

Building & Retaining Talent with SFIA

SFIA - Skills Framework for the Information Age

What we'll cover

- What digital talent is asking for
 - Research
- Challenges observed
 - Gap analysis
- How SFIA can help
 - Action areas
 - SFIA in a nutshell
 - Understanding your skills gap and needs
 - Career opportunities/development
 - Flexible hiring
- Further resources



Digital Skills Agency

Consultancy arm of **Digital Skills Agency**

Leading **SFIA Consultants**

Managing Director - **SFIA Council Member, Global Design Authority Member**

NZ based, global experience

Services include **Consultancy, Training, Recruitment, Support**

Provide the **SFIA NZ** community resource

Clients across government, health, education, and industry



Today's facilitators



Mary-Anne Merriott
Director & Principal Consultant
Chartered Member of CIPD, HRNZ, AHRI, RCSA
SFIA 'People and Skills' contributor
SFIA Accredited Consultant



Adrienne Bolton
EA & Agile Office Manager
On the SFIA journey!



Patrick Buckingham
Delivery Support Manager
SFIA Accredited Practitioner



**DIGITAL
SKILLS
AGENCY**

BEING HUMAN IN
A DIGITAL WORLD

Why SFIA?

- Practical action
- Lots of free stuff you can do
- Lots of sophisticated or large scale applications
 - Digital Skills Agency – it's what we do
- Free access for NZ users
 - All of country licence for personal/inhouse use
 - Fantastic tool for lifting digital capability
 - Get in and explore it!



What's on your mind?

Recruitment and retention are a common challenge...

What is your biggest concern today?



What do digital people want?

Their expectations of employers today



Why talent joins

| Top Requirements - Dealbreakers | % NZ Tech Employers Offering Something |
|--|--|
| Career / growth opportunities that are genuine and interesting | 65% |
| Flexible working practices | 75% |
| Positive, healthy, social organisational culture, including good team dynamics | 40% |
| Demonstrable commitment to employee wellbeing | 70% |
| Good physical workplace environment | n/a |
| Access to high quality tech and systems | 5% |
| Demonstrable commitment to diversity and inclusion | 35% |

*With all offerings...
Some are more valuable / genuine than others*



Why talent joins

| Influential Requirements | % NZ Tech Employers Offering Something |
|--|--|
| Attractive management and leadership practices | n/a |
| Evidence of alignment of personal and organisational values / ethics / principles | 65% |
| Confidence in job security | n/a |
| Quality benefits provision | 80% |
| Quality, genuine employee recognition programme | 15% |
| Evidence of commitment to sustainability / environment | 5% |

*With all offerings...
Some are better / more genuine than others*



What's on offer?

- **65% of the market has a development offering**
- **Some offerings are more tangible than others**
- **Need to stand out and be practical and transparent to be credible**

| Details | % Organisations with an offering |
|----------------------------------|----------------------------------|
| Commitment to career development | 50% |
| Tuition fee support | 35% |
| Paid study leave | 25% |
| Development platform access | 20% |
| In-house development workshops | 10% |
| Secondment opportunities | 10% |
| Regular performance reviews | 5% |
| Development budget per person | 5% |



What's on offer?

- **35% of the market has an inclusion offering**
- **Some offerings are more tangible than others**
- **Need to stand out and be practical and transparent to be credible**

| Details | % Organisations with an offering |
|--|----------------------------------|
| Active diversity & inclusion initiatives | 25% |
| Te Tiriti commitment and/or initiatives | 10% |



Challenges Observed

How are we addressing these?



Why talent leaves...

41% Lack of career development / progression

36% Unhappy with compensation

34% Uncaring / uninspiring leaders

31% Lack of meaningful work

26% Lack of workplace flexibility

26% Lack of support for health and wellbeing

26% Poor culture

14% A non-inclusive community

11% Inadequate resources / tools

The number 1 risk is **development and progression**

Only **2 out of 10** organisations are taking tangible action on talent shortages



Ref: Deloitte, Forbes, Gartner, Accenture, McKinsey, CIO Magazine, Gallup, HumanResourcesToday

Techweek 2023: Building & Retaining Talent with SFIA



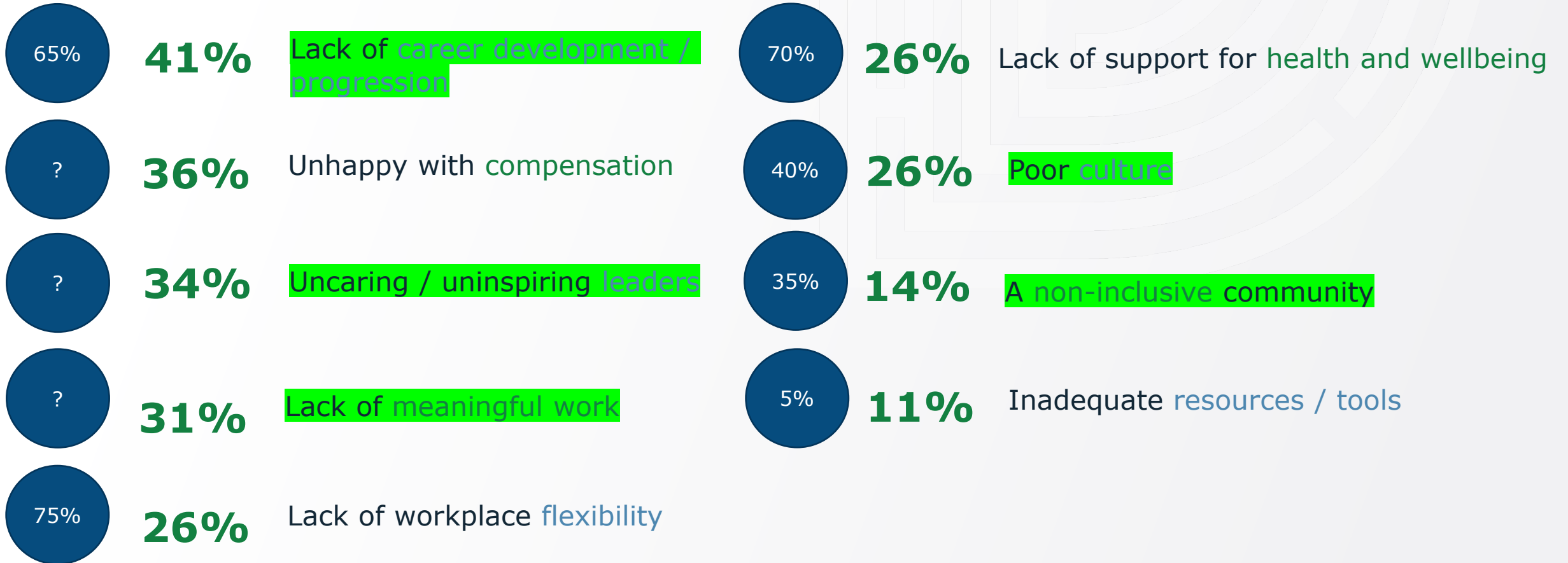
Mind the gap!



Ref: Deloitte, Forbes, Gartner, Accenture, McKinsey, CIO Magazine, Gallup, HumanResourcesToday



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Ref: Deloitte, Forbes, Gartner, Accenture, McKinsey, CIO Magazine, Gallup, HumanResourcesToday



Questions



How SFIA Can Help



Strengths of SFIA

Action areas

1. Career development / progression
2. Meaningful work
3. Hiring & inclusivity

Side effects

- Performance + capability
- Culture
- Employee experience
- Engagement /commitment

How to respond

- Understand your skills gaps and needs
- Share career / growth opportunities that are genuine and interesting
- Recruit flexibly by clarifying requirements and opportunities



SFIA in a Nutshell

***SFIA** - Skills Framework for the Information Age*



Skill vs knowledge

Who is the musician?



Knowledge – *understanding your domain*



Skill – *putting the knowledge to use*



Introducing SFIA

- **SFIA** – the global common reference for skills and competency for the digital world

Key facts:

- ✔ 121 skills
- ✔ 6 categories
- ✔ 7 levels

Characteristics:

- ✔ Activity focussed
- ✔ Tool/vendor agnostic
- ✔ Jargon free descriptors
- ✔ Refined over 20+ years



SFIA Levels

| | | |
|---------|---------------------------------|---|
| Level 7 | Set strategy, inspire, mobilise | Sets & authorises strategy ... Mobilises and inspires organisation |
| Level 6 | Initiate, influence | Initiates and leads strategic delivery Influences strategy formation |
| Level 5 | Ensure, advise | Ensures operational accountability Advises decision makers |
| Level 4 | Enable | Enables team/business outcomes |
| Level 3 | Apply | Applies knowledge |
| Level 2 | Assist | Assists others |
| Level 1 | Follow | Follows detailed instructions |



SFIA Levels

| | | |
|---------|---------------------------------|---------------------------|
| Level 7 | Set strategy, inspire, mobilise | Chief X Officer |
| Level 6 | Initiate, influence | Director |
| Level 5 | Ensure, advise | Manager / Domain Expert |
| Level 4 | Enable | Functional Senior / Lead |
| Level 3 | Apply | Practitioner / Technician |
| Level 2 | Assist | Graduate / Support |
| Level 1 | Follow | Entry Level / Automated? |



SFIA Levels

| | | |
|---------|------------------------|---|
| Apply | Autonomy | Works under general direction. Receives specific direction, accepts guidance and has work reviewed at agreed milestones. Uses discretion in identifying and responding to complex issues related to own assignments. Determines when issues should be escalated to a higher level. Plans and monitors own work (and that of others where applicable) competently within limited deadlines. |
| | Influence | Interacts with and influences colleagues. May oversee others or make decisions which impact routine work assigned to individuals or stages of projects. Has working level contact with customers, suppliers and partners. Understands and collaborates on the analysis of user/customer needs and represents this in their work. Contributes fully to the work of teams by appreciating how own role relates to other roles. |
| | Complexity | Performs a range of work, sometimes complex and non-routine, in a variety of environments. Applies a methodical approach to routine and moderately complex issue definition and resolution. Applies and contributes to creative thinking or finds new ways to complete tasks. |
| | Business skills | Demonstrates effective oral and written communication skills when engaging on issues with colleagues, users/customers, suppliers and partners. Understands and effectively applies appropriate methods, tools, applications and processes. Demonstrates judgement and a systematic approach to work. Effectively applies digital skills and explores these capabilities for their role. Learning and professional development — takes the initiative to develop own knowledge and skills by identifying and negotiating appropriate development opportunities. Security, privacy and ethics — demonstrates appropriate working practices and knowledge in non-routine work. Appreciates how own role and others support appropriate working practices. |
| Level 3 | Knowledge | Has sound generic, domain and specialist knowledge necessary to perform effectively in the organisation typically gained from recognised bodies of knowledge and organisational information. Has an appreciation of the wider business context. Demonstrates effective application and the ability to impart knowledge found in industry bodies of knowledge. Absorbs new information and applies it effectively. |



SFIA Structure

Generic definition of a level

Skill name
Skill code

Overall description of skill
Guidance notes
Skill-level description

Application Support ASUP
Delivering management, technical and administrative services to support and maintain live applications.

Guidance notes
Activities may include but are not limited to:

- investigating and resolving issues
- implementing working practices to support iterative/agile development...

| | | | | |
|---------|--------------|------------------------|--|--|
| Level 3 | Apply | Autonomy | Works under general direction. Receives specific direction, accepts guidance and has work reviewed at agreed ... | <p>Follows agreed procedures to identify and resolve issues with applications.</p> <p>Uses application management software and tools to collect agreed performance statistics.</p> <p>Carries out agreed applications maintenance tasks.</p> |
| | | Influence | Interacts with and influences colleagues. May oversee others or make decisions which impact routine work assigned to ... | |
| | | Complexity | Performs a range of work, sometimes complex and non-routine, in a variety of environments. Applies a methodical approach ... | |
| | | Business skills | Demonstrates effective oral and written communication skills when engaging on issues with colleagues, users/customers ... | |
| | | Knowledge | Has sound generic, domain and specialist knowledge necessary to perform effectively in the organisation typically gained ... | |



SFIA Language

Key facts:

- ✔ Defines the essence of skills – *descriptive, not prescriptive*
- ✔ Does not define low level tasks or deliverables (context dependent)
- ✔ Describes the actions, not the tools, technology, methodology, etc
- ✔ Each level described separately

Level 5

Ensure, Advise

Ensures that all requests for support are dealt with according to set standards and procedures.
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.

Level 4

Enable

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.

Level 3

Apply

Follows agreed procedures to identify and resolve issues with applications.
Uses application management software and tools to collect agreed performance statistics.
Carries out agreed applications maintenance tasks.

Level 2

Assist

Assists with specified maintenance procedures.
Assists in the investigation and resolution of issues relating to applications.



Questions



Understand your skills gaps and needs

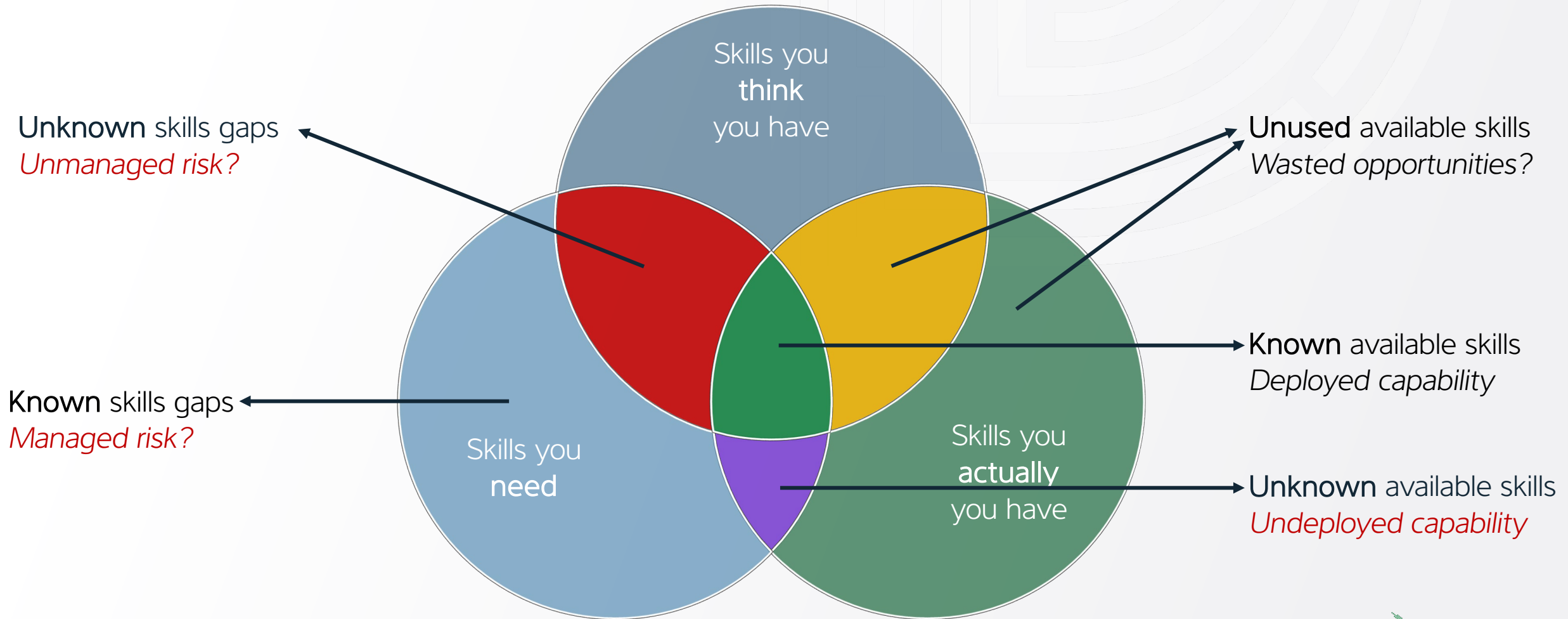
Designing meaningful work



Understand your skills gaps and needs

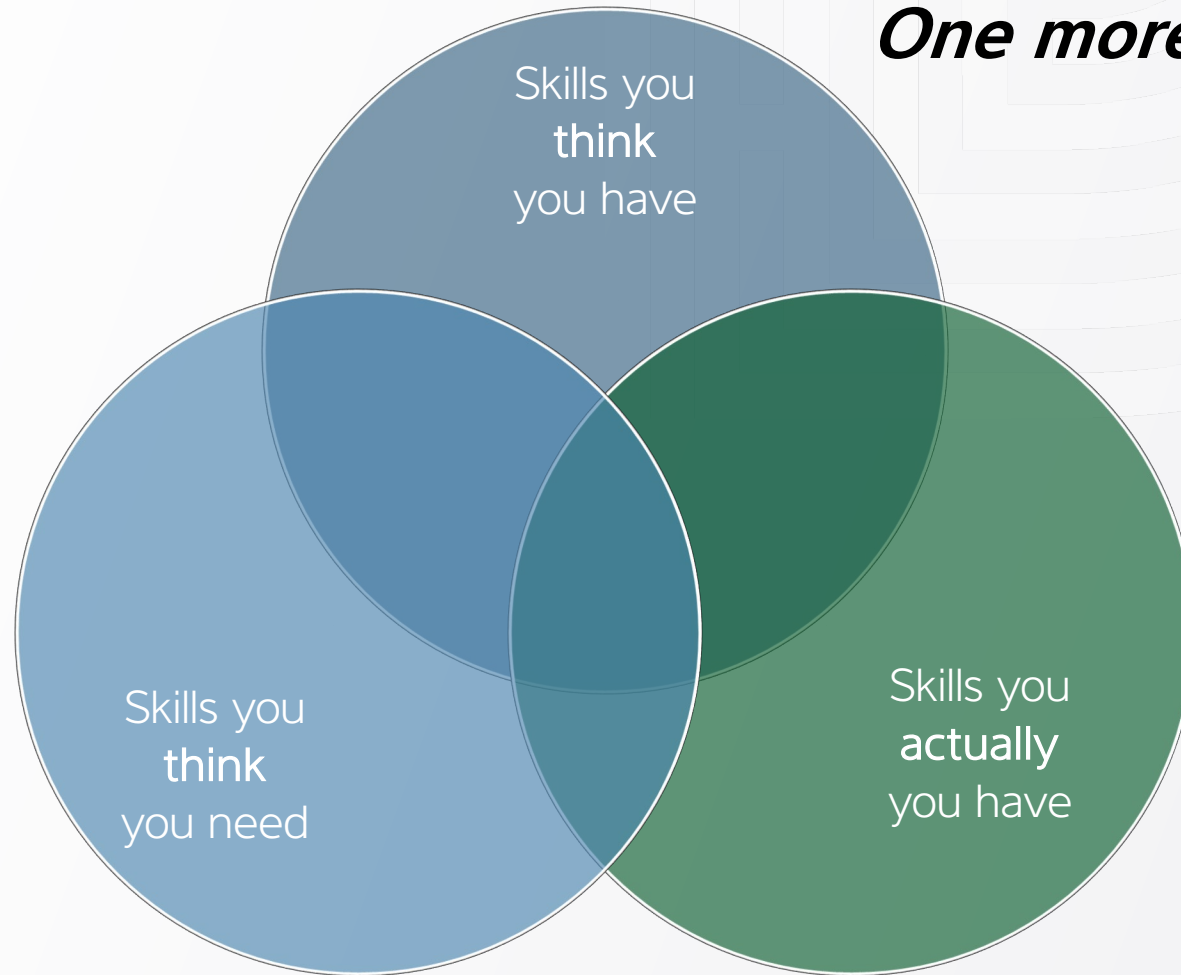


Understand your skills gaps and needs



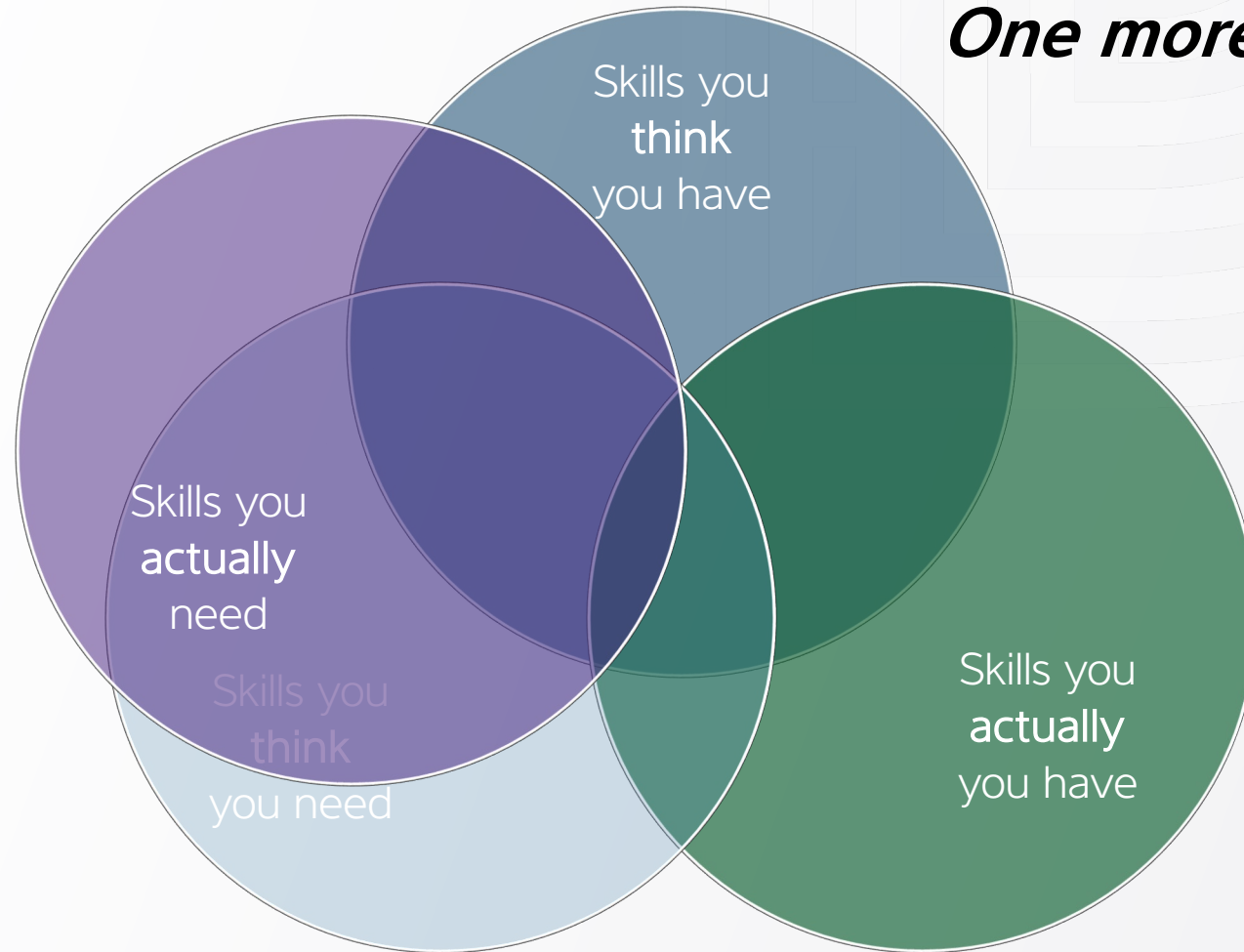
Understand your skills gaps and needs

One more factor to consider



Understand your skills gaps and needs

One more factor to consider

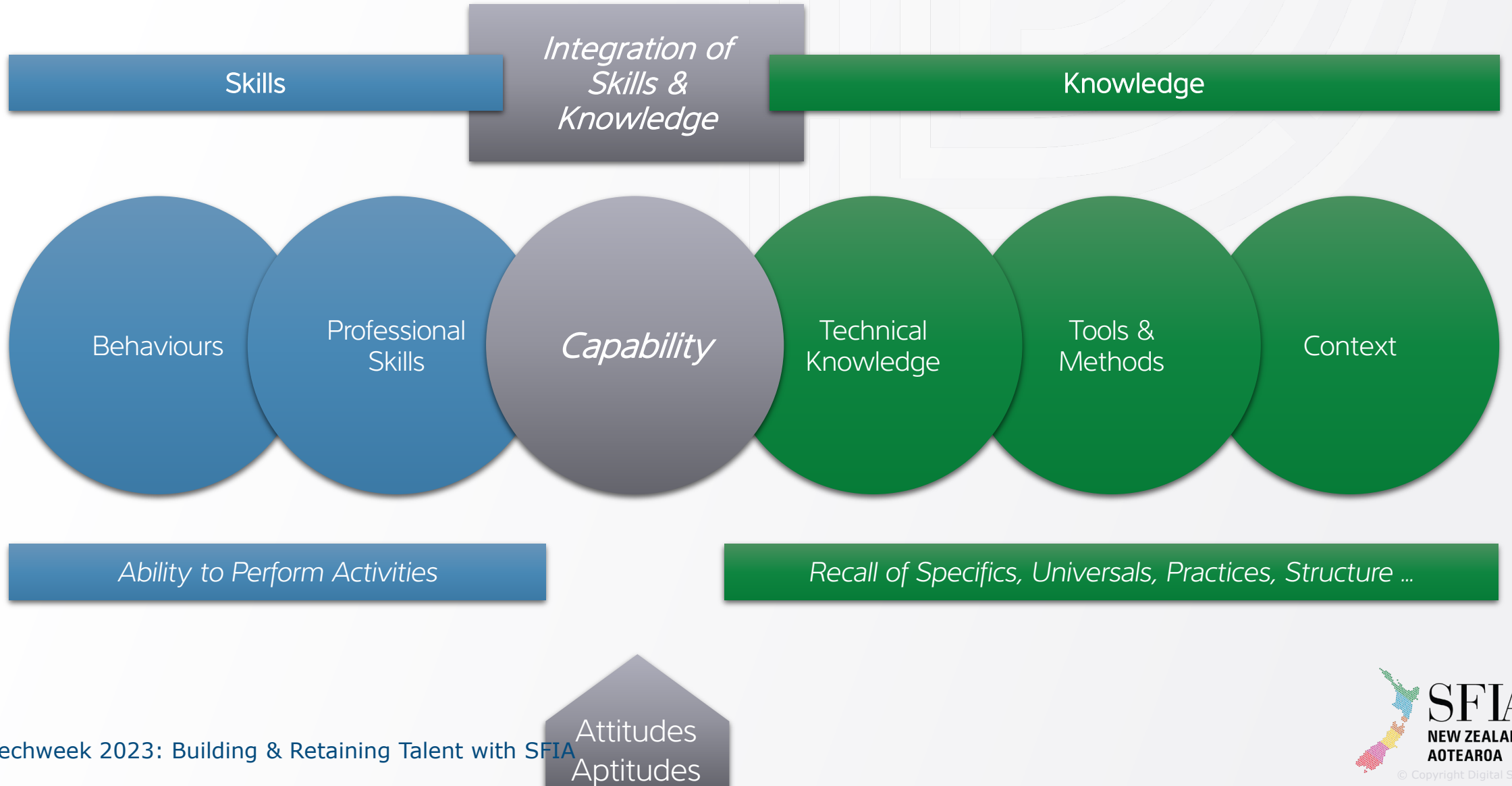


Career/growth opportunities...

that are genuine and interesting



Career/Growth Opportunities



Career/Growth Opportunities

Common factors of successful development plans

70% Experiential learning

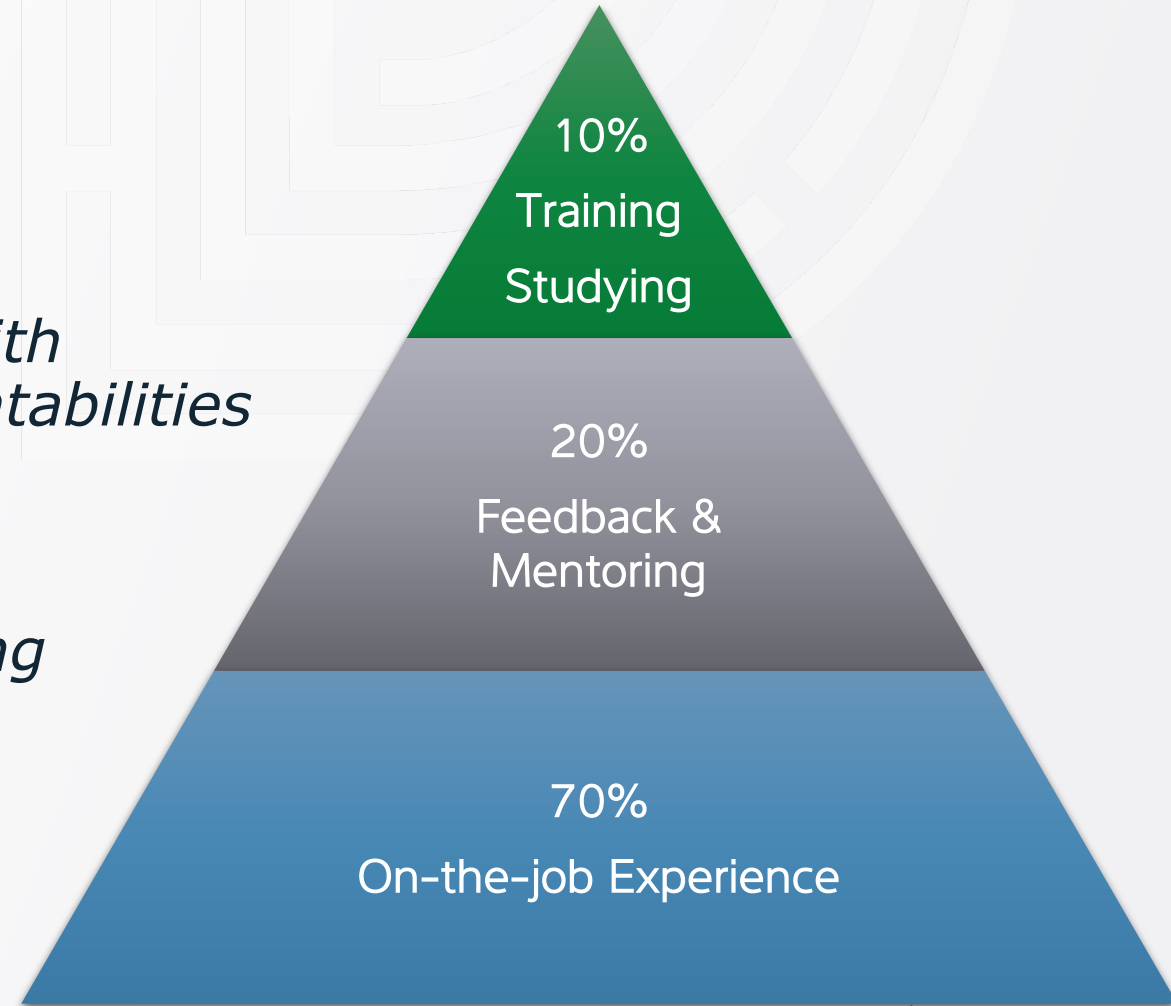
- *Relevant, collaborative working with enhanced responsibilities / accountabilities*

20% Social learning

- *Leveraging coaching and mentoring*

10% Formal learning

- *Targeted knowledge development*

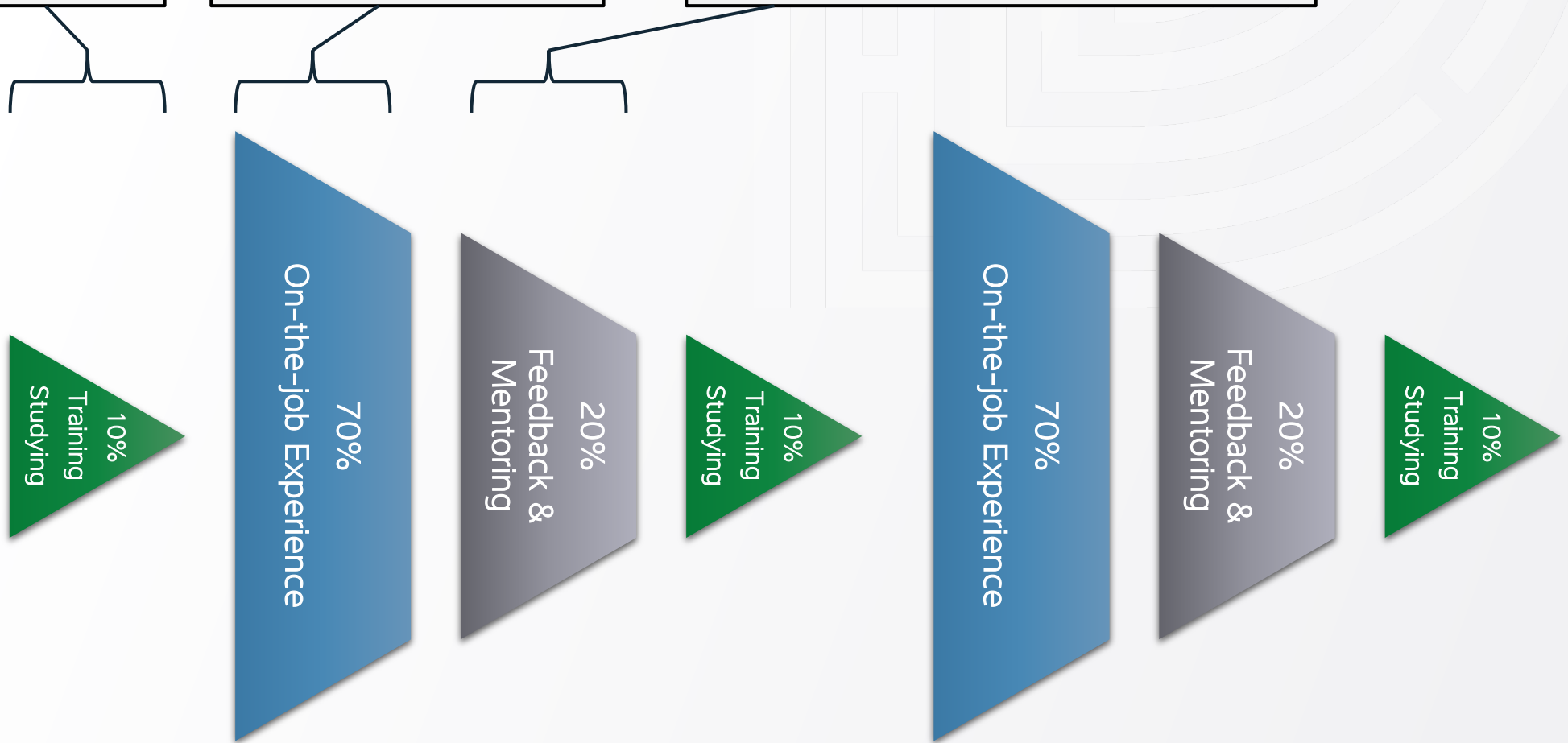


Career/Growth Opportunities

Raise Knowledge

Find Opportunities

Provide Feedback and Support



Meet Alex...

Seeking progression

- Project Manager
- Feels ready for the next step to Senior
- Understand what he needs to do
- Wants visibility of future options



| Team | Position | SFIA Skill Code and Level | | | | | | |
|------------------|------------------------|---------------------------|---------------|---------------|---------------|---------------|--------|--------|
| Project Delivery | Project Manager | CNSL 4 | PRMG 5 | RLMT 5 | CIPM 5 | BENM 5 | | |
| | Senior Project Manager | CNSL 5 | PRMG 6 | RLMT 5 | CIPM 6 | BENM 5 | | |
| | Alex | CNSL 4 | PRMG 6 | RLMT 5 | CIPM 5 | BENM 4 | PROF 4 | CSMG 3 |

NB: Both Alex and Hollyford Technologies are fictional, although based on real examples



Meet Alex...



| Team | Position | SFIA Skill Code and Level | | | | | | |
|------------------|--------------------------|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Project Delivery | Team Coordinator | ADMN 3 | CSMG 3 | METL 3 | | | PROF 3 | |
| | Business Analyst | BPRE 5 | BUSA 4 | RLMT 5 | DTAN 4 | | | |
| | Senior Business Analyst | BPRE 5 | BUSA 5 | RLMT 5 | DTAN 5 | | | |
| | Project Manager | CNSL 4 | PRMG 5 | RLMT 5 | CIPM 5 | BENM 5 | | |
| | Senior Project Manager | CNSL 5 | PRMG 6 | RLMT 5 | CIPM 6 | BENM 5 | | |
| | Head of Project Delivery | CNSL 5 | PRMG 6 | GOVN 6 | PENT 5 | BENM 6 | PROF 5 | POMG 6 |
| | Alex | CNSL 4 | PRMG 6 | RLMT 5 | CIPM 5 | BENM 4 | PROF 4 | CSMG 3 |

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Meet Alex...

Planning development

| Skills I Have | Skills I Need | 10% Training | 70% Experience | 20% Feedback |
|--|--------------------------------------|--|--|--|
| Consultancy (CNSL) level 4 | CNSL 5 +1 skill level to increase | External course/certification covering consultancy and change management | Request allocation on larger project with greater responsibility in this area | Request manager or senior colleague have regular mentoring sessions and share feedback on work |
| Organisational Change Management (CIPM) level 5 | CIPM 6 +1 skill level to increase | As above | Seek involvement on a project that requires more senior level change management activity | Join industry body mentoring programme – external mentor |
| Benefits Management (BENM) level 4 | BENM 5 +1 skill level to increase | Online training course identified – self study | Request manager allocate more senior BENM work | Request manager or senior colleague have regular mentoring sessions and share feedback on work |

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Recruit flexibly...

by clarifying requirements & opportunities



Clarifying requirements & opportunities

- **Skills gaps/needs**

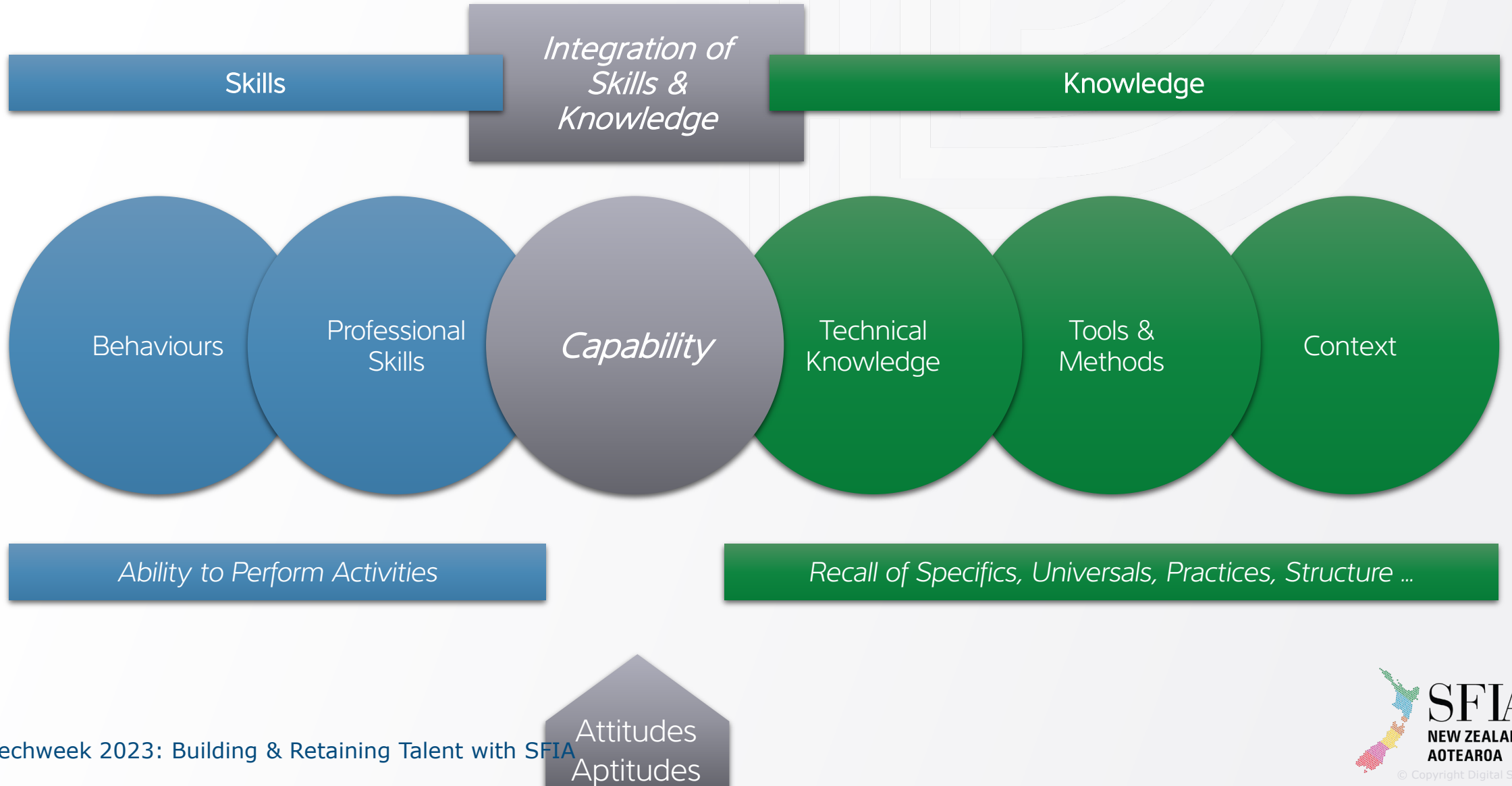
- Do we have the skills/capability already?
- Can we support development on the job?
- Do we need additional skills/capability to be effective?
- How else might we acquire capability?

- **Define jobs** using the language of capability

- Professional skills
- Technical knowledge
- Methods & tools
- Contextual understanding
- Behavioural expectations



Where can you flex your requirements?



Hiring a Project Manager

Alex's replacement

- Strong team – can train up +1 in most skills except Consultancy
 - Need some Project Management (PRMG) – point of the role!
 - Need decent stakeholder relationship (RLMT) and change (CIPM) skills, but can level up on the job
 - Don't actually need to start with benefits (BENM) – can learn as they go
 - OFCL would be nice to have, but not a real requirement
- Want evidence of sound Agile project methodology
 - Seek qualification as Knowledge requirement
 - Explore experience as 'Capability' – integration of Agile project skill + knowledge

| Team | Position | SFIA Skill Code and Level | | | | | | |
|------------------|---------------------------|---------------------------|---------------|---------------|---------------|---------------|---------------|--|
| Project Delivery | Project Manager | CNSL 4 | PRMG 5 | RLMT 5 | CIPM 5 | BENM 5 | | |
| | <i>Hiring Flexibility</i> | <i>CNSL 4</i> | <i>PRMG 4</i> | <i>RLMT 4</i> | <i>CIPM 4</i> | <i>X BENM</i> | <i>+ OFCL</i> | |

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Meet Natalie

New Project Manager

- Agile project certification + experience
- Better PRMG, RLMT than expected
- Needs to build BENM
- Has OFCL – a plus
- Career journey bias – would not have been considered previously



| Team | Position | SFIA Skill Code and Level | | | | | | |
|------------------|---------------------------|---------------------------|---------------|---------------|---------------|---------------|---------------|--|
| Project Delivery | Project Manager | CNSL 4 | PRMG 5 | RLMT 5 | CIPM 5 | BENM 5 | | |
| | <i>Hiring Flexibility</i> | <i>CNSL 4</i> | <i>PRMG 4</i> | <i>RLMT 4</i> | <i>CIPM 4</i> | <i>X BENM</i> | <i>+ OFCL</i> | |
| | Natalie | CNSL 4 | PRMG 5 | RLMT 5 | CIPM 4 | X BENM | OFCL 4 | |

NB: Both Natalie and Hollyford Technologies are fictional, although based on real examples



Next steps

Resources



Summary

- Define **skills requirements** and assess **current capabilities** objectively against the levels
- Build **genuine opportunities** (activities) for staff development – consider collaboration locally
- Evaluate specific areas of capability (skills, knowledge, etc) where you can be **flexible when recruiting**



Next actions

- Learn more about SFIA
 - SFIA NZ local resource (sfia.nz)
 - SFIA Foundation website (sfia-online.org)
 - Accredited Practitioner training to go deeper
- Complete feedback form
 - Link to a free version of an online SFIA assessment
 - Receive special offer on Accredited Practitioner training
- Talk to the Digital Skills Agency
 - info@digitalskillsagency.nz



SFIA Resources

- SFIA Foundation Website: sfia-online.org
 - Official & definitive source of materials
 - Key reference documents
 - About SFIA (pdf)
 - SFIA Reference Guide (pdf)
 - Summary Chart (A3)
 - Framework Content (Excel)
- SFIA NZ Website: sfia.nz
- SFIA development sheet handout
- Slide deck



More SFIA at Techweek

- Additional session on Thursday 18 May:
 - Lifting Digital Skills and Capability with SFIA
- Online special
 - Accredited Practitioner training
 - Go deeper into using SFIA





Thank You!

Enjoy exploring SFIA!

Digital Skills Agency

<https://digitalskillsagency.nz>

<https://sfia.nz>

0800 SFIA NZ (0800 734269)

info@digitalskillsagency.nz

help@sfia.nz