

COOP-IN

PROJECT TITLE: Social Innovation Training for Virtual Work-Based Learning
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IO1: APPLIED SOCIAL INNOVATION TRAINING COURSE DEVELOPMENT

NEEDS ANALYSIS NATIONAL RESEARCH REPORT: HUNGARY

**PRODUCED BY:
TREBAG**



TABLE OF CONTENTS

INTRODUCTION	2
RESEARCH METHODOLOGY AND METHODS	3
ANALYSIS AND DISCUSSION	4
SUMMARY AND IMPLICATIONS	17

1. INTRODUCTION

What is COOP-IN?

The overall aim of COOP-IN is to raise awareness of the opportunities and challenges in implementing social innovation at work by developing a social innovation training kit including a digital education game, a self-assessment tool and other learning materials.

In so doing, the project will work with vocational education trainers, business support agencies, mentors and coaches and networking organisations to encourage engagement with social innovation and facilitate use of resources to assist small and medium enterprises (SMEs) in moving from idea to action in introducing social innovation. The project consists of seven partner organisations from the UK, Cyprus, Ireland, Hungary, Portugal and Spain.

Why is COOP-IN needed?

In 1985, Peter Drucker noted that *‘Today businesses, especially the large ones, simply will not survive in this period of rapid change and innovation unless they acquire entrepreneurial competence’* (Drucker, 1985, p. 132). Thirty years on, many commentators would agree that this quote is still highly relevant today – the only thing that has changed is the rate of change.

This reflects the fundamental shifts which we are witnessing in economies, such as the UK, as a result of the economic recession of 2008/2009, demographic changes, technological developments and socio-cultural shifts. For example, demographic change is leading to greater age and cultural diversity within the workforce of the majority of businesses. For the first time, businesses will have staff from four different generations who have different motivations, values and expectations around working patterns and management and leadership styles. People are having to work longer and cope with personal change, such as ageing, whilst at work rather than during retirement. In turn, this creates a set of different learning and skills development needs and generates the need for innovative responses from businesses themselves, external providers of education and training and governments.

As a result, there is a growing interest in the concept of social innovation. This can be defined as *‘new strategies, concepts and ideas that businesses and organisations can introduce to meet the social needs of different internal and external stakeholders’*. However, the available evidence base suggests that there are a number of “need to know’s” in navigating the journey from idea to action in implementing social innovations at work.

Why a needs analysis?

COOP-IN will develop a digital education game, a set of learning materials and a self-assessment tool to assist businesses and organisations in introducing and managing social innovations at work. To ensure that these outcomes are demand-led, a needs analysis will be undertaken in each partner country. This report summarises the key outcomes to emerge from the needs analysis undertaken in Hungary.

2. RESEARCH METHODOLOGY AND METHODS

The Hungarian survey was conducted in the first few weeks of January, 2018 and the questionnaire took 10-15 minutes to complete for each respondents. All responses were treated in the strictest confidence and they were not used to identify businesses/organisations.

The target number of the filled in questionnaire was 30, but at the end we gathered 40 completed questionnaires in total. The main target groups were:

- Vocational education trainers
- Business support agencies
- Mentors and coaches
- SMEs
- NGOs.

Respondents could complete the survey online (using Google questionnaire), and offline as well. They were invited in person, via e-mails, through some calls posted in Facebook groups and newsletters. Some Facebook groups where calls were posted:

- SZIA
- Bridge Budapest
- Youth2youth
- Social Fokus
- Társadalmi vállalkozók és barátai.

An example:



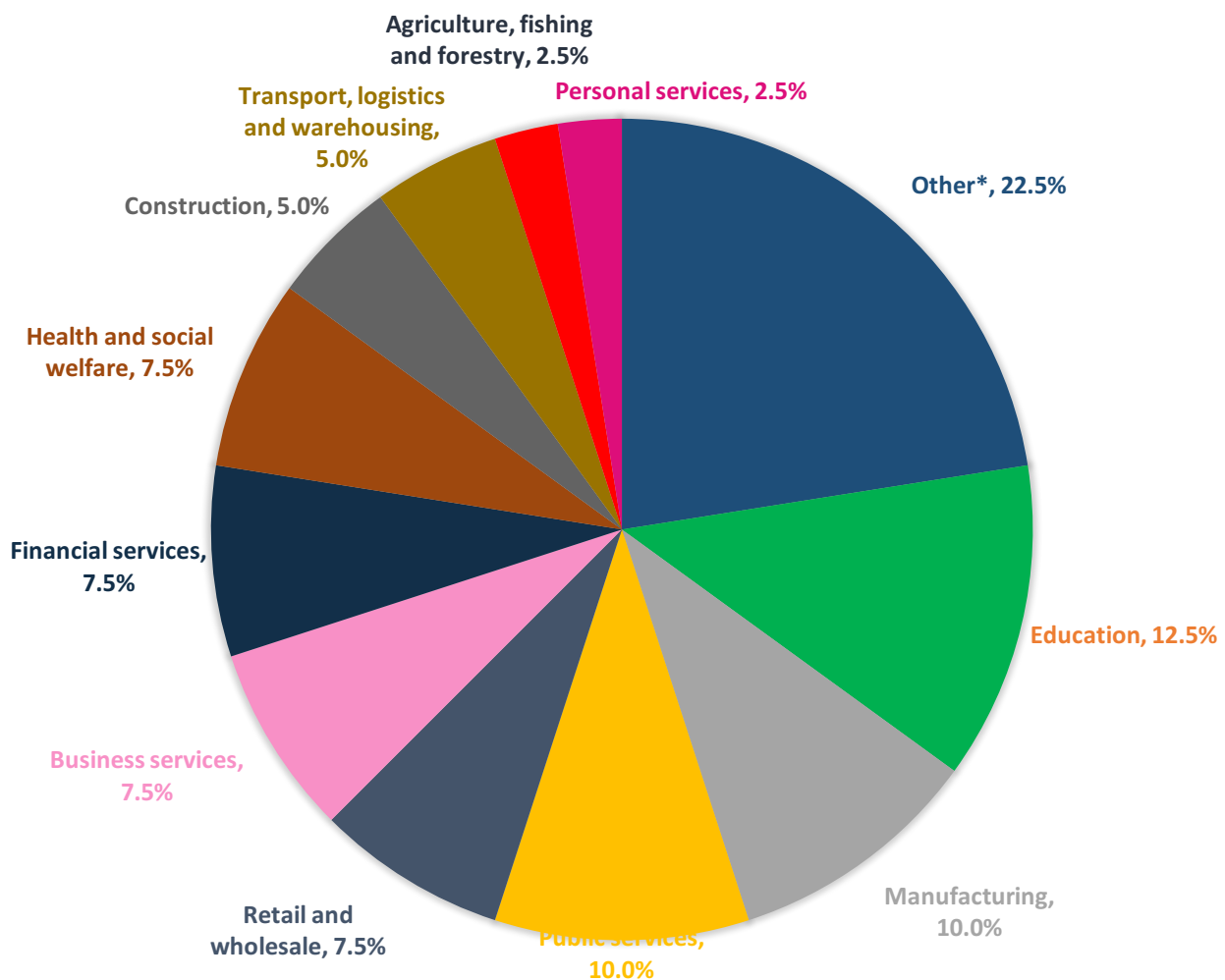
The Coop-in partner institution who collected data from Hungary is Trebag.

3. ANALYSIS AND DISCUSSION

3.1 Characteristics of the respondents

The questionnaire was filled by **40 representatives** from a range of different sized companies. The represented businesses/organisations operate in a variety of sectors, most of them are from the **civil sector/education/manufacturing/public services, privately owned** (60%), **with 1-5 employees** (37.5%) and have been **operating for more than 15 years** (55%).

Figure 1: Nature of business activity of the surveyed businesses



Note:

* Other includes civil sector, car industry, energy, culture and R&D

Figure 2: Size of the surveyed businesses

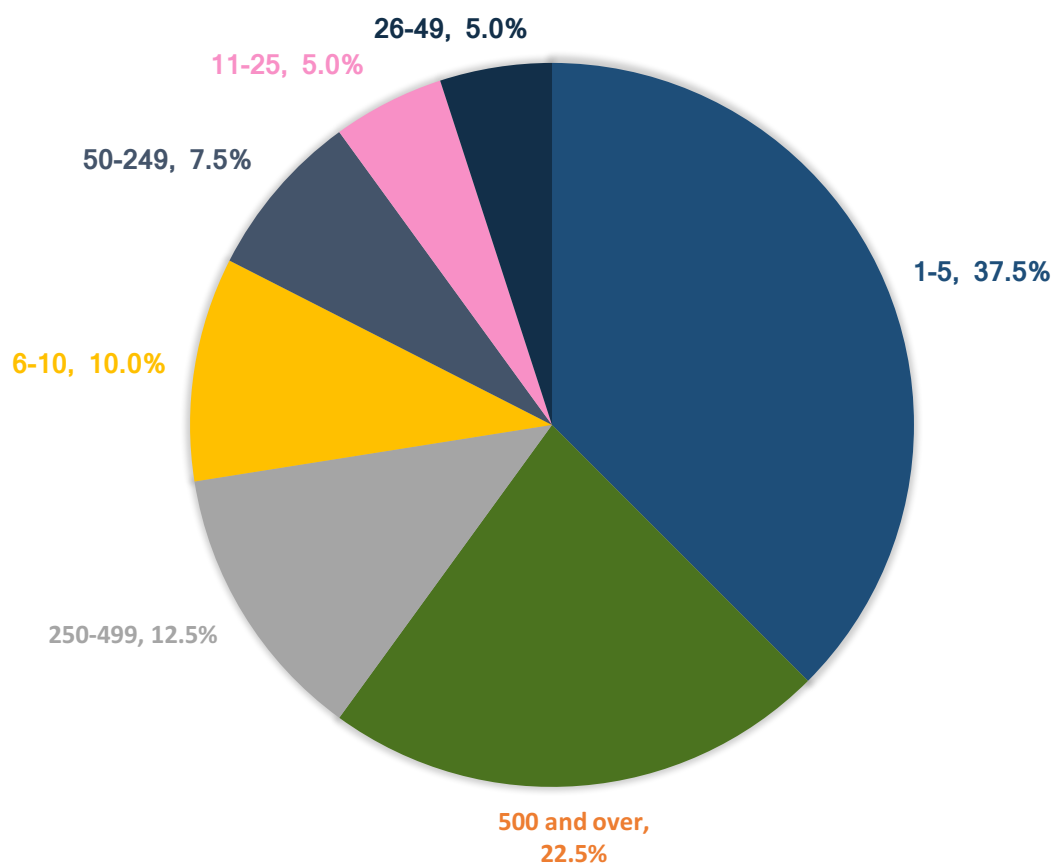


Figure 3: Length of trading of the surveyed businesses

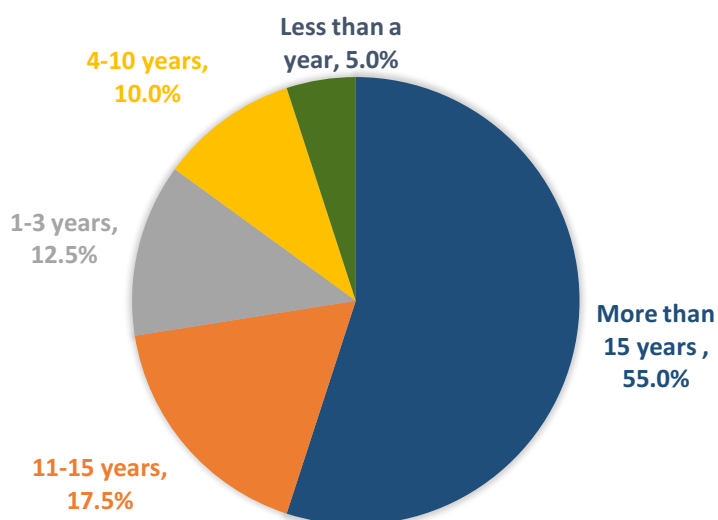
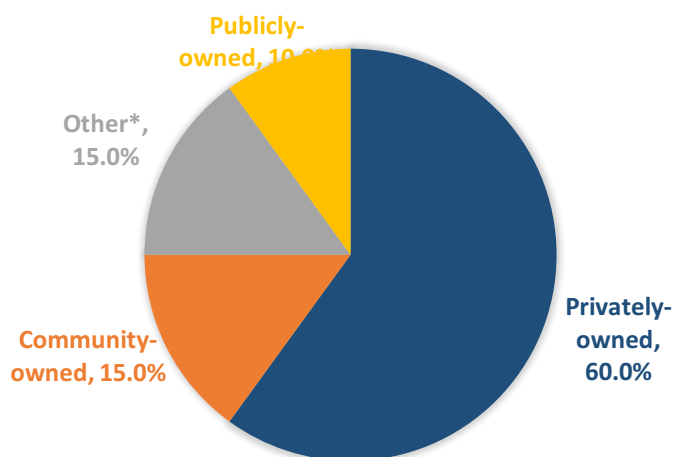


Figure 4: Nature of ownership of the surveyed businesses



Note:

Other
includes
associations and foundations

3.2 What is Social Innovation?

Respondents interpreted **the term of “social innovation”** in very different ways, here are some sentences what social innovations mean to them:

“social welfare”

“social actors need to give new answers for new challenges”

“community development, catching-up and economic-recovery with adapting and developing social innovations”

“continuous development and growth”

“Continuous development of workforce and infrastructure”

“renewal”

“complex action (so as) to solve a social problem”

“It is very complex and may affect several areas, but in any case serves a novelty and development.”

“innovation”

“the continuous renewal of society and the sum of the processes promoting it”

“Innovative solution of social issues”

“Innovative answer for an existing social problem”

“new solution for a social issue”

“development”

“social development”

“to call in different social groups into the production process of the company with a certain aim”

“An innovation introduced to ensure more efficient cooperation within the community.”

“Such modern innovations, that instead of profit-making will primary serve for the benefit of society.”

“to create an innovation in any areas (social, educational, medical) that will serve for the benefit of the public or society in a sustainable way”

“to apply existing tools and processes in a social area”

“socially beneficial development of public services”

“improvement of social issues”

“improvement of the quality of life”

“necessary change of public opinion towards a positive direction”

“an already implemented innovation, that is directed at society free of charge”

“an innovative solution for a social problem, that prioritize development, efficiency and anthropocentrism”

“an evolutionary mechanism of certain parts of society that is formed either voluntary or as a cooperation”

“creation and development of novel solutions for societal problems”

“innovative approach to social problems”

“new solution that answers a social problem and helps resolving it”

“new solution to an existing social problem that is generally based at public cooperation”

“innovative solution of societal issues”

“an idea that reshapes new solution methods for societal challenges (e.g.: education system) or a local community online marketplace”

“answer for new demands of life quality, or new answer for existing demands”

“new approach to solve a societal problem”

“Social innovation for me - as the president of a cooperative for developing renewable community energy through hydroelectric stations - means a hydroelectric station green and innovative enterprise.”

“to discover common needs and the ability to solve certain things only together”

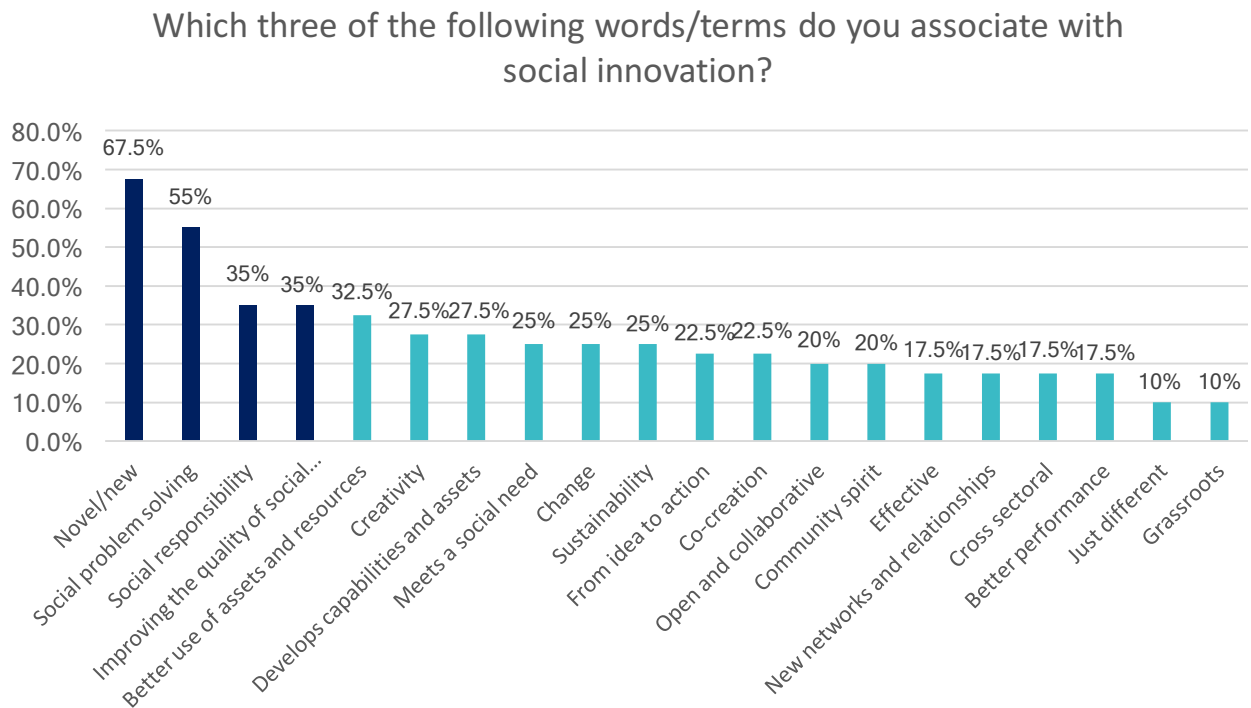
“new enterprise that is beneficial for the society”

“social welfare”

“social actors need to give new answers for new challenges”

Most of the respondents associate “**novel/new**” (67.5%), “**social problem solving**” (55%), “**social responsibility**” (35%) and “**improving the quality of social services**” (35%) with the term “social innovation” (see Figure 5).

Figure 5: Terms associated with social innovation by the surveyed businesses

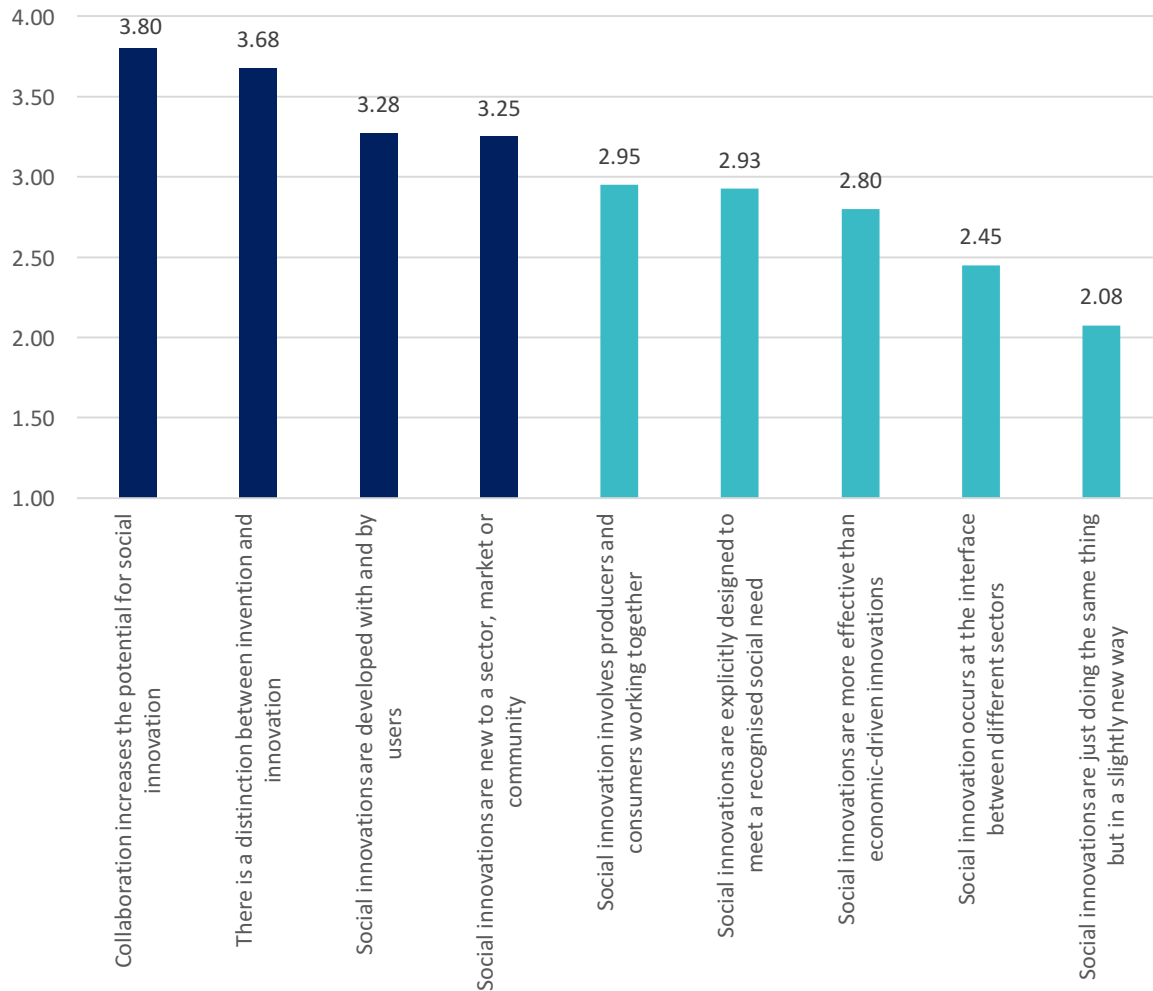


Respondents agree with the following statements the most:

- Collaboration increases the potential for social innovation
- There is a distinction between invention and innovation
- Social innovations are developed with and by users
- Social innovations are new to a sector, market or community.

Figure 6: The nature of social innovation

To what extent do you agree with these statements?

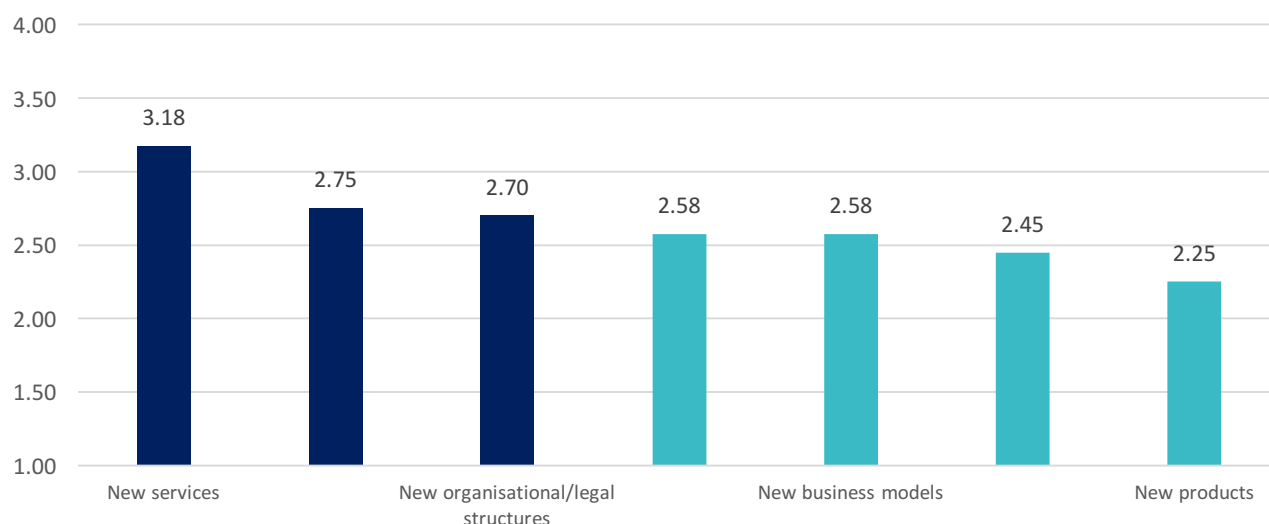


3.3 Social innovation in businesses and organisations

Within the questioned companies, social innovations can be most likely introduced through **new services, new platforms** and **new organisational/legal structures** (see Figure 7).

Figure 7: Scope for the introduction of social innovation

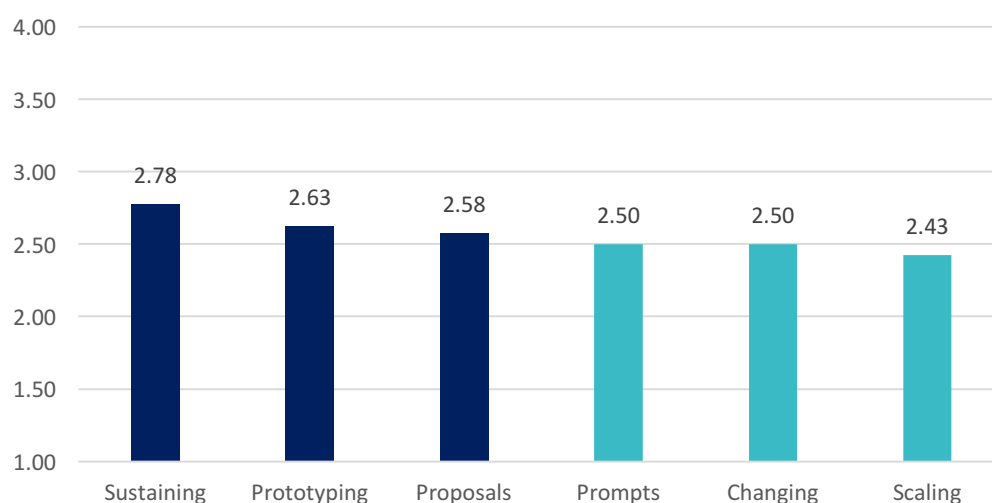
Thinking about your business/organisation, what is the scope for introducing social innovation through?



Businesses/organisations are **most effective in managing** the stages of “**sustaining**”, “**prototyping**” and “**proposals**” in the social innovation process (see Figure 8).

Figure 8: Assessment of effectiveness in managing social innovation

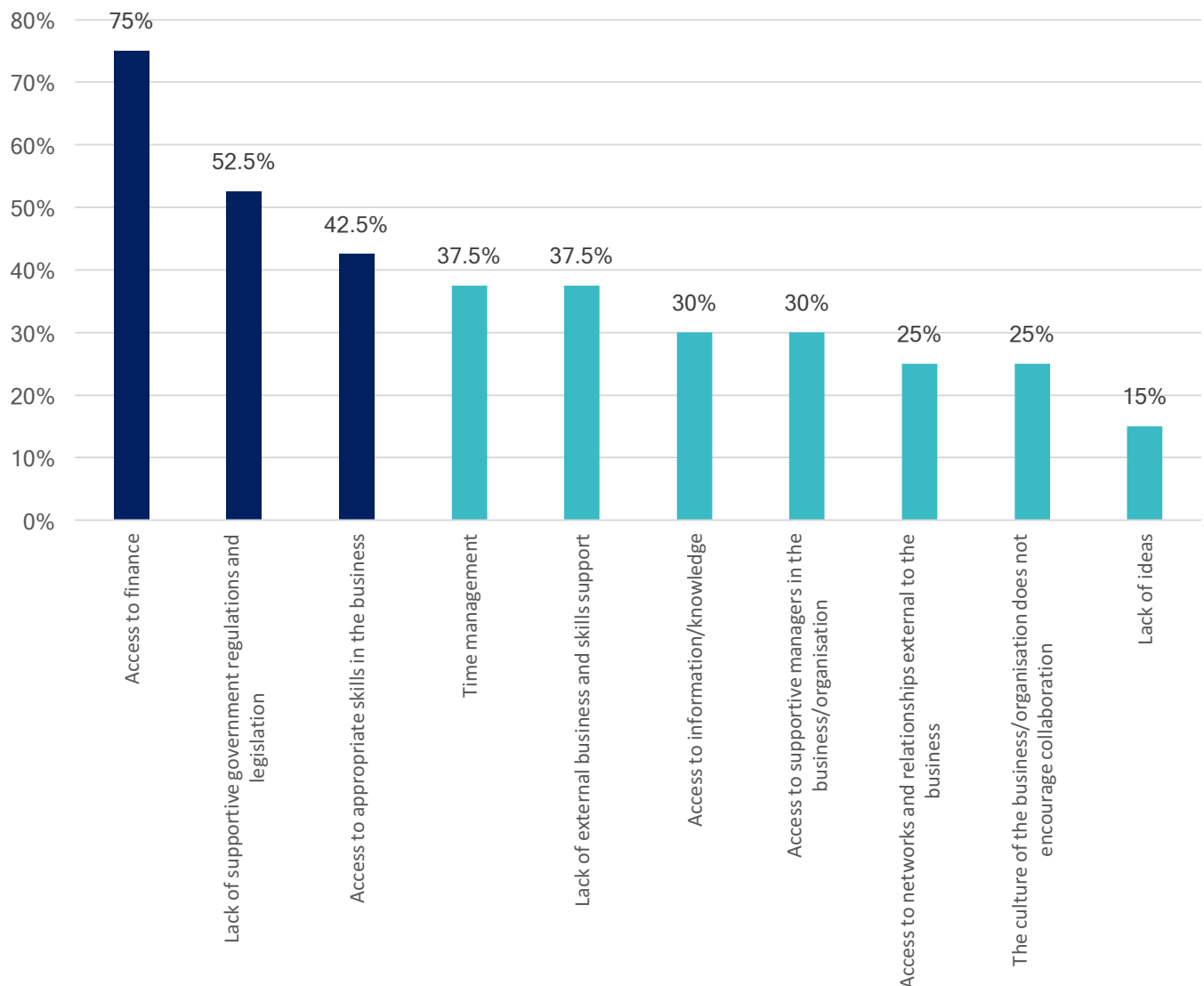
How effective is your business/organisation in managing the following key stages in the social innovation process?



The main **barriers** businesses/organisations face when implementing social innovations are: **access to finance (75%)**, **lack of supportive government regulations and legislation (52.5%)** and **access to appropriate skills in the business (42.5%)**.

Figure 9: Barriers to introducing social innovation

What barriers do you think businesses/organisations face in implementing social innovation(s)?



Other answers:

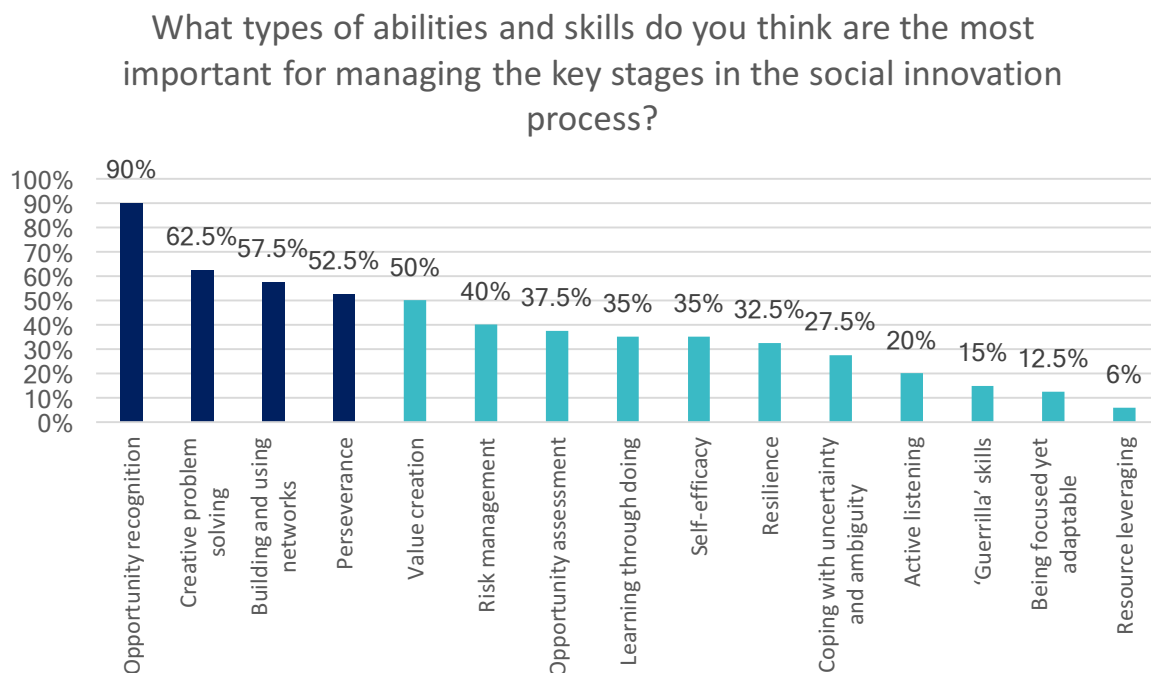
“Lack of management commitment.”

“Conflict between the interest of an individual and the community.”

3.4 Social innovation: Learning and skills development

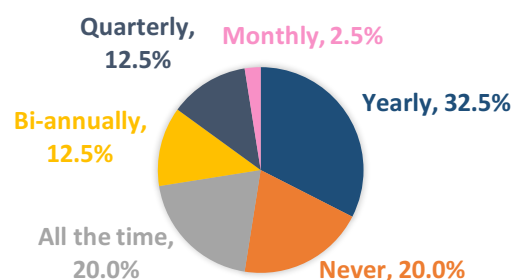
Opportunity recognition (90%) is the most important skill for managing the key stages in the social innovation process to respondents' opinion followed by **creative problem solving** (62.5%), **building and using networks** (57.5%) and **perseverance** (52.5%) (see Figure 10).

Figure 10: Learning and skills development needs and requirements



Majority of companies **review strengths and areas for development** in the abilities and skills mentioned above **every year**. Twenty per cent of them **never** make any reviews and also twenty per cent of them review these strengths and weaknesses **all the time**.

Figure 11: Extent of the review of strengths and areas of development for managing social innovation



The list of **tools** businesses/organisations **use to review strengths and weaknesses** needed to manage the social innovation process include:

SWOT analysis

Attending professional events, conferences and trainings

Online and offline information seeking

They are thinking about it

Team-building trainings

Nothing yet

Observing

The level of success of the projects

Evaluation

Analysis

Diary

Strength and defense matrix

They use my their experiences

Periodic overview of progress reports

Production meetings

Professional forums and studies

Collaborating with and learning from each other

Open innovation techniques

Coaching

Process analysis

Tests

Continuous consultation and support in learning

Setting goals and monitoring performance

Continuous data gathering and analysis

Analysis of social efficiency

Strategic planning

Evaluating project miles

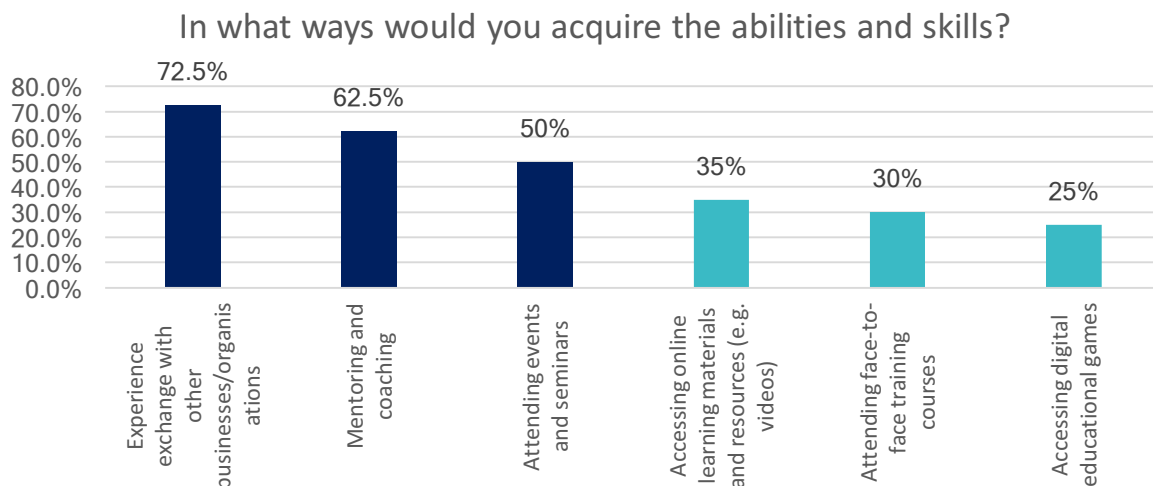
SRS report

Green and smart community energy value engineering

Mentor programme

Respondents prefer to **exchange experiences with other businesses** (72.5%), participate in **mentoring and coaching** (62.5%) and attend **events and seminars** (50%) in order to **acquire these abilities and skills**.

Figure 12: Learning and skills development for social innovation – Preferred Methods

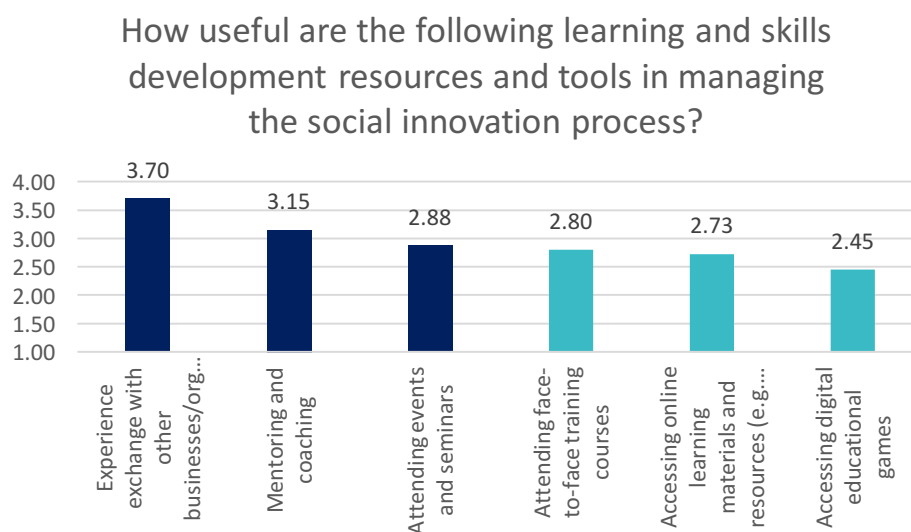


Other answers:

“Through direct partnership between buyers and suppliers without intermediaries.”
“Management commitment needed.”

Respondents found **experience exchanges, mentoring/coaching** and **events/seminars** as the **most useful learning and skills development tools** for managing the social innovation process (see Figure 13).

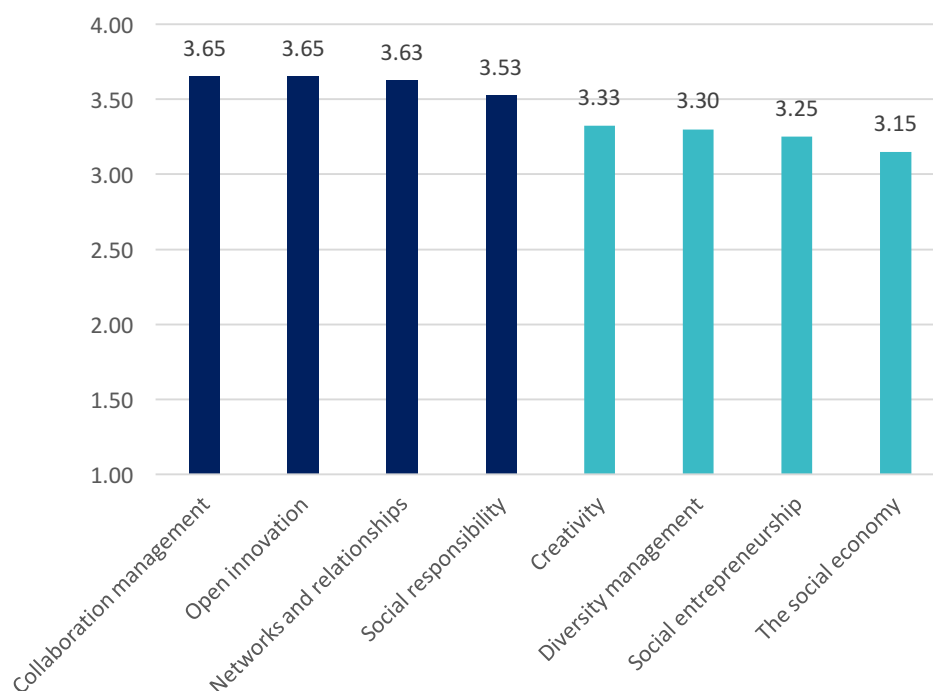
Figure 13: Learning and skills development for social innovation – Usefulness of different methods



According to the respondents' opinion, **collaboration management**, **open innovation**, **networks and relationships** and **social responsibility** can be the most important topics within a social innovation programme (see Figure 14).

Figure 14: Learning and skills development for social innovation: Suggested topics

Please identify the importance of including the following topics within a learning and training programme focused on social innovation for businesses.



Other answers:

"Fostering attitude changes."

"Sustainable economy."

"Self-awareness."

"Teaching businesses/organisations, how to apply these methods and necessary skills on their own."

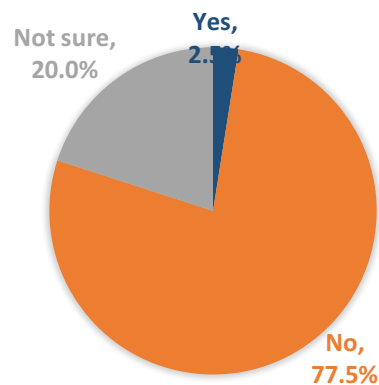
"Case studies showing the difficulties and how companies can handle them with persistent attitude."

"Value engineering."

77.5% of respondents reported **not being aware of the CEN/TS 16555-5 Innovation Management Standard** and just **2.5%** of them know this standard.

Figure 15: Awareness of the CEN/TS 16555-5 Innovation Management Standard

**ARE YOU AWARE OF THE
CEN/TS 16555-5?**



47.5% of the respondents are **interested in further cooperation** with the COOP-IN project.

4. SUMMARY AND IMPLICATIONS

The fact that the 40 completed questionnaires we collected show such a heterogeneous picture related to the sectors and the number of employees, that social innovation is a relatively open field, which can interest anyone regardless of area of activity or size of the business/organisation.

When asked to describe it with their own words, the majority of respondents identified social innovation as

- Continuous development and growth, innovation/improvement/progress, novel solutions and new enterprises
- Which are related to social issues/problems or public services
- Done for the benefit of the public/society
- By social actors or achieved by public cooperation.

Only a few answers were related to business and workforce and only two answers mentioned profit: in both cases, they underlined that social innovation doesn't aim at profit making/it is free of charge. They also agreed that collaboration increases the potential for social innovation and innovations involve not only producers, but also the users and consumers. Sustainability, efficiency and better performance were not widely associated with this area.

All in all, when thinking about social innovation, our respondents thought of a novelty or an innovative solution that aims at solving a social problem and brings improvement to society. They did not seem to connect economy, profit or business with this area, which confirms the necessity of a module about social economy.

The businesses and organisations participating in the survey seem to tackle the six stages of the innovation process with the almost the same efficiency, however, they do slightly better in the "middle" part of the process-especially with sustaining the innovation-, while spreading out the innovation to scaling and systematic change seem to be bigger challenges. This is not a surprise based on that lack of supportive government regulations and access to finance were marked as the main barriers towards implementing social innovations, both of which could play a major role in the later stages of the innovation process. The businesses and organisations seem to have ideas, support within their own organization and also access to networks, relationships and information. However, they lack supportive government regulations and legislation, access to finance and also appropriate skills.

When reviewing their strengths and weaknesses needed to manage the social innovation process, analysis is most commonly used, while to acquire new abilities experience exchange, mentoring and coaching and attending seminars are considered as the most useful tools. Online learning material and online games received relatively low scores among the respondents, which may be because of lack of available online games in the area

and because of the fact, that courses and seminars provide the additional benefit of networking and collaboration as well.

Collaboration management, networks and relationships were marked as the most important topics within a learning program. Collaboration-not only between different sectors but also between consumers/buyers and producers- is a highly valued topic by respondents along the whole survey. Despite this only 2% of the respondents know about the CEN/TS 16555-5 Innovation Management Standard on collaboration. It should clearly be one of the core elements of the training material.