

Lifelong Learning Programme

Leonardo da Vinci Transfer of Innovation - 2010-1-FR1-LE005-14505

Budapest Business School

ARIADNE, the managerial guidance in Social Economy based on intrinsic skills, competences and values: commitment, behaviour and motivation

Pedagogical/delivery methods of the pilot training

The Hungarian training programme had to satisfy numerous requirements of the European partners and Hungarian actors. The consistency and international compatibility of the training gave motivation in organisation for the transfer of more general theoretical and long-term experiences, while the Hungarian practical experts demanded mostly the transfer of practical information that can be used immediately. The implemented training tried to satisfy both the requirements with variable training methods, formed on the basis of prior consultations. They will be evaluated in details below. Each method is referenced in the training programme with a serial number indicating their place and contents in the training. The summary in figures of the valuation of the various programme components by the participants is provided at the end of the document.

Lectures supported with Power Point presentations

In the training programme the lecturers delivered 7 lectures. This method is ideal for the transfer of a large amount of structured information. It is absolutely necessary in short trainings like this, when some information must also be provided for the theoretical background of each topic. The efficiency and acceptability of the method depends a great deal on the personality, practice and preparations of the lecturers. This specificity is reflected in the variation of the evaluations of the participants related to the Hungarian training, according to which lectures were considered both most useful and least useful. Each lecture was supported with a Power Point presentation. It has a disadvantage of limiting the scope of movement of the lecturer, because he can adjust to the needs of the audience less during the presentation. It also has a great advantage of making the presentation more spectacular and easier to follow. With the help of the projection, the audience can follow better the structure of the information. Colourful charts can also be presented. Another advantage of the Power Point presentations is that when printed in advance, it can make notes easier and later can also assist in recalling the information presented in the lecture. The presentation were made available on the website of the Budapest Business School, and therefore not only the participants can view them again, but also any other interested party whose application could not be accepted and those who could not apply for the training.

Lectures supported with Power Point presentations were positioned at the following points and in the following topics of the training programme: 1.1, 1.3, 2.1, 3.1, 4.1, 5.1, 6.1.

Presentation with consecutive interpretation and presentation of foreign good practices supported with a Power Point presentation

One such lecture was delivered and one good practice was presented with that method in the training. Naturally, they all involved the advantages and disadvantages described earlier in relation to lectures. In this case the importance of a Power Point presentation became even greater because it helps reduce the loss of information which is unavoidable translation. It is an advantage of consecutive interpretation that the interpreter can present the information in a better structured and more stylistic, orderly manner than a simultaneous interpreter. It is a great disadvantage though that the length of a lecture is at least doubled, which takes a long time in a short training. Almost no individual of the target group of this training spoke French, which was used as the language of the lecture and the presentation of the good practice, and therefore they became bored after a while as they had to wait for the translation. This was one of the aspects reflected in the low evaluation of the lecture by the participants. Perhaps it would have been a better method to adopt foreign experiences by the target group; if an expert whose native language was Hungarian had studied the topic in advance and presented the lecturer in Hungarian, responding also to the differences prevailing in the Hungarian environment.

Presentation with consecutive interpretation, and presentation of foreign good practices supported with a Power Point presentation were positioned at the following points and in the topics of the training programme: 1.5.

Case studies, good practices - Hungarian and foreign examples

The case studies and good practices provide specific and obvious practical examples for the audience, assisting a great deal in the interpretation and acceptance of information. When a representative of an organisation presents their own case, the individuals also make it certain that they present a situation that may actually happen to the audience. Lectures can often respond to specific and practical questions with up-to-date answers. This method fits well the practice-oriented requirements of the selected target group of this training. The disadvantage of this method is that the target group may lose interest in the specific topic easily, if it does not respond to their needs even though a good presentation was prepared. That may be reflected in the fact that those parts of the training were covered at the beginning and at the end of the evaluation of the participants.

Case studies and good practices - Hungarian and foreign examples were positioned at the following points and in the following topics of the training programme: 1.4, 1.5, 4.2, 4.4.

Presentation of local good practices, field work, site visit

An advantage of field work and site visit is that each participant can practically experience the implementation of the examples, as a result of which their motivation increases and they can understand better the transferred, often hidden, information. The main disadvantage of this method is that it is often too costly both financially and in time. In this training the selection of a site was already an example of social economy for the participants. The individuals working there had a daily relationship with the participants. In addition, the TV company operating in the social economy of the region recorded the training on a continuous basis, and its representatives were seen and could be asked by the participants during work. The formal presentation of each example was also

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integrated into the programme. That solution conveyed very effectively the required content to the participants of the training.

The presentation of local good practices, field work and site visits were positioned at the following points and in the following topics of the training programme:

6.2, 6.3

Questions, responses, interactive discussions

Following the one-way information supply of lectures, participants were always given an opportunity to ask questions and to make comments about the topic covered. Occasionally, the lecturer himself generated those questions. It is a great advantage of that method that questions can be asked for clarification, if certain parts of the lecture were not clear for anyone. In addition, the audience is also given an opportunity to ask the expert present for information about topics that they are especially interested in, but maybe they were not considered important by the lecturer. If the participants are involved in the discussions interactively, then the existing knowledge and ideas of the attendants can also enrich the contents of the training. As this particular training was aimed at a target group operating in the topic, any exploitation of the information held by the audience was useful. It may be a disadvantage of the method that certain participants could divert the discussion towards particular topics not interesting for the others, but it did not occur.

Questions, responses and interactive discussions were positioned at the following points and in the following topics of the training programme: 1.2, 1.6, 3.3, 4.3, 4.5, 5.2.

Written exercises distributed in advance

The Hungarian practical experts thought that the three days were too short for presenting the planned information and therefore proposed extending the time framework. The exercises distributed to the participants in advance and collected prior to the training were an excellent opportunity for that. With that method, participants could think about and structure their own existing knowledge while preparing for the training. Experience showed that few took that opportunity, one of the reasons for which could be that the exercises were too long, and therefore they were not suitable for saving a lot of time at the training.

The pre-distributed exercises were positioned at the following points and in the following topics of the training programme: 2.1, 3.2.

Team work, project work, and self-assessment

The team work and project work method, controlled by a moderator is an excellent opportunity for involving the existing knowledge of the participants and for deepening, practising and simulating any new information. Participation in a team is additional motivation. Another great advantage of the method its suitability for strengthening team cohesion and accumulating relational capital among the participants. As the target group consisted of active experts, the method was definitely justified. The more experienced people passed on knowledge and experiences to their less experienced colleagues. The participants generally gave positive evaluation to parts of the training implemented with that method.

The team work, project work and self-assessment method was positioned at the following points and in the following topics of the training programme: 2.2, 3.2, 4.6, 5.3.

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Evaluation of the programme by the participants of the training

Programme	Module nr.	Lecturer	Title	Average points	Position
BEST PRACTICES	4	MÉSZÁROS Andrea	Successful business, economic model: Hungarian practice – Blue Bird Foundation	4,91	1
PRACTICE-ORIENTED LECTURE	4	AMBRUS KIRY Noémi	Developing business competencies. Acquiring funds from different areas and its characteristics II.	4,81	2
LECTURE	6	Dr. SIVÁK József	The future of Social Economy – trends, expectations in Europe and in Hungary	4,80	3
TEAMWORK	2	Dr. OSVÁTH László és Dr. FENYVESI Éva	the stakeholder analysis in practice	4,73	4
LECTURE	1	Dr. G. FEKETE Éva	What is the meaning of social economy and social enterprise? Introduction of the Hungarian and European approaches, models and practice of social economy.	4,71	5
LECTURE	2	Dr. FENYVESI Éva	Methodology and techniques of the stakeholder analysis	4,69	6
SELF ASSESSMENT	3	Dr. BODORKÓS Barbara	Participants assess their own competences, which ones they have and which they need to improve	4,68	7
TEAMWORK	5	MÉSZÁROS Zsuzsa	Teamwork based on the insight into the lives of two co-operatives and one association	4,60	8
LECTURE	3	Dr. BODORKÓS Barbara	General introduction of the competencies model developed during the ARIADNE project	4,52	9
INTRODUCTORY LECTURE	5	VERCSEG Ilona	Local community development theory and practice	4,50	10
LECTURE	4	Dr. SEBESTÉNY István	Developing business competencies. Acquiring funds from different areas and its characteristics II.	4,47	11
PROJECTWORK	4	Dr. SEBESTÉNY István, AMBRUS KIRY Noémi	How can organizations obtain alternative funding, or how can they combine funds?	4,42	12
BEST PRACTICES	1	NÉMETH László	Successful organisational, constitutional model Hungarian practice – Communal Social Cooperative – Mondragon model	4,38	13
BEST PRACTICES	4	Dr. SIVÁK József és Dr. ZSUGYEL János	Successful business, economic model Foreign practice – case studies	4,21	14
LECTURE	1	Dr. KONDOROSI Ferenc	Main elements of the changing legal/regulatory background (expected) concerning social enterprises	3,9	15
BEST PRACTICES	1	Franck HERTZBERG, Francois SILVA	Successful organisational, constitutional model Foreign practice – case studies	3,65	16

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Education and Culture DG	
Lifelong Learning Programme	
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