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?
• 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”
The ITIL service lifecycle

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?
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

Bowers, Morse

Including ITSM in the Curriculum – a caricature approach

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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?