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TENCompetence

Building the European Network for Lifelong Competence Development

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**ID9.20 - Summary report and recommendations from Business Demos**

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Project Internal Deliverable Report

ID9.20 - Summary report and recommendations from Business Demos

Work package: WP 9- Training
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Contributors: Bas Krekels, Marco Kalz, Ruud Lemmers, Davinia Hernandez-Leo
Authors (Partner): Bas Krekels (LOGICA)
Contact Person: Bas Krekels
WP/Task responsible: OUNL/LOGICA
EC Project Officer: Mr. Martin Májek
Abstract (for dissemination): This document reports about the recommendations from the business demonstrators and analyzes possible impact for future training activities.
Keywords List: WP9, training, business demonstrator

TENCompetence Project Coordination at: Open University of the Netherlands
Valkenburgerweg 177, 6419 AT Heerlen, The Netherlands
Tel: +31 45 5762605
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1 Introduction

1.1 About this document

The goal of this document is to report what business opportunities have been identified by the several business demonstrators under coordination of work package 4. We also asked several pilots which were held at (commercial) organisations and institutions to identify business opportunities so that we could gather as much as information as possible.

1.2 Reading guide

In chapter 2 one can find an overview of business demonstrators coordinated by Work Package 4. Then in chapter 3 the results concerning business opportunities are summarised here. Chapter 4 gives a conclusion on the outcomes of the business demonstrators concerning the business opportunities.
## 2 Overview of the cycle 3 business demonstrators

### Table 1. Overview of Cycle 3 business demonstrators

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<tr>
<th>Business Demo</th>
<th>Countries</th>
<th>Short Description</th>
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<tr>
<td>Mizar Multimedia</td>
<td>Spain, USA</td>
<td>MIZAR is a content provider SME devoted to educational purposes. Their aim is to extend their business model by also delivering competence development programs (using the TENCompetence models and tools). The feasibility of the business model is demonstrated with an external (client) organization in USA.</td>
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<tr>
<td>DobleVia</td>
<td>Spain</td>
<td>DobleVia, an SME offering educational, social and cultural services, using the TENCompetence tools to offer training opportunities for competence development to their employees, who typically have changing job requirements.</td>
</tr>
<tr>
<td>CEME of Altran</td>
<td>Spain</td>
<td>The Centre of Excellence for Mechanical Engineering of the Altran company is changing its knowledge and human resources strategies. TENCompetence is being an important trigger of this change. Their current efforts has been focused on exploring how to offer the learning plans more appropriate to the engineers depending on their mastered competences and goals. Their other main aim is matching their staff competence profiles with their (upcoming) projects.</td>
</tr>
<tr>
<td>Empower Limburg</td>
<td>The Netherlands</td>
<td>Public- and private sector partners from the Limburg region - the Empower Limburg consortium – implement a TENCompetence business demonstrator to improve mobility of middle managers between its partner organizations. The TENCompetence tools have been used together with experimental procedures on how to define shared competence profiles between organizations.</td>
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<tr>
<td>CEDEP</td>
<td>France</td>
<td>INSEAD and CEDEP – the European Centre for Executive Development – applied the TENC Tube in an inter-organizational context composed of a learning network of peers from CEDEP member companies (e.g. L’Oréal, HSBC, Sanofi Aventis, etc.) The focus is on the social network dimension of competence development and management systems and in particular, on how to facilitate more informal ways of knowledge exchange, linking the collective competence-related knowledge and expertise of the community of users, and including knowledge forms such as tacit knowledge, know-how and actual experiences.</td>
</tr>
<tr>
<td>Business Demo</td>
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<tr>
<td>EPIQ ELEC. Assembly</td>
<td>Sofia</td>
<td>The EPIQ Electronic Assembly Business Unit EPIQ-2 is a high technology company that needs to get more out of their engineers and specialists. The EPIQ business demonstrator applies TENCompetence to support top and middle management, as well as various professional communities and individuals for improving the processes of competence profiling, performance management and organizational learning enhancement and knowledge management in an enterprise context.</td>
</tr>
<tr>
<td>ELSA</td>
<td>Germany</td>
<td>ELSA is part of the ZEW, the Competence Center for Continuous Education of the University of Hannover. They provide support for the deployment of technology and media in the learning practice. ELSA conceptualises a learning environment including LearnWeb 2.0. It will be used by the students for self-directed learning during a semester.</td>
</tr>
<tr>
<td>UniGe</td>
<td>Italy</td>
<td>The Laboratory on “Web Design” at the University of Genoa has the aim of teaching basic principles in web design from the point of view of both programmers and designers. The demonstrator seeks to show whether the use of the TENCompetence tools can facilitate teachers and students in designing personalized learning paths, and also try to understand if students can significantly improve their performance by finding and publishing the right contents, evaluating them on the basis of a peer review.</td>
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Business opportunities accumulated for the business demonstrators and pilots
To gather more information regarding the business opportunities for organisations using the TENCompetence infrastructure we also asked the pilots if and where they might have seen the business opportunities during the execution of their pilots.

The Àgora pilot was such a success that they are considering continuing using the TENCompetence infrastructure. The areas in which they regard the TENCompetence infrastructure as an asset to their organisation are competence development in ICT and English and Spanish language training for their customers who are foreigners coming to Spain. When Àgora continues with the TENCompetence infrastructure they need to develop new content according to the needs and interests of their learners. Additional training for Àgora staff is also necessary to guarantee a smooth implementation of the TENCompetence infrastructure in their organisation. Finally technical support from a user group or for instance TENCompetence Foundation is highly valued.

The main advantage which UNESCO-IHE experienced from using the TENCompetence infrastructure in their pilots can be described as to rethink its educational and lifelong learning strategy from a competence based framework. Summarising, the following
three business criteria were affected the most by using the TENCompetence infrastructure:
- **Internal management**: the provision of an infrastructure to visualise to management what long learning comprises;
- **Process improvement (productivity or efficiency)**: a set of features to communicate interactively with customers;
- **Flexibility**: the possibility to choose from features, and finally **Strategic fit**: the ability - due to the TENCompetence, operationalised infrastructure framework - to align our eLearning services in the future with specific, life long learning supportive tools.

The ICT Teacher pilot from Sofia University identifies as the biggest asset the forming of new communities of practice for trained teachers. They see that these teachers are stimulated in self-development by utilising all of the features the TENCompetence framework provides for constant competence development.

Continuing with the results of the business demonstrators, the business demonstrator of Mizar has created general methods of Spanish learning for foreigners, both online and offline, mainly for other companies. The results of using the TENCompetence infrastructure was that Mizar added a differential value in their chain of value. Content suppliers' training will improve the current chain of Mizar's value, and, consequently, its value for its commercial associates, clients and related institutions reinforcing its position on the market. The use of the services and tools of TENCompetence can allow the distribution and management such resources for specific purposes and singular contexts of lifelong learning and overcoming the barriers of space and distribution, as well as reinforcing the competitive current strategy. Furthermore the use of the services and tools of TENCompetence allows the distribution and management such resources for specific purposes and singular contexts of lifelong learning and overcoming the barriers of space and distribution, as well as reinforcing the competitive current strategy.

The main goal of Empower Limburg and also their business demonstrator is to retain high-quality professionals for the region, and to balance staff needs (shortages and redundancies) between the participating organizations over time by improving mobility between them. By using the tooling services as provided by OUNL/TENCompetence Empower Limburg cuts down on costs regarding the e-tooling services. To be complete the remaining costs are split as follows: The Empower Limburg partners provide funding for the small secretariat of the Foundation that initiated the pilot. In addition, all participating organizations provide staff time for the coordination group, and three organizations also provide the services (1 day/week) of career coaches. The partner organizations in principle have agreed to provide opportunities for mutual secondments/internships. All eight organizations have staff participating in the pilot. Each participant has an individual budget from his/her employer to finance any formal courses and/or training activities.

From the Elsa business demonstrator positive sounds about LearnWeb2.0 are heard. To quote Marc Krüger, representative of the Elsa, he states that if the pilot turns out to be successful, the Elsa will be eager to include LearnWeb 2.0 in its portfolio of e-learning instruments, to be offered to cooperating partners. The Elsa has the technological background for deploying LearnWeb 2.0 on their own servers.
The final input came from the Unige business demonstrator. They identified business opportunities for two aspects of their organisation:

- **Process improvement**
  The test-bed is a virtual classroom of master students. We will evaluate if the learning process can be improved through the TENCompetence system and tools as well as if the work of teachers can be facilitated. Students should empower their communication and be able to find resources to share for the individual or collaborative activity that they have to do as an integration to the "text-books" suggested by the teachers. Self improvement via informal learning should be at the basis of distance learning activity.

- **Quality of Service**
  Better results are expected in terms of performance of both the students and the teachers involved in this Laboratory. Good marks in evaluation means a good service for the users that can achieve better results with less effort. From the teachers' point of view, tools supporting the profiling of students and facilitating can help to give ad hoc services hence enhancing the quality.
Conclusion

During the research on business opportunities concerning the pilots and business demonstrators we have identified a number of effects. These effects have changed the normal way of working or doing business for the participating companies in the pilots and business demonstrators. These effects can be subdivided into four different kinds of impact;

- Impact of competence-based education
  The Agora pilot shows that the TENCompetence infrastructure has made Agora rethink upon their basic educational concepts. New content to go into the infrastructure has to be developed.
  Also UNESCO-IHE concludes that they should rethink its educational and lifelong learning strategy from a competence based framework
  The Unige business demonstrators also identifies a positive impact on the results and performance of both students and teachers.

- Impact on organizational processes
  UNESCO-IHE identified that the TENCompetence infrastructure helped them to communicate interactively with its customers.
  The participants in the Empower Limburg business demonstrators bared lower costs due to the implementation of the TENCompetence infrastructure.
  The Unige business demonstrator made the organisers think of improving the learning process for their students and if the use of the TENCompetence infrastructure can facilitate the teachers in their work.

- Impact on technological infrastructure
  For the Else the main impact will be on their technological infrastructure. They are interested in one specific tool of the TENCompetence infrastructure, LearnWeb2.0. When they decide to implement it this will change their technological infrastructure around lifelong learning.

- Impact on strategy/business focus
  For Mizar one impact of using the TENCompetence infrastructure was to allow the distribution and management of resources for specific purposes and singular contexts of lifelong learning and overcoming the barriers of space and distribution, as well as reinforcing the competitive current strategy. Also the training for content providers and the additional value creation for its commercial associates, clients and related institutions made Mizar aware of the impact on their strategy and business focus.