A Delphi Method Approach to Develop Anchor Examples for the Self-evaluation of Corporate Community Managers

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Abstract: Corporate Community Managers (CCM) significantly support the creation and distribution of knowledge to achieve common business goals. The job profile of CCM requires multifaceted competences. It lacks company independent as well as scientifically rigorous descriptions of competences and related qualification opportunities. The activity of CCMs is characterized by the organic growth of communities in companies, which make it necessary to evolve with the communities. These characteristics encourage lateral entrants to the profession and often call for on-the-job qualifications. A conceivable solution to meet these requirements are competence-oriented micro qualification modules, as they allow individualized, need-oriented qualification based on a persons' current competence level. For a realization it is necessary to offer precise tools for the self-evaluation of current competences. This can be achieved with detailed anchor examples. Such examples reflect highly specific, observable actions by describing individual work performances on different levels of skill proficiency. In combination with a comprehensive competence profile this allows to identify individual qualification gaps systematically. Prior research results regarding the competence profile and associated anchor examples for CCMs lack an empirical, multi perspective expert evaluation. This Delphi Method approach aims to close this gap. Therefore, this article provides an evaluation and modification of the CCM competence profile and its detailed description with anchor examples. Further, this research provides general recommendations and good practices for the design of competence profiles and associated anchor examples for job profiles in the field of digital communication.

1 INTRODUCTION

Collaborative problem-solving enables organizations to address the diverse complex challenges of the twenty-first century in the fields of research, policymaking and industry (Graesser et al., 2018; Nelson & Squires, 2017). Corporations of various sizes, from almost all sectors, integrate collaborative software extensively to adapt to the knowledge-intensive networked working world. The networking of employees in internal online communities is promising as it allows them to work with colleagues over hierarchies and time zones to exchange knowledge and learn in the sense of continuous personal and organizational development (Moore, 2016).

Especially the use of communities for intra-organizational online collaboration (IOC) is a challenge for companies (Graesser et al., 2018; Nelson & Squires, 2017). A comprehensive systematic literature review by Reeb et. al (2021) indicates, that functioning intra-organizational communities significantly support the creation and distribution of knowledge to achieve common business goals. This research reveals strong evidence that numerous success factors for IOC require specific management on multiple levels. To handle these IOC management requirements professionally, corporations need employees who possess the necessary domain, social, and personal competences. The Corporate Community Manager (CCM) is a job profile to fulfill this role (BVCM, 2016). CCMs are responsible for the planning, formation, operation, growth and success of internal online corporate communities, as they channel and facilitate collaboration (Faraj et al., 2011).

On the one hand, the professional profile of CCMs covers a very broad spectrum of competences for

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which hardly any basic, company independent qualification opportunities exist so far. On the other hand, the professional activity is characterized by the organic growth of communities in companies, which makes it necessary for CCMs to evolve with the communities. These characteristics encourage lateral entrants to the profession and often call for on-the-job qualifications, as the tasks of community managers grow analogue to their communities (BVCM, 2016).

A conceivable solution to close these gaps are competence-oriented micro qualification modules, as they allow individualized, need-oriented qualification based on a person's current competence level. This allows to shorten learning cycles, as measures can be directly connected to existing knowledge and the demotivating repetition of known redundant content can be avoided as well. To enable the identification of individual qualification needs, it is necessary to offer precise tools for the self-evaluation of already possessed individual competences. This can be realized with detailed anchor examples. Such examples reflect highly specific, observable actions by describing individual work performances on different levels of skill proficiency (Campion et al., 2011). As they give concrete typical and therefore relatable examples for work situations, these practical descriptions facilitate self-evaluation (Leinweber, 2013) and allow to identify personal qualification gaps systematically in combination with a comprehensive competence profile (Leichsenring & Clauss, 2020). This takes the evolution of a specific competence into account, as it facilitates the identification of missing "new" competences and the identification of "old" competences that were forgotten because had not been used.

The competence profile of corporate community managers, the ideal competence levels, as well as an initial non-evaluated version of the anchor examples, were derived from the CCM job description from the professional association for Community Management (BVCM, 2016), as well as from Clauss (2017) and Leichsenring & Clauss (2020). These prior results lack an empirical, multi perspective expert evaluation. The Delphi Method is an adequate approach to close this research gap. The concrete research object of this article is the evaluation of CCM competences and their detailed description with anchor examples. But this article is not limited exclusively to the described prior research; rather, it aims to provide general recommendations for the design of competence profiles and associated anchor examples for job profiles in the field of digital communication. Their design and evaluation are time-consuming processes, since good practices and concrete design recommendations are rare and mostly very company-specific (Leinweber, 2013). The design recommendations identified in this Delphi questionnaire can help to reduce this effort. This results in the following research questions, which will be evaluated using a Delphi Method approach:

- RQ1: Which anchor examples comprehensively represent the competences and competence levels of CCMs?
- RQ2: How should anchor examples be designed for the representation of competence levels in digital communication job profiles?

2 RESEARCH BACKGROUND

This contribution is integrated in an overarching research context, which is presented for a deeper understanding in the following. The article is part of a design-based research project (see Figure 1) that focuses on creating an innovative platform as artifact for guided competence development for the qualification of CCMs (see Figure 1 A). For this purpose, a self-assessment tool was developed, which enables a comparison between personal and ideal competences of CCMs based on anchor examples. This was done iteratively. As an essential basis, the underlying competence terminology, a first version of the corresponding competence profile, and a first version of respective anchor examples have already been designed by Clauss & Leichsenring (2020) using in-depth interviews with field experts. Table 1 shows the identified competences. The description of necessary knowledge, skill and ability for a professional task is referred to as KSA. KSAs are typically listed in job descriptions and function as a guide for professionals and departments (Sam Houston State University (SHSU), 2020). In this context, knowledge is referred to as subjects, topics, and items of information professionals need in their daily work life. It represents information that is applied directly to the performance of work functions. Skills are technical or manual proficiencies usually learned or acquired through training. They should be measurable and observable (SHSU, 2020). Abilities are described as a present demonstrable capacity to simultaneously apply several knowledge and skills to complete a task or perform an observable behavior. They may also relate to personal and social attributes, which tend to be innate or acquired without formal instructions (SHSU, 2020). The identified competences are ranked in table 1 by their total

number of mentions (N = Novice, I = Intermediate, E = Expert, n = Number of mentions).

Table 1: Systematized competence profile of CCMs (Leichsenring & Clauss, 2020).

	KSA	N	I	E	n
Domain competence	Moderation skills			X	7
	Content management knowledge			X	7
	Change management knowledge			X	7
	Networking & knowledge management			X	7
	Knowledge of strategic management			X	5
	IT and tool knowledge			X	5
	Organizational & developmental skills			X	5
	Professional expertise and leadership		X		5
	Knowledge of monitoring & reporting			X	4
	Feedback skills		X		3
	Digital expertise and leadership		X		2
	(Inter) cultural knowledge	X			1
	Legal knowledge	X			1
	Total number of mentions				59
Social competence	(Virtual) empathy			X	11
	(Virtual) communication skills			X	9
	(Virtual) ability to work in a team			X	4
	(Inter) cultural competence		X		3
	Motivational skills		X		3
	Diplomacy		X		2
	Total number of mentions				32
Personal comp.	Sense of responsibility			X	4
	Willingness to change			X	3
	Authenticity			X	2
	Fault tolerance		X		2
	Personal distance		X		2
	Awareness for new work	X			1
	Total number of mentions				14

This research aims to validate and extend the developed competence profile and anchor examples, to prepare the development of an empirical founded prototype of a self-evaluation tool. The purpose of the tool is to enable the individual identification of qualification potentials (see Figure 1 B). Subsequently, concrete, scientifically based recommendations for the development of these competences need to be given through design guidelines for competence development. Based on this, specific micro qualification modules can be developed, which will make it possible to gain previously missing competences at the required level (see Figure 1 C). Further on, it is planned to expand the platform to a competence store and make it accessible for commercial providers of qualification

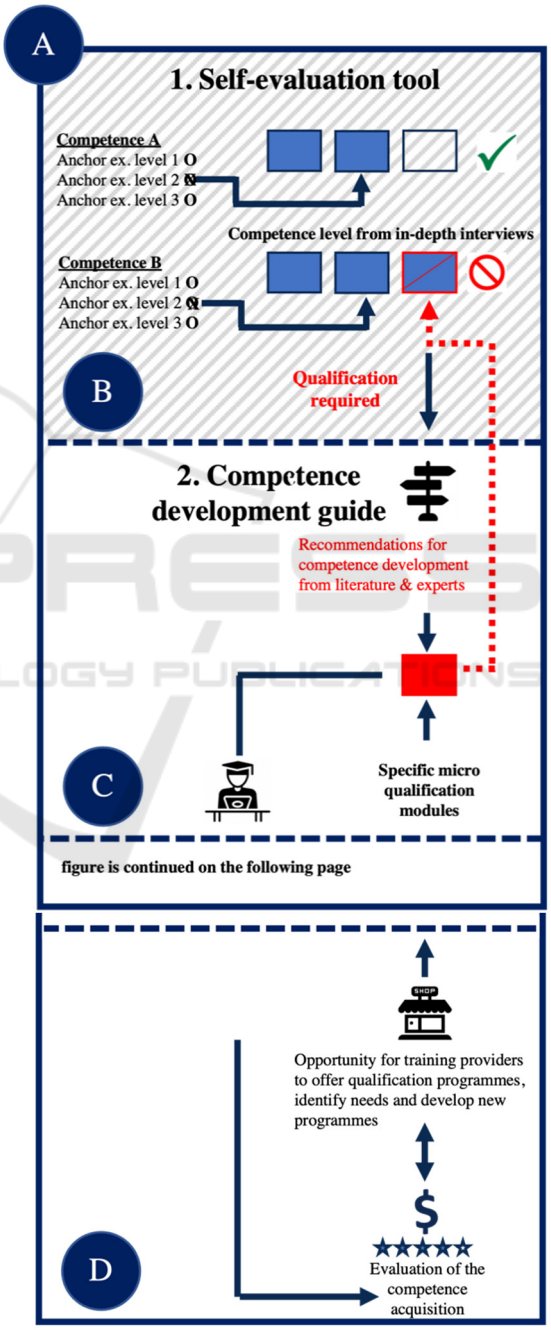

Figure 1: Innovative Platform to qualify Corporate Community Managers.

measures, who can classify their qualification offers based on the same anchor examples. Conversely, the platform also offers them the opportunity to develop new programs for the identified competence levels as micro modules according to demand. In the outlook, participants that used such qualifications should then be able to evaluate how successfully the measures have contributed to their competence development, similar to customer reviews (see Figure 1 D).

This paper focuses on the preparation of the development of the self-evaluation tool (see Figure 1 A). The anchor examples which are evaluated, improved and extended in this context describe the required competences of CCMs on different performance levels based on concrete activity characteristics. The evaluated anchor examples form the content basis for the future self-evaluation tool. Therefore, they are subjected to a quality-assuring validation.

3 METHOD

To achieve the intended quality-assuring validation and extension of the prior research on the competence profile and anchor examples, expert opinions should be gathered from multiple perspectives. These should include both – the professional applicability as well as – the pedagogical theoretical foundation. The Classical Delphi Method enables the collection of multi-perspective expert inputs through a structured group discussion process (Rauch, 1979). The method is based on a multi-step questionnaire procedure with feedback, in which several experts anonymously evaluate content. Delphi questionnaires can be understood, as a tool for the improved collection of group opinions and targeted control of group discussions (Häder, 2014). In this questionnaire, we deliberately deviated from the procedure of the Classical Delphi Method with its quantitative consensus-finding processes as defined by Rauch (1979) and used an exclusively qualitative Delphi approach following Häder (2000). This qualitative Delphi approach is aimed to generate multitude of ideas. In line with the research objective, this qualitative approach is a rigorous cornerstone for the further development of the existing anchor examples through diverse multi-perspective ideas and allows the identification of general design recommendations, based on the experts' knowledge and experience. The absence of new ideas was defined as a stop criterion for further Delphi rounds (Häder, 2000).

Anonymity among the experts ensures that – the ideas and arguments are not influenced by the supporting experts' reputation and – unintended collaboration and influencing pre-coordination during the Delphi questionnaire can be avoided (Rauch, 1979). The results are collected, clustered and communicated anonymized to the experts as controlled feedback. The experts are asked to reflect on the results, comment on them, and possibly modify their answers (Häder, 2014; Vorgrimler & Wübben, 2001). The central assumption in this process is that concurring statements within the expert group have more validity than individual statements (Köck-Hódi & Mayer, 2013). The information, included in the feedback gained during the documented discussion processes, enables an improvement of content and further decisions (Häder & Häder, 2019).

Following Rauch (1979), the overarching criterion for the selection of experts is that they possess similar concepts and interpretations of the addressed problems, to facilitate a fruitful discussion. Another aspect for the expert selection within this research is ensuring the multi-perspectivity of the competence profile's and anchor examples' evaluation. For this purpose, domain experts were selected, who are familiar with the content-related description of the competences of CCM and active in this field as research or industry experts. Complementary, methodological experts from the field of pedagogy, who are familiar with the description of competences were selected. Table 2 summarizes the characteristics.

Table 2: Questioned Experts.

4 Domain Experts	5 Methodical experts
Experts for the concrete content of competence descriptions for CCMs	Experts for the pedagogical evaluation of competence descriptions
Research and industry professionals: Active in the field of CCM in Germany	Pedagogical experts: Advanced international education and technology research panel

The initial anchor examples developed in the prior research by Leichsenring and Clauss (2020), which were used as starting point for the Delphi questionnaire can be found in the appendix 1. The questionnaire is collected and analyzed in a two-step process, as follows:

- *1st Round:* Anchor examples are provided in text form using a structured document, experts comment on content and context (Köck-Hódi & Mayer, 2013)

- *After 1st Round:* Collected data is evaluated, comments of all experts are implemented into the anchor examples – Creation of a generalized summary of all comments (Vorgrimler & Wübben, 2001)
- *2nd Round:* Revised examples and summary of comments are reported back in a structured document – Experts compare comments and critically reflect themselves before further comments are made, mostly approval and rejection or as well as extension and restriction by the experts (Häder, 2014)
- *After 2nd Round:* Results are summarized again and implemented into the anchor examples – Comments are compared and summarized to determine the experts' group opinion, the absence of new ideas led to a stop of further Delphi rounds (Häder, 2000)

The collected feedback data was clustered and analyzed with reference to Mayring's (2014) Structuring Qualitative Content Analysis. The detailed documentation of the research process allows later repetitions of the Delphi questionnaire to ensure actuality. In the following, the key findings from the Delphi questionnaire regarding the competence profile and the anchor examples are presented and supported with the associated expert opinions.

4 RESULTS

The analysis of the Delphi questionnaire comprehensively confirmed the competence profile from Clauss and Leichsenring (2020). No substantial changes were necessary. The following minor adjustments were made: The domain competence "Intercultural knowledge" was removed, because the experts see it as a part of the social competence "Intercultural competence". Leadership aspects were removed from the domain competences, because the experts see them as integrated in the attributes on higher skill levels of the domain competences. Regarding the social competences, the aspect of virtuality should be presented more clearly. The personal competence "Fault tolerance" was changed to "Dealing with mistakes" to emphasize activeness and personality relevance. The modified competence profile can be found in the appendix 1 in detail and in appendix 2 as overview.

The further analysis of the Delphi questionnaire showed that it was possible to determine how the competence profile of CCM can be comprehensively described with anchor examples. In contrast to the competence profile, the adjustments were substantially. Therefore, they are described in detail in the following. It is important to note that the Delphi questionnaire evaluated the results from Leichsenring and Clauss (2020). Therefore, the presented recommendations refer to aspects of this prior research with potential for improvement and modification. Aspects without further potential for improvement are not addressed in detail within this article. The experts' feedback is used to derive further general recommendations for the design of anchor examples to describe competence levels in digital communication job profiles.

4.1 Delphi Questionnaire

General Recommendations

The general recommendations of the first feedback round referred mainly to the wording of the formulations. The addressing of the respondents in the anchor examples in second person singular was criticized. An improvement of the **addressing as first-person singular** is recommended. According to the experts, such reformulations allow respondents to identify themselves more intuitively with the statements of the anchor examples. In the initial version of the anchor examples, present and perfect tenses were mixed, which was criticized as inconsistent. It is advised that the tenses are standardized to achieve a consistent formulation. Therefore, a **consistent use of present tense is recommended**, as the anchor examples refer to the current state of the respondents' competences. According to the experts, the **use of idioms should be avoided**. These are barriers for non-native speakers of the used language and limit the inclusion of this group in the self-evaluation. Furthermore, the **use of negative statements should be avoided**. The experts emphasize that formulations of this kind are inappropriate in a self-evaluation, as they restrict respondents' ability to reflect on their own competences and have a direct negative impact on their motivation to continue with the self-evaluation. Therefore, negative statements should be transformed accordingly. When using verbs, it is **recommended to use verbs that are measurable**. More specifically, the experts advise to replace the verbs "know" and "understand", with the abilities "recognize" and "explain". In addition to the experts' opinions on the wording of formulations, the general recommendations include a **provision of short definitions for various job-specific terms** as a general improvement in the structural quality of

anchor examples. According to the experts, the addition of definitions helps respondents, who are unfamiliar with the job-specific terms to quickly expand their knowledge and thus support further comparison with the anchor examples. Based on short definitions of the provided job-specific terms, interested respondents can research more in-depth information on their own.

The recommendations of the experts were less general in the second feedback round. The use of several terms was criticized. According to the experts' comments, the verb "can" should be avoided if possible, or only used at the lowest level of the performance grading, since the alternative formulation "being able" addresses the participants' ability to evaluate themselves in a better way. Regarding the word "community", the sole use of the plural is recommended to formulate more general statements. As limiting a statement to one community may hinder respondents from selecting the appropriate level, if they apply the content of the statement in multiple communities.

Content Recommendations

The experts' recommendations on content in the first feedback round covered a broad spectrum. In several cases, the experts suggested that the anchor examples **should be expanded through specific reference to concrete central concepts and methods** to describe the competences. According to the experts, this promotes the understandability of the examples and offers, similar to the definitions of job-specific terms, a good starting point for further research by previously unaware but curious respondents. The experts also made suggestions for alternative terminologies or for allegedly missing aspects of the competence in many examples. In summary, with reference to the content of the respective anchor examples on a particular competence level, it is recommended to **continuously examine terminologies critically to formulate them as distinctly as possible**. The experts state that **overlaps and duplications should be consistently avoided**. For this purpose, especially the underlying behavioral indicators need to be analyzed and unified using a standardized verb list. In this case, a verb list for the formulation of learning objectives by Meyer & Stocker (2004) was used. The experts point out that the **description of the concrete working environment should be avoided**. It is recommended to remove all formulations with specific corporate contexts to achieve a maximum of cross-industry transferability. The experts state that the use of the **description of a "role model function" is critical** on the highest performance level (expert). From the experts' point of view this is not measurable and represents a very subjective evaluation. The experts warn that the personal external impact is usually inadequately or even incorrectly evaluated. Corresponding formulations should be removed from the anchor examples.

The content-related recommendations of the second feedback round addressed comments from the first round, which reappeared or were previously overlooked due to the multifaceted editing of the anchor examples. In two positions, which were not commented before, the extension of the anchor example by naming concrete methods for the respective competence was recommended and the replacement of individual terms by better formulations was suggested to avoid possible misunderstandings. In addition, the experts provided new suggestions for further aspects of competence descriptions. These were checked for their integrity in relation to the behavioral indicators, on which the anchor examples were based and then integrated in the examples using the standardized verb list by Meyer & Stocker (2004). Furthermore, regarding the competence "Digital Expertise", the experts noted that the classification of the novice performance level does not seem appropriate, considering the general importance of digitalization in everyday work. Therefore, a de-scaling was recommended to acknowledge the specific context that even a person at the novice level should already possess application knowledge for digital media. This recommendation was not included as modification to preserve the integrity of the anchor example of this competence within the underlying scaling structure. It is likely that, in the context of the increasing digitalization of the workplace, hardly anyone using the self-evaluation will select the novice level, but it is not the purpose of the anchor examples to reflect this. The anchor examples merely describe the performance levels for each competence consequently. In the second feedback round, the experts also raised the question of how honest the respondents answer the self-evaluation. Is the respondent able to admit to her/himself that she/he is not able to do something? Regarding the experts, in the context of the present anchor examples, this self-honesty might be secured by a double question, which can be used as a control mechanism for respondents. Regarding the naming of examples for concepts and methods as well as software applications the experts pointed out, that **brand neutrality must be ensured within the**

examples. In the given prior version of the anchor examples, the name of a concrete software application was used as a synonym for applications with the same functionality. This formulation was replaced within the modification of the examples.

Systematization Recommendations

Finally, in the first feedback round, several examples were used to criticize the differentiation of the performance levels comparing several competences. The experts emphasize that the **intervals between the skill levels should be evenly and consistently distributed on the underlying scale**. Regarding the content-related differentiation between several competences, **overlaps should be avoided**.

Within the second Delphi round, a review of the taxonomy used across multiple competences was recommended at a different position from the first round. This and two previously unmentioned suggestions for improvement were implemented to achieve consistent wording within the anchor examples. It was observed that the level of detail of the anchor examples varied and that aspects are considered in certain competences, which are not included in other competences or were not described in sufficient detail. The experts point out that the aim should be to **ensure a consistent level of detail throughout the anchor examples for all competences**. The level of detail was analyzed extensively for the annotated competences during the modification and the formulations were optimized. Furthermore, the relation of the anchor examples on the performance levels was criticized as uneven for certain competences. The experts state that the **distances between the skill levels should be evenly distributed on the scales**.

4.2 Developed Anchor Examples for the Self-evaluation

The presented results and modifications were integrated into anchor examples. The following examples of selected competences illustrate how the final anchor examples were designed. This rigorous foundation can be used as good practice for further anchor examples in other professions in digital communication. The following table 2 details how the initial version from Leichsenring and Clauss (2020) was redesigned considering the experts' feedback from the Delphi questionnaire. The technical competence "IT and tool knowledge" is chosen as an example, since this competence was extensively modified. The key characteristics of the modification can be seen very clearly.

Table 3: Example of the concrete modification.

	Previous Version	Modified Version
Novice	You have theoretical IT knowledge and know typical tools. However, you do not use them in your daily work or only sporadically. You only use provided tools for your work tasks, e.g. classic MS Office applications.	I can explain several typical tools, but I only use them sporadically. I use tools provided in my daily work, such as Office applications.
Intermediate	You regularly apply your IT knowledge in your daily work. You are able to analyze the functionality of social media tools in concrete practice and their usability in the company. You use well-chosen IT tools to support your professional tasks.	I regularly use my IT knowledge in my everyday work. I am able to use different tools for specific purposes in the company. I use personally selected IT tools to work on my professional tasks.
Expert	You are able to evaluate social media tools profoundly with regard to their suitability and know a broad range of tools and can therefore propose suitable solutions for specific new problems. If there are questions which tools should be used for what purpose, you can provide detailed information in a broad range of situations. You are regularly the contact person for IT tool selection decisions.	I use various tools with ease. I am able to compare tools and can therefore make suitable suggestions for different needs. In case of questions, I can provide detailed information for different scenarios or configure the tools according to specific requirements. I manage the access rights for other people and am the contact person for technical problems.
Additional Description (in the modified version): "IT and tool knowledge" is the know-how about a variety of applications and social media tools. This includes knowledge about how to use the tools, how to perform a requirements analysis and understand the associated risks and potentials.		

The appendix 1 provides both – the version from Leichsenring and Clauss (2020) and – the fully modified version, allowing a transparent overview of

all modifications. In the following, selected anchor examples, which were finalized through the Delphi questionnaire, are presented exemplarily. Competences, which were identified as particularly important by Leichsenring and Clauss (2020) were chosen as concrete examples. Table 4 shows one of the most frequently mentioned domain competences, table 5 the most frequently mentioned social competence and table 6 the most frequently mentioned personal competence. All 24 identified competences are comprehensively described in the appendix 1.

Table 4: Networking and Knowledge Management.

Novice	I am able to explain concepts of networking and knowledge management, such as mind maps* and knowledge maps*. I am able to describe central terms, such as best practices, as well as concepts for networking other people, such as age-mixed team structures.
Interm.	I organize knowledge and make it available to other people. Based on my knowledge, I am able to identify which people possess knowledge or are new to a topic. I use my knowledge to network these people.
Expert	I organize knowledge within the company in a format that is understandable to all employees and I am able to promote the exchange of knowledge. I connect people with knowledge in a targeted way for professional exchange. I am able to network these people so that new problems can be solved specifically. I am open to new ideas and tools. I am able to test them for their suitability.

Table 5: Virtual empathy.

Novice	I know that people can have different perspectives. I am able to understand their activities and their motivation.
Interm.	I understand other peoples' perspective, even if I do not share it. I am able to identify differences and problems with my perspective. My interaction with other people is based on understanding.
Expert	I communicate attentively and respectfully. Due to my ability to communicate considerately, other people contact me. I recognize differences between different perspectives early on and support low-conflict communication between the parties involved. If possible, I try to prevent problems by taking preventive measures.

Table 6: Sense of responsibility.

Novice	I understand what it means to take on responsibility for a task. I am able to solve regular, easy tasks on my own. For new tasks I seek help from other people instead of continuing work independently. I know who I can ask for assistance with new tasks.
Interm.	I try to solve all tasks independently and to make as few mistakes as possible. I act transparently and if I realize that I am not able to solve the task, I admit it and search for assistance.
Expert	I solve my tasks conscientiously and dutifully. My solutions are optimal under consideration of the cost-benefit ratio, if possible. I take responsibility, also for persons subordinated to me and their actions. I am aware that I always guarantee the best possible solution and the responsibility I assume thereby.

5 CONCLUSION

Despite its steadily growing importance, the job profile of CCM, which is characterized by diverse requirements, lacks company-independent and scientifically based descriptions of competences and related qualification opportunities. The modified anchor examples in this article are a comprehensive further development of the findings from BVCM (2016), Clauss (2017) and Leichsenring and Clauss (2020).

The empirical validation of the results based on the Delphi approach enables a significant detailing of prior research. The developed anchor examples comprehensively represent the necessary competences for CCMs, subdivided into respective skill levels. On the one hand, this offers new profound insights into the professional activities of CCMs. On the other hand, it is possible to use the findings for the individual self-evaluation of the current state of competence development. This allows incorporating the modified competence profile and anchor examples as a diagnostic starting point for competence-oriented micro-qualification modules in the future. Such modules enable individualized, need-oriented qualification, which can be realized for instance through the innovative platform for the qualification of CCMs presented in chapter two. This article presents concrete comprehensive anchor examples for the professional activity of CCMs on the

skill levels novice, intermediate and expert for twelve domain competences, six social and six personal competences. An individual comparison with these allows the systematic self-evaluation of individual competences and qualification gaps (RQ1).

Based on the analysis of the Delphi questionnaire, further recommendations were derived for the design of competence profiles and the associated anchor examples in the job profiles of digital communication. The experts generally recommend the use of the first person singular and the use of presence as consistent tense to improve addressing. The use of idioms and negative statements should be avoided. When selecting descriptive verbs, it is important to consider their measurability. In addition, further definitions of job-specific terms in the anchor examples are recommended. On the content level, the experts point out that selected central concepts and methods should be specifically mentioned. The skill levels should be formulated distinctly without overlaps. The description of the work environment and the naming of specific software brand products should be avoided. The self-assessment of a personal role model function is described as unsuitable in the context of anchor examples. Regarding the systematization of the anchor examples, attention should be paid to a clear distinction of the performance levels within and between the competences. To achieve this, a consistent level of detail in the descriptions and a consistent relationship between the anchor examples should be emphasized. Furthermore, the article presents the in course of the Delphi Method approach modified anchor examples as detailed good practices, which offer a rigorous orientation for the design of anchor examples in further job profiles of digital communication (RQ2).

The importance of professionalized corporate community management and appropriate qualifications will continue to increase. The presented research results are limited by their close reference to prior research by Leichsenring and Clauss (2020). The applicability of the generalized design recommendations in other job profiles of digital communication needs to be further examined. Focus group interviews with professional experts might be a suitable methodology. Furthermore, the article leaves open in which way the individual qualification gaps, which are identified through the self-evaluation with anchor examples, can be filled. To this end, a systematic literature review on the development of (digital) competences, may be complemented with expert interviews, might be used as a methodological approach to provide a profound description of the pedagogical design principles for such qualification measures.

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APPENDIX

Appendix 1: Online https://cloudstore.zih.tu-dresden.de/index.php/s/Wf9WWXjr6WfkMeR.

Appendix 2: Modified competence profile of CCMs (N = Novice, I = Intermediate, E = Expert, n = Number of mentions).

	KSA	N	I	E	n
Domain competence	Moderation skills			X	7
	Content management knowledge			X	7
	Change management knowledge			X	7
	Networking & knowledge management			X	7
	Knowledge of strategic management			X	5
	IT and tool knowledge			X	5
	Organizational & developmental skills			X	5
	Professional expertise		X		5
	Knowledge of monitoring & reporting			X	4
	Feedback skills		X		3
	Digital expertise		X		2
	Legal knowledge	X			1
Social	Virtual empathy			X	11
	Virtual communication skills			X	9
	Virtual ability to work in a team			X	4
	(Inter) cultural competence		X		3
	Motivational skills		X		3
	Diplomacy		X		2
Personal competence	Sense of responsibility			X	4
	Willingness to change			X	3
	Authenticity			X	2
	Dealing with mistakes		X		2
	Personal distance		X		2
	Awareness for new work	X			1