

Focusing on Skills

A University of South Florida IT
Journey

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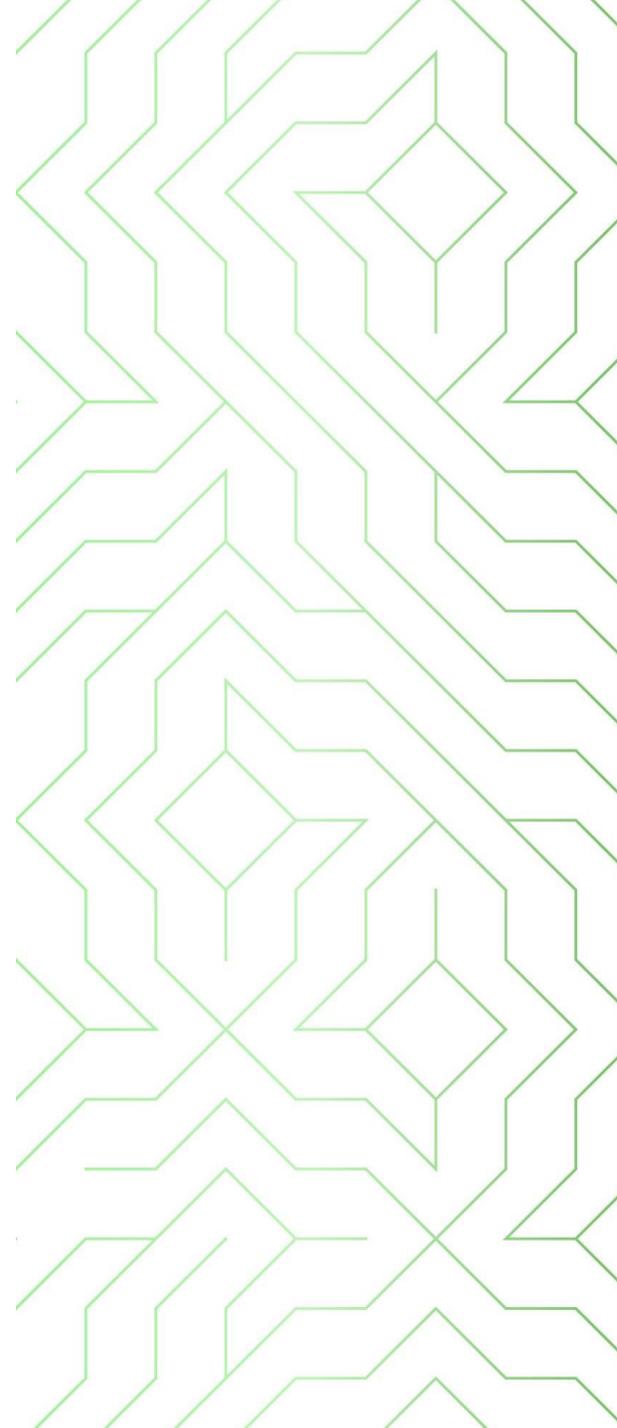
- Associate Director of Resource Management for USF Information Technology
- Working for USF IT for 14 years
- Started Skills Journey in 2019
- Resource manager for 8 years

What is a Resource Manager

- Not HR
- Focused on:
 - Employee experience and life cycle
 - Managing workforce strategy
 - Recruiting new employees
 - Developing existing employees
 - Enabling organizational effectiveness leveraging effective resourcing.
 - Employee Engagement

Agenda

- Current Landscape of IT people development
- Great Resignation and Silent Quitting
- Skills Journey
- Where we are now
- Take aways



Current Landscape

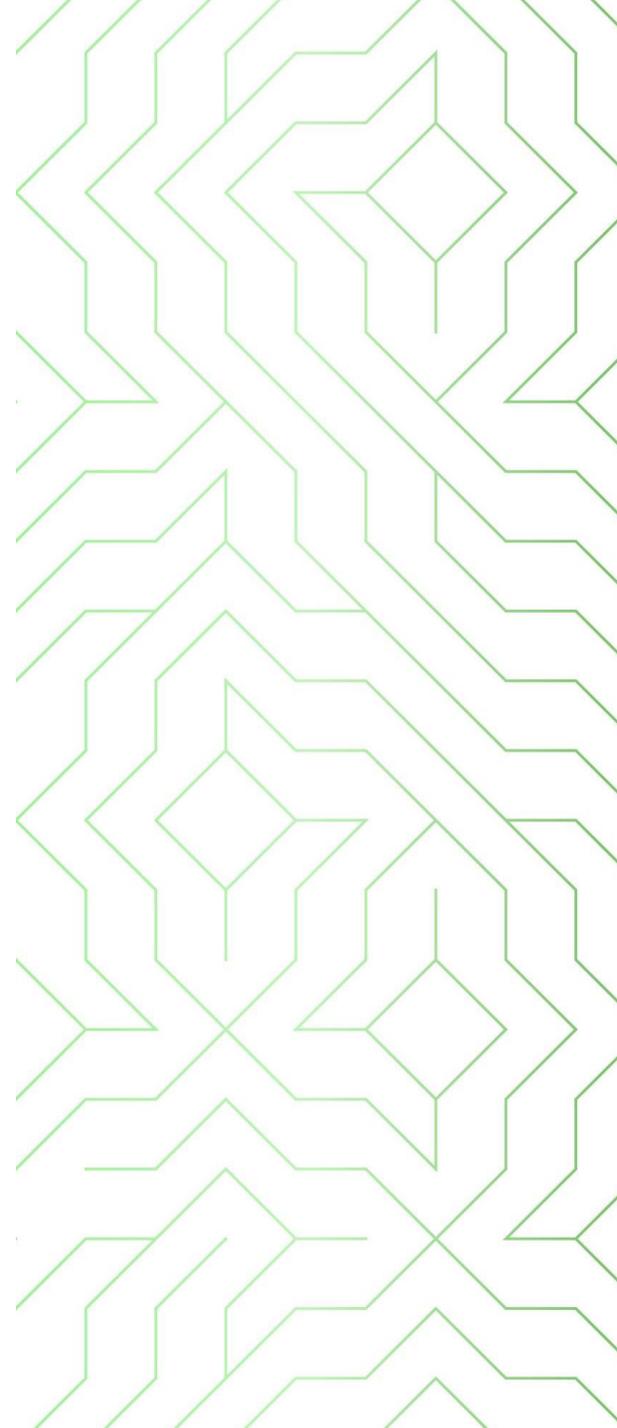
- USF IT has been continuously pushing technology that aligns with the University's strategy.
- Move to Agile methodology and a Scrum framework
- Covid created an opportunity to drive innovation
- The demand for technical solutions increased.
- University IT classifications not aligned with industry
- Retention issues- Employees leaving for other IT companies

Sentiment from Exit Interviews

“For a developer USF is a great starting point, but I felt as if I outgrew my role and needed new challenges and more expert mentorship.”

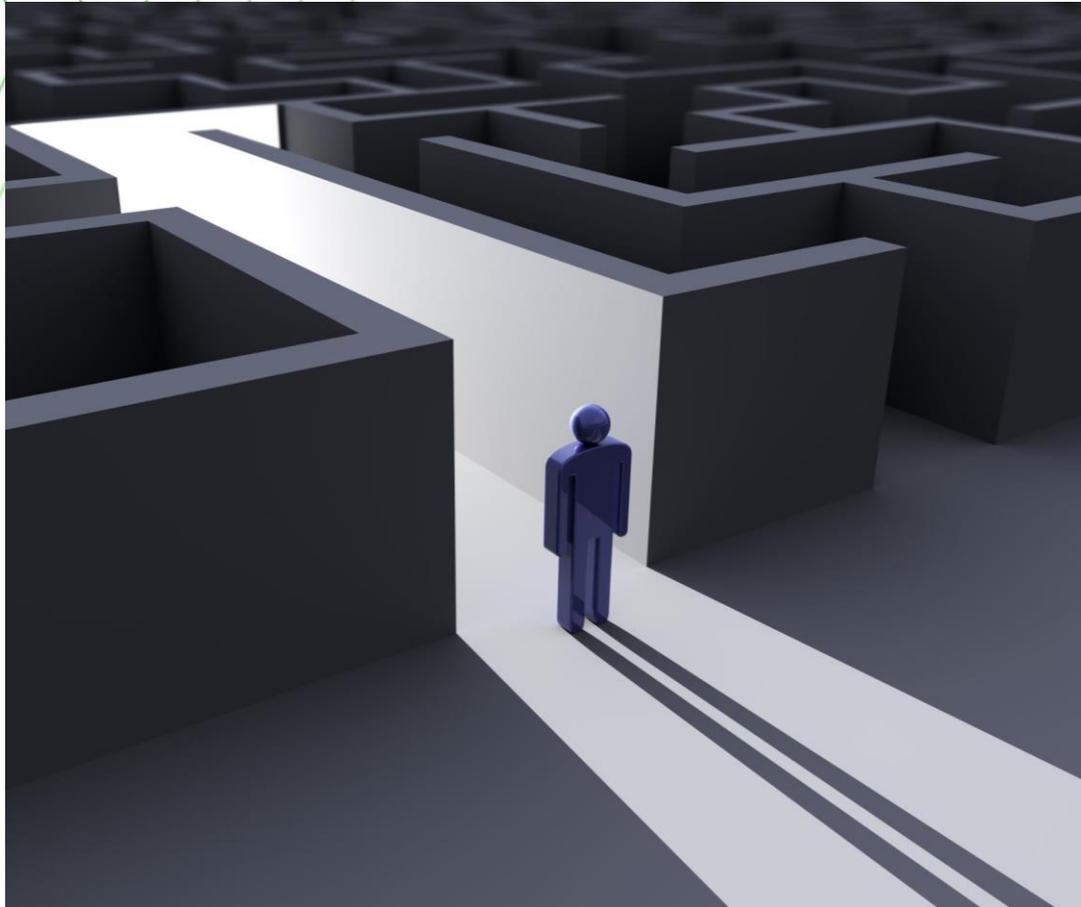
“I loved my time at USF, I just eventually outgrew what it could offer me professionally.”

“Making everyone a "Tech & Systems Analyst" is not really a great way to differentiate skills and experience. In addition, review a candidate's performance, skill set, and previous experience to make sure they are being fairly compensated within the department.”



“78 % of employees said they would remain longer with their employer if they saw a career path within the current organization. ([Mercer](#))”

Silent Quitting



These employees may be productive, but they are not psychologically connected to their company. They are more likely to miss workdays and leave the organization.

Retention- the Great Resignation

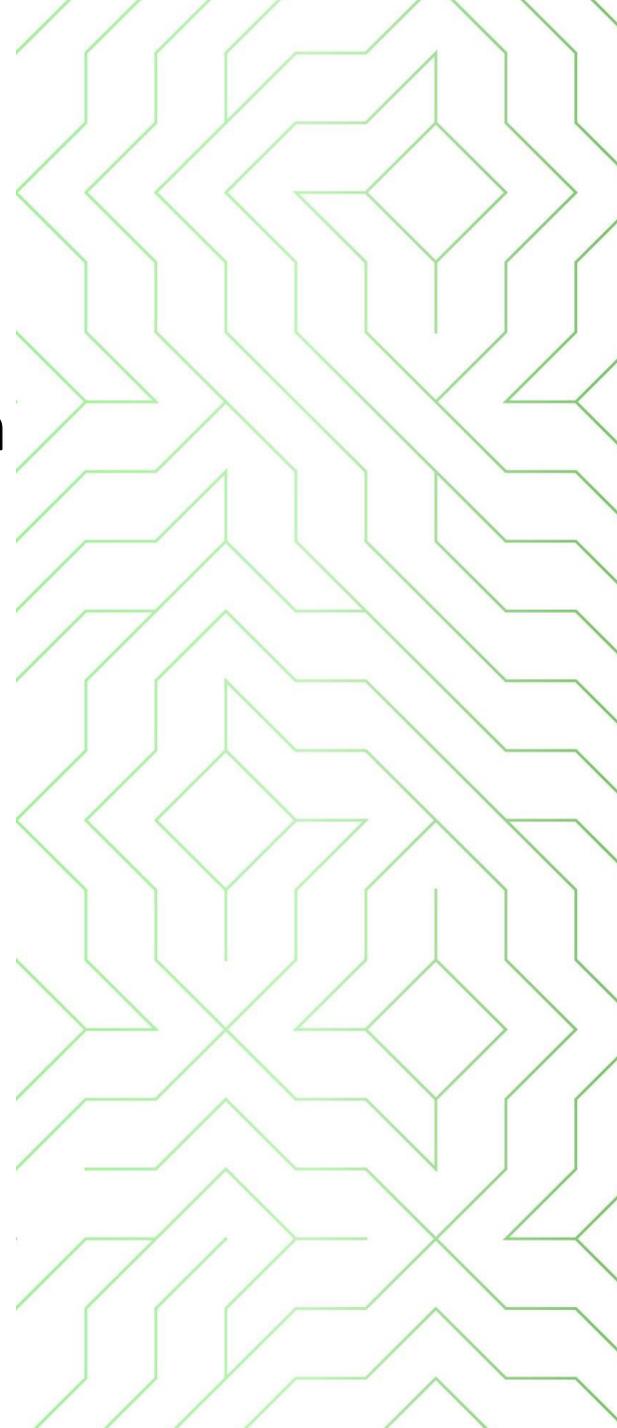
Top reasons employees give for leaving their jobs include:

- lack of career development **(22%)**,
- lack of support with work-life balance **(12%)**,
- their manager's behavior **(11%)**,
- unsatisfactory compensation and benefits **(9%)**,
- poor wellbeing **(9%)**.

([Work Institute](#))

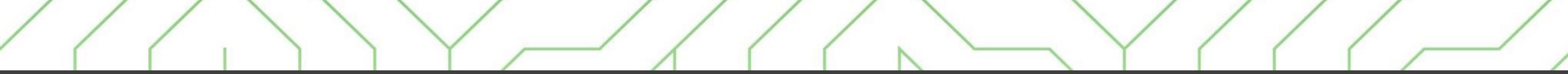
Fun Facts!

- **42%** of skills and expertise required to capably perform in each position is only known to that person. ([HR Daily Advisor](#))
- Average new hires spend 200 hours working inefficiently. ([HR Daily Advisor](#))





How do we retain our
employees & continue
to provide IT solutions?

A decorative border at the top of the page consisting of a repeating pattern of light green lines forming various geometric shapes like triangles and polygons.

FOCUS ON SKILLS

Skills Maturity

- Has < 55% job descriptions documented and verified correct
- Developed some capabilities, e.g., leadership, business acumen
- No documented skills
- No formal relationship between the organization's business priorities and the skills needed by its workforce to be successful
- No documented career pathways for majority of roles
- No job architecture strategy
- No learning content directly aligned with skills

Administrative

- Job titles & job descriptions are > 55% complete and verified
- Capabilities established & aligned for supervisors and managers, not for individual contributors
- Few documented skills; recognizes skill-based training is important to be successful
- Critical skills are identified and are directly related to the business priorities
- Some documented career pathways for critical roles
- Plans to fully implement a job architecture strategy
- Some learning content aligned with skills but no proficiency levels
- Employees understand importance of skills & has self-documented skills in either HRIS or talent platforms

Operational

- Job titles & job descriptions are > 75% complete and verified
- Capabilities established & validated for all positions
- Implement a skill-based development strategy aligned to the business priorities
- Skills-based development initiatives are aligned with business priorities
- Career pathways are documented for all roles
- Job titles & descriptions complete & regularly managed with a solid job architecture strategy
- All learning content is aligned to associated skills with proficiency levels
- Leverages AI with talent platform to deploy skills ontology & development through workforce

Emergent

- Job titles & job descriptions > 95% complete & verified correct & include associated skills
- Capabilities established & validated for all positions & include proficiency levels
- Skills saturate all aspects of talent management in support of business priorities
- Conducting advanced skills analysis to make data driven decisions for future of work
- Employees empowered to manage & navigate career & goals
- Job architecture managed through strong governance measures also includes flexible, efficient processes to accommodate changes
- Content is aligned with skills, proficiency levels, & insights through data analytics
- Users fully leverage AI and manage their own career paths

Optimized

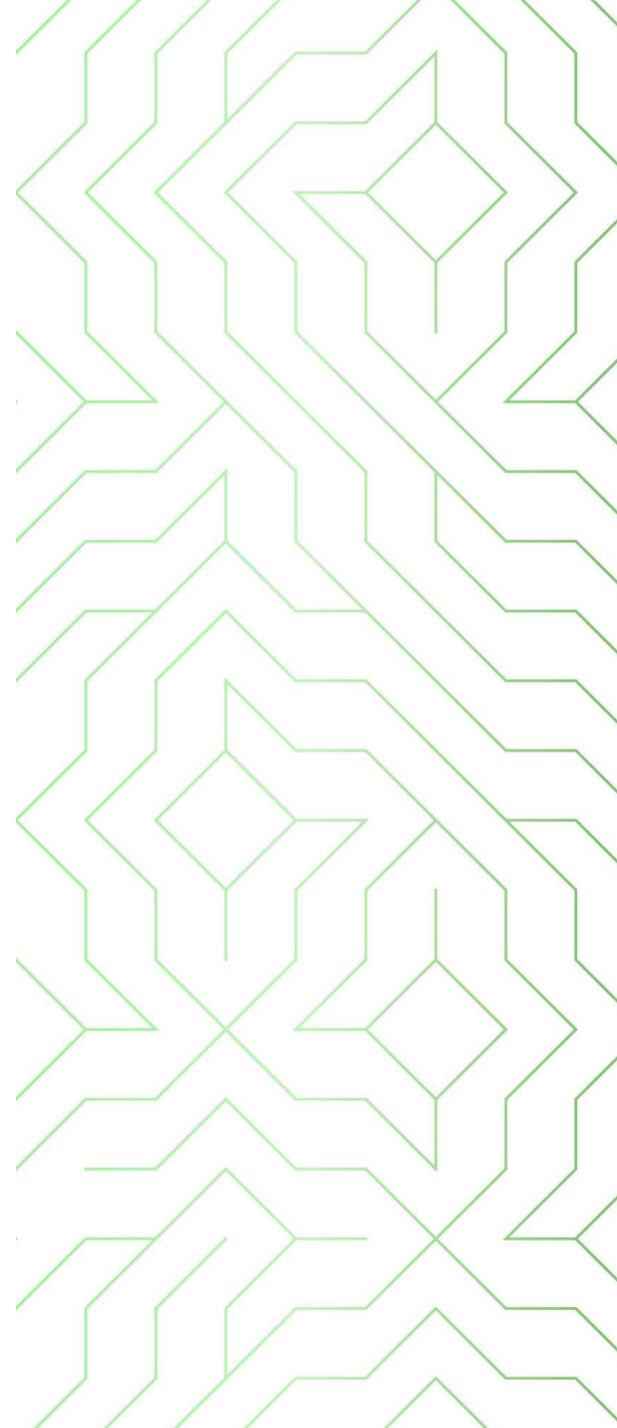


Questions?



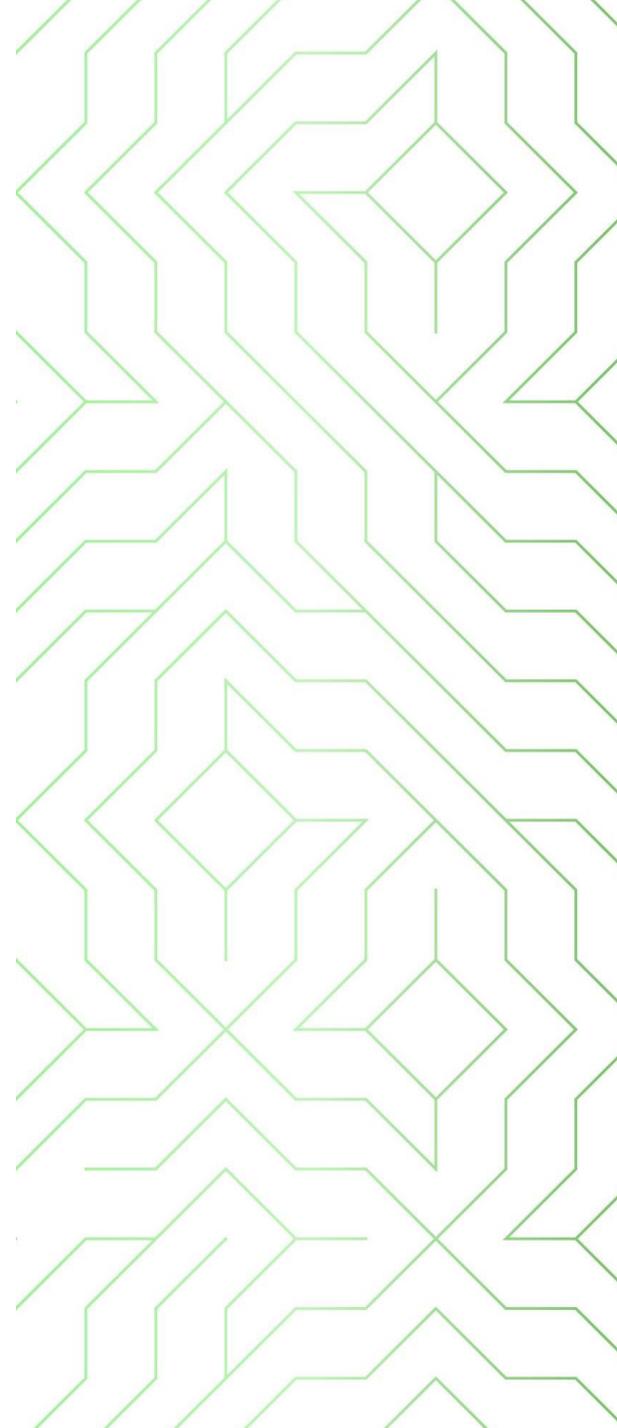
Where do we start?

- Leveraging what we currently have
- Invest in our current Employees
- Tap into our pool of students for future Employees
- List out current and future duties
 - List out the tasks
 - What skill is needed to perform these tasks
- Identify the Gaps



Understanding Duties

- Interviewing employees
- Interviewing Leads
- Interviewing Directors and Leadership
- List out the duties and expectations
- Arrange in Levels and growth opportunities
- Identify Gaps



North South Wales Public Service Commission

The screenshot displays the APS Career Pathfinder interface. At the top, there is a search bar with the text "Search for roles" and a magnifying glass icon. To the right of the search bar are links for "Explore roles", "Your career goals", and a "Log in" button. Below the search bar, there are tabs for "Skills", "Interests", and "Filters". A "Add your skills" button is located on the right side of the filters section.

The main content area shows a list of roles on the left, categorized by "Lower role classification" and "Higher role classification". The roles listed include:

- Security Architecture - Typical (EL1 Security Architect)
- Software Engineering - Typical (APS4, APS5 Associate S)
- Technology Architecture - Ty (EL1 Technology Architect)
- Pega Development - Typical (APS4 Junior Pega Develo)
- Penetration Testing - Typical (APS4 Penetration Tester)

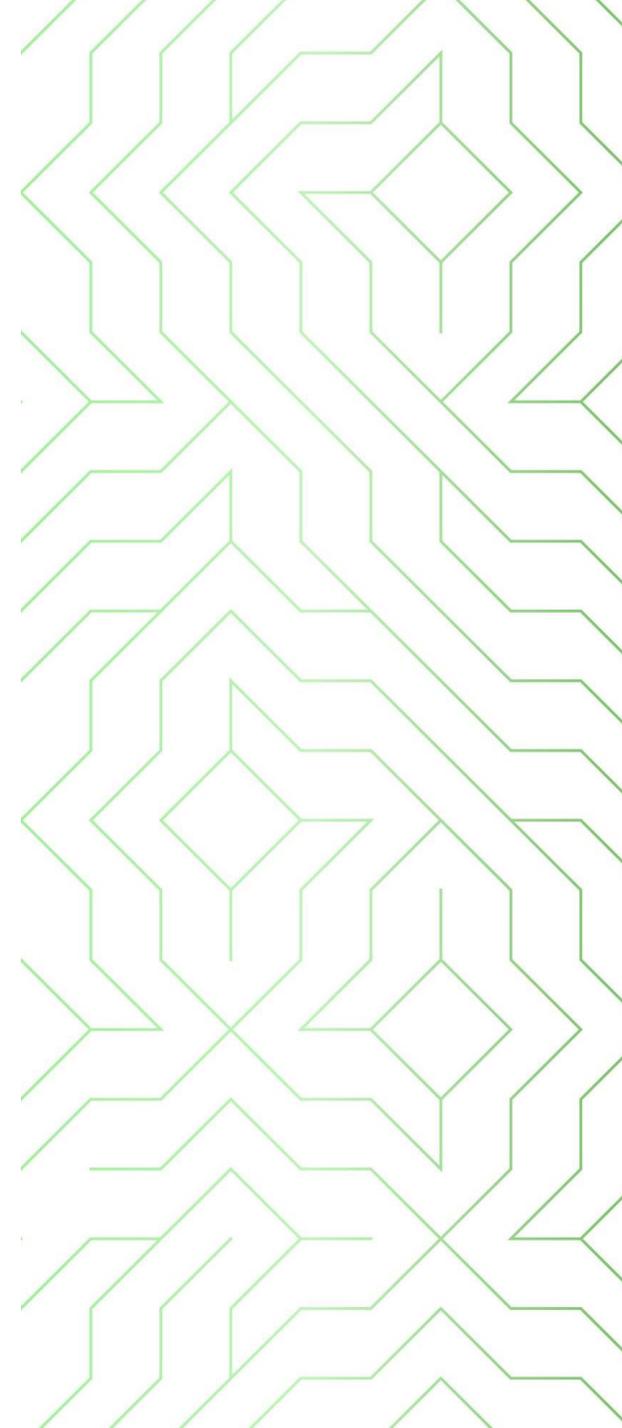
The "Security Architect" role is selected, and its details are shown in a modal window. The details include:

- EL1 Security Architect**
- Description: Security Architects design, review, test and assure the technical environment, solution designs and solution implementations in accordance with current and emerging security best practice. They contribute to the technical architecture and security policies and practices.
- Missing skills**
 - Systems design
 - Network design
 - Emerging technology monitoring
 - Solution architecture
 - Innovation
 - Enterprise and business architecture
 - Information security
 - Requirements definition and management
 - Information assurance
 - Quality assurance
 - Specialist advice
 - Consultancy

Below the modal window, a career progression diagram is shown, illustrating the path from lower to higher role classifications. The roles shown in the diagram are:

- Penetration Tester (APS4)
- Lead Penetration Tester (EL1)
- Principal Penetration Tester (EL2)
- Senior Pega Developer (EL1)
- Lead Pega Developer (EL1)
- Pega Technical Architect (EL2)
- Senior Software Engineer (EL1)
- Principal Software Engineer (EL2)

A "Help" button is located at the bottom right of the diagram.



SFIA

- Provided a consistent language and a clear description of skill
- They also address the level of responsibility or scope work
- Teams across IT are unified in the definition of skill
- Little room for interpretation





Why Focus on Skills?



Why Skills not Roles?

- Aligns recruitment processes
 - Interview questions are designed to address the skill
- Aligns periodical check-ins, performance evaluations and assessments with the skills
- Aligns Learning to specific skills which can better assess effectiveness of the Learning
- Allows us to pivot and align resources to new and/or different task
 - Allows the organization to quickly identify the employees that have the skill for the jobs as well as the skill gaps

What have we achieved so far?

- We have mapped out a number of roles using SFIA
- We identified a tool to use to document our employee's skills
- We have mapped out Skills to the following:
 - Employee Goals
 - To the recruitment process
 - To performance evaluation
 - To Learning
- Created transparent career paths
- We are starting to create a repository of skills

Example of Assessment

Responsibility	Follow (Level 1)	Assist (Level 2)	Apply (Level 3)	Enable (Level 4)	Ensure/Advise (Level 5)	Initiate/Influence (Level 6)	Set strategy, inspire, mobilize (Level 7)
Autonomy	-	-				-	-
Influence	-				-	-	-
Complexity	-	-				-	-
Knowledge	-					-	-
Business Skills	-				-	-	-
Skills							
Methods and tools	-	-			-	-	-
Measurement	-	-				-	-
Quality Management	-	-				-	-
Organizational facilitation	-	-	-				-
SM Level 3 only							
Organizational change management*	-	-		-	-	-	-
Portfolio, program and project support*	-		-	-	-	-	-

NOTE: The grey areas map the SFIA Skill and Responsibility levels for Scrum Master I (left) to Scrum Master III (right). *These Skills only refer to Scrum Master III

Key:

	Not doing
	Largely performed at this level
	Mastered at this level

Take Aways

- Be intentional- what is the problem you are trying to solve
 - Take stock- review your current status
 - Dig deep- talk to your employees
- Think with the end in mind- identify your future state
- Make changes that align with fixing your problem
- Gather your information rather than fixating on a tool
- Create your MVP- see my excel example
- Don't stop at mapping skills

SFIA Community and Resources

- Australian Public Service Path Finder- <https://aps-career-pathfinder.digitalprofession.gov.au/>
- SFIA Illustrative Skills profiles - <https://sfia-online.org/en/tools-and-resources/standard-industry-skills-profiles/sfia-8-skills-for-role-families-job-titles>
- EU Information Communication Technology Role Profiles- <https://sfia-online.org/en/tools-and-resources/standard-industry-skills-profiles/european-union/sfia-and-eu-ict-role-profiles>
- European Competency framework- <https://sfia-online.org/en/tools-and-resources/collaborations/sfia-ad-e-cf>
- US National Initiative For Cybersecurity Careers And Studies mapping- <https://sfia-online.org/en/tools-and-resources/sfia-views/sfia-view-information-cyber-security/mapping-nice-work-roles-to-sfia-skills>
- UK Government Digital Service digital, data and technology roles- <https://sfia-online.org/en/tools-and-resources/standard-industry-skills-profiles/uk-government-ddat-roles/sfia-skills-profiles-for-uk-ddat-roles>



What skills challenges would you anticipate?

Discussion question
