IT Community Development Seminar April 2017

ICD Project Manager Ed Webster

Cyber Security Project Manager Cassie Bradley

CamTools Decommissioning Project Manager Colette Reap

Career Development Advisor Rinku Raina

Working together for excellence in education, research and operations through Information Services
Cyber Security Programme

Stepping up to the challenge

Working together for excellence in education, research and operations through Information Services
Progress to date – March deliverables

• New Incident reporting policy approved
• Intrusion prevention system policy approved
• Managed firewall service launched and over 20 expressions of interest received
• DDoS mitigation implemented for main.cam.ac.uk website
• Monthly threat/risk analysis report completed
• Maturity model for End Point protection designed
• Engagement planning and briefing sessions
• Information Asset management work underway
What’s next – the Easter package

Incident reporting policy and mechanism rolled out across the University

Contact local IT or administrative staff for immediate advice and assistance.

Are local staff available to help?

Contact CamCERT for advice and assistance.

cert@cam.ac.uk or 01223 767077
Available during normal office hours, with limited out-of-hours response.

Can the incident be resolved locally?
Local IT and admin staff may call on CamCERT for assistance, or vice versa.

Minor incidents should be resolved locally and logged. Example: malware detected and removed.

Is this a minor incident?

Major incidents should be escalated to Head of Institution and/or CamCERT for assistance and advice.

For Major incidents, the Head of Institution liaises with CamCERT and other UIS staff for resolution and next steps.

University Information Services (UIS)

Head of Institution/Bursar
What’s next – the Easter package

Intrusion prevention system soft launch

• Service definition and policy published
• UIS pilot
• Requests for volunteers for initial pilot requested

Managed Firewall Service implementation

• Firewalls deployed in priority order based on risk
What’s next – the Easter package

End point protection maturity model soft launch

• Maturity model published for the wider University
• Requests for volunteers for initial pilot requested
• Collaboration with volunteer institutions for self assessment
What’s next – the Easter package

Information Asset Management

• Information Asset Register project – procurement and pilots

• Information Asset ownership checklist - pilots
Questions?
Developing a personal profile using SFIA

Skills Framework for the Information Age
Reasons to use SFIA

- Framework – helps with identifying growth opportunities
- Standard way of describing things – helps with read across to role descriptions written in the same way
- Describes technical skills in a way that is technology agnostic
1. Collect the evidence

Think about the role(s) you have performed in the last 5 to 7 years

Jot down answers to the following questions:

1) Briefly outline the main responsibilities of your current role
2) Write down the end-to-end process of one of the more common tasks you perform.
3) Describe a recent complex piece of work that you felt went well.
4) Describe a piece of work where dealing with people was particularly key.
5) Identify a challenging piece of work. How did you go about it and what did you achieve?
6) Describe a piece of work that has left you feeling really satisfied.

With the scenario questions (#3-6) think about structuring your answers as follows:

- Settings
- Objectives
- Actions
- Results

UNIVERSITY OF CAMBRIDGE
2. First pass analysis

- Work aids of the Excel Spreadsheet and A3 skills poster useful here

- Refer to A3 poster and read down the list of skills

- Based on what you have jotted down - make a note of the ones that you think might be relevant, based on their title alone (you might end up with quite a lot, don’t worry)

- Once you have made your list, use the definitions on the excel spreadsheet to see if the skills identified are reasonable high level descriptions of the evidence you captured.

- Scrub out the ones that you no longer feel are right
3. Second pass – going deeper

Work aid of Excel Spreadsheet supports here

Looking more closely at the level descriptions within each skill, and keeping in mind what you have written down, identify the level of that skill that relate.

Pointers:

- 80% match rule
- There might be more than one level
- You might discount a skill at this stage
- Some things might be covered in more than place – requires a judgement call
4. Capture the skills

Write them down somewhere

If using the skills database, it will only allow you to record one level against a given skill, so our convention is to pick the highest applicable (remembering the 80% guideline).
5. Business skills: SFIA or CBA?

You can use either or both

CBA is proprietary to the University, and can be captured in our skills database

SFIA:
- Autonomy
- Influence
- Complexity
- Business skills

Excel Spreadsheet is work aid for definitions
7 levels in each
Each area does not have to be at the same level
80% rule operates

CBA:
- Communication
- Relationship building
- Valuing Diversity,
- Achieving Results
- Strategic Focus
- People Development
- Negotiating and Influencing
- Innovation and Change

PPD website holds work aid for definitions
4 levels in each, each aligned to a grade expectation
Each area does not have to be at the same level
80% rule operates
Next Steps

Identify areas on which you want to focus. Ways to do that might be:

• SFIA skill levels
• SFIA responsibility levels
• CBA levels

Comparison to jobs – inside and outside the University

Conversation

Think about areas of **critical weakness** to close out, and **real strengths** to build upon.

Consider things you can do to address these areas.

(Aim to go further into these things in subsequent workshop)
Questions

For 121 support you can book a meeting with Rinku Raina (rr541@cam.ac.uk)