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Labelisation and Certification of e-Jobs – Theoretical considerations and practical approaches to foster employability in a dynamic industry

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Arbeitspapiere der FOM

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Lifelong Learning Programme

COMPENDIUM OF TRAINING GUIDELINES

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Foreword

This document was prepared as part of the PIN (ProInterNet) Thematic Network Project, Agreement no. 2009-2204/001-001, under the auspices of the Leonardo da Vinci Programme. It was written in conjunction with Work Package 3, Labelisation, Certification & Normalisation.

Work-package leader was the DEKRA Akademie GmbH, located in Stuttgart, Germany. Primary co-authors were the FOM Hochschule in Essen, Germany and the Hellenic Open University in Patras, Greece.

Table of Contents

Li	st of Abbreviations	V	
Li	List of figuresVI		
1	Introduction	1	
2	How to use this document	3	
3	Definitions	4	
4	 Labelisation 4.1 Overview 4.2 The e-Jobs Observatory Label of Excellence 4.3 The Labelisation process 4.4 The De-labelisation process 	12 12 14	
5	 Training Development Guidelines	17 17 19 21 26 28	
6	 Training submittal and approval process 6.1 Overview 6.2 Submitting a training unit for approval 6.3 Approving a training unit 	31 31	
7	 Project Partners	33 34 34 34	
	 of the Basque Country	36 36 37	
	7.10 SwissMedia Association	31	

8	List o	f Appendices	38
	A.	Role Profiles	39
	В.	e-Jobs Observatory Label of Excellence and Statement of Compliance	61
	C.	e-Jobs Observatory Seal of Market Compliance and Certificate	63
	D.	European Qualifications Framework Overview	70
	E.	eCompetence Framework Overview	72
Re	feren	ces	73

List of Abbreviations

BCIT	British Columbia Institute of Technology
Cedefop	Centre européen pour le développement de la formation professionelle
CEN	Comité Européen de Normalisation
CGI	Computer-generated imagery
СТО	Chief Technical Officer
DEKRA	Deutscher Kraftfahrzeug-Überwachungsverein
eCF	European eCompetence Framework
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
EMF	European Multimedia Forum Limited
EQF	European Qualifications Framework
EUA	European University Association
FIBAA	Foundation for International Business Administration Accreditation
GAIA	Association of Electronics and Information Technology Industries of the
	Basque Country
GIC	Guidelines of Industry Compliance
GUI	Graphical User Interface
HOU	Hellenic Open University
ICT	Information and Communication Technology
ILO	International Labour Organisation
KPI	Key Performance Index
LO	Learning Outcome
LoE	Label of Excellence
MBA	Master of Business of Administration
MPS	Maison de la Promotion Sociale
NQF	National Qualifications Frameworks
PhD	Doctor of Philosophy
PIN	ProInterNet
R&D	Research and Development
SMC	Seal of Market Compliance
SME	Small and medium-sized enterprise
SMI	Small and medium-sized industry
VET	vocational and education

List of figures

Figure 1: The e-Jobs Observatory Label of Excellence	12
Figure 2: The e-Jobs Observatory Home Page	14
Figure 3: Compendium of Training Guidelines, Labelisation process	16
Figure 4: The e-Jobs Observatory Seal of Market Compliance	28
Figure 5: Compendium of Training Guidelines, Training development, submittal &	
approval process	30

1 Introduction

The ICT (Information and Communication Technology) sector is one of the economically most promising and significant business sectors in the EU (European Union). It makes an important contribution to the objectives of the Lisbon Agenda.

According to the most recent OECD outlook report (2010), the prospects for the ICT sector is improving in the wake of the financial crisis of 2008. Growth is expected to be robust in the coming years. The ICT sector accounts for 8 % of business value added and countries with significant ICT manufacturing have comparative advantages in trade (cp. OECD (2010), p. 2). In 2008, ICT services were growing at a 6 % annual rate, while services in general were growing at slightly under 5 % (cp. ibid p. 3). Pressures on employment in the ICT sector within the OECD-countries that began during the recession are beginning to ease and the numbers of available ICT vacancies are growing (cp. ibid p. 4). As access to broadband internet is steadily increasing (cp. ibid p. 5), and the central role that networking plays in the commercial and non-profit sectors, the potential for employment growth in Internet-related areas is increasing as well. In the wake of the recession, ICT policies have been the number one means taken to foster recovery (cp. ibid p. 9).

Though vacancies are becoming more plentiful, they are often difficult to fill as qualifications do not always match the requirements of the companies in this sector. In recent years, most projects aiming at the promotion of VET (vocational and education)standards in the ICT sector were initiated and driven by large companies. However, it should be recognised that approximately 80 % of all non-public employment is generated by companies with fewer than 20 employees (that is, very small and microenterprises), and that the knowledge, skills and competences requirements of these SMEs (small and medium-sized enterprises) differ significantly from those required by larger organisations.

The PIN (ProInterNet) network has been designed to tackle these issues by creating a network of key players interested in the area of Internet-related skills in SMEs involving

- 1. industry intermediary organisations and
- 2. VET institutions and organisations.

The network's aim is to set up a holistic approach of assessing and validating Internetrelated, employment-functional qualifications and profiles in SMEs. Part of this effort – as represented by Work Package 3 (WP3) – involves developing an approach toward labelisation, certification (validation) and normalisation of these qualifications by addressing the knowledge, skills, and competences requirements, on the one hand, and education and training development and provision, on the other. The idea is to agree on an EU competence system for Internet-related jobs. This includes, of course, a dynamic evaluation mechanism for Internet-related functional-role profiles, training development and implementation guidelines corresponding to the agreed profiles, a prototype LoE (Label of Excellence) and a SMC (Seal of Market Compliance), with accompanying Certificate (as recognised quality standard), and the development of a corresponding potential draft European norm or standard that may be submitted to the CEN (Comité Européen de Normalisation) Working Group.

This deliverable, *D3.2 Compendium of GIC (Guidelines of Industry Compliance) Training Guidelines* serves as the basis for the assessment for new functional-role profiles, the Label of Excellence and the SMC-Certificate, as well as the ICT Training Excellence Award, and is the starting point for the initial draft of the planned European standard to be submitted to CEN.

This document is divided into seven sections. First, it provides some instructions in its use. Both roles profiles and training are addressed, and while related, they each have their own approaches and processes that must be described. Next, there is a list of definitions, that is, a glossary of VET-related terms which are relevant for the development of training in this area. These are taken primarily from the Cedefop (Centre européen pour le développement de la formation professionnelle) (2008) *Terminology of European Education and Training Policy*. The two sections thereafter describe the labelisation process and the procedure for receiving the e-Jobs LoE. The specified training development guidelines, as well as the evaluation and assessment process for being awarded the SMC/Certificate are described in the two sections thereafter. The document ends with a list of references used herein, plus a series of appendices addressing information that is relevant to but not an integral part of these guidelines, such as a list of approved roles profiles, a detailed description of the LoE, SMC/Certificate, a brief overview of the EQF (European Qualifications Framework), and an overview of the eCF (European eCompetence Framework).

2 How to use this document

This document is a handbook and as such it is designed for ease of use. It is not necessary to read this document from cover to cover to find out what needs to be done in a particular situation. The handbook covers a number of standard activities and describes clearly what must be done in order to complete the given process.

First, here is a brief overview of each chapter of the handbook.

Ch	Title	Purpose
2	How to use this document	A description of each chapter and pointers to which chapters should be consulted for different purposes
3	Definitions	A listing of definitions taken primarily from the CEDEFOP training glossary, but with the addition of a few project-relevant terms
4	Labelisation	A complete description of the e-Jobs Observatory Statement of Compliance and Label of Excellence, as well as how to obtain them
5	Training development guidelines	A functional description of guidelines for developing training units, modules, courses, or programmes
6	Training submittal and approval process	The detailed description of the process involved in submitting a training unit or programme to the e-Jobs Observatory for approval
7	References	A list of external documents referenced in this hand- book
	Appendices	Listings and descriptions of pre-defined profiles, the Label of Excellence, Certification, and overviews of the EQF and eCF.

Chapters 2, 3, 7 and the Appendices are for purely informational purposes.

Chapters 4 through 6, however, are the how-to chapters. The following scenario overview shows where to go in the handbook to deal with the relevant situation:

lf yo	bu want to	Go to
÷	apply for the e-Jobs Observatory Label of Excel- lence and join the network	Chapter 4, Labelisation
÷	develop a training unit based on an Internet-related roles profile	Chapter5, Training development guidelines
<i>→</i>	submit a training unit which you have developed for approval	Chapter 6, Training submittal and approval process

3 Definitions

Unless otherwise noted, all definitions are taken from Cedefop (2008).

Term	Definition
Accreditation (of an education or training provider)	A process of quality assurance through which accredited status is granted to an education or training provider, show- ing it has been approved by the relevant legislative or pro- fessional authorities by having met predetermined stand- ards. (p. 21)
Accreditation (of an education or training programme)	A process of quality assurance through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined stand- ards. (p. 20)
Adult education	See Education, adult
Assessment of learning outcomes (LOs)	See LOs, assessment of
Awarding body	A body issuing qualifications (certificates, diplomas or titles) formally recognising the LOs (knowledge, skills and/or com- petences) of an individual, following an assessment and validation procedure. (p. 33)
Basic skills	See Skills, basic
Certificate / diploma / title	An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard. (p. 39)
Certification of LOs	See LOs, certification of
Competence	The ability to apply LOs adequately in a defined context (ed- ucation, work, personal or professional development). (p. 47)
Comptences, key	See Skills, key / key competences
Continuing education and training	See Education, continuing and training
Curriculum	The inventory of activities implemented to design, organise and plan an education or training action, including the defini- tion of learning objectives, content, methods (including as- sessment) and material, as well as arrangements for training teachers and trainers. (p. 56)
Diploma	See Certificate / diploma / title

Term	Definition
Distance education and training	See Education, distance and training
Distance training	See Education, distance and training
Education or training provider	See Provider, education or training
Education programme	See Programme of education or training
Education, adult	General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:
	 provide general education for adults in topics of particu- lar interest to them (e.g. in open universities);
	 provide compensatory learning in basic skills which in- dividuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
	 give access to qualifications not gained, for various reasons, in the initial education and training system;
	 acquire, improve or update knowledge, skills or compe- tences in a specific field: this is continuing education and training. (p. 24)
Education, continuing and training	Education or training after initial education and training – or after entry into working life aimed at helping individuals to:
	 improve or update their knowledge and/or skills;
	 acquire new skills for a career move or retraining;
	 continue their personal or professional development. (p. 50)
Education, distance and training	Education and training imparted at a distance through communication media: books, radio, TV, telephone, correspondence, computer or video. (p. 60)
Education, vocational	See Vocational education and training
Employability	The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career. (p. 70)
Formal learning	See Learning, formal
Informal learning	See Learning, informal

Term	Definition
Key skills / key competences	See Skills, key / key competences
Know-how	Practical knowledge or expertise. (p. 104)
Knowledge	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a filed of study or work. (p. 105)
Learning	A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know- how, skills and/or competences. (p. 111)
Learning by doing	Learning acquired by repeated practice of a task, with or without prior instruction. (p. 113)
Learning by using	Learning acquired by repeated use of tools or facilities, with or without prior instruction. (p. 114)
Learning content	The topics and activities which make up what is learned by an individual or group of learners during a learning process. (p. 116)
Learning facilitator	Anyone who promotes the acquisition of knowledge and skills by establishing a favourable learning environment, including anyone exercising a teaching, training, supervi- sion or guidance function. The facilitator helps the learner to develop knowledge, and skills by providing guidelines, feedback and advice throughout the learning process. (p. 117)
LOs	The set of knowledge, skills and/or competences an indi- vidual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non- formal or informal. (p.120)
LOs, assessment of	The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of LOs). Assessment is typically followed by validation and certifi- cation. (p. 31)
LOs, certification of	The process of issuing a certificate, diploma or title for- mally attesting that a set of LOs (knowledge, know-how, skills and/or competences) acquired by an individual has been assessed and validated by a competent body against a predefined standard. (p. 40)

Term	Definition
LOs, recognition of	 Formal recognition: the process of granting official status to skills and competences either through the award of qualifications (certificates, diploma or titles grant of equivalence, credit units or waivers, valida- tion of gained skills and/or competences; and/or
	 Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders. (p. 152)
LOs, transferability of	The degree to which knowledge, skills and competences can be used in a new occupational or educational envi- ronment, and/or to be validated or certified. (p. 167)
LOs, validation of	Confirmation by a competent body that LOs (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the re- quirements of a validation standard. Validation typically leads to certification. (p. 199)
Learning, formal	Learning that occurs in an organised and structured envi- ronment (e.g. in an education or training institution or on the job), is explicitly designated as learning (in terms of objectives, time or resources), is intentional from the learner's point of view, and that leads to validation and certification. (p. 85)
Learning, informal	Learning resulting from daily activities related to work, family or leisure and as such is not organised or struc- tured in terms of objectives time or learning support. It is generally unintentional from the learner's perspective and outcomes do not usually lead to certification even though they may be validated and certified in the framework of recognition of prior learning schemes; it is also referred to as experiential or incidental/random learning. (p. 93)
Learning, lifelong	All learning activity undertaken throughout life, which re- sults in improving knowledge, know-how, skills, compe- tences and/or qualifications for personal, social and/or professional reasons. (p. 123)
Learning, non-formal	Learning which is embedded in planned activities not ex- plicitly designated as learning (in terms of learning objec- tives, learning time or learning support), is intentional from the learner's point of view and whose outcomes may be validated and lead to certification; it is sometimes de- scribed as semi-structured learning. (p. 133)

Term	Definition
Learning, open	Learning which gives a degree of flexibility in the choice of topics, pace and/or method to the learner. (p. 137)
Lifelong learning	See Learning, lifelong
Non-formal learning	See Learning, non-formal
On-the-job training	See Training, on-the-job
Open learning	See Learning, open
Programme of educa- tion or training	An inventory of activities, content and/or methods imple- mented to achieve education or training objectives (ac- quiring knowledge, skills and/or competences), organised in a logical sequence of a specified period of time. (p. 142)
Provider, education or training	An organisation or individual providing education or train- ing services. (p. 67)
Qualification	The term qualification covers different aspects:
	formal qualification: the formal outcome (certificate, di- ploma or title() of an assessment and validation process which is obtained when a competent body determines that an individual has achieved LOs to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of LOs in the labour market and in education and training. A qualification can be a legal enti- tlement to practice a trade (OECD)
	job requirements: the knowledge aptitudes and skills re- quired to perform specific tasks attached to a particular work position ILO (International Labour Organisation). (p. 144)
Qualification, transparency of	The degree of visibility and legibility of qualifications and their content and value on the (sectoral, regional, national or international) labour market and in the education and training systems. (p. 190)
Recognition of LOs	See LOs, recognition of
Retraining	Training enabling individuals to acquire new skills giving access either to a new occupation or to new professional activities. (p. 155)
Skill	The ability to perform tasks and solve problems. (p.164)

Term	Definition
Skills, basic	The skills needed to live in contemporary society, e.g. listening, speaking, reading, writing and mathematics. (p. 37)
Skills, key / key competences	The sum of skills (basic and new basic skills) needed to live in contemporary knowledge society. (p. 101)
	Note: in its Recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences: - communication in the mother tongue; - communication in foreign languages; - competences in maths, science and technology; - digital competence; - learning to learn; - interpersonal, intercultural, social and civic competenc- es; - entrepreneurship; - cultural expression.
Skills, soft	Sometimes referred to as "key skills" or "key competenc- es", these are those skills which facilitate intrapersonal and interpersonal behavior; that is these specifically refer to things such as personality traits, social graces, com-
	munication, personal habits, etc.
Standard	A series of elements whose content is defined by con- cerned actors. (p. 173)
Teacher	A person whose function is to impart knowledge, know- how or skills to learners in an education or training institu- tion. (p. 176)
Title	See Certificate / diploma / title
Trainer	Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an insti- tution for education or training, or at the workplace. (p. 178)
Training	See Vocational education and training
Training programme	See Programme of education or training
Training provider	See Provider, education or training
Training, on-the-job	Vocational training given in the normal work situation. It may constitute the whole training or be combined with off-the-job training. (p.136)
Transferability of LOs	See LOs, transferability of

Term	Definition
Transparency of qualifications	See Qualifications, transparency of
Tutoring	Any activity offering a learner guidance, counselling or supervision by an experienced and competent profes- sional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job). (p. 191)
Upskilling	Short-term targeted training typically provided following initial education or training, and aimed at supplementing, improving, or updating knowledge, skills and/or compe- tences acquired during previous training. (p. 196)
Validation of LOs	See LOs, validation of
Vocational education and training (VET)	Education and training which aims to equip people with knowledge, know-how, skills and/or competences re- quired in particular occupations or more broadly on the labour market. (p. 202)

In addition to these specific terms, there are five other concepts that should be clarified, as they are often used more loosely than is desirable in a development context. These terms are *education, training, professional, vocational, and occupational.*

The first two are relatively straightforward (even if they are too often used interchangeably, therefore incorrectly), and have to do primarily with learning or types of instruction:

Training

Those activities that are undertaken to enable a person to perform known tasks well.

These skills (that is, the performance of known tasks) are generally concrete and practical, such as turning a lathe, making a diagnosis, researching effectively, conducting an interview, or administering a database.

Education

Those activities whose purpose is to prepare individuals to live in an uncertain and unpredictable world.

Here we are dealing quite often with forms of knowledge, whose focus is more theoretical than practical, such as understanding what a database is, knowing when an interview might be effective, formulating a research question, prescribing a medical course of action, or designing a piece of furniture. The next three terms are a bit more complex, as these have to do primarily with levels of capabilities.

Professional

Those activities that are associated with what has traditionally been understood as professions, i.e. law, medicine, theology, teaching, or for which one must generally be licensed or chartered, e.g. accounting, marketing, psychology, etc.

One generally becomes a professional through a long process of academic study, practical professional training and apprenticeship/experience, and perhaps additionally passing a standardized examination set by the profession itself or the state. One could also become a professional through long years of practical experience and further certification, for example obtaining a Meisterbrief [Master Certificate] in Germany (or its equivalent), e.g. Master Cabinet Maker, Master Clockmaker, Master Electrician, or the like, that is, someone capable of and entitled to setting up his own craft or trade business.

Vocational

This term describes all activities, especially learning activities, aimed at preparing an individual for making a living, that is, performing on-the-job.

In a more particular sense, however, this term reflects the notion of learning a craft or trade, rather than the learning provided by institutions of higher education, even if that is where some of this preparation takes place (e.g. UK foundation degrees, practical bachelor degrees, such as travel & tourism, nutrition, etc.). Upon completion of the practical training one obtains journeyman status (or equivalent). This is the level of skilled labour, be it in a workshop, factory, or office.

Occupational

Those activities that are directly related to the making of a living or performing a job.

These activities may be skilled or unskilled, but they are specifically related to performing specific tasks in an employment situation.

Some of these terms, it can be seen, do have overlapping meanings. The differences are subtle, but it is important that these will be kept in mind when developing VET-documentation. Sometimes the focus, is on how individuals should be qualified and at other times emphasis is on differing levels of qualifications. These distinctions are particularly important, however, when it comes to describing occupational or roles profile requirements.

4 Labelisation

4.1 Overview

In today's fast-changing, technological environment, keeping up-to-date technically is a necessity. In an increasingly competitive global business environment, it is essential that workers keep not only current their technical skills, but also ensure that they are suited for the changing demands of work itself. As the PIN 2010 Synthesis Report has shown, so-called "soft-skills" (or key competences, that is, behavioral and managerial skills and competences) are very much in demand by industry, in addition to expected technical knowledge and skills. This set of skills has been confirmed by roundtable meetings with industry representatives that were conducted in all partner countries as well. These will need to be considered, of course, in any approach that claims to improve the quality of training (cp. PIN (2010): passim, accessed 2013-03-13).

Labelisation is the first step along the certification path envisioned by the e-Jobs Observatory. It is an independent, stand-alone process that enables the applicant organisation to become involved in and associated with the network of stakeholders striving to improve ICT further training in Europe. In the following sections, the label, its rights and obligations and the process for acquiring it will be described.

4.2 The e-Jobs Observatory Label of Excellence

A dialogue with industry has led the e-Jobs Observatory to establish a set of principles which provide a framework within which training and personnel development in the field of Internet-related jobs can be promoted. Any organisation, from professional association to global player, from public-sector institution to private-sector training and education provider should be able to subscribe to these basic principles, as they form the basis of the e-Jobs Observatory LoE, which is depicted in the following Figure.



Figure 1: The e-Jobs Observatory Label of Excellence

All institutions who receive the label will be registered in the growing e-Jobs Observatory network of training organisations, educational institutions, private-sector corporations and public agencies and professional associations who are working together to provide transparent needs assessment and relevant quality training towards qualifications that meet the requirements of the marketplace.

These fundamental principles have been encapsulated in the e-Jobs Observatory Statement of Compliance, and are as follows:

- 1. The labour market in the Internet-related sector is regularly and systematically analysed in order to identify valid and current market needs for crucial skills and competences.
- 2. LOs are more important than the learning path that a student takes to achieve them. Competence development in the broadest sense of the term is the top priority in training and learning. Training programmes should be expressed in terms of LOs.
- 3. LOs should describe the knowledge, skills and competences the learner should have acquired or obtained by the end of a given unit of learning.
- 4. Training as a goal-directed activity aims at qualifying individuals in an organised, systematic and transparent way, hence the importance of identifying training requirements through relevant role profiles.
- 5. The so-called "soft skills" or key competences are recognised as an integral part of every training unit, module or programme.
- 6. Within the ICT sector, especially in regard to Internet-related role profiles and training, the eCF plays an important, central role in bridging the gap between market needs and training offerings.
- 7. The EQF, as well as national and sectoral frameworks, provides a useful and helpful mechanism to increase the transparency of training programmes in regard to LOs.

The LoE is targeted primarily at training organisations and educational institutions. By subscribing to these principles and applying for the LoE, such an organisation or institution asserts that it is willing to support these principles by attempting to incorporate them into their training offerings. Industry organisations or public institutions who agree with them and wish to signal that they would welcome training offerings in compliance with them are also encouraged to apply for this label. When granted the use of this label, the organisation or institution may place the label on its website as an immediate and apparent signal of its support or on its correspondence to indicate to potential customers its efforts in improving the quality of its training in accordance with those standards that are becoming recognised all across the EU, and beyond.

4.3 The Labelisation process

The primary purpose of granting the use of the e-Jobs Observatory LoE (Label of Excellence) is to promote the development of European-wide, agreed standards for internet-jobs related training. The process for obtaining the label is very straightfoward, as depicted graphically in Figure 3 in section 4.4 (p. 16):



Figure 2: The e-Jobs Observatory Home Page

- 1. Go to the e-Jobs Observatory website. (www.e-jobs-observatory.eu) as shown in Figure 2: The e-Jobs Observatory Home Page
- 2. Click on "Get the Label"! link, to be taken to a page describing the purpose and function of the label.
- 3. Locate the link to the Statement of Compliance and download the Statement to a local computer.
- 4. Print out the Statement, date it, and have it signed and stamped by the organisation's legal representative.
- 5. Mail the completed, dated, signed and stamped form back to the e-Jobs Observatory at the address provided.

Upon receipt, the e-Jobs Observatory will review the form for correctness and then place the organisation's name and contact information in the network database. A link to your organisation's website will also be incorporated on the relevant page of the e-Jobs Observatory site.

The applicant will receive an e-mail confirmation of acceptance and will be provided with a link from which he can download the label for display on the website and may be incorporated into relevant printed training and marketing documentation from the organisation. In addition, the applicant will be sent a Letter of Authorization confirming his organisation's participation in the e-Jobs Observatory network and permission to use the LoE.

4.4 The De-labelisation process

The awarding and use of the e-Jobs Observatory LoE is based upon mutual trust, as is the case in all professional relationships. By applying for and receiving the label, an organisation declares its willingness to work towards the common goal of standardized, high-quality, transparent and comprehensive training in the Internet-related sector. The benefit to the awardees is, of course, the opportunity to market to an expanding customer segment which is interested in obtaining quality training.

Consequently, customers who feel that they have not been provided with a training in accordance with the agreed principles outlined in the Statement of Compliance should have the opportunity to have their concerns reviewed. As part of the terms of usage agreement, repeated complaints can and will be reviewed by the e-Jobs Observatory working group. If necessary, contact will be made to follow-up on such complaints. If it is determined that the Statement of Compliance is not being followed or is being violated or misused in any way, the e-Jobs Observatory reserves the right to rescind the Label and its associated rights and privileges at its discretion.

Further details on the LoE and Statement of Compliance may be found on the e-Jobs Observatory website and in Appendix B.

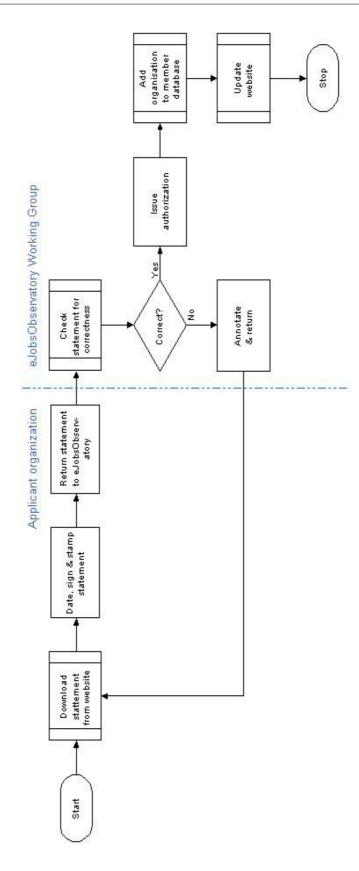


Figure 3: Compendium of Training Guidelines, Labelisation process

5 Training Development Guidelines

5.1 Overview

This section aims at introducing the training development guidelines which are an important tool for training companies in order to develop, offer, and conduct training that is consistent with the current needs and requirements in the internet and internetrelated industries. It explains how training requirements are identified and transferred into profiles in order to create a training framework which allows for a standardized training of Internet-related role profiles. The guidelines will be elaborated based on the specific LOs which the e-Jobs Observatory expects for every role profile. This is to ensure that the training results are in compliance with the needs of the market. In doing so, an up-to-date training shall be guaranteed.

5.2 Identifying training requirements

The first step consists in obtaining both the profile for which training is to be developed and this standard. The most current versions of each may be found on the e-Jobs Observatory website (www.e-jobs-observatory.eu). These should be thoroughly analysed in order to identify all relevant requirements pertaining to the training programme or unit to be developed and the submittal process itself.

The identified requirements *must* be formulated in terms of LOs. LOs have gradually become the cornerstone of well-planned and structured education. From the experience made, it is suggested to start from writing the LOs whenever one designs a new course or learning activity. The application of proven techniques when writing LOs can significantly improve their quality and accuracy, thus improving the overall quality and efficiency of education.

The specific considerations to be kept in mind when developing these are outlined in the following sections.

5.3 Writing learning outcomes

The adoption of LOs in the educational process marks a shift from the traditional "teacher centred" approach to a "student centred" approach. In the former model, only teachers were responsible for the content to be taught and the instructional strategy to be used. Course descriptions consisted of the content that would be covered in lectures, while assessment focused on how well the students absorbed this content. The "student centred" model adopts an "outcome-based" approach, focusing on what the students will learn, master and be able to do as they progress through the course.

Various definitions of a LO appear in the literature. The common ground among them is that LOs describe:

- what the learner has achieved rather than the intentions of the teacher;
- what the learner can demonstrate at the end of a learning activity

In this section, the following specific definitions (EQF, 2008) shall be adopted:

- A **"learning outcome"** is a statement of what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills and competence;
- "Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual;
- "Skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- "Competence" means the proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy;
- "Qualification" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;

The LO approach requires, first of all, a change in perspective and a new way of approaching teaching goals, in order to develop valid courses. Then, the actual process of writing the LOs is a consequence of these changes.

The following general guidelines may be of assistance when writing LOs:

- Use the ABCD (Audience; Behaviour; Condition; Degree) / SMART (Specific; Measurable; Achievable; Relevant; Time scaled) approaches in writing the LOs
- Each LO should refer to one and only level in Benjamin Bloom's taxonomy (see section 5.3.2 below)
- Avoid complicated sentences. If necessary use more one than one sentence to ensure clarity

- Each LO should contain one and only one action verb; use the list of verbs associated with each level in the taxonomy
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than LOs
- The LOs must be observable, measurable and capable of being assessed
- Bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over-ambitious when writing LOs. Ask yourself if it is realistic to achieve the LOs within the time and resources available.
- Before finalizing the LOs, ask your colleagues and possibly former students if the LOs make sense to them.

5.3.1 Approaches for writing learning outcomes

The LO approach requires, first of all, a change in perspective and a new way of approaching teaching goals, in order to develop valid courses. Then, the actual process of writing the LOs is a consequence of these changes. In order to ensure correctness of LOs and improve their quality, one can use a few techniques proposed in the literature; here the ABCD and SMART approach are presented. Subsequently, the taxonomy of learning domains proposed by Benjamin Bloom is presented using the verbs that correspond to each domain and level when writing LOs.

The ABCD approach

In order to write useful LOs, it is recommended to adopt the ABCD approach (Mager, 1984):

- Audience: determines who will master the outcome. A very common way to begin a learning outcome is: "The student will be able to..."
- Behavior: says what a learner is expected to be able to perform as a result of achieving the learning outcome, or, in other words, how will the student demonstrate achievement of the outcome
- Condition: describes the important conditions (if any) under which student's performance is to occur
- Degree: wherever possible, describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.

Note that

- the verb used to describe a desirable behavior in a learning outcome must come from the Bloom's taxonomy
- this verb must describe a behavior that is observable. However, take into account a performance can be overt or covert.
 - an overt behavior refers to any kind of performance that can be observed directly, whether that performance be visible or audible
 - a covert performance is one that cannot be observed directly, performance that is mental, invisible, cognitive, or internal. A performance can be covert as long as there is a direct way determining whether it satisfies the outcome. "A direct way" means a single behavior that will indicate the covert skill.
- When specifying the condition, one should be detailed enough to be sure the desired performance would be recognised by another competent person. Here are some questions to ask:
 - What will the learner be allowed to use?
 - What will the learner be denied?
 - Under what conditions the desired performance is expected to occur?
 - Are there any skills that the student specifically should not develop?

Examples of degrees: time limits, accuracy, quality. By specifying the acceptable level of performance for each outcome, one has the means for determining whether instruction is successful. Both the teacher and the student would know the quality of performance necessary to work for or exceed.

Examples of well written outcomes are (whereby the color-coding is explained in the key below):

- "Given a sentence written in the past or present tense, the student will be able to re-write the sentence in future tense with no errors in tense or tense contradiction."
- "Given the opportunity to work in a team with several people of different races, the student will demonstrate a positive increase in attitude towards non-discrimination of race, as measured by a checklist utilized/completed by non-team members."
- "Given 3 minutes of class time, the student will solve 9 out of 10 multiplication problems of the type: 5 X 4 = _____."
- "Given a map of Europe, the student will be able to list 8 capital cities in 5 minutes."

The SMART approach

The ABCD approach can be combined with the SMART approach for better results:

- Specific means that the LO describes the knowledge, skills and competences that a learner should be able to demonstrate following exposure to a learning activity.
- Measurable means that achievement of learning objectives can be measured by specific evaluation methods during or after the session.
- Action-oriented means that the objective includes an action verb that demonstrates change or acquisition of knowledge, skills or competences.
- Reasonable means that the objective reflects realistic expectations of knowledge, skills and competences acquisition/change given the conditions for instruction.
- Time-bound means that the objective specifies a time frame in which learners are expected to achieve the learning objective(s) usually by the end of the session.

Examples of SMART outcomes (with color-coding legend below):

- "Following this session, participants will describe four factors that increase the risk of HIV (Human immunodeficiency virus) transmission in women."
- "After attending the lecture and studying the assigned handouts, participants will list three types of tests."

Legend:

Specific - Magenta -Measurable - Blue -Action oriented - Red -Reasonable - Green -Time bound - Yellow

5.3.2. Bloom's Taxonomy

Contemporary approaches to writing LOs are based on the work of Benjamin Bloom (1913 – 1999), who studied in Pennsylvania State University, USA and graduated with bachelor and master degrees from that institution. He then worked with Ralph Tyler at the University of Chicago and graduated with a PhD (Doctor of Philosophy) in Education in 1942. Bloom identified three domains of learning - cognitive, affective and psycho-motor – each of which is organised as a series of levels or pre-requisites. It is suggested that one cannot effectively - or ought not try to - address higher levels until those below them have been covered (it is thus effectively serial in structure). The three domains can be defined as follows (Atherton, 2011, accessed 2011-12-18):

 Cognitive: it is the most widely used of the three domains. It refers mostly to knowledge structures and contains a classification (or taxonomy) of thinking behaviors from the simple recall of facts up to the process of analysis and evaluation (Bloom et al., 1956). A revised taxonomy of levels has been proposed by Anderson and Krathwohl (2001).

- Affective: it is concerned with values, or more precisely perhaps with perception of value issues, and ranges from mere awareness (Receiving), through to being able to distinguish implicit values through analysis (Bloom, Krathwohl and Masia, 1964).
- Psycho-Motor: it mainly emphasizes physical skills involving coordination of the brain and muscular activity and is commonly used in areas like laboratory science subjects, health sciences, art, music, engineering, drama and physical education. Bloom never completed work on this domain, and there have been several attempts to complete it. One of the simplest versions has been suggested by Dave (1970); a more detailed one by Simpson (1972).

As well as providing a basic sequential model for dealing with topics in the curriculum, Bloom's taxonomy also suggests a way of categorizing levels of learning, in terms of the expected ceiling for a given course.

Cognitive domain

Bloom's work is most advanced in the cognitive domain and provides a framework in which one can build upon prior learning to develop more complex levels of understanding. It is frequently used for writing LOs, since it provides a ready-made structure and list of verbs. The use of the correct verbs is the key to the successful writing of LOs.

Bloom's taxonomy of cognitive domain consists of the following six levels (Bloom et al., 1956, Kennedy et al., 2006):

1. **Knowledge:** may be defined as the ability to recall or remember facts without necessarily understanding them. Some of the action verbs used to assess knowledge are:

arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell.

2. **Comprehension:** may be defined as the ability to understand and interpret learned information. Some of the action verbs used to assess comprehension are:

associate, change, clarify, classify, construct, contrast, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalise, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognise, report, restate, rewrite, review, select, solve, translate.

3. **Application:** may be defined as the ability to use learned material in new situations, e.g. put ideas and concepts to work in solving problems. Some of the action verbs used to assess application are:

apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organise, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.

4. **Analysis:** may be defined as the ability to break down information into its components, e.g. look for inter-relationships and ideas (understanding of organisational structure). Some of the action verbs used to assess analysis are:

analyse, appraise, arrange, break down, calculate, categorise, classify, compare, connect, contrast, criticise, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate.

5. **Synthesis:** may be defined as the ability to put parts together. Some of the action verbs used to assess synthesis are:

argue, arrange, assemble, categorise, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalise, generate, integrate, invent, make, manage, modify, organise, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganise, revise, rewrite, set up, summarise.

6. **Evaluation:** may be defined as the ability to judge the value of material for a given purpose. Some of the action verbs used to assess evaluation are:

appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticise, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve.

A more detailed classification of verbs per level can be found in BCIT (British Columbia Institute of Technology, 1996) and online.

Bearing in mind that, when writing LOs, overloading the list with outcomes which are drawn from the lower levels of Bloom's taxonomy shall be avoided, but challenging the students to use what they have learned by including some LOs drawn from the higher levels is recommended.

Affective domain

In order to describe the way in which things are dealt with emotionally, Bloom and his colleagues developed five major categories (Bloom, Krathwohl and Masia, 1964):

- 1. **Receiving:** This refers to a willingness to receive information, e.g. the individual accepts the need for a commitment to service, listens to others with respect, shows sensitivity to social problems, etc.
- 2. **Responding:** This refers to the individual actively participating in his or her own learning, e.g. shows interest in the subject, is willing to give a presentation, participates in class discussions, enjoys helping others, etc.
- 3. **Valuing:** This ranges from simple acceptance of a value to one of commitment, e.g. the individual demonstrates belief in democratic processes, appreciates the role of science in everyday life, shows concern for the welfare of others, shows sensitivity towards individual and cultural differences, etc.
- 4. **Organisation:** This refers to the process that individuals go through as they bring together different values, resolve conflicts among them and start to internalise the values, e.g. recognise the need for balance between freedom and responsibility in a democracy, accept responsibility for his or her own behavior, accept professional ethical standards, adapts behavior to a value system, etc.
- 5. Characterisation: At this level the individual has a value system in terms of its beliefs, ideas and attitudes that control their behavior in a consistent and predictable manner, e.g. displays self reliance in working independently, displays a professional commitment to ethical practice, shows good personal, social and emotional adjustment, maintains good health habits, etc.

A set of verbs that can be used to express LOs in the affective domain includes:

act, adhere, appreciate, ask, accept, answer, assist, attempt, challenge, combine, complete, conform, cooperate, defend, demonstrate (a belief in), differentiate, discuss, display, dispute, embrace, follow, hold, initiate, integrate, justify, listen, order, organise, participate, practice, join, share, judge, praise, question, relate, report, resolve, share, support, synthesise, value

A more detailed classification of verbs per level can be found in BCIT (1996) and online.

Psychomotor domain

Dave (1970) proposed a hierarchy consisting of five levels:

- 1. **Imitation:** Observing the behavior of another person and copying this behavior. This is the first stage in learning a complex skill.
- 2. **Manipulation:** Ability to perform certain actions by following instructions and practicing skills.
- 3. **Precision:** At this level, the student has the ability to carry out a task with few errors and become more precise without the presence of the original source. The skill has been attained and proficiency is indicated by smooth and accurate performance.
- 4. **Articulation:** Ability to coordinate a series of actions by combining two or more skills. Patterns can be modified to fit special requirements or solve a problem.
- 5. **Naturalisation:** Displays a high level of performance naturally ("without thinking"). Skills are combined, sequenced and performed consistently with ease.

Subsequently, Simpson (1972) developed a more detailed hierarchy consisting of seven levels:

- 1. **Perception:** The ability to use observed cues to guide physical activity.
- 2. **Set (mindset):** The readiness to take a particular course of action. This can involve mental, physical and emotional disposition.
- 3. **Guided response:** The trial-and-error attempts at acquiring a physical skill. With practice, this leads to better performance.
- 4. **Mechanism:** The intermediate stage in learning a physical skill. Learned responses become more habitual and movements can be performed with some confidence and level of proficiency.
- 5. **Complex Overt Responses:** Physical activities involving complex movement patterns are possible. Responses are automatic and proficiency is indicated by accurate and highly coordinated performance with a minimum of wasted effort.
- 6. **Adaptation:** At this level, skills are well developed and the individual can modify movements to deal with problem situations or to fit special requirements.
- 7. **Origination:** The skills are so highly developed that creativity for special situations is possible.

A set of verbs that can be used to express LOs in the affective domain includes:

adapt, adjust, administer, alter, arrange, assemble, balance, bend, build, calibrate, choreograph, combine, construct, copy, design, deliver, detect, demonstrate, differentiate (by touch), dismantle, display, dissect, drive, estimate, examine, execute, fix, grasp, grind, handle, heat, manipulate, identify, measure, mend, mime, mimic, mix, operate, organise, perform (skilfully), present, record, refine, sketch, react, use.

A more detailed classification of verbs per level can be found in BCIT (1996) and online.

5.3.3 A practical methodology for writing learning outcomes

Given the above, the following methodology for developing usable LOs is proposed:

- **Step 1:** Collect data related to the topic of the course or the knowledge / skill / competence of the module and prepare a textual description
- Step 2: Analyze the meaning of every word given and define every unknown term
- **Step 3:** Differentiate between knowledge, skill and competence; these correspond to different levels in Bloom's taxonomy
- **Step 4:** Apply the ABCD approach to create one LO for each knowledge, skill or competence
- **Step 5:** Evaluate the LOs for clarity, coherence, completeness (with respect to the domain and to Bloom's taxonomy levels) and ability to be assessed
- Step 6: Go to step 1 if any of the above conditions is not met and repeat the cycle

Note that steps 1 and 2 belong to the preparation phase, steps 3 and 4 belong to the Development phase and steps 5 and 6 belong to the Evaluation phase.

Here is an example of the application of the methodology to the definition of LOs for the Webmaster, one job profile developed in project PIN. For the construction of LOs specific data were used: the job profile of Webmaster, the competence B1, Design and development (eCF), which belongs to the competence area Build and a set of Technical skills, including:

- T01: Has knowledge of netiquette, interactive virtual environment, Social networks, etc.
- T02: Has knowledge of online usability requirements
- T04: Can create media elements
- T05: Can draft texts clearly, concisely, correctly

Preparation phase

• Step 1: Collect data for the Webmaster's job, research associated qualifications and get additional information from a professional Webmaster.

For example, read the analytical description of this job profile from the text developed in the context of PIN.

 Step 2: Analyze the descriptions, especially those that refer to qualifications or competences. Link qualifications with a curriculum that develops Webmaster related degrees. Research the study guide, find related courses and study the content and purpose of these courses.

For example, for the technical skill "T01: Has knowledge of netiquette, interactive virtual environment, Social networks, etc.", the word netiquette must be clarified and how it can be linked to studies leading to Webmaster related degrees.

Development phase

- Step 3: Take under consideration the words used in description of outcomes. This will help classification of the LOs in the taxonomy.
 - For example, for the technical skill "T04: Can create media elements", the verb can states capability, as a result there are expected LOs mainly at the higher levels of Application and Synthesis and probably less at levels of Knowledge and Comprehension.
 - In contrast the technical skill "T01: Has knowledge of netiquette, interactive virtual environment, Social networks, etc.", the substantive knowledge refers more to the low levels of Knowledge and Comprehension.
- Step 4: After getting a direction for the levels, which will represent the expected action to be performed, follows the choice of the appropriate verb (from the verb-list which is included in each Bloom level). This verb supports conceptually the LO.

For example, for the technical skill "T01: Has knowledge of netiquette, interactive virtual environment, social networks, etc." After understanding the words netiquette and virtual environment and having comprehended Webmaster's responsibilities, follows the choice of verb that completes the LO and relates it to the appropriate level. In this case, the verb is chosen for the Knowledge level and will be associated with the background that Webmaster has obtained in Network Theory. As a result, the following LO is derived:

Knowledge: After completing this course, the student will be able to define in about 500 words how network theory views social relationships.

Evaluation phase

• Step 5: The LOs are evaluated for clarity, coherence, completeness (with respect to the domain and to Bloom's taxonomy levels) and ability to be assessed.

For example, the above LO adopts both ABCD and SMART approaches; it can be assessed by asking the student to write an essay using 500 words on how network theory views social relationships.

By looking closely at the LOs to be achieved by the learning unit and by examining the methods, materials, and approaches to be employed to achieve and assess these outcomes, it will be possible to identify compliance with the requirements set out in this handbook.

5.4 The e-Jobs Observatory Seal of Market Compliance and Certificate

Training units which are evaluated and found to be in conformance with the requirements set out in these guidelines will be awarded the e-Jobs Observatory Seal of Market Compliance, which is depicted in Figure 4. This seal attests to the fact that the training unit in question has been submitted to and approved by the e-Jobs Observatory working group, thereby fulfilling the standards set forth herein. The seal is a guarantee of quality for this reason. Any organisation who has certified a training unit may use this seal in conjunction with the marketing and promotion of that unit to its clientele and to the general public. The use of the seal is permitted both in electronic and in printed form.



Figure 4: The e-Jobs Observatory Seal of Market Compliance

The organisation or institution submitting the training unit will also receive a Certificate of Market Compliance (see Appendix C), which details the approval and sets the time limits for its applicability. At present, and in light of current developments in the field of Internet-related functional role profiles, this has been limited to three (3) years.

5.5 Assessment and validation criteria

The overall training development and approval process is depicted in Figure 5. The following assessment criteria will be used in the approval and validation process of training units for Internet-related jobs:

- Pre-Assessment of candidates
 The institutions have to make sure that the candidates fulfil the basic requirements
 necessary to enter the program
- Detailed description of training contents
- Envisage and integrate changes of needs and requirements, ensuring up-to-date training.
- The results of the unit must be expressed in the terms of LOs

- Methods must be clearly identified
 - Training approach
 - \circ $\,$ Tools, materials and media to be used
- Linkages between methods and outcomes must be clear, in order to ensure that targeted outcomes are achieved
- Integration of training on soft skills
 - Ensure the training of various soft skills
 - Apply appropriate methods
- Assessment of training success

Details of the specific items to be evaluated can be found in the Training Evaluation Checklist in Appendix C.

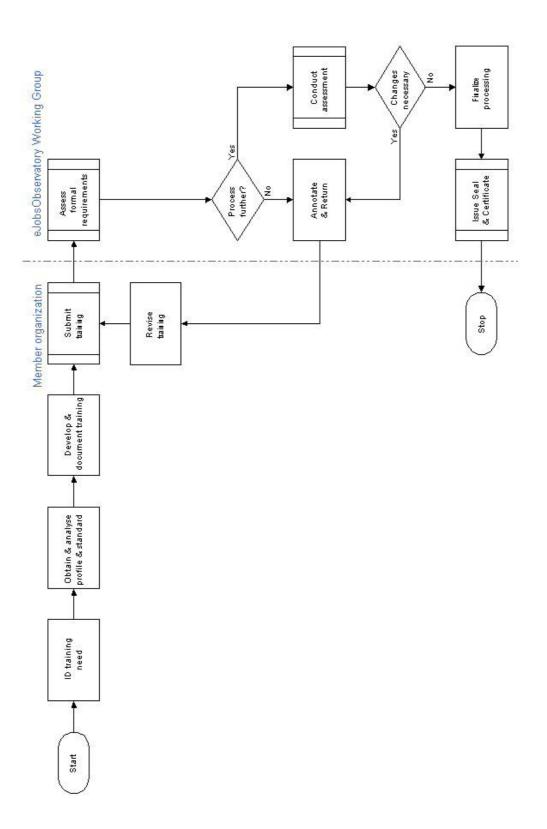


Figure 5: Compendium of Training Guidelines, Training development, submittal & approval process

6 Training submittal and approval process

6.1 Overview

Any organisation which has been awarded an e-Jobs Observatory LoE or any member of the network can submit a training programme, course, or unit for a given Internetrelated roles profile. This section describes the process for doing so. In the following, the term "unit" is used to describe the training that has been submitted, irrespective of its complexity or duration. Figure 5 is a graphical representation of this process. Any training that is to be validated within the scope of these guidelines must be completed and submitted to e-Jobs Observatory for approval.

6.2 Submitting a training unit for approval

The training is to be developed in accordance with the requirements specified in Section 8 above. Templates for the completion of this documentation can be obtained from the e-Jobs Observatory website (www.e-jobs-observatory.eu). All submittals shall be in electronic form via the e-Jobs Observatory platform. Upon submittal, the e-Jobs Observatory working group will review the training unit for completeness, accuracy, consistency, coherency, and relevance and conformance to the formal documentation reguirements. If the submittal does not meet these minimum requirements it will be returned with a written justification and suggestions for improvement to the submitting organisation. If the submittal meets all preliminary requirements, it will be further analysed for content and completeness. The evaluation will be conducted by the authorized member of the e-Jobs Observatory working group, and will be in accordance with the criteria outlined in the Training Unit Approval Checklist (see Appendix C). If it is not satisfactory at this juncture, it will annotated accordingly and returned to the submitter for revision and resubmittal. If the submittal meets all requirements at this stage, relevant labelled industry partner organisations may be asked to provide feedback on the validity of the training as a whole. The reviewer(s) will provide such feedback in written form, from which the final assessment will be made. The resulting assessment will be communicated to the submitting organisation.

6.3 Approving a training unit

Three results to the process are possible:

1. Approved

The submitting organisation will be notified in writing and the training will be added to those being kept on the e-Jobs Observatory website. A "Seal of Market Compliance" and certificate will be issued.

2. Accepted, pending changes

The submitting organisation will be notified in writing of the changes and amendments that need to be made before the training can be approved. The submitting organisation can resubmit the training after having made said changes.

3. Not accepted

The submitting will be notified in writing outlining the reasons for the rejection. A resubmittal of the training in its current form is not permitted.

7 Project Partners

The PIN project addresses vocational and educational training institutions, SMEs, public institutions and (young) professionals at a European level. In order to elaborate tailored solutions for each country, the project comprises partners from various European nations.

7.1 FOM Hochschule für Oekonomie & Management gGmbH



The FOM is a non-profit organisation and was founded in 1993. By now the FOM has become one of the biggest private universities in Germany with headquarters in Essen and study centres in Luxembourg and 21 German cities. The FOM specialises in offering part-time courses to working people; with focus on practical experience the FOM encourages the knowledge transfer between universities and companies. All academic degrees awarded by the FOM are officially recognised and accredited by the government: In 2006 the Bachelor and MBA (Master of Business Administration) programmes have been successfully accredited by the FIBAA (Foundation for International Business Administration Accreditation), one of the leading academic accreditation institutions. Furthermore the "Wissenschaftsrat", the Federal Council of Science, has accredited the FOM as a university of applied sciences in 2004.

With its offer of studying while working or completing an apprenticeship, the FOM sees itself as a completion to the German university landscape. By creating study conditions that are not only adequate for the target group but also flexible, the university provides the employees with many chances for further development while allowing the companies to adjust to the requirements that result from the demographic development and the increased demand for qualified employees. The main research and development focus of the FOM is in the areas of career- and education research, contributions to competence development in SMEs, taxation law issues as well as institute economic analyses. Research results are incorporated into what is taught at the university.

7.2 Euproma GmbH & Co KG



Euproma GmbH & Co KG is a privately owned consulting agency, founded in 2008 with the goal of efficiently planning and professionally managing international cooperation projects from different areas of expertise such as information and communication technologies, medical engineering, education, culture and social services. Euproma is specialised in the technical and financial coordination of consortia in EU-funded or nationally funded projects as well as in consulting, training and coaching with regards to European and national funding.

7.3 European Multimedia Forum Ltd.



EMF (European Multimedia Forum Ltd.) is the Forum of e-Excellence, the European cross-stakeholders' network promoting excellence in the digital economy. Around the core group of winners of the European Seal of e-Excellence, EMF gathers a broad group of stakeholders in the digital economy: associations and clusters, large companies, research organisations, public entities, investors, individual advisors, etc. EMF's mission is thus to accelerate the Winners of the European Seal of e-Excellence by facilitating their interaction with other stakeholders in the digital economy.

7.4 The Hellenic Open University



The HOU (Hellenic Open University) is the only Greek State University that provides open education in both undergraduate and postgraduate levels by applying distance teaching methodology, adopting the principles of adult learning and utilizing specially designed learning material. For that purpose, it develops digital learning material, offers elearning services and implements novel teaching methods. The Educational Content, Methodology and Technology Laboratory (e-CoMeT Lab) has been founded to support HOU in promoting scientific research and applying educational, methodological and technological innovation in distance learning and educational material. Currently, it supports the Unified Digital Educational Space of HOU and provides services including virtual classroom support, course management, personalized study management, learning design, development of interactive multimedia content, automated specification of concept maps and learning objectives, content archiving and access, educational content certification, etc. Currently, about 15000 undergraduate and 8500 postgraduate students, as well as over 1500 tutors utilize the services offered by the e-CoMeT Lab.

7.5 The Wroclaw University of Economics



The Wroclaw University of Economics commenced its activities in 1947 as a private, one-faculty College of Commercial Education. The University is ranked amongst the top Universities of Economics in Poland. It is an important center of education, science and research, and plays an important role in the international scientific community. The University has four faculties: Economic Sciences, Management and Computer Sciences, Engineering and Economics and Regional Economy and Tourism. Altogether it employs about 1600 people, including 880 academic teachers and 120 professors. The University is authorized to grant degrees, among them PhD and doctor habilitatus of economic science, organisation and management.

7.6 GAIA Association of Electronics and Information Technology Industries of the Basque Country



GAIA is the Association of Electronics and Information Technology Industries of the Basque Country, a private non-profit entity. GAIA represents all those companies working in the Electronics and Information Technologies sector, which are located in the Autonomous Community of the Basque Country. GAIA is moving ahead as the private independent institution most committed to integral development of the industrial sectors, linked to the Electronics and Information Technologies within the society and to the rational, efficient use of products and services based on those technologies.

GAIA has achieved a high profile nationally and internationally thanks to its own activities and its work with other institutions. GAIA has co-operation agreements with more than 50 entities.

7.7 Maison de la Promotion Sociale



Maison de la Promotion Sociale (MPS, House for Social Promotion) is a non-profit organisation created in 1967 with the objectives of fostering Training and employment and to serve as a congress center. MPS employs around 250 people; mainly teachers and trainers and receives 60 000 trainees a year. The main sectors trained at MPS are Information and communications technology, sports management, environment and sustainable development, gerontology, and services. MPS is supported by regional departmental and local authorities, and is located in Artigues near Bordeaux in southwest France. For more than 10 year, a special department (Europe Pole) has been in charge international cooperation, and European projects.

7.8 DEKRA Academy



DEKRA Academy both nationally and internationally stands for quality and innovation in vocational training and further training. DEKRA Academy specialises in state-of-theart methodologies for vocational training and further training and covers a wide range of subjects geared at all sectors of industry and satisfying the customer's individual training needs. The primary goal in all its operations is to reach the highest possible standard. The DEKRA Academy focuses its international activities on our corporate clients. The packages and solutions comprise such diverse areas as vocational training and further training of professional drivers, the development of new multimedia teaching and learning systems, and management training in core areas such as quality management and transportation logistics.

7.9 MATISZ -The Hungarian Association of Content Industry



The Hungarian Association of Content Industry (MATISZ, www.matisz.hu) was established in 1991. Its basic objectives are to perform professional interest representation and interest protection for members operating on the field of IT content development, distribution and related infrastructure; to promote free flow of information, the eContent market and the more effective social exploitation of information; to accelerate the international economic, and Research and Development relations of the Hungarian content industry; to harmonize interests of social development and membership on the field of law making, regulation and introduction of new processes related to content industry; to watch over the professional and ethical norms of the IT-sector;

to take steps against practices violating generally accepted norms and to organise workshops, symposia and conferences to implement the above objectives.

7.10 SwissMedia Association



Created in1995 and located in Vevey, the SwissMedia Association works in the information, communication and multimedia technologies sector. In order to insure, help and support to the swiss ICT and multimedia industry, bringing a special help to SME/SMI (Small and medium sized industry) and startups of this sector. SwissMedia is dedicated to promoting the new interactive multimedia and IT technologies by pooling the various innovation competencies and helping its members to develop projects recognised on a national and international level. SwissMedia encourages the creation and the operation of SME as well as encouraging European training based on new digital technologies of communication by grouping companies and entrepreneurs. SwissMedia goals and objectives are mainly oriented in creation and support SME's and startups companies in technoparcs and incubators, SME support for promotion and internationalization, education and entrepreneurship development, networking and matchmaking.

8 List of Appendices

A	Roles Profiles	39
В	e-Jobs Observatory Label of Excellence and Statement of Compliance	61
С	e-Jobs Observatory Seal of Market Compliance and Certificate	63
D	European Qualifications Framework Overview	70
Е	eCompetence Framework Overview	72

A. Role Profiles

Included here are the coversheets and short descriptions of all ten profiles addressed by the PIN project. The complete profiles in their latest revisions are available for download at the e-Jobs Observatory website (www.ejobs-observatory.eu).

- 1. Digital animator
- 2. Internet hotline operator
- 3. Online community manager
- 4. Usability specialist
- 5. Web content developer
- 6. Web content manager
- 7. Web designer
- 8. Web marketer
- 9. Web seller
- 10. Webmaster

1. Digital animator

Profile title	Digital animator									
Also known as	2D-3D specialist, computer animator generated imagery) specialist	, virtual animator, CGI (computer-								
Summary statement	A digital animator is the creator of movin using 2D or 3D techniques.	ng pictures in a digital environment,								
Mission To contribute to the success of an organisation, through presenting rel Mission data using 2D or 3D techniques. Responsibility To collaborate with designers in the creation of 2D and 3D animations.										
Deliverables	Accountable	Contributor								
Mission To contribute to the success of an organisation, through presentindata using 2D or 3D techniques. Responsibility To collaborate with designers in the creation of 2D and 3D animal										
Main task/s		nto their overall technical environment point of view								
Environment	Usually works with the design team. Ma as programmers, webmasters, etc.	y also interact with technicians, such								
KPIs	To be defined									

	Digi	tal animator			Т	echni	cal							Beha	viour	al						B	Busine	ss	
Area	No.	Competence	Importance	T01	T02	T03	T04	T05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	MO	MO	2 M03	M04	MO
Plan	A.1	IS and Business Strategy Alignment		1																	-		-		
	A.2	Service Level Management		1		1	1	1	1	1		1			1			1	1				1		
	A.3	Business Plan Development		1		1	1	1	1			1			1			1	1				1		
	A.4	Product or Project Planning		1		1	1	1	1	1	x	×	1	+	†		1	1	†	+		1	1		
	A.5	Architecture Design		1		1	1	1	·	1					†			1	1				1		
	A.6	Application Design	x	1	х		х		х										х		x				
	A.7	Technology and Market Watching	x	1		1	-					1							-				x		
	A.8	Sustainable Development		1		1		1	1			1			1			1	1						
Build	B.1	Design and Development	x		х		х	х	x	x	х	x	x				x	x	x	x	×		x		
	B.2	Systems Integration		1		1					x				1				1						
	B.3	Testing	×	1	х						x							1	x						
	B.4	Solution Deployment	x		х		x	х										1	-				-		
	B.5	Documentation Production		1		1		X			X	1			1	X			Î						
Run	C.1	User Support																							
	C.2	Change Support		1		1									1										
	C.3	Service Delivery				1									1										
	C.4	Problem Management		1		1						1													
Enable	D.1	Information Security Strat. Development				_			-												-				
	D.2	ICT Quality Strategy Development		1	1	1	1	1	1	1	1	1		1	1	1	1	1	1		1	1	1		
	D.3	Education and Training Provision		1		1													1						
	D.4	Purchasing		1				1	1			1			1				1		1		-		
	D.5	Sales Proposal Development													1				1				1		
	D.6	Channel Management		1		1	1	†	1	1		†			†			1	†	+	1	1	1		
	D.7	Sales Management				4						÷			+			4	÷						
	D.8	Contract Management													1				1						
	D.9	Personnel Development		1																-					
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Manage	E.1	Forecast Development			-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	_
Manage	E.2	Project and Portfolio Management						l				+			+				x		X		+		
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				interactive v	ility requiren	or services	udio, graphi	icisely, with					is committed to corporate strategy and aw		kills	sa in forei		ize			lement pr	timating i	nental, la		
				interactive virtu	ility requirement	or services or	udio, graphics,	ncisely, with du					gy and aware		kills	so in foreign		ize			ement princ	timating issu	mental, labou		
				knowledge of netiquette, interactive virtual (Has knowledge of online usability requirements	or services onlin	udio, graphics, vic	ncisely, with due r					gy and aware of		kills	so in foreign lan		ize			ement principle	timating issues	nental, labour, s		
				interactive virtual env	ility requirements	Can promote and sell products or services online	udio, graphics, video	ncisely, with due reg					gy and aware of co		kills	so in foreign langu		ize			Has knowledge of project management principles	timating issues an	mental, labour, sta		
				interactive virtual enviro	ility requirements	or services online	Can create media elements (audio, graphics, video)	ncisely, with due regard					gy and aware of corpo		kills	so in foreign language		ize			ement principles	timating issues and p	mental, labour, standa		
				interactive virtual environm	ility requirements	or services online	udio, graphics, video)	ncisely, with due regard for					gy and aware of corpora		kills	Can communicate effectively (also in foreign languages)		ize			ement principles	timating issues and prav	mental, labour, standard		
				interactive virtual environment	ility requirements	or services online	udio, graphics, video)	cisely, with due regard for or					gy and aware of corporate c		kills	so in foreign languages)		ize			ement principles	timating issues and practic	mental, labour, standards is		
				environments	ility requirements	or services online	udio, graphics, video)	ncisely, with due regard for orthe					gy and aware of corporate cult		kills	so in foreign languages)		ize			ement principles	Has knowledge of budgeting / estimating issues and practices	mental, labour, standards issu		
				environments	ility requirements	or services online	udio, graphics, video)	ncisely, with due regard for orthogn					gy and aware of corporate culture		kills	so in foreign languages)		ize			ement principles	timating issues and practices	Has knowledge of legal, environmental, labour, standards issues		
				environments and	ility requirements	or services online	udio, graphics, video)	ncisely, with due regard for orthograph					gy and aware of corporate culture		kills	so in foreign languages)		ize			ement principles	timating issues and practices	nental, labour, standards issues		
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				environments and social	vility requirements	or services online	udio, graphics, video)	ncisely, with due regard for orthography and					gy and aware of corporate culture		kills	so in foreign languages)		ize			ement principles	timating issues and practices	nental, labour, standards issues		
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				environments and	vility requirements	or services online	udio, graphics, video)	Can draft texts, clearly and concisely, with due regard for orthography and grammar					gy and aware of corporate culture		kills	so in foreign languages)		ize			ement principles	timating issues and practices	nental, labour, standards issues		

2. Internet hotline operator

Profile title Internet Hotline Operator Also known as The Internet Hotline Operator provides user support. Hotline operator also work on customer relationship (accounting, payments, etc.). Mission To quickly and effectively receive, interpret, analyze and process receisues from customers or users of a product or system, by means of chat, telephone (including Voice over IP services such as Skype) or forms of communication. Responsibility The timely provision of constructive responses to client requests for a Analysis of client issues, accurate interpretation for technical analysis providing solutions. Feed knowledge from the support tickets into knowledge databases community collaboration tools and internal knowledge sharing. Deliverables Accountable Contributor • Issue tickets. • Resolved issues. • Resolved issues.		
Also known as		
Summary statement		
Mission	issues from customers or users of a pro chat, telephone (including Voice over IF	duct or system, by means of email,
Responsibility	Analysis of client issues, accurate interp providing solutions. Feed knowledge from the support ticket	pretation for technical analysis, and ts into knowledge databases to support
Deliverables	Accountable	Contributor
Main task/s	 Responding to customer enquiries via Processing of resulting issue tickets. Escalating issues to second line support 	
Environment	Usually works in a team of operators an	nd reports to a team leader.
KPIs	 Response rate. Tickets closed. Requests solved. Requests solved first time. Requests responded to without escal 	ation to second level support.

	Inter	met hotline operator			Te	chni	cal						в	ehav	iour	al						В	usine	SS	
Area	No.		Importance	T01	T02	тоз	Т04	T05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	M01	M02	M03	M04	MOS
Plan	A.1	IS and Bus. Strat. Alignment																							
	A.2	Service Level Management																							
	A.3	Business Plan Development																							
	A.4	Product/Project Planning																							
		Design Architecture		-					<u> </u>												<u> </u>	_			
	A.6	Application Design																				-			
	A.7	Technology and Market Watching	9	-					<u> </u>												-	-			
Build	A.8 B.1	Sustainable Development Design & Development		<u> </u>		-		-							-	-	-				<u> </u>	-		_	-
Bulla	B.2	Systems Integration				-	-	-	-						-	-	-				<u> </u>	-			-
	B.3	Testing				-		-							-	-	-					-	\square		-
	B.4	Solution Development																							
	B.5	Document Production																							
Run	C.1	User Support							×	x	х	х	x	х	x	x	×	x	х	x			x		
	C.2	Change Support																							
	C.3	Service Delivery																				_			
	C.4	Problem Management			<u> </u>		<u> </u>		┝──			<u> </u>							<u> </u>		⊢	-	\square		
Enable	D.1	Info Sec. Strat. Development							<u> </u>												<u> </u>				
	D.2	ICT Qual. Strat. Development		-			-		<u> </u>												<u> </u>	-			
	D.3	Educ. & Training Provision							-												<u> </u>	-			
	D.4 D.5	Purchasing Sales Proposal Development						-														-			-
	D.6	Channel Management														-						-			
	D.7	Sales Management																							
	D.8	Contract Management																							
	D.9	Personnel Development																							
	D.10	Info. & Knowledge Mgmt																							
Manage	E.1	Forecast Development																							
	E.2																								
	E.3	Risk Management					_																		
	E.4	Relationship Management					-										_				<u> </u>				_
	E.5	Process Improvement																			<u> </u>				_
	E.6	ICT QM				_	-	-	-						-		-				-	-	\vdash		_
	E.7 E.8	Business Change Mgmt Info. Sec. Management					-	-	-							-					-	-	-		-
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				8	8	Can promote and sell products or services online	Can create media elements (audio, graphics, video	Can draft texts, clearly & concisely, with due regard	Is creative, imaginative, artistic	Is ethical	Is precise and aware of details	Is customer oriented	Is committed to corporate strategy	Has good interpersonal skills	Has presentation / moderation skills	Can communicate effectively (also in foreign langu	Can work in a team	Can seek, organize and synthesize	Can analyse	Can explain	8	8	Has knowledge of legal, environmental, labour, sta	Has marketing knowledge	an I
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				knowledge of netiquette, interactive virtual env	knowledge of online usability requirements	3	1ä	2	ē		9,		orat	a	l &	fec		nd			knowledge of project management principles	knowledge of budgeting/estimating issues and	ja l	ğ	
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				ironments and social networks u				for orthography and grammar																	

3. Online community manager

Profile title	Online Community Manager	
Also known as		
Summary statement	Provides an interactive environment in can collaborate together.	which users, customers and colleagues
Mission	order to foster a sense of community su Work in tandem with Customer Support	irrounding the enterprise. and/or Hotline Operators to provide
Also known as Provides an interactive environment in which use can collaborate together. Mission Create and maintain such collaborative applicati order to foster a sense of community surroundin Work in tandem with Customer Support and/or H support and knowledge sharing for the issue tick Responsibility The ability for customers and users to quickly an and questions, and to provide a feedback mecha and questions, and to provide a feedback mecha Deliverables Accountable Contril • Wiki. • Forum. • Infra • Internet Chat. • Ticketing System. • Hotli • Bain task/s • Provide collaboration tools. • Respond to incoming requests and questions. Main task/s • Provide collaboration tools. • Respond to incoming requests and questions. • Follow-up customer and user requests. • Moderation of forums. • Management of ticketing system Environment Usually works in tandem with infrastructure and Spends much of the time online, validating the e tion tools • Customer satisfaction. KPIs • Customer satisfaction. • Number of outstanding emails / tickets.		
Deliverables	Accountable	Contributor
	 Forum. Internet Chat. Ticketing System. External email accounts (user 	 Infrastructure planning. Hotline Operator support
Main task/s	 Respond to incoming requests and q Follow-up customer and user request Moderation of forums. 	
Environment	Spends much of the time online, validat	ture and internal development teams. ing the effectiveness of the collabora-
KPIs		S.

		INE COMMUNITY			Te	chnie	cal			_			в	ehavi	ioura	al		_	_	_		B	usine	ss	_
Area	No.	NAGER Competence	Importance	T01	T02	T03	T04	T05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	MO	M07	M03	M04	MO!
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	A.3	Business plan Development	1					x							1	X	[<u>.</u>					
	A.4	Product/Project Planning	1			•••••		×				×			·····					^					
	A.5	Design Architecture		•••••		•														•		•			
	A.6	Application Design																		1	1	1			
	A.7	Technology Watching																×		1					
	A.8	Sustainable Development																		Ì		1			
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	B.2	Systems Integration									8									ļ		ļ			
	B.3	Testing																	x	Į		ļ			
	B.4	Solution Development				ļ														ļ		ļ		ļ	
	B.5	Document Production																					<u> </u>		
Run	C.1	User Support						ļļ	ļ								ļ			ļ		ļ		ļ	
	.C.2	Change Support					ļ	ļ	ļ											ļ		ļ			
	.C.3	Service Delivery					ļ	ļ	ļ		X								8	ļ		ļ		ļ	
	C.4	Problem Management						\vdash	\square										8		┝──	<u> </u>	<u> </u>		
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	D.2	ICT Qual. Strat. Development					ļ,	l									ļ			ļ			ļ		
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	D.5	Sales Proposal Development						ļl												ļ					
	D.6	Channel Management							X								ļ								
	D.7	Sales Management															ļ						8	ļ	
	D.8	Contract Management						l									ļ								
	D.9	Personnel Development						ļ												ļ					
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	E.2	Project & Portfolio Mgmt					ļ	ļ											8	ļ	8	, X	ļ		×
	E.3	Risk Management					ļ	ļl					×						X	ļ		ļ		ļ	
	E.4	Relationship Management						ļl					×		8		×						ļ		
	E.5	Process Improvement					ļ	ļļ									×		×	ļ		ļ		ļ	ļ
	E.6	ICT QM				ļ		ļ												ļ		ļ			
	E.7	Business Change Mgmt					ļ	ļ					×				ļ			ļ		ļ			
	E.8	Info. Sec. Management					ļ	ļl												ļ		ļ			
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				e of netiquet	of online u	d sell prod	ia element	clearly and	ginative, ar		aware of de	iented	o corporate	rpersonal sk	ation / modera	nicate effectiv	a team	Can seek, organize and sy			lge of project i	ge of budgetir	e of legal, er	Has marketing knowledge	
				of netiquette,	of online usal	d sell produc	ia elements (clearly and c	ginative, artist		aware of detai	iented	o corporate str	Has good interpersonal skills	ation / moderatio	nicate effectively	a team	ganize and synt			lge of project ma	ge of budgeting/	e of legal, envir	nowledge	
				e of netiquette, int	of online usabilit	d sell products (ia elements (au	clearly and con	Is creative, imaginative, artistic		Is precise and aware of details	iented	o corporate strate	rpersonal skills	ation / moderation s	nicate effectively (al	a team	ganize and synthe			lge of project mana	ge of budgeting/est	e of legal, environ	nowledge	
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				e of netiquette, interacti	of online usability requ	d sell products or ser	ia elements (audio, gr	clearly and concisely	ginative, artistic		aware of details	iented	o corporate strategy an	rpersonal skills	Has presentation / moderation skills	Can communicate effectively (also in	a team	ganize and synthesize			lge of project manageme	ge of budgeting/estimatir	e of legal, environmenta	nowledge	
				e of netiquette, interactive	of online usability require	d sell products or servic	ia elements (audio, grap	clearly and concisely, w	ginative, artistic		aware of details	iented	is committed to corporate strategy and a	rpersonal skills	-	nicate effectively (also in for	a team	ganize and synthesize			ige of project management j	ge of budgeting/estimating i	e of legal, environmental, l	nowledge	
				of netiquette, interactive vir	of online usability requirem	d sell products or services	ia elements (audio, graphic	clearly and concisely, with	ginative, artistic		aware of details	iented	o corporate strategy and awa	rpersonal skills	-	nicate effectively (also in foreig	a team	ganize and synthesize			ge of project management prir	ge of budgeting/estimating issu	e of legal, environmental, lab	nowledge	
				of netiquette, interactive virtua	of online usability requirement	d sell products or services on	ia elements (audio, graphics,)	clearly and concisely, with du	ginative, artistic		aware of details	iented	aware	rpersonal skills	-	nicate effectively (also in foreign la	a team	ganize and synthesize			ge of project management princip	ge of budgeting/estimating issues	e of legal, environmental, labour	nowledge	
				e of netiquette, interactive virtual e	Has knowledge of online usability requirements	d sell products or services online	ia elements (audio, graphics, vid	clearly and concisely, with due n	ginative, artistic		aware of details	iented	aware	rpersonal skills	-	nicate effectively (also in foreign lang	a team	ganize and synthesize			ge of project management principles	ge of budgeting/estimating issues a	e of legal, environmental, labour, s	nowledge	
				of netiquette, interactive virtual envi	of online usability requirements	Can promote and sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due rega	ginative, artistic		aware of details	iented	aware	rpersonal skills	-	nicate effectively (also in foreign langua	a team	ganize and synthesize			Has knowledge of project management principles	ge of budgeting/estimating issues and	e of legal, environmental, labour, stan	nowledge	
				of netiquette, interactive virtual enviror	of online usability requirements	d sell products or services online	Can create media elements (audio, graphics, video)	clearly and concisely, with due regard	ginative, artistic		aware of details	iented	aware	rpersonal skills	-	nicate effectively (also in foreign language	a team	ganize and synthesize			ge of project management principles	je of budgeting/estimating issues and pra	e of legal, environmental, labour, standa	nowledge	
				Has knowledge of netiquette, interactive virtual environme	of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	ge of budgeting/estimating issues and practi	e of legal, environmental, labour, standards	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for or	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practice	e of legal, environmental, labour, standards is	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthe	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	Has knowledge of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issu	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthogr	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	Has knowledge of legal, environmental, labour, standards issues	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthograp	ginative, artistic		aware of details	iented	aware	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issues	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthography	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issues	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthography an	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issues	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthography and g	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issues	nowledge	
					of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	clearly and concisely, with due regard for orthography and grai	ginative, artistic		aware of details	lented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	of legal, environmental, labour, standards issues	nowledge	
				of netiquette, interactive virtual environments and social networks us	of online usability requirements	d sell products or services online	ia elements (audio, graphics, video)	Can draft texts, clearly and concisely, with due regard for orthography and grammar	ginative, artistic		aware of details	iented	aware of corpora	rpersonal skills	-	nicate effectively (also in foreign languages)	a team	ganize and synthesize			ge of project management principles	e of budgeting/estimating issues and practices	e of legal, environmental, labour, standards issues	nowledge	

4. Usability specialist

Profile title	Usability specialist	
Also known as	Usability and ergonomics specialist, Web/Software ergonomics specialist ager	
Summary statement	In general, usability specialists make su consumers to use. In internet field, usat websites and web applications are easy	pility specialists help to ensure that
Mission	Ensuring that everyone (including hand knowledge) can use (access, understar cation easily and according to the creat ideas to improve the website / web appl ness) impact and also to improve comp	nd and interact) a website or web appli- or's original intentions. Developing lication in order to maximize its (busi-
Responsibility	In charge of the ergonomics of a websit	e or web application.
Deliverables	Accountable	Contributor
	 Cost- and time requirements and schedule of usability tasks document including cost benefit analysis and reasoning Web ergonomics suggestions document Usability plan / guidance document Study on user requirements Study on designer / developer requirements Concepts and prototypes Ideas and suggestions for usability improvements Review / study on usability testing (inc. report on eye tracking results) 	 Business plan Architecture design Website or web application development / finalizing Risk management Process improvement
Main task/s	to conduct when during developm	guidance on what user-centred activities ent to ensure good usability;
	 ments and specifications from des web application; User requirements analysis: Gathers and analyzes user reductions and analyzes user	captures and analyzes design require- igners / developers of the website or equirements – by observing and inter- y reviewing logs and analytics of moni-
	 tored user activities; Determines user needs and p Understands and prioritizes of user interface; Interaction design: Designs concepts and prototype functionality and usage flow to s Develops ideas and makes sugg (in cases also to sales personnering user friendliness; Usability testing: Independent usability evaluation reviews to large international user 	preferences; content and functionality needed in the es to illustrate overall interface layout, support designers / developers; gestions to designers and developers el or risk management team) for improv-

Main task/s	For each prototype /revision of the website or web application:
	• Planning for usability : provides guidance on what user-centred activities to conduct when during development to ensure good usability;
	 Design requirements analysis: captures and analyzes design requirements and specifications from designers / developers of the website or web application;
	User requirements analysis:
	 Gathers and analyzes user requirements – by observing and inter- viewing potential users and by reviewing logs and analytics of moni- tored user activities;
	 Determines user needs and preferences;
	 Understands and prioritizes content and functionality needed in the user interface;
	Interaction design:
	 Designs concepts and prototypes to illustrate overall interface layout, functionality and usage flow to support designers / developers;
	 Develops ideas and makes suggestions to designers and developers (in cases also to sales personnel or risk management team) for improv- ing user friendliness;
	Usability testing:
	 Independent usability evaluation: from short informal tests and expert reviews to large international user studies;
	 Eye tracking: provides detailed insights into how users interact with an interface - what they focus on and what they don't.
Environment	Usually works independently, but interacts regularly with users to collect their feedback and with designers/developers to provide suggestions to them.
KPIs	 Improved user satisfaction (based on user feedback)
	 Increased business / sales revenue - in case of commercial websites or web services
	Comparison of usability testing results (before / after improvement)

	PRO	FILE Usability Specialist			Те	chn	ical	. –		. –		. –	В	ehav	/iour	al				. –		Bu	isine	ess	
Area	No.	Competence	mportance	T01	т02	т03	т04	т05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	M01	M02	M03	M04	4M0
Plan	A.1	IS and Business Strategy Alignment																							
	A.2	Service Level Management			I		J		I	I	I	l	I	l		I						l		I	J
	A.3	Business Plan Development	low		X	X	ļ			ļ	×	ļ	X	ļ		ļ			×	ļ	. ×	×	×	×	ļ
	A.4	Product or Project Planning		.	ļ	ļ	ļ		.	ļ	ļ	ļ	ļ	ļ	ļ	ļ	ļ		ļ	ļ	.	ļ	ļ	ļ	Ļ
	A.5	Architecture Design	low	 	×.	ļ		ļ	×	ļ	×.	×	. ×.	ļ	ļ	ļ	ļ		×.		 	ļ	×.	ļ	ļ
	A.6	Application Design	normal		. ×.	×			×	ļ	X	×	. X	ļ	ļ		X		×	×.			. ×		į
	A.7 A.8	Technology and Market Watching Sustainable Development	normal	×.	. x	. ×												. x	×				X	×.	<u></u>
Build	B.1	Design and Development	high	x	×	i i	×	~	v	-	~				i i			v		×		-	×	i i	-
Dalla	B.2	Systems Integration	- ingri		1.0.	1		· · · ·	×	1	×	1.0	1	. X.		· · · · ·	. ×	· · ^ · ·		· · ^ ·	•••••	†		1	1
	B.3	Testing	high	X	x	É	×			×	x	×	×	x	×	×		x	x	x		1	x	(The second sec	1
	B.4	Solution Deployment			1	1	1			1	1	1		1		1						1		1	1
	B.5	Documentation Production	normal	[1	x	x		[X			[[[[X	x	X	×	×	×	<u> </u>
Run	C.1	User Support	high		x		<u>.</u>			x	×	×		×	×	×		х		X			<u>.</u>	<u>.</u>	<u> </u>
	C.2	Change Support																							
	C.3	Service Delivery		I	<u> </u>	ļ	ļ		Į	ļ	<u> </u>	ļ	ļ	ļ	ļ	ļ	ļ		ļ		.	ļ	ļ	ļ	Ļ
	C.4	Problem Management	normal		X		-		X		X			-		X		х	х			-			-
Enable	D.1	Information Security Strat. Development		 	ļ	ļ	ļ			ļ	ļ	ļ	ļ	ļ	ļ	ļ	ļ		ļ			ļ	ļ	ļ	ļ
	D.2	ICT Quality Strategy Development			ļ	ļ	ļ				ļ	ļ			÷		.		÷	ļ		ļ	÷	ļ	į
	D.3 D.4	Education and Training Provision Purchasing		ł	}	÷	÷	}	ŧ	÷	<u>}</u>	<u> </u>	÷	÷	}	÷	}	}	}	}	ł	<u> </u>	}	÷	÷
	D.4	Sales Proposal Development	normal				i		t			l u		i	·	¦	·	v	v		†	l v	v		i
	D.5 D.6	Channel Management	normai	···	· · · ·	· · · ·				·	<u>.</u>	· · · ·	·					···^				· · · ·		· · ·	
	D.7	Sales Management					·														·····				÷
	D.8	Contract Management		t		1	1		t	†		†		†		†					t	†		1	1
	D.9	Personnel Development			1	1	1	1	t	1		1	1	1		1				1	† · · · ·	1		1	1
	D.10	Information and Knowledge Manageme	t																						1
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	E.2	Project and Portfolio Management							I	l		l		l		l	L		L			l			l
	E.3	Risk Management	low		×	ļ	ļ			ļ	ļ	ļ	ļ	ļ	ļ	ļ		х	X	ļ	X	ļ	X	×	ļ
	E.4	Relationship Management			ļ	ļ	ļ			ļ	ļ	ļ	ļ	ļ	ļ	ļ			ļ			ļ	ļ	ļ	ļ
	E.5	Process Improvement	normal	.	X	ļ	ļ	ļ	×	ļ	ļ	ļ	ļ	ļ	ļ	ļ	ļ	X	X	ļ	×	ļ	X	X	Ļ
	E.6	ICT Quality Management		 		÷		ļ	.	<u></u>		÷		<u></u>	ļ	<u></u>	ļ			ļ	.	÷		÷	÷
	E.7	Business Change Management			ļ	ļ	<u>.</u>																	ļ	ļ
	E.8 E.9	Information Security Management IT Governance																						·	
	L.8	TI Governance		Т	İI	i o	0	0	0	0	10	1	Ī	İΞ	Ξ	10	0	0	0	lo.	Ŧ	İŦ	İΞ	İŦ	io
				8	Has knowledge of online usability requirements	Can promote and sell products or services online	Can create media elements (audio, graphics, video)	Can draft texts, clearly and concisely,	ls creative, imaginative,	ě.	Is precise and aware of details	Is customer oriented	Is committed to corporate strategy and	Has good interpersonal	Has presentation / moderation skills	8	Can work in a team	Can seek, organize and synthesize	Can analyse	Can explain	Has knowledge of project management principles	8	Has knowledge of legal, environmental,	Has marketing knowledge	Can lead a team
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				Has knowledge of netiquette, interactive virtual environments & social				ography					ture										Sat		
				& social netwo				for orthography and					ture										sar		

5. Web content developer

Profile title	Web content developer								
Also known as	Web developer, Developer								
Summary statement	A web developer is a software specialis He uses specific softwares and languag	,							
Mission	His mission is to research options, and formulates them for visualization for the	•							
Responsibility	To collaborate with the content manage optimal content	r or webmaster in order to deliver the							
Deliverables	Accountable	Contributor							
	Creation of content (text, graphics, pictures audiovisual files)	Integration of content							
Main task/s	For each prototype /revision of the websAnalyse of needsChoice of technical solutionCollect information	site or web application:							
Environment Usually works with the project manager. May also interact with techni such as programmers, webmasters, etc.									
KPIs	Number of bugsDifference between planed and used	time							

						echn								Behav									lusine	
Area	N'	Competence	Importance	T01	T02	T03	3 T04	T05	B01	B02	B03	B04		B06	B07	B08	B09	B10	B11	B12	M01	M02	M03	M04
Plan	A.1.	I.S. and Business Strategy Alignment											X											
	A.2.																							
	A.3.	Business Plan Development																						
	A.4.	Product or Project Planning			X						X	X												
		Architecture Design			X													Х						
		Application Design					X		X								Х							Х
		Technology and Market Watching			-	-		-		-													X	
		Sustainable Development	-		-	-																		
Build		Design and Development	+	-	X	-	X	X	X	X	Х	X	X		-	-	Х	X						-
Dalla		System Integration	-		X	-	n	0	1	0	X		0		X		n	n						
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	C.2.													X		<u>X</u>				X				
	C.3.										X					Х		X	X					
	C.4.	Problem Management			X				X		X							Х	X	X				
Enable	D.1.	Information Security Strat Development																						
	D.2.	ICT Quality Strategy Development																						
		Education and Training Provision			<u> </u>	-	-	-														-		
		Purchasing			-	-	-	-														-		
		Sales Proposal Development					-	-																
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		Channel Management Sales Management	-		-	-	-	-		-										-		-		
	U.8.	Contract Management	_																					
		Personnal Development																						
		Information and Knowledge Management																						
Manage	E.1.	Forecast Development											X						X		Х			
_	E.2.	Project and Portfolio Management																						
		Risk Management											X								X			
	E.4.		_		-								X		-	Х	Х			<u> </u>		<u> </u>	<u> </u>	
		Process Improvement	-				-	-					0			0	n							
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		ICT Quality Management					-																	
	E.7.	Business Change Management																						
	E.8.	Information Security Management																						
	E.9.	IT Governance																						
				ᇤ	Has knowledge of online usability requirements	Can promote and sell products or services online	Can create media elements (audio, graphics, video)	0	ls creative, imaginative, artistic	ls ethical	Is precise and aware of details	ls custommer orientated	Is commited to corporate strategy and aware of corporate culture	Has good interpersonal skills	Has presentation ł moderation skills	Can communicate effectivly (also in foreign language)	Can work in a team	Can seek, organize and synthetize	Can analyse	Can explain	Has knowledge of project management principles	Has knowledge of budget / estimating issues and practices	Has knowledge of legal, environemental, labour, standard issues	Has marketing knowledge
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6. Web content manager

Profile title	Web content manager										
Also known as	Content manager										
Summary statement	A content manager takes care of the bu planning, defining, organising structurin										
Mission	Managing the web content, advertising, marketing in accordance with (if need- ed) cultural approach in order to increase, visits, orders and so on.										
Responsibility	To collaborate with all content providers in the organisation or outside in order to deliver the optimal content										
Deliverables	Accountable	Contributor									
	Management of content (text, graphics, pictures audiovisual files)	Integration of content									
Main task/s	For each prototype /revision of the websAnalysis of needsChoice of editorial solutionEdit information	site or web application:									
Environment	Usually works with the project manager. May also interact with technicians, such as programmers, webmasters, etc.										
KPIs	 Transformation rate visits, orders/subscriptions Search engine optimization Revisit rate 										

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Area		Competence	Importance	T01				T05	5 B01	B02	B03	B04	B05				B09	B10	B11	B12	M01				M05
Plan	A.1.	I.S. and Business Strategy Alignment											X											Х	Х
	A.2.	Service Level Management			X						X	X											Х		
	A.3.	Business Plan Development																Х				Х			
	A.4.	Product or Project Planning				Х												Х							
		Architecture Design			Х											Х									
	A.6.	Application Design							Х									Х				Х			
	A.7.	Technology and Market Watching		X									Х												
	A.8.																								
Build	B.1.	Design and Development			X			X	. X	X	_ X	X	X				X	Х		Х					
											X														
	B.3.	Testing									X	Х							Х						
	B.4.	Solution Deployment																						Х	
		Documentation Production									X														
Run		User Support										Х				Х			X	X					
	C.2.	Change Support											X						X	X					
	C.3.	Service Delivery									X		X						X						
	C.4.	Problem Management																Х	X	Х					
Enable	D.1.	Information Security Strat Development																							
	D.2.	ICT Quality Strategy Development				-		-													Х				
	D.3	Education and Training Provision			-	-	-	-		-	-		X		Х	-	Х				X				
		Purchasing			-	-	-	-		-	-			_							X				
		Sales Proposal Development	-			-	-	-		-	-							Х						X	
	D.0.	Channel Management	-	-	-	-	-	-		-															
	D.0.	Sales Management	-			-		-																	
	D.1.	Contract Management	-		-	-		-		-													X		
	D.0.	Personnal Development	_	-	-	-	-	-		-													^		
		Information and Knowledge Management	_	-	-	-		-	-	-				-	X										
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Manage	E.I.	Forecast Development	_	<u> </u>		-		-	-				X				-	X	. ^		X	_			-
	E.Z.	Project and Portfolio Management		<u> </u>		-							X					Ň			X			X	
	E.3.	Risk Management		-		-			-				X	_							Х		Х		Х
		Relationship Management	_					X					X		Х	Х	X								
	E.5.	Process Improvement						Х					X					Х							
	E.6.	ICT Quality Management																			X				
	E.7.	Business Change Management											Х								Х				
	E.8.	Information Security Management																							
	E.9.	IT Governance																							
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				Š.	Has knowledge of online usability requirements	Can promote and sell products or services online	Can create media elements (audio, graphics, video)	5	ls creative, imaginative, artistic	ls ethical	Is precise and aware of details	ls custommer orientated	Is commited to corporate strategy and aware of corporate culture	Has good interpersonal skills	Has presentation I moderation skills	Can communicate effectivly (also in foreign language)	Can work in a tearr	Can seek, organize and synthetize	Can analyse	Can explain	Has knowledge of project management principles	Has knowledge of budget / estimating issues and practices	Has knowledge of legal, environemental, labour, standard issues	Has marketing knowledge	Can lead a terr
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7. Web designer

Profile title	Web designer									
Also known as	Designer									
Summary statement	A web designer creates and updates web layout point of view.	vebsites from a design and content								
Mission	To contribute to the success of an org- information on a website in a way that									
Responsibility	Plays a pivotal role in the web develop of implementing websites from a desig	ment team by providing attractive ways an and content layout point of view.								
Deliverables	Accountable	Contributor								
	 Cost- and time requirements and schedule of web design Website design specification Concepts and prototypes Web site design implementation Search engine optimisation 	 Website or web application development / finalizing Usability and ergonomics Web marketing 								
Main task/s	Develop design specifications in acc	cordance with technical specifications								
	Search engine optimisation									
	Develop, adapt, maintain style shee	ets								
	 Develop and implement graphical us 	ser interface (GUI)								
	 Test the website from a usability point specialist) 	int of view (in the absence of usability								
Environment	specialist) Usually works with the web development team alongside technicians, such a web programmers, webmasters, web content managers, in which the web designer, in many instances, represents the marketing and communications point of view. Works also with the web marketer.									
KPIs	 Page ranking Search engine ranking Number of new visitors Page views / visitor Visitor return rate Average order value Bounce rate Transformation rate of visits into orders 									

	Web	Designer			Т	echni	cal						1	Beha	viour	al						в	usine	955	
Area	No.	Competence	Importance	T01	T02	T03	T04	1 105	B01	B02	B03	B04	B05	B06	B07	808	B09	B10	B11	B12	MOI	I M02	MO3		u Mo
Plan	A.1	IS and Business Strategy Alignment	Importance		102	105	104	105	501	DUZ	000	004	000	000	507	000	003	Die	011	012		moz	mos	- MIC-	WIU.
r lon	A.2	Service Level Management					<u>+</u>	+		<u>+</u>			+	†		+	+	+				+		+	+
	A.3	Business Plan Development					<u>+</u>	+		1				+		+	+	+				+	+	+	+
	A.4	Product or Project Planning	×			×	ŀ	×				×	×	ł								x	×	İ	
	A.5	Architecture Design	<u> </u>			^	<u>.</u>	<u>^</u>		<u>+</u>		^	1	<u>+</u>		+	+					<u>^</u>	-		+
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	A.8	Sustainable Development		-	_	_	_	-	_	_	_	_	-	_	-	_	_	_	_	_	-	—		-	-
Build	B.1	Design and Development	X	х	X	X	X	X	х	X	X	X	X	X	l	Х	х	X	X	Х					
	B.2	Systems Integration					Į			ļ	x			Ļ			Ļ	Ļ		ļ					
	B.3	Testing	×		х		l	_		ļ	х			ļ			ļ		х	ļ					
	B.4	Solution Deployment	x	х	x	X	X	X		l	L	L	l	<u> </u>				L	L	l			1	L	1
	B.5	Documentation Production						х			х					Х									
Run	C.1	User Support																							
	C.2	Change Support			1		1			1	1	1	1	1		1	1	1	x	[1	1	1	1
	C.3	Service Delivery					1																		
	C.4	Problem Management					1			d				Î				1					1		
Enable	D.1	Information Security Strat. Development		-		-	1	-	-			-	-	1	-	-		-	-			—	-	-	-
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	D.9	Personnel Development																							
	D.10	Information and Knowledge Management																							
Manage	E.1	Forecast Development																							
	E.2	Project and Portfolio Management	x																х	1	х	X			-
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				Has knowledge of netiquette, interactive virtual environments	Has knowledge of online usability requirements	Can promote and sell products or services online	Can create media elements (audio, graphics, video)	12	creative, imaginative, artistic	ethical	precise and aware of details	customer oriented	committed to corporate strategy and	Has good interpersonal skills	as presentation / moderation skills	Can communicate effectively (also in foreign languages)	Can work in a team	Can seek, organize and synthesize	Can analyse	Can explain	Has knowledge of project management principles	Has knowledge of budgeting / estimating issues and practices	Has knowledge of legal, environmental, labour, standards issues	Has marketing knowledge	Can lead a team
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8. Web marketer

Profile title	Web Marketer							
Also known as								
Summary statement	The web marketer is in charge of intera	ctive marketing						
Mission	To contribute to the success of the enter through the website, web application or							
Responsibility	Defines and takes charge of the promot manages a web campaign in view of ma- in commercial, social or other terms.							
Deliverables	Accountable	Contributor						
	Marketing campaigns.Marketing analysis and reports.	Marketing strategy / plan.						
Main task/s	 Web Campaign Management - plann campaigns. Conversion Strategies - such as conversion Strategies - such as conversion Search Engine Optimisation - achievity Web Analytics - providing detailed re campaigns. Marketing data analysis. 	verting page-views to revenue. ing optimal search engine results.						
Environment	Usually works in a team alongside othe Marketing Coordinator.	r marketing specialists and reports to a						
KPIs	 Number of new visitors. Page views / visitor. Old visitor return rate. Average order value. Bounce rate. Cancellation rate. Number of orders per customer per year. 							

	Web Marketer				Te	echni	ical						в	ehav	/ioura	al						в	Busine	SS	
rea	No.	Competence	Importance	T01	T02	T03	T04	T05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	M01	MO2	2 M03	MO	1 1
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	A.4	Product or Project Planning	x		-	x						х	x							1	<u> </u>	-		х	t
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	A.6	Application Design	×		x	×				x										-	×		1		T
	A.7	Technology and Market Watching	x		_	-						х							x	x	<u> </u>	1	x	x	Ē
	A.8	Sustainable Development			<u> </u>	1	1	-				-	-						-	_		1		_	Т
uild	B.1	Design and Development	×	×	×	×		×	×		×	×		×		x	×	x		×		1		x	
	B.2	Systems Integration			-	-	1													_		-	х	_	Т
	B.3	Testing			-	-													х			-	-		T
	B.4	Solution Deployment	1	x	x	x																		x	E
	B.5	Documentation Production			-	1	1				x											-		_	T
un	C.1	User Support			<u> </u>	-	+		-			-								-	\vdash	-	+	_	T
	C.2	Change Support			-	1	+	1		1	-	1								-		+	+	-	t
	C.3	Service Delivery	x		-	-					x		x						x				-		t
	C.4	Problem Management	<u> </u>	<u> </u>	-	-				-	x		^	-			-		x				+		t
able	D.1	Information Security Strat. Development		<u> </u>	-	-	-		t –	-	~								~	-	<u> </u>	-	+	_	T
0010	D.1	ICT Quality Strategy Development		<u> </u>	-	-	-													-	<u> </u>	-	+		+
	D.3	Education and Training Provision		1	-	-	-													-	1	-	+		ł
	D.4	Purchasing			-		-		<u> </u>	1	-	1								1	\vdash	1	+	-	+
	D.4 D.5	Sales Proposal Development	-	-	-	×	-	-	1	-										-	1		+	-	+
	D.6	Channel Management		x		X	-						x			x				\vdash	x	-		x	ŕ
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	D.8	Contract Management		-	-	-		-	-	-	-	-								-			х	-	+
	D.9	Personnel Development		<u> </u>	-	-		-	<u> </u>	-	-	-					-				<u> </u>		+		+
		Information and Knowledge Management		—	-	-	-	-		-	-	-	-		<u> </u>		-		-	-		<u> </u>	+	_	÷
nage	E.1	Forecast Development	x	<u> </u>	-	X	<u> </u>	-	-	-	-	-					-	х		-		-		х	ų
	E.2	Project and Portfolio Management	x		-	_	_														×	x	4	-	ł
	E.3	Risk Management		-	<u> </u>	-	-	-	-	_	-	-	X			-			-		X	<u> </u>	+	<u> </u>	+
	E.4	Relationship Management	x	<u> </u>	-	х	L			х			х	х	х		х				<u> </u>	-		<u> </u>	+
	E.5	Process Improvement			_	_			L			x	х						×		\vdash		\square		+
	E.6	ICT Quality Management		<u> </u>	<u> </u>	—	-		-											_	⊢	-		_	+
	E.7	Business Change Management				-																<u> </u>	\square	_	+
	E.8	Information Security Management		<u> </u>																	L				+
	E.9	IT Governance																							-
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				vledge of r	wledge of c	note and s	ite media e	t texts, cle	ve, imagina	<u></u>	ise and awa	omer oriente	mitted to co	od interpers	sentation /	mmunicate	Can work in a team	k, organize	lyse	plain	owledge of p	wledge of t	wledge of I	keting kno	
				vledge of neti	vledge of onli	note and sell	ite media elen	t texts, clearly	ve, imaginativ	<u>~</u>	ise and aware o	customer oriented	mitted to corpo	od interpersona	sentation / mo	mmunicate effe	k in a team	k, organize an	llyse	plain	owledge of proj	wledge of bud	wledge of lega	keting knowle	
				wledge of netique	vledge of online i	note and sell pro	ite media elemen	t texts, clearly ar	ve, imaginative, a	<u></u>	ise and aware of d	omer oriented	mitted to corporate	od interpersonal sk	sentation / moder	mmunicate effectir	k in a team	k, organize and s	llyse	plain	owledge of project	wledge of budget	wledge of legal, e	keting knowledge	
				wledge of netiquette	vledge of online usa	ote and sell produc	ite media elements	t texts, clearly and o	ve, imaginative, artis	<u></u>	ise and aware of deta	omer oriented	mitted to corporate st	od interpersonal skills	sentation / moderation	mmunicate effectively	k in a team	k, organize and synt	llyse	plain	owledge of project ma	wledge of budgeting	wledge of legal, envi	marketing knowledge	
				vledge of netiquette, in	wledge of online usabili	note and sell products	ite media elements (au	t texts, clearly and con	creative, imaginative, artistic	<u>a</u>	precise and aware of details	omer oriented	mitted to corporate strate	good interpersonal skills	sentation / moderation s	mmunicate effectively (a	k in a team	k, organize and synthe	llyse	plain	owledge of project mana	wledge of budgeting / e	wledge of legal, environ	keting knowledge	
				vledge of netiquette, intera	wledge of online usability r	note and sell products or s	ite media elements (audio.	t texts, clearly and concis	ve, imaginative, artistic	<u>a</u>	ise and aware of details	omer oriented	mitted to corporate strategy	od interpersonal skills	sentation / moderation skill	mmunicate effectively (also	k in a team	k, organize and synthesize	lyse	plain	owledge of project manager	wledge of budgeting / estir	wledge of legal, environme	keting knowledge	
				vledge of netiquette, interacti	wledge of online usability requ	note and sell products or sen	ite media elements (audio, gr	t texts, clearly and concisely	ve, imaginative, artistic		ise and aware of details	orner oriented	mitted to corporate strategy an	od interpersonal skills	presentation / moderation skills	mmunicate effectively (also in	k in a team	Can seek, organize and synthesize	lyse	plain	owledge of project managemer	wledge of budgeting / estimat	wledge of legal, environmenta	keting knowledge	
				vledge of netiquette, interactive	wledge of online usability require	note and sell products or service	ite media elements (audio, graph	t texts, clearly and concisely, wi	ve, imaginative, artistic		ise and aware of details	omer oriented	mitted to corporate strategy and a	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in fon	k in a team	k, organize and synthesize	lyse	plain	owledge of project management p	wledge of budgeting / estimating	nvironmental,	keting knowledge	
				vledge of netiquette, interactive virt	wledge of online usability requireme	note and sell products or services of	te media elements (audio, graphics	t texts, clearly and concisely, with	ve, imaginative, artistic		ise and aware of details	omer oriented	mitted to corporate strategy and awa	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreig	k in a team	k, organize and synthesize	lyse	plain	owledge of project management princ	wledge of budgeting / estimating iss	wledge of legal, environmental, labo	keting knowledge	
				vledge of netiquette, interactive virtual	Has knowledge of online usability requirements	ote and sell products or services onlin	ite media elements (audio, graphics, vi	t texts, clearly and concisely, with due	ve, imaginative, artistic		ise and aware of details	omer oriented	mitted to corporate strategy and aware o	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign la	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principl	wledge of budgeting / estimating issue	wledge of legal, environmental, labour,	keting knowledge	
				vledge of netiquette, interactive virtual en	vledge of online usability requirements	promote and sell products or services online	ite media elements (audio, graphics, vide	t texts, clearly and concisely, with due rej	ve, imaginative, artistic	<u>a</u>	ise and aware of details	omer oriented	mitted to corporate strategy and aware of c	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign langu	k in a team	k, organize and synthesize	lyse	plain	knowledge of project management principles	wledge of budgeting / estimating issues a	wledge of legal, environmental, labour, sta	keting knowledge	
				wledge of netiquette, interactive virtual enviro	vledge of online usability requirements	note and sell products or services online	create media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard	ve, imaginative, artistic		ise and aware of details	omer oriented	mitted to corporate strategy and aware of corp	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languag	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and p	wledge of legal, environmental, labour, stand	keting knowledge	
				wledge of netiquette, interactive virtual environm	vledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard fo	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporat	od interpersonal skills	sentation / moderation skills	Can communicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and prac	wledge of legal, environmental, labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environment	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for o	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate of	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practic	labour, standards	keting knowledge	
				wiedge of netiquette, interactive virtual environments a	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for ortho	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate cult	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	knowledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environments and	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthogra	ve, imaginative, artistic	3	ise and aware of details	omer oriented	committed to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	wledge of legal, environmental, labour, standards issues	keting knowledge	
				wledge of netiquette, interactive virtual environments and so	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environments and social	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography a	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environments and social ne	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	draft texts, clearly and concisely, with due regard for orthography and	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environments and social netw	wledge of online usability requirements	tote and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography and gra	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				vledge of netiquette, interactive virtual environments and social network:	wledge of online usability requirements	note and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography and gramn	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				vledge of netiquette, interactive virtual environments and social networks u	wledge of online usability requirements	note and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography and grammar	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				wledge of netiquette, interactive virtual environments and social networks usag	wledge of online usability requirements	tote and sell products or services online	te media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography and grammar	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	
				las knowledge of netiquette, interactive virtual environments and social networks usage rules	wledge of online usability requirements	note and sell products or services online	ite media elements (audio, graphics, video)	t texts, clearly and concisely, with due regard for orthography and grammar	ve, imaginative, artistic	3	ise and aware of details	omer oriented	mitted to corporate strategy and aware of corporate culture	od interpersonal skills	sentation / moderation skills	mmunicate effectively (also in foreign languages)	k in a team	k, organize and synthesize	lyse	plain	owledge of project management principles	wledge of budgeting / estimating issues and practices	labour, standards	keting knowledge	

9. Web seller

Profile title	Web Seller										
Also known as											
Summary statement	The web seller is in charge of online sal	les									
Mission	To contribute to the success of the ente web application or web campaign.	rprise, i.e. sales through the website,									
Responsibility	Use the features of a website, web application or web campaign geared at selling goods or services over the internet.										
Deliverables	Accountable	Contributor									
	Sales campaigns.Sales analysis and reports.	Sales strategy / plan									
Main task/s	 Web Sales Campaign Management - campaigns. Conversion Strategies - such as conversion Strategies - such as conversion Strategies - such as conversion strategies - such as compared to the sales campaigns. 	verting page-views to revenue.									
Environment	Usually works in a team alongside other sales people and reports to a Sales Director or Sales Team Leader.										
KPIs	 Sales rate. Response rate. New customers gained. Repeat customers. 										

	Web	seller			Te	chni	cal						E	Behav	/ioura	al						в	usine	ss	
Area	No.	Competence	Importance	T01	T02	т03	т04	T05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	M01	M02	M03	M04	MOS
Plan	A.1	IS and Business Strategy Alignment		<u> </u>																					
	A.2	Service Level Management																							
	A.3	Business Plan Development																							
	A.4	Product or Project Planning																							
	A.5	Architecture Design																							
	A.6	Application Design]											_											
	A.7	Technology and Market Watching]										х												
	A.8	Sustainable Development		⊢		_	_		<u> </u>	_	_			_				_	_		<u> </u>		_		
Build	B.1	Design and Development		-																					
	B.2	Systems Integration			-			-		-				_					-	-	<u> </u>		-		
	B.3	Testing		-																					
	B.4 B.5	Solution Deployment Documentation Production		-			-	-						-							-		-		
Run				┣─	-	-	-	-		-				-				-	-	-	-		-		
Run	C.1 C.2	User Support		<u> </u>	-	-	-	-	-	-				-				-	-	-	-	-	-	\vdash	
	C.3	Change Support Service Delivery		-												-	-				-				
	C.4	Problem Management							-														-		
Enable	D.1	Information Security Strat. Development	,	-			-											-	-				-		
Clane	D.1	ICT Quality Strategy Development																							
	D.2	Education and Training Provision	•																					\vdash	
	D.4	Purchasing																							
	D.5	Sales Proposal Development	×	x	x	x			x	x		x		×			x				x	x			
	D.6	Channel Management	<u> </u>											-			x				-				
	D.7	Sales Management	x	x	x	х			х	х		х		х	х	х									
	D.8	Contract Management																					x		
	D.9	Personnel Development																							
	D.10	Information and Knowledge Managemen	nt																						
Manage	E.1	Forecast Development																х							
	E.2	Project and Portfolio Management	x																		х	х			
	E.3	Risk Management											x												
	E.4	Relationship Management	x													х	х								
	E.5	Process Improvement	x									х	х						x						
	E.6	ICT Quality Management																							
	E.7	Business Change Management																							
	E.8	Information Security Management]																				_		
	E.9	IT Governance]	<u> </u>	-		-	-	_	-	-	_	_	-	-	_	_	-			-	-	-	-	~
				las	Has knowledge of online usability requirements	Can promote and sell products or services online	Can create media elements (audio, graphics, video)) Š	Is creative, imaginative, artistic	Is ethical	Is precise and aware of details	Is customer oriented	is committed to corporate strategy and aware of corporate culture	Has	Has	Can communicate effectively (also in foreign languages	Can work in a team	Can seek, organize and synthesize	Can analyse	Can explain	Has knowledge of project management principles	Has knowledge of budgeting / estimating issues and practices	las knowledge of legal, environmental, labour, standards issues	Has marketing knowledge	Can lead a team
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				S				17																	
				usage				1																	
				Has knowledge of netiquette, interactive virtual environments and social networks usage rules																					

10. Webmaster

Profile title	Webmaster										
Also known as	Web architect, web developer, site au webmistress for females	uthor, website administrator, or									
Summary statement	A webmaster is responsible for the setu sites.	p and operation of one or more web-									
Mission	To contribute to the success of the ente online presence for marketing and custo										
Responsibility	Webmaster is the most common and me Master of the Website, the webmaster is the tasks concerning the website: defini nical approach, technical implementatio producing the information, analysing an SMEs (which represent the majority of t only web-related collaborator. In larger of of a team gathering other technical and web designer, 2D-3D specialist, web de tween the public and the company and answering questions from the public or to partment of the company.	s etymologically in charge of most of ng the objective, specifications, tech- n, content development, defining and d promoting the audience. In small he market), the webmaster is often the companies, the webmaster can be part content specialist functions (such as veloper). He is also the interface be- the contact point with the company,									
Deliverables	Accountable	Contributor									
	 Website availability Website security Website operation and maintenance Collection of analytics data 	 Website design specification Website development plan Security plan Data-protection plan 									
Main task/s	Data-protection plan										
Environment	Usually works in, and is often head of, a team alongside other technicians, such as web designers, database administrators, reporting, in many instances to the CTO (Chief Technical Officer).										
KPIs	 Run-time duration Level of security Website availability Website reliability Website accessibility Technical response times Load management levels 										

Profile	Web	master			Т	Technical Behavioural											в	usine	SS						
Area	No.	Competence	Importance	T01	T02	T03	Т04	т05	B01	B02	B03	B04	B05	B06	B07	B08	B09	B10	B11	B12	M01	M02	M03	M04	M05
Plan	A.1	IS and Bus. Strat. Alignment											Х												
	A.2	Service Level Management																							
	A.3	Business plan Development																				х			
	A.4	Product/Project Planning						X				x										X			
	A.5	Design Architecture			Х		х																		
	A.6	Application Design			X		X		х										х		х				
	A.7	Technology Watching		х	~		~		~										~		~				
	A.8	Sustainable Development		~																					
Build	B.1	Design & Development		х	х		х	Х	Х	Х	Х	Х	х	х	Х	Х	х	х	Х	х	х	Х	х		
Dalla	B.2	Systems Integration		X	~		~		~		X		~					~			~		~		
	B.3	Testing		~	х						X								1						
	B.4	Solution Development		х	X		х	X			~														
	B.5	Document Production		^	^			X								X									
Run	C.1	User Support		х	х			~				Х				~									
Null	C.2	Change Support		^	^							^							х						
	C.3	Service Delivery									х		x						X						
	C.4	Problem Management									X		X					x	X						
Frankli		-		~					-					-				~	~			-	~		
Enable	D.1	Info Sec. Strat. Development		Х																			X		
	D.2	ICT Qual. Strat. Development					<u> </u>	-		-	-			<u> </u>	-	-	-	-	-	-	I		Х		
	D.3	Educ. & Training Provision									-														
	D.4	Purchasing												Х	-	Х			Х						
	D.5	Sales Proposal Development												Х		Х			Х						
	D.6	Channel Management																							
	D.7	Sales Management																							
	D.8	Contract Management												Х		Х			Х				Х		
	D.9	Personnel Development																							
		Info. & Knowledge Mgmt																							
Manage	E.1	Forecast Development												Х		Х			х						
	E.2	Project & Portfolio Mgmt																	Х		Х	Х			Х
	E.3	Risk Management											Х					Х	Х						
	E.4	Relationship Management		х	Х								х		Х	Х	Х	Х	Х						
	E.5	Process Improvement		х	х														Х						
	E.6	ICT QM		х	х														Х				Х		
	E.7	Business Change Mgmt											Х												
	E.8	Info. Sec. Management																					Х		
	E.9	IT Governance																							
				Has	Has knowledge of online usability requirements	Can promote and sell products or services	Can create media elements	Can draft texts, clearly, concisely, correctly	Is creative, imaginative,	Is ethical	Is precise and aware of details	Is customer oriented	ls co	Has good interpersonal skills	Has presentation/moderation skills	Can	Can work in a team	Can seek, organize and synthesize	Can analyse (assess, evaluate, critique, test)	Can explain (defend, argue, justify)	Has	Has	Has	Has marketing knowledge	Can lead a team
				ST C	ŝ	pro	Cre	dra	eat	thic	reci	Jsto	nmc	go	pre	CO	NO	see	ana	exp	Has knowledge of project management principles	S	S	ma	lea
				wle	wle	mo	ate	ft te	ve,	-	iê a	mer	nitte	ă.	sen	nmu	R.	,¥	alys	olair	wle	Ň	<u>v</u> le	rket	da
				idge	idge	le a	me	exts.	ima		nd	or.	đ	nter	tatio	Inic	at	orga	e (a) (de	idge	idge	idge	ing	tea
				of.	of.	nd s	dia	Cle	gina		awa	ente	8	Ders	n/n	ate	ean	nize	sse	əfen	of,	ġ,	of.	kno	з
				neti	onli	ë	elen	arly	ative		re c	ğ	rpor	sona	Do	(inc	-	e an	SS,	d, a	proj	bud	lega	Ne	
				que	ne u	proc	nen	8	je a		of de		ate	al sk	erat	ludi		s pi	eva	ngu	ect	geti	al, e	dge	
				tte,	ısat	duct	ťs	nci	artistic		etail		stra	ilis i	9	ngi		Yn tr	luat	e, j	mai	ng/o	nvir		
				inte	oility	sor		sely	C.		s		ateg		skii	n fo		lesi	e, c	Jstif	nag	estir	onn		
				rac	rec	ser		8					y ar		s	reig		ze	ritiq	S	eme	nati	lent		
				ive	luire	Vice		rrec					ld a			nla			ue,		nt p	ngi	al, I		
				≤irt	ime	0 St		ŧ,					war			ngu			test		ninc	ssu	abo		
				Jal e	nts	online							eof			age			Ŭ		ple	SS SS	ur, s		
				PNV.		æ				1	1		8	1		Can communicate (including in foreign languages if useful)			1		ŝ	bu	stan		
				, so							1		.por:			use					1	prac	Idan		
				cial							1		ate			ĬĽ)					1	Has knowledge of budgeting/estimating issues and practices	ds i		
				net							1		is committed to corporate strategy and aware of corporate culture								1	š	Has knowledge of legal, environmental, labour, standards issues		
				las knowledge of netiquette, interactive virtual env., social networks							1		Ire								1		ŝ		
				ks,							1										I				
				Q	1		L			I	1	1		I		1	1	I	1	1	1	L	L	L	L

B. e-Jobs Observatory Label of Excellence and Statement of Compliance

See Section Fehler! Verweisquelle konnte nicht gefunden werden. for details. A sample Statement of Compliance:

e-Jobs Observatory	elobs Observatory
STATE	MENT OF COMPLIANCE
internet-related positions a	ality of professional training and qualification in the area of nd to support the efforts of the eJobsObservatory in attaining ersigned, declare that my organizations complies with the ted herein, namely
	he internet-related sector is regularly and systematically analysed in and current market needs for crucial skills and competences.
achieve them. Compet	: more important than the learning path that a student takes to ence development in the broadest sense of the term is the top priority g. Training programmes should be expressed in terms of learning
	ould describe the knowledge, skills and competences the learner or obtained by the end of a given unit of learning.
	ct ed activity aims at qualifying individuals in an organised, systematic nence the importance of identifying training requirements through
 The so-called "soft skil training unit, module o 	ls" or key competences are recognized as an integral part of every Ir programme.
	especially in regard to internet-related role profiles and training, the ce Framework (eCF) plays an important, central role in relating market
	ation Framework (EQF) and both national and sectoral frameworks elpful mechanism to increase the transparency of training programmes
We strive to realize these p	rinciples in all our product and service offerings.
Name of organisation:	<name of="" organisation=""> <name legal="" of="" representative=""></name></name>
Position:	<position organisatio="" the="" within=""></position>
City and date:	<city>, «DATE></city>
Signature and stamp	

Once signed, submitted and approved, the recipient organisation will receive a Letter of Authorization as depicted below:

e-Jobs Observatory	elobs Observatory
	<city>, <date></date></city>
<name of="" organisation=""> <name legal="" of="" representative=""> <address> <country></country></address></name></name>	
A U T H O R I Z A T I O N	
As your organisation has subscribed to the e-Jobs-Observatory to inform you that effective the <date>,</date>	Principles, we are happy
<name of="" organisation=""></name>	
has become an authorized partner of the internet-related jobs l according to the criteria established by the e-Jobs-Observatory.	
Your organisation is hereby authorized to use the e-Jobs-Obser as part of its marketing and promotional activities.	vatory Label of Excellence
Sincerely yours,	
21000-0070-01000-0107050000	
e-Jobs-Observatory	

C. e-Jobs Observatory Seal of Market Compliance and Certificate

The SMC is an attestation to the quality of the training unit and its conformance to actual needs of the Internet-related jobs market. It certifies that the unit meets all the formal requirements set forth in these guidelines. It may be used by the receiving organisation to market and promote this particular training product.



In addition and in conjunction with the issuance of the seal, a Certificate of Market Compliance will be issued to document the validity and duration of the seal. A sample is shown above. The following check list will be used to evaluate the training units:

Training Unit Approval Checklist

0 Status

Log number: _____

Approval number:

Item	Date	Initials	Remarks	
Received	YYYY-MM-DD			
Reviewed				
Reviewed				
Discussed				
Returned				
Re-received				
Reviewed				
Reviewed				
Discussed				
Approved				
Comments				

1 Administrative section

Item	Information			
Name of organisation				
Address	<department> <street &="" no.=""> <p.o. applicable="" box,="" if=""> <postal code=""> <city> <country></country></city></postal></p.o.></street></department>			
Communication information	<telephone> <mobile> <fax> <email></email></fax></mobile></telephone>			
Legal representative	<name> <position></position></name>			
Statement of compliance If yes, register number	Yes No			

2 Technical section

Title of unit Duration (in training hours) Target group(s) Type of training HE Vocational	
Target group(s)	
Type of training	
Credits assigned?	
How many?	
Assigned by whom?	
Based on a specific profile?	
If yes, which one	
Is profile approved?	
If yes, by whom?	
Partial or complete qualification?	
End/Goal qualification	
Type documentation for student	
3 Educational section	
1. Must pre-requisites be met before starting the unit?	
□ No	
Comments	
2. Is there a pre-assessment procedure?	
🗌 No	
Comments	
3. Does the procedure ensure pre-requisites are met?	
Comments	
4. Are exceptions allowed?	
Comments	

5.	Can the exceptions jeopardize success of training?	☐ Yes ☐ No
	Comments	
6.	Does the organisation have a change procedure in place?	☐ Yes ☐ No
	Comments	
7.	Is procedure adequate to ensure up-to-date training?	☐ Yes ☐ No
	Comments	
8.	Can changes negatively impact value of training?	☐ Yes ☐ No
	Comments	
9.	Are results expressed in terms of LOs?	☐ Yes ☐ No
	Comments	
10.	Are LOs formulated in accordance with the guidelines?	☐ Yes ☐ No
	Comments	
11.	Are LOs adequate to ensure required competences?	☐ Yes ☐ No
	Comments	
12.	Are LOs adequate to ensure required competences?	☐ Yes ☐ No
	Comments	
13.	Is training content adequately described?	☐ Yes ☐ No
	Comments	

14.	Is training content relevant to qualification?	☐ Yes ☐ No
	Comments	
15.	Is training content sufficient to meet required LOs?	☐ Yes ☐ No
	Comments	
16.	Are training methods clearly identified?	☐ Yes ☐ No
	Comments	
17.	Are training methods relevant to the training approach?	☐ Yes ☐ No
	Comments	
18.	Are training methods adequate meet required LOs?	☐ Yes ☐ No
	Comments	
19.	Are training materials clearly identified and described?	☐ Yes ☐ No
	Comments	
20.	Are training materials relevant to the training approach?	☐ Yes ☐ No
	Comments	
21.	Are training materials adequate meet required LOs?	☐ Yes ☐ No
	Comments	

22.	Is training of soft skills included?	☐ Yes ☐ No
	If yes, describe.	
	Comments	
23.	Are the methods relevant to the identified soft skills?	☐ Yes ☐ No
	Comments	
24.	Are the methods adequate to develop identified soft skills?	☐ Yes ☐ No
	Comments	
25.	Is the linkage between methods and outcomes clear?	☐ Yes ☐ No
	Comments	
26.	Is the linkage between materials and outcomes clear?	☐ Yes ☐ No
	Comments	
27.	Does the training include assessment?	☐ Yes ☐ No
	If yes, who conducts it?	
	Comments	
28.	Is the assessment relevant to the LOs?	☐ Yes ☐ No
	Comments	
29.	Is the assessment adequate to ensure achievement of LOs?	☐ Yes ☐ No
	Comments	

30.	Does the training adequately contribute to target qualification?	☐ Yes ☐ No
	Comments	

Write a brief overall assessment of the evaluated training unit.

D. European Qualifications Framework Overview

The EQF (European Qualifications Framework) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

Agreed upon by the European institutions in 2008, the EQF is being put in practice across Europe. It encourages countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'LOs'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

The EQF applies to all types of education, training and qualifications, from school to academic, professional and vocational education. This approach shifts the focus from the traditional system which emphasises 'learning inputs', such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

This reflects a wider shift within which the EQF is acting as a catalyst for reforms: most Member States are now developing their own NQFs (National Qualifications Frameworks) based on LOs. Several countries (IE, MT, UK, FR and BE-Flanders) already have one in force.

At present, an enterprise in France may hesitate to recruit a job applicant from, say, Sweden, because it does not understand the level of the qualifications presented by the Swedish candidate. But once the EQF is fully implemented, a Swedish person's certificate will bear a reference to an EQF reference level. The French authorities already have decided where their own national certificates in the field lie, so the French enterprise would use the EQF reference to get a better idea of how the Swedish qualification compares to French qualifications. An EQF advisory group brings together representatives from national authorities and other stakeholders to help with the implementation of the framework. Its work is complemented by the EU-wide LOs which supports debate and peer learning on relevant issues, focusing on the development of national qualifications frameworks and the validation of non-formal and informal learning.

The EQF initiative is closely related to the qualifications framework for the European Higher Education Area: the two frameworks are compatible and their implementation is coordinated.

Complete information can be found on the EQF website, located at <u>http://ec.europa.eu/education/lifelong-learning-policy/doc44 en.htm</u>

E. eCompetence Framework Overview

The European eCF (eCompetence Framework) is a reference framework of 36 ICT competences that can be used and understood by ICT user and supply companies, the public sector, educational and social partners across Europe. The framework provides an international tool for:

- ICT practitioners and managers, with clear guidelines for their competence development
- Human resources managers, enabling the anticipation and planning of competence requirements
- Education and training, enabling effective planning and design of ICT curricula
- Policy makers and market researchers, providing a clear and Europe-wide agreed reference for ICT skills and competences in a long-term perspective
- Procurement managers, providing a common language for effective technical terms of reference in national and international bids.

The European eCompetence Framework has been developed in the context of the CEN workshop on ICT Skills.

The framework facilitates the link between national structures; additionally it provides a set of Europe-wide jointly defined ICT practitioner and manager competences as needed and applied on the workplace.

The 36 competences are classified according to main ICT business areas and link directly to the EQF. This provides a European basis for internationally efficient personnel planning and development.

The European eCF is a component of the long term e-skills agenda (e-skills for the 21st Century) of the EU supported by the European Commission and The Council of Ministers.

Complete information can be found on the EQF website, located at http://www.ecompetences.eu.

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Bereits seit 2001 können die Studierenden an der FOM auch international bekannte Grade wie Bachelor und Master erwerben. Seit dem Wintersemester 2007 hat die FOM ihr Angebot um Bachelor-Studiengänge in den Richtungen Business Administration, International Management, Business Law, Steuerrecht und Wirtschaftsinformatik erweitert.

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