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**Entrepreneurship competences and sustainability
mindset: Enactus Italy case study**

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ABSTRACT

Nowadays, college students have several ways to study and practice entrepreneurship, as well as to build a sustainable mindset. This thesis delves into this topic by identifying a unique model to both define which entrepreneurial skills are needed to define an entrepreneur, as well as understand the components of a sustainable mindset. Through data collection, the thesis aims to analyse the development of entrepreneurial skills and the development of a sustainable mindset in Italian university students participating in a concrete experience in Enactus Italy. Which is the world's largest experiential learning platform dedicated to *creating a better, more sustainable world*, in addition to identifying the motivation to join and stay at Enactus. Subsequently, the thesis reports the impact of the latter growth on the students' careers. Finally, to understand how this development could be replicated and to enrich existing theory, the thesis reports the methods able to enabled the progress.

The results of the research suggest that Enactus Italy mostly allows students to increase their confidence in their abilities. Indeed, Enactus allowed respondents to find practical solutions to solve the issues they identified. Enactus has also brought few improvements in the theoretical education, mainly in the practical context, especially with regard to: *self awareness, self efficacy* and being able to *mobilize others*. As for the sustainable mentality, it is possible to define Enactus as a means to increase students' motivation around sustainability, even through in most cases there was already an interest in impacting the Sustainable Development Goals. The thesis also lists the educational method in term of entrepreneurial skills and a sustainable mentality. During the learning by doing experience of Enactus, the most cited were workshops, training, peer to peer mentoring, mentorship and feedbacks by business leaders, and by the mere observation. The sustainable mindset, on the other hand, was more deeply rooted in the individuals who were more successful through Entrepreneurial action. Training and workshop activities have also been shown to be instrumental in mindset shaping. After the elaboration of the data collected, the thesis reports the soft skills that Enactus has been able to instill in students, who were able to apply them in their career, even when this was in fields different than Entrepreneurship. The most cited skills were: communication and public speaking, problem solving, creativity and teamwork. Other skills mentioned to a lesser extent were: collaboration, networking, leadership, organization, presentations' skills, openness to the world and think out of the box. As for the sustainable mindset, Enactus has been a key career experience for 50% of the whole respondents, who have continued (or will continue) in the direction addressed by Enactus.

KEYWORD Entrepreneurship development, Entrepreneurial Projects, Sustainability Mindset development, Educational methods, Career Choices.

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1 Introduction

This thesis aims to shed light on what kind of entrepreneurial growth and what kind of mental development students have during a journey in a reality called Enactus. That is a non-profit association to which you can have access to many Italian and international universities voluntarily.

Thanks to this experience, students have the opportunity to create social enterprises, to have a positive impact on the environment. This association allows them to have a "learning by doing" training, parallel to the university course of study. The choice to focus on this topic derives from the observation of many emerging curricular and extra-curricular realities in the curriculum of universities today (Sieger et al., 2016). In parallel, green job opportunities continue to expand globally (Ball et al. 2014).

So, there are different actors, such as universities, incubators, foundations, and local stakeholders who want to promote these entrepreneurial activities to stimulate a local entrepreneurial ecosystem. It must be admitted, however, that the latter is mainly driven by the wave of interest that students have expressed in participating in entrepreneurship education programs (Peterman & Kennedy 2003). However, given the complexity of a subject, it is complicated to stimulate and support entrepreneurial skills and intentions in students.

1.1 Justification for the study

Entrepreneurship continues to be one of the fastest-growing areas in higher education (Finkle, 2012). For instance, only in 2001, the courses about entrepreneurship were offered at around 1200 business schools in the United States (Katz, 2008). Entrepreneurship is fundamental for two main reasons. Firstly, it is able to drive economic growth and productivity, such as employment, which makes it a key factor

of economic dynamism (UNCTAD secretariat, 2010). Secondly according to Seth (2012), entrepreneurs are able to spur social change. Therefore, it is in the interest of all countries to focus on entrepreneurial education to give the country a boost in the economic and social levels. Also, entrepreneurial skills are fundamental to find new solutions to the multiple challenges, both local and global that each country faces in today's world (Hannon, 2013). In such a rapidly-changing context (Ito & Howe, 2017), it is a matter of entrepreneurship innovation tools, templates, and projects that can respond quickly and effectively to the challenges of our world. More than ever today entrepreneurial education is fundamental to be more and more competitive from the innovation point of view (Nugent, 2016). This information is also confirmed by the Global Entrepreneurship Monitor (GEM).

However, according to Eurydice et al. (2016), the lack of knowledge of the methods for acquiring entrepreneurial skills is one of the major obstacles in the development of the entrepreneurial goals in Europe. Therefore, the need is to identify which are the skills to educate a young student to become an entrepreneur. Targeted researches could analyse in more depth what the entrepreneurial skills are. Laying the groundwork to start to reorganize some academic courses might be the first implication of the mentioned researches. So, the results of this search could also interest universities, students, and Enactus Partners. Universities because they invest in the transmission of knowledge, as well as the extra-curricular programs, to be more competitive nationally and even internationally.

Moreover, the research can be intrigued by students interested in the project, but are not yet participating. In addition, the results of the study may help students to compare if the expectations that lead them to participate in the Enactus program match the goals achieved by the students that previously joined Enactus. Finally, the research can be useful for the top management of some partners' companies such as KPMG, one of the main companies that support the association worldwide, to see if it's a profitable investment.

1.2 Study Background

Nowadays more and more skills are required, the job's world is increasingly competitive and leaves no room for a chance (Levenson, 2010). For this reason, some students, driven by their ambition, aim to acquire new capabilities, which go beyond academic courses. For instance, over the years more and more universities around the world are introducing curricular and extra-curricular entrepreneurial programs into their studies (Souitaris, Zerbinati & Al-Laham, 2007).

A trend further influenced by the desire to participate in entrepreneurship education programs by the students (Peterman & Kennedy 2003). Because more and more universities from all over the world introduced curricular and extra-curricular entrepreneurial programs in their studies, Marrone et al. (2018) decided to study how these programs have actually influenced the choices of the students who were part of them as far as the entrepreneurial career is concerned. This cue was of fundamental interest because it helped the researcher to understand, how the transmission of entrepreneurial skills which is possible participating at extracurricular courses in universities and, in addition, how these could influence students' skills.

University students are interested in the activities that allow to acquire transversal competencies since they are the most requested by the world of work. Especially because transversal skills are required not only by each workplace, but also for the establishment of an integrated professional, social, and individual profile. Today, in fact, one of the most important skill is the "solution orientation" and "collaboration" with others (Argyri, 2019). Entrepreneurial skills have been observed to be a cross-cutting resource, when those are able to benefit individuals and society on the whole. According to The Global Entrepreneurship Monitor (GEM) (Harding et al., 2002), there is a positive and significant correlation between the rate of new entrepreneurship and the perceived entrepreneurial skills and abilities. So, the more people have awareness of their entrepreneurial skills and abilities the more the percentage of entrepreneurs grows.

Considering the needs of the working world, education should move accordingly. For this reason, the most prestigious universities try to provide the most advanced entrepreneurship courses to attract talent. However, entrepreneurship may not be seen as an end in itself, but it can be seen as a means to perpetuate the resources involved in sustainable development. This change of route could be a movement inherent in transforming today's capitalism into a new "capitalism for development" (Parrish, 2006). A movement with the aim of undermining climate change and their associated negative environmental impacts (Beveridge and Guy, 2005). Entrepreneurs who care about social, environmental and economic sustainability are called Sustainability entrepreneurs (Gibbs, 2009). It is necessary to understand what leads an entrepreneur to take an interest in these issues.

So, the researcher relied mainly on a number of studies that were particularly interesting for the topic also concerning the sustainability mindset aspect linked with the entrepreneurial one. One of the cornerstones in this field is the study by Tavanti & Davis (2018). The values are central to management and leadership education for management programs. This is not just a trend but, rather, it is driven by the interest of the leaders involved in achieving a better future. For this reason, the focus of Tavanti & Davis (2018) attention is on some value-development programs. The study aims to establish a framework for integrating the sustainability values and sustainability competencies, fundamental to make a transformative process possible. In practice, the study offered a model for promoting environmental, social, governance, and economic competencies centred on sustainability and global citizenship mindset.

This study has been of fundamental support in understanding entrepreneurial skills and in understanding how they can be transformed into a concrete and social impact. In addition to the two scholars mentioned above, another cornerstone for this research has been published by Fairfield (2018). Fairfield (2018) argues that individuals with a greater sensitivity and knowledge of our planet are more likely to have concrete action on the environment. So, he brings concrete examples on how it is possible to move from

the general knowledge of sustainability to the creation of a mindset, that remains in an individual over time.

1.3 Research Gap

The research focuses on observing the students' skills and mindset at the end of the Enactus path to draw conclusions on the "learning by doing" method within the association. The research focuses on entrepreneurial skills and the mindset that is formed after an experience in an NGO that aims to train students in these two areas. There are some studies conducted by DeJaeghere and Baxter (2014) that analyzed the power of entrepreneurship education as a means of tackling youth unemployment, as it provides several tools to increase jobs and alleviate poverty.

The researchers provide a case study on an NGO that implements a livelihood program for young people in sub-Saharan Africa. The authors reported an approach that aims to increase skills while also creating solid values for young people. They further note that entrepreneurial skills, in addition to teaching practical skills, are essential to provide a long-term positive footprint. Another study by Mulder (2012) describes how an entrepreneurial educational method can be a way to solve development problems. Hence, Mulder (2012) established that engineers must learn to think long-term and position their activities on a path towards sustainable long-term solutions.

However, according to OECD's classification, entrepreneurial skills and capabilities are essential but not sufficient to achieve the subsequent performance (O'Connor, 2013). Therefore, the chosen case study, Enactus, has also been chosen because is not only a tool for learning, but also a springboard. It was decided to concentrate on a "learning-by-doing" process instead of a more formal style such as frontal lessons. So, the "learning-by-doing" approach helps students to have a direct entry point in the field of entrepreneurship by working on a concrete project.

1.4 Research Questions

The focus of the thesis is to understand what entrepreneurship skills and which mindset are developed during the Enactus Program with an analysis of Enactus Italy's Students.

I RQ: What motivates students to join and stay at Enactus, and what are the entrepreneurial skills and the aspect of sustainability mindset that students developed during the Enactus program?

The thesis then wants to answer another question to complete the research.

II RQ: Which educational methods supported the learning of the entrepreneurial competences and the mindset developed, and are those transferred to the students' career?

1.5 Key Concepts

The key concepts of the study are:

Capabilities:

Qualities, abilities, features, etc., that can be used or developed. (Anon, 2019)

Entrepreneurship education:

Entrepreneurship education seeks to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. (G. Segal, 2015)

Entrepreneurship:

The state, quality, or condition of being an entrepreneur, an organizer or promoter of business ventures. (Anon, 2019)

Entrepreneur:

An innovator who recognizes opportunities but not only, able to convert those into marketable ideas thanks to time, effort, money or skills; assuming the risks of the competitive marketplace (Bjerke Bjorn, 2007)

Sustainable Entrepreneurship:

It's seen as innovative behaviour of single actors or organisations operating in the private business sector who are seeing environmental or social issues as a core objective and competitive advantage (Gerlach, 2003)

Sustainability mindset:

A set of beliefs attitudes and expectations about the world that lead us to make our default actions, especially in the workplace, those that use resources carefully, mindfully and with respect to social justice (Anna Fox, 2018)

1.6 Structure of the study

This thesis consists of seven main chapters. The first (1) chapter is an introduction to this thesis and presents the background as well as a justification for the topic. The chapter provides a guide to the reader thanks to an overview of the theoretical framework, reported the key concepts, and presents the research questions. The second chapter (2) introduces and explicates one of the core themes of the thesis: entrepreneurial competencies and the study to develop them. This paragraph defines a useful framework to set the guidelines of the thesis regarding entrepreneurial skills: EntreComp Framework (Bacigalupo, Kampylis & Van den Brande, 2016). To do so, the chapter analyses some of the steps that led to the choice of the selected framework.

Next, the researcher outlined some methods for developing these skills. The end of chapter two (2) introduces chapter three (3) as it explicates an "Ethical and sustainable thinking competence" which is a precursor to the sustainable mindset explicated indeed in chapter three (3). The latter chapter explains how it is possible to achieve a sustainable mentality and thus defines its meaning according to several authors. The latter were compared to find the Kassel, Rimanoczy & Mitchell (2018) framework. This chapter is divided into the first part that defines the theoretical skills and the second one that defines how to develop a sustainable mindset practically. The following chapter, number four (4), is about the method used to conduct the data collection and analysis. Chapter five (5), on the other hand, is responsible for reporting the data collected during the interviews.

Chapter five is divided by the themes discussed during chapters two (2) and three (3), in particular, it is divided into motivations, entrepreneurial competencies, sustainability mindset, educational method, and career choices. The data collected is only analyzed in chapter six (6) which attempts to synthesize the data to answer the research question. This chapter follows the same lines as chapter five (5). So, the research question is only answered in the final chapter, number seven (7) about conclusions. Here the theoretical and practical limitations and implications of the research are also contributed.

2 Entrepreneurship competences development

2.1. Goal of Entrepreneurship Education

Entrepreneurial culture and, consequently, entrepreneurial education is becoming increasingly important in today's world (Morelix et al., 2016). For example, the international organizations such as the European Union and the World Bank, have made the development and promotion of entrepreneurial education one of their key policy objectives (Cini & Borragán, 2016).

All this has been possible thanks to a greater awareness of the potential of young people to start and develop commercial and social enterprises, and to become innovators in the sectors in which they live and work. Indeed, entrepreneurial education is fundamental in the dissemination of knowledge, attitudes, and skills that represent the basis for the development and growth of an entrepreneurial and innovative culture (Nugent, 2016). For the research promoted by GEM shows a positive and significant correlation between the rate of new entrepreneurship and perceived entrepreneurial skills and abilities. This indicates that the more people are more aware of their entrepreneurial skills and abilities, the more the rate of new entrepreneurship increases. So, one of the ways to increase entrepreneurial skills and abilities is through entrepreneurial education. In particular, entrepreneurial education is necessary to develop the skills and competencies required to create a company that is innovative and successful.

However, entrepreneurial education is not necessary only to improve and increase these skills but also to acquire certain soft skills and self-efficacy, which are increasingly important in today's working world. In fact, soft skills play an important role in a successful career as well as during social interactions in the society (Majid, Liming, Tong & Raihana, 2012). A list of soft skills is defined by Shakir (2009): *communication skills, critical thinking and problem solving skills, team work, lifelong learning and information*

management skills, entrepreneurship skills, ethics, and professional moral and leadership skills.

It can be said that while entrepreneurial education must be a guide for students who want to create a start-up, it is true that such education does not exclude the possibility of working as an employee. In fact, researches have shown that those who receive an entrepreneurial education are in a position to receive a higher average wage than those who do not (Timmermans, 2010).

2.2 Educational ecosystem in the field of entrepreneurship

2.2.1 Contents of entrepreneurial education

There are many variables to take into account to identify an entrepreneur. Therefore, first of all it is necessary to identify the macro areas of the entrepreneurial education and then go more specifically. It is useful to consider the classification of Johannisson (1991) who identifies five content levels to describe the development of entrepreneurial general knowledge. Table 1. shows the labels of the study conducted by Johannisson (1991), that was capable of explaining the acquired background of an entrepreneur. Once these categories have been identified it will be possible to explore them more closely.

Table 1. Entrepreneurial content levels by Johannisson (1991).

| Author | Year | Entrepreneurial content levels |
|-------------|------|--|
| Johannisson | 1991 | knowing why (attitudes, values, motivations) |
| | | Know-how |
| | | Know-who (short and long term social skills) |
| | | Know-when (intuition) |
| | | Know-what (knowledge). |

The focus of this paragraph is to analyse more deeply the last category reported by Johannisson (1991) in Table 1., the “Know-what”, that is the knowledge of an entrepreneur. Vesper and Gartner’s (1997) give more detail about how the mentioned category take shape in the form of courses. In particular, they wanted to go into more detail to evaluate an adequate educational system to become an entrepreneur. So, Vesper and Gartner's (1997) define a second classification in Table 2. In this table are reported the courses necessary to acquire the "Know what" mentioned above to become an entrepreneur. The contribution of the two authors has been to bring the MBNQA framework in the field of entrepreneurship to analyse a training program.

Table 2. Evaluation of Entrepreneurial Programs by Vesper and Gartner (1997).

| Author | Year | Evaluation to the Entrepreneurial Programs |
|--------------------|------|---|
| Vesper and Gartner | 1997 | Leadership |
| | | Information and Analysis |
| | | Strategic and Operational Planning |
| | | Human Resource Development and Management |
| | | Educational and Business Process Management |
| | | School Performance Results |
| | | Student Focus, and Student and Stakeholder Satisfaction |

Even if the analysis of Vesper and Gartner's (1997) has brought a great help to understand what are the subjects to touch during a course on entrepreneurship, it is necessary to take a further step forward. The step was taken by Fayolle & Gailly (2005). The two professors developed a theory in the Centre for Research in Change, Innovation and Strategy. This research focused also on the analysis of entrepreneurship teaching courses using a reference framework to evaluate entrepreneurship training programs. However, their study focused on analysing the students of the programs mentioned above. In this research, they measured two categories for the evaluation of students under study. The two categories are shown in table 3.

Table 3. Evaluation of the Entrepreneurial Programs (students approach) by Fayolle & Gailly (2005).

| Author | Year | Evaluation to the Entrepreneurial Programs |
|------------------|------|--|
| Fayolle & Gailly | 2005 | <i>The attitudes</i> (attitudes towards the behaviour, subjective norms and perceived behavioural control) |
| | | <i>The intention</i> (before and after the entrepreneurship training) |

What it is the link between education and action, in terms of attitude? Rengiah (2013) and Odia (2013) reveal that skills, knowledge and hard work are not enough, entrepreneurs must have the right attitude if they want to succeed in transforming challenges into profitable business opportunities.

In addition to attitude, there are other variables that help an entrepreneur to form a professional figure, i.e. 'extrovert' characteristics such as confidence in teams vision, , resilience to failure, and risk-taking in the face of uncertainty. Also, a study by the University of Oklahoma in 2016 reveals that during the economic crisis what differentiated an entrepreneur from an employee basically is optimism, which is greater in entrepreneurs (Neil Patel, 2020).

2.2.2 Entrepreneurial competences method

Once the categories needed to train a student in the entrepreneurial field are defined, the next step it is to understand how skills are transmitted. Many studies have sought to understand how entrepreneurial skills can be passed on to students and how this transition is most effective. Firstly, an educational program needs to reflect a real environment to be effective. Edelman et al. (2008) found a considerable discrepancy between the activities typically presented in textbooks on entrepreneurship and the activities of nascent entrepreneurs, so there is a gap that should be filled.

Many scholars and educators agree that entrepreneurship education aims at encouraging and stimulating the creation of new businesses or start-ups, increasing students' awareness of entrepreneurship as a process and stimulating a distinct career possibility (Edelman et al., 2008). It has been pointed out that entrepreneurship courses are lacking in practice (Duval-Couetil et al., 2016) stating that entrepreneurship cannot be learned only through a theoretical basis (Kassean et al., 2015). In order to develop an entrepreneurial approach, students need to undergo practical experience during their studies (Preedy & Jones, 2017), carry out practical experiential learning to acquire more skills and intentions necessary to become a true entrepreneur (Corbett, 2005).

According to Schank (1995) the best way to learn is the “learning by doing” method, that is the process whereby people make a specific experience, especially one in which it is necessary to be actively engaged. *“The reason why “learning by doing” works is that it strikes at the heart of the basic memory processes that humans rely upon”*. There are several theories that say that even just a more active approach of frontal lessons is crucial in training. Felder & Brent (2003) say that *“if you start using active learning in your classes, you can expect to see some initial hesitation among the students followed by a rapidly increasing comfort level, much higher levels of energy and participation, and above all, greater learning. See for yourself”*.

The “learning by doing” method is certainly one of those processes that inspired the birth of many different educational systems, including learning in the field. In particular, previous studies took into consideration how students can grow in terms of skills, but also in terms of the mindset. Another noteworthy element is the ability to develop activities that can produce “added value”, which can be a stimulus for all students (Rae, 2006).

A more in-depth analysis of what are the main techniques to make a correct transmission of entrepreneurial knowledge is reported by Pihie & Sani (2009) who showed that the main techniques were: managing a real business, visiting a place of

business and interview entrepreneurs. These were the main techniques to transmit knowledge from live projects to students. In addition, a confirmation of this opinion was provided by Chang & Rieple (2013). This latest study shows that entrepreneurship training programmes can be improved by implementing skills training providing a learning environment in which students interact with business world in real projects.

2.3 Entrepreneurial competences and skills

Over the years some scholars have tried to establish what entrepreneurial skills are important to become an entrepreneur. This does not mean that entrepreneurs cannot have different skills profiles, but rather that there may be common characteristics among them. Understanding what these characteristics are is useful to be able to label them.

In order to understand whether entrepreneurial education have had impacts Ghina et al. (2015), proposes some methods:

1. Changes in entrepreneurial intention (Fayolle et al, 2006),
2. The number of business start-ups developed in a lifetime (Kolvereid & Moen 1997)
3. Competencies in major business/entrepreneurship skills (Thursby, Fuller & Thursby, 2009).

Unfortunately, it is not always easy to measure the impact just shown by Ghina (2015), since there are several other variables that could affect the final result besides education. For example, the lack of data about the motivation of an individual (in pursuing an entrepreneurial path) could affect the achievement of the entrepreneurial path regardless of entrepreneurial education. Therefore, the purpose of this chapter is to find other ways to to establish what are the necessary entrepreneurial capabilities in

which it is necessary to continue to invest. In fact, identifying a common framework of entrepreneurial skills is essential to limit the unnecessary educational courses.

Several scholars have tried to understand which are the fundamental entrepreneurial skills to educate an entrepreneur. In particular, Table 4. shows the entrepreneurial skills that are taught during the academic courses that aim to train new generations of entrepreneurs. From the table it is evident how each program can offer different curricula regarding the same topic: entrepreneurship.

Table 4. Entrepreneurial skills developed during academic courses by De Noble (1999), Kickul & D'Intino (2005), Loué and Baronet (2012).

| Author | Year | Entrepreneurial skills |
|-------------------|------|---|
| De Noble | 1999 | Risk and uncertainty management skills, which consider how an individual face stress, pressure and conflict |
| | | Innovation and product development skills |
| | | Interpersonal and networking management skills, as for example how to deal with external relations |
| | | Opportunity recognition |
| | | Allocation of critical resources |
| | | Development and maintenance of an innovative work environment |
| Kickul & D'Intino | 2005 | Marketing |
| | | Innovation |
| | | Management |
| | | Risk-taking |
| | | Financial control |
| Loué & Baronet | 2012 | Opportunity recognition and exploitation |
| | | Financial management |
| | | Human resources management |
| | | Marketing and commercial activities |
| | | Leadership |
| | | Self-discipline |
| | | Marketing and monitoring & intuition and vision |

The framework called EntreComp (Bacigalupo, Kampylis & Van den Brande, 2016) aims to summarize the existing understanding of entrepreneurial skills. This framework aims to define what are the main entrepreneurial skills at the European level. Therefore, EntreComp arises from the desire of many experts to clarify a common method around Europe. EntreComp is a result of robust European research, where a large and heterogeneous group of experts has been consulted to validated a unique proposal (Bacigalupo, Kampylis & Van den Brande, 2016).

This study was born from the need to define an entrepreneur (The Entrepreneurship Competence Framework, 2016). The framework, developed by the European Union in 2016, is an example to understand what entrepreneurial skills entrepreneurial education should provide to students. As can be seen from the study, most of these skills can be taught through entrepreneurial education, although some of them are "innate" and therefore difficult to teach and/or modify.

The EntreComp framework (Bacigalupo, Kampylis & Van den Brande, 2016) provides a way to identify entrepreneurial competences. Those consists of three areas which are: *Ideas and opportunities, Resources, and Into action*. Each of these main areas contains five core categories, for a total of fifteen competencies to define an entrepreneur. In-depth research has been carried out on the subject (Bacigalupo, Kampylis & Van den Brande, 2016). (see figure 1.)

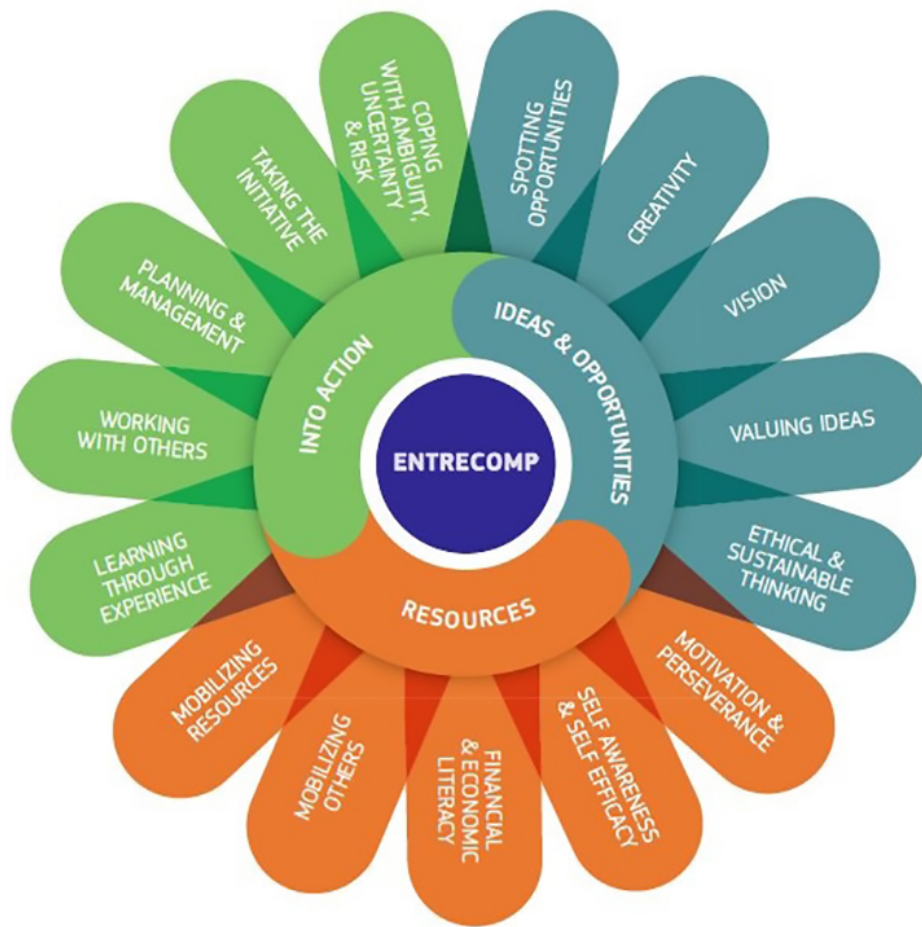


Figure 1. The Entrepreneurship Competence Framework by Bacigalupo, Kampylis & Van den Brande (2016)

As for the *Ideas and opportunities* category, there are five categories, whose ultimate goal is to create value for oneself or others, for society, or for the environment (the list does not include an order of importance):

- **Spotting Opportunity:** the individuals who have developed this feature are individuals who can use their imagination and skills to identify opportunities and create value. This is done through careful observation of the social and environmental landscape to understand what needs and gaps can be filled. Action is fundamental because it allows the individual not to stop at mere observation, but to push for a resolution.

- Creativity: seen as a means to realize ideas. The aim remains to create value but with originality. This means combining one's skills, challenging oneself, and overcoming one's limits.
- Vision: the vision of one's own future. Individuals who are able to see their own future and act to go in that direction can be considered the most motivated individuals. The vision is therefore an image that allows individuals to have a goal to achieve.
- Valuing Ideas: the most original and innovative ideas are only those that manage to go further. Yet often there are no innovative ideas in universal terms, each idea must be contextualized within a certain perimeter because social and environmental customs vary. It is up to the individual to understand the potential of that idea.
- Ethical and sustainable thinking: this ability is the conclusion of the competencies listed above. In fact, ideas may or may not respect ethics and sustainability. The entrepreneur may or may not take responsibility. This also involves looking at the long term of his or her decisions.
(Bacigalupo, Kampylis & Van den Brande, 2016).

The second category is about managing *Resources*, personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (financial resources), or non-material (knowledge, skills, and attitudes).

- Self-awareness and self-efficacy: a self-powered capacity. Ability to understand what the individual needs are in order to have a goal to achieve, and also to understand what their weaknesses and strengths are so as to continue to increase them. Finally, to have the confidence to overcome failures.
- Motivation and perseverance: individuals who can be not overwhelmed by the circumstances are those who are able to be resolute on the goal. This category also requires a state of patience and perseverance even in the face of risk and failure.

- Mobilizing resources: the ability to manage the resources in need to turn ideas into action. This competence also requires the individual to have transversal preparation.
- Financial and economic literacy: financial know-how. Being confident with the budget, making decisions in the financial field considering also the long term. (Bacigalupo, Kampylis & Van den Brande, 2016)

The last skill set refers to the *Into Action* category, i.e. the phase in which ideas are converted into actions. This is the most important category for an entrepreneur, in fact EntreComp defines a sense of initiative and entrepreneurship as "*the ability to turn ideas into action, ideas that generate value for someone other than oneself*" (Bacigalupo, Kampylis & Van den Brande, 2016).

- Taking the initiative: the phase in which the value creation process starts following the established plans and tasks.
- Planning and management: the ability that enables entrepreneurs to plan short, long, and medium-term goals through an action plan.
- Coping with uncertainty, ambiguity, and risk: at this stage, entrepreneurs must have the ability to make decisions and accept uncertainty, ambiguity, and risk. Be prepared to face failure in the preliminary phase. Adaptability and flexibility are necessary requirements to develop this phase.
- Working with others: the ability to collaborate with other individuals in the team, networking to make the impact of the team greater. This requires a resolution of conflicts and situations of tension within the team.
- Learning through experience: peer and expert comparison here plays a role. It's important to develop the ability to learn from your mistakes and successes (Bacigalupo, Kampylis & Van den Brande, 2016).

Through the mapping of different competencies, it is thus possible to have an entrepreneurial profile. The EntreComp Framework (Bacigalupo, Kampylis & Van den

Brande, 2016) is a means that citizens can use to develop an entrepreneurial career. It consists of 15 transversal key competences, which aim to create value. Value can be created in different contexts, i.e. different types of entrepreneurship, such as social entrepreneurship, green entrepreneurship, and digital entrepreneurship. In this thesis, not all will be explored in depth. Moreover, the above-mentioned competencies have also a personal nature, as they refer in many cases to self-development.

Moreover, EntreComp Framework (Bacigalupo, Kampylis & Van den Brande, 2016) also pointed out a way to implement the entrepreneurial competencies practically. The reported example is about Enactus, an international organization to develop part of the activities mentioned by the EntreComp framework (Bacigalupo, Kampylis & Van den Brande, 2016). As a matter of fact, Enactus allows university students to create business projects. This is one of the reasons why the Enactus case study is considered suitable to deepen the research. Also, the EntreComp Framework authors define the connection between Enactus applied competences and the EntreComp Framework. In particular, the Enactus program is designed to help students to develop:

- key competences for success
- the exposition to the real world
- an entrepreneurial mindset
- the ability to calculate risks
- the solution-orientation
- address failure as a learning opportunity from which they can recover

(Bacigalupo, Kampylis & Van den Brande, 2016)

In addition, Tshikovhi (2013) took a step further to understand what career the Enactus participants aim to. Hence, in his research the author seeks to understand the journey of Enactus students. He focused particularly on the South African case study. The focus of the researcher was to measure the entrepreneurial intentions of the students once they have completed their journey within the Enactus projects. The study shows a link

between participation at Enactus and the pathway of students in the same sector. The finding demonstrates that the promotion of entrepreneurship (through Enactus entrepreneurship projects) has the power to impact on entrepreneurial thinking, to the extent that it can influence careers.

2.3.1 Ethical and sustainable thinking competence focus

Ethical and sustainable thinking, one of the categories mentioned in the *EntreComp framework*, is considered as a key competence of entrepreneurs (Bacigalupo, Kampylis & Van den Brande, 2016). The *Ethical and sustainable thinking* competence have obtained the relevance that those ought to be, also with the drafting of *EntreComp framework* (Bacigalupo, Kampylis & Van den Brande, 2016) and the QAA guidance - Education for sustainable development (2018) (Moon, Walmsley & Apostolopoulos, 2019). However little is known about the mindset of entrepreneurs with strong *ethical and sustainable thinking*. Those are known to be sensitive to the environment and conservation of resources (Moon, Walmsley & Apostolopoulos, 2019).

However, the entrepreneurs who focus specifically on the sustainability area are defined as “Individuals who are seeing environmental or social issues as a core objective and competitive advantage” (Gerlach, 2003). Moreover, Anderson (1998) used the word *ecopreneurs* to define “*entrepreneurs seeking to combine environmental awareness with business success and conventional entrepreneurial activity*”, while Isaak (1998) defines them as “*Ecopreneurs are social activists, who aspire to restructure the corporate culture and social relations of their business sectors through proactive, ecologically oriented business strategies*”. T

he need and the increase of *sustainable entrepreneurs* also arise from the negative impact that environmentally-inefficient economic activities have on the environment and consequently on the economy. Today policymakers and scientists are aware of the

urgent need to move toward a more environmentally-sustainable development path by encouraging the adoption of sustainable practices and “cleaner technologies” (Farinelli, Bottini, Akkoyunlu & Aerni, 2011). Sustainable entrepreneurs are therefore sensitive to some topics such as *bio economy*, *green economy*, and *circular economy*.

Bio economy is a type of production based on natural/biological resources, processes, and laws, that allow the processing of the product or service in an environmentally-friendly way. According to the EBCD, *bioeconomy* has a climate change mitigation potential between 1 billion and 2.5 billion tons of CO₂ equivalent per year by 2030 (Youmatte, 2020). Instead, *green economy* is one of the growing sectors nowadays. *Green economy* is now considered at the same level as the automotive manufacturer, IT, and telecoms sectors (Moon, Walmsley & Apostolopoulos, 2019).

In fact, the estimated scale of the green economy is about \$1.3 trillion and employing over 4% of the working-age population. The dimension of the “green” sector strongly suggests that it is a significant contributor to US economic development and the economic well-being of millions of people across the US. Also, it was a contributor to the US recovery after the 2007 financial crisis (Georgeson & Maslin, 2019). While *Circular Economy* has a beneficial relationship with *sustainability*.

According to Geissdoerfer et al. (2017) *Circular economy* is defined as a “regenerative system in which resource input and waste, emission, and energy leakage are minimized by slowing, closing, and narrowing material and energy loops. This can be achieved through long-lasting design, maintenance, repair, reuse, remanufacturing, refurbishing, and recycling”. Nowadays Circular Economy, as the topic mentioned before, is increasingly attractive and is obtaining research interest (Geissdoerfer, Savaget, Bocken & Hultink, 2017). However, what leads individuals to enter these economic fields? The next chapter tries to answer this question by identifying the principle behind this choice, i.e. the mindset of individuals. In short terms, Chapter Three will focus its attention on the definition and the transmission of a sustainability mindset.

3 Developing sustainability-minded students

3.1 A call for change

Nowadays both governments and the private sector are more and more sensitive to the issue of sustainability. On one hand governments are introducing new measures to limit the impact that companies have on the environment (Audretsch, Lehmann, Paleari & Vismara, 2016). On the other hand, the sustainability topic is increasingly popular among companies (Stacchezzini, Melloni & Lai, 2016). For this reason, training courses for future managers is of primary importance to have an impact on the national and international corporate landscape.

In addition to the top-down thrust of the institutional measures, there is a call for a change of perspective in this regard, especially from the new generations. The new generation is more and more attentive to the subject, since it touches their future life. A striking example is that of Greta Tintin Eleonora Ernman Thunberg, a very young activist who created awareness on the subject at just 12 years of age (Kühne, 2019). Some of the main drivers to tackle the problem from the root are universities, which have a major role in contributing to the student's *forma mentis*. The studies of Dagilienė and Mykolaitienė (2015) underlined a growing trend in the number of universities to be committed to the institutionalization of sustainability. In fact, leadership and management programs are more and more inspired by sustainability and global social responsibility (Fritz & Guthrie, 2017).

Thus, the old educational method based on ethics, and thus an accommodating concept, is transforming towards more transformative international, systemic and strategic solutions (Molthan-Hill, 2014) that integrate ethical, social, governance, and environmental performance. Obviously, this concept also influences the formation of the next generation of leaders (Painter-Morland et al., 2016).

3.2 Sustainability development

The most common definition of Sustainability development is the one of Brundtland Commission of the United Nations which defines sustainable development as the "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987).

In particular, the term "sustainable development" was coined in 1972 at a United Nations conference on the human environment. It was defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" in the Brundtland Report of the World Commission on Environment and Development (WCED, 1987). An important milestone in sustainable development was the UN Millennium Summit in 2000, at which eight international development goals were decided by the UN. The governments of 189 UN member states agreed to achieve the goals by the end of 2015. Subsequently, on the basis of these principles, the SDGs were discussed (Rahdari, Sepasi & Moradi, 2016)

In 2015, with the Agenda for Sustainable Development of 2030, a project shared by all the Member States of the United Nations for peace and prosperity for people and the planet. Figure 2 represents the heart of the program: 17 Sustainable Development Goals (Sdgs.un.org., 2020) which denote 17 issues that require urgent action by all countries, developed and developing. They place at the same level several issues including poverty and other deprivation, health and education, inequalities and stimulate economic growth - all in parallel with climate change.


SUSTAINABLE DEVELOPMENT GOALS



Figure 2. Sustainable Development Goals.

The 17 objectives for sustainable development shown in figure 2. are the blueprint to achieve a better and more sustainable future. The list of goals with the explanations follows:

- **GOAL 1: No Poverty**
End poverty in all its forms everywhere
- **GOAL 2: Zero Hunger**
End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- **GOAL 3: Good Health and Well-being**
Ensure healthy lives and promote well-being for all at all ages
- **GOAL 4: Quality Education**
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for inclusive and equitable for all
- **GOAL 5: Gender Equality**
Achieve gender equality and empower all women and girls
- **GOAL 6: Clean Water and Sanitation**

Ensure availability and sustainable management of water and sanitation for all

- GOAL 7: Affordable and Clean Energy
Ensure access to affordable, reliable, sustainable and modern energy for all
- GOAL 8: Decent Work and Economic Growth
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- GOAL 9: Industry, Innovation and Infrastructure
Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- GOAL 10: Reduced Inequality
Reduce inequality within and among countries
- GOAL 11: Sustainable Cities and Communities
Make cities and human settlements inclusive, safe, resilient and sustainable
- GOAL 12: Responsible Consumption and Production
Ensure sustainable consumption and production patterns
- GOAL 13: Climate Action
Take urgent action to combat climate change and its impacts
- GOAL 14: Life Below Water
Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- GOAL 15: Life on Land
Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- GOAL 16: Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- GOAL 17: Partnerships to achieve the Goal

Strengthen the means of implementation and revitalize the global partnership for sustainable development

(Sdgs.un.org., 2020).

3.3 Sustainability competences frameworks

This paragraph lists some commonly shared key sustainability competencies frameworks that provide a common base to assess students and their competences, in terms of sustainability. In fact, in this period more and more new programs related to sustainability are emerging such as new or transformed management programs, environmental sciences, public policy, and international development. Therefore, there is a need to map the competences and learning outcomes related to these different learning methods, shown in table 5 (Tavanti and Davis, 2018).

Table 5. Categories for key sustainability competencies (Tavanti and Davis, 2018).

| Authors | Year | Key Sustainability competencies |
|-----------------|------|---|
| Tavanti & Davis | 2018 | Environmental competencies, regarding the protection and conservation of the environment, health, energy and waste. |
| | | Social competences, i.e. those related to relationships and cooperation, respect for rights and responsibilities, diversity and inclusion |
| | | Economic competence, which is the one that makes possible long-term planning, i.e. capable leadership aligned with solid values |

However, there is still no agreement and no unique framework to define what these key competencies, as well as capacities, for sustainability are. Therefore, there is a set of

possible solutions. The variables that are most closely related to the sustainability word are people, planet (or environment), and prosperity (or economic) (Weber, 2014). These in turn, can be differentiated into different categories in terms of skills.

For example, Tavanti and Davis (2018) have defined only three relevant categories to label the key sustainability competencies (see table 5.). Eizaguirre, García-Feijoo and Laka (2019) bring more details to the categories mentioned in Table 6, for Europe. Indeed, Table 7. And Table 8. classify the key sustainability competencies according to different geographical areas. In particular, the study in question has focused on Latin America and Central Asia perspective.

Table 6. Key sustainability competencies in Europe by Eizaguirre, García-Feijoo and Laka, (2019).

| Authors | Year | Key Sustainability competencies (Europe) |
|----------------------------------|------|--|
| Eizaguirre, García-Feijoo & Laka | 2019 | Commitment to the conservation of the environment |
| | | Ability to show awareness of equal opportunities and gender issues |
| | | Ability to act with social responsibility and civic awareness |
| | | Ability to act on the basis of ethical reasoning |
| | | Commitment to safety |
| | | Appreciation and respect for diversity and multiculturalism |

Tab. 7 Key sustainability competencies in Latin America by Eizaguirre, García-Feijoo and Laka, (2019).

| Authors | Year | Key Sustainability competencies (Latin America) |
|----------------------------------|------|---|
| Eizaguirre, García-Feijoo & Laka | 2019 | Commitment to their socio-cultural environment |
| | | Commitment to preserving the environment |
| | | Social responsibility and citizenship |
| | | Regard and respect for diversity and multiculturalism |
| | | Ethical commitment |

Table 8. Key sustainability competencies in Central Asia by Eizaguirre, García-Feijoo and Laka, (2019).

| Authors | Year | Key Sustainability competencies (Central Asia) |
|--|------|--|
| Eizaguirre, García- Feijoo & Laka | 2019 | Ability to follow a healthy lifestyle |
| | | Tolerance and respect for others |
| | | Ecological and environmental responsibility |
| | | Patriotism and preservation of own cultural values |
| | | Social responsibility |

In particular, environmentally speaking the three geographical regions, present similar competencies. From table 6 it can be seen in the first line: “Commitment to the conservation of the environment”, while in Table 7 the same concept reappears in the phrase “Commitment to preserving the environment” and lately in table 8 with the incipit “Ecological and environmental responsibility”. However, the “social dimension” is the most represented. The social responsibility and respect for diversity and multiculturalism (or tolerance and respect for others) are mentioned as competencies in the three regions considered; in the contrary civic awareness/citizenship and ethical reasoning/ethical commitment appear in two of the regions (Europe and Latin America).

The other categories vary depending on the geographical region. Finally, the third category defined by Tavanti & Davis (2018) is not represented by the remaining categories. So, there are several ways to categorize sustainability competences, which may vary depending on the year and region of the study considered. The following chapter go beyond the concept of competence and tries to understand how a sustainable mindset can be formed.

3.4 Sustainable mindset

The *mindset* is defined as “a mental frame or lens that selectively organizes and encodes information, thereby orienting an individual toward a unique way of understanding experience and guiding one toward corresponding actions and responses” (Crum,

Corbin, Brownell & Salovey, 2011). So, the mindset metaphorically could be seen as a lens that filter what human perceive from the external world. Therefore, the mindset is a mix of values that orient our reactions and tendencies.

The sustainable mindset connects the “being, thinking, and doing”. In fact, it incorporates the dimensions of values (being), and knowledge (thinking), expressed in actions or competencies (doing). *A sustainable mindset* results from a broad understanding of the ecosystem’s manifestations as well as an introspective focus on one’s values and higher self. Moreover, it finds its expression in actions for the greater good of the whole (Kassel, Rimanoczy & Mitchell, 2018).

A sustainable mindset aims both to lead individuals toward an analysis of complex management challenges as well as during the decision making process. *A sustainable mindset* is therefore influenced by different discipline: ethics, entrepreneurship, environmental studies, systems thinking, self-awareness and spirituality (Kassel, Rimanoczy & Mitchell 2018). The mindset is behind daily choices as well as work choices, which are essential for the future of our planet. Therefore, a person who makes a sustainable choice must have both ethical sensitivity and a value-oriented mentality (instead of a neutral-oriented mentality) (Kelley & Nahser, 2014).

Tavanti and Davis (2018) reported that leaders with a value-oriented mentality are lead by:

- Problem solving
- Goal-orientation
- Multifaceted Perspective
- Supporting the performance of others

However, most of the scholars agree that the sustainable mindset combines elements related to the sphere of thinking and being, together. Rimanoczy (2019) define sustainable leaders as those who feel compelled to respond to an "internal call" in front

of social or environmental issues. These are people that in front of a environmental problem, feel compelled to take action. In particular, Rimanoczy (2019) clarifies what led some of the leaders examined to take sustainability actions, what led them to act, whether there were emotional, ethical, and spiritual elements that influenced their world view. In Table 9. there are the insights from Rimanoczy (2019) study.

Table 9. Elements of a sustainable mindset by Rimanoczy (2019).

| Author | Year | Elements of a sustainable mindset | | |
|-----------|------|---------------------------------------|---|-------------------------------|
| Rimanoczy | 2019 | Systemic dimension of Thinking | Innovative dimension of Thinking | Dimension of Being |
| | | Complex world awareness | Right-brain perspective (holistic, intuitive) | Openness with nature |
| | | Interconnectedness | Interconnectedness | Introspection, self-awareness |
| | | Cyclical flow | Creative & imaginative | Mindfulness, consciousness |
| | | Long term perspective | Versatile | Reflection |
| | | | Flexible | Larger purpose |
| | | | | Collaboration |

Many scholars have set themselves the goal of defining a set of recommendations for education that aims to train the next generation of leaders to achieve effective global sustainability outcomes, such as Wesselink et al. (2015) shown in table 10.

Table 10. Elements of a sustainable mindset by Wesselink (2015).

| Author | Year | Elements of a sustainable mindset |
|------------------|------|--------------------------------------|
| Wesselink et al. | 2015 | Problem solving orientation |
| | | Vision as a tool to achieve results |
| | | Seeking diverse perspectives |
| | | Supporting the performance of others |
| | | Embracing diversity |
| | | Interdisciplinary competence |

Rimanoczy (2019) had already introduced the entry "Long term perspective" in his vision of sustainable mentality in the table 9. This concept is taken up in the study conducted by Mann, Eden-Mann, Smith, Ker, Osborne & Crawford (2017). The latter focuses on the temporal sphere related to the meaning of sustainability. This time horizon becomes fundamental to change the approach of an individual who will no longer only evaluate the impact of action in the immediate future but instead will look at the effect it has in the future. Moreover, the attention of the individual is concentrated in its entirety, in fact the individual is getting closer and closer to the concept of world citizen. Finally, the approach to the problem changes, in fact the individual with a sustainable mentality will tend to react to a problem with a solution, shown in table 11.

Table 11. Elements of a sustainable mindset by Mann, Eden-Mann, Smith, Ker, Osborne & Crawford (2017).

| Author | Year | Elements of a sustainable mindset |
|--|------|--|
| Mann , Eden- Mann, Smith, Ker, Osborne & Crawford | 2017 | Temporal orientation (from short to long term) |
| | | Shift attention from local to global |
| | | Logic in action (from attention to the individual to that of the system) |
| | | Understand the response to a stimulus (from reactive to creative) |
| | | Consideration of the problem or blow (from responsibility and guilt to learning) |
| | | Orientation to life (from doing and having to be) |

Fairfield (2018) takes up some concepts already studied previously. According to Fairfield (2018) an individual with a sustainable mindset has a greater awareness than others of the consequences that a certain type of irresponsible actions may have on the environment. Therefore, the pinpointed individual, in order to avoid compromising the environment, begins to ascertain some behaviour to contribute to a world worth leaving behind (table 12).

Table 12. Elements of a sustainable mindset by Fairfield (2018).

| Author | Year | Elements of a sustainable mindset |
|-----------|------|--|
| Fairfield | 2018 | Understanding some of the science of environment and ecology |
| | | Comprehending complex systems and systems thinking |
| | | Feeling part of a larger world |
| | | Acquiring a mindset to go beyond “Me” to “We” while considering their legacy as it will affect their descendants as well as the abject poor and endangered today |
| | | Beginning to ascertain the kind of behaviour they wish to exhibit in their personal and professional lives to contribute to a world worth leaving behind |

The framework for defining a sustainable mindset has been much debated by scholars. The summary method of all previous research is synthesized with the framework of Kassel, Rimanoczy & Mitchell (2018), in figure 3.

According to them “the sustainable mindset” takes on a *fourfold meaning*. It is important to emphasize these four concepts inherent to the systemic, ecological, spiritual, and emotional sphere. In turn, each category is divided into three dimensions: values (being), knowledge (thinking) and competence (acting). In turn, the area of values, skills and knowledge are linked to the sphere of the heart, hands and mind.

The first ecological category is the “Ecological worldview”, a knowledge base of the natural world (eco-literacy) together with an ability to see the interconnection between all the elements of our planet; an attitude oriented to the biospheric value, the ability to make a decision based on costs or benefits to ecosystems or the biosphere; the desire to protect the planet and where it is possible to have the rest of it. The *Ecological Worldview* includes the three dimensions of biospheric orientation (values), ecoliteracy (knowledge) and protective/restorative action (competence) (Kassel, Rimanoczy & Mitchell, 2018).

- *Biospheric orientation*: giving importance to the earth's biosphere, which includes all the planet's ecosystems, the living and not living environment.

- *Ecoliteracy*: includes a systemic thinking approach in terms of relationships, connection and context. The awareness that the earth is a planet that deserves protection and protection is a motivation to create a sustainable world.
- *Protective/restorative action*: involved in a restoration activity together with reflection on their experience, such as renewable energy, green economy, waste reduction, reuse of materials, food preferences, and all the activities aimed at safeguarding the environment.

(Kassel, Rimanoczy & Mitchell, 2018).

The second category of sustainable mind-set is the *Systems perspective* that is the ability to see the outside world as a system, as a whole, impossible to fragment into independent parts. This concept is born from a knowledge of systems theory; it is reached when an individual has a push towards interconnection; it is often outsourced with a concrete approach to the outside world. The values dimension of the Systemic Perspective for a sustainability mindset relates to developing a sense of interconnectedness (values), the system theory (Knowledge), while the other dimension of the Systemic Perspective take into account the stakeholders engagement (Competency) (Kassel, Rimanoczy & Mitchell, 2018),

- *Sense of interconnectedness*: awareness of the interconnection between the planet, people and prosperity. Elements that influence each other and that according to our actions can take a different direction.
- *System theory*: Western cultures are more oriented towards individualisation and differentiation, placing values such as independence and autonomy as fundamental and to be protected. On the contrary, interconnection draws attention to shared qualities. Defined with the sentence “*See the systems you are a part of*” (Fairfield (2018) as well.
- *Stakeholders engagement*: to engage with stakeholders in order to obtain a competitive advantage

(Kassel, Rimanoczy & Mitchell, 2018).

Afterwards the *Spiritual Intelligence* it is the individual's personal interest in having or seeking a mission or purpose over a lifetime. An individual who poses this question feels a sense of union with his or her surroundings. It is often expressed through contemplative practices. A *Spiritual Intelligence* is considered a relatively independent type of intelligence (Vaughan, 2002). Individuals with a strong spiritual intelligence have feel a human being's profound need, they feel that everything has a meaning or a purpose (Vancea, 2014). The first dimension of Spiritual Intelligence is the contemplative practices (competency), recognizing or developing a sense of oneness with nature (values) and finally the purpose and mission orientation (knowledge).

- *Contemplative practices*: await observation of the present, including the surrounding environment and the reactions it causes. Be able to benefit from this teaching
- *Sense of oneness*: a conscious experience of being connected to the network of human and natural life
- *Purpose and Mission*: searching for the meaning of our life linked to some questions such as: "Who am I? Who do I want to be? Why do I do what I do?" (Kassel, Rimanoczy & Mitchell, 2018).

Finally, the "Emotional Intelligence" is the first of all it comes from relational- and self-awareness capacity, followed by values of compassion and sensitivity. The three dimensions are compassion (values), self/other awareness (knowledge) and proactive global sensitivity (competency) which combines components of social skill and self-regulation, and empathy (Kassel, Rimanoczy & Mitchell, 2018).

- *Compassion*: "the ability to understand the emotional makeup of other people and skill in treating people according to their emotional reactions" (Goleman, 1998)

- Self/other awareness: the ability to recognise and understand one's own moods and those of others, one's emotions and impulses, as well as the effect that these can have on other people

Proactive glocal sensitivity: brings together social skills and self-regulation within various social contexts in compliance with cultural rules and respect for the environment

(Kassel, Rimanoczy & Mitchell, 2018).

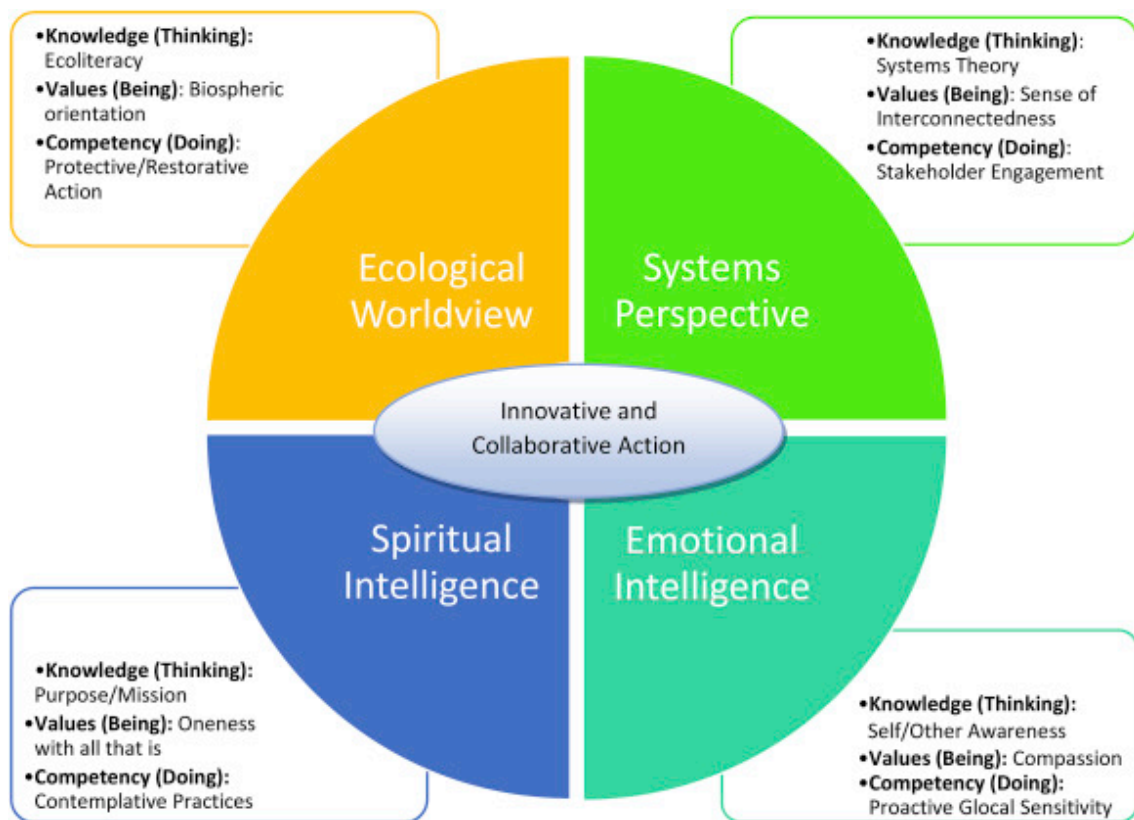


Figure 3. The sustainable Mindset (Kassel, Rimanoczy & Mitchell, 2018).

3.5 Forming a sustainable mindset among students

One question that arises from the previous paragraph is: how best to develop these competences in today's leaders? The challenge of education is to design curricula that

seek to aim for global sustainability by forming a mindset, to the point where it becomes essential for high-performance organizations as well. So, in this paragraph, the aim is to define how the mindset transformation takes place.

There are many studies available that discuss the transition process to develop a sustainable mindset among students, according to different educational examples such as experiences and university courses. Management educators and leaders aim at creating learning hubs and work environments where people can experience a deeper sense of connection and caring for others and their planet. The model was developed for the purpose of cultivating the mindset with the creation of programs for management students and business leaders.

3.5.1 Academic education on sustainable mindset

A fundamental turning point, as far as academic management programmes are concerned, is the principle promoted by the United Nations for a new educational method for responsible management (Forray, Leigh, & Kenworthy, 2015).

In fact, in 2016, UN-PRME born after observing that the majority of company scandals was led by alumni from U.S. business schools. The UN-PRME is not only a set of principles, but is also a global platform for academic institutions with the aim of inspiring accountability management training, research and thought leadership (Forray, Leigh, & Kenworthy, 2015).

The indications of UN-PRME made to guidelines available for the degree courses that aimed at forming a sustainable mentality for students. There are different methods to develop leadership and raise awareness about sustainability among university students. So, below, in table 13, there are some programs that shows examples of and education on sustainable mindset.

Table 13. Examples of Academic Education on sustainable mindset.

| Academic Education on sustainable mindset | | | |
|---|-----------------------------|--|---|
| Master program | Location | Goal | Examples of courses |
| Hospitality and tourism | Dickinson university, USA | Program to develop self-awareness & personal development | A oneness with nature |
| | | | Introspection self-awareness |
| | | | Mindfulness consciousness |
| | | | Reflection |
| | | | A larger purpose way of thinking |
| | | | Collaboration |
| Managing Multinationals | University of Oulu, Finland | Understanding of different perspectives on MNCs, cross-cultural management. MNCs as networks, Ethical issues | Storytelling |
| | | | Emotional and cognitive understanding of an environmental issue |
| Development Practice (MDP) | Internationally | Developing sustainable development leaders | Multi-dimensions and competencies |
| | | | Management sciences |
| | | | Social sciences |
| | | | Natural sciences |
| | | | Health science |

3.5.2 Experiential Education

Once students realize they have to act as leaders in a sustainable revolution, they start to act. Therefore, strong motivation mechanisms are needed to make students willing to participate in different forms of learning. Also, when students feel part of the phenomenon emotionally, then they start to engage in it. According to Rimanoczy's study (2019) it is precisely when individuals have had a personal and emotional experience that they can be pushed to act, so this is the driving force. So, sustainability education is not a matter of providing content, but on the contrary, it is about cultivating the disposition of competences and values that keeps students moving towards

sustainability. Although educating students to grow into a sustainable mindset could be a life-long undertaking. In addition to the competences already discussed above, students must also acquire a basic understanding of eco-literacy, climate change, other threats to the world, and of approaches that companies are seeking to undertake. However, how is it possible to convey the knowledge into a mindset? Advocates of experiential education have long stressed the need for students to get hands-on learning — the Doing — which can be much more enduring and meaningful (Kolb, 2014).

There are several examples within the category of *doing*. For instance, Fairfield (2018) reports some practical way to help students change perspective with respect to the sustainability issues, shown in table 14. For these categories the researcher believes that it is also useful to add another cue from a parallel study that add the "Community development initiatives" (Mann, Eden-Mann, Smith, Ker, Osborne & Crawford, 2017) activity as a way to reach the same purpose: have an experiential education to develop the sustainability mindset.

Table 14. Experiential education by Fairfield (2018).

| Author | Year | Experiential education |
|-----------|------|---|
| Fairfield | 2018 | Interviewing social entrepreneurs able to serve the world |
| | | Listen to motivational speakers on the topic can have a positive influence, because they often leverage a philosophy based on values, as well as best practices in their strategies |
| | | Become part of a project based on sustainability that aims to bring students closer to some beneficiaries. Creating the opportunity to be compassion for the beneficiaries who choose to get involved in community, practical projects, while honing their cognitive and managerial competences |
| | | Get closer to nature without electronic devices |
| | | Voluntary trips in contact with people from the third world |
| | | Educational experiences within an NGOs |
| | | Visiting remote parts of the globe and engaging with the least fortunate inhabitants on earth |
| | | Journaling or meditation |

Some of the teaching methods are supported also by a Bocconi study (Zollo et al., 2018). In fact, they argue that in order to face the challenges of sustainable development, organizations must face fundamental changes in the individual's ability to anticipate and incorporate the long-term and joint consequences of decisions and actions. However, with a multidisciplinary effort, the study is developing and testing the relative effectiveness of cognitive training and meditative practices on the development of sustainability decision-making outcomes.

Cognitive training exercises are designed to extend the time horizon in decision-making contexts. In turn the meditative practice has been chosen for its potential impact on the field of self-awareness, which is fundamental to acquire a common value perspective in decision making process. The same scholars conducted a randomized controlled trial with 82 graduate students and found evidence of significant effects of a specific type of yoga meditation practice on sustainable decision-making (Zollo et al., 2018).

Moreover, Fairfield (2018) also pointed out the example of Enactus, as a suitable international organization to develop most of the activities mentioned in the table 12. In fact, Enactus is an NGO which allows university students to create business projects that have a concrete impact on the SDGs. This is why the Enactus case study is considered suitable to deepen the research. More cases would probably provide more evidence (Saunders et al., 2019, p. 199), but due to time constraints, only a single case will be studied.

4 Methodology

Chapter four reports the results found on a case study. The research design chapter introduces the methodological choices of the research. First, the *philosophy* and approach of the research will be explained, then the research project will be presented. Hence, the data collection and sample as well as the analysis techniques of the study. To conclude, the reliability and validity of the study are presented.

4.1 Research method and approach

Eriksson & Kovalainen (2008) state that a research method should be chosen to answer the research question as effectively as possible. The research for this thesis was qualitative, since the research question wants to interpret and understand a concept in depth (Saunders, Lewis & Thornhill, 2015). The objective is to interpret the data obtained through analysis but not necessarily to generalize them. Interpretivism philosophy is applied in the research. According to Saunders et al. (2019) one can also deduce the different study that must exist between human beings and physical phenomena. According to Saunders et al. (2019), it is argued that interpretivism is very suitable in business studies, because business-like situations are often complex and unique.

Moreover, the nature of this research is exploratory. According to Saunders et al. (2016), this means to draw conclusions from open questions. Therefore, the research is flexible and adaptable to change as new data appear and new insights can occur. In addition, exploratory research initially starts out as very generic and then narrows as the research progresses. In addition, the study is based on an abductive approach. That is a method combining inductive and deductive methods (Suddaby, 2006). In reality, the aim is not to create a completely new theory, but to use existing theories to understand an

application of the latter in a new context. So previous research has been very helpful for the research.

4.2 Case study approach

The research followed a qualitative single method study, which according to Saunders et al. (2019, p. 179) provides a single way to collect data. Once these data are collected, they are then analyzed in a qualitative way. Saunders et al. (2019) "qualitative data" means non-numerical data or "non-quantified data". Qualitative data is often derived from spoken speech "derived from spoken, written, typed or printed words and from still or moving visual images" (Saunders et al., 2019, p. 813). Research with qualitative data therefore aims to dissect the data collected. Given that the thesis aims to understand the entrepreneurial and sustainable growth of the students (in a given context), qualitative data are more suitable. In fact, qualitative data gives more freedom to respondents, who are not subject to any constraint in their response.

Moreover, the researcher found very little data, now dated, about the students' experience in Enactus, so an "exploratory" study was chosen. According to Saunders et al. (2019), the study defined "exploratory" is the best choice to treat a deep knowledge of the phenomenon studied. This "exploratory" method has been used to deepen and analyse a case study. The case study is a strategy that is widely used in qualitative studies (Saunders et al., 2019), especially in business research (Eriksson & Kovalainen, 2015), and this method will be used also in the presented study. A case study is defined as a way to gain an in-depth understanding of a particular phenomenon in its real-life context with the help of empirical research (Yin et al., 2014).

Therefore, in this research, a case study strategy was adopted to acquire a comprehensive understanding of the competences acquired at Enactus and its impact on students.

The case of this research is Enactus Italy, a non-profit organization that brings together a global community of academic and business leaders committed to using the power of entrepreneurial action, unified by our vision-to create a better, more sustainable world. Enactus Italy in 2020 count 150 students annually, from 17 different universities.

The company's headquarters, Enactus International, is located in the U.S., was founded in 1975 and in Italy in 2017. Enactus operates globally in 36 countries. The Enactus' network count more than 72000 students working on more than 3800 projects every year to impact sustainable development goals (Enactus, 2020), defined by the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015 (Sdgs.un.org., 2020).

The Enactus project worldwide is mainly supported by some partners such as KPMG, Ford and Unilever etc. (Enactus, 2020). The single case, Enactus Italy, has been selected among 36 countries because of the internship of the researcher and so the close contact with this reality. Although other entrepreneurial experiences could be analyzed, but the aim of the research is not to generalize the results, but to understand the entrepreneurial competences and the mindset acquired in the organization in the short term. The time horizon considered by the research is cross-sectional simply due to the restricted resources. Cross-sectional study investigates a certain phenomenon at a certain point of time (Saunders et al., 2019, p. 212). While maybe a longitudinal study would provide more information (Saunders et al., 2019, p. 212), unfortunately the mentioned option was not possible to conduct with the limited amount of time available for completing the master's thesis.

4.3 Data collection and sample

The methodological choice for this research is the qualitative study, which in this case will be the semi-structured interviews, which according to Saunders et al. (2019), is a

single data collection technique followed by a qualitative data analysis technique. Saunders et al. (2019) also defines qualitative data as non-numerical or "non-quantified data". It is therefore a method that can provide more in-depth information, which is essential to complete the study.

It is also useful to obtain guidelines from previous field studies to guide the interview questions to the right destination. In fact, to understand what entrepreneurial competences are developed during the Enactus competition, the researcher will draw from previous research that focuses on entrepreneurial competences. The key variables of the theoretical framework of the thesis have been incorporated into the design to "frame" the questions. As Shaver & Brennan (1992) pointed out, there are variables such as personality traits that are very complex to define and also to influence. Skills and competences are easier in this sense to shape. The multitude of variables in this context is confusing (Rae, 2006).

Given the period of research coincides with the Covid-19 pandemic, the researcher thought it appropriate to conduct the interviews remotely. This also eliminated the limit of distance, simplifying the reception of respondents geographically far away. The tools used to conduct the interviews were Zoom, Skype, WhatsApp and Microsoft Teams in order to facilitate the interviewer preferences. The duration of the interviews was about 45-75 minutes each. Subsequently there was post production work to arrange the collected notes. The names of the interviewees remain anonymous in this research, to the point that the researcher excluded some (irrelevant) details that would have compromised anonymity.

The researcher identifies a sample to be interview based on the the length of the experience in Enactus, as more experience is more likely to lead to accurate results. Moreover, all the respondents had already completed the Enactus experience. The choice was made to avoid students conflicts of interest in answering to the questions and maintain the reliability of the study. Detailed background information of the participants is presented in table 15. In this table, the researcher highlighted some

information about the respondents: the gender, the age, previous experience in entrepreneurship context, whether they had a parent who was an entrepreneur, as well as education (Bachelor Degree or Master Degree students), the years they had worked at Enactus and the last role they had, in order to indicate the highest level reached. The roles have been the following: team member, team leader, project leader, public relation manager and faculty advisor junior (a role that supports the professor in charge with the university Enactus team).

Table 15. The interviewees.

| ID | Gender | Age | Previous Entrepreneurial experiences | A parent Entrepreneur | Education | Years in Enactus | Role in Enactus |
|-----|--------|-----|--------------------------------------|-----------------------|-----------|------------------|------------------------|
| I1 | F | 26 | no | yes | Master | 24 months | TL |
| I2 | F | 27 | yes | yes | Master | 12 months | TM |
| I3 | M | 27 | yes | no | Master | 24 months | TL |
| I4 | M | 27 | yes | no | Master | 30 months | TL |
| I5 | M | 27 | no | yes | BA | 24 months | TL |
| I6 | F | 26 | yes | yes | Master | 18 months | PL |
| I7 | F | 27 | no | no | PhD | 5 Years | Faculty Advisor Junior |
| I8 | F | 26 | no | no | Master | 24 months | PR |
| I9 | M | 25 | no | no | Master | 24 months | PL |
| I10 | F | 25 | no | no | Master | 12 months | TM |
| I11 | F | 23 | no | no | BA | 12 months | TL |
| I12 | F | 25 | yes | yes | Master | 6 months | TL |

4.4 Data analysis

Eriksson and Kovalainen (2015), consider the objective of data analysis to explain and interpret the collected data in a consistent way. The method to synthesize the interviews information and make those manageable was to use two measures: condensation and categorization Zellner, Mattingly & Parker (2006).

So, it was necessary to rearrange the data of the twelve interviews in clusters. The data coding was therefore carried out with the help of keywords and similar concepts. However, theory was used as a framework according to the method called sensitising concept, explicated by Blumer (1969). The researcher uses theoretical frameworks from previous studies to describe and analyse "the central organisational features of empirical data and the meanings invested in them" (Eriksson & Kovalainen, 2015).

The researcher used the transcripts of the interviews to understand the data collected. This was done both to allow the interviewer to familiarise herself with the data and to understand beforehand whether there was a need to explore certain questions with some of the interviewees. Almost all respondents were open to this possibility. The analysis started by reading one question per interview to understand if any data could be grouped in categories, as well as to have a general overview of the answers. When it was considered useful, the results were reported in tables (at the bottom of the paragraphs) before writing the text, to give a guideline to the researcher on the topics covered. In this way the researcher was able to discover similarities and differences between the answers of the respondents.

The next step was to compare the results obtained with previous research to understand discrepancies and confirmations. This procedure was repeated for each question until all interviews had been analysed. The data are presented in the next chapter, while the results are reported in the last chapter.

4.5 Validity and reliability of the study

Semi-structured interviews can compromise the validity and reliability of the study. For this reason, it is important how the information was perceived and also how the answers were analysed, in order to avoid potential false interpretations by the researcher (Saunders et al., 2016). The fact that the interviews done are semi-structured may cause problems regarding the reliability and validity of the study as they are not structured as a questionnaire could be. Hence, the qualitative nature of the study makes the reliability and validity requirements not fully supported. In fact, the task of this paragraph is to examine this issue (Saunders et al., 2019, p. 216).

In fact, the interviewer may influence the interviewed individuals, creating a bias in the answers. Both as regards the interviewer communication skills and his ability to put the interviewee at ease to get the answers at the right level of depth (Saunders et al. 2016). Hence, before the interviews, the researcher informed the interviewees on the topic dealt with, and the main questions (Appendix 1). This helps respondents to prepare for the meeting and understand the focus of the study. This can increase the reliability and validity of the study. (Saunders et al. 2016). The interviewees were selected from a lists of names of all those students who over the past 4 years have had an experience at Enactus Italy.

However, there are divergent views on validity as an adequate evaluation criterion for qualitative research (Eriksson & Kovalainen, 2015). Semi-structured interviews can achieve a high level of validity when conducted carefully using clarifying questions, probing and by exploring the responses from multiple angles (Saunders et al., 2016). Although in order for this study to reach a high level of validity, it is important to look at the answers from different perspectives. As for the generalizability of the findings, the aim of this study is not to claim the findings to be generalizable, but indeed it is to interpret the small set of data collected as carefully and thoroughly as possible (Koivunen 2015; Saunders et al. 2016: 175).

Research reliability relates to replicability and consistency - i.e. the extent to which a measure, procedure or tool produces the same result in repeated tests. Yet in the case of semi-structured interviews, the results are not necessarily aimed at being replicated, since they refer to a specific time and place. Some examples of distortions during the data collection process, through semi-structured interviews, is the prejudice of the interviewer, such as comments, tone, or non-verbal communication of the interviewer, that even though the interviews were done remotely. All potential biases that could compromise the respondent's responses. Another factor to be taken into consideration may be given the language used during the interviews that was Italian and then translated in English (Saunders et al. 2016).

The discussion about validity and reliability does not end here. According to Lincoln and Guba (1985) to better meet the qualitative nature of research it is necessary consider the concept of trustworthiness, that consists in credibility, dependability, transferability, and conformability (Lincoln & Guba, 1985). Credibility refers to the overlap between what the interviewees communicated and what the researcher perceived from the interviews (Lincoln & Guba, 1985). For this reason, the interviewees were asked to confirm the transcription of the interviews in order to avoid misunderstandings.

5 Findings

This chapter presents the key findings from the data collected through twelve semi-structured interviews with students who currently or previously have Joined Enactus in Italy. The interviewees profile information has been presented in the previous chapter. The presentation of the findings will follow the five main themes that emerged from the interviews. These themes were 1) Motivations, 2) Entrepreneurial Competences, 3) Sustainability mindset, 4) Educational methods and 5) Career choices.

5.1 Motivations

One variable that could influence each individual's experience at Enactus (and therefore the willingness to learn) is the motivation to participate. Respondents were asked what their motivation was.

The first themes addressed and faced during the interview were about motivation, which is referred to as the first research question of this thesis interview. This chapter will show the motivational reasons why the interviewees decided to join Enactus. The data collection reported multiple main motivations to initiate the Enactus experience. The best way to understand the reason behind the respondent's choices it is to group all the answers under similar categories and clusters.

For sure, curiosity is a common factor for all Enactus students. In fact, in most cases, a few classroom presentations were enough to bring the students closer to Enactus. Two out of twelve students became involved with Enactus at the recommendation of a friend, who suggested the opportunity. One interviewee saw the opportunity on Instagram, one of the social media used by Enactus. However, in order to understand what prompted students to join Enactus after Enactus' presentation, it was necessary to investigate the question further. The interviewed students reported multiple motivations to initiate their experience in Enactus. Most motivations fell under similar

categories; it is clearer to look at them in clusters. The majority of the students had already seen at Enactus an opportunity to have an impact on SDGs and were therefore interested in the topic of sustainability.

"[...] I've always wanted to put my skills at the disposal of the environment. I wanted to do something that could change the situation we are in. I saw at Enactus an opportunity. So I had the chance to make two wishes come true: join a Start Up and impact the SDGs" (I1)

"I had joined Enactus when I came back from Erasmus, where I had done an examination on sustainability, a topic that had fascinated me. So much so that I also did my thesis on this topic. I wanted to have an impact" (I7)

On the other hand, a significant proportion of respondents added to the mere interest in the topic of sustainability an additional desire to learn something about entrepreneurship. In fact, these respondents have seen at Enactus a way to join a concrete entrepreneurial project. Enactus gives students the possibility to make mistakes, without risking life and limb.

"When they came to present the Enactus mission and project I recognized myself in the statement. In fact, when I was a child, when they asked me what I wanted to do I've always answered that I wanted to help people. I realized myself with Enactus" (I5)

"It intrigued me as an activity where you could do everything yourself, you had the right space but also the support from the Enactus Italy team and network. Enactus is a springboard for those who want to do this in life." (I6)

In particular, some of the female interviewed pointed out the opportunity offered by Enactus of getting out there, challenge themselves, as well as learn and grow.

"I wanted something that could challenge me as a person... I have always been a person of character, I always looked for stimuli or things to do to grow and learn" (I7)

“However, perhaps the strongest component was that I could get out there. So it was a way to make a run” (I6)

Others mentioned the possibility of forming a group and therefore also experiencing the social connections, both in terms of making new friends and working as a team.

“I saw concrete projects with an international vocation [...]. I wanted to work in a team again, I was looking for a new project” (I11)

“I saw many keen people at Enactus and I was interested in entering a context of this calibre” (I10)

In this way it was possible to understand if the initial reasons had changed or remained the same as expected. Five respondents did not express a further opinion, in fact they admitted that their reasons to stay at Enactus had not changed over time. In addition, three out of eight young interviewees wanted to add a comment about their motivations to stay in Enactus. These interviewees stated that the reasons to continue the experience had remained in line with the reasons why they started, although they had strengthened their foundations.

“The reasons have remained the same, maybe more structured, I strongly believe at Enactus even now.” (I1)

“I started out of curiosity because the surrounding environment was interesting. I expected to meet other teams and experience the international environment, I remained interested for what was around it, for the context” (I5)

“I continued to get involved, to get something interesting out of the books, after a while I got attached to the project, it amused me and I liked it.” (I6)

But some of the interviewees, especially three of them, admitted that their motivations had radically changed during to the experience within Enactus, because of the success of the team and of the project, because of the friendships they had developed or due to the realization of the magnitude of the Enactus association.

“My motivations changed every two months. At first I didn't know it, it was all to be discovered. Then I have developed more and more within the project. [...] The motivation has changed a lot after the National Competition. After the National Competition we saw the real birth of the team: a sense of belonging” (I6)

“More social motivations have been added, friendships” (I8)

5.2 Entrepreneurial competences

The entrepreneurial competences developed during the Enactus Experience were discussed. This chapter will present the main competences developed during the Enactus program as reported during the interviews. All the respondents had the opportunity to be engaged in an Enactus projects, where they gained valuable experience to advance their personal and professional lives. At Enactus all the respondents gained a valuable experience to advance in their personal and professional lives. For instance, all the respondents had conducted a project in their team, had identified the community problems and the potential solutions, together.

The researcher mapped the respondents' entrepreneurial spirit development during the Enactus experience. Most of the respondents claimed that due the experience in Enactus, their entrepreneurial instincts had changed.

“I have never had an entrepreneurial training; it was the first time I approached this field” (I8)

“Yes, Enactus has taught me a lot, especially in team management, both as a team member and as a project manager” (I9)

“Yes, I had no entrepreneurial spirit before. Especially when I started” (I10)

“I changed my personality during Enactus” (I3)

Only a few have decided to give more explanations and have clarified how they had improved and in what field: in the awareness about society and sustainability as well as in the opportunity to fight for someone else.

“Enactus was a way to put the competences into practice. Now I’m more aware about what can be done in society in terms of sustainability” (I2)

“My entrepreneurial spirit has changed a lot. [...] At Enactus you perceive a social inequality. We who are privileged have a duty to give them the opportunity to be heard. It is not only we good Samaritans who help them. I am instinctively thinking about entrepreneurial solutions now” (I10)

Two interviewees in particular started to define which were the activities that made this change possible: entering the world of business and facing the challenges resulting from it.

“I have developed a sensitivity to understand what the problems in the social field are. I have understood that first the problem must be defined and then the solution can be found. Start-ups fail because they don't understand it” (I5)

“I started from scratch, I learned how to spend money, how to negotiate, how to talk, how to sell something and how to sell the project. With time I also understood how to work in a team, before wasting time I learned to be more structured” (I12)

Some respondents, who did not have a boost in entrepreneurial spirit, claimed to have learned something else, for instance how to design a project in the best possible way and how to create added value in a project. Finally, one interviewee specified that to be successful it is necessary to identify with the entrepreneurial project itself.

“My entrepreneurial spirit had remained constant, I entered because I already had the entrepreneurial approach in mind. I had the desire to be more sustainable. [...] Enactus changed me, changed my attitude, I had commitments and objectives to achieve” (I4)

“[...] if you don't have a spirit of your own it's difficult. You have to be the thing you do, not only believe it. It has to be one, otherwise the team suffers.” (I5)

“I don't feel that my entrepreneurial spirit has changed. I have understood that the economic side of a project is necessary, it is utopian to think that a company is not based primarily on this. [...] added value you create is not only on that (I6)

Also, the results vary among respondents because the entrepreneurial impact reached by the respondents varies between projects. However, the interviewees' project descriptions are not reported in this chapter, both to respect the anonymity of the participants and because it would not bring interesting data to answer the research question. The researcher although has noticed that five of the twelve interviewees are confident about the project's impact obtained on the world. Nevertheless, two of the answers regarding the impact have been reported, to show the interviewees' difficulty in making a self-judgment about it. Some projects may have had less impact on the entrepreneurial side but a significant impact in terms of awareness.

“We have done so many things, I don't know which ones to define entrepreneurial, they wanted to ground a project on what was in the head. Initial part: analyzed the problem that existed, and from here an entrepreneurial action should start, (really difficult). We tried to try to involve the beneficiaries [...]” (I7)

“Given that both projects were and are in an embryonic phase: we have imagined the project and somehow foresee a functioning scheme. There was a strong ideation” (I11)

Subsequently, the entrepreneurial competences were tested to give concreteness to the previous answers of the interviewees. The researcher classified the main entrepreneurial competences defined by the EntreComp framework (Bacigalupo, Kampylis & Van den Brande, 2016).

5.2.1 The ideas and opportunities

During the interviews, the researcher realised that for *the ideas and opportunities* cluster the interviewees had a similar path in Enactus. In fact, at Enactus all students undergo two essential phases for the creation of an entrepreneurial project, *needs assessment phase and collaborative guidance phase* (explained in more detail in the following paragraph on Educational methods). Furthermore, given the vision of Enactus there are requirements that every project must meet in terms of Sustainability (economically, socially and environmentally). For this reason, there are four categories of the *Ideas and Opportunities* section (EntreComp framework) that have been equally processed by respondents, albeit in different ways: *Spotting opportunities, Valuing ideas, vision, and ethical and sustainability thinking*.

With regard to *spotting opportunities*, the entire Enactus Network meets during the national events. During the events students have some networking opportunities to capture. In fact, Enactus Italy is supported by some companies and partner foundations, and these are available to students as mentors or speakers during events.

“In addition to work experience, there were other opportunities, such as interfacing with speakers (president of Enactus International), networking events and the opportunity to be known also by human resources (e.g. Carlisle), as well as making partnerships with other international teams” (15)

“Many small great opportunities, for example going to the World Cup in Silicon Valley, opportunity to meet new people... I met the Enactus Puerto Rico team at a conference, a contact that I passed to my team. They wanted me to attend one of their events as a judge, an opportunity lost because of the pandemic.” (17)

The researcher then wanted to make an in-depth analysis to see if the respondents had managed to use the lessons learned during the project design phase even after the project was finished. With the first in-depth analysis it was possible to define that three of the interviewees took advantage of the opportunity at Enactus and implemented the

spotting opportunities competence, outside the mere context of Enactus (explained in the career paragraph). Some students have continued their professional path because they have been able to seize opportunities, for instance in KPMG and Caritro Foundation.

“Thanks to Enactus I had a close connection with “Fondazione Caritro” and I saw a job opportunity” (I3)

“my first job was in KPMG, I did the KPMG kick, but thanks to Enactus I had an extra boost” (I2)

Finally, one of the interviewees reported her personal path as an example of how Enactus had changed her life.

“At the moment my work is a PhD, something born thanks to Enactus. Studying the entrepreneurship impact has influenced my decision [...]” (I7)

Another category to be analyzed is the students' ability to identify the needs of society around them and act as entrepreneurs. Enactus gives students the possibility to create added value and thus meet the problems of society. In the EntreComp framework (Bacigalupo, Kampylis & Van den Brande, 2016) the process just mentioned is defined with the term *valuing ideas*. All respondents have been part of active teams on this front. In fact, they all found alternative solutions to some problems defined in the *needs assessment* phase, and then put them into practice in the *collaborative guidance* phase.

One of the main features which define an entrepreneur, according to the EntreComp Framework (Bacigalupo, Kampylis & Van den Brande, 2016) is the *Vision* of a desirable future. It can be confirmed that all solutions found by Enactus students meet a rosier vision of the future. The researcher noted that all respondents had a common vision. That said, six of the twelve interviewees already had an idea, a vision or an image of the future to aim at before the Enactus experience. In these six cases, Enactus only gave them the means to achieve it. Otherwise, some of the interviewees had an interest in

entering Enactus thanks to its vision, from which they were inspired, as has been shown in the previous paragraph regarding the motivations.

“There was no specific problem I was thinking about, my vision when I started studying economics was to impact the world through economic action. Not on the micro problem. At Enactus then my vision changed. Now I would like to impact and have a side effect. I would like to solve situations with the same Enactus approach” (I4)

The homogeneity in the responses of the interviewees' vision is not found in the responses regarding *creativity*, even if everyone has seen Enactus as a place to practice it. However, it was not easy for some of the respondents to quantify the development about this theme within the Enactus context. In particular, for two of the interviewees, the answer was not very convinced:

“Could have influenced, I cannot quantify, Enactus was one of the many occasions that stimulated my curiosity and creativity” (I2)

“I don't know, it was definitely a brainstorming workout, a good amount of resources from empirical experience, consider some things rather than others. Helps in the sense that it channels better certain thoughts and helps you” (I9)

As far as other interviewees are concerned, though, creativity has been seen more as a means to reach alternative solutions to achieve a result.

“[...] Often you don't start with a high budget, so you have to be creative in figuring out where you can get what. Creativity is also needed to convince others to take an interest at Enactus or the project. (I12)

“Being able to identify the problems is easy, being able to identify solutions to solve them and understand how they could be solved less, my creativity has been called over and over again to operate” (I8)

Some young leaders have identified themselves as creative and capable of putting creativity into practice in the Enactus context. Creativity has also been seen as a process, a method or a critical analysis, do things in a different way to reach solutions.

“I am very creative of my own, at Enactus could give free rein to my creativity. Before I saw creativity outside of work, here I had the opportunity to express what I am, they did not teach it, but I had the opportunity to learn that the two things can be united. How professionalism can be contaminated by the creative side, to have a different creative approach. (16)

One of the interviewees instead, thanks to his experience, in Enactus, gave a new meaning to creativity: a way to summarize and synthesize the creativity of others.

“...creativity is not necessarily in the individual, there are some particularly creative individuals. Yet there are people who are creative in comparison with others, now I am able to unite people's ideas, this is a kind of creativity” (17)

In one case, however, creativity was seen as a deviation in the implementation of an entrepreneurial project and therefore a limit to its realization. In this case, creativity was seen as an idealization and therefore a departure from reality.

“I have learned to use my creativity but also to limit it, which is more important. I had to ask myself: when are these ideas concrete? I have developed a concreteness” (11)

For the last category the considerations made on *spotting opportunities and valuing ideas* are valid. In fact, in Enactus, internationally, *Ethical and sustainable thinking* are part of the culture. For instance, two of the interviewees pointed out that at Enactus the social environment is already sensitive to the issues mentioned, but at Enactus it is strengthened. It also provides an opportunity to continue with stronger values in the future. This topic will be discussed in more detail in the next paragraph.

“I was already sensitive to social problems, as all those who participate in Enactus. There is an opening to these things. Enactus, however, is a

demonstration of how interaction with others helps to consolidate this value. Being surrounded and having a community that believes in these values makes your personality stronger and stronger, it is a virtuous circle” (17)

All the other interviewees demonstrated ethical and sustainable thinking. However, one of them has differentiated the ethics and sustainability concepts, expressing the desire to try a new sector, different from sustainability, while continuing to seek an ethical approach.

“The sustainable thinking worsened during Enactus, first there was more enthusiasm, then I had to deal with it, I did not continue to do sustainability, after the experience I also wanted to see more. I looked for ethical aspects in my work” (14)

5.2.2 Resources

The second category addressed regarded the *Resources* that Enactus participants can use and develop. Self-awareness and self-efficacy are the first competences addressed in this section. Overall, the response to this category was positive. Mostly, thanks to the opportunity that students had to confront each other and themselves.

“Yes [Enactus helped] a lot, because I confronted my limits (that I already knew), but here I had to make decisions in a more decisive way. The things from which I learned the most was my experience as a team leader” (14)

“Yes, I certainly understand more about myself, my place in the world, and who I can help” (17)

“Probably yes, I have received a lot of feedback from my peers, so I have had an empirical knowledge of my behaviour” (19)

One participant specifically reported an example of how he felt he had improved in relation to the "Self efficacy" category.

“I used to struggle to speak in public. So, one of the improvements I experienced was in public speaking. After the first year I was one of the speaker at the National Competition event – and it was the culmination of my improvement” (I5)

Beside having developed a greater connection with themselves and others, most participants, stated an improvement in their ability to influence others. All the examples reported mentioned how they faced the *mobilising other students* challenge. In fact, in Enactus, respondents have to tackle a range of challenges ranging from recruiting, to motivating and organising the team activity once the team is built.

“I stop and think to learn what motivates others. For me, looking at the point of view of others and emphasizing it was the most difficult challenge I faced. Yet it was the only way to make everyone feel involved” (I11)

“These are projects where you don't get paid, it is not easy to convince/involve outsiders.” (I6)

The next step was taken by those who, in addition to mobilising the students inside or outside the team, had the opportunity to raise awareness on sustainability issues. The latter interfaced with friends, relatives, professors and also, in some cases, project stakeholders. For them, their experience at Enactus became a way to intrigue people around them.

“Enactus gives me the tools to mobilize people. I involved friends to join Enactus, to support the projects. I tried to change other people's habits” (I7)

“I think so, it helped in convincing others, to raise awareness on the waste of clothes, and on how much co2 is wasted for a pair of jean” (I8)

“Yes I talk about Enactus a lot, when you spend time doing something that interests you, you share it with your parents' friends etc.” (I10)

Two of the twelve respondents think that Enactus had not impacted their ability to mobilise others, even though they admitted that Enactus gives the possibility to be

challenged. Rather, they saw at Enactus a place where they could put themselves out there even though there was no real education about it. One respondent (I4) pointed out that this also depends on the competences of the other team members from which one can learn.

“I have not improved much; I think I would have acted the same way” (I9)

“I did not improve in my ability to motivate others, but I saw in others this ability from which I was inspired” (I4)

In parallel to mobilising others, a self-analysis about mobilising resources was also required. One of the respondents who had the opportunity to get more into the heart of the project, has identified one of the main learnings in resource management: understand the needs before mobilizing the search for solutions.

“I learned that we had to know our needs. Often in the eagerness to look for something, you look for partners randomly, when you have to talk to them you ask yourself: “what do I want from them?” You have to focus on what you need and involve them in the perfect way. The same goes for resources/tasks within the group” (I6)

Only few of the interviewees felt an implementation of the financial resources management. This is because few of the interviewees had the chance to have a concrete impact within the project. Making an impact also means overcoming one of the most advanced steps: the crowd founding campaign and managing financial resources.

“We ran fund raising events, always linked to games/aperitifs” (I7)

“It was good practice, but I had done a more specific internship in the financial field and, by comparison, resource management at Enactus was basic” (I9)

Motivation and perseverance is the last competence, but it has already been analysed in the previous paragraph.

5.2.3 Into action

The last category group defined by the EntreComp framework (Bacigalupo, Kampylis & Van den Brande, 2016) is the one called *into action*, which divides the entrepreneurial categories again into five macro areas: *coping with ambiguity, uncertainty and risk, working with others, learning through experience, taking the initiative, planning and management*. It is possible to divide the interviewees between those who had a growth in terms of entrepreneurial action, and those who did not.

During the interviews the researcher noted a common ability of all students to learn during their experience. The educational path at Enactus is a great success from this point of view, in fact the category *learning through experience* has been identified as a main strength of the Enactus experience. The determined factor identified was the practicality allowed by Enactus, which was particularly beneficial for those students that did not have other similar experiences within their University career. Others however experienced Enactus as a addition to their already rich practical experience into their group work integrated in their pre-existing university curriculum,

“Enactus did a great job, although I already had the opportunity to put my studies into practice with university courses (rich in group work)” (I2)

In other cases, some of the sustainable knowledge came from learning from mistakes, learning how to learn, learning from experienced students, and learning through the business technical language.

“The trial and error process, changed my mind” (I8)

“The experience at Enactus was fundamental, you learn to learn, for instance you understand what you want from the partner, it may be that you present the project, but that is not the only goal, you also have to have a really clear idea on how you can collaborate” (I6)

“I am still here to learn” (I7)

However, one of the interviewees identified another added value of Enactus compared to a *learning by doing* experience offered by universities, for example in a start-up. In fact, at Enactus there are also shared values (in terms of social sustainability and attention to the planet), that are perhaps more difficult to find in other contexts.

“These are experiences that are difficult to find within a traditional academic path. In universities there are other experiences, also easy to do, for example within start-ups, but not with the same values as Enactus. At Enactus you can see many dynamics in an accelerated way. The clear advantage of Enactus is that it has zero risk. Enactus gives an extra value that an experience in a start-up does not give” (19)

A similar pattern was found for the category *working with others*, which was confirmed by all responses as a point of improvement. Two interesting answers were the following. The first mentioned the competences learned as a team leader, who had to understand how to arrange and organise the roles within the team in order for to work at its best.

“It has increased by force of things, Enactus helps students to collaborate. we divided the work well, we had two work teams, also different final presentations” (12)

The other answer underlined a variable not to be underestimated, namely to manage the character of the different members of the group. Working together is never easy. However, working together at Enactus is simplified by a common motivation: to have a winning project and therefore have a concrete impact.

“Well, it was challenging, there were many different characters, the thing that makes it difficult is self-management, TL was one of us, hierarchically no different. It was the most complex thing to work in a group, even if there were never any particular difficulties. We got along very well even though we had complementary characters. [...] I could work thanks to the motivation behind it all” (17)

The last reported answers anticipated one of the category that will better explained later: *the ability to plan and manage your time*. Almost all the interview participants defined that there was no a clear and definite teaching method to implement the management and planning competences, however Enactus gave the opportunity to practice and learn from those who were more capable.

“I already had experiences with business club meetings, first we tried to do everything easily between us, then we started using meet-type platforms, we started to divide roles, like marketing (Instagram & fb), someone was a stakeholder, someone was documenting what we were doing. Others who were better at relating to people did that. As a Team Leader my organisation has definitely improved” (I12)

Some of the respondents stated that they always had a flair for planning and were willing to put their management competences into practice even before their experience in Enactus.

“I have always liked to organize things and others, and Enactus teaches a lot from this point of view. It helped me understand what you can learn by making mistakes, even if there is no real teaching at the base” (I10)

“I've always been methodical, I like to plan, I've certainly never done anything like this before, before it was more into planning exams, here I learnt how to plan and carry out successful projects” (I7)

The researcher subsequently analyzed the category about *Coping with ambiguity, uncertainty and risk* to test the respondents' development. For some of the interviewees, risk and uncertainty have been perennial during their Enactus path. The interviewer, not being too specific in the question, allowed the interviewees to interpret the different uncertainties, without guiding the answer.

“At Enactus we had continuous unexpected events” (I4)

“we had more difficult moments than others, and that helped me and now I feel more confident” (I5)

“I understand that these are things you have to deal with. They are part of the work to do, we could mitigate them or go for it and hope for the best. It's a way to discover new resources you didn't think you had and find a solution” (110)

For instance, another interviewee recognized a specific type of risk, that of losing a stakeholder's trust. A variable linked to the sustainability of the team and of the project, and so the credibility of the team involved.

“Every time a new project was created we had to take into account what might not work, there was no financial investment, we did not waste money rather energy and time, perhaps the relationship with the stakeholders was put at risk, it was also necessary to develop projects to avoid to lose stakeholders trust and their resources” (17)

“The entrepreneur's skill also lies in reducing uncertainty, so we have tried to establish good relationships of mutual trust to mitigate this. Otherwise you will be left with unfinished business” (13)

Yet one of the interviewees claimed that they still had the opportunity to interface with risk, regarding the preparation for the final presentation of the project.

“We always waited until the last moment to do things, so I had to manage uncertainty and risk, but more for organizational reasons” (111)

However, some respondents saw the risk as only as financial and therefore said they did not address it.

“There was not much risk because there were no personal resources involved” (19)

“In my opinion, having developed a project in the initial phase, we never exposed ourselves to economic risks” (18)

The last category of the *Into action* area analyzed until now is the one that closes the paragraph called *take initiative*. Surely all the interviewees, taking part in the Enactus

project, had already shown that they had the ability to take initiative. However, they were asked if their ability to “jump in” and get involved increased during their time in Enactus. For many interviewees the ability to take initiative was already part of their character before the experience in Enactus.

“Compared to my life before Enactus I do not think so, I think it is part of my character, it has given me a boost (I8)

“It was not so impactful under this perspective, I was able to express myself, to keep my ability to take initiative from before” (I3)

For others instead Enactus served to develop this ability. Three positive responses were reported below.

“I have improved in this, Enactus is a context in which it is always required to take it” (I5)

“I had more opportunities to do it because of Enactus” (I7)

“I realized that compared to before, yes I definitely improved” (I11)

However, almost everyone agrees that Enactus has given them many opportunities and possibilities to grow. In fact, Enactus has been identified as a fertile context to take more and more initiative.

“I took more initiative than before, at the beginning we didn't have much credibility, but winning the National competition increased our credibility, and we laid the foundations to help those after us to take more initiative” (I12)

“I had to take initiative many times, especially the first year, leadership in the team was not strong, I was very present. I suggested the idea that was then selected to activate the project. I managed to convince everyone.” (I1)

Some interviewees were able to explain why they feel more capable of taking initiative and make it last over time: they gained a higher level of confidence to do so, as two of the interviewees simply explained.

“I've always tried to throw myself into it, it's part of my character. However, Enactus creates a protected environment, it led me to take more initiative, it remained with me, because seeing that things are going well allowed me to gain more confidence and worry less afterwards. Enactus stimulated me to take more initiative” (I6)

“Enactus gave me the security to apply to do something more complex, a springboard. It increased my self confidence to try new things” (I10)

5.3 Sustainable Mindset

This section presents the key findings regarding the second emerging theme from the data, which is the Sustainable mindset. Specifically, the main features that define a sustainable mindset were examined. So, the researcher tries to figure out if it was possible to identify a students' development concerning the *sustainable mindset*, during the Enactus journey. Interviewees were then asked if some habits or behaviours have changed after their experience in Enactus.

The following aspects are analyzed one by one by the interviewer:

- Ecological Worldview
- Spiritual Intelligence
- Systems intelligence
- Emotional Intelligence

(Kassel, Rimanoczy & Mitchell, 2018).

The interviewer wants to understand who already had an *Ecological Worldview*, verifying the interviewer's connection with nature (Kassel, Rimanoczy & Mitchell, 2018). The goal is to understand whether there was a greater or lesser attachment after the

experience in Enactus. There are three categories necessary to define the *ecological worldview*.

The first question taken into consideration concerned the knowledge of the interviewees about the topic of *ecoliteracy*. No in-depth knowledge was found in any of the interviewees. Clearly, the theory behind ecosystems is not a point enriched by the Enactus experience. Different results emerged from the response regarding the second category of the Ecological Worldview: *a biospheric orientation*, i.e. the way respondents value nature (Kassel, Rimanoczy & Mitchell, 2018).

Respondents did not go into much detail about their connection with nature. However, their link with nature does not seem to have changed significantly after the Enactus experience. For this reason, the researcher reports below only two interviewees' answers regarding the *biospheric orientation* as examples: the first one demonstrates a very strong appreciation of nature, since before the Enactus experience, the other mentioned a greater connection with nature thanks to Enactus. Half of the interviewees are in line with the first answer, the others follow the opposite direction.

"Thanks to other associations, in which I took part before Enactus (Scouts for more than 12 years), I have a special imprinting with nature" (I8)

"My relationship with nature is now completely different. [...] I had an alarming bell, now I am more sensitive" (I7)

Besides, the interviewees were asked, from a personal point of view, whether they have had or have developed a protective and restorative action towards the environment. Almost all the interviewees showed that they are moved by to the issue of environmental sustainability and are active in this regard. However, it was not always the merit of: in seven out of twelve cases the attention to a sustainable environment came from the influence of the family or from personal interest.

"I'm vegetarian, I don't buy clothes from brands that are famous for being within the fast fashion context and I'm careful about the right recycling of waste" (I10)

“My family has passed this concept to me: taking care of things, not spoiling them, and then recycling them” (I12)

“I was educated by my family, I have always been educated in this way: to be careful about what I buy, it was easier for me than for others” (I9)

“I started to reduce the use of some materials, to replace them with straws, plates/compostable glasses.” (I5)

Enactus, however, played a role in strengthening and prolonging the sustainable wake of respondents over time. Respecting the environment was seen as a constant training made up of many small actions, as one the interviewee stated.

“Since I started my experience at Enactus, I found myself thinking more and more often about the environmental impact of things, perhaps because I have been used to see some problems emerge or because of the dedication of my companions. I feel more responsible and aware. Now, for example, I carry the water bottle around, after having seen the Enactus Venice project. That’s a small thing but small examples like this one continue to keep up the motivation to respect more and more the environment” (I11)

The second cluster taken into consideration is the Spiritual Intelligence category, a fundamental element of the sustainability mindset. Does Enactus change the goal of the students during the time? The interviewer tried to answer this question by asking respondents if their own purpose after the Enactus experience had changed and in which direction. In fact, Enactus mission is to “engage the next generation of entrepreneurial leaders to use innovation and business principles to improve the world” (Enactus, 2020).

It turned out that Enactus attracted all these young leaders precisely because of its vision (in the paragraph before) and for its mission as well (except for two respondents).

“I approached the Enactus world precisely for its vision, but Enactus speaks through slogans. I didn't have a slogan in my head. I didn't have my own idea of

a community. I thought that I wanted to improve a person's life, but at Enactus understood that you can have a greater impact, when acting all together” (I6)
“The interests remained the same but I had an extra awareness. I touched with my hand, how to solve the problem, not only seen from a distance. [...] What can I do for a certain kind of problem? There is an awareness about what you can do”
(I1)

As already mentioned, only two of the respondents were not bewitched by the vision of Enactus. Even if one of them entered Enactus thanks to a similar mission undertaken by Enactus, the interviewee expressed interest only to have an impact on the world, not particularly to have a more sustainable world. His conviction has not changed over the years within the association.

“There wasn't a specific problem I was aiming for, since the beginning. I studied economics because through economic action I wanted to have an impact on the world, not on the micro problem, but the whole. During Enactus this idea of mine hasn't changed. Now I don't do sustainability, I would like to have an impact by continuing on my way” (I4).

In one case, joining Enactus was mainly due to an interest in networking and challenging himself into something new.

“I jumped in without thinking about what it would be. I took the experience at Enactus as a teaching lesson, I hoped to learn something and have a real impact on people. I also wanted to learn and grow” (I12)

However, it does not mean that Enactus was not fundamental for students' growth, in terms of strengthening sustainable values of the young people involved. In fact, many of them found at Enactus is a way to reinforce these beliefs and in many other cases, although the vision was similar, the experience at Enactus influenced their way of thinking. For instance, a reported interviewee stated the satisfaction of having had the means to realize his vision.

“Enactus is in line with my personal values, such as sustainability. I have always been very sensitive to these aspects, because my father works for energy companies. He has always told me about renewable energy [...] Enactus has allowed me to help out in practice. I asked myself: what can I do? Enactus gives you the satisfaction of being able to measure the impact, that's where the real satisfaction lies” (19)

Besides, two interviewees realized with Enactus that sustainable entrepreneurship would become part of their professional lives. Some examples are given below.

“I think Enactus influenced me, it made me realize that you can do something concrete, e.g. you can open a start-up. Enactus opens your eyes. I probably would have wanted to do it, but I wouldn't have known how. Previously, it was a desire on a personal level, now it has become an awareness for professional life” (12)

“I have always had a desire to do something of my own [...] now I am looking for an entrepreneurial side in my work [...]” (17)

One of the variables of spiritual intelligence analyzed later was the *oneness feeling with the environment/people*. As in the other cases, there were several answers: three of the interviewees confirmed that their connection with the environment did not change. However, their social connection improved. In most cases, a change was not perceived, nor the *oneness feeling with the environment/people* was present before the experience in Enactus.

“Respect for nature is very important to me. [...] I'm not connected with nature so far. I like it but I am not a "consumer" of nature. I'm generous with people, not intrusive, but I don't feel like improving the lives of others” (14)

Enactus seems to have sensitized some of them in these terms. In fact, three of the interviewees mentioned it, especially for the social side.

“The relationship with nature is always the same, I suffer when I don't have it. Regarding people, I try to help them, I continue to socialize and understand how to collaborate with others, Enactus helped me to be more sensitive” (I2)

“At Enactus developed the social component, learning and understanding better problems, research dictated by the nature of the project. Different attention for disadvantaged classes and international approach” (I1)

“With people, I am more and more sensitive, I realize that I can do something by myself. I thought I could do it in the future, but with enactus I could already do something” (7)

As far as contemplative practices are concerned, only two of the respondents responded positively, one of them has added the comment below.

“To be an entrepreneur you need to do meditation to relieve stress” (I5)

Another comment from an interviewee reported. This individual interpreted the concept of *contemplative practices* differently: he underlined a change in the criticality with which the outside world is observed.

“At the level of deepening the situation of the territory, more than mere observation” (I3)

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With regard to the third category, the Systems Intelligence, the results do not vary particularly among the interviewees. The System Theory category was not universally known (in detail) by the interviewees. Respondents demonstrated a greater sense of interconnectedness than their own knowledge of the systems they are a part of. In fact, all the interviewees feel a sense of interconnection, confirmed from a sense of belonging to their own team.

“A sense of interconnectedness with nature is already part of me, with people more and more” (13)

“with other Italian and international teams, I’ve understood what a network is” (15)

Thanks to some insights, it was also possible to understand the reasons for a strong sense of interconnection, that are shared principles and values for two of the respondents.

“The same principles are shared” (17)

“You feel like you are part of a bigger thing, you feel like you are part of a network, there is an imprinting of similar values at the base, we could share a lot among us” (12)

In addition, some of the responses confirmed that the sense of interconnection it has transformed over time in team's belongings and have not disappeared with time, but it is still present today.

“Has been closer to some than others, but we still feel like a team now” (111)

“The bond with people was much stronger in that contest than in the others. This is because we were facing the same experiences. We had the same vision of the world, we already knew we were there for a reason. We still feel that we are there now” (14)

As far as the last subcategory is concerned, the stakeholder engagement, the data collected depend very much on the evolution of the projects, in fact many of the

interviewees did not have the opportunity to have a real relationship with the stakeholders. The only positive response obtained by the interviewees was therefore reported partially.

“I have learned that they are all fundamental in helping you in things, everyone has fundamental roles, the important thing is to know how to engage them at the right time [...] they put you in front of realities that you now know how to “read” (14)

The last category analysed in the interviewees was that of *emotional intelligence*. This was summarised in three categories. The first answers reported are those related to “Self/other awareness”. A trend that seems to have improved with the Enactus experience. Although it was not always easy for respondents to respond precisely. The least convinced answers were reported before, as well as the only two negative ones. All other answers were positive.

“I have been confronted with my own limits (that I already knew) but now I make decisions in a more decisive way, I learned in the experience of being a team leader, I was not too leading before, I improved because I had this experience” (14)

In two cases no change in self /other awareness has been reported during the Enactus experience.

“Probably my previous experiences have given me a certain vision and this vision has also brought me into Enactus, I’ve not been changed” (18)

“I’m a bit of a case apart, it’s a bit hard on myself, I’ve always developed it a little bit” (12)

The second sub-category, that has been studied in depth, was the one inherent in their impulse to be compassionate towards the most vulnerable people (who at Enactus are defined as beneficiaries). There wasn’t a positive response, only two of the interviewees responded with a little conviction about the compassion development. However, the

answers were detached from the sense of compassion seen passively. Another way of seeing compassion in a more active way has been explained. In fact, an active attitude towards the people who live with more difficulty was reported, for instance, a meeting between two interviewees with some elderly people (the interviewees were part of the same project, although at two different times).

“I think that Enactus has not influenced this, it has had almost the opposite effect, compassion as a pre-reaction to social action, [...] with Enactus there is a different thing, it is not that you develop closeness with this person and want to help them, but rather want to learn. With older people, you put yourself in the perspective of "helping" them but then you discover that you have not understood anything, Beneficiaries have other problems and expectations, you have to be less compassionate and more open to the differences” (I7)

The second interviewee pointed out an increasing sense of compassion and a growing skill to change point of view.

“Enactus gives me the possibility to go beyond compassion and look for a concrete answer. I’ve learned how to put myself in other people's shoes. The error that I made before was that I didn't think about how an elderly would think. They thought about cinema and theatre but then we realised that old people didn't want to go out in the evening. They missed knowing how old people thought. I understood that it was necessary to put ourselves in their shoes” (I11)

In addition, two of the interviewees, through the answer to this question have anticipated the last category addressed in this chapter: *Proactive glocal sensitivity*.

The researcher reported eight out of twelve responses, which testify to a greater attention to the surrounding environment and, in some cases, a greater awareness of how to have a positive impact on it.

“Enactus helped me to find a solution where he saw only problems, I was looking for a solution to do something, before I did not see a solution” (I12).

“In my opinion, the more you boast the more you develop team player mentality: after a while you think more like a team, a group mentality develops” (I11)

However, in the majority of cases, Enactus was neither the cause of the development nor the game change, but only a way to get closer to the world issues

5.4 Educational methods

The educational methods used to convey entrepreneurial competences and sustainable thinking are analyzed in this paragraph. The Enactus program marks the steps that each team should follow to develop a team project. The program is divided into five steps. The first step is the Program Establishment in which students build the Enactus team within the University campus. This step is characterized by the team establishment activities (recruiting, engagement of the faculty advisor, etc.). The second step is called Team Development, in which students attend training (team building, etc.) and leadership events (focusing on hard skills and soft skills), in order to maximize the talent capacity and the impact of the team.

During the third phase, which is the Collaborative Guidance, students are allowed to collect data and start a needs assessment about a specific community, followed by business leaders. The fourth phase, called Entrepreneurial Action, enables students to deploy business innovations that eventually create social impact. Finally, the students' projects are presented in front of judges and business leaders during the competition excellence phase. Although the Enactus route has been divided into different phases at international level, there are no indications on how to address the different phases in the local entities. For this reason, the interviewer decided to ask young workers and undergraduates to specify the activities carried out during the various phases, which have contributed to a greater growth for their entrepreneurial development.

For the purpose of the research, the interviewer asked the interviewees about the main steps responsible for the greater growth in term of entrepreneurial competences. The results show that three of the students interviewed from the first generation of Enactus Italy (year 2017) identified the Program Establishment phase as the biggest challenge of the entire Enactus path. In fact, in the Program Establishment phase students had to face the first difficulties of entrepreneurs: creating a team from scratch, and, in some cases, create an association. Moreover, students or the Enactus Italy team, once they decide to propose the Enactus program to a new university, must find a suitable professor who is willing to work alongside them. In some cases, students also choose to become an independent association. Some core competences acquired will be illustrated below. In particular, one of the respondents identified a learning method through peer to peer teaching and some training events, regarding Program Establishment. He also pointed out the challenge with the Italian bureaucracy, an obstacle for entrepreneurs;

“Training actions, workshops on how to find an idea, [...] understand bureaucracy, the statute since we had to create the association from zero. [...] Mentoring among students who speak the same language as you, better than training” (5)

In addition, another interviewee reported the first recruitment and the first project decisions as the most challenging. Traditionally, in Enactus, students carry out a project year after year, while in other cases students can choose to change or transform it. For this reason, some projects marked the reputation of the team also in the following years.

“We were the pioneers in Italy and had to invent rules: recruiting and project” (13)

The second step of the Enactus Program, *Team Development*, on the other hand, involves all the training events and team development activities, not necessarily from scratch. The competences methods identified by the interviewees were mainly: learning by doing from the different activities within the team, synergies between cross cultural

teams, observations of previous generations with more experience in the field or who had had studies related to entrepreneurship. Training events and workshops were also mentioned.

The actors responsible for the training were business leaders (partners of Enactus) through specific training events, such as courses organized by KPMG professionals. Also the organisation of Enactus teams is managed by Enactus Italy, which is composed of two managers: Marta Bertolai and Francesca Chiesa, who have taken over the reins of the association in Italy, after its creation by the president of Enactus Italy, Daniele Di Cristina.

“The Team Development is composed by the creation of the team, recruiting, associative role, nurturing of the team, activities to do, processes to set up” (I4)

“I put myself at stake during the part of the training organized by Enactus Italy [...] there was contact with the speakers, public speaking workshop” (I2)

“We managed recruiting in such a way that we had students who were entrepreneurial, we imagined ourselves to be a company: we had to give ourselves an internal structure” (I11)

Only two of the interviewees identified the third phase of Collaborative Guidance as the largest source of growth at the entrepreneurial level. These were training events called Mock Presentations where business leaders give feedback to each of the projects presented. These events are typically about one month before the official presentation.

“When give us feedbacks at Mock Presentation, judged our projects” (I12)

The penultimate step is the most impactful, which is Entrepreneurial Action, however not all students have reached this point, not all students have the possibility to bring the project at an advanced stage. In fact, in order to make an impact on the community, a lot of human and financial resources are needed, which are not available for most of the presenting teams. So, the most discussed method of knowledge transmission has been

mentorship, a way to connect business leaders with students thanks to a one-to-one relationship, as well as the close relationship with the faculty advisors (the university professors who deal with the Enactus team within the university) for advice and training events. Additionally, the previously mentioned method -learning by doing- and the contact with senior team members, within the team, have been reported.

“Enactus is transferring entrepreneurial knowledge through training, kick off events (with who is at Enactus and who is not), mentorship, advisors/professors who teach entrepreneurship” (I7)

“Knowledge is transmitted indirectly [...] as learning by doing. Enactus gives you the materials and then you learn by doing. Senior members have the most formative roles” (I9)

The last two interviewees also raised the last phase, concerning Collaborative Guidance, as a fundamental step to increase entrepreneurial competences. This phase is defined by two events: the National Competition and the World Cup, at international level. The national competition allows speakers from each team to present their project in front of an audience of judges and business leaders. The winning team has access to the International event, the Enactus World Cup. In fact, the project pitch must be presented publicly and the possibility of networking was a great opportunity. Moreover, another interviewee added the World Cup as a great opportunity to observe other projects as well.

“National Competition for the part of the presentation in front of the public. You have to know all the details of the project, you have to do a pitch, it is one of the most important parts. During the event it is also possible to network [...] I tried to put my entrepreneurial mindset into practice to find contacts” (I11)

“You realize more and more watching what other teams are doing” (I7)

Enactus Italy does not have a specific program to influence students and make them more sensitive to sustainability. However, Fairfield (2018) mentioned Enactus as a tool to develop the Enactus sustainable mindset. Enactus projects bring students closer to

the beneficiaries creating the opportunity to be compassionate to those who choose to get involved in the community, while honing their cognitive and managerial competences as well as the educational experiences within an NGOs Fairfield (2018).

However, from previous data findings it was possible to state that most of the students joined Enactus because they already had an interest in the field of sustainability. Additionally, some respondents have raised their awareness about a sustainability mindset thanks to the participation in Enactus. The researcher interviewed the young leaders to find out which activities or situations have led to the greatest growth in sustainability awareness.

The main reasons identified by the interviewees who had the ability to influence the sustainable mindset were classified into four main macro categories: opening the students' eyes to real events or situations that required action; the possibility that Enactus offers to students to have an impact on the world; teamwork and the opportunity to be influenced from each other; and the values shared.

In fact, by observing the impact of other students, Enactus projects become an example for everyone, business and academia. The impact that Enactus students have in the world has the power to influence and motivate observers one by one and put them in front of a choice: to act or not to act, as well as giving them the tools to act if they choose to do so. For this reason, the sustainable mentality is transmitted to students through constant awareness.

"Juries have had an impact, even participating in the National Competition, even if it doesn't open your eyes like the world cup" (I12)

"The diffusion of the "Virus" Enactus and the entrepreneurial method, Enactus helps to see and deepen problems, increases the ability of young people to see things" (I3)

"The sensitivity and exposure of many to these issues is taken for granted, education to the SDGs for example [...]" (I9)

A second method, a deepening of the first methodology described, for the transmission of the sustainable mentality in students was to bring students closer to the problems of the world as dictated by the United Nations, which seem distant. Enactus was able to change the perception in students regarding these topics which are present also in the local reality, but sometimes hidden. Enactus brings planet issues to a human level and therefore solvable even with small actions.

"When you hear about the United Nations, they seem abstract, distant, what Enactus does is get closer to the SDGs, it is really your action that you see. They become more real, more tangible. It changes the perception that individuals have of reality, the component of what we are, perception of the world we want to be in"(I6)

"During the Global competition, when I looked at the other projects, all concentrated one after the other, high-impact projects from different geographical reasons [...]" (I1)

Some interviewees gave credit for the sustainable mentality within the association to Enactus' values, capable of aligning a group of students towards the same goal and therefore the same mental state.

"[...] There is an Enactus mentality: you learn it once you are inside. It is transmitted by being together: knowing the team members who were more time in the team than me [...] you understand the Enactus mindset. There are certain elements in common at the level of ideas and principles. There is something they share, the vision "(I11)

5.5 Career choices

The last concept discussed with the interviewees concerns their future and their choices after the Enactus experience. With this chapter, it is possible to understand the influence of Enactus on the lives of the young leaders interviewed. First of all, the researcher, to guide the reader, shows a general picture of the respondent's current career.

Six of the twelve interviewees chose a career path in line with Enactus, in fact, these participants have chosen a work in the field of sustainability. Although, the remaining six are listed below: two are working in a consulting firm (not in the sustainability sector); one followed a youthful dream that is working in a luxury hotel. However, the remaining three do not have a job, as they have just completed their university studies, only one of them has expressed the desire to continue in this direction. Unlike the other two, who did not express an intention to work in one direction rather than another.

However, not all participants stated that their choice depended on their experience in Enactus. Thanks to a direct question on the topic, the researcher is able to conclude that six out of twelve people perceived Enactus as a relevant variable for the career path choice sector, as five of them could not say the same, as shown in table 16. For instance, one of the respondents could not answer clearly because of another preponderant variable, another type of experience before Enactus that could have influenced this choice.

Table 16. Influence of Enactus on respondents' careers.

| Did Enactus influence/will affect your career choice sector? |
|--|
| Yes (6) |
| No (5) |
| Not definable (1) |

One of the interviewees who answered “no” to the previous question (stating that she was not influenced by Enactus for her career choice), however, stressed that thanks to Enactus she found the first job. Precisely two out of the twelve interviewees have had the opportunity to start a career within an Enactus partner company, even if the second interview, who was able to take advantage of the opportunity of a career at Enactus, had answered positively also to the first question. The case expressed as *partially* in the table 17 will be explained below.

Table 17. Influence of Enactus Network on respondents' careers.

| Have you started your career within the Enactus Network? |
|--|
| Yes (2) |
| No (9) |
| Partially (1) |

The researcher deepened the interview by asking the interviewees how the Enactus experience had facilitated their work experience. For this reason, respondents were asked whether there were the entrepreneurial competences learned useful in their current job. The researcher decided to explain in this section in more detail the case expressed as *partially* in Table 17. As a matter of fact, one of the interviewees chose to undertake a Ph.D. precisely on the subject in the Enactus matter, sustainability. Hence the interviewee started a study on the entrepreneurs who have socio-Ambient objectives in African countries. In addition to influencing her research activity, the interviewee decided to join the Enactus team at her Ph.D. university with the role of supervisor, i.e. junior faculty advisor at Enactus terminology. The interviewee's testimony shows how Enactus gave her added value in terms of collaboration and networking.

“Collaboration in universities is stained by competition, while according to Enactus the competition has the meaning of aiming to excellence. At the university, if one succeeds, the other loses a little bit. Therefore, I try to implement the Enactus approach in my work. I try to create collaboration, in my own way. One essential thing that I have learned at Enactus and that I have brought back into my work is networking and openness to the world. Now I am not afraid to be

introduced into the world. Enactus has stimulated us to throw ourselves in front of partners” (17)

Another young leader highlighted communication as one of the most useful skills in working life. Communication is perceived as a tool to transmit messages and pieces of information (even in front of a stage of people) and to learn how to listen.

“It is essential to be a good communicator; you need to know how to convey your message. This must be based on curiosity and passion for what you are doing” (18)

“From the team's point of view: listen to everyone, take all their opinions into consideration. Be very clear, give very precise indications” (112)

“I’m using my Public speaking skills daily [...]” (15)

Also, another useful tool for the working world has been reported by other respondents: learning how to make presentations.

“I learned how to make presentations even though in my work I don't need them to be "emotional"” (14)

Others have identified the ability to "jump in" and take initiatives as the main educational drive they can bring to their present. In fact, after the experience at Enactus there was a greater awareness of how to approach problems in order to find the most suitable solutions.

“Not following defined paths, it is fundamental that you study continuously, you have to think out of the box [...]” (18)

“Planning and always wanting to be entrepreneurial (look for opportunities), solve problems” (17)

The last intuition had by one of the participants, in the field of problem solving has been creativity, as a means that has become an integral part of her or her personality.

“I apply creativity even now; I take more initiatives but linked to my role, as a project leader [...]. The competences are different according to the role you have taken on” (I6)

Subsequently there was a social variable taken into account, which is the ability to work in a team and make the best use of joining forces.

“I learn that we can't do everything by ourselves, but we need roles. At Enactus I understood that all of us needed roles since the beginning” (I12)

“At Enactus you have to be concrete with people. I have acquired a teamwork approach” (I4)

There was only one negative answer, an interviewees did not use the knowledge developed at Enactus in her subsequent work.

“There are no entrepreneurial learning that have replicated in my workplace” (I10)

6 Discussion

The next paragraphs are organized around the main themes emerging from the data collection, presented in chapter number five. That is: 1) motivation, 2) entrepreneurial skills 3) sustainable mindset 4) educational methods and 5) career. Some of the most significant results related to each of the five themes will be discussed and compared with the theoretical results presented.

6.1 Motivation

This first paragraph indicates the different motivations that led the interviewees to join the Enactus association. This aspect was also important to understand the motivation of the interviewees themselves to undertake a path aimed at growth. It can be deduced that the majority of the interviewees decided to undertake the path at Enactus thanks to a strong sense of curiosity. This is important because it indicates the first skimming, the first filter that differentiates a student at Enactus from one not in Enactus. It is, therefore, possible to note that all the interviewees have some common characteristics dictated by the motivation that made them curious to enter the association. This data gives an idea of the reference sample and is important for the analysis of subsequent data.

The students interviewed showed that they have a particular interest in sustainable development objectives and therefore to have a positive impact on the planet, either because they have previous knowledge of SDGs or because they are curious about these objectives. Subsequently, however, it emerged that there was an interest in the topic of entrepreneurship, but only for seven of the twelve interviewees. The entrepreneurial context, however, encompasses various areas of interest, the three main categories that emerged were: *the realization of a project and the personal challenge*. The first can be divided into other micro categories: to be able to realize an idea, to have the concrete

opportunity to work on a project. The Enactus context was recognized by one interviewee as a chance to have a springboard. Two other motivations were also part of the business context, but on the more personal side: personal development and growth. The latter two interviewees were looking for a challenge, a characteristic that is common to entrepreneurs. Only two of the interviewees referred to the desire to work in a team.

Subsequently, the researcher tried to understand the reasons that kept Enactus students engaged within the organization, taking into consideration the pressure that an additional workload to the university path can entail. In three cases, the motivation to remain at Enactus strengthened overtime, in four cases it changed, and in five cases it remained stable. The overview result shows that students were intrigued by the same motivation that led them to make the experience last. This data is important as it regards the communication of Enactus projects, which is aligned with the students' expectations. However, one of the most interesting data concerns the ownership of the project and the team. Some students reported that part of their motivation came from the sense of belonging to the team and the project.

This was a surprising finding since every student from the beginning of his or her journey is aware that the duration of the Enactus project is limited to the years of enrollment at the university. Besides, the friendship factor was cited by two interviewees as the main reasons to join Enactus, yet only one of the interviewees subsequently confirmed this interest. However, the surrounding environment and the international context have also been added as a core motivation to stay in Enactus. This data helped the researcher to have a clearer idea of the reference sample, and is fundamental for the development of further analysis regarding the development of a sustainable mindset.

Schweinle, & Helming (2011) also found that motivation can depend on goals, but it is certainly stronger once the goals are achieved. For this reason, the researcher deduced that the motivations that remained unchanged at both the beginning and the end of the project were mainly the impact achieved, and therefore the entrepreneurial drive, as

well as being involved in an international network. These findings suggest that real motivations to remain within the Enactus context was due to the impact achievable. Subsequently, additional motivations were feeling involved in the project and feeling a sense of belonging.

6.2 Entrepreneurial Competences

This second paragraph has the task of deducing the main conclusions regarding the knowledge developed by the students within the Enactus context. First of all, it is possible to conclude that nine of the twelve respondents perceived a leap in their entrepreneurial spirit. Since not all of them had a motivation to increase their skills in this area, the result is surprising. Only two of the interviewees did not perceive an improvement in terms of entrepreneurial skills, even though they pointed out other stimuli for their growth. Subsequently, skills were clustered into three macro categories defined by Bacigalupo, Kampylis & Van den Brande (2016).

The first area, defined by Bacigalupo, Kampylis & Van den Brande (2016), is called *ideas and opportunities*, and is inherent to the formulation of ideas. This area is the most develop category reported by the research. This is because the categories of the cited area were: *spotting opportunities, vision, valuing ideas, creativity, and ethical and sustainable thinking*. The majority of respondents demonstrated their ability to capture opportunities once they had decided to enter at Enactus. As far as the category of valuing ideas is concerned, an Enactus tool called *need assessment* (Enactus, 2020) a phase that led all respondents to analyze the current situation of their community or company to find the best solutions. For this reason, all students confirmed that they developed this ability, which stands at the core of Enactus. Furthermore, Enactus has a very defined and clear vision: to create a better, more sustainable world, which aims to attract students with similar goals. For this reason, as far as the vision was concerned, all students wanted to see the world as a better place. However, only six of them had a

clear idea of how to achieve this, to the detriment of the rest who used Enactus solutions to make their contribution. In particular, all respondents chose Enactus because they believed that a sustainable solution could have a positive impact on the world, some of them even reinforced this belief by choosing a career in line with Enactus (this was discussed in more detail in the section on career choice). However, one of the interviewees concluded that his experience with Enactus was a bit disappointing due to its focus on solving the world's problem solely through social entrepreneurial solutions, as such increased their desire to find more holistic ways to have a positive impact on our planet. The knowledge of how to express their creativity was perhaps more difficult to quantify by the respondents. Many of them hypothesized development of this ability, but in most cases, creativity has been seen more as a means to reach alternative solutions to achieve a result.

The second macro category analyzed, that of *resources*, defined by Bacigalupo, Kampylis & Van den Brande (2016), was the least developed in the Enactus context. This category summarizes the respondents' ability to manage personal and material resources. The result was positive as far as the ability to manage human resources is concerned, the experience at Enactus was not as useful to learn how to manage the other two types of resources. As far as the *Self Awareness and self-efficacy* capacity is concerned, the result was universally positive, as much as that of Mobilizing others (only two of them have denied it). However, the same does not apply to *Mobilizing resources* and *Financial & Economic literacy* the result was not satisfactory, as few respondents have a concrete impact within the project.

The last category defined by Bacigalupo, Kampylis & Van den Brande (2016), is the one called *Into Action* which demonstrates the ability of the interviewees to act, once they understand how to act and have acquired the means to do so. Hence, respondents all showed that they are highly motivated to learn. In fact, *learning from experience* has been the most successful in this area. The interviewees recognized that one of the main lessons derives precisely from the possibility of trying and getting involved, and then

learning from their mistakes, and being inspired by those who have more experience to acquire a method and the inherent skills. One of the respondents further raised that technical competence was poor in comparison to other group experiences within the university.

The interviewees confirmed that they had the opportunity to put into practice the possibility of working with others and the ability to plan and manage their time, affirming that Enactus is a good training ground for increasing these skills. However, this depended on the context and the different university groups as there is no centralized tool for structuring development in these two fields. This figure therefore certainly depends on the most competent members of the group and on one's ability to get involved.

The students were also able to enter an environment where they had to Cope with ambiguity, uncertainty, and risk. However, it was noted that the risk was limited, as there were no individual monetary resources involved. However, Enactus gave the students the chance to test their aversion or willingness to risk. It was also concluded that thanks to the experience at Enactus the interviewees were able to take a risk and cope with the consequences. This has allowed many of them to be more self-confident. Therefore, the experience gave them the chance to seize opportunities and in turn some of them have strengthened their confidence in taking initiative. However, while Enactus has the merit of having offered students many opportunities, it did not help them develop a greater capacity to take initiative, which for the majority has remained unchanged over time.

6.3 Sustainability Mindset

Through the answers regarding the four macro categories Ecological Worldview, Spiritual Intelligence, Systems intelligence, and Emotional Intelligence (Kassel,

Rimanoczy & Mitchell, 2018) the researcher wanted to understand the type of mentality of the students within the context of Enactus.

The first area of the sustainable mentality analyzed is that of the ecological worldview (Kassel, Rimanoczy & Mitchell, 2018). The researcher noticed a lack of knowledge in relation to issues of eco-literacy, but can affirm that the great majority of the interviewees were attentive and active to the issues inherent to conservation and restorative action even before the experience in Enactus. In fact, the majority of interviewees started a routine in full respect of the environment, through sustainable choices regarding food (i.e. vegetarian), textile (i.e. buying clothes in second hand shops) and tourism sectors (i.e. most likely avoiding plane travel). So, Enactus seems not to have impacted this trend, but it gives the possibility of strengthening one's convictions, motivations and making them last over time.

From the data collected, it is possible to conclude that the *spiritual mentality* (Kassel, Rimanoczy & Mitchell, 2018) is perhaps the least present among the interviewees few of them had a defined mission before joining Enactus, even if the vision of improving the world was universal. This result was confirmed by a lack of union with nature and with people, although this was the most affected variable. Finally, contemplative techniques were introduced into one's routine only by two of the interviewees. For the penultimate area, namely *Systemic Perspective*, the results were similar to those of the *Ecological Worldview* (Kassel, Rimanoczy & Mitchell, 2018). The theoretical part was not very well known by the interviewees, as much as the more practical part, inherent to the sense of interconnectedness, that was developed by the respondents. This data confirms that at Enactus students have the opportunity to put their values into practice and get involved in the values of others, however, due to the lack of theoretical studies on this, this finding remains un-supported. Thus lacks theoretical knowledge in the area of sustainability analyzed by Tavanti & Davis (2018).

All the interviewees had the opportunity to experience a sense of interconnection both nationally and internationally (albeit less). Since only a small number of them have participated in the World Cup, and had the opportunity to experience the international network personally. Enactus gave some of them, especially two of the interviewees, the opportunity to still feel a sense of belonging to the original team. The possible explanations that arose from the interviewees themselves were the common value and commonly shared principles. The same universality of the answers cannot be found about the relationship with the stakeholders, as many of the interviewees were unable to establish a relationship with the latter due to the progress of the project still in the preliminary phase.

In conclusion, through the analysis of the four areas that make up a sustainable mentality (Kassel, Rimanoczy & Mitchell, 2018), it is possible to conclude that Enactus helps students to keep an *Ecological Worldview and Systems Intelligence* active, once the values are already instilled among the students. Moreover, Enactus does not have a strong impact on *Spiritual Intelligence*. Finally, the students at Enactus show some characteristics of emotional intelligence, which vary according to the interviewees. Furthermore, most of the characteristics of *emotional intelligence* (*Self/Other awareness, Compassion, Proactive global sensitivity*) are an integral part of the interviewees. However, the development of this type of intelligence is not due to the experience in Enactus. On the other hand, it is Enactus that allows students to challenge the emotional intelligence through the realization of projects and teamwork.

6.4 Educational methods

This paragraph aims to conclude the interviews analyzed in the previous chapter to understand what methods were used at Enactus. This paragraph, therefore, classifies the methods responsible for the transmission of entrepreneurial skills as well as those related to the sustainable mindset.

As far as the transmission of entrepreneurial skills is concerned, according to other theoretical studies, the teaching program in question must reflect a real environment to be effective (Edelman et al., 2008), it must also allow students to manage a real business, visiting a place of business and interview entrepreneurs (Pihie & Sani, 2009). These concepts were already summarized by Schank (1995), who believed that the best way to learn is the *learning by doing* method. These results were confirmed in the Enactus case study. In fact, at Enactus there is a program defined by different phases, even if the content of the phases may depend on different countries. The Enactus program is a path similar to the standard path that each start-up or project has to pass to be implemented. Enactus further allows the team to present the project in front of an audience of people in the business world and a jury that selects a winner. The phases start from the creation of the team to the presentation of a project.

The results showed that the major achievements are discovered during the *Team Development phase*, followed by the *Program Establishment phase*, two phases that represent the initial stages of team creation (Enactus, 2020). Although *Collaborative Guidance and Entrepreneurial Action* phases (Enactus, 2020) are the main phases for the implementation of the entrepreneurial project, and they did not lead to the expected results, since the project phases are still at an embryonic stage in Italy. This meant that the entrepreneurial development is inherent mainly to the social context, improvable even in the first phase of projects or within the team. The interviewees were then asked what tools were used at Enactus to transmit the knowledge as there are no standard methods in Enactus. The results showed that the main means to transmit entrepreneurial knowledge were *workshops, training, peer to peer mentoring, Mentorship & Feedbacks by business Leaders, and observation*. Furthermore, the *learning by doing* method was also reported, also shown in the theoretical part by Schank (1995).

Moreover, the theoretical results of Fairfield (2018) showed that some elements at Enactus were key to the transmission of a sustainable mentality. Fairfield (2018) argued that "*become part of a project based on sustainability that aims to bring students closer to some beneficiaries. Creating the opportunity to be compassionate for the beneficiaries who choose to get involved in the community, practical projects, while honing their cognitive and managerial competences*" as well as "*Educational experiences within an NGO*" were elements to develop the mentality in question (Fairfield, 2018). Hence, the researcher delved into the methods useful to make the development of sustainable mentality possible.

The most influential elements cited by the interviewees were: *Entrepreneurial action and impact, training and workshop activities, strong Enactus culture, and values*. Other reported results expressed by the minority of respondents were: *competitions & judges' feedbacks, meeting project beneficiaries, meeting the International network, being aware of the social issue, business leaders' feedbacks, peer to peer handover, teamwork*. This data confirmed the entrepreneurial impact upon the the mentality of the young interviewees. The success of the the students' projects has the power to increase the sustainability mindset, this because the entrepreneurial projects are base on sustainability solutions.

6.5 Career choices

The researcher in this paragraph conclude the students' pathway, once they have completed their academic studies and the Enactus experience. In fact, the focus of the researcher is to understand how Enactus influence the participants' career. The conclusions were very interesting. Six of the twelve interviewees have a career in the sustainability area, taking into account that three of them are not employed. Thus 67% of the employed respondents chose to continue in the Enactus direction, of these respondents, the majority are women. However, only 50% of the whole respondents

(employed and not employed) stated that Enactus had been (or think it will be) relevant in their career choice with conviction. Thus, this result confirms partially the finding of Tshikovhi's research (2013) and mostly the female component. Indeed, the latter research stated that Enactus has the power to influence careers by promoting entrepreneurship within entrepreneurial projects. In fact, only one of the male respondents continued in the direction of Enactus, compared to five of the female respondents.

Moreover, a step further has been made, the researcher defined the skills mainly used in the world of work by the interviewees. So, the competences and skills carried by Enactus to the world of work were mainly: *communication and public speaking, problem solving, creativity and teamwork*; secondly, less cited the following: *collaboration, networking, leadership, organization, presentations' skills, openness to the world and think out of the box*. The list denotes a development by the interviewees not only in terms of skills but also in terms of soft skills (Shakir, 2009). In fact, *communication and public speaking, problem solving, team work and leadership* fall under the list of soft skills defined by Shakir (2009): *communication skills, critical thinking and problem solving skills, team work, lifelong learning and information management skills, entrepreneurship skills, ethics, and professional moral and leadership skills*. The result, therefore, defines Enactus as a functional tool to enter the world of work, Enactus acts as a springboard.

7 Conclusions

7.1 Conclusions

The research questions set for this thesis were the following:

I RQ: What motivates students to join and stay at Enactus, and what are the entrepreneurial skills and the aspect of sustainability mindset that students developed during the Enactus program?

Ghina (2015) states that there are several variables that could affect the final result besides education. For example, the lack of motivation of an individual. For this reason, individual motivation was analyzed. Regarding the entrepreneurial interest: three respondents expressed an interest in the entrepreneurial field. However, there are other motivations that fall under the entrepreneurial field such as *build a project from scratch and the personal challenge*. Regarding the sustainable mindset: It has been reported that almost all the interviewees, entering Enactus, demonstrate their desire to have a positive impact on the world, some of them through developing a sustainable solution. Furthermore, 50% of the interviewees already had a clear idea on how to personally contribute to this goal before joining Enactus (Table 18), a result that demonstrates the presence of one of the five attitudes of an entrepreneur background defined by Johannisson (1991) i.e. *knowing why (attitudes, values, motivations)*.

Table 18. Main motivation to join Enactus.

| Main motivation to join Enactus |
|--|
| Have an impact on SDGs (6) |
| Challenge myself (5) |
| Entrepreneurship experience (3) |
| Follow friend's suggestion (3) |
| Build a project from scratch (2) |
| Meet new people (in international context) (3) |
| Help others (1) |
| Exploit a springboard (1) |
| Learn from a different field of study (1) |

In three cases, the motivation to remain at Enactus strengthened overtime, in four cases it changed, and in five cases it remained stable. Overall interviewees' answers confirmed that the main motivations to stay in Enactus are linked to the social sphere (*the sense of belonging, the social environment, interact with a prestigious network, friendships*), project realization (*having an impact, project success, getting involved in the project*) and the springboard opportunity. The cited results are useful to understand the basis for the Enactus students' development (Table 19).

Table 19. Motivation to stay in Enactus.

| Additional motivation to stay at Enactus |
|--|
| Sense of belonging (3) |
| Social environment (2) |
| Impact (2) |
| Project success (1) |
| Getting involved in the project (1) |
| Friendships (1) |
| Interact with a prestigious network (1) |
| Springboard (1) |

The research determined which are the major entrepreneurial competences developed during the Enactus experience determined by the Entrepreneurship Competence Framework (Bacigalupo, Kampylis & Van den Brande, 2016). The student entrepreneurial development is mainly inherent to the area of *ideas and opportunities* defined by Bacigalupo, Kampylis & Van den Brande (2016) which includes *spotting opportunities, vision, valuing ideas, creativity, and ethical and sustainable thinking capabilities*. A trend is confirmed also by the motivation of students to undertake the Enactus experience. Hence, the interviewees showed a strong ability to evaluate the current situation, through the observation of their community, as well as finding practical solutions to solve the issues they identified.

However, the improvement in the area inherent to the resources has mainly focused on interviewees' personal (*self-awareness and self Efficacy*) and relational competences (*mobilizing others*). The latter category falls also under the subgroup of *Human Resource*

Development and Management which was considered as one of the necessary elements within an Entrepreneurial Programs (Vesper and Gartner, 1997). However, the competence called *managing financial and economic resources* was not implemented as well, despite is one of the main entrepreneurial skills covered by some academic courses reported by De Noble (1999), Kickul & D'Intino (2005), Loué and Baronet (2012) under the names of *Allocation of critical resources*, *Financial control and Financial management*, respectively. The difference between a theoretical course and a learning-by-doing experience is clear.

Furthermore, the interviewees demonstrated their ability to take the next step and *into action*, i.e. the last area defined by Bacigalupo, Kampylis & Van den Brande (2016). In fact, all respondents started an entrepreneurial project from which they all agreed they had the opportunity to *learn from experience*. Hence, interviewees could learn from their mistakes and be inspired by those who have more experience to acquire a method and the inherent skills. At Enactus the interviewees were also able to put into practice some of the skills learned in their university courses (related to the field of entrepreneurship) and, in doing so, they acquired a greater self-confidence. A confirmation to the Felder & Brent (2003) statement “*if you start using active learning in your classes, you can expect to see some initial hesitation among the students followed by a rapidly increasing comfort level, much higher levels of energy and participation, and above all, greater learning*”. Yet, the additional theoretical competences acquired by respondents were not significant.

Practically speaking it is possible to conclude that still none of the respondents have launched a start-up, at the time of the interview, which is one of the methods identified to evaluate the entrepreneurial education impact by Kolvereid and Moen (1997). Yet there has been a change for many of them in terms of *Changes in entrepreneurial intention* (Fayolle et al, 2006) because some respondents show a desire to develop an entrepreneurial idea. Moreover, the research confirms the statement by O'Connor (2013): entrepreneurial skills and capabilities are essential but not sufficient to achieve the subsequent performance.

The second main theme concerns the issue of sustainable thinking. Thanks to the research, it was possible to conclude that the sustainability focus was already rooted for half of the respondents, before the Enactus experience. A fact confirmed by six respondents who expressed as their main reason for joining Enactus the desire to have an impact on the *Sustainable Development Goals* (Sdgs.un.org., 2020) a reason that remained only partially present. The remaining part of the interviewees did not cite sustainability interests, but demonstrated an evident interest in Enactus, which denotes an alignment of values and vision. Enactus overall were able to increase the respondents' motivation regarding sustainability, because Enactus students were surrounded by people with the same values and objectives. However, this result is conditioned by the experiences of the different teams and the stage of progress of the projects. Hence, during the Enactus experience, the sustainability mindset is not gained, but the possibility of strengthening a sustainable belief was given. So, it is possible to conclude that Enactus helps students to keep two of the core areas of the sustainability mindset reported by Kassel, Rimanoczy & Mitchell (2018) active, e.g. an *Ecological Worldview and Systems Intelligence*. However, the most reinforced development among respondents corresponds to the area of *emotional intelligence (self/other awareness, compassion, proactive glocal sensitivity)*. In fact, this is a type of intelligence that didn't arise from Enactus, but in Enactus it got the highest boost.

II RQ: Which educational methods supported the learning of the entrepreneurial competences and the mindset developed, and are those learnings transferred to the students' career?

As suggested by the data collected, the answer to this question is manifold. However, the researcher defined that with regard to the Enactus journey, the respondents' development has been exponential during the *team development* phase i.e. during the team structure formation phase. A result aligned to the Pihie & Sani (2009) study, which showed that one of the main techniques to implement entrepreneurial skills was managing a real business. Next, in table 20, the researcher defined which were the most

functional methods in the entrepreneurial field. From the analysis of the data, it is possible to conclude that *workshops, training, peer to peer mentoring, mentorship and feedbacks by business leaders, and observations* have been the most cited means of educational methods.

Table 20. Entrepreneurship Competences method during the Enactus program.

| Entrepreneurship Competences method |
|---|
| Training (5) |
| Workshops (5) |
| Mentoring peer to peer (5) |
| Mentorship & Feedback by Business Leaders (3) |
| Observation (2) |
| Learning by doing (1) |

An interesting finding was retrieved regarding the sustainable mindset, which is more deeply rooted in the individuals who were more successful through Entrepreneurial action, a confirmation to Schweinle & Helming (2011) theory that state that motivation can depend on goals, but in certainly cases it can be stronger once the goals are achieved. Furthermore, *training and workshop activities* have been mainly instrumental in mindset shaping. The relationship with judges, beneficiaries, and the international network were also considered useful for the creation of the sustainable mentality even if to a lesser extent. However, *sustainable thinking* is maintained alive by two factors: the strong Enactus culture and shared values by participants. Table 21 reports all the participants' responses.

Table 21. Sustainable Mindset methods during the Enactus program.

| Sustainable Mindset methods during the Enactus program |
|--|
| Entrepreneurial action and impact (5) |
| Training & Workshop activities (4) |
| Strong Enactus culture and Values (4) |
| Competitions & Judges' feedback (2) |
| Meeting project beneficiaries (2) |
| Meeting the International Network (2) |
| Being aware of the issues in society (1) |
| Business leaders' feedback (1) |
| Peer to peer handover (1) |

Regarding the competences transferred in the student’s career, the researcher was able to conclude that Enactus has been a useful path to get involved in a concrete project as a springboard, an opportunity often missing in the traditional academic pathway. However, only a few interviewees acquired entrepreneurial competences (Bacigalupo, Kampylis & Van den Brande, 2016) useful in their current job (creativity, organization skills). On the other hand, respondents reported the development of some soft skills cited by Shakir (2019), *skills* not present among the entrepreneurial competences defined by Bacigalupo, Kampylis & Van den Brande (2016).

In particular, the main skills carried from the experience at Enactus to the current job are the following: *communication and listening, problem-solving, teamwork and creativity*. Secondly, the less mentioned categories were declared: *collaboration, networking, leadership, organization, think out of the box, presentations’ skills, openness to the world, and think out of the box* (table 22).

Table 22. Main Skills developed at Enactus and transported into the interviewees’ current work.

| Main Skills developed at Enactus and transported into current work |
|--|
| Communication & Public Speaking (3) |
| Problem solving (2) |
| Creativity (2) |
| Teamwork (2) |
| Collaboration (1) |
| Networking (1) |
| Leadership (1) |
| Organization (1) |
| Presentations’ skills (1) |
| Openness to the world (1) |
| Think out of the box (1) |

Indeed, Table 23 shows the chosen sector by Enactus students interviewed. It follows that six of the respondents are employed in the sustainability sector, while three of the respondents are not employed. However, 50% of the respondents (one of these is a participant who is still unemployed, five employed), confirmed that the experience at Enactus has been instrumental in choosing their current/future career, in the

sustainability sector, mostly for the female component. This denotes that not in all cases has Enactus been the incisive variable in the choice of career. A slightly different finding from the result found by Tshikovhi (2013) who studied the pathway of students in the same sector of Enactus South Africa and their careers, which reported a net correlation between the two.

Table 23 Chosen career sector.

| Chosen career sector |
|------------------------------------|
| Sustainability Department (6) |
| Recently Graduated/ Unemployed (3) |
| Consulting Group (2) |
| Others (1) |

However, it is also possible to state that three of the interviewees found a job directly in the Enactus context. Also, one student had the opportunity to cover the role of junior faculty advisor (working alongside a tenured professor) in supporting an Enactus team. This denotes a direct line between Enactus and the world of work. This result denotes a direct line between Enactus and the world of work.

7.2 Practical and Theoretical implications of the findings

Concerning the findings of this thesis, some remarks can be done about the theoretical and practical implications. Based on the findings, the issues covered will mostly refer to implications for students and companies, as well as Enactus Italy management.

One of the main difficulties at Enactus is to approach new stakeholders, this is because the Enactus project is not yet rooted in the Italian territory, as it is in other countries. So Enactus in Italy needs to make itself known both to students and partners. This research could be useful to make the students realize the advantages of joining Enactus, especially regarding the competences acquired. On the other hand, the information regarding student development could also be interesting for Enactus partners who are

interested in creating a bridge between the world of work and the university world. In fact, some partners decide to support Enactus to train students who could one day be their employees. Finally, the information gathered could be interesting for prospect companies that would like to support Enactus, but are unaware of the aspects to be reinforced.

Furthermore, the data collected could also be used within the Enactus context to understand how the Enactus program could support students with regards to knowledge and skills. Also, the research could be a starting point for other countries that might consider some Italian data as insights for their own country. The researcher also brought more data regarding the competences that can be developed at Enactus Italy. This data was already provided internationally by the referencing Framework (Bacigalupo, Kampylis & Van den Brande, 2016). Through practical examples, the researcher was able to add some competences to the current list (Bacigalupo, Kampylis & Van den Brande, 2016). In fact, the researcher confirms that at Enactus Italy there is the possibility to be exposed to the real world and develop a solution-orientation, as well as address failure as a learning opportunity from which they can recover.

Also, the researcher partially confirmed the data provided by Tshikovhi (2013), who defined the link between participation at Enactus South Africa and the pathway of students in the same sector. Here, the researcher provided data for Italy, representing a conversion of students who decide to continue in the same field, a trend less effective compared to the one of South Africa. The two studies together could be used as examples of an international trend that has never been studied so far.

Moreover, regarding the Sustainability mindset, Fairfield's study named Enactus as one of the ways to develop a sustainable mindset through "*Educational experiences within an NGOs*" and "Become part of a project based on sustainability that aims to bring students closer to some beneficiaries. Creating the opportunity to be compassion for the beneficiaries who choose to get involved in community, practical projects, while

honing their cognitive and managerial competences" was only partially confirmed. In fact, the sustainable mentality cited by Fairfield developed included "Understanding some of the science of environment and ecology" which has been disproved by this research.

7.3 Limitations and future research suggestions

Like many other studies of this kind, this research has certain limitations. The biggest limitation is the single and local nature of the case study. Therefore, it is difficult to generalize the results to all Enactus country and participants. Also, the challenges in each Enactus team were different and so were the resulting experiences. Furthermore, the experience also changed depending on the role the interviewees held within Enactus, it being team leaders, project leaders, and PR and project leaders. Hence, as all participants were Italian, it is not known if the experiences within other countries are aligned. In fact Enactus has been in Italy since 2017 while some countries have a much longer history. Moreover, due to the time constraints of the thesis, this study was cross-sectional, although a longitudinal approach could have provided more interesting information about the individual development during the experience

Due to the limitations mentioned above, the Enactus program should be tested in other countries. In this way, it would be possible to verify whether the results of this study are universal or not. Furthermore, quantitative research could benefit the understanding of the support mechanisms found in this study. In addition to a longitudinal study, mentioned above, which could further investigate how each student varies their idea over time. Moreover, future research could investigate other data as well. In the future, the reference sample could be changed to see how the different nationalities of the students could have an impact on the results. For example, it can be notice if there is a difference between cross-cultural teams and more homogeneous teams, in order to show how the internationality of a team impacts results. Alternatively, the study could

focus on the method of transmission of skills in different countries to underline if a knowledge program can be established internationally.

Another interesting research topic could focus on the sustainability habits of the assignees. This point could then be explored further, in order to see if sustainability habits are transferable within the same family or between friends. Subsequently, it could be understood how to have a greater impact on the career of the respondents and to understand which are the most used skills in the working world and in which kind of jobs Enactus students could be more advantaged.

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Appendix (English Version)

Background questions:

1. University and course of study
2. Previous experiences in the entrepreneurial environment
3. Entrepreneurial parents (potential to take a path in their father's workplace)
4. Gender
5. Years at Enactus
6. Age
7. Function at Enactus

Enactus experience:

8. Why did you join an Enactus team?
9. What were your reasons for staying in Enactus?

- **Entrepreneurship**

The Thesis will consider the definition of “Entrepreneur” as follow. An innovator who recognizes opportunities but not only, able to convert those into marketable ideas thanks to time, effort, money or skills; assuming the risks of the competitive marketplace (Bjerke Bjorn, 2007).

Entrepreneurship questions

10. Since the statement of Enactus is: WE BELIEVE INVESTING IN STUDENTS WHO TAKE ENTREPRENEURIAL ACTION FOR OTHERS CREATES A BETTER WORLD FOR US ALL.
11. What kind of entrepreneurial action have you had with your team?
12. Did you perceive a personal change since the beginning of your experience at Enactus in term of entrepreneurial spirit? How?

EntreComp framework

IDEAS AND OPPORTUNITY:

13. Did you already have any project ideas/vision before joining Enactus? What would you have liked to develop once you started at Enactus?
14. Did you have the opportunity to improve your creativity in Enactus?
15. Do you think Enactus helped you to seize opportunities?
16. How important is ethical and sustainable thinking for you? Did you develop it in Enactus?

RESOURCES:

17. Do you think that Enactus has developed your ability to analyse yourself and to be more effective? Can you give me some examples?

18. Do you think that Enactus has helped you to get and manage the resources you need? At Enactus did you have the opportunity to structure economic or financial resources?
19. Have you ever had to mobilise other team members or external stakeholders in Enactus?

INTO ACTION:

20. At Enactus you had the opportunity to cope with ambiguity, uncertainty and risk? How did you react?
21. Do you think that Enactus taught you to take more initiative?
22. Have you had the opportunity to challenge yourself and plan and manage your team or stakeholders during your time at Enactus?
23. At Enactus did you have the opportunity to
24. working with others, what did you learn from this experience?
25. Do you think you structured your experience at Enactus around learning by experience?

Teaching method on entrepreneurship skills:

26. Enactus focuses around a program, since each team has a different path. As far as your experience is concerned, what are the phases in which you learned the most in terms of entrepreneurial skills?

Enactus phases:

Program establishment
 Team development
 Collaborative guidance
 Entrepreneurial action
 Competition excellence

27. What tool does Enactus use, in the phases you pointed out, to transmit entrepreneurial skills?

Here you can find some *Learning by doing* examples:

Training events
 Team work
 Crow funding
 Workshop
 Relationship with stakeholders

- **Sustainable Mindset**

A set of beliefs attitudes and expectations about the world that lead us to make our default actions, especially in the workplace, those that use resources carefully, mindfully and with respect to social justice (Anna Fox, 2018)

Sustainability experience questions

28. The vision of Enactus is: TO CREATE A BETTER, MORE SUSTAINABLE WORLD.
Have you contributed to the vision of Enactus?
29. Did you perceive a personal change since the beginning of your experience at Enactus in term of your sustainable attitude? How?

Sustainability Mindset framework

ECOLOGICA WORLDVIEW

During your Enactus journey:

30. Do you give importance to the earth's biosphere?
31. Have you felt a change in the way you relate to nature and other people?
32. What kind of protective/restorative action do you practice in your personal life?

SYSTEMS PERSPECTIVE

During your Enactus journey:

33. Are you more aware of the systems you are a part of?
34. Have you acquired a sense of interconnection with other people? As well as with national or international team members?
35. Have you improved your ability to interact with stakeholders? And to engage them in your project?

SPIRITUAL INTELLIGENCE

During your Enactus journey:

36. Have you started contemplative or meditative practices?
37. Do you feel that you are oneness with nature, the environment that surrounds you?
38. Do you have a purpose or a personal mission?

EMOTIONAL INTELLIGENCE

During your Enactus journey:

39. Have you developed a sense of compassion (feeling of participation in the suffering of others, combined with a desire to alleviate and end it) towards others?
40. Have you feel connected to the web of human and natural life?
41. Have you raised your proactivity towards the environment?

Forming a sustainable mindset

42. What do you think are the activities that have led you most to change the Enactus sustainable mindset?

Here you can find some *Learning by doing* examples:

Training events

Team work

Crow funding

Workshop

Relationship with stakeholders

- **Future perspective**

43. What do you do now?

44. Which of these teachings in term of entrepreneurial skills have been most useful to you now, in your work experience?

45. Has the experience at Enactus influenced your work choices?

46. Which lessons in terms of mentality have served you best in your work?

47. Do you think that Enactus has led you to take a more sustainable path than you would have taken without the existence of Enactus?

- **Satisfaction**

48. Did the experience meet your initial expectations?

49. What are the strengths and weaknesses of Enactus?

50. How do you think it would be possible to bring students (who are not interested in a reality like Enactus) into Enactus?