IO1 – A1:

FIELD RESEARCH REPORT

ISSA PROJECT

MARCH 2020

CONTENT

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1. Introduction

1.1. ISSA Project

"ISSA, Internationalisation for Social and Innovative Start Ups and Entrepreneurs" is designed to identify core and innovative learning methods that encourage success in international activities for social start-ups and entrepreneurs. The impact of the global financial crisis has made it necessary to look for an innovative vision on how to improve economic growth; one of the most attractive options are social entrepreneurs. Although social enterprises are a mean to increase competitiveness and state the importance of cross-border values on European economy, it should be noted by social entrepreneurs how nowadays organizations active on international markets grow faster and are more innovative than those that limit their activities locally. Due to their social activity, it is highly interesting for social enterprises to initiate international relations with similar organisations to promote their objectives at European level (EC, 2015).

ISSA's participating organisations will carry out a project which focuses on the improving the internationalisation perspectives of EU's Social Start-Ups. The essential goal of this project is to analyse the most frequent Social Start-Ups problems and barriers in effective internationalisation process and meet these challenges. During the project, ISSA will deliver self-training and practical internationalisation and entrepreneurial education among social entrepreneurs from the partner's countries. The project will design an innovative self-training course for the internationalisation of social start-ups that will serve as guide to solve the special needs of social start-ups and entrepreneurs to get proper training in essential aspects of the internationalisation process, through the cooperation of the partners. The self-training course will be complemented with an e-learning platform that will work as support for social entrepreneurs. ISSA will provide and support a proper Virtual Environment to promote social entrepreneurs attitude about the vital importance of internationalisation of the social start-up in early stages.

ISSA's main objectives are focused on developing quality and practical Life Long Learning support, with a strategic use of information and communication technologies

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(ICT). The project's main target group is social entrepreneurs and potential social entrepreneurs interested in boosting social entrepreneurship and development of social start-ups.

1.2. About this Report

As described, ISSA will provide social entrepreneurs with self-training courses and modules helping them in the internationalisation process. Therefore, one output from the ISSA project is to identify the most prominent competences to be included in the learning tools developed in the project. The following report's purpose is to analyse and identify, through survey studies in the different partner countries, the competences that will be included in the educational tools developed by ISSA.

From the results, the following four competencies are identified to be the most prominent in the internationalisation process among social entrepreneurs in the partner countries: ability to identify social problems, cultural awareness, mobilising resources and spotting opportunities. These will therefore be included in the educational courses and modules in the ISSA project.

In the rest of this report, we will first present the approach and method applied in the data gathering and analysis. The main results and findings will be presented in section 3, which will be followed by a brief description of the most prominent competencies identified section 4. The last section will conclude and summarise the work and findings in this report.

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2. Survey and Research Method

The objective of the survey was to identify the different competences to be included in the educational tools developed in the ISSA project. Apart from various control variables (country, organisational type, core team composition), questions regarding social entrepreneurship's level of contribution to the United Nations Sustainable Development Goals, preferred learning approach, difference in competences needed for social entrepreneurship versus traditional entrepreneurship, important competences for social entrepreneurship, and the respondents' organisation's most important entrepreneurial competences were included. The latter two are based on, respectively, Miller, Wesley and Williams (2012) and Wronka-Pośpiech (2016), and on the competences from the European Entrepreneurship Competence Framework, EntreComp (Bacigalupo et al., 2016). The questions included in the survey are found in the appendices.

The survey was distributed digitally through the different partners in the ISSA project to social entrepreneurs in each of the participating countries. Participation was voluntarily and 93 full responses were returned. Of the 93 full responses of the survey, 20 respondents came from each of the countries Spain, Greece and Bulgaria (60 in total), nine came from Cyprus, and 24 from Norway. The low number of respondents from Cyprus came from the difficulty in identifying social entrepreneurs in the country. The data was then analysed with SPSS, and the most prominent competencies were identified from the results.

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3. Main Results

3.1. Descriptive Data

The respondents' distribution in different types of organisations was as illustrated in Figure 1; most respondents worked in NGOs, however, an almost equal amount of for-profit organisations were represented among the respondents. The status of the core team in the different organisations was as illustrated in Figure 2, the majority having status as employed in the organisations and almost 30 percent had a position as a volunteer.

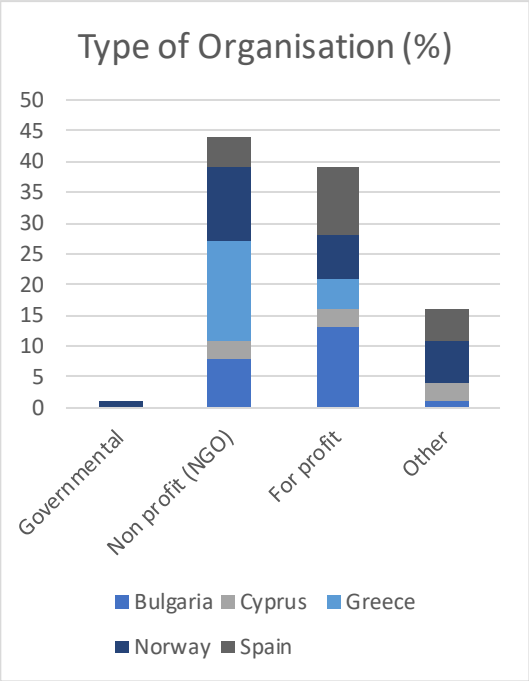

Figure 1 - Distribution of type of organisation of respondents in each country.

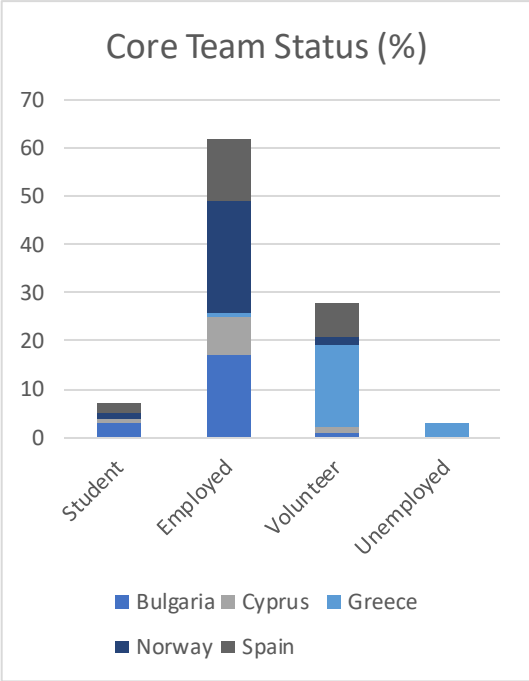

Figure 2 - Distribution of status of core team in respondents' organisations in each country.

To explore potential differences between respondent groups from the different countries, a Kruskal-Wallis H test was performed on the type of organisation, status of the core team in the organisation, definition of social entrepreneurship and learning approach preferences. As illustrated by Table 1, the different respondents do not significantly differ in their view on the definition of social entrepreneurship nor the most preferable way of learning. However, the respondents in the various countries differ significantly in terms of type of organisation they represent and the status of the core team in their organisation. This difference between the countries is also

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illustrated in Figure 1 and Figure 2, where some of the countries' respondents are not represented in some of the categories where other countries' respondents are present. Hence, in the following, the analysis will include a control for organisational type and core team composition.

Table 1 - Test statistics from Kruskal-Wallis test with grouping variable on country level.

	Type of organization	Status core team	Definition of social entrepreneurship	Most preferable way of learning
Kruskal-Wallis H	12.275	46.524	5.017	5.174
df	4	4	4	4
Asymp. Sig.	0.015	0.000	0.286	0.270

In terms of the definition of social entrepreneurship, the results are presented in Figure 3. Of the respondents, 34.4 percent answered that social entrepreneurship 'is to fund and implement solutions to social, cultural, or environmental issues'; 28 percent that it is 'to pursue novel applications that have the potential to solve community-based problems'; and 24.7 percent that it is about 'doing business for a social cause'. Few of the respondents defined social entrepreneurship as an activity in which one earned money while helping others, with 12.9 percent in this group.

The respondents' preferred learning approach is presented in Figure 4. This shows that more than 80 percent prefer 'learning by doing', indicating that experience-based learning is a proper approach to pursuit, the approach the ISSA project intend to apply in its entrepreneurship education. 'Learning by discovering the right answers' and 'learning through answering questions' have a response rate of 8.6 and 7.5 percent respectively, while 'learning by being told' was preferred by 2.2 percent of the respondents.

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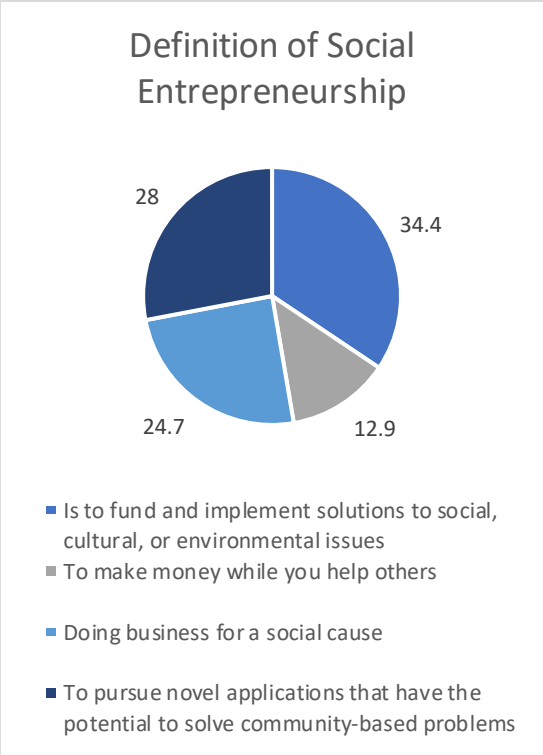

Figure 3 - Distribution of type of organisation of respondents.

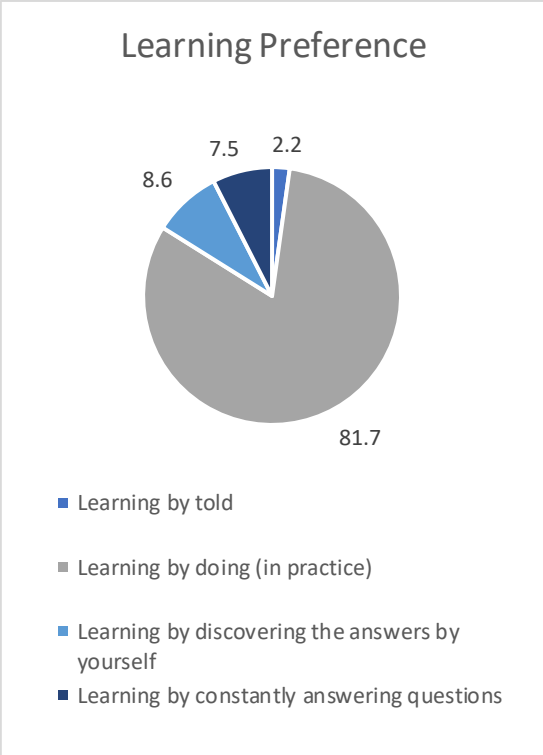

Figure 4 - Distribution of status of core team in respondents' organisations.

In terms of the content of social entrepreneurship, whether it can be a mean to reach the United Nation's Sustainable Development Goals (UNSDG), it is clear that this concept is quite unknown among social entrepreneurs. As illustrated in Figure 5, almost 38 percent of the respondents do not know the definition of UNSDG or what it means, showing that if to be applied in a learning situation it need to be thoroughly introduced. However, of those respondents with knowledge about UNSDG (58 respondents), more than 70 percent (41 respondents) find that social entrepreneurship could help in reaching these goals.

On the question regarding the need for similar competences in social versus traditional entrepreneurship, more than 88 percent responded '5', '6' or '7 – Agree' on this question, with a mean of 5.69 (1.18). This indicates that the competences in traditional entrepreneurship appear to overlap with those required in social entrepreneurship, illustrating a need and value for these competences among social entrepreneurs. The distribution of the responses on this question is presented in Figure 6.

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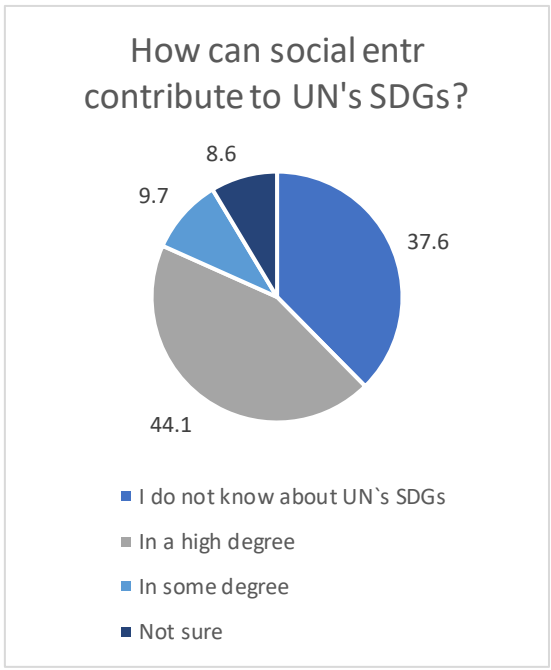

Figure 5 - View on how social entrepreneurship could help in reaching UN's Sustainable Development Goals.

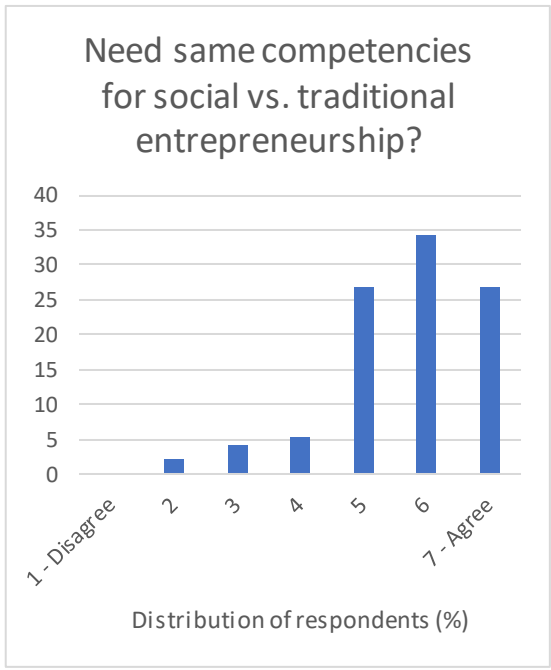

Figure 6 - Distribution of answer on need for same competences in social vs. traditional entrepreneurship.

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3.2. Competences for Social Entrepreneurship

To identify the competences associated particularly with social entrepreneurship, exploratory factor analysis was performed on the responses addressing this issue to identify overarching topics. The calculation was performed using Verimax rotation and excluding factors with eigenvalue less than 1. The Kaiser-Meyer-Olkin measure of adequacy showed a level of 0.874, illustrating the responses in the model are adequate. The result of the analysis found six factor loadings explaining 74 percent of the variance. Table 5 in the appendices show the total variance explained.

The rotated matrix in Table 6 in the appendices illustrates the six factors. As the respondents in the countries in the study differed in terms of organisational type and core team composition, ANOVA tests was conducted on the average of the different variables in the six factors. The result of the ANOVA test is found

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Table 7 and Table 8 in appendices. As

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Table 7 illustrates are there no significant differences between the averages of the factors in regards to the type of organisation. However, in terms of core team composition, there is a significant difference on all factors except Factor 1, which consist of the questions asking of the importance of the following competences in social entrepreneurship:

- Commitment to helping people
- Ability to identify social problems
- Cultural awareness
- Develop volunteer
- Ability to commit to a collective purpose
- Value social impact more than financial
- Ability to build community support
- Desire and ability to create a significant social impact
- Sense of moral imperatives/ethics
- Empathy or compassion
- Ability to challenge traditional ways of thinking

To explore whether the answers differed significantly between respondents from different organisations or working in organisations with different composition of the core team members, ANOVA analysis were conducted on the variables in Factor 1. Table 9 and Table 10 in the appendices show the ANOVA analysis with respect to type of organisation and core team composition. The results show that the responses do no vary significantly in terms of type of organisation, which only differed in terms of the 'ability to challenge traditional ways of thinking'. However, regarding the core team composition, the results show that respondents from organisations with different team composition varied their answered significantly on the competences 'Sense of moral imperatives/ethics', 'Desire and ability to create a significant social impact' and 'Value social impact more than financial'. This reduces the number of competences, where all respondents have somewhat similar results indicating equal importance for different types of organisations and core team compositions, to the following seven:

Table 2 - Competences with average and standard deviation.

Competence question	Mean	Std.
Ability to build community support	5.43	1.004
Ability to commit to a collective purpose	5.31	0.955
Commitment to helping people	5.28	1.126
Cultural awareness	5.06	1.214
Empathy or compassion	5.25	1.070

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Ability to identify social problems	5.11	1.402
Develop volunteer	4.91	1.516

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3.3. Competences for Participating Organisations

The respondents in this survey did respond that social entrepreneurs to an agreeable degree needed the same competences as those doing 'traditional' entrepreneurship. Regarding the competences needed in the organisation of the participants, these were measured over three competence topics: Action, Resources and Ideas & Opportunities.

Using the average of the variables in the different topics, ANOVA tests with regard to type of organisation and core team-composition show that there is a significant difference between the different organisational types and the competencies of Action. The results from the ANOVA tests are presented in Table 11 and Table 12 the appendices.

Testing the individual variables in Resources and Ideas & Opportunities competences, ANOVA tests illustrate that one variable differ between respondents in different types of organisations: Self-awareness & self-efficacy. The results of the ANOVA tests on the different variables in the Resources and Ideas & Opportunities competences are found in Table 13 and Table 14 in the appendices. Hence, based on these results, the following variables are relevant for social entrepreneur's organisations:

Table 3 - Competences with average and standard deviation.

Competence question	Mean	Std.
Motivation & perseverance	6.31	0.847
Mobilising resources	5.90	0.898
Financial & economic literacy	5.73	1.143
Mobilising others	5.91	0.928
Spotting opportunities	6.23	0.849
Creativity	6.14	0.951
Vision	6.18	0.966
Valuing ideas	6.09	0.963
Ethical & sustainable thinking	6.40	1.054

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4. Recommended Competencies

Of the competencies identified as being most important among social entrepreneurs in the participating countries, regardless of organisation or core team composition, some are overlapping comparing social entrepreneurship specific competencies with the general entrepreneurial competencies. All the competences could be clustered around four concepts, as presented in Table 4: mobilisation of resources, social understanding and awareness, opportunity development and business development. Taking the idea behind the ISSA project into account, enabling internationalisation of start-ups and entrepreneurs, competences expected to help in this process is favourable. Therefore, the following competences are recommended for the entrepreneurial education:

- **Mobilising resources.** Helping entrepreneurs that are moving internationally to identify, allocate and utilise resources needed to create and develop a sustainable activity in their new context.
- **Ability to identify social problems.** Helping entrepreneurs in analysing, assessing and selecting social problems that should be handled and reduced, and where such actions will be valued by the greater society.
- **Cultural awareness.** Helping entrepreneurs in understanding the cultural differences that might emerge when moving into different international markets and regions, reducing problems connected to cultural differences.
- **Spotting opportunities.** Helping entrepreneurs identify opportunities in the international markets that will enable further expansion for the business, maintaining the sustainable focus existing in the business.

Table 4 - Competences summarised and clustered.

Focus	Competence
Mobilising resources	Ability to build community support
	Develop volunteer
	Mobilising resources
	Mobilising others
Social understanding and awareness	Ability to commit to a collective purpose
	Commitment to helping people
	Empathy or compassion
	Ability to identify social problems
	Cultural awareness
	Ethical & sustainable thinking
Opportunity development	Creativity
	Vision
	Valuing ideas
	Spotting opportunities
Business development	Motivation & perseverance

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5. Conclusion

ISSA's main objectives are focused on developing quality and practical Life Long Learning support, with a strategic use of information and communication technologies (ICT). The project's main target group is social entrepreneurs and potential social entrepreneurs interested in boosting social entrepreneurship and development of social start-ups.

Based on the survey results from the different partner countries, and aligned with the vision and idea of the ISSA project, the competences *mobilising resources, ability to identify social problems, cultural awareness* and *spotting opportunities* have been selected to be included in the educational efforts in the project. Hence, four self-training courses, aimed at improving social entrepreneurs' knowledge and skills, on these four topics will be created, along with training scenarios and self-assessment tests, accessible to European entrepreneurs through the project's web site: http://www.issaproject.eu.

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6. References

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Miller, T. L., Wesley, C. L., & Williams, D. E. (2012). Educating the minds of caring hearts: Comparing the views of practitioners and educators on the importance of social entrepreneurship competencies. Academy of Management Learning & Education, 11(3), 349-370.

Wronka-Pośpiech, M. (2016). The identification of skills and competencies for effective management in social enterprises. A managerial perspective. Management, 20(1), 40-57.

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7. Appendices

7.1. Survey Questions

1. Country

1. Bulgaria
2. Cyprus
3. Greece
4. Norway
5. Spain

2. Type of organisation

1. Governmental
2. Non-profit organisation (NGO)
3. For profit organisation
4. Other

3. Status core team

1. Student
2. Employed
3. Volunteer
4. Unemployed

4. What is your organization`s purpose?

Open text field

5. Which of the following definitions do you find most appropriate for social entrepreneurship:

1. is to fund and implement solutions to social, cultural, or environmental issues
2. to make money while you help others
3. doing business for a social cause
4. to pursue novel applications that have the potential to solve community-based problems
5. Other. Please specify below:

6. On a scale from 1 (disagree) to 7 (Agree), do you think you need the same competencies for social entrepreneurship as for more traditional entrepreneurship?

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7. Please rate, on a scale from 1 (to a little degree) to 7 (to a high degree), the level of importance of the following competencies for social entrepreneurship?

1. Ability to problem solve
2. Build effective teams
3. Management of financial capital
4. Ability to lead/develop others
5. Ability to communicate with customers, suppliers and other stakeholders
6. Interpersonal communication skills
7. Ability to sell and/or market the organization
8. Manage strategy development
9. Capacity to measure outcomes
10. Ability to develop collaborative relations
11. Creative use of minimal resources
12. Ability to make decisions based on relevant information
13. Sense of moral imperatives/ethics
14. Innovativeness and creativity
15. Create/evaluate the feasibility and implementation of a business plan
16. Identification, evaluation, and exploitation of opportunities
17. Social skills
18. Desire and ability to create a significant social impact
19. Ability to build community support
20. Ability to challenge traditional ways of thinking
21. Confidence to succeed at challenging task
22. Optimism
23. Willingness to take risks
24. Conflict resolution skills
25. Management of employees
26. Ability to commit to a collective purpose
27. Commitment to helping people
28. Cultural awareness
29. Ability and desire to grow the organization
30. Management of logistics and technology
31. Manage administrative work
32. Empathy or compassion
33. Ability to identify social problems
34. Develop volunteer support
35. Value social impact more than financial

8. In what way can social entrepreneurship contribute to UN`s SDGs?

1. I don`t know about UN`s SDG`s
2. In a high degree
3. In some degree
4. Not sure

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9. In your opinion, which are the most useful ways of learning?

1. Learning by told
2. Learning by doing (in practice)
3. Learning by discovering the answers by yourself
4. Learning by constantly answering questions
5. Learning through discussion and debate

10. Based on the European entrepreneurship competencies framework, please rate the level of importance of the following competencies for your organisation, from 1 (to a little degree) to 7 (to a high degree).

Action

1. Taking the initiative
2. Planning & management
3. Coping with ambiguity, uncertainty & risk
4. Working with others
5. Learning through experience

Resources

6. Self-awareness & self-efficacy
7. Motivation & perseverance
8. Mobilising resources
9. Financial & economic literacy
10. Mobilising others

Ideas & Opportunities

11. Spotting opportunities
12. Creativity
13. Vision
14. Valuing ideas
15. Ethical & sustainable thinking

11. Do you have other comments to the survey?

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7.2. Calculations on Competences for Social Entrepreneurship

Table 5 - Total variance explained in factor analysis on social entrepreneurship competences.

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15,576	44,504	44,504	15,576	44,504	44,504	7,559	21,597	21,597
2	5,025	14,356	58,860	5,025	14,356	58,860	4,768	13,624	35,220
3	1,833	5,238	64,098	1,833	5,238	64,098	4,211	12,032	47,252
4	1,281	3,659	67,757	1,281	3,659	67,757	3,992	11,407	58,659
5	1,218	3,481	71,238	1,218	3,481	71,238	3,197	9,134	67,792
6	1,147	3,276	74,514	1,147	3,276	74,514	2,353	6,722	74,514

Table 6 - Rotated component matrix in factor analysis of the social entrepreneurship competences.

	1	2	3	4	5	6
Commitment to helping people	,886					
Ability to identify social problems	,883					
Cultural awareness	,859					
Develop volunteer	,844					
Ability to commit to a collective purpose	,831					
Value social impact more than financial	,785					
Ability to build community support	,762					
Desire and ability to create a significant social impact	,740					
Sense of moral imperatives/ethics	,736					
Empathy or compassion	,643					
Ability to challenge traditional ways of thinking	,560					
Build effectiveteams		,829				
Ability to lead/develop others		,775				
Capacity to measure outcomes		,676				
Management of employees		,671				
Management of financial capital		,649				
Ability to problem solve		,620				
Management of logistics and technology			,845			
Ability and desire to grow the organization			,761			
Manage administrative work			,656			
Create/evaluate the feasibility and implementation of a business plan			,613			
Identification, evaluation, and exploitation of opportunities			,551			
Manage strategy development			,537			
Interpersonal communication skills				,775		
Ability to communicate with customers, suppliers and other stakeholders				,659		
Ability to sell and/or market the organization				,632		
Ability to develop collaborative relations				,627		
Confidence to succeed at challenging task					,776	
Willingness to take risks					,701	
Conflict resolution skills					,540	
Optimism					,534	
Social skills						
Innovativeness and creativity						
Creative use of minimal resources						,636
Ability to make decisions based on relevant information						

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Table 7 - ANOVA analysis on mean of variables in factors by type of organisation.

		Sum of Squares	df	Mean Square	F	Sig.
Factor 1	Between Groups	1,421	3	,474	,445	,721
	Within Groups	94,729	89	1,064		
	Total	96,150	92			
Factor 2	Between Groups	4,088	3	1,363	2,229	,090
	Within Groups	54,409	89	,611		
	Total	58,497	92			
Factor 3	Between Groups	2,857	3	,952	1,478	,226
	Within Groups	57,326	89	,644		
	Total	60,183	92			
Factor 4	Between Groups	1,836	3	,612	1,002	,396
	Within Groups	54,350	89	,611		
	Total	56,187	92			
Factor 5	Between Groups	1,677	3	,559	1,116	,347
	Within Groups	44,590	89	,501		
	Total	46,267	92			
Factor 6	Between Groups	2,539	3	,846	1,130	,341
	Within Groups	66,643	89	,749		
	Total	69,183	92			

Table 8 - ANOVA analysis on mean of variables in factors by team composition.

		Sum of Squares	df	Mean Square	F	Sig.
Factor 1	Between Groups	4,698	3	1,566	1,524	,214
	Within Groups	91,452	89	1,028		
	Total	96,150	92			
Factor 2	Between Groups	10,709	3	3,570	6,648	,000
	Within Groups	47,788	89	,537		
	Total	58,497	92			
Factor 3	Between Groups	11,397	3	3,799	6,931	,000
	Within Groups	48,785	89	,548		
	Total	60,183	92			
Factor 4	Between Groups	10,364	3	3,455	6,710	,000
	Within Groups	45,822	89	,515		
	Total	56,187	92			
Factor 5	Between Groups	5,737	3	1,912	4,200	,008
	Within Groups	40,530	89	,455		
	Total	46,267	92			
Factor 6	Between Groups	11,171	3	3,724	5,712	,001
	Within Groups	58,012	89	,652		
	Total	69,183	92			

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Table 9 - ANOVA analysis on variables in Factor 1 by type of organisation.

		Sum of Squares	df	Mean Square	F	Sig.
Sense of moral imperatives/ethics	Between Groups	5,373	3	1,791	1,383	,253
	Within Groups	115,294	89	1,295		
	Total	120,667	92			
Desire and ability to create a significant social impact	Between Groups	1,074	3	,358	,231	,875
	Within Groups	138,088	89	1,552		
	Total	139,161	92			
Ability to build community support	Between Groups	1,993	3	,664	,651	,584
	Within Groups	90,803	89	1,020		
	Total	92,796	92			
Ability to challenge traditional ways of thinking	Between Groups	9,588	3	3,196	3,177	,028
	Within Groups	89,530	89	1,006		
	Total	99,118	92			
Ability to commit to a collective purpose	Between Groups	4,108	3	1,369	,975	,408
	Within Groups	125,053	89	1,405		
	Total	129,161	92			
Commitment to helping people	Between Groups	,871	3	,290	,223	,880
	Within Groups	115,860	89	1,302		
	Total	116,731	92			
Cultural awareness	Between Groups	1,904	3	,635	,422	,737
	Within Groups	133,709	89	1,502		
	Total	135,613	92			
Empathy or compassion	Between Groups	,601	3	,200	,170	,916
	Within Groups	104,711	89	1,177		
	Total	105,312	92			
Ability to identify social problems	Between Groups	1,053	3	,351	,174	,914
	Within Groups	179,872	89	2,021		
	Total	180,925	92			
Develop volunteer	Between Groups	3,853	3	1,284	,551	,649
	Within Groups	207,459	89	2,331		
	Total	211,312	92			
Value social impact more than financial	Between Groups	3,848	3	1,283	,560	,643
	Within Groups	203,765	89	2,289		
	Total	207,613	92			

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Table 10 - ANOVA analysis on variables in Factor 1 by team composition.

		Sum of Squares	df	Mean Square	F	Sig.
Sense of moral imperatives/ethics	Between Groups	16,347	3	5,449	4,649	,005
	Within Groups	104,320	89	1,172		
	Total	120,667	92			
Desire and ability to create a significant social impact	Between Groups	12,794	3	4,265	3,004	,035
	Within Groups	126,367	89	1,420		
	Total	139,161	92			
Ability to build community support	Between Groups	3,339	3	1,113	1,107	,351
	Within Groups	89,457	89	1,005		
	Total	92,796	92			
Ability to challenge traditional ways of thinking	Between Groups	20,954	3	6,985	7,953	,000
	Within Groups	78,164	89	,878		
	Total	99,118	92			
Ability to commit to a collective purpose	Between Groups	1,783	3	,594	,415	,742
	Within Groups	127,378	89	1,431		
	Total	129,161	92			
Commitment to helping people	Between Groups	2,314	3	,771	,600	,617
	Within Groups	114,417	89	1,286		
	Total	116,731	92			
Cultural awareness	Between Groups	6,198	3	2,066	1,421	,242
	Within Groups	129,415	89	1,454		
	Total	135,613	92			
Empathy or compassion	Between Groups	7,190	3	2,397	2,174	,097
	Within Groups	98,122	89	1,102		
	Total	105,312	92			
Ability to identify social problems	Between Groups	5,645	3	1,882	,955	,417
	Within Groups	175,280	89	1,969		
	Total	180,925	92			
Develop volunteer	Between Groups	4,676	3	1,559	,671	,572
	Within Groups	206,636	89	2,322		
	Total	211,312	92			
Value social impact more than financial	Between Groups	19,952	3	6,651	3,154	,029
	Within Groups	187,661	89	2,109		
	Total	207,613	92			

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7.3. Calculations on Competences for Participating Organisations

Table 11 - ANOVA analysis on organisational competencies by type of organisation.

		Sum of Squares	df	Mean Square	F	Sig.
Action	Between Groups	4,660	3	1,553	3,007	,034
	Within Groups	45,968	89	,516		
	Total	50,628	92			
Resources	Between Groups	2,375	3	,792	1,631	,188
	Within Groups	43,192	89	,485		
	Total	45,566	92			
Ideas & Opportunities	Between Groups	2,618	3	,873	1,532	,212
	Within Groups	50,698	89	,570		
	Total	53,316	92			

Table 12 - ANOVA analysis on organisational competencies by core team composition.

		Sum of Squares	df	Mean Square	F	Sig.
Action	Between Groups	1,627	3	,542	,985	,404
	Within Groups	49,001	89	,551		
	Total	50,628	92			
Resources	Between Groups	1,351	3	,450	,907	,441
	Within Groups	44,215	89	,497		
	Total	45,566	92			
Ideas & Opportunities	Between Groups	1,000	3	,333	,567	,638
	Within Groups	52,316	89	,588		
	Total	53,316	92			

Table 13 - ANOVA analysis on variables in Resources and Ideas & Opportunities competencies by type of organisation.

		Sum of Squares	df	Mean Square	F	Sig.
Self-awareness & self-efficacy	Between Groups	7,370	3	2,457	2,785	,045
	Within Groups	78,522	89	,882		
	Total	85,892	92			
Motivation & perseverance	Between Groups	2,086	3	,695	,969	,411
	Within Groups	63,871	89	,718		
	Total	65,957	92			
Mobilising resources	Between Groups	2,868	3	,956	1,194	,317
	Within Groups	71,261	89	,801		
	Total	74,129	92			
Financial & economic literacy	Between Groups	1,300	3	,433	,324	,808
	Within Groups	118,980	89	1,337		
	Total	120,280	92			
Mobilising others	Between Groups	1,549	3	,516	,591	,622
	Within Groups	77,762	89	,874		
	Total	79,312	92			
Spotting opportunities	Between Groups	3,970	3	1,323	1,891	,137
	Within Groups	62,288	89	,700		
	Total	66,258	92			
Creativity	Between Groups	4,650	3	1,550	1,756	,161
	Within Groups	78,533	89	,882		
	Total	83,183	92			
Vision	Between Groups	,881	3	,294	,308	,820
	Within Groups	85,011	89	,955		
	Total	85,892	92			
Valuing ideas	Between Groups	3,984	3	1,328	1,453	,233
	Within Groups	81,328	89	,914		
	Total	85,312	92			
Ethical & sustainable thinking	Between Groups	2,276	3	,759	,675	,569
	Within Groups	100,003	89	1,124		
	Total	102,280	92			

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Table 14 - ANOVA analysis on variables in Resources and Ideas & Opportunities competencies by core team composition.

		Sum of Squares	df	Mean Square	F	Sig.
Self-awareness & self-efficacy	Between Groups	1,973	3	,658	,697	,556
	Within Groups	83,920	89	,943		
	Total	85,892	92			
Motivation & perseverance	Between Groups	,199	3	,066	,090	,965
	Within Groups	65,758	89	,739		
	Total	65,957	92			
Mobilising resources	Between Groups	2,868	3	,956	1,194	,317
	Within Groups	71,262	89	,801		
	Total	74,129	92			
Financial & economic literacy	Between Groups	5,217	3	1,739	1,345	,265
	Within Groups	115,062	89	1,293		
	Total	120,280	92			
Mobilising others	Between Groups	3,125	3	1,042	1,217	,308
	Within Groups	76,187	89	,856		
	Total	79,312	92			
Spotting opportunities	Between Groups	,379	3	,126	,171	,916
	Within Groups	65,879	89	,740		
	Total	66,258	92			
Creativity	Between Groups	3,903	3	1,301	1,461	,231
	Within Groups	79,280	89	,891		
	Total	83,183	92			
Vision	Between Groups	1,953	3	,651	,690	,560
	Within Groups	83,939	89	,943		
	Total	85,892	92			
Valuing ideas	Between Groups	1,910	3	,637	,679	,567
	Within Groups	83,402	89	,937		
	Total	85,312	92			
Ethical & sustainable thinking	Between Groups	1,083	3	,361	,317	,813
	Within Groups	101,197	89	1,137		
	Total	102,280	92			

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