



Deliverable 25:
Final Internal evaluation report

Project Evaluation (WP10)



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1. Abstract

This report aims to provide overview of the internal evaluation of the MNEMOS project. Internal evaluation of the project was formative in its essence throughout the lifetime of the project and was concerned with the project's outcomes and impact. This report begins with the overview of internal evaluation approach followed by the MNEMOS project. Subsequently, the key contributions of internal evaluation to all stages of the project are outlined. And finally, the output and impact indicators, deriving from the MNEMOS application form and developed by the partnership, are reviewed. The saturation of indicators is provided in Deliverable 27.

2. Project's Background

The aim of the project was to address a totally new area in Vocational Education and Training (VET) - Enterprise Cultural Heritage (ECH) management. The need for ECH management has arisen from the fact that the cultural traditions of any enterprise, particularly in the craft industries, if managed, can foster an innovative approach towards work and subsequently lead to the development and implementation of new products or services. The MNEMOS project is a response to the widely recognised fact that mature Small Medium-sized Enterprises (SMEs), established for 40+ years, have a tendency to be less innovative than more recently founded ones. This tendency can be remedied by revisiting foundational assumptions about the SME's products or services, its strengths and resources in order to generate new insights into the future product portfolio.

MNEMOS thus aimed to develop an innovative vocational training approach in order to exploit the potential of ECH management in SMEs and improve the quality of VET practices for non-formal learning. The novel training material developed will assist the development of new competencies and skills among the SME's employees and will facilitate a more effective use of the Enterprise Cultural Heritage. The quality and richness of the material developed has been validated through a number of pilots in selected SMEs and subsequently verified by representatives of SMEs who reported on their use of the learning platform developed.

The project involved 6 partners, 3 Higher Education (HE) institutions and 3 commercial entities (SMEs) from 5 EU countries.

- UoS: University of Salford, United Kingdom – Project's co-ordinator
- SPIN: SPIN sc.r.l., Italy - SME
- IDTECH: ID Technology s.r.l., Italy - SME
- TSE: Turku School of Economics, Finland
- TIS: Tis Praha s.r.o, Check Republic - SME
- URENIO: Aristotle University of Thessaloniki, Greece

The partners are located in different geographical and cultural contexts, which in turn have influenced the characteristics of ECH in that locale. Another influence on the development of



ECH was the profound differences between the partners' countries macroeconomic background with some partners from established industrial economies (Italy, Finland, UK), and others from intermediate (Greece) & post-socialist (Czech Republic) regimes.

3. Purpose of the Internal Evaluation

Internal evaluation is one of the key elements of any project. In this case it was guided by an utilisation-focused approach, intended to be formative in its essence. This formative evaluation process was ongoing and was used to enhance the outcomes of all work packages. It aimed to facilitate learning to influence the two major aspects of the project delivery: outputs and impact. While the outputs largely reflect such outcomes of the project as the learning platform and its content, the impact of the project or effects of the developed platform and material can be assessed indirectly, using feedback from the respondents who underwent the training developed. The actual impact in increased competitiveness and rate of innovation, based on exploitation of the ECH potential, may be reported by the current respondents in a much longer perspective than the timescale of the project. Therefore, the output indicators reflecting on the usefulness and effectiveness of the VET training material developed are expanded to elaborate on different aspects of the results, while the impact indicator is multi-faceted and elaborates on learners' opinions on the usefulness of their individual learning about ECH management, their explicitly expressed interest in developing the ECH materials further and online statistics, captured by analysing a targeted online search of the material available within the project website.

4. The Internal Evaluation Framework

The approach to internal evaluation followed by the 'utilization-focused evaluation' methodology has been combined with an inclusive participatory approach and is visualised in Figure 1.

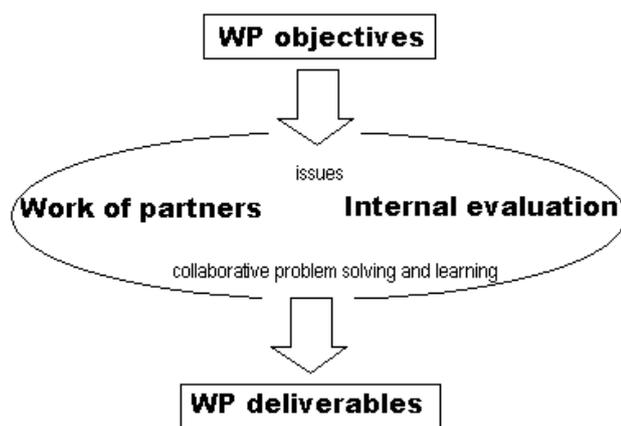


Figure 1 Internal evaluation framework



Utilization-focused evaluation is highly personal and situational. The evaluation facilitator develops a working relationship with the project partners to help them determine what kind of evaluation they need. This requires negotiation in which the evaluator offers a choice of possibilities within the framework of established evaluation principles. Utilization-focused evaluation does not advocate any particular evaluation content, model, method, theory, or even use. Rather, it is a process for helping the project partners to select the most suitable content, model, method, theory, and to use it for their particular situation. Situational responsiveness guides the interactive process between evaluator and project partners. A utilization-focused evaluation can include any evaluative purpose (formative, summative, developmental), any kind of data (quantitative, qualitative, mixed), any kind of design (experimental), and any kind of focus (processes, outcomes, impacts, costs, and cost-benefit, among many possibilities).

In this project the internal evaluation was formative, utilising mainly qualitative data (partners and users views) and having its focus on the outcome and intended impact of the project. Utilization-focused evaluation is a process for making decisions about these issues in collaboration with an identified group of project stakeholders (partners, users and participating companies) focusing on their intended use of the evaluation. This inclusive participatory approach indicates that internal evaluation is a **learning partnership** in which current issues provide an opportunity for learning for all the project participants. Such a participatory attitude enabled the entire partnership to be involved and contributing to the internal evaluation.

4.1. Contribution of the internal evaluation to the project

Due to the formative nature of the internal evaluation process, it had a different emphasis during each work package. The key challenges, guiding the direction of internal evaluation, of each work package are outlined.

4.1.1. Work Package 1

WP 1 'Project Management and Administration' was coordinated by the University of Salford. It aimed to provide continuous support to all partners and to organise coordination activities during the lifetime of the project to ensure its adequate implementation and achievement of the intended outcomes.

Internal Evaluation was collaboration-centred and supporting the Project Management Team with an expertise-based advice and/or opinion on various aspects of project management activities organisation. This also included help with arranging meetings and/or discussions underpinned by the focus on the project's objectives and deliverables. The particular attention was drawn to follow up agreements and conclusions achieved by partners during project meetings.



4.1.2. Work package 2

WP 2 'Needs Analysis' was coordinated by Turku School of Economics, Finland. The key objective was to identify the ECH training needs of SMEs across Europe together with existing gaps in current heritage management training. The needs analysis consisted of two parts: desk analysis and a survey of SMEs. The desk analysis was intended to review the existing literature in relation to Enterprise Cultural Heritage management, which initially included heritage marketing, enterprise culture, industrial museum and family business management, business and marketing cultural differences among EU countries, archival techniques and known case histories.

At that stage it was established that at the conceptual level ECH is quite complex, which makes it difficult to translate into a methodology or particular training material. Moreover, in order to apportion the influence of ECH management on enterprise competitiveness it needs to be somehow captured or measured, even if indirectly. This can be achieved by utilising a relevant and reliable method. However, due to the fact that ECH is a relatively fresh concept stemming from practice rather than from theoretical advances, an effort was made to map its key characteristics and match them with established organization studies related theoretical frameworks. In considering the definition of ECH, the following theoretical frameworks have been identified and mapped to the salient characteristics of ECH: organisational culture, organisational intelligence, knowledge and organisational memory. As a result of comparative matching, organisational memory was chosen as the most closely corresponding framework which can guide the development of ECH.

Organisational memory is a well-established concept. 'In its most basic sense, organizational memory refers to stored information from an organization's history that can be brought to bear on present decisions. This information is stored as a consequence of implementing decisions to which they refer, by individual recollections, and through shared interpretations' (Walsh and Ungson, 1991). Elaborating on the decades of preceding research, 'it has generally been recognized that organizational memory consists of mental and structural artefacts that have consequential effects on performance'. The main pillar of the organisational memory theory is based on the premise that 'organizations functionally resemble information-processing systems that process information from the environment. As information-processing systems, organizations exhibit memory that is similar in function to the memory of individuals'.

However it needs to be noted that while the organisational memory theory is a well-established attempt to analyse the contribution of the past actions and history of a company to its current undertakings, **it does not have practical implementations** which could be offered for companies in order to make a practical use of their legacy in one way or another. MNEMOS approach of using organisational memory theory to facilitate ECH management is concerned with information retrieval from the memory to contribute to the future competitiveness of SMEs which was subsequently instigated in WP3. On the practical scale,



it was established by the needs analysis survey that to exploit the enterprise's legacy there is a number of more basic difficulties faced by SMEs, such as lack of skills and knowledge in basic Brand management, Change management, Heritage management and Intellectual Property Rights Management.

4.1.3. Work package 3

WP3 'ECH Methodology', led by IDTECH, aimed (1) to develop a methodology in order to plan and implement an ECH Management model in SMEs characterised by a rich "enterprise history", and (2) to define an ECH management in terms of competences and skills required to implement an ECH management model in organisations.

During WP 3, the focus of the Internal Evaluation was on contributing to the development of the ECH management model allowing the capture of rich enterprise history and traditions. At this stage of the project it was identified that the model initially planned (MNEMOS project Application form, page 55) covering the four main phases of the application of ECH (pre-inception, inception, construction, and production) could be developed without creating a layered structure but rather by having four distinctive areas to be managed in enterprises: brand management, change management, heritage management and intellectual property rights management.

In order to translate these four areas of management into skills and competences, which can then be incorporated into training material, significant work was done to review each area of knowledge; identify the key elements; and prioritise them, to ensure that the most influential aspects are covered.

- Change management - these have been identified as skills in managing personnel, with an emphasis on motivation and training and skills for top level managers governed by a vision of the change.
- Brand management - the most needed skills identified were trademark protection, managing corporate culture values-vision skills and understanding of the usability and implementation of marketing tools.
- Heritage management, historical archiving and knowledge of company's past financial and cultural assets, as the material and non-material expressions of traditions, ideas and values, have been identified as most influential.
- Intellectual property rights management - , it was seen that skills need to be developed to defend the existing intellectual developments within the company by providing a solid knowledge of the underlying principles of the intellectual property laws.



4.1.4. Work package 4

WP 4 'Training Material Development' was a key to the project, aiming to implement all previous theoretical understanding of the ECH concept gained into the tangible form of user friendly training material to be used by non specialist SMEs and their employees. Due to the complexity of this task and multidisciplinary nature of the training content, different partners led and contributed to the development of different sections of the training material. The overall coordination was undertaken by SPIN. SPIN is an SME and that also contributed to better understanding the practical needs of enterprises as the main target audience of the project.

Internal Evaluation was focused on supporting the partnership with continuous expertise-based feedback on the development of the training material. This collaborative effort ensured that all four sections of the training material were sufficiently covered with respect to the key issues/interests identified by the needs analysis (WP2) and that the depth and breadth of the subject areas are covered in a balanced way that is attractive to all management levels. The latter represents a challenge in itself; as different management levels within an enterprise can have different foci related to their aims. For any material to be equally attractive to such a broad audience, a high degree of sophistication and attractiveness needed to be built in to the training. To address these challenges the iterative attempt was made to listen and be attentive to the comments of the users evaluating the learning material at the stage of the WP7 cycle 1.

In order to enable the productive iterations in cycles of training material's development it was decided by partnership to follow a scientific rather than a common sense approach. Out of various discussed alternatives the partners' choice has fallen to the conversation theory (Pask, 1976). This theory treats learning as conversation guided by the following steps. At the first step training needs to provide certain material (theory) and explain why it had to be learned. This then is followed by activities, giving details on how that material (theory) can be used. Lastly, the practical examples from case studies need to explicate the -----

This was the most challenging for the project's partners of all the work packages and it resulted in a multi-iterative approach (linked to WP7 three action research cycles) to the development of each section of the material. The overall process of this WP was also influenced by forward-looking thinking about (1) the potential implementation of the material on a more suitable learning platform and (2) the sustainability of the project's outcomes beyond the project's lifecycle.

Altogether, it was at the same time a most difficult and rewarding work package, the success of which was ensured by tight collaboration and idea exchange by all partners.

4.1.5. Work package 5

WP 5 'ECH non-formal learning validation guidelines' led by URENIO aimed to define mechanisms for validation of non-formal learning outcomes that are specific to ECH management. The skills matrix and skills validation were developed to eliminate learning



gaps at the three management levels: strategic, operational & content. Although the validation of learning outputs of the non-formal ECH management learning process in SMEs was guided by common European Union principles for the identification and validation of non-formal & informal learning and supported by such sustainable practices as equal access and privacy of individuals, the validation process needs to be transparent and unbiased.

The focus of the internal evaluation was on supporting partners in developing the validation modules to be used for self assessment of individual informal skill bases. The attempt was made to ensure that the training delivery methodology for ECH management is compliant with Quality Assurance (QA) procedures and coherent with common principles for valuing non-formal learning stipulated by 9600/04 EDUC 118- SOC 253. As a result of this effort, the definition of QA processes and assessment were developed, incorporating all processes and quality assurance logic into effective validation. These processes were cross-matched with other interdependent work packages.

As one of the most significant and innovative outcomes the learning path needs to be mentioned. It is represented by feedback windows within the learning platform, which make the user aware of their skill shortage and suggest a learning path. This side is implemented in the training platform as feedback on the check questions answered.

There are two learning paths which the learners can choose from. One requires registration and demonstration of ability to attain a certificate. Another one allows flexible learning where the learners can simply satisfy their need for knowledge without pursuing certification of their learning.

4.1.6. Work package 6

WP 6 'Learning Environment Development' led by IDTECH aimed to create an adequate online Learning Environment to publish the training material developed and to create an assessment suite supporting the validation guidelines. The initial intention of basing the Learning Content Management System (aka learning platform) on open source standards has inherent problems and benefits. The former mainly relate to the level of user experience, which in some instances can be lower than with commercial content management systems. The benefits include flexibility and adaptability of the open source system to accommodate such requirements as support for pre-assessment, skill management, and validation of learning outcomes, which emerged during the preceding work packages.

During WP 6 'Learning Environment Development', the emphasis of the Internal Evaluation was on validating the suitability and usability of the learning platform developed. The criteria for the platform's usability were mainly concerned with learn ability (to what extent it would be easier for the platform's users to accomplish basic tasks the first time after they encounter the user's interface) and efficiency (to what extent it would be easier for the platform's users to navigate the learning material). With the learning platform being a key element of the training delivery, one outcome indicator was developed to capture user experience and ensure that the e-learning platform is sufficiently easy to use and that users



can promptly locate the required online material. This indicator is covered in Deliverable 27 (Section 6).

The MNEMOS partners have made an extensive use of such open source tools as Dokeos (for the learning platform implementation), Joomla (for the website content management), Youtube (for video case study sharing), SlideShare (for slides integration and navigation), LinkedIn (for the open community informational support), as well as Wikipedia for the publication of the Enterprise Cultural Heritage definition.

4.1.7. Work package 7

WP 7 'Case Studies and Validation of Project Results', coordinated by the University of Salford with all partners actively participating in the experimentation, aimed at the validation of the project results carried out through testing of the a) ECH Training material b) ECH Methodology and c) ECH training learning platform introduced in WP3 and developed later during WP4 and WP5. The testing took place in companies from the partners' countries, where representatives at different organisational levels, such as senior management, technical personnel and marketing personnel, engaged practically with the learning material and platform developed.

The testing process adopted three action research cycles focused on: implementation, evaluation and revision, with the two latter ones being iterative in their essence to ensure the quality of the training material. The first cycle was undertaken with "Internal" testers – individuals from project partners' organisations who were able to make comment and recommendation. The second cycle "Experimentation" was conducted with 15 case study companies. The final action research cycle was "External testing" – this involved target audience SMEs as well as wider audiences such as SME intermediaries and other potential disseminators of the ECH training material and its usefulness.

During WP 7 the Internal Evaluation had its main emphasis on the stages of 'evaluation' of the training material and delivery environment on SMEs and 'revision' of the material and platform based on the responses of the SMEs involved in testing. A balance between achieving the intended learning outcomes and the usability of the delivery platform was sought, guided by users' feedback. The feedback collected was quite rich in its content and provided invaluable information on users' perceptions of the material and platform, and indicated numerous potential improvements. The first cycle of internal testing generated over 200+ individual recommendations on the improvements of the ECH material, methodology and the platform. The analysis of these suggested improvements indicated that a number of suggestions reflected different expectations by the users and differences in their experience of using learning platforms. This experience of wide public collaboration led partners to consider giving an opportunity to the users to provide an explicit feedback on the training provided. The full text of the questionnaire administered via the online portal [surveymonkey.com](https://www.surveymonkey.com) is attached in appendix A.

An Excel spreadsheet was used to track all changes and analyse all users' comments using the MoSCoW ('Must have', 'Should have', 'Could have' and 'Would be nice to have') method



of requirements gathering and follow up. This allowed the project team to prioritise the points made and to concentrate on the 'Must have' and 'Should have' changes to be made. Whilst where opportunity presented itself the 'Could have' as well as 'Would be nice to have' changes were also implemented.

4.1.8. Work package 8

WP 8 'Dissemination' aimed to disseminate and promote the project's results to various stakeholders, including the direct beneficiaries – SMEs, SMEs associations, and other VET related and academic institutions.

During WP 8 the Internal Evaluation had its focus on multidirectional distribution of information about the project itself and relevant to each stage outcomes-centred information. The significant effort was made to disseminate information via professional (LinkedIn), general audience via Youtube, Wikipedia, and other open business information related communities as Kulmat, the ADRIANE foundation, the OpenScout Project. In line with disseminating information to SMEs, various business professionals' centred events were organised to communicate the message about using ECH management to innovate.

Another line of dissemination pursued was focused on representation of the project, its aims and objectives within the academic community, mainly via conferences as the key media to raise awareness about the emerging new concept (ECH management) and the work undertaken to establish this concept.

4.1.9. Work package 9

WP 9 'Exploitation of results' aimed at promoting the adoption of the project outputs by the widest possible number of direct beneficiaries: established SMEs, associations of SMEs, enterprise consultants, trainers and training organisations.

During WP 9 the Internal Evaluation had focus on working closely with end users of the project's outputs in order to note to what extent the potential of ECH management can be exploited in SMEs and how the ECH concept can be developed further within the scope of the project, based on the exploitation agreement. This work was guided by Manifesto, which defined the terms of use model as well as the tools and etiquette to join and contribute to the ECH.

The special attention was paid to the active involvement of other potential users and promoters, interested in the application and further development of the project results. The key examples are the ADRIANE foundation (Pan-European network created by several European stakeholders to endorse dissemination of knowledge related digital resources worldwide), and the OpenScout Project (an open user-generated and peer-improved content for management education and training community).

It is significant to note such development as the launch of an open professional community on ECH management on LinkedIn, which allowed for project's outcomes to be distributed to and experimented with by millions of professionals.



4.1.10. Work package 10

WP 10 'Project Evaluation' aimed to establish the external and internal evaluation of the project to ensure that reliable and valid outcome is achieved.

The internal Evaluation was carried out by UoS and was ongoing and involving all partners. It was formative, utilising mainly qualitative approach and having its focus on the outcome and intended impact of the project. The emphasis of the Internal Evaluation was on learning as a partnership, while dealing with emerging challenges during each work package. This participatory approach has ensured the sense of learning community within the partnership and integrated the internal evaluation into the ongoing processes.

As the outcome of the ongoing internal evaluation three output and one impact indicators were produced and refined through the course of the WP 2, 3, 4, 5, 6 and especially multi-staged WP7. These indicators were saturated at the final stage of the project and presented in Deliverable 27.

5. Evaluation of Output

The evaluation of output aimed at analysing the output indicators programmed during the conception's stage of the project (MNEMOS project, Application form, page 90) and developing a complementary set of indicators to capture the key outcomes: efficiency of the e-learning platform, adequacy of the non-formal learning and effectiveness of the training material.

5.1. Developing indicators

ECH management aims to enhance the competitiveness of SMEs across the EU by facilitating participants learning. This learning is ensured by the development of ECH training material, ECH Methodology and ECH Online Learning Platform in:

- Change management,
- Brand management,
- Heritage Management,
- and IPR management.

According to MNEMOS-QAA (deliverable 14), learning is assessed to confirm the scope, levels, and application of knowledge, skills, and competences. However, the most enduring question is the long term impact of MNEMOS.

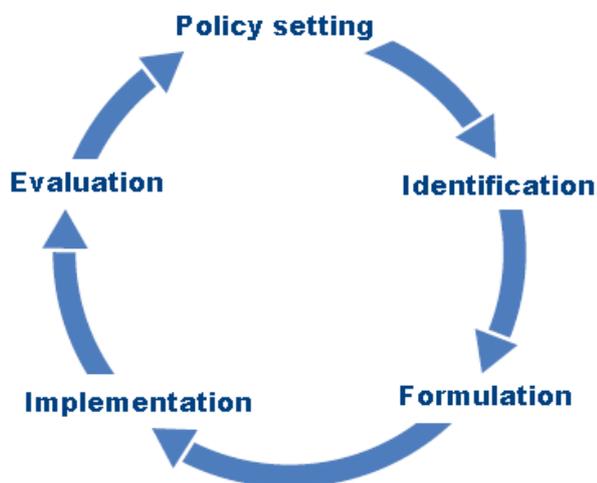


Figure 2 The project's cycle (Adapted from European Commission, 2004)

At the project's inception stage (Figure 2), it was envisaged that VET could enhance ECH among established SMEs in craft sectors. This enhancement can be captured by the following indicators:

- i) number of organizations interested in experimenting the ECH management methodology;
- ii) presence of contributions to ECH management provided by other sources;
- iii) increased rate of knowledge based services in traditional sectors and particularly in company with a long and rich history.

These indicators are saturated in Deliverable 27 'Results and Impact indicators'.

In order to address these indicators and then develop them further, as indicated in WP 10 description, experiences gained during Formulation and Implementation stages (Figure 2) allowed for establishing 3 indicators capturing outcomes, and one indicator capturing the impact of ECH management on established SMEs. These indicators needed to be user-friendly so that they can be implemented without major overhead on the testers.

The European Commission (2004) suggests indicators as "a description of the project's objectives in terms of quantity, quality, target group(s), time and place". In developing output and impact indicators to capture the results of the project self-reporting indicators were adopted due to the fact that learning and behavioural change resulting from it, as well as future innovative practice in organisations using the training material, cannot be measured directly. To assess the project outcomes according to these indicators a survey data collection method is used. The users of the e-learning platform were asked to fill in the online questionnaire. The entire questionnaire (questions from 1 to 26) is presented in Appendix A, allowing the real VET material's users to comment on the quality of content, usability of learning platform and usefulness of ECH learning.



5.2. Indicator 1: Efficiency of e-learning platform

The purpose of this indicator is to ensure that the developed e-learning platform is sufficiently easy to use and users can promptly locate the desired online material. Questions 13 and 14 (shown below) were used to saturate this indicator.

Question 13: How easy did you find it to register on the e-learning platform?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very easy

Question 14: How easy did you find it to navigate the following learning platform sections?

	1 - Very Difficult	2	3	4	5 - Very Easy	I didn't browse this option
ECH Awareness quiz	<input type="radio"/>					
Brand Management	<input type="radio"/>					
Brand Management quiz	<input type="radio"/>					
Change Management	<input type="radio"/>					
Change Management quiz	<input type="radio"/>					
Heritage Management	<input type="radio"/>					
Heritage Management quiz	<input type="radio"/>					
IPR Management	<input type="radio"/>					
IPR Management quiz	<input type="radio"/>					

5.3. Indicator 2: Adequacy of the provided non formal learning on supporting ECH's exploitation for enhancing SME competitiveness

The purpose of this indicator is to assess the increase of awareness of ECH by attesting that the ECH competences and skills matrix provides sufficient insight into the key elements of



ECH in order to enhance the existing working practices at the individual scale. The questions 9, 18 and 22 (shown below) were used to saturate this indicator.

Question 9: Did you find the depth of the material provided sufficient?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very comprehensive

Other (please specify)

Question 18: The ECH Approach is based on the following four steps:

- 1) Recognition
- 2) Evaluation
- 3) Implementation
- 4) Re-evaluation of these activities.

How would you rate this ECH Approach in terms of the following...?

	1 - Poor	2	3	4	5 - Excellent
Relevant to my business	<input type="radio"/>				
Fits course description	<input type="radio"/>				
Ease of understanding	<input type="radio"/>				
Fits course objectives	<input type="radio"/>				
Fits course structure	<input type="radio"/>				

Question 22: To what extend do you agree with the following?



	1 - Strongly disagree	2	3 - Neither agree nor disagree	4	5 - Strongly agree
An understanding of ECH management will make my business more competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be recommending other similar companies to look at their ECH management carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more likely to contact business support organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more likely to undertake further management training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This approach to on-line training is really useful for small business owner-managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ECH management tool is a useful business support product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before getting involved/visiting the web site I had not realised how ECH management could benefit my business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.4. Indicator 3: Effectiveness of training material to support ECH management

The purpose of this indicator is to demonstrate that the ECH management can be supported and/or facilitated effectively by the training material provided. The questions 10, 12, 15, 16, 19 and 20 (shown below) were used to saturate this indicator.

Question 10: Does this training material help you to improve your skills and competences in the following areas? Please select all that apply.



- Understanding of ECH
- Understanding the ECH Approach
- ECH Management
- Brand Management
- Change Management
- Heritage Management
- IPR Management

Other (please specify)

Question 12: Use knowledge or have better understanding

	1 - "No, not at all"	2	3	4	5 - "Yes, very much so"
I can use the knowledge I have gained to increase sales	<input type="radio"/>				
I have a better understanding of my company's business support needs	<input type="radio"/>				
I have a better understanding of my company's training needs	<input type="radio"/>				
I have new skills and knowledge which will benefit the company	<input type="radio"/>				
I know more about how I can use my company's history	<input type="radio"/>				
Members of my staff will undergo some training	<input type="radio"/>				

Question 15: How clear and engaging did you find the material on the learning platform?



	1 - Totally confusing and boring	2	3	4	5 - Very clear and interesting	I didn't browse this option
User Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brand Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brand Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPR Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPR Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 16: How do you rate your learning experience?

	1 - Poor	2	3	4	5 - Excellent
Activities	<input type="radio"/>				
Examples	<input type="radio"/>				
References	<input type="radio"/>				
Content	<input type="radio"/>				
Visual aids	<input type="radio"/>				
Descriptions	<input type="radio"/>				
Quizzes	<input type="radio"/>				
Speed of the learning platform	<input type="radio"/>				
Logical flow of the material	<input type="radio"/>				

Question 19: To what extent was the material provided about ECH management helpful for rationalising and/or advancing existing management functions in your organisation?



- 1 - Not at all
- 2
- 3
- 4
- 5 - Very helpful

Question 20: Having undertaken the ECH training, do you have any new ideas as to how ECH management could be used in your organisation?

- 1 - No, none at all
- 2
- 3
- 4
- 5 - Yes, very clear ideas

In sum, the above indicators surveying outcomes will allow conclusions as to what extent the project's objectives are met. Namely, the outcomes of the project allow the extent to which employees of SMEs are encouraged to develop new skills and knowledge to facilitate an increase in the enterprise's competitiveness to be judged. Each of the above indicators is to be quantified on the basis of a statistical factor analysis of user responses about the training platform and material in Deliverable 27.

6. Evaluation of Impact

At the project's inception stage (Figure 2), it was envisaged that VET could enhance ECH among established SMEs in craft sectors. This enhancement can be captured by the impact indicator aiming to capture changes in pre- and post-production revenues directly attributed to Enterprise Cultural Heritage exploitation in companies that adopted the ECH management. However, due to limitations of time and intricacy of direct measurement of such management areas as Brand, Change, IPR and Heritage management the initially conceived impact indicator cannot be used. Therefore, the evaluation of impact of the project diverted from initially intended to address the realised challenges as the following.

The timeframe between VET material development (October 2011), including testing and revisions, and the end of the project (February 2012) is not sufficient time for those companies which expressed interest in experimenting with ECH management to note any impact in terms of generated and implemented innovations in products, services or processes. It is even more difficult to quantify any impact in financial terms as it was envisaged at the conception's stage of the project (Figure 2). Therefore, the three-fold approach is developed to assess the impact of the project.



Firstly, the users of the factual VET material are invited to comment on the usefulness of their individual learning. This reflective approach enables capturing of perceptually evaluated influences of the studied material on the participants. The questions 7 and 8 (see below) of the online questionnaire's invite learners to reflect on the perceived usefulness of the developed VET material.

Question 7: How useful did you find the following material? Please tick all that apply.

	1 - Not useful	2	3	4	5 - Very useful	I didn't browse this option
ECH Overview	<input type="radio"/>					
User Guide	<input type="radio"/>					
ECH Awareness	<input type="radio"/>					
Brand Management	<input type="radio"/>					
Change Management	<input type="radio"/>					
Heritage Management	<input type="radio"/>					
IPR Management	<input type="radio"/>					

Question 8: To what extent was the material provided useful in indicating the skills and competences required to use your ECH?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very Useful

Secondly, the users of the factual VET material are invited to express their interest in developing ECH materials further (question 25) and most importantly, learners are asked to provide an example of the practical implementation of the gained knowledge in their respective companies (question 21).

Question 21: Please give one (or more) example of a definite change you will implement as a result of working through this ECH training material:

Question 25: How could the ECH Approach be improved? Please be as specific as possible.



Finally, the impact can be indirectly captured by analysing a targeted online search of material available within the project's website. This can be done by using Google analytics statistics, which allows tracking of website's users' activity. The example of such tracking statistics is shown below.



Figure 3 Google analytics for November 2011

The Figure 3 explicitly indicates how many people visit the project's website (www.enterpriseculturalheritage.org) in search for ECH material. It is interesting to note that this statistic allows the owner to track returning and new users. The number of new users demonstrates the growing interest in ECH management and in combination with two previously described reflective responses of the learners who undertook ECH training can evidence the immediate impact of the project. The increase in the number of new users also highlights the project advertising and promotional activities undertaken by the project partners.

This impact indicator and its elements are saturated in Deliverable 27 'Results and Impact indicators'.

7. Conclusion

The MNEMOS project has been fruitful in delivering the expected outcomes and making a significant difference to rationalising the cultural heritage of enterprise in order to ensure its further competitiveness. The project has not been without certain challenges mainly due to exploration of the unique in its essence field of knowledge – enterprise cultural heritage and its management. The process of addressing these challenges has become a fertile ground for



creative solutions and learning in partnership. This was achieved with the Internal Evaluation being established from the outset to be a learning facilitator.

The internal Evaluation was organised by UoS but it was involving all partners and was ongoing. It was formative in its essence and utilising mainly qualitative approach. While the focus of the Internal Evaluation was largely driven by the outcomes and intended impact of the project, its emphasis was on learning in the project's partnership especially in dealing with emerging challenges during each work package. This participatory approach has ensured the shared sense of learning community within the partnership and was reportedly encouraging and supportive.

8. References

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9. Appendices

9.1. Appendix A: Learner's questionnaire

Questions 1 to 6 are designed to solicit some personal details of the participant, which are treated in confidence. These include respondent's name (question 1), role within organisation (question 2), email address (question 3), organisation's name (question 4), who recommended the project's training material (question 5) and affiliation with a small or medium sized enterprise which has been trading for 40 years or more in the craft sector (question 6).

Question 7: How useful did you find the following material? Please tick all that apply.

Field Code Changed



	1 - Not useful	2	3	4	5 - Very useful	I didn't browse this option
ECH Overview	<input type="radio"/>					
User Guide	<input type="radio"/>					
ECH Awareness	<input type="radio"/>					
Brand Management	<input type="radio"/>					
Change Management	<input type="radio"/>					
Heritage Management	<input type="radio"/>					
IPR Management	<input type="radio"/>					

Question 8: To what extent was the material provided useful in indicating the skills and competences required to use your ECH?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very Useful

Question 9: Did you find the depth of the material provided sufficient?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very comprehensive

Other (please specify)

Question 10: Does this training material help you to improve your skills and competences in the following areas? Please select all that apply.



- Understanding of ECH
- Understanding the ECH Approach
- ECH Management
- Brand Management
- Change Management
- Heritage Management
- IPR Management

Other (please specify)

Question 11: How could the training material be improved? Please be as specific as possible.

Question 12: Use knowledge or have better understanding



	1 - "No, not at all"	2	3	4	5 - "Yes, very much so"
I can use the knowledge I have gained to increase sales	<input type="radio"/>				
I have a better understanding of my company's business support needs	<input type="radio"/>				
I have a better understanding of my company's training needs	<input type="radio"/>				
I have new skills and knowledge which will benefit the company	<input type="radio"/>				
I know more about how I can use my company's history	<input type="radio"/>				
Members of my staff will undergo some training	<input type="radio"/>				

Question 13: How easy did you find it to register on the e-learning platform?

- 1 - Not at all
- 2
- 3
- 4
- 5 - Very easy

Question 14: How easy did you find it to navigate the following learning platform sections?



	1 - Very Difficult	2	3	4	5 - Very Easy	I didn't browse this option
ECH Awareness quiz	<input type="radio"/>					
Brand Management	<input type="radio"/>					
Brand Management quiz	<input type="radio"/>					
Change Management	<input type="radio"/>					
Change Management quiz	<input type="radio"/>					
Heritage Management	<input type="radio"/>					
Heritage Management quiz	<input type="radio"/>					
IPR Management	<input type="radio"/>					
IPR Management quiz	<input type="radio"/>					

Question 15: How clear and engaging did you find the material on the learning platform?

	1 - Totally confusing and boring	2	3	4	5 - Very clear and interesting	I didn't browse this option
User Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brand Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brand Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPR Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IPR Management quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 16: How do you rate your learning experience?



	1 - Poor	2	3	4	5 - Excellent
Activities	<input type="radio"/>				
Examples	<input type="radio"/>				
References	<input type="radio"/>				
Content	<input type="radio"/>				
Visual aids	<input type="radio"/>				
Descriptions	<input type="radio"/>				
Quizzes	<input type="radio"/>				
Speed of the learning platform	<input type="radio"/>				
Logical flow of the material	<input type="radio"/>				

Question 17: How could the learning environment be improved? Please be as specific as possible.

Question 18: The ECH Approach is based on the following four steps:

- 1) Recognition
- 2) Evaluation
- 3) Implementation
- 4) Re-evaluation of these activities.

How would you rate this ECH Approach in terms of the following...?

	1 - Poor	2	3	4	5 - Excellent
Relevant to my business	<input type="radio"/>				
Fits course description	<input type="radio"/>				
Ease of understanding	<input type="radio"/>				
Fits course objectives	<input type="radio"/>				
Fits course structure	<input type="radio"/>				

Question 19: To what extent was the material provided about ECH management helpful for rationalising and/or advancing existing management functions in your organisation?



- 1 - Not at all
- 2
- 3
- 4
- 5 - Very helpful

Question 20: Having undertaken the ECH training, do you have new any ideas as to how ECH management could be used in your organisation?

- 1 - No, none at all
- 2
- 3
- 4
- 5 - Yes, very clear ideas

Question 21: Please give one (or more) example of a definite change you will implement as a result of working through this ECH training material:

Question 22: To what extend do you agree with the following?



	1 - Strongly disagree	2	3 - Neither agree nor disagree	4	5 - Strongly agree
An understanding of ECH management will make my business more competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be recommending other similar companies to look at their ECH management carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more likely to contact business support organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more likely to undertake further management training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This approach to on-line training is really useful for small business owner-managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ECH management tool is a useful business support product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before getting involved/visiting the web site I had not realised how ECH management could benefit my business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Question 23: Would you recommend your colleagues or others to undertake this ECH training?

- 5 - Definitely
- 4
- 3 - Possibly
- 2
- 1 - Very unlikely
- if so, please state why

Question 24: If you are intending to train your staff in ECH management, how many of them do you think will participate in this ECH training?

Question 25: How could the ECH Approach be improved? Please be as specific as possible.

Question 26: Please would you write a short quote about your experience of the learning material, learning platform or ECH Approach which we could use in our project promotion literature?

Please state your name, title and position in your company making it clear to us how you would like to be referred to when attributing your quote.

