

WP5: KNOWLEDGE ALLIANCE TOOLS INTERNATIONAL COMPETENCE DEVELOPMENT TOOL

Promoting international competences in leadership and HR practises



Co-funded by the
Erasmus+ Programme
of the European Union

ABOUT

TOOL DESCRIPTION IN A NUTSHELL

This International Competence tool has been created by Karelia University of Applied Sciences for the ProAgria Eastern Finland. The aim of the tool creation is to enable ProAgria first, to make the staff members' international competences visible and recognised in the organisation, second, to promote the international competences and build them systematically and third, to utilise the staffs' expertise in the best possible way to boost internationalisation of the ProAgria Eastern Finland.

The tool includes two parts: first, description of the key competences, and second, question skeleton that can be used in the group development discussions as part of the organisational knowledge management processes. The key competences are self-assessed with a scale 1 (poor), 2 (sufficient), 3 (professional level), 4 (expert level) to 5 (excellence) and reflected together with the superior focusing on the development needs and adequate use of expertise.

Note: tool has been created to fit into the ProAgria HR and competences management context to be used in personal and group competence assessment discussions. The assessment grade is a signal telling if the competence should be further developed (1-2), if it meets with the requirements or the organisation (3-4) or even exceeds them (5) enabling expertise work also outside of the organisation.

Therefore, the tool presents the key competences identified in joint discussions with ProAgria ERDI team members. However, it can be further developed and elaborated to meet with other organisations' needs and competence management tools as well.



KEY COMPETENCES

The key competences here are defined into three main categories: 1. communication skills in a multicultural context, 2. networking competence and 3. international research and development competence. These are selected and further elaborated based on the identified knowledge needs at ProAgria.

The key competences are self-assessed with a scale 1 (poor), 2 (sufficient), 3 (professional level), 4 (expert level) to 5 (excellence). The assessment scale is meant to support the knowledge and competence development. It is a signal making it visible and documented, if the competence should be further developed (1-2), if it meets with the requirements of the organisation and can be benefitted in various development tasks (3-4) or even exceeds them (5) enabling expertise work and consulting also outside of the organisation.



1. Communication skills in a multicultural context

I can work with people from diverse cultural backgrounds. I am able to choose my communication channels and tools to meet with the situation and current needs. I am able to encounter the other person in a respectful and polite manner. I have situational sensitivity and am able to modify my communication if needed.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to follow the international discussion in my professional field. I am also able to constructively contribute into this discussion and also take initiative in a professional forum.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I have relevant level of English skills meeting with my professional profile and tasks. The minimum level is B1 varying up to C1 depending on the professional profile.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I can read and write professional articles in English and even provide professional presentations in international arena.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				

2. Networking competence

I can work with people from diverse cultural backgrounds. I am able to choose my communication channels and tools to meet with the situation and current needs. I am able to encounter the other person in a respectful and polite manner. I have situational sensitivity and am able to modify my communication if needed.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to build trustful relationships and meaningful networks with international experts and peers. I am able to build team spirit and promote participatory working methods.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to promote development initiatives and tasks and both build and take a role of an expert in various teams.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to contribute into the internationalisation of my region. I can support my colleagues in internationalisation and competence building and involve them into the discussion, when relevant.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to build consortiums and benefit from the diverse expertise in promoting projects, partnerships, expertise building or networking.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to assess the value of international networks and partnerships and reflect them with my organisational strategy and needs.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				

3. International research, development and innovation competence

I am able to build and participate in meaningful RDI consortiums meeting with the needs of the project initiative.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to contribute into the planning process constructively, produce coherent project plans and coordinate projects.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to communicate in diverse project teams selecting appropriate tools and channels. I am able to monitor and moderate project implementation process.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				
I am able to constructively solve challenging communication and collaboration situations ensuring the continuation of the relationships.	1	2	3	4	5
SUMMARY OF THE DISCUSSION WITH SUPERIOR:	OBJECTIVE GRADE FOR THE NEXT YEAR:				

GROUP DEVELOPMENT DISCUSSIONS

These questions are discussed through in teams as a continuation of the personal competence assessment and development discussions.

REFLECTIVE QUESTIONS:

1. How is internationalisation visible in the group members' work profile and tasks?
2. What does it mean in practise?
3. How do these internationalisation actions support the development of the organisation?
4. How do the group members competences meet with the internationalisation objectives of the organisation?
5. How can the competence development be supported in the organisation?

Questions to be discussed in a group facilitated by the superior.
Reporting and follow-up meeting with the organisational practises.



More information:

Dr. Liisa Timonen

Head of Internationalisation

Karelia University of Applied Sciences



liisa.timonen@karelia.fi



+358 50 591 3397

Mika Repo

Development Director

ProAgria



mika.repo@proagria.fi



+358 43 825 2679



This tool and document were developed in the Erasmus+ Knowledge Alliance project **ERDI – Empowering Regional Development and Innovations** as part of the project outcomes.

eRDI

Empowering Regional
Development and Innovations



Co-funded by the
Erasmus+ Programme
of the European Union

THIS PROJECT HAS BEEN FUNDED
WITH SUPPORT FROM
THE EUROPEAN COMMISSION
FOR YEARS 2016 - 2018.

562603-EPP-1-2015-1-FI-EPPKA2-KA