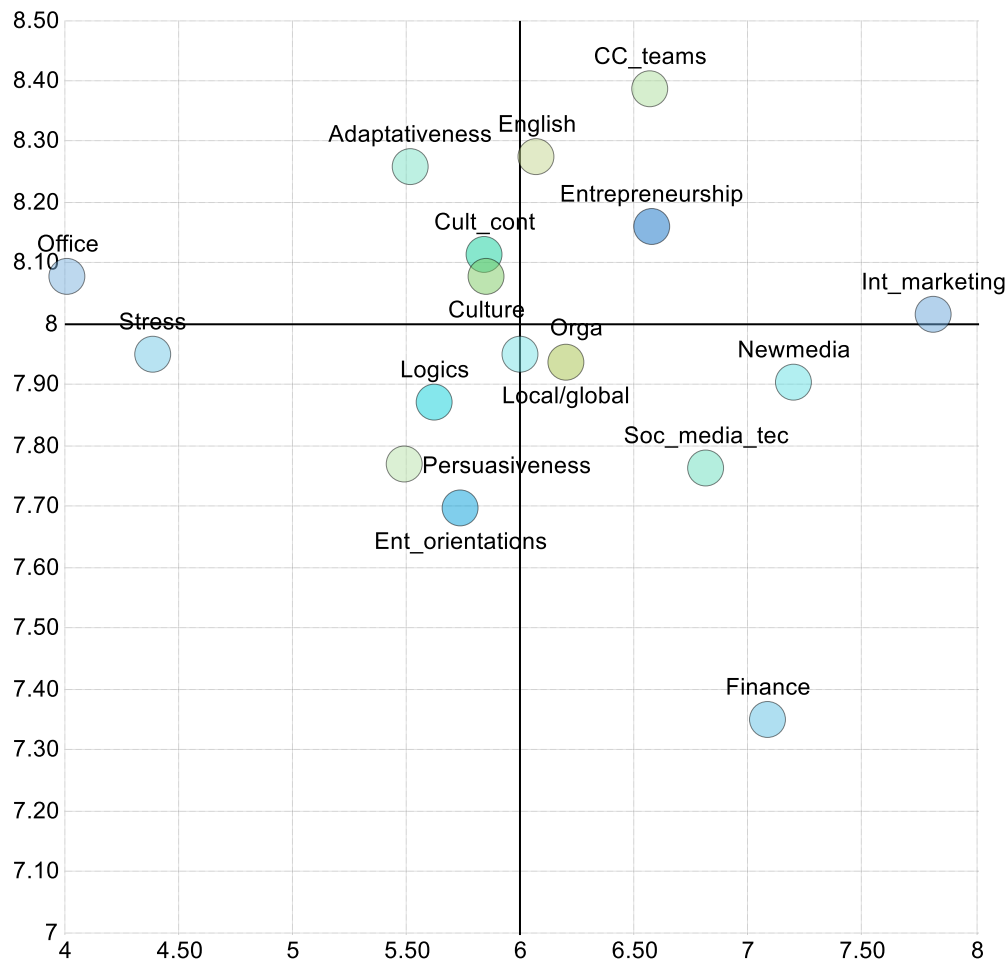
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## Importance/performance analysis

### Importance / final level



#### Comments:

If we look at the correspondences between the importance (horizontal axis) and the final level reported (vertical axis), we can see whether achievements were made on the skills considered important by the students. From this perspective, the results were most satisfying (north-east area) for international marketing, working in cross-cultural teams and entrepreneurship.

Clearly, improvements can be made in the financial impact on entrepreneurial projects and new/social media. They are located in the area where criteria are important but for which the final levels were not that high.



*Please note that for that Importance/performance analysis, there were not very large differences especially in terms of final level they reached.*



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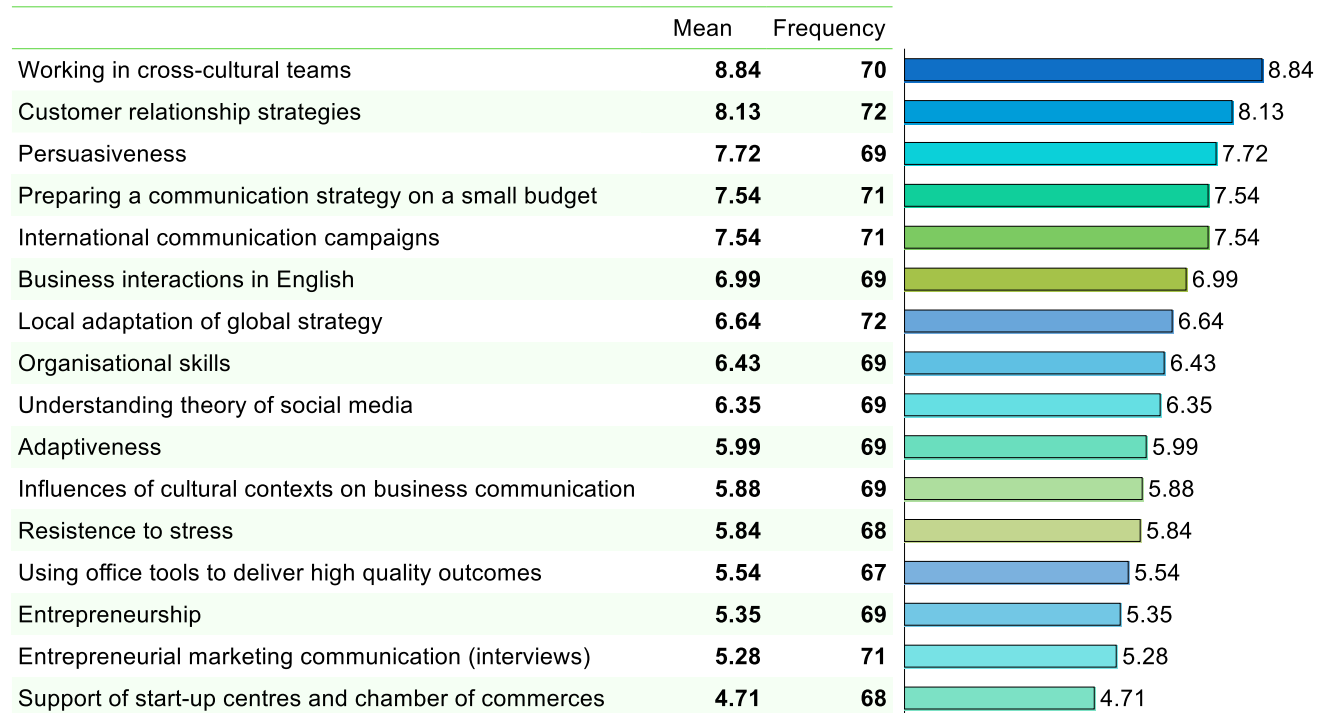
<b>Intensive Study Programme</b>					
in Vilnius, Lithuania 04.-08. 04.2016					
<b>Assessment of your Knowledge and Skills</b>					
Rate yourself on the following items from 0 = poor to 10 = excellent					
Assessment					
<b>Your Knowledge about ...</b>		<b>Beginning of MARCIEE</b> "When you apply for MARCIEE"	<b>Beginning of the ISP</b>	<b>End of the ISP</b>	<b>Your aims</b> Allocate 100 points at total! " What are the most important achievements for you?"
1.	Preparing a communication strategy on a small budget	___	___	___	___
2.	Customer relationship strategies in practice	___	___	___	___
3.	Understanding the theory of social media	___	___	___	___
4.	International communication campaigns	___	___	___	___
5.	Working in cross-cultural teams	___	___	___	___
6.	Local adaptation of global strategy	___	___	___	___
7.	Persuasiveness	___	___	___	___
8.	Influences of cultural contexts on business communication	___	___	___	___
9.	Business interactions in English	___	___	___	___
10.	Resistance to stress	___	___	___	___
11.	Support of start-up centres and chamber of commerce	___	___	___	___
12.	Entrepreneurial marketing communication	___	___	___	___
13.	Adaptiveness	___	___	___	___
14.	Organisational skills	___	___	___	___
15.	Entrepreneurship (e.g., definition, concepts)	___	___	___	___
16.	Using office tools to deliver high quality outcomes	___	___	___	___
<b># Total</b>		0	0	0	0
Name : _____					
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## Output 5 – REPORT ON THE RESULTS OF THE EVALUATION INSTRUMENT – ISP in Vilnius

Written by: Stéphane Ganassali  
August 18<sup>th</sup> 2016

Where are your highest expectations? What are the most important achievements for you?



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Comments:

Again in 2016, there were no large differences between our 16 items. The highest scores were 8.8 and the lowest 4.7. In the most important contents, this year, we had a mixture of 'soft' skills (like cross-cultural working and persuasiveness) and some 'harder' contents focused on customer relationship and communication strategies.

Social media theories were less important to them, compared to the previous year. Surprisingly, entrepreneurial contents were overall the three least important items to them.

*Please consider the sizes of the delegations are sometimes too small to assess some possible national differences, on that topic.*



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## Basic level and improvement

Skills	Beginning	End	Improvement (after - before)
Preparing a communication strategy on a small budget	5.10	6.901	1.81
Customer relationship strategies in practice	5.70	7.47	1.77
Understanding the theory of social media	6.67	7.98	1.31
International communication campaigns	5.51	6.77	1.26
Working in cross-cultural teams	7.45	8.56	1.11
Local adaptation of global strategy	5.36	6.39	1.03
Persuasiveness	6.93	7.95	1.02
Influences of cultural contexts on business communication	6.33	7.30	0.97
Business interactions in English	7.52	8.47	0.95
Resistance to stress	7.48	8.24	0.76
Support of start-up centres and chamber of commerce	4.52	5.18	0.66
Entrepreneurial marketing communication	5.63	6.29	0.66
Adaptiveness	7.68	8.32	0.64
Organisational skills	7.51	8.09	0.58
Entrepreneurship (e.g., definition, concepts)	6.05	6.61	0.56
Using office tools to deliver high quality outcomes	7.37	7.65	0.28
<b>Average</b>	<b>6.43</b>	<b>7.39</b>	<b>0.96</b>

### Comments:

If we look at the differences between the self-evaluation of the students before and after the ISP in Vilnius, it is clear that some significant improvements can be reported. For all the items, the average improvement was 1 point out of 10 (from 6.5 to 7.5 roughly), representing an average increase of 15%. Vilnius' improvements were a bit lower than the ones from the prior year (0.96 on average in Vilnius vs. 1.49 in Budapest), while the initial reported levels were stable.

They improved more in terms of customer relationship and communication strategies and social media theories. They also reported a slight improvement of their initially better-rated soft skills (like working in cross-cultural teams, persuasiveness and business interactions in English).

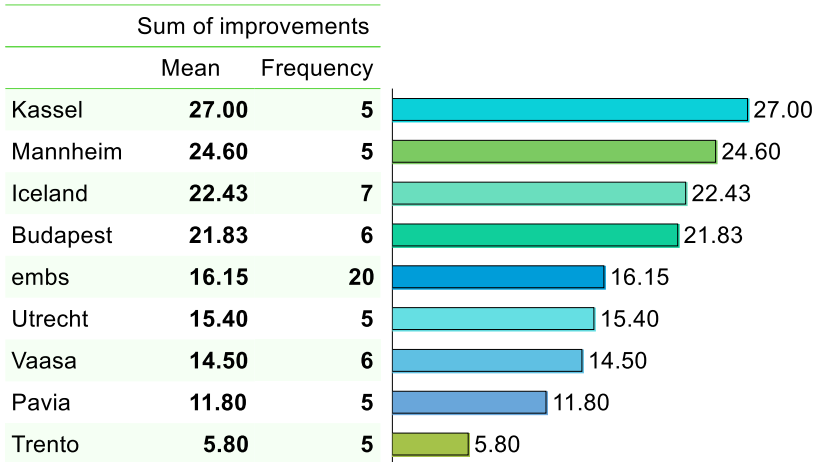
What was very different from the prior year is that their basic knowledge in some fields was globally higher this year, because, we did not cover some 'unusual' topics for them like the financial impact on entrepreneurial projects, the entrepreneurial orientation dimensions or the causation and effectuation logics, on which they scored low in the initial evaluation in Budapest.



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Looking at the sum of differences between delegations on that topic, we can notice students who reported the biggest improvements were the group from Germany. The lowest were from Italy and Finland. Please note that this year, these differences are lower and are not statistically significant.

*NB: Vilnius is not included in the analysis because of too few respondents.*

## Importance/performance analysis

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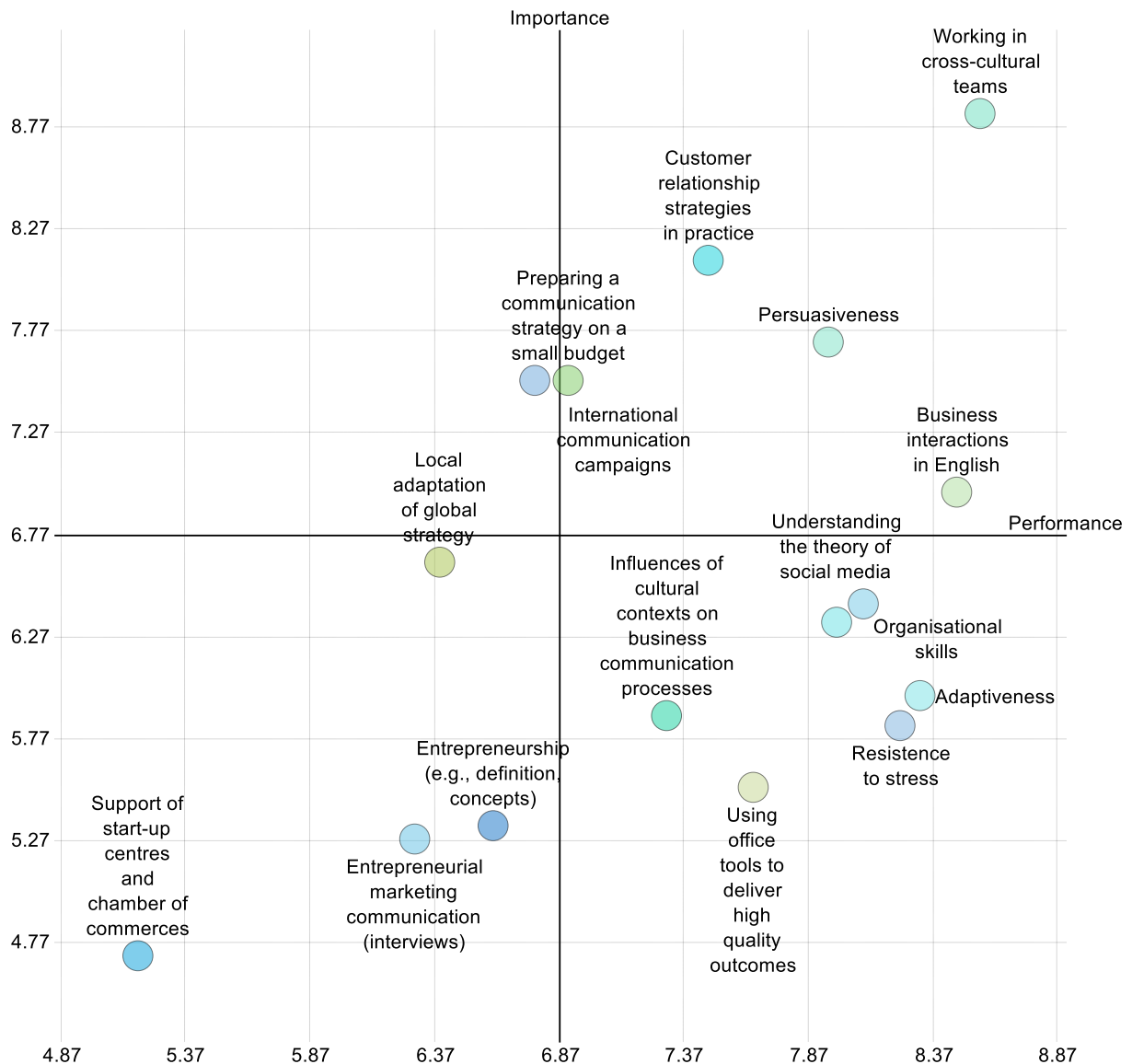
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## Importance/ Final level



### Comments:

If we look at the correspondences between the importance (vertical axis) and the final level reported (horizontal axis), we can see whether achievements were performed on the skills considered important by the students.




From that perspective, results are satisfying (north-east area) mostly for the working in cross-cultural teams, persuasiveness, English and customer relationship management. Clearly, slight improvements can be made for communication content. They are almost located in the area where criteria are important but for which the final level could be higher. In this analysis, entrepreneurship contents get quite low results, both on importance and final performance.



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<b>Intensive Study Programme</b>					
in Trento, Italy 30.01.-04.02.2017					
<b>Assessment of your Knowledge and Skills</b>					
Rate yourself on the following items from 0 = poor to 10 = excellent					
Assessment					
		<b>Beginning of MARCIEE</b> "When you apply for MARCIEE"	<b>Beginning of the ISP</b>	<b>End of the ISP</b>	<b>Your aims</b> Allocate 100 points at total! What are the most important achievements for you?"
<b>Your Knowledge about ...</b>					
1.	Entrepreneurial ecosystem	___	___	___	___
2.	Social entrepreneurship (e.g., definition, concepts)	___	___	___	___
3.	Social responsibility	___	___	___	___
4.	Value creation	___	___	___	___
5.	Support of government and institutions provided to entrepreneurs	___	___	___	___
6.	SWOT analysis	___	___	___	___
7.	Marketing communication plan	___	___	___	___
8.	Influences of cultural contexts on business communication processes	___	___	___	___
9.	Financial impact on entrepreneurial projects	___	___	___	___
10.	Social media techniques in the (social) entrepreneurial context	___	___	___	___
<b>Your Skills about ...</b>					
11.	Working in cross-cultural teams	___	___	___	___
12.	Business interactions in English	___	___	___	___
13.	Using office tools (video, pptx, excel, word) to deliver high quality outcomes	___	___	___	___
14.	Resistance to stress	___	___	___	___
15.	Organisational skills	___	___	___	___
16.	Adaptiveness	___	___	___	___
17.	Persuasiveness (Convince the others without annoying them)	___	___	___	___
<b># Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Name : _____					
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## Output 5 — Report on the results of the evaluation instrument - ISP in Trento

Written by: Johan van Berkel  
April 12<sup>th</sup> 2017

### Achievements

Knowledge	Mean	Std.	Minimum	Maximum	Frequency
Marketing communication plan	10,5	9,3	0	60	75
Entrepreneurial ecosystem	9,6	9,4	0	40	75
Social entrepreneurship (e.g., definition, concepts)	8,1	7,4	0	40	75
Value creation	7,6	7,2	0	40	75
Social media techniques in the (social) entrepreneurial context	6,9	6,4	0	25	75
Influences of cultural contexts on business communication processes	6,3	6,4	0	40	75
Financial impact on entrepreneurial projects	5,3	5,0	0	30	75
Social responsibility	5,0	5,0	0	30	75
Support of government and institutions provided to entrepreneurs	4,5	5,2	0	25	75
SWOT analysis	4,3	5,2	0	30	75
Total knowledge	68,0	22,2	0	100	75
Skills					
Working in cross-cultural teams	8,3	10,2	0	50	75
Business interactions in English	6,8	7,7	0	40	75
Organisational skills	3,9	4,7	0	25	75
Persuasiveness (Convince the others without annoying them)	3,7	3,8	0	20	75
Resistance to stress	3,7	5,1	0	30	75
Adaptiveness	3,4	4,3	0	20	75
Using office tools (video, pptx, excel, word) to deliver high quality outcomes	2,2	2,8	0	10	75
Total skills	32,0	22,2	0	100	75

There were big differences in achievement for the students. Some of the students focused only on knowledge topics, some other students focused only on skills topics, but most of the students focused on both. The most important content to the students was knowledge on



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marketing communication plans, entrepreneurial ecosystems and social entrepreneurship, the main topics of the ISP Trento.

Only on the skills topic (except working in cross-cultural teams and adaptiveness) was a weak significant negative correlation found between the achievements and the scores at the start. And finally only on the topics 'Using office tools' and 'Organizational skills' was there a weakly significant positive correlation between the achievements and the total increase on the different topics during the ISP. See Appendix 1.

These outcomes are not surprising. The group of students was very heterogeneous. Some of the students studied in cross-cultural teams where English is the main language (e.g. EMBS and Utrecht) while others did not. Also the courses at the different universities varied.

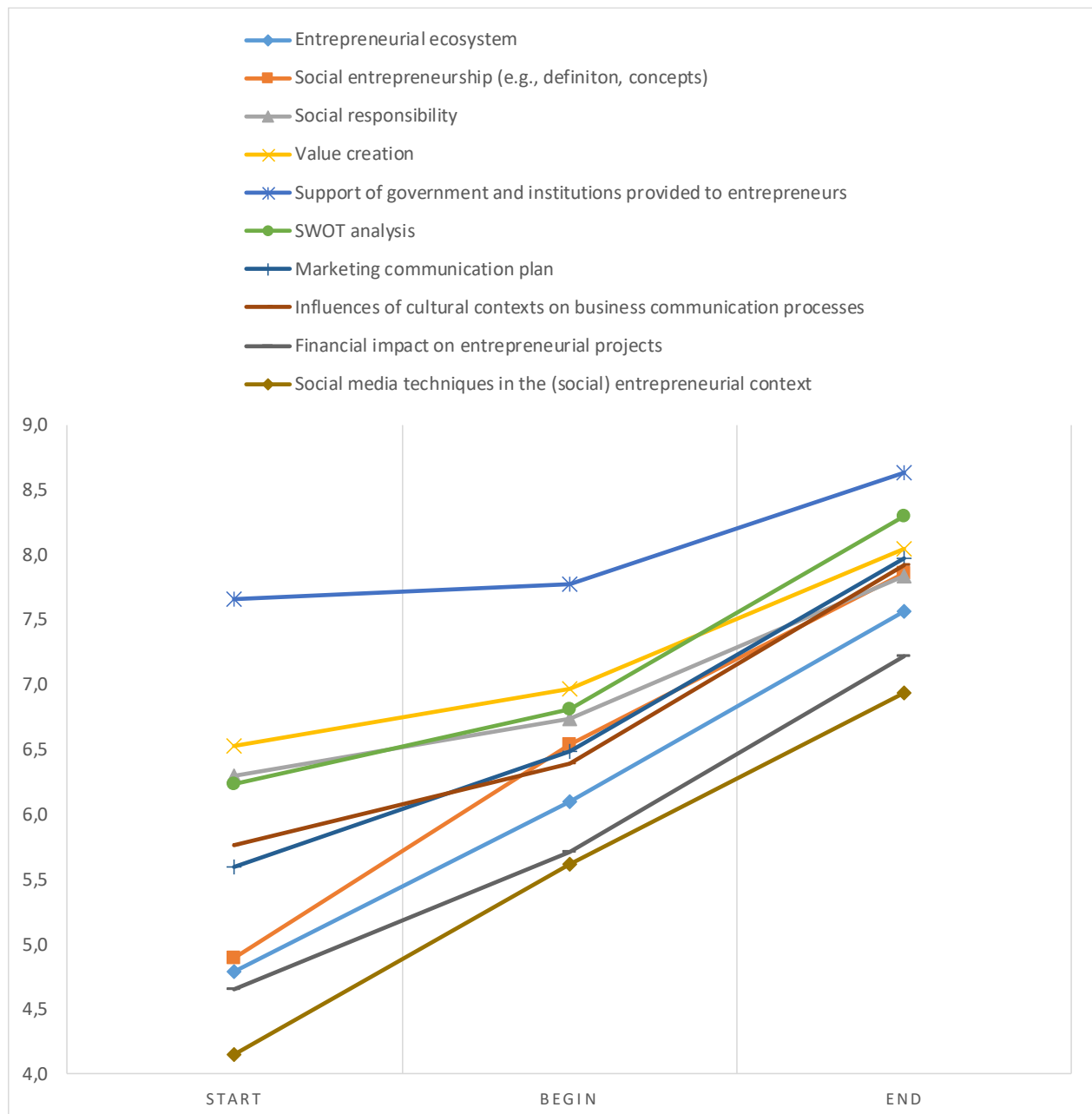


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## Gain of knowledge over the course of study



The knowledge at the start was on most of the topics quite low (the average of knowledge on the different topics was at the start 5.7) but it increased significantly during the first period (average score was 6.5), except for the topic Support of government, which has already the highest score at the start. During the week in Trento there was a significant gain of knowledge on all the topics and the average score was at the end 7.8.



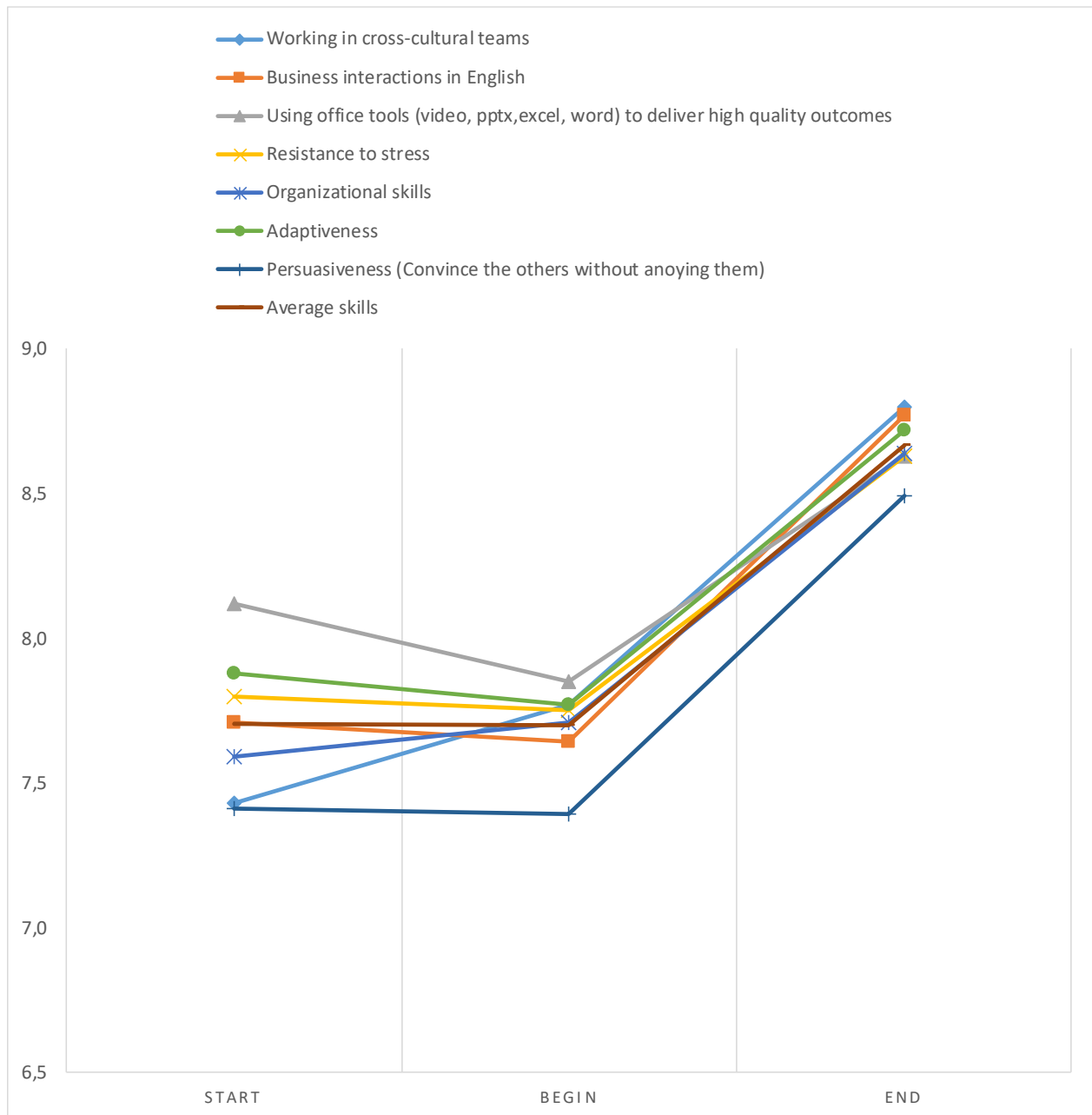
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If you compare the increase of knowledge from the start to beginning with the increase of knowledge during the week in Trento than the increase on the topics of Support of government, SWOT analysis and Influences of cultural contexts was significant higher than the increase on these topics during the first period. See Appendices 2 and 3.

### Gain of skills over the course of study



The average of skills is for all the topics quite high. The lowest score was 7.4 for Working in cross cultural teams and for persuasiveness.



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During the first period none of the skills had an increase. Some of the skills scores were even lower. It is possible because some of the students did not remember what they have filled in at the start. During the week in Trento there was a significant increase in skills on all the topics with an average score of 8.7 at the end of the week in Trento. See Appendices 2 and 3.

The end score of the final grading of the teams in Trento did not have any relation with the average on knowledge (ANOVA  $F = 1.015$ ;  $df_1 = 15$ ;  $df_2 = 59$ ;  $p = .453$ ) and the average on skills (ANOVA  $F = .757$ ;  $df_1 = 15$ ;  $df_2 = 59$ ;  $p = .717$ ) of the different teams at the end of the week. See Appendix 4.

## **Final conclusion**

Working in international teams does really increase the skills of the students. In terms of knowledge gained, it was only the case for certain topics. If you compare the outcome of the self-assessment with the final grading of the teachers, you can wonder if the self-assessment is a good instrument to measure what the students can perform.



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## Appendix 1 Achievements

	AIM		SCORES AT START		SCORES TOTAL INCREASE		AIM AND START		AIM AND TOTAL INCR	
	Mean	Std.	Mean	Std	Mean	Std	R	Sign.	R	Sign.
<b>Your knowledge about .....</b>										
Entrepreneurial ecosystem	9,6	9,4	4,8	2,2	2,8	2,2	-0,02	0,86	0,06	0,64
Social entrepreneurship (e.g., definiton, concepts)	8,1	7,4	4,9	2,1	3,0	2,1	0,02	0,84	-0,08	0,49
Social responsibility	5,0	5,0	6,3	1,8	1,5	1,8	-0,10	0,40	0,01	0,96
Value creation	7,6	7,2	6,5	2,2	1,5	1,9	-0,02	0,86	0,04	0,72
Support of government and institutions provided to entrepreneurs	4,3	5,2	7,7	1,9	1,0	2,0	-0,22	0,06	0,22	0,06
SWOT analysis	10,5	9,3	6,2	2,4	2,1	2,1	0,17	0,14	-0,01	0,91
Marketing communication plan	6,9	6,4	5,6	2,2	2,4	2,5	-0,02	0,86	0,07	0,53
Influences of cultural contexts on business communication processes	6,3	6,4	5,8	2,1	2,2	2,2	0,12	0,30	-0,12	0,31
Financial impact on entrepreneurial projects	5,3	5,0	4,7	2,2	2,6	2,4	0,00	0,98	0,12	0,29
Social media techniques in the (social) entrepreneurial context	4,5	5,2	4,2	2,0	2,8	2,2	0,29	0,01	-0,10	0,40
Average knowledge	68,0	22,2	5,7	1,6	2,2	1,5	0,09	0,44	0,06	0,62
<b>Your skills about .....</b>										
Working in cross-cultural teams	8,3	10,2	7,4	2,1	1,4	2,3	-0,16	0,18	0,14	0,23
Business interactions in English	6,8	7,7	7,7	1,8	1,1	1,8	<b>-0,29</b>	0,01	0,20	0,09
Using office tools (video, pptx,excel, word) to deliver high quality outcomes	2,2	2,8	8,1	1,7	0,5	1,4	<b>-0,31</b>	0,01	<b>0,24</b>	0,04
Resistance to stress	3,7	5,1	7,8	1,7	0,8	1,7	<b>-0,24</b>	0,04	0,07	0,58
Organizational skills	3,9	4,7	7,6	1,7	1,1	1,5	<b>-0,35</b>	0,00	<b>0,31</b>	0,01
Adaptiveness	3,4	4,3	7,9	1,6	0,8	1,5	-0,19	0,11	-0,05	0,65
Persuasiveness (Convince the others without anoying them)	3,7	3,8	7,4	1,9	1,1	1,6	<b>-0,27</b>	0,02	0,19	0,10
Average skills	32,0	22,2	7,7	1,4	1,0	1,3	<b>-0,23</b>	0,05	0,02	0,89



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## Appendix 2 Scores at Start, Beginning and End

	START PROJECT		BEGIN TRENTO		END TRENTO	
	Mean	Std.	Mean	Std.	Mean	Std.
<b>Your knowledge about .....</b>						
Entrepreneurial ecosystem	4,8	2,2	6,1	1,9	7,6	1,9
Social entrepreneurship (e.g., definiton, concepts)	4,9	2,1	6,5	1,8	7,9	1,7
Social responsibility	6,3	1,8	6,7	1,7	7,8	1,8
Value creation	6,5	2,2	7,0	1,7	8,0	1,6
Support of government and institutions provided to entrepreneurs	7,7	1,9	7,8	1,6	8,6	1,6
SWOT analysis	6,2	2,4	6,8	1,7	8,3	1,6
Marketing communication plan	5,6	2,2	6,5	1,8	8,0	1,9
Influences of cultural contexts on business communication processes	5,8	2,1	6,4	1,8	7,9	1,8
Financial impact on entrepreneurial projects	4,7	2,2	5,7	1,8	7,2	2,0
Social media techniques in the (social) entrepreneurial context	4,2	2,0	5,6	2,0	6,9	1,9
Average knowledge	5,7	1,6	6,5	1,4	7,8	1,5
<b>Your skills about .....</b>						
Working in cross-cultural teams	7,4	2,1	7,8	1,6	8,8	1,3
Business interactions in English	7,7	1,8	7,6	1,5	8,8	1,1
Using office tools (video, pptx,excel, word) to deliver high quality outcomes	8,1	1,7	7,9	1,6	8,6	1,2
Resistance to stress	7,8	1,7	7,8	1,7	8,6	1,4
Organizational skills	7,6	1,7	7,7	1,7	8,6	1,1
Adaptiveness	7,9	1,6	7,8	1,4	8,7	1,2
Persuasiveness (Convince the others without anoying them)	7,4	1,9	7,4	1,7	8,5	1,2
Average skills	7,7	1,4	7,7	1,3	8,7	1,0



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## Appendix 3 Increases in scores

	INCREASE FROM START TO BEGIN TRENTO			INCREASE FROM BEGIN TO END TRENTO			INCREASE FROM START TO END TRENTO		
	Increase	Std.	Sign.	Increase	Std.	Sign.	Increase	Std.	Sign.
<b>Your knowledge about .....</b>									
Entrepreneurial ecosystem	1,3	2,3	0,00	1,5	2,0	0,00	2,8	2,2	0,00
Social entrepreneurship (e.g., definiton, concepts)	1,6	2,4	0,00	1,3	1,7	0,00	3,0	2,1	0,00
Social responsibility	0,4	1,9	0,04	1,1	1,5	0,00	1,5	1,8	0,00
Value creation	0,4	2,0	0,06	1,1	1,7	0,00	1,5	1,9	0,00
Support of government and institutions provided to entrepreneurs	0,1	1,8	0,57	0,9	1,7	0,00	1,0	2,0	0,00
SWOT analysis	0,6	2,1	0,02	1,5	1,8	0,00	2,1	2,1	0,00
Marketing communication plan	0,9	1,9	0,00	1,5	1,9	0,00	2,4	2,5	0,00
Influences of cultural contexts on business communication processes	0,6	1,7	0,00	1,5	1,8	0,00	2,2	2,2	0,00
Financial impact on entrepreneurial projects	1,1	2,1	0,00	1,5	1,8	0,00	2,6	2,4	0,00
Social media techniques in the (social) entrepreneurial context	1,5	2,0	0,00	1,3	1,9	0,00	2,8	2,2	0,00
Average knowledge	0,9	1,4	0,00	1,3	1,3	0,00	2,2	1,5	0,00
<b>Your skills about .....</b>									
Working in cross-cultural teams	0,4	2,2	0,17	1,0	1,6	0,00	1,4	2,3	0,00
Business interactions in English	-0,1	2,0	0,77	1,1	1,5	0,00	1,1	1,8	0,00
Using office tools (video, pptx,excel, word) to deliver high quality outcomes	-0,3	1,4	0,11	0,8	1,4	0,00	0,5	1,4	0,00
Resistance to stress	-0,1	1,5	0,76	0,9	1,7	0,00	0,8	1,7	0,00
Organisational skills	0,1	1,8	0,57	0,9	1,7	0,01	1,1	1,5	0,00
Adaptiveness	-0,1	1,7	0,59	0,9	1,3	0,00	0,8	1,5	0,00
Persuasiveness (Convince the others without anoying them)	0,0	2,0	0,91	1,1	1,6	0,00	1,1	1,6	0,00
Average skills	0,0	1,5	0,97	1,0	1,2	0,00	1,0	1,3	0,00



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## Appendix 4 Correlations of the increases

	INCREASE FROM START TO BEGIN TRENTO		INCREASE FROM BEGIN TO END TRENTO		INCREASE FROM START TO END TRENTO	
	Correlation	Sign.	Correlation	Sign.	Correlation	Sign.
<b>Your knowledge about .....</b>						
Entrepreneurial ecosystem	0,38	0,00	0,45	0,00	0,43	0,00
Social entrepreneurship (e.g., definiton, concepts)	0,25	0,03	0,54	0,00	0,40	0,00
Social responsibility	0,45	0,00	0,61	0,00	0,49	0,00
Value creation	0,50	0,00	0,51	0,00	0,53	0,00
Support of government and institutions provided to entrepreneurs	0,49	0,00	0,46	0,00	0,39	0,00
SWOT analysis	0,53	0,00	0,43	0,00	0,52	0,00
Marketing communication plan	0,58	0,00	0,47	0,00	0,27	0,02
Influences of cultural contexts on business communication processes	0,64	0,00	0,51	0,00	0,38	0,00
Financial impact on entrepreneurial projects	0,46	0,00	0,54	0,00	0,35	0,00
Social media techniques in the (social) entrepreneurial context	0,49	0,00	0,52	0,00	0,36	0,00
Average knowledge	0,57	0,00	0,61	0,00	0,54	0,00
<b>Your skills about .....</b>						
Working in cross-cultural teams	0,35	0,00	0,39	0,00	0,16	0,17
Business interactions in English	0,28	0,02	0,36	0,00	0,31	0,01
Using office tools (video, pptx,excel, word) to deliver high quality outcomes	0,60	0,00	0,54	0,00	0,53	0,00
Resistance to stress	0,61	0,00	0,38	0,00	0,45	0,00
Organisational skills	0,41	0,00	0,31	0,01	0,44	0,00
Adaptiveness	0,39	0,00	0,51	0,00	0,49	0,00
Persuasiveness (Convince the others without anoying them)	0,40	0,00	0,49	0,00	0,56	0,00
Average skills	0,40	0,00	0,49	0,00	0,48	0,00



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## Appendix 5 ANOVA and correlation on average knowledge and comparison of average skills per team and final grading

### ANOVA

#### E AVERAGE KNOWLEDGE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35,222	15	2,348	1,015	,453
Within Groups	136,534	59	2,314		
Total	171,757	74			

#### E AVERAGE KNOWLEDGE

Tukey HSD<sup>a,b</sup>

TEAM	N	Subset for alpha = 0.05 1
16	3	6,167
9	5	6,520
2	6	7,033
12	4	7,275
7	2	7,300
10	5	7,400
15	5	7,800
5	6	8,100
14	5	8,160
3	4	8,175
1	5	8,180
11	5	8,220
8	5	8,260
4	5	8,480
6	6	8,567
13	4	8,650
Sig.		,551

Means for groups in homogeneous subsets are displayed.



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## ANOVA

### E AVERAGE SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11,831	15	,789	,757	,717
Within Groups	61,481	59	1,042		
Total	73,313	74			

### E AVERAGE SKILLS

Tukey HSD<sup>a,b</sup>

TEAM	N	Subset for alpha = 0.05 1
2	6	7,881
11	5	8,171
12	4	8,321
16	3	8,333
1	5	8,343
3	4	8,500
5	6	8,643
9	5	8,657
10	5	8,686
7	2	8,786
8	5	8,829
13	4	8,857
4	5	9,057
15	5	9,114
14	5	9,200
6	6	9,238
Sig.		,837

Means for groups in homogeneous subsets are displayed.



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## Correlations

		FINAL SCORE	E AVERAGE KNOWLEDGE	E AVERAGE SKILLS
FINAL SCORE	Pearson Correlation	1	,185	,074
	Sig. (2-tailed)		,111	,529
	N	75	75	75
E AVERAGE KNOWLEDGE	Pearson Correlation	,185	1	,580**
	Sig. (2-tailed)	,111		,000
	N	75	75	75
E AVERAGE SKILLS	Pearson Correlation	,074	,580**	1
	Sig. (2-tailed)	,529	,000	
	N	75	75	75

\*\* . Correlation is significant at the 0.01 level (2-tailed).



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