Including IT service management in the Computing curriculum: a caricature approach.

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Including ITSM in the Curriculum

A caricature approach

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Abstract

- We should be teaching IT Service Management (ITSM) as part of computing
- ITSM is incredibly boring (especially ITIL)
- A caricature approach helps.
Motivation
Why on earth…?

• It’s just industrial training, no “academic” content
• It’s just rote-learning
• It’s just for quality geeks / help-desk types
• ITIL is just a money-making scam for Axelos*
• ITIL is so last decade … everything is Agile (Devops) now …
• Why on earth would we want to teach something that hasn’t changed since 2011?
Well, actually,…

- ITIL foundation was (2011-12) the most frequently mentioned certification in job adverts

- Underpins about a quarter of the BCS Breadth of Knowledge test

- It’s all about delivering value to customers

- It’s an essential complement to (project-focussed) Software engineering

- It’s about a whole load of real-world professional issues
Well, actually,…

- ITIL foundation was (2011-12) the most frequently mentioned certification in job adverts
  - *Employability*
- Underpins about a quarter of the BCS Breadth of Knowledge test
  - *Employability / professional issues (LSEPI)*
- It’s all about delivering value to customers
  - *Commercial aspects, trade-offs etc.*
- It’s an essential complement to (project-focussed) Software engineering
  - *i.e., what happens between projects… (LSEPI)*
- It’s about a whole load of real-world professional issues
  - *LSEPI*
One might even argue...

• That it should be an integral part of SW Engineering
  • Lifetime operation rather than project delivery
  • An awful lot of NF requirements...
• But it doesn’t fit
  • Focus on discrete deliverables
  • Sw engineers are focussed on development, not delivery
• And it’s not formal enough
  • No UML, Z, process algebras,…
We know that a lot of SW projects fail

• Often because some service management aspects ignored
  • T5 baggage handling – no proper transition plan
  • BA data centre – whatever happened to continuity planning?
  • Universal Credit
    • (although certain ex-ministers claim it hasn’t failed yet)
  • RBS software updates

• Gives a clue about how to approach it
  • *How might things go wrong if we ignore Service Management?*
Background

• Developed by Cabinet office as library of best practice
• Initial focus on operations
• By the time of V3 (2007, 2011) had adopted a “Service Lifecycle” as an organising principle
• IP sold off to joint CO/publisher commercial venture – Axelos
  • Who, of course, aim to maximise the return on the IP
• Due to be “refreshed” in 2018

• Authors attempted to make it “respectable”
5 “stages”
29 processes
Countless 2, 3 and 4-letter acronyms

Foundation syllabus focusses on “what” and “what’s it called”

For HE, need focus of “why”, “so what”
ITIL – Adopt and Adapt

Not, “start here and don’t even draw breath until you’ve finished…”
And there’s the “Agile” debate

- A bit of an unholy alliance
- Those who are frustrated by over-bureaucratic implementation
- Those who don’t understand that ITIL is *deliberately* agnostic about SW Dev methodologies
  - It’s not actually overlooked – just not … specified

- So Devops (and various other “alternatives”) have sprung to life

- But ITIL still a good “reference” shopping list of concerns that need to be addressed.
Aren’t there just books?

- Well .... Yes ... but....!
- ITIL Foundation training (and supporting books) likened to a “religious experience”, with the exam being a catechism test.
- Most common comment from students – “so many acronyms!”
- Rabbit hole (or even warren!) of jargon
- I think I hold the record for having got to page 12 (of a book written for the BCS by ... “educators”) before falling asleep....
- Only a minor paraphrase:
  • *In the beginning was The Service, and The Service was ITIL, and ITIL was the Service, and without ITIL was not anything served....*
What are we trying to achieve?
By the end of the course...

• Have a general appreciation of the importance of SM
• Understand that services are persistent
• Grasp some fundamental principles of SM
  • Services are about delivering outcomes to customers,
    • Not vanity projects for the latest SW technology
  • Services shouldn’t be withdrawn until their replacements are working
  • People (including “users”!) are quite important to the success of services
Enter Ben (and Georgina and Alex…)

- Although all three characters have computing “diplomas”, Ben’s main interest is running his farm as a nature reserve.
- His booking system used to be a diary, pencil, and loads of post-it notes…
- … and he relied on physical posters for publicity.
- Because he knows what he is doing with computers, he decides to replace the booking system with an email system, and the posters with a website.
  - So he throws away the post-it notes and diary…
  - … and stops printing posters…
  - … and then discovers that nobody knows how to book, or even that his farm exists!
The scenario develops...

- Working through the stages of the lifecycle.
- Ben is assisted by Georgina (who is full of common sense) and Alex (who is an IT contractor).

Vignettes to illustrate key points
- Like not withdrawing services before replacement is working
- For change management, not replacing Windows with Linux (on his pc), without checking that everything will still work...
- For supplier management, choosing between a “jumped-up townie nerd” and Alex, who is also sensible and sympathetic
- In strategy management, getting across the “future value of money”
- In service design, remembering to think about availability, capacity and service levels at the design stage
- In service improvement, not just deleting old (unanswered) emails to meet a response time KPI
Why not a real case-study

- It would be far too complicated
  - Wouldn’t be able to see the wood for the trees
- Anything from the ItSM community likely to focus on detail rather than general issues
- And people don’t want to advertise their failures!
Assessment

• Examination
• Short questions about the way things fit together
  • Moved away from “memory test” of the jargon – more qualitative
• Longer questions
  • Descriptive / discursive for a scenario
  • Diagnostic for a caricature scenario
    • “what seems to have been overlooked? … why was it important? … what’s gone wrong?”
• Hard work for students
  • But that’s as much about OU culture as the approach
Does it work?

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From the perspective of the teachers ...

- Universally complimented by those having to teach this material
- Industrial Assessor:
  - “The uncomplicated and slightly tongue in cheek style of the author does much to engage the learners interest, aided by the back story of the scenarios.”
- Forum moderator / critical reader:
  - “I like Ben – he helps bring ITIL to life, and injects a little humour”
- Author of update
  - It’s become surprising easy to write another short episode to illustrate any concept that was wanting previously
And the students?

• More equivocal
• Most negative comments about the number of acronyms in ITIL
• Several positive comments about having gained certification, understood their work environment better, even having helped introduce SM into their workplace
• Nearly all were critical of the reference book (although some did like having something they could just “learn”…)
• Some felt the approach was a bit verbose

• Probably the wrong question…
What should it be compared with?

- The books – generally dreadful – wrong focus for HE
  - An exception – Claire Agutter’s *ITIL Lifecycle Essentials* (2013) IT governance publishing
  - Still a “what are the nuts and bolts called” approach, but a lot better than the “official” Axelos offerings
- The intense “cramming” courses on offer commercially?
- Even “manager’s awareness” books are far too heavy on the nuts-and-bolts jargon
- The “what went wrong” diagnostics seem to be more associated with later stages of ITIL training
  - Particularly the “managing across the lifecycle” – which is the final certification
How has it helped

• An important aspect of IT management
• A dearth of resources that look at “why?” or “so what?”
• An opportunity to bring some of the more obscure aspects of Service Management to life
  • Without getting bogged down in detail
• Helping students to recognise what can go wrong if SM is overlooked or poorly managed
ITIL vignettes

- Supporting material for dry topic
- Don’t take it too “seriously”
- Would it be of value to share the material in the community?
Thank you for listening

Any comments or questions?