

BRAINBAY CENTRE – RESPONSIBILITY FROM TWO SIDES

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Abstract: The role of corporate social responsibility is increasingly significant in the life of companies. It can be found in different forms in the competitive sector, from the smallest enterprises to large-scale corporations. The Óbuda University is not only trying to teach how important this is, but it also sets a good example and demonstrates to students that their responsibility may be integrated into their everyday life in multiple areas. BrainBay Centre was established at the Keleti Károly Faculty in 2017. In my case study, I present the operation of the Centre and its potential for the university and students. The objective of our Centre is to carry out research in partnership with other university lecturers. It is our top priority to transfer the results of research projects carried out at the university as quickly as possible and in a meaningful and practical way to the executives working in different areas of corporations. This bilateral relation creates a win-win situation between the university and the corporations. In the last two years, we could see that the joint objectives and thinking together have built up a new type of community with the students as well. With this small venture operating in this special form, we intend to meet market challenges and our responsibility to educate the entrepreneurs, scientists and lecturers of the future.

Keywords: CSR, Higher education, innovation, research centre.

1. Introduction

Social responsibility is an issue which concerns corporations (organisations), society, as well as individuals. The individual who is member of the organisation and the society and is responsible for the surrounding environment, both on a local and global level, is at the centre of the CSR activities. The sustainability of current economic and social processes and their self-destructing operation was discussed in many papers as far back as the middle of the 20th century (Carson, 1962). These papers, studies, books and thought-provoking works have induced research on environmental protection and sustainability issues in developed countries.

There are a number of concepts related to the social responsibility of corporations and organisations. These include, for example, corporate sustainability, corporate citizenship (CC), corporate social responsiveness (CSR2), the triple bottom line (TBL) and the stakeholder theory of corporations (Málovics, 2011). The social responsibility of companies integrates the aforementioned concepts, as it includes all the key terms from them (Thao et al., 2018).

To date there is no unanimously accepted definition of CSR, although there are a number of papers on the subject, and the definitions are constantly improving. The first, and perhaps the most comprehensive, definition was provided by Kotler, who says that “Corporate social responsibility is a commitment to improve community well-being through discretionary business practices and the contributions of corporate resources” (Kotler, and Lee, 2007). The statement of the European Union in the so-called “Green Book” speaks about a comprehensive and integrated approach in the business sector (EC, 2001). The International Organisation for Standardisation has also made a statement regarding CSR. Their definition includes ethical behaviour, sustainable development, social well-being, transparency and international behavioural patterns (ISO, 2008).

The concept of CSR and sustainable development are often mixed in practice, because very similar principles are behind both approaches. Sustainable development, however, is particularly looking for a solution to the serious danger that population growth, industrial development, environmental pollution and the exploitation of available resources at this degree impose on the sustainability of life quality at present. Contrary to this, CSR focuses on those activities which are advantageous from the strategic point of view of a given corporation (Berkesné, 2016). In today’s networked structure, we need to operate not only with the activities within the companies, but also with cross-company processes (Kozma, 2018).

1.1. CSR in the USA

The foundations of CSR were laid down in the United States in the early 1950s. That was when Howard Bowen wrote his book about the social responsibility of a businessman and mentioned the notion of social responsibility for the first time. Bowen says that a corporate leader can be the centre of and driving force behind these activities; in other words, he underlines the key role of management commitment (Bowen, 1953). Later, in the 1960s, several scientific papers were published in rapid succession about the corporate tasks of social responsibility and the range of corporate responsibilities. As time passed, more and more precise definitions and functions were attached to the concept, and more and more research projects contributed to the development of the topic. By the end of the 1970s, it had stepped out of the sphere of the scientific world, and the American government recognised the issue and launched different governmental organisations supporting the individual areas. This was also due to numerous other social movements, e.g. the women’s movement, civil rights movements or the movements of environmental protectors. During this era, there were heated debates among economic researchers, as some economists regarded CSR activities as redistribution of

part of the profit, and they argued that CSR activities within a corporation should come only after fulfilling the primary corporate objective, namely profit-making. However, according to the followers of other approaches, profit is not a condition of CSR activities, although they recognise it as the primary objective of a corporation. More and more models were developed in the 1980s to enhance the operation of corporations, and the first environmental labels appeared on products in the US (Deák et al., 2006). The 1990s was a turning point, because the movement of conscious consumption started, and as a result, consumers became increasingly aware of CSR. In 1991, Carroll created the pyramid model (Fig. 1), which is regarded as a timeless form and is still in use today. Carroll says that the model is simple and intuitive, and its basis is economic responsibility, as this is a basic business requirement. The four elements of the model were taken from the definition which was originally published in 1979 (Carroll, 2016).

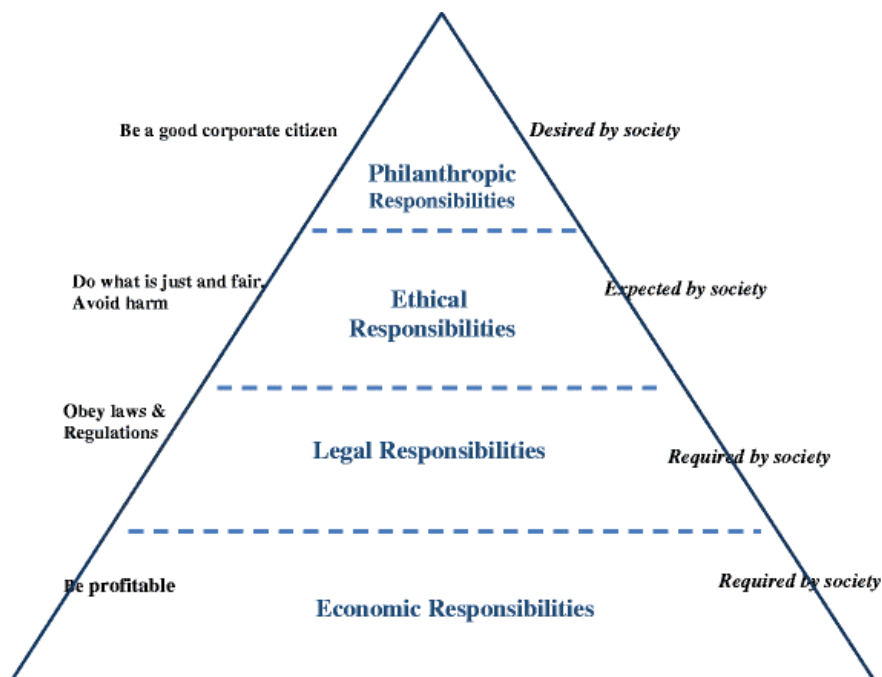


Figure 1. Carroll's pyramid of CSR (Carroll, 2016).

1.2. CSR in the EU

The development of CSR has not had a similar uniform curve in the European Union. Its definition and application were different in individual countries, because their social, economic and political development was also significantly different. While in the United States, CSR emerged and developed mostly due to pressure from the society, the stakeholders in Europe recognised or noticed its advantages for business. Tóth says that some countries, e.g. France or Germany, focus on people and deal with the networks of the employee side as opposed to the profit-oriented approach of the United States (Tóth, 2007). As environmental issues started to come up in the 1990s, and have been worsening ever since, the philosophy of CSR has started to flourish, and even the European Commission has put many elements of CSR

– e.g. environmental protection or social inclusion – on its agenda. Moreover, the CSR issue has reached not only the large-scale corporation sector in Europe. The SME sector has also quickly realised that there are business opportunities in this, and many medium-size enterprises build it in their strategies. The EU published its “Green Book” in 2001, which was intended to start a debate and also to provide a definition of the concept of social responsibility (EC 2001). The concept described in the book draws attention to the voluntary nature of CSR, to the free choice of enterprises and which area they can help to tackle social problems. In 2006, the previously drafted strategy was complemented: the role of competitiveness and job creation, as key areas in the operation of corporations, was highlighted (EC, 2006). The 2020 portfolio was published in 2011. In this programme package, the CSR strategy was renewed and completed with numerous new elements, with the aim of finding the enterprise of the future (EC, 2011).

Csáfor’s figure accurately demonstrates the difference between the American and European CSR definitions and the resulting level (Fig. 2).

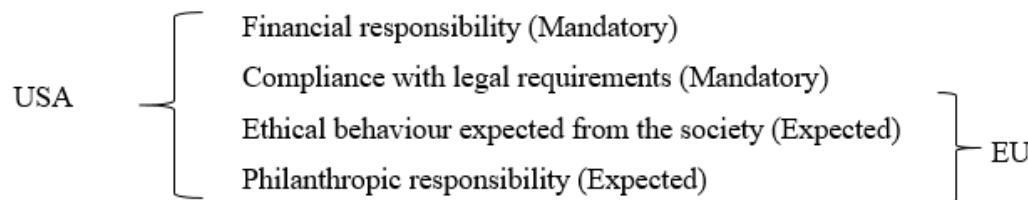


Figure 2. Levels of CSR (Csáfor, 2009, p 50).

It is obvious from the figure that while CSR has some mandatory elements in the United States, the basic philosophy of CSR in the European Union is voluntariness.

1.3. CSR in Hungary

CSR activity in Hungary became widespread only after the regime change. It has been spreading slowly, as the atmosphere of distrust of the communist era had deep roots in corporate culture (Deák et al., 2006). In the first instance, CSR activities were regarded as sponsorship (Putzer, 2011), and only the years following the EU integration brought about changes. Government Decision No. 1025/2006, released in 2006, which mentioned the social responsibility of employers, can be regarded as an important milestone, because since then, CSR has been officially included in corporate operation.

On the basis of her research, Berkesné defines five areas of the CSR concept: (1) management; (2) employees; (3) environment; (4) society; (5) products and services.

Table 1.*Content items of the CSR concept – Society*

Society
<ul style="list-style-type: none"> • Relations with the local community (participation in local partnerships) • Job creation, taxes, investments, training of local workforce • Socially responsible investments (SRI), pension and investment funds • Philanthropic activities (sponsorship, charity, foundations, donation programs, volunteering) • Anti-corruption activities • Inter-governmental policies and agreements (ILO, OECD, UN) • Partnership agreements with unions and non-governmental organisations • Cooperation with business partners and suppliers • Fair trade/fair business • Technological and product development • Participation in CSR programs

Source: Berkesné, 2016, p. 87.

Following the definition of these areas, she attached content elements to each of these on the basis of related standards, recommendations and policies (Berkesné, 2016). Table 1 summarises the items assigned to the “Society” area.

Although CSR is still in its early stages in Hungary, big corporate leaders have increasingly started to recognise the business opportunities in this and its advantages in the recruitment of new staff. These types of activities by employers is an important factor for generation Y and Z when they choose a workplace. Moreover, due to globalisation, these young people are more open and have enormous amounts of information and free choice regarding the job opportunities offered in different countries (Reicher, 2018). János Bocz writes in his paper published in 2010 by KSH (Hungarian Central Statistical Office) that through multinational corporations, Hungarian executives could learn about social responsibility models which have been implemented, for example, in the fundraising activities by some non-governmental organisations in a professional way (Bocz, 2011).

Social responsibility, however, concerns not only employers or corporations. The commitment of the population and individuals is also important regarding the development of this area. On the basis of KSH data from 2017, it can be concluded that Hungary has reached considerable results in the area of voluntary work in the last few years. While according to the data of a survey carried out in 2011, approximately 28% of the Hungarian adult population was involved in voluntary activities (KSH, 2012), and this figure increased to 37% by 2017 (KSH, 2017a).

Examining this by age groups, it is obvious that almost 25% of approximately 2.5 million volunteers come from generation Y, and generation X is also represented by about 40%. The low presence of generation Z can be explained by the fact that it is mandatory for high school students to participate in voluntary work for a certain number of hours before their baccalaureate; therefore, only a few of them join this work earlier. Nevertheless, we cannot accept this figure without criticism, as there is still much to do in this age group regarding sensitisation (Fig. 3).

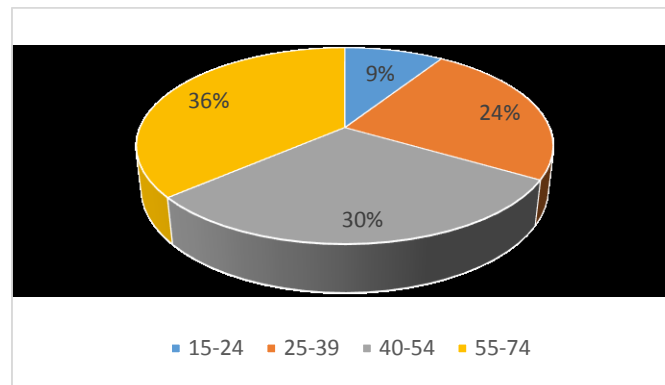


Figure 3. Voluntary work by age groups.

School qualification is an interesting aspect in this area. Those with high school qualifications represent more than 30%, while higher education graduates amount to 23%. The ratio of people with vocational school or primary school qualification only is very similar (Fig. 4). This is interesting, because almost 70% of respondents were older than 40 years of age; therefore, we cannot say that secondary school or lower school qualifications are due to the fact that a major part of the respondents are studying somewhere. Reviewing the statistics, it can be seen that 11% of the respondents declared that they were participating in some type of school-based education during the survey.

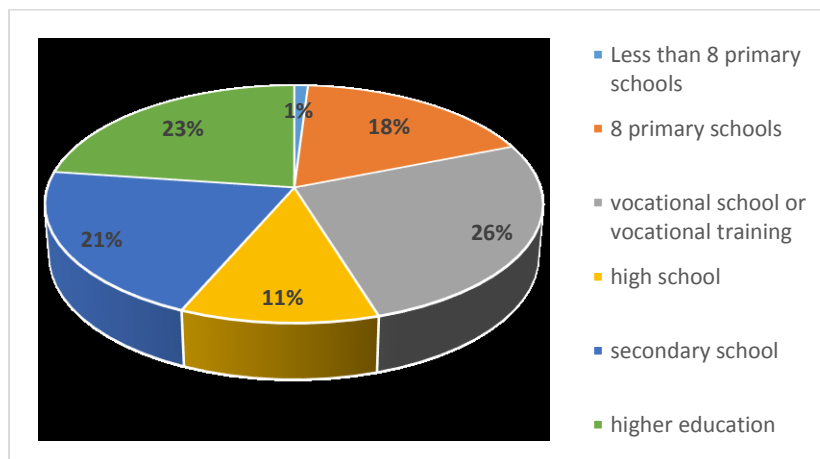


Figure 4. Distribution of participants in voluntary work according to school qualification.

The statistical office explored a number of motivations for voluntary work. Table 2 demonstrates the distribution of ‘yes’ answers to the 10 factors in comparison to the total number of volunteers. Helping others, faith, conviction, social recognition of the activity and the sample by family and friends. The least motivating factor in volunteering was the chance to collect experiences.

Table 2.
Factors of motivation for volunteering

Number	Motivation	Yes
1	<i>It is important to help others</i>	67%
2	<i>It is important to help a social affair or social group</i>	33%
3	<i>This type of activity is highly appreciated</i>	47%
4	<i>Feels better and/or more important by volunteering</i>	37%
5	<i>Considers the experience from volunteering important</i>	25%
6	<i>Important because of the expertise which can be gained</i>	15%
7	<i>One can meet new people</i>	21%
8	<i>Important people (friends, family, acquaintances) are also engaged in this type of activity</i>	41%
9	<i>It is an obligation because of faith or conviction</i>	49%
10	<i>Community and State cannot finance this activity from public funds; therefore, it is important to do voluntary/social work in these areas</i>	25%

There are several opportunities for voluntary work. On the basis of the data, there are five areas which receive outstanding attention (Table 3).

Table 3.
Type of voluntary work

Type of voluntary work	(capita)	(%)
<i>Household chores</i>	1 331 388	30%
<i>Running errands, shopping</i>	1 001 512	23%
<i>Babysitting, baby caring</i>	652 886	15%
<i>Patient care, elderly care</i>	280 676	6%
<i>Helping in nurseries, schools; training and scientific activities</i>	232 042	5%

The activities connected to culture are also there at 3%, with animal protection and environmental protection in 2%, as well as some religious activities. Public safety has a 1% share, and political activities, disaster relief and legal advocacy are mentioned in less than 0.5% of the cases. In case of the latter two, the low share is probably also due to the lack of specific expertise (KSH, 2017a).

Members of generation Y are committed to create a better and more liveable world. According to American research, members of generation Y are more willing to buy those brands where they can find CSR activity in the background; they prefer those brands where they know that the manufacturer is engaged in regular CSR activities. They are even ready to make personal sacrifice to influence the CSR elements that are important to them. 80% of job-hunting American Millennials take into consideration whether the recruiting company has CSR activities or not (conecomm.com, 2015). According to global research, when 16,000 respondents of 42 countries were surveyed, generation Y regarded the work-life balance very important, although they also had ambitions and executive career goals. The younger they are within the generation, the less they rely on the opinion of friends and family members and the more independently they make their decisions (insead.edu). Sometimes this approach leads to a big problem during an ownership or leadership change in family businesses. Hence, preparing multi-generational enterprises for handover to the next generation is strongly recommended,

thus ensuring sustainable operation for the enterprise even after changes in ownership and/or leadership (Velencei, Baracscai, 2016).

In this regard, generation Z is very similar to generation Y. Some researchers refer to them as the “green generation”. Currently, members of generation Z are studying in higher education and secondary schools; according to KSH data, there are slightly more than one million people in Hungary in the age group from 14 to 23 years. Almost 70% of them participate in full-time school-based education; therefore, it is also the task of the educational institutions to elevate the awareness of this generation regarding social responsibility.

The Y and Z generations are not only different in terms of social responsibility and workplace situations. Bencsik and Eisinger research the leaders of companies, who address the differences between generations..

2. University Social Responsibility – USR

The concept of USR emerged in the early 2010s. UNESCO declared in its paper of 2007 that education is a basic and efficient tool, as well as a key element, in creating economic, social and environmental connections in the interest of sustainable development. The essence of education is to develop a global sense of life (UNESCO, 2007). The French philosopher, and one of the funders of the USR movement, Vallaeys says that the social responsibility at universities (USR) is the ethical quality of the activities of the university community (students, lecturers and support staff), the responsible management of educational, cognitive, human resource and environmental impacts and the interaction with the society in the interest of enhancing sustainable human development. It has four steps: (1) commitment, (2) self-diagnosis, (3) suitability, and (4) accountability (Vallaeys, 2013). USR can also be called “university commitment”, and “the university’s partnership with the communities is implemented through education (transfer of knowledge), providing services, research and scholarship (Esfijani et al., 2012, p. 3). USR can be regarded as an ethical approach, the point of which is development and cooperation with the local and global community in order to sustain social, ecological, environmental, technical and economic development. Accordingly, the concept of ethics and SR should be implemented everywhere in the training and learning process, just like the “Think globally!” philosophy (Shu-Hsiang, 2015).

The USR network was built on this philosophy (<http://www.usrnetwork.org>), and as a young organisation, it currently has 16 members. Their members come from several countries, e.g. UK, China, Kazakhstan, USA, Israel, Australia, Brasil, and South Korea. Their vision is: “Be an effective collaborative platform for all USR Network members in pursuit and fulfilment of university social responsibility. Be an important global player in spearheading USR strategic development for the betterment of our universities and of the world.”

Their mission is as follows: “To provide a platform for exchange of ideas, resources, policies, practices, problems and solutions to foster USR among member institutions. To develop collaborative USR projects with varied scopes and scales within the Network. To contribute to the global discussions and development of USR through networking and partnership within the Network, as well as with other networks and alliances.”

The organisation pinned October as USR month. Therefore, every year in October, the member universities offer different programmes, open days and scientific events in order to drive the attention of the scientific world, students and the local community to the importance of social responsibility and the USR activities of the university. Apart from the 16 member universities, there are endeavours all over the world to influence the young generation in the area of CSR. The Jiao Tong University (csr.cw.com.tw) organises university days in partnership with a number of companies, where the companies can introduce their achievements and innovations regarding environmental protection, economic development and CSR, and thus the scientific world is connected to the industrial stakeholders.

We can find similar examples in Hungary. Every September since 2006, in the framework of the event series called Researchers’ Night, the universities and research institutes have opened their doors to the general public for one day. On this afternoon or evening, the lecturers can introduce their research projects, involve the audience in interesting experiments, as well as step out of their traditional lecturer role and promote their chosen and beloved scientific field. In addition to this, a number of universities regularly organise professional days devoted to introducing environmental protection, technical and technological development, as well as related scientific achievements.

Our faculty offers, first of all, business courses at the graduate and postgraduate level. Our aim can be – regarding USR – to provide the students with a clear picture of CSR opportunities and to enable them to implement these types of activities in their future career as consciously as possible. Stonkute et al. pointed out in their research that the CSR philosophy is not integrated properly in business training courses (Stonkute et al., 2018). It is true that their examinations were carried out on an MBA course, but it can be assumed that the lecturers at this course develop their modules at lower levels with a similar methodology. This statement leads to the conclusion that special attention should be given to this area, and we should examine whether our courses meet these expectations or not.

3. The Practice – BrainBay Research Centre

Our research centre was founded in 2017 by winning an innovation grant from the university. The plans were developed, and the foundations were laid down with my colleague Anita Kolnhofer-Derecskei. Our research centre is regarded as special in Hungarian higher

education, because our objective is not only to carry out research in partnership with other university lecturers, to share experiences and to help each other's research within the framework of brainstorming, but it is also our top priority to transfer the results of research projects carried out at the university as quickly as possible and in a meaningful and practical way to the executives working in different areas of corporations. To achieve this, we regularly organise thematic meetings and develop corporate networks in order to spread our results over a wide range. Of course, the research projects should be interesting to the private sector, and the achievements should be applicable. Therefore, brainstorming is always on the agenda of the meetings with companies, where the participating executives can bring up and suggest topics for research.

Our basic idea is that a company can reveal to the public the knowledge and attitude which led to its success. By promoting its values and corporate culture over a wide range, the companies can set a good example and efficiently influence the way people are thinking. BrainBay Centre operates like a small-scale company in many aspects; therefore, close cooperation and joint work with students is a good opportunity to offer a model for them. Our faculty has one master's degree – MSc in Enterprise Development – where students can study enterprise management and organisation skills. A majority of them are thinking of launching an independent micro or small enterprise.

It is important for us to connect our research to practice and to make it available for the SME sector. The strong compulsion to carry out research concerns all university lecturers, as well as our staff members. As a result of this, a lot of interesting and exciting subjects are explored at the faculty, and the achievements are published in scientific papers, book chapters, journals and conference proceedings. These publications and events, however, often reach only the participants of the academic world; therefore, these results are actually introduced only among us to ourselves. A corporate executive would not have time or the patience to read through a 15-20 page literature review or to interpret the statistical analyses in the same volume. An executive would want to learn about the results of research – which otherwise meets all the criteria of scientific standards – in a brief and informative form, highlighting the connections to practice and, first of all, demonstrating the applicability in practice. Keeping this in mind, we elaborated upon the structure of our booklet, which is easily digestible for corporate executives, and its advantages and suitability have been confirmed by feedback from numerous workshops and expert meetings. In these booklets, there is one picture, figure or table (strictly with a few details only) on each page to demonstrate the research result described in 5-6 sentences. In addition to this, there is a note for professionals summarising the practical use and expected outputs. The result of these meetings is usually a request from a couple of companies to proceed with corporate research or to look into new areas for research.

The members of our research team are not only lecturers, but students as well. We try to involve enthusiastic and entrepreneurial students in all the tasks, from everyday activities to research analysis. We strongly rely on the work of talented, interested and creative students, even when laying the foundations. We have made an announcement in which we invited applications to be submitted from students with webpage development and design skills. Our faculty is not regarded as big in Hungarian terms, as the number of our students is around 2 000. Our subject areas focus primarily on economics or engineering economics; therefore, we were also surprised to receive applications from three students. This gave us hope that otherwise unconcerned students can be reached if we find suitable tasks. The student we chose at that time still manages the webpage he designed. Almost immediately after the launch of the website, we had technical issues, and he helped to find a sponsor who could fix it so we could move the website to a new server, where it is still operating. Following the solution to this problem, we could feel that our website designer student is committed. He graduated from the university this January but asked to stay at the Centre and offered to continue the management of the site (<http://brainbay.uni-obuda.hu/>). Parallel with the website development, we also wanted to design a logo for the Centre. It was much more difficult to find a current student for this job; therefore, a graduate offered his creativity, and we are still happy with the logo (Fig. 5).



Figure 5. BrainBay logo.

Our first event was connected to a running research topic, and HR executives from almost 50 medium and large companies registered, and the university management also attended the event. Students helped to organise and manage the programme. The student helpers were involved in all the tasks, and we soon realised that they could sort out a lot of jobs very independently and efficiently. We could feel once again that approving their ideas increased their commitment towards us. We still work together with two out of those three students who helped us at the event; nowadays, they participate in research and draft individual analyses.



Figure 6. 1st workshop.

After overcoming the obstacles of the first event, we could organise the following ones more smoothly (Fig. 6). Following the suggestion of the students, we registered for the university job fair, where the students could select from the job offers of the companies attending the fair. It was an excellent opportunity to further expand our network. We also organised a staff meeting at the faculty to inform colleagues about our objectives and to introduce the students working with us. By the end of the first year, three lecturers, two administrators and five students helped us towards our aim to enhance the reputation of the university, to widen our corporate relations and to promote our work as wide as possible.



Figure 7. Work in the office.

This September, we are going to launch a student research group, the unconcealed aim of which is to train the replacement. We are looking, first of all, for first-year BSc students who are interested in learning more about the processes and challenges of research work (Fig. 7). They will get support throughout the entire journey, but they will also be allowed to make independent decisions concerning a number of questions. The results of research can be integrated into their dissertations, but they can publish these on other platforms as well. We invite graduate students to assist these young and talented undergraduates in their research.

Our aim is to motivate currently supported students to come back later, after graduation, and to help other undergraduates.

Our objective for the future is to organise student gatherings where our alumni can share the story of their successes or failures, their experiences and ideas in order to help their younger fellows. The organisation of these gatherings will be the task of students, as we reckon that in the last two years, they could gather enough experience to organise independent programmes.

Many elements of the management concept defined by Berkesné can be seen in our work (Berkesné, 2018). We permanently try to conduct two-way communication. We are curiously interested in their opinion and regard it as important when providing feedback about the results of their work. Teamwork, however, is also supported, in order to improve their competence in this field. Their interests are considered as well, because they also try to adapt to our actual needs. Participation in the project is on a voluntary basis, and the tasks are distributed on a voluntary basis. Appropriate working conditions are ensured in our office so that they always feel welcome there. Their presence, however, is not absolutely necessary for a number of research or other tasks; therefore, if they wish to, they can work from home for the Centre. We regularly enquire as to whether they are content and whether the work meets their expectations. Although a measuring system has not been elaborated upon for measuring contentment, we presume we are heading in the right direction.

Some elements of the environmental concept are also noted, e.g. efficient energy use when office devices are not left in standby mode for the evening or the weekend. These may seem to be minor issues, but everyone is paying attention, and the energy use of institutions could be reduced significantly. Of course, the waste (mostly paper stationary and sometimes plastic) is collected for recycling. In order to implement efficient material use, we try to utilise the advantages of the digital world and to reduce the volume of printing to a minimum.

There are three very important items from the elements of the society area. As we are in touch with corporations, academic staff and other institutions, we organise joint projects and research, and the students can have an insight into the different forms of partnership with business clients. In the course of this, they can experience some features of fair business practice. In a certain sense, they can develop relations with local communities, because our faculty also has a special talent management college, sports club, etc.

4. Conclusions

Dahlsrud analysed the content of 37 different definitions of social responsibility, and on the basis of the analysis, he introduced the general concept of social responsibility. Enterprises have always affected the economy, society and environment and have had close partnership with governments, clients and shareholders. Therefore, in his opinion, social

responsibility consists of five facets: economic, social and environmental aspects, as well as volunteering and stakeholders (Dahlsrud, 2008).

The role of higher education is enormous in raising future generations. The education and training concept of universities, as well as the responsibility of individual lecturers in the development of social responsibility, is huge. The quick transfer of research results from universities to practice may enhance the development of corporate culture, economy and the SME sector. The report made by the Ministry of National Economics states that almost 53% of the GDP in Hungary is provided by the SME sector, whilst the percentage in the EU28 is 58% (KSH, 2017b). The role of small- and medium-sized enterprises is very important in the whole economy, and their number is permanently increasing. They show a growing tendency in terms of the gross domestic added value and price income (Fig 8.). 70% of their income comes from services, while 17% is from industry. This quickly and dynamically expanding sector should and must be supported by the academic sphere, because their financial opportunities are narrower than the multinational companies, and the competitive situation is strongly increasing due to their increasing number and foreign companies. Their managers are open and interested in novelties. In the framework of the partnership with them, they share their practical experiences with the students through guest lectures. By complementing theoretical knowledge with practical aspects in the individual modules, the students can receive immediate feedback regarding their studies.

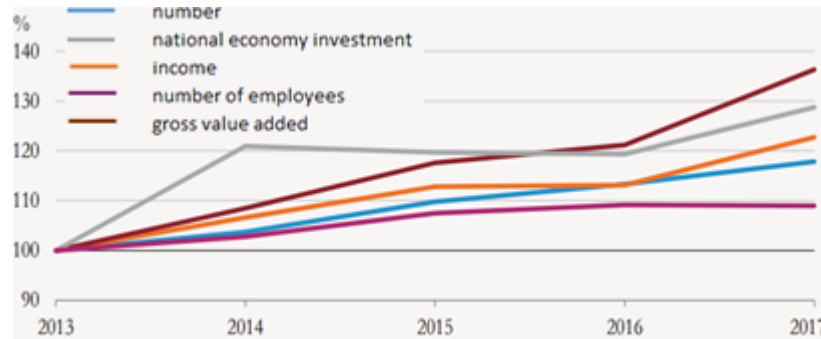


Figure 8. Some indicators of operating SMEs (2013 = 100). Source: KSH, 2017b.

This bilateral relation creates a win-win situation between the university and corporations. The SME executives are happy to be involved in university education, as they are honoured to stand at the lecturer's podium. The students are interested, enthusiastic and grateful to meet practical experts, who help them to understand what the world of the work looks like. In their opinion, this joint work can provide a solid foundation for educating responsible youth.

In the last two years, we could see that the joint objectives and thinking together have built up a new type of community with the students. We are fully aware that generations Y and Z are not authoritarian and do not like hierarchic organisations (VanMeter et al., 2013). Following the struggles of the first few months, we learnt the working patterns of each other. They more easily accepted our opinion when they could feel our support, and after a few afternoons spent with brainstorming, they turned to us with their ideas without hesitation. These conversations

were also a good occasion for them to learn to express their feelings, draft their questions and express their problems. We are convinced that these students will integrate into corporate life much more easily.

The university, as an element of the public sector, is in a difficult situation if it wants to show off its CSR activity, because it inherently works for the society and its members, and therefore its core activity is connected to CSR. Its basic values include sustainability, ethical values, considering the interest of stakeholders and supporting the local communities. It is important to develop and strengthen proper attitudes to engage in talent management. The joint work helps to implement and develop cooperation skills. During the meetings with corporate stakeholders, lecturers and students, the cooperation of different sectors is obvious, even if we define the concept of the sector slightly differently from the aspect of the student.

Setting an example is an outstanding role in the life of lecturers. Every minute when we are among students, we have to represent those social and ethical norms which can be exemplary and followed by the students. We have to show them what social sensitivity means, even just among their peers, or what we all can do for environmental protection in everyday life.

With this small venture operating in this special form and unconventional framework, we intend to meet market challenges and our responsibility to educate the entrepreneurs, scientists and lecturers of the future.

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