Skills and Organizational Elements for Social Digital Innovation : Transnlational Study +RESILIENT Project

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Objectives

- **Identify skills and organizational elements to generate sustainable social digital innovation (Resilient organizations)**

  - Identify key skills and organizational elements

  - Identify gaps in organizations and economic sector

  - Proposals and strategies to overcome the gaps

  - Identify key elements for new professional profiles

Theoretical Framework

- Mutual shaping of Technology- society on Innovation taking into account a gender perspective (MacKenzie and Wajcman, 1999; Wajcman, 2010; Schiebinger and Scharaudner, 2011, Stanford University, 2018)

- Design and production of tecnnological and social innovations (MacKenzie and Wajcman, 1999; Wajcman, 2010)

- Social impact of innovation (Schiebinger and Scharaudner, 2011; Stanford University, 2018)

Theoretical Framework: Organizations and Skills

- Post-fordist productive context/new economy

- New organizational settings and Human Resources management beyond qualifications (soft skills: interpersonals skills, team work, leadership) (Brochier, 2002; Verd and Massó, 2007; Monchartre y Rolle, 2003; Lichtenberger, 2003)

- Turning the approach towards open organizations (taking into account the enviroment)

- Skills: Including the capacity of mobilisation the capabilities to deal with concret situations (Stoof , et al., 2002) and the importance of organizationational conditions to mobilise them (Lichtenberger, 2003)

Methodology

- The methodology of the transnational analysis is based on a combination of quantitative and qualitative techniques.

- From a qualitative approach, 17 focus groups and 32 semi-structured interviews

- From a quantitative approach through questionnaires

Sample

Sample: 366 participants from 11 regions and 7 EU countries

Region	Country	Participants
Alentejo	Portugal	10
Provence-Alpes_Cote d'Azu	France	34
Veneto	Italy	19

Lazio	Italy	10
Jadranska Hrvatska	Croatia	41
Aletejo	Portugal	10
Makedonia, Traki	Greece	2
Aragon	Spain	12
Catalonia	Spain	42
Vzhodna	Slovenia	88
Albania	Albania	98
TOTAL		366

Levels of analysis

Individual level of assessment

- Soft Skills

- Hard Skills

Organisational level of assessment

- Organizations elements taking into account culture, working enviroment and equality (Schein, 1999)

Skills Dimensions

Soft Skills

•indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions". (Source: UNESCO International Burau of Education, IBEGlossary of Currriculum Terminology, 2013). They are related to the transversal skills of the ESCO (European Skills/Competences, qualifications and Occupations) classification.

Hard Skills

• are "typically related to the professional or job-related knowledge, procedures, or technical abilities necessary for an occupation (…) 'hard' skills that are considered as more technical than "soft skills", highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills" (Source: UNESCO International Burau of Education, IBEGlossary of Currriculum Terminology, 2013).

Individual level

- **SKILLS FOR SOCIAL INNOVATION**: Which are the skills needed to foster social innovation in your professional field? (Make an explanation on why they consider these skills as relevant for social innovation and distinguish, if it is appropriate, by sector or type of organisation).

- **SKILLS FOR DIGITAL SOCIAL INNOVATION:** Which skills will be necessary for the production of social innovation by including digital innovation? Soft skills and Hard skills.

- **SKILLS FOR THE INCLUSION GENDER PERSPECTIVE WITH AN INTERSECTIONAL APPROACH**: Which skills will be necessary to assure that the innovations take into account gender equality perspective and an intersectional approach (that tackle the different axis of inequalities: age, disability, LGTBIQ, ethnic minorities…). Soft skills and Hard skills.

- **SKILLS RELEVANT IN SOCIAL ECONOMY:** Which of these skills are particularly relevant in social economy organisations / social responsible enterprises?

- **SKILLS GAP (ORGANISATION)**: Which of these skills are missing in your organisation? (Identify the type of organisations). Soft skills and Hard skills.

- **SKILLS GAP (SECTOR):** Which of these skills do you consider that are missing in your sector? (Identify the sector). Soft skills and Hard skills.

- **TRAINING TO MIND SKILL GAP:** What kind of training or qualification do you consider that could help to mind the skills gaps? Soft skills training and Hard training skills.

- **PROFESSIONAL PROFILES:** Which are the defined professional profiles in your country that fit more with the identified required skills?

Organizational level

- **ORGANISATIONAL SETTINGS FOR SOCIAL INNOVATION:** Which are the elements at organisational level that are needed to foster social innovation in your professional field? (Make an explanation on why they consider these elements as relevant for social innovation and distinguish, if it is appropriate, by sector or type of organisation.

- **INCLUSION OF DIGITAL SOCIAL INNOVATION**: How the enterprise can promote the production of social innovation by including digital innovation at an organisational level?

- **INCLUSION OF GENDER PERSPECTIVE WITH AN INTERSECTIONAL APPROACH:** Which actions and/or elements at organisational level will be necessary to assure that the innovations take into account gender implications and an intersectional approach (that tackle the different axis of inequalities: age, disability, LGTBIQ, ethnic minorities…)?

- **SPECIAL REQUERIMENTS FOR SOCIAL ECONONY ORGANISATIONS:** Which of requirements at organisational level are particularly relevant in social economy organisation/ social responsible enterprises?

- **ORGANISATIONAL GAPS:** Which of these elements at organisational level are less developed in your organisation? (Identify the type of organisations and sector)

- **SUPPORT FOR MINDING THE GAPS** What kind of support you would need to develop more these issues? (Identify the type of organisations and sector)

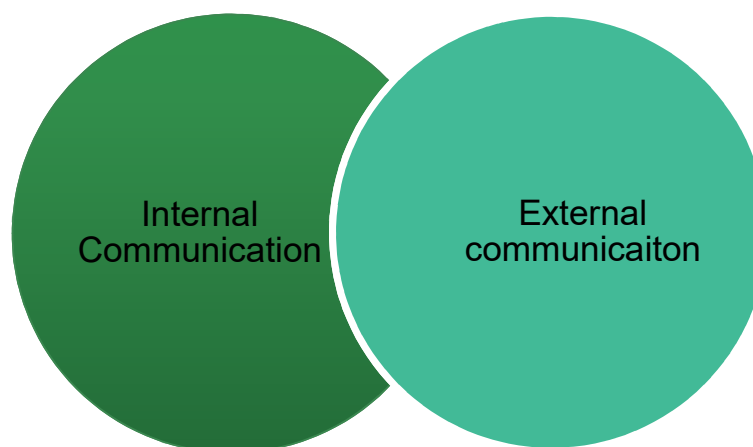# Skills for social innovation

Soft skills

Skills for social innovation

- Interpersonal skills: management of social relations, empathy, team work and skills for conflict resolution

- **Communication skills**:

- the ability of transmitting the values and goals of the organisation among the team members
- capacity of establishing a fluent communication capacity that includes the active listening competence

Internal Communication

External communicaiton

capacity of disseminating values and results

Skills for social innovation

- **Leardship skills:** for all job positions. Transformational or democratic and with a gender and a diversity perspective. It requires self-knowledgement and self-management skills.

- **Participatory skills**: Open and collaborative for sharing knowledge and resources and for establishing mutual support actions with others.

- Changing the dynamics of competition for collaboration and solidarity one

- Self-confidence and be motivated to be able to make contributions into participatory processes

Skills for social innovation

- **Tolerance of frustration capacity & the aptitude to understand other points of views :** Horizontal organizations. Consensus. It implies that sometimes the members have to accept agreements that differ from their personal position

- **Stress and adversity resilience:** effects of economic crisis and work with vulnerable people (dramatic situations / overworked)

Skills for social **digital** innovation

- **Capacity of learning:** Continuous development of technologies requires to be able to constantly learn new knowledge and ways of doing. From the point of view of social and solidarity economy, it is also relevant the capacity learning from each other and **share the know-how**

- **Be open and collaborative:** make possible the potentialities of open resources. Share as much as possible to generate spiral of innovation

- **Socio-innovative way of think and act:** of having the competence to identify the real problems and needs, understand them and provide social and digital innovative answers

- **Curiosity for technology**

- **Self-confidence in digital skills**

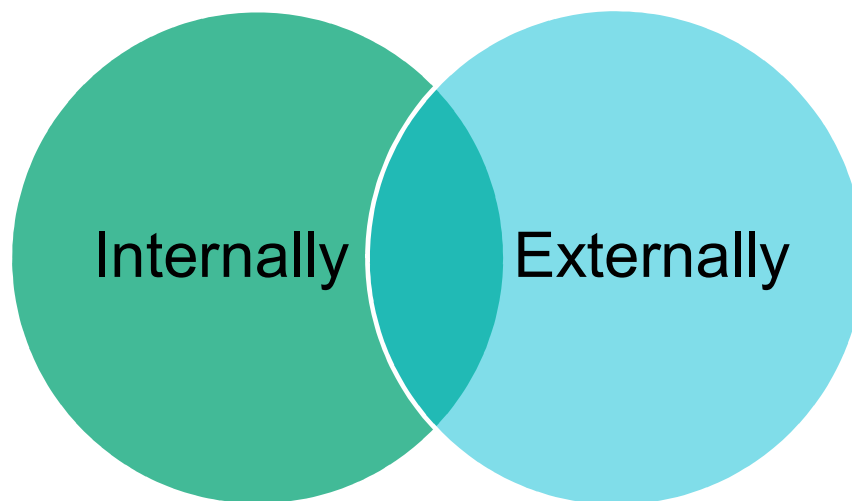# Skills for social digital innovation

Hard skills

Skills for social innovation

- Analytical skills: to provide a strategic view in order to foster social innovation

In-depth knowledge of the organisation, its values and functional mechanisms

Internally

Externally

The capacity of identifying new social challenges and needs to design an effective solutions to address them

Skills for social digital innovation

- **Digital skills** are seen as a key asset of all workers regardless their position in the organisations. In the case of the care sector, these digital skills are specially critical in low-skilled job positions.

- **Hybrid profiles:** that counts on experience or education on both social science/humanities and technological/engineering background are also seen as necessary to enhance social digital innovation

Skills for social digital innovation

- **Knowledge on data analysis using open data:**

- to make decisions in terms of designing and planning services

- Improving the quality of the services

- to strengthen the added value of social economy, it could be good to make collaborations among other social economy enterprises in order to generate aggregated data of a common services and products

Skills for an inclusive social digital innovation
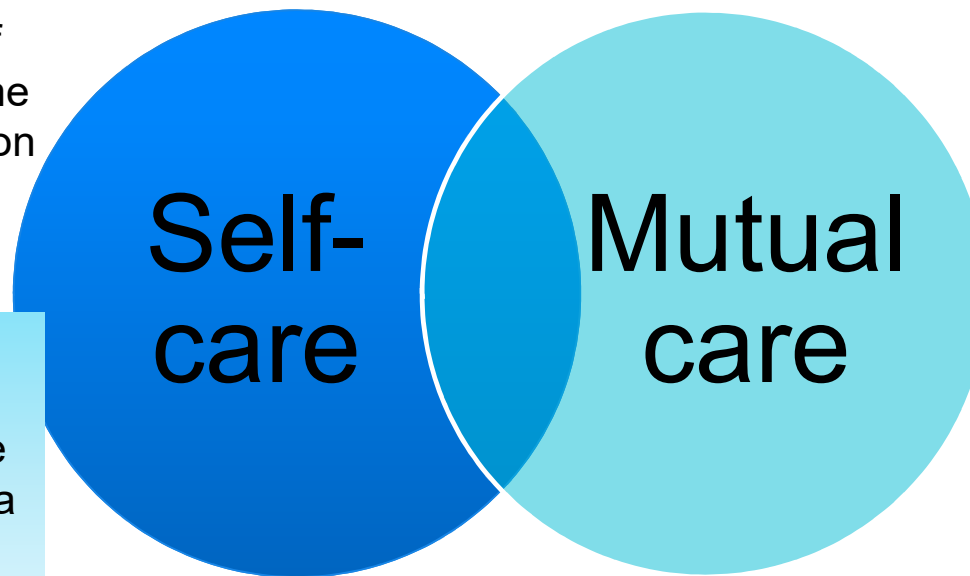
Soft skills

Skills for inclusive social digital innovation

- **Care skills**, linked to feminist approach, basic for social economy

- Respectful way of organising work time and efforts in relation to one's life and priorities.

self-care skills are seen as particularly relevant in the case of care sector because they stress that self-care is a precondition to be able of take care of others

Self-care

Mutual care

- take into account the emotional impact of interactions, decisions and tasks developed for the worker inside (and outside) job environment
- to provide emotional and mutual support among workers.

Skills for an inclusive social digital innovation

Hard skills

Skills for an inclusive social digital innovation

- **Gender & intersectionality competences** include two aspects:

- Detect the need to know how to design and implement gender equality measures

- The inclusion of a gender dimension in the contents of innovations. They point out that gender knowledge is crucial to detect new dimensions within the issues tackled by organisations and to design gendered inclusive solutions

Digital Skills for the Future DIGCOMP (European Comission)

The most important skills for future (IBM Study)

Figure 1

Executives now point to behavioral skills as the most critical for members of the workforce today

2016		2018	**Behavioral skills** Core/technical skills
1		1	Willingness to be flexible, agile, and adaptable to change
1		2	Time management skills and ability to prioritize
3		3	Ability to work effectively in team environments
4		4	Ability to communicate effectively in business context
5		5	Analytics skills and business acumen
5		6	Technical core capabilities for STEM
7		7	Capacity for innovation and creativity
8		8	Basic computer and software/application skills
9		8	Ethics and integrity
10		10	Foreign language proficiency
11		11	Fundamental core capabilities around reading, writing, and arithmetic
12		12	Industry- or occupation-specific skills

Sources: 2016 IBM Institute for Business Value Global Skills Survey; 2018 IBM Institute for Business Value Global Country Survey.

Thank you very much!

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