

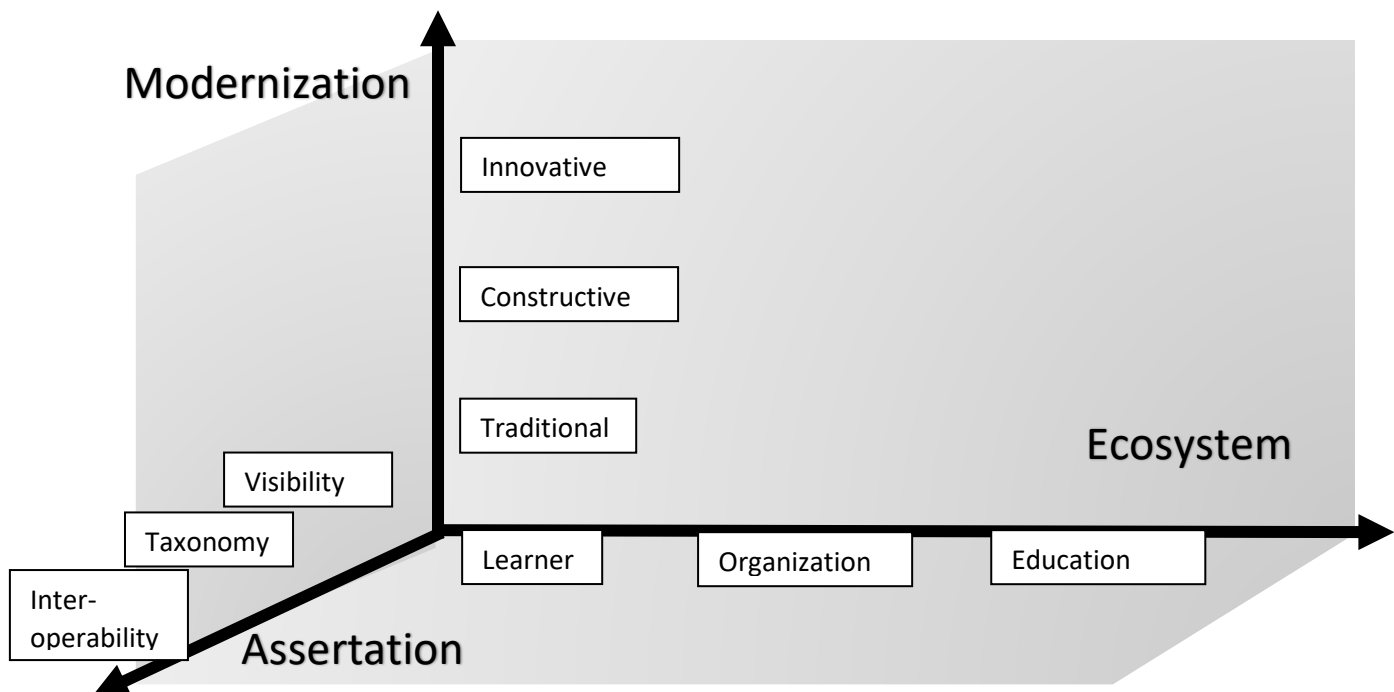
## Badges & Credentials Maturity Framework for large organizations (BCM-FLO)

### Introduction:

Starting a badging or credentialing initiative within a larger organization can be very challenging – in particular the beginners struggle: when they browse through the internet, they read about standards like W3C, taxonomies like ISCO, technologies like blockchain and practices like the ones from IBM. Many feel discouraged by the complexity of the topic. But as Lao Tzu already said: "A journey of a thousand miles begins with a single step".

The BCM-FLO shall provide insights into where the own organization is of the very moment and where the organization aspires to be. It also serves as a basis for conversations between peers and cooperative networks or "mini ecosystems" e.g. employers and education providers.

The model is inspired by the "Transition Maturity Framework" (2011: Reinhardt, Krneta, Milosevic) which has proven to be very successfully used at workshops both on-site and online. Whilst the basic parameters will remain very stable, the examples (the filled-out grid when combining layers) will change over time and adapt to new developments in the field i.e. reflecting Best Practices to support peer learning by answering the questions in the grid in three rounds. If you have examples to add, please state the appropriate section and send us the link to the example to [reinhardt@icobc.net](mailto:reinhardt@icobc.net). Thank you!



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<b>Ecosystem / Modernization</b>	<b>Traditional</b>	<b>Constructive</b>	<b>Innovative</b>
<b>Learner's interest</b>	<p>What traditional learner's interest do you consider when designing your L&amp;D program and it comes to recognition? How do you engage your learner?</p> <p>Examples: Gamification, Design, Personal Branding, perceived immediate impact</p>	<p>What do you do to enhance the learner's awareness of his/her capabilities and what do you do to show skill gaps in order to keep/obtain a specific occupation?</p> <p>Examples: Development of core competences (knowledge, skills, attitudes) required for current occupation, measured mid-term impact, internal competence frameworks mapped to occupations</p>	<p>What is the innovative vision that you set for the learner e.g. to become more agile, adaptive and creative?</p> <p>Examples: Development of a personality based on interdisciplinary and core competences, long term impact</p>
<b>Organization's interest</b>	<p>What is the traditional goal of your organization when it comes to recognition of capabilities?</p> <p>Examples: Compliance based on basic job requirements (driver's license) or recommended (MBA for management positions)</p>	<p>How do you plan your workforce to respond to changing needs of your ecosystem?</p> <p>Examples: Capability Management &amp; Strategic Workforce Planning, Talent Management &amp; Career Development</p>	<p>What do you aspire to stimulate the innovation potential and expanding capabilities within your organization?</p> <p>Examples: Culture of Diversity and Inclusion represented in skill sets of teams and organization</p>
<b>Accredited Education Provider's interest</b>	<p>What traditional ways do you have to recognize credentials from accredited education providers within your organization?</p> <p>Examples: Recognition of formal learning activities i.e. with credentials (e.g. ECTS linked to MOOC certificates), degree as requirement for job, paid studies at accredited education providers</p>	<p>How do you recognize learning in non-formal settings?</p> <p>Examples: Onboarding, internal Subject-Matter-Expert training, role plays in workshops, quality circles, facilitated peer learning</p>	<p>How do you identify and reward capabilities based on informal learning, prior learning and tacit skills?</p> <p>Examples: Observations, concept of proof, application through example e.g. to enter an MBA program even without having the necessary formal credential level)</p>

<b>Ecosystem / Assertion</b>	<b>Visibility</b>	<b>Taxonomy</b>	<b>Interoperability</b>
<b>Learner's interest</b>	<p>Where does your learners want to make their capabilities visible within and outside your organization?</p> <p>Examples:            Showcase skills and certificates on CV, internal HR platforms, LinkedIn profile and timeline etc.</p>	<p>How is your learner made aware of official taxonomies to identify suitable economic opportunities?</p> <p>Examples:            Flyers/brochures of chambers of commerce, universities etc., training catalogues internally linked to national or international taxonomies</p>	<p>What do you do to allow interoperability i.e. when it comes to export individual capability data?</p> <p>Examples:            Digital sovereignty and full ownership of data i.e. flexible export functionalities and converging methods into digital skill wallets, ePortfolios etc., "multistandard" approach</p>
<b>Organization's interest</b>	<p>What systems do you use to gain visibility into capabilities inherent in the organization?</p> <p>Examples:            Learning Management System, workforce management systems, internal skills insights from LinkedIn, badging platforms</p>	<p>What alignment does your organization has with international or cross-regional taxonomy standards to allow exchange of talents based on a mutual understanding of capabilities?</p> <p>Examples:            Organizational competences mapped against common standards (ISCO, ESCO, O*NET, NQF, UN ecosystem)</p>	<p>What ways of formal recognition does your organization provide in partnership with accredited education and testing providers?</p> <p>Examples:            Talent management systems connected with badge systems or (mini) ecosystem skills and accredited education partners, provide structured input to ML/AI algorithms directly, OpenData attributes etc.</p>
<b>Accredited Education Provider's interest</b>	<p>What ways do you use to promote the visibility of learning achievements with accredited education providers?</p> <p>Examples: Featuring employees who obtain formal degrees, certificates etc. in newsletters, allow insights for education providers to analyze impact of programs in terms of quality, curriculum design etc.</p>	<p>How do you collaborate with accredited education providers e.g. to influence curricula building and create transparency for degrees and certificates in terms of the capabilities that they contribute to?</p> <p>Examples: Unbundling degrees in skill packages, issuing micro-credentials that are stackable (micro-degrees)</p>	<p>How do you create interoperability with accredited education providers to evaluate and assess obtained capabilities?</p> <p>Example:            Enable to import learner skills (proof of skills) for validation (e.g. via proctored exams), export with seal (e.g. Blockchain)</p>

<b>Assertion / Modernization</b>	<b>Visibility</b>	<b>Taxonomy</b>	<b>Interoperability</b>
<b>Traditional</b>	<p>What ways do you encourage to display capabilities?</p> <p>Example: Badge / Certificate / Degree display in E-Mail signature recommended, on Social Media, office wall etc.</p>	<p>What forms of taxonomies do you consider meaningful for your organization?</p> <p>Example: Specific taxonomies in line with National Qualification Systems or Associations (known value of certificates because of their standardizing functionality, expectation of quality)</p>	<p>Which platforms do you use to enable mutual recognition with other employers in the same field?</p> <p>Example: Peer employers being part of the same technology platforms (e.g. Badgr, YourAcclaim)</p>
<b>Constructive</b>	<p>Which approaches do you consider beyond traditional certificates and degrees to display capabilities?</p> <p>Examples: Skills complement degrees (OSN, Credential Engine) in leading to jobs (e.g. LinkedIn) or placements internally</p>	<p>How do you map skills across different taxonomy systems?</p> <p>Examples: Translation schemes across taxonomies (CASE, DESM, OCF Collab) and languages (ESCO, ISCO)</p>	<p>What underlying technology do you consider to ensure export/import for granular capabilities?</p> <p>W3C, recognition as recommended LER pilot by T3 Network, CLR by IMS Global or IEEE ILR Recommended Practice, HR Open, Medbiquitous for Healthcare</p>
<b>Innovative</b>	<p>How to you enhance meaningful visibility also for machines across platforms?</p> <p>Examples: Badge contains micro-credential metadata that is human- and machine-readable across platforms</p>	<p>How do you contribute to extend existing taxonomy standards i.e. making them more dynamic together with your mini-ecosystem?</p> <p>Sector-specific OpenData clearing houses run by selected associations / IGOs</p>	<p>What internal and external systems do you consider important to be inter-connected across your wider ecosystem?</p> <p>Sustainable Open Source interfaces between LMS, HR Management, labor market insights (e.g. EMSI in the US) and labor market skills export</p>