IT COMMUNITY DEVELOPMENT PROJECT

June 2016 Workshops
Agenda

• Welcome
• Background to the project
• SFIA – and related frameworks
• Service Catalogue and Gartner Library
• Discussion
THE PROJECT
The 2012 IT Review – starting point for the IT Community Development Project

• Statement of Principle A7. In order to provide world-class information services and systems, high priority should be given to the support, development, and retention of talented and committed computing support staff. The University should provide these staff with high-quality career opportunities, and make the best use of their skills. – pg13

• Recommendation E1. The University should reform the career structures and employment arrangements of its computing support staff with urgency, with the aim of improving the mobility of individuals, and the flexibility of teams. - pg31
2014: Workstrand 2 - Community and Capability

Working Group of 26 (50:50 UIS:Schools/Colleges) recommended...

- Coordination of IT support at School level and across Colleges
- Effective interaction of University and institutional IT governance structures with the UIS
- Customer focused account management of appropriate, usable UIS federated services designed to support institutional IT teams
- Centralised provision of on-demand IT support expertise to help maintain a critical mass of staff within small institutional IT units
- The creation of an engaged and collaborative pan-University IT practitioner community
- The introduction of measures to improve career development and job mobility within the IT practitioner community
IT Professional Community

Grow – Capability
[improving skills and ability to get things done]

Give – knowledge/expertise

Grow – Career
[better able to navigate the internal job market]

Get – knowledge/expertise

Community Hub
Desired Outcomes

IT professionals should feel more confident and equipped to:
• deliver relevant IT services now and for the future
• actively manage their own career paths, resulting in greater mobility of staff between parts of the University

The University should be increasingly confident that:
• it has the IT professionals able to support its future plans
• there is a clearly understood talent pipeline for IT professionals
This Project

• Pump priming project funded to December 2016
• Looking at (amongst other things):
  – SFIA deployment
  – Developing skills profiles for IT jobs
  – Mapping skills across the Collegiate University
  – Designing a centrally driven development programme, and making the case for it
  – Reviewing shadowing and mentoring scheme
  – Creating/supporting the mechanisms for networking and personal development
  – Providing tools to support people plan their own professional development
GROW – CAPABILITY AND CAREER
SFIA? CBA? HERA?

Three tools to do three different jobs

SFIA = Skills Framework for the Information Age
• Developed by the SFIA Foundation, made up of a number of professional bodies including the BCS
• Industry standard, now in version 6
• Defines the technical skills of the IT Professional

CBA = Cambridge Behavioural Attributes (http://www.ppd.admin.cam.ac.uk/career-development/behavioural-attributes)
• Developed by PPD and the Judge Business School
• Describes the behaviours that make someone successful in the University

HERA = Higher Education Role Analysis
• Industry standard method of evaluating jobs
• Assigns points across 13 areas to give an overall score
• That score is used to determine a grade, and so a salary range (the price of a job)
SFIA: what is it and what is it good for?

What is it?
• a common reference model in a two-dimensional framework consisting of skills on one axis and seven levels of responsibility on the other
• a flexible resource which can be adopted and adapted to work in a range of HR systems and people-management processes

What it means for the IT Professional
• The processes it supports:
  – Assessment – ‘Which skills do I have now?’
  – Roles and Jobs – ‘Which skills do I need?’
  – Analysis - ‘Do I have the right skills at the correct level?’
  – Learning and Development – ‘How do I achieve my goals?’
• Benefits:
  – The ability to determine your current skills profile and identify your strengths against global standards
  – A way to plan and recognise the areas to develop your skills to help achieve your goals and plan your career
SFIA: uses both skills and responsibilities

Skills groupings

- Strategy and Architecture
- Change and Transformation
- Development and Implementation
- Delivery and Operation
- Skills and Quality
- Relationships and Engagement

Levels of responsibility

- Follow
- Assist
- Apply
- Enable
- Ensure, advise
- Initiate, influence
- Set strategy, inspire, mobilise
### SFIA: an example

**Application Support** – a skill found in the Delivery and Operation category

<table>
<thead>
<tr>
<th>level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Drafts and maintains procedures and documentation for applications support. Manages application enhancements to improve business performance. Advises on application security, licensing, upgrades, backups, and disaster recovery needs. Ensures that all requests for support are dealt with according to set standards and procedures.</td>
</tr>
<tr>
<td>4</td>
<td>Maintains application support processes, and checks that all requests for support are dealt with according to agreed procedures. Uses application management software and tools to investigate issues, collect performance statistics and create reports.</td>
</tr>
<tr>
<td>3</td>
<td>Identifies and resolves issues with applications, following agreed procedures. Uses application management software and tools to collect agreed performance statistics. Carries out agreed applications maintenance tasks.</td>
</tr>
<tr>
<td>2</td>
<td>Assists in the investigation and resolution of issues relating to applications. Assists with specified maintenance procedures.</td>
</tr>
</tbody>
</table>
Browse career opportunities

Your Job Title is **Business Analyst**, which is mapped to the following competencies:

You can browse competencies by role or by framework.

**Job Roles**

Click on a job family to reveal the list of job roles and competencies mapped to that role:

- **business analyst**

**Enterprise Implementation (2)**

- **Business Analyst**
- **Senior Business Analyst**

**Job Matches**

Job Matches are based on job role competencies which are the same as competencies which you have assessed and your manager has validated.

- Senior Business Analyst: 67%
- Business Analyst: 60%
- Business Continuity Planner: 33%
- Systems Analyst: 33%
- Systems Administrator: 25%

Provide tools for employees to browse jobs for career development.
SFIA: how we are starting to use it in the University

• Personal development planning
• Skills profiling – Clinical Medicine Pilot
• Skills database – UIS Pilot
• Feeding into job descriptions – standardising the way we describe things
For more information

SFIA is open source and industry standard. To find out more go to their website:

http://www.sfia-online.org/en
GIVE: KNOWLEDGE AND EXPERTISE
University IT Service Catalogue

• Resource that is available to you now via: http://www.service-catalogue.uis.cam.ac.uk/

• Not complete, but growing:
  – UIS Services described
  – Services from other parts of the University have been and are being added (see next slide)
University IT Service Catalogue – the project

• In late 2014 UIS embarked on a project to introduce an IT Service Catalogue to all areas of the University over time.
• Phase 1 - The Service Catalogue released to departments/institutions within the School of Arts & Humanities from August 2015.
• Phase 2 - extend to all divisions within UAS by the end of June 2016.
• Phase 3 - roll out to the rest of the University will start from the end of 2016.
• Along with the roll out plan the team keeps improving the content, look and feel of the catalogue in response to feedback.
A preview...
Gartner online database

- Free to you... paid for by UIS
- Resource to support you
  - Horizon scanning
  - Access to information about particular topics you might be encountering
  - Help in comparing different products/services you might be involved in purchasing (magic quadrants)
  - Other
- [http://www.uis.cam.ac.uk/gartner](http://www.uis.cam.ac.uk/gartner)
- Also available to academic staff and students
Campus Access

Benefits to Students, Researchers and Academic Staff

Campus Access is Gartner’s enterprise-wide access and is unique to our Education Clients. It offers access to all Gartner Core research which has over 100,000 documents with around 5,000 new documents added each year, including Hype Cycles and Magic Quadrants. It is possible to set up an access to Gartner’s web portal via a sign-on session on your intranet, rather than directly via Gartner.com

Researchers and Academic Staff
- Plan courses that are relevant and innovative in business and IT
- Access data and information to substantiate the evidence in research
- Use a common business language
- Offer materials that can complement lectures/seminars

Students
- Exposure to real life business case studies, trends, and expert opinion
- A practical understanding of how organisations have re-engineered their processes to increase revenues, reduce costs, and increase market share
- Understand and keep up to date on technologies and tools available
- Validation/Research for dissertations
- Information on how organisations improve operational effectiveness
- Enable them to easily find and download documents that enhance their insight and understanding of their coursework subjects (Business School, Computer Science)
Over to you...

- What would help you most for your job?
- What would help you most for your development?
- Which initiatives have worked well in the past?
- How might you improve on them?
- Do you have any new ideas you think are worth trying?

- What about a dedicated portal/web presence?
Links

• Cambridge Behavioural Attributes  
  http://www.ppd.admin.cam.ac.uk/career-development/behavioural-attributes

• Gartner online database – campus access available, paid for by UIS  
  http://www.uis.cam.ac.uk/gartner

• HERA  
  http://www.hr.admin.cam.ac.uk/pay-benefits/grading-and-job-evaluation/higher-education-role-analysis-hera-and-job-evaluation

• Service Catalogue  
  http://www.service-catalogue.uis.cam.ac.uk/

• SFIA  
  http://www.sfia-online.org/en