

Module 2: Assessing digital competences in my company

Chapter 2.1:

Module 2	How to upskill employees in digital competences	
Chapter 2.1.	Why do we assess our staff?	
Brief Description: It is advisable for companies and organizations to continually invest in the progress of their employees by assessing their strengths and weaknesses. By doing so, employers are better able to match employee qualification to job assignments. Employee evaluations reveal the strengths and weaknesses of individual employees as well as the collective talents of a team or department. Assessment is also a form of dialogue and an appreciation of the staff by putting efforts to their development.		
Teaching/Learning Units: 4 hrs		
Learning Objectives -	Content & Learning Outcome	Methods
	The learner is able to...	
Importance of qualified assessment at the workplace	<ul style="list-style-type: none"> - understand employee evaluation as instrument for determining whether an employee's skill set is appropriately matched to the employee's job - promote the evaluation of outcomes and processes on a regularly basis and supported by measurement - understand skills management as ongoing process, where individuals assess and update their recorded skill sets regularly - record assessment results in a database, and allow analysis of the data, typically to assist with project staffing or hiring decisions 	BRAIN PT CAS
Assessment goals	<ul style="list-style-type: none"> - <u>know the goals of assessments, which can be:</u> - to identify a persons' strengths and areas for improvement and set a learning agenda - to benchmark one's digital competence profile with those of other employees in the labour market - to create a formative learning experience with challenges and performance-based tests by providing feedback based on the answers received - to give explanations for the interpretation of test results (e.g. meaning of a weak competence) - to guide the user towards further learning opportunities based on test results. Learning resources may be integrated in the assessment platform itself -> approach for Toolbox? 	Brain PT
Effectiveness of work-based assessment	<ul style="list-style-type: none"> - analyse the effectiveness of work-based learning by checking the following criteria: - Sets expectations: clarifies learning intentions and criteria for success - Assesses authentic performance: focuses on practice in the work environment - Provides evidence of learning: gathers evidence of employees' performance and progression - Encourages skill development: encourages further skill development, particularly self-directed learning. - Drives work-based learning: motivates employee to learn and improve performance in the work-place 	

<p>Learning opportunities at the workplace: to facilitate the competence development regarding the content of this chapter.</p>	<p>For example, an employee evaluation can reveal whether your employees have strong proficiency in computer software applications for finance use, yet weaknesses in applications used for presenting finance-related information in multimedia format. The importance of employee evaluations to assess workers' skills is particularly significant in workforce planning processes and successful company.</p> <p>Involve management into discussion about assessment Check which assessment procedures are already in place Decide on assessment goals and procedures Scale assessment procedures according to companies' size and needs</p>
<p>Reference to training tools and supporting material for the promotor in the Toolbox.</p>	<ul style="list-style-type: none"> - Good practice examples - statements of companies? (text, video?) - Infographic on assessment goals -> self-made (CANVA?) - "10 stunning reasons to convince your management/yourself of the importance of assessment" - self-made list - decision tree to evaluate scale of your assessment (size and needs) -> done <p>(- overview different types of internal skills management/matrix - examples of a personal learning plan)</p>
<p>Additional resources and links:</p>	<p>https://smallbusiness.chron.com/importance-employee-evaluation-12020.html https://trainingindustry.com/magazine/issue/closing-the-digital-competence-gap/ https://en.wikipedia.org/wiki/Skills_management https://blog.degruyter.com/digital-leadership-6-key-management-challenges-today/</p> <p>HYPERLINK "https://www.inloox.com/company/blog/articles/digital-transformation-the-5-must-have-skills-for-digital-leaders/" https://www.inloox.com/company/blog/articles/digital-transformation-the-5-must-have-skills-for-digital-leaders/</p>

Chapter 2.2:

<p>Module 2</p>	<p>How to assess digital competences in my company</p>
<p>Chapter 2.2.</p>	<p>How to map digital knowledge, skills and competences</p>
<p>Brief Description:</p> <p>Digital competence improvement should have a clear foundation. In this module you make yourself familiar with recording and assessing digital skills. Which methods and instruments exist to carry out this task? Which concepts you should have heard of? Which digital competences are important to assess? This knowledge will enable you to suggest means for digital upskilling in your company.</p>	
<p>Teaching/Learning Units: 4 hrs</p>	

Learning Objectives	Content & Learning Outcome	Methods
Necessary digital competences for a specific job profile (= targeted state)	The learner is able to... - know reference points for orientation, such as: - operational requirements: which business processes require digital skills and which ones will be necessary in the future - examine relationships to customers and partners to gain valuable information about new technologies or tools in other areas already being tested and used, changing applications and how communication with customers or guests can be designed differently - existing competence catalogues, ie. DigComp. Framework of the EU and industry framework	SIGAM, CAS BRAIN, DISC INDW, Research
Reference framework "DigComp" as general basis for a formal digital skills assessment	- explain and apply the DigComp framework to his company and staff - understand related framework such as DigCompEdu - draw up a job description based on DigComp - apply the framework to define learning requirements and use it as source for internal learning plans	file:///C:/Users/hts.IHKOB/Downloads/KE-02-15-657-EN-N%20(2).pdf
Recording and assessing existing digital knowledge, skills and competences (= actual state)	- communicate reasoning for assessment: letting employees know exactly why the move is good for them, how it will result in positive changes to their job and the ways in which the knowledge will make their tasks simpler - distinct between formally and informally acquired digital skills - recognize the importance of attitude towards technology and digital applications – role of positive mind-set - know methods for recognizing existing potentials of employees, often coming along as informally acquired digital skills and attitudes: - observations of management - annual staff appraisal - self-assessment of employees, ie. survey or poll among employees (possibly online) - use digital technologies to enable learners to reflect on and self-assess their learning process (DC Check) - project work / co-operation in mixed teams - identify unconventional thinkers or pioneers - job interview - documentation of flexible pathways (record book, log book) - use technologies <ol style="list-style-type: none"> 1. for peer-assessment and as support for collaborative self-regulation and peer-learning 2. to grade and give feedback on electronically submitted assignments. 3. to monitor learner progress and provide support when needed. 	GrW, PT ROP, EXE GrW -> each group researches one method and presents it to the other partic. CAS Video

<p>Comparison of actual and targeted state (skills matching)</p>	<ul style="list-style-type: none"> - update the job description or the task area for a specific job profile - identify the need to catch up with certain digital skills and the extent to which this needs to be done - choose the appropriate level of systematization: from informally settings to documented job descriptions and goal agreement systems - manage the regular dynamic process of up-skilling 	<p>Exemplary discussion using a case study</p>
<p>Learning opportunities at the workplace: to facilitate the competence development regarding the content of this chapter.</p>	<p>Include employees in the assessment process by explaining them goals and pointing out positive effects</p> <p>Evaluate (assess) with the help of the self-assessment grid DIGCOMP digital competence of your employees</p> <p>Test planned assessment procedures with pilots</p> <p>Tips on using work-based assessment:</p> <ul style="list-style-type: none"> · Integrate into the workflow · Doing things on the fly · Focus on improvement relevant to learning needs <p>Points to spot competences improvements:</p> <ul style="list-style-type: none"> - actual (live) practice - some sort of recording of practice - products produced as a consequence of practice (e.g. web-site) - some sort of commentary on practice (ideally, reflective) - some more general disquisition relating to practice, and/or combinations of the above <p><u>In this respect the list of ways in which we assess work based learning could be extended considerably, and could include the following, plus more:</u></p> <ul style="list-style-type: none"> - Essay - Project report - Action plan - Individual presentation - Group presentation - Discussion/Debate - Display - Problem solving scenario - Interview simulation - Examination - Portfolio - Online task <p><i>Guidelines / Tipp's / Recommendations for a practical implementation at the workplace</i></p>	

<p>Reference to training tools and supporting material for the promotor in the Toolbox.</p>	<ul style="list-style-type: none"> - The DIGCOMP framework: find the framework here - DIGCOMP self-assessment grid: find it here - The digital competency wheel: https://digital-competence.eu/ <p>Sector-specific trend reports Papers on personnel development Examples of job descriptions and job profiles Tool to compare desired state and existing state according to job profile?? !!People tend to over-estimated their competences -> idea, also to look at competences in practice</p> <p>Description of one case study for last learning objective Video about annual staff appraisal Checklist for observation of management Example(s) of self-assessment questionnaire or tool</p>
<p>Additional resources and links :</p>	<p>https://digital-competence.eu/ -> online self-testing tool that maps your or your employees' digital competencies (EN) (!54 questions, quite theoretical) Further competence catalogues</p>

Chapter 2.3:

Module 2	How to assess digital competences in my company	
Chapter 2.3.	Providing Feedback - using assessment to motivate learning & work	
Brief Description: For companies it is advisable to describe how the entire company will change digitally in the next few years. When employees understand the overall context, it has a positive impact on their confidence in business decisions and the sense of inclusion. "Only those who are aware of the corporate goals and are sensitized to the impact of digitization will feel encouraged to actively contribute their own impulses and suggestions. (Quoted from: DGFP Practice Paper: Guide to Competencies in the Digitized Company ¹).		
Teaching/Learning Units: 4 hrs		
Learning Objectives	Content & Learning Outcome	Methods
	The learner is able to...	
Interpretation of skills assessment and formulate feedback in a supportive manner	<ul style="list-style-type: none"> - apply reflective practices - provide critical feedback on digital policies and practices: - adapt teaching and assessment practices, based on the data generated by the digital technologies used. - provide personal feedback and offer differentiated support to learners, based on the data generated by the digital technologies used. - enable learners to evaluate and interpret the results of formative, summative, self- and peer-assessments. - assist learners in identifying areas for improvement and jointly develop learning plans to address these areas. - use digital technologies to enable learners to remain updated on progress and make informed choices on future learning priorities, optional subject or future studies. 	BRAIN PT CAS
Personal learning plan	<ul style="list-style-type: none"> - understand the objectives of personal learning plans - tailoring personal learning plans to individual needs - apply work-based learning monitoring solutions 	
Learning opportunities at the workplace: to facilitate the competence development regarding the content of this chapter.	Feedback is about communication and making decisions transparent. <i>Guidelines / Recommendations for a practical implementation at the workplace</i>	

¹ see also: DGFP: Leitfaden: Kompetenzen im digitalisierten Unternehmen, retrieved Dezember 20th, 2018 from https://www.dgfp.de/fileadmin/user_upload/DGFP_e.V/Medien/Publicationen/Praxispapiere/201602_Praxispapier_Kompetenze-n-im-digitalisierten-Unternehmen.pdf

<p>Reference to training tools and supporting material for the promotor in the Toolbox.</p>	<ul style="list-style-type: none"> - personal learning plan - checklist for a skills monitoring - record book or log book - different best practice for a qualified feedback - feedback as motivation - peer-assessment - Digital Readiness Check: https://www.kienbaum.com/de/kompetenzen/digital-readiness-check?qclid=Cj0KCQjwof3cBRD9ARIsAP8x70MNCEXfN98yYw9iMEyTOzerbQRSykUaZlrbT413y3WFNGu0OVujl_4aAgtHEALw_wcB
<p>Additional resources and links</p>	<p>https://digcomp.enterra.de/de/?gclid=CjwKCAjwkMbaBRBAEiwAIH5v_jW40NT0DVY8bRHlqww3qdHJadWIMVuPjHI0pT-Du2KvsO5W5dPjIhoCTSgQAvD_BwE</p> <p>https://kommunikation-mittelstand.digital/content/uploads/2017/01/Leitfaden_Ermittlung-digitaler-Reifegrad.pdf</p> <p>https://www.ihk-berlin.de/digitalisierung-der-arbeit/digitale-kompetenzen/digitale-kompetenzen2/3960222</p> <p>http://www.zeitschrift-praevision.de/data/praeview_215_doppelseiten_1.pdf</p> <p>https://gi.de/fileadmin/GI/Hauptseite/Aktuelles/Meldungen/2018/Perception___Reality_-_Europe_2018_-_DE.PDF</p> <p>https://www.kienbaum.com/de/kompetenzen/digital-readiness-check?qclid=CjwKCAjwkMbaBRBAEiwAIH5v_tV2-Dq1_FB2vycMxcIHSu8VLxGZg4EvVOzqK8DaQJlrD6ODtLLdWRoChqEQAvD_BwE</p> <p>https://www.bfz.de/seminardatenbank/muenchen/arbeitsnehmer/arbeitswelt-vier-null/5244/4/0/</p> <p>https://www.pebblepad.co.uk/</p>