

## Appendix A: Scales

Scale Name	Source	Items	Multidisciplinary Cohort	Single Disciplinary Cohort
<b>Attitude Toward Leadership (ATEL)</b>	<b>Athayde, 2009</b>	I enjoy talking the class round to my point of view	Scale decreases from T1 to T2. But the changes were insignificant	Scale increases from T1 to T2. But the changes were not significant
		I usually take the initiative on any project I'm involved in.		
		I think I can easily carry my classmates with me when I have an idea.		
		I enjoy talking responsibility for things in the classroom.		
		I like taking the lead in projects at school		
<b>Attitude Toward Creativity (ATEC)</b>	<b>Athayde, 2009</b>	When we do a school project I'm right there at the centre of things.	Scale decreases from T1 to T2. The changes were significant	Scale decreases from T1 to T2. The changes were insignificant
		I believe that a good imagination helps you do well at school.		
		I enjoy lessons where the teacher tries out different ways of teaching.		
		Being creative is an advantage in lessons		
<b>Perceived Similarity (SIM)</b>	<b>Developed</b>	I like lessons that really stretch my imagination	Scale decreases from T1 to T2. But the changes were insignificant	Scale increases from T1 to T2. The changes were insignificant
		In general, my personality is similar to the personality of the student(s) from my own my team		
		In general, my work habits are similar to the work habits of the student(s) from the other		
		In general, the student(s) from my own discipline who are on my team are a lot like me.		
		In general, my personality is similar to the personality of the student(s) from the other discipline from my team		
		In general, my work habits are similar to the work habits of the student(s) from my own discipline on my team		
In general the student(s) from the other discipline who are on my team are a lot like me.				
<b>Multidisciplinary Experiential Learning (MDIS)</b>	<b>Developed</b>	Working with a multi-disciplinary team helps to define problems	Scale decreases from T1 to T2. The changes were significant	Scale was not included in single discipline cohort study
		Working with a multi-disciplinary team helps to produce solutions		
<b>Perceived Organizational Valuing of Creativity (POVC)</b>	<b>Adapted from Farmer et al. (2003)</b>	The University is very supportive of creative work.	Scale increases from T1 to T2. But the changes were insignificant	Scale decreases from T1 to T2. The changes were insignificant
		I feel creativity is supported and encouraged at the University.		
		New ideas or concepts are fostered at the University.		
		My professors at the University generally value creative work.		
<b>Challenge (CH)</b>	<b>Developed</b>	how much you expect you will experience challenge in understanding the problem, market base, developing design specs, ideation and product/component design, fabrication, planning, management concepts, ambiguity, team work, time management, lean startup, customer interviews	Scale increases from T1 to T2. But the changes were insignificant	Scale increases from T1 to T2. The changes were significant
<b>Interest in Entrepreneurship (T1)</b>	<b>Ontario Ministry of Economic Development and Growth (2014)</b>	Before participating in this project, how would you describe your interest in entrepreneurship	Scale increases from T1 to T2. The changes were significant	Scale increases from T1 to T2. The changes were significant
<b>Interest in Entrepreneurship (T2)</b>	<b>Ontario Ministry of Economic Development and Growth (2014)</b>	After participating in this project my interest in entrepreneurship has		
		After participating in this project my awareness of entrepreneurship in Ontario has		
		After participating in this project my knowledge of entrepreneurship concepts has		
		After participating in this project my entrepreneurship skills have		
		After participating in this project my interest in entrepreneurship as an area of study has		
After participating in this project my interest in entrepreneurship as a career choice has				

Appendix B: Scales: Cronbach's Alpha, Mean and Standard Deviation

Scale Name	Multidisciplinary Cohort						Single Disciplinary Cohort					
	Cronbach's Alpha (Pre)	Cronbach's Alpha (Post)	Mean (Pre)	Mean (Post)	SD (Pre)	SD (Post)	Cronbach's Alpha (Pre)	Cronbach's Alpha (Post)	Mean (Pre)	Mean (Post)	SD (Pre)	SD (Post)
Attitude Toward Leadership (ATEL)	0.792	0.887	21.362	20.734	3.743	4.821	0.762	0.858	20.364	20.714	3.719	4.719
Attitude Toward Creativity (ATEC)	0.779	0.843	15.252	14.34	3.163	3.547	0.828	0.894	15.0685	14.5113	3.465	4.02
Perceived Similarity (SIM)	0.773	0.836	18.926	18.823	3.404	4.339	0.685	0.782	9.198	9.43	2.058	2.651
Multidisciplinary Experiential Learning (MDIS)	0.73	0.84	7.553	7.192	1.595	1.87	N/A	N/A	N/A	N/A	N/A	N/A
Perceived Organizational Valuing of Creativity (POVC)	0.863	0.847	13.308	13.311	3.226	3.095	0.827	0.902	13.559	13.2	2.942	3.562
Challenge (CH)	0.876	0.904	41.659	42.901	8.112	8.649	0.861	0.881	31.789	30.085	7.52	8.157
Interest in Entrepreneurship (InEn)	N/A	0.865	N/A	21.627	N/A	3.854	N/A	0.858	N/A	13.853	N/A	3.521