

## Digital leader micro-profile

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### Persona definition

**Name:** Andrea

**Age:** 45

**Highest level of education:** *Doctorate degree level 8.*

### Job responsibilities:

Andrea is full professor in the faculty of Human sciences. She/he has a role of coordination of the bachelor's degree in sociology. 20 professors, 20 assistants, 3 administrative staff are involved.

Andrea is responsible for:

- scientific direction
- ensuring staff development at her faculty
- ensuring the implementation of learning/teaching innovation at her faculty
- monitoring the level of satisfaction of the students
- monitoring the statistics of success/unsuccess / drop-out of the students
- recognition processes of potential new students

She/he takes part in:

- coordination among the other bachelors (5) of the faculty
- connection between didactics and research

### Goals:

*linked to*

- *Organizational communication (1.1)*
- *Professional collaboration (1.2)*
- *reflective practice (1.3)*
- *digital continuous professional development (1.4)*

Andrea needs to improve **Organizational communication** (1.1) competences to sustain her/his coordination role and improve organizational communication among colleagues. Skills and knowledge are expected to be at Expert level, Attitudes should be at pioneer level.

He/she is not alone, all the bachelors' coordinators of the faculty are involved. **Professional collaboration** (1.2) competencies are fundamental for innovating pedagogic competences. She/he is actually at explorer level and she/he would like to upgrade to expert.

Strongly linked with professional collaboration, Andrea wishes also to experiment in its classes with innovative pedagogies based on the new digital possibilities. It's easy to find interesting proposals, but she doesn't know how to assess the teaching and learning experience. **Reflective practice** (1.3) competences are needed. Andrea is at an explorer level and needs to move to an expert level.

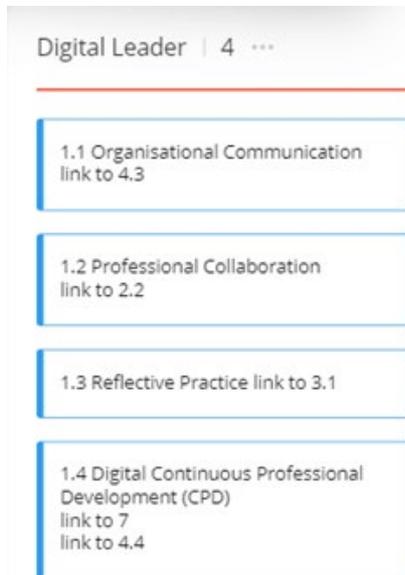
Andrea is responsible for the coordination of 20 assistants that need to improve their subject-specific competences. Andrea is their point of reference, but she/he needs to enhance the development of a virtuous process where there is a continuous, circular knowledge exchange. **Digital Continuous Professional Development** (1.4) competencies are needed. She has already reached a good level because of her attitude, but to have an impact on 20 people, Andrea needs to acquire Pioneer's competences.

### **Frustrations:**

- *Andrea needs to align her own and his/her staff's digital competence development with the digital strategy of his/her institution, which is not always clear to him/her*
- *Andrea needs to convince her faculty of the need for learning innovation and institutional openness. Some of his/her colleagues want to continue traditionally.*
- *Andrea has no time to follow the assistants in their pathway for competences acquisitions. She needs to find an innovative way to engage them in a self-reflection / peer review process*
- *In her organizational role, she feels as if she is the bottleneck in many processes: she needs to find a way to manage the process and meanwhile increase the possibilities of delegation*
- *After the pandemic, the number of online meetings has increased so much that she can't even manage didactic activities: she needs to re-organize online meetings to be shorter, more effective, and with concrete follow-up.*

## Competences addressed by this micro-profile

A Digital leader can be any educator who masters any or all of the digital competences next described.



**1.1 Organisational Communication:** Is defined as competences to use digital technologies to enhance organisational communication with learners, parents, and third parties. To contribute to collaboratively developing and improving organisational communication strategies. (from DigCompEdu) Its definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 15. The competences also require that educators had previously developed 4.3 Feedback and planning competences, which definition is available on page 21 of the previously mentioned report.

**1.2 Professional Collaboration:** Is defined as To use of digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experiences and collaboratively innovating pedagogic practices (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 16. The competences also require that educators had previously developed 2.2 Creating and modifying digital resources competences which definition is available on page 17 of the previously mentioned report.

**1.3 Reflective practices:** Are defined as competences to individually and collectively reflect on, critically assess and actively develop one's digital pedagogical practice and that of one's educational community.. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 16. These competences also require that educators had previously developed 3.1 Teaching, which definition, which is available on page 181 of the previously mentioned report.

**1.4 Digital Continuous Professional Development** is defined as the competences to use digital sources and resources for continuous professional development. (from DigCompEdu). Its full definition can be found in the IO2 Learning Maturity Model for Digital Education [report](#) on page 16. Considering the current education state of play, these competences also desirably require that educators had previously developed 7.1 Dealing with Health information and conditions related to the use of Digital Technologies competences, which definition is available on page 28 of the previously mentioned report. The same applies to 4.4 (Micro)-Credentialisation competences, which definition can be found on page 22.