



**EULEP**

# Training path for Social Innovation

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## Introduction

EULEP is the European Learning Experience Platform. It brings together 20 organisations from 8 countries under the leadership of Eurochambres.

The partners work together with the following objectives:

- Make C-VET (continuous vocational education and training) more attractive for lifelong learning;
- Offer businesses new and tailor-made training modules that correspond to their skills needs in innovation oriented subjects (artificial intelligence (AI), virtual reality (VR) and social innovation (SI));
- Upskill and reskill people with labour market relevant skills and competences in AI, VR and SI;
- Develop innovative learner-centred teaching and learning methodologies for the continuing professional development of VET trainers;
- Establish or reinforce knowledge triangles at regional and national level thanks to the triangulation business - VET provider - European Digital Innovation Hub (EDIH);
- Embed VET in regional economic development strategies and reinforce its governance, putting it on a sustainable path.

For the development of its training modules in AI, VR, and SI, EULEP pursues a learning outcomes based approach. The EULEP project partners have conducted a labour market and learning needs analysis to define the learning outcomes and lay the basis for the development of the learning paths in the three chosen subjects. The outcomes of the analysis are presented in the reports: [Workforce needs for up and reskilling in artificial intelligence, virtual reality and social innovation](#) and [Recommendations for the development of transnational training modules](#).

As a result of the analysis, the EULEP project proposes three learning paths:

1. Artificial Intelligence for business users
2. Virtual Reality for business users
3. Social Innovation for business users

The present report focuses on the learning path for the Social Innovation for business users.

The report is structured as follows:

- first, the learning path with its modules, units and associated learning outcomes is presented,
- second, there is an overview about possible training materials, which can be used for conveying the learning content that is going to be developed,
- third, possible evaluation and assessment methods are proposed.

## The learning path: Social Innovation for business users

The learning path “**Social Innovation for business users**” consists of three modules and 21 units.

Module 1, “**Introduction to Social Innovation as a tool for organisational change**”, has 4 units and it offers the learner an insight and introduction into the possible effects of digital transformation processes on businesses, a definition of social innovation in that context and how social innovation can help mitigating the effects of digital transformation, taking into account the role of soft skills.

Module 2, “**Managing internal changes**”, has 11 units, and offers the learner a 360° tour of possible questions to address when managing internal transition processes, ranging from the management of resources over team building and leadership to creative, ethical and sustainable thinking.

Module 3, “**Managing external changes**”, has 6 units and offers the learner a definition of corporate social responsibility, and the effects of the company’s digital transformation on its environment. Sustainability questions, effective communication and ethical thinking are among the subjects to be taught.

Module 1: Introduction to Social Innovation as a Tool for Organisational Change		
Unit	Course description	Associated learning outcomes
1.1	Digital transition: the possible effect of the introduction of new technologies on companies’ production processes, workforce structure, management practices, and operating environment	<ul style="list-style-type: none"> <li>• Demonstrate an understanding that the introduction/implementation of new technologies can have an effect on enterprises’ human resources structure, leading potentially to changes in the workforce structure and management.</li> <li>• Understand and evaluate the need of “change management” for adopting AI and VR in their business and to be innovative.</li> </ul>
1.2	Definition of social innovation and its two dimensions in the context of companies’ adaptation processes: 1) company internal changes related to the introduction of new technologies; 2) company external processes – “Corporate Social Responsibility” (CSR)	<ul style="list-style-type: none"> <li>• Understand social innovation and two dimensions of it: one linked to company internal changes related to the introduction of new technologies, and the second linked to company external processes “corporate social responsibility”.</li> <li>• Develop competencies needed for “change management” internally and for “corporate social responsibility” externally (customers, suppliers, environment etc.).</li> </ul>
1.3	Social innovation as tool for mitigating the effects of changes in	<ul style="list-style-type: none"> <li>• Understand that social innovation is also a tool for accompanying companies in their digital transitions.</li> </ul>

	companies and contributing to a successful adaptation process	<ul style="list-style-type: none"> <li>Evaluate how social innovation can help mitigate the effects of the changes and help employees navigate the changes successfully.</li> </ul>
1.4	The role of soft skills and an entrepreneurial attitude for adopting new technologies in companies	<ul style="list-style-type: none"> <li>Acknowledge the value of soft skills for adopting new technologies which is also related to change management.</li> <li>Understand how and why to develop the selected “EntreComp” competencies.</li> </ul>

Module 2: Managing Internal Changes		
Unit	Course description	Associated learning outcomes
2.1	Teamwork – working with others: creating a team spirit, cooperation, joint ownership of results, joint creative brainstorming, transforming ideas into action as a team	<ul style="list-style-type: none"> <li>Demonstrate competency on working together and co-operating with others to develop ideas, combine different contributions to create value and turn them into action</li> <li>Share the ownership of value-creating activities with the members of the team.</li> <li>Initiate value-creating activities (such as adopting AI, VR technologies in the company) alone and with others.</li> <li>Encourage others to take responsibility in value-creating activities.</li> <li>Value others taking the initiative in solving problems and creating value.</li> </ul>
2.2	Problem and conflict resolution: face challenges, solve problems and turn them into opportunities, resolve conflicts	<ul style="list-style-type: none"> <li>Solve conflicts and face up to competition positively when necessary.</li> <li>Actively face challenges, solve problems and seize opportunities to create value.</li> <li>Redefine the description of a challenge, so that alternative opportunities to address it may become apparent.</li> <li>Identify the boundaries of the system that are relevant to the current team of the company.</li> </ul>
2.3	Diversity management	Value diversity as a possible source of ideas and opportunities.
2.4	Leadership and Taking Initiative	<ul style="list-style-type: none"> <li>Demonstrate effective communication, persuasion, negotiation and leadership.</li> <li>Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.</li> <li>Initiate value-creating activities (such as adopting AI, VR technologies in the company) alone and with others.</li> <li>Take action on new ideas and opportunities, which will add value to a new or existing value-creating venture.</li> </ul>

2.5	Training the workforce (on new technologies, their personal development plan, their career plan...)	<ul style="list-style-type: none"> <li>• Easily establish new relationships to get the support needed to turn ideas into action, including emotional support (for example, joining a mentor network).</li> <li>• Integrate lifelong learning in their personal development strategy and career progress.</li> <li>• Develop a training plan and support other members of the workforce in the use of AI and VR solutions.</li> <li>• Identify personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.</li> </ul>
2.6	Time management	Manage time effectively, using techniques and tools that makes them and the team productive.
2.7	Resources management for the adoption of new digital technologies	<ul style="list-style-type: none"> <li>• Find and list public and private services to support adopting AI, VR tools to their business.</li> <li>• Find digital solutions that can help manage their value creating activities efficiently.</li> <li>• Get and manage the necessary resources to turn ideas into action.</li> <li>• Use resources responsibly and efficiently.</li> </ul>
2.8	Effective communication (to different stakeholders and via various means)	<ul style="list-style-type: none"> <li>• Demonstrate effective communication, persuasion, negotiation and leadership.</li> <li>• Influence opinions in relation to the value-creating activity, through a planned approach to social media.</li> </ul>
2.9	Creative thinking	<ul style="list-style-type: none"> <li>• Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.</li> <li>• Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.</li> <li>• Know how to search for new solutions that improve the value-creating process.</li> <li>• Create (alone or with others) products or services that solve the company's problems and needs.</li> <li>• Judge if an idea, product or process is innovative or just new to themselves.</li> <li>• Identify opportunities to solve problems in alternative ways.</li> </ul>
2.10	Ethical thinking	Think ethically while integrating AI/VR technologies into business processes.
2.11	Sustainable development	<ul style="list-style-type: none"> <li>• Develop a plan for dealing with limited resources when setting up AI, VR solutions in the company.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process).</li> </ul>
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Module 3: Managing External Changes		
Unit	Course description	Associated learning outcomes
3.1	Introduction into “Corporate Social Responsibility” (CSR)	<ul style="list-style-type: none"> <li>• Understand social innovation and two dimensions of it: one linked to company internal changes related to the introduction of new technologies, and the second linked to company external processes “corporate social responsibility”.</li> <li>• Develop competencies needed for “change management” internally and for “corporate social responsibility” externally (customers, suppliers, environment etc.).</li> </ul>
3.2	Sustainable Development Goals (SDG) and digitalisation	<ul style="list-style-type: none"> <li>• Develop a plan for dealing with limited resources when setting up AI, VR solutions in the company.</li> <li>• Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process).</li> <li>• Assess the impact of the activities on society, the environment and future generations.</li> </ul>
3.3	Customer oriented market research	<ul style="list-style-type: none"> <li>• Explore strategies to actively listen to the end users of their products and act on their needs.</li> <li>• Establish new connections and bring together scattered elements of the landscape to create opportunities to create value by using AI/VR solutions.</li> <li>• Establish which user group, and which needs, they wants to tackle through creating value (by using AI/VR solutions).</li> <li>• Carry out a needs analysis involving relevant stakeholders.</li> </ul>
3.4	Supply chain analysis about the effects of the introduction of digital technologies	<ul style="list-style-type: none"> <li>• Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.</li> </ul>
3.5	Effective communication	<ul style="list-style-type: none"> <li>• Demonstrate effective communication, persuasion, negotiation and leadership.</li> <li>• Inspire and enthuse relevant stakeholders and get the support needed to achieve valuable outcomes.</li> </ul>
3.6	Ethical thinking	<ul style="list-style-type: none"> <li>• Understand and assess “socially responsible innovation”.</li> <li>• Think ethically while integrating AI/VR technologies into business processes.</li> </ul>

The following overarching knowledge, skills and competences are associated with the modules of the learning path:

Knowledge	Skills	Competences
Understand the effects of the digital transition on all aspects of the business	Ability to evaluate the need for adaptation in different business processes	Carry out a digital transition linked needs analysis
Understand social innovation as a tool for organisational change	Ability to use social innovation to mitigate effects of change in the business context	Integrate social innovation into organisational changes
Understand the importance of the workforce's role in the digital transition process	Ability to manage internal changes with a focus on people	Implement internal changes
Know the different resources that can contribute to managing the transition process smoothly	Apply different techniques/tools to use resources effectively and efficiently	Foster collaboration and cooperation with regard to resource strategies
Understand changes that the digital transition may bring to the business' environment	Ability to evaluate external changes and act accordingly	Manage the potential influence of external changes on the business
Understand the role of CSR and SDG in the digital transition process	Develop a plan to incorporate CSR and SDG in the change management process	Incorporate CSR and SDG into business strategies and processes

## The training materials

The EULEP learning content is to be prepared for online training and learning. The learning will take place in synchronous and asynchronous sessions. The training materials will be adapted to that learning context and different types are envisaged:

- Presentations
- Videos, video tutorials
- Checklists
- Handouts
- Guides
- Manuals
- E-books, reading materials
- E-learning games
- Podcasts
- Case study
- Problem / solution scenarios
- Interviews
- Infographics and Visual Aids
- Blog posts



- Articles
- Interactive simulations

The project partners will define the type of training materials to be used for each module/unit in the next step of the project, when developing the training materials for the foreseen VR courses.

## The evaluation methods

The fact that the EULEP learning is to take place online has an influence on the evaluation methods that can be used.

With view to the online learning context the following types of evaluation methods are envisaged:

- Self-assessment in form of an online case study
- Quizzes and tests
- Self-reflection activity
- Essay questions
- Drag-and-drop activities
- Polls
- Project reports
- Process journal or learning log
- Gamification (Gamified activities and modes of assessment)

The type of evaluation method will be determined by the project partners when the training materials are defined.

For the sake of ensuring flexibility and creativity in the next project step, there is no advanced matching of training materials and evaluation methods with the proposed training modules and units.

## Remarks

The proposed learning path “Social Innovation for business users” with its modules and units is going to be integrated in and implemented via the European Learning Experience Platform that the project is developing.

After an initial training round with Vocational Education and Training (VET) trainers from the partners countries at European level, different piloting sessions with local and regional VET and training providers in each country (Austria, Belgium, Cyprus, France, Italy, Latvia, Spain, Turkey) are going to take place. During the pilot sessions, feedback will be collected from participants and the training materials can be adjusted if necessary.



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The present report has been drafted by WKÖ, leader of work package 3, in collaboration with Eurochambres.

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