CROSS-SECTOR PARTNERSHIPS FOR SOCIAL INNOVATION: DRIVERS AND BARRIERS

Matilde Ferreira do Amaral Cansado Carvalho

MSc in Business Administration

Supervisor:
Professor Ana Simaens, Assistant Professor
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Department of Marketing, Operations and Management

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«If your faith is the size of a mustard seed you will say to this mountain, "Move from here to there," and it will move; nothing will be impossible for you»

(Matthew 17: 20)

ACKNOWLEDGMENTS

First, my sincere gratitude to my sweetest supervisor, Professora Ana Margarida Siemans, that have believed in me and was always available to meet and answer all my questions. Was undoubtedly a light on this not always easy path.

To my parents that have supported me in all the process, especially to my father that revised many times my writings.

To my dearest spiritual father Padre Tiago Fonseca, who accompanied the entire journey and always reminded me to talk enthusiastically to others about my thesis.

To my friends who have always given me a lot of strength and insisted that I would be able to finish this work.

To everyone that has prayed for me and this master's thesis.

A special thanks to the ones who have accepted to collaborate through the interviews and have given their time to be part of this study.

At last, to Our Lady of Fatima, whom I will visit and deliver this dissertation as a sign of gratitude, when everything is over.

ABSTRACT

Social innovation is gaining more and more interest on different fronts. As an innovative way to deal with social problems, social innovation is an answer to several issues existing in our society. As such, not only does the third sector hand in hand with these topics but also other sectors are becoming interested, especially due to a growing global concern with social and sustainability issues that makes everyone want to be part of the solution to these problems, pressuring the public and private sectors to care about it too. From this mutual interest, cross-sector partnerships emerge, bringing together the three sectors (public, private, and third sector) with the common goal of working for social innovation. This dissertation seeks to deepen these topics through the following research question: *What are the drivers and barriers to using cross-sector partnerships in social innovation, from a third sector perspective?* The methodology used to reach the answer was a qualitative method of multiple case studies analysis of six cases of social innovation projects. The drivers and barriers ended up being divided into two categories: at the beginning of the partnership and in maintaining the partnership. The results intend to be useful especially to the third sector institutions and projects, giving them some insights into what drivers and barriers they may face when moving towards partnerships with other sectors, but also can be useful to the other sectors to face the perspectives of the third sector in these relationships.

Keywords: cross-sector partnerships; social innovation; institutions; collaborations; third sector.

JEL Classification System:
M14 - Corporate Culture; Diversity; Social Responsibility
O35 – Social Innovation

RESUMO

A inovação social está a ganhar cada vez mais interesse em diferentes áreas. Como uma forma inovadora de lidar com os problemas sociais, a inovação social é uma resposta a várias questões existentes na nossa sociedade. Como tal, não só o terceiro sector está de mãos dadas com estes temas, mas também outros sectores estão a tornar-se interessados, especialmente devido a uma crescente preocupação global com questões sociais e de sustentabilidade que faz com que todos queiram fazer parte da solução para estes problemas, pressionando os sectores público e privado a preocuparem-se também. Deste interesse mútuo surgem as parcerias intersectoriais, reunindo os três sectores (público, privado e terceiro sector) com o objetivo comum de trabalhar em prol da inovação social. Esta dissertação procura aprofundar estes temas através da seguinte questão da investigação: *Quais são os drivers e barreiras na utilização de parcerias intersectoriais na inovação social, da perspetiva do terceiro sector?* A metodologia utilizada para chegar à resposta foi um método qualitativo de análise de múltiplos estudos de caso de seis casos de projetos de inovação social. Os *drivers* e as barreiras acabaram por ser divididos em duas categorias: no início da parceria e na manutenção da parceria. Os resultados pretendem ser úteis especialmente para as instituições e projetos do terceiro sector, dando-lhes alguns conhecimentos sobre os *drivers* e barreiras que podem enfrentar ao começar parcerias com outros sectores, mas também podem ser úteis aos outros sectores para enfrentar as perspetivas do terceiro sector nestas relações.

Palavras-chave: parcerias intersectoriais; inovação social; instituições; colaborações; terceiro sector.

Códigos de classificação JEL:
M14 - Cultura corporativa; Responsabilidade social
O35 – Inovação Social

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1 INTRODUCTION

Innovation is frequently associated with profitability or commercial success, focusing on the best ways to differentiate from competitors through the creation of new products or services. However, innovation not only serves the economy itself, but it can also solve social problems directly, in what we now call a social innovation. The third sector, constituted by the organizations working with civil society on a non-for-profit basis, is usually the main responsible for filling these gaps in society and thinking of the best ways to deal with social problems, so it can be considered the main mover of social innovation. However, it is very difficult for this sector, with its non-for-profit basis, to get all the monetary and physical means to succeed without help.

In the last years, the interest in the topics of social initiatives such as social responsibility or social innovation have grown exponentially and consequently, the public and private sectors have suffered big pressure to do something about it, as we can see in the rise of social responsibility departments in most companies, for example, making these sectors come closer to the social sector concerning more with social problems. This has facilitated the growth of the third sector, as well as its projects and the development of social innovations through partnerships with the other sectors (do Adro & Fernandes, 2020).

The idea that 'together we are stronger' is already well heard in our society and obvious to recognise its truth. Therefore, it does not seem so strange that collaborative work is an answer to social innovation, bringing together several organizations or entities, from different sectors, making it easier to achieve the desired goal. Consequently, the following investigation aims to deepen the study of cross-sector partnerships as an important driver of social innovations. With these partnerships, the development of social innovation is potentialized and allows the social sector to deal with social problems more efficiently and reach further.

In order to deepen this topic of cross-sector partnerships in the context of social innovation, this dissertation aims to study the drivers and barriers of these partnerships from the perspective of the third sector. The methodology is based on a multiple case study analysis of six cases of social innovation projects (selected through the *Portugal Inovação Social*'s platform), managed by third sector institutions, with the collection of interviews to understand, how the relationship with the partners from other sectors was managed and what were the drivers and the barriers encountered, though these cases. The objective of the study is to be exploratory, as there is little information about the drivers and barriers, moreover, what exists, is not very clear or organized. It is intended that this dissertation may help third sector institutions, on one hand by motivating

them to make partnerships, but on the other hand to know what to expect when making this decision to collaborate with other sectors.

The research question to be studied is then: "*What are the drivers and barriers to using cross-sector partnerships in social innovation, from a third sector perspective?*". This research question covers the previously stated objectives for this dissertation: to study cross-sector partnerships from the point of view of third sector organizations to help others when they want to potentialize their social innovation projects with partnerships so they know what to expect, what are the barriers they may face and how to deal with them. The study was performed in Portugal, selecting Portuguese projects through the *Portugal Inovação Social*'s platform.

This dissertation is organized into six chapters. It starts with this current Chapter 1 (Introduction), followed by Chapter 2 (Literature Review), which contains all the theoretical part that sustains this thesis, deepening the topics of Innovation, Social Innovation, and Cross-sector Partnerships. After this theoretical framework, Chapter 3 (Methodology) moves into the practical section, where the methodology is explained, analysing real cases of social innovation projects, through the perspective of the third sector, and their experience with the partnerships they had with the other sectors. In Chapter 4 (Presenting the Cases) the six projects are presented so that the context in which each interview was performed is more understandable. Following, in Chapter 5 (Findings and discussion), the results of these interviews are analysed and discussed, making it possible to meet the objectives and to answer the research question. Finally, in Chapter 6 (Conclusions), the main conclusions and contributions are presented as well as the limitations and future research. At the end of the document are included the references and the appendices.

2 LITERATURE REVIEW

2.1 SOCIAL INNOVATION

2.1.1 INNOVATION

Innovation is a broad concept that has passed through some changes over the years. Although it was not always like this, nowadays it is strongly associated with an "economic ideology" (Godin, 2015, p. 5) being often understood as a "catchword" for companies to sell their products or services or just something related to technological advances. Unfortunately, because of a trivialization of the word, and bad use of it, both in the past and currently, it is difficult to find an exclusive and fair definition of innovation.

Innovation started to be studied and appeared more frequently in the literature not many years ago. The first theories emerged only in the early 1900s. Before that, the term innovation was not well-seen by society, being understood as a "change in social constructs" (Kotsemir & Abroskin, 2013, p. 13), which was unconventional according to political, societal, or religious norms (Godin, 2015; Kotsemir & Abroskin, 2013). Since the mid-1920's it has gained popularity, being studied in the scientific and technical literature, social sciences, sociology, management/economics and humanities/arts often with alternative terms such as "cultural change", "technological change", "technological inventions" (Godin, 2008; Kotsemir & Abroskin, 2013).

In sociology, the first one to deepen the studies of innovation was Gabriel Tarde (1843-1904) in the late nineteenth century. Joseph Schumpeter (1883-1950), was also a great contributor to innovation literature, being the first scholar from the Economic area to address the subject. Tarde never came to a clear definition but arrived at the words invention, ingenuity, novelty, creation, originality, imagination, discovery and initiative to describe innovation (Godin, 2008), while Schumpeter categorized innovation or "technical changes" into five types: 1) introduction of a good that is new to consumers, or has higher quality than the previous one; 2) introduction of a method of production that is new to specific industries and economic activities in which it is used; 3) opening of a new market; 4) usage of a new source of supply of raw materials or half-manufactured goods; and 5) implementation of a new form of competition that leads to structural changes in the organization of its implementation (like the creation of a monopoly position, or the breaking up of a monopoly position) (Caulier-Grice et al., 2012; Godin, 2008; Kotsemir & Abroskin, 2013).

Tarde also dedicated to the studies of diffusion, a term frequently used by sociologists to associate with innovation, while economists used to use the word commercialization (Godin, 2015). What the author defended was that a social changes had to pass through a process of diffusion/imitation of inventions (Kinnunen, 1996), "An invention, through imitation, becomes an innovation" (Howaldt et al., 2015, p. 11). Based on this model, Tarde developed the social theory, defending that inventions are the ones responsible for social development even when are misunderstood or unnoticed at the time they arrive (Howaldt et al., 2016). The term "social change" (or social evolution) was frequently used instead of the word innovation.

For Schumpeter, technical change was "a historic and irreversible change in the method of production of things" (Kotsemir & Abroskin, 2013, p. 4). Consequently, the author considers "change" as one of the main features of innovation (Kotsemir & Abroskin, 2013). Schumpeter also defended technical change (innovation) as a vehicle for producing growth, through a creative destruction, in economics (Kotsemir & Abroskin, 2013; Neumeier, 2012; Phills et al., 2008). "Economic development takes place as a permanent process of creative destruction." (Howaldt et al., 2015, p. 25, 2016, p. 23; Howaldt & Schwarz, 2010, p. 10), meaning that, when an innovation comes, the old is trash. Therefore, at this point, innovation was seen as a means to achieve economic growth and fight the competition (Sørensen & Torfing, 2013).

To enable the differentiation of diverse visions of innovation, the sociologist William Ogburn (1888–1959), in his book 'On culture and social change' proposes a theoretical distinction between technical and social inventions by a process of identifying some inventions and subdividing them into these two categories. The author defended that the term 'invention' did not apply just to technical inventions but could also apply to social ones (Cajaiba-Santana, 2014; Howaldt & Schwarz, 2010; Neumeier, 2012). By social inventions, Ogburn meant inventions in non-material culture, defining it as "the collective knowledge and know-how achieved by a society in order to achieve some form of cultural or technical change" (Neumeier, 2012, p. 51).

Meanwhile, some authors started to talk about the linear model of innovation in which is proposed that innovation, to be considered an innovation itself and not just an invention, needs to pass through a process with different steps shown in Figure 2.1 (Godin, 2006).

Figure 2.1 – The Linear model of innovation

The model has been developed over time, suffering some improvements by the successive entries of scientific communities into the field of science studies, taking three steps: First, linking 'applied' with 'basic research' (natural scientists); second, adding 'experimental development' (researchers from business schools) and, at last, adding 'production' and 'diffusion' (economists) (do Adro & Fernandes, 2020; Godin, 2006). Its origin is unknown but, according to Godin (2006), it is taught that it has been one of the first models applied to innovation. It has been criticized by some but very used by others, especially in science policy (Godin, 2006, 2015).

Nowadays, it is still very difficult to arrive at a consensual definition of innovation, largely because it can be applied to a very wide range of areas (Baregheh et al., 2009). A consequence of this, was the emergence of too many different types of innovation, denominated by different authors, usually with a lack of consensus between them, also differing in the ways of categorizing it (Baregheh et al., 2009; Kotsemir & Abroskin, 2013). Hartley & Hartley (2005) suggest product innovation, service innovation, process innovation (new ways in which organizational processes are designed), position innovation (new contexts or users), strategic innovation (new goals or purposes of the organization), governance innovation (new forms of citizen engagement, and democratic institutions) and rhetorical innovation (new language and new concepts), but there are many more categories and denominations stated by other authors. Despite this current diversity of types of innovation, people still tend to associate technological innovation with innovation in general (Kotsemir & Abroskin, 2013) which deviates the concept in our minds a little from what it should be.

Nevertheless, several authors agree with the fact that novelty is a necessary characteristic for something to be considered an innovation (European Commission, 1995; Godin, 2008; Kotsemir & Abroskin, 2013; Phills et al., 2008), without novelty there is no innovation. Another agreement is the necessity of an improvement (European Commission, 1995; Godin, 2008; Kotsemir & Abroskin, 2013; Phills et al., 2008; von Hippel, 2018) "To be considered an innovation, a process or outcome must be either more effective or more efficient than preexisting alternatives." (Phills et al., 2008, p. 37).

2.1.2 Social Innovation

As has already been mentioned, with the progress in the studies focusing on innovation, different types of innovation were introduced in the literature. For example, Heiscala (2007 apud Pol & Ville, 2009), proposed five types: Technological, economic, regulative, normative and cultural. Also, some authors started to defend "economies where innovation is not about cutting-edge technology but about solving social problems" (van der Have & Rubalcaba, 2016, p. 1923), and the environmental concerns raised by climate changes started to be an important topic (do Adro & Fernandes, 2020), what made the concept of social innovation start gaining importance for a wide range of disciplines, increasing the research on it over the last decade, especially the past five years (do Adro & Fernandes, 2020; Phillips et al., 2015).

In 2006, Mulgan criticizes the big research on commercial innovations and the lack of attention and investment in social innovation (Mulgan, 2006). Despite that, two years later, Phills et al. (2008) highlight the explosion of businesses taking their ideas and practices and making them available to non-profit and government works services. These companies started to be concerned about creating social value, implementing corporate social responsibility[1] departments, being more involved in corporate citizenship and socially responsible business, leading to the development of new concepts like social entrepreneurship, social enterprise, and social innovation (Phills et al., 2008). Also, some authors, such as Phills (2008) and Westley (2010), reinforce the necessity of distinguishing *social entrepreneurship* and *social enterprise* from *social innovation*.

Social entrepreneurship is mentioned as "the process of bringing together resources to address a social need" (Mato-Santiso & Rey-García, 2019, p. 13). It focuses on the individual qualities of someone who starts a new organization (Phills et al., 2008). Therefore Westley et al. (2010, p. 13) refer to social entrepreneurs as "the individuals who initiate or create innovative programs, products, or processes and seek to build an initial organization that can bring that innovation to market."; *Social enterprise* refers to the organizations or initiatives, profit-oriented (i.e. who intend to be self-financed), that combine commercial interests with social ends, responding to social needs (Defourny & Nyssens, 2010; Phills et al., 2008; Westley et al., 2010); *Social innovation*, on the other hand, does not involve a profitability concern but a focus on making a change and to respond to human and social necessities (Phillips et al., 2015;

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[1] Corporate Social Responsibility (CSR): "is the voluntary integration by organisations of social and environmental concerns in their operations and in their interaction with their stakeholders, or more broadly of the responsibility of enterprises towards their impact on society." (Mato-Santiso & Rey-García, 2019, p. 13)

Westley et al., 2010). "Unlike the terms social entrepreneurship and social enterprise, social innovation transcends sectors, levels of analysis, and methods to discover the processes – the strategies, tactics, and theories of change – that produce lasting impact." (Phills et al., 2008, p. 27).

With the emergence of the term social innovation, lots of authors started studying it, especially in the last decade (do Adro & Fernandes, 2020; Findik, 2018), as said before, and the majority of them criticize its ambiguity and lack of consensus due to multiple numbers of different existing definitions (Cajaiba-Santana, 2014; Dawson & Daniel, 2010; Maclean et al., 2013; Pol & Ville, 2009), "the concept of social innovation (SI) is therefore still considered rather ambiguous, and the state of knowledge continues to be fragmented" (van der Have & Rubalcaba, 2016, p. 1923). Pol & Ville (2009) defended the necessity of a clarification of the concept of social innovation, stating that it must include "improvement in the quality of life" (p.880), and be differentiated from business innovation, which, in general, is mostly focused on profit maximization, contrarily to social innovation. This fragmentation of the term or lack of clarification makes it more difficult when some author wants to make empirical studies related to social innovation. The importance of this field is undeniable (Maclean et al., 2013) however, needs to be clarified, "'Social innovation' is a term that almost everyone likes, but nobody is quite sure of what it means." (Pol & Ville, 2009, p. 881).

Social innovation intends to be an innovative way to respond to social problems. Examples of these social problems can be ecological issues, homelessness, mental illness, poverty, refugee crises, unemployment, among others (Howaldt et al., 2016; Solidus Project, 2018; Westley et al., 2010). In the literature we can see several examples of social innovations' outcomes. Mulgan (2006, p. 146) includes:

> neighborhood nurseries and neighborhood wardens; Wikipedia and the Open University; holistic health care, and hospices; microcredit and consumer cooperatives; the fair trade movement; zero-carbon housing developments and community wind farms; restorative justice and community courts; and online self-help health groups

as some successful ones. Other examples can be inclusion and improvement of marginalized people's lives, or a fill of a gap in society's basic needs, having "justice, fairness, environmental preservation, improved health, arts and culture, and better education" (Le Ber & Branzei, 2010, p. 141), as main goals. Also, Neumeier (2012) names creation of new kinds of social institutions/movements, new ideas of government, new ways of thinking about some structures,

new social and business practices, among others, as more general examples of social innovations.

In conclusion, as has been highlighted numerous times in this literature review, nowadays, there is still no commonly accepted definition of social innovation, especially because, as well as with the term innovation, it is studied in different fields, which makes it more difficult to get to an agreement (Caulier-Grice et al., 2012). However, even though it is still a dynamic concept with a lot to be studied, social innovation contains already a vast library of books and articles for a relatively recent concept. Table 2.1 brings together a set of definitions that reveal exactly that. Finally, although it is difficult to consider a consensual definition, one of the most quoted is the one from Phills et al. (2008, p. 39):

[Social innovation is:] A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals. A social innovation can be a product, production process, or technology (much like innovation in general), but it can also be a principle, an idea, a piece of legislation, a social movement, an intervention, or some combination of them

As well as Caulier-Grice et al.'s (2012, p. 18) definition which has also been mentioned a few times:

Social innovations are new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society's capacity to act.

Table 2.1 - Social innovation definitions

Authors	Definitions
(Mulgan, 2006, p. 146)	"Social innovation refers to innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly diffused through organizations whose primary purposes are social."

(Phills et al., 2008, p. 39)	"A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals. A social innovation can be a product, production process, or technology (much like innovation in general), but it can also be a principle, an idea, a piece of legislation, a social movement, an intervention, or some combination of them"
(Harris & Albury, 2009, p. 16)	"Social innovation is innovation that is explicitly for the social and public good. It is innovation inspired by the desire to meet social needs which can be neglected by traditional forms of private market provision and which have often been poorly served or unresolved by services organised by the state."
(Pol & Ville, 2009, p. 881)	"an innovation is termed a social innovation if the implied new idea has the potential to improve either the quality or the quantity of life. Examples of innovations that fit nicely with this definition abound: innovations conducive to better education, better environmental quality and longer life expectancy are a few."
(Dawson & Daniel, 2010, p. 10)	"For us, social innovation can be broadly described as the development of new concepts, strategies and tools that support groups in achieving the objective of improved well-being." "(…) social innovations are about resolving social challenges and meeting social goals to enhance societal well-being."
(Howaldt & Schwarz, 2010, p. 21)	"A social innovation is new combination and/or new configuration of social practices in certain areas of action or social contexts prompted by certain actors or constellations of actors in an intentional targeted manner with the goal of better satisfying or answering needs and problems than is possible on the basis of established practices."
(Murray et al., 2010, p. 3)	"we define social innovations as new ideas (products, services and models) that simultaneously meet social needs and create new social relationships or collaborations. In other words, they are innovations that are both good for society and enhance society's capacity to act."
(Westley et al., 2010, p. 2)	"Social innovation is a complex process of introducing new products, processes or programs that profoundly change the basic routines, resource and authority flows, or beliefs of the social system in which the innovation occurs. Such successful social innovations have durability and broad impact"
(Caulier-Grice et al., 2012, p. 18)	"Social innovations are new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and

	better use of assets and resources. In other words, social innovations are both good for society and enhance society's capacity to act."
(Neumeier, 2012, p. 55)	"we define social innovations as changes of attitudes, behaviour or perceptions of a group of people joined in a network of aligned interests that in relation to the group's horizon of experiences lead to new and improved ways of collaborative action within the group and beyond."
(Cajaiba-Santana, 2014, p. 49)	"social innovations are new social practices created from collective, intentional, and goal-oriented actions aimed at prompting social change through the reconfiguration of how social goals are accomplished."
(Edwards-Schachter & Wallace, 2017, p. 73)	"SI is a collective process of learning involving the distinctive participation of civil society actors aimed to solve a societal need through change in social practices that produce change in social relationships, systems and structures, contributing to large socio-technical change."
(do Adro & Fernandes, 2020, p. 35)	"SI [social innovation] involves the generation and implementation of new ideas about people and their interactions within a social system. (…) In addition, the SI can refer to new products and services that meet social needs, that is, products and services that help build a more sustainable, cohesive and inclusive society."
(Foroudi et al., 2021, p. 459)	"social innovation is a highly dynamic process, within which value creation occurs through the exploitation of opportunities (…) it can be achieved through the combination of seeking and diagnosing the opportunities (through technology transfer, business formation and problem solving) and implementing the innovation practices (right resources, products, services, knowledge, technology, market) for delivering superior value"

2.1.2.1   The Process of Social Innovation

Some authors have dedicated themselves to studying the process of an idea becoming a social innovation. According to Mulgan (2006), the process passes through 4 stages:

1-Generating ideas by understanding needs and identifying potential solutions;

2-Developing, prototyping, and piloting ideas;

3-Assessing, scaling up, and diffusing good ideas;

4-Learning and evolving.

Several years later, Neumier (2012) proposed a new model contrasting with the traditional closed model of technological or economic innovation of Godin (invention, innovation, diffusion), as shown in Figure 2.2.

Problematisation		Expression of interest		Delineation and co-ordenation
•The initial necessity to change something, by a small group of actors, through a new idea or identification of a problem.		•Others start to gain interest in this new initiative, way of thinking or behaviour and adopt it.		•Actors negotiate this new form of action that gradually start to be more solidified through a process of constant flow

Figure 2.2 – Three stages of social innovation (Neumeier, 2012, p. 57)

Further on, João-Roland & Granados (2020) through a detailed study of nine articles, developed the process of social innovation in social enterprises. They recognized the importance of social enterprises in the formation of social innovation where the community, the institutions, and the government are included (Figure 2.3).

Phase 1 Mapping and development		Phase 2 Consolidation		Phase 3 Scaling up
•Step 1 - Social need diagnostics •Step 2 - development of a social innovation business model •Step 3 - Implementation in niche markets	Evaluation	•Expansion beyond local dimensions •New products, market and business models •Support from partners and policy makers	Evaluation	•Change in the social system

Figure 2.3 - Social innovation process (João-Roland & Granados, 2020, p. 779)

2.1.2.2 Drivers

João-Roland & Granados (2020), in addition to developing the framework for the process of social innovation presented above, also studied the drivers of social innovation in the context of social enterprises. They divided the drivers into three main groups: Organizational, Managerial, and Contextual.

An the Organizational level the drivers they identified were: 1) the development of a business model, that is essential to assure that the innovation gets a social impact and is financially sustainable; 2) working with partnerships, preferably with different types of partners Partnerships, once those can provide resources or access to other things that can be useful to

the innovation; 3) knowledge management with an effort for continuous learning; and 4) the incentive of a participatory culture where everyone can share knowledge and ideas amongst each other (João-Roland & Granados, 2020).

At a Managerial level the drivers were: 1) about manager/innovator characteristics, social innovation should have a manager that is a good leader, who does not get carried away by conformity, looks at things in perspective, sees the 'big picture', who behaves ethically; and 2) concerning management practices, it is intended that they facilitate the collaboration and relationship between each other (João-Roland & Granados, 2020).

Finally, at a contextual level, the main drivers were: 1) the market dynamics, where the innovation meets the local context, which means, for example, a social innovation easy to use and replicate; 2) the political support, once the managers and policymakers' support is fundamental so that the innovation can be implemented in large scale; and 3) the community with the importance of the cooperation and participation of others in the process, especially the local leading communities (João-Roland & Granados, 2020).

2.1.2.3 Barriers

Unfortunately, not all social innovations are easy to perform. Beyond the drivers that help in the development of the innovation, there are also some barriers that can complicate things when trying to fight some social problems with a social innovation.

Chalmers (2012) identifies three barriers: 1) *Market protectionism and risk aversion*: In many countries, social offers are being more and more privatized. This social protectionism incentivizes organizations to keep their own solutions instead of looking for disruptive solutions or for what has already been done. Also, innovation implies being open to failure but when the goal is to fix a social problem it is harder to be willing to fail; 2) *Problem complexity*: Most social problems are very complex and require cooperation across multiple entities and more effort from all the parts to manage the innovation; 3) *Access to networks and collaboration*: When the social innovation does not reach the right network it can miss some important finance and support.

Also, Oganisjana et al. (2017, p. 15), in the context of a study made in Latvia, arrive at eight barriers: 1) Absence of legal framework; 2) Administrative and bureaucratic barriers; 3) Lack of access to information needed; 4) Passivity in the society; 5) Lack of openness of the society to other people's experience and collaboration; 6) Lack of financing; 7) Passivity and low level of support from stakeholders; and 8) Lack of experience in realizing the project.

2.2   CROSS-SECTOR PARTNERSHIPS IN SOCIAL INNOVATION

2.2.1   CROSS-SECTOR PARTNERSHIPS

There are lots of goals that one cannot reach without some help. Therefore, partnerships are an answer to this problem, it is a way of potentializing learning by working together, maintaining a relationship that owns mutual goals. Working collaboratively allows us to make things, get ideas, and solve problems, that we probably could not do by ourselves (Saltiel, 2002). "The idea is not that two people should work as one, for then there would be little advantage, but rather they should do better together" (Wildavsky, 1986, p. 243).

There are some good contributions and references about collaborative partnerships in the literature even though there is not a consensual definition of the different concepts or terms that it encompasses. One thing that is relevant to know is that in collaborative learning partnerships, "the relationship is as important as the knowledge being sought. It is the interaction of the collaborators who work together that becomes valued and potentiates the learning." (Saltiel, 2002, p. 6). According to Raišiene (2012) Partnerships are an intensive interaction between organizations to implement something or solve some problem where partners compromise to share knowledge, resources, or other important inputs with each other to achieve a common goal. The involvement and open communications between the parties are crucial to the success of the relationship.

Wildavsky (1986), differentiates collaborators from partners by claiming that, in a collaboration, unlike in a partnership, the members may have different motives and goals. However other authors do not make that distinction so clearly. For example, Baldwin & Austin (1995, p. 55), claim that "Collaboration works best when partners/team members share a common mission, have clear goals, define operating guidelines, provide mutual support, and work in an atmosphere of trust, respect, and affection" and Saltiel (2002, p. 7) states that "Collaboration is people working side by side on a joint endeavor".

Wildavsky (1986) also distinguishes cooperation from collaboration, defending that, while, in the first one, there is just the need "to get the job done", in the second one the objective is that the collaborators use one another's talents to reach what they could not do by themselves. One of the most important characteristics of these collaborative relationships, for Wildavsky (1986), is generosity, while Kerka (1997) highlights commitment, patience, and trust. Also Saltiel (2002), in a learning context, with, for example, mentors, tutors, teachers, and colleagues, arrives at these fundamental elements: "Shared goal or purpose; Trust, respect, and

loyalty; Personality traits and qualities that are complementary; Respect for each other; Synergy between the partners; A valued relationship" (p.8).

Finally, according to Oviawe (2018, p. 74) "A partnership is an agreement where parties or partners agree to cooperate to advance their mutual interests. This agreement could be between government, schools, employers, professional associations, employees and their representatives, the local community and combinations of organizations." Cross-sector partnerships are precisely those partnerships that happen among the three sectors. But what are those sectors?

The first references to the two sectors of modern society appeared in the US, around fifty years ago, according to Drucker (1994), being them the public and private sectors. Just some years later, the third sector (non-profit organizations) started to be mentioned (Drucker, 1994). These three sectors are considerably different in "strategic and other management practices, approaches to goal specification and assessment, methods of performance measurement, marketing and competitive practices, and the responsibilities, activities and representation on boards of directors." (Goulet & Frank, 2001, p. 202). The non-profit and the public sectors aim to serve society and individuals (Goulet & Frank, 2001) however the third sector organizations have appeared precisely because the government could not cover all the social problems. The private sector is the portion of the economy of a country that is not run by the state or the government, being managed by individuals and companies usually with the goal of making profit (Oviawe, 2018). Some authors also consider a "fourth sector" for some informal groups that do not fit in none of the three referred, such as families, clans, friends, or some communities, that work in an autonomous way (Corry, 2010).

Focusing on the third sector, which is the one to be best studied in this dissertation, according to Corry (2010), Etzioni, in 1973, was the first author to mention "the third sector" as a new sector that aims to balance the state with the market or even distinguish itself from the other two sectors. "For Etzioni the third sector is characterized by value-driven action and commitment from individuals operating within it." (Corry, 2010, p. 13). It is also a sector very much associated with civil society and voluntarism and is sometimes undervalued and discredited due to some preconceptions about being disorganized and poorly administrated (Corry, 2010). The definitions of this concept differ slightly internationally within different cultural and political and intellectual traditions, as well as the term used, being more common in Europe the notion of 'social economy' while in America 'the third sector' is more frequent. (Solidus Project, 2018). To Chew & Lyon (2012, p. 3) "The third sector is loosely defined as occupying a space in economy and society that is separate from the public and private sectors,

although what is and what is not included is a point of contestation". This sector covers different types of organizations such as "registered charities, development non-governmental organizations, community groups, women's organizations, faith-based organizations, professional associations, trades unions, self-help groups, social movements, business associations, coalitions and advocacy group." (Centre for Civil Society, 2005), suffering frequently on a lack of investment or donations to carry their projects, lack of managers' willingness to take risks and trust in the sustainability of their projects or lack of state support (Chew & Lyon, 2012).

In the last years, the relationships between these three sectors have been evolving, breaking some barriers that existed between them and getting each other's as advantage through more cooperative relations (Sanzo et al., 2015). It is not very clear when these collaborations between sectors started, but according to Borges et al. (2016, p. 145) "it came with the era of knowledge and information and communication technologies.". Sanzo et al. (2015, p. 612) state that it was more than 27 years ago, while Selsky & Parker's (2005) refers to the last 42 years. It is a topic that has gained interest within many disciplines such as "organization studies, public policy and administration, economics, nonprofit management, health care, education, and the natural environment" (Selsky & Parker, 2005, p. 850) with the usage of different theories and approaches emerging a need for a consolidation of the term (Selsky & Parker, 2005).

According to van Tulder et al. (2016) the main goal of cross-sector partnerships is generally to solve economic, social, and environmental problems with these collaborations, usually filling some institutional and regulatory gaps by providing some goods like clean water, health, or education, in other words, "Cross-sector partnerships are, therefore, expected to deliver improved and innovative solutions for economic, social, and environmental problems via the combination of the capacities and resources of organizational actors across different sectors" (van Tulder et al., 2016, p. 2). These definitions are strongly related to the social innovation concept once the combination of the three sectors means that the common goal will probably be something associated with a social issue or similar. As drivers of these cross-sector partnerships Enciso-Santocildes et al. (2020) have identified: 1) Administration involvement; 2) Institutional trust; 3) Co-creation; 4) Third sector's role; 5) Solidarity and commitment; 5) Professionalization; 7) Win-win collaboration; 8) Appropriate size, sense of belonging; 9) Collaborative culture and networking.

2.2.2 CROSS-SECTOR PARTNERSHIPS IN SOCIAL INNOVATION

Cross-sector partnerships are an important driver for social innovation, gathering associates from different sectors with the common goal of solving social problems, market failures, gaps, or others that a single actor cannot solve (Findik, 2018; Kolk & Lenfant, 2015), plus, according to João-Roland & Granados (2020) social innovation is a process "that occurs essentially through *partnerships* started by individuals (users or non-users), social movements and organisations". These collaborations emerge from the necessity of responding to social problems in the most efficient possible way and once these solutions require demanding managements, there is no other way to succeed unless several forces come together to work toward a common goal. In other words, it is not possible to achieve this without the three big forces mentioned earlier: public, private, and third sectors (Mato-Santiso & Rey-García, 2019). Thus, to Sanzo et al. (2015, p. 612) cross-sector partnerships are "collaborative alliances among businesses, governments, and civil society that address social causes". These cross-sector collaborations can be between only two of the sectors (business - non-profit; government - business; or government – non-profit) or among the three at the same time (business – non-profit – government) (Sanzo et al., 2015; Selsky & Parker, 2005).

Findik (2018) suggests three types of collaboration: cross-sector partnerships, social alliances, and social partnerships, but usually they are used as synonyms. Inter-sectoral collaborations (Findik, 2018), intersectoral partnerships, or strategic partnerships (Le Ber & Branzei, 2010) can be other options although some authors like to make clear the difference between *social alliance* and *strategic alliance*. This *social alliance* emerges from the firms' recognition that profit can no longer be the only concern, and the contribution they give to civil society is very important and appreciated. These alliances are composed of at least a non-profit and are based on a non-economic goal contrarily to *strategic alliances* that is profit-oriented (Findik, 2018).

Finally, with the emergence of cross-sector partnerships, a need for a strategic model has appeared. Clarke & Fuller (Clarke & Fuller, 2010) have developed a conceptual model of collaborative strategic management (illustrated in Figure 2.4):

First stage: Assessing the context and forming the partnership. This first stage intends to look at the context and the relevant factors and needs to consider from the social problem(s) and subsequently initiate the partnership formation process (Clarke & Fuller, 2010).

Second stage: Formulation of the collaborative strategic plan. Here is where the partners start to work together, negotiate, and intend to find a common vision to reach a collaborative strategic plan on which every party agrees (Clarke & Fuller, 2010).

Third and fourth stages: Implementation of the collaborative strategic plan. This third and fourth stages, occur at the same time and contain the implementation of the collaborative strategic plan through a deliberate and emergent approach however, in the first one, are the actions played by the partnership while in the second are the actions played by individual partners within their own organizations (Clarke & Fuller, 2010).

Fifth stage: The realized collaborative strategy implementation outcomes. In the final stage is the outcome with the results of the actions taken by the partnership and the individual partner organizations (Clarke & Fuller, 2010).

At last, Clarke & Fuller (2010, p. 90) add some changes in the domain that represent "changes that occur in the social problem domain that are outside the actions taken by the individual partner organizations or the partnership, yet have an impact on the collaborative strategy implementation outcomes and/or other stages of the process model."
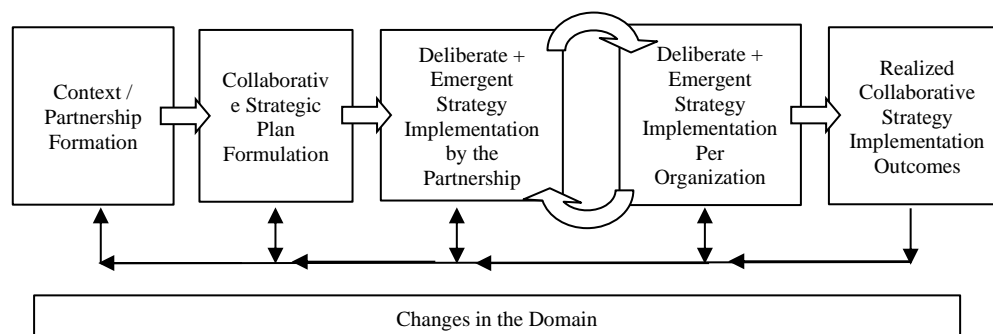
Figure 2.4 – Conceptual model of collaborative strategic management of Clarke & Fuller (Clarke & Fuller, 2010)

2.2.3 DRIVERS AND BARRIERS

As mentioned before, cross-sector partnerships are a driver themselves for social innovations but, at the same time, these relationships between different sectors have specific characteristics that are very beneficial in solving the problem most efficiently. However, these partnerships also have their barriers that likewise can damage the final goal of social innovation. In the next sections there are examples of drivers and barriers to cross-sector partnerships in the context of social innovation.

2.2.3.1 Drivers

Drivers of cross-sector partnerships in the context of social innovation include: 1) different inputs to deal with the same problem; 2) having the same goal; 3) a win-win situation; and 4) trust.

The differences that each sector carries represent different inputs to deal with the same problem. These partnerships enable the social goal to have access to a range of resources that individually would never be possible (Borges et al., 2016; Kolk & Lenfant, 2015; Le Ber & Branzei, 2010; Sadabadi & Rahimi Rad, 2021; Selsky & Parker, 2005).

Also, having the same goal facilitates the relationship between the parties, no matter how different they are, as the goal is the same they automatically work better together (Kolk & Lenfant, 2015; Solidus Project, 2018).

Collaboration for a social cause usually represents a win-win situation for all parties. For example, for companies, helping social causes will improve their reputation; for the public sector it is its job to cover the social issues of their communities; and for the third sector as the main responsible for identifying and solving the problem at hand (Selsky & Parker, 2005). Also, according to Solidus Project (2018, p. 62) "Collaboration works best when it is a win-win situation where TS/SE [Third Sector/ Social Economy] organisation and public agency either follow similar goals".

Trust between the parties is also a driver in cross-sector partnerships, it might even be considered a key to the success of a partnership. Without mutual trust, there can be no partnership. (Borges et al., 2016; Sanzo et al., 2015, p. 615) "(…) trust is a determining factor in the relational development of the partnership and in the sharing and dissemination of knowledge" (Borges et al., 2016, p. 141)

Similar to trust, commitment is also referred to as an extremely important virtue to make a partnership relationship work and last in time. According to Borges et al., (2016, p. 141) "Commitment is the belief that the relationship between the parties is sufficiently important enough to expend the maximum effort to maintain the partnership".

2.2.3.2 Barriers

Barriers to cross-sector partnerships in the context of social innovation include: 1) Tensions over power, control, and identity; 2) the "mis-es"; 3) The difficulty of working in partnership; 4) Selfish intentions by the companies; 5) complex goals; 6) Uncertainty about innovation's stability; 7) Private sector unscrupulousness; and 8) Unbalanced power relations.

Tensions over power, control, and identity are something that can happen and pervert the final goal of the partnership (Selsky & Parker, 2005);

Also, what some authors call the "mis-es": "misunderstandings, mis- allocations of costs and benefits, mismatches of power, mismatched partners, misfortunes of time and mistrust" (Le Ber & Branzei, 2010, p. 144) is prejudicial to the relationship as well;

The difficulty of working in partnership itself is already a barrier (Borges et al., 2016);

Selfish intentions by the companies, "the possibility that firms use the partnerships only for their own marketing advantage, with relatively little contribution to the social cause." (Sanzo et al., 2015, pp. 629 & 630) or the fact that they may want to be protagonists compared to the other partners (Borges et al., 2016);

Sometimes these projects have complex goals for the three sectors that are hard to achieve, which may be a barrier when trying to implement the innovation (Selsky & Parker, 2005);

Uncertainty about innovation's stability also affects relationships, once the social innovation is a gradual process that requires patience, perseverance, resilience, flexibility, and not always all sectors contain all those characteristics (Sadabadi & Rahimi Rad, 2021);

Private sector unscrupulousness can also be a barrier. The private sector can take advantage of the fact that they and their resources are very needed for social innovation so they may push the social sector into some decisions (Sadabadi & Rahimi Rad, 2021);

Unbalanced power relations happen because of the different backgrounds and roles of the sectors involved. Large power discrepancies can damage confidence and commitment in the relationship (Sadabadi & Rahimi Rad, 2021).

Finally, a conclusion that can be drawn from these drivers and barriers is that sometimes what is identified as a driver can become a barrier or vice versa. For example, "Different capability bases, relational risk, intensity, engagement, interdependence, power balance and mutual expectations can draw partners closer together or push them further apart" (Le Ber & Branzei, 2010, p. 145).

3 METHODOLOGY

Moving on to the practical part of this dissertation, there is the need of choosing a way to answer the research question introduced before: *What are the drivers and barriers to using cross-sector partnerships in social innovation, from a third sector perspective?* The question was answered through a qualitative analysis in the form of a multiple case study approach. A case study can be defined as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context" (Wedawatta et al., 2011, p. 1). It is a common study for social science disciplines such as psychology, social work, business, education, among others, and let us get a "real-world perspective" (Yin, 2018). A multiple case study, according to Yin (2018, p. 55) "includes two or more cases or replications across the cases to investigate the same phenomena. The difference between the single- and multiple-case study is the research design; however, they are within the same methodological framework."

Data collection was carried out through the analysis of primary data obtained by performing interviews and secondary data, according to some reports, documents, and news. However, none of this secondary data was useful to the study once the required information about the selected third sector organizations' relationship with their partners did not exist in those documents, the only use given to these secondary data (projects' websites and documents) was to deepen the Presenting the Cases' chapter. The social innovation projects were selected from the *Portugal Inovação Social'*s platform, a Portuguese public initiative that aims to promote social innovation and boost the social investment market in the country, being the right way to find social innovation cases. The decision of picking projects from this platform was to guarantee that all of them were social innovations developed in Portugal and, also, to centralize the search.

The projects' selection was made through this *Portugal Inovação Social*'s website in the "projects" section, applying the "multi-region" and "partnerships for impact" filters, resulting in 19 possible projects. Subsequently, contact with them was made by email. Of these 19, two did not fit into the criteria, two pairs were projects from the same organization, one had no contact that could be reached, and eight did not answer the sent emails. Therefore, from the 19, six organizations/projects were selected after agreeing to collaborate with this study and being interviewed for that. According to Stake (2005, p. 22) "The benefits of multicase study will be limited if fewer than, say, 4 cases are chosen, or more than 10". The characteristics needed to participate in the study were being a social sector entity and working with partners from other sectors (private, public or both). To these six selected projects were sent an email, before the

interview, with the informed consent and the questions to be asked during it. The informed consent is shown in Appendix A and guaranteed the anonymity and confidentiality of the participation. The interviews were made via *Zoom* (a video call service used to make virtual meetings), with an average duration of 45 minutes (

Table 3.1) and recorded with the interviewee´s approval at the beginning of the video call.

Table 3.1 - Interviews' information

Project	Date	Duration
1. Project C	04/02/22	51:03
2. Project U	09/02/22	48:16
3. Project M	15/02/22	50:24
4. Project R	23/02/22	36:23
5. Project A	29/03/22	25:07
6. Project P	30/03/22	59:57
Average time	**-**	**45:11**

The development of this dissertation has taken at a more controlled phase of the Covid-19 Pandemic, in which most of the Portuguese population was already vaccinated. However, the interviews were all online, once the email contacts with the institutions were made at a time when there was a peak in covid cases due to Christmas celebrations and it was safer not to do them face-to-face.

The interview script (Appendix B) was based on open-ended questions, divided into three themes: 1) Social Innovation, 2) Cross-sector Partnerships and 3) Drivers and Barriers. The objective was to start by learning more about the specific case, to understand the context and to know about the social innovation; then, move on to the part of the partnerships, understanding the dimension of the project through the approximate number of partnerships and subsequently asking about the drivers and barriers encountered in the relationship with the other sectors' partners; and finally, It would be asked, if they had any examples of possible solutions to overcome the barriers encountered.

To analyse the interviews, it was used the computer program MAXQDA, a software that analyses qualitative, quantitative, and mixed methods data. Through this program, it could be transcribed each one of the interviews audios and highlighted parts of the text coding it with different colours according to the topics that applied to the study. The codes selected were "Social Problem", Partnerships", "Drivers" and "Barriers". The first two were used only for the

chapter Presenting the Cases while the last two were the ones to be explored and meet the dissertation objectives. In the analysis, it was used the method of Gioia et al. (2013) to organize the information got from interviews in different groups (Appendix C illustrates the coding work made in the MAXQDA program). This Gioia et al.'s (2013) analysis is done in three dimensions: First order concepts, second order themes and Aggregate dimension. The first order concepts are defined by looking directly to the interviews and organizing the information in the most faithful way. Here there is no problem of having too many categories, the author insists that it is supposed to get lost in this phase; Then, with the analysis progressions, we begin to identify some similarities and differences between the many categories defined and the second order themes emerge with some smaller groups where it can be allocated all the first order concepts; Finally, in the aggregation dimension, the categories defined earlier are reorganized to reach a couple of general concepts. (Gioia et al., 2013; Rigtering & Behrens, 2021). In the Findings chapter, Figure 5.1 (drivers) and Figure 5.2 (barriers) show the overview of the analysis made in this dissertation from the drivers and barriers drawn from the interviews based on the Gioia et al. (2013) methodology, however, the first order concepts defined in this analysis, was not completely faithful to the Gioia et al.'s (2013) one, once there was a preview aggregation of the interviews' quotes highlighted, before reaching the first order concepts.

4   PRESENTING THE CASES

In this chapter, the projects are presented so that we can learn more about each specific case to be studied, understand their contexts, and to know about their social innovations as well as their partnerships. The information used in this chapter was mainly based on what each interviewee has told about their project but also some of it has been taken from the respective websites or documents containing content about the project.

4.1   PROJECT C

Created 14 years ago, project C responds to the social problem that around 350 million people in the world are colourblind, in a society where 90% of communication is made through colours. A lack of inclusion of those people in the society (that often suffered from loss of self-esteem and confidence, dependence on someone or even bullying in childhood) made the founder develop a code, based on the primary colours (red, yellow, and blue), where the colourblind people can identify the colour, even if they cannot see it, through graphic symbols.

With more than 200 partners (of private and public sectors), across different areas such as garbage-collectors, games, clothing, public transportation and medicine companies, this project has spread all over the world, being implemented in more than 90 countries.

4.2   PROJECT U

Project U was born in a university context, with a group of friends studying Economics. Founded in 2012, the project started with the hospitalization experience of one of these students. Fortunately, everything went well but the role of the doctors, nurses and volunteers impressed him a lot and was essential to his recovery. When he went to university, he joined a group of friends and they started to go to companies trading consulting services for dreams of hospitalized children. With the growth and maturity of the project they arrived at the current mission: help people to understand how they can serve the community around them, since they have concluded that, nowadays, people do not know their communities' problems and even less how they can be useful to them. In the last 2/3 years, they have worked with around 100 partners.

The project is now divided into three areas:

- Work in universities, with a program of one semester where young people get the chance to serve, once a week, different targets of their community such as instituted children, nursing homes, homeless, animals, hospitalized children, among others. At the same time, they have

formative sessions, also weekly, where it is proposed that they deepen three dimensions of their lives: me; the others and me; and me in the community. It intends to form these students for being good social leaders, using their potential, and their gifts to serve the community.

-Work in companies, helping them to understand how they can have a social impact with results and, at the same time, to help their collaborators to find a different purpose in the company, through the development of social skills.

-Work in a kind of social lab where the methodologies are tested in different age groups and contexts and where other ideas are developed.

4.3 PROJECT M

Project M was founded in 2010 to raise a generation of impact citizens, leaders able to transform themselves and the community.

It is subdivided into three other projects:

- Project Cl, which is the first intervention, whose goal is to work with high school students to promote experiences of learning strategies to overcome existing obstacles, during 1 to 3 school years through seven presential workshops and distance mentoring. This project is spread throughout the country.

- Project F, which develops leadership skills with students finishing high school or starting the university.

- Project I, which emerged in 2015 due to a general demotivation of Portuguese teachers and also from the fact that Portugal is one of the UE countries with the lowest rate of completion of secondary education. The objective is to value the teachers, challenging the students to think about the positive impact that they have had in their lives.

- Project G, which is an international project, arrived in Portugal in 2017 and rewards the best teacher of the year.

4.4 PROJECT R

Project R was born in 2016, integrated into an existing non-profit organization, and initially funded by a single foundation. It aims to support children and young people victims of sexual violence and abuse, in an expert manner, as well as work on prevention and raising awareness about this topic, due to the state's lack of response and support to this kind of situations.

Nowadays it counts with several partnerships (around 20 or 30) both nationally and locally such as police organizations, specialist institutions in legal medicine and forensic science, as well as some institutions that aim to protect children and young people.

4.5   PROJECT A

Project A is an international program started in London in 2010 that arrived in Portugal in 2014. It is a technological educational program that challenges students from 5th to 12th grade and teachers to develop smartphone or tablet apps, through teamwork, showing them the technological potential in the transformation of the world and their local communities. With the program, they get the chance to experience the cycle of development of a product and to have contact with experts in the area. Thus, the four pillars of this project are: technology and citizenship (to include technology in education); Student-driven for Good (an educational model student-centred, making the teacher a facilitator and not a leader); Transformation of pedagogical practice (to provide training to the teachers so they can accept a different way of teaching); and Learning in a real context (to provide to the students an external contact with companies and the "real world").

4.6   PROJECT P

Finally, Project P emerged from the realization that 1 in each 10 Portuguese does not have the possibility to buy their prescribed medication due to their economic situation. To respond to this need, an association gathered the social sector with the health area and created Project P. The program aggregates households providing them a card, for each household member, with which they can pick up the medicine they need. It currently counts with 219 partners, plus 1100 pharmacies who joined the program and several funders from different areas of activity.

5 FINDINGS AND DISCUSSION

In this chapter, after the presentation of the cases to be studied, will be analysed and presented the results of the six interviews performed in order to get answers to the research question: *What are the drivers and barriers to using cross-sector partnerships in social innovation, from a third sector perspective?*

By analysing the interviews in detail, and once no organized form or defined structure was found in the literature to present the drivers and barriers, it was concluded, based on the Gioia et al. (2013) methodology, that would be relevant to divide them into two phases:

- Beginning of the partnership
- Maintaining the partnership

The first one includes all the drivers or barriers that append in the process of getting a partnership or at the beginning of the relationship with the partner. The second one concerns the phase when the partnership has already been established and what are the drivers and barriers that influence the relationship.

5.1 DRIVERS

5.1.1 DRIVERS AT THE BEGINNING OF THE PARTNERSHIP

This category is based on how to convince partners to go ahead with the partnership, what facilitates this process, or what facilitates the relationship at the beginning of the partnership. According to the analysis, based on the Gioia et al. (2013) methodology, it made sense to organize these drivers into three categories: partnership establishment, project establishment, and relationship establishment.

5.1.1.1 Partnership establishment

In the partnership establishment, there are two main drivers identified that will be discussed in more detail below: *Expected win-win situation* and *Partners generate partners.*

Expected win-win situation

In a partnership, it is expected that both partners will benefit from it "(…) the big driver of the partnerships is, in fact, a winning relationship between the partners" (Interview, Project P). The recognition of the concrete advantages that will result from the partnership makes the decision to go for it, easier, especially for the public and private sectors. "(…) they realize that with us they can have more impact than with others in theory." (Interview, Project M). The

third sector can play an important role here by showing the partners the possible benefits of partnership "when we approach a potential partner, we show them the impact we want to have with these people (…) (Interview, Project P).

On the third sector's side, it is usually more obvious that they will gain from the partnerships, as they are a not-for-profit sector, they need these partnerships to be able to develop their social innovation projects. Even so, partnerships require time and money, so recognising the concrete benefits of a particular partnership also helps them to move forward with it. About this subject, Project P's interviewee referred that:

> there is a very short distance that leads people in the social area to understand the importance of working in collaboration, I think what is missing is to make sure that the effort to do collaboration is no longer an insane effort that everyone has to make in an organization, this is a simple thing, it is an opportunity that they are offering, it is a free training, monthly meetings (…), because it does not take much, I think, for people, to learn from each other. (Interview, Project U)

However, not always is beneficial to start a partnership and it is important to identify when it does not represent a win-win situation. The decision not to partner with a specific company, organization, or entity, can prevent a bad partnership relation or drive to other better partnerships that can happen. Once again, a partnership should be a win-win situation for both parties, if this is not the case it may be best not to go ahead with the partnership. In the Project P case:

> (…) there are counties where it was not possible until today to structure partnerships, (…) because they already have very well structured programs and we do not add value, because partnerships have to be (…) something where, who is going to suggest the partnership, adds value to what is already done, because if not, it's no use, if we make a partnership look less efficient it makes no sense (…) partnerships can never be seen without looking at all the parties that are involved, and here it only makes sense that both partners recognise that their work together creates more value than what each one does on their own. (Interview, Project P)

In other example from the Project M: "(…) when partnerships are smaller, and have a smaller implicit responsibility, then we tend not to invest so much time" (Interview, Project M).

Partners generate partners

One partnership in a certain time can lead to another, whether through recommendations "(…) it makes it easier if we come recommended or proposed by someone they already know" (Interview, Project M); through a good network that can arise from it "We had a very strong mentor (…) who had a great network of contacts and so that was very important" (Interview, Project M); by others seeing it and wanting to collaborate as well "(…) other companies can see" (Interview, Project U); or even through the experience gained with other partnerships that helps with the next partners that may appear. This last one will be analysed more in-depth in the Drivers in maintaining the partnership's chapter in Project development.

An aspect that helps a lot in this process, and that can be amplified after a good partnership relation is credibility, which was also frequently mentioned, especially in Project P's interview. "This helps us a lot to have credibility in our partnerships. So, we guarantee and solidify the partnerships and they understand that we are doing things the right way and in a professional manner." (Interview, Project A). Also, it was mentioned, in Project P's interview, the importance of Portugal Inovação Social's support to provide that credibility and networking needed:

> (…) it was very important in 2018 that we had the support of Portugal Inovação Social here because, somehow, behind it came also social investors (not behind it, before it) came social investors who, somehow, gave us the credibility we needed. (Interview, Project P)

Concerning the part where "others may see and want to collaborate as well" referred above, the interviewee of Project C called that "the 'me too' effect". In its case, some partners have joined by seeing the innovation code used by some of their competitors "(…) the whole process of generating that 'me too' effect, that is, one company uses it, the other will want to use it too and that was the scale model we found" (Interview, Project C).

5.1.1.2 Project establishment

In the project establishment group, the drivers identified were. E*mpathy with the project's mission and sustainability topics* and *Common ground.*

Empathy with the project's mission and sustainability topics

The mission of the project is a great driver to the decision of someone wanting to collaborate with it. Nobody is indifferent to a social cause, and when it comes to helping, and wanting to be part of the solution, it becomes easier for the third sector to convince, and for the other sectors to take the step into a partnership. "I think it is that the mission is mobilizing" (Interview, Project M).

Some examples mentioned in the interviews reinforce this idea: "We brought a positive consensual agenda, that is, everyone agreed that valuing the teaching profession was very important, everyone understood that." (Interview, Project M); or "(…) because if we partner with them, it is because they have clearly understood our purpose and mission" (Interview, Project C).

Also, the 'hot topic' of sustainability and recent pressures that the private and public sectors are suffering to care more and do something about it are a big driver for them to seek these partnerships making these two sectors more open to help and contribute when the causes are related to it. This was mentioned several times: "(…) we are talking about the corporate social responsibility of brands, we are talking about communication, and there is so much talk about Sustainable Development Goals today, and about inclusion, integration in different areas and sectors (…)" (Interview, Project C); "(…) the proposal also comes on a trendy topic, isn't it? Nowadays topics more linked to sustainability are welcome" (Interview, Project M). Another example concerning the same topic:

> There is another detail that I think can also impact this whole process that has to do with agenda 2030 and the SDGs because (…) companies are pressured to comply with agenda 2030 themselves and therefore, through Project P, this agenda, in certain areas, can also be helped to comply, so to speak, because we also have this concern, to make visible, to our partners, what we do, in a very transparent way. (Interview, Project P)

Common ground

Another driver is the common ground whom both partners intend to work through the social innovation project. When a couple of entities, even from different sectors, come together for the same goal, everything becomes easier, and the differences are overcome, as concluded by Project R:

We are all in the same boat, that is, we all see the potential that the project could bring in terms of society and in terms of the well-being of the community in general. It is almost as if we did not have to convince the partners. (…) when we presented this proposal, immediately jumped into the same boat. (Interview, Project R).

For example:

When we establish these relationships with the partners, there is always a very easy channel, which is the common ground in which we work (…), for example, in the case of the [police entity x], it is a need that was identified by the police themselves, also due to previous work we had already done together to be able to refer the victims to specialized service and thereby also freeing up work for the inspectors themselves, because, many times, when people do not have answers they call the inspectors in a bit of desperation and want answers and therefore this work would also be released from the inspectors to a support structure. (Interview, Project R)

5.1.1.3 Relationship establishment

Regarding the relationship establishment, the driver identified was *making the work easier for the partners.*

A good business card to convince others to partner is to facilitate, as much as possible, the work for them. Especially the interviewee from project C, but also the one from Project M, highlighted the importance of simplifying the process "we try to optimise the whole process, and as we build new partnerships, we also learn all this" (Interview, Project C), especially at the beginning of the partnership "if people have shown interest, facilitate to them" (Interview, Project M). If the partnership is something very complex, it can put off many potential partners, but if there is work behind in order to simplify the process, to facilitate, help and adjust the needs of the partner to the innovation ones, the partnership becomes more attractive "so we are always looking for simpler solutions and learning from what we are doing so that, for the next identical partner in this sector or with the same implementation difficulties, we already have more solutions to do so." (Interview, Project C). Along the same lines,

(…) we all manage to create and generate all these good practices and having examples, having validated and concretized proofs of concept, it's much easier for you to show others "this was done this way, it worked", so the replication or adoption process ends up being simplified (…). (Interview, Project C)

5.1.2 DRIVERS IN MAINTAINING THE PARTNERSHIP

This category is based on how to keep the partnership, what facilitates this relationship to make it long-lasting, and what factors and actions can be put into practice that maintain the partnership. Based on the Gioia et al. (2013) methodology, the categories selected here were: governance, relationship development, and project development.

5.1.2.1 Governance

Regarding governance, three important drivers were identified: *Clearly defined roles, Trust,* and *Communication and dialogue.*

Clearly defined roles

In order to work towards a good and lasting partnership relationship, it is important to first define the role of each partner "What we also did very well, I think, was to define very well what is the role of each one" (Interview, Project M). This practice is crucial and can define even the success of a partnership and prevent many misunderstandings and conflicts. In the case of Project R:

Never, that I remember, have we ever had [Partner G] say things like: "you cannot do it this way, you have to do it another way, you cannot put the logo here, you have to put the logo there". We also know and we have this cordial relationship, we know to whom and what we have to report, who we have to mention and, therefore, this is usually very peaceful in this aspect, I do not know if it is luck, if it is the result of collaborative work.

(Interview, Project R)

Similarly, another interviewee mentioned that: "(…) we have a compliance manual that defines very well what the responsibilities of all of us are and what are the rules that we follow throughout the course of this programme, and which is known by all those who work with us." (Interview, Project P)

Trust

Trust can be recognised as the central and key element in any relationship, not excluding in a partnership. That said, many interviewees referred to the desire and the work behind achieving that trusting relationship with their partners. "(…) then, with time, that trust has to be earned, because if not you lose it" (Project M). Here we can come back to the theme of credibility, already mentioned in the *Expected win-win situation* driver (Partnership establishment) as a synonym or result of that trust.

Throughout the interviews, there were several examples and practices referred that led to this relationship of trust between partners. Some of those examples were: to show professionalism "(…) we do not cease to have a professional treatment of projects and, therefore, using all the know-how of the team, we manage to exceed expectations in terms of professionalism, quality of documents and all of this." (Interview, Project A); and to be as transparent as possible especially by sharing documents and reports that show the impact of the partners' contributions "At least once a year, we report statistics and communicate clear data regarding the work we have done." (Interview, Project R), "(…) give monthly or semester proof, depending on the team's availability, to the company that their money is being used in that way and that it caused that result (…)" (Project U). Two other examples from the interviews reinforce this idea:

> Transparency is very important, and I think it is increasingly important in the social
>
> sector that institutions show how they spend donations, because social sector institutions
>
> either have state support and/or donations from individuals and companies, and it is very
>
> important to show what they do with these donations because the credibility of a non-
>
> profit organization in the social sector is where it defines the partnerships it will have.
>
> (Interview, Project P)
>
> (…) with our partner entity, for example, in terms of funding, we have a policy of
>
> enormous collaboration and transparency with them, which is, even if they do not ask
>
> us, because we have known each other for a long time, and each one trusts the work of
>
> the other, we always make a point of reporting the amounts we receive from social
>
> innovation, how much we have received, when they make their own transfers, as social
>
> innovation, and then, all the work we do, we report on this work, i.e. we present the

results of our work. We always do it in advance with the partner entity, i.e. even before

going out to the public we show it to [Partner G], for example, but it is clearly a logic

of accountability and transparency on our part, that your work, your investment, is being

used for this purpose. (Interview, Project R)

Communication and dialogue

Following the *Trust* mentioned above, we also have communication and dialogue as drivers of these partnerships' relationships. We know that most problems and conflicts are easily solved with an honest and genuine conversation. "I think that afterwards the trick is the same, it is dialogue, it is honesty, it is empathy and presentation of results (…)" (Interview, Project U).

An example of a form of dialogue that is also important to use to avoid future conflicts is a constant expectation management. If the partners are always honest and always communicate their expectations for the partnership, for the results, or for the relationship, no one will end up disappointed with the other "Then, also a little bit here, managing the expectations of the partner entity" (Interview, Project R). Similarly, "I would say that this empathy to negotiate, which leads to the balancing of expectations, counteracts many of the challenges that sometimes exist between the social sector and the private sector" (Interview, Project U).

5.1.2.2 Relationship development

In the relationship development topic, we have: *Taking care of the partnership relationship* and *Involvement of the partnership's collaborators,* as drivers.

Taking care of the partnership relationship

In maintaining the partnership, it is important to develop and take care of the relationship. There are several ways where it can be done, whether by giving visibility to the partner,

We do not give visibility to [our project], we give visibility to the partner, the partner is

the one who knows the beneficiary and he is, in fact on the card (…) the partner's logo

is the one that is placed there so that our beneficiaries know who the partner in this

project is. (Interview, Project P);

By providing support to it "(…) what we seek is to give all the support to our partners, regardless of their size but done at the scale of each one, so that they feel comfortable with the adoption and an impact of them" (Interview, Project C); or working side by side,

(…) is clearly working side by side, knowing that together we can find solutions, because we have a know-how about the code, about the code implementation processes and our partners, regardless of the sector they are in, have a know-how about their product, about their customer and how to communicate that whole process, so being side by side is the way to overcome those barriers. (Interview, Project C).

Involvement of the partnership's collaborators

Another positive aspect identified in the relationships' development is the involvement of partners in social innovation projects. As mentioned by one of the interviewees:

Usually, our partners (…) say that they are with us and are enthusiastic about the work we do, they provide volunteers for teacher training, they provide volunteers to be specialists to support schools, and therefore, what we always try, in fact, to have some loyalty with partners, is that they are more than funders and therefore that they fall in love with the projects and work with us on the projects. (Interview, Project A)

This involvement helps the partners to feel motivated to maintain the partnership, creating a sentimental link with the project and involved people, and becoming more generous in collaboration and when it comes to giving help. The interviewee from Project A, regarding to this, referred that:

If the partners are pure funders, they will probably only fund us once and then next time they will fund another one because they just want to publish that they funded someone, right? When partners are working seriously, they want to fund, but they want to have results, they want to have..., they want to get involved, they want to participate, they want to involve other colleagues, they want the whole company to be involved, I mean, companies want the company to be involved, so it is different. (Interview, Project A)

One way of promoting this involvement is to invite partners and their collaborators to participate in activities, actions, events, or others in favour of the project. "For example, when we have an event, we always make a point of inviting these people to be present at our event,

so we always give a personal touch to our action and intervention." (Interview, Project R), or, in Project A:

> On the public administration side, we usually invite them to our events, to our competition, to be with us, to be part of the jury, to give information, for the companies a little bit the same thing, to be in our events, to be judges in the events, to be trainers, to listen to the teams, to improve the pitches of the teams. (Interview, Project A)

Also, in Project U:

> The social organization includes at least one representative of the company in the processes, whatever they may be, with the aim of inspiring them to want to do something more and to continue the work, so normally what we try to do when there is no involvement of any kind from the company is to bring at least one person interested. (Interview, Project U)

5.1.2.3 Project development

Regarding the project development the drivers identified were: *Experience* and *Continuous Win-win relationship.*

Experience

The experience, whether being gained with other partners or just with time, makes future relationships go better and better making it possible to correct some mistakes already made or simply making the process easier and increasing the chances of having successful and long-lasting partner relationships. As stated by the interviewee from Project C:

> For the next partner, in this same scope, we already have the process much more optimised, and we always adjust the integration of the code to your communication, to your layout (…) so we are always looking for simpler solutions and learning from what we are doing so that the next identical partner in this sector or with the same implementation difficulties, we already have more solutions to do so. (Interview, Project C).

This experience is also advantageous coming from the partners "(…) many of them have existed for dozens and dozens of years and are much more competent than us in certain aspects"

(Interview, Project U). "(…) we were always able to be advised by very good law firms, so this allowed us to navigate with great confidence" (Project M).

Continuous Win-win relationship

As mentioned in the section of the Drivers at the beginning of the partnership, the expected win-win situation represented a driver because, by recognizing the advantages of the partnership, it helped to go forward with it. Here we have the actual wins that were expected and help the relationship to preserve alive, once every part is constantly gaining something from it or has a need that the other party can provide. As stated by the Project C interviewee:

> All these partnerships result in what I usually call a win-win-win situation. Win for us because it allows us, in terms of sustainability, to remain dedicated to this whole project; Win for companies and brands because, by being part of the solution, they are in fact able to generate that positive social impact, but also an economic impact. Company M, which is already a world leader in terms of games, this game is the most famous card game in the world, just by including the C code on its cards, increased sales of the game by 66%, i.e. it is possible to earn money and do good; and the third win, which is the most important, and is the one that together we managed to achieve, which is to make society fairer and more inclusive and more accessible to all. (Interview, Project C)

As an example, mentioned by other interviewee: "(…) on the other hand, they had a lack of volunteers which we also took care of" (Interview, Project U).

Reaching the end of this subchapter, and to summarise all these drivers that have just been exposed, resulted from the analysis of the interviews, a structure was developed (Figure 5.1.), according to Gioia et al. (2013) methodology. Also, in Appendix D, there is a table including the references to each of the categories separated by interviews.

1st order Concepts   2nd order themes   Aggregate dimension

- Expected win-win situation
- Partners generate partners

Partnership establishment

- Empathy with the project's mission and sustainability topics
- Common ground

Project establishment

Drivers at the beginning of the partnership

- Making the work easier for the partners

Relationship establishment

- Clearly defined roles
- Trust
- Communication and dialogue

Governance

- Taking care of the partnership relationship
- Involvement of the partnership's collaborators

Relationship development

Drivers in maintaining the partnership

- Experience
- Continuous Win-win relationship

Project development

Figure 5.1 - Overview of the Drivers based on Gioia et al. (2013) methodology

5.2 DRIVERS DISCUSSION

Although there is no distinction in the literature between beginning and maintenance of the partnerships it can be concluded, from these findings that some of the drivers have already been mentioned in some articles and others have appeared as new.

As contained in this dissertation's literature review, the *Common ground* had already been mentioned at least by Kolk & Lenfant (2015), in their study's interviews, and by Solidus Project (2018). Beyond those references, this driver has appeared in several other articles, outside the context of cross sector partnerships and social innovation, but regarding collaboration, for example in Saltiel (2002), Baldwin & Austin (1995), cited on Cross-sector Partnerships'

chapter. The *Win-win* driver was also cited both in the literature and in this study's findings. At least Solidus Project (2018) had already mentioned it directly and Selsky & Parke (2005) indirectly. However, in the literature, there is no differentiation between when it is a driver at the beginning of the partnership or in maintaining it as was distinguished in this document, as *Expected win-win situation* (at the beginning of the partnership) or *Continuous Win-win relationship* (in maintaining the partnership). Trust was another driver already referred in literature by Borges et al. (2016), and Sanzo et al. (2015) in the context of cross-sector partnerships or others such as Baldwin & Austin (1995), Kerka (1997) and Saltiel (2002) in collaboration´s studies.

5.3 BARRIERS

5.3.1 BARRIERS AT THE BEGINNING OF THE PARTNERSHIP

In this category are mentioned the barriers that prevent the partnership from starting or make it difficult in the beginning. According to the analysis, based on the Gioia et al. (2013) methodology, it made sense to organize these barriers into three categories: Existing lack; Existing resistances; and Existing difficulties.

5.3.1.1 Existing lacks

As barriers, several existing lacks end up hindering the partnership or making it more difficult in the beginning of its establishment. We talk about: *Lack of knowledge about the social sector; Lack of accountability of other sectors; Lack of state support; Lack of centralisation of information;* and *Lack of resources in the social sector.*

Lack of knowledge about the social sector

There is a lack of knowledge of the social sector and often some stigma and prejudice of seeing people in this sector as just a group of volunteers with no management skills. As mentioned in Project U's interview concerning the private sector:

> (…) they are losing some of the respect and consideration for people who are in the
>
> social area and even before they speak because they are from the social area and because
>
> it is a charity and therefore, they can demand whatever they want, people have a lot of
>
> time, they even do that beautiful thing (Interview, Project U)

Also, due to this lack of knowledge, many organizations do not know how to help or collaborate with the third sector.

> Then there is the lack of knowledge of the sector by most of the people responsible for this area in companies. Therefore, as people do not know the sector, they do not know how they will finance it, they do not know what they will finance, they do not know what criteria they will adopt and so there is often a tendency to go for the pretty things and the sexiest things, shall we say. (Interview, Project A)

Lack of accountability of other sectors

Social innovations respond to social problems that concern everyone. By living in society, we should all have the duty to help as much as possible to build a better society, leaving no one behind. When there is a sector responsible for dealing with this social problems' gap, the other sectors end up not caring much and do not take responsibility for these problems that should be of everyone's concern, especially the private sector which may feel that the state should cover these problems. Project P has faced this problem, as referred in the following quote:

> (…) ideology may be a barrier to entry, because I may think that I do not have to make partnerships to support people, there are others, namely the state that should do so, so this may be a barrier considered in this process of access to medicine because we are talking about access to an essential good in our Constitution, just for this reason, perhaps this cannot be extrapolated to everything, but in the case of medicine, we are talking about an essential good and that our Constitution provides that everyone has access. (Interview, Project P)

Lack of state support

Some interviewees mentioned insufficient support from the state, especially on the issue of donations. "(…) Donations are essentially increased by 30%, if there were a different surcharge, because, for all intents and purposes, what we are doing is donating, isn't it? It's giving money in exchange for our will." (Interview, Project P). In another example:

The third sector is very much like the state, in other words, it supports, in this case, we are supporting access to medication, but other non-profit organizations support other initiatives, but they support the population and often, and for this reason, it is necessary to have donations from donors. Because the institutions are also facilitators of the state's tasks and, on the other hand, help from companies and the private sector. In order to achieve more help from the private sector the tax benefits situation may have to be reviewed, because this is not the scheme that most benefits or convinces private companies to help the third sector. (Interview, Project P)

Lack of centralisation of information

There is a great lack of centralisation of information. Many institutions and entities do not communicate with each other. As was mentioned by a Project P interviewee:

I think we could talk a little about, on the part of the state, the associations' lack of access to something centralised that would somehow facilitate and reduce bureaucracy and be completely transparent about the type of support they provide and how to apply for it, (…) and perhaps there is a lack of centralisation of an entity that could help, and especially in training the sector, because basically we are helping the state, i.e., we are here, in some way, working for the society and perhaps there are not so many opportunities in terms of training of institutions or a platform that could unite all these possibilities to facilitate. (Interview, Project P)

In addition to the lack of centralisation of information, misinformation was also mentioned. It was referred that many employees are not well informed about the rules of their own institutions. "(…) the state, unfortunately, is not well trained, i.e. it is not strange to speak with civil servants and they are not well informed about the rules of the institutions they represent" (Interview, Project M).

Lack of resources in the social sector

The social sector, as a non-profit sector, has little money and often not enough resources to carry out its projects. Many interviewees have mentioned that: "(…) what typically blocks partnerships is this, is that we are typically undersized, that is, we always have fewer resources than we need to do things well and therefore we are always very limited in time" (Interview, Project M); "(…) because we do not have many resources, financial and non-financial, meaning products, services" (Interview, Project U); and "The system of the social sector in Portugal is already fragile, it is small, it has little talent, it has little investment, as we know we are a small country too, it is normal" (Interview, Project U).

5.3.1.2 Existing resistances

In addition to the lacks, existing resistances are also a barrier that blocks and prevents some partnerships.

Resistance to innovation

There is the resistance to innovation, strongly identified and mentioned by the interviewee from project C "when we talk about innovation there is a resistance" (Interview, Project C). This resistance occurs either due to stigma or prejudice "often this resistance comes from old prejudices, the idea that either you generate revenue, or you do good" (Interview, Project C); or to the doubts that innovation can bring "we do not doubt that innovation ends up generating doubts" (Interview, Project C).

Resistance due to competition

Another resistance to partnership identified was resistance due to competition, identified by the interviewee from Project C, as shown in the following quote:

> (…) sometimes you use this on a brand and the big competitor will resist using it, not because they do not recognise the code as a good solution, but because they do not want to show that they are going after their big competitor. (Interview, Project C)

Resistance to cooperate

At last, the resistance to cooperate was also a barrier identified. Many entities work independently, which can make things more difficult for everyone. As stated in the following citation:

(…) most of it does not even work in collaboration, you have many organizations, new projects, many that fall down, because they do not share the difficulties with each other, others because they do not evolve faster, because they do not replicate and imitate the good practices of others, we're talking about the most basic of a retirement home to an environmental social entrepreneurship project, but that is the same in everything, it is not only in the social area. (Interview, Project U)

5.3.1.3 Existing difficulties

Difficulty in convincing partners, Competitiveness in the third sector, Complexity in implementing innovation and *Bureaucracies,* were the existing difficulties identified as barriers at the beginning of the partnership.

Difficulty in influencing/convincing partners

In the Drivers' chapter, it was often mentioned how important it is to convince partners, but this is not always an easy task. This difficulty has a lot to do with the credibility and notoriety also mentioned also in the Drivers' chapter "(…) unfortunately it still has a lot to do with our capacity to differentiate ourselves and transmit credibility and everything else" (Interview, Project M). These features need to be worked on and built up and if you have not reached some credibility or notoriety yet, it becomes more difficult to convince partners, especially at the beginning of a project when you still have little experience and few contacts. As an example:

I think the main barrier was at the beginning, the knowledge of the project (…) when we have nothing to show it becomes very difficult to get in. This is everywhere, not only in these projects. When we start something, until we manage to convince others that: first, we are capable of doing it; second, we have the suitability to do it; third, we will not close the house tomorrow; this is something that creates barriers. (Interview, Project P)

However, the opposite was also identified. Sometimes the experience and maturity of the project can give the impression that it no longer needs support, as following mentioned:

Yes, the barriers have essentially to do with the strategy of the companies, ok? For example, it is much more interesting for investors to finance start-ups than to finance

mature projects and therefore it is always much more difficult for a project that has several years to convince partners to invest as they think that we have already grown, we no longer need money, we are already rich which is never true and those are the main problems. (Interview, Project A)

Competitiveness in the third sector

The big competitiveness due to the large existing number of social innovation projects needing support increases this need of having to convince partners to partner with 'me' instead of with 'them' and that is very difficult, especially when there are causes more attractive than others. Project P's interviewee, regarding this topic, referred that:

(…) Many requests reach companies, we are fully aware that it is difficult to select. Many of them choose to create awards to make this selection process more... In other words, there are more opportunities to see it and to evaluate the processes, but sometimes it's really difficult for us to reach companies, especially those outside the health sector and the sector that really understands our problems, because our cause is not a well-known cause. Because, normally, people do not think that there are people who cannot afford medicine, i.e., there is general knowledge of the cause, for example, of hunger, i.e., there is a general sense that there are people who do not have money to buy food but, really, it is not a usual thing to think that there is no money to buy medicine (…). (Interview, Project P)

In other interview was mentioned that: "We often compete with each other, many of the Portuguese foundations themselves are project implementers, so they will apply for the same funds as me, which is not very nice either, implicitly" (Interview, Project M).

Complexity in implementing innovation

The difficulty of implementing some innovations can also be a barrier at the beginning of a partnership. Not all innovations are easy to implement, or some may be easier in certain cases or in certain sectors than in others "Another big challenge is the materialisation of the idea,

because it is very easy to implement this in some sectors, from the production point of view, in other sectors it is more complex" (Interview, Project C). The interviewee from Project C also added that, in their case:

> to put the code in certain other supports, it is necessary to change production processes, and this is invisible work that has to be as simplified as possible so that we never face the risk of having that individual, or that partner, or that potential partner who says "I want to put this in my product but it is very complex and difficult" (Interview, Project C).

Bureaucracies

Other difficulty is also the bureaucracies. "(…) I think there is too much bureaucracy here, and sometimes for the non-profit organizations, especially the small ones, it is very difficult to have this knowledge" (Interview, Project P). Most of the time these bureaucracies cause delays and sometimes, due to those delays in processes some partnerships end up not happening. In a Project M case happened that: "The principal has changed, priorities have changed, in this case, it was the approval of the project itself, it took so long that when it came it was already another direction." (Interview, Project M). In another case: "To ask for three pennies we have to go to the board of directors, that's not how it works in other countries, a director (…) has more to do" (Interview, Project M). Also in this topic, the interviewee from Project A identified the same issue as well:

> (…) some barriers of bureaucratic processes, (...) and political issues. For example, we have been trying to develop the project all over the country and we know that everyone wants to do it, but the bureaucratic barriers, in some cases to get funding, in others to get authorisation, we have been through this for over a year. (Interview, Project A)

5.3.2 BARRIERS TO MAINTAINING THE PARTNERSHIP

When the relationship is established, there are some barriers that emerge when trying to maintain the partnership. According to the analysis, based on the Gioia et al. (2013) methodology, it made sense to organize these barriers into three categories: Emerging lack; Emerging resistances; and Emerging difficulties.

5.3.2.1 Emerging lacks

The emerging lacks identified were: *Lack of budgets* and *Lack of involvement of partners*

Lack of budgets

Once again, the lack of resources is a problem, but this time is a lack that emerges during a partnership and many times prevents it from lasting. The partners' funding is limited and often tight, as was stated by the interviewee from Project A:

> The big barriers in the public sector are the budgets of the entities. There are two things: one, they do not have multi-annual budgets, so they cannot invest more than annually; two, usually the budgets for these areas are always very short budgets or non-existent, so they usually like it, but they do not pay (Interview, Project A)

Consequently, this generates doubts, by the social sector side, about the continuity of the partnership and the support that the partner is providing. Many of them support it once and do not support it again. "And then the continuity, usually, in what they invest in, they do not do it in continuity, with some exceptions (…)" (Interview, Project A). This causes a lot of instability in the project.

Lack of involvement of partners

Just as it was said in the Drivers in maintaining the partnership chapter, about the involvement and its importance maintaining a partnership, when this involvement does not happen it may represent a barrier. The lack of involvement by the partners is a common problem and ends up contributing to instability and doubt in the continuation of the relationship, since no affective bonds are built between the partners, as illustrated in the following quote:

> Most of the companies that invest are not so concerned with what happens to their investment, that is, they do not get directly involved in this investment, not all of them, some are good examples, but this is also one of the things we want to work on, that companies, if I give 20 thousand euros per year or 10 thousand euros per year to the project, how can I participate in it? (Interview, Project U)

5.3.2.2 Emerging resistances

Partner requirements

Some partners can be demanding, and this sometimes hinders the partnership relation. It happened in a situation stated by Project C's interviewee: "a group has already come to us saying "I give you 10 times what you ask for but, in my sector, I want to be unique for 3 years"." (Interview, Project C). Other example illustrates this issue: "Of course, there are obstacles because you do not have total independence of action, it's in their conditions, the number of places, the timetables," (Interview, Project U). Also in the same topic:

> Barriers, naturally many times we are trapped in the will of many of these investors, there are often companies that condition or manage to condition some of our impact (…), because there are interests, because there is an investor who wants something, because there is a partner in the company who likes that, because the marketing department likes that, something that we have been learning to manage for a long time, but sometimes, it happens, that we are a little bit trapped, let's say, by some of these more financial interests (Interview, Project U)

5.3.2.3 Emerging difficulties

Finally, has emerging difficulties, the barriers mentioned were: *Partnership requires time and money* and *Geographical dispersion.*

Partnership requires time and money

Partnerships cost time and money, mainly when trying to maintain and invest in the relationship, and in a fragile sector such as the third sector, with such a lack of resources, it is sometimes quite complicated to invest in partnerships and its relationships. In the Project M interview it was mentioned that:

> (…) the question is, either they are very aligned, or we, unfortunately, do not have money for many partnerships, because partnerships imply what? It implies people sitting around the table, talking, aligning, thinking, discussing, (…) partnerships cost a lot of money too, because they cost our time, which is even more scarce than in companies. (Interview, Project M)

Geographical dispersion

At last, another difficulty identified was also the geographical dispersion. It is hard to maintain a partnership when the parties are based far from each other. It was an issue mentioned by the interviewee from Projected R once this project works with partners all over the country "I think it often has to do with the geographical dispersion of these partners themselves." (Interview, Project R).

Finally, as well as with the drivers, another structure was made for summarise the barriers resulted from the findings of this study, equally according to Gioia et al. (2013) methodology. Figure 5.2 illustrates this overview, in the end of this chapter, after the Barriers Discussion's subchapter. Also, in Appendix E, there is a table including the references to each of the categories separated by interviews.

5.4 BARRIERS DISCUSSION

As referred in Drivers Discussion, it can be similarly concluded that there are some new barriers emerging from the findings resulted from this studies' interviews, but there are others that already appeared in the literature. Therefore, barriers identified in this study, resulting from the interviews, will be presented next, linking them to the ones found in the literature, when pertinent.

Partner requirements belonging to Emerging resistances group, was not directly identified in literature, but can be related to Tensions over power, control, and identity (Selsky & Parker, 2005); or Private sector unscrupulousness (Sadabadi & Rahimi Rad, 2021) present in the cross-sector partnerships Barriers' chapter. Also, the topic of Uncertainty about innovation's stability identified by Sadabadi & Rahimi Rad (2021), was also not directly mentioned but is related to the existing *resistance to innovation* identified in the Existing resistances section.

Yet, there are similarities with barriers of social innovation's literature (not including cross-sector partnerships), so some parallels can be established. Therefore Administrative and bureaucratic barriers; Lack of access to information needed; Lack of openness of the society to other people's experience and collaboration; and Lack of financing were some social innovations identified by Oganisjana et al. (2017), are respectively equivalent to *Bureaucracies* (Existing difficulties); *Lack of centralisation of information* (Existing lacks); *Resistance to cooperate* (Existing resistances); and *Lack of resources in the social sector* (Existing lacks), emerged from these study's interviews.

1st order concepts   2nd order themes   Aggregate dimension

```
┌─────────────────────────────────────┐
│ • Lack of knowledge about the social │
│   sector                             │          ┌──────────────┐
│ • Lack of accountability of other sectors │    │  Existing    │
│ • Lack of state support              │ ═══▷   │   lacks      │
│ • Lack of centralisation of information │      └──────────────┘
│ • Lack of resources in the social sector │
└─────────────────────────────────────┘
```

```
┌─────────────────────────────────────┐          ┌──────────────┐        ╭─────────────────╮
│ • Resistance to innovation           │          │  Existing    │        │  Barriers at the │
│ • Resistance due to competition      │ ═══▷   │  resistances │ ──▶  │  beginning of    │
│ • Resistance to cooperate            │          └──────────────┘        │  the partnership │
└─────────────────────────────────────┘                                   ╰─────────────────╯
```

```
┌─────────────────────────────────────┐
│ • Difficulty in convincing partners  │
│ • Competitiveness in the third sector │          ┌──────────────┐
│ • Complexity in implementing         │ ═══▷   │  Existing    │
│   innovation                         │          │  difficulties│
│ • Bureaucracies                      │          └──────────────┘
└─────────────────────────────────────┘
```

```
┌─────────────────────────────────────┐          ┌──────────────┐
│ • Lack of budgets                    │          │  Emerging    │
│ • Lack of involvement of partners    │ ═══▷   │   lacks      │
└─────────────────────────────────────┘          └──────────────┘
```

```
┌─────────────────────────────────────┐          ┌──────────────┐        ╭─────────────────╮
│ • Partner requirements               │ ═══▷   │  Emerging    │ ──▶  │  Barriers to     │
└─────────────────────────────────────┘          │  resistances │        │  maintaining     │
                                                  └──────────────┘        │  the partnership │
```

```
┌─────────────────────────────────────┐          ┌──────────────┐        ╰─────────────────╯
│ • Partnership requires time and      │          │  Emerging    │
│   money                              │ ═══▷   │  difficulties│
│ • Geographical dispersion            │          └──────────────┘
└─────────────────────────────────────┘
```

Figure 5.2 - Overview of the Barriers based on Gioia et al. (2013) methodology

6 CONCLUSIONS

6.1 MAIN CONCLUSION AND CONTRIBUTIONS

The main goal of this dissertation was to deepen the studies of cross-sector partnerships in social innovation providing the third sector some insights into what drivers and barriers they face in moving towards partnerships with other sectors. The methodology used to carry out this dissertation was a qualitative one through a multiple case study analysis. Six cases of third sector projects were studied, selected through the *Portugal Inovação Social*'s platform, listening to their experiences and views by interviewing someone responsible for each project. The investigation question to be studied was: *What are the drivers and barriers to using cross-sector partnerships in social innovation, from a third sector perspective?*

The method chosen to carry out the analysis was the Gioia et al.'s (2013) one, based on three levels of concept integration: first order concepts, second order themes and Aggregate dimension. After transcribing and analysing the interviews it was concluded that it made sense to divide the results into drivers and barriers at the beginning of the partnership and in maintaining the partnership, corresponding this to the aggregate dimension.

At the beginning of the partnership the drivers identified were divided into three groups: Partnership establishment (Expected win-win situation; Partners generate partners), Project establishment (Empathy with the project's mission and sustainability topics; Common ground) and Relationship establishment (making the work easier for the partners.). The barriers were also divided into three groups: Existing lacks (Lack of knowledge about the social sector; Lack of accountability of other sectors; Lack of state support; Lack of centralisation of information; Lack of resources in the social sector), Existing resistances (Resistance to innovation; Resistance due to competition; Resistance cooperation) and Existing difficulties (Difficulty in convincing partners; Competitiveness in the third sector; Complexity in implementing innovation; Bureaucracies).

In the maintenance of the partnership the model used was the same and drivers identified were: Governance (Clearly defined roles; Trust; Communication and dialogue), Relationship development (Taking care of the partnership relationship; Involvement of the partnership's collaborators) and Project development (Experience; and Continues Win-win relationship). The barriers were: Emerging lacks (Lack of budgets; Lack of involvement of partners), Emerging resistances (Partner requirements) and Emerging difficulties (Partnership requires time and money; Geographical dispersion). These driver and barrier's findings shall be useful to the ones

who work with social innovations and have the need to seek partnerships, especially the third sector institutions but also the other two sector organizations.

This dissertation offers an in-depth look at the topic of cross-sector partnerships in social innovation, as well as an organised structure to present drivers and barriers affecting those partnerships. The literature had a lack of organized and structured information regarding this topic, so grouping the drivers and barriers according to the partnership's phase, makes it easier to better understand their specificity. Also, it suggests some new drivers and barriers that were not found in literature.

6.2 LIMITATIONS AND FURTHER RESEARCH

Like in any other dissertation this one also has its limitations that should be considered.

Firstly, it can be considered the difficulty in finding the information needed to deepen the study of the cases beyond the interviews. There was no information in reports or news about the relationship with the partners which limited the study to what was mentioned in the interview and what the interviewee remembers to say at the time. The fact that the questions were sent out in advance was intended to make up for this limitation as much as possible by preparing the interviewees for the questions to be addressed throughout the interview. Another limitation related to this was the fact that the interviewees may have felt uncomfortable about discussing things that involved third parties, such as the relationships they have with their partners.

Regarding the sample, its small size may have been a limitation to achieving more consistent results in the analysis of the interviews, although this number was due to the lack of response from some projects, the non-existence of some contacts and the fact that some of the projects did not correspond to all the necessary criteria.

Finally, the subjectivity of qualitative analysis is also a limitation. The data are exposed to the subjectivity of the researchers involved and the results are also subject to the subjectivity of the interpretation of those who analysed them.

For further research it would be interesting to be continued the study of the drivers and barriers of cross-sector partnerships in social innovation but from the perspective of the other two sectors (public and private) and to work on ways to tackle these barriers. Also, it got me curious about the influence of religious institutions in the third sector and social innovation and little has been mentioned in the literature about it.

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APPENDICES

APPENDIX A

Informed Consent

This study arises in the context of my Master's thesis on *Iscte – Instituto Universitário de Lisboa*, with the aim of studying the drivers and barriers to the use of intersectoral partnerships for social innovation.

The study is carried out by Matilde Cansado Carvalho with the email address: matilde-cc@hotmail.com, whom you may contact if you wish to clarify any doubts or share any comments.

Your participation in the study, which will be highly valued, consists of an interview lasting approximately 30 minutes. There are no significant expected risks associated with participation in the study.

Participation is strictly voluntary: you are free to choose to participate or not. If you have chosen to participate, you can stop at any time without having to give any justification. Besides being voluntary, participation is also anonymous and confidential. The data obtained are intended for statistical treatment only and no answers will be analysed or reported individually. At no time during the study do you need to identify yourself.

<u>**Consent of the interviewee**: I declare that I have understood the objectives of all that was proposed and explained to me by the investigator, that I have been given the opportunity to ask all the questions about the present study and that I have obtained a clarifying answer to all of them, and I agree to participate in it. I also accept that the interview may be recorded for the purposes of analysis.</u>
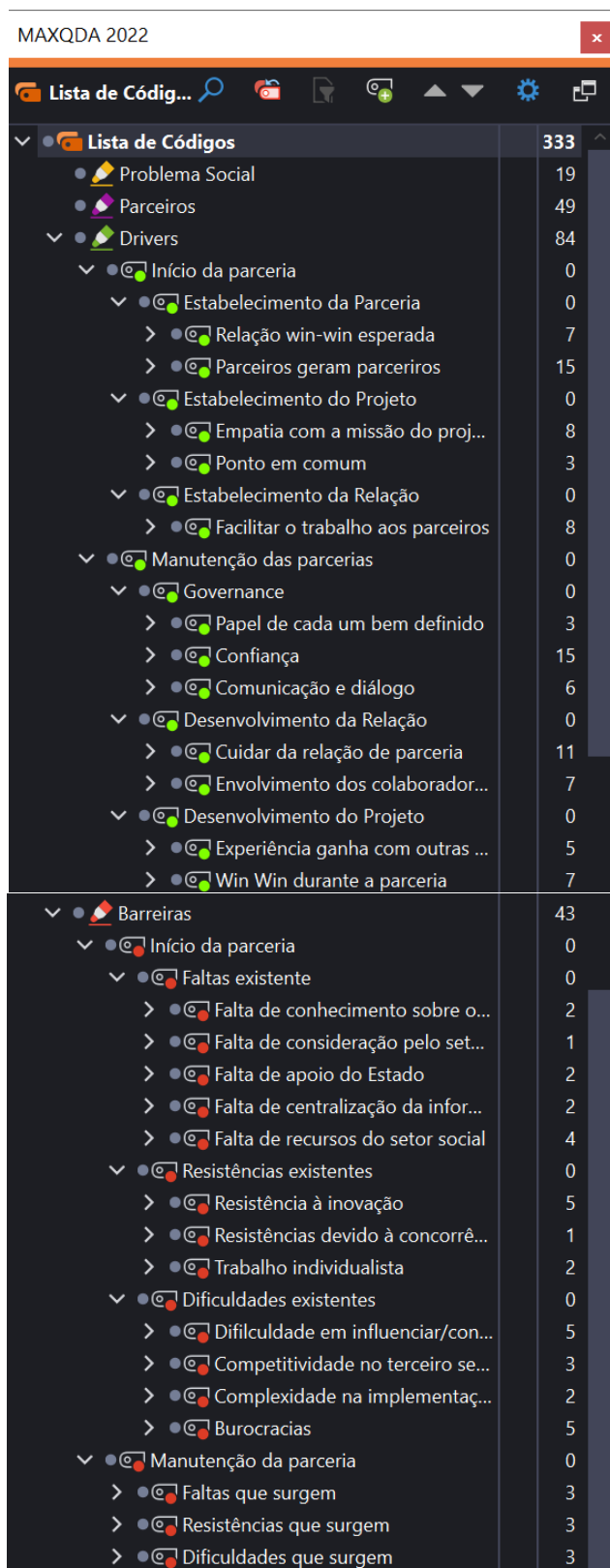
APPENDIX B

Interview guide

	Question	Concepts to Explore	Reference
Social Innovation	1. Can you briefly describe the social innovation project?	- General characteristics of the project - "An important reason for doing the multicase study is to examine how the program or phenomenon performs in different environments."	(Stake, 2005, p. 23)
	2. To what social problems does it respond?	Social innovation: "A novel solution to a social problem (…)"	(Phills et al., 2008, p. 36)
Cross-sector Partnerships	3. To carry out the project, you relied on partnerships. How many partners?	Number of partners involved to characterise the size of the project	(Stake, 2005, p. 23)
	4. How would you characterize these partnerships? (With which sectors did they have work?)	Types of partnership: - Public sector - Private sector - Both	(Findik, 2018; Sanzo et al., 2015)
Drivers and Barriers	5. Individually in each partnership relationship (or grouping them by sectors) what did you consider the drivers (facilitators/motors/drivers)? 6. And the barriers?	Drivers and barriers	(Kolk & Lenfant, 2015; Selsky & Parker, 2005)
	7. What did or do you think would work as a solution to combat these existing barriers? (What are the keys to success for these collaborations)	- Provide solutions to the barriers - "the culture of collaboration demand (…) trust, commitment and alignment of values and goals. The higher the degree of trust and commitment will be greater knowledge sharing among actors." (Borges et al., 2016)(Borges et al., 2016, pp. 145 & 146)	(Borges et al., 2016; Le Ber & Branzei, 2010)

APPENDIX C

MAXQDA print screen

MAXQDA 2022

Lista de Códig...

Lista de Códigos	333
Problema Social	19
Parceiros	49
Drivers	84
Início da parceria	0
Estabelecimento da Parceria	0
Relação win-win esperada	7
Parceiros geram parceriros	15
Estabelecimento do Projeto	0
Empatia com a missão do proj...	8
Ponto em comum	3
Estabelecimento da Relação	0
Facilitar o trabalho aos parceiros	8
Manutenção das parcerias	0
Governance	0
Papel de cada um bem definido	3
Confiança	15
Comunicação e diálogo	6
Desenvolvimento da Relação	0
Cuidar da relação de parceria	11
Envolvimento dos colaborador...	7
Desenvolvimento do Projeto	0
Experiência ganha com outras ...	5
Win Win durante a parceria	7
Barreiras	43
Início da parceria	0
Faltas existente	0
Falta de conhecimento sobre o...	2
Falta de consideração pelo set...	1
Falta de apoio do Estado	2
Falta de centralização da infor...	2
Falta de recursos do setor social	4
Resistências existentes	0
Resistência à inovação	5
Resistências devido à concorrê...	1
Trabalho individualista	2
Dificuldades existentes	0
Difilculdade em influenciar/con...	5
Competitividade no terceiro se...	3
Complexidade na implementaç...	2
Burocracias	5
Manutenção da parceria	0
Faltas que surgem	3
Resistências que surgem	3
Dificuldades que surgem	3

APPENDIX D

Table containing all the drivers mentioned by each project

Drivers				Project P	Project A	Project R	Project M	Project U	Project C
Drivers	**Beginning of the partnership**	**Partnership establishment**	Expected win-win situation	●	○	○	●	●	●
			Partners generate partners	●	●	○	●	●	●
		Project establishment	Empathy with the project's mission and sustainability topics	●	●	●	●	○	●
			Common ground	○	○	●	○	○	○
		Relationship establishment	Making the work easier for the partners	●	○	○	●	○	●
	Maintaining the partnership	**Governance**	Clearly defined roles	●	○	●	●	○	○
			Trust	●	●	●	●	●	○
			Communication and dialogue	○	○	●	○	●	○
		Relationship development	Taking care of the partnership relationship	●	○	●	○	●	●
			Involvement of the partnership's collaborators	○	●	●	○	●	○
		Project development	Experience	●	○	○	○	●	●
			Continuous Win-win relationship	●	○	●	○	●	●

Legend:

● Was mentioned
○ Was not mentioned

APPENDIX E

Table containing all the barriers mentioned by each project

				Project P	Project A	Project R	Project M	Project U	Project C
Barreiras	**Beginning of the partnership**	**Existing lacks**	Lack of knowledge about the social sector	○	●	○	○	●	○
			Lack of accountability of other sectors	●	○	○	○	○	○
			Lack of state support	●	○	○	○	○	○
			Lack of centralisation of information	●	○	○	●	○	○
			Lack of resources in the social sector	○	○	●	●	●	○
		Existing resistances	Resistance to innovation	○	○	○	○	○	●
			Resistance due to competition	○	○	○	○	○	●
			Resistance to cooperate	○	○	○	○	●	○
		Existing difficulties	Difficulty in convincing partners	●	●	○	●	○	●
			Competitiveness in the third sector	●	○	○	●	○	○
			Complexity in implementing innovation	○	○	○	○	○	●
			Bureaucracies	●	●	○	●	○	○
	Maintaining the partnership	**Emerging lacks**	Lack of budgets	○	●	○	○	○	○
			Lack of involvement of partners	○	○	○	○	●	○
		Emerging resistances	Partner requirements	○	○	○	○	●	●
		Emerging difficulties	Partnership requires time and money	○	○	○	●	○	○
			Geographical dispersion	○	○	●	○	○	○

Legend:

● Was mentioned
○ Was not mentioned