

How to build an enterprise learning plan based on the European e-Competences Framework ?

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CEN Workshop on ICT Skills

- CEN: European Committee for Standardisation
- CEN ICT Skills Workshop:
 - Discussion and working platform for national and international representatives from ICT industry, public sector, higher education and vocational training (public and private), social partners and other institutions
- Aim: creating long-term human resources (HR) and competence development strategies for the European ICT community

The European e-Competences Framework has just been validated and is now published on <http://www.ecompetences.eu>



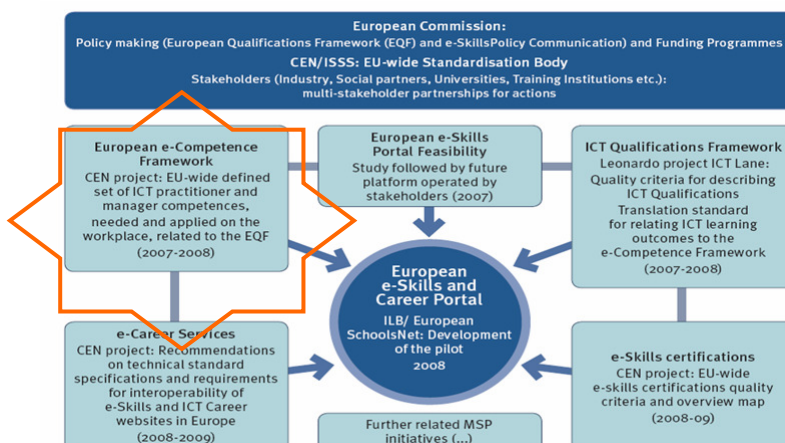
A framework which brings a real added value for many kinds of ICT sector players

- International Europe-wide working tool for:
 - ICT practitioners and managers
 - Human Resources managers
 - Higher Education, Vocational Training and Certification Providers
 - Students
- Positioning European ICT business in the global market
- Future national frameworks to become in line with the European e-Competence Framework (AITTS, CIGREF, SFIA)

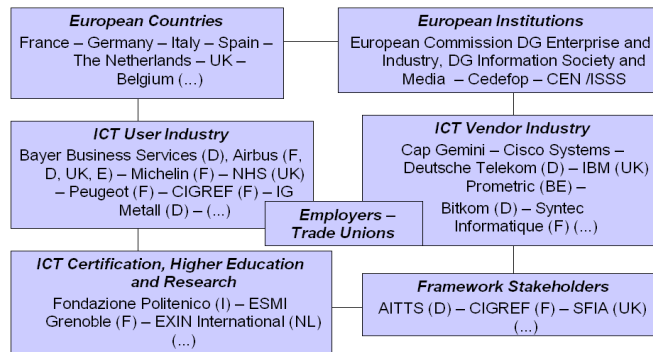
**Strengthening competitiveness of the European ICT labour force and business in the global market:
The right people on the right place at the right time!**



Implementing a long-term e-Skills Strategy: e-CF interfaces with other initiatives in Europe



A European and open e-CF development process: stakeholders' involvement 2006 -2008



The e-CF is the result of a large consensus between stakeholders



Methodology (1): A shared understanding of competence for the European e-Competence Framework

→ essential basis: “common European language” for the framework context

Competence = a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results



Methodology (2): Proficiency e-CF level related to EQF level

e-CF Level	related to EQF Level
e-5	8
e-4	7
e-3	6
e-2	4 and 5
e-1	3

-related to EQF levels 3-8

-Level definition focuses on competence performance on the job (degree of complexity/ autonomy/ behaviour)

-5 e-Competence levels: 1 (Associate) – 5 (Principal)



Methodology (3) - The e-CF structure and look for the European e-Competence Framework version 1.0

A European reference framework for ICT practitioner and manager competences, structured from 4 dimensions	
Dimension 1	5 e-Competence areas , derived from the ICT business processes PLAN – BUILD – RUN – ENABLE – MANAGE
Dimension 2	A set of reference e-Competences for each area , with a generic description for each competence → 32 competences in total
Dimension 3	Proficiency levels of each e-Competence provide European reference level specifications on e-Competence levels e-1 to e-5 , related to EQF levels 3-8
Dimension 4	Knowledge and skills related to the e-Competences , optional framework components for inspiration → not exhaustive

4 complementary dimensions for working with the appropriate level of detail



The e-CF product (1): Framework overview competence areas PLAN – BUILD - RUN

European e-Competence Framework v.1.0 overview

e-CF levels identified per competence

Dimension 1 5 e-Comp. areas (A – E)	Dimension 2 32 e-Competences identified	Dimension 3 e-Competence proficiency levels e-1 to e-5, related to EQF levels 3-8				
		e-1	e-2	e-3	e-4	e-5
A. PLAN						
	A.1. IS and Business Strategy Alignment					
	A.2. Service Level Management					
	A.3. Business Plan Development					
	A.4. Specification Creation					
	A.5. Systems Architecture					
	A.6. Application Design					
	A.7. Technology Watching					
B. BUILD						
	B.1. Design and Development					
	B.2. Systems Integration					
	B.3. Testing					
	B.4. Solution Deployment					
	B.5. Technical Publications Development					
C. RUN						
	C.1. User Support					
	C.2. Change Support					
	C.3. Service Delivery					
	C.4. Problem Management					

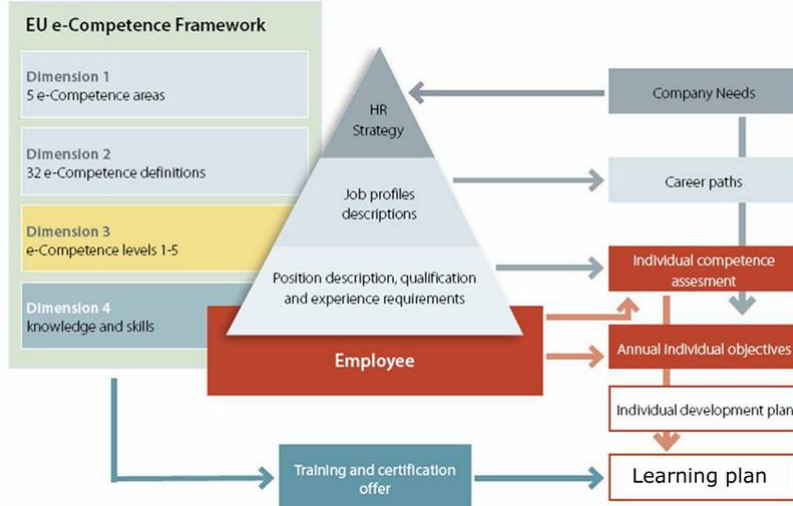


The e-CF product (2) Competence descriptions in dimension 2 + 3

Dimension 1 e-Comp area	Dimension 2 e-Competences: Title + generic description	Dimension 3 e-Competence proficiency levels (on e-CF levels e-1 to e-5, related to EQF levels 3 to 8)	Dimension 4 Knowledge (k) and skills (s) examples
B. BUILD			
	<p>B.3. Testing</p> <p>Constructs and executes systematic test procedures for IT systems or customer usability requirements to establish compliance with design specifications. Ensures that new or revised components or systems perform to expectation. Ensures meeting internal, external, national and international standards including health and safety for either usability, performance, reliability or compatibility. Produces documents and reports to evidence certification requirements.</p>	<p>Levels 1 – Performs simple tests in strict compliance with detailed instructions.</p> <p>Level 2 – Organises test programmes and builds scripts to stress test likely vulnerabilities. Records and reports outcomes providing analysis of results.</p> <p>Level 3 – Exploits specialist knowledge to supervise complex testing programmes. Ensures tests and results are documented to provide input to subsequent process owners such as designers, users or maintainers. Accountable for compliance with testing procedures including a documented audit trail.</p> <p>Level 4,5 – Not applicable</p>	<p>B.3.s1. selects appropriate test methods</p> <p>B.3.s2. writes technical documents</p> <p>B.3.s3. ...</p> <p>B.3.k1. knows test methods and techniques</p> <p>B.3.k2. ...</p>



How to build an enterprise learning plan with the e-CF?



Ways to learn are multiple: the old world



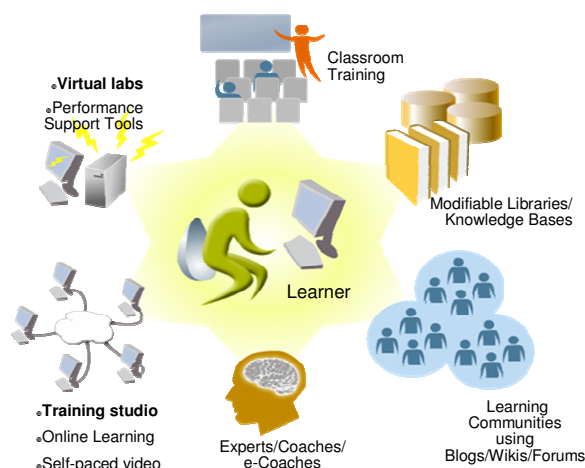
PUSH
 Training
 Rigid
 Program
 Mandated
 Formal
 Read-Only



Addie Van Rooij



Ways to learn are multiple: the new world



PULL
Learning
Flexible
Platform
Self-Service
Informal
Read/
Write



Addie Van Rooij



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Best practices to build an enterprise learning plan

- **Actions to be undertaken by the management:**
 - Clarify technological orientations and choices made by the company
 - Define a position description for each employee with mission statement, activities, required competencies, means and results to achieve
 - Develop a culture of progress
 - Highlight typical learning paths and training courses by competencies
 - Define a training plan, giving a budget and competencies to be developed in priority
- **Actions to be undertaken by each employee:**
 - Understand business ambitions and business needs
 - Be opened on ICT evolutions (technical, methodological,..)
 - Understand technological orientations, choices made by the company, the content of the training plan
 - Plan time to participate to training courses and follow learning paths, for each individual competency to be developed



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Thank you very much

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To go ahead:
<http://www.ecompetences.eu>
<http://www.ict-lane.eu>



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