

INFO3333

Computing 3
Management

Lecture 1: The IT Services Lifecycle

Presented by

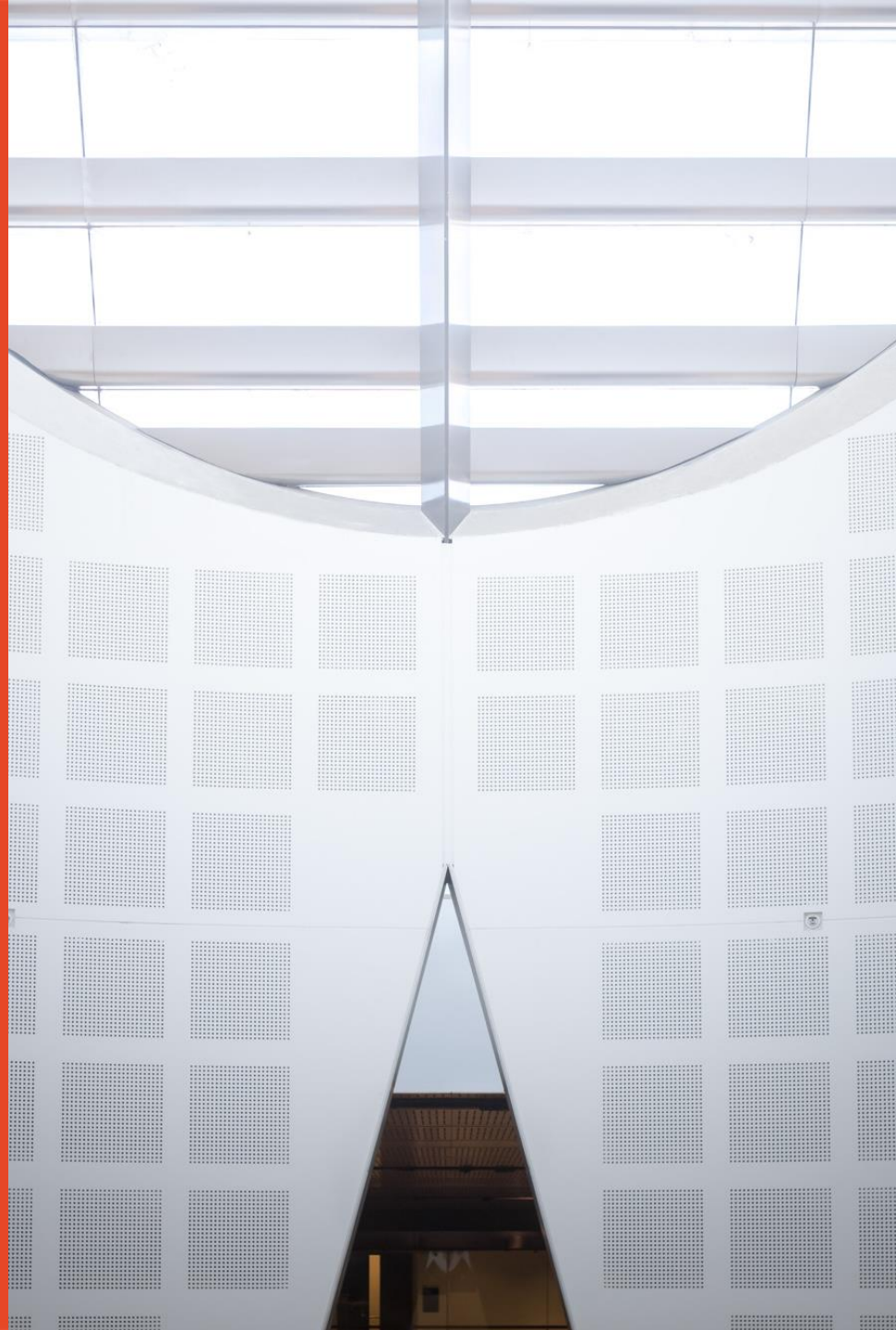
Prof. Alan Fekete

Dr. Andrea Stern

Joshua Burrridge



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SYDNEY



Acknowledgement of Country

Before we begin the proceedings, I would like to acknowledge and pay respect to the traditional owners of the land on which we meet; the Gadigal people of the Eora Nation. It is upon their ancestral lands that the University of Sydney is built.

As we share our own knowledge, teaching, learning and research practices within this university may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.



Learning Outcomes for today

- By the end of today's lecture, you should be able to
- Know who to contact for different types of questions about the unit, and how to contact them
 - Know what to do in case of emergency
 - Locate the important info you will need to succeed
 - List the primary components and assessments of INFO3333
 - Describe the Colesworth Case Study
 - List the stages of the IT Services Lifecycle
 - Map these stages on to example applications



INFO3333

- core for BAdvComp and its combined degrees
- Replaces INFO3402 which was required for BE(Software), BCST, BIT and combined degrees, and also was a prerequisite for the CS and IS 3rd year projects
- Key purposes:
 - Allow degrees to meet accreditation requirements for study of project management, service management, and governance
 - Prepare students for success in group-based 3000-level projects
- *Not* a purpose: for you to be ready for employment as a project manager
 - for that, study Project Management degree, or as second (Table S) major



Learning outcomes (from CUSP)

Professional Effectiveness and Ethical Conduct (Level 3)

- 1. Reflect on, and assess, own skills and attributes to develop an initial professional development plan and develop leadership skills.
- 2. Explain and exemplify the principles and practices of leadership in an IT project
- 3. Explain and give examples of the role of governance, compliance, and ethics in IT activities in organisational, social, and legal contexts as well as in individual professional conduct

Project and Team Skills (Level 3)

- 4. Use project management tools and techniques to develop a project plan
- 5. Negotiate and evaluate team responsibilities and team processes with respect to the various points of view of team members and of clients.

Communication and Inquiry/ Research (Level 3)

- 6. Use oral and written communication skills in discussions, presentations, and reports

Engineering/ IT Specialisation (Level 3)

- 7. Evaluate the appropriateness of different project management techniques, including PMBOK and Agile, for IT projects of different types and scale
- 8. Clarify IT system and service requirements to determine needs, formulate library queries, locate digital and other sources, evaluate their reliability, and extract and synthesise relevant content; write short essays which relate principles and concepts to case studies.
- 9. Describe the structure and role of relevant frameworks and standards such as PMBOK, Agile, COBIT, ITIL, ISO/IEC 20000, CMMI
- 10. Explain the principles and processes of IT project management, service management, governance, and how they manage quality and performance



Our Team

- **Coordinator:**
 - Professor Alan Fekete
 - alan.fekete@sydney.edu.au
 - contact for any administrative/bureaucratic matter
- **Lecturers:**
 - Professor Alan Fekete (weeks 1-6 then 13)
 - Dr Andrea Stern (weeks 1-2 then 7-13)
- **Teaching Assistant:**
 - Joshua Burrridge



Information sources

- **Canvas site for the unit**
 - and Ed discussions
 - keep engaged (check frequently for announcements, questions/answers, instructions)
- Note “Module” structure
 - Friday lecture, and following Monday labs
- Lecture recordings
 - we intend these to occur, but technology can and often does fail!
 - slides will be posted on Canvas



Assessments (from CUSP)

- Professional Development Plan, Review (2%; wks 2, 11)
- Weekly Tutorial Quiz (10%, one per week done online during lab)
- Group project [starts in first lab – next Monday!]
 - project plan progress submissions (0%, repeated)
 - progress oral presentation (0%; wk 6)
 - oral presentation (5%; wk 10)
 - project report (13%; wk 10)
 - individual analysis, reflection (5%; wk 10)
 - team processes (5%; throughout)
- Service management report
 - draft (0%; wk 11)
 - final (10%; wk 13)
- Exam (50%)
 - School of CS policy: in order to pass the unit, you must obtain at least 40% on exam, *and* at least 50% overall!



Special Consideration (University policy)

- If your performance on assessments is affected by illness or misadventure
- Follow proper bureaucratic procedures
 - Have professional practitioner sign special USyd form
 - Submit application for special consideration online, upload scans
 - Note you have only a quite short deadline for applying
 - <https://sydney.edu.au/students/special-consideration.html>
 - Be careful to use “CUSP name” for the task
 - If request is denied, consult coordinator immediately (perhaps you can resubmit with better documentation)
- Also, notify coordinator by email *as soon as anything begins to go wrong*
- There is a similar process if you need special arrangements eg for religious observance, military service, representative sports



Late assessment work

- For quizzes, team processes, oral presentation: late work can't be accepted; if there is approved special consideration etc, the mark will be replaced from other activities
- other tasks: except when there is approved special consideration or extension via academic plan, *late work will attract a penalty of 5 percent of the available mark, for each calendar day after the due date. Work that is not submitted within 10 calendar days will receive a mark of zero.*



Academic Integrity (University policy)

- “We take academic dishonesty seriously because of our commitment to our culture of academic integrity. Academic dishonesty threatens the confidence the wider community has in the University’s students, staff and alumni.
- Academic dishonesty involves any attempt to gain academic advantage by doing something misleading or unfair. It is also academically dishonest to help a friend or a group of students to gain unfair academic advantage.” [from site below]
- <https://sydney.edu.au/students/academic-dishonesty.html>
- Submitted work is compared against other work (from students, the internet etc)



Penalties

- The penalties for violation of academic integrity are **severe** and include:
 - 1) a permanent record of academic dishonesty, plagiarism and misconduct in the University database and on your student file
 - 2) mark deduction, ranging from 0 for the assignment to Fail for the unit
 - 3) expulsion from the University and (for international students) cancelling of your student visa



General Housekeeping – Use of Labs

- Keep work area clean and orderly
- Remove trip hazards around desk area
- No food and drink near machines
- No smoking permitted within University buildings
- Do not unplug or move equipment without permission





EMERGENCIES – Be prepared



www.sydney.edu.au/whs/emergency

The screenshot shows the 'SAFETY HEALTH & WELLBEING' page for The University of Sydney. The header includes the university logo and name. Below the header is a navigation bar with links: SAFETY HEALTH & WELLBEING, UNIVERSITY HOME, STAFF INTRANET, and CONTACTS. A search bar is also present. The main content area is titled 'EMERGENCY' and includes a list of links under 'What to do in an emergency': First aid, Incident & accident reporting, Chief building wardens, Emergency management, Building emergency procedures, Handling of suspicious packages, Chem Alert (MSDS), and Mercury spills. A section titled 'WHAT TO DO IN AN EMERGENCY' provides a general overview and a list of specific emergency procedures: Be prepared, Fire alarms, Emergency response, Medical emergencies, People with disabilities, Hazardous material incidents, Gas leaks, Phone threats, Unattended bags or other suspicious items, Emergency lockdown, Personal safety on campus, Personal threats, and Suspicious behaviour. A sidebar on the right titled 'EMERGENCY CONTACT NUMBERS' lists 'POLICE, FIRE, AMBULANCE' (Dial 0-000) and 'OTHER USEFUL NUMBERS' (University Security Service: 9351-3333, Chief fire wardens, and Nominated first aid officers).

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SAFETY HEALTH & WELLBEING

SAFETY HEALTH & WELLBEING UNIVERSITY HOME STAFF INTRANET CONTACTS

Q University of Sydney GO

Policy & strategy Responsibilities Managing WHS A-Z info Health and wellbeing Consultation Incident/hazard reporting Workers comp. **Emergency**

You are here: Home / WHS / Emergency

EMERGENCY

- > What to do in an emergency
 - > First aid
 - > Incident & accident reporting
 - > Chief building wardens
 - > Emergency management
 - > Building emergency procedures
 - > Handling of suspicious packages
 - > Chem Alert (MSDS)
 - > Mercury spills

WHAT TO DO IN AN EMERGENCY

Emergencies can occur at any time, and can arise from a number of causes including fire, medical emergencies, chemical spills, gas leaks, bomb threats and physical threats. The first priority in any emergency situation is the safety of all people who may be in danger.

- [Be prepared](#)
- [Fire alarms](#)
- [Emergency response](#)
- [Medical emergencies](#)
- [People with disabilities](#)
- [Hazardous material incidents](#)
- [Gas leaks](#)
- [Phone threats](#)
- [Unattended bags or other suspicious items](#)
- [Emergency lockdown](#)
- [Personal safety on campus](#)
- [Personal threats](#)
- [Suspicious behaviour](#)

EMERGENCY CONTACT NUMBERS

POLICE, FIRE, AMBULANCE:

- | Dial **0-000** from a University phone; if you are calling from an external line or mobile phone, dial **000**. Be prepared to give your name and location, and details of the emergency.

OTHER USEFUL NUMBERS

- | **University Security Service: 9351-3333**
This is an emergency number only.
- | [Chief fire wardens](#)
- | [Nominated first aid officers](#)

Be prepared



EMERGENCIES

Evacuation Procedures

ALARMS

 **BEEP... BEEP...** Prepare to evacuate

1. Check for any signs of immediate danger.
2. Shut Down equipment / processes.
3. Collect any nearby personal items.



 **WHOOP... WHOOP...** Evacuate the building


1. Follow the **EXIT** exit signs.
2. Escort visitors & those who require assistance.
3. DO NOT use lifts.
4. Proceed to the assembly area.

EMERGENCY RESPONSE

1. Warn anyone in immediate danger.
2. Fight the fire or contain the emergency, if safe & trained to do so.

If necessary...

3. Close the door, if safe to do so.
4. Activate the **"Break Glass"** Alarm  or 

5. Evacuate via your closest safe exit. **EXIT** 
6. Report the emergency to 0-000 & 9351-3333



MEDICAL EMERGENCY

– If a person is seriously ill/injured:

1. **call an ambulance 0-000**
2. **notify the closest Nominated First Aid Officer**

If unconscious– send for Automated External Defibrillator (AED)
AED locations.

NEAREST to SIT Building (J12)

- Electrical Engineering Building, L2 (ground) near lifts
- Seymour Centre, left of box office
- Carried by all Security Patrol vehicles

3. **call Security - 9351-3333**
4. **Facilitate the arrival of Ambulance Staff (via Security)**



Nearest Medical Facility

University Health Service in Level 3, Wentworth Building

First Aid kit – SCS Building (J12)

kitchen area adjacent to Lab 110



School of Computer Science Safety Contacts

CHIEF WARDEN

Greg Ryan
Level 1W 103
9351 4360
0411 406 322



FIRST AID OFFICERS



Julia Ashworth
Level 2E Reception
9351 3423



Will Calleja
Level 1W 103
9036 9706
0422 001 964



Katie Yang
Level 2E 237
9351 4918

**Orally REPORT all
INCIDENTS
& HAZARDS
to your SUPERVISOR**

OR

Undergraduates: to Katie Yang
9351 4918

Coursework

Postgraduates: to Cecille Faraizi
9351 6060

CS School Manager: Shari Lee
9351 4158



Support!

- See <http://sydney.edu.au/campus-life/safety-security.html>
- If you need to report an incident of sexual harassment or assault, or make a complaint about misconduct, or want assistance in any way, call our confidential helpline, **1800 SYD HLP (1800 793 457)**.
- There are a wide range of support services available for students
 - Please make contact, and get help

You may not think of yourself as having a 'disability' but the definition under the **Disability Discrimination Act (1992)** is broad and includes temporary or chronic medical conditions, physical or sensory disabilities, psychological conditions and learning disabilities.

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The types of disabilities we see include:

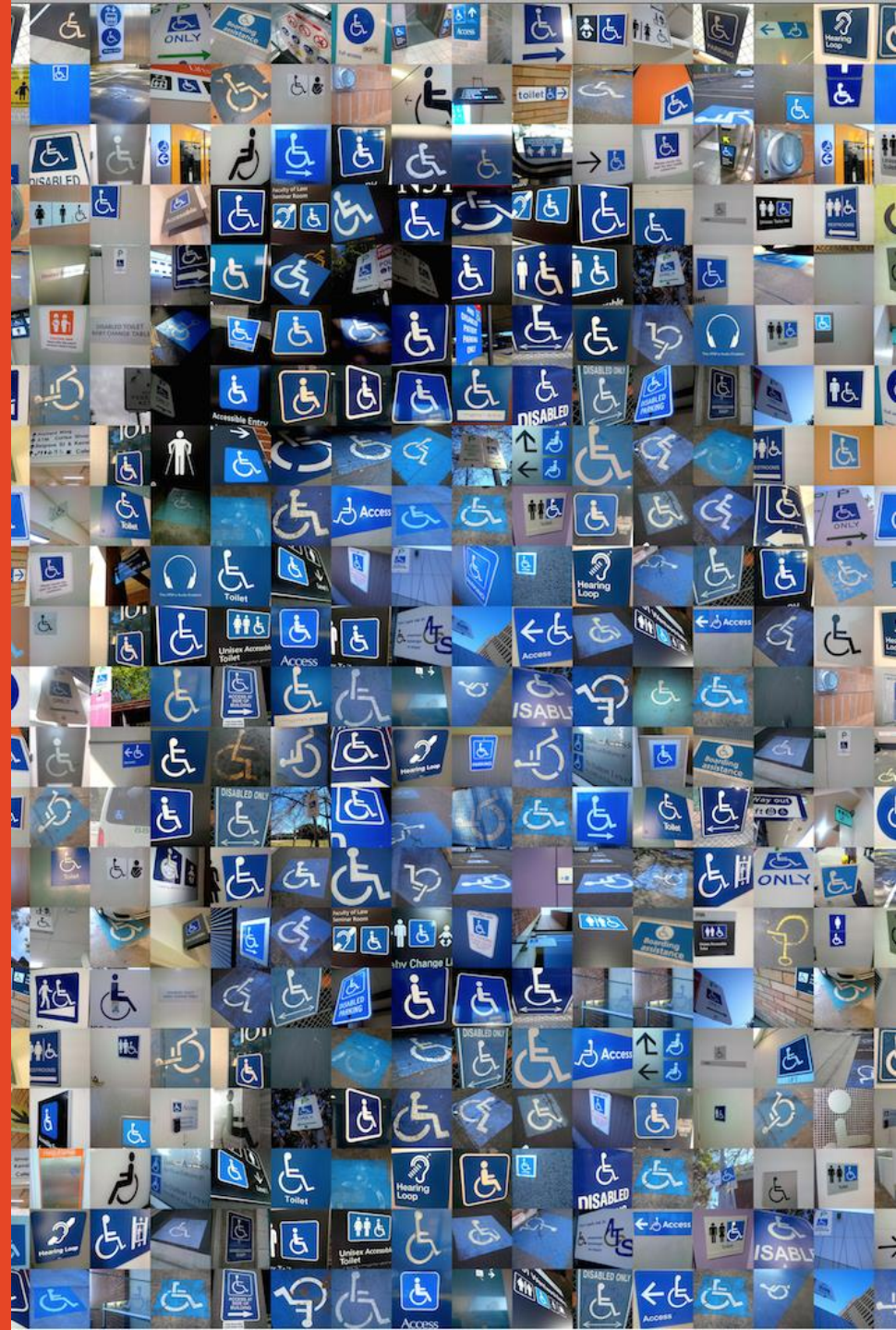
Anxiety // Arthritis // Asthma // Autism // ADHD
Bipolar disorder // Broken bones // Cancer
Cerebral palsy // Chronic fatigue syndrome
Crohn's disease // Cystic fibrosis // Depression
Diabetes // Dyslexia // Epilepsy // Hearing
impairment // Learning disability // Mobility
impairment // Multiple sclerosis // Post-traumatic
stress // Schizophrenia // Vision impairment
and much more.

Students needing assistance must register with Disability Services. It is advisable to do this as early as possible. Please contact us or review our website to find out more.



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Disability Services Office
sydney.edu.au/disability
02-8627-8422





Other support

- Learning support
 - <http://sydney.edu.au/study/academic-support/learning-support.html>
- International students
 - <http://sydney.edu.au/study/academic-support/support-for-international-students.html>
- Aboriginal and Torres Strait Islanders
 - <http://sydney.edu.au/study/academic-support/aboriginal-and-torres-strait-islander-support.html>
- Student organization (can represent you in academic appeals etc)
 - <http://srcusyd.net.au/> or <http://www.supra.net.au/>
- You are not required to tell anyone else about this
- If you are willing to inform the unit coordinator, they may be able to work with other support to reduce the impact on this unit
 - eg provide advice on which tasks are most significant



Complaint mechanisms

Student complaints: see <https://sydney.edu.au/students/complaints.html>

- “A complaint is any type of problem or concern about academic or non-academic matters that you raise with the University, and requires staff to work with you towards a resolution. It could be to do with your studies, student life, the University environment or the behaviour of a student or staff member.”
- “Complaints give us an opportunity to identify areas for improvement. We approach any experience of unreasonable treatment, disadvantage or distress seriously and with sensitivity. Our goal is to work with you towards a timely and effective resolution. If you choose to remain anonymous, we may be limited in our ability to assist you. If you make a complaint on behalf of someone else, we will be limited in disclosing information to you due to privacy provisions.”



Our reflections

- INFO3333 was new in 2018
 - some things worked well, others not
 - overall, students were not very satisfied
 - poor organization, esp assessment rubrics and management
 - lack of linkage between different parts of the unit
- For 2019, we have adjusted many aspects to try and improve
 - Different project task and other assessments
 - Revised rubrics
 - Please communicate to coordinator immediately if you experience problems
 - especially, if anything is unclear
 - We will try and resolve issues, and ensure fairness



Looking to 2019

- Student numbers have grown a lot
 - Lab space is hard to find
 - Some rooms are not optimal
- We are experimenting with “double” labs
 - 40-50 students in a bigger room, with two tutors present
 - Please be tolerant if there are teething problems
 - but let coordinator know!



Group dynamics

- Group must organise itself
 - Arrange internal communication and meetings
 - document what is happening
 - use techniques we are teaching you in this unit
 - Set internal deadlines
 - Follow up if deadlines are missed
 - Have fall-back mechanism
 - Have dispute resolution mechanism
- Let unit coordinator know quickly if there are problems (unresolvable disagreements, member who doesn't contribute, etc.)
- All members get the same group mark, for each group assessment task



Advice

- Metacognition
 - Pay attention to the learning outcomes in CUSP
 - Self-check that you are achieving each one
 - Think how each assessment task relates to these
- Time management
 - Watch the due dates
 - Start work early, submit early
- Networking and community-formation
 - Make friends and discuss ideas with them
 - Know your tutor, coordinator
 - Keep them informed, especially if you fall behind
 - Don't wait to get help
- Enjoy the learning!



Introductions

Activity

Task: Gather the following information:

- Has the person to your left ridden a bike this week?
- Does the person to your right have any brothers or sisters
- Has the person behind you ever been *inside* the Opera House?
- Does the person in front of you know how to play a musical instrument?
- The names of the above 4 people

Time allowed: 10 mins



A whole-of-life view

So now you've got a puppy and I'm so cute, but what happens next?

- Routine maintenance: feeding, exercising, training
- Capacity planning: housing & transport
- Change management: increase housing & transport capacity as I grow bigger. And bigger.
- Migration: airplane ticket
- Contingency management: vaccinations
- Disaster recovery: helicopter tail destroys low-lying objects & small twins
- Incident management: limp, problem management root cause analysis: arthritis; restoration: replace hip
- etc

The effort of maintaining me vastly outweighs the effort of acquiring me



Applying the whole-of-life view to IT projects

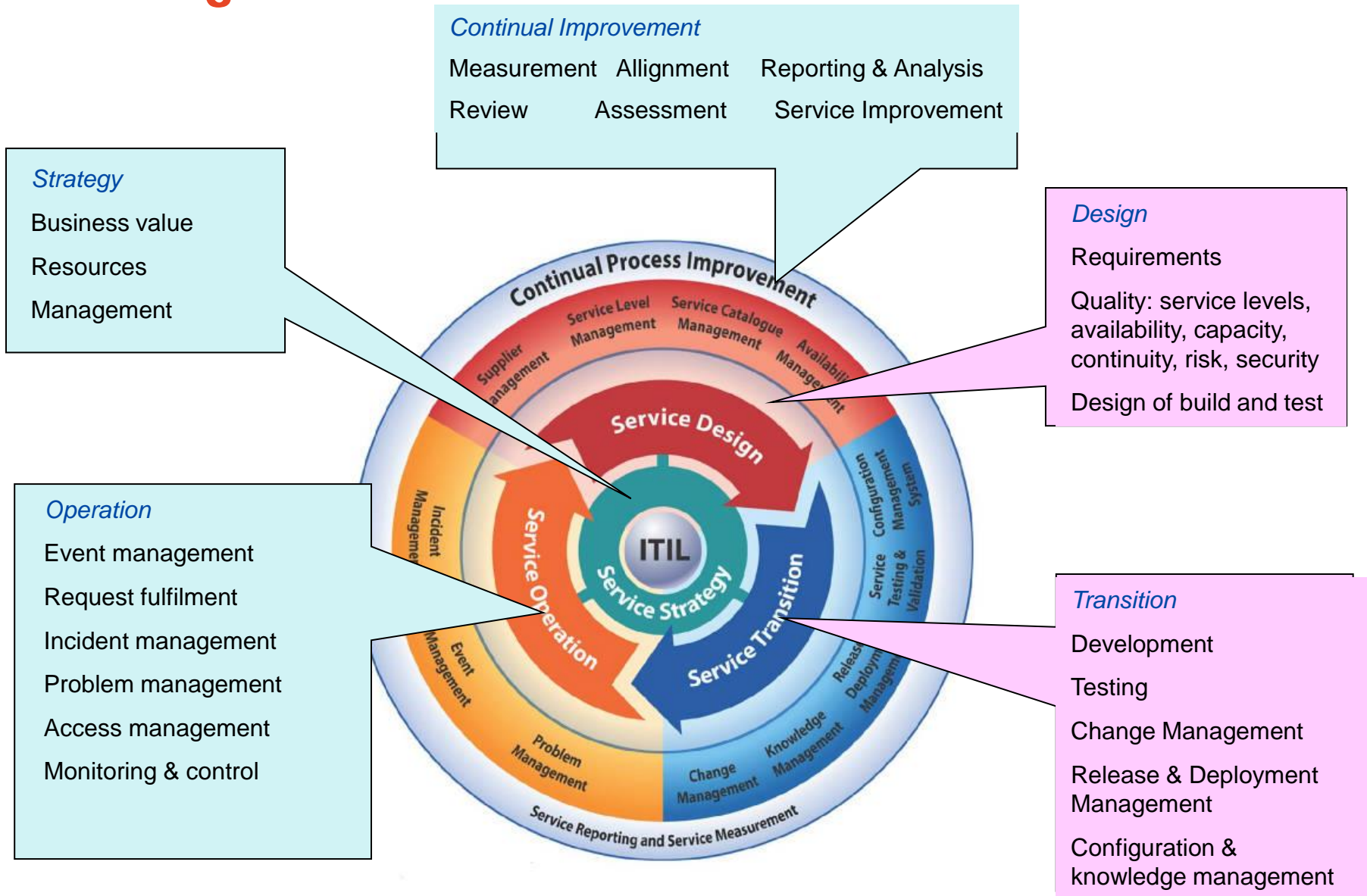
- What is a project?
- What is the result (or output/outcome) of a project?
- Where does it go?
- What happens to it then?



IT projects and IT services

- a project is a temporary endeavour undertaken to create a unique result
- A service applies the result of that project (and others) to the continuous delivery of outcomes for the service user
 - in the context of the organisation's strategies
 - Subject to continual improvement processes
- Ratio of development to management in IT budget is c. 20/80

Project management as part of IT services lifecycle management



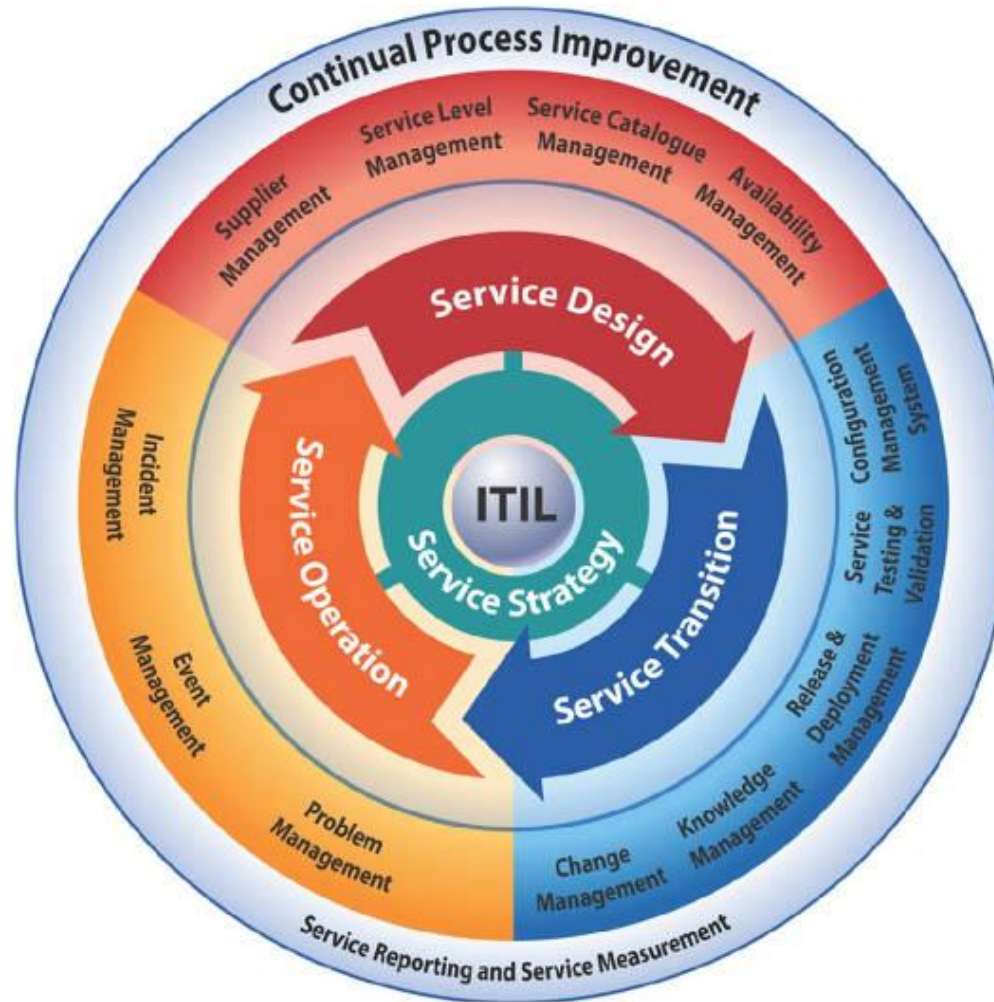


Managing the IT services lifecycle

- ITIL is the most commonly used set of guidelines for IT service management
- Its purpose is to transform an organisation's IT capabilities into services which meet its business goals and maximise business value.
- IT takes a strategic approach to designing, building, delivering, managing and improving the way IT is used within an organization.
- We shall be applying it to the case study in this unit



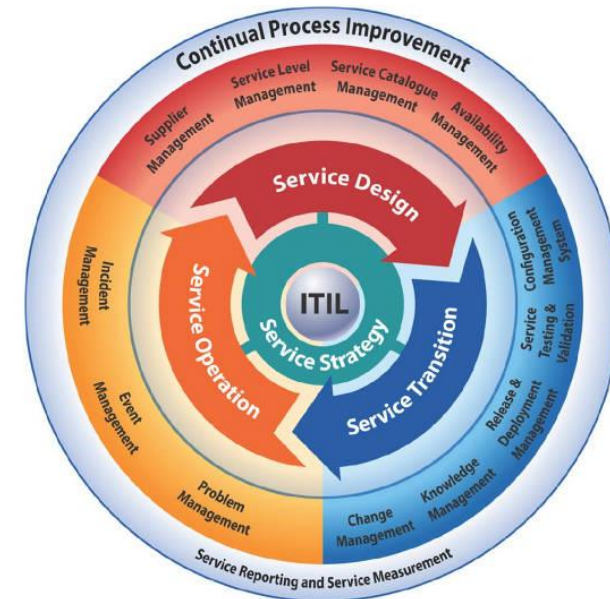
The lifecycle of Canvas





The lifecycle of Canvas – Strategy & Design

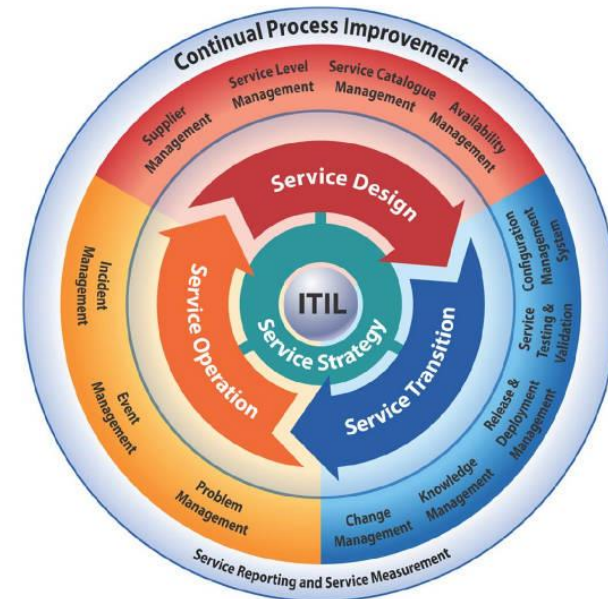
- What is the goal?
- Purpose?
- Need to be filled?
- How will we fill it?
- What design will we choose?
- Why?





The lifecycle of Canvas – Transition

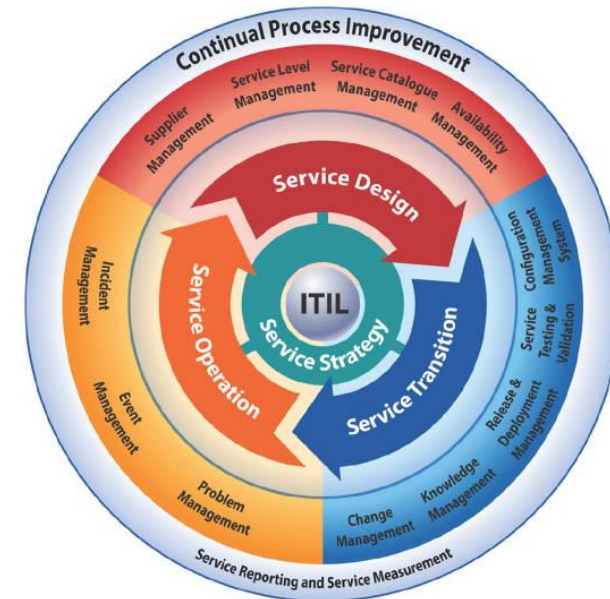
- We've finished, now let's get it into the live environment
- We've tested it and it works!
- Great! Canvas is done, we can go home...
- Who has to look after the puppy?





The lifecycle of Canvas – Operation

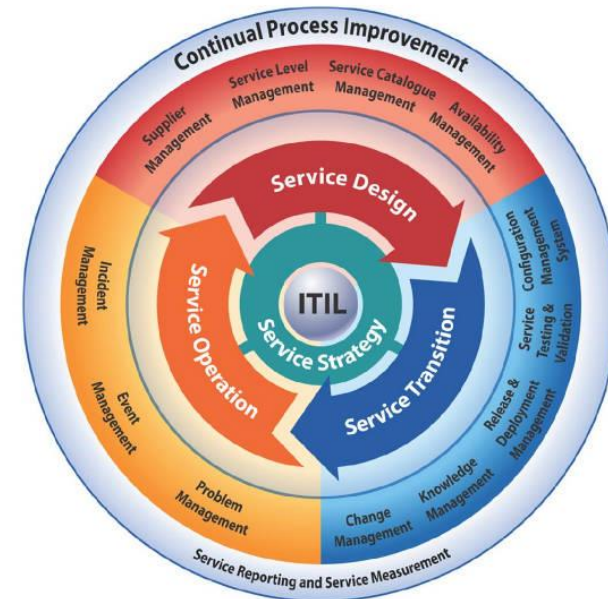
- Maintenance
- Reaction to change
- Reaction to things that break





The lifecycle of Canvas – CSI/CPI

- Now let's go back to the beginning
- Or the middle
- Or the end
- Over and over until we get it 'perfect'





Colesworth case study and your projects

We will look at the primary documents on Canvas, and some key extra points:

- Teams of Project Managers?
- Tutor is both General/Department Manager and Client
- More options than you may be used to
 - Project itself
 - Approach
 - Many decisions inside
- You will be ‘creating deliverables’ – not making a formal plan
- You will still gather them together in a cohesive report for your client
- Development is weekly with progressive submissions



Writing and team work

- Writing:
 - Whether working as a technical specialist or manager, in a small or large scale organisation, being able to argue clearly in writing is important.
 - Arguing clearly means to be able to state a position, justify it and persuade others of its merits

- Teamwork:
 - in IT work, whether technical or managerial, you will negotiate and evaluate team responsibilities and team processes, incorporating the various points of view of team members, as well as of clients.
 - Exercises and processes to follow in this unit, will give you experience of this.

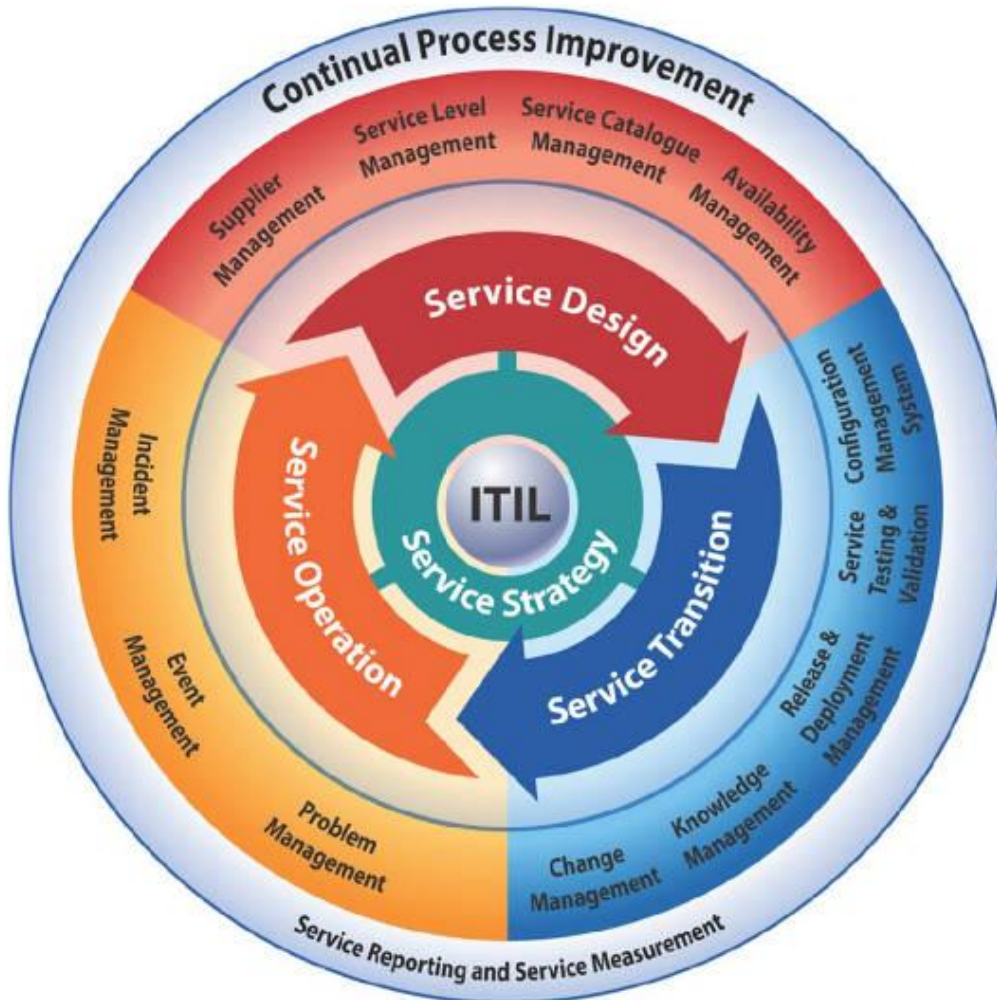


Professional development planning

- The purpose of professional development planning (PDP) is to clarify your professional ambitions and to plan how to achieve those ambitions as they change over time.
- We do not assess what you write in these reflections; that is your information to use in planning your professional development. We do assess your completing and submitting the activities by the due dates.
- Benefits
 - strategies for improving your performance
 - a better sense of the life and work you want
 - more confidence in the choices you make
 - confidence in the skills, qualities and attributes you bring to your career
 - being in a better position to compete for jobs and to discuss your skills with employers
 - positive attitudes, creative thinking, and problem-solving approaches associated with successful professional life



ITIL: At the heart of the Service lifecycle is the key principle: all services must provide measureable value to business objectives; each stage and the processes in that stage revolves around that.



We will keep returning to this diagram as the semester continues



Learning Outcome Reflection

You should be able to:

- Know who to contact for different types of questions about the unit, and how to contact them
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- List the primary components and assessments of INFO3333
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