

CONTEXT

Typically works as an external consultant (independently or for a SFIA partner organisation). *May work as an internal consultant within a large / complex user organisation.*

PURPOSE

To advise organisations on the adoption of SFIA to improve organisational / individual performance. To produce high quality SFIA related deliverables and work products to support adoption of SFIA.

TYPICAL RESPONSIBILITIES / KEY RESULT AREAS

1. Engage with executives, senior managers and decision makers (e.g. in Technology, L&D, HR, Change Programmes) :
 - Understand and diagnose current and desired performance
 - Identify key people / performance issues and opportunities
 - Document and agree requirements
 - Identify and engage with senior managers around the purpose, principles and benefits of adopting SFIA
 - Facilitate (internal) learning events or workshops, delivering content as appropriate
2. Explore options and possible solutions:
 - Provide guidance and advice to change programmes / projects / operational teams on the use and adoption of SFIA
 - Determine the approach to be taken
 - Ensure solutions follow generally accepted good practice and ethical considerations in people and change management
 - Ensure solutions are holistic in their treatment of people, processes and tools
3. Design, develop & implement:
 - Define / customise processes for SFIA / people management activity
 - Design and review of deliverables
 - Produce high quality SFIA-related deliverables
 - Applying and operationalising people management processes to adopt SFIA
 - Collating and analysing skills data
 - Monitoring, tracking and reporting progress and issues
4. Support organisational change:
 - Provide leadership to support organisational change in people management approach
 - Develop communication plans/material to explain changes, rationale and how employees will be affected by changes or alterations to performance approach,
 - Create material / comms to support guidance / adoption of SFIA
5. Evaluate the impact:
 - Review, measure evaluate the impact of solutions.
 - Identify actions to deliver a sustainable solution.

TYPICAL DELIVERABLES OR WORK PRODUCTS**Specific SFIA deliverables**

- Design and implementation of people management processes incorporating use of SFIA
- Programme / project approach and plans
- SFIA skills profiles
- Job descriptions / role descriptions incorporating SFIA
- SFIA skills mapped to organisational structures, job descriptions / role descriptions
- Design of organisational skills & knowledge frameworks incorporating SFIA

- SFIA Skills assessments and related assessment processes, moderation and calibration
- Job evaluation and grading, reward and compensation aligned to SFIA
- Target operating models / Organisation design / Job design
- Learning and development curriculum design
- Learning needs analysis
- Workforce development plans
- Personal development plans
- Career families / job families
- Career planning

Management deliverables

- Monitoring progress
- Project management
- Business case / rationale for SFIA-related initiatives
- Change management plans and communications
- Analysis of data / recommendations for improvements improvement to processes
- Analysis of performance data and recommendations for improvements

SKILLS, KNOWLEDGE AND EXPERIENCE

- **See SFIA Skills profile**
- Broad knowledge of People management best practice with specialist knowledge in some areas.
- Breadth of knowledge of IT/Technology/Software Engineering /Digital industry, organisations, skills, terminology, frameworks
- Significant consultancy experience. For many people this experience will be gained from acting as an external consultant on a fee earning basis. There is no barrier to consultants who operate internally within organisations - just the need to demonstrate that you could, if required, operate effectively as an external consultant.
- Consultancy experience should demonstrate:
 - strong stakeholder relationship management,
 - leading and influencing change through creative problem solving, objectivity and supporting clients to learn and adapt new ways of working identifying and realising the benefits from improved people and skills management
 - business acumen and industry experience to really understand how organisations can use SFIA, what their business goals are and how to help them get there
- Up to date knowledge on SFIA concepts and contents of the framework. Has used SFIA in a wide range of contexts.
- Direct experience of the outcomes of SFIA implementation. Has a practical understanding of the impact of their SFIA consultancy work.
- Contributes to the development and promotion of SFIA and its eco-system

TYPICAL INTERFACES

- Leaders / Executives, Managers, Professionals in IT/Technology/Software Engineering /Digital organisations, functions and teams.
- HR, L&D, Organisation Development, Change programmes
- Academic Leaders / Executives

- Service provider Leaders / Executives
- SFIA Foundation, SFIA global community
- Industry networks

SFIA Accredited Consultant (aligned to SFIA Level 5)

SFIA Responsibility Levels

Autonomy - Level 5

- Works under broad direction
- Work is often self-initiated
- Is fully responsible for meeting allocated technical and/or project/supervisory objectives
- Establishes milestones and has a significant role in the assignment of tasks and/or responsibilities

Influence - Level 5

- Influences organisation, customers, suppliers, partners and peers on the contribution of own specialism
- Builds appropriate and effective business relationships
- Makes decisions which impact the success of assigned work, results, deadlines and budget
- Has significant influence over the allocation and management of resources appropriate to given assignments

Complexity - Level 5

- Performs an extensive range and variety of complex technical and/or professional work activities
- Undertakes work which requires the application of fundamental principles in a wide and often unpredictable range of contexts
- Understands the relationship between own specialism and wider customer/organisational requirements

Knowledge - Level 5

- Is fully familiar with recognised industry bodies of knowledge both generic and specific.
- Actively seeks out new knowledge for own personal development and the mentoring or coaching of others.
- Develops a wider breadth of knowledge across the industry or business.
- Applies knowledge to help to define the standards which others will apply.

Business Skills - Level 5

- Demonstrates leadership. Communicates effectively, both formally and informally.
- Facilitates collaboration between stakeholders who have diverse objectives.
- Analyses, designs, plans, executes and evaluates work to time, cost and quality targets. Analyses requirements and advises on scope and options for continuous operational improvement. Takes all requirements into account when making proposals. Demonstrates creativity, innovation and ethical thinking in applying solutions for the benefit of the customer/stakeholder
- Advises on the available standards, methods, tools and applications relevant to own specialism and can make appropriate choices from alternatives.
- Maintains an awareness of developments in the industry. Takes initiative to keep skills up to date. Mentors colleagues.
- Assesses and evaluates risk.
- Proactively ensures security is appropriately addressed within their area by self and others. Engages or works with security specialists as necessary. Contributes to the security culture of the organisation.

SFIA Professional Skills Core – mandatory for all consultants Optional – depending on specialisation of consultants

Core: Consultancy @ Level 5

- Takes responsibility for understanding client requirements, collecting data, delivering analysis and problem resolution
- Identifies, evaluates and recommends options, implementing if required
- Collaborates with, and facilitates stakeholder groups, as part of formal or informal consultancy agreements
- Seeks to fully address client needs, enhancing the capabilities and effectiveness of client personnel, by ensuring that proposed solutions are properly understood and appropriately exploited

Core: Either - Methods and tools @ Level 5 or OCDV below

- Provides advice / guidance / expertise to promote adoption of method and tools and adherence to policies and standards
- Evaluates and selects appropriate methods and tools in line with agreed policies and standards
- Implements methods / tools at programme, project, team level including selection and tailoring in line with agreed standards
- Manage reviews of the benefits and value of methods and tools
- Identify and recommend improvements
- Contributes to organisational policies, standards, guidelines for methods and tools

Core: Either - Organisational capability development @ Level 5 or METL above

- Develops and maintains a detailed knowledge of capability improvement approaches and techniques and selects appropriate approaches for the organisation
- Contributes effectively to identifying new areas of capability improvement within the organisation which may be enhancements to skills, technology or processes
- Carries out capability improvement assignments, such as maturity or performance assessments to identify strengths and weaknesses
- Selects and prioritises improvement opportunities, generates buy-in and plans improvement activities justified by measurable organisational benefits
- Mentors and supports localised continuous improvement activities

Optional: Relationship management @ Level 5

- Identifies the communications and relationship needs of stakeholder groups
- Translates communications / stakeholder engagement strategies into specific activities and deliverables
- Facilitates open communication and discussion between stakeholders, acting as a single point of contact by developing, maintaining and working to stakeholder engagement strategies and plans
- Provides informed feedback to assess and promote understanding
- Facilitates business decision-making processes
- Captures and disseminates technical and business information

Optional: Organisation design and implementation @ Level 5

- Implements organisational structure and culture change activities
- Conducts impact assessment to ensure organisational structure and cultures are aligned to changes in processes, systems, technology and tools
- Develops graphical representation of organisation models and structures to facilitate understanding and decision making
- Identifies and evaluates alternative solutions
- Outlines how the organisation structure, jobs, teams and roles and people development need to change to enable the future business processes
- Aligns existing jobs/organisational structures to new processes
- Advises on implications of introducing new workplace models and tools

Optional: Business process improvement @ Level 5

- Analyses and designs business processes; identifies alternative solutions to exploit new technologies and automation
- Develops graphical representation of business processes to facilitate understanding and decision making
- Assesses feasibility and recommends new approaches
- Manages the execution of business process improvements
- Implements business process improvement methods / tools at programme, project, team level including selection and tailoring in line with agreed standards
- Contributes to the definition of organisational policies, standards, guidelines for business process improvement

Optional: Competency assessment @ Level 5

- Provides advice and guidance on the selection, adoption and adaption of appropriate assessment methods, tools and techniques based on the context of the assessment and how the results of the assessment are to be used
- Manages execution of skill/competency assessments to ensure they deliver the required outcomes with acceptable quality
- Ensures assessments follow ethical, legal and regulatory requirements
- Manage reviews of the benefits and value of assessment methods and tools
- Identify and recommend improvements to assessment methods and tools
- Assesses the effectiveness of learning / educational activities based on the achievement of skill/competency development targets

Optional: Learning design and development @ Level 5

- The specification of solutions for use in learning and development programs in the workplace or in compulsory, further or higher education
- Commissions the development of learning materials, allocates resources to learning teams, defines learning outcomes
- Leads learning programs, recommends and specifies learning interventions for design, development and deployment according to learning outcomes

Optional: Professional development @ Level 5

- Determines the required outcomes for learning or development, from organisational development needs training strategies, and agreed career pathways
- Mentors assigned practitioners, ensuring alignment with predetermined statements of required development outcomes
- Assists each practitioner with the creation of development plans based on the outcome statements
- Ensures that each practitioner records evidence of continuing professional development
- Validates practitioners' records at the end of each cycle of planned development, to ensure that achievements and enhanced capabilities are correctly recorded and referenced to the outcome statements
- May contribute to practitioners' performance appraisals

Optional: Change implementation planning and management @ Level 5

- Creates the business readiness plan, taking into consideration IT deployment, data migration, capability deployment (training and engagement activities) and any business activities required to integrate new digital processes or jobs into the "business as usual" environment
- Determines the readiness levels of business users with regard to upcoming changes; uncovers readiness gaps and creates and implements action plans to close the gaps prior to going live
- Assists the user community in the provision of transition support and change planning, and liaises with the project team
- Monitors and reports progress on business readiness targets, business engagement activity, training design and deployment activities, key operational metrics and return to productivity measures
- Defines the series and sequence of activities to bring stakeholders to the required level of commitment, prior to going live

Optional: Analytics @ Level 5

- Evaluate the need for analytics, assessing the problems to be solved and what internal or external data sources to use or acquire
- Specifies and applies appropriate mathematical, statistical, predictive modeling or machine-learning technique to analyse data, to generate insights, to create value and support decision making
- Manage reviews of the benefits and value of analytics techniques and tools and recommends improvements
- Contributes to the development of analytics policy, standards and guidelines
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Optional: Quality management @ Level 5

- Advises on the application of appropriate quality management techniques and standards
- Ensures that projects, teams and functions have appropriate practices in place and are meeting required organisational quality levels
- Determines areas where existing processes should change from analysing audit findings
- Takes responsibility for controlling updating and distributing organisational standards
- Facilitates improvements to processes by changing approaches and working practices, typically using recognised models

Optional: Learning and development management @ Level 5

- Manages the provision of learning and development, ensuring optimum use of resources
- Maintains, publicises and promotes catalogue of learning and development activities
- Ensures that courses are up to date and accredited (when required)
- Arranges facilities and schedules with learning and development providers as appropriate

Optional: Resourcing @ Level 5

- Develops plans to ensure that the organisation has appropriately skilled resources to meet organisational objectives and commitments
- Manages the effective implementation of resource planning, recruitment, selection, assessment, on-boarding and transitioning of resources
- Advises on standards, methods and tools for resource management
- Ensures compliance with relevant statutory or external regulations and codes of good practice
- Contributes to the development of resource management policies, standards and guidelines and to audits and assessment of resource management processes

Optional: Teaching and subject formation @ Level 5

- Delivers computing and IT curricula either in a formal educational context from primary through to tertiary level or in the workplace
- Specialises in delivering Computing and IT education at the relevant educational level
- Is aware of the techniques and methods used to evaluate and critique research in computing and IT education and applies good practice in learning content design, development and delivery