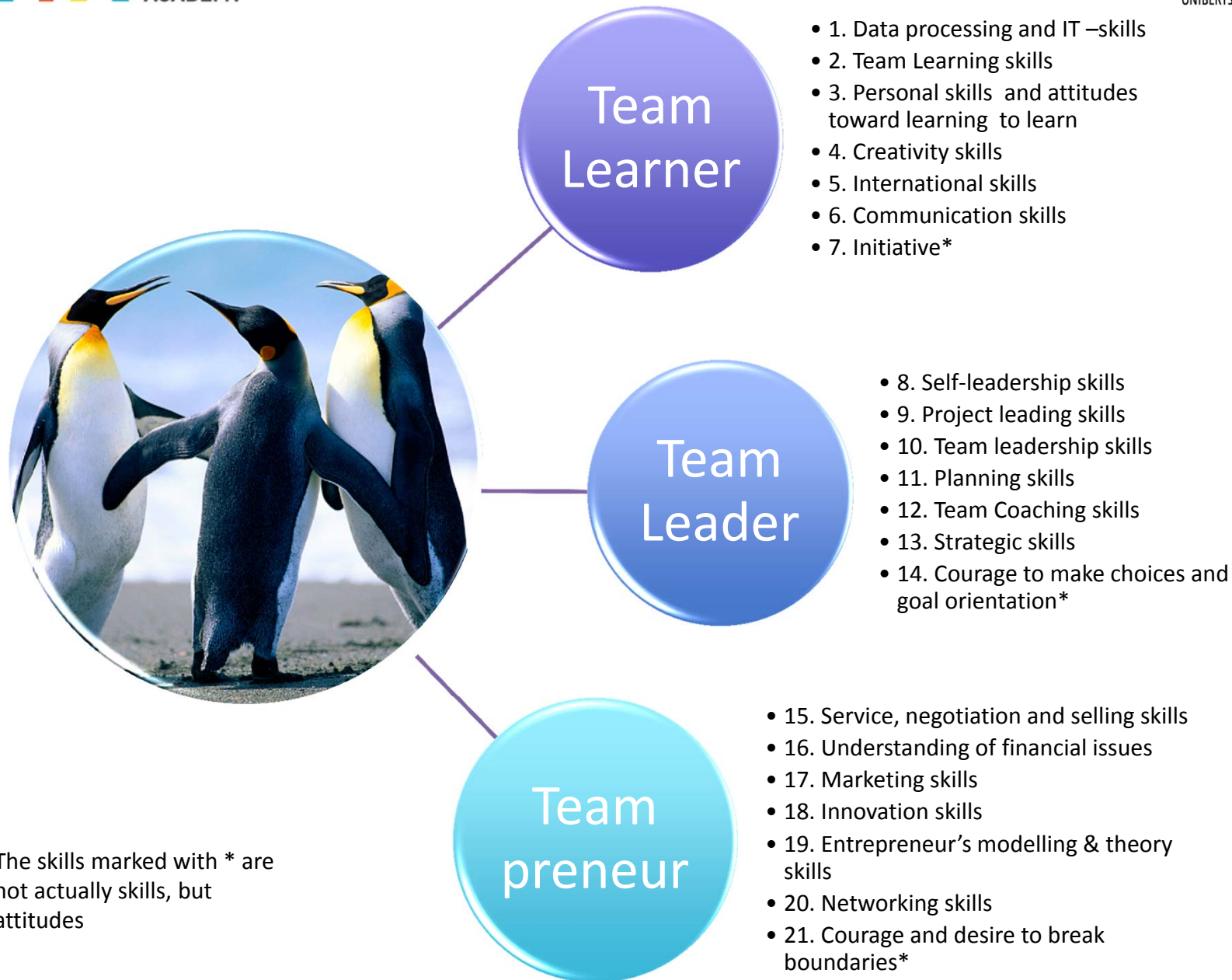

21 Skills to develop as TEAMpreneur in Mondragon Team Academy



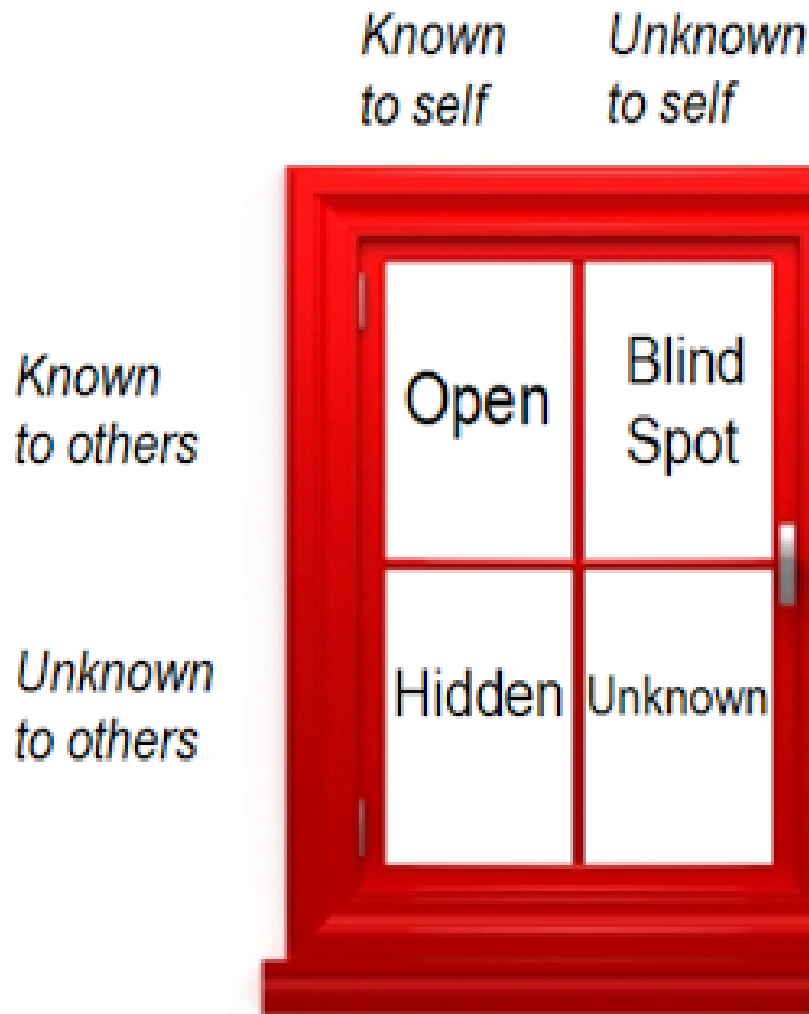
The Skill Profile

- The Tiimiakatemia Skill Profile is a **tool for developing the Teampreneur's learning, leadership and entrepreneurship skills**. With it, Teampreneurs can analyze their skill levels and help them set challenging goals, for example, for their Learning Contract. The Skill Profile also helps Teampreneurs raise discussions with other team members about where to aim their learning paths.
- The Skill Profile should be seen as **a tool for stimulating thoughts**. Feedback should lead to activity and development. We are also continuously further developing the Skill profile.



The skills marked with * are not actually skills, but attitudes

Johari Window

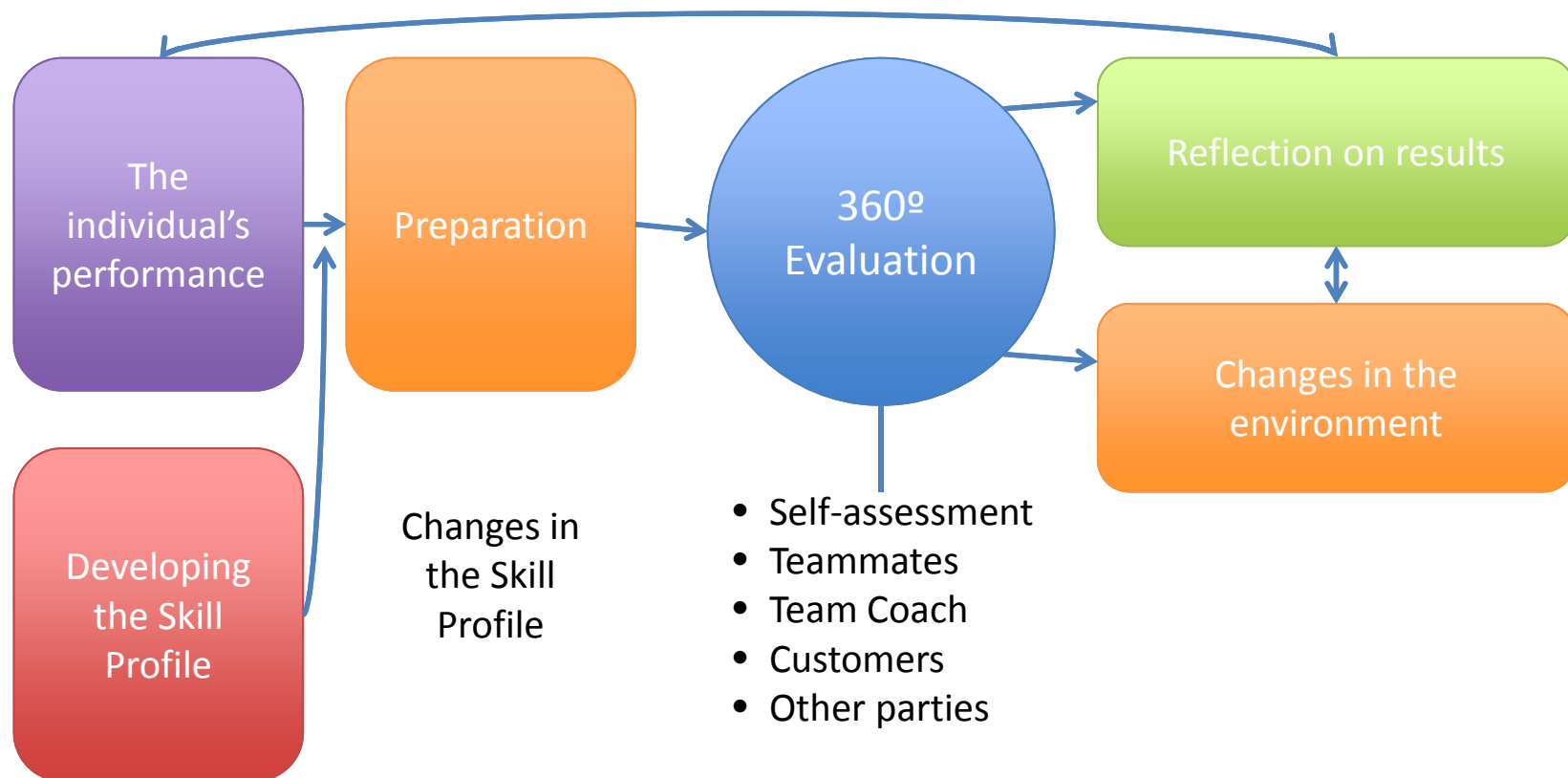


- What I know from me?
- What I know from others?
- What the others know from me?
- What they don't know that I don't know?

Roadmap of using the Skill Profile

- When you want to score your skills good preparation is essential. By using the criteria in this document, you can make a personal evaluation of your skills and analyze the development steps you have taken lately. Writing a document is a good way to prepare. In the **preparation step**, you agree on schedules with other team members and compile a portfolio as evidence of your skills.
- In the **evaluation stage**, you ask others to give you feedback: your team members, coach and if necessary, your customer, too. The more people give you feedback the better.
- When the evaluation is completed, you begin to examine the evaluations in the '**reflexion stage**'. This means conversations in your own team-company or perhaps small group discussions with other teampreneurs. The idea is to acquire development tips to improve your skills. Feedback is put into practice through analysis.
- When your skill profile has been discussed, you can **set new objectives**. The Learning Contract is the best tool for this. Then it's back to work!

The process of using the Skill Profile



DATA PROCESSING AND IT SKILLS (TO1)

Comprise the ability to find and make use of information sources and to use information technology as a tool in your work

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|---|--|
| 1 | Knows the basics of using information technology (e.g., writing reports, making slide presentations, using the Internet, etc.). Knows how to use basic programs. Knows how to search for information from different sources. |
| 2 | Is fluent in using information technology. Knows how to find and analyze information using different sources. Knows how to structure information (condensing, summarizing, etc.). Has a desire to learn! |
| 3 | Knows how to use different sources of information in a diverse way. Knows how to examine information critically and comparatively (e.g., theses). Knows how to organize information for different target groups (e.g., business communication or organizing academic knowledge). Is fluent in using computers (Driving License). Masters 'more profound' use of the Office suite. Knows how to use information to achieve practical results (not only analyzing information for the sake of information) |
| 4 | Is very efficient in finding and analyzing information. Has comprehensive skills in organizing information for different target groups. Knows how to use a large number of different software. |
| 5 | capable of coaching others in information processing and/or IT skills |

Examples of skill evidence material and accomplishments

Levels 1-3 Using information technology for work, performing analyses and research, 'digging' for information for different purposes (e.g., Birth Givings for customers), making websites, compiling a thesis.

Levels 4-5 Diverse use of information technology, plenty of experience in analysis and research, high-quality thesis, software or solutions development, Internet and intranet solution development

TEAM LEARNING SKILLS (T02)

Team learning is the ability to learn and to create new knowledge together with others

- | | |
|---|---|
| 1 | Knows the basics of dialogue and can perform a Birth Giving with others (has done a few). |
| 2 | Is practised in dialogue. Knows how to make a team's Learning Contract. Knows how to perform Birth Givings for customers (has done a few). 'Knows how to use electronic environments to support team learning. Knows the basic theories of team learning. Knows how to cross-fertilize. |
| 3 | An experienced team learner. Knows how to perform demanding Birth Givings. Is fluent in using, electronic environments to support team learning. Knows how to cross-fertilize diversely both in-house and in the network. |
| 4 | Is fluent in dialogue in various environments (e.g., with customers). Knows how to train others in the basics of team learning. Knows how to lead team learning (objectives, atmosphere, discipline, etc.) and can thus achieve results. Has diverse theoretical knowledge of team learning. Can organize team-learning environments (gatherings) . |
| 5 | Knows how to operate as a coach and train others in team learning. Knows how to lead team learning in the long term (coaching processes). Has beginning expert-level theoretical knowledge of team learning. |

Examples of skill evidence material and accomplishments

Levels 1-3 Active participation in training sessions, Birth Givings, Learning Contract of the team, using the data management system in use at the time, refecton papers of what the team has learned, book points.

Levels 4-5 Organizing a gathering or project that generates community learning, plenty of book points, coaching projects, serving as a rental team leader, refecton papers on leading team learning in the long term.

PERSONAL SKILLS AND ATTITUDES TOWARD LEARNING TO LEARN (T03)

The ability and will to affectively plan and carry out development of your know-how

1	Knows the theoretical basics of developing his or her know-how and has tried a few different types of ways of learning.
2	Knows how to make a personal development plan (Learning Contract) and can put it into practice in a target-oriented way. Understands his or her own strengths and weaknesses as a learner. Has command of the personal tools for learning to learn (e.g., learning diary, essays, reading plan, etc.).
3	Knows how to plan, develop, and evaluate his or her know-how (has made several plans, implemented them, and evaluated their success). Has initiative in self-development. Has tried and acquired experience in many ways of learning
4	Self-development is a natural part of his or her professional path. Is active in self-development and motivated to learn, does not need outward guidance. Knows how to combine different areas into his or her know-how in a versatile way.
5	Has a beginning expert's knowledge of coaching others in personal skills and attitudes toward learning to learn.

Examples of skill evidence material and accomplishments

Levels 1-3 Using the Learning Contract (writing it, reflecting on it with others, putting it into practice, and evaluating results), making a learning style analysis, keeping a training diary, using various learning methods, essays of learning literature.

Levels 4-5 Active use of the Learning Contract in the long term (e.g., over 2 years), getting acquainted with various professionally important issues and producing material from them, coaching others in skills and attitudes toward learning to learn.

CREATIVITY SKILLS (T04)

The ability to think of and brainstorm ideas alone or together with others, and to express your ideas and solutions.

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|---|---|
| 1 | Understands the theoretical foundations of creativity and can also analyze his or her own creativity (has done a few 'creative experiments'). |
| 2 | Knows how to use of a few (2-3) creativity techniques in both theory and practice. Has done several 'creative experiments' and knows how to express his or her creative ideas to others. |
| 3 | Has plenty of experience in creative work (idea creation, brainstorming, planning sessions, etc.) and can express his or her ideas and thoughts as 'creative productions'. Has a command of the theoretical basics of leading creativity (at least 12 book points in creativity). |
| 4 | Knows how to produce creative productions as a constant flow in a disciplined way. Knows how to organize different types of events that feed creativity and masters the basics of leading creativity in practice. |
| 5 | Has a beginning expert's know-how in coaching others in creativity, and has diverse experience in 'inspiring creativity'. |

Examples of skill evidence material and accomplishments

Levels 1-3 Using and reporting the use of creativity techniques, literature about creativity, creative productions (e.g., essays, methods, conceptualized ideas, photographs, music, art, drama, alternative solutions, etc.).

Levels 4-5 Productions that require long-term and disciplined creative work, (e.g., music recordings, art series, new theories and models, inventions, theatre work, events, etc.), plenty of book points (specializing in creativity as a field), coaching others in creativity.

INTERNATIONALITY SKILLS (T05)

The ability to interact with others and cooperate in different culture and language environments

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|---|---|
| 1 | Has basic skills (e.g., courage to begin conversations, greeting, understands oral and written communication in basic issues, takes cultural issues into consideration, etc.). |
| 2 | Has more profound basic interaction skills (e.g., basic negotiations, more extensive written communication. Understands cultural issues. Knows how to present his or her work, etc.). Has some practical experience of interaction with foreigners. |
| 3 | Has good interaction skills (e.g., fluent discussion, extensive and versatile communication, cultural understanding, etc.). Has practical experience in co-operation with foreigners (e.g., small shared projects, extensive visits, long-term customer service, etc.). |
| 4 | Has excellent interaction skills. Has practical interaction and co-operation experience in several culture and language environments (e.g., multicultural teams). Is fluent in two foreign languages with which he or she can carry out practical interaction. |
| 5 | Has extremely extensive interaction skills. Has very extensive experience in several culture and language environments. Has basic skills in coaching others in cultural skills. Extensive language skills. |

Examples of skill evidence material and accomplishments

Levels 1-3 Presentations, written communication, reports, etc., for people working in different culture and language environments, completed study modules in languages.

Levels 4-5 Long-term co-operation projects with people from different culture and language environments, completed study modules in languages.

COMMUNICATION SKILLS (TO6)

The ability to communicate fruitfully both orally and in written form.

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|---|---|
| 1 | Knows how to write the basic documents (reports, letters, etc.) required in expert work. Masters the basics of presenting oneself in expert work |
| 2 | Knows how to communicate in written form with different target groups according to need, achieving good results. Knows how to give presentations of his or her professional area to small groups. His or her communication is clear and targeted. |
| 3 | Communicates fluently in different situations to different types of target groups. Knows how to formulate his/her communication in a way that people understand it and the objectives are reached . Knows how to give presentations to small and middle-sized groups. Understands the theoretical basics of advertisement design / visual communication in theory, and has the ability to influence others (not much practical know-how in advertisement design). |
| 4 | Knows how to communicate in extremely diverse ways both orally and in writing. Is comfortable giving presentations to large groups about many kinds of different topics. Is good at 'spontaneous performing' and can flexibly formulate his or her communication at the moment of performing. |
| 5 | Has beginning expert-level skills in training or coaching others to communicate. Is an experienced performer and/or writer. |

Examples of skill evidence material and accomplishments

Levels 1-3 Presentations, reports, letters, brochures, quotations, agreements, articles, website texts, various 'visual documents' (advertisements, art, photographs, etc.), and projects that involve performing.

Levels 4-5 Presentations to large groups, 'extremely challenging performing situations', 'extremely challenging writing', publications, magazines (e.g., working as a journalist or editor), newspaper articles, training others to communicate, writing a book, 'communication productions' (e.g., influence and recruiting campaigns that demand a lot of communication).

INITIATIVE (T07)

The desire to work, empowered by your own inner motivation

- 1 Participates actively in Mondragon Team Academy activities (training sessions, forums, etc.).
- 2 Takes initiative in self-development and developing the team-company. Does experiments.
- 3 Knows how to develop solutions for a wide variety of problems and ways of experimenting in the team-company.
- 4 Has experience in a wide variety of experiments and initiatives. Has strong inner motivation. Needs little outside guidance or rules. Actively seeks a business idea.
- 5 Extremely powerful inner motivation. Needs no outside guidance.

Examples of skill evidence material and accomplishments

Levels 1-3 Generally active, experimentation, self-development, and developing the company.

Levels 4-5 Experiences of experiments and testing business ideas.

SELF-LEADERSHIP SKILLS (TL8)

Planning and targeting your work and activities

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|---|---|
| 1 | Knows the basics of planning personal work. Understands his/her strengths and weaknesses. Knows how to set and achieve short-term goals. |
| 2 | Understands important principles. Knows the basics of time management. Knows how to use self-leadership tools (calendar, training diary, central performance standards, receiving feedback, etc.). Understands the stress management basics that are suitable for him/herself. |
| 3 | Can easily target his/her work toward the objectives. Understands his/her professional identity. Has built suitable tools. Has self-undemanding. Knows how to set motivating long-term objectives. Knows how to manage the stress and emotions at work. |
| 4 | Strong professional identity. Has command of tested and working tools. Can analyze his/her own work in a diverse way. Finds many kinds of methods to reach goals. Knows how to coach others in the basics of self-leadership. Has experience and personal skills in handling work stress and failure. Can take both positive and negative feedback. |
| 5 | Has beginning expert-level skills in training self-leadership (e.g., as a supervisor), knows many other tools in addition to self-leadership tools. |

Examples of skill evidence material and accomplishments

Levels 1-3 Training diary, Learning Contract, book points, setting objectives, continuous practicing time management, challenging his/herself in the 'discomfort zone', various self-analyses, participation in development discussions.

Levels 4-5 Active coaching of customers and other team members in self-leadership, organizing development discussions, extensive book points, strong experience in challenging him/herself, developing and actively using his/her own leadership tools.

PROJECT LEADING SKILLS (TL9)

The ability to plan and carry out a project

- 1 Knows the theoretical basics of projects and beginner-level experience of project work (e.g. , has worked as a member of a small project team).
- 2 Knows the theoretical basics of projects and project leadership tools (e.g., the Critical Path method) and has experience of a few (2-3) small projects either as a team member or project leader.
- 3 Has a good command of project planning (planning, budgeting, resourcing) in practice and has acquired basic practical skills in project leadership. Has experience of leading at least one mid-sized project from start to finish and experience in other projects as well. Knows how to build a motivating objective for the project team and to target the work toward it.
- 4 Has a versatile command of both the theory and practice of project leadership. Has experience as a project manager in at least one extensive project or a series of projects (a major leadership challenge with a clearly defined core team, significant revenue, etc.). Knows how to choose project members, improvise in project planning, motivate the project team with different methods, and to successfully manage crises and conflicts that may arise during a project. Has diverse experience in various types of projects.
- 5 Has extensive experience in project work in different types of tasks and teams. Has experience as the project manager of several large projects. Has beginning expert-level competence to train others to lead and work in projects.

Examples of skill evidence material and accomplishments

Levels 1-3 Project reports (Motorola reports), book points from project leadership literature, material produced during projects (plans, budgets, presentations, etc.), project Birth Giving documents.

Levels 4-5 Many book points from leadership literature, extensive and profound project reports and analyses, material produced during projects, coaching and training material used in leading, project Birth Giving documents.

TEAM LEADERSHIP SKILLS (TL10)

The ability to build and lead a successful long-term team

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|---|--|
| 1 | Has a little experience in working as an active member of a team (e.g., ½ - 1 years in a team company). Knows the basics of teamwork (e.g., team roles, diversity, the importance of setting goals, shared ground rules, etc.). |
| 2 | Has some theoretical knowledge of teams and leading teams. Knows how to apply theory to practice in teamwork and team leadership. Understands his/her own role and task in the team. Has experience of leading teams (e.g., as a team leader, conglomerate manager, or leader of a key function of a team) and has a good command of the basics of team leadership |
| 3 | Has acquired a good knowledge level in team leadership. Has ample experience of teamwork (e.g., 1-2 years in a team-company) . Has the ability to actively develop and lead a team (e.g., managing conflicts and crises, motivation, setting goals, building performance measures, etc.). Has experience in leading a team (e.g., as a team leader or leader of a key position in the management team) and is able to reflect what he/she has learned therein into other environments as well. |
| 4 | Has an excellent knowledge level in teams and team leadership. Has diverse experience of working in and leading different types of teams (e.g., team-companies, project teams, teams responsible for MTA's key functions, various management positions, etc.). Knows how to build a team and lead it in the long-term (e.g., building an objective, choosing members, avoiding pitfalls, etc.). Has the ability to coach team members to work more effectively in the team. |
| 5 | Has beginning expert-level knowledge and skills to coach others in teamwork and team leadership. |

Examples of skill evidence material and accomplishments

Levels 1-3 Active participation in training sessions, Learning Contract of the team, reflection papers about working in and leading the team, reports and documents written during the MTA Leadership Program for Young Leaders, Birth-Givings, working in key positions at MTA, working as a team leader or an assistant team leader, book points in team and leadership literature.

Levels 4-5 Various team leadership tasks in different types of teams, documents used in team coaching, broad analyses of teamwork (e.g., histories or research), plenty of book points in team and leadership literature.

PLANNING SKILLS (TL11)

The ability to draw up plans and analyses for the purpose of leading people

- 1 Understands the theoretical foundations of planning (a few techniques and basic starting points). Has experience in small-scale planning (e.g., a small project).
- 2 Has a command of a few central planning methods and is able to use them in practice (several carried out practical plans).
- 3 Has a command of several different planning methods and has experience in using many planning methods. Planning is part of his/her normal work.
- 4 Has good know-how and experience in planning methods. Planning is a natural part of his/her everyday work. Has made several plans, carried them out, overseen them from start to finish, and analyzed them. At least one of them has been a large-scale plan (e.g., budgeting a large project with many different operators, throughout the whole project).
- 5 Has beginning expert-level abilities to train others in planning leadership. Has extensive experience in planning and implementation.

Examples of skill evidence material and accomplishments

Levels 1-3 Composed plans, analyses of the success of plans, budgets, book points, small and midsized projects, project reports (Motorola reports), project Birth Givings.

Levels 4-5 Composed plans, extensive analyses of the success and further implementation of the plans, budgets, plenty of book points, large-scale projects, project reports (Motorola reports), project Levels 1-3 Composed plans, analyses of the success of plans, budgets, book points, small and midsized projects, project reports (Motorola reports), project Birth Givings.

TEAM COACHING SKILLS (TL12)

The ability to increase the individual's or group's learning.

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|---|--|
| 1 | Understands the theoretical foundations of coaching. Has beginner-level experience in being coached. |
| 2 | Has a command of the basics of coaching and a little experience in coaching others (e.g., during a project). Has long-term experience of being coached (e.g., one year active coaching) and can reflect the experience to coaching others. |
| 3 | Has ample theoretical knowledge of coaching and 'coaching-style leadership'. Knows the basics of coaching in practice and knows how to make know-how development plans for both individuals and groups, and can also carry them out. Knows how to lead with a 'coaching approach'. |
| 4 | Knows how to coach individuals and groups in both theory and practice. Has experience in coaching groups (e.g., customers or project teams). A coaching leadership style comes naturally. |
| 5 | Has beginning expert-level skills in coaching even demanding individuals or groups. Has experience in several coaching and/or leadership processes. |

Examples of skill evidence material and accomplishments

Levels 1-3 Active participation in training sessions, using learning tools, leadership tasks, working as an assistant team leader or assistant coach, training and coaching projects, book points in coaching, the team-company's Learning Contract, coaching members of team-companies.

Levels 4-5 Training and coaching projects and processes, plenty of book points in coaching and leadership, working as a coach or assistant coach, developing new coaching methods, demanding leadership tasks, Team Mastery coaching program, training and coaching plans for customers.

STRATEGIC SKILLS (TL13)

The ability to observe and understand the operating environment and the 'big picture' and to plan and implement long-term, large-scale procedures

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|---|--|
| 1 | Understands strategy on the theoretical level. Has participated in one way or another in practical strategic planning (e.g., team-company strategies) and implementation. |
| 2 | Knows the theoretical basics of strategic leadership (e.g., models and theories). Has experience in active strategic work (e.g., in a team-company or network). Has the basic knowledge required for modeling the phenomena of strategy work (e.g., process descriptions). |
| 3 | Has a good knowledge base in practical strategic leadership. Can easily weigh different strategy alternatives and make communicatively well-functioning strategy plans. Knows how to make a strategy that works in real life, not only on paper. |
| 4 | Has a good knowledge base in practical strategic leadership. Has experience in planning and implementing strategies in several different business environments. Has diversified strategic thinking (several alternatives). |
| 5 | Has beginning expert-level skills to coach others in strategizing. Is capable of serving as a basic-level expert in strategy work in various business environments or in the field of his or her choice. Strategic thinking is creative and natural: it is like a 'second nature'. |

Examples of skill evidence material and accomplishments

Levels 1-3 Learning Contract of the team, team-company strategies (e.g., segmenting, positioning, product strategies, etc.), strategy work (e.g., together with a customer), book points in leadership literature, active participation in MTA's shared activities.

Levels 4-5 Strategy plans for customers, team-company strategies, strategies for MTA's key positions, plenty of book points in leadership, research and analyses (e.g., for customers), models of strategy.

COURAGE TO MAKE CHOICES AND GOAL-ORIENTATION (TL14)

By courage to make choices and goal-orientation, we mean future-oriented, objective-based work

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|---|--|
| 1 | Has an understanding of his/her short-term (1/2-year) objectives. Has made a Learning Contract and analyzed his/her choices and objectives. |
| 2 | Has a profound understanding of his/her short-term objectives (has completed at least one 'plan+implementation cycle'), and knows how to line his/her work according to the goals (e.g., time management shows clearly the goals he/she is striving for) . Understands his/her own long-term objectives (1-2 years). |
| 3 | Has a profound understanding of both his/her short-term and long-term goals. Has the courage to drop out and make pivotal decisions about 'less important things'. |
| 4 | Has a professional vision and has had to make demanding professional decisions (e.g., in leadership) . |
| 5 | Has a strong professional vision, has made several demanding 'professional decisions' and has experienced their impacts, is able to analyze the effects of his/her choices. |

Examples of skill evidence material and accomplishments

Levels 1-3 Learning Contracts, time management documents, stories about his/her experiences (e.g., reflection papers or presentations) , other plans.

Levels 4-5 Descriptions of his/her experiences (e.g., reflection papers or presentations)..

SERVICE, NEGOTIATION, AND SELLING SKILLS (TYI5)

The ability to interact and accomplish results in customer service, negotiation, and selling situations.

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|---|---|
| 1 | Understands the theoretical basics of customer service, is capable of taking initiative and actively approaching customers in service situations. Understands the theoretical basics of selling. Has some experience in customer service situations. |
| 2 | Knows how to serve customers. Has a practical command of the basics of selling. Has experience in different types of customer service situations and selling. Understands the theoretical basics of negotiation skills (preparation, goal-orientation, etc.). |
| 3 | Is a 'natural' in customer service: knows how to handle dissatisfied customers; knows how to use various types of sales tools (sales visits, presentations, telemarketing, etc.); and has at least basic experience in their use. Knows how to set objectives within the skill area (e.g., sales objectives) . Has experience in negotiation. |
| 4 | Has diversified knowledge in the skill area (theories and techniques of customer service, negotiation , and sales), experience in different types of customer service, negotiation, and sales situations. Is capable of persevering selling. Knows how to plan and evaluate his/her work fluently. Has experience in 'difficult situations' in the skill area (e.g., challenging and long lasting sales situations) . Knows how to apply his/her leadership skills in the area. Understands measuring the economics of sales. |
| 5 | Has beginning expert-level skills in customer service, negotiation and sales. Knows how to plan and carry out projects in the skill area from start to finish. Has experience in leading projects/processes within the skill area (e.g., leading a customer service team). Has diversified experience. |

Examples of skill evidence material and accomplishments

Levels 1-3 Customer visits, Motorola reports, projects containing customer service, negotiations, or selling (e.g., service duties, telemarketing, and partner negotiations), funding applications, book points in the skill area, reflection papers written

Levels 4-5 Extensive book points in the area, leading projects in this area and written documents about this work, long-term projects that have required profound negotiation and selling skills (e.g., leading a large sales campaign or acquiring many sponsors for an event), documents and financial numbers required for sales supervision, partnership agreements, reports of partnerships.

UNDERSTANDING OF FINANCIAL ISSUES (TY16)

The ability to understand a company's financial calculations and to plan the company's finances.

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|---|--|
| 1 | Understands the theoretical basics of financial management (e.g., billing practices, accounts, and value-added taxation). Understands the cost and expense structure of the team-company. |
| 2 | Understands the basics of financial management in practice (e.g., financial statements, taxation basics). Has basic experience in managing the finances of the team-company. Knows how to plan and supervise a budget for a small or mid-sized projects. Understands how pricing and investments affect the company's profit. Has experimented with different pricing methods. Has some experience in working with financial experts. |
| 3 | Has a good practical command of a small company's financial management. Has experience in managing finances (over 1 ½ years). Knows how to budget for different types of projects and to monitor their financial indicators. Understands the relation of cash flow and finances with strategies. Knows how to set financial goals and monitor their achievements. Knows how to relate financial planning to business planning. |
| 4 | Has profound know-how in the financial management of a small company. Has active experience in managing finances (e.g., financial manager, book-keeping, etc.). Knows how to build different financial scenarios for projects and companies. Has a good understanding of how finances relate to the company's strategies. Is capable of working as the financial manager of a large project. |
| 5 | Has beginning expert-level competence to work in financial duties, a strong professional identity as a financial expert, and diversified experience in the finances of different types of projects and/or companies. Is capable of building well-functioning financial practices for small businesses or large projects. Integrating finances as a part of strategic planning comes naturally. Knows how to offer expert advice in corporate finances. |

Examples of skill evidence material and accomplishments

Levels 1-3 Project budgets, team-company financial reports and documents, plans concerning financial numbers (e.g., business plans).

Levels 4-5 Extensive budgets for projects, team-company financial plans and analyses, has created financial indicators, materials with which has informed/trained others in financial matters.

MARKETING SKILLS (TYI7)

The ability to develop and combine the company's products, distribution, pricing, communication, strategies, resources, and customer knowledge into a whole that serves and grows the clients on the basis of their needs and, at the same time, generating profit for the company.

1	Has basic skills in marketing (e.g., 4P), has participated actively in marketing (planning and implementation), on the small scale (e.g., projects). Has a personal understanding of the significance of customer relationships.
2	Has basic knowledge of marketing (several theories and ideas). Has marketed in many different ways (e.g., planning and implementing several projects) . Has developed products in a customer oriented way. Has basic skills in positioning and gathering customer data. Knows how to build and carry out a simple marketing campaign, making use of several communication channels. Understands the roles of selling and advertising in marketing.
3	Has a good command of marketing. Has marketed in many different ways. Has worked at least once in a large-scale campaign or project. Knows the theoretical basics of leading marketing. Knows how to build basic-level customer relationships (not mere one-time sales). Understands the role of marketing in the company's strategies. Knows how to gather customer data. Understands the use of different communication channels and has tried many of them. Has a command of different pricing practices.
4	Knows how to carry out marketing in the long term. Knows how to build customer relationships (has at least one year of experience) . Is able to apply his/her marketing know-how into practice in many ways. Has basic knowledge of leading marketing in practice. Knows how to include marketing naturally as a part of strategies.
5	Has beginning expert-level skills in marketing. Has an extremely diversified knowledge level in marketing. Is specialized in some type of marketing, a strong professional identity as a marketer. Has experience in 'significant marketing actions' (e.g., a major product launching campaign into a new market). Knows how to advise others in marketing.

Examples of skill evidence material and accomplishments

Levels 1-3 Motorola reports, marketing literature book points, marketing plans for a team-company or project, documents containing customer data (e.g. , customer research), advertisements and product materials, websites, reflection papers written

Levels 4-5Major campaigns (and documents and other productions made of/in them), customer data-bases, extensive marketing literature book points, materials with which he/she has advised/trained others in marketing.

INNOVATION SKILLS (TY18)

The ability to use creativity to develop and commercialize creative productions, services, and productions.

- | | |
|---|---|
| 1 | Understands the difference between creativity and innovations, and how innovations are created in the field of Teampreneurship |
| 2 | Has participated in creating one or several innovations, and has done many small experiments with them (for example, has invented a creative solution and sold it to a customer). |
| 3 | Has made diverse use of his/her creativity in creating innovations, and has done this kind of work in a persevering way. Has developed already existing innovations into '2.0' versions. Has experience in working in projects that have developed and marketed commercial innovations. |
| 4 | Has extensive experience in innovation. Has made commercially significant innovations that have generated revenue for the team-company. Has extensive theoretical knowledge of innovations and related areas. |
| 5 | Beginning product and concept developer. Knows how to build products, services, and processes, starting from an idea and ending up with a complete, commercially viable solution. Has developed an innovation with which he/she can employ him/herself and/or a peer entrepreneur. |

Examples of skill evidence material and accomplishments

Levels 1-3 Essays and reflection papers, book points, product descriptions and blanks (e.g., physical prototypes).

Levels 4-5 Complete product descriptions including elements of both internal and external productization, evidence of the usefulness of the innovation (e.g., customer surveys or scientific publications).

ENTREPRENEUR'S MODELLING AND THEORY SKILLS

The ability to acquire and develop models and theories that are suitable for your business.

- | | |
|---|---|
| 1 | Understands the significance of using theory in business. Has acquired theoretical knowledge and done a few applications into practice. |
| 2 | Knows how to make models of various phenomena (e.g., team development, management practices). Has basic-level theoretical knowledge of entrepreneurship. |
| 3 | Knows how to use many kinds of theories and models to describe practical phenomena or events. Knows how to build prototypes (e.g., plans). Knows how to draw generalizations from individual cases and examine the applicability of generalizations and theories to individual cases. |
| 4 | Has extensive theoretical knowledge of business administration and related issues (over 120 book points). Has made several different models and tested their applicability into practice. |
| 5 | Has a beginning expert-level theoretical knowledge. Has extensive experience in modelling and implementing models in practice. |

Examples of skill evidence material and accomplishments

Levels 1-3 Book points, reflection papers, 'travel maps', theories, models, prototypes, presentations, lectures, studies.

Levels 4-5 Over 120 book points, analyses of the functionality of different models, descriptions of the various stages of different models, extensive research, publications.

Remember:

Models and theories are examined from the perspective of practicality. The playing field (context) is Teampreneurship. Modelling and theory skills refer to applied research done according to the criteria of business.

NETWORKING SKILLS (TY20)

The ability to build personal, partnership, and business relationships, and to help others network together.

- | | |
|---|--|
| 1 | Understands the significance of networks for entrepreneurship. Has command of the big picture of his/her own networks (e.g., MTA). Has built a few network relationships. Has networked in his/her own near environment (e.g., by cross-fertilizing at MTA). |
| 2 | Knows how to spontaneously and actively build networks. Has several 'contacts'. Recognizes the different networks in his/her own operating environment and knows how to use them to benefit his/her business. Understands the theoretical basics of building network forums and how networks are formed. |
| 3 | Knows how to activate networks. Is able to make use of network contacts actively in business. Knows how to choose suitable networks and participates in them as a developer. Has a good contact network. Understands the basic theories of building networks and communities. |
| 4 | Has extensive networks and many contacts in various kinds of networks. Has basic skills in building and leading networks. Has good theoretical knowledge of networks. Has experience in building and organizing network forums (e.g., as a project manager). |
| 5 | Extremely extensive networks (several hundreds of people). Has built networks and activating forums. Has beginning expert-level skills in leading large networks, a high level of knowledge of networks and communities, and a natural, intuitive command of the functioning and dynamics of networks. |

Examples of skill evidence material and accomplishments

Levels 1-3 Participation in network forums, contacting and meeting with people (e.g. at seminars, fairs, etc.), organizing events that activate networks, book points in the area, description of his/her contact network, cross-fertilization at MTA.

Levels 4-5 Building and leading network forums (gatherings, seminars, meetings, virtual environments, etc.), extensive contact network (on level 5, hundreds of people), extensive book points in the area.

COURAGE AND DESIRE TO BREAK BOUNDARIES (TY21)

An entrepreneurial approach, which crosses – in a positive way – the beliefs and boundaries that restrict thinking and functioning

- 1 Understands his/her possibilities to break boundaries. Has had the courage to step out of his/her comfort zone, at least for a short period of time.
- 2 Has broken boundaries (e.g. business field or cultural) in his/her work. Has basic skill in combining different phenomena (e.g. practices in different fields) to create something new.
- 3 Can fluently combine things across the borders, for example, different ideological viewpoints. Is capable of examining things from several different perspectives.
- 4 Has boldly broken many borders and stretched far out of his/her comfort zone (e.g. extremely challenging new ways of doing things).
- 5 Breaking boundaries in small and large issues comes naturally. Has done several small scale 'intersection innovations'. Is a trailblazers.

Examples of skill evidence material and accomplishments

Levels 1-3 Getting acquainted with different fields, cultures and subcultures, organizations, and communities, and bringing from them new ideas to his/her own business.

Levels 4-5 Various intersection innovations

Remember:

The courage and desire to break boundaries are attitudes. Thus is impossible to precisely assess them. But regardless of this, they need to be examined. The purpose of the Skill Profile is to inspire discussion about breaking boundaries and creating new ideas.

Thank you.

