

Mu.SA overview – the story so far

Prof. Achilles Kameas

Dr. Spiros Borotis

DAISSy research group, Hellenic Open University



Co-funded by the
Erasmus+ Programme
of the European Union



- Mu.SA addresses directly the shortage of digital and transferrable skills identified in the museum sector and supports the continuous professional development of museum professionals.
- Project outputs directly benefit museum professionals, unemployed and students in the cultural sector, as well as the museums themselves.



- Identification of **digital and transversal competences** for museum professionals
- Using these, four **emerging job role profiles** have been composed
- For each profile, a modular **VET curriculum** has been designed, using learning outcomes and principles of adult education
- Complete **3-stage training courses** have been developed by combining **digital OERs**
- A **MOOC platform** and an **online platform** have been developed to facilitate training and sharing and exchange of knowledge, experiences and best practices
- **Unique** combination of
 - e-CF: e-Competences framework for IT professionals
 - DigComp: Digital Competences framework for citizens
 - Transversal Competences (21st century skills)
- **Communities of practice** that ensure sustainability of results will be formed supported by an **online platform**

- European instruments, such as **EQF**, **ECVET** and **EQAVET** were applied to improve transparency and recognition of qualifications
- The description of job role profiles was based on European standards, such as **e-CF** and **DigComp**
- The profiles are mapped on **ESCO** and the **NQFs** of the participating countries
- EQF level 5
- 30 ECVET points delivered (MOOC + Specialization course)



Job role profiles

Digital strategy manager

Digital cultural manager,
Cultural ICT manager

Digital collections curator

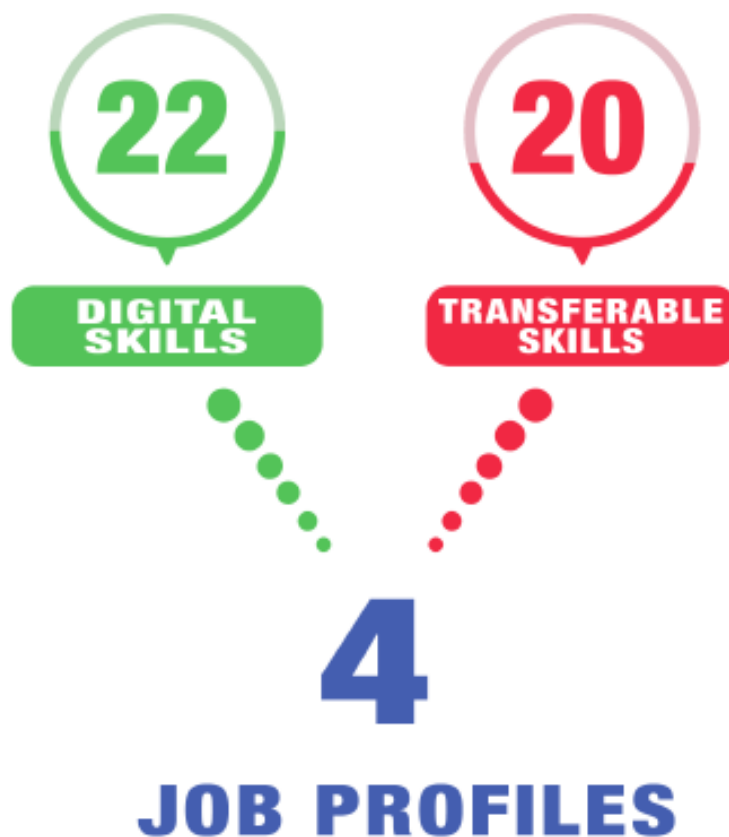
Digital cultural asset
manager

Interactive experience developer

Interactive experience
designer

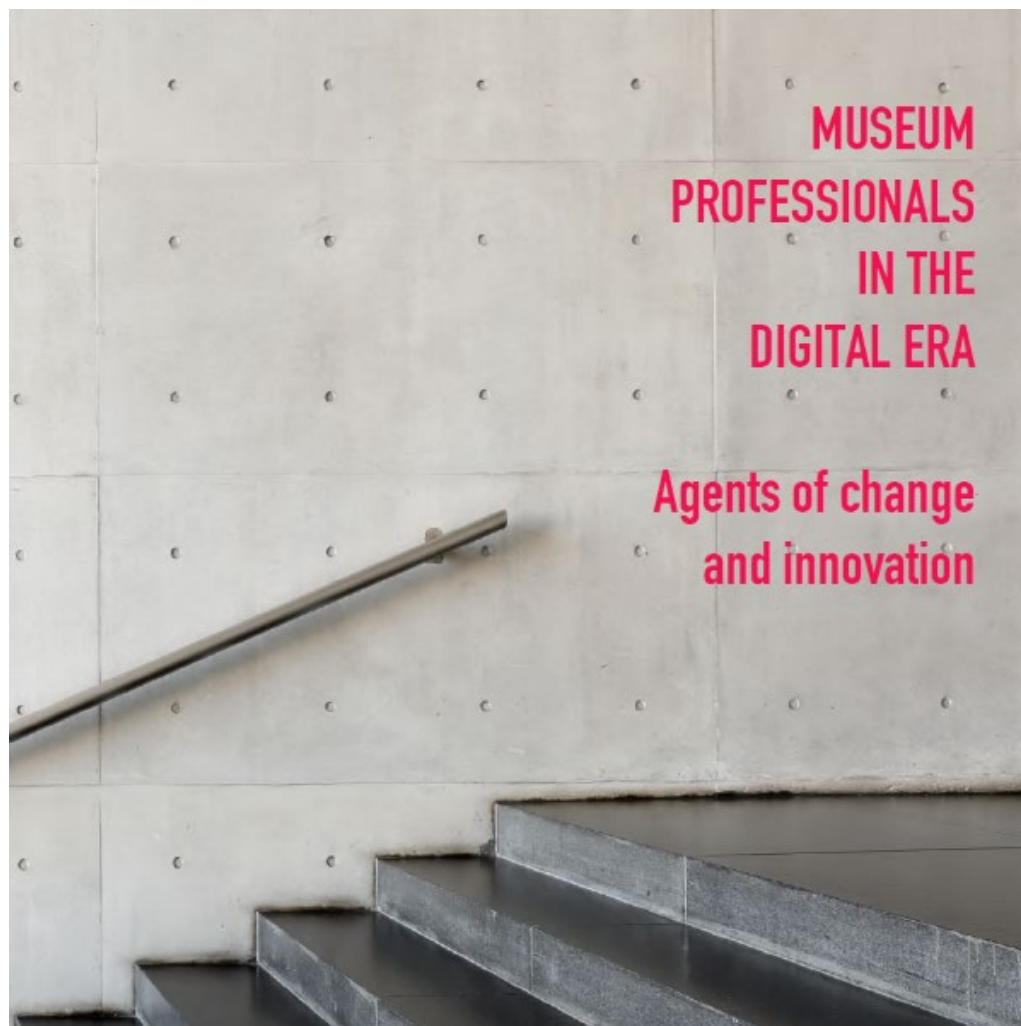
Online community manager

Online cultural
community manager



Museum Professionals in the Digital Era

- This report summarizes the key findings of the research carried out in Greece, Portugal and Italy.
- The report identifies the fundamental digital and transferable competences needed by museum professionals in order to make museums thrive within a digital society.

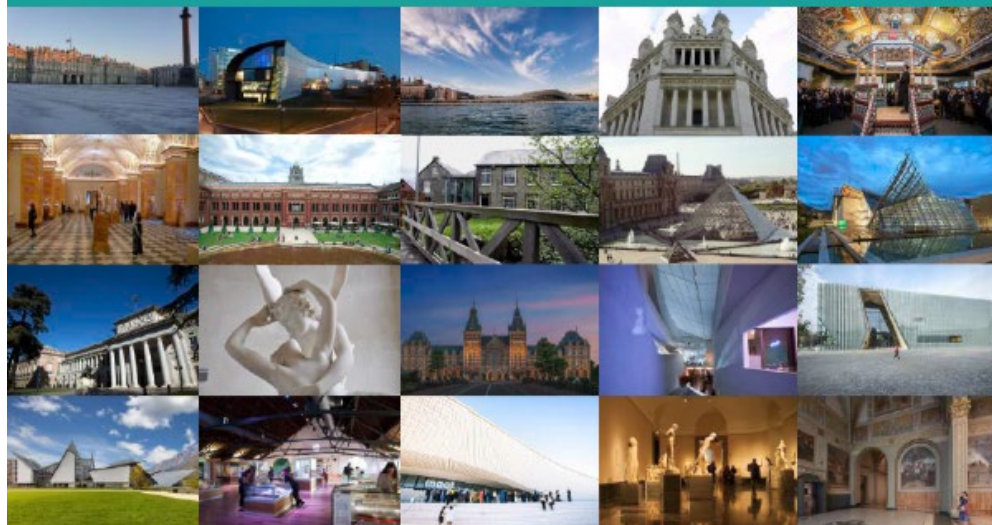


Museum of the Future

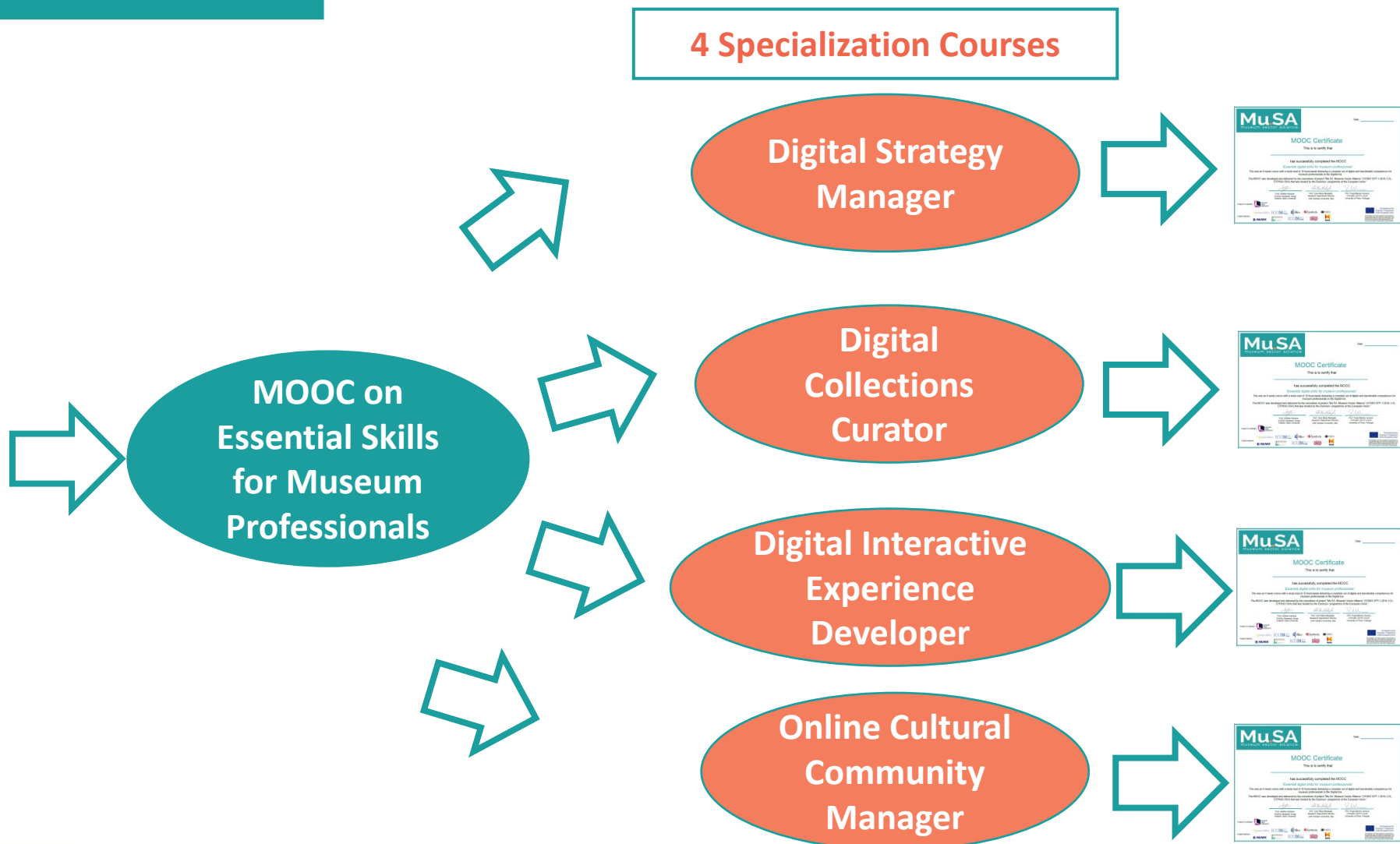
- To understand what role the digital driver is playing in the modernization of the industry, we asked some questions to ten internationally renowned European museums.
- What will **happen to museums** when digital technology shows its full potential?
- What **features** will the museum of the future have?
- How will it **seize the opportunities** offered by digital innovation?
- What **competences** does this industry need?

Museum of the Future

Insights and reflections from
10 international museums



The Mu.SA training approach



- MOOC on Essential Skills for Museum Professionals
 - Essential digital and transversal competences for museum professionals
 - First training stage common for all profiles, online only
 - 8 weeks duration, 80 hours learning equivalent
 - 22 competences taught, originating from e-CF & DigComp (digital competences) and the 21st century skills
- Mu.SA Specialization Courses
 - One course for each job role profile role (4 courses totally)
 - eLearning , f2f training, work-based learning
 - 42 competences taught, originating from e-CF & DigComp (digital competences) and the 21st century skills
 - 6 months duration (WBL 2 months duration)

Week	Module Code - Title
#W1	W1.1: IS and business strategy alignment (e-CF)
	W1.2: Browsing, searching and filtering data, information and digital content (DigComp)
	W1.3: Managing data, information and digital content (DigComp)
#W2	W2.1: Business Plan Development (e-CF)
	W2.2: Evaluating data, information and digital content (DigComp)
	W2.3: Identifying needs and technological responses (DigComp)
#W3	W3.1: Technology trend monitoring (e-CF)
	W3.2: Netiquette (DigComp)
	W3.3: Team working (Transferrable)
#W4	W4.1: Innovating (e-CF)
	W4.2: Innovating and creatively using technology (DigComp)
	W4.3: Creative thinking skills (Transferrable)

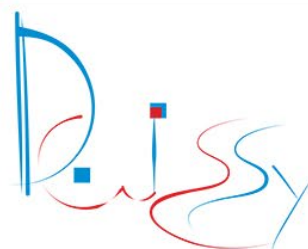
Week	Module Code - Title
#W5	W5.1: Needs identification (e-CF)
	W5.2: Developing digital content (DigComp)
	W5.3: Collaborating through digital technologies (DigComp)
#W6	W6.1: Forecast development (e-CF)
	W6.2: Leadership and change facilitator (Transferrable)
#W7	W7.1: Relationship management (e-CF)
	W7.2: Protecting personal data and privacy (DigComp)
#W8	W8.1: ICT quality management (e-CF)
	W8.2: Communication skills (Transferrable)
	W8.3: Time management (Transferrable)

Competences taught via the Specialization course

Week	Module Code - Title
#W1	SC W01.1 Product / Service Planning (e-CF)
	SC W01.2 Identifying digital competences gaps (DigComp)
#W2	SC W02.1 Service Level Management (e-CF)
	SC W02.2 Management skills (21 st)
	SC W02.3 Application Design (e-CF)
	SC W02.4 Protecting personal data and privacy (DigComp)
#W3	SC W03.1 Sustainable Development (e-CF)
	SC W03.2 Managing digital identity (DigComp)
	SC W03.3 Application Development (e-CF)
	SC W03.4 Influence / persuasion skills (21 st)
#W5	SC W05.1 Information Security Strategy Development (e-CF)
	SC W05.2 Documentation Production (e-CF)
	SC W05.3 Testing (e-CF)

Week	Module Code - Title
#W6	SC W06.1 Mentoring / coaching skills (21 st)
	SC W06.2 Copyright and licenses (DigComp)
#W7	SC W07.1 Education and Training Provision (e-CF)
	SC W07.2 Service Delivery (e-CF)
	SC W07.3 Solution Deployment (e-CF)
	SC W07.4 Integrity / ethical (21 st)
	SC W07.5 Programming (DigComp)
#W9	SC W09.1 Information and Knowledge Management(e-CF)
	SC W09.2 User Support (e-CF)
#W10	SC W10.1 Decision making (21 st)
	SC W10.2 Change Support (e-CF)
	SC W10.3 Solving technical problems (DigComp)

Week	Module Code - Title	Week	Module Code - Title
#W11	SC W11.1 Purchasing (e-CF)	#W19	SC W19.1 Business Change Management (e-CF)
	SC W11.2 Problem Management (e-CF)		SC W19.2 Interpersonal skills (21 st)
#W13	SC W13.1 Process Improvement (e-CF)	#W20	SC W20.1 Networking skills (21 st)
	SC W13.2 ICT Quality Strategy Development (e-CF)	#W21	SC W21.1 Negotiation skills (21 st)
	SC W13.3 Being fact-driven (21 st)	#W23	SC W23.1 Active listening skills (21 st)
#W14	SC W14.1 Sense of initiative and entrepreneurship (21 st)	#W24	SC W24.1 Resilience (21 st)
	SC W14.2 Analyze and synthesize information (21 st)	#W24	SC W25.1 Mediation skills (21 st)
#W17	SC W17.1 Risk Management (e-CF)		SC W25.2 Storytelling (21 st)
	SC W17.2 Digital Marketing (e-CF)		



Welcome to DAISSy (Design of Ambient Intelligent Social Systems) Open Courses Platform

Choose with which lesson you want to start.



Together Old and Young



Brights



Mu.SA



MOOQ



Essential Skills for Museum Professionals

NAVIGATION

- Home
- My courses
 - musa**
 - Participants
 - Grades
 - General
 - Introduction
 - Week 1
 - Week 2
 - Week 3
 - Week 4
 - Week 5
 - Week 6
 - Week 7
 - Week 8

ADMINISTRATION

- Course administration
 - Users
 - Reports

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

General

Announcements

Please check this forum for new announcements posted by the course tutors.

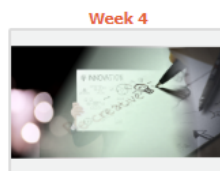
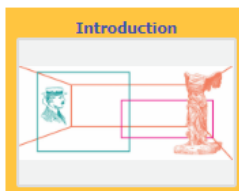
Introduce yourself to the Forum

We now invite you to introduce yourself on the forum so we can get an idea of all trainees' backgrounds. This is also an opportunity for you to get to know your fellow trainees.

Tell us who you are and where you are from. We also are interested in knowing what has motivated you to register and what are your expectations of the course.

Discussions on the MuSA MOOC on Essential Digital Skills for Museum Professionals

Here you may discuss on topics related on how do you intend to exploit the competences you develop through this course, topics to focus on in the future, other issues related to digital skills and / or museum professionals, etc.



Week 8

LESSON MENU

Unit Description

What is a business plan development?

Business plan development's forces to maximize profitability

How to perform a SWOT analysis?

Presentation on how to perform PEST analysis

End of Unit 1

ADMINISTRATION

Lesson administration

> Permissions

> Logs

> Reports

> Grade essays

Course administration

Co-funded by the Erasmus+ Programme of the European Union


The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Unit 1.1: Understanding the Business Management Plan

Return to: Week 2

Preview Edit Reports Grade essays

Business plan development's forces to maximize profitability



Download Transcript in pdf format

English Greek Italian Portugese

Panagiota Polymeropoulou, Hellenic Open University

Hello to everyone,

The aim of this presentation is to introduce learners in knowing the ways to maximize the profit learn which are the 5 forces, to which questions you should respond to in order to find solution the Porter's model can be applied in the case of a cultural organization, like Museums.

Previous Next

You will not see the progress bar because you can edit this lesson

Return to: Week 2

MOOC English (en) This course

Essential Skills for Museum Professionals

QUIZ NAVIGATION

ASSESSING THE KNOWLEDGE ON BUSINESS MANAGEMENT PLAN

1 2 3 4 5 6 7 8

Finish attempt ...

Start a new preview

ADMINISTRATION

Quiz administration

Preview

Results

> Permissions

> Logs

Course administration

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

MOOC English (en) This course

Question 1

Not yet answered

Marked out of 1.00

Flag question

What the acronym of SWOT analysis means?

Select one:

☐ A. Strengths, Weaknesses, Opportunities and Threats

☐ B. Strategic goals, Working capital, Organizational Change and Test marketing.

☐ C. Strengths, Willingness, Opportunities and Threats

☐ D. Strategy, Work, Office and Team spirit

Question 2

Not yet answered

Marked out of 1.00

Flag question

Could you identify 2 risks when you are setting up business and you are preparing a management plan?

Select one or more:

☐ A. I do not prioritize the services.

☐ B. I do not categorize the individual activities in tasks.

☐ C. I have calculated the impact in case of risk.

☐ D. I split tasks into packages.

Question 3

Not yet answered

Marked out of 1.00

Flag question

Which of the following is true when you are conducting a competitive analysis?

Select one:

☐ A. Assess the products and services of your competitors according to the same criteria.

☐ B. When setting your prices you can use the different prices of comparable or currently used products or services as a guide.

☐ C. If comparable products and services from the competition are on the market you don't need to explain convincingly which additional benefit customers will have from your product or service.

☐ D. There is no need for cost - oriented pricing.

Question 4

Not yet answered

Marked out of 1.00

Flag question

In case of a PEST analysis in a museum, which of the following questions should be set?

Select one:

☐ A. Does the pending legislation or taxation changes affect the museum, either positively or negatively?

☐ B. Will it be easy to build a skilled museum workforce?

☐ C. How the social media can affect the communication strategy of the museum?

☐ D. Are there any new technologies on the horizon that could radically affect my work or my museum?

☐ E. All of the above four questions.

Question 5

Not yet answered

Marked out of 1.00

Flag question

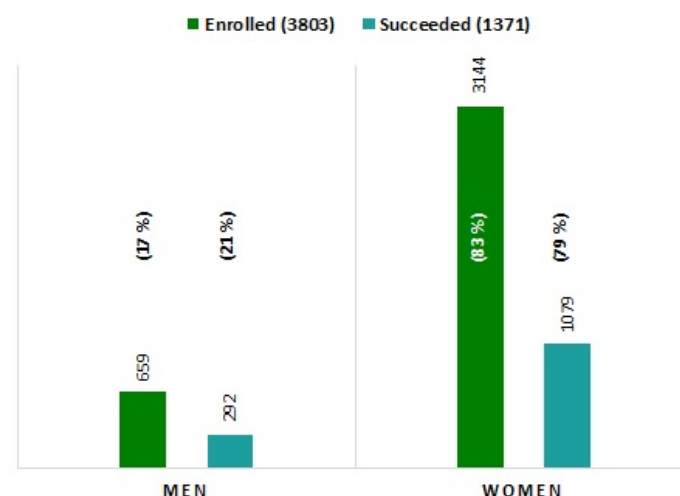
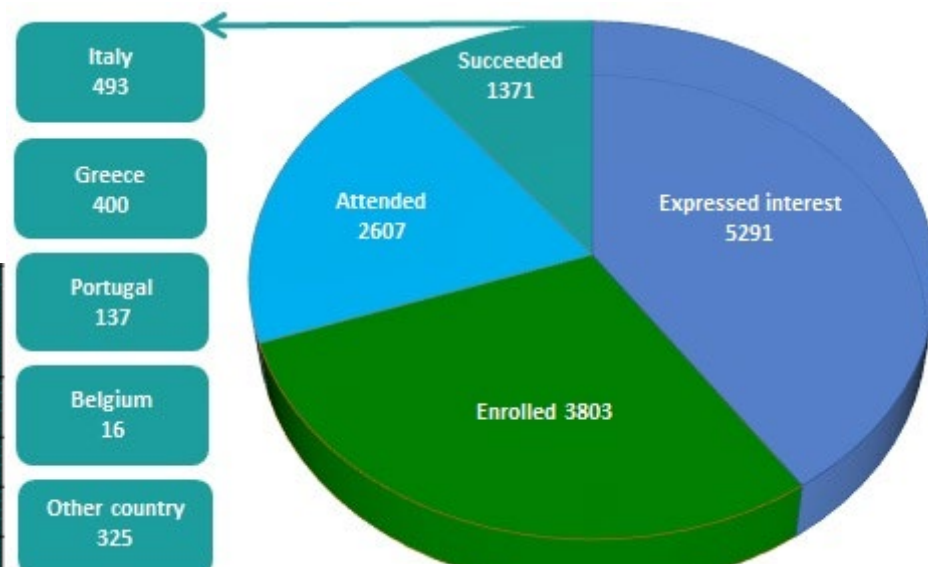
Which are the 5 competitive forces to maximize profitability in your organization as described by Porter?

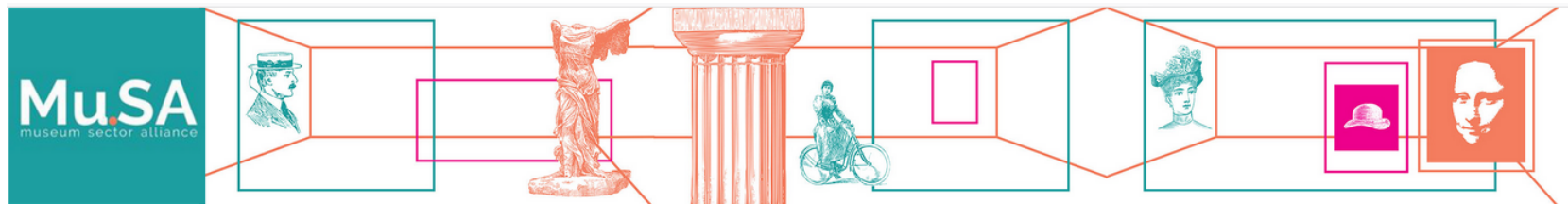
Select one:

☐ A. Threat of Competition, Threat of Substitutes, Power of Media, Power of Buyers, Threat of New Entrants

MOOC successful completion

Countries	N. of Int./Count	Countries	N. of Int./Count
Germany	39	Poland; Hungary; Lithuania	8
Spain	37	Croatia	7
UK	31	France	6
Brazil	30	Turkey; Philippines; Cyprus; Estonia	5
USA	16	FYROM; Switzerland; Sweden; India	4
Netherlands	14	Ukraine; San Marino; Norway; Austria; Australia; Egypt; Argentina	3
Ireland	12	Russia; Bulgaria; Canada; Bosnia & Herzegovina	2
Finland	10	Malaysia; China; Lebanon; Republic of Korea; Chile; Peru; Qatar; Albania; Luxembourg; Mexico; Uganda; Zimbabwe; Mongolia	1






MuSA

Museum Sector Alliance

Specialization Courses

 Digital Strategy Manager

 Digital Collections Curator

 Digital Interactive Experience Developer

 Online Cultural Community Manager

What is the Specialization Course?

The candidates who have completed successfully the MOOC entitled “Essential Skills for Museum Professionals” were able to go through an application procedure so to apply for the Specialization Course and select the Role profile that want to be specialized.

Totally, only 120 candidates were selected to continue with the Specialization Course in the Mu.SA project countries (Greece, Portugal and Italy).

Having been selected to enter its second phase, aiming to further improve digital and transversal competences based on preferable

MOOC English (en) This course Activities

Reports

Co-funded by the Erasmus+ Programme of the European Union


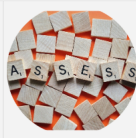

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Week 2

What you will learn this week:

During the second week, the learner will be introduced to the following three modules of digital competences:

- Business Plan Development
- Evaluating data, information and digital content
- Identifying needs and technological responses

Business Plan Development

Evaluating data, information and digital content

Identifying needs and technological responses

Return to Main Page

MOOC English (en) This course Activities

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This website reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

operations and management plans;

- financial planning and dynamics;
- managing risk and opportunity assessment techniques;
- marketing and corporate strategies.

Learning objectives

- knowing the elements of a business plan;
- building a detailed SWOT & PEST analysis;
- giving a business description on current outlooks and future possibilities;
- understanding the difference between a business plan and a business model;
- applying the entrepreneurial tool of canvas for an organization;
- knowing the four elements of the marketing mix (the 4 Ps);
- addressing and identifying essential elements of product or solution value propositions based on museum's marketing strategy;
- planning particular business processes for museums;
- providing analysis of the museum and the cultural environment knowing the market needs and the technological trends.
- understanding the importance of strategic planning and its impact on the cultural organization.

Business Plan Development - Forum Discussion

Unit 1.1: Understanding the Business Management Plan

Assessment for Unit 1.1

Unit 1.2: A theoretical context of a business model

Assessment for Unit 1.2

Unit 1.3: Marketing strategies

Assessment for Unit 1.3

Unit 1.4: A business management plan for Museums

Assessment for Unit 1.4

Return to: Week 2

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This website reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

15-Apr-20

MOOC English (en) This course Activities

Essential Skills for Museum Professionals

ADMINISTRATION

- Page module administration
- Permissions
- Logs
- Course administration

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Business Plan Development

Return to: Week 2



This module facilitates attendants to address the design and the structure of a business or product plan for museums including the identification of alternative approaches as well as return on investment propositions. The trainee will be able to:

- consider the possible and applicable sourcing models;
- present cost benefit analysis and reasoned arguments in support of the selected strategy;
- ensure compliance with business and technology strategies;
- communicate and sell business plan to relevant stakeholders and address political, financial and cultural organizational interests.

Knowledge domain

- business plans and elements;
- business models;
- business Model Canvas;
- SWOT analysis;
- PEST analysis;
- Porter's 5 Forces;
- elements of the marketing mix (the 4 Ps);
- competitive analysis;
- operations and management plans;
- financial planning and dynamics;
- managing risk and opportunity assessment techniques;
- marketing and corporate strategies.

MOOC English (en) This course Activities

Essential Skills for Museum Professionals

QUIZ NAVIGATION

ASSESSING THE KNOWLEDGE ON BUSINESS MANAGEMENT PLAN

Finish attempt ...

Start a new preview

ADMINISTRATION

- Quiz administration
- Preview
- Results
- Permissions
- Logs
- Course administration

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Question 1

What the acronym of SWOT analysis means?

Select one:

- A. Strengths, Weaknesses, Opportunities and Threats
- B. Strategic goals, Working capital, Organizational Change and Test marketing.
- C. Strengths, Willingness, Opportunities and Threats
- D. Strategy, Work, Office and Team spirit

Question 2

Could you identify 2 risks when you are setting up business and you are preparing a management plan?

Select one or more:

- A. I do not prioritize the services.
- B. I do not categorize the individual activities in tasks.
- C. I have calculated the impact in case of risk.
- D. I split tasks into packages.

Question 3

Which of the following is true when you are conducting a competitive analysis?

Select one:

- A. Assess the products and services of your competitors according to the same criteria.
- B. When setting your prices you can use the different prices of comparable or currently used products or services as a guide.
- C. If comparable products and services from the competition are on the market you don't need to explain convincingly which additional benefit customers will have from your product or service.
- D. There is no need for cost - oriented pricing.

Question 4

In case of a PEST analysis in a museum, which of the following questions should be set?

Select one:

- A. Does the pending legislation or taxation changes affect the museum, either positively or negatively?
- B. Will it be easy to build a skilled museum workforce?
- C. How the social media can affect the communication strategy of the museum?
- D. Are there any new technologies on the horizon that could radically affect my work or my museum?
- E. All of the above four questions.

Question 5

Which are the 5 competitive forces to maximize profitability in your organization as described by Porter?

Select one:

- A. Threat of Competition, Threat of Substitutes, Power of Media, Power of Buyers, Threat of New Entrants

Practical assignment on Sense of initiative and entrepreneurship

Return to: Week 16 ➡

Description:

My personal EntreComp Plan

Your role as a digital strategy manager in a Museum is a very demanding one, whereas it is expected from you to drive transformation, innovation and growth. This Practical Assignment valorizes the applied character of the Entrecomp Framework and provides an Exercise for drafting your own, personal EntreComp Plan. As you already know the 15 Competences of the EntreComp tool are from equal importance and it is not mandatory to apply all of them at once. To the contrary, you may select the most suitable for you. So, in this Exercise you have to pick at least three competences from each of the three Competence Areas and to describe in a nutshell your entrepreneurial plan for promoting digital innovation for your Museum. The outcome will be your personal EntreComp Plan!

Learners are asked to develop their own, tailor made EntreComp Plan for promoting digital innovation and growth in the Museums or other related cultural venues, taking into consideration that "the ultimate goal of entrepreneurship in museums must be the enhancement of the visitors' experience of interaction with the authentic object and the increase in understanding and knowledge."

At the beginning learners have to read the document "EntreComp: The Entrepreneurship Competence Framework" (pg. 12-13). On these pages they will see the 15 competences of the EntreComp (5 X 3 Competence Areas) as well as a short description for each of them. This will help them to assess the competences according to their needs and to appropriately select the most suitable for them.

The Exercise consists then of a short table called "My personal EntreComp Plan", which is structured into three main columns. In the first column there are listed the competences per Competence Area. In the second column learners have to fill in the selected competence, while in the third column they will have to answer per selected competence the question "How can I apply this competence in my work?" (appr. 30 words for each competence).

At the end they will have drafted their tailor made EntreComp plan, showing their preferred competences that can lead them to digital and entrepreneurial innovation. Bear in mind that your personal EntreComp Plan has to be aligned with your professional role and responsibility as a digital strategy manager.

Appr.280-300 words in total

Work Based Learning places



120 candidates
~ 80% already working in museums

Competences allocation and learning effort

	MOOC			SPECIALIZATION COURSE			TOTAL
	Digital (e-CF)	Digital (DigComp)	21 st Cent – Transferrable	Digital (e-CF)	Digital (DigComp)	21 st Cent – Transferrable	
# of Competences	8	9	5	21	6	15	64
Learning effort (per competence)	5 - 6 h	2 - 2,5 h	3 h	6 - 11 h	2,5 h	5 h	
Learning effort (total)	80 h			140 - 160 h (<i>per role profile</i>)			

Mu.SA ROLE PROFILE	MOOC	SPECIALIZATION COURSE (ONLINE)	F-2-F	WBL	TOTAL (hours)
Digital Strategy Manager	80	155	24	205	464
Digital Collections Curator	80	140	24	205	449
Digital Interactive Experience Developer	80	160	24	205	469
Online Community Manager	80	160	24	205	469

Learning outcomes

Course	# of competences	# of LOut	# of e-CF	# of e-CF LOut	# of DigComp	# of DigComp LOut	# of 21st Cent	# of 21st Cent LOut
MOOC	22	221	8	109	9	73	5	39
Spec	42	376	21	239	6	37	15	100
SUM	64	597	29	348	15	110	20	139

Course	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
MOOC	117	53	37	9	3	2
Spec	94	104	65	56	31	26
SUM	211	157	102	65	34	28
%	35,3%	26,3%	17,1%	10,9%	5,7%	4,7%

	Digital Strategy Manager	Digital Collections Curator	Digital Interactive Experience Developer	Online Community Manager
# of Competences (incl. MOOC)	45	43	49	48
# of Learning Outcomes	435	414	426	413
Avg	9,7	9,6	8,7	8,6

- MOOC learners assessment rates: very high
- Interaction and ease of use: > 85%
- Personal performance: > 90%
- Content: > 85%
- Coverage of training needs: > 80%

	MOOC	Specialization
Enrolled	5288	114
Italy	34,7%	40,4%
Greece	22,4%	28,9%
Portugal	11,3%	30,7%
Other	31,6%	
Completed	1371	83
Italy	35,9%	31,3%
Greece	29,2%	33,7%
Portugal	10,0%	34,9%
Other	24,9%	

	Face-to-face Sessions	Hours
Italy	5	24
Greece	6	24
Portugal	3	24

- Mu.SA has been included in the DigComp User Guide (2018) as one of the 38 existing inspiring practices of DigComp implementations
- Mu.SA has been selected as a global practice of particular interest that uses DigComp in a context which has a strong link to the labour market



Achilles Kameas, Project coordinator
Spiros Borotis, Project Manager – Senior Researcher
Christos Pierrakeas, Educational Manager
Panagiota Polymeropoulou, Researcher
Theodor Panagiotakopoulos, Researcher
Kostantinos Giannakopoulos, Researcher
Ioannis Kalemis, Technical
Ioannis Messalas, Technical
Elisabeth Pirounia, Technical



www.project-musa.eu



musa@daissy.eap.gr



@MuseumSectorAlliance



#MuseumSectorAlliance

Project Number: 575907-EEP-1-2016-1-EL-EPPKA2-SSA



This project has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

