OPI
OPEN INNOVATION COMPETENCIES

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Methodology and diagnostic tool for evaluating requalification potential

Methodologies / guidelines – Evaluation method and tool

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Aim and objectives

OPI project provides HR professionals specific diagnostic methodology and mechanisms allowing them to diagnose the potential of individuals (=job seekers and employees) to succeed in open innovation functions after proper upskilling/requalification based on such parameters as i.e., their inherent abilities and previously developed human capital.

The ICT solution delivered through the OPI project is the first diagnostic tool in the scope of open innovation talent management resulting from maximal capitalisation on existing human capital. The OPI diagnostic tool aims to evaluate human capital in scope of open innovation. In specific, the tool is expected to:

1/ allow accelerating effective upskilling/requalification of job seekers and workers and improve their work placements;

2/ improve match of candidates with future tasks and minimising skills mismatches;

3/ provide/improve the ability of HR staff to identify talent for open innovation positions.

The tool can also be used by individuals without professional HR support or other organisations to test open innovation (OI) oriented capacities.

Since the tool has been developed across a partnership covering 5 diversified regions, the transferability potential to other regions is at high, and it's the applicability has been tested across different contexts. Based on State of art SME's Readiness for Internationalisation a list of relevant and crucial competencies was developed.

Structure of the tool

The OPI diagnostic tool has been designed for online usage. This means that active Internet connection is required to access and complete it.

There is no registration and the interface is self-explanatory. This approach allows the user to take advantage of multiple approaches, and before as well as after the

completion of the development roadmap of the diagnosed check the progress and plan OI activities to be implemented individually or as a group.

Users are not required to enter their personal data in the system and while attempting the OPI diagnostic tool.

The OPI diagnostic tool has been divided into three parts:

1/assessment of the potential and talent of an individual to be successful in the OI area;

2/set of interactions for parametrical diagnosis of the diagnosed;

3/ development roadmap of the diagnosed.

1/ Assessment of the potential and talent of an individual to be successful in the OI area

The assessment is related to 3 areas:

- intrapreneurship mindsets and skills

- interpersonal competencies

- psychological aspects

It aims to asses and visualize the potential and talent of an individual to be successful in the area of open innovation.

Users will be asked to answer **6 situational questions related to each of the 3 areas**. Each question is a description of a situation or challenge. **There is no correct and incorrect answer to a question, but an optimal answer, second-choice answer and answer advised to revise**. Users should choose one of these answers.

An optimal answer is market by **10 points**, second-choice answer with **5 points** and answer advised for revision with **2 points**. This way the user does not get 0 points in any condition.

The situational question can be a maximum of 250 characters. The answer can take the form of a direct response (=dialogue for) or descriptive form (=sentence). Each of the 3 answers should include feedback in the form of one sentence, if this is an optimal answer, second-choice with suggestion for improvement or answer to revise - explaining why.

It should not take more than 1 minute to answer a single question. It is therefore **estimated that the assessment will take approximately 18 minutes.**

Each time the user will see 18 situational questions (although developed are 25).

Example to follow:

		Assessment task/questions	Possible answers	Points assigned	Feedback
Intrapreneurship mindset and skills	Intrapreneurial mindset	Challenge/ situational questions with up to 250 characters	List of 3 solutions: an optimal answer, second-choice answer and answer advised to revise	10, 5 or 2	Short explanations
	Strategic influencing and communication skills				
	Relation building abilities				
	Learning skills and orientation				

Uncertainty tolerance					
	Passion and positive attitude				
Interpersonal competencies (users sees 6)	Innovative teamwork competency				
	Team-working skills				
	Multi-tasking skills				
	Problem-solving skills				
	Inter- and intra-organisational collaboration competency				
	Internal collaboration skills				
	External collaboration skills				
	Creativity				
	New media literacy				
	Failure tolerance				
	Risk awareness				
	Leadership skills				
	Trust skills				

Psychological aspects	Believes				
	Motivation				
	Value				
	Types of personality				
	Interests				
	Emotional intelligence				

Please review the following example to check how to develop a situational question:

Skill:

Problem solving

Situational question:

You are bored of doing the same tasks over and over again. As a developer, you think your work could be much more exciting... but the assignments you get are always the same, nothing new, nothing interesting. Suddenly, the IT team manager enters the developer's room and asks you to think about developing a software that would allow a food distribution company to work from home. What would you say?

Possible answers:

a)   I have no idea, but I can start exploring examples of other existing software.

b)   Great! I will use techniques of idea generation with my team, to offer innovative software.

c)   I have never done anything similar and I prefer not to participate in the project.

Points:

a)   5

b)   10

c)   2

Feedback:

a)   Is a good way to start and get inspired to come up with a creative idea, but don't just copy something that already exists, try to be a bit more innovative!

b)   This is the desired answer! You know how to think outside the box and to develop multiple ideas that create value.

c)   Don't give up too soon! Define the problem, explore new ways to make use of existing resources and use techniques of idea generation if it is necessary.

The user, after completing the part 1 of the diagnosis will see a scale with the number of points achieved and a list of the skills that are recommended for revision. The results can be downloaded to the desktop.

Part 1 can be completed independently from Part 2.

2/ Set of interactions for parametrical diagnosis of the diagnosed

This is part 2. The interactions consist of competence areas, each one dealing with specific interactions that allow parametrical diagnosis of general knowledge and awareness:

- ability to work with different professional communities,

- ability to work in interdisciplinary environment,

- ability to work in cross-functional teams,

- managing inter-organisational collaboration processes,

- networking skills,

- adaptability and flexibility,

- ability to share knowledge and ideas internally within organization,

- ability to share knowledge and ideas externally,

- cultural awareness,

- communication skills.

Users will be asked to answer **two or three questions related to each competence.** Each question provides at least three possible answers. These should be **single-choice questions**. Users will be asked to select the correct answer.

The questions should be brief and cover a maximum of 100 characters. They will assess general knowledge and awareness on the competence. The user should either at once associate the information in the question with the correct answer, demonstrating specific knowledge or awareness, or be unfamiliar with it, demonstrating the need for upskilling. That is why the questions and answers should be meaningful. They also follow the same structure of a typical question, not an uncompleted sentence.

It should not take more than 30 seconds to answer a single question. It is therefore **estimated that the diagnosis will take approximately 10 minutes**.

Since each competence is assessed by two or three questions, **the user will answer about 20 questions**. These may not be the same questions since they will be selected from a poll of over 40 questions (4 or 6 questions available in the system for each competence). **The system will randomly select the questions at an attempt by the user.**

Example to follow:

Competence	Question	☒Answer
		☐Answer
		☐Answer
	Question	☐Answer
		☒Answer
		☐Answer

3/ Development roadmap of the diagnosed

Once a user completes the diagnostic questionnaire, correct and incorrect answers will be highlighted in a report linked to a training roadmap. The roadmap provides a recommended customised list of training material to follow in order to upskill within competences addressed in the OPI project. This means that the user is assessed in ten competence areas and has the possibility to continue training in the scope of these ten competences. Based on the individual results, a selected competence list is provided to the diagnosed user, who can also decide to continue to training in scope of the other competences which is available through the OPI online platform.

It will be necessary to answer both (or three) questions correctly within a competence for the system to validate the user as competent. Otherwise, the competence will be recommended in the training roadmap.

Example of development roadmap of the diagnosed:

Competence	Question 1	☒Answer ☐Answer ☐Answer	Continue to Competence 1 [label and link]
	Question 2	☐Answer ☒Answer ☐Answer	Correct!

The recommended customised roadmap can be downloaded to the desktop or other digital device in use to revisit the training at another time and continue with it at individual pace of the learner.

After OPI training, or at any other time, learners can attempt the OPI diagnosis again and after the training to assess own progress.

The solution of the OPI diagnosis tool ensures responsiveness to meet the needs of different target groups involved and to complementary OPI results. The OPI diagnostic tool can be used on various digital devices due to its responsiveness.

Example developed for *cultural awareness competence*

Cultural awareness	What is cultural diversity marked by?	☒Territories, communities, behaviours and languages. ☐Respect towards your own community. ☐Comparison of some groups against others.
	Why can you not avoid cultural change?	☐It is a transformation you are part of. ☒It is influenced by global activities. ☐It originates from foreign cultures becoming part of your own culture.
	How can cultural norms impact open innovation?	☒ They can influence the responsiveness to proposed solutions. ☐They can influence human behaviour in any context of work or living. ☐They can impose new rules that you most follow.

	What is common for networking etiquettes?	☐The same verbal and non-verbal communication modes are used across cultures. ☒All cultures communicate verbally and non-verbally. ☐Personal space impacts the decisiveness across all cultures.

End of document.