

Is Your  
Organisation  
Ready for  
Europe? –

# Process Model



# Is Your Organisation Ready for Europe? Process Model

»The most dangerous of all worldviews is that  
of people who have not seen the world.«

Alexander von Humboldt

# The EU project upgrade2europe and the project partners



Only those who know their opportunities and are empowered to use them can live their values in a European way, engage in cross-border civil society and actively participate in European (economic) life. Many organisations lack the necessary "institutional readiness" or there are various possibilities for them to position themselves better.

Our project offers analytical instruments and tools for practice. With these, users can learn the necessary knowledge for the Europeanisation of their organisations step by step and apply it directly in their everyday work.



Berlin-based **emcra - Co-shaping Europe** is a leading training and consulting company in the areas of organisational development as well as national and European funding and fundraising. emcra accompanies foundations, associations and (social) enterprises through the challenges of change management.

The focus is on financing/funding, digital transformation, new inclusive leadership approaches, project management and risk management, and the implementation of international standards.



The **Chamber of Commerce and Industry of the Csongrád-Csanád region**, based in Szeged, boasts 130 years of history and currently has around 1,100 members from the trade, industry, services and crafts sectors. The main task of the Chamber is to support and represent the regional economy.

The Chamber reaches more than 33,000 companies with its services, including hosting the regional office of the Enterprise Europe Network of the European Commission, which supports companies in innovation and growth at the international level.



The **EU-Fundraising Association e. V. (EUFA)** is a non-profit organisation active throughout Europe, with its headquarters in Berlin. EUFA was founded in 2010 by a network of professional EU fundraisers.

One of the main concerns of the EUFA is European integration and the support of European citizenship. Through its work, the EUFA aims to encourage individuals and organisations to think and work in a European context.

As a professional organisation, the EUFA aims to establish quality standards for EU fundraisers, grant managers, and project managers from the profit and non-profit sectors.



The **Cyprus Project Management Society (CPMS)** was established in February of 2008 by a group of professionals equipped with the passion, knowledge, and competences to promote the Society's vision. It promotes the benefits of utilising project and other management methodologies and standards to companies, professionals, and the society.

The Society is a non-profit professional association, which draws strength and competences from the voluntary participation and contribution of its members.



**Tallinn University of Technology (TalTech)** is the flagship Estonian provider of engineering and technology training. The university cooperates with industrial partners and promotes entrepreneurship and the start-up community. Studies and teaching are based on internationally recognised research. Graduates are highly regarded in the labour market worldwide.

TalTech is a university that actively responds to the needs of a rapidly developing society and meets the challenges of the digital age.



**PRISM** is a non-profit social enterprise from Sicily that aims to realise equal opportunities for the development of people, communities and societies. To this end, PRISM develops tailor-made strategies and projects, often with an international perspective.

The organisation is active in the areas of enterprise and employment; research, innovation and new technologies; social cohesion, equality and equity; local development and sustainability; and international cooperation, mobility and youth.



European Center for Quality

The **European Center for Quality (ECQ)** was founded in 2001 and specialises in: management consulting in the field of EU-funded projects; training programmes for enterprises; linking the world of business with the education and training sectors and developing international standards for quality management.

ECQ's mission is to develop and manage projects in a way that guarantees their successful realisation.

# Inhalt



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<b>01 Introduction</b> .....	<b>8</b>
<b>02 The Maturity Model Approach</b> .....	<b>12</b>
Seeing the Bigger Picture – 'Zooming in' and 'Zooming out' .....	14
Continuous Improvement .....	14
The Capability Maturity Model (CMM) as a 'Quarry' for upgrade2europe .....	15
<b>03 The Target Groups - Characteristics and Needs</b> .....	<b>18</b>
Small and Medium-Sized Organisations (SMOs) .....	19
Small and Medium-Sized Enterprises (SMEs) in the Service Sector ..	20
Education Institutions in the Vocational and Adult Education Sectors .....	21
<b>04 The upgrade2europe Maturity Model</b> .....	<b>22</b>
Four Domains with Nine Process Areas .....	25
Domain 1: Corporate Governance – The Foundations for Success..	26
Domain 2: Management and Leadership – Getting it Right .....	27
Domain 3: Operations & Resources – People, Infrastructure and Finances .....	28
Domain 4: European Partnerships & Alliances – Cooperation and Communication .....	29
45 Specific Sub-Topics in Nine Process Areas .....	30
The Current State of Development - Evaluation .....	48
The upgrade2europe Products – A Holistic Approach .....	49
The 15 upgrade2europe Tools .....	50
An Overview of the upgrade2europe Process Model .....	57
<b>05 Conclusion</b> .....	<b>58</b>
<b>06 Bibliography</b> .....	<b>60</b>



# 01 Introduction



Why is upgrade2europe necessary? Living out European values, engaging in civil society across national borders and actively participating in European (economic) life can only be achieved by those who know their possibilities and have been empowered to use them. Many organisations either lack the necessary ‘institutional readiness’ or still have other various possibilities open to them that offer them a better position. A greater professionalism is important so that as many people as possible can better implement their trans-national activities in Europe in the future and make optimal use of existing opportunities.

This is where upgrade2europe comes in, offering specific analytical instruments and tools. Anyone can use these to develop their organisation and improve its operational, technical and financial foundations. upgrade2europe helps organisations to recognise their strengths and to identify areas in need of development when it comes to European work.

To this end, an integrated digital learning tool has been developed, which consists of six complementary products that are freely accessible online. With this learning tool, users can learn the necessary knowledge for the Europeanisation of their organisations one step at a time in the course of their work, applying it directly to their everyday business (work-based learning approach). Training providers can use the materials and a sample curriculum for further training courses.

upgrade2europe is a follow-up project that builds on the successes and experiences of the Europeanisation project. Europeanisation was recognised as a ‘success story’ by the European Commission and as an ‘example of good practice’ by the National Agency at the Federal Institute for Vocational Education and Training. Over the seven years since 2016, during which time the results of the Europeanisation project have been used extensively by interested parties from all over Europe, extensive feedback has been collected. By far the most frequently expressed wish was to provide organisations with more tools, tips and support for practically implementing a process of Europeanisation.

The upgrade2europe process model developed in this study forms the basis for the development of the five other upgrade2europe products. The study is structured as follows:

Chapter 2 introduces and discusses the concept of a maturity model. A maturity model was already designed for the Europeanisation project and has been developed further into the upgrade2europe maturity model. With the help of this upgrade2europe maturity model, an organisation’s current state of development can be recorded and analysed in terms of its ‘readiness for Europe’.

Chapter 3 briefly outlines which target groups will particularly benefit from the upgrade2europe approach. These are small and medium-sized organisations (SMOs), small and medium-sized enterprises (SMEs) – in particular from the service sector - and educational institutions involved in vocational and adult education. The characteristics and needs of each of these upgrade2europe target groups will also be discussed.

Chapter 4 opens with a presentation of the content of the nine upgrade2europe process areas. This is followed by a detailed presentation of all 45 sub-themes that make up the nine process areas. The central criteria for allocating each sub-topic to one of the four maturity levels within the upgrade2europe maturity model are presented. Finally, a brief presentation of the evaluation, i.e. the classification of an organisation with regard to the four upgrade2europe maturity levels, is given with an explanation of how the transition

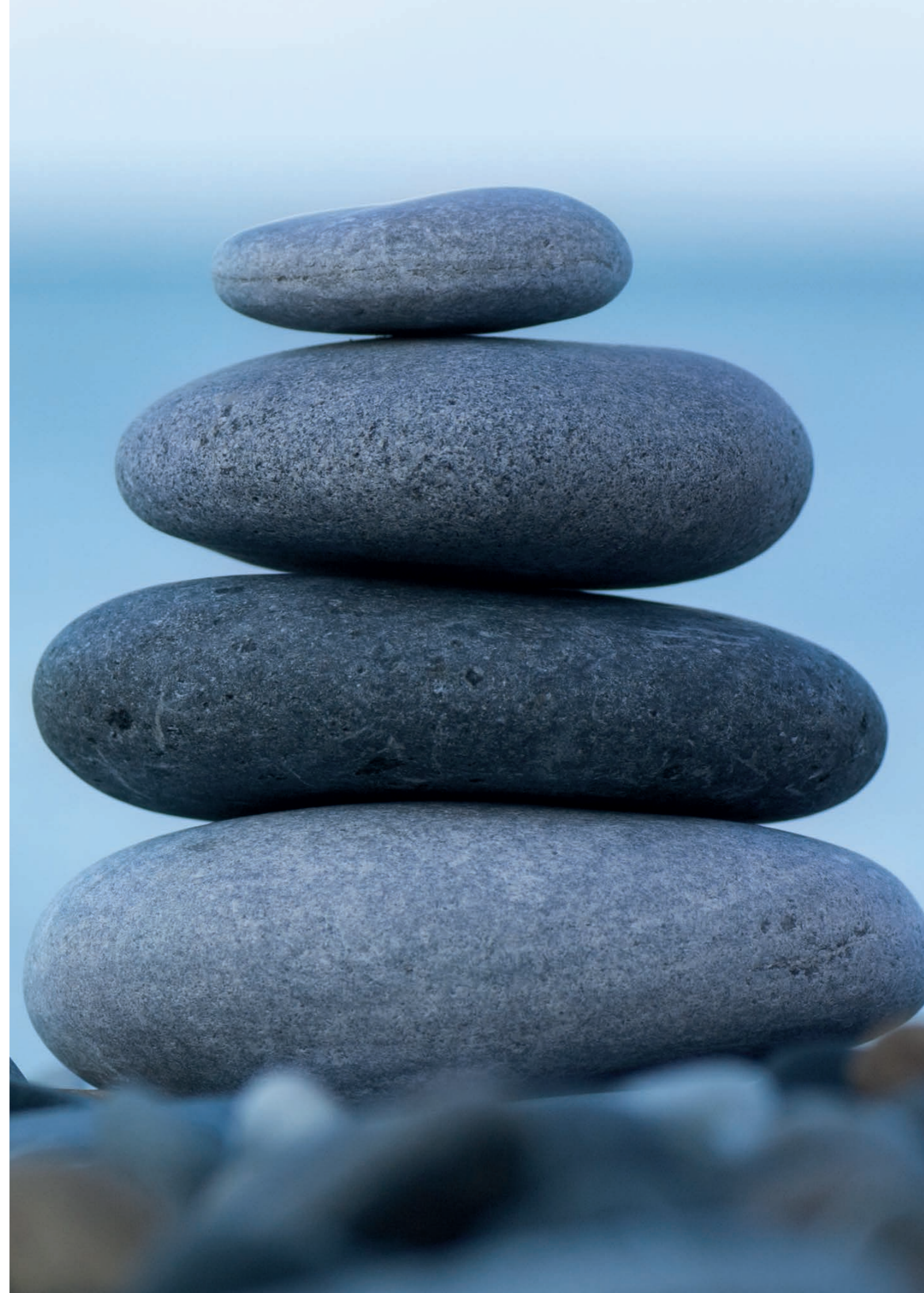


from the 'analysis and evaluation phase' to concrete action in an organisation, i.e. the actual 'upgrade2europe', is achieved with the help of specific instructions. An answer is then provided to the question: 'How does one practically initiate an upgrade2europe process and how is it implemented?' The first part of the answer involves a brief introduction of the other five upgrade2europe products - in addition to this process model – with a particular focus on how they work together. This is then followed by an overview of the 15 upgrade2europe tools, since these are of central importance for the success of any process of Europeanisation. The chapter ends with a pictorial summary of the entire upgrade2europe process model.

The conclusions in chapter 5 round off the study.

This study, which is written from a more methodological-theoretical angle, is complemented by five other upgrade2europe products, which are all freely available online under the Creative Commons license CC-BY-SA 4.0. These five products provide practical support to organisations on their journey towards Europe. The upgrade2europe products are available free of charge on the website [www.upgrade2europe.eu](http://www.upgrade2europe.eu). All five products are available in eight languages (Bulgarian, Croatian, English, Estonian, German, Greek, Hungarian and Italian).

1. The upgrade2europe email course offers a step-by-step, low-threshold introduction to the topic of Europeanisation.
2. upgrade2europe's self-analysis tool facilitates the determination of an organisation's current 'institutional readiness' for Europe in a comparatively short time. The result is a comprehensive individual evaluation with tips and options for how to proceed in the next practical steps.
3. The upgrade2europe handbook enables the further development of one's own organisation in a self-directed way. It is ideally used on the basis of the self-analysis results.
4. upgrade2europe learning videos provide an insight into the opportunities and challenges of a process of Europeanisation.
5. The upgrade2europe curriculum has been developed explicitly for trainers and training providers. It was developed on the foundation of the European Qualifications Framework (EQF).





# 02 The Maturity Model Approach

The development, significance and evaluation of maturity models // 'zooming in' - 'zooming out' // continuous improvement // capability maturity models // the upgrade2europe maturity model // nine process areas and four maturity levels

## The Development, Significance and Evaluation of Maturity Models

Maturity models are tools for assessing and improving organisational processes and practices. They are designed in a way that helps organisations assess their current level of development in specific subject areas, for example their level of Europeanisation, and understand the actions they should take to improve - i.e., to 'mature' beyond their current level.

A maturity model therefore consists of different levels, each of which describes an organisation's varying quantitative or qualitative capabilities. Maturity is usually assessed in several process areas, which together provide information on an organisation's current performance, in other words its current level of maturity (Kohlegger/Maier/Thalmann 2009).

The concept of a maturity model can be attributed to Richard L. Nolan of Harvard University, who developed the 'stages-of-growth model' for IT organisations in 1973. Following Nolan's work, Watts Humphrey at the Carnegie Mellon Institute was one of several who began developing maturity models, which eventually became known as the capability maturity model (CMM). Originally designed for the software development industry, maturity models can now be found in a wide range of areas and industries (Caralli/Knight/Montgomery 2012).

Here is a brief selection of well-known maturity models:

- Software development (e.g., CMMI for software engineering)
- Project management (e.g., Project Management Maturity Model, PMMM)
- Quality management (e.g., European Foundation for Quality Management, EFQM)
- IT service management (e.g., IT Service Capability Maturity Model, IT Service CMM)
- Cybersecurity (e.g., Cybersecurity Capability Maturity Model, C2M2)
- Enterprise architecture (e.g., Enterprise Architecture Maturity Model, EAMM)

Maturity models work on the general principle that many small steps together constitute significant progress. They provide a good basis for developing an organisation from one level to the next with various smaller or sometimes larger interventions. Behind this is also an awareness that not all of an organisation's process areas have to be equally well or perfectly developed, even though they collectively determine the organisation's maturity level. This is particularly relevant for upgrade2europe's target groups, as they are usually small or medium-sized organisations that should first invest their often limited resources in the process areas that allow them to make the biggest possible leap forward (see chapter 3).



## Seeing the Bigger Picture – ‘Zooming in’ and ‘Zooming out’

Even small and medium-sized organisations must deal with a high degree of internal complexity and are constantly involved in complex processes of exchange with their organisational environment. This means that they must be developing in many different areas at the same time. A maturity model, especially one that clusters the challenges or key sub-topics into discrete process areas, can make dealing with an organisation’s complex internal and external more manageable. It makes it possible to always keep the bigger picture in view and, on this basis, consciously decide which next improvement is the most promising from an individual perspective.

The upgrade2europe process model is based around the following premise: an entire organisation can be analysed with reference to Europeanisation with the help of a maturity model that allows one to zoom out, as it were, and look at the organisation as a whole. This information can be used when examining the process areas or, at an even more intricate level, the individual sub-topics that make up a single process area to decide which specific topic or aspect should be tackled first. In other words, zooming out is followed by zooming in again to deal intensively with sub aspects in a way that does not neglect the overall context or existing interdependencies.

If used in this way, maturity models are neither rigid nor mechanical - a common critique of the maturity model approach. When used to repeatedly ‘zoom in or out’ of an organisation, each organisation can interpret the results of a maturity model analysis in a way that is tailored to its own situation, allowing it to take the most appropriate measures. The goal is always for an organisation to be able to develop and keep improving under its own steam. This was the specific goal that determined which tools were recommended for improving an organisation’s ‘institutional readiness’ for Europe. The 15 upgrade2europe tools were selected in a way that enables an organisation’s autonomous further development, whilst also having a positive impact on as many of the nine upgrade2europe process areas as possible (see the diagram in chapter 4 for more information).

## Continuous Improvement

It is vital to understand that a maturity model, although important in its own right, does not by itself guarantee the improvement of an organisation. It is primarily a measure or indicator of the current stage of development and can help an organisation to identify its strengths and weaknesses and take action based on these.

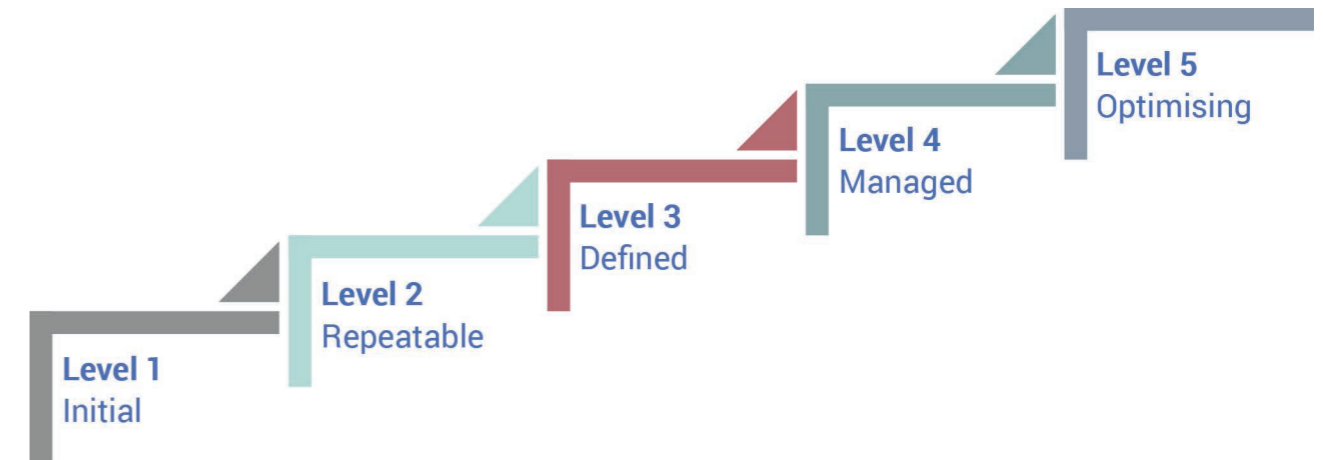
Each maturity level provides a platform for organisations to implement continuous improvement, since knowing their current level helps them move from one maturity level to the next. Maturity models therefore function like a ‘banister’ that an organisation can use to climb the stairs, improving or advancing its capabilities in a particular process area.

The first outcome of working with a maturity model will be a systematic evaluation of the current situation in different process areas. This result will become the starting point for organisations to initiate a continuous process of improvement, also known as Kaizen (a Japanese compound meaning ‘change for the better’). At this point, there is a clear link to the Deming or PDCA Cycle (Angermeier 2019; Moen/Norman 2010), which has been conceptually integrated into many maturity models. Continuous improvement which follows the sequence ‘Plan’, ‘Do’, ‘Check’ and ‘Act’ has become a central component of many maturity models. This is also the case in upgrade2europe. The Deming Cycle is one of the 15 tools that organisations should use on their journey towards Europe (see chapter 4).

## The Capability Maturity Model (CMM) as a ‘Quarry’ for upgrade2europe

The levels in the upgrade2europe maturity model were defined based on the five levels of the Capability Maturity Model (CMM) (see above). The five levels of the Capability Maturity Model are: initial (level 1), repeatable (level 2), defined (level 3), managed (level 4) and optimising (level 5). For more information see the diagram below:

### The Five Levels of the Capability Maturity Model



Source: own graphic

## The upgrade2europe Maturity Model

The upgrade2europe Maturity Model is an innovative approach to analysing the maturity level of an organisation. It involves nine process areas, which are mapped onto four maturity levels (see diagram below). The main foundations of the upgrade2europe maturity model were already laid in the Europeanisation project. The key difference is that upgrade2europe now distinguishes between nine process areas, whereas the Europeanisation model only consisted of seven process areas. One reason for the extension is the extensive expansion of the target group, which now includes SMOs (small and medium-sized organisations such as foundations or associations), SMEs and educational institutions in Europe (see chapter 3).

The reduction from the five maturity levels in the CMM model to the four levels used here was a decision that was made for the Europeanisation project. The four levels have proven themselves in practice. The upgrade2europe maturity model has consciously dispensed with level 5, ‘optimising’. The ‘optimising’ level in the Capability Maturity Model outlined above aims at the continuous improvement of the situation achieved in level 4. In upgrade2europe, however, this aspect of ‘continuous improvement’ is the aim for all maturity levels, not just level 4 (see above).

With regard to the four levels of maturity, it is important to emphasise that upgrade2europe is not designed to develop organisations to the highest level (i.e., level 4) before they can start being successful in Europe. For many small and medium-sized organisations, level 3 is already a very good starting point for their transnational



European activities. It is often either unnecessary or simply too costly to reach the level of development required for level 4. As long as organisations are still at level 1 or 2 in several of the nine upgrade2europe process areas, however, their goal should be to progress step by step to level 3.

Just like the Europeanisation maturity model, the upgrade2europe maturity model was designed around the methodological and theoretical framework and international good practices briefly outlined above. upgrade2europe, however, has abandoned the strict focus on only internal organisational processes. The upgrade2europe maturity model adds further aspects in which an organisation can and should develop further. These are specifically the development of individuals, i.e., both managers and team members, the development of teams and the potential (or necessity) for structural development that Europeanisation may entail. The optimisation of internal organisational processes by itself is not sufficient to make an organisation 'ready for Europe'. Only by extending its scope does upgrade2europe offer a holistic view of an organisation.

This theoretical background also means that upgrade2europe uses the term 'process area' to differentiate between the nine different areas in which an organisation can 'Europeanise' itself – just like the language of the CMM model outlined above. However, the content of these 'process areas' is broader. Whilst processes form a central component of each area, they are not the only component.

The specific content of the nine upgrade2europe process areas is presented in detail in chapter 4. There you will also find a detailed presentation of all 45 sub-themes that make up the nine process areas. For each sub-theme, the central criteria for classification into one of the four maturity levels are also presented.

## Levels of the upgrade2europe Maturity Model

Levels	Characteristics
<b>Level 1 Initial</b>	<ul style="list-style-type: none"> <li>• There is a clear need to increase the ability to upgrade2europe. This level can primarily be characterised by the following aspects:               <ul style="list-style-type: none"> <li>○ Unstable operating environment, the organisation is mainly reacting to its environment.</li> <li>○ Ad hoc, undocumented processes in the area of upgrade2europe. The organisation does not apply successful processes from other fields of activity to upgrade2europe.</li> <li>○ The organisation is relying on specific individuals.</li> </ul> </li> </ul>
<b>Level 2 Repeatable</b>	<ul style="list-style-type: none"> <li>• A basic ability to upgrade2europe is in place. This level can be primarily characterised by the following aspects:               <ul style="list-style-type: none"> <li>○ Some processes are repeatable, meaning that they can lead to consistent and measurable results.</li> <li>○ Processes, projects, and activities are partly planned, monitored, and controlled.</li> <li>○ One or more individuals have been appointed and given specific tasks in the area of upgrade2europe.</li> </ul> </li> </ul>
<b>Level 3 Defined</b>	<ul style="list-style-type: none"> <li>• A solid ability to upgrade2europe is in place. This level can be primarily characterised by the following aspects:               <ul style="list-style-type: none"> <li>○ Many processes are well defined and understood throughout the organisation. They are based on standards, methods and tools, and are continuously being improved.</li> <li>○ The established degree of structure and standardisation bring reliability and efficiency.</li> <li>○ Individuals and teams are appointed and entrusted with specific tasks in the area of upgrade2europe and are capable of performing their respective responsibilities.</li> </ul> </li> </ul>
<b>Level 4 Managed</b>	<ul style="list-style-type: none"> <li>• A strong ability to upgrade2europe is in place. This level can be primarily characterised by the following aspects:               <ul style="list-style-type: none"> <li>○ Processes                   <ul style="list-style-type: none"> <li>- are stable and flexible. They can be measured using qualitative and/or quantitative indicators that show what added value they create.</li> <li>- have been repeatedly tested, refined and adapted in different conditions across the organisation.</li> <li>- can be easily adapted to meet the requirements of other endeavours in the organisation.</li> </ul> </li> <li>○ Key individuals/teams are competent in the established process and comfortable when deploying them in various environments.</li> <li>○ Quality and process performance is documented in a transparent way for all stakeholders to facilitate decision-making.</li> </ul> </li> </ul>

Source: own graphic

# 03

## The Target Groups - Characteristics and Needs

Who has upgrade2europe been developed for? // Specific characteristics of small and medium-sized organisations (SMOs), small and medium-sized enterprises (SMEs) and training providers

### upgrade2europe's Three Target Groups: SMOs, SMEs and Training Providers

upgrade2europe was developed with three target groups in mind: small and medium-sized organisations (SMOs) such as associations, federations or foundations; small and medium-sized enterprises (SMEs), especially those in the service sector; and educational institutions involved in vocational and adult education.

upgrade2europe is designed in such a way that an organisation's development towards Europe can be implemented collaboratively by a team. Continuous cooperation between management and staff is highly recommended because a process of Europeanisation usually affects all areas of an organisation. upgrade2europe is aimed at all those who want to change their organisation and develop it further in the direction of Europe. It is possible to pursue the following different objectives:

- Using a process of Europeanisation to redesign an organisation (from the ground up) so that it is prepared for the challenges of today and tomorrow.
- Carrying out the Europeanisation of an organisation one step at a time (making gradual changes), using internal resources as much as possible.
- Making smaller changes and, for example, implementing solutions that are tailored to specific challenges of individual activities in Europe.
- Initiating change on an operational level by identifying and implementing practical tools that solve everyday challenges – both nationally and internationally.

Although upgrade2europe has been designed specifically for the three target groups mentioned above, its content and results can be profitably applied within other organisations, whether small or large, in whole or in part.

### Small and Medium-Sized Organisations (SMOs)

Small and medium-sized organisations (SMOs) are, for example, foundations, associations, cooperative structures or scientific institutes (cf. United Nations 2003). These non-governmental organisations share the fact that they are not - or not primarily - economically active on the market. In other words, making a profit is not one (main) focus of their activities.

SMOs are often not able to buy in significant amounts of external support. However, they form a large part of the so-called third sector, which employs around 28.3 million people across the EU (Enjolras et al. 2018; Third Sector Impact-Project 2018). That is more employees than the entire construction sector.





Many SMOs lack the time and financial resources for extended discussions of structural development measures such as a process of Europeanisation. In addition to focusing on operational work, they have to raise a large amount of government and/or private funding to finance their services. Fundraising and the development of fundraising projects are activities that take up important resources. Without these activities, however, they cannot work successfully. In addition, many SMOs are faced with the challenge of inducting and integrating not only their employed staff but also volunteers who receive no remuneration.

Every day, around 2.8 million social organisations in Europe provide specific services to society. It has taken a long time for this contribution to receive the attention it deserves from the main EU institutions in Brussels. Only in recent years has the contribution of SMOs and others active in the social economy moved more into the focus of those involved in European politics (European Commission 2021). There are several reasons for this: first, the European integration project has traditionally been strongly driven by the removal of trade barriers and free economic exchange. The EU common market and the introduction of the Euro are illustrative of this process. Moreover, the social and socio-political sector remains a policy area that is predominantly dominated by the member states. It is not surprising that the Europeanisation of SMOs has not yet been able to develop the same momentum as that of business enterprises which work across European borders, especially many of the larger players in this market. European SMOs have not yet taken advantage of the opportunities that Europe offers them to the extent that would be desirable in their own interest. In addition, since they are crucial for the development of a European civil society that is no longer fragmented by national borders, they are a key target group of upgrade2europe.

### Small and Medium-Sized Enterprises (SMEs) in the Service Sector

Small and medium-sized enterprises (SMEs) form the basis of European Union's economy. 99.8% of all companies outside the financial sector are SMEs, and they employ around 2/3 of all employees (European Commission 2018). However, many consulting and training concepts are designed for large companies because they are the ones with budgets to pay external consultants and trainers. Most SMEs and micro-enterprises, by contrast, are in the same position as SMOs: finances are usually tight and the focus is on the urgent challenges of day-to-day business. As a result, managers in SMEs work more 'in' than 'on' the company. In other words, they take too little time to develop structures and processes or comprehensively analyse new and fundamental changes, including Europeanisation.

upgrade2europe focuses particularly on the needs of SMEs in the service sector. In the years to come, almost 1/3 of all jobs in the EU will be in this sector, which includes business and tax consultancies. The service sector is the fastest growing SME sector in the EU (Cedefop 2016). A very large proportion of SMEs in the service sector, but also beyond, do not yet have a European strategy, although such a strategy can be highly rewarding for companies. Many SMEs also find it difficult to make use of the extensive funding available specifically to them from both the EU and their national governments. These and various other aspects are addressed by upgrade2europe.

A process of internationalisation for enterprises is usually founded on a solid economic foundation that has been built up in the home market. National competitiveness is an important foundation for international activities. However, national and international work

can also function well in tandem, especially when start-ups or young companies strategically consider key foreign markets from the outset.

In most cases, a process of internationalisation, i.e., taking a step into other European countries, starts with exports (Roque/Alves/Raposo 2019). Other ways in which companies internationalise are: imports, foreign investment, international branches, technological cooperation with companies abroad, working as a subcontractor for a main contractor abroad or commissioning foreign subcontractors (European Commission 2010).

The share of European SMEs active abroad is steadily increasing. In a 2014 study, it was between 40% and 44%, but it can vary greatly from 32% to 86% depending on the EU member state. It is higher in smaller economies and lower in larger economies (Wach 2014). This is primarily due to the size of the respective domestic market. The domestic markets of Cyprus, Luxembourg or the Netherlands soon grow too small for ambitious SMEs, whereas in EU member states such as France, Poland or Germany, the national markets already offer plenty of scope for entrepreneurial success.

### Education Institutions in the Vocational and Adult Education Sectors

Educational institutions involved in vocational education are mostly active as SMEs within the education and training sector. In the area of adult education, there are many clubs, associations, etc., i.e., SMOs from the third sector. The information outlined above for SMEs and SMOs therefore also applies to these providers.

The European Union has long supported the Europeanisation of the education sector, in particular through its Erasmus+ funding programme. Many educational institutions in Europe are aware of the existing opportunities of Europeanisation and are making use of them. This can be clearly seen in the demand for the Erasmus+ budget, which has steadily increased over the last three decades. However, the full European potential of the education sector in Europe is not yet being realised. This is not only because competences in education policy traditionally have strong nation or even regional ties across Europe. As with SMOs or SMEs, it is also crucial in the education sector to have the skills needed in an increasingly international business world and in a diverse European and global environment. In this respect, there is further potential for development among many education actors if they are to raise their European 'institutional readiness' to a desirable level. Vocational and educational training providers should in particular further develop their strategic planning competences with regard to their future activities in Europe (European Union 2017).

Returning to the upgrade2europe approach, there is one further key aspect that should be mentioned. Educational institutions involved in both vocational and adult education can be important multipliers for the upgrade2europe approach if they engage in an internal process of Europeanisation. They are also interesting as providers of upgrade2europe training when they pass on its content to their respective target groups.



# 04

## The upgrade2europe Maturity Model

The legacy of Europeanisation // Four development areas with nine process areas // 45 specific sub-topics in nine process areas // How ready is an organisation for Europe? // The upgrade2europe products working together // 15 tools for a successful process of Europeanisation // The upgrade2europe process model at a glance

### Developing and Evaluating the Model

The upgrade2europe maturity model builds on the success of the Europeanisation maturity model, which has been in use since 2016. The upgrade2europe project consortium includes four of the same organisations that implemented the Europeanisation project, including emcra - co-shaping Europe, from Germany, who has once again acted as lead partner.

The aim of the upgrade2europe consortium was to provide a holistic approach to the topic of Europeanisation, built on a solid theoretical and methodological foundation. Comprehensive research and analysis from 2014 to 2016, previously carried out for the Europeanisation project, in particular on the topics of 'Maturity Models' and 'Europeanisation of Organisations', served as a starting point for upgrade2europe. As these prior documents were reviewed and checked for their current relevance, it became clear that the results of the Europeanisation project are still mainly valid. The upgrade2europe consortium has supplemented and expanded them where necessary.

The Europeanisation project consortium conducted a Europe-wide survey on the topic of the internationalisation or Europeanisation of educational institutions between May and July 2015. It focussed on the opportunities and challenges involved in a process of Europeanisation. 520 representatives from educational organisations in more than 30 countries, including all of the EU member states at that point, took part in the survey. The results of this survey were summarised in a short report (emcra - Co-shaping Europe et al. 2016). They are still relevant, particularly for the target group of educational institutions. Conclusions can also be drawn from the existing data for the other upgrade2europe target groups, since many educational institutions can also come under the umbrella of either SMOs or SMEs.

The development of Europeanisation into upgrade2europe was also based on the extensive feedback provided by users from 2016 onwards. To give one example, approximately 1,000 participants used the Europeanisation maturity model as part of a certified training course for EU fundraisers offered by emcra - Co-shaping Europe. The feedback from the participants, the vast majority of whom were from upgrade2europe's target groups, as well as from many other users across Europe, was used to optimise upgrade2europe in the areas where Europeanisation users wanted it most. Several important features were retained, however, given how well they work.

On the one hand, the upgrade2europe team consisted of people who already had considerable expertise in the area of 'maturity models' and the 'Europeanisation of organisations'. On the other hand, experts from different fields who could contribute a fresh perspective on the central aspects of upgrade2europe were also brought in. The vast majority of upgrade2europe team members also work in an organisation within at least one of the project's three target groups.





At the beginning of the project, all team members looked at the Europeanisation maturity model in detail, both individually and together in various international workshops. This formed the foundation for an initial development of the process areas and their sub-topics.

These developments were first presented and evaluated during a three-day intensive workshop in Cyprus in autumn 2021, which brought together representatives of the three upgrade2europe target groups from different European countries. In 2021 and 2022, the five project products (see below) based on the upgrade2europe maturity model were thoroughly tested in six EU countries in face-to-face and online workshops. It was also tested how well they work within various organisations that belong to the upgrade2europe target groups. This phase led to a further fine-tuning of the 45 sub-topics and their arrangement into nine process areas.

The following sections present the results of this preliminary work. First, the aspects of 'analysis and evaluation', i.e., an organisation's current level of Europeanisation, will be addressed. This is followed by the section 'upgrade2europe', which presents the tools and products that organisations should use to develop beyond their current level of Europeanisation. These three steps together form the upgrade2europe process model (see diagram below).

## Analysis and Evaluation

The content of the nine upgrade2europe process areas will be presented first. To make this easier, the nine process areas have been grouped into four overarching areas of development. This is followed by a detailed presentation of all 45 sub-themes that make up the nine process areas. For each sub-theme, the central criteria for its allocation to one of the four maturity levels of the upgrade2europe maturity model are presented. It will close with an overview of the analysis, i.e., the classification of an organisation within one of the four maturity levels, and an explanation of how the transition from the 'analysis and evaluation phase' to specific action in an organisation, i.e., the actual 'upgrade2europe', is achieved with the help of specific instructions.

## Four Domains with Nine Process Areas

upgrade2europe divides the challenges of a process of Europeanisation into nine separate process areas. These topics are:



The nine process areas belong to four overarching domains:

- Domain 1: Corporate Governance – The Foundations for Success
- Domain 2: Management and Leadership – Getting it Right
- Domain 3: Operations & Resources – People, Infrastructure, and Finances
- Domain 4: European Partnerships & Alliances – Cooperation and External Communication

Below is a brief introduction to the four domains and the corresponding nine process areas, providing a comprehensive overview of the breadth of topics covered by upgrade2europe.

## Domain 1: Corporate Governance – The Foundations for Success

Fundamental decisions about an organisation's long-term strategy are made in the corporate governance domain. These decisions are based on a set of values and beliefs that give an organisation its individual 'character' and set it apart from its competitors. The foundations for an organisation's success are further determined by external and internal conditions. This domain includes three thematic process areas.

### Process Area 'Mission, Vision, and Organisational Culture'

Mission, vision, and organisational culture form the basis for an organisation's corporate identity. Mission and vision can contain elements for transnational work. In this case, they not only serve as the basis for the development of an organisational strategy and the definition of organisational goals and operational activities on a local, regional, or national level, but also on an international or European level. The mission and vision are the basis for focused and successful activities in the European market.

Furthermore, a positive attitude of all participants in an organisation toward cross-border work in Europe is key. An organisational culture that is open towards Europe significantly facilitates the implementation of Europeanisation activities. Since conditions in Europe are constantly changing, it also helps if an organisation has a general willingness to change, allowing it to better seize the opportunities that these changes may bring.

### Process Area 'Strategy and Assessment'

As part of a process of Europeanisation, every organisation makes strategic decisions about its alignment and (re)positioning in Europe. These strategic decisions are an essential part of an organisation's overall strategy. Managing to identify and analyse European developments and trends in the policy areas or sectors that are of particular interest to an organisation will create a solid foundation for the (further) development of its organisational strategy as it moves towards Europe.

At the same time, it is crucial to regularly evaluate cross-border activities and consider adjusting an organisation's strategy based on the results. It is also beneficial to actively compete with 'the best' in Europe and communicate any successes on the European market within the organisation so that they are appropriately recognised by all participants.

### Process Area 'European and International Dimension'

For all organisations in Europe, important framework conditions for their work are also set at the EU level. An organisation must therefore comply with legislation on both a national and a European level. An eye should also be kept on global political developments that could be relevant to an organisation. European and global political developments are also relevant to organisations that do not operate transnationally and to organisations from Europe whose headquarters are not located in an EU member state.

Despite European integration, many sectors still remain heavily influenced by national conditions. As a result, many of the conditions that affect a process of Europeanisation are set in the nation or region of an organisation's target markets (such as national subsidy or tax policies). EU integration brings additional changes, challenges, and opportunities for all economic sectors. Everyone should be familiar with the key contents of EU policies relevant to their organisation (e.g., the European single market, Schengen Agreement, European Green Deal) and use them to one's advantage where applicable. Finally, European or global standards and norms, such as the European Pillar of Social Rights or ISO standards, are becoming increasingly important foundations for transnational activities.

## Domain 2: Management and Leadership – Getting it Right

The second domain focuses on the tangible implementation of strategies and plans for Europe. Work on the topics in this area will lead to better preparation for cross-border activities in Europe. One key aspect is the management of international activities and projects. Additionally, it is crucial to be able to successfully moderate and guide an important process of change like evolving an organisation into an international actor.

For many organisations, processes of change like a process of Europeanisation provide a welcome opportunity to engage (perhaps for the first time) fundamentally and systematically with topics like management, international project management standards and leadership. Organisations can use their process of Europeanisation to modernise and future-proof themselves (increase their resilience) both in Europe and in their national field of activity. This domain includes three thematic process areas.

### Process Area 'Management Excellence'

Effective operational management generally involves creating order and continuity in an organisation by establishing functioning processes through a well-thought-out quality management system and regularly reviewing them. This revolves around the efficient usage of existing resources and knowledge in an organisation.

When it comes to managing European activities on an operational level, it is essential to determine what an organisation's target groups genuinely need. All responsible individuals in an organisation should be capable of achieving the desired results at a European level. No specialist management knowledge is necessary for a process of Europeanisation, but the participants should master the key areas or be willing to develop themselves further in areas such as market research, knowledge management, risk management, or quality management.

### Process Area 'International Activities and International Project Management'

An especially important skill for a process of Europeanisation is project management. Nowadays, there are very few organisations that can survive without project management know-how. A project is about systematically implementing ideas and achieving sustainable results. Project management provides an organisation with the means to do this. This is necessary for transnational projects, international activities and the entire process of Europeanisation, as it can often be divided into several, sometimes interrelated, smaller projects.

The importance of project management is constantly being reaffirmed. The results of a Europe-wide survey conducted in 2015 as part of the predecessor project to upgrade2europe strongly underline the significant role of project management in successful international work. According to the opinions of over 500 respondents from across Europe, project management is the organisational area most affected by transnational activities (emcra - Co-shaping Europe et al. 2016).

Good project management often requires no extensive training or expensive software. It depends on the right methodology. It is therefore advisable to follow internationally recognised project management methods and adapt them as needed. An organisation-specific method becomes even more crucial when – as often happens – multiple transnational and national projects are successfully implemented within an organisation at the same time (multi-project management). Additionally, it is essential to implement a project ma-



management approach that is suitable for both traditional project management challenges and conditions that require a more flexible, agile approach.

#### Process Area 'Leadership Excellence'

While classical management areas (mentioned above) focus more on stability, order, or security in operational work, leadership is about movement and change within an organisation. It involves developing a new vision for the future or knowing how to collectively steer the organisation in a new direction, for example taking the step beyond national borders for the first time. Those who draw on the broad participation of as many people as possible have a better chance of developing sustainable and effective concepts and ideas.

Forward-looking leadership is essential for successful work in Europe. People are needed who can act even in uncertain situations. The organisation as a whole continues to evolve and improve its ability to adequately deal with the challenges that arise from cross-border activities.

Important aspects in the area of leadership include the necessary know-how for guiding and implementing processes of change, proactively addressing the challenges of digital transformation, and the ability to respond more quickly and effectively to external developments in the future (especially to enhance agility), with a focus on harnessing opportunities and promoting suitable innovations.

### **Domain 3: Operations & Resources – People, Infrastructure and Finances**

In this domain, business processes and the resources needed for Europeanisation take centre stage. The following key questions arise: do we have the right personnel on our team? To what extent is the equipment adequate for what lies ahead? Do we have sufficient financial resources to expand into other European countries, or are we capable of acquiring these resources? This domain includes two thematic process areas.

#### Process Area 'People and Infrastructure'

Human resource management and, even more so, human resource development is a key topic in any process of Europeanisation. On the one hand, it involves analysing the competencies that already exist in an organisation for transnational work. On the other hand, an organisation will carry out various human resource development measures throughout a process of Europeanisation in order to systematically expand the competencies of its employees. In addition, when filling existing positions or creating new positions, an organisation must ensure that applicants bring the knowledge, skills, and competencies required for a process of Europeanisation.

In addition to hard skills, such as both spoken and written proficiency in the English language and a suitable infrastructure, soft skills, such as communication skills in a transnational context, are crucial. Communication-savvy individuals and teams with an understanding of cultural differences in Europe will contribute significantly to the success of European work.

Any existing human resource development strategy will be altered and further developed by a process of Europeanisation. Some possible specific human resource development

measures include a wide range of educational opportunities (for example traditional seminars, on-the-job learning, or learning abroad). In some cases, these measures can qualify for financial support from the EU or national authorities.

#### Process Area 'Financial Capacity and Financial Management'

This financial area includes two important questions. First, can an organisation finance new or additional transnational activities in Europe? Initial or ongoing steps on the European stage typically require financial investments, and this financial leeway must be available. Second, does an organisation have a finance department or financial experts who can deal with the challenges of transnational cooperation, such as value-added tax and financial reporting in an international context?

Many organisations utilise EU funding programs such as Horizon Europe and Erasmus+ or financing from other sources such as bank loans or private donations to co-finance their activities in Europe. Funded EU projects are often a crucial part of the Europeanisation strategy for organisations. These organisations need to possess the necessary know-how in EU fundraising and be able to properly manage EU funding in accordance with European financial regulations.

### **Domain 4: European Partnerships & Alliances – Cooperation and Communication**

In the fourth domain, the focus is on whether an organisation is sufficiently connected and well-known in Europe. The key question is: who does the organisation know, and who knows the organisation? This domain is linked to one thematic process area.

#### Process Area 'Cooperation and External Communication'

A Europeanisation strategy cannot be implemented without systematically developing and expanding transnational contacts and relationships. Many products or services cannot (or only with difficulty) be offered in foreign markets without local support. If an organisation aims to reach foreign target groups, it will likely need to expand or further develop its transnational online activities.

The importance of strong transnational partners has been recognised for many years. In the European survey mentioned above, the majority of the over 500 respondents placed 'transnational partner organisations' as the number one challenge in the context of a process of Europeanisation (emcra - Co-shaping Europe et al. 2016).

What transnational relationships must an organisation establish or enhance? Which communication channels are suitable for this purpose? The answers to these questions depend on the individual strategy. Typically, a combination of various activities will take place: participation in transnational (industry) networks, the development and expansion of an online presence in English and perhaps in other languages and the use of 'social media' channels such as LinkedIn, etc. These activities have positive consequences. Systematically developing and expanding external relationships and media visibility will lead to a gradual increase in an organisation's recognition and reputation, both nationally and internationally.



## 45 Specific Sub-Topics in Nine Process Areas

The four upgrade2europe maturity levels have been defined as follows: initial (level 1), repeatable (level 2), defined (level 3) and managed (level 4). The four levels are defined as follows (see chapter 2):

- Level 1: clear need for development if the organisation is to be successful in other European countries.
- Level 2: foundations for a successful upgrade2europe are in place, but there is a need for further development.
- Level 3: there is a solid starting position for a process of Europeanisation.
- Level 4: there is a very good starting position for a process of Europeanisation.

Below is a detailed presentation of all 45 sub-topics that make up the nine process areas or four development areas. For each sub-topic, the central criteria are presented for its allocation to one of the four maturity levels of the upgrade2europe maturity model.

### Domain 1: Corporate Governance - The foundations for success Process Area: Mission, vision and organisational culture

Mission (purpose of the organisation) and vision (its plans for achievement and development) as guiding principles for the organisation in Europe

At level 1 an organisation has no mission or vision for the area of upgrade2europe. If a mission or a vision exists, then it is not linked to the international activities of the organisation within Europe. At level 2 an organisation has a mission or a vision which is linked only partly to the international activities within Europe. This connection has not yet been sufficiently addressed. At level 3 an organisation has a mission and a vision, both of which are linked in a significant way to their international activities within Europe. A considerable proportion of the organisations staff support the international elements of their mission and vision. Advancing to level 4, an organisation has a mission and a vision, both of which are linked in a comprehensive way to their international activities within Europe. The majority of the organisations staff support the international elements of their mission and vision.

#### Shared European beliefs and values

At level 1 the organisation is not aware of any shared European beliefs and values. At level 2 a small proportion of those involved in the organisation are aware of shared European beliefs and values. At level 3 a significant proportion of those involved in the organisation are aware of shared European beliefs and values. These provide a sense of European identity in the organisation. Advancing to level 4, almost all of those involved in the organisation are aware of shared European beliefs and values. These provide a sense of European identity in the organisation and give direction to its activities.

#### Willingness of the organisation to react to changes within the European environment (e.g., changes in policies, legislation, strategies, programmes)

At level 1 the organisation does not react to any changes within the European environment. At level 2 the organisation sporadically reacts to changes within the European environment. Advancing to level 3 the organisation increasingly reacts to changes within the European environment and uses them partially to its advantage. In the case of adverse developments, it partially finds a constructive way to deal with them. At level 4 the organisation systematically reacts to changes within the European environment and uses them to a large extent to its advantage. In the case of adverse developments, to a large extent the organisation finds a constructive way to deal with them.



## Domain 1: Corporate Governance - The foundations for success

### Process Area: Strategy and assessment

#### European content within the organisation's strategy

At level 1 the organisation does not have a strategy. If it has a strategy, then this does not include any European content. At level 2 the strategy of the organisation contains European content. This content bears little relation, however, to the mission or vision of the organisation. Upgrading to level 3, the strategy of the organisation contains European content. This content bears recognisable relation to the mission and vision of the organisation. A significant proportion of those involved in the organisation are aware of the European content within its strategy and increasingly implement it during international activities. Moving to level 4, the strategy of the organisation contains European content. This content bears substantial relation to the mission and vision of the organisation. Almost all of those involved in the organisation are aware of the European content within its strategy and consistently implement it during their international activities.

#### Strategic analysis of European developments and trends

At level 1 the organisation does not analyse any European developments or trends. At level 2 the organisation sporadically analyses European developments and trends. It does not develop its own European strategies based on this analysis. At level 3 the organisation increasingly analyses European developments and trends. It develops its own European strategies based on this analysis. These strategies are, however, primarily developed by a few individuals in the organisation. They affect only certain areas of the organisation. At level 4 the organisation systematically analyses European developments and trends. It develops its own European strategies based on this analysis. These strategies are collaboratively developed by actors from the management level and the staff. They affect all areas of the organisation.

#### Comparing organisational performance with good practices in Europe (Benchmarking)

At level 1 the organisation does not attempt to compare its activities or results with other organisations and good practices. If comparison does take place, then it is not for its European activities or their results. Moving to level 2, the organisation attempts to a small extent to compare its European activities and their results with other European organisations and good practices. At level 3 the organisation attempts increasingly to compare its European activities and their results with other European organisations and good practices. These efforts stem primarily from a few individuals in the organisation and affect only certain areas of the organisation. At level 4 the organisation attempts systematically to compare comprehensively its European activities and their results with other European organisations and good practices. These efforts stem from employees and managerial staff and are an important part of the organisational culture. They affect all areas of the organisation.

#### Evaluate European activities

At level 1 the organisation has no predefined targets and does not assess its own activities. If it has predefined targets which it assesses, then they are not for the international activities. At level 2 the organisation has determined targets and indicators to review whether these targets are met for some international activities. It assesses these international activities to a limited extent. At level 3 the organisation has determined targets and indicators to review whether these targets are met for a significant proportion of international activities. It increasingly assesses these international activities and learns from them for the future. At level 4 the organisation has determined targets and indicators to review whether these targets are met for almost all international activities. It systematically assesses these international activities and learns from them for the future.

#### Recognising the successes that the organisation has achieved through European activities

At level 1 those involved in the organisation hardly appreciate its successes at all. If there is appreciation, then it is not for the successes of its European activities. At level 2 a small proportion of those involved in the organisation appreciate the successes of its European activities and recognise the benefit for the organisation. At level 3 a significant proportion of those involved in the organisation appreciate the successes of its European activities and recognise the benefit for the organisation. At level 4 almost all of those involved in the organisation appreciate the successes of its European activities and recognise the benefit for the organisation.

## Domain 1: Corporate Governance - The foundations for success

### Process Area: European and international dimension

#### EU policies (e.g., European single market, Schengen Agreement)

At level 1 the organisation has no knowledge of the EU policies pertinent to it. If it has knowledge about them, then it does not exploit or use this. Upgrading to level 2, the organisation has basic knowledge of the EU-policies pertinent to it. It is able to exploit this knowledge and use it to the advantage of the organisation to a basic extent. At level 3 the organisation has satisfactory knowledge of the EU policies pertinent to it. It is increasingly able to exploit this knowledge and use it to the advantage of the organisation. At the next stage, level 4, the organisation has expert knowledge of the EU policies pertinent to it. It is comprehensively able to exploit this knowledge and use it to the advantage of the organisation.

Global policies (e.g., Sustainable Development Goals (SDGs), World Trade Organization, OECD)

At level 1 the organisation has no knowledge of the global policies pertinent to it. If it has knowledge about them, then it does not exploit or use this. At level 2 the organisation has basic knowledge of the global policies pertinent to it. It is able to exploit this knowledge and use it to the advantage of the organisation to a basic extent. At level 3 the organisation has satisfactory knowledge of the global policies pertinent to it. It is increasingly able to exploit this knowledge and use it to the advantage of the organisation. At level 4 the organisation has expert knowledge of the global policies pertinent to it. It is comprehensively able to exploit this knowledge and use it to the advantage of the organisation.

Relevance of the European Green Deal

At level 1 the organisation has no knowledge of the European Green Deal. If it has knowledge about this, then it does not exploit or use it. At level 2 the organisation has basic knowledge of the European Green Deal. It is able to exploit this knowledge and use it to the advantage of the organisation to a basic extent. At level 3 the organisation has satisfactory knowledge of the European Green Deal. It is increasingly able to exploit this knowledge and use it to the advantage of the organisation. Moving up to level 4, the organisation has expert knowledge of the European Green Deal. It is comprehensively able to exploit this knowledge and use it to the advantage of the organisation.

European and global standards and norms (e.g., European Pillar of Social Rights, ISO (International Standards Organization), Eco-Management and Audit Scheme (EMAS))

At level 1 in the organisation, it has no knowledge of European and international standards and norms that are pertinent to it. If it has knowledge about them, then it does not use it. At level 2 in the organisation, it has basic knowledge of European and international standards and norms that are pertinent to it. It uses this knowledge to a limited extent. At level 3 in the organisation, it has well-grounded knowledge of European and international standards and norms that are pertinent to it. It increasingly uses this knowledge. At level 4 the organisation has expert knowledge of European and international standards and norms that are pertinent to it. It continually uses this knowledge.

Products and services for the European market

At level 1 the organisation does not offer any products or services beyond the national market on the European market. At level 2 the organisation offers products or services beyond the national market on the European market to a limited extent. From time to time, it develops new products or services for the European market or further develops its existing offers. At level 3 the organisation offers products or services beyond the national market on the European market to a significant extent. More and more frequently it develops new products or services for the European market or further develops its existing offers. At level 4 the organisation offers products or services beyond the national market on the European market to a very large extent. It regularly develops new products or services for the European market or further develops its existing offers.



## Domain 2: Management and Leadership - Getting it right

### Process Area: Management Excellence

Quality management

At level 1 an organisation does not have quality assurance. If it does have quality assurance, then it is not used in the area of their international activities. Moving to level 2, an organisation still does not have a system for the quality assurance of international activities. But it uses, however, various instruments for quality assurance for their international activities (e.g., checklists, minutes of working sessions, surveys of participants or clients). At level 3 an organisation has an adequate system for the quality assurance of international activities which is oriented around national or international standards. It increasingly uses this system for their international activities and thereby achieves qualitatively good outputs. At level 4 an organisation has a comprehensive system for the quality assurance of international activities which is oriented around national or international standards. It continually uses this system for international activities and thereby achieves qualitatively very good outputs.

Risk management

At level 1 the organisation does not use formal processes to identify and manage risks. If it uses formal processes, then these do not extend to its international activities. At level 2 the organisation uses formal processes in some instances to identify and manage the risks of international activities. At level 3 the organisation increasingly uses formal processes to identify and manage the risks of international activities. It is thereby increasingly able to adequately deal with risks. Moving to level 4, the organisation systematically uses formal processes to identify and manage the risks of international activities. It is thereby almost always able to adequately deal with risks.



#### Needs of European target groups (customer and target group orientation)

At level 1 the organisation has no knowledge about the needs of its potential European target groups or it has not yet worked with European target groups. At level 2 it has limited knowledge about the needs of its European target groups and can partially satisfy them. At level 3 it has solid knowledge about the needs of its European target groups and can adequately satisfy them. From time to time, it develops new offers for these target groups. At level 4 it has extensive knowledge about the needs of its European target groups and can comprehensively satisfy them. It is continually developing new offers for these target groups.

#### Internal communication

At level 1 the organisation does not have an internal communications management. If it has internal communications management, then it does not extend to its international activities. At level 2 the organisation has a rudimentary internal communications management for international activities. It has not introduced any formal processes to guarantee the internal exchange of information. Upgrading to level 3, the organisation has a satisfactory internal communications management for international activities. It has introduced formal processes to guarantee the internal exchange of information. At level 4 the organisation has a comprehensive internal communications management for international activities. It has introduced effective processes to guarantee the constant and trouble-free internal exchange of information.

#### Learning within the organisation ('lessons learned')

At level 1 in the organisation, it has no formal learning process ('lessons learned'). If there is a formal learning process, then it does not affect international activities. At level 2 in the organisation, it learns to some extent from its international experiences. The internal dissemination of these learning experiences ('lessons learned') is coordinated to a limited extent. At level 3 in the organisation, it learns increasingly from its international experiences. The internal dissemination of these learning experiences ('lessons learned') is adequately coordinated. The application of the 'lessons learned' increases the efficiency and effectiveness of its international activities. At level 4 in the organisation, it learns systematically from its international experiences. The internal dissemination of these learning experiences ('lessons learned') is comprehensively coordinated. The application of the 'lessons learned' increases the efficiency and effectiveness of its international activities to a large extent.

#### Knowledge Management

At level 1 the organisation does not have a knowledge management. If it has knowledge management, then it does not extend to its international activities. At level 2 the organisation has a rudimentary knowledge management for international activities. It has not introduced any formal processes to guarantee the use of its knowledge. At level 3 the organisation has a satisfactory knowledge management for international activities. It has introduced formal processes to guarantee the use of its knowledge. At level 4 the organisation has a comprehensive knowledge management for international activities. It has introduced effective processes to guarantee the constant and efficient use of its knowledge.

#### Legal issues (e.g., contracts with foreign organisations, intellectual property, copyright law, data protection)

At level 1 in the organisation there is no awareness of how to deal with legal issues. If it does have such an awareness, then not for the legal issues of its international activities. At level 2 in the organisation there is an elementary awareness of how to deal with the legal issues that arise in the context of its international activities. It does not, however, proactively identify these legal issues and it normally acts first when it is confronted with legal issues within the parameters of its international activities. At level 3 in the organisation there is a noticeable awareness of how to deal with the legal issues that arise in the context of its international activities. It identifies these legal issues increasingly proactively and is gradually professionalising its process of cooperation with its external legal advisers. On the next stage, level 4, in the organisation there is a distinct awareness of how to deal with the legal issues that arise in the context of its international activities. It identifies these legal issues systematically and uses its established process of cooperation with its external legal advisers.

### Domain 2: Management and Leadership - Getting it right

#### Process Area: International activities and international project management

Application of internationally recognised project management methods (e.g., IPMA Competence Baseline, PMBOK, PRINCE<sup>2</sup>, ISO 21500, PM<sup>2</sup>, PCM / LFA, Scrum)

At level 1 the organisation uses neither project management tools nor an internationally recognised project management methodology. If it uses tools and a methodology, then this use does not extend to its international projects. At level 2 the organisation does not use an internationally recognised project management methodology for international projects. It does, however, use a selected set of project management tools (e.g., Gantt charts, work packages planning). At level 3 the organisation increasingly uses project management tools and an internationally recognised project management methodology for its international projects. A significant proportion of those involved are able to make use of both the tools and the methodology. At level 4 the organisation systematically uses project management tools and an internationally recognised project management methodology for its international projects. Nearly all of those involved are able to make use of both the tools and the methodology.

#### Experience of international activities or projects

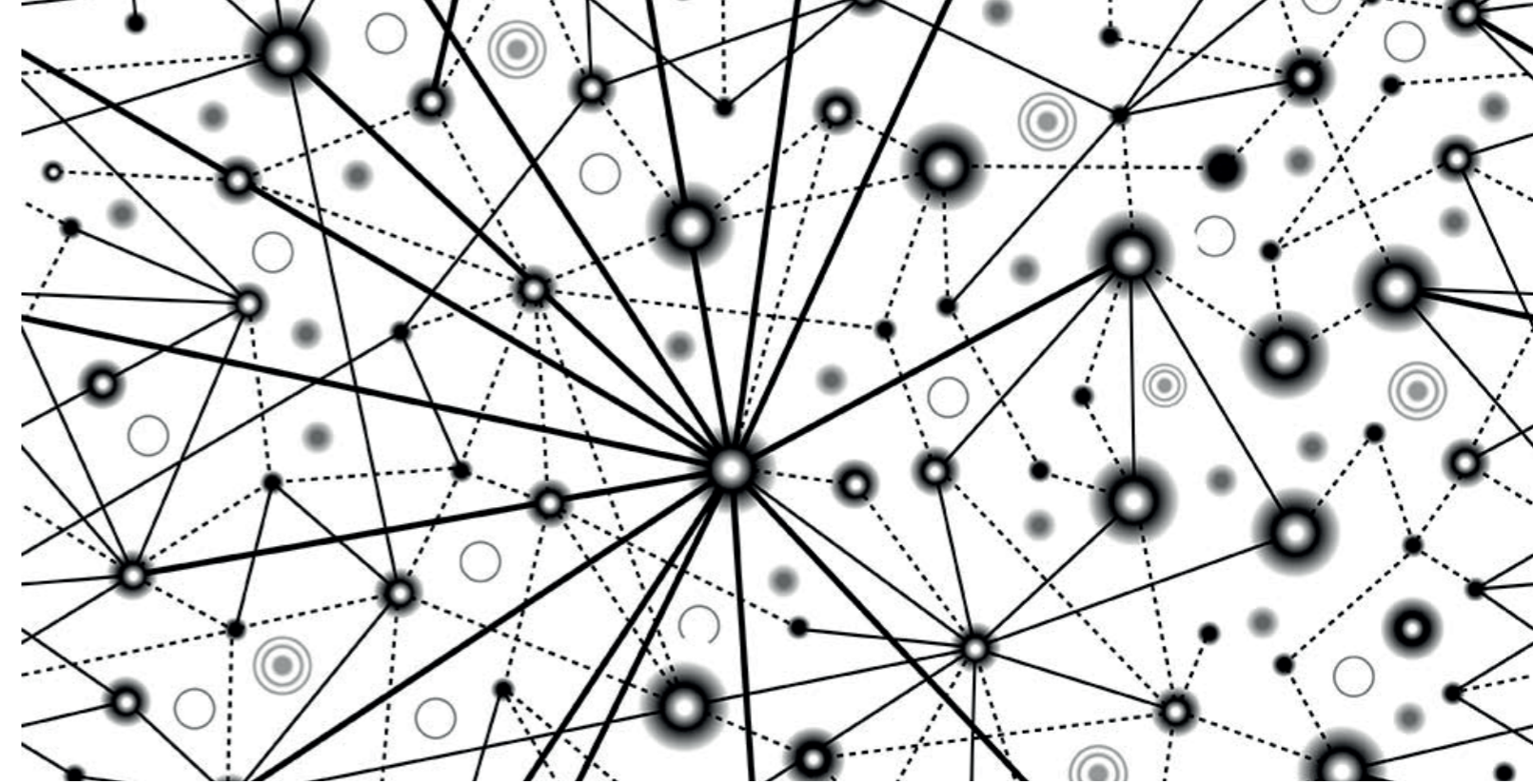
At level 1 the organisation does not have any experience of international activities or projects. At level 2 the organisation has limited experience of international activities or projects. Other foreign organisations involve it occasionally in their international activities or projects. At level 3 the organisation has significant experience of international activities or projects. Other foreign organisations involve it more and more frequently in their international activities or projects. It increasingly initiates its own international activities or projects which it then implements. Moving to level 4, the organisation has extensive experience of international activities or projects. Other foreign organisations involve it regularly in their international activities or projects. It continually initiates its own international activities or projects which it then implements.

#### Knowledge of EU-funding programmes, EU-project development and EU-project implementation

At level 1 the organisation is not able to develop, apply for or implement EU projects in accordance with the requirements for project application and implementation. At level 2 it is in part able to develop, apply for and implement EU projects in accordance with the requirements for project application and implementation. It overcomes the challenges or makes use of the opportunities which emerge during project implementation to a limited extent. At level 3 it is increasingly able to develop, apply for and implement EU projects in accordance with the requirements for project application and implementation. It overcomes the challenges or makes use of the opportunities which emerge during project implementation to a satisfactory extent. At level 4 it develops, applies for and regularly implements EU projects in accordance with the requirements for project application and implementation. It overcomes the challenges or makes use of the opportunities which emerge during project implementation to a large extent.

#### Communication and coordination of those involved internally and externally in activities and projects

At level 1 the organisation does not coordinate cooperation or organise communication between those involved internally and externally. If cooperation is coordinated and communication organised, then this does not affect its international activities or projects. At level 2 the organisation only partly coordinates cooperation and organises communication between those involved internally and externally when it comes to international activities or projects. Because of this, it is less effective at implementing its international activities or projects. At level 3 the organisation increasingly coordinates cooperation and organises communication between those involved internally and externally when it comes to international activities or projects. Because of this, it is more effective at implementing its international activities or projects. At level 4 the organisation systematically coordinates cooperation and organises communication between those internally and externally involved when it comes to international activities or projects. Because of this, it is extremely effective at implementing its international activities or projects.



#### Exploitation of the results of activities and projects (sustainability)

At level 1 the organisation does not exploit the results of its activities or projects. If it exploits results, then not the results which it achieves within its international activities or projects. At level 2 the organisation in part exploits the results of its international activities or projects. The contribution to its strategic goals is limited. At level 3 the organisation increasingly exploits the results of its international activities or projects. The contribution to its strategic goals is appreciable. At level 4 the organisation systematically exploits the results of its international activities or projects. The contribution to its strategic goals is substantial.





## Domain 2: Management and Leadership - Getting it right

### Process Area: Leadership Excellence

Leading change processes for the Europeanisation of an organisation (Change Management)

At level 1 the management staff is not able to lead the necessary change processes for the Europeanisation of the organisation or a change process for the Europeanisation of the organisation has not yet begun. At level 2 the management staff is to some extent able to lead the necessary change processes for the Europeanisation of the organisation. One indicator of this is that a limited proportion of those involved in the organisation are convinced of its European activities. At level 3 the management staff is increasingly able to lead the necessary change processes for the Europeanisation of the organisation. One indicator of this is that a substantial proportion of those involved in the organisation are convinced of its Europeanisation strategy. At level 4 the management staff is comprehensively able to lead the necessary change processes for the Europeanisation of the organisation. One indicator of this is that almost all of those involved in the organisation are convinced of its Europeanisation strategy.

### Digital Transformation

At level 1 the management level is not able to lead the necessary steps for the digital transformation of the organisation or a digital transformation process of the organisation has not yet begun. At level 2 the management level is to some extent able to lead the necessary steps for the digital transformation of the organisation. The organisation has not yet planned a strategy for digital transformation, but they have started digitalisation projects in selected technological areas (e.g., cloud, digital customer experience, AI). At level 3 the management level is increasingly able to lead the necessary steps for the digital transformation of the organisation. The organisation has planned a strategy for digital transformation that covers all the important technological areas (e.g., cloud, digital customer experience, AI). It is implementing this strategy one step at a time. At level 4 the management level is comprehensively able to lead the necessary steps for the digital transformation of the organisation. The organisation has planned a strategy for digital transformation that covers all the important technological areas (e.g., cloud, digital customer experience, AI). It is implementing this strategy one step at a time and is always developing it further.

### Agility, self-organisation and appropriate decision-making processes

At level 1 the organisation does not act agilely. This means that it is not able to react quickly to changing external influences. If it acts agilely, then this does not extend to its international activities. At level 2 the organisation acts agilely to some extent. This means that it is partially able to react quickly to changing external influences. A limited number of those involved are well informed about topics of self-organisation and participatory decision-making processes (e.g., consent method, consultative individual decision-making). They occasionally apply appropriate methods. At level 3 the organisation increasingly acts agilely. This means that it more and more frequently is able to react quickly to changing external influences. A substantial number of those involved are well informed about topics of self-organisation and participatory decision-making processes (e.g., consent method, consultative individual decision-making). They increasingly apply appropriate methods. At level 4 the organisation primarily acts agilely. This means that it almost always is able to react quickly to changing external influences. Almost all of those involved are well informed about topics of self-organisation and participatory decision-making processes (e.g., consent method, consultative individual decision-making). They systematically apply appropriate methods.

### Opportunity management

At level 1 the organisation does not use formal processes to identify and capitalise on opportunities. If it uses formal processes, then these do not extend to its international activities. At level 2 the organisation uses formal processes in some instances to identify and capitalise on opportunities regarding international activities. At level 3 the organisation increasingly uses formal processes to identify and capitalise on opportunities regarding international activities. It is thereby increasingly benefiting from these opportunities. At level 4 the organisation systematically uses formal processes to identify and capitalise on opportunities regarding international activities. It is thereby almost always benefiting from these opportunities.

### Innovation strategy and innovation management

At level 1 there is neither an innovation strategy nor an innovation management in place in the organisation for the development of new products, services and processes. If an innovation strategy and innovation management are in place, then it does not develop any products, services or processes for its international activities based on them. On the next stage, level 2, an innovation strategy and innovation management for international activities are in place to a basic extent in the organisation. New products, services and processes are mostly developed on an ad hoc basis by individual people or small groups from the organisation. At level 3 the innovation strategy and innovation management for international activities are satisfactorily implemented in the organisation. It is on this foundation that new products, services and processes are increasingly developed systematically by the pertinent people involved in the organisation. The international innovation activities increase its competitiveness and contribute more and more frequently to the success of the organisation. At level 4 the innovation strategy and innovation management for international activities are comprehensively implemented in the organisation. It is on this foundation that new products, services and processes are developed systematically by the pertinent people involved in the organisation. The international innovation activities increase the competitiveness and contribute considerably to the success of the organisation.

## Domain 3: Operations & Resources - People, Infrastructure and Finances

### Process Area: People and Infrastructure

#### Personnel management strategy for international activities

At level 1 an organisation has no personnel management strategy. If it has a personnel management strategy, then it does not extend to the improvement of competencies for international work. On the next stage, level 2, an organisation has a basic personnel management strategy to improve competencies for international work. It has already occasionally identified staff in regard to their ability to work internationally. At level 3 an organisation has a solid personnel management strategy to improve competencies for international work. Its personnel development strategy increasingly incorporates the European elements in its mission, vision and its strategic goals. The organisation has already identified, trained or hired staff in regard to their ability to work internationally. Moving up to level 4, an organisation has a very good long-term personnel strategy to improve competencies for international work. Its personnel development strategy systematically incorporates the European elements of its mission, vision and its strategic goals. The organisation is able to fill even short-term positions in the area of international work with suitable staff, whether internal or external.

#### Availability of staff with the skills, knowledge and competencies for international work (e.g., language skills, intercultural competence, digital skills)

At level 1 the staff are scarcely equipped with the necessary skills, knowledge and competencies for international work. If it is equipped with the necessary skills, knowledge and competencies, then it is not using them for international work. At level 2 a limited proportion of the staff are equipped with the necessary skills, knowledge and competencies for international work. Specific knowledge and skills are present in rudimentary form: e.g., language skills (especially English), intercultural competence, digital skills. At level 3 a significant proportion of the staff are equipped with the necessary skills, knowledge and competencies for international work. Specific skills are mainly present: e.g., language skills (especially English), intercultural competence, digital skills. Corresponding positions are in most cases satisfactorily filled. At level 4 the majority of the staff are equipped with the necessary skills, knowledge and competencies for international work. Specific skills are almost completely present: e.g., language skills (especially English), intercultural competence, digital skills. Corresponding positions are almost always satisfactorily filled.

#### Developing skills, knowledge and competencies for international work (e.g., seminars, learning on the job, international mobilities)

At level 1 the skills, knowledge and competencies of the staff are not developed. If the organisation implements personnel development measures, then these do not extend to international work. At level 2 the skills, knowledge and competencies of the staff for international work are developed to a limited extent. The organisation identifies the need for training on a case-by-case basis and facilitates corresponding training or learning opportunities in individual instances. At level 3 the skills, knowledge and competencies of the staff for international work are increasingly developed. The organisation regularly identifies the need for training and facilitates corresponding training or learning opportunities to a significant extent. The personnel development measures are consistent with the personnel development strategy. At level 4 the skills, knowledge and competencies of the staff for international work are systematically developed. The organisation comprehensively identifies the need for training and facilitates corresponding training or learning opportunities to a considerable extent. The personnel development measures systematically implement the personnel development strategy.



#### The management team's experiences of learning and working within Europe

At level 1 the management team has no experience of learning or working internationally. They are not aware of the challenges and opportunities which arise within international activities. At level 2 the management team has some experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities to some extent. When challenges or opportunities occur, the management team overcomes or seizes them to the best of their knowledge. At level 3 the management team has solid experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities in many cases. The management team overcomes or seizes them in an appropriate manner. Moving up to level 4, the management team has excellent experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities to a large extent. The management team overcomes or seizes them in a very professional manner.

#### The staff's experiences of learning and working within Europe

At level 1 the staff have no experience of learning or working internationally. They are not aware of the challenges and opportunities which arise within international activities. At level 2 the staff have some experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities to some extent. When these challenges or opportunities occur, the staff overcome or seize them to the best of their knowledge. On the next stage, level 3, the staff have solid experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities in many cases. The staff overcome or seize them in an appropriate manner. At level 4 the staff have excellent experience of learning and working internationally. They are aware of the challenges and opportunities which arise within international activities to a large extent. The staff overcome or seize them in a very professional manner.

#### Infrastructure (e.g., premises, equipment, fast internet connection, hardware, software, remote work)

At level 1 the physical and technological infrastructures are not sufficient for the demands of international work. At level 2 the physical and technological infrastructures are partially sufficient for the demands of international work. This infrastructure is limited and enables efficient procedure to a restricted extent. At level 3 the physical and technological infrastructures are mainly sufficient for the demands of international work. This infrastructure is solid and enables efficient procedure. The organisation is equipped with the current technical and infrastructural standard, e.g., fast internet, necessary hardware and software. At level 4 the physical and technological infrastructures are completely sufficient for the demands of international work. This infrastructure is at a high level and enables highly efficient procedure. The organisation is equipped beyond the current standard, e.g., with the newest technology in the areas of conference software or project management.



### Domain 3: Operations & Resources - People, Infrastructure and Finances Process Area: Financial Capacity and Financial Management

#### Financial planning of international activities

At level 1 in the organisation, no financial planning for international activities takes place. At level 2 in the organisation, it plans the finances for international activities in the short term. It decides about finances for international activities on an ad hoc basis and dependent on the opportunities that arise. At level 3 in the organisation, it plans the finances for international activities in the middle term. Financial planning of the international activities takes into account the strategic goals in many cases. At level 4 in the organisation, it plans the finances for international activities in the long term. Financial planning of the international activities consequently takes into account the strategic goals.

#### Ability of the organisation to finance international activities independently

At level 1 the organisation is not equipped with a budget with which it can finance international activities with its own resources. At level 2 the organisation is equipped with a limited budget with which it can finance international activities with its own resources. The international activities are therefore strongly dependent on external funding and financing. At level 3 the organisation is equipped with a considerable budget with which it can finance international activities with its own resources. The international activities are therefore only partially dependent on external funding or financing. At level 4 the organisation is equipped with an extensive budget with which it can finance international activities with its own resources. The international activities can therefore be implemented as far as possible independently of external funding or financing.

#### Successful EU-Fundraising (funding e.g., through Erasmus+, Horizon Europe)

At level 1 the organisation has not yet carried out any EU-funded international activities or projects. At level 2 the organisation occasionally carries out EU-funded international activities or projects. It is equipped with basic knowledge about EU fundraising. It receives a comparatively small amount of funding. At level 3 the organisation increasingly carries out EU-funded international activities or projects. It is equipped with solid knowledge about EU fundraising. It receives an appreciable amount of funding. At level 4 the organisation continually carries out EU-funded international activities or projects. It is equipped with very good knowledge about EU fundraising. It receives a significant amount of funding.

#### Fundraising and financing from other sources (national, regional, World Bank, OECD, donations, banks, etc.)

At level 1 the organisation has not yet carried out any international activities or projects funded from other sources. At level 2 the organisation occasionally carries out international activities or projects funded from other sources. It is equipped with basic knowledge to work with these funding sources. It receives a comparatively small amount of funding. At level 3 the organisation increasingly carries out international activities or projects funded from other sources. It is equipped with solid knowledge to work with these funding sources. It receives an appreciable amount of funding. At level 4 the organisation continually carries out international activities or projects funded from other sources. It is equipped with very good knowledge to work with these funding sources. It receives a significant amount of funding.

#### Financial accounting for international activities

At level 1 the organisation has no experience of financial accounting for international activities. At level 2 the organisation has little experience of financial accounting for international activities. The financial team has limited knowledge of the principles of international accountancy (e.g., dealing with value-added tax and invoicing in an international context, proof of expenditure for European or international funders). At level 3 the organisation has well-grounded experience of financial accounting for international activities. The financial team has resilient knowledge of the principles of international accountancy (e.g., dealing with value-added tax and invoicing in an international context, proof of expenditure for European or international funders). At level 4 the organisation has extensive experience of financial accounting for international activities. The financial team has comprehensive knowledge of the principles of international accountancy (e.g., dealing with value-added tax and invoicing in an international context, proof of expenditure for European or international funders).

## Domain 4: European Partnerships & Alliances - Cooperation and Communication

### Process Area: Cooperation and external Communication

#### European networking and cooperation

At level 1 an organisation does not take part in exchange within international networks. It does not cooperate with organisations in other European countries. At level 2 an organisation takes part to a limited extent in exchange within international networks. It cooperates irregularly with organisations in other European countries. On the next stage, level 3, an organisation increasingly takes part in exchange within international networks. It cooperates more and more frequently with organisations in other European countries. The organisation is known within its area of business beyond its national borders. At level 4 an organisation takes part in international networks to a large extent. It continually cooperates with organisations in other European countries. The organisation is known within its area of business throughout all of Europe.

#### Building EU-project consortia or initiate new collaborations

At level 1 the organisation has had no experiences of building EU project consortia or initiating new collaborations. At level 2 the organisation has had limited experiences of building EU project consortia or initiating new collaborations. It is able to find reliable partners for EU projects or for other ways of working with foreign partners to a limited extent. At level 3 the organisation has had solid experiences of building EU project consortia or initiating new collaborations. It is mostly able to find reliable partners for EU projects or for other ways of working with foreign partners. At level 4 the organisation has had comprehensive experiences of building EU project consortia or initiating new collaborations. It is consistently able to find reliable partners for EU projects or for other ways of working with foreign partners.

#### European online presence (e.g., website, social media)

At level 1 the online presence (e.g., website, social media) addresses exclusively national target groups. At level 2 the online presence (e.g., website, social media) also addresses European target groups to a small degree. Online information is available in the native language and to a limited extent in a further language, such as English. At level 3 the online presence (e.g., website and social media) increasingly also addresses European target groups. Online information is available in the native language and a substantial part is also available in a further language, such as English. The organisation plans its European online communications activities and implement these. At level 4 the online presence (e.g., website and social media) also addresses European target groups to a large extent. Online information is available in the native language and in at least one further language, such as English. The organisation is equipped with a European online communications strategy which it systematically implements.



Communicating international activities on a local, regional, national and European or international level

At level 1 the organisation does not carry out any international activities. If it carries out international activities, then it does not communicate them on a local, regional, national and European or international level. At level 2 it only communicates its international activities on a local, regional, national and European or international level to a small degree. Its target groups are therefore only aware of the international activities and their results to a limited extent, e.g., through media reports or awards. At level 3 it increasingly communicates its international activities on a local, regional, national and European or international level. Its target groups are therefore more and more frequently aware of the international activities and their results, e.g., through media reports or awards. This noticeably increases the prominence and appeal. At level 4 it continually communicates its international activities on a local, regional, national and European or international level. Its target groups are therefore regularly aware of the international activities and their results, e.g., through media reports or awards. This increases the prominence and appeal to a large extent.

## The Current State of Development - Evaluation

Based on the 45 sub-topics described above, each of which is allocated to one of the nine process areas, and the allocation of the nine process areas to one of the four development areas, an evaluation of the current overall situation of an organisation with regard to its degree of Europeanisation can be made.

The users of upgrade2europe know the stage of development of their organisation. They can start the further Europeanisation of their organisation at the exact stage of development that they are currently at. For better positioned organisations, the focus will be on different tasks than for organisations that are still at an early stage. The recommendations for action that organisations receive at this stage will therefore each recommend the upgrade2europe tools that offer the greatest added value to their current situation.

This means that upgrade2europe does not follow a mechanical development model, where the same tools are used in exactly the same order in every organisation. The upgrade2europe approach is more agile, meaning that each organisation is individually enabled to follow an individual path to Europe that matches to its environment and its specific strengths and weaknesses.

## upgrade2europe

How does one specifically start an upgrade2europe process and how is it implemented? That is the central question in this section. The other five upgrade2europe products - in addition to this process model – will first be briefly introduced. Then will follow an overview of the 15 upgrade2europe tools, since these are of central importance for the success of a process of Europeanisation. The section will close with a pictorial summary of the entire upgrade2europe process model.

### The upgrade2europe Products – A Holistic Approach

In order for upgrade2europe to provide a holistic approach to Europeanisation, all upgrade2europe products have been designed and developed on the basis of the theoretical and methodological groundwork described in detail in this process model. This raises the question of how users should best use the five other upgrade2europe products. The focus is on two products: first the self-analysis tool and then, building on it, the handbook.

For any who are interested and considering whether to start a process of Europeanisation in the near future or wanting to know where they currently stand in an ongoing process of Europeanisation, the best place to start is the **upgrade2europe self-analysis tool**. With this tool they can check their own organisation's current 'institutional readiness' for Europe in a comparatively short time. As a result, they will receive a comprehensive individual evaluation with tips and specific actions for the next steps. The entire content described in chapter 4 forms the basis for the programming of the upgrade2europe self-analysis tool, which can be accessed online by anyone who is interested.

In the evaluation that follows the self-analysis, users learn which of the 15 tools in the **upgrade2europe handbook** should be used as a priority. The upgrade2europe handbook is designed to provide at least one practical tool for all major Europeanisation tasks faced by an organisation, so that it can start to optimise its current situation without delay.

If users would like to learn more about some of the key tools in the upgrade2europe handbook without spending a lot of time, it is recommended to start with the **upgrade2europe email course**. The email course offers a simple and step-by-step introduction to the topic of Europeanisation. The ten emails, sent over a period of ten weeks, provide an entertaining introduction to the various methods offered by upgrade2europe. Learners will also receive initial specific tips on how to best implement these tools within an organisation.

The **upgrade2europe learning videos** offer another point of entry to the topic of Europeanisation. The videos give an insight into the opportunities and challenges that a process of Europeanisation entail. Interested parties can use the videos, for example, for initial inspiration, as a source of information throughout a process of Europeanisation, or as supplementary learning materials for an upgrade2europe workshop.

The **upgrade2europe curriculum** was developed explicitly for trainers and education providers. The curriculum offers a foundation for designing workshops and training programmes on the topic of Europeanisation. It describes in detail the knowledge, skills and abilities needed to successfully manage a process of Europeanisation. The curriculum was developed on the basis of the European Qualifications Framework (EQF).

## The 15 upgrade2europe Tools

The 15 upgrade2europe tools, which are described in detail in the upgrade2europe handbook, can be used to address the key challenges that can be expected in a process of Europeanisation. These challenges arise from the nine process areas presented above. At the same time, it is possible to systematically identify and use the opportunities that Europe offers.

The 15 upgrade2europe tools were selected and combined in a way that allows each tool to make the greatest possible contribution to the optimisation of 'institutional readiness' in several of the nine process areas simultaneously. This allows development within the four overarching upgrade2europe domains in parallel. Furthermore, it was ensured that each tool is the clearest choice in at least one of the nine process areas.

The idea is that even though a tool like 'P3.express' delivers its greatest benefit in the area of project management (see the process area 'International Activities and International Project Management'), it always has various positive side effects on other organisational development tasks within the context of a process of Europeanisation. With 'P3.express', for example, these advantages are: quality management, change management, knowledge management, risk management and the development and implementation of international projects funded by the EU.

When using an upgrade2europe tool, an organisation is usually addressing multiple challenges and topics in its process of Europeanisation at the same time. The individual descriptions of the 15 tools also provide various indications of the benefits each tool contributes to other areas.

It is important to note that the positive effects and results that can be achieved with the 15 tools reinforce each other. The tools can, of course, be used separately. But when used in tandem, they have a greater impact. This can also be illustrated with the help of 'P3.express'. In the final project management phases of 'P3.express', project results are assessed and the overarching 'learnings' are discussed that emerge from a specific project for other projects or even an entire organisation. If these learnings are consistently documented using appropriate 'knowledge management' and made readily accessible to all who could benefit, the impact of the project closure phases in 'P3.express' is further amplified.

The upgrade2europe tools were deliberately selected to guide organisations through a process of Europeanisation. Consequently, the tool descriptions in the upgrade2europe handbook were written from the perspective of an organisation's Europeanisation activities. With some imagination, the tools can also be used for other processes of organisational development. upgrade2europe offers a transferable overall system, which allows the use of some or more of the tools in different contexts in the future.

## An Overview of the 15 upgrade2europe Tools

Number	Tool	Domain 1			Domain 2			Domain 3		Domain 4
		Process Area 'Mission, vision and organisational culture'	Process Area 'Strategy and assessment'	Process Area 'European and international dimension'	Process Area 'Management Excellence'	Process Area 'International activities and project management'	Process Area 'Leadership Excellence'	Process Area 'People and Infrastructure'	Process Area 'Financial capacity and financial management'	Process Area 'Cooperation and external Communication'
01	INCLUDE	×			×		×			
02	DIGITAL TRANSFORMATION TOOL		×		×		×	×		
03	GOLDEN CIRCLE	×	×	×	×		×			
04	PESTLE	×	×	×	×		×			
05	GAP ANALYSIS	×	×		×	×	×			
06	SWOT	×	×	×	×	×	×	×		×
07	BUSINESS MODEL CANVAS		×		×		×	×		×
08	DEMING CYCLE		×		×	×	×	×		×
09	CHANGE MANAGEMENT	×	×	×	×	×	×	×		×
10	KNOWLEDGE MANAGEMENT		×	×	×	×	×	×		×
11	CASSANDRA		×	×	×	×	×	×		×
12	P3.EXPRESS		×		×	×	×	×		×
13	LOGICAL FRAMEWORK APPROACH		×	×	×	×	×	×	×	×
14	PERSONNEL DEVELOPMENT	×	×	×	×	×	×	×	×	×
15	PUBLIC RELATIONS	×	×	×	×	×	×	×	×	×

Source: own graphic

### 01 'INCLUDE'

INCLUDE helps with the introduction of a new approach to leadership, work and organisation, the core of which consists in greater individual responsibility, decentralised decision-making, participation and agile work processes. INCLUDE is an acronym for 'Inclusive Leadership in the Digital Age.' Inclusive leadership in the digital age means working with and on people, as well as working with and on organisations.

Those who apply the INCLUDE approach aim to make a change. Leadership in the INCLUDE sense is about wanting something new and making it happen together. INCLUDE is therefore well suited to initiating or implementing a process of Europeanisation within an organisation.

One can gradually develop oneself personally and the organisation as a whole in ten consecutive steps. INCLUDE focuses on five areas: leaders, people, structure, process, and technology.





### 02 'Digital Transformation Tool'

With the Digital Transformation Tool, any organisation can independently and successfully initiate and implement its digital transformation without external consultation.

The working, learning and planning materials provided by the Digital Transformation Tool will help shed light on the opportunities and risks of digital transformation. By developing and implementing an individual digital transformation strategy, it is possible to sustainably increase one's competitiveness. By combining a process of Europeanisation and a process of digital transformation, one can also identify and implement, amongst other things, 'win-win activities' that significantly advance an organisation in both areas at the same time.

### 03 'Golden Circle'

Golden Circle is a method that allows one to define the vision and mission of an organisation. Based on the results of the Golden Circle, one can, for example, attract committed employees who also want to contribute to the realisation of an organisation's vision. This will also help to gain loyal customers and partners who share an organisation's values.

Working with the Golden Circle usually marks the beginning of a process of organisational development because many subsequent steps depend or build on the results of the Golden Circle. It is important to always start with the question of 'why' and 'for what.' This also applies to those wanting to start a process of Europeanisation or considering in which direction they want to continue the path towards Europe that has already been begun.

### 04 'PESTLE'

A process of change begins with the analysis of the current situation. The external factors affecting your organisation are of particular importance. The environment of your organisation, whether regional, national, European, or global, will include important factors that one should be aware of.

In the PESTLE analysis, these external factors are categorised and examined in six categories. The six environmental factors significantly influence the development of an organisation and, by extension, its process of Europeanisation. An organisation's environment cannot usually be influenced. It is therefore even more important to analyse all

relevant external factors that an organisation cannot control as soon as possible, so it can react promptly when the time comes. This is what the PESTLE analysis does. It offers a comprehensive overview of an organisation's environment and a good basis for future decisions towards Europeanisation.

### 05 'GAP Analysis'

The GAP analysis is a valuable tool for identifying bottlenecks, deriving targeted measures and improving an organisation's performance. It provides a structured approach and essential information for strategic planning and decision-making.

The GAP analysis helps to identify the internal strengths and weaknesses of an organisation. It provides a starting point for determining the causes of target deviations and offers a foundation for future strategic and operational measures.

For a process of Europeanisation, the GAP analysis is a fundamental tool for determining where an organisation is currently on its journey and where there is a particular need for action within the organisation. One should use this tool before starting a process of Europeanisation. The GAP analysis is also useful if one is already in the middle of a process of Europeanisation and wants to assess what is going well and where there is room for optimisation.

### 06 'SWOT'

The SWOT analysis is a method for identifying an organisation's strengths and weaknesses, as well as assessing the opportunities and threats arising from its environment.

SWOT provides a holistic evaluation of internal and external factors and allows for making informed strategic decisions. It fosters an awareness of strengths and weaknesses, helps the identification of opportunities and threats and enables the targeted allocation of limited resources. By regularly applying the SWOT analysis, an organisation can improve its competitiveness, minimise risks and develop a long-term success strategy.

In terms of the Europeanisation of an organisation, the SWOT analysis helps to review the external conditions as well as the strengths and weaknesses to ensure that the organisation can be strategically steered through a process of Europeanisation as well as possible. One can derive the most benefit from the SWOT analysis if both a PESTLE and a GAP analysis are conducted beforehand.

### 07 'Business Model Canvas'

The Business Model Canvas is a tool for visualising an organisation, allowing a clear depiction of the most important organisational features on a single sheet of paper – like a picture on a canvas. It can structure a business model in an understandable form, so that all stakeholders can quickly gain a comprehensive overview of the organisation's status.

A Business Model Canvas serves as a good starting point for a process of Europeanisation, as this process will typically lead to partial changes in an organisation's activities. These modifications can be incorporated into a revised 2.0 version of the Business Model Canvas. This helps track which areas of the organisation require changes, allowing them to be gradually implemented afterwards.

A Business Model Canvas will support an organisation's internal decision-making processes. The tool can be a starting point for new ideas and strategic adjustments. Importantly, when working with the Business Model Canvas, one consistently starts with

the needs of the target audiences. A process of Europeanisation should not become a self-contained endeavour and must be integrated into an organisation's overall strategy.

#### 08 'Deming Cycle'

The Deming Cycle, also known as the PDCA (Plan-Do-Check-Act) cycle, is a quality management concept consisting of four steps (Planning, Execution, Checking, Improvement) that are repeated to learn and achieve continuous improvements in a process or system.

The Deming Cycle will help to identify errors, optimise processes and ensure high-quality performance in an organisation. It is an easily implementable method within a process of Europeanisation. With it, one can evaluate whether goals in Europe are being achieved and what adjustments need to be made to gradually improve internal work processes to meet the requirements of working in an international context. One advantage of the Deming Cycle is that one can typically test ideas for improvement on a small scale before implementing them on a larger scale. This approach is also beneficial for cross-border activities.

#### 09 'Change Management'

Consistent progress on the path to Europe requires a basic understanding of how to successfully manage this development process. This means having knowledge of change management. The importance of change management has steadily increased in recent decades as the conditions for organisational change have changed radically in the 21st century.

This tool is about learning how to overcome the central challenges of a process of change and which prerequisites must be considered. The tool offers two different approaches to choose from. Those relying on a top-down approach in their organisation will opt for a more conservative approach. Those interested in establishing more self-responsibility, decentralised decision-making, participation and agile work processes within their organisation can work with a more modern approach. Both approaches are introduced in a way that allows one to make an informed decision about which method one wants to use to advance the process of Europeanisation.

#### 10 'Knowledge Management'

Knowledge management is the process of collecting, organising, storing and using knowledge within an organisation. Knowledge management is implemented through various strategies, techniques, and tools that capture and structure existing knowledge and make it readily available to the right people. The goal is to efficiently use the existing knowledge and expertise of a team to increase an organisation's innovation potential and simplify and accelerate routine processes.

Knowledge management also play a central role in a process of Europeanisation. On the one hand, internationalisation is typically an organisation-wide, interdisciplinary project in which a team needs to draw on knowledge that has likely not been relevant to the previous daily work of those involved. It is therefore important to acquire potentially missing knowledge required for a process of Europeanisation and make it accessible within the organisation. On the other hand, good knowledge management during a process of Europeanisation will ensure that the experiences and lessons learned throughout this process are not lost or remain traceable. Good documentation and internal dissemination of newly acquired knowledge will form the basis for a process of Europeanisation that is successful in the long term, regardless of the current knowledge carriers.

#### 11 'CASSANDRA'

The CASSANDRA method helps organisations become aware of and acquire the necessary knowledge for risk and opportunity management in a simple and practical way. One will understand how to sustainably improve the adaptability and resilience of an organisation.

With the CASSANDRA materials one can develop effective risk and opportunity management and establish this within an organisation. This involves considering important topics such as 'information security' or ensuring 'the continuity of business operations' in the event of an acute crisis or even a catastrophe ('Business Continuity Plan'). CASSANDRA enables well-founded and proven decisions that make an organisation more future-proof and resilient.

With CASSANDRA, one is more secure both nationally and internationally. The tool enables the systematic capturing of the opportunities and risks of a process of Europeanisation. One will analyse the entire environment of an organisation and be enabled to either take advantage of the external conditions of international activities (opportunities) or prepare against them (risks). CASSANDRA is based on the relevant ISO standards in the field of organisational resilience and 'translates' their content into practical application, tailored in particular to small and medium-sized organisations and businesses.

#### 12 'P3.express'

Most of the internationally recognised project management methods are more like programming languages – powerful tools for experts trained for years but much too complicated for the average user.

P3.express, by contrast, is a streamlined and practical project management system. It is easy to learn and straightforward to use. It is characterised by a cyclical system to enable the easy structuring of regular activities, divided into seven project phases. P3.express also defines the roles of the project and management teams to clearly assign responsibilities.

P3.express is well-suited to a process of Europeanisation because this endeavour can typically be broken down into various interconnected projects. Proper management of a project of Europeanisation saves time and resources and increases the chances of success. Of course, P3.express can also be used for EU-funded international projects.

#### 13 'Logical Framework Approach'

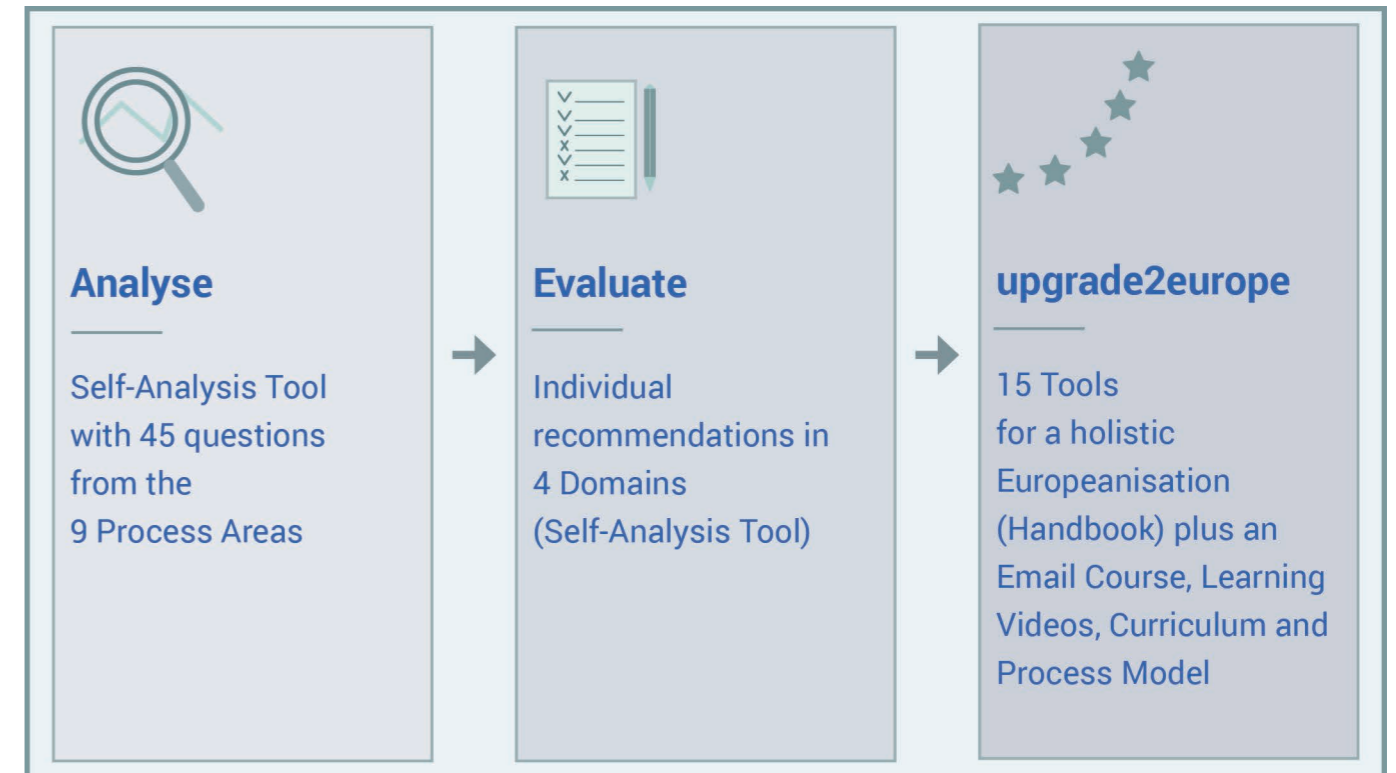
The Logical Framework Approach (LFA) is a method for planning, controlling, and evaluating projects. The core of the method is the Logical Framework Matrix or LogFrame Matrix for short. The LFA enables the orderly analysis and organisation of project plans.

The Logical Framework Approach has become a standard method for international cooperation, especially development cooperation. The LFA, particularly the Logframe Matrix, is important for Europeanisation projects because EU funding applications essentially follow the principles of this approach - almost to the letter. This means that those who can develop a funding project with the LogFrame Matrix have better chances of obtaining funding. At the same time, this preparatory work will make it much easier to complete an EU funding application properly.



## An Overview of the upgrade2europe Process Model

Analyse – Evaluate – upgrade2europe



Source: own graphic

### 14 'Personnel Development'

Personnel development, also known as Learning and Development (L&D), is a strategic approach to improving the skills, knowledge, efficiency and performance of employees in an organisation. Personnel development aims to strengthen individual skills and increase employee engagement, which will contribute towards achieving the organisation's goals.

Personnel development plays a crucial role in Europeanisation. A process of Europeanisation typically requires targeted and effective measures to ensure that relevant stakeholders have the necessary knowledge, skills and competencies to succeed in an international environment. As a process of Europeanisation usually affects all areas of your organisation, it is important to conduct a systematic and comprehensive inventory and derive specific personnel development measures for your team.

### 15 'Public Relations'

Effective public relations are of paramount importance in a constantly changing world where we are exposed to countless messages every day. To achieve your goals, including a successful Europeanisation, you should be able to communicate your messages clearly and concisely.

This tool contains an overview of basic public relations practices. An approach to developing and implementing a communication strategy is also presented that has proven effective in other organisations' successful processes of Europeanisation in the past.

# 05 Conclusion



This study has laid the theoretical and methodological foundations for the development of the upgrade2europe product family. This ensures that all upgrade2europe products meet the project's holistic requirements.

It has become clear that the work underlying the Europeanisation project, the successful predecessor of upgrade2europe, is still mainly valid. It was possible to build on this whilst preparing this study. The maturity model approach of Europeanisation, which already existed, has proven its worth. Nevertheless, the upgrade2europe maturity model has been further developed in important areas. To give one example, it differs from its predecessor in that it now distinguishes between nine rather than seven process areas.

These nine process areas make up the core of the analysis and also of any organisation's ongoing development with regard to its Europeanisation. They are important for any process of Europeanisation and are as follows:

- 'Mission, Vision, and Organisational Culture' to lay the foundations for a successful Europeanisation process.
- 'Strategy and Assessment', so that one knows where one wants to go and whether the plans that have been developed will work.
- 'European and International Dimension', so that one is aware of the external factors that influence a process of Europeanisation.
- 'Management Excellence', that one needs to unleash one's own strengths in Europe.
- 'International Activities and International Project Management', which one should implement efficiently and effectively, or which one should use systematically.
- 'Leadership Excellence', which is important, among other things, for being able to accompany and moderate an organisation's process of development such as Europeanisation in a targeted manner.
- The 'People and Infrastructure' in an organisation, which form the main foundation for being able to use the opportunities waiting in Europe.
- 'Financial Capacity and Financial Management', because the lack of resources and important financial know-how can make success more difficult.
- 'Cooperation and External Communication', which is about ensuring that an organisation has a supportive international network and is equipped with the necessary communication skills.

To sum up, there is a user-friendly and easy-to-understand upgrade2europe process model that can be used to lead a complex process of Europeanisation to success, one step at a time. The process model consists of three stages:

1. Analyse: a self-analysis consisting of 45 questions/sub-topics from the nine upgrade2europe process areas;
2. Evaluate: individual recommendations for action in the four areas of development or nine process areas (self-analysis tool);
3. upgrade2europe: 15 tools for a holistic Europeanisation (handbook) plus an email course, learning videos, a curriculum and a process model.



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