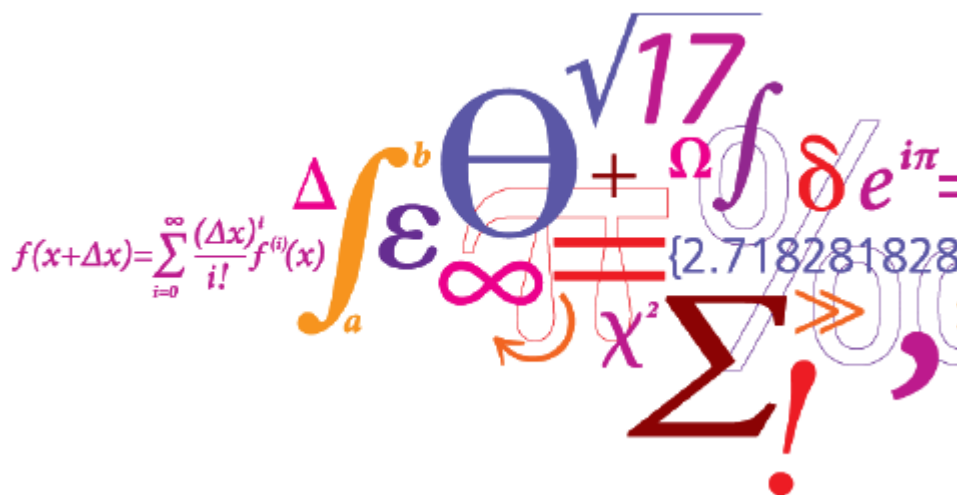# DTU
Competence strategy
2016-2022

*Approved by the Joint
Consultation Committee on
14.03.2016
Approved and extended by
the Joint Consultation
Committee on 31.12.2021
Approved and extended by
the Joint Consultation
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1. Aim of DTU's competence strategy

Under the agreement on competence development concluded between the Danish Ministry of Finance and the Danish Central Federation of State Employees' Organizations, CO10 (the Danish Confederation of Public Employees of 2010), the Danish Confederation of Professional Associations (Akademikerne), and the Confederation of Teachers Unions in June 2015, DTU is obliged to have a competence strategy that supports strategic and systematic competence development. The competence strategy is also one of several requirements that must be met in order to use funding from the Competence Fund.

DTU's 2016-2022 competence strategy can aid each unit's discussion of the need for competence development in connection with the annual development goals and measures (UMV) process. The aim of DTU's competence strategy is to strengthen DTU's overall organization and the link between each unit's strategy and employee competence development, so that competence development helps improve the overall performance of the unit and the market value of employees, and helps attract talented employees.

DTU's 2016-2022 competence strategy targets departments, centres, offices, and other units at DTU. These are all referred to simply as 'units' in this competence strategy.

2. Introduction

Competence development is of high priority at DTU, so the foundation for retaining and developing its position as an elite university is maintained and optimized. The aim of the competence strategy is to provide a framework for how DTU works with competence development in order for employees to develop to the benefit of their academic field, DTU's 2014-2022 strategic goals, and society.

The competence strategy forms part of DTU's HR policy. The HR policy is based on a mutually binding and responsible people focus and a mutually binding work community. This is reflected in the competence strategy by the fact that DTU is obliged to work to ensure the university's employees retain their value in the labour market, and the joint responsibility of employees and managers to develop competences aligned with the goals and future challenges of DTU and the employees.

Competence development is viewed from an individual perspective at DTU by improving managers' and employees' competences in relation to performance, and from an organizational perspective by ensuring that competence potential is realized, leading to high quality and efficiency. Competence development must support DTU's daily and future activities.

3. Link to unit development goals and measures (UMV) and action plan

Competence development must be seen as part of the DTU management's 'development goals and measures' (UMV) annual cycle process. The annual cycle also includes annual action plans specifying goals for the coming year. Part of the aim of the development goals and measures and the action plan is to ensure that the

*Source: Table of contents in the UMV template*

units give consideration to human resources, including leader and leadership development and employee development. It is recommended that the local management group sees competence development in relation to the following questions:

- What demands do the unit's development goals and measures place on employee competences in the coming four years in relation to the unit's specific focus areas?
- What demands does the unit's action plan place on employee competences in the years ahead in relation to the unit's specific focus areas?
- Does the unit already meet the competence requirements?
- What are the unit's most important areas for development in the future?
- What need for competence development do employees have in relation to future tasks, and what method is appropriate for competence development?
- What specific initiatives in relation to employee and leader development is the unit going to prioritize in the development goals and measures and action plan?

The work of defining the unit's need for competence development provides input to the annual employee development interviews (MUS) with employees and the employees' ongoing competence development. One of the items managers and employees discuss at the annual employee development interview is long-term and ongoing competence development for the benefit of DTU and the employees.

Finally, there must be a report on competence development initiatives in the unit's annual report.

The links between the unit's strategic objectives and the employees' individual competence development, agreed at the employee development interview, are illustrated in the drawing below:
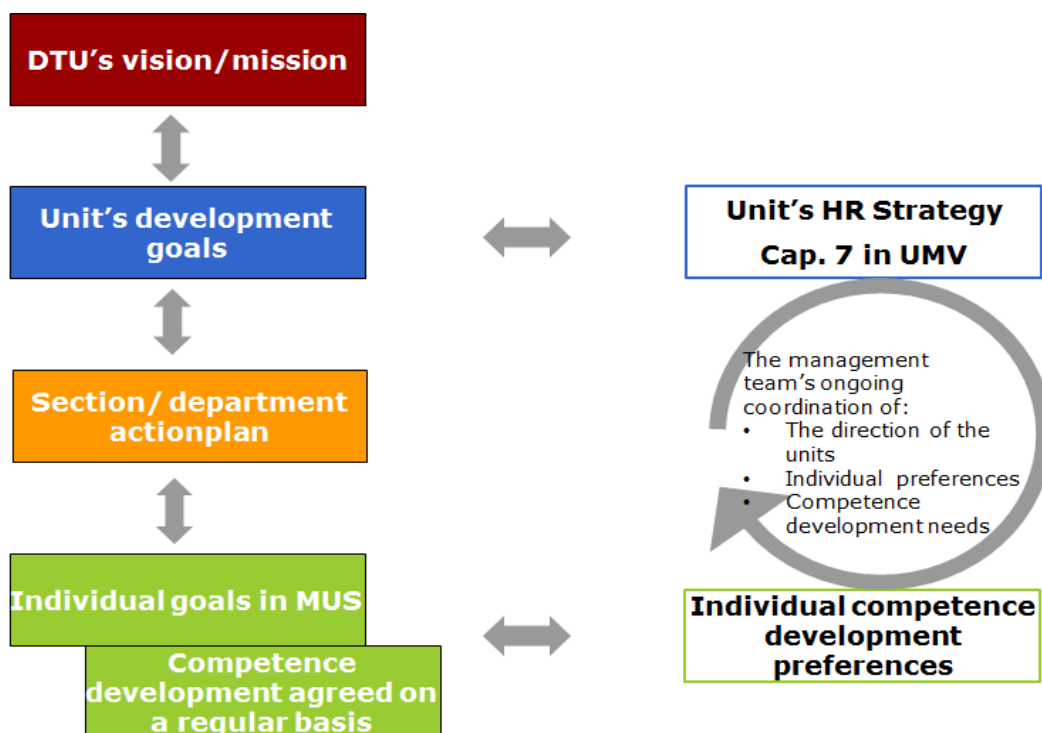
4. Roles and responsibilities

The various roles and responsibilities involved in the work with strategic competence development at DTU are described below.

DTU sets the overall framework and direction for how DTU works with competence development in DTU's competence strategy.

The units are responsible for their own development goals and measures (UMV), action plan and annual report, and thereby also for discussing, assessing and deciding which competence development needs the unit has and how they will meet them.

The local liaison committees contribute to the discussion of which competence development needs the unit has and to working out the strategic competence development within the units and in relation to an annual evaluation of the units' competence development initiatives, see section 4. Inspiration.

Each manager is responsible for discussing with their employees which competence development is relevant and which competence development method is appropriate. Each unit's future competence development needs should be balanced against individual competence development preferences. The manager is responsible for making the final decision about competence development.

Each employee is responsible for their own competence development supporting DTU's goals and matching changes in their job, and in relation to maintaining their own market value.

Corporate HR updates DTU's overall competence strategy, offers relevant courses, and can support discussion of strategic competence development and major competence development activities among the units.

5. Competence development areas at DTU

As the units work to identify the competence development needs of the organization and employees/managers, inspiration can be drawn from several competence areas illustrated in the tree below.
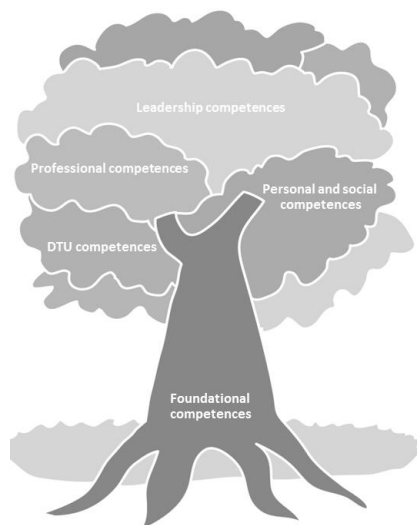
Foundational competences are competences employees often bring with them from their academic background, education and experience.

Professional competences could be continuing education in response to greater performance requirements, changes in the job or outside factors.

DTU competences could be competences linked to DTU's way of working and culture. Examples include IDTU, RDTU, UDTU, introduction days for new employees and research integrity.

Personal and social competences are competences targeting interaction with others and better performance, such as cooperation, change leadership and cultural intelligence.

Leadership competences relate to the competences employees must have as leaders in relation to the DTU Leadership Foundation. All managers are expected to participate in the DTU Leadership Programme.

6. Methods for competence development

Competence development can be done in several ways. In general, competence development can occur through internal activities related to the job, or external development activities such as courses and networks. A number of examples of methods for internal and external competence development at DTU are provided below, which can be combined in various contexts to good effect. Corporate HR offers sparring in relation to the individual methods for competence development.

1. Learning in practice/learning on the job **Advantages:** Learning happens continuously in connection with daily job activities, for example through feedback on performance or new activities where the employee has to use or learn other competences.	2. Learning in a DTU context **Advantages:** the development activities have been specially developed for DTU. Participants also have the opportunity to network and meet colleagues across DTU units. Information on DTU's internal courses and the induction day for new employees can be found on Portalen.	3. External learning **Advantages:** Provides a good opportunity to be 'taken out' of the daily routine, creating space for reflection and seeing new opportunities. External learning has the greatest effect when the employee and manager agree beforehand on specific learning outcomes for the employee, and how what is learnt will be implemented in practice afterwards.
Peer training Collegial feedback New duties Mentor schemes Learning from new colleagues Rotation	Induction day for new employees E-learning DTU's internal courses Experience exchange groups/networks Conferences	External continuing education External courses Internships External networks E-learning Coaching Conferences Mentor schemes

7. Inspiration

DTU offers a range of internal courses, which is adjusted each year in line with DTU's course strategy and the demands and needs that exist at DTU. Find out more **here**.

DTU has tools for employee development interviews (MUS), leader development interviews (LUS) and group development interviews (GRUS). The aim of development interviews is to support and focus development in the work situation for individuals and groups. DTU wants all employees to work with reference to their unit's

development goals and measures and the current annual action plan. One of the aims of the development interviews is for employees and managers to discuss their contribution to these, in order to create clear cohesion between projects and task goals. Find out more **here**

The departments' career guides for academic staff define requirements and expectations for employees in the areas of research, education, research-based consultancy and innovation, at various levels in their career. The career guide is a tool for dialogue between managers and employees, for discussing mutual expectations and development opportunities. The departments must adapt the career guide to their own department. Read more about the career guide, for example at DTU Management Engineering, **here**.

Employees have the opportunity to apply for Competence Fund grants for competence development. Applications must always be agreed with their immediate manager. Read more about applying for Competence Fund grants **here**.

The local liaison committees have a special role in relation to strategic competence development and its evaluation among the units (see the section on 'Roles and responsibilities'). **Read more in the Memorandum on the competence development agreement** .