

Results Work Package 6

Quality assurance, evaluation and monitoring

Result 6.2 Result report of all evaluations and assessments

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under the Creative
Commons Attribution 4.0 International License.

Partner

Baltic Sea Academy (Lead Partner), Germany
Satakunta University, Finland
The Baltic Institute of Finland
Tasowheel Group Oy, Finland
POLITECHNIKA GDANSKA, Poland
Pomeranian Chamber of Handicrafts for SMEs, Poland
Hydromechanika Sp. z o.o. Sp. k., Poland
Centre for European and Transition Studies, Latvia
Latvian Chamber of Commerce and Industry, Latvia
Vides Dizains, Latvia
Arbeit und Zukunft e.V., Germany

Languages

English

Content

Summary and Introduction	3
Report Evaluation of the implementation of the project	5
Result report of all evaluations and assessments	57
Evaluation report of the Train the Trainer training program	58
Evaluation report of the three further training courses.....	63
Evaluation report of the study program	71

Summary and Introduction

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project will develop and implement:

- a) three comprehensive continuing education programs: "Digitization & Human Capital", "Employees on the way to Co-entrepreneurs" and "Innovation Processes".
- b) a dual bachelor's degree course: "Human Resources and Business Administration".

All products and further results will be transferred to 68 actors from 13 countries.

The work to develop the output of Work Package 6 "Quality assurance, evaluation and monitoring" was carried out entirely as planned in the project application.

According to the project application, a distinction was made between two different quality assurances.

1. Quality assurance of the educational measures developed in the project.

In this regard, concepts for quality assurance and evaluation were developed, which are listed with the evaluation results in:

- Work Package 2 Knowledge Alliance and Center of Competence "HR for SME", Result 2.4 Train the Trainer Program.

Innovative Entrepreneurs and Innovation
Support for SMEs: Knowledge Alliance „Human
Resources and Organizational Development“ – KAforHR

- Work Package 4 Workplace Innovations further training programme,
Result 4.1 Training A "Employees on the way to Co-entrepreneurs"
Result 4.2: Training B "Digitization and Human Capital"
Result 4.3: Training C "Innovation Processes"
- Work Package 5 University education and R&D
Result 5.1 Dual Bachelor's degree program (EQF 6)

2. Quality assurance of the processes and procedures, namely

- Transfer processes and implementations
- Collaboration in the Skills Alliance as well as in the Center of Competence
- Project implementation

Summarizing result report of all evaluations and assessments of the

- a) implementation of the project, processes and procedures and
- b) the educational measures

are listed below.



**Evaluation of the implementation of the project
“Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance Human Resources and Organizational Development” (KAforHR)**

Agreement number: 2018-2468/001-001

Proposal number: 600923-EPP-1-2018-1-DE-EPPKA2-KA

**Work Package 6 Quality assurance, evaluation and monitoring
Result 6.2 Result report of all evaluations and assessments**

Evaluation by the lead partner Baltic Sea Academy

Evaluation by the external, neutral expert Philipp Jarke, Bremen

Content

1. Methods and goals of evaluation.....	2
1.1 Goals	2
1.2 Methods.....	2
2. Goals, activities and results of the KA4HR project.....	4
2.1 Summary of the Project	4
2.2 Objectives and main Activities.....	4
2.3 Results.....	6
3. Evaluation in the KA4HR project	8
3.1 Evaluation of the developed educational measures and other results.....	8
3.2 Management, cooperation and transfer.....	8
4. Data sources	10
5. Evaluation criteria	11
6 Results of evaluation	12
6.1 Transnational Project Partner Meetings (workshops)	12
6.2 Multiplier event (consultation and transfer conference).....	16
6.3 Online survey of project partners.....	18
7. Interviews with project partners.....	26
8. Interviews with transfer partners	43
9. Summary of evaluation results and recommendations	50



1. Methods and goals of evaluation

Numerous evaluation methods and standards have been established on an international level. The comparison of applied methods shows that concerning the validity evaluation criteria play a significant role (cf. among others Widmer, Th., Evaluation: Ein systematisches Handbuch, Wiesbaden, 2009).

Depending on which criteria certain priority is assigned to, the evaluation results turn out correspondingly.

The same significance has the pragmatic direction. Therefore, the question: which goals have to be reached with the evaluation?

1.1 Goals

As a rule, the evaluation has the following goals:

1. It has to provide objectified knowledge about the progress (quantity and quality) of processes.
2. It serves the control of such processes and helps capturing the strong and the weak points. Therefore, it is an instrument of quality assurance.
3. It serves the legitimization. In other words, a successful evaluation is evidence of competence of the person responsible for the process being evaluated.
4. Transparency, in order to make a dialogue possible.

In order to achieve these goals, the evaluation was performed in a process-related and summative manner: process-related (also formative, development-related) in order to evaluate the quality of the project progress and if necessary, to make changes. The summative evaluation or evaluation of results serves the evaluation of the specified objectives within the framework of the project, final evaluation of impact and efficiency of the project lecturers management, of cooperation and transfer.

1.2 Methods

Ordinarily, it is reasonable to use a combination of qualitative and quantitative instruments for evaluations: "If one wants to ensure the availability of statements concerning relevant program conditions and impacts through the framework of mutually reinforcing evidence so the multiple methodic access providers, in general, a more comprehensive and informative picture than a monomethodic approach" (Brandtstädter, Jochen (1990): Development during the course of life. Approaches and problems of lifespan development psychology. In: Mayer, Karl Ulrich (Hg.): Life courses and social transformation (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag.).

Whereas for the analysis of process-related data (program control, execution etc.) first of all qualitative survey methods are suitable, for the verification of achievement of the



goals, of impact and causal assessment quantitative survey and evaluation methods have to be implemented (Stockmann, Reinhard: Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Arbeitspapiere; 9).

Within the framework of evaluations, the most frequently used methods are:

- Secondary analysis of available materials
- Guided interviews
- Standardized surveys or partly standardized surveys
- Case studies

Which methods are selected and implemented in particular depends on the central questions of evaluation discussed herein, therefore which goals and tasks are set, who performs the evaluation and which research paradigm must be the basis for this?

Within the framework of the present evaluation the mixed model – consolidation model – is implemented. According to the general description it means that first of all quantitative survey/research is performed. The obtained data material is subsequently evaluated quantitatively, then it is followed by qualitative research method which is aimed at the consolidation of achieved results. So, it provides material for the interpretation of expected and unexpected effects and illustrates the results of quantitative studies on the basis of case examples.

Therefore, for the evaluation of the KA4HR project standardized as well as partly standardized surveys were used in the form of written questionnaires during planned and conducted partner workshops as well as an online survey. Complementary results were achieved after that with the help of guided interviews.

The secondary analysis of available materials was also included in the broadest sense, i. e. for the registration of framework data of the project the control instrument “Activity planning” and “Project application” were evaluated in order to capture project goals, terms and tasks of the project consortium and to take them into account during the implementation of separate evaluation steps and assessments.



2. Goals, activities and results of the KA4HR project

2.1 Summary of the Project

For SMEs in the Baltic Sea Region to remain competitive in the long term, it is necessary to increase their innovation capacity and reduce the gap between qualification requirements and demands. For this reason, the Knowledge Alliance "Human Resources and Organizational Development", consisting of eleven partners from four countries, relies on increased cooperation between universities and companies in order to realize education and innovation promotion. To reach as many SMEs as possible, chambers strengthen the partnership between universities and companies.

Human capital is the most important resource for strengthening innovation and productivity. Hence, the project focuses on the comprehensive promotion of Workplace Innovations. While there is great need for further development in this area in the countries south of the Baltic Sea, Workplace Innovations are already more advanced in the Scandinavian countries. Therefore, the project involves countries from both regions.

The alliance, which will be extended to 68 partners from 13 countries and permanently continued, focuses on cooperation in two areas. First, the development, testing, and implementation of SME-specific methods, instruments, and projects through R&D work at universities, that create workplace innovations in areas such as employee recruitment, motivation and digitization, a more innovative working environment and more efficient use of human capital. Second, the strengthening of awareness and competences in this new area of innovation promotion for small and medium-sized enterprises in the Baltic Sea Region through qualifications. The project developed and implemented:

- a) three comprehensive continuing education programs: "Digitization & Cooperation", "Employees on the way to Co-entrepreneurs", "Digitization and Human Capital" and "Innovation Processes".
- b) a (dual) bachelor's degree course: „Human Resources and Business Administration (Corporate Management 4.0)“.

All products and further results were transferred to 68 actors in 13 countries for implementation.

2.2 Objectives and main Activities

1.1 Development of Knowledge Alliance "Human Resources in SMEs", which is formed by vocational training institutions, economic chambers and universities from four EU countries and is progressively expanded to include further educational stakeholders.

1.2 Expansion of the alliance to 13 countries by including 50 economic chambers as well as 18 universities.



1.3 Transformation and continuation of the alliance into a Baltic-wide center of competence "HR for SME", which promotes long-term cooperation between educational and economic actors, develops and implements qualifications and handles R&D tasks.

The following should be achieved:

- a) Ongoing coordination between the courses offered by educational institutions and the requirements of the labor market.
- b) Cooperation at regional and international level as well as constant exchange of experience and best practice transfer
- c) Joint realization of R&D tasks.
- d) Ensuring permanent continuation of the center of competence

2. Development, testing and evaluation of a Train the Trainer program for trainers in SMEs, instructors of further vocational trainings and teachers in higher education.

The aim is to constantly provide a sufficient number of qualified teachers who are able to

- a) conduct dual initial and further vocational training as well as higher education in an appropriate manner, and
- b) apply the pedagogical approach and coaching technique of the KAIN method.

3. Development, testing, evaluation and implementation of three further vocational training courses on the topics of recruiting and binding personnel, digitization as well as customers and business partners as innovation drivers for the target groups "Entrepreneurs, managers and specialists in SMEs" to impart skills and abilities in the area of Workplace Innovations.

The following should be achieved:

- a) Qualification of employees of SMEs to increase their capacities for Workplace Innovations.
- b) Development and implementation of Workplace Innovation projects in SMEs.
- c) More efficient use of the available human capital in SMEs.

4. Development, testing, evaluation and implementation of a dual bachelor study course on the topic of Business Management and Workplace Innovations in SMEs combined with R&D tasks for SMEs.

The following should be achieved:

- a) High-quality qualification of young entrepreneurs and managers (EQF Level 6).



- b) Attraction of much needed junior staff for SMEs.
 - c) Development of capacities to increase awareness for Workplace Innovations.
 - d) Realization of individual Workplace Innovation projects, which the students carry out as employees of the participating SMEs with the support of professors of the respective university in connection with the dual studies in SMEs.
5. Transfer of all education measure to 68 economic chambers and educational institutions in 13 countries and demand-oriented implementation consultations as well as realization of a bundle of measures for further dissemination.

The following should be achieved:

- a) Broad transfer and use of project results in 13 countries.
- b) Comprehensive dissemination of project results at international level.
- c) Ensuring the maintenance and further development of results and the sustainable continuation of work through the secretariat and network of PP1.

2.3 Results

The project results (impact and outputs) planned in the application were fully achieved, namely:

Work Package 1 Project Management

- 1.1 and 1.2 Interim and final report of the project with final invoice (Confidential, only for members of the consortium (including EACEA, Commission services and project reviewers).

Work Package 2 Knowledge Alliance and Center of Competence "HR for SME"

- 2.1 Foundation of a Knowledge Alliance
- 2.2 Expansion and permanent operation of the Knowledge Alliance
- 2.3 Center of Competence „HR for SME“
- 2.4 Train the Trainer Program
- 2.5 Project website and information and cooperation platform

Work Package 3 Management Tools & New Practices

- 3.1 Best Practices Workplace Innovations
- 3.2 SME prototypes
- 3.3 Methods and Instruments for Workplace Innovations

Work Package 4 Further education

- 4.1 Tested curricula and teaching materials for continuing education seminar A (EQF Level 4 and 5) "Employees on the way to Co-entrepreneurs"



- 4.2 Tested curricula and teaching materials for continuing education seminar B (EQF Level 4 and 5) " Digitization and Human Capital"
- 4.3 Tested curricula and teaching materials for continuing education seminar B (EQF Level 4 and 5) " Innovation Processes"
- 4.4 Workplace Innovation projects

Work Package 5 Higher education and R&D

- 5.1 Dual Bachelor's degree program (EQF 6)
- 5.2 Solutions for R&D tasks of SMEs

Work Package 6 Quality assurance, evaluation and monitoring

- 6.1 Quality plans
- 6.2 Result report of all evaluations and assessments

Work Package 7 Transfer and dissemination

- 7.1 Transfer of all educational measures
- 7.2 Measures of further dissemination
- 7.3 Manual



3. Evaluation in the KA4HR project

In the KA4HR project, the evaluation has two purposes: to assess the developed and/or tested measures and to evaluate the implementation of the project, as described in the following.

3.1 Evaluation of the developed educational measures and other results

The quality assurance for all the educational measures was performed according to EQAVET. All the trainings were implemented according to the work-based learning principles.

The target groups of the educational measures were owners, managers and professionals of SMEs and students as well as lecturers and consultants who conduct the qualification programs.

To fully meet the requirements of the target groups right from the start, they were involved in the development of educational measures through expert discussions, practical tests and participation in workshops. In addition, Baltic Sea Academy and its members (universities from 9 countries) and Hanse Parliament and its members (chambers of crafts, industry and commerce from 13 countries) as well as SMEs shared experiences, came up with up-to-date topics and regional conditions.

In order to take into account different regional/national conditions, the educational measures were tested in different countries and evaluated by using written surveys of participants, interviews with participants, lecturers and SMEs as well as by accompanying observations. The evaluation of the training measures, which took place during the entire implementation process from preparation to evaluation phase, was carried out by the Partner 2 Satakunta University of Applied Sciences, Finland, which has extensive experience and capacities. Based on the evaluation results, all documents were revised before handover.

To point out, the evaluation of educational measures developed during this project is not the subject of the present report but the evaluation of the project implementation, management by the lead partner, cooperation in consortium as well as with transfer recipients. Concepts and results of the evaluation and quality assurance of all educational measures are presented in the respective educational measures (Results Work Packages 2, 4 and 5).

3.2 Management, cooperation and transfer

The project works with a strong centralised management. The goals, content related tasks, cost requirements and schedule were agreed in detail with each partner and set in an action plan, communication and dissemination plan, which are constantly monitored and updated by the lead partner's project team with many years of experience. The action and dissemination plan as well as the billing were transparent for all partners and were regularly discussed in workshops.



Co-funded by the
Erasmus+ Programme
of the European Union

The lead partner monitored the project process monthly. In case of divergence from the targets or deadlines the corresponding partners were immediately informed, and solutions worked out together. The results of the control and any necessary updates to the planning were discussed and agreed with all partners every six months.

For further evaluation tasks of the project implementation including transfer activities, an external office was engaged, that as a neutral institution also carried out surveys of the project participants and transfer recipients.



4. Data sources

For the evaluation of the project implementation the following data sources were used:

1. Project application of the lead partner
2. Activity Plan
3. Written surveys of participants of every workshop and multiplier events
4. Online survey of all project partners
5. Detailed interviews with all project partners as well as separate transfer recipients (sample)
6. Intellectual outputs developed during the project



5. Evaluation criteria

Concerning the evaluation criteria which must be used in relation to the evaluated processes the opinions in the scientific literature diverge strongly. Often it is recommended to use checklists which contain up to 100 and more criteria according to which the processes can be evaluated.

To ensure the practicability of the evaluation but nevertheless to assess the results thoroughly the evaluation of the project implementation concentrated on four criteria.

1. The quality and the efficiency of management
2. The communication and the cooperation in the project consortium
3. The involvement of transfer recipients and transfer activities
4. The expected benefits of products developed within the framework of the project

According to international experiences with evaluation which are available first of all in the English-speaking countries a holistic (integral) evaluation of processes should have the priority.

During the evaluation of the registered data the focus was on the following criteria:

- How do project partners assess the cooperation in consortium and the project management of the lead partner?
- Have the expectations of the project partners been met?
- Did the management meet the requirements?
- How do transfer recipients assess their involvement and the transfer activities?
- What benefits do the developed products have for the project partners and the transfer recipients?



6 Results of evaluation

Interim results of the evaluation were continuously included in the implementation of further work, so that a continuous process of learning and improvement was achieved during the project implementation. The overall results are listed below.

6.1 Transnational Project Partner Meetings (workshops)

A standardised survey was conducted during the transnational project partner meetings. As a survey instrument, a questionnaire was created with statements that can be accepted or rejected by the respondents with a higher or lower consent according to the given multi-level response scale. This method made it possible to form the first impression, a sketch, a tendency to satisfaction and the opinions of the respondents. The individual answers were later discussed in detail in individual interviews.

Six workshops with personal presence of all project partners and experts were planned in the project, but unfortunately only three workshops could be realized due to the Corona Pandemic:

- on 26. – 27.11.2018 in Gdansk, Poland
- on 03. – 04.06.2019 in Hamburg, Germany
- on 17. – 08.10.2019 in Riga, Latvia

A fourth workshop with the project partners was planned for 08./09.06.2020 in Brussel, a fifth workshop for 20.11.2020 in Gdansk and a sixth workshop on 07/08.06.2021 in Hamburg, but unfortunately had to be cancelled due to the corona pandemic. Instead, online meeting was held on

- 18 June 2020.
- 22 September 2020
- 20 November 2020
- 07 June 2021
- 19 November 2021

Accordingly, an evaluation of the three real project meetings took place.

The workshops usually lasted $\frac{3}{4}$ or the full day and were always accompanied by an additional joint evening event to promote communication and exchange of experience. The dates for all workshops were set before the start of the project in consultation with all partners.

The lead partner invited all partners to the workshops six weeks in advance in writing with a detailed agenda and sent out prepared project materials to be discussed together. Moreover, the lead partner prepared a detailed presentation for each workshop, which was then sent to all partners together with the workshop minutes after the meeting.

In addition to the workshops with all partners also workshops with 2 – 3 partners were organized, where individual questions to implementations were discussed:



The written evaluation of the workshop included 20 topics related to the preparation and the conduct of the workshop, the communication in consortium and the management of the lead partner. For each topic the participants could choose between five answer categories

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Participants also had the opportunity to make suggestions for cooperation within the consortium, the implementation of the project and the organisation of the workshop. However, this possibility was rarely used.

Below, an example of a written workshop feedback form is attached. The workshop feedback forms were identical for all workshops to record possible changes on the statements during the project lifetime.



WORKSHOP FEEDBACK FORM OF THE PROJECT “KA4HR”

Please indicate by ticking the scale that applies to your opinion on the following aspects of the project workshop.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The Lead Partner (LP) sent the information on the workshop in due time					
The information on the workshop: agenda, venue, hotel, etc. is satisfactory					
All project partners were involved in planning the workshop, e. g. setting the date, time, etc.					
The communication with the LP is reliable and supportive					



In general, communication with each other (between the partners) is smoothly					
The topics on the agenda were transparent					
There was devoted enough time for every topic					
All partners were involved in making decisions and action during the workshop					
Everyone who has wished, got a chance to speak, discuss, share own opinion					
The planned total time for the workshop was satisfactory					
In the framework of the workshop was enough time planned to communicate with each other					
All in all, the working atmosphere was good during the workshop					
The premises, lighting, technique, etc. of the workshop were satisfactory					
The time management like punctuality, effectiveness, etc. of the workshop is good					
After the workshop I am well informed about the common further steps in the project (appointments, meetings, etc.)					
After the workshop I know very well what my individual tasks in the future are					
All questions I had before the workshop were clarified during the workshop					



Carrying out the workshop together with other events for reasons of time and cost saving and experience exchange with others from different countries is particularly positive aspect					
The organisation of hotel, joint lunch/dinner and catering is good					
It is good to receive information about other projects, acquisitions and funding possibilities during the workshop					

Do you have any suggestions to improve and strengthen cooperation in the consortium, project implementation, and organization of the project workshops?

Thank you!

Almost 85 - 90 % of all participants strongly agree with all topics of the survey and 10 - 15 % agree. Almost 1 - 2 participants provide a neutral assessment of a few questions. During the survey, only one participants of a workshop did not agree on the statements to the time management.

The participants rated the following statements as particularly positive, a large proportion of whom were rated as "strongly agree":

- Timely and comprehensive information by the lead partner
- Involvement of all the partners in discussions, consultations and during decision-making
- Very good working atmosphere
- Good communication with the lead partner and other partners
- Satisfactory spatial and technical conditions
- Good organization and conduct
- Very good information about other current projects and planned new projects

The following statements were largely valued with "consent" or only few "neutral valuations":



- All project partners were involved in planning the workshop
- The planned total time for the workshop was satisfactory
- All questions I had before the workshop were clarified during the workshop

There were only from one partner negative or strongly negative ratings to the statements

- The planned total time for the workshop was satisfactory

Over the course of time, the evaluation results have changed only slightly. The management, organization and implementation of the project, information, and communication as well as the execution of workshops are evaluated very positively and show only marginal starting points for improvements (see Chapters 7 and 9).

6.2 Multiplier event (consultation and transfer conference)

A written questionnaire for the evaluation of multiplier events was prepared for the participants. For this purpose, a questionnaire was used as a survey tool, like the approach used in the workshops. Only fewer questions were selected for practical reasons, as a shorter questionnaire increases the response rate. The questionnaire was prepared in different languages for the conferences to provide more reliable answers and to increase the willingness to participate in the questionnaire, as the project's transfer partners were 50 chambers and associations of medium-sized companies from 13 countries and 22 universities, universities of applied sciences and colleges from 9 countries.



Evaluation of the international consulting and transfer conference of the project “Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance Human Resources and Organizational Development (KAforHR)” **on January 11, 2021 in Hamburg**

We would like to kindly ask you for your feedback. It helps us to ensure and improve the quality of the events in the long term. Thank you!

1. How do you assess the following statements?

	Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree
The conference was interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers were competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The quality of the presentations met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time frame of the presentations was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics of the presentations were relevant and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were sufficient opportunities for questions and discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The working atmosphere was productive and lively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participation in the conference was useful for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How do you assess the organisation of the conference?

	Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree
All in all the organisation was satisfactory before the conference (for example, invitation were sent in due time, prior information about the conference was satisfactory, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in all the implementation of the conference was satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The venue met the necessary requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The venue was easy to reach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Your questions, comments and suggestions

Thank you very much!



The international consultation and transfer conference was planned on 08 June 2021 in Hamburg. Unfortunately, this international transfer and advisory conference had to be postponed due to the Corona pandemic. After the implementation of the KA4HR project with the originally planned termination on 31.10.2021 was extended by three months until 31.01.2022, the international transfer and advisory conference for 11 January 2022 in Hamburg was planned and fully prepared with face-to-



face participation. Unfortunately, due to the Corona pandemic, it was not possible to hold the conference in person, so the international transfer and advisory conference on 11 January 2022 had to be held online.

6.3 Online survey of project partners

In this case, it is a partially standardized online survey. The online questionnaire is a newer, more modern method than paper, telephone or face-to-face surveys. The positive aspect of this form of written questionnaire is that it is quick and easy to implement, e.g., respondents can decide for themselves when to complete the questionnaire and there is no time pressure to answer questions. With online surveys, time and costs are saved and immediate availability of data is possible. For example, the free internet tool Survey Monkey, in which the questionnaire was completed, automatically summarizes the answers to each question and displays them graphically.

The written online survey contains 29 questions on project implementation and the use and dissemination of the results. It was carried out between October and December 2021.

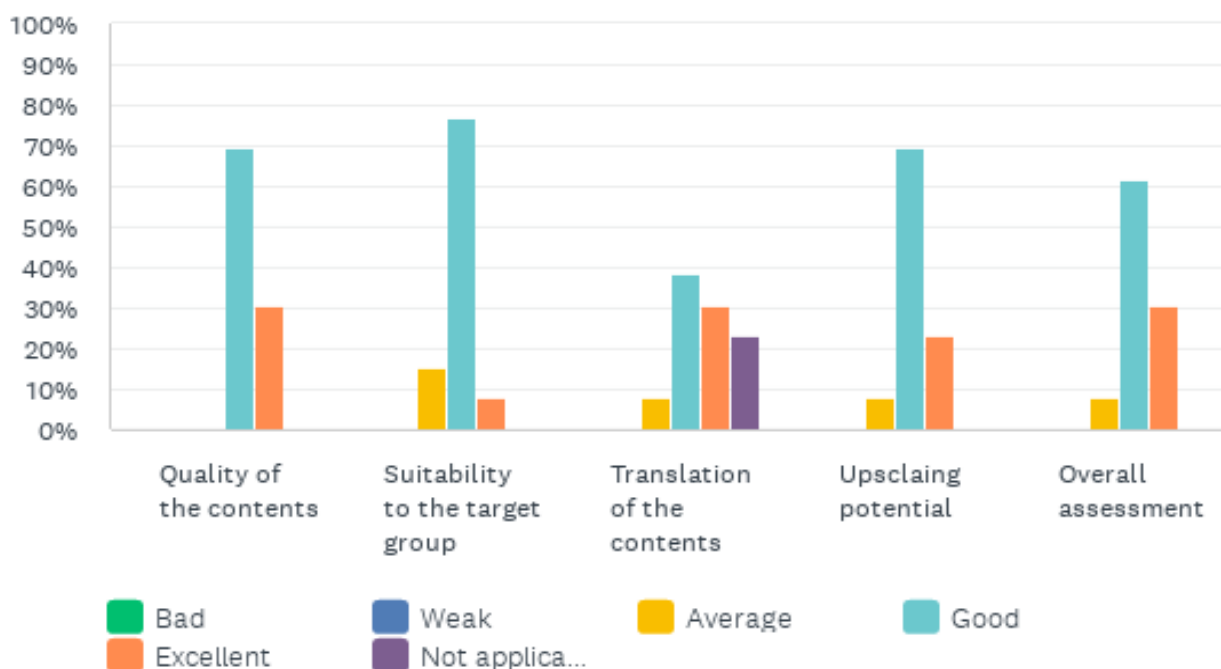
1. In your opinion, do the tasks developed and implemented so far, follow the project's objectives?
All persons determine it matches with the project objectives.
2. Taking into consideration the tasks performed so far, please indicate your expectations in regard to meeting the project's deadlines?
Half of the responses each concern full compliance with the deadlines or a slight delay. Nobody specifies that the deadlines will not be met.
3. What have been the biggest challenges for you when implementing the project?
13 % stated "No challenges at all", 13 % stated "Time schedule for tasks", 20 % referred to individual project tasks and 54 % stated without specification "Other".
4. In your opinion, is the implementation of the KA4HR project an asset to both - beneficiaries of the project (for example SMEs, chambers) and project partners as it allows for the improvement/development of new skills and knowledge?
The most partners completely satisfied this question; answered „A moderate amount“.
5. The international composition of the partnership is an enrichment for the whole project approach.
All person responded strongly agree or agree.
6. How do you benefit from the international cooperation within the project?
 - The international cooperation is highly appreciated by most partners, the trans-national project approach is described as without alternative.



- New contacts, new experiences, projects results are useful. It is very important experience for the countries, in which the project has been implemented.

7. The partners were asked to rate the individual outputs of the project in terms of various criteria. This led to the following conclusions.

7.1 Regarding the product: Train the Trainer Program - how do you evaluate the following criteria?

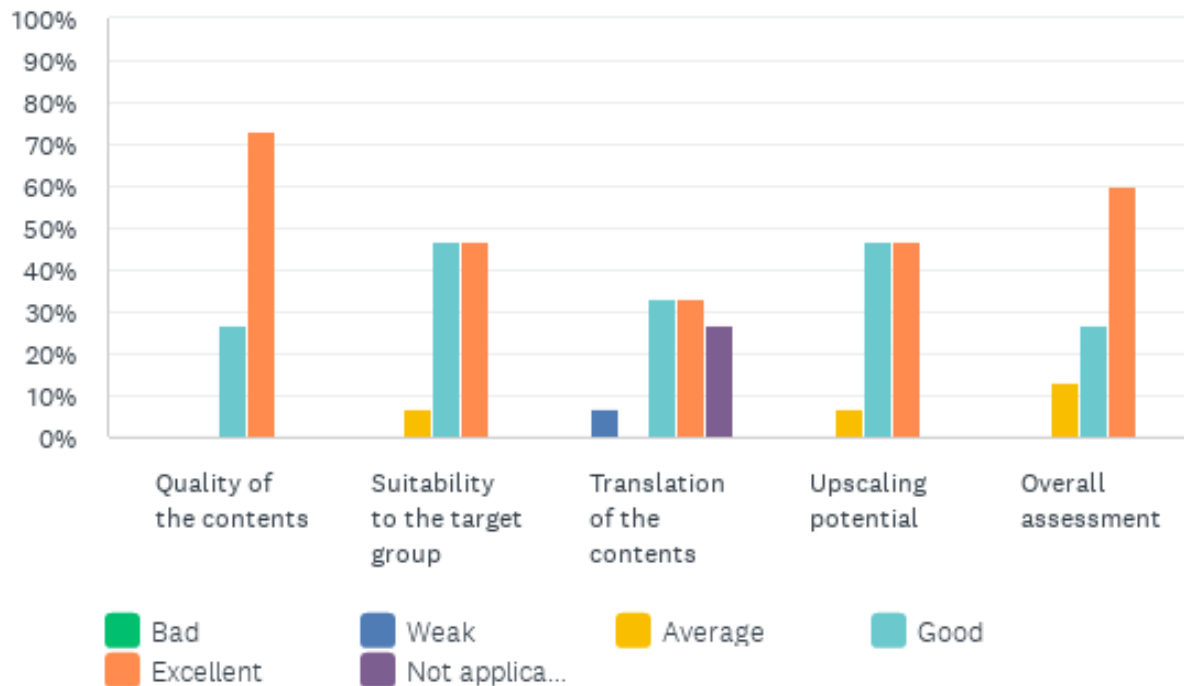


7.2 Regarding the product: Project Website and Service Platform - how do you evaluate the following criteria?

	BAD	WEAK	AVERAGE	GOOD	EXCELLENT	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Quality of the contents	0.00% 0	0.00% 0	7.14% 1	42.86% 6	50.00% 7	0.00% 0	14	4.43
Suitability to the target group	0.00% 0	0.00% 0	14.29% 2	42.86% 6	42.86% 6	0.00% 0	14	4.29
Translation of the contents	0.00% 0	0.00% 0	7.14% 1	21.43% 3	42.86% 6	28.57% 4	14	4.93
Upsclaing potential	0.00% 0	0.00% 0	0.00% 0	50.00% 7	50.00% 7	0.00% 0	14	4.50
Overall assessment	0.00% 0	0.00% 0	14.29% 2	35.71% 5	50.00% 7	0.00% 0	14	4.36



7.3 Regarding the product: Best Practices Workplace Innovations - How do you evaluate the following criteria?

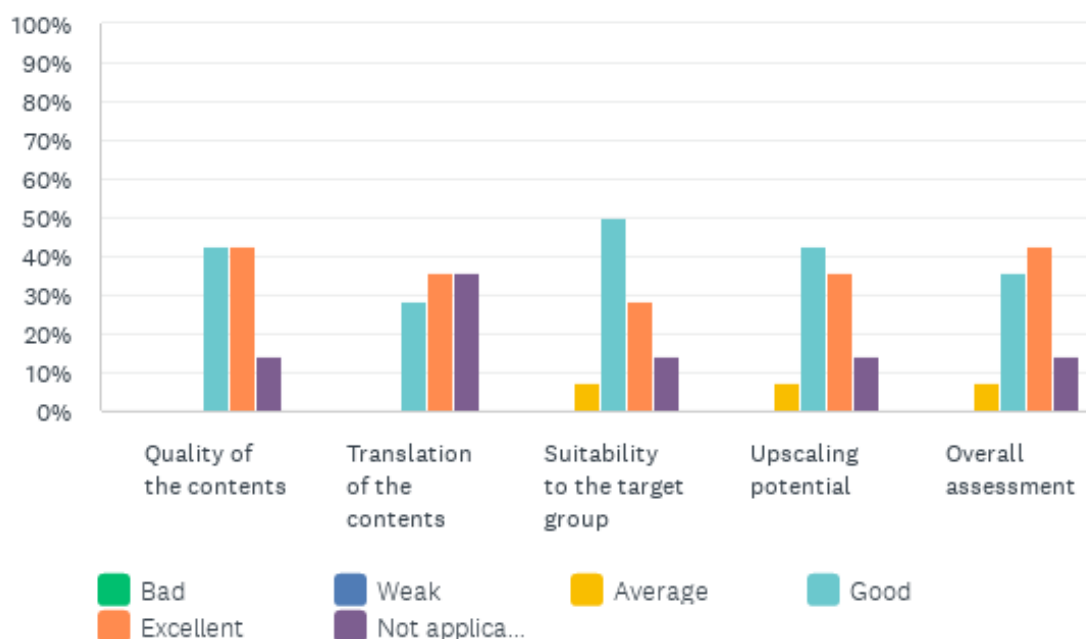


7.4 Regarding the product: SMEs Prototypes - How do you evaluate the following criteria?

	BAD	WEAK	AVERAGE	GOOD	EXCELLENT	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Quality of the contents	0.00% 0	0.00% 0	7.14% 1	50.00% 7	14.29% 2	28.57% 4	14	4.64
Suitability to the target group	0.00% 0	0.00% 0	21.43% 3	28.57% 4	21.43% 3	28.57% 4	14	4.57
Translation of the contents	0.00% 0	0.00% 0	7.14% 1	21.43% 3	21.43% 3	50.00% 7	14	5.14
Upscaling potential	0.00% 0	0.00% 0	7.14% 1	50.00% 7	14.29% 2	28.57% 4	14	4.64
Overall assessment	0.00% 0	0.00% 0	15.38% 2	23.08% 3	30.77% 4	30.77% 4	13	4.77



7.5 Regarding the product: Training A "Employees on the way to Co-entrepreneurs" - how do you evaluate the following criteria of the product developed so far?

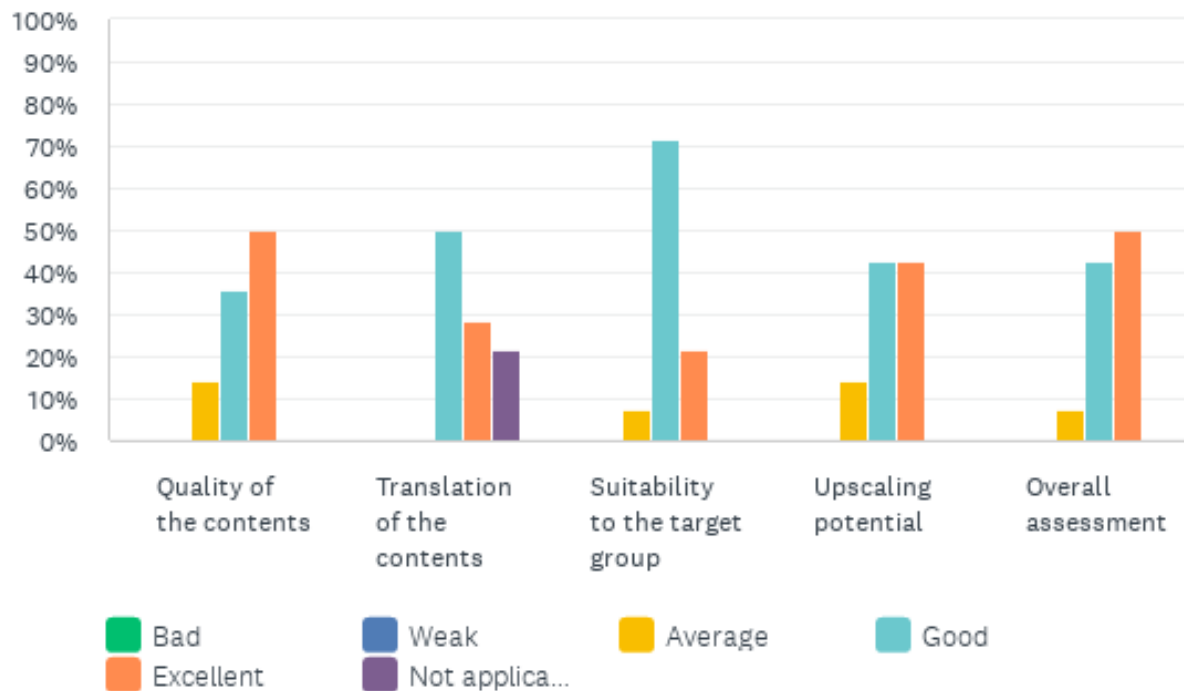


7.6 Regarding the product: Training B "Digitization and Human Capital" - how do you evaluate the following criteria of the product developed so far?

	BAD	WEAK	AVERAGE	GOOD	EXCELLENT	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Quality of the contents	0.00% 0	0.00% 0	14.29% 2	28.57% 4	42.86% 6	14.29% 2	14	4.57
Translation of the contents	0.00% 0	0.00% 0	0.00% 0	21.43% 3	42.86% 6	35.71% 5	14	5.14
Suitability to the target group	0.00% 0	0.00% 0	14.29% 2	21.43% 3	50.00% 7	14.29% 2	14	4.64
Upscaling potential	0.00% 0	0.00% 0	0.00% 0	35.71% 5	50.00% 7	14.29% 2	14	4.79
Overall assessment	0.00% 0	0.00% 0	7.14% 1	21.43% 3	57.14% 8	14.29% 2	14	4.79



7.7 Regarding the product: Training C "Innovation Processes" - how do you evaluate the following criteria of the product developed so far?

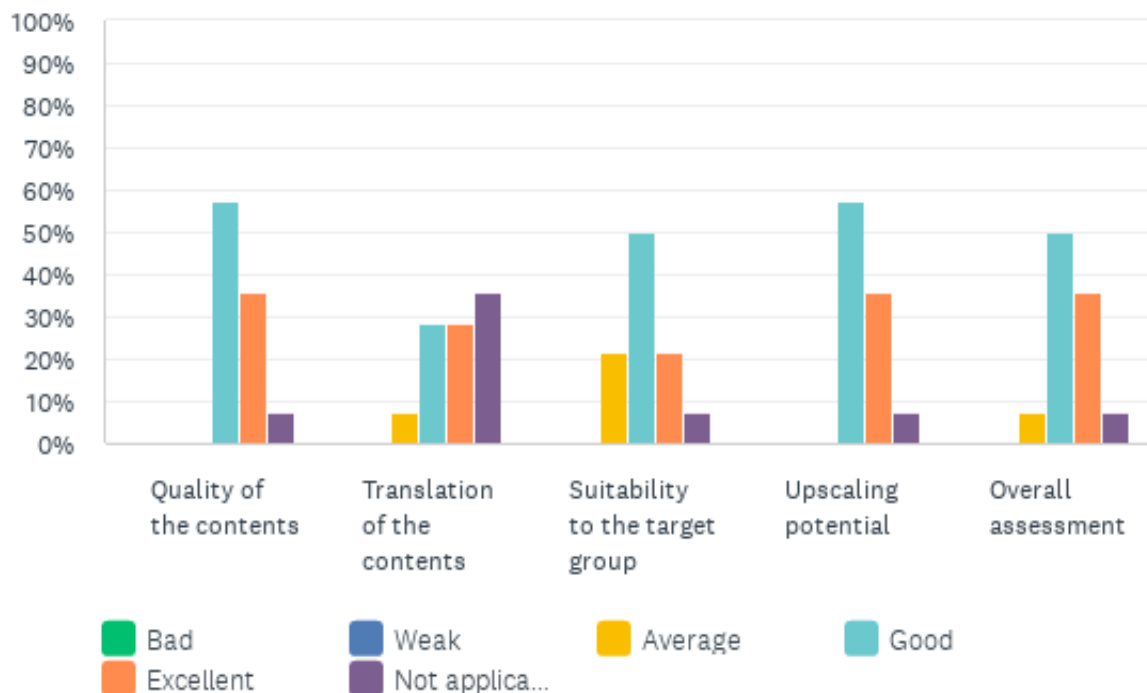


7.7 Regarding the product: Existing dual bachelor's degree program "Business Administration for SMEs" - how do you evaluate the following criteria of the product developed so far?

	BAD	WEAK	AVERAGE	GOOD	EXCELLENT	NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Quality of the contents	0.00% 0	0.00% 0	14.29% 2	42.86% 6	35.71% 5	7.14% 1	14	4.36
Translation of the contents	0.00% 0	0.00% 0	0.00% 0	42.86% 6	21.43% 3	35.71% 5	14	4.93
Suitability to the target group	0.00% 0	0.00% 0	14.29% 2	50.00% 7	28.57% 4	7.14% 1	14	4.29
Upscaling potential	0.00% 0	0.00% 0	14.29% 2	50.00% 7	28.57% 4	7.14% 1	14	4.29
Overall assessment	0.00% 0	0.00% 0	14.29% 2	42.86% 6	35.71% 5	7.14% 1	14	4.36



7.8 Regarding the product: Dual bachelor study program „Human Resources and Business Administration" - how do you evaluate the following criteria of the product developed so far?



8. On the scale 1 to 4, where 1 means poor quality and 4 – high quality, how would you rate the quality of all project measures developed?
50% of the partners rates the quality of measures as very high and 50% as high.
9. In your opinion, can the developed project products be used successfully by you and other interested parties after the project ends?
All partners report that the project results will be used extensively by them or other institutions in their country in the future.
10. To what extent can the project results (in their entirety or partly) improve the services offered by your institution?
All partners are convinced that the project results improve the services offered by their institution to a great or moderate extent.
11. Has all necessary support been provided within the project to enable you/your institution to use the project results independently?
Also, all partners confirm that they have received all help and advice for the future use of the project results.
12. How do you assess the use of the activity plan? Has it been a helpful tool for your individual project management?
All partners answer with yes, very helpful.



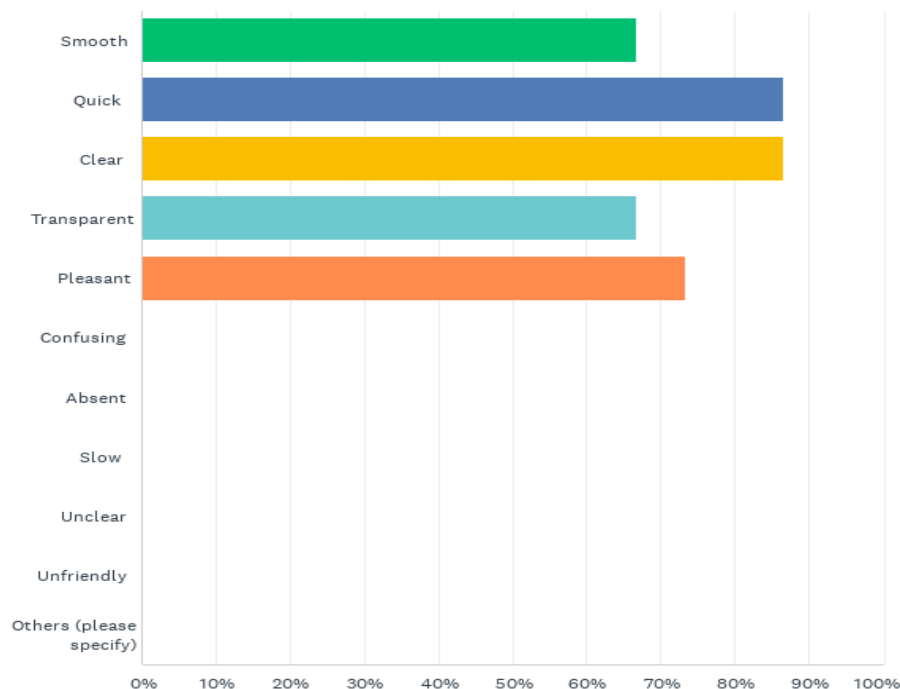
13. How do you assess the dissemination plan of the project activities? Has it been a good tool to reach a wide dissemination of project results in your region/country?
The control instrument "Dissemination Plan" is assessed very positively by all partners.

14. How do you assess the impact of the dissemination activities done in the project?
All partners see a strong or some effect.

15. How do you assess the assistance and support by the Lead Partner?
All partners rate the assistance and support by the Lead Partner as excellent or as very good.

16. Is there something that the Lead Partner can do better/differently in order to meet your expectations of good project leadership?
Possibilities for improvement are not seen.

17. How do you rate the communication with the Lead Partner? (Multiple answers possible)



18. How do you evaluate the communication between the project partners?
The most partners assess the communication between the partners positively and evaluate it as clear, quick, smooth and pleasant. Three persons answers with slow and one person with unclear.

19. How do you assess the administrative burdens?
27 % see low, 53 % average and 20 % high or very high bureaucratic hurdles.



20. How do you assess the reporting/accounting in the project?

20 % evaluated “easy”, 67 % “average” and 13 % “hard”.

21. Any other suggestions / recommendations?

No proposals or recommendations were made.

Like the evaluation of workshops, the online survey provides a consistently positive view of various aspects of project implementation and of the results. In particular, the following questions and answers give rise to the following inquiries in order to find further starting points for improvements.

- Even better time management to ensure that all deadlines are met by all partners.
- Especially at the beginning of the project, more time for the lead partner to convey the extensive information on project implementation and, after the kick-off workshop, for all partners to be provided with a clear manual for processing all tasks.
- More intensive use of electronic tools and online platforms for project implementation.
- To further improve communication and cooperation, online meetings will be held between the semi-annual project meetings.



7. Interviews with project partners¹

The interview related to key questions is also called guideline-based interview that means, a set of questions is prespecified by the interviewer before the interview. However, this set of questions should give a guideline through the interview and not kind a strict order, so the interview is more of a fluent, relaxed conversation by freely and openly answering questions. This method makes it possible to act less strictly than with other survey methods, so he / she conducts the interview considering the conversation flow, the set key questions or certain topics not considering the sequence of the questions, for example, or omitting some questions at all.

From May to September 2021 an external expert conducted interviews with the KAforHR project partners. These interviews lasted between 30 and 40 minutes each. The interviews followed a generic set of questions but allowed also for free conversation to hear the opinions of the partners. The interviews focused on the following topics:

- The quality and usefulness of the project outputs
- The involvement of and communication among the project partners
- The design and implementation of the project workshops
- The dissemination of project results
- The administration processes of the project.

1. Was the project important for you? Why did you take part in it?

All partners stated that the project was very important for them: Organisational innovations are highly relevant for SMEs in the Baltic Sea region to improve their productivity and competitiveness as well as the wellbeing of their employees. The project gave the partners the opportunity to learn about ways to foster innovations as well as to learn from examples and experiences from other organisations and other countries.

Organisational innovations are an important area! Very important for companies – they can improve their business, their productivity and competitiveness without investing a lot of money.

This project was a good opportunity to learn from experiences from other countries, and to implement innovations from other countries in Poland.

It is very important to learn about different perspectives of organisations and companies from other countries. You learn about innovations from other countries and their impact on SMEs. Diversity in terms of culture and experience is an opportunity to learn from each other.

¹ Done by Philipp Jarke, Bremen



HR topics are extremely important for our members, our companies. HR and new ways to organize work has become even more prominent due to the Covid-19 pandemic and its effects like work-from-home and psychological implications on the employees.

Our company made some substantial organisational changes recently and is still doing so – we increased the digitalization and have developed a new IT strategy that we are currently implementing. The project helped us; it was supporting this process. Two project partners are universities from Finland and the professors at these universities helped us a lot.

2. Various outputs were developed in the project. What do you think about each of them?

Output 1: Knowledge Alliance KA4HR

The partners appreciated the knowledge alliance KA4HR. They described it as being useful for the exchange of ideas and experiences across borders. One member mentions that the alliance in itself is a good output, but he pointed to the Baltic Sea Academy as a similar network with a similar focus.

The alliance is good and useful. It allows for quick exchange with other organisations in our field and for better support of each other.

The knowledge alliance makes it easy to share knowledge and to implement innovations in companies. It helps to get ideas how to help SMEs implement innovations and provides tools to do so after the project has ended.

We are participating in the Knowledge Alliance and have established a regular cooperation with the University of Latvia. They are regularly consulting our company and are testing learning approaches for the development of a dual professional bachelor programme on personal resources and business administration.

The knowledge alliance is very important. At the same time: There is the Baltic Sea Academy that is a knowledge-based alliance already. The added value of the new alliance is not that clear.

Output 2: Train the Trainer programme – Curricula, teaching materials and implementation

The project partners are very satisfied with the result. The curriculum and the documents have been elaborated very well and in great detail and are thus very suitable for further use. Some partners are already using them. The partner who has developed this output regrets that the chambers do not (cannot) provide process guidance during the practical application of the programme in order to increase effectiveness.



The trainings and materials are very good.

The partners have done a good job. The curricula, the materials and the programme are very detailed and well prepared. There has also been a test run already.

We have participated in this training programme and are satisfied with its results.

It was very useful. I am still using parts of this curriculum.

Output 3: Dual bachelor study program "Business Administration for SMEs" – Transfer of concept and module handbook

Most of the project partners are satisfied with the result. The Eastern European partners in particular are very pleased and praise the innovative approach to dual education, although implementation still faces institutional challenges in some of the partners' countries. One partner complained that the results of his research, according to which leadership skills, empathy and motivation are particularly important for the qualification of SMEs, had not been taken up by the project partners.

These study programmes will result in more highly qualified people entering the job market. These graduates will be well prepared for the future.

Dual education is very important, the dual vocational education shows that it works. But dual study programmes are still a challenge in Poland. This output was a big step forward to do this.

Very useful. It is not only a programme that can be offered to students, we are also identifying challenges in national regulations that need to be changed. For example the concept of a dual study programme, this is very new here in Latvia – it is very innovative from our perspective.

I have done preliminary research on the qualification needs of managers in small and medium-sized enterprises. I came to the conclusion that leadership skills are particularly important, as are the interpersonal aspects, empathy, motivation, etc. The project partners have hardly accepted these findings.

Output 4: Best Practices Workplace Innovations

This project result is evaluated extremely positively. The examples of best practice were very useful and inspiring to develop own innovations. Some partners pointed out that the Covid-19 pandemic has put even more pressure on SMEs to be innovative, making this project output even more relevant. One project partner pointed out that the criteria of what constitutes best practice is only vaguely defined, as is the process of achieving best practice.

This is the most useful output for us. There are a lot of interesting and applicable results we can use in our work. This output has even greater importance considering the



Covid-19 pandemic crisis, which require changes in the regular office work and doing a lot of things virtually. This has been quite a learning process for us and required to digitalize the work processes as well.

This was very important and interesting. It is very useful to promote new ideas like good work conditions for care-givers for example. Not only for the SMEs but we also as a Chamber implemented elements of this output in our organisation.

This was very, very interesting. When we gathered entrepreneurs from all over Latvia, we created synergy! We could actually see how companies learned from each other and exchanged their best practices.

All companies are happy to receive examples of best practice. But what are the criteria for best practice? And how do I achieve best practice? What exactly is the process? That is not described enough.

Output 5: Analyses of economic development and education and labour markets in the Baltic Sea Region (demographic and economic development as well as comprehensive qualification needs for HR in SMEs)

All partners agreed that this analysis laid the foundation for the entire project and is also indispensable for further work with the project results.

This is a very useful information providing a comprehensive overview of the demographics, economy as well as labour and educational markets of the Baltic Sea region and its individual countries. This analysis is a good basis for making decisions about training needs in KA4HR partner countries.

This is very important.

This is very interesting. It helps to learn and understand the challenges that companies and organisations in other countries are facing.

This was the basis of the project. Very important.

This is excellent and sophisticated.

Output 6: 3 trainings for further education of owners and employees of SMEs – Curricula and testing

The testing of the trainings suffered because of the Corona pandemic. Still the training programmes are useful for SMEs and their employees, the project partners stated. Some of them have already used the programmes to train SMEs (e.g. members of chambers), and the response was positive.

Very useful training programme that can be recommended to many owners and employees of SMEs in Latvia.



We had good response from companies; we are very satisfied with them. Maybe the training could be more practical, but we did not have that much experience at that time.

Unfortunately, the testing of the programme suffered due to the pandemic. The plan was to have a kick-off event in-person, return to the workplaces to give the programme a go and then meet in person again later for further discussion. This was impossible. Instead, everything had to be done online. That is a shame, but we hope this will change after the pandemic is over.

Practical testing was not yet ideal because the product had not been completed.

We have run one workshop and training so far and some participants will implement the ideas of it.

The curricula contain very interesting examples for SMEs that small changes do really matter. For example: There was one company in the production sector that when a technical problem occurs, is traditionally discussing this problem with technical staff only. Now they got staff from other sections as well involved – and a marketing person had the best idea to solve the technical problem! Thinking out-of-the box is very productive and not costly at the same time.

After a while, we should re-evaluate the trainings and change things according to the companies' needs and comments, to keep the content updated and in line with developments.

Output 7: Dual bachelor study programme "Human Resources and Business Administration" –Development, module handbook etc. and testing

This output received a relatively critical assessment. One project partner said the programme was too extensive to be attractive to students; another partner mentioned that the handbook was offering no methodological guidance. And there was another problem addressed during the evaluation: The dual bachelor programme is facing stiff competition on the education market as there are hundreds of BA study programmes available already.

The programme is too dense. The curriculum consists of too many topics, and the number of hours is too big for most students. Less is more in this case.

One problem with this output: We are jumping on an already running train. There are a lot of BA study programmes on the market already. The innovative aspect is the dual character, but still the potential students have many other programmes to choose from.

The content is okay. But the manual does not provide any methodological-didactic guidance. Social competence is only addressed implicitly, but not explicitly and in detail.



3. Can you use the project results in your future work (e.g. the curricula)?

All but one partner will use the project results in the future. The universities will use the curricula of the study programmes or at least parts of them for their teaching. The chambers will use (and have already done so) the trainings, concepts and materials for workshops with their members. One company that was partner in the project said that the results are very useful for their own innovation process.

The training programme and the study programme are potentially useful for our university. We may take elements of the developed outputs and integrate them into our programmes.

Yes, absolutely, we are using parts of the study programmes in our teaching at the university.

Yes, we can definitely use project results, especially workplace innovation, as well as trainings programmes.

Yes, we will use the results. Our members are companies, and we offer trainings and other seminars regularly. The project results offer a great basis for such seminars.

Yes! We will use the tools developed and the concepts and curricula of the workshops with SMEs.

Absolutely yes! They help us in implementing the IT strategy.

4. How would you characterise the communication between project partners?

Did you communicate with other partners yourself/on your own initiative as a partner?

All partners did communicate regularly with other project partners. One partner mentioned a language barrier that prevents the communication with some partners from going into detail.

Yes, we did so very often.

Most actively we communicate and cooperate with other Latvian partners. Communication with other partners mainly took place during project meetings.

Yes we did. There are three partners in Finland, we had bilateral meetings regularly and also met with company partners.

Yes. I even visited the partners in Finland.



Yes. The communication is very good. You can feel that everybody in the project has good intentions! Sometimes we do argue – which is necessary to achieve results – but we find compromises and solutions.

The language barriers in communication are high with some project partners.

Was the lead partner's communication quick, clear and overall satisfactory?

All partners were very pleased with the way the lead partner did communicate with the other project partners.

Yes! They were so precise in their answers, with examples also.

Yes, the communication with the lead partner was very good. The information we have received has been clear and well communicated.

There was a small gap, when the project manager at the lead partner left. Until there was the new manager, there was a break in communication. But apart from that, their communication was very efficient.

Absolutely. I admire how Mr. Hogeforster replies so quickly and in such a clear way on every aspect of every point.

Overall: great, I could ask questions and call at any time.

Do you have any suggestions for improvement of the communication?

A lot of the partners would like to intensify the communication and the exchange with the other project partners through online meetings that should take place more frequently.

Sometimes there is too much information at the same time. Maybe this could be better to receive parts of information more often, not everything at once.

We should keep up the online meetings after the pandemic. Not to replace in-person meetings but as an additional tool to foster communication among the partners.

More online meetings! This makes direct communication easier.

5. Project workshops were held every six months to discuss tasks and project implementation.

In your opinion, is this sufficient? Are the time intervals between meetings adequate?



All partners think that for face-to-face workshops the 6-months interval is sufficient. But almost all of the partners said that they would like to have online workshops in between more frequently.

Every six months is good for face-to-face workshops. But some additional online workshops or meetings with a limited number of partners – in order to work on specific tasks/outputs – would be very useful.

Regarding In-person workshops, it is sufficient – otherwise the travel time and cost would be too high. But there should be more online workshops in between. This would create a better sense of partnership among the project partners. More ideas would pop up.

Before the pandemic I thought every 6 months is fine. But now I realize that more frequent and shorter online-meetings are very useful!

For face-to-face workshops every 6 months is perfect. But we would like to add online workshops in between like every 3 months to foster discussion and communication among the partners.

The workshops were mostly half-day; is there a need for change from your perspective: longer, shorter?

All partners think that online workshops should not last longer than half a day. The in-person workshops should last a full day or even one and a half days.

For online workshops, half a day is perfect. Face-to-face workshops should be a full day.

This is sufficient timing. Full day meetings are too long and exhausting. Also, if the meeting is only half a day, you are able to follow daily work tasks as well.

Some workshops could even be shorter, but then more frequently!

For online meetings half a day is good. You cannot stay in a meeting online for longer. But for meetings in person, half a day is too short. That is not efficient, both in terms of resources and in terms of time invested.

Half a day for online meetings is enough. At face-to-face workshops, one full day is more appropriate to leave enough space and time discussions, informal talks and bonding.

Is there enough time at the project workshops to communicate and discuss individual points?

The partners stated that the agenda of the workshops is planned very well, leaving enough time for every point and discussions.



Yes, we can discuss every topic in detail.

Yes, workshops have been very well planned.

Absolutely. At each point the lead partner sums up, reflects and asks if anyone would like to add something.

Are all partners sufficiently involved in the work at the project workshops?

Most partners think that all partners are sufficiently involved during the workshops. Some are more active than others, but no one is being excluded.

It is okay like that.

As in all groups there are some members that are more active, more expressive while others are rather shy. But that is a natural variation. In general, the atmosphere is very open, so that everyone is heard. Sometimes the agenda is being pushed through, so that no proper discussion is started.

Some people are more active than others, but everyone is still involved.

Yes, the lead partner makes sure that no one is left behind. He makes sure that you are being understood.

In theory, everyone has the chance to be involved, but in practice, this rarely happens.

Due to the Corona pandemic, the workshops have had to be held online since spring 2020.

How do you rate the online meetings?

The online meetings are very important and useful for all project partners. They were the key instrument to keep the project alive. In fact, most partners would like the online workshop format to stay once the pandemic is over (as an additional format). The partners praised the very good preparation of the online workshops by the lead partner.

The meetings are good. The lead partner gives a good overview of what has happened and what needs to be done. There is a good amount of feedback from all partners, and we get to know the deadlines.

Online meetings are always well organized.

The online-meetings are very valuable and should stay as supplemental meetings even after the pandemic.

The meetings are very well prepared, the agenda is clear, the time management is good. The atmosphere is good.



Can online meetings replace face-to-face meetings?

Not a single project partner said that online workshops could replace face-to-face meetings. Online formats are very useful and efficient for certain, defined tasks, but the creativity, emotional aspects and group dynamics that in-person meetings provide, cannot be achieved online.

Online meetings cannot replace face-to-face workshops. They are rather a very good additional tool.

Online meetings cannot replace face-to-face meetings. There is no chance to talk informally or to talk about other subjects that are not directly related to the project.

In-person workshops are invaluable, but online meetings are also very useful and productive.

Face-to-face meetings are better of course, but nowadays online meetings are the standard, the “new normal”. And I have to say, online meetings are far more efficient. It saves a lot of travel time.

The emotion and personal exchange is lacking, also the personal feedback. The goal of growing together across national borders is not achieved online.

Do you have any suggestions for improving the conduct of online meetings?

What could easily improve: Please write the log-in details for the online meetings directly into the email and don't hide it in an attached document.

How do you rate the workshops overall (atmosphere, time, communication, co-operation of all project partners, structuredness, etc.)?

The ratings are very good, especially when you take into account that the workshops took place online.

Very good. Very clear, well prepared.

Excellent.

The atmosphere is good. The workshops are very well structured, sometimes even too structured, which means that too much responsibility is taken away from the participants, which may curb their own initiative.

6. The concepts, curricula etc. developed in the project were prepared by individual project partners, sent to all project partners for comments and discussed intensively at project workshops.



Were you able to sufficiently contribute your ideas to the development process?

Most partners think that they could contribute their ideas sufficiently to the developing process. When you look at inputs to work packages by partners who are not directly responsible for it, the feedback was less positive: One partner was overwhelmed by the amount of material that she was supposed to comment on. One other partner wished for more input by others, but this lack of interaction could be due to the restrictions implied by the pandemic (e.g. no face-to-face meetings). One partner was not pleased with how his input and ideas had (not) been picked up by other partners.

Yes, we have actively cooperated with the University of Latvia, which is responsible for the development of the curriculum. There have been regular consultations and discussions, as well testing of courses.

Yes! You can always jump in and give input to other partners. In the end it is each of the partners' own responsibility to do so.

Sometimes it is very confusing to understand what to comment on, because there are so many work packages. It is hard to keep track of it.

At times we would expect more comments by other partners. And I should have commented more on other partners work as well. But we still discussed everything in the workshops and general meetings. The bottom line is: We are able to sufficiently contribute our ideas to other partners work packages.

Unfortunately, not.

How could all partners be better and more intensively involved in the development work?

Some partners propose meetings with only a limited number of partners to work intensively on certain tasks. Another issue that was mentioned by several partners was that drafts of documents should be shared early on so that all partners get the chance to give input and feedback that then can be considered and integrated into the development process (at the moment the partners seem to share their drafts too late, leaving too little time for feedback loops).

Online-meetings with a limited number of partners who are especially interested in and competent for working on certain outputs would be very helpful to cooperate more intensively in the development work.

Our experience shows that this is very useful if partners from the same country cooperate on developing various outputs, discuss and test them. However, it could be also important that all partners have separate joint meetings on each WP and/or output from time to time. This also depends on the complexity of the tasks and necessity for all partners to get involved.



Through online meetings in between the main project workshops.

Documents that are being developed could be shared for consultations more. This could be done via online meetings.

The project partners must be open to sending drafts to the others at a very early stage. Then ideas could be developed together. If the drafts are only shared right before the deadline, there is no time to consider feedback from others in a meaningful way. Thus, share drafts earlier!

7. Dissemination of project results is very important. Therefore, here are a few questions on dissemination of project results.

Have you carried out dissemination activities yourself?

All members have disseminated the project results in a number of ways, some of which were delayed due to the Covid-19 pandemic. Many have shared information on the project as well as its results through media, either press releases, print products or via social media. Many partners, chambers in particular, have disseminated results in workshops with SMEs.

Yes. We printed information about the project, on leaflets and we published the information on our website. We also plan to write a summary for a scientific magazine of our university.

We have some delays in implementing dissemination activities because of the Covid-19 pandemic and related restrictions. We hope to have some more public activities – presentations, discussions, etc. this fall.

Yes, we have already run some workshops for entrepreneurs. We will write a press release and share the results of the project via social media and our newsletter.

Yes, we did. We published the results at our website. And we present the results to partners in other projects that we are involved in. We also published a press release and have a Twitter account for the project. And we took part in the EU campaign “Europe in my region”.

Yes, we share the information and advertise the results at other workshops that we run for our member companies. And we publish the results on our website. We will also publish three articles summarizing the project and highlighting the most important outcomes. We will produce short films as well.

Do you think that the project results will be used in the future by third parties (institutions that were not involved as project partners) in your region/country? Please provide an estimate and briefly justify it.



All partners are optimistic that the results will be used by third parties in the future. The universities may pick up (parts of) the curricula, chambers and SMEs will work with the training programmes, best practices and other results. One partner was in doubt that results would be transferred and applied across borders.

Yes, I think so. The University of Applied Sciences will pick it up, they work directly with SMEs.

Yes, that is possible. Maybe other post-graduate study programmes or training companies may use the results. Probably not the exact results but modifications of it.

Other chambers may pick up the results when they hear about them in the media or on social media.

Yes. Especially the innovations and best practices will be picked up by companies. These are not focused on technologies; they are easy to implement.

I think so. And they are being used by others already! We have run workshops with companies, and they will use the results in the future. And another university in Riga is using the module handbook.

There are digital materials/resource available like videos and tutorials, but they are only in Finnish. In the future we should produce them in English for a greater audience.

I think so, yes. Because the basic ideas are accurate and important. But it is now up to the chambers and universities to adopt and implement them. I am afraid that this is difficult: What is being developed in the Baltic States is of little interest in Finland and Poland, for example.

8. Project management, steering and implementation of the project

How would you rate the steering and coordination by the lead partner (on the scale scale from 1 [very good] to 5 [poor])?

On average, the partners rated the steering and coordination of the project by the lead partner as very good/good – 1.5.

What was particularly good? What was particularly bad?

All partners were impressed by the level of structure, thoughtful planning and experience that the lead partner was contributing to the project. Several partners also highlighted the good communication with the lead partner and the individual support offered. Only the level of interaction and cooperation among the project partners left room for improvement.



The project idea and ambition were very good. But also, the practical steering of the project.

Leadership, management and communication have been very good.

They know the funding programme very well. And they have a good relation to the funding organisation. So that they have everything under control. The goals of the project are clear all the time.

Sometimes the lead partner is dominating the discussion among the partners.

The lead partner could try to foster a more dynamic partnership and more cooperation.

The atmosphere was very good. It was a pleasure to work with them. The communication was very easy, the response was always quick. We received a lot of assistance and support. As we joined the project late to replace colleagues who had left, we had to catch up on a lot. The lead partner made this very easy.

The response time of the lead partner to our questions was exceptionally good.

What was particularly good was the structured nature of the project and the activity plan, the regular updates - so I always knew what tasks needed to be done.

How would you rate the activity planning as a central steering instrument?

The activity planning tool is well accepted among the partners. It is useful to keep track of all tasks, deadlines and the work that is done in other parts of the project. Some partners seem to be overwhelmed by the level of detail that the tool is providing, while others would like to see even more details.

It is good and helpful.

It is useful, but sometimes a little bit artificial.

It is very useful and shows everything step-by-step. It could be even more detailed and precise.

It gets updated very quickly. You see quickly where you are at and where the other partners are standing.

For us as a SME partner there were too many items that were not relevant to us. We had to read carefully to find the information that was relevant for us.

Do you have any suggestions for improving the steering of the project?

There was only one suggestion by one partner:

More online meetings.



How would you rate the bureaucratic effort involved in the implementation, reporting and accounting of the project?

All partners regarded the bureaucratic effort as low.

In comparison to other projects, especially Interreg projects: very low.

This project was not bureaucratic at all by EU project standards. It was a joyride! Even the accounting and so on were okay.

With regard to accounting: The implementation was no problem. Only the reporting is bureaucratic. We have to report only twice: Once at the beginning and another time after 1.5 years. That is a very long period to cover in one report. This makes it hard to remember everything. Better would be more frequent but shorter reports.

This was the most non-bureaucratic EU project ever. It was very humane!

In your opinion, which tasks were particularly bureaucratic and time-consuming?

No partner mentioned any particular task.

How else could the bureaucratic effort be reduced?

Most partners said there is no need to reduce the bureaucratic efforts any further. Two partners said that they would like to see digital tools introduced.

An electronic time-sheet would be helpful. And the possibility to use electronic signatures.

Probably on-line reporting could be more efficient than completing Excel forms.

Did the Lead Partner relieve you of administrative tasks? Or what kind of help would you like to receive from the Lead Partner?

The partners said that they received a lot of support and did not wish for any further action by the lead partner. The only thing that one partner has mentioned was the communication with the European Commission: The partner would like to be able to talk directly to the EC to speed up the process.

Yes, they made everything they could to take administrative burden off us.

The lead partner has been very helpful in explaining reporting procedures and providing necessary assistance. We understand that bureaucratic procedures are necessary.



*Only the lead partner can communicate with the Commission /funding organisation.
That makes things more complicated sometimes.*

9. How do you assess the project in general?

What was particularly good about the project and its implementation?

The topic was very good – non-technological innovation. And the practical approach to it. And the exchange of perspectives with partners from other countries.

Very good was the possibility to learn new things, investigate and learn about innovative practices from other partners and countries, learn new things through training programmes and testing of curricula.

The plan of the project was complicated, but the results and all the produced materials are impressive! It all comes together now!

The best parts were the cooperation, the sharing of experience with other partners. And the innovations and tools that we learned about that are easy for companies to use and implement without a lot of financial resources and time to spend on them.

The support we received from the Finnish partner in our digitalization process was invaluable.

What was less good and should be improved?

All partners wish for face-to-face meetings to take place as soon as the pandemic is over/under control – this would help intensify the communication and cooperation among project partners. The funding via Erasmus+ was mentioned by two partners as being not attractive – it does not cover the costs sufficiently.

Unfortunately, there were not as many face-to-face meetings during the project implementation as we would wish for. We, as an SME, are interested in exchange with SMEs from other partner countries. Unfortunately, there hasn't been such an opportunity.

Due to the pandemic the building of networks and trust among the partners was difficult.

Communication between the project partners should be more open.

Erasmus+ is not the best funding framework for these kinds of projects. Interreg is better. Erasmus+ does not cover travel costs or costs for materials or external services. And it only covers daily allowances not actual real costs for personnel.

The study programme on Business Administration is facing fierce competition on the market. In the future we should keep that in mind and analyse what gaps and niches there really are that can be filled by the HP and BSA.



If you had to rate the project on a scale from 1 (very good) to 5 (poor), what grade would you give it?

On average, the partners rated the project as very good/good – 1.5.

10. Any other comments or suggestions about the project and its implementation?

We could develop project ideas together from scratch. We should organise workshops to do this.

We are looking forward to the next projects with the Hanse-Parlament.



8. Interviews with transfer partners²

In separate projects with a limited number of project partners, the Hanse Parliament and the Baltic Sea Academy develop support measures for SMEs, e.g. vocational training, further training or consulting. After testing and evaluation, the developed and successfully tested products are transferred to 50 chambers and associations as well as to 22 colleges/universities from 13 countries. From the very beginning, Hanse Parliament and Baltic Sea Academy members were involved as transfer partners in the KA4HR project. Right from the start, the transfer partners were involved on a project-related basis; they gathered all the information, submitted their proposals and offers, which were continuously included in further work. The transfer partners as well as the transfer activities have already been discussed in written evaluations and also in interviews with the project partners. From October 2020 to May 2021 interviews were conducted with transfer partners that have received results and products of several projects of the Hanse-Parlament and/or the Baltic Sea Academy in recent years. These interviews lasted between 25 and 35 minutes each. The interviews followed a generic set of questions but allowed also for free conversation to hear the opinions of the interview partners. The interviews focused on the following topics:

- The centralised development of support measures for SMEs and their decentralized dissemination
- The use of the developed support measures and the assistance provided by HP and BSA
- General identification of project topics and project design.
-

1. Hanse-Parlament and Baltic Sea Academy develop (in individual projects with a limited number of project partners) support measures for SMEs, e.g. vocational training, further education or consulting. After testing and evaluation of the support measures, the products are transferred to all chambers, associations, colleges and universities.

a) How do you assess this approach of centralized development and decentralized dissemination and utilization?

All of the transfer partners stated that the Hanse-Parlament's and Baltic Sea Academy's approach is appropriate and working very well.

The approach is excellent and perfectly fits our organisation.

The approach is good and works reliably in practice.

Hanse-Parlament and BSA are highly competent, they have great knowledge and experience. Despite minor drawbacks, their general approach is positive.

² Done by Philipp Jarke, Bremen



This strategy allows all members of the Hanse-Parlament and Baltic Sea Academy to be involved in all projects and adopt the results to each country, chamber, and participant.

b) Do you feel sufficiently informed about the respective work, even if you are not involved as a project partner?

The answers to this point differed between active members of the Hanse-Parlament and transfers partners who are not HP members. All of the members felt well informed about the work being done in all the projects. The main factor mentioned for always being adequately informed were the conferences and annual meetings where the relevant information was made available in presentations and informal discussions. If a transfer partner cannot attend these face-to-face meetings (e.g. because of not being a HP member), the flow of information may be compromised.

We always feel fully informed.

I feel sufficiently informed about the respective work, since we all can take part in the meetings of every project as well as in conferences. Particularly, it is very important to participate in the conferences, where every project is being discussed, its current situation as well as political and social matters. We also receive books published by the Hanse-Parlament which facilitate the use of the information and distribution with SMEs.

At the annual meetings there are plenty of opportunities to learn a lot about project results through presentations and discussions. And we receive books, in which you can catch up on a lot if you want to.

I felt very well informed when I was working for the Technical University of Gdansk. But not that well since I am working at my new university here in Warsaw. I don't mean to say that there should be one newsletter per week, but since probably 2019 I have received only one newsletter. When we are not one of the projects partners, we don't feel fully informed. But that being said, when I reach out to the Hanse-Parlament directly to get information, I get it happily and right away.

c) Do you have suggestions for improvement?

Most of the transfer partners could not think of ways to improve neither the project approach nor the dissemination of results. In the latter, the more frequent use of social media was suggested.

HP und BSA should be using standard social media tools more. For example, Facebook and LinkedIn. I came across very useful information on a HP project (that I did not participate in) via a LinkedIn post recently. This should be done more often.

2. As a member of the Hanse-Parlament or the Baltic Sea Academy you receive the finalized products for the support of SMEs.

a) Do you look at these outputs and assess them for your own work?



All of the transfer partner takes notice of the finalized products and take a close look at these if they have an overlap with their professional interests and foci.

I do look at the outputs intensively when there is an overlap with my work and interests, meaning with my academic teaching and research. In my teaching for example, I like to use the cases of best practise from the projects.

If the outputs match our focus, then we look at the results in detail, yes.

b) Are these project outcomes of interest for your own work?

If the project results are of interest to the participants in the evaluation depends on whether they are working with SMEs on a daily basis. Chambers clearly stated that the project outcomes were interesting and useful for them and their work. Educational institutions like universities found the project results interesting if they could incorporate them into their teaching.

Yes, almost always very interesting and useful. They are of great interest to us because the topics of the projects are vital for the survival of our members and especially the entrepreneurs and companies they represent.

Not all of them, as we at the university (and especially at my new university in Warsaw) are not involved in vocational trainings for example or results that are aiming at supporting SMEs directly. Our work is concerned with academic teaching and research.

Yes, some results are interesting and useful for us, especially for the teaching of our students. Support measures for small and medium-sized enterprises are of particular importance in this respect.

c) For which purposes of your own work do you use the results?

We use them to promote micro, small and medium-sized enterprises. We implement, for example, the educational programmes developed by the Hanse-Parlament at our headquarters and in our regional branches and thus pass on the results to our members and companies.

With the results I can provide consulting to SMEs and involve them actively in activities of the chamber. Information and experience in the field of vocational education and training is particularly useful. Based on the experience of Germany and Norway, a lot has been done in Lithuania to improve vocational training, new sectoral training centers have been set up, student internships have been extended in specific companies and organizations, mentors work with students and thus students gain more work experience.

We use the results in the courses for our students at the university.

3. Do you get all the help you need for your own use of the results?

a) Do you feel sufficiently informed?



All transfer partners feel sufficiently informed when they receive outputs and products developed in projects.

Yes, the information on the results is sufficient.

Yes, we always feel well informed.

Yes, the information is usually sufficient. If there are any questions left, we can always contact the secretariat by phone or e-mail.

b) Do you wish to receive comprehensive individual advice on your own use and implementation of the support measures received?

While some transfer partners do not need individual advice on using and implementing support measures, others may need it and appreciate the opportunities offered by the Hanse-Parlament.

No, that is not necessary.

We already get them: We are in day-to-day contact with the Hanseatic Parliament and its staff, can discuss everything and get along very well.

As a member of the Hanse-Parlament I can get individual advice and support in solving the problems. It is very important to get advice in a short time if needed - I can make a call or send a message. The response to questions is very fast and the advice is very helpful. I particularly appreciate the good working relations and friendly working atmosphere, as well as the professionalism of the staff and managers of the Hanse-Parlament.

c) Which additional support would you like?

Most transfer partner did not mention any additional support needed. Except for one describing her difficulties with the style of the language being used in provided information on projects and project results.

There is an issue with the language being used when providing the results of projects. Even for me as an academic, the language sometimes is very hermetic. Sometimes I just don't understand it. Policymakers may understand it very well, but entrepreneurs probably have difficulties. This hermetic language probably stems from the acquisition process of the projects when the project proposal is aligned to the sometimes-bureaucratic language used by the European Commission for example. Anyway, a little investment in making the texts provided easier to understand, more clearly written, would be very helpful.

4. How could the project activities be better aligned to your needs?

a) Do you have sufficient opportunity to integrate your needs, topics and tasks into the design of the projects?

The transfer partners are satisfied with their opportunities to explain their views, needs and circumstances and these points being considered in the project design process.



Yes, the "receptiveness" to ideas and the needs of members and project partners when planning projects is very high.

We have internal meetings where we define our wishes and needs and then communicate these to the HP. That works very well.

Yes, that has already happened. It was important for us to pay more attention to the needs of micro-enterprises and solo entrepreneurs, who play a major role in Hungary. This wish then was implemented in the project work.

b) Do you feel sufficiently informed about the preparation and acquisition of projects?

Most of the transfer partners feel sufficiently informed about the preparation and acquisition of new projects. One partner pointed out the importance of face-to-face events of the Hanse-Parlament to stay up-to-date.

Yes, I do. The first information is usually published through newsletters or within the Meetings. All partners get the possibility to express their interest to take part in the new projects.

When I have the possibility to attend project workshops or annual meetings of the Hanse-Parlament: yes. When these possibilities are not given, the information usually does not reach me.

c) Do you have suggestions for improvement?

The Hanse-Parlament and the Baltic Sea Academy should set up an internal database of the profiles of partners and cooperating institutions and individuals. Not only containing contact details but also short profiles of their background, skills and professional interests. This would make it easier to match potential project partners with the project requirements.

5. How do you generally assess ...

a) ... the identification of topics and acquisition of projects?

The transfer partners agree with the chosen topics of projects that the Hanse-Parlament and Baltic Sea Academy are acquiring. They praise the emphasis on SMEs, chambers and vocational training.

Excellent, the main topics are very well selected. They are essential for the survival of small businesses.

The Hanse-Parlament is very productive in the project acquisition and has a clear focus on the target groups and topics: chambers, SMEs, vocational training.

The Hanse-Parlament has great experience to take part at the tenders and follow the requirements of the calls. I cannot execute the activities tailored towards universities and vice versa. Since I have a huge working experience (over 30 years) in business,



I like activities and projects in which I can be useful for Lithuanian business entities. This makes me feel comfortably.

The topics are very good, tailored to the needs of SMEs.

b) ... the design and implementation of the projects?

The design and implementation of project were rated “good” and “very good” by the transfer partners.

Very good.

The time management is very good.

Very good. Also, because the projects deal with tangible issues and yield concrete results.

c) ... the broad transfer and use of the project outcomes?

The broad transfer of the project outcome is essential to benefit the main target groups. Most transfer partners are happy with the way they can manage the transfer themselves. One interviewee mentioned difficulties in finding participants for dissemination events like workshops.

Very good. The Hanse-Parlament has always been very flexible, so that we were able to adapt the project results to our (legal) framework.

For the transfer of project outcome, we use channels like websites, meetings, conferences, newsletters, discussions, individual talks. We also we use the information for self-training, for consultancy services and events.

What was striking to me here in Poland is that we have problems to attract external participants for workshops and trainings, which makes the dissemination of results or even the testing of trainings or curricula difficult. I would like to know how other partners in other countries deal with this problem.

d) Would you like to participate more or less as a partner in projects?

The number of projects, that the transfer partners usually participate in, seems to be just about right. More important, some partners stated, than the number of projects is the degree to which the projects match their interests and abilities to provide valuable input.

We would like to continue as we did in the past.

I would like to participate more, if there is an overlap with my professional interests.

It is important to be active and have a benefit from participating like knowledge, useful information to SME, VET schools.

We would like to continue to participate in projects with the Hanseatic Parliament/BSA. But this also depends very much on the interests and wishes of our employees. We will only participate if they have an interest in the projects. We, as the directors of the institute, do not want to dictate this without their approval.



e) Do you have further suggestions, ideas or wishes for future work?

So far, the Hanse-Parlament HP seems to focus on the Erasmus and BSR programmes for acquiring project funding. I would like to suggest that other EU programmes are looked at as well for new projects so that other topics with partners, maybe in other regions, can be covered as well.

CSR and sustainable development are topics that are covered in projects for many years now. And it appears that in Germany these topics are implemented in society and management of SMEs to a good extent. But in e.g. Eastern European countries this is not the case. Therefore, more projects on CSR and sustainability are needed. There is still a lot to learn and to do here! We need a mind shift in entrepreneurship towards social and sustainable development.

HP and BSA has got a very good and well functioning ecosystem surrounding it, with long-term partners. But I would love to see new partners and members and I am sure they would be welcomed by the existing members and partners as well.

Projects supporting the traditional craft business and traditional vocations would be great. In Poland at least, there is great need of a counterweight against the movement towards cheap mass production we have seen in recent decades.



9. Summary of evaluation results and recommendations

Various results demonstrate exemplary management, cooperation and implementation of the KA4HR project. The control and information tools developed and used by the lead partner have proven to be particularly effective and are also used by individual partners for their own purposes, regardless of the project.

The broad transfer and implementation of the project results went very well. The transfer recipients were optimally involved in the project work, including a high level of re-use.

The programme has succeeded in creating a good team spirit and turning the entire project consortium into a kind of learning organisation and project implementation into a continuous learning process. The evaluation results were continuously incorporated into further project work so that continuous improvements could be achieved.

The remarkable project results are reached due to the high commitment of all project partners and the excellent project management. The developed results are evaluated very positively by the project partners and the transfer partners and will continue to be implemented on a large scale within the scope of their service offer.

The management and work instructions developed and implemented by the lead partner, in particular activities planning, dissemination planning and forms for reporting and accounting have proven their worth. The lead partner carries out strict, strong project management, which is surprisingly appreciated by all partners. The lead partner takes on very extensive organisational and management tasks, relieves the project partners as much as possible so that they can focus on the content.

The cooperation within the consortium is assessed by all parties as constructive, target-oriented and harmonious. The exchange of information and communication is positive. The project and transfer partners spoke in written surveys and detailed personal interviews about very successful transfer and implementation processes, which are described as exemplary. The implementation of these activities with intensive personal exchange and individual implementation consulting is associated with very high costs, especially for the lead partner, in order to achieve high implementation results and a high and permanent workload once the partners have been identified.

The performed evaluation results as a summary lead to the following suggestions for improvements for the further project work and for the future performance of future projects:

- Even better time management to ensure that all deadlines are met by all partners.
- Further strengthening requires personal responsibility and initiative of the project partners during project implementation, e.g., meeting deadlines or carrying out separate tasks, e.g., sending reports in time.
- Especially at the beginning of the project, more time for the lead partner to convey the extensive information on project implementation and, after the kick-



off workshop, for all partners to be provided with a clear manual for processing all tasks.

- To further improve communication and cooperation, implementation of online meetings between the semi-annual project meetings. For face-to-face workshops every 6 months is perfect. But it will be good to add online workshops in between like every 3 months to foster discussion and communication among the partners.
- In each workshop more time should be planned for brainstorming; individual partners would like two hours for this. The use of skype or other online tools for short meetings between the official workshops can also reduce the time needed for the biannual project meetings and further improve communication.
- The Hanse-Parlament and the Baltic Sea Academy should set up an internal database of the profiles of partners and cooperating institutions and individuals. Not only containing contact details but also short profiles of their background, skills and professional interests. This would make it easier to match potential project partners with the project requirements.
- The lead partner should design its effective steering instruments such as activity plan, dissemination plan and budgeting in digital form and offer them to the project partners online. A project-specific online database should also be created, in which all instruments, information, results, etc. are clearly arranged, so that the partners can find everything in one place and do not have to search for it in their documents. An electronic timesheet would be helpful. And the possibility to use electronic signatures.
- Dissemination of project results is already going very well, but there is still room for improvement. The dissemination plan developed by the Lead Partner should be more detailed. It is also recommended to design this planning as an online tool which could be updated directly. This would be useful for every participant.
- In the design of EU programmes, strong financial incentives should be given for successful dissemination and implementation. Support for dissemination and implementation of project results could also be encouraged by providing 5 – 10 % of an approved budget for each funded project as an additional performance bonus in the event of a successful transfer/implementation.
- The KA4HR project does not cover travel costs or costs for materials or external services. And it only covers daily allowances not actual real costs for personnel. Although this will greatly reduce bureaucracy and simplify accounting, it will create major new problems for partners in the public sector with cameralistic accounting, who cannot finance travel costs from the "personnel costs" heading. The system would therefore have to be designed differently, for example accounting for personnel costs with daily allowance, which are significantly higher than the actual costs, travel costs with flat rates and subcontracts with actual costs.
- The EU should review and redesign the system for accounting for personnel costs. Limitation on daily working hours (8 hours max) and no working hours



Co-funded by the
Erasmus+ Programme
of the European Union

on Saturdays and Sundays is no more valid since people work sometimes more than eight hours a day and/or during weekends. The classic working week (Monday to Friday) is somehow outdated. What is needed is more flexibility in working hours, which is reflected in timesheets.

Results Work Package 6

Quality assurance, evaluation and monitoring

Result 6.2 Result report of all evaluations and assessments

Evaluation concepts for educational measures

1. Train the Trainer

Train the Trainer

Riga 2019
Evaluation report

Satakunta University of Applied Sciences (SAMK), project partner number 2

Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

Introduction

The first Train the Trainer-seminary for consultants and trainers was held in Riga 16th -18th October 2019. The aims of this seminary were a) train the first trainers within the frames of KA4HR-programme, and b) test and evaluate the training concept for further development.

Evaluating was conducted according to the process defined and described in the document KA4HR_WP2_A4_TtT_Evaluation concept.docx. Eleven (11) participants completed the evaluation questionnaire in the end of the seminary. Questionnaire consisted both the structured questions and free speech questions. Structured questions were claims concerning the common issues of the seminary and topics of the seminary. The truth of each claim was evaluated in Likert scale (1 = Strongly disagree – 5 = Strongly agree).

In the free speech questions, comments concerning the common issues and the course of the training, like “What was good” and “What could have been done better” were asked.

In the following chapters, results of the survey and recommendations derived from the results will be presented.

Results

Satisfaction to the common issues

The participants were most satisfied to the facilitation (Average 4,45). They also felt to have had enough time scheduled for the lessons (4.27). However, the probability to be able to utilize the knowledge when consulting the clients (3,36) or in their own future career (3,82) was not seen to be very high. (Figure 1).

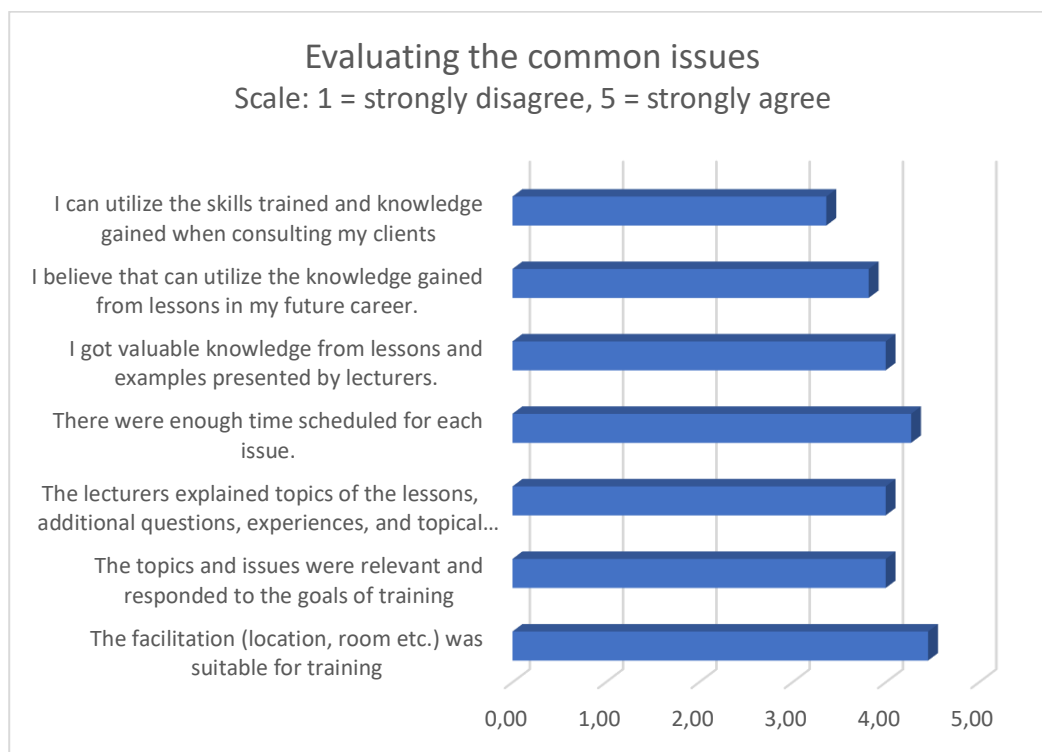


Figure 1: Common issues, average of the answers

Satisfaction to the topics of the course

Answering to this part of the questionnaire was more complicated, because the topics (or modules) were not named in the questionnaire. Most of the respondents identified six (6) different topics, one had divided SME-connected issues into three subtopics, two had identified only 5 topics and some had completed all the topics with same grade (4 vs 5)

The respondents were satisfied with the presentations which seemed to be clear and understandable (Average went below 4 only in SME-specific training). However, the relevancy and topicality of the issues and up-to-dateness of the information were in common below the grade 4 (Figure 2).

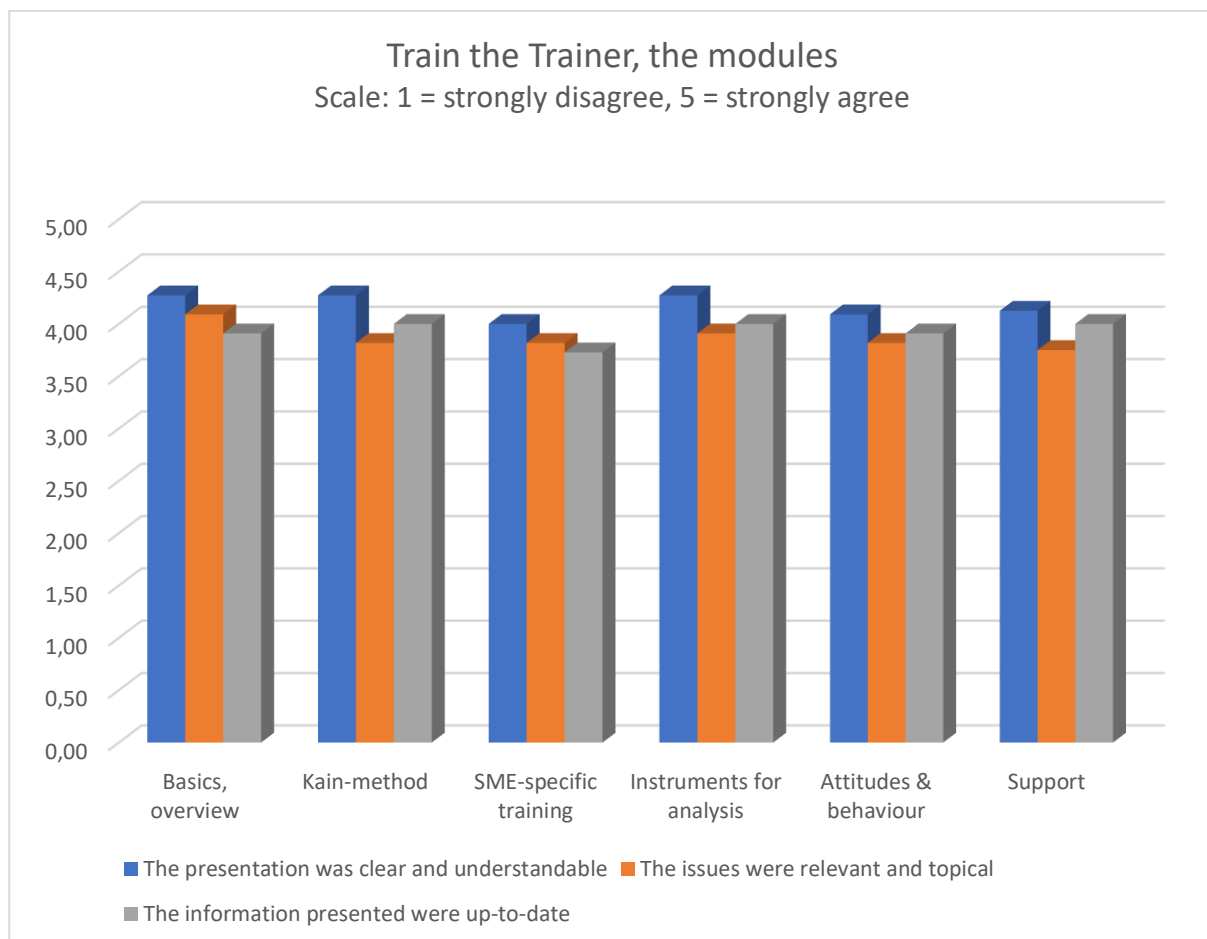


Figure 2: Modules, average of answers

The free speech

In the free speech –questions, some issues were highlighted. For example, the contents and titles of the modules were found to be slightly ambiguous and might need some clarification. Also the simulation game may need stronger direction. However, in common, the atmosphere was found to be good and relaxing, the group work and the mix of different methods were good points and those who hadn't been consultants, learned what it is to be a consultant. Nevertheless, the speakers should be better prepared and the focus should more precisely have been set to the HR. Some had also found it confusing to have the TtT-seminary and workshop mixed together and somebody found it disturbing that some of the participants used their laptops not in tasks of workshop or seminary but other businesses not connected to the theme. Only few would recommend the course – in this form – to somebody they know. To support their customers, participants need knowledge, methods, willingness to do changes and practical advises.

Conclusions and recommendations

The participants in this course were mainly staff of project partners. In common, they did not have a lot of experience in consulting, although some of them had long experience. In this kind of situations there are two alternative ways to conduct the course. The first one is to utilize the experience of experienced consultants for example by asking them to tell true stories – this would give the practice some of the respondents were missing. The other alternative is to try to form the group as homogeneous as possible, so that all the participants are on the same line. However, in most cases this is not possible.

Clarification of basic concepts would be recommendable. This should be done in the beginning of the course. Rethinking the target group, to whom this course is meant and how much do they know about the topics and issues could help in this.

The relaxed atmosphere was the most mentioned positive argument. It would be a good idea to keep the course informal and casual in the future too.

Appendix: The list of free speech answers

- a) Common issues
 - a. The contents and titles were ambiguous and need some clarification
 - b. Well developed, presenters were really professionals, topics were refreshing, valuable, good simulation of real business life
- b) What was good
 - a. The atmosphere created in the room by the organizers / trainers was calm, relaxing, task oriented (5 pcs)
 - b. Group work (2 pcs)
 - c. Mix of methods (2 pcs)
 - d. We learned what it means to be a consultant (2 pcs)
 - e. facilitator
 - f. Meeting other partners
 - g. Presenters, topics,
 - h. Everything
 - i. Simulations
- c) What could have been done better
 - a. The simulation game: Clear roles, organization etc (2 pcs)
 - b. Lecture after the lunchbreak in 1st day was a little difficult, something interactive could have been better
 - c. Not all speakers / presenters were specially well prepared
 - d. HR Focus was missing, the roles for the simulation were not clear
 - e. More information on HR in general
 - f. The workshop and the TtT should be clearly separated
 - g. No other works with laptops by the other participants
- d) Would you recommend the course to someone you know, if not, why not
 - a. For people who likes listening, making notes etc, but it is not suitable for active people who would like to be more involved in the process
 - b. Yes, even for non-consultants, the methods are very useful (4 pcs "Yes")
 - c. Not as it is now.
 - d. Nothing new
 - e. No, To whom was TtT targeted?
- e) What do you need for supporting the customers
 - a. More practice
 - b. n/a
 - c. Knowledge, methods and willingness to do changes
 - d. More practice, training a new usage of methods, outside view, outside experiences
 - e. Translated materials
- f) Other comments
 - a. This course was very suitable for people who are strong in analytic thinking, they like everything clear and defined. For those who like summarized information, texts and explanations were too long. Their attention will probably be lost.
 - b. Topic 3 would have been better if contents of trainings were already more developed
 - c. Thank you very much (2 pcs)

Results Work Package 6

Quality assurance, evaluation and monitoring

Result 6.2 Result report of all evaluations and assessments

Evaluation concepts for educational measures

2. Three Further vocational courses

Evaluation Reports

Training A Employees on the way to Co-Entrepreneurs

Training B Digitalization and Human Capital

Training C Innovation Process

Satakunta University of Applied Sciences (SAMK), project partner number 2

Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

Contents

1. Introduction.....	3
2. Results of the evaluation Training A Employees on the way to Co-Entrepreneurs	4
2.1 The facilitations of the training	4
2.2 The profile of participants	4
2.3 How the training succeeded.....	4
2.4 Conclusions and recommendations	5
3. Results of the evaluation Training B Digitalization and Human Capital	6
3.1 Participants' ratings	6
3.2 Teachers' feedback.....	7
3.3 Conclusions.....	7
4. Results of the evaluation Training C Innovation Process	8
4.1 Participants' ratings	8
4.2 Conclusions and recommendations	8

1. Introduction

Evaluating the training, teaching and learning has been an emerging issue in the 1980's when it was actively researched within several disciplines like education, pedagogics, psychology and organizational sciences. During the 1990's the enthusiasm flagged, but the interest woke up again in parallel with the waves of refugees and immigrants arriving to the Europe. The needs to include newcomers to the hosting society, to teach local culture, habits and language, and to train professional skills to comply with the local requirements have highlighted the importance of developing new teaching and training methods. These new methods and tools in teaching and training should be compatible with the requirements set by cultural diversity of both the refugees and immigrants, and the societies more or less voluntarily receiving the incomers. This has during the past years been one of the trends that has powerfully conducted the development of both education and evaluation methods and processes.

Furthermore, during the past two decades the western countries have met - in addition to enormous flood of settlers - another phenomenon that challenges the education system: The post-war baby boom generation reaches age of retirement. This has two consequences, both requiring the answers from school systems. Firstly, the western countries should have a capability and capacity to educate and train more and more nursing personnel to cover both the vacuum left by those retiring, and to answer to the needs of ageing population. Secondly, these countries should be capable to renew their education systems to be able to satisfy the needs of business, to be able to train skilled labor and to be able to educate more persons that are both capable and willing to create their career as entrepreneurs and to continue the work of retiring entrepreneurs. If this fails, the consequences for European economy might be fatal or even disastrous.

This challenges not only schools and universities or teachers and trainees, but also those developing the courses and teaching and training methods used in the courses. Evaluating the learning of trainees, used methods and the impact of these methods on the learning would help teachers, designers and analysts to improve the methods.

The aims and targets of the evaluation are context dependent issues. Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel subprocesses. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation. In this case, the education programs have been planned partially parallel with the planning of the evaluation.

2. Results of the evaluation Training A Employees on the way to Co-Entrepreneurs

2.1 The facilitations of the training

According to the implementation report, 12 companies applied to participate in the training, of which 8 companies were selected. The training included online workshop (two days), work-learning period of three months, and an online meeting for the presentation of the results of project learning in June 2021. Four of the companies participating the training managed to prepare projects for implementation. Due to the Covid19 pandemic, 4 of the companies postponed the possibility of implementing the ideas.

The aim of the training was to improve the individual efficiency of employees, raise and strengthen professional competences and to enable participants to find and develop innovative work practices.

The lecturers who conducted the workshops were experienced academic lecturers of the Faculty of Management and Economics of the Gdansk University of Technology, specializing, among others, in the field of company management, human capital management and entrepreneurship.

The participants of the training had the opportunity to test various tools that enable the creation and development of ideas and the involvement of employees into brainstorming and implementation of found ideas. The participants shared their doubts concerning, for example, how to learn and increase the involvement of young employees. They were offered various ways to support communication and interactions between generations as well as between different levels of the company structure. The need for communication support between employees in companies emerged during the workshops.

During the work-learning period, an employee of the Pomeranian Chamber of Handicrafts for SME was in regular contact with the companies and was supporting the process of creating the ideas. During several telephone meetings with representatives of companies participating in the workshops, the support person offered support in the further creation of ideas. The help was needed particularly in issues like

1. Identifying the challenges faced by the participants, that can be solved by the methods of work or tools proposed during the workshops
2. Recognizing the state of the company's current activities in the development of organizational culture or human resources.
3. Improving the degree of employee involvement in certain processes, and particularly in involving employees from various departments in solving problems in departments in which they do not work daily.
4. Discussing how to support innovative activities in the company by encouraging employee participation and customer involvement in the creation of the ideas.
5. Identifying specific ideas to be implemented.

2.2 The profile of participants

The companies participated in the training belonged to various industries. They represented companies related to craft. Training participants had vocational or higher education, both men and women aged 30 to 47. The industries included e.g., automotive, carpentry, photovoltaics, metal, and food industries.

2.3 How the training succeeded

According to the participants, the strengths of the training were the topicality and relevancy of the knowledge and inspiring examples, and particularly the practical approach. The facilitations of the classes and the topics of lectures were experienced being suitable for the participants.

As weaknesses of the training the participants had mentioned that it was not always possible to apply the presented solutions, and that some of the companies did not find the practical possibilities to implement the presented solutions in their own companies. Furthermore, certain parts of the given knowledge should be even more detailed.

In the concluding online meeting, there were only two companies that had the opportunity to present the results and to discuss about their projects and their implementation processes.

2.4 Conclusions and recommendations

As a whole, the course seems to be well organized, and participants were satisfied with the facilitations. However, the weaknesses emerged during the course were in line with the experiences gained from the other courses with the same type of implementation (the modified KAIN-model). It is almost impossible for the designer of the curriculum or the facilitator of the course to foresee, what kind of solutions and tools will suit for each participant, if they do not know the companies and participants beforehand. Although it is recommended that a trainer should have wide variety of tools and methods to be presented and applied in the companies, the time available and real business life will set their own limits. It is not possible nor reasonable to use all the time to present many kinds of different tools. Thus, the more recommendable solution to this is to pay more attention to the individual needs of each participant. This would mean, that during the workshop, the common principles of e.g., innovation, problem solving, and brain storming would be dealt. In the beginning of the project learning phase, the individual needs, limits, and possibilities of each participant would be evaluated, and suitable tools presented. This, however, would require more professional lecturers during the work-based learning phase.

3. Results of the evaluation Training B Digitalization and Human Capital

3.1 Participants' ratings

The participant experienced, that topics of the course were relevant and in line with the goals of the training (Figure 1), the lecturers explained the issues well and information given was valuable for him. However, he was quite satisfied with the Moodle platform and his own capability to reserve time enough. However, he was slightly sceptic concerning the benefits the course could provide for his career.

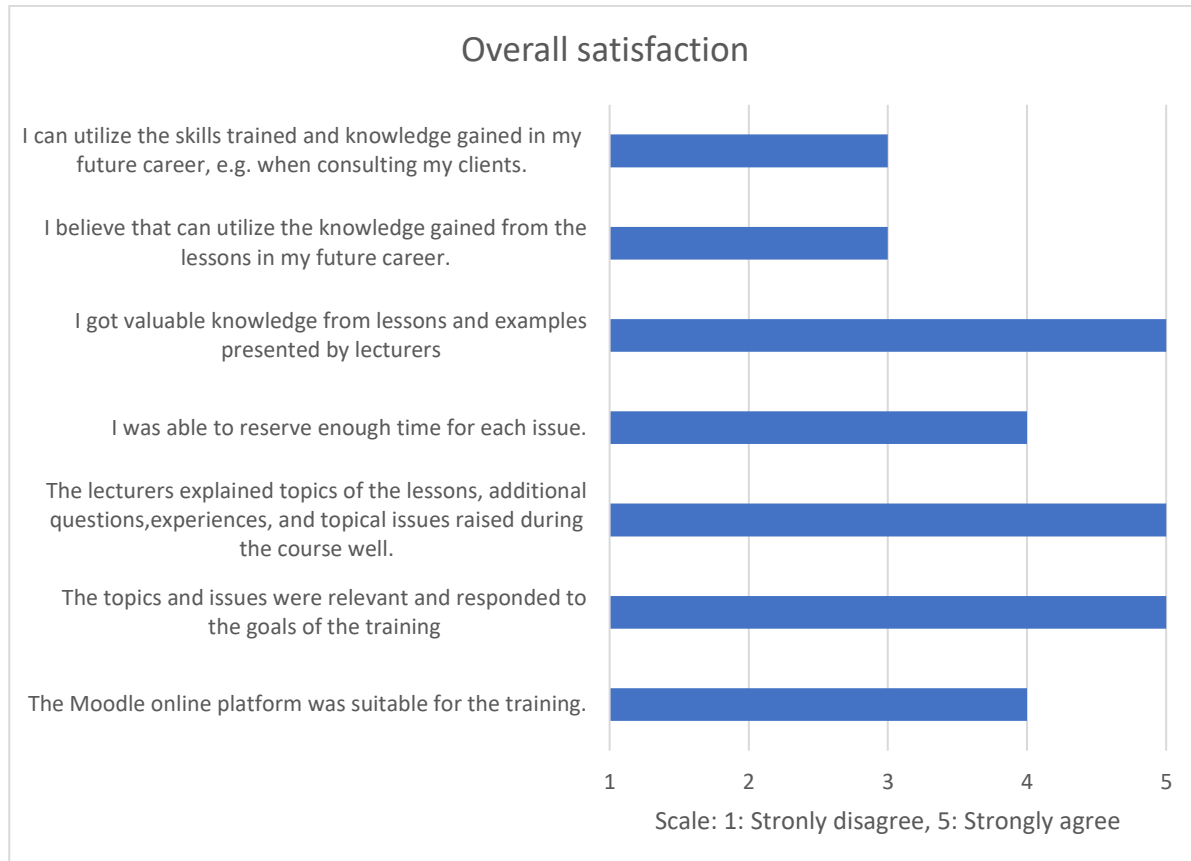


Figure 1 Satisfaction with the common issues of the course

In the free speech comments, the active teachers were appreciated, but the lack of the active participants was mentioned as a negative issue:

1. **What was good?** Teachers were active and brought up various point of views in each topic
2. **What could have been done better?** There should have been more participants
3. **Would you recommend the course to someone you know? If not, why?** Yes, if there were more participants.
4. **Was anything missing that you might need in your future profession / occupation / job?** No Comment.
5. **Was the proportion of topics and issues inside each topic suitable or should something be increased /decreased?** No Comment.
6. **Other comments?** Special thanks to Dr Kari Lilja for good tips concerning the building of ICT - Strategy of company.

The participant seems to be very satisfied with the topics, and only Introduction got slightly worse scores (Figure 2).

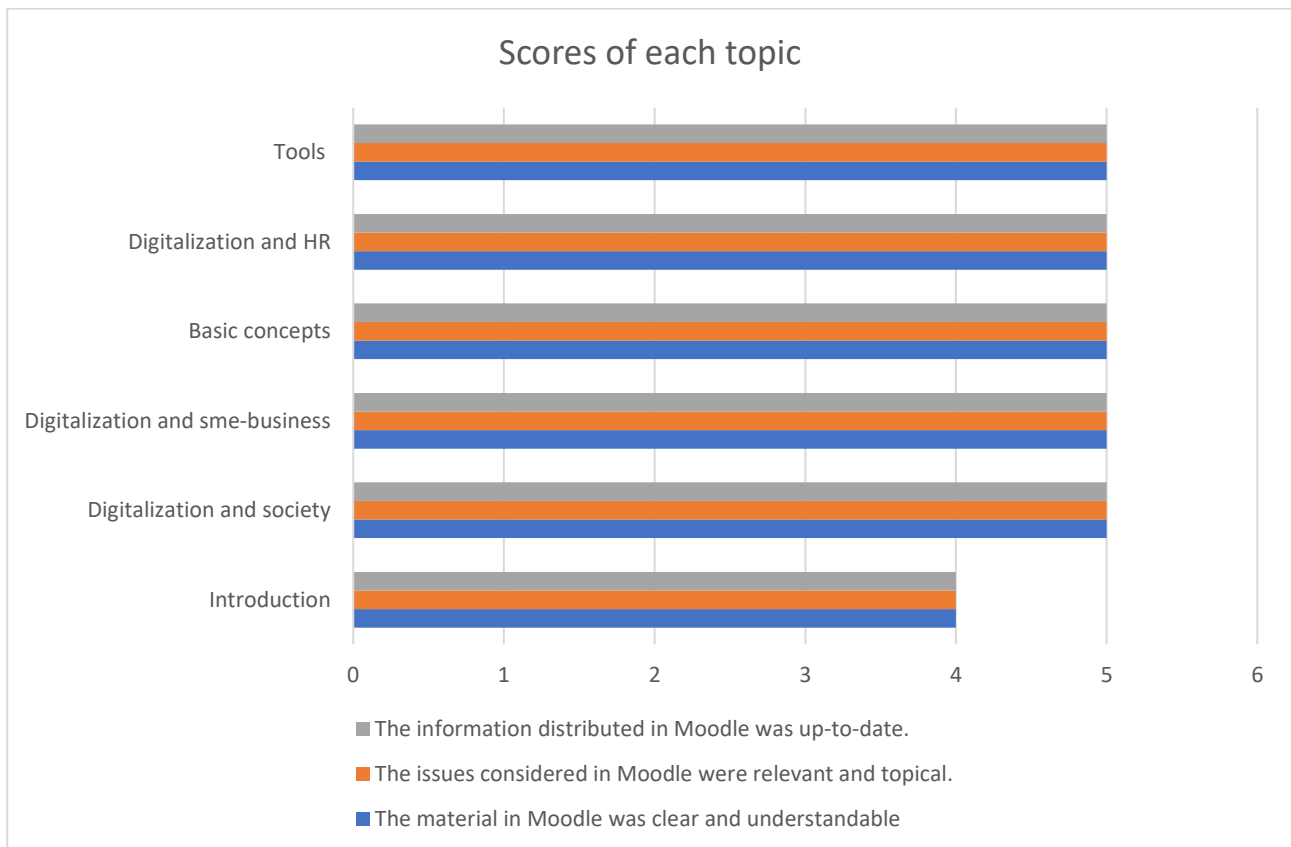


Figure 2: Satisfaction with the topics of the course

3.2 Teachers' feedback

Teachers expected that there would be 8 active students, thus, discussing with only one person without getting any reflection from the others was not the best pedagogic situation, although this active participant was very competent and active, and had challenging questions.

3.3 Conclusions

The Covid19 epidemic forced the partner responsible for the course to redesign the course into online-format. This gave an opportunity to test, how on-line teaching and KAIN- model would work together. It was found out, that even if there is no reason why online-methods would not work with KAIN, the positive impact of team spirit to the learning was not gained. However, this was a very strange situation caused by COVID-19 epidemic and employment situation disturbed by country-wide restrictions. Thus, it is recommended to redesign the online course considering the experiences gained during this course and retest the "Online KAIN-Model". Particularly the support during the practicing period should be partially personal, face to face and on the floor i.e. so called hybrid model should be applied.

Concerning the Moodle learning platform and other technical environments, it would be a could idea to allocate more time for those who have not used system before to get familiar with the system.

4. Results of the evaluation Training C Innovation Process

4.1 Participants' ratings

According to the implementation report, 12 companies participated to the training. According to the graphs provided by Google Forms, each question was answered by 10 respondents. The respond rate was 83 %.

The satisfaction with the information given and the idea exchange during the course was rated between very good and excellence. Average of the ratings in the three questions approaching these issues was close to the 4,5 (Figure 1). The next three questions concerning the average satisfaction with the course, the workplace innovation project and support given by the management of the company to the innovation project gained slightly lower ratings: The average of the ratings was close to the 4. The satisfaction with the support given to implementing of the innovation was lowest out of these 5 issues: The average was 3,5.

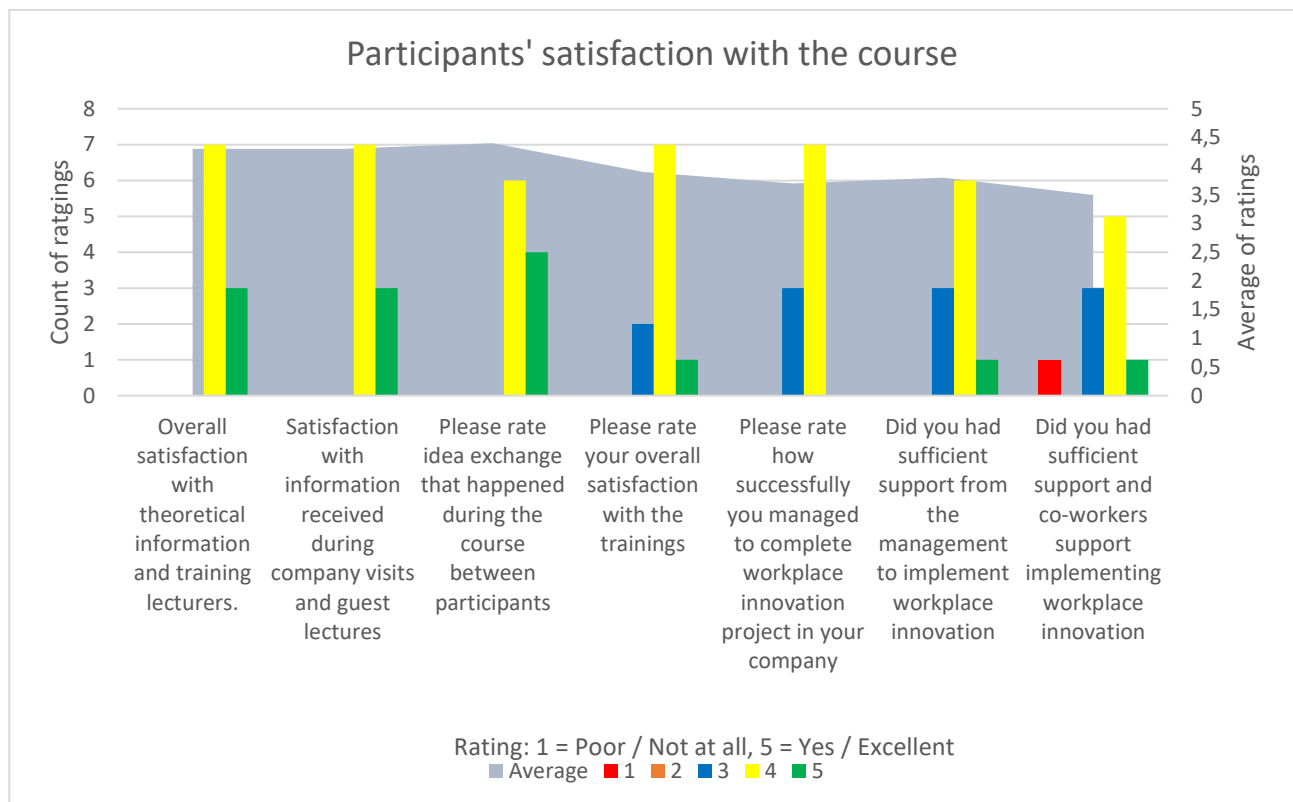


Figure 1: Answers to the questions

4.2 Conclusions and recommendations

As a whole, the course seems to be well organized, and participants were satisfied with the facilitations. However, although the differences were minor, there is one issue, that is worth noticing: Three of four questions having lower ratings, concerned to support in a way or another. Particularly the question 7, “Did you had sufficient support and co-workers support implementing workplace innovation,” is remarkable. Unfortunately, this question seems to combine the support given by co-workers to the support given by others (By whom? By managers? By trainers?), thus, although it is evident, that trainees felt that more support would have welcome, it is impossible to have further and closer conclusions concerning this issue.

It is recommended, that in future training programs the need for support should be considered. The importance of innovations should be highlighted in the discussions with management as well as with coworkers, and more resources to support trainees should be allocated to trainers.

Results Work Package 6

Quality assurance, evaluation and monitoring

Result 6.2 Result report of all evaluations and assessments

Evaluation concepts for educational measures

3. Study Program “Business Management and Workplace Innovations in SMEs”

Two different evaluations were carried out independently of each other.

1. Evaluations by the implementation partner University of Latvia.
2. Evaluations by the Satakunta University of Applied Sciences.

The results of the evaluations are listed below in sequence.

Evaluation of the course – HR Management in International Business

Evaluation (WP5 A5)

Compiled by PhD-C Denize Ponomarjova and Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Contents

Evaluation concept	3
Introduction of the course – HR Management in International Business	4
Appendix A: Summary on participants’ questionnaire – the course “HR Management in International Business”	6
Appendix B: Summary on the lecturer’s questionnaire – course “HR Management in International Business”	11
Appendix C: Summary of students’ interviews – course “HR Management in International Business” ...	13
Appendix D: Summary on the interviews of lecturer – course “HR Management in International Business”	15
Appendix E: Enterprises’ involvement in the course “HR Management in International Business”	17

Evaluation concept

The course “**HR Management in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can’t be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students’ questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course – HR Management in International Business

Aim of the course (max 150 words):

The objective of the course is to form students' understanding of human resource management (HRM) functions by introducing theoretical knowledge of HRM, as well as to develop practical skills in HRM functions and methods, so they can realize high quality HR management in the public and private organization, understand its importance and predict potential problems.

Period when course took place: Spring 2021 (March 9 – April 12, 2021)

Short BIO about lecturer (max 150 words):

Dr.sc.admin. Olga Leontjeva – Senior lecturer at Riga Stradiņš University, RSU.

Mrs. Leontjeva is a human resource management researcher and lecturer with experience working in diverse international environment. Since 2015, she works at the RSU as a senior lecturer and thesis supervisor and since 2013 – at the Stockholm School of Economics as a senior teacher's assistant. She has acquired professional experience also at the University of Latvia as a lecturer on HR issues; EU Business School in Barcelona by giving lectures and conducting workshops for undergraduate and graduate students; AIESEC Latvia organisation (Alumni Board member, mentor and sales trainer, a.o.). Mrs. Leontjeva has obtained doctoral degree in business administration and management (focus on human resources recruitment for public administration organisations).

Responsible person of the course: Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.

Audience of the course: 39 students participated in the course, representing 2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students attending the class.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

During the study course, students have attended lectures and seminars. To obtain skills and knowledge on HR management, students have worked in teams and individually by performing case studies, individual summaries, team summary and its presentation, feedback on colleagues' summary presentation, simulations of various scenarios, team work on the course project (report), literature analysis and its presentation, presentation of article. At the end of the course, an exam was performed.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

Mr. Sandis Kondrats, Co-founder of Exonicus Trauma Simulator, Digital Health Cluster, Anatomy Next - Building Start-up Team

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on)

Main materials used in the study course – presentations, articles, internet resources and videos for reading or watching (e.g., Guide to International Labour Standard, examples on job advertisements, etc.), workshops, online questionnaires (e.g., based on the Schwartz value theory), simulations.

How covid-19 impacted implementation of your course:

The course started right after the coronavirus pandemics have appeared, university were pushed to close the doors and start an online teaching. There was very little time to transform to a new teaching mode, including adaptation to the platforms (e-studies and ZOOM) and organisation of the study materials and literature. Besides, there were regular technical problems with the e-platform (re-connection).

Unfortunately, there was not enough time due to the short period of the course to adjust/update study materials to the employers' and employees' needs, and first challenges related to the remote work.

Appendix A: Summary on participants' questionnaire – the course “HR Management in International Business”

Answers (already summarised) below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April – June 2021) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1= Fully disagree	2= Partly disagree	3= Partly agree	4= Fully agree
The facilitation (location, room etc.) was suitable for training <i>(answer, if there were onsite classes) – there were online lectures</i>				
The topics and issues were relevant and responded to the goals of training Questions asked in the RSU questionnaire: <i>The content of the study course was topical, modern</i> <p>Average 3.00; Standard deviation: 0.90</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 				
The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers Addition questions asked in the RSU questionnaire: <i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i> <p>Average: 2.89; Standard deviation : 0.90</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 	1	2	3	4
<i>The lecturer presented the content of the study course in a compelling and student-engaging way</i> <p>Average: 2.44; Standard deviation: 0.70</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 				

<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p> <p>Average: 3.28; Standard deviation : 0.89</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p> <p>Average: 3.72; Standard deviation : 0.46</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
There was enough time scheduled for each issue/topic		1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers		1	2	3	4
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p><i>Addition question:</i></p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p> <p>Average: 2.61; Standard deviation: 0.84</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 		1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
<p>Comments concerning the common issues</p> <p>n/a</p>					
Lessons and Topics					
<p><i>Topic 1</i></p> <p>Introduction to the course</p> <p>Introduction to HRM</p> <p>Strategic HRM</p> <p>Managing HR in international business</p> <p>Presentation skills</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<p><i>Topic 2</i></p> <p>HR and legislation</p> <p>HR department</p>	The presentation was clear and understandable	1	2	3	4

HR planning	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 3</i> Team development and management Conflicts and Motivation	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 4</i> HR learning and development Future competences Learning abilities	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 5</i> Rewarding and recognition	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 6</i> Talent management Workshop: International HRM and Global virtual teams	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 7</i> Organisational internal and external environment Health, Safety and Well-being of employees New employees' induction	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
		1	2	3	4
	The information presented were up-to-date				
<i>Topic 8</i> HR planning Job Analysis HR external recruitment and selection	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4

	The information presented were up-to-date	1	2	3	4
Topic 9 Employer Branding International labour market trends, Unemployment	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 10 Performance assessment HR Retention	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
What was good? <ul style="list-style-type: none"> • <i>Interesting way on how to learn about HR management mechanisms and other aspects.</i> • <i>Diversity of the provided study materials, simulations and case studies were specifically interesting.</i> • <i>Very helpful classes but it would be better to have more time for the content.</i> • <i>Lecturer provided resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students, although in a bit chaotic way.</i> • <i>Summarised answers of the guest lecturer Sandis Kondrats on students' questions which were published at the e-studies.</i> • <i>Comprehensive.</i> 					
What could have been done better? (e.g. was some topic missing or unnecessary) <ul style="list-style-type: none"> • <i>In general, the course was quite difficult to understand and chaotic, a large amount of information was viewed superficially.</i> • <i>Too detailed info for the short period of time.</i> • <i>You had to follow lecturer very carefully not to miss anything and to understand the provided information.</i> • <i>It was not always clear which task has to be just performed and which has to be also presented.</i> • <i>Feedback on the [student's] summaries could be more concrete.</i> • <i>List of literature could be more updated.</i> 					
Would you recommend the course to someone you know? If not, why not? <ul style="list-style-type: none"> • <i>Yes, but with some improvements of lectures' organisation and time management.</i> 					

I would like to attend another course with this lecturer.



Average: 2.25; Standard Deviation: 1.00

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non applicable (non-applicable)

Was anything missing that you might need in your future profession / occupation / job?

- *Not all topics were understandable or there was not sufficient time to get deep in each covered topic.*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

The number of topics could be smaller, or study course could be longer. As it was not enough time to get deep into each of the topics and prepare home tasks. Each could feel that lecturer was keen to give as lot and diverse knowledge, because some lectures were very detailed.

There was a lot of study material that was good, but I couldn't keep track of everything that was needed and that was extra. There was information that repeated and there were new things and approaches – interesting to learn and improve. We had video materials, various tests, presentation drafting on the specific topics, evaluation of colleagues' performance. There were also simulations that were interesting. Organisation of the course were a little chaotic, you had to keep up with everything that was happening. I also liked that there were study cases.

At times, it was difficult to understand the topic and the related seminar / group work.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- *V. unusual feeling to study only online, a bit uncomfortable to have a lot of people [~40 students] in ZOOM.*
- *A lot of materials were published in the e-studies.*
- *It was just the beginning of the course, when covid outbreak appeared and everyone had to turn to remote studying. Certainly, digital environment of the university was not ready for that. So technical problems or other shortcomings in ZOOM and e-studies should not be critically evaluated.*
- *When ZOOM was finally configured, it worked well for study course environment.*

See also Appendix C, Q6

Other comments

- *Some materials were a bit difficult to understand.*
- *I would recommend continuing tasks of case's reading and to keep these materials in the e-studies for the next participants, as well as to structure lecture with less topics and more details.*
- *Thank you to the lecturer!*

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “HR Management in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).

Written comments are appreciated. Thank you for your co-operation!

Experience in teaching: 6 years

1. Overall content of course topics

1 = Poor		Comments: There are excellent yet challenging real-time aspects of HR, talent, labor aspects in socioeconomics today looked at during the course. Development of ideas are sometimes easily visible in practice and sometimes more difficult to explain owing to rapid change of socio-economics, including e.g. Covid effect on remote work and its practical and legal consequences.
2= Satisfactory		
3= Good	X	
4= Very good	X	
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: Students indicated that the topic is relevant to their needs, which are discussed at the start of the course. Students are actively participating in the course. Particularly for master students their interests, motivation, and achievements contribute to their practical learning outcomes.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: Course schedule fully aligns with the contents and overall goals of the study programmes for which the course is offered. It is HR, talent, labour – one of the major integral core elements of international business.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: 2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, and “Start-up Entrepreneurship Management with few Erasmus exchange students attending the class, and 1st year students of the master programmes “International Marketing and Business Management” and “International Business and Law”.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: Well-motivated, devoted. As a rule, master students have their inclinations zoomed adding to course substance through their own inspiration. Greater part to everything is mindful, responsive and gathering conversation.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: The course investigates real-time continuous HR and talent management advancements in international open environment. The contents of this course supplements greatly to the requirements of the qualification, but is not at its center.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “HR Management in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: April – June 2021

Course: HR Management in International Business

At the end of the course, students filled in Riga Stradiņš University (RSU) evaluation questionnaire available in the e-learning environment (Nov – Dec 2020). The evaluation results are compiled below, including calculation of the average response rate.

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

I have enjoyed lectures, although sometimes it was challenging to follow the lecturer and the organisation of the courses. This course seems valuable to those who work or already have professional experience in the private sector, as the course provides real opportunity to evaluate tactics, apply or recommend various tools for implementation in your company.

I liked topics of gamification and micromanager – which was learned through interesting, practical work-related tasks. And, through groups tasks, which at the beginning were challenging to understand and organise, I feel that I have developed my teamwork skills.

Topics that covered information on different tools, approaches in HR management (examples or rewarding, employees' trainings, retention) were appeared useful, as this kind of tools can be planned and calculated in advance when drafting strategy for employee motivation.

The knowledge that we acquired was relevant, but the topics changed so quickly that there was no time to really perceive them all. In the e-studies there were plenty of information and resources that was not organised or structured.

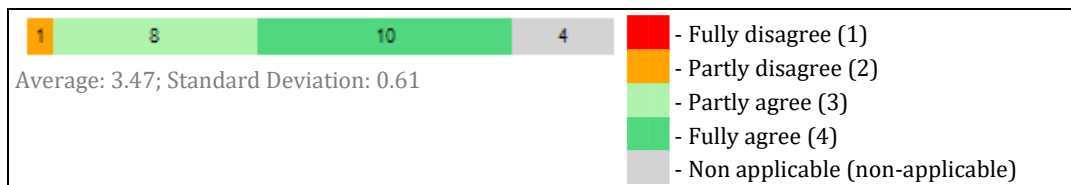
The diversity of activities [tasks] was broad and undoubtedly valuable. However, some of the seminars' tasks did not seem practical enough to be able to apply theoretical knowledge in practice.

2. Timing: How did teachers manage in timing the lecture?

Time management could be organised better because sometimes classes lasted longer, e.g. a large number of presentations (~20) were allocated for 3h seminar. In the result, those students who didn't manage to present during the seminar had to stay after it or to receive evaluation (mark) based on the slides of the submitted presentation. Also, discussions that day were very limited. Thus, feel unsatisfactory with the course and expected from it more.

It would be preferable to organise longer breaks between the lectures and seminars (5 min break for 3h lecture is a bit too short). In the evening it was a bit harder to focus on the lecture for long hours. In general, course was very good, as different teaching techniques/activities were used.

<i>Information about the place and time of lectures and classes was clear and precise</i>



3. Participant / group activities: Did you and your co-students take part into activities?

The course covered a lot of activities – home assignments and group tasks – that involved all the students and facilitated discussions, Q&A sessions. There were team summary presentations, feedbacks on colleagues' presentations, team presentations of report, case studies, simulations and other activities performed during the workshop. Erasmus students appeared very active.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

One of the main motivations to be active in the course were reporting of the home' assignments in order to discuss results with course mates, to receive their and lectures feedback. These discussions provided possibility to think beyond your limits and generate new ideas for HR management activities.

The lecturer was nice and understanding. She did not impose anything on anyone, which is good. However, the speed of her speeches was fast, that I could not perceive everything properly.

Lecturer provided useful resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students.

5. What could have been done differently? What should have been done differently?

My suggestion to improve this course – is to focus on fewer topics, thus giving the student a full idea and understanding of the topics being discussed or prolong course for the longer period. There were a lot of topics in the short period of time to understand all the information. Another suggestion is to think about more structured organisation of home assignments and timing for their realisation.

Overall, it was good. There could be more modern presentations and materials, as well as visually enjoyable content. At times, it was very difficult to concentrate. The amount of work was also relatively large and complex, I had to find out additional information about what needs to be done from the course mates to understand everything to the end.

6. Have you faced any challenges in obtaining this course in virtual format?

It took a while to install and configure ZOOM platform for this study course. Only during the last classes, lecturer and students didn't have to reconnect to the platform each 40 min. It was a bit irritating, although understandable. We all are now in the same situation right now. And for many of us it was the first experience in studying in the remote format.

When ZOOM was finally configured, it worked well for study course environment.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “HR Management in International Business”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: June 2021

Lecturer Dr.sc.admin. Olga Leontjeva

The evaluator will ask the following questions from each lecturer.

- 1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?**

The major goal of the course is to form students' understanding of human resource management functions. The major learning outcomes are:

Knowledge: Knowledge of Human Resource Management (HRM) concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being; employee retention).

Skills: Able to give an overview of the basic HRM processes in international organisations, and understand organisational processes as well as develop HR recruitment and selection.

Competence: HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organisations nowadays. Critical thinking; understanding of organisational processes.

Overall, I'd like to assume the objectives of the course are met and will be valuable for both, undergrad and grad students. Their input shows they've learned particular information as well as created transversal aptitudes to be connected in dissecting the commerce environment, particularly HR in international economics and business.

- 2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labour market?**

2nd year students of the bachelor study programmes “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students were attending the class.

As I've mentioned earlier students are well motivated, many do work already and can relate the topics personally, which sometimes may be challenging when e.g. contradictory opinions meet, but overall it fuels the gain of value added and actual use of awareness, skills, knowledge in their working environments. Thus, it is definitely increasing their level of competitiveness and opportunities in the labour market.

3. Schedule: What do you think about the schedule of the course?

In order to provide a full or at least good understanding of the HR management, which is very broad topic, the course should be organised for a bit longer period of time.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Well organized. I've been s senior lecture for RSU for few years now and was one of the first to deliver classes online, which gave me a slight competitive advantage when covid-19 restrictions started and pushed us all to online and remote studies. At the same time, it has been a bit challenging with almost no time to transform onsite learning into online with all the set of materials. Also, ZOOM platform were not sufficiently arranged. As for improvements, the structure should be slightly changed, and the contents slightly decreased to adapt better to short module formats. Also, for the next course there will be more highlighted on the remote HR management (e.g., "learning mistakes from the past").

5. What was good, what could be improved, what would you do in a different way?

For the next year I've already planned to split seminars into smaller groups. This year of ~40 students was a bit of a challenge and less individual approach which reflected also in course evaluation forms by students.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "HR Management in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date April/20/2021

Due to the appearance of coronavirus pandemics, it was difficult to involve entrepreneurs directly in the course activities. More information on practical cases and analysis were added to some of the course topics. Nevertheless, we have managed to organise a guest lecture with experienced entrepreneur in this hectic time in the country, to discuss practical issues on forming team in start-ups.

Despite the fact that no specific company was yet involved in the course, together with Latvian Chamber of Commerce and its members SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" - the very project was launched on February 16, 2021 and the idea was further developed during the course (together with other courses). The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:

- *Search for "entrepreneurial genes"*
- *Offer internships for students*
- *Create interest in business*
- *Share knowledge*
- *To prepare students for the business environment*
- *Show practical examples*
- *Company rating - social participation*
- *Facilitate Investors' Academy*
- *Study visits to companies*

Evaluation of the course – Theory and Management of Organizations

Evaluation (WP5 A5)

Compiled by Prof. Tatjana Muravska, Dr Romans Putans and PhD-C Denize Ponomarjova Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Evaluation concept.....</i>	3
<i>Introduction of the course: “Theory and Management of Organisations”</i>	4
<i>Appendix A: Summary on participants’ questionnaire – the course “Theory and Management of Organizations”</i>	6
<i>Appendix B: Summary on the lecturer’s questionnaire – course “Theory and Management of Organizations”</i>	11
<i>Appendix C: Summary of students’ interviews – course “Theory and Management of Organizations”</i>	13
<i>Appendix D: Summary on the interview with lecturer – course “Theory and Management of Organizations”</i>	15
<i>Appendix E: Enterprises’ involvement in the course “Theory and Management of Organizations”</i>	17

Evaluation concept

The course “**Theory and Management of Organisations**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy”, “Start-up Entrepreneurship Management” and “International Marketing and Advertising” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course: “Theory and Management of Organisations”

Aim of the course (max 150 words):

The course aims to develop an understanding and improve knowledge of the basic concepts of management theory, evolution and development of the concept of organisation. Course also includes those topics that are important in the HR policy and management process planning.

Period when course took place: Autumn 2020 (31 August – 18 December 2020)

Short BIO about lecturers (max 150 words):

Dr. Sergei Stacenko (lecturer) has teaching experience in courses on Theory and Management of Organisations, International Company law and Transport Law, Global Politic and Legal Business Environment, Business Law, International Tax Law for masters and bachelor students in Latvia and internationally. His research and publications cover issues in European employment policies, social dialogue, social, economic and legal issues related to labour disputes. He is a Senior Research Fellow at the Centre for European and Transition Studies (CETS) at the University of Latvia (2007-2020) and Riga Stradins University (since 2021) with experience in research at national and international levels being a researcher in *Institut für Osteuropäisches Recht Lehrstuhl für Bürgerliches Recht und Osteuropäisches Recht*, Kiel and *Ernst Moritz Arndt Universität Greifswald*, Germany, Germany; Dr. Stacenko has a long- standing experience in working in different capacities for the Ministry of Justices and Ministry of Economy and, as an adviser, to the Minister for Education and Science of the Republic of Latvia.

Dr. Tatjana Muravska (co-author) Professor, Jean Monnet Professor and a visiting professor at universities in Europe, Canada, India, Georgia. Director, Centre for European Studies at the University of Latvia Doctoral Programme in Business Administration, Riga Stradiņš University, and a Chairperson of the Academic Council. Her research and publications cover EU innovation, digital and socio-economic and regional policies.

Audience of the course: 39 students of the 3rd year participated in the course, which represented the bachelor study programmes “International Business and Sustainable Economy”, “Start-up entrepreneurship management” and “International Marketing and Advertising”.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

Teaching methods include:

- Lectures;
- Seminars;
- Working in small groups;
- Case studies and examples from businesses.

Practical tasks are foreseen for those students that combine studies with work. Cooperation with SMEs has been limited due to related to company descriptions during Covid-19 restrictions imposed by the Government of Latvia.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

- 1) 01/12/2020 – “Future of skills in the labour market - examples of the EU best practices, policies and incentives” by Dr Līga Baltiņa, Senior Expert Consultant of Fondazione Giacomo Brodolini (Brussels)
- 2) 25/11/2020 – “Organisation of remote work and employee involvement, productivity and well-being” by Dr. Daiga Ergle, HR Head of 4finance Group Latvia.

Students appreciated both guest lectures and an opportunity to discuss new tendencies in the labour market and skills that need to be developed to ensure employability as well as practical experience in organising remote work and healthy engaging employees.

The guest lecture of Mrs. Daiga Ergle were organised in the result of successful collaboration established during the KAforHR training for SMEs on Innovation Processes, where Daiga was interacting with entrepreneurs (September 2020, organised by Latvian Chamber of Commerce and Industry and LU CETS).

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on).

The following materials were used: presentations of lectures, analysis of case studies, summaries and good practices.

The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable a lecturer/instructor to express concepts. Teaching materials in the learning process allowed students to explore the knowledge independently as well as providing repetition. Presentations, readings included in the curricula as well as case studies are provided in Moodle-platform/ E-studies.

How covid-19 impacted implementation of your course?

The Covid-19 forced to use Zoom platform for lectures as well as for practical work. This approach made available attendance and completion of the course for students. The attendance was very good. However, personal contacts have been missing.

The assessment of the Covid-19 impacts on an undergraduate business programme in general and a course on “Theory and Management of Organizations” in particular. The assessment shows that the pandemic-induced disruptions and the move to online teaching and learning, as well as a strong demand for flexibility of the course curricula. The curricula should adapt and stabilize post-pandemic benefits such as increased digitalization and students’ ability to conduct tele-work.

Overall, the course’s curriculum seems adequate as it appears to stimulate students and faculty to adapt and adjust to online learning post-pandemic as indicated by the relatively comparable learning outcomes for over a year 2020/2021.

However, we still need to evaluate and identified impact of the pandemic on business education.

Appendix A: Summary on participants' questionnaire – the course “Theory and Management of Organizations”

The Questionnaire for students has been available only on-line. Answers below (already summarised) are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (November – December 2020) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

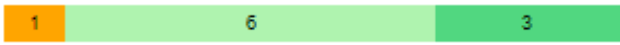
Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training <i>(answer, if there were onsite classes)</i>				
<p>The topics and issues were relevant and responded to the goals of training</p> <div> <p>The content of the study course was topical, modern</p> <p>Completed: 12; Average: 3.08; Standard deviation: 0.67</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p>The lecturer had prepared and fully presented the topics defined in the course description within the study course</p> <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>	1	2	3	4

<p><i>The lecturer presented the content of the study course in a compelling and student-engaging way</i></p> <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non applicable (non-applicable) 				
<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p> <p>Completed: 10; Average: 3.00; Standard deviation: 0.82</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non applicable (non-applicable) 				
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p> <p>Completed: 10; Average: 3.60; Standard deviation: 0.52</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non applicable (non-applicable) 				
There was enough time scheduled for each issue/topic	1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers	1	2	3	4
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p>Addition questions asked in the RSU questionnaire:</p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p> <p>Completed:12; Average: 2.83; Standard deviation: 0.72</p> <ul style="list-style-type: none"> ■ - Fully disagree (1) ■ - Partly disagree (2) ■ - Partly agree (3) ■ - Fully agree (4) ■ - Non-applicable (non-applicable) 	1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients	1	2	3	4
<p>Comments concerning the common issues</p> <ol style="list-style-type: none"> The content of the study course was topical, modern. The theoretical knowledge acquired in the study course could be practically applied in classes, seminars. The information and study materials available in the e-learning environment were sufficient and facilitated the acquisition of the study course. 				

4. The literature indicated in the description of the study course was available and appropriate for the acquisition of the content.					
Lessons and Topics					
Topic 1 Organisation and management theory. Changes in the concept of organization. Managers and its levels	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 2 Management theories: evolution and development	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 3 The essence and types of organizational environment. Organizational development in a changing environment	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 4 Internal and external environment of an organization	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 5 The nature and organisation of planning	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 6 Decision-making process and methods	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 7 Basics of organisation, structure formation	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 8 Fundamentals of management: coordination and	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

motivation of employees					
Topic 9 The essence and evolution of motivation	The presentation was clear and understandable The issues were relevant and topical The information presented were up-to-date	1 1 1	2 2 2	3 3 3	4 4 4
Topic 10 Basics of control and effectiveness of control	The presentation was clear and understandable The issues were relevant and topical The information presented were up-to-date	1 1 1	2 2 2	3 3 3	4 4 4
Free speech <ul style="list-style-type: none"> <i>The curricula should be adapted to post-pandemic benefits such as increased digitalization and exploitation of different digital platforms for classes and most of all for discussions and work in groups and students' ability to conduct tele-work.</i> <i>Overall, the course's curricula are adequate and stimulate students gain knowledge and skills helpful to be successful in job market.</i> <i>The course motivated to invest more time in relevant study topics and courses.</i> 					
What was good? <ul style="list-style-type: none"> <i>Most of students expressed their opinion that the lectures were delivered in a clear and comprehensive way. The topics discussed were relevant to current trends in management and organization of a company (e.g. students answered "It was a good and interesting course, I learned a lot and diverse aspects of management." "This is useful, crucial and in some way attractive study course.").</i> <i>The practical part, including discussions on lectures related matters, case studies and evaluation of the current business situation in Latvia.</i> 					
What could have been done better? (E.g. was some topic missing or unnecessary) <ul style="list-style-type: none"> <i>Students consider that it would be beneficial to have better developed digital content of the course, and more guest experts from the industries.</i> <i>Some lecturer's speeches could have been livelier.</i> 					
Would you recommend the course to someone you know? If not, why not? <i>The course is worth to be recommended as it is well-structured, intense, provided knowledge and developed skills required by the labour market.</i>					
<div> I would like to attend another course with this lecturer.  <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div> <p>Completed: 10; Average: 3.20; Standard deviation: 0.63</p>					
Was anything missing that you might need in your future profession / occupation / job? <i>It would be valuable to have some practical experience and/or excretions to companies and discussions at a company and with the company lead management issued of the</i>					

efficiency and productivity and the role of the company management in reaching these goals. It is important to hear on the spot about skills that are important to be successful in management.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

The issues of financial management and organisation of finances, management of the IT in the company.

How would you assess the virtual format of the classes? (*pls answer, if applicable*)

Overall, it was ok and similar to other classes.

Other comments

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Theory and Management of Organizations”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

Course / Subjects / Issues you were teaching: Theory and Management of Organisations

Experience in teaching: 2 years (Dr.Sergejs Stacenko)

Experience in teaching: 40 years (Prof. Tatjana Muravska)

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

1. Overall content of course topics

1 = Poor		Comments: <i>The course's topics are relevant to the title of the course and aims of the educational programme.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: <i>The topics of the curricula match to the needs of students as well as their goals in gaining knowledge and developing skills required by the labour market.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: <i>The schedule of the course is in line with the accreditation and university regulation.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: <i>The level of students is good, some of them were outstanding.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: <i>Motivation of students was very good and in turn motivated teachers to make additional efforts in increasing the course's attractiveness.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: <i>There is a direct link of the contents of the education and requirements of the qualification, which confirmed by business partners as well as qualification regulation of the Ministry of Education and Science of the Republic of Latvia that were considered when the course has been developed.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Theory and Management of Organizations”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: Augusts 2021

Course: Theory and Management of Organizations

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

Students' opinion

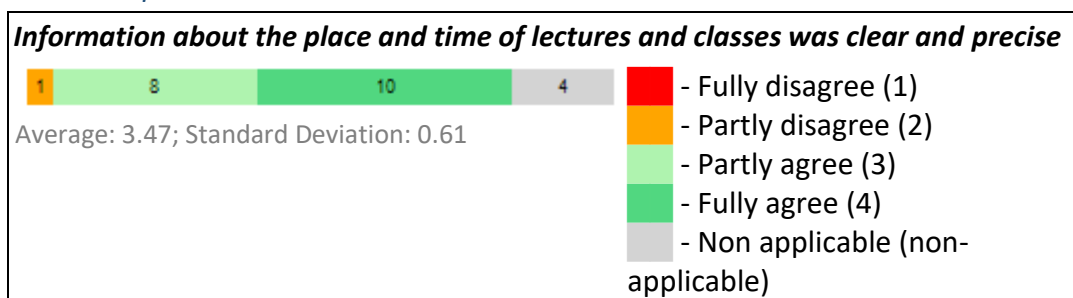
- 1.Opinion-topics and practicing scheduled logically from the specialization point of view.
- 2.Opinion- the content of the course is logical and does not overlap with other courses.
- 3.Opinion- the sequence of topics was logical and correct.
- 4.Opinion- practical excesses could include visits to companies and more meeting with experts from companies.

2. Timing: How did teachers manage in timing the lecture?

Students' opinions

- 1.Opinion- the timing was managed correctly.
- 2.Opinion- the theoretical information was in correct proportion with practical exercises.
- 3.Opinion- topics of the course were presented in line with the course's programme.

From students' questionnaire:



3. Participant / group activities: Did you and your co-students take part into activities?

Students' opinions

- 1.Opinion- yes, activities included mostly case studies and group discussions.
- 2.Opinion- exchange of point of views and knowledge during discussions between groups was useful.
- 3.Opinion- more practical information from the companies directly will be useful.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

Students' opinions

- 1.Opinion- the lecturer managed to activate my groupmates by asking questions and discussing home tasks.*
- 2.Opinion- discussions were moderated by the teacher, which was good.*
- 3.Opinion- students were leaders in some activities and this helped a lot to have interesting activities.*
- 4.Opinion- it would be good to involve more students in leading seminars and workshops.*
- 5.Opinion- at the guest lecture a guest lecturer were involved in our despite about new skills required to be successful in the labour market.*

5. What could have been done differently? What should have been done differently?

Students' opinions

- 1.Opinion- meetings with industry experts could be provided on a regular basis.*
- 2.Opinion- on-line course was different in my studies than studies in previous years.*
- 3.Opinion- new topics should be included, for example related to innovation and green economy.*
- 4.Opinion- visits to companies could be included in the curricula.*
- 5.Opinion- international experiences should be included more often.*

6. Have you faced any challenges in obtaining this course in virtual format?

Students' opinions

- 1.Opinion- the virtual format does not always provide necessary conditions for active communication and discussions.*
- 2.Opinion- it was not easy to arrange debates in Zoom.*
- 3.Opinion- zoom classes helped to save time for traveling to the university and back home.*
- 4.Opinion- lectures of the course have been properly conducted in Zoom platform.*
- 5.Opinion- zoom platform needs improvements in relation to discussions.*

Thank you for the answers

Appendix D: Summary on the interview with lecturer – course “Theory and Management of Organizations”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: July 2021

Topic / Subject: Theory and Management of Organizations

Lecturer: Dr. Sergejs Stacenko

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?
We consider that goals of the course are realistic and appropriate. The goals have been reached according to the results of the course. The content of the course was careful developed and thoroughly delivered.
2. Participants: What do you think about the participants' level of skills, their motivation, and their future opportunities in the labor market?
Participants were second year students, and their motivation varies. Moreover, the academic year 2020/2021- was a year of pandemic due to Covid-19 with studies on-line. The online education does not allow to have meetings with experts in places where they work, visits to enterprises were excluded from the curricula, which to a large extent works against students' motivation. For some students working on-line courses difficulties to ask questions and discusses openly some matters of their concern. Nevertheless, most of students put additional efforts to study even though the situation was very unusual. Those students tried to get most from on-line education and to gain new skills. Their chances to be successful in the labour market are high.
3. Schedule: What do you think about the schedule of the course?
The schedule of the course was appropriate, and the course was implemented according to the university rules and regulations.
4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way?
The major facilitator was a lecturer, and this was fundamental in the course delivery. However, different types of activities, such as group projects, discussions on different topics including exchange of opinions on related videos, for example have been used. The necessary reading resources were provided, including additional information to support students to complete tasks of the course.
5. What was good, what could be improved, what would you do in a different way?
As organizers and a teacher of this course, we consider putting emphasis in future on the following topics:
 - *socio-economic situation and labour market needs*
 - *green entrepreneurship and innovation*

- *sustainable social entrepreneurship perspective*
- *strategic and change management*
- *digital innovation and entrepreneurial leadership.*

We consider that students should be able to specialize in entrepreneurship and innovation as well as technology to acquire more knowledge about family business, entrepreneurship, strategic management of technology, etc.

In addition, we think that one of the improvements could be an idea that while teaching issues on management – innovative and entrepreneurial dimensions should be both considered allowing to carry out a wide variety of projects and acquire a more global perspective.

Moreover, after the pandemic is over, we foresee visits to enterprises, closer cooperation with businesses and business experts.

It would be useful to expand the course to international experience and cooperated with Erasmus students.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Theory and Management of Organizations"

NOTE! Enterprises were not involved in the course. It should be mentioned that in the result of the successful collaboration during the KAforHR training with SMEs, implemented by the project partners LU CETS and LCCI, the HR manager of 4Finance were involved in the course as a guest lecturer to discuss the practical organisation of remote work.

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date ____/____/20____ Course _____

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Thank you for your answer

Evaluation of the course – Public Support Models in International Business

Evaluation (WP5 A5)

Compiled by Dr Romans Putans and PhD-C Denize Ponomarjova Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Education Program</i>	Fehler! Textmarke nicht definiert.
<i>Introduction of the course - Public Support Models in International Business</i>	4
<i>Appendix A: Summary on participants' questionnaire – the course “Public Support Models in International Business”</i>	6
<i>Appendix B: Summary on the lecturer's questionnaire – course “Public Support Models in International Business”</i>	11
<i>Appendix C: Summary of students' interviews – course “Public Support Models in International Business”</i> .	13
<i>Appendix D: Summary on the interviews of lecturer – course “Public Support Models in International Business”</i>	18
<i>Appendix E: Enterprises' involvement in the course “Public Support Models in International Business”</i>	20

Evaluation concept

The course “**Public Support Model in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning”– term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” and “Start-up Entrepreneurship Management” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course - Public Support Models in International Business

Aim of the course (max 150 words): The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Period when course took place: October 5 – November 5, 2020.

Short BIO about lecturer (max 150 words):

Mr. Romans Putans, Dr.sc.admin., Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics. Mr. Putans has experience in EU funded project management and coordination since 2010 having participating in quality management and coordination roles in 8 projects. His scientific interest lies within societal organization focusing on cooperation between state, business and society. In this course particularly the lecturer Dr. Putans will be using and testing the applied knowledge of one of the projects *“Innovative Entrepreneurs and Innovation Support for SMEs: Knowledge Alliance “Human Resources and Organizational Development; KAforHR”*.

Audience of the course: Participants were mostly 3rd year students of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, plus several Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain. 26 students in total.

Methods used:

(Pls describe teaching methods used – lectures, teaching talks, working in small groups, case studies and examples from real world, practical tasks performed in cooperation with SMEs)

1. Lectures – transfer of knowledge of the major concepts of thematic
2. Seminars – exploration of practical examples of the theory concepts in practice
3. Discussions – both, during seminars and lectures
4. Q&A sessions – both, between teacher-students and among students with teacher`s equal participation
5. Group work in seminars – teacher assigned and supervised group work on case studies
6. Homework - teacher assigned and supervised homework on course thematic – essays, presentations, case-studies, questions to be prepared by students, argumentations for the debate.
7. Case studies – specific aspects of course thematic of students` choice; students` group selected topic and deeper research on it.
8. *Flipped classroom* method – students prepare questions as part of their homework, which can be used in the exam.
9. Presentations on case studies – students` group selected topic and deeper research on it
10. Guest lecture – guest lecture from industry, projects, academic environment. Examples from projects.
11. Debate – class debate on the topic jointly chosen and developed together (see Appendix F).
12. Study visits – in this particular course students were invited to participate in study visit to EU institutions and SMEs in Brussels (online in 2020).
13. SSC – “start-stop-continue” reflection method.

14. Self-reflection – students are asked to self-reflect of their own study experience identifying do's, don't's and keep's for future according to SSC method.
15. Course-reflection - students are also asked to reflect on the very course identifying do's, don't's and keep's for future according to SSC method.

Guest lectures:

(Pls list title and presenter if any guest lecture were organised)

1. Mrs. Marija Bockarjova, researcher Utrecht University (the Netherlands) on PPP projects on Green Economy and Monetization of Environmental projects` implementation.

Teaching materials:

(Pls describe which teaching materials were used - presentations, questionnaires, question guides, checklists, analysis results, good practice examples and so on).

1. Class presentation material – teacher presentation of all course aspects
2. Reading materials – selected articles, books, videos, blogs, case studies, reports, websites
3. Students` presentations – based on their group research
4. Digital tools – menti.com, vevox.com, Zoom polls
5. Feedback forms – *mentimeter* word clouds, *googleforms*.

How covid-19 impacted implementation of your course?

Covid-19 mostly affected the format – online instead of on-site, which required quite some arrangements and adjustments of the course contents and structures to keep the meetings and online work interesting, motivating, engaging and attentive. On the other hand, it allowed for better understanding of the needs (also of SMEs) to adjust to ever changing business environment and ability to identify opportunities and creative solutions in increasing competition.


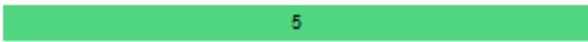
Appendix A: Summary on participants' questionnaire – the course “Public Support Models in International Business”

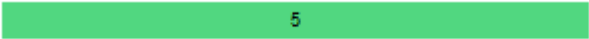
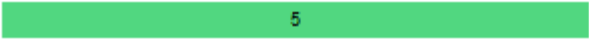
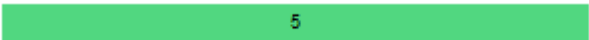

Answers below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April – June 2021), lecturer's evaluation and observations of LU CETS (PP8). The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

In addition to RSU questionnaire, students were asked to fill anonymously the [google form](#) – to reflect on their participation and activity in the course and the path of the very course using S-S-C (Start-Stop-Continue) reflection methodology (see the google form and Appendix C below).

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training (<i>answer, if there were onsite classes</i>) – they were online classes!				
<p>The topics and issues were relevant and responded to the goals of training</p> <p>Questions asked in the RSU questionnaire:</p> <div> <p><i>The content of the study course was topical, modern</i></p>  <p>Completed: 8; Average: 3.63; Standard deviation: 0.52</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p><i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) </div> <div> <p><i>The lecturer presented the content of the study course in a compelling and student-engaging way</i></p> </div>	1	2	3	4

 <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) 					
<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) 					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p>  <p>Completed: 5; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) 					
There was enough time scheduled for each issue/topic		1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers		1	2	3	4
I believe that can utilize the knowledge gained from lessons in my future career		1	2	3	4
<p>Addition questions asked in the RSU questionnaire</p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p>  <p>Completed: 8; Average: 3.38; Standard deviation: 0.74</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 					
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
<p>Comments concerning the common issues</p> <p>See Appendix C.</p>					
Lessons and Topics					
<u>1ST TOPIC:</u> <u>BUSINESS</u> <u>ENVIRONMENT`S</u> <u>AND PUBLIC</u> <u>ADMINISTRATION`S</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4

<u>INTERACTION ASPECTS</u>	The information presented were up-to-date	1	2	3	X
<u>2ND TOPIC: BUSINESS ENVIRONMENT PROTECTION MECHANISMS</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>3RD TOPIC: BUSINESS ENVIRONMENT SUPPORT MECHANISMS</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>PUBLIC SUPPORT FOR START-UPS IN EUROPE / LATVIA / GERMANY.</u>	The presentation was clear and understandable	1	2	3	X
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>THE RISE OF THE GIG ECONOMY IS BENEFICIAL TO BUSINESSES. WORKERS AND THE ECONOMY AS A WHOLE (DEBATE)</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X
<u>PROGRESSIVE TAX SYSTEM</u>	The presentation was clear and understandable	1	2	X	4
	The issues were relevant and topical	1	2	X	4
	The information presented were up-to-date	1	2	3	X

Free speech

What was good?

See appendix C.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- *Involve students in discussions, lectures and presentations and have exchange students report from their country of origin*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*
- *I think you are doing everything right*
- *That we are able to chose our own topic for the Summary Reports!*
- *I really enjoyed debates. In spite of our group`s medium performance, I think debates are good way to develop student`s critical thinking and ability to prove their opinion.*
- *Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved*

- *You did good lecturer.*

What could have been done better? (E.g. was some topic missing or unnecessary)

See appendix C.

- *2x 1,5h - sometimes it was too long*
- *Stop organizing debate*
- *I think the course was good and it is possible for students to do everything in time.*
- *Maybe stop getting carried away in long talks about things that might be outside of the topic, because at times that brings too much information to be absorbed*
- *Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.*
- *Large amount of information in too short a period of time.*
- *What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.*
- *I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!*
- *everything was excellent :)*
- *Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.*
- *STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.*

Would you recommend the course to someone you know? If not, why not?

- Yes.

I would like to attend another course with this lecturer.



Was anything missing that you might need in your future profession / occupation / job?

- *Interesting new topics*
- *Not all theoretical concepts have yet clear practical examples*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- *Large amount of information in too short a period of time.*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*

How would you assess the virtual format of the classes? (*pls answer, if applicable*)

It was v. good. You could feel that lecturer invested his time to make lecture attractive in the virtual environment. Of course, working onsite would be more preferable, but we already got use to online classes.

Other comments

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Public Support Models in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent). Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: Public Support Models in International Business
Experience in teaching: 14 years

1. Overall content of course topics

1 = Poor		Comments: <i>Overall very good contents that are present in today's real-time socioeconomics. Few challenges relate to fast changing business environment and development of theories, which are sometimes clearly seen in practice, and sometimes harder to explain due to still theoretical concepts of developments.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: <i>Students provided positive feedback for the course which means the topic relate to their needs well. In the beginning of the course intentions, expectations, needs and offers are discussed. Students are well engaged in the course which strengthen their interests, motivation and thus achievement of learning outcomes.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: <i>This is short module course. Often few students would say they'd like more time on one or another topic lectures and seminars. Overall, the somewhat intensity of the course allows students to better mobilize, improve their time management skills and acquire broader scope of knowledge.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent		

4. Level of the students

1 = Poor		Comments: <i>3rd year students. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

5. Motivation of the students

1 = Poor		Comments: <i>3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.</i>
2= Satisfactory		
3= Good		
4= Very good	X	
5= Excellent	X	

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: <i>The course explores real-time ongoing socio-economic developments in business and public environment – the one were students are either already working or will be integral participants soon. This makes the contents of the education match to the requirements of the qualification fully.</i>
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent	X	

Appendix C: Summary of students' interviews – course “Public Support Models in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: November/20/2021

At the end of the course, in addition to university's official course evaluation request, students are asked to:

- A. Summarize your main lessons learned, knowledge gained, skills developed. Compare the study results to your expectations set at the beginning of the course.
- B. Anonymously in google form
- https://docs.google.com/forms/d/e/1FAIpQLSfpQS9A3CojYs4Lnugbpm2W8frakRRjW9tzXTolEenvmGIQ/viewform?usp=sf_link - Reflect on your participation and activity in the course and the path of the very course using S-S-C (Start, Stop, Continue) reflection methodology (see in the google form).

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

In this course I gained a lot of new information, especially about themes that I worked on in my summaries (Latvian education system) and group presentation about energy markets and, of course, about progressive tax too, which was ours groups debate theme. Overall, I refreshed my knowledge that I already know about competitiveness theories. Then I also learned about public support models in international business; what is sharing economy; private and public values and of course other things as well, that don't come right now in mind. Everything in this course was as expected to be and I really enjoyed the studying process.

During the course I looked at the topic of environment policy from various perspectives what now makes me feel strong and free enough to discuss this area, supporting my ideas both with theoretical and practical knowledge. Having deepened in the policy area of the environment, now I finally have quite wide understanding what kind of impact the public administration has on the international businesses and how do they interact.

First, what I appreciate was that we could choose our topic therefore could become experts in our chosen area. On the one hand, it might be difficult for some students, but on the other hand, it will help us for all the possible scientific articles which we will write during our studies and learn more than if we just got one topic or if everybody has to write about the same theme. A fact which I have not thought before is, the change of the public administration over the last decades and I tend to think that it will be quite useful for the next years. Besides, I could learn some new aspects during our debates as a participant and judge. All in all, we always had a good atmosphere in the class. I felt well involved and liked the interaction in the lessons. To clarify why I am outlining this point so much is because we are so many students in Germany that we will just sit and listen to the lecturer and there is no space for discussions and often only one point of view. So, I would say that I could present my strengths at RSU better than at my home university even in Covid-19 times.

By being active, I can probably say, that the topics, that I needed to write/present/talk about, have stayed in my memory more strongly. The policy of employment also gave me more knowledge about my rights as an employee. I think I developed more management skills, because I was paraphrasing and describing what needs to be done to our dear German students and I took responsibility by structuring the possible points for the presentations and suggesting points.

I gained more knowledge about my chosen topic - innovations, how you can look at them from the side of the state, business and society. Also, I gained some new knowledges about topics - gig economy, shared economy, energy market, TTIP, CETA, public support for start-ups.

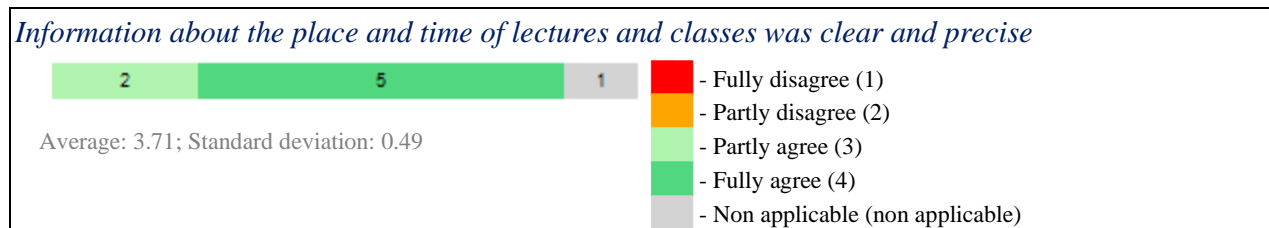
During the presentation about the shared economy, I gained more knowledge and information about Bolt Food and Wolt, as well as this economic model in general. I very enjoy this type of learning that you teach, because it means not just theory, but also a lot of practice.

The idea of a debate is very interesting in my opinion, it gives the students themselves the opportunity to express themselves, as well as to express their opinion and argue with each other without the intervention of the teacher.

2. Timing: How did teachers manage in timing the lecture?

The timing of the lecture was organised v. well, no complaints.

In the RSU questionnaire students were also asked:



3. Participant / group activities: Did you and your co-students take part into activities?

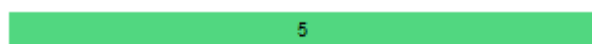
There were number of group activities – small group works during seminars for brief case studies. Deeper research at the library and home with peers. Group presentations. Debates. All groups participated actively.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

First of all, I would like to thank you in general for the opportunity to express my thoughts, suggestions and observations. From the opportunity to speak, discuss and share experiences during lectures, to summaries, in which I had to put a part of myself. I would say that this was one of the few courses that really gave each participant a chance to speak and, unlike other courses - it was not forced - everyone wanted to share their experience and thoughts.

In the RSU questionnaire students were also asked:

At the beginning of the study course, the lecturer introduced the aim of the course, content, results to be achieved, evaluation criteria and type of examination.



Average: 4.00; Standard Deviation: 0.00

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non applicable (non applicable)

5. What could have been done differently? What should have been done differently?

Responses below are given based on the PSMiB 2020 --- START. STOP. CONTINUE. Reflection:

https://docs.google.com/forms/d/1LdBMZYG-HRBTenmIAS4S2wjbWcAGX_SUzxpvsBE_X8o/edit#responses

START about the course. Please indicate 1-3 things that would be worthwhile for the teacher to change, do otherwise, start doing in this course next year? As a suggestion.

- Set 15 minutes for the presentation from the beginning and set a timer for all groups.
- Nothing
- It is possible to add other interesting topics to the debate
- A better schedule for the presentations, just decide groups faster or upload a document in e-studies that the groups can write their names and preferred topic in this document. I guess it will save some time.
- Maybe one of the lecture could be with any expert like person, who is competent, for example, in startup environment, to discuss with him about any interesting topic.
- This is a hard question, and I think that Romāns has much more experience than me and knows what he's doing :) that's why I don't see anything that should be started
- I don't really know. I liked the course.
- Very hard question in this world situation, i think - nothing, good job.
- I was very confused by the fact that I understand what summaries should be written about, but at the same time I do not understand. During the lecture, the teacher could explain in more detail about the work to be done, what is expected of us, because although I always caught the idea myself, it took me quite a long time to get on the right track to the summary to the mark 9 or 10 :) I would definitely involve more students in the discussions because others are talking but others are not. A good motivating factor would be 5-10% for really active involvement in discussions, which would increase the mark, where the teacher records it during lectures.
- I know that being a professor requires a colossal amount of energy both moral and physical. I really do hope that our course supervisor, Roman, pays enough attention to the time for rest. If not, START doing it. This is more than essential.
- make an extra classes for research presentations
- it is very difficult to suggest what to start doing, all the work done by the teacher was at the highest level.
- More interaction between students like in this course the debates. Something that makes the student listen to short information from the lecturer but tends to keep him concentrated for the next interactive part.
- Can't really think of any, because teacher was doing his job really well, always answered to questions and provided his help if needed.

STOP about the course. Please indicate 1-3 things that the teacher should not continue to do in this course (which was not good)?

- *2x 1,5h - sometimes it was too long*
- *Stop organizing debate*
- *I think the course was good and it is possible for students to do everything in time.*
- *Maybe stop getting carried away in long talks about things that might be out side of the topic, because at times that brings too much information to be absorbed*
- *Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.*
- *Large amount of information in too short a period of time.*
- *What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.*
- *I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!*
- *everything was excellent :)*
- *Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.*
- *STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.*

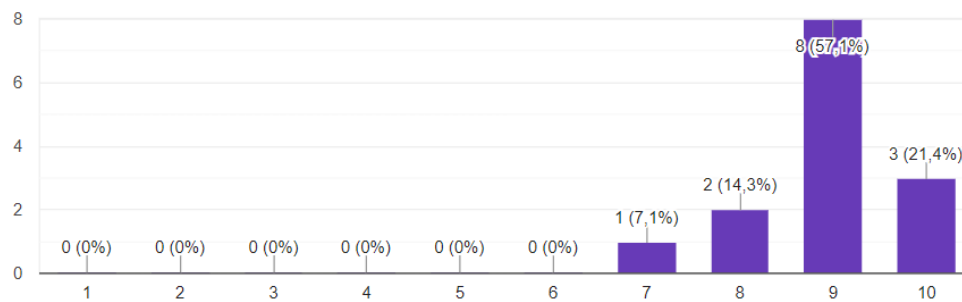
CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- *Involve students in discussions, lectures and presentations and have exchange students report from their country of origin*
- *Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)*
- *I think you are doing everything right*
- *That we are able to chose our own topic for the Summary Reports!*
- *I really enjoyed debates. In spite of our group's medium performance, I think debates are good way to develop student's critical thinking and ability to prove their opinion.*
- *Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved*
- *You did good lecturer.*

Please rate the overall path of the course on a scale of 1-10 (1 – very bad, 10 – outstanding).

Please rate the overall path of the course on a scale of 1-10.

14 atbildes



6. Have you faced any challenges in obtaining this course in virtual format?

- *Sometimes because of the lack of on-site interaction, but the teacher was able to engage everyone and make activities that involved all in talking, discussing, learning.*

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Public Support Models in International Business”

Date November/20/2020

Lecturer Romans Putans

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Knowledge: Understanding of different models of public support in international business and differences in their implementation.

Skills: Presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international business. Group work and discussions improve students' reasoning and critical thinking skills.

Competences: Ability to independently analyse, compare, describe and evaluate public support models and projects in international business.

I believe the goals of the course are met and will be useful for students further. Their feedback shows they've learned a lot of specific knowledge as well as developed transversal skills to be applied in analysing the business environment in international economics.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants were mostly 3rd year students of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, plus several Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain. 26 students in total. 3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.

3. Schedule: What do you think about the schedule of the course?

I always design the schedule to cover more topics, but not too much to avoid big confusion. Students understand and engage in the intensity of the course and appreciates it throughout and at the end. Also, what helps a lot, is that in the first class we discuss students' expectations and interests – I take them into account in the specifics of the course. Students are engaged a lot and share the responsibility of the course, and they like it (see feedback) – they can choose their own topics, related of course, for summary reports, research and their presentations, as well as we jointly and extensively decide on debate topics.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

I think students` feedback talk on it clearly. See Appendix C. Facilitation is very well evaluated. I think it is because I engage students a lot and they do feel both, responsible and also motivated to make the course count according to their interests. I`ll try to incorporate more and more practical examples and new learning methods.

5. What was good, what could be improved, what would you do in a different way?

I will try to structure more detailed the concepts of the course. Students also liked the short videos on each concept. I`ll make them more. I would also like to develop e-learning tools e.g. H5P tool than includes quizzes, tests and even the exam in the video – combines watching videos with answering test questions, that makes the knowledge more sustainable.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Public Support Models in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date November/20/2020

Enterprise: On the idea-based: Latvian Chamber of Commerce and Industry, and its members SMEs

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

No specific company was yet involved in the course, however together with Latvian Chamber of Commerce and Industry and its members-SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" and "Investors' Academy". Particularly the former seems to go fundamentally in line with KAforHR project idea.

- *"Tomorrow's Entrepreneur". The idea was launched during the course while the very project was launched on February 16, 2021. The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:*
 - *Search for "entrepreneurial genes"*
 - *Offer internships for students*
 - *Create interest in business*
 - *Share knowledge*
 - *To prepare students for the business environment*
 - *Show practical examples*
 - *Company rating - social participation*
 - *Facilitate Investors' Academy*
 - *Study visits to companies*
- *"Investors' Academy" – an idea to be launched by the end of the Spring semester 2021 – will organize series of events bringing together SMEs (investors; their real-time challenges) and students (idea generators). It will be slightly similar as hackathons, but includes learning elements in both sides – students will learn to prepare, present and sell business ideas; SMEs (investors) will learn to evaluate and assess the risks and potential of an investment. One of the events – Pitches - by the end of the Spring semester 2021 will be organized together with RSU Business Incubator where students (throughout the semester will prepare and) present their business ideas and LCCI members will act as investors.*

Thank you for your answer

Evaluation of the course – Change Management

Evaluation (WP5 A5)

Compiled by PhD-C Denize Ponomarjova and Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Evaluation concept.....</i>	<i>3</i>
<i>Introduction of the course – Change Management.....</i>	<i>4</i>
<i>Appendix A: Summary on participants’ questionnaire – the course “Change Management”</i>	<i>5</i>
<i>Appendix B: Summary on the lecturer’s questionnaire – course “Change Management”.....</i>	<i>9</i>
<i>Appendix C: Summary of students’ interviews – course “Change Management”</i>	<i>11</i>
<i>Appendix D: Summary on the interviews of lecturer – course “Change Management”.....</i>	<i>13</i>
<i>Appendix E: Enterprises’ involvement in the course “Change Management”</i>	<i>15</i>

Evaluation concept

The course “**Change Management**” is a part of the proposed curriculum of the dual (or “work-based learning” – term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” and “Start-up Entrepreneurship Management” (see more information at the next section). Please note that in the KAforHR curriculum, course CETS_035 is consisting of two parts – “Change and Risk Management”. During the autumn semester 2020, the only first part of the course were implemented “Change Management”.

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course – Change Management

Aim of the course (max 150 words):

The course aims to acquaint students with the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

Period when course took place: Autumn 2020 (9 November – 7 December, 2020)

Short BIO about lecturer (max 150 words):

Dr. Ieva Kalve – Assistant Professor at the Riga Stradiņš University.

Mrs. Kalve has 20 years long experience in business consulting as well as in teaching activities. Since 2000 she works as a self-employed business, management and entrepreneurship consultant – providing consultations, seminars and lectures for business and public organisations (over 60 organisations consulted), prospective entrepreneurs, school directors, teachers, students and their parents (lectures on promoting entrepreneurial spirit and creativity). And since 2021, she is lecturing and developing courses at the various higher education institutions of Latvia (RSU, Vidzeme University of Applied Sciences, Latvian Maritime Academy, private university “Turība”). Mrs. Kalve has obtained doctoral degree in Economics, subtopic Education Management. Her topics of interest: strategic and change management, entrepreneurship and management, project management, office work, document management.

Responsible person of the course: Dr. Romāns Putāns, Head of Programme, RSU Faculty of the European Studies, Department of International Business and Economics.

Audience of the course: 26 students participated in the course, representing mostly 3rd year of the bachelor study programmes “International Business and Sustainable Economy” and “Start-up entrepreneurship management”, as well as some Erasmus students from bachelor programmes at the universities in France, the Netherlands, Germany and Spain.

Methods used:

Participation in lectures and seminars (analysis of case studies, work in small groups) independent individual and group work outside lectures according to the teaching tasks: reading, preparing presentations, preparing for an exam: drafting a report or preparing for a multiple-choice test. Each student independently chooses the most convenient exam form (report or multiple-choice test).

Teaching materials:

Main materials used in the study course – presentations, list of inspiring reading, videos, podcasts/interviews, training in the form of multiple-choice questions, practical team exercises.

How covid-19 impacted implementation of your course:

The rapid adaptation to the remote format of classes appeared challenging. More efficient is remaining teaching on-site. However, covid-19 crises situation itself allowed together with students to discuss how to plan in advance, adapt to this kind of global changes and how life after covid-19 will look like.


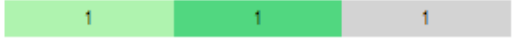
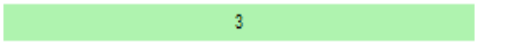
Appendix A: Summary on participants' questionnaire – the course “Change Management”

Answers below (already summarised) are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (November – December 2020) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training (<i>answer, if there were onsite classes</i>)				
<p>The topics and issues were relevant and responded to the goals of training</p> <p>Questions asked in the RSU questionnaire:</p> <div> <p><i>The content of the study course was topical, modern</i></p> <p>Average: 3.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div>				
<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <div> <p><i>The lecturer had prepared and fully presented the topics defined in the course description within the study course</i></p> <p>Average: 3.33; Standard deviation: 0.58</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) </div> <div> <p><i>The lecturer had prepared and fully presented the content of the study course in a compelling and student-engaging way</i></p> <p>Average: 3.00; Standard deviation: 1.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div>			X	

<p><i>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</i></p>  <p>Average: 3.00; Standard deviation: 1.73</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
<p><i>The lecturer's attitude towards the students was respectful and welcoming</i></p>  <p>Average: 3.50; Standard deviation: 0.71</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) 					
There was enough time scheduled for each issue/topic				X	
I got valuable knowledge from lessons and examples presented by lecturers					X
<p>I believe that can utilize the knowledge gained from lessons in my future career</p> <p>Addition questions asked in the RSU questionnaire:</p> <p><i>The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes</i></p>  <p>Average: 3.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (non-applicable) 				X	
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients					X
Comments concerning the common issues					
Lessons and Topics					
<p><i>Topic 1</i></p> <p>Nature and trends of change: in the world, Europe and Latvia.</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<p><i>Topic 2</i></p> <p>An individual and organisation in change.</p>	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

Topic 3 Problems and approaches to solving them.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 4 Basics of system thinking.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 5 Terminology: stakeholders, learning organisation, organisational well-being, etc.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 6 Impact of the internal and external environment. Their identification, proactivity, prevention.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 7 Change management: conceptual recommendations and models.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Topic 8 The role of a manager/ leader in change.	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
What was good? <ul style="list-style-type: none"> • <i>Evaluation of the practical cases (e.g., Bill Gates prediction on the global pandemics) and discussions on the scenarios how entrepreneurship organization will look like after pandemics.</i> • <i>Work in smaller groups – practical discussions.</i> • <i>Professional background of the lecturer who shared the practical experience and real cases.</i> 					

<ul style="list-style-type: none"> • <i>Interesting new topics – some of the information was useful and transferable at the workplace/ companies (e.g., the role of a leader / leader in change).</i> • <i>Virtual consultations with lecturer – good possibility to clarify questions when something was not clear.</i> • <i>In general, active and lively lectures.</i>
<p>What could have been done better? (E.g. was some topic missing or unnecessary)</p> <ul style="list-style-type: none"> • <i>Sometimes too many videos during the class.</i> • <i>Some of the topics were too theoretical (seemed too complicated).</i> • <i>Evaluation system has to be clearer and more transparent.</i> • <i>Course could be a bit longer – to cover more topics related to strategy building for certain type of organizations or companies.</i> • <i>English language pronunciation of lecturer could be better.</i> • <i>More theory for some topics.</i>
<p>Would you recommend the course to someone you know? If not, why not?</p> <p><i>Not sure. Maybe.</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><i>I would like to attend another course with this lecturer.</i></p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Average: 2.25; Standard Deviation: 1.00</p> </div> <div style="flex: 1; padding-left: 10px;"> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non-applicable) </div> </div> </div>
<p>Was anything missing that you might need in your future profession / occupation / job?</p> <ul style="list-style-type: none"> • <i>Don't know. Hard to evaluate at this stage.</i> • <i>Topics on strategy building for changes would be valuable.</i>
<p>Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?</p> <ul style="list-style-type: none"> • <i>All the topics were enjoyable and seemed sufficient for the short period of the course</i>
<p>How would you assess the virtual format of the classes? (pls answer, if applicable)</p> <ul style="list-style-type: none"> • <i>It was good, all information about the course and materials were available in the e-learning platform, also Zoom platform was arranged quite well.</i>
<p>Other comments</p>

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Change Management”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: See above.

Experience in teaching: 20 years

1. Overall content of course topics

1 = Poor		Comments: Overall this year's course was between good and very good. The course dynamics very much depend every year on situation and topicalities in business as well as on the very group of students. Covid added few challenges in format of the course, which did not help much to students to acquire the contents as I'd wish.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the topics in curricula match fully to the needs and goals of the students who have chosen to study business and economics.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: Bachelor level of business/economics/start-up students. The interests and previous knowledge of students from other courses, their extra-curricula interests contributed well to their participation in the course.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: Again – These are 3 rd bachelor level students, who thrives for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses,
2= Satisfactory		
3= Good		
4= Very good		

5= Excellent		their extra-curricula interests contributed well to their participation in the course.
--------------	--	--

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: Again - Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Change Management”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date: Nov – Dec 2020

Course: Change Management

At the end of the course, students filled in Riga Stradiņš University (RSU) evaluation questionnaire available in the e-learning environment (Nov – Dec 2020). The evaluation results were translated from Latvian and are compiled below, including calculation of the average response rate.

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

After each lecture it has been organised a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organised.

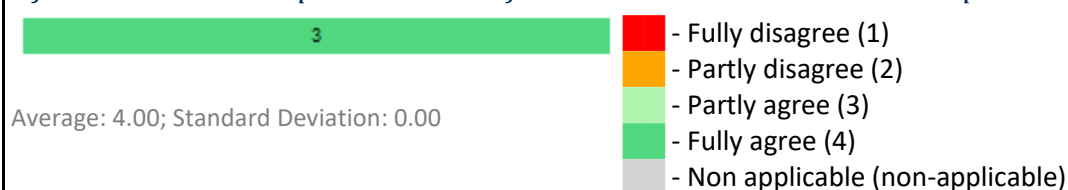
Topics of the lectures and seminar activities were logically structured. For the most of seminars, list of readings had to be performed, which has its pros and cons.

Overall, course was interesting because its topic fit well to the current global changes in most of economic sectors and organizations. After lecture and, specifically, seminars there were “after taste to think more” on the discussed issues.

2. Timing: How did teachers manage in timing the lecture?

The management of lecture's timing was very good and time for breaks was fully respected.

Information about the place and time of lectures and classes was clear and precise



3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities where all students were engaged – teamwork in small groups to analyses practical cases and discuss home readings, as well as work in groups when preparing home assignments. Analyses of the practical cases were useful and interesting and could be done even more.

In my opinion, some participating students could be more active and open during the discussions. That would create a bigger pool of different opinions.

Some students have shared their job-experience (examples from companies) on approaches of problem-solving and adaptation to covid crises.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The students' engagement took mainly through discussions of the home readings, case studies and group work. Lectures and seminars were quite lively, but some students could be more self-confident in their speech.

5. What could have been done differently? What should have been done differently?

Although information on the course plan and requirements were provided during the first meeting, the evaluation system for the performed tasks was not clear. It seems that evaluation on the home readings was more subjective than the point-system based.

Some lectures had too many videos, instead time could be spent for activities having practical, real-cases nature (interactive activities). Part of videos we could watch by ourselves.

No particular suggestions, most of the activities and topics were enjoyable

6. Have you faced any challenges in obtaining this course in virtual format?

No significant challenges faced, except too long time next to the computer (lectures + home assignments). What was uncomfortable – students presentations took too long so we couldn't finish our classes on time.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Change Management”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date: March 2021 **Topic / Subject:** Change Management **Lecturer:** Ieva Kalve, Dr.oec.

Answers of the interview are based on the co-organizer's (LU CETS) observations and discussion with lecturer.

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to acquaint students with the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

The major learning outcomes are:

Knowledge: Students will have learned terminology and read the required literature (both books and current articles), understand the ongoing processes, and the nature and current issues of change management; they will be able to use the acquired knowledge creatively and in accordance with the situation.

Skills: Students will be able to apply the acquired knowledge to the needs of the organisation and situation will be ready to conduct Political, Economic, Socio-Cultural and Technological and Threats, Opportunities, Weaknesses and Strengths analysis.

Competence: Understand, plan and guide changes in organisations.

I believe the goals shall be reached. Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

These are 3rd bachelor level students, who thrives for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses, their extra-curricula interests contributed well to their participation in the course.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course. Also students say that “After each lecture it has been organised a practical seminar, where we could apply theoretical information into practice by having

regular group discussions. But more practical assignments could be organised. Topics of the lectures and seminar activities were logically structured.”

- 4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.**

Overall – fully sufficient. Although Covid and remote online meetings add their share of challenge at times, but overall both, the university and the students` group were well equipped with the resources necessary.

- 5. What was good, what could be improved, what would you do in a different way?**

The course evaluation system shall be improved to make it slightly more simple based on students` suggestions. Depending on the size of group next years, also the balance between group and individual tasks and evaluation might be reviewed.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Change Management"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Date: March 2021

Topic / Subject: Change Management

Due to the coronavirus pandemics, no specific company was yet involved in the course, however together with Latvian Chamber of Commerce and its members SMEs new project ideas with two further directions was launched during the implementation of the course: "Tomorrow's Entrepreneur" and "Investors' Academy". Particularly the former seems to go fundamentally in line with KAforHR project idea. The major idea of this project is to connect SMEs and students. SMEs are willing to share their practical knowledge and experience to participate in creating future entrepreneurs. The project's keywords and instruments are as follows:

- Search for "entrepreneurial genes"
- Offer internships for students
- Create interest in business
- Share knowledge
- To prepare students for the business environment
- Show practical examples
- Company rating - social participation
- Facilitate Investors' Academy
- Study visits to companies

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Evaluation of the course – Innovation Management in International Business

Evaluation (WP5 A5)

Compiled by PhD Vladmirs Rojenko, PhD-C Denize Ponomarjova, Dr Romans Putans, Centre for European and Transition Studies of the University of Latvia (LU CETS, PP8), based on the template prepared by the Satakunta University of Applied Sciences (SAMK, PP2)

Table of Contents

<i>Education Program</i>	<i>3</i>
<i>Introduction of the course.....</i>	<i>4</i>
<i>Appendix A: Summary on participants' questionnaire – the course “Innovation Management in International Business”</i>	<i>5</i>
<i>Appendix B: Summary on the lecturer's questionnaire – course “Innovation Management in International Business”</i>	<i>10</i>
<i>Appendix C: Summary of students' interviews – course “Innovation Management in International Business”</i>	<i>12</i>
<i>Appendix D: Summary on the interviews of lecturer – course “Innovation Management in International Business”</i>	<i>14</i>
<i>Appendix E: Enterprises' involvement in the course “Innovation Management in International Business”</i>	<i>16</i>

Education Program

The course “**Innovation Management in International Business**” is a part of the proposed curriculum of the dual (or “work-based learning”– term most commonly used in Latvia) study programme “Business Administration and Human Resources”. The concept of the study programme was developed within the KAforHR project.

The implementation of the course took place at the Riga Stradiņš University (RSU) within the bachelor study programmes “International Business and Sustainable Economy” (see more information at the next section).

Aim of the proposed curriculum of the study programme “Business Administration and Human Resources” is to prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Evaluation of courses, including gained results and found problems, is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new curricula.

When evaluating courses, **the goals and real results should be compared**. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are **the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality material and training and the ability of facilities to support training and learning**. Although most of the variables presented above are so called soft variables, which can’t be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case of KAforHR project, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of virtual mode (due to the coronavirus outbreak there were only virtual studies), the relevancy and importance of each issue and the experienced quality of each lesson, material used and lecturer. The students’ questionnaire was done based on the RSU evaluation form and KAforHR guidelines.

As it was recommended at the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

The feedbacks on the implemented course are collected and summarised for further evaluation by the PP2 SAMK

Introduction of the course

Aim of the course (max 150 words):

The aim of the course is to provide students with knowledge and skills, that allow to start and manage innovation processes in international business environment.

Period when course took place: Spring 2021 (1 February – 2 March, 2021)

Short BIO about lecturer (max 150 words):

Vladimirs Rojenko holds a bachelor's and master's degree in Business Administration from the University of Latvia, currently is obtaining PhD degree in innovation management at the Riga Stradins University. Vladimir has extensive experience in lecturing, academic and administrative work. He is an author of study courses "Innovation management in international business" and "Innovation and creativity management". Currently Vladimirs held the researcher position in the Latvian Academy of Sciences, project coordinator and expert positions in the University of Latvia, Centre for European and Transition Studies, project manager position in the Ministry of the Interior of the Republic of Latvia, dealing with large scale IT system implementation, cybersecurity and internal communication issues.

Audience of the course:

The course was held in Riga Stradins University, 11 students representing 2nd study year of the bachelor study programme "International business and sustainable economy" participated in the course.

Methods used:

Teaching methods include lectures, class discussions, debates, working in small groups, practical case studies and real business examples, group project, problem solving activities.

Guest lectures:

There were no guest lectures during the course.

Teaching materials:

Teaching materials includes presentations, good and bad business practices examples, previously prepared questionnaires, visual tasks, books (excerpts for discussions), digital content (digital charts, digital questionnaires, digital blackboards).

How covid-19 impacted implementation of your course?

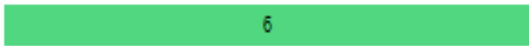
During the COVID-19 pandemic, the course was implemented completely remotely, with all course materials being digitized or converted to into an interactive format. The course was held fully remotely, using various digital solutions – Zoom, Miro, KahoolIT, etc., with no technical or organizational problems. Part of the case studies and tasks was customized according to COVID-19 business environment trends.

Appendix A: Summary on participants' questionnaire – the course “Innovation Management in International Business”

Answers below are given based on the Riga Stradiņš University (RSU) evaluation questionnaire that students have filled in e-studies (April-June 2021) and observations of RSU academic personnel and LU CETS (PP8) team. The evaluation results are translated from Latvian and some of the answers' rates/scales are already calculated.

Please circle the scale that applies to your opinion on the following aspects of the training or education you participated.

Scale: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree

In common	1=	2=	3=	4=
The facilitation (location, room etc.) was suitable for training <i>(NO ONSITE CLASSES WERE HELD)</i>	1	2	3	4
The topics and issues were relevant and responded to the goals of training				
Question asked in the RSU questionnaire: The content of the study course was topical, modern				
 Participants: 6 ; Average: 4.00; Standard deviation: 0.00				
<div> <div></div> - Fully disagree (1) <div></div> - Partly disagree (2) <div></div> - Partly agree (3) <div></div> - Fully agree (4) <div></div> - Non-applicable (0) </div>				

<p>The topics of the lessons, additional questions, experiences, and topical issues arisen during the course have been well explained by the lecturers</p> <p>Addition questions asked in the RSU questionnaire:</p> <p>The lecturer had been prepared and fully presented the topics defined in the course description within the study course</p>  <p>Participants: 6 ; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <p>The lecturer presented the content of the study course in a compelling and student-engaging way</p>  <p>Participants: 6 ; Average: 3.83; Standard deviation: 0.41</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <p>If necessary, the lecturer provided explanations on the content of the study course and the assessment received</p>  <p>Participants: 6 ; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non-applicable (0) <div> <p>The lecturer's attitude towards the students was respectful and welcoming</p>  <p>Completed: 6; Average: 4.00; Standard deviation: 0.00</p> <ul style="list-style-type: none"> - Fully disagree (1) - Partly disagree (2) - Partly agree (3) - Fully agree (4) - Non applicable (non applicable) </div>	1	2	3	4
There was enough time scheduled for each issue/topic	1	2	3	4
I got valuable knowledge from lessons and examples presented by lecturers	1	2	3	4

I believe that can utilize the knowledge gained from lessons in my future career Addition questions asked in the RSU questionnaire The theoretical knowledge acquired in the study course were possible practically to apply during the seminars and classes <div> <div> <div>1</div> <div>5</div> </div> <div> <div>- Fully disagree (1)</div> <div>- Partly disagree (2)</div> <div>- Partly agree (3)</div> <div>- Fully agree (4)</div> <div>- Non-applicable (0)</div> </div> </div> <p>Participants: 6 ; Average: 3.83; Standard deviation: 0.41</p>		1	2	3	4
I can utilize the skills trained and knowledge gained in my future career, e.g. when consulting my clients		1	2	3	4
Comments concerning the common issues No comments concerning the common issues were provided					
Lessons and Topics					
<i>Topic 1</i> THE NATURE AND ROLE OF INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 2</i> INNOVATIVE ENTREPRENEURSHIP	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 2</i> INNOVATIONS IN LATVIA AND THE WORLD	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 4</i> INNOVATION PROCESS AND STRATEGY	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 5</i> INNOVATION MARKETING	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4

<i>Topic 6</i> HUMAN AND INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 7</i> INNOVATION INFRASTRUCTURE	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 8</i> INTELLECTUAL PROPERTY	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 9</i> PROTECTION OF INNOVATION	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
<i>Topic 10</i> SOCIAL ASPECTS OF INNOVATIVE ACTIVITIES	The presentation was clear and understandable	1	2	3	4
	The issues were relevant and topical	1	2	3	4
	The information presented were up-to-date	1	2	3	4
Free speech					
<p>What was good?</p> <ul style="list-style-type: none"> • <i>very well-thought-out course plan, practically applicable knowledge</i> • <i>the lecturer has a very original creative approach to the course organization and knowledge structuring, was very interesting, different from other courses</i> • <i>interesting and varied tasks and study materials and case studies from the own business experience</i> • <i>the lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary</i> • <i>Enjoyed this course a lot!</i> • <i>Thank you for the acquired knowledge</i> 					
<p>What could have been done better? (E.g. was some topic missing or unnecessary)</p> <ul style="list-style-type: none"> • <i>it would be great to get more information about real innovative experiences from real entrepreneurs from Latvia or abroad</i> • <i>list of literature could be less academic and more practical, related to the modern innovative business practice</i> • <i>in general, it would be possible to talk more about the creation of innovative ideas, start-up development and management</i> 					

Would you recommend the course to someone you know? If not, why not?

- *Definitely, yes*

I would like to attend another course with this lecturer



Participants: 6 ; Average: 3.83; Standard deviation: 0.41

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non-applicable (0)

Was anything missing that you might need in your future profession / occupation / job?

- *In general, everything was in its place, perhaps it would make sense to talk a little more about raising funding for start - ups and innovative companies*

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- *course is very short, it gives a lot of useful information, competencies and skills, but there was opportunity to go deeper into topics and important questions*

How would you assess the virtual format of the classes? (pls answer, if applicable)

- *no issues or problems were reported*

Other comments

- *a great lecturer who really knows how to present information and be interested*
- *I am very satisfied, the course is well organized; creative atmosphere, it was interesting to listen to the lecturer, and also a pleasure to have the opportunity to discuss various topics! The atmosphere was free and everything was understandable to do in seminars, homework*
- *The lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary*

Thank you for your answer

Appendix B: Summary on the lecturer's questionnaire – course “Innovation Management in International Business”

TRAINING / EDUCATION EVALUATION: LECTURERS' OPINION COLLECTED BY THE CO-ORGANIZER

The lecturer should evaluate the course with overall grade (poor, fair, good, very good, excellent).
Written comments are appreciated. Thank you for your co-operation!

Course / Subjects / Issues you were teaching: **full course**

Experience in teaching: **6 years**

1. Overall content of course topics

1 = Poor		Comments: The total content of the course topics is based on the real business cases, successful and unsuccessful innovation examples. Overall content is less academic, it is based on business books, real life stories and examples. Content could be more connected to the international practice and experience.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

2. How well the topics in curricula match to the needs and goals of the students (average)?

1 = Poor		Comments: The topics in curricula excellently meet student needs, the content of topics is structured and developed to meet the real, practical needs of the students.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

3. Schedule compared to the contents and goals of the programme

1 = Poor		Comments: The schedule excellently meets the goals of the programme, gives knowledge, skills and competencies to develop and manage innovative projects and/or startups.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

4. Level of the students

1 = Poor		Comments: The level of students is very good, they have basic knowledge of management, economics, psychology and innovation, ability to work independently, to discuss and to form own point of view.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

5. Motivation of the students

1 = Poor		Comments: All students have motivation, the task of the teacher is to make it excellent.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

6. How do the contents of the education match to the requirements of the qualification?

1 = Poor		Comments: The contents of the course match the requirements of the qualification, providing students with specific knowledge, skills and competencies need for innovative activities.
2= Satisfactory		
3= Good		
4= Very good		
5= Excellent		

Appendix C: Summary of students' interviews – course “Innovation Management in International Business”

EDUCATION EVALUATION: FEEDBACK FROM SELECTED STUDENTS COLLECTED BY CO-ORGANIZER

Date **June – August 2021** Course “Innovation Management in International Business”

The evaluator will ask the following questions from each of selected student.

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

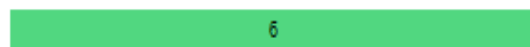
The course was logically connected with other courses in the study program, but for participating in a course you need to have prior academic knowledge and overall knowledge about innovation trends and business itself. Topics and practicing (seminars) were logically organized, some topics could be considered in more details – for example, star-up development and management, innovative organization management, some topics could be considered more generally – intellectual property, infrastructure of innovation.

2. Timing: How did teachers manage in timing the lecture?

Usually, classes started with the lecturer's feedback on the previous homework or previous discussions, then followed the main part of the lection/seminar – lecturers' presentation, tasks or group work, the classes are finalized with the homework, questions and answers about the organization of the course or any other related issues. Classes started and ended right in time without delays.

In the RSU questionnaire students were also asked:

Information about the place and time of lectures and classes was clear and precise



Participants: 6; Average: 4.00; Standard deviation: 0.00

- Fully disagree (1)
- Partly disagree (2)
- Partly agree (3)
- Fully agree (4)
- Non-applicable (0)

3. Participant / group activities: Did you and your co-students take part into activities?

During the course a number of group activities was held, practically, shorter or longer group activities were held during every lecture or seminar. Those activities included facilitated discussions, games, practical tasks, presentations etc. All the students took part in the group activities, lecturer gave an opportunity for students to self-organize the group work. After the work was very interesting to discuss how the group was working, what have noticed the lecturer and group participants.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The lecturer was very good, he was able to answer every question and discuss various topics connected with innovations, it was very easy to communicate, lecturer gave everyone constructive feedback on the summaries and homework's and we also receive our grades quickly. There was a creative atmosphere, you had to go outside the box and think more broadly than during other courses.

5. What could have been done differently? What should have been done differently?

Overall, the course was very good. Maybe there could be more practical links with real innovative business world.

6. Have you faced any challenges in obtaining this course in virtual format?

The course was well organized in digital and virtual format, it was held fully remotely, using various digital solutions – Zoom, Miro, KahoolT, etc. It was very interesting to use mobiles phones and other digital devices parallelly with personal laptops, it was necessary in some group and individual tasks. The exam was organized remotely, using the random digit "lottery" for delivering the tickets. Sometimes it was hard to remember to make a digital registration for the course, but lecturer and classmates reminded to do it every time.

No challenges faced.

Thank you for the answers

Appendix D: Summary on the interviews of lecturer – course “Innovation Management in International Business”

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED LECTURERS COLLECTED BY THE EVALUATOR (co-organizer)

Date **27/08/2021**

Topic / Subject **Full course**

Lecturer **Vladimirs Rojenko**

The evaluator will ask the following questions from each lecturer.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

From my point of view, the goals of the course are clear and concentrated, understandable for students and potential employers. Definitely the goals of the course are reached, in the result students are provided with knowledge and skills, that allow to start and manage innovation processes in international business environment. This is also demonstrated in the students' feedbacks.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants of the course had a very good background and knowledge level in economics and management acquired from the previous courses and real-life practice. From my point of view, the level of participant's motivation is directly related with the lecturer's manner of teaching and teaching methods. The level of motivation of the participants of my course was on high level, every student was involved in discussions and group works. Participants of the course have very good opportunities in the labour market, using the knowledge gained during the course, in IT or other innovative fields.

3. Schedule: What do you think about the schedule of the course?

The course scheduled was organized taking into account the logical sequence of the course topics, combining similar topics in one day or organizing lectures and seminars on one theme within one day. The sequence of the topics is logical and consecutive.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

As the author of this course and the lecturer, who organizes and performs all the activities of the course, I am trying to engage participants of the course in creating, discovering, and applying learning insights. From my point of view the most important is climate in the classroom, Zoom meeting etc. Free, inclusive and creative atmosphere, an opportunity to be involved, to share the thoughts and opinions is the most important and valuable activities. I think that involvement principles could be changed or arranged in better way – every participant must have equal opportunity to participate in course activities.

5. What was good, what could be improved, what would you do in a different way?

Definitely, the communication between the course participants and lecturer was very good, there were no problems in understanding each other, in talking in common understandable way. The one important thing that could be improved – the link between the real innovative business and course activities. It could be great to organize the study visit and lecture/seminar at the site of the innovative company. The opportunity to touch real things and to feel real innovative business spirit is much more valuable than academic lectures and formalized studies.

Thank you for the answers!

Appendix E: Enterprises' involvement in the course "Innovation Management in International Business"

TRAINING / EDUCATION EVALUATION: FEEDBACK FROM SELECTED ENTERPRISES COLLECTED BY THE CO-ORGANIZER

Due to the COVID-19 pandemic and relevant restrictions no company representatives were involved in the course. It is important to mention that the concept of the course was also applied during the training with SMEs "Innovation Processes" organised by the Latvian Chamber of Commerce and Industry as well as LU CETS in September 2020 within the KAforHR project.

Date ____/____/20____ Course _____ Enterprise _____

The evaluator will ask the following questions from each of selected enterprises' representant.

1. Schedule: Was the schedule of theory and practice in line with company's needs? How about the schedule and order of topics?
2. Content: Did the course contain issues and topics needed in your business? Was something missing? If, what?
3. Work life: Will the students be prepared for work life after the course?
4. What could have been done differently? What should have been done differently?

Thank you for your answer

Business Administration and Human Resources

Evaluation report WP5 A5 modules A - E

Satakunta University of Applied Sciences (SAMK), project partner number 2
Compiled by Dr Kari Lilja and Dr Sirpa Sandelin

Contents

1. Introduction.....	3
1.1 Common background of the evaluation.....	3
1.2 Education program	3
The goals of the education programme and the courses.....	4
Teaching methods used in the course.....	4
The impact of Covid-19 epidemic.....	4
1.3 Evaluation of the program and courses	4
2. Results of the evaluation	4
2.1 Participants' ratings	4
2.2 Teachers opinions.....	9
2.3 The interviews of the enterprises and entrepreneurs	10
2.4 Conclusions.....	10
3. Appendix A: Free speech feedback	11
3.1 Students' comments.....	11
3.2 Teachers' comments	16
4. Interviews	16
4.1 Students' interviews.....	16
4.2 Teachers' interviews.....	25

1. Introduction

In this evaluation report, the test of five study modules is reported. These 5 modules together build a kernel part of concept, curriculum and module manual for a new dual bachelor program "Human Resources and Business Administration", developed by University of Latvia. The dual degree programs are quite new in Latvia, thus, the development and coordination with the university, the Ministry of Education and companies, involved as training partners, requires very much resources and time. This means that official accreditation and start of an implementation of the whole programme is not possible during the project period. Therefore, five essential modules of the new study program were selected to be tested and reported.

1.1 Common background of the evaluation

Evaluating the training, teaching and learning has been an emerging issue in the 1980's when it was actively researched within several disciplines like education, pedagogics, psychology and organizational sciences. During the 1990's the enthusiasm flagged, but the interest woke up again in parallel with the waves of refugees and immigrants arriving to the Europe. The needs to include newcomers to the hosting society, to teach local culture, habits and language, and to train professional skills to comply with the local requirements have highlighted the importance of developing new teaching and training methods. These new methods and tools in teaching and training should be compatible with the requirements set by cultural diversity of both the refugees and immigrants, and the societies more or less voluntary receiving the incomers.

Furthermore, during the past two decades the western countries have met - in addition to enormous flood of settlers - another phenomenon that challenges the education system: The post-war baby boom generation reaches age of retirement. This has two consequences, both requiring the answers from school systems. Firstly, the western countries should have a capability and capacity to educate and train more and more nursing personnel to cover both the vacuum left by those retiring, and to answer to the needs of ageing population. Secondly, these countries should be capable to renew their education systems to be able to satisfy the needs of business, to be able to train skilled labor and to be able to educate more persons that are both capable and willing to create their career as entrepreneurs and to continue the work of retiring entrepreneurs. If this fails, the consequences for European economy might be fatal or even disastrous.

This challenges not only schools and universities or teachers and trainees, but also those developing the courses and teaching and training methods used in the courses. Evaluating the learning of trainees, used methods and the impact of these methods on the learning would help teachers, designers and analysts to improve the methods.

The aims and targets of the evaluation are context dependent issues. Thus, in ideal world, the courses, the methods used in the courses and the means to evaluate the outcome of the course, the learning of trainees and the efficacy and success of the methods should be designed together so that the whole course is seen as main process inside which the training and evaluation are parallel subprocesses. This would be the best way to ensure that exactly those goals set to this unique program are measured during the evaluation. In this case, the education programs have been planned parallel with the planning of the evaluation.

1.2 Education program

The evaluated part of the education programme consists of five courses approaching the Human Resources (HR) Management and Business Administration (BA). The courses were

- Change Management (A)
- HR Management (B)
- Innovation Management in International Business (C)
- Public Support Models in International Business (D)
- Theory and Management of Organizations (E).

The goals of the education programme and the courses

The goal of the whole study programme “Business Administration and Human Resources” is to educate professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

The goal of each course is to give the understanding of basic concepts, relevant and topical knowledge, and skills in topics and issues of the course in question. Some of the courses are more theoretic, some more practical, thus the balance between the skills and knowledge should be found separately in each course.

Teaching methods used in the course

Teaching methods used in the course include lectures, guest lectures, seminars, group works, case studies and examples from businesses. Practical tasks are intended for students who combine studies with work.

The impact of Covid-19 epidemic

Cooperation with SMEs has been limited due to Covid-19 restrictions imposed by the Government of Latvia. During the course, following material (for example) was used: presentations of lectures, analysis of case studies, summaries and good practices.

The Covid-19 epidemic forced to move to online lessons. Zoom platform was used for lectures as well as for practical work. This made possible for students to participate and complete the course. The attendance was very good. However, the personal contacts were missing.

1.3 Evaluation of the program and courses

Evaluation of courses and reporting the gained results and found problems is essential to develop further the existing training and education programs as well as to consider the experiences gathered from these programs when building new programs and curricula.

When evaluating courses, the goals and real results should be compared. The evaluation should be targeted only to such measurable issues on which the designer, teacher, facilitator or student himself has an impact.

The most important variables, on point of view of achieving the goals set, are the motivation of student, the support she/he gets, the relevance of issues in curricula, the quality of the material and training and the ability of facilities to support training and learning. Although most of the variables presented above are so called soft variables, which can't be measured directly by targeting the measurement tool to some point or phase in the process, they can be assessed indirectly by assessing the feelings and comments of participants and other stakeholders.

In this case, the experiences and comments of participants were surveyed by simple questionnaire to get the common impressions, the applicability of on-line teaching / learning, the relevancy, importance and topicality of each issue, and the experienced quality of each lesson, material used and lecturer. The students' questionnaire was modified to match both the RSU evaluation form and the original questionnaire and guidelines given by the partner responsible for the evaluation, SAMK.

As it was recommended in the SAMK Evaluation Concept, also an assessment based on the observations of students during the classes and the atmosphere in the classrooms as well as discussions with students were done.

2. Results of the evaluation

2.1 Participants' ratings

In this chapter, the results of evaluations of the tested courses are presented as a summary. In the graphs below, the scale differs from the scale of the original evaluation concept (Likert 1-5). The scale used in this evaluation was: 1= Fully disagree, 2= Partly disagree, 3= Partly agree, 4= Fully agree.

According to the answers, participants seem to be satisfied with the facilitations of the courses (Figure 1), although the course Human Resource Management in International Business gets lower ratings than the other courses in 8 out of 12 questions. The course change management is another course that remains lower level in many topics. In common, students seems to believe that they can utilize the skills and knowledge gained, they will participate other courses held by the same lecturers, they felt that teachers respected them, and the information, skills and knowledge given was considered to be relevant, topical and fresh. The lectures and presentations were clear and understandable. This was confirmed by questions approaching each topic (Figures 2-6). The topics are listed in Table 1.



Figure 1: Satisfaction with common facilitations.

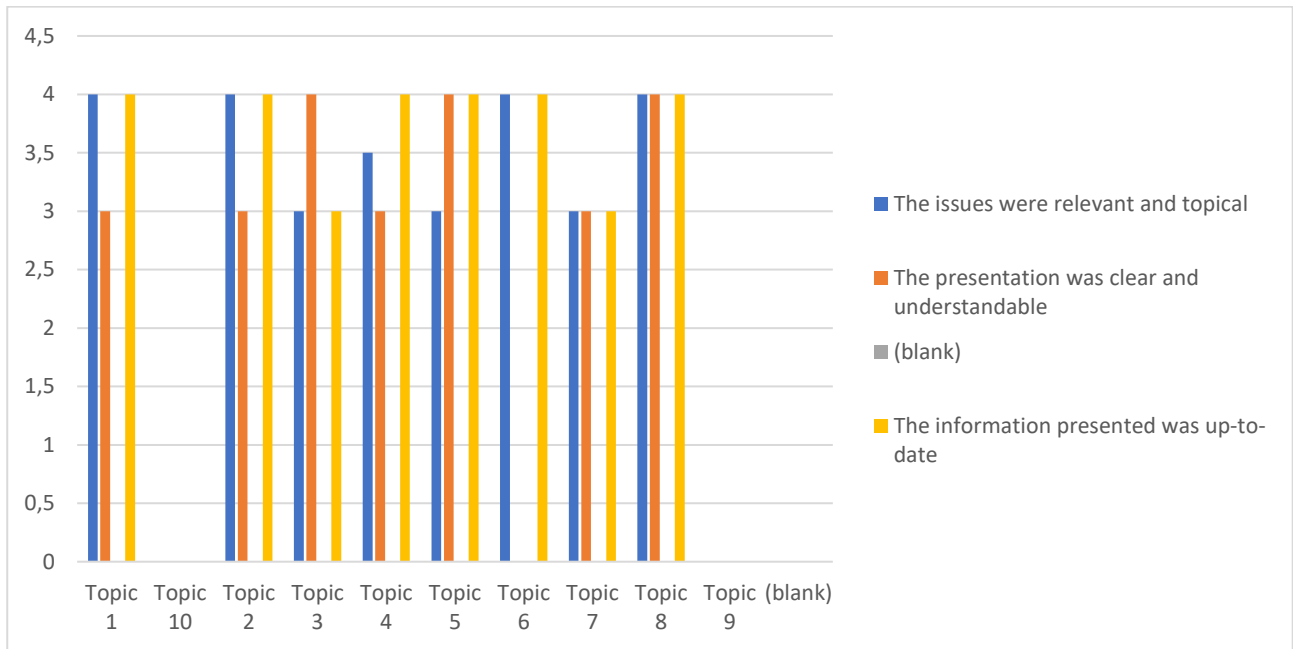


Figure 2: Topics of change management

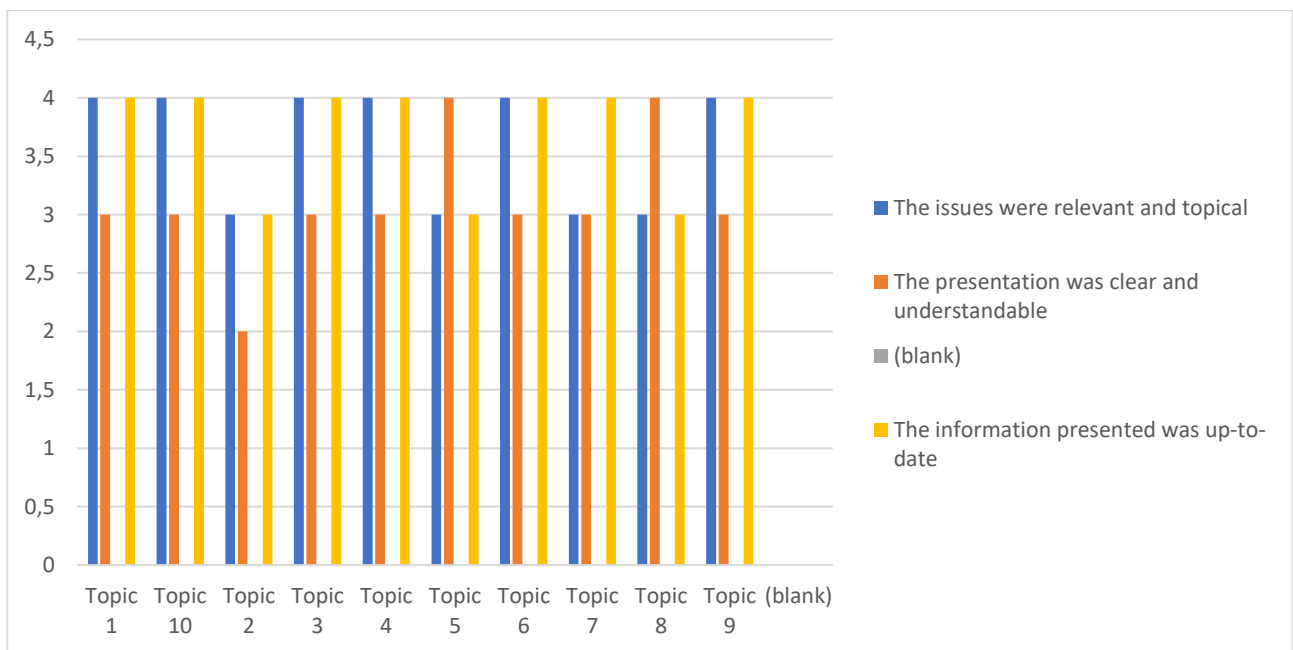


Figure 3: Topics of Human Resource Management in International Business

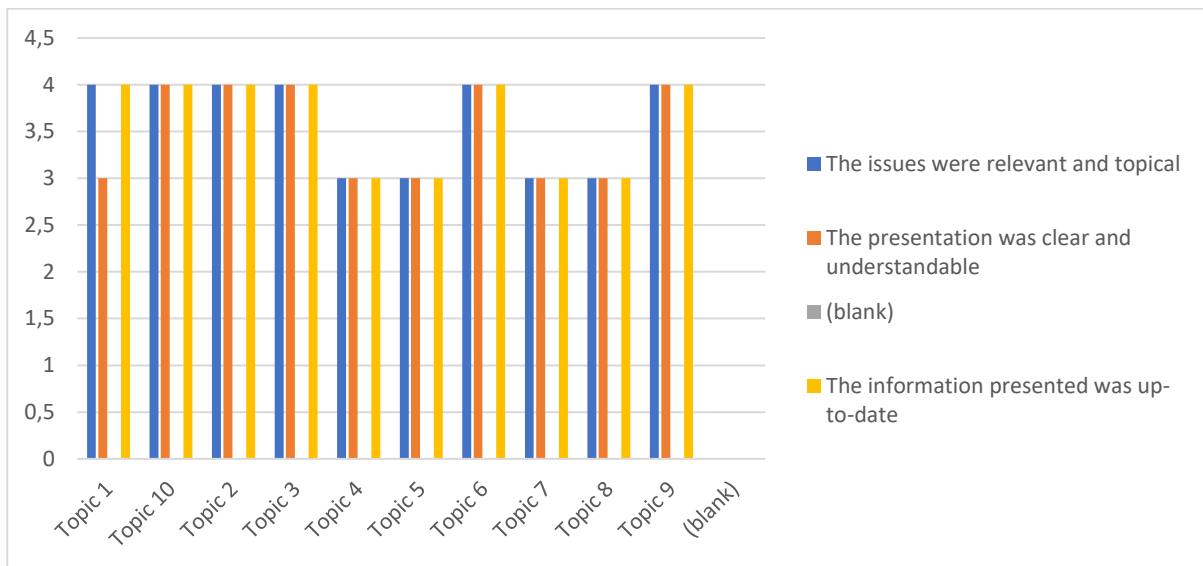


Figure 4: Innovation Management in International Business

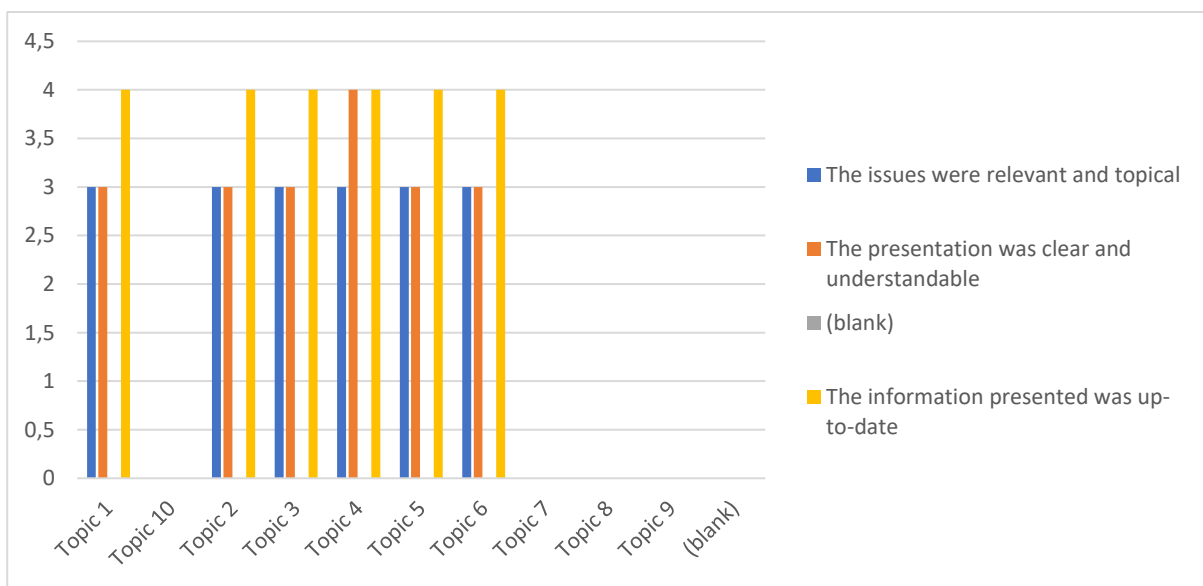


Figure 5: Public Support models in International Business

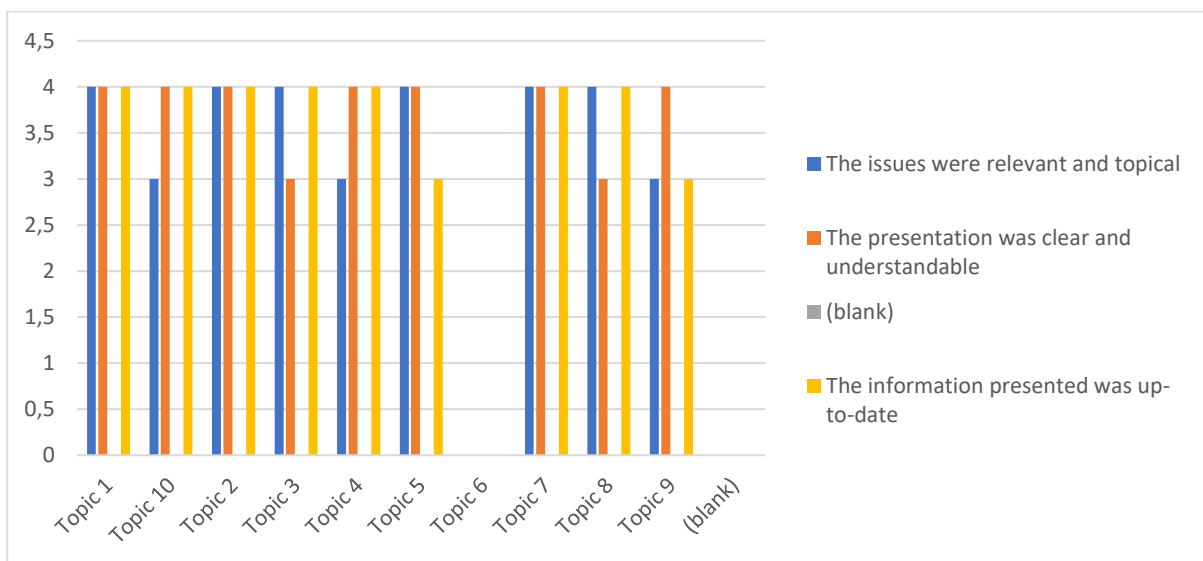


Figure 6: Theory and Management of the Organization

Table 1: Topics of different courses

	Change management	HR management in the international business	Innovation management in international business	Public support models in international business	Theory and management of the organization
Topic 1	Nature and trends of change: in the world, Europe and Latvia.	Introduction to the course, Introduction to HRM, Strategic HRM, Managing HR in international business, Presentation Skills	The nature and role of innovation	1st topic: business environment's and public administration's interaction aspects	Organisation and management theory. Changes in the concept of organization. Managers and its levels
Topic 2	An individual and organisation in change.	HR and legislation, HR department, HR planning	Innovative entrepreneurship	2nd topic: business environment protection mechanisms	Management theories: evolution and development
Topic 3	Problems and approaches to solving them.	Team development and management, Conflicts and motivation	Innovations in latvia and the world	3rd topic: business environment support mechanisms	The essence and types of organizational environment. Organizational development in a changing environment
Topic 4	Basics of system thinking.	HR learning and development, Future competences, Learning abilities	Innovation process and strategy	Public support for start-ups in europe / latvia / germany.	Internal and external environment of an organization
Topic 5	Terminology: stakeholders, learning organisation, organisational well-being, etc.	Rewarding and recognition	Innovation marketing	The rise of the gig economy is beneficial to businesses, workers and the economy as a whole (debate)	The nature and organisation of planning
Topic 6	Impact of the internal and external environment. Their identification, proactivity, prevention.	Talent management, Workshop: International HRM and Global virtual teams	Human and innovation	Progressive tax system	Decision-making process and methods
Topic 7	Change management: conceptual recommendations and models.	Organisational internal and external environment, Health, Safety and Well-being of employees, , New employees' induction	Innovation infrastructure		Basics of organisation, structure formation
Topic 8	The role of a manager/ leader in change.	HR planning, Job analysis, HR External recruitment and selection	Intellectual property		Fundamentals of management: coordination and motivation of employees
Topic 9		Employer Branding, International labour market trends, Unemployment	Protection of innovation		The essence and evolution of motivation
Topic 10		Performance assessment, HR Retention	Social aspects of innovative activities		Basics of control and effectiveness of control

In the free speech answers and interviews of students, some issues were highlighted. Participants found it good to use practical cases and examples as a part of the lessons. They also valued professional background of some teachers and quest lecturers. Some topics and issues were felt to be too theoretic, and English as a teaching language may have caused difficulties to both some teachers and students. Considering the exceptional circumstances and online lessons, the Zoom-environment gained both satisfied and unsatisfied

comments. This was possibly depending to the experience of participant in using the on-line systems. In some of the courses, the schedule itself and lecturer's capability to manage the schedule and timing of the course could have been better. In this issue, however, the opinions were contradictory. Some said that the lessons were too long, that time spent by screen was too long, or that student presentations took too long, whereas others said that in some courses there were too much topics compared to the time available and they wished either less topics or more time (= longer course periods). Although, in common, the on-line learning was considered to be success, some were missing the face-to-face meetings and real physic participation in groups, lessons etc. The transcript of the free speech comments and interviews is in appendix A.

2.2 Teachers opinions

According to the teachers, the contents of the topics were very good, curricula matched the needs and goals of the students, schedule was either very good or excellent, level and motivation of the students was very good and the contents of the education matched to requirements of the qualification either very well or excellently (Figure 7). In this rating scale there was only one exception: The overall content of innovation management was rated to be "Good". It was stated that the overall content was less academic and based on business books, real life stories and examples. According to lecturer, the content should be more connected to the international practice and experience.

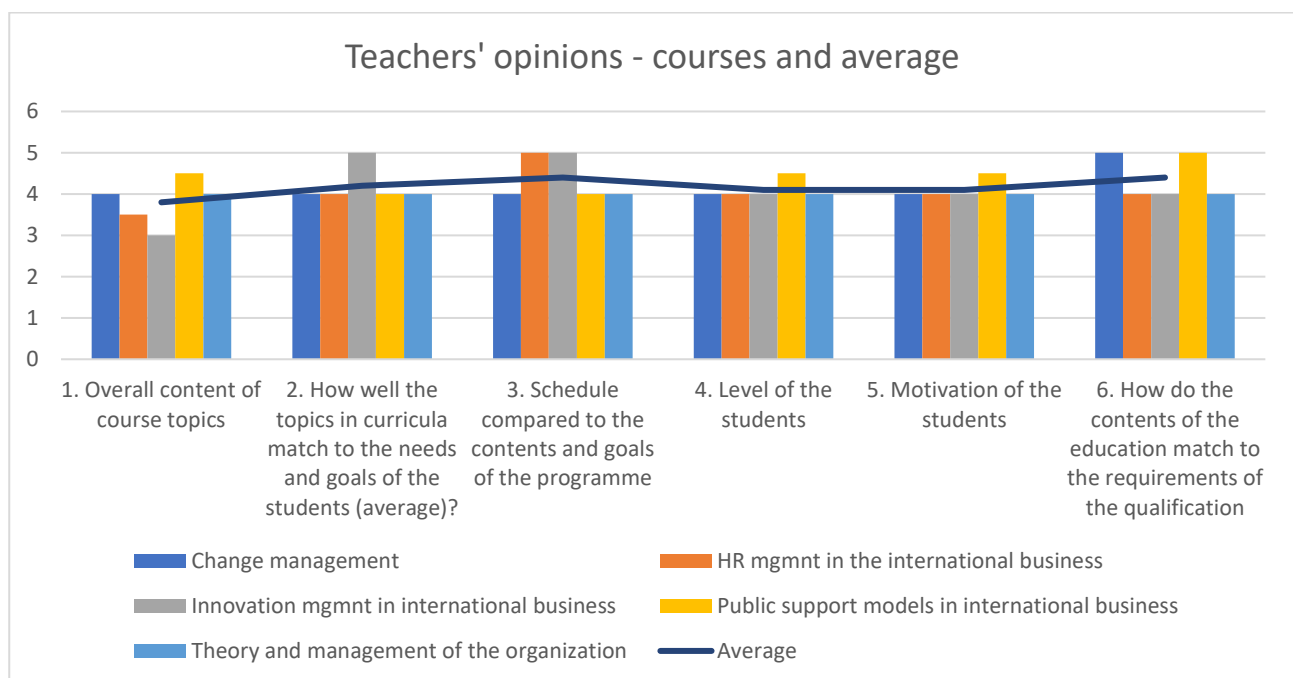


Figure 7: Teachers opinions

In the free speech answers and interviews of the teachers, some issues were emphasized. For example, the course dynamics depend every year on situation and topicalities in business as well as on the group of students. Covid-19 challenged the design of the course, and this did not help students to acquire the contents. The principal ideas of the lessons are sometimes easier to make visible in practice. More real business cases, successful and unsuccessful innovation examples might be needed. In some topics, the schedule and issues did not match very well.

The lecturers believed that the goals of the course were clear and could be reached. The participants were at good level and motivated, and the programme might increase their career opportunities. In common, the facilitations succeeded, although there were some minor problems with online technique. The curricula could be more connected with the practice. The transcript of the free speech comments and interviews is in appendix A.

2.3 The interviews of the enterprises and entrepreneurs

Due to the Covid-19 pandemic and restrictions given by government, no company representatives were involved in the courses.

2.4 Conclusions

The assessment of the Covid-19 impacts on an undergraduate business programme in general and each course in particular shows that the pandemic-induced disruptions and the move to online teaching and learning require flexibility of the course curricula. The curricula should be adaptable to changing circumstances and establish benefits such as increased digitalization and students' ability to work online and to supervise teleworking for the post-pandemic era. In common, the courses' curricula seems to stimulate students and faculty to adapt and adjust to online learning during the post-pandemic era too. However, we still need to identify and evaluate the impact of the pandemic on education and training.

Concerning the courses evaluated, the adaptation from class-based courses to on-line courses seems to have succeeded well, and the problems occurred were either caused by technique or by individual differences in needs of privacy and / or closeness, motivating impact of group spirit, and individual's self-direction. It could be a good idea to consider these issues when designing curricula, and by different what-if –scenarios to test how the designed curriculum would be modified in exceptional circumstances. It would also be worth considering that the curricula could be designed hybrid, i.e. to be taught simultaneously in class and on-line. In such cases moving to totally on-line mode would be very easy, and also the technique would be tested and use learned as a part of normal routine.

The timing of lessons and balancing the schedule are also issues that should be considered. A good practice could be, that those teachers, who already have experience in teaching certain topics both on-line and face-to-face, collect and share their experiences with those designing curricula and modules.

Concerning the material, it is recommended, that obligatory and additional material were clearly specified. This is essential when teaching is in on-line-mode and all the material is available in on-line platform in advance. If the material is available in advance, also the reverse learning (Students read the material before lesson) would be very usable method.

3. Appendix A: Free speech feedback

3.1 Students' comments

A

What was good?

- Evaluation of the practical cases (e.g., Bill Gates prediction on the global pandemics) and discussions on the scenarios how entrepreneurship organization will look like after pandemics.
- Work in smaller groups – practical discussions.
- Professional background of the lecturer who shared the practical experience and real cases.
- Interesting new topics – some of the information was useful and transferable at the workplace/ companies (e.g., the role of a leader / leader in change).
- Virtual consultations with lecturer – good possibility to clarify questions when something was not clear.
- In general, active and lively lectures.

What could have been done better? (E.g. was some topic missing or unnecessary)

- Sometimes too many videos during the class.
- Some of the topics were too theoretical (seemed too complicated).
- Evaluation system has to be clearer and more transparent.
- Course could be a bit longer – to cover more topics related to strategy building for certain type of organizations or companies.
- English language pronunciation of lecturer could be better.
- More theory for some topics.

Would you recommend the course to someone you know? If not, why not?

- Not sure. Maybe.

Was anything missing that you might need in your future profession / occupation / job?

- Don't know. Hard to evaluate at this stage.
- Topics on strategy building for changes would be valuable.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- All the topics were enjoyable and seemed sufficient for the short period of the course.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- It was good, all information about the course and materials were available in the e-learning platform, also Zoom platform was arranged quite well.

B

What was good?

- Interesting way on how to learn about HR management mechanisms and other aspects.
- Diversity of the provided study materials, simulations and case studies were specifically interesting.
- Very helpful classes but it would be better to have more time for the content.
- Lecturer provided resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students, although in a bit chaotic way.
- Summarized answers of the guest lecturer Sandi's Kondrats on students' questions which were published at the e-studies.
- Comprehensive.

What could have been done better? (e.g. was some topic missing or unnecessary)

- In general, the course was quite difficult to understand and chaotic, a large amount of information was viewed superficially.
- Too detailed info for the short period of time.
- You had to follow lecturer very carefully not to miss anything and to understand the provided information.
- It was not always clear which task has to be just performed and which has to be also presented.
- Feedback on the [student's] summaries could be more concrete.
- List of literature could be more updated.

Would you recommend the course to someone you know? If not, why not?

- Yes, but with some improvements of lectures' organization and time management.

Was anything missing that you might need in your future profession / occupation / job?

- Not all topics were understandable or there was not sufficient time to get deep in each covered topic.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- The number of topics could be smaller, or study course could be longer. As it was not enough time to get deep into each of the topics and prepare home tasks. Each could feel that lecturer was keen to give as lot and diverse knowledge, because some lectures were very detailed.
- There was a lot of study material that was good, but I couldn't keep track of everything that was needed and that was extra. There was information that repeated and there were new things and approaches – interesting to learn and improve. We had video materials, various tests, presentation drafting on the specific topics, evaluation of colleagues' performance. There were also simulations that were interesting. Organization of the course were a little chaotic, you had to keep up with everything that was happening. I also liked that there were study cases.
- At times, it was difficult to understand the topic and the related seminar / group work.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- V. unusual feeling to study only online, a bit uncomfortable to have a lot of people [~40 students] in ZOOM.
- A lot of materials were published in the e-studies.
- It was just the beginning of the course, when covid outbreak appeared and everyone had to turn to remote studying. Certainly, digital environment of the university was not ready for that. So technical problems or other shortcomings in ZOOM and e-studies should not be critically evaluated.
- When ZOOM was finally configured, it worked well for study course environment. See also Appendix C, Q6

Other comments

- Some materials were a bit difficult to understand.
- I would recommend continuing tasks of case's reading and to keep these materials in the e-studies for the next participants, as well as to structure lecture with less topics and more details.
- Thank you to the lecturer!

C

What was good?

- very well-thought-out course plan, practically applicable knowledge

- the lecturer has a very original creative approach to the course organization and knowledge structuring, was very interesting, different from other courses
- interesting and varied tasks and study materials and case studies from the own business experience
- the lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary
- Enjoyed this course a lot!
- Thank you for the acquired knowledge

What could have been done better? (E.g. was some topic missing or unnecessary)

- it would be great to get more information about real innovative experiences from real entrepreneurs from Latvia or abroad
- list of literature could be less academic and more practical, related to the modern innovative business practice
- in general, it would be possible to talk more about the creation of innovative ideas, start-up development and management

Would you recommend the course to someone you know? If not, why not?

- Definitely, yes

Was anything missing that you might need in your future profession / occupation / job?

- In general, everything was in its place, perhaps it would make sense to talk a little more about raising funding for start - ups and innovative companies

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- course is very short, it gives a lot of useful information, competencies and skills, but there was opportunity to go deeper into topics and important questions

How would you assess the virtual format of the classes? (pls answer, if applicable)

- no issues or problems were reported

Other comments

- a great lecturer who really knows how to present information and be interested
- I am very satisfied, the course is well organized; creative atmosphere, it was interesting to listen to the lecturer, and also a pleasure to have the opportunity to discuss various topics! The atmosphere was free and everything was understandable to do in seminars, homework
- The lecturer has a great, perfectly balanced teaching procedure, excellent lecturing, as well as feedback from the lecturer after each submitted work / summary

D

What was good?

See appendix C.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

- Involve students in discussions, lectures and presentations and have exchange students report from their country of origin
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)
- I think you are doing everything right

- That we are able to choose our own topic for the Summary Reports!
- I really enjoyed debates. In spite of our group's medium performance, I think debates are good way to develop student's critical thinking and ability to prove their opinion.
- Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved
- You did good lecturer.

What could have been done better? (E.g. was some topic missing or unnecessary)

See appendix C.

- 2x 1,5h - sometimes it was too long
- Stop organizing debate
- I think the course was good and it is possible for students to do everything in time.
- Maybe stop getting carried away in long talks about things that might be outside of the topic, because at times that brings too much information to be absorbed
- Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.
- Large amount of information in too short a period of time.
- What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.
- I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!
- Everything was excellent :)
- Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.
- STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.

Would you recommend the course to someone you know? If not, why not?

- Yes.

I would like to attend another course with this lecturer.

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Completed: 5; Average: 4.00; Standard Deviation: 0.00

☐ - Partly agree

(3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

Was anything missing that you might need in your future profession / occupation / job?

- Interesting new topics

- Not all theoretical concepts have yet clear practical examples

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- Large amount of information in too short a period of time.
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)

How would you assess the virtual format of the classes? (pls answer, if applicable)

- It was v. good. You could feel that lecturer invested his time to make lecture attractive in the virtual environment. Of course, working onsite would be more preferable, but we already got use to online classes.

E:

Comments concerning the common issues

- The content of the study course was topical, modern.
- The theoretical knowledge acquired in the study course could be practically applied in classes, seminars.
- The information and study materials available in the e-learning environment were sufficient and facilitated the acquisition of the study course.
- The literature indicated in the description of the study course was available and appropriate for the acquisition of the content.

Free speech

- The curricula should be adapted to post-pandemic benefits such as increased digitalization and exploitation of different digital platforms for classes and most of all for discussions and work in groups and students' ability to conduct tele-work.
- Overall, the course's curricula are adequate and stimulate students gain knowledge and skills helpful to be successful in job market.
- The course motivated to invest more time in relevant study topics and courses.

What was good?

- Most of students expressed their opinion that the lectures were delivered in a clear and comprehensive way. The topics discussed were relevant to current trends in management and organization of a company (e.g. students answered "It was a good and interesting course, I learned a lot and diverse aspects of management." "This is useful, crucial and in some way attractive study course.").
- The practical part, including discussions on lectures related matters, case studies and evaluation of the current business situation in Latvia.

What could have been done better? (E.g. was some topic missing or unnecessary)

- Students consider that it would be beneficial to have better developed digital content of the course, and more guest experts from the industries.
- Some lecturer's speeches could have been livelier.

Would you recommend the course to someone you know? If not, why not?

- The course is worth to be recommended as it is well-structured, intense, provided knowledge and developed skills required by the labor market.
- I would like to attend another course with this lecturer.

■ - Partly disagree (2)

Completed: 10; Average: 3.20; Standard deviation: 0.63

■ - Partly agree

(3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

Was anything missing that you might need in your future profession / occupation / job?

- It would be valuable to have some practical experience and/or excretions to companies and discussions at a company and with the company lead management issued of the efficiency and productivity and the role of the company management in reaching these goals. It is important to hear on the spot about skills that are important to be successful in management.

Was the proportion of topics and issues inside each topic suitable or should something be increased / decreased?

- The issues of financial management and organization of finances, management of the IT in the company.

How would you assess the virtual format of the classes? (pls answer, if applicable)

- Overall, it was ok and similar to other classes.

3.2 Teachers' comments

The course dynamics depend every year on situation and topicalities in business as well as on the very group of students. Covid-19 challenged the design of the course, and this did not help students to acquire the contents. There are excellent, yet challenging, real-time aspects of HR, talent, labor aspects in socioeconomics today looked at during the course. Development of ideas is sometimes easy to make visible in practice, and sometimes more difficult to explain, due to rapid change of socio-economic situation, including e.g. Covid-19 effect on remote work and its practical and legal consequences. The total content of the course topics is based on the real business cases, successful and unsuccessful innovation examples. Overall content is less academic, it is based on business books, real life stories and examples. Content could be more connected to the international practice and experience. Few challenges relate to rapidly changing business environment and development of theories, which are sometimes clearly seen in practice, and sometimes harder to explain due to still theoretical concepts of developments. The course's topics are relevant to the title of the course and aims of the educational programme.

4. Interviews

4.1 Students' interviews

A:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

After each lecture it has been organized a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organized.

Topics of the lectures and seminar activities were logically structured. For the most of seminars, list of readings had to be performed, which has its pros and cons.

Overall, course was interesting because its topic fit well to the current global changes in most of economic sectors and organizations. After lecture and, specifically, seminars there were "after taste to think more" on the discussed issues.

2. Timing: How did teachers manage in timing the lecture?

The management of lecture's timing was very good and time for breaks was fully respected. Information about the place and time of lectures and classes was clear and precise

■ - Fully disagree (1)

■ - Partly disagree (2)

Average: 4.00; Standard Deviation: 0.00

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities where all students were engaged – teamwork in small groups to analyses practical cases and discuss home readings, as well as work in groups when preparing home assignments. Analyses of the practical cases were useful and interesting and could be done even more.

In my opinion, some participating students could be more active and open during the discussions. That would create a bigger pool of different opinions. Some students have shared their job-experience (examples from companies) on approaches of problem-solving and adaptation to covid crises.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The students' engagement took mainly through discussions of the home readings, case studies and group work. Lectures and seminars were quite lively, but some students could be more self-confident in their speech.

5. What could have been done differently? What should have been done differently?

Although information on the course plan and requirements were provided during the first meeting, the evaluation system for the performed tasks was not clear. It seems that evaluation on the home readings was more subjective than the point-system based.

Some lectures had too many videos, instead time could be spent for activities having practical, real-cases nature (interactive activities). Part of videos we could watch by ourselves.

No particular suggestions, most of the activities and topics were enjoyable

6. Have you faced any challenges in obtaining this course in virtual format?

No significant challenges faced, except too long time next to the computer (lectures + home assignments). What was uncomfortable – students presentations took too long so we couldn't finish our classes on time.

B:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

I have enjoyed lectures, although sometimes it was challenging to follow the lecturer and the organization of the courses. This course seems valuable to those who work or already have professional experience in the private sector, as the course provides real opportunity to evaluate tactics, apply or recommend various tools for implementation in your company.

I liked topics of gamification and micromanager – which was learned through interesting, practical work-related tasks. And, through groups tasks, which at the beginning were challenging to understand and organize, I feel that I have developed my teamwork skills.

Topics that covered information on different tools, approaches in HR management (examples or rewarding, employees' trainings, retention) were appeared useful, as this kind of tools can be planned and calculated in advance when drafting strategy for employee motivation.

The knowledge that we acquired was relevant, but the topics changed so quickly that there was no time to really perceive them all. In the e-studies there were plenty of information and resources that was not organized or structured.

The diversity of activities [tasks] was broad and undoubtedly valuable. However, some of the seminars' tasks did not seem practical enough to be able to apply theoretical knowledge in practice.

2. Timing: How did teachers manage in timing the lecture?

Time management could be organized better because sometimes classes lasted longer, e.g. a large number of presentations (~20) were allocated for 3h seminar. In the result, those students who didn't manage to present during the seminar had to stay after it or to receive evaluation (mark) based on the slides of the submitted presentation. Also, discussions that day were very limited. Thus, feel unsatisfactory with the course and expected from it more.

It would be preferable to organize longer breaks between the lectures and seminars (5 min break for 3h lecture is a bit too short). In the evening it was a bit harder to focus on the lecture for long hours. In general, course was very good, as different teaching techniques/activities were used. Information about the place and time of lectures and classes was clear and precise.

■ - Fully disagree (1)

Average: 3.47; Standard Deviation: 0.61

■ - Partly disagree

(2)

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

The course covered a lot of activities – home assignments and group tasks – that involved all the students and facilitated discussions, Q&A sessions. There were team summary presentations, feedbacks on colleagues' presentations, team presentations of report, case

studies, simulations and other activities performed during the workshop. Erasmus students appeared very active.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

One of the main motivations to be active in the course were reporting of the home' assignments in order to discuss results with course mates, to receive their and lectures feedback. These discussions provided possibility to think beyond your limits and generate new ideas for HR management activities.

The lecturer was nice and understanding. She did not impose anything on anyone, which is good. However, the speed of her speeches was fast, that I could not perceive everything properly.

Lecturer provided useful resources that helped to perform home assignments or team works – for example, there were recommendations on teamwork from the last years students.

5. What could have been done differently? What should have been done differently?

My suggestion to improve this course – is to focus on fewer topics, thus giving the student a full idea and understanding of the topics being discussed or prolong course for the longer period. There were a lot of topics in the short period of time to understand all the information. Another suggestion is to think about more structured organization of home assignments and timing for their realization.

Overall, it was good. There could be more modern presentations and materials, as well as visually enjoyable content. At times, it was very difficult to concentrate. The amount of work was also relatively large and complex, I had to find out additional information about what needs to be done from the course mates to understand everything to the end.

6. Have you faced any challenges in obtaining this course in virtual format?

It took a while to install and configure ZOOM platform for this study course. Only during the last classes, lecturer and students didn't have to reconnect to the platform each 40 min. It was a bit irritating, although understandable. We all are now in the same situation right now. And for many of us it was the first experience in studying in the remote format. When ZOOM was finally configured, it worked well for study course environment.

C:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

The course was logically connected with other courses in the study program, but for participating in a course you need to have prior academic knowledge and overall knowledge about innovation trends and business itself. Topics and practicing (seminars) were logically organized, some topics could be considered in more details – for example, star-up development and management, innovative organization management, some topics could be considered more generally – intellectual property, infrastructure of innovation.

2. Timing: How did teachers manage in timing the lecture?

Usually, classes started with the lecturer's feedback on the previous homework or previous discussions, then followed the main part of the lection/seminar – lecturers' presentation, tasks or group work, the classes are finalized with the homework, questions and answers about the organization of the course or any other related issues. Classes started and ended right in time without delays.

In the RSU questionnaire students were also asked:

Information about the place and time of lectures and classes was clear and precise

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Participants: 6; Average: 4.00; Standard deviation: 0.00 ☒ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non-applicable (0)

3. Participant / group activities: Did you and your co-students take part into activities?

During the course a number of group activities was held, practically, shorter or longer group activities were held during every lecture or seminar. Those activities included facilitated discussions, games, practical tasks, presentations etc. All the students took part in the group activities, lecturer gave an opportunity for students to self-organize the group work. After the work was very interesting to discuss how the group was working, what have noticed the lecturer and group participants.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

The lecturer was very good, he was able to answer every question and discuss various topics connected with innovations, it was very easy to communicate, lecturer gave everyone constructive feedback on the summaries and homework's and we also receive our grades quickly. There was a creative atmosphere, you had to go outside the box and think more broadly than during other courses.

5. What could have been done differently? What should have been done differently?

Overall, the course was very good. Maybe there could be more practical links with real innovative business world.

6. Have you faced any challenges in obtaining this course in virtual format?

The course was well organized in digital and virtual format, it was held fully remotely, using various digital solutions – Zoom, Miro, KahoolIT, etc. It was very interesting to use mobiles phones and other digital devices parallelly with personal laptops, it was necessary in some group and individual tasks. The exam was organized remotely, using the random digit "lottery" for delivering the tickets. Sometimes it was hard to remember to make a digital registration for the course, but lecturer and classmates reminded to do it every time.

No challenges faced.

D:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies?

In this course I gained a lot of new information, especially about themes that I worked on in my summaries (Latvian education system) and group presentation about energy markets and, of course, about progressive tax too, which was ours groups debate theme. Overall, I refreshed my knowledge that I already know about competitiveness theories. Then I also learned about public support models in international business; what is sharing economy; private and public values and of course other things as well, that don't come right know in

mind. Everything in this course was as expected to be and I really enjoyed the studying process.

During the course I looked at the topic of environment policy from various perspectives what now makes me feel strong and free enough to discuss this area, supporting my ideas both with theoretical and practical knowledge. Having deepened in the policy area of the environment, now I finally have quite wide understanding what kind of impact the public administration has on the international businesses and how do they interact.

First, what I appreciate was that we could choose our topic therefore could become experts in our chosen area. On the one hand, it might be difficult for some students, but on the other hand, it will help us for all the possible scientific articles which we will write during our studies and learn more than if we just got one topic or if everybody has to write about the same theme. A fact which I have not thought before is, the change of the public administration over the last decades and I tend to think that it will be quite useful for the next years. Besides, I could learn some new aspects during our debates as a participant and judge. All in all, we always had a good atmosphere in the class. I felt well involved and liked the interaction in the lessons. To clarify why I am outlining this point so much is because we are so many students in Germany that we will just sit and listen to the lecturer and there is no space for discussions and often only one point of view. So, I would say that I could present my strengths at RSU better than at my home university even in Covid-19 times.

By being active, I can probably say, that the topics, that I needed to write/present/talk about, have stayed in my memory more strongly. The policy of employment also gave me more knowledge about my rights as an employee. I think I developed more management skills, because I was paraphrasing and describing what needs to be done to our dear German students and I took responsibility by structuring the possible points for the presentations and suggesting points.

I gained more knowledge about my chosen topic - innovations, how you can look at them from the side of the state, business and society. Also, I gained some new knowledges about topics - gig economy, shared economy, energy market, TTIP, CETA, public support for start-ups.

During the presentation about the shared economy, I gained more knowledge and information about Bolt Food and Wolt, as well as this economic model in general. I very enjoy this type of learning that you teach, because it means not just theory, but also a lot of practice.

The idea of a debate is very interesting in my opinion, it gives the students themselves the opportunity to express themselves, as well as to express their opinion and argue with each other without the intervention of the teacher.

2. Timing: How did teachers manage in timing the lecture?

The timing of the lecture was organized v. well, no complaints. In the RSU questionnaire students were also asked: Information about the place and time of lectures and classes was clear and precise

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Average: 3.71; Standard deviation: 0.49

☐ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

There were number of group activities – small group works during seminars for brief case studies. Deeper research at the library and home with peers. Group presentations. Debates. All groups participated actively.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

First of all, I would like to thank you in general for the opportunity to express my thoughts, suggestions and observations. From the opportunity to speak, discuss and share experiences during lectures, to summaries, in which I had to put a part of myself. I would say that this was one of the few courses that really gave each participant a chance to speak and, unlike other courses - it was not forced - everyone wanted to share their experience and thoughts.

In the RSU questionnaire students were also asked: At the beginning of the study course, the lecturer introduced the aim of the course, content, results to be achieved, evaluation criteria and type of examination.

☐ - Fully disagree (1)

☐ - Partly disagree (2)

Average: 4.00; Standard Deviation: 0.00

☐ - Partly agree (3)

☐ - Fully agree (4)

☐ - Non applicable (non applicable)

5. What could have been done differently? What should have been done differently?

Responses below are given based on the PSMiB 2020 --- START. STOP. CONTINUE. Reflection:

https://docs.google.com/forms/d/1LdBMZYG-HRBTenmIAS4S2wjbWcAGX_SUzxpvsBE_X8o/edit#responses

START about the course. Please indicate 1-3 things that would be worthwhile for the teacher to change, do otherwise, start doing in this course next year? As a suggestion.

- Set 15 minutes for the presentation from the beginning and set a timer for all groups.
- Nothing
- It is possible to add other interesting topics to the debate
- A better schedule for the presentations, just decide groups faster or upload a document in e-studies that the groups can write their names and preferred topic in this document. I guess it will save some time
- Maybe one of the lecture could be with any expert like person, who is competent, for example, in startup environment, to discuss with him about any interesting topic.
- This is a hard question, and I think that Romāns has much more experience than me and knows what he's doing :) that's why I don't see anything that should be started
- I don't really know. I liked the course.
- Very hard question in this world situation, i think - nothing, good job.

- I was very confused by the fact that I understand what summaries should be written about, but at the same time I do not understand. During the lecture, the teacher could explain in more detail about the work to be done, what is expected of us, because although I always caught the idea myself, it took me quite a long time to get on the right track to the summary to the mark 9 or 10 :) I would definitely involve more students in the discussions because others are talking but others are not. A good motivating factor would be 5-10% for really active involvement in discussions, which would increase the mark, where the teacher records it during lectures.
- I know that being a professor requires a colossal amount of energy both moral and physical. I really do hope that our course supervisor, Roman, pays enough attention to the time for rest. If not, START doing it. This is more than essential.
- Make an extra classes for research presentations
- It is very difficult to suggest what to start doing, all the work done by the teacher was at the highest level.
- More interaction between students like in this course the debates. Something that makes the student listen to short information from the lecturer but tends to keep him concentrated for the next interactive part.
- Can't really think of any, because teacher was doing his job really well, always answered to questions and provided his help if needed.

STOP about the course. Please indicate 1-3 things that the teacher should not continue to do in this course (which was not good)?

- 2x 1,5h - sometimes it was too long
- Stop organizing debate
- I think the course was good and it is possible for students to do everything in time.
- Maybe stop getting carried away in long talks about things that might be out side of the topic, because at times that brings too much information to be absorbed
- Maybe try to explain more about the course, because from the beginning it was really hard to understand what the course is about.
- Large amount of information in too short a period of time.
- What I didn't like most was that in this course one team was given 20+ minutes to present their presentation, but others were limited in time. It was not good and I was really disappointed. Stop to answer your questions yourself, but let at least 3 people express their opinions, where they then tell you how it is or how you should think if there is one correct answer. This is a case about the student involvement in the discussions.
- I am so much into the course, that I cannot even think about any STOP point. Just infinitely large thanks our teacher and his constant interest and the amazing, informative course! Thank you!
- Everything was excellent :)
- Thinking about what you need to stop doing, I don't have specific proposals, since all the information and materials provided were top-notch.
- STOP being very understanding. Lecturer is always very understanding and has a very big heart, but a lot of students use it. I think that being understanding is very good and needed in nowadays study process, but everything has its limits so that students know that there will be discipline but there will also be fun and good atmosphere.

CONTINUE about course. Please indicate 1-3 things that the teacher should continue to do in this course (which was good)?

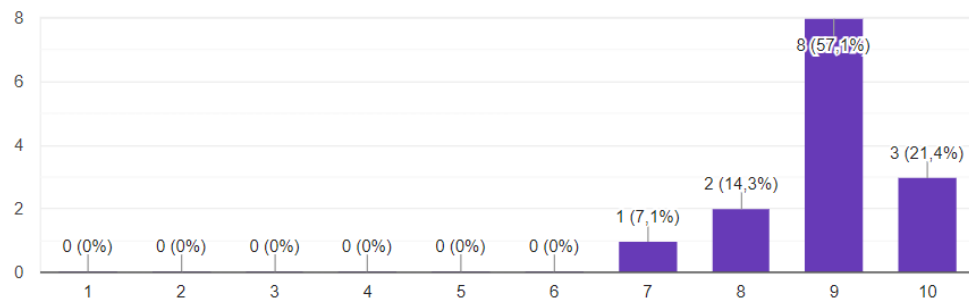
- Involve students in discussions, lectures and presentations and have exchange students report from their country of origin
- Continue recording short videos about the main idea of the topic; Continue doing exam in this form (online and using our questions)
- I think you are doing everything right

- That we are able to chose our own topic for the Summary Reports!
- I really enjoyed debates. In spite of our group`s medium performance, I think debates are good way to develop student`s critical thinking and ability to prove their opinion.
- Definitely continue the interactive classes and seminars. That gives great motivation to pay attention and get involved
- You did good lecturer.

Please rate the overall path of the course on a scale of 1-10 (1 – very bad, 10 – outstanding).

Please rate the overall path of the course on a scale of 1-10.

14 atbildes



6. Have you faced any challenges in obtaining this course in virtual format?

Sometimes because of the lack of on-site interaction, but the teacher was able to engage everyone and make activities that involved all in talking, discussing, learning.

E:

1. Schedule: Were the topics and practicing scheduled logically in point of view of your studies

- Topics and practicing scheduled logically from the specialization point of view.
- The content of the course is logical and does not overlap with other courses.
- The sequence of topics was logical and correct.
- Practical excesses could include visits to companies and more meeting with experts from companies.

2. Timing: How did teachers manage in timing the lecture?

- The timing was managed correctly.
- The theoretical information was in correct proportion with practical exercises.
- Topics of the course were presented in line with the course`s programme.
- From students` questionnaire: Information about the place and time of lectures and classes was clear and precise

■ - Fully disagree (1)

Average: 3.47; Standard Deviation: 0.61

■ - Partly disagree (2)

■ - Partly agree (3)

■ - Fully agree (4)

■ - Non applicable (non-applicable)

3. Participant / group activities: Did you and your co-students take part into activities?

- Yes, activities included mostly case studies and group discussions.

- Exchange of point of views and knowledge during discussions between groups was useful.
- More practical information from the companies directly will be useful.

4. Facilitation of activities by trainers / lecturers: How did the trainer / lecturer manage in activating all participants?

- The lecturer managed to activate my groupmates by asking questions and discussing home tasks.
- Discussions were moderated by the teacher, which was good.
- Students were leaders in some activities and this helped a lot to have interesting activities.
- It would be good to involve more students in leading seminars and workshops.
- At the guest lecture a guest lecturer were involved in our despite about new skills required to be successful in the labour market.

5. What could have been done differently? What should have been done differently?

- Meetings with industry experts could be provided on a regular basis.
- On-line course was different in my studies than studies in previous years.
- New topics should be included, for example related to innovation and green economy.
- Visits to companies could be included in the curricula.
- International experiences should be included more often.

6. Have you faced any challenges in obtaining this course in virtual format?

- The virtual format does not always provide necessary conditions for active communication and discussions.
- It was not easy to arrange debates in Zoom.
- Zoom classes helped to save time for traveling to the university and back home.
- Lectures of the course have been properly conducted in Zoom platform.
- Zoom platform needs improvements in relation to discussions.

4.2 Teachers' interviews

A:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to acquaint students with the nature of change management, key theories and development trends. To familiarize themselves and analyze the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.

The major learning outcomes are:

Knowledge: Students will have learned terminology and read the required literature (both books and current articles), understand the ongoing processes, and the nature and current issues of change management; they will be able to use the acquired knowledge creatively and in accordance with the situation.

Skills: Students will be able to apply the acquired knowledge to the needs of the organization and situation will be ready to conduct Political, Economic, Socio-Cultural and Technological and Threats, Opportunities, Weaknesses and Strengths analysis.

Competence: Understand, plan and guide changes in organizations.

I believe the goals shall be reached. Change management is more and more taking a crucial significance in business environments. Crisis and changes are appearing more and more often, even the ones that at first sight may be seemingly distant from the e.g. SME in trade. Side effects, ripple effects, supply chains connect all the changes. So, I can surely say that the

contents of the education match to the requirements of the qualification of the students who have chosen to study business and economics

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

These are 3rd bachelor level students, who thrive for practical application of knowledge and understanding, thus their interests and previous knowledge from other courses, their extra-curricula interests contributed well to their participation in the course.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was fully sufficient. Students also showed that they spent on average 3 h per week on their individual tasks, which fully conforms with the schedule and value gain in the course. Also students say that "After each lecture it has been organized a practical seminar, where we could apply theoretical information into practice by having regular group discussions. But more practical assignments could be organized. Topics of the lectures and seminar activities were logically structured."

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Overall – fully sufficient. Although Covid and remote online meetings add their share of challenge at times, but overall both, the university and the students' group were well equipped with the resources necessary.

5. What was good, what could be improved, what would you do in a different way?

The course evaluation system shall be improved to make it slightly more simple based on students' suggestions. Depending on the size of group next years, also the balance between group and individual tasks and evaluation might be reviewed.

B:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The major goal of the course is to form students' understanding of human resource management functions. The major learning outcomes are:

Knowledge: Knowledge of Human Resource Management (HRM) concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being; employee retention).

Skills: Able to give an overview of the basic HRM processes in international organizations and understand organizational processes as well as develop HR recruitment and selection.

Competence: HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organizations nowadays. Critical thinking; understanding of organizational processes.

Overall, I'd like to assume the objectives of the course are met and will be valuable for both, undergrad and grad students. Their input shows they've learned particular information as well as created transversal aptitudes to be connected in dissecting the commerce environment, particularly HR in international economics and business.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

2nd year students of the bachelor study program “International Business and Sustainable Economy”, “International Marketing and Advertising” and “Start-up Entrepreneurship Management” with few Erasmus exchange students were attending the class.

As I’ve mentioned earlier students are well motivated, many do work already and can relate the topics personally, which sometimes may be challenging when e.g. contradictory opinions meet, but overall it fuels the gain of value added and actual use of awareness, skills, knowledge in their working environments. Thus, it is definitely increasing their level of competitiveness and opportunities in the labor market.

3. Schedule: What do you think about the schedule of the course?

In order to provide a full or at least good understanding of the HR management, which is very broad topic, the course should be organized for a bit longer period of time.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

Well organized. I’ve been a senior lecture for RSU for few years now and was one of the first to deliver classes online, which gave me a slight competitive advantage when covid-19 restrictions started and pushed us all to online and remote studies. At the same time, it has been a bit challenging with almost no time to transform onsite learning into online with all the set of materials. Also, ZOOM platform were not sufficiently arranged. As for improvements, the structure should be slightly changed, and the contents slightly decreased to adapt better to short module formats. Also, for the next course there will be more highlighted on the remote HR management (e.g., “learning mistakes from the past”).

5. What was good, what could be improved, what would you do in a different way?

For the next year I’ve already planned to split seminars into smaller groups. This year of ~40 students was a bit of a challenge and less individual approach which reflected also in course evaluation forms by students

C.

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

From my point of view, the goals of the course are clear and concentrated, understandable for students and potential employers. Definitely the goals of the course are reached, in the result students are provided with knowledge and skills, that allow to start and manage innovation processes in international business environment. This is also demonstrated in the students’ feedbacks.

2. Participants: What do you think about the participants’ level of skills, their motivation and their future opportunities in the labor market?

Participants of the course had a very good background and knowledge level in economics and management acquired from the previous courses and real-life practice. From my point of view, the level of participant’s motivation is directly related with the lecturer’s manner of teaching and teaching methods. The level of motivation of the participants of my course was on high level, every student was involved in discussions and group works. Participants of the course have very good opportunities in the labor market, using the knowledge gained during the course, in IT or other innovative fields.

3. Schedule: What do you think about the schedule of the course?

The course scheduled was organized taking into account the logical sequence of the course topics, combining similar topics in one day or organizing lectures and seminars on one theme within one day. The sequence of the topics is logical and consecutive.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

As the author of this course and the lecturer, who organizes and performs all the activities of the course, I am trying to engage participants of the course in creating, discovering, and applying learning insights. From my point of view the most important is climate in the classroom, Zoom meeting etc. Free, inclusive and creative atmosphere, an opportunity to be involved, to share the thoughts and opinions is the most important and valuable activities. I think that involvement principles could be changed or arranged in better way – every participant must have equal opportunity to participate in course activities.

5. What was good, what could be improved, what would you do in a different way?

Definitely, the communication between the course participants and lecturer was very good, there were no problems in understanding each other, in talking in common understandable way. The one important thing that could be improved – the link between the real innovative business and course activities. It could be great to organize the study visit and lecture/seminar at the site of the innovative company. The opportunity to touch real things and to feel real innovative business spirit is much more valuable than academic lectures and formalized studies.

D:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for international business.

Knowledge: Understanding of different models of public support in international business and differences in their implementation.

Skills: Presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international business. Group work and discussions improve students' reasoning and critical thinking skills.

Competences: Ability to independently analyze, compare, describe and evaluate public support models and projects in international business.

I believe the goals of the course are met and will be useful for students further. Their feedback shows they've learned a lot of specific knowledge as well as developed transversal skills to be applied in analyzing the business environment in international economics.

2. Participants: What do you think about the participants' level of skills, their motivation and their future opportunities in the labor market?

Participants were mostly 3rd year students of the bachelor study programs "International Business and Sustainable Economy" and "Start-up entrepreneurship management", plus several Erasmus students from bachelor programs at the universities in France, the Netherlands, Germany and Spain. 26 students in total. 3rd year students – usually have their interests focused thus adding to course contents through their own motivation. Vast majority to all is responsible, responsive, engaging and strengthen the group spirit, dynamics, discussion.

3. Schedule: What do you think about the schedule of the course?

I always design the schedule to cover more topics, but not too much to avoid big confusion. Students understand and engage in the intensity of the course and appreciates it throughout

and at the end. Also, what helps a lot, is that in the first class we discuss students' expectations and interests – I take them into account in the specifics of the course. Students are engaged a lot and share the responsibility of the course, and they like it (see feedback) – they can choose their own topics, related of course, for summary reports, research and their presentations, as well as we jointly and extensively decide on debate topics.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way.

I think students' feedback talk on it clearly. See Appendix C. Facilitation is very well evaluated. I think it is because I engage students a lot and they do feel both, responsible and also motivated to make the course count according to their interests. I'll try to incorporate more and more practical examples and new learning methods.

5. What was good, what could be improved, what would you do in a different way?

I will try to structure more detailed the concepts of the course. Students also liked the short videos on each concept. I'll make them more. I would also like to develop e-learning tools e.g. H5P tool than includes quizzes, tests and even the exam in the video – combines watching videos with answering test questions, that makes the knowledge more sustainable.

E:

1. Goals: What do you think about the goals of the course? Will they be reached? If not, why?

We consider that goals of the course are realistic and appropriate. The goals have been reached according to the results of the course. The content of the course was careful developed and thoroughly delivered.

2. Participants: What do you think about the participants' level of skills, their motivation, and their future opportunities in the labor market?

Participants were second year students, and their motivation varies. Moreover, the academic year 2020/2021- was a year of pandemic due to Covid-19 with studies on-line. The online education does not allow to have meetings with experts in places where they work, visits to enterprises were excluded from the curricula, which to a large extent works against students' motivation. For some students working on-line courses difficulties to ask questions and discusses openly some matters of their concern.

Nevertheless, most of students put additional efforts to study even though the situation was very unusual. Those students tried to get most from on-line education and to gain new skills. Their chances to be successful in the labor market are high.

3. Schedule: What do you think about the schedule of the course?

The schedule of the course was appropriate, and the course was implemented according to the university rules and regulations.

4. Facilitations: What do you think about the facilitations, were they succeeded, what was good, what could have been arranged in other way?

The major facilitator was a lecturer, and this was fundamental in the course delivery. However, different types of activities, such as group projects, discussions on different topics including exchange of opinions on related videos, for example have been used. The necessary reading resources were provided, including additional information to support students to complete tasks of the course.

5. What was good, what could be improved, what would you do in a different way?

As organizers and a teacher of this course, we consider putting emphasis in future on the following topics:

- socio-economic situation and labor market needs
- green entrepreneurship and innovation
- sustainable social entrepreneurship perspective
- strategic and change management
- digital innovation and entrepreneurial leadership.

We consider that students should be able to specialize in entrepreneurship and innovation as well as technology to acquire more knowledge about family business, entrepreneurship, strategic management of technology, etc.

In addition, we think that one of the improvements could be an idea that while teaching issues on management – innovative and entrepreneurial dimensions should be both considered allowing to carry out a wide variety of projects and acquire a more global perspective.

Moreover, after the pandemic is over, we foresee visits to enterprises, closer cooperation with businesses and business experts.

It would be useful to expand the course to international experience and cooperated with Erasmus students.