

Capability-Driven Strategy

Itana bi-weekly call, 11 December 2020

Agenda

1. Roll Call (by time zone - East to West)
2. Scribe Shout-out: [How To Scribe Itana Notes](#)
3. Agenda Bash
4. **Capability Model-Driven Strategy**
jeff kennedy (The University of Auckland)
5. Itana Org Updates (if any)
 - a. *Working Group Updates*
 - i. Wiki Refresh Working Group
 - ii. Women in EA Working Group
 - iii. New2EA Working Group
 - iv. API Working Group
 - v. Business Architecture Working Group
 - b. *Steering Committee Update*
 - i. Coaching and Mentoring

Capability-Driven Strategy

jeff kennedy

Enterprise Architecture Manager

The University of Auckland

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@elbanoitca



Agenda

1. Capabilities

What are they, and why are they useful?

2. Strategies

A broad view: what should we invest in?

3. Concerns

Illustrations of real-world higher-education strategic enterprise storytelling.

Capabilities

> The Open Group

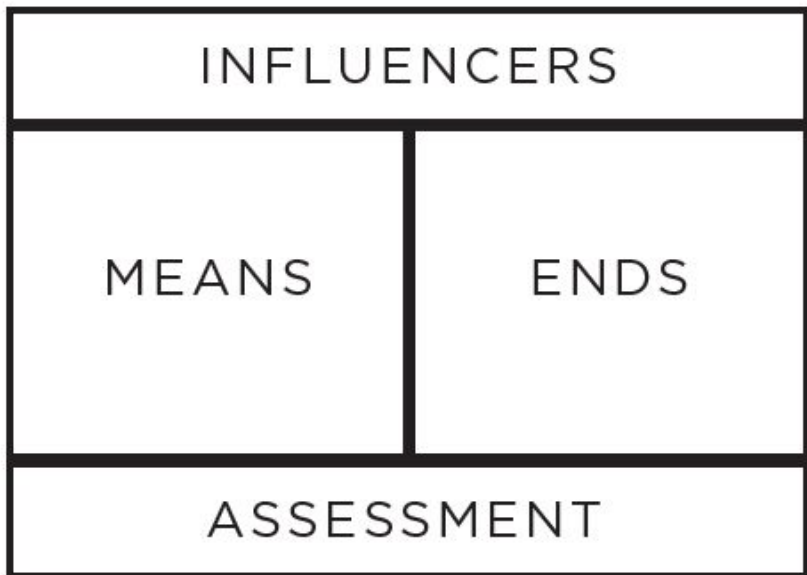
A business capability is a particular ability or capacity that a business may possess or exchange to achieve a specific purpose or outcome.

> FromHereOn

A Business Capability is a particular logical combination of People, Process, Information, and Technology resources necessary to deliver a discrete required outcome to achieve a specific business objective.

Anatomy

BUSINESS MOTIVATION



CAPABILITY



People



Process



Information



Technology



Itana
ESTABLISHED 2007

Mind the Gap



What Business Capabilities Are:

- ✓ An expression of the organization's most important activities
- ✓ A common language that can be used by business relationship managers and business partners to frame demand articulation conversations
- ✓ A framework that cuts across organizational silos by focusing on *what* different constituencies do rather than *how* they do it

What Business Capabilities Are Not:

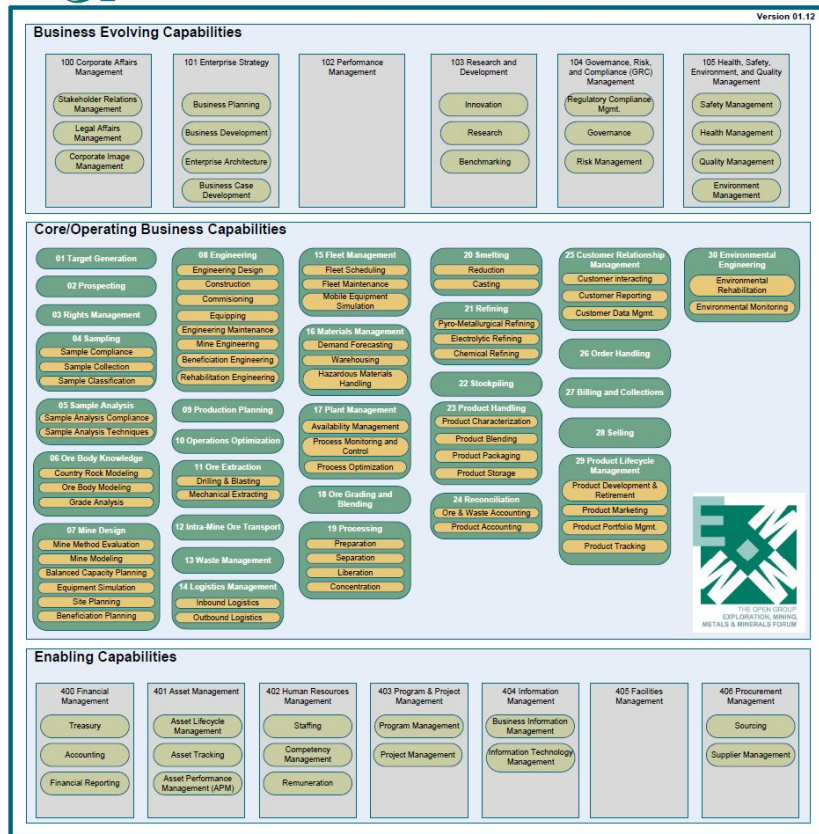
- ✗ An expression of the organization's technical capabilities
- ✗ A detailed description of how each business constituency conducts its activities
- ✗ An inventory of process maps or a collection of IT systems

Business Capability Reference Models



The Exploration and Mining Business Capability Reference Map

a product of the Exploration and Mining Reference Framework as overseen by The Open Group EMM Forum



HIGHER EDUCATION BUSINESS REFERENCE MODEL

DESCRIPTION

The Higher Education Business Reference Model describes a standard set of Business Architecture elements relevant to Higher Education. It can be used as a reference for Business Stakeholders, Enterprise Architects, and Technology Strategists to engage in discussion regarding business effectiveness, needs, and challenges. The primary attribute of the Business Reference Model is the embedded capability model, which elaborates the core value chains for higher education and the underlying business capabilities.

UNDERSTANDING BUSINESS CAPABILITIES

A capability model supports the development of strategies by viewing the business as a collection of capabilities that can be adjusted in response to the demands of the business environment. This models WHAT the organisation is capable of doing. It presents the business capabilities within the wider business context of WHO it serves, relies on, and answers to, extending beyond organisational boundaries. A Business Capability is a particular logical combination of People, Process, Information, and Technology necessary to deliver a discrete required outcome to achieve a specific business objective. The capabilities support the realisation of an institution's strategies.

BUSINESS MOTIVATION



CAPABILITY



USAGE

The Business Capability Model serves as an anchor for assessing perspectives such as strategic importance, maturity, business operation gain points, capital investment, and organisational structure. It presents a view of the organisation with traceability from business objectives through to the information, technology, and other resources required to support them.

MAJOR CONCEPTS

Typically an **ORGANISATIONAL STRUCTURE** would be included to provide context for the scope of the model.

VALUE CHAINS capture how the institution generates value through Learning & Teaching and Research.

CORE CAPABILITIES that directly support the Value Chains are organised under the relevant Value Chain Segment.

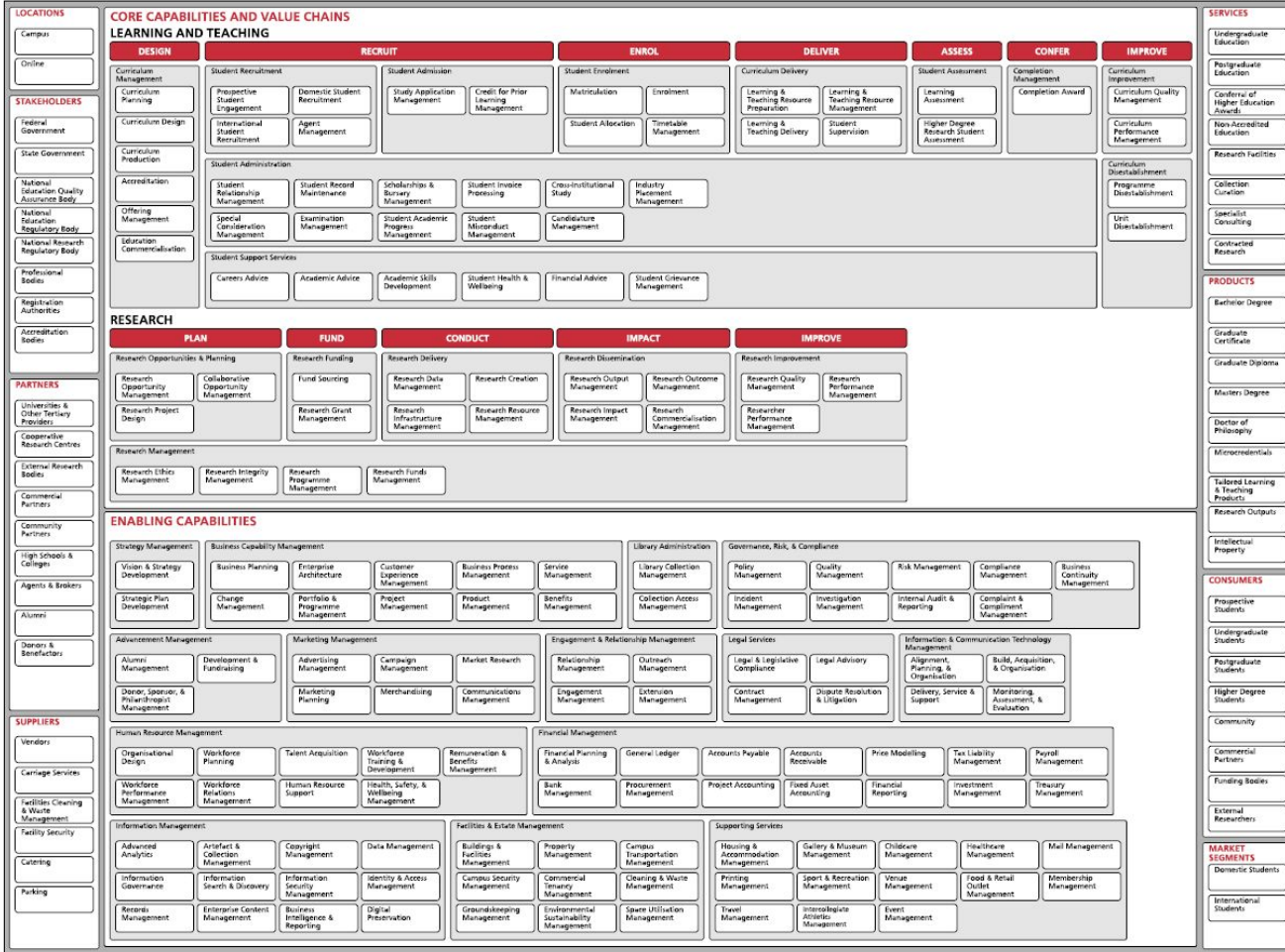
ENABLING CAPABILITIES support the core capabilities across the value chains and keep the institution running.

External LOCATIONS and **STAKEHOLDERS** provide additional influencing business context.

PARTNERS and **SUPPLIERS** indicate the entities outside the institution that provide necessary inputs to the institution.

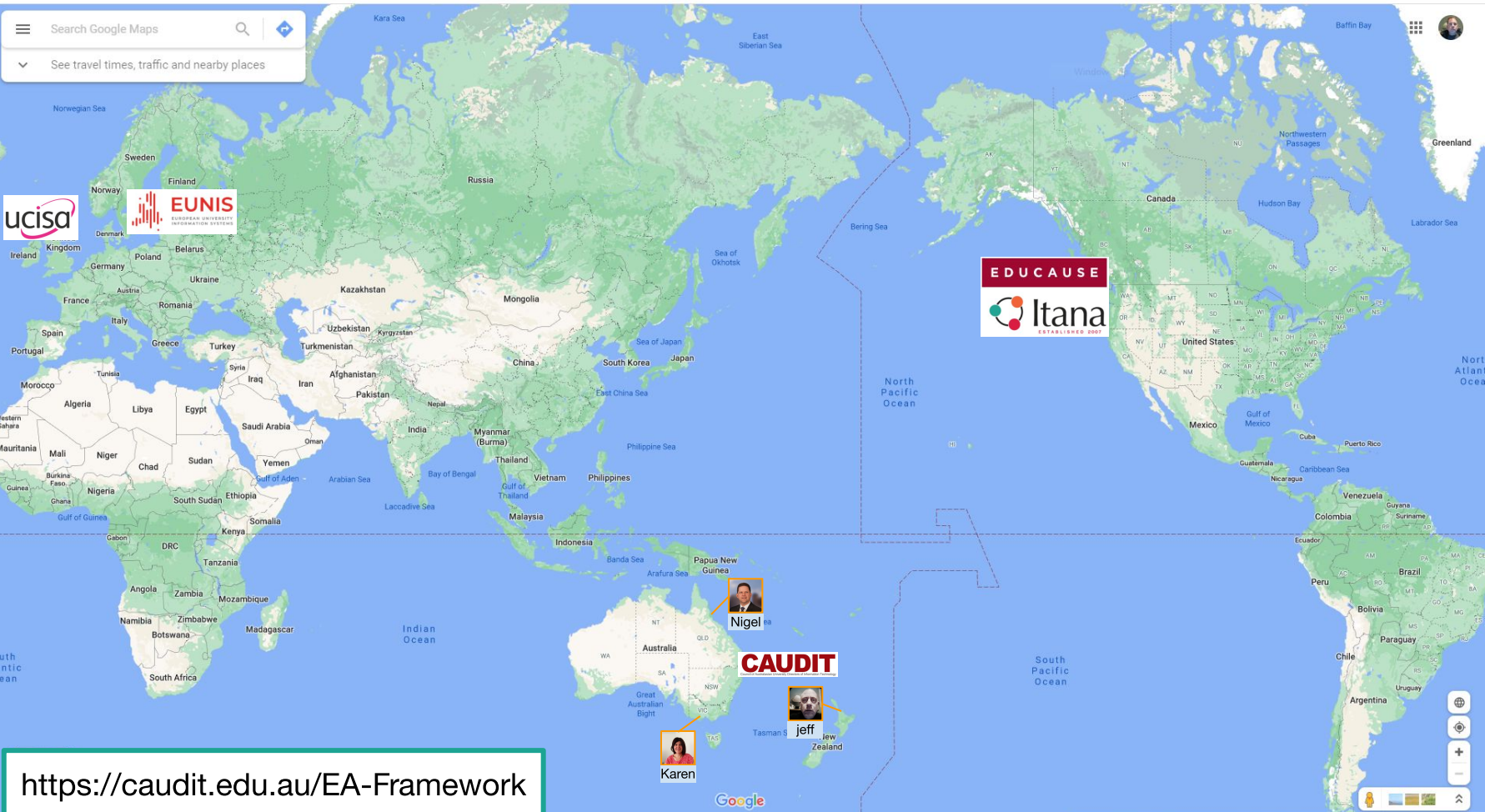
PRODUCTS and **SERVICES** are those outcomes of the value chain that present tangible value to the consumers and target markets.

CONSUMERS and **MARKET SEGMENTS** indicate those people and organisations that are the beneficiaries of the value generated by the institution.



Search Google Maps

See travel times, traffic and nearby places



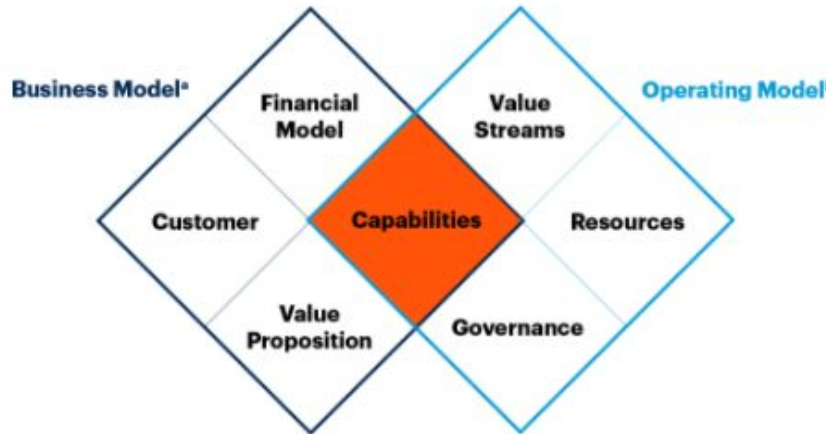
<https://caudit.edu.au/EA-Framework>

Acclaim!

Business capability modeling is a technique that allows enterprises to combine resources, competencies, information, technology, processes and their environments to create unique competitive possibilities. Business capability modeling delivers value to customers or citizens (see [8 Best Practices for Creating High-Impact Business Capability Models](#)). Business capability models are often industry specific and benefit greatly from reference models developed within the industry. One of the most mature business capability models for higher education was developed in Australia through the work of the Council of Australasian University Directors of Information Technology (CAUDIT) and the company FromHereOn. That collaboration resulted in a detailed business capability model: [the CAUDIT Higher Education EA Reference Architecture](#).

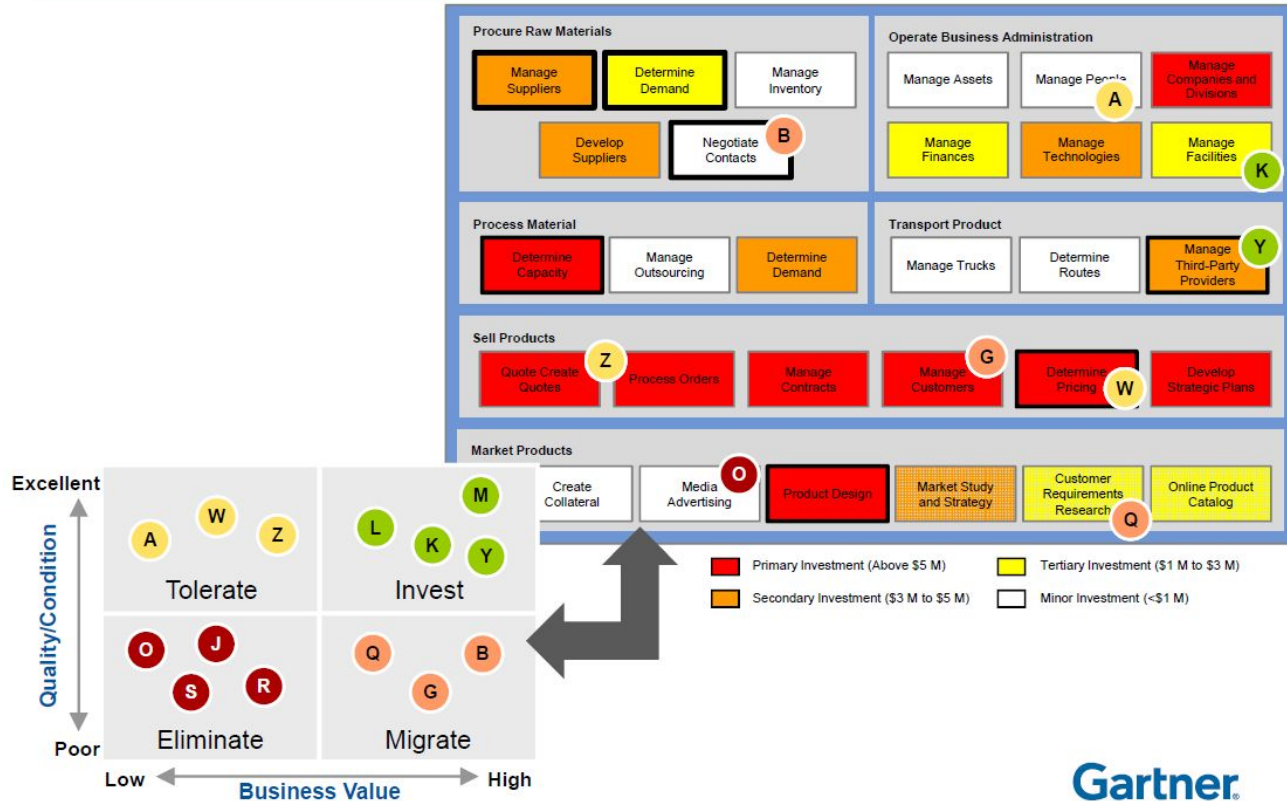


Capabilities Are the Linchpin



Lowendahl, J-M. (2020) *_Use Business Capability Modeling to Drive Digital Business Design in Higher Education_*, Gartner Research, Article ID #G00722622, available at <https://www.gartner.com/document/399083>

Business Capability Heatmaps



Strategies

1. Broad scope here for what "strategy" means
2. Both sides of the door: inbound and outbound

...and:

3. Watch for the



How Should we Invest?

**Sector
Differential**
FACTORY

We will strive to do this differently and better than other universities do.

**Innovation
Differential**
STRATEGIC

We will innovate and experiment with new ideas to discover and create new value.

Create and deliver new strategic value

**Sector
Operations**
SUPPORT

Every university must do these things: there is zero-to-low benefit being different here.

**Business
Operations**
TURNAROUND

Every business needs to do these things: there is no benefit in being different here.

Reduce cost and complexity

Improve operations and efficiency



Taumata Teitei

Vision 2030 and Strategic Plan 2025



Vice-Chancellor's Message

Whakatauki

*Whāia te iti kahurangi, ki te tuohu koe
Me he maunga teitei*

*Seek the treasure which you value dearly
if you should bow your head, let it be to a lofty mountain*

The University of Auckland is located in Aotearoa New Zealand, a place of extraordinary beauty and diversity, where Māori are tangata whenua. From here, we reach out to the Pacific, to Asia and the World. Our enduring relationship with tangata whenua is based upon Te Tiriti o Waitangi, an essential part of our distinctiveness, and a key component of our new Vision 2030 and Strategic Plan 2025.

I am pleased to commend to you this University of Auckland Vision and Strategy for the next decade 2021–2030, *Taumata Teitei*, which can be interpreted from the reo Māori as pursuing excellence, despite uncertainty. It recognises the exciting challenges posed by the concerns of our age and is a contemporary statement of our purpose, vision and values.

Alongside our new Vision and Strategy, we are co-creating a framework titled *Waipapa* (based upon the Ngāi Whātua Ōrākei gifted name for the University, *Waipapa Taumata Rau*). A framework that will sustain us beyond this 10-year Strategy, it elucidates ideas important to the University, including the principles of *manaakitanga*, *kaikaitiāra* and *whānauāra*. Located within an interactive network of *maunga* (mountains) receding of the many mountain peaks of Auckland, this iterative framework will act as a dialogue over successive years, supporting our actions, deliberations and outcomes, so as to benefit our students, staff and key communities.

Our common commitment to ecologically sustainable systems, equitable and just society, well-being for all, and a thriving economy based upon innovation, are therefore to be understood through the lens of this framework.

Taumata Teitei signals a strong commitment to excellence, sustainability, relevance, fairness

and positive impact in all we do. It does this for the immediate communities of the University of Auckland, for Aotearoa and the Pacific, as well as the global social and economic systems critical to intergenerational equity across the world. We promote a strategy that emphasises well-being, human value and the preservation and protection of our natural world. In short, our strategy is for the world.

Consequently, we will sharpen our focus, prioritising our education and research efforts to improve insight and understanding of global concerns and opportunities, taking informed and positive action through ethical use of knowledge. We will do this across broad domains – geopolitical, environmental and resources; justice, equality and democracy; health and well-being; technology and digitisation – and, through these efforts, advance understanding of what it is to be human, curious, flawed, ingenious and interconnected.

To realise these aspirations, we favour transdisciplinarity, working collaboratively through our teaching and research, respectful of the complex abilities and needs of the diverse communities that we serve. We co-create and disseminate knowledge within and beyond the academic, which is enabled through strong and meaningful engagement with students, staff and our partners, using open and responsive novel work practices such as design-thinking, co-design and co-production.

Mobilising to achieve our purpose in a world in flux is not without risk. To succeed, we must be a strongly principled and values-led academic community, holding ourselves and our partners to values that support academic freedom, curiosity, research-driven knowledge, sustainability, impact and engagement. Paramount amongst these

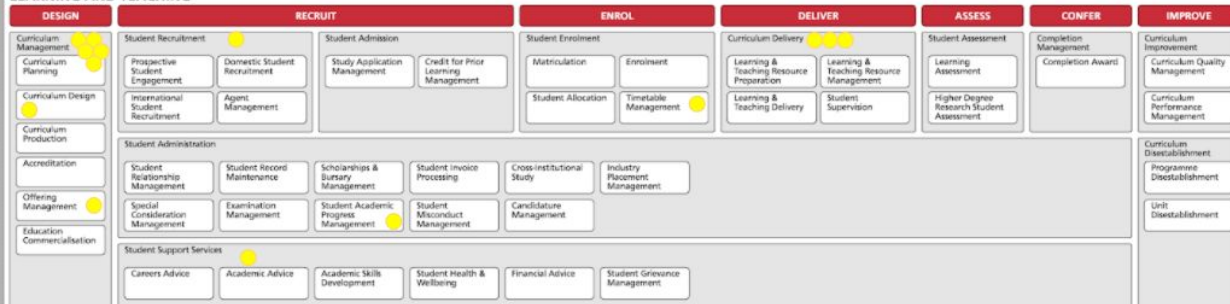
are the most human of values – openness, tolerance, fairness, trustworthiness and respect for each other and our ideas. Throughout the uncertainty and changes ahead, we will live our values and continue to reflect on them, as we, and our world, change.

The foci proposed in our new strategy will only be possible by working in ways that respectfully challenge old boundaries and assumptions, that require different behaviours. We will be recognised by our explicit collaboration with our students, staff and partners to understand their needs, aspirations and experiences. This collaboration will inform how we work, and our policies, processes, systems and decision-making. Importantly, through our lived values we will continue to demonstrate our belief in sustainable, fair and equitable societies, innovation-led economies, and to meeting our responsibilities to Māori, Pacific and students of all socio-economic backgrounds.

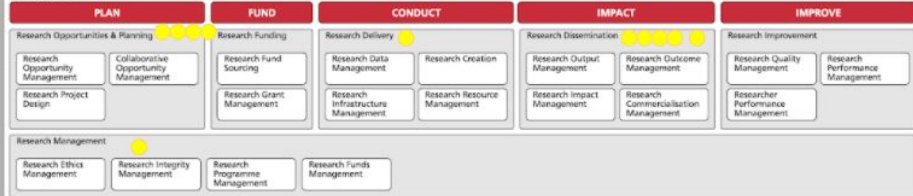


Professor Dawn Freshwater
Vice-Chancellor
The University of Auckland

CORE CAPABILITIES AND VALUE CHAINS LEARNING AND TEACHING

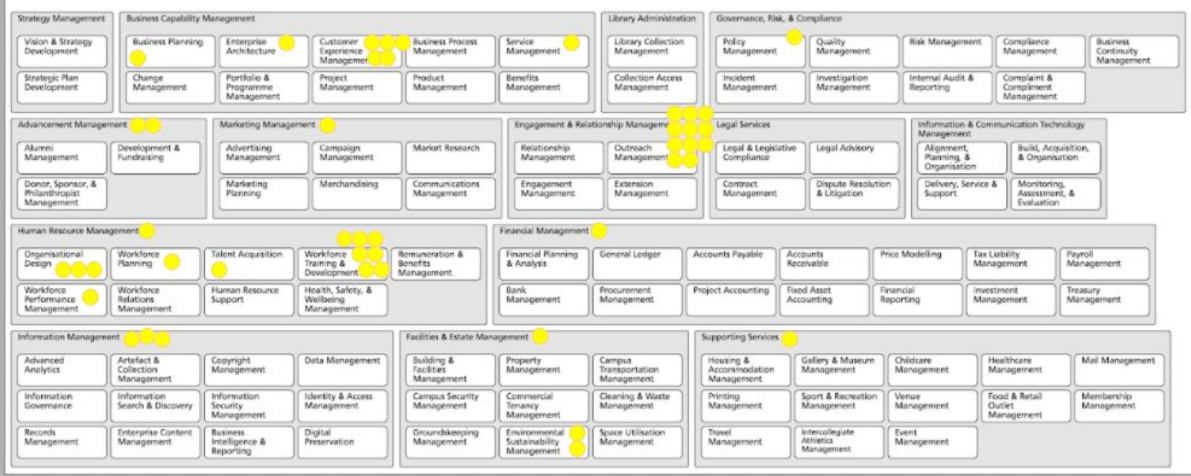


RESEARCH



● significant mapping

ENABLING CAPABILITIES



HIGHER EDUCATION BUSINESS REFERENCE MODEL

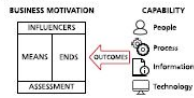


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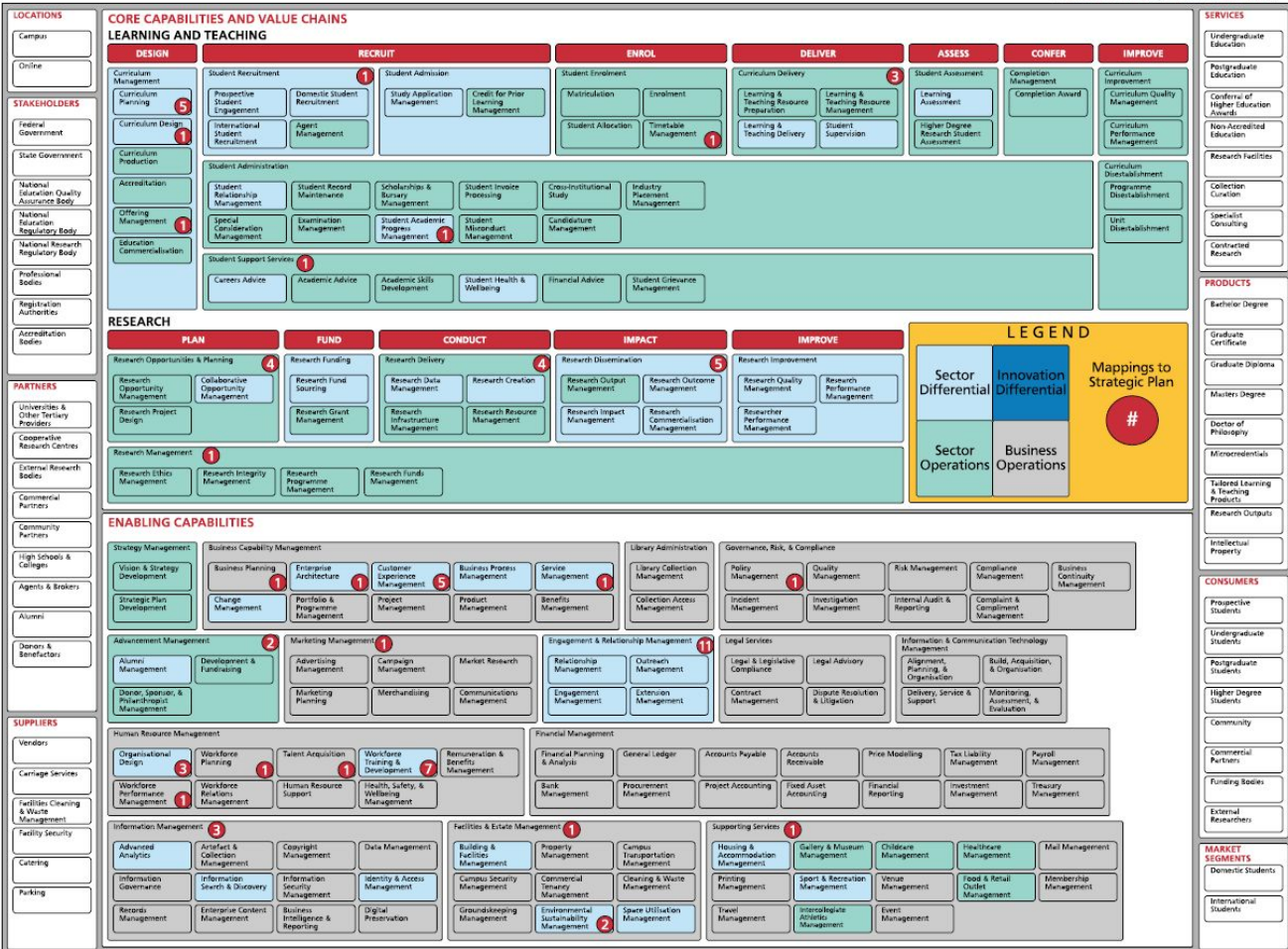
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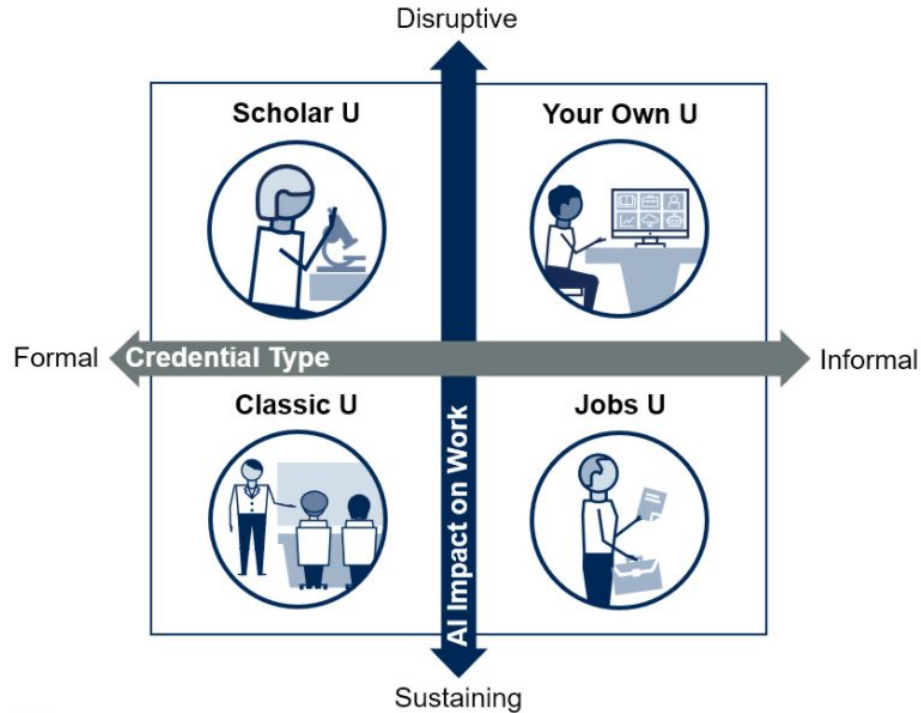
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Higher Education Ecosystem 2030





Higher Education Ecosystem 2030

HIGHER EDUCATION BUSINESS REFERENCE MODEL CAUDIT

HIGHER EDUCATION BUSINESS REFERENCE MODEL CAUDIT

Disruptive



Formal ← Credential Type

→ Informal

HIGHER EDUCATION BUSINESS REFERENCE MODEL CAUDIT

HIGHER EDUCATION BUSINESS REFERENCE MODEL CAUDIT

AI Impact on Work

Sustaining

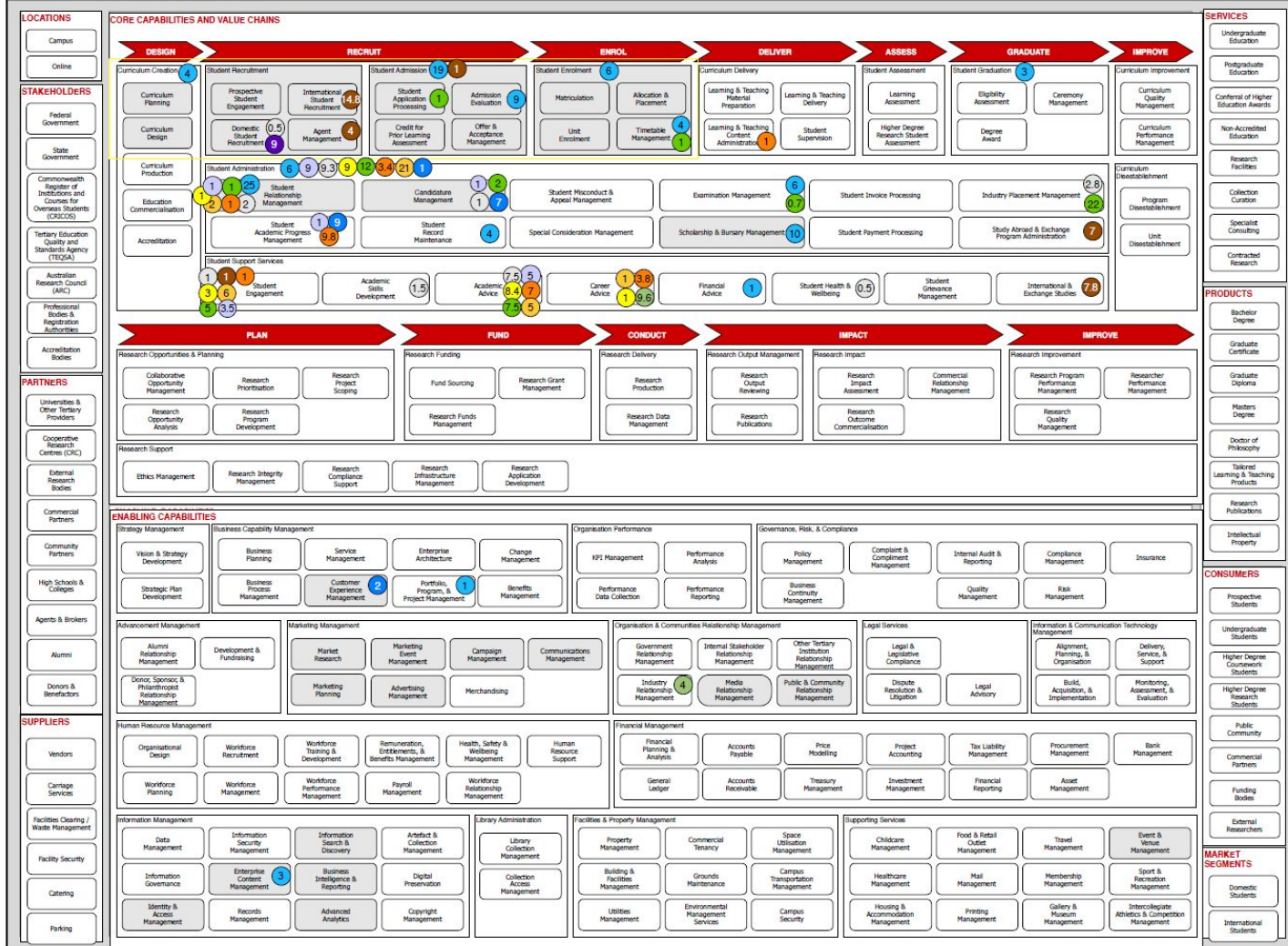


Figure 1.1.1 © 2023 CAUDIT. The Higher Education Business Reference Model is sponsored by the CAUDIT Enterprise Academic Community of Practice. The model is defined under the Creative Commons 4.0 BY-NC-SA license and is available for non-commercial use. It is a work of the Higher Education Reference Model and is not intended to be used for commercial purposes. CAUDIT Enterprise Academic Community of Practice is a registered trademark of the Higher Education Reference Model and is used here under license. CAUDIT Enterprise Academic Community of Practice is a registered trademark of the Higher Education Reference Model and is used here under license. CAUDIT Enterprise Academic Community of Practice is a registered trademark of the Higher Education Reference Model and is used here under license. CAUDIT Enterprise Academic Community of Practice is a registered trademark of the Higher Education Reference Model and is used here under license.

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Department

- Academic Services
- FMS
- B & E
- Science
- Engineering
- Ed Social Work
- IO
- Arts
- Graduate Studies
- SPO
- Learning & Teaching

Future Student-related business capabilities

Created: 1 Oct 2020
Data source: Excel spreadsheet received 1 Oct 2020

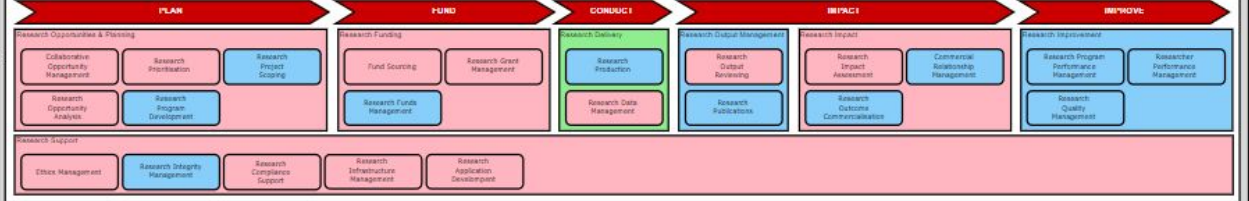
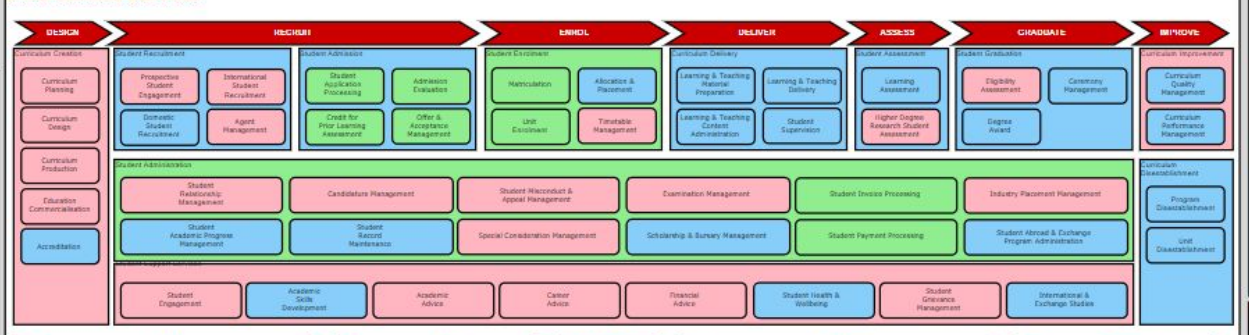
Notes: The field "Position Reporting Dept Level 3" has been converted to the list of departments shown in the legend above. The rows that did not match the departments above were excluded from the visualisation.

LOCATIONS | **CORE CAPABILITIES AND VALUE CHAIN** | **SERVICES**

- STAKEHOLDERS**
- Campus
 - Office
 - Federal Government
 - State Government
 - Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
 - Tertiary Education Quality and Standards Agency (TEQSA)
 - Australian Research Council (ARC)
 - International Bodies & Regulatory Authorities
 - Accreditation Bodies

- PARTNERS**
- Universities & Other Tertiary Providers
 - Cooperative Research Centres (CRC)
 - External Research Bodies
 - Community Partners
 - High Schools & Colleges
 - Agents & Brokers
 - Alumni
 - Donors & Benefactors

- SUPPLIERS**
- Vendors
 - Carriage Services
 - Facilities Cleaning & Waste Management
 - Facility Security
 - Catering
 - Parking



- SERVICES**
- Undergraduate Education
 - Postgraduate Education
 - Conferral of Higher Education Awards
 - Non-Accredited Education
 - Research Facilities
 - Collection Curator
 - Specialist Consulting
 - Contracted Research

- PRODUCTS**
- Bachelor Degree
 - Graduate Certificate
 - Graduate Diploma
 - Master Degree
 - Doctor of Philosophy
 - Tailored Learning & Teaching Products
 - Research Publications
 - Intellectual Property

- CONSUMERS**
- Prospective Students
 - Undergraduate Students
 - Higher Degree Coursework Students
 - Higher Degree Research Students
 - Public Community
 - Commercial Partners
 - Funding Bodies
 - External Researchers

- SEGMENTS**
- Domestic Students
 - International Students

					<i>Learning & Teaching</i>	2.6	2.5	2.3	2.5	3.6	3.2	3.4	3.3		0.9			
					<i>Research</i>	2.8	2.2	2.0	1.8	4.0	3.2	3.5	3.3		1.3			
					<i>Enabling</i>	2.7	2.0	2.2	2.2	3.9	3.1	3.1	3.6		1.1			
					<i>Overall</i>	2.7	2.2	2.2	2.3	3.8	3.1	3.3	3.4		1.1			
					<i>Delta</i>					1.1	0.9	1.1	1.2					



Value Chain	Value Segment	Code	Capability Name	CURRENT				2025				DELTA	STRATEGY?	FOCUS	INSPECT
				Pe	Pr	Te	In	Pe	Pr	Te	In	Shift	Mappings	Evaluate	Context
Learning & Teaching	Design	BC001	Curriculum Management	2	3	1	2	4	4	4	3	1.8	7	1.8	*
Learning & Teaching	Recruit	BC008	Student Recruitment	2	2	3	2	4	4	3	4	1.5	1	1.5	
Learning & Teaching	Recruit	BC014	Student Admission	3	3	3	3	4	3	4	3	0.5	1	0.5	
Learning & Teaching	Enrol	BC019	Student Enrolment	3	4	3	3	4	4	4	4	0.8	1	0.8	
Learning & Teaching	Deliver	BC023	Curriculum Delivery	2	2	4	3	4	3	4	4	1.0	3	1.0	
Learning & Teaching	Assess	BC028	Student Assessment	2	2	1	3	3	3	3	3	1.0	0		
Learning & Teaching	Confer	BC032	Completion Management	3	2	2	2	3	3	3	2	0.5	0		
Learning & Teaching	Recruit - Graduate	BC044	Student Administration	3	3	2	3	4	3	3	3	0.5	0		
Learning & Teaching	Recruit - Graduate	BC052	Student Support Services	3	2	2	2	4	3	3	4	1.3	1	1.3	
Learning & Teaching	Improve	BC038	Curriculum Improvement	3	2	2	2	3	3	3	3	0.8	0		
Learning & Teaching	Improve	BC041	Curriculum Disestablishment	3	2	2	3	3	2	3	3	0.3	0		
Research	Plan	BC065	Research Opportunities & Planning	3	2	2	2	4	4	4	4	1.8	4	1.8	*
Research	Fund	BC071	Research Funding	3	2	2	1	4	3	3	3	1.3	0		
Research	Conduct	BC074	Research Delivery	3	2	3	3	4	2	4	4	0.8	4	0.8	-
Research	Impact	BC086	Research Dissemination	3	2	1	1	4	3	3	3	1.5	5	1.5	*
Research	Improve	BC089	Research Improvement	3	3	2	2	4	3	3	3	0.8	0		
Research	Plan - Improve	BC093	Research Management	2	2	2	2	4	4	4	3	1.8	1	1.8	
		BC147	Strategy Management	2	2	1	2	3	2	1	4	0.8	0		
		BC206	Business Capability Management	2	1	1	2	4	3	3	4	2.0	8	2.0	*
		BC133	Library Administration	4	3	3	4	4	3	4	4	0.3	0		
		BC160	Governance, Risk, & Compliance	2	1	1	2	4	3	2	3	1.5	1	1.5	
		BC232	Advancement Management	3	2	4	3	4	3	4	4	0.8	2	0.8	
		BC107	Marketing Management	2	1	2	1	4	3	3	3	1.8	1	1.8	
		BC238	Engagement & Relationship Manager	2	2	4	2	4	4	4	4	1.5	11	1.5	*
		BC155	Legal Services	3	2	1	2	3	2	1	2	0.0	0		
		BC201	Information & Communication Technr	4	2	3	2	4	3	4	3	0.8	0		
		BC171	Human Resource Management	3	2	2	2	4	4	3	4	1.5	13	1.5	*
		BC184	Financial Management	3	4	3	3	4	4	4	4	0.8	0		
		BC135	Information Management	2	2	2	2	4	3	3	4	1.5	3	1.5	
		BC125	Facilities & Estate Management	3	2	2	2	4	3	4	4	1.5	1	1.5	
		BC114	Supporting Services	3	2	2	2	4	3	3	3	1.0	1	1.0	

Application Inventory

Pages / Applications 

 Edit  Save for later  Watching  Share ...

SET - Summative Evaluation Tool

Created by Philip Yearbury, last modified by jeff kennedy on 28 Nov, 2020

Overview

SET (product name eXplorance Blue) provides the University with a platform for the authoring, dispatch, collation, and reporting of student summative feedback relating to courses in which they have been enrolled.

The University uses student feedback information to support internal quality-assurance and enhancement.

The application is accessible from these locations:


	Production	Test
End user	https://auckland.bluera.com/auckland	https://aucklandtest.bluera.com/aucklandtest
Administrator		

Key Locations

Product homepage	http://www.explorance.com/
Knowledge	
Product management	
Test plan	
Source repository	N/A - SaaS hosted application
Support Site	http://help.explorance.com/

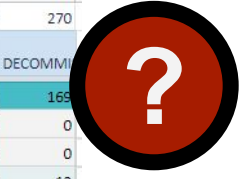
Info

Type	Application
Life Cycle Phase	MATURITY
Common Names	SET eXplorance Blue CATE
Implementation Year	2016
CAUDIT Capability L0	Curriculum Improvement
CAUDIT Capability L1	Curriculum Quality Management
Software Licensing Model	Commercial
External Users Allowed	No

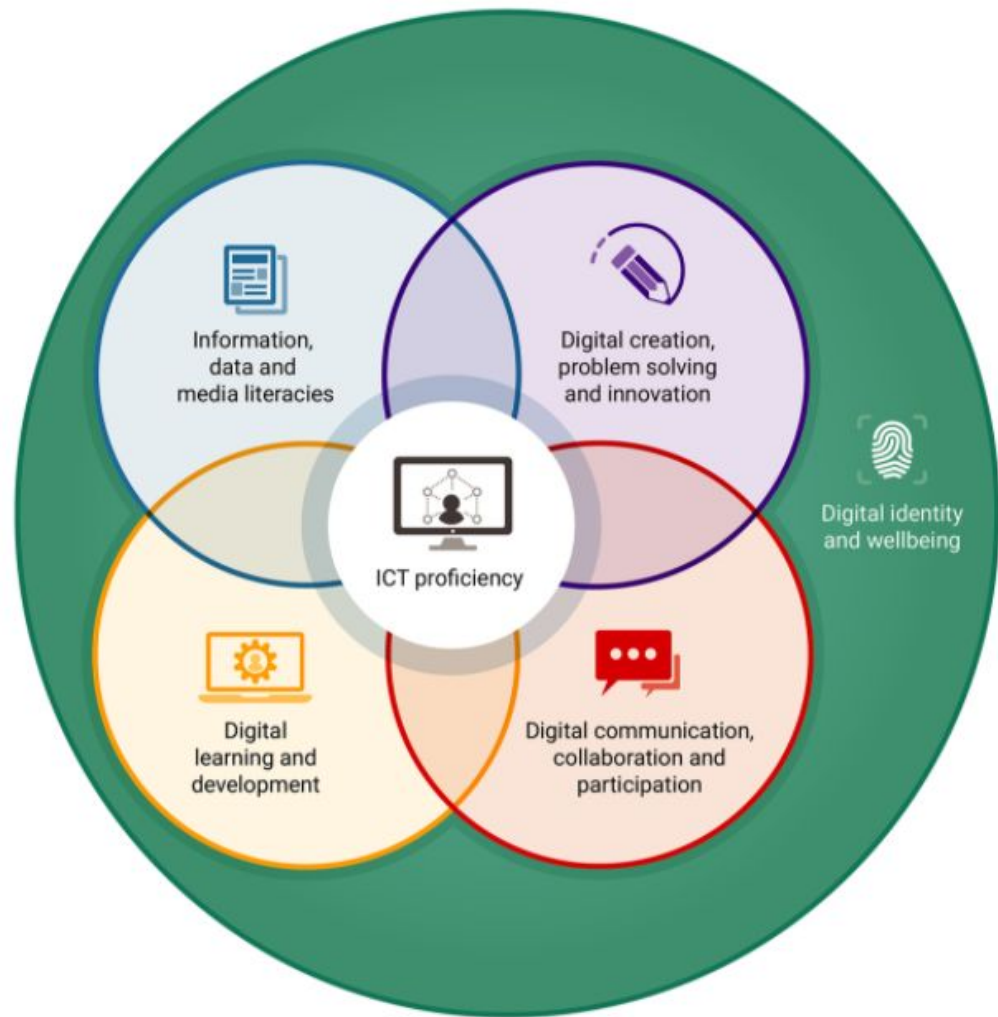


TIME Fitness	4
TIME Value	3
TIME Cost	5
PACE Layer	Differentiation
6R Posture	Retain

	1091	1091	218	131	666	76	49	0	220	64	75	2.1	2.0	414	109	375	190	270
Scope	Delivery Team	Applications	Learning & Teaching	Research	Enabling	Unknown	Human	Finance	Inform	Support	Facilit	TIME Fitness	TIME Value	INTRODUC	GROWTH	MATURITY	DECLINE	DECOMMI
	>> Unspecified <<	52	8	10	32	2	4	0	9	0	0	2.2	2.1	42	3	6	1	169
Organisational Structure	ABI IT	6	0	3	0	3	0	0	0	0	0	2.5	1.5	6	0	0	0	0
Organisational Structure	Business Process Automation	5	1	0	4	0	0	0	1	0	0	2.6	2.6	1	1	3	0	0
Organisational Structure	CAC	48	4	1	40	3	2	0	0	23	5	2.5	2.1	19	3	15	11	12
Technology Portfolio	Centre for Enablement	36	0	0	36	0	1	0	24	0	0	2.3	2.4	10	5	4	17	4
Organisational Structure	Centre for eResearch	5	0	4	0	1	0	0	0	0	0	3.0	3.0	4	1	0	0	0
Organisational Structure	CLear	5	4	0	0	1	0	0	0	0	0	2.4	2.6	2	0	1	2	0
Technology Portfolio	Cloud Services	19	2	0	16	1	0	0	16	0	0	3.4	2.5	11	2	5	1	1
Technology Portfolio	Collaboration Services	29	2	0	23	4	1	0	15	0	0	3.0	2.3	8	5	10	6	3
Project	Connected Experiences	3	2	0	1	0	0	0	0	1	0	4.0	4.0	3	0	0	0	0
Application Portfolio	CRM Services Team	7	4	0	3	0	1	0	0	0	0	3.6	2.6	5	1	1	0	0
Technology Portfolio	Data Centre Services	6	0	0	6	0	0	0	4	0	2	2.5	1.8	3	0	3	0	0
Technology Portfolio	Digital Workplace Platform Team	50	1	0	49	0	0	0	36	7	1	2.1	1.9	23	1	18	8	6
Organisational Structure	Faculty Team 1	145	48	12	72	13	19	0	17	6	11	1.4	1.5	28	29	70	18	15
Organisational Structure	Faculty Team 2	72	22	31	12	7	0	0	2	8	1	2.0	1.8	27	7	29	8	5
Organisational Structure	Faculty Team 3	147	33	26	69	19	7	0	21	6	4	1.5	1.5	66	3	59	19	7
Technology Portfolio	Files & Storage Services	29	3	1	24	1	0	0	24	0	0	2.3	2.1	3	0	8	18	1
Business Capability	Financial Systems Support	19	0	1	18	0	1	0	0	5	1	2.7	2.3	5	0	10	4	1
Business Capability	Human Resources	14	0	0	14	0	14	0	0	0	0	2.7	2.2	6	6	1	1	2
Business Capability	Identity & Access Management	30	0	0	30	0	0	0	1	0	0	2.8	3.2	10	1	10	9	7
Business Capability	Learning & Teaching	35	27	0	7	1	0	0	2	0	1	3.0	2.6	13	4	15	3	5
Organisational Structure	Library	65	9	16	40	0	0	0	0	2	1	2.5	2.5	22	6	26	11	4
Organisational Structure	Marketing Team	1	0	0	1	0	0	0	0	1	0	4.0	2.0	1	0	0	0	0
Technology Portfolio	Networking Services	20	0	0	20	0	0	0	19	0	0	2.7	2.7	12	0	7	0	4
Organisational Structure	Operational Security	27	0	0	27	0	0	0	5	0	0	2.9	2.5	16	1	8	2	0
Organisational Structure	Planning & Reporting	6	0	0	6	0	0	0	0	0	0	3.2	2.7	2	0	3	1	0
Business Capability	Property Services	49	0	0	49	0	1	0	0	0	47	2.0	2.2	16	7	11	14	11
Technology Portfolio	Quality & Resilience Services	39	0	0	37	2	0	0	27	1	0	2.6	2.4	9	2	20	8	1
Technology Portfolio	Research Management	12	0	11	1	0	1	0	0	0	0	2.5	2.4	8	1	0	3	0
Application Portfolio	Service Management Team	2	0	0	2	0	0	0	2	0	0	2.5	2.5	0	1	1	0	1
Business Capability	Student Management Services	47	39	0	7	1	0	0	1	3	1	1.9	2.1	11	9	16	11	4
Business Capability	Student Recruitment	5	5	0	0	0	0	0	0	0	0	2.2	2.8	3	0	0	2	0
Organisational Structure	UniServices	40	1	15	10	14	1	0	1	1	0	2.2	2.2	17	7	9	7	1
Organisational Structure	USPO	1	0	0	1	0	0	0	0	0	0	3.0	2.0	0	1	0	0	0
Technology Portfolio	Web	15	3	0	9	3	0	0	3	0	0	3.0	2.5	2	2	6	5	6



Jisc digital capabilities framework: The six elements defined



Digital creation,
problem solving
and innovation





Capability Type	Capability Level	Value Chain	Value Chain Segment	Capability Code	Capability Name	Parent Capability	JISC	Digital identity and wellbeing	ICT Proficiency	Information, data, and media literacies	Digital creation, problem solving, and innovation	Digital learning and development	Digital communication, collaboration, and participation
							202	33	37	35	31	29	37
							132	19	25	23	21	17	27
							324	57	41	67	61	41	57
							658	109	103	125	113	87	121
Core	1	Learning & Teac	Design	BC001	Curriculum Creation		28	3	5	5	5	5	5
Core	1	Learning & Teac	Recruit	BC008	Student Recruitment		28	5	5	5	5	3	5
Core	1	Learning & Teac	Recruit	BC014	Student Admission		14	1	3	3	3	1	3
Core	1	Learning & Teac	Enrol	BC019	Student Enrolment		14	3	3	3	1	1	3
Core	1	Learning & Teac	Deliver	BC023	Curriculum Delivery		30	5	5	5	5	5	5
Core	1	Learning & Teac	Assess	BC028	Student Assessment		24	5	5	5	3	3	3
Core	1	Learning & Teac	Graduate	BC032	Student Graduation		8	3	1	1	1	1	1
Core	1	Learning & Teac	Improve	BC038	Curriculum Improvement		18	1	3	3	3	5	3
Core	1	Learning & Teac	Improve	BC041	Curriculum Disestablishment		6	1	1	1	1	1	1
Core	1	Learning & Teac	Recruit - Gradua	BC044	Student Administration		10	1	3	1	1	1	3
Core	1	Learning & Teac	Recruit - Gradua	BC052	Student Support Services		22	5	3	3	3	3	5
Core	1	Research	Plan	BC065	Research Opportunities & Plannin		20	3	5	5	1	1	5
Core	1	Research	Fund	BC071	Research Funding		10	1	3	1	1	1	3
Core	1	Research	Conduct	BC074	Research Delivery		28	5	5	5	5	3	5
Core	1	Research	Impact	BC082	Research Output Management		10	1	3	3	1	1	1
Core	1	Research	Impact	BC086	Research Impact		14	1	3	3	3	1	3
Core	1	Research	Improve	BC089	Research Improvement		24	3	3	3	5	5	5
Core	1	Research	Plan - Improve	BC093	Research Support		26	5	3	3	5	5	5

Business Capability Roadmaps / Strategy

Business Capability Map of Strategic Priorities

Human Resources

Human Resources Management



Strategic Priorities:

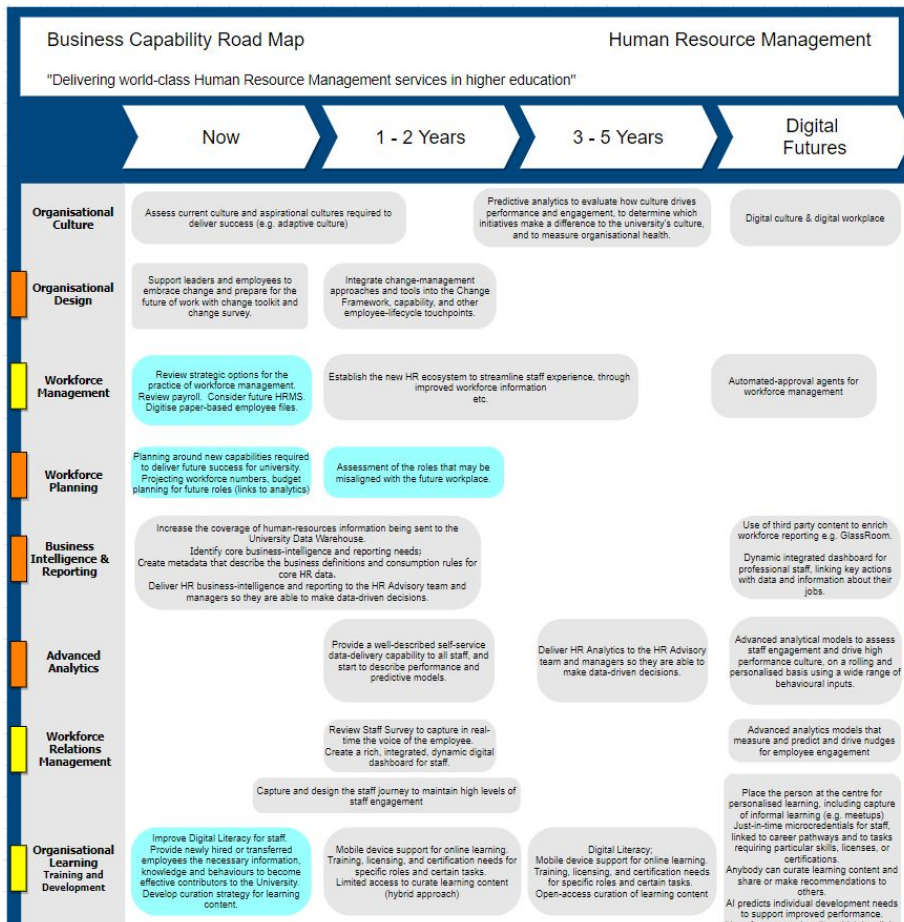
1. Provide effective HR services informed by rich and useful data and analytics.
2. Develop people in high-performing culture
3. Support the University's leadership and and change programmes
4. Expand, mature, and integrate accessible services for Health, Safety, & Wellbeing throughout the University

Information Management

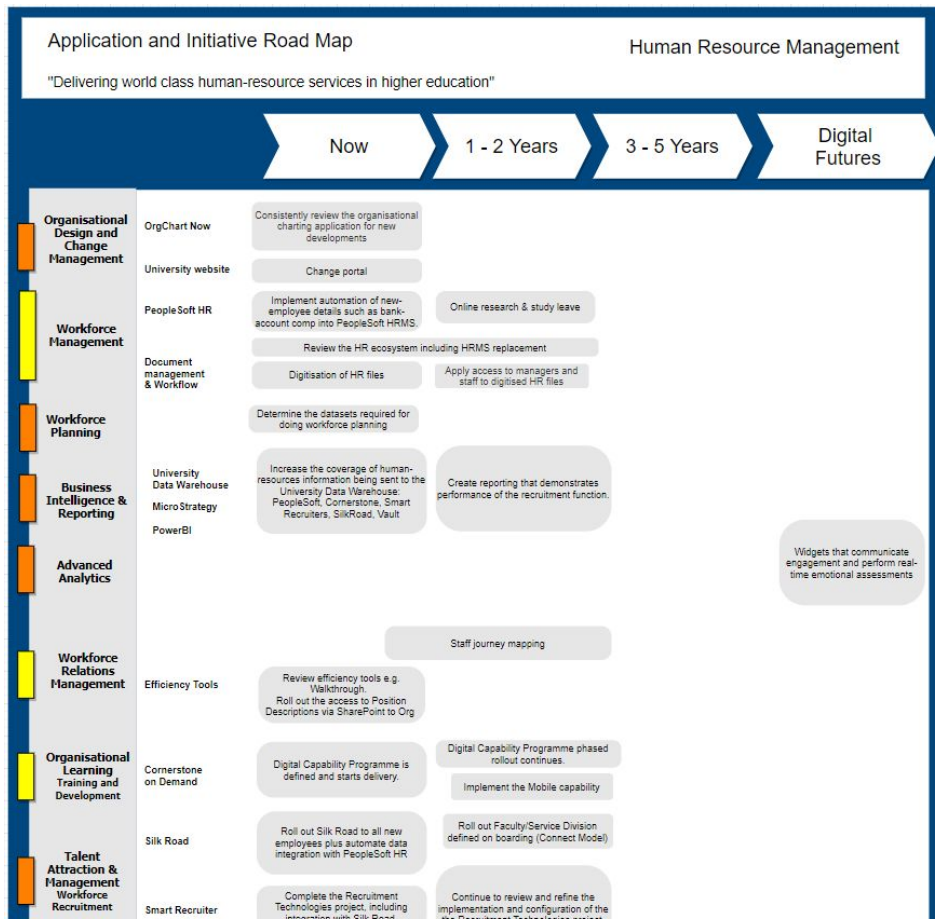


High Priority Medium Priority

Business Capability Roadmaps / Increments

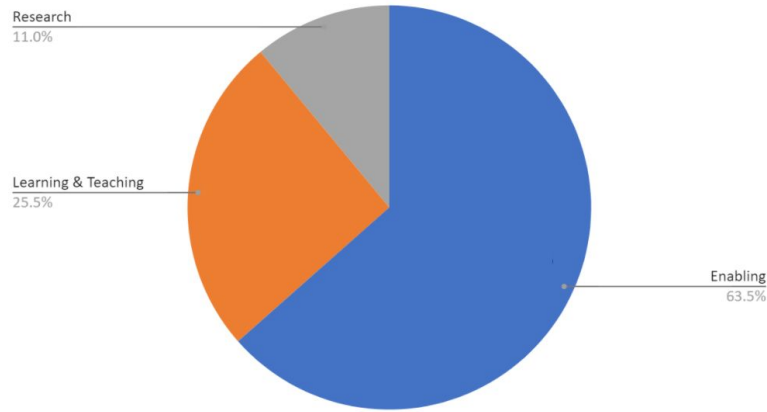


Business Capability Roadmaps / Initiatives

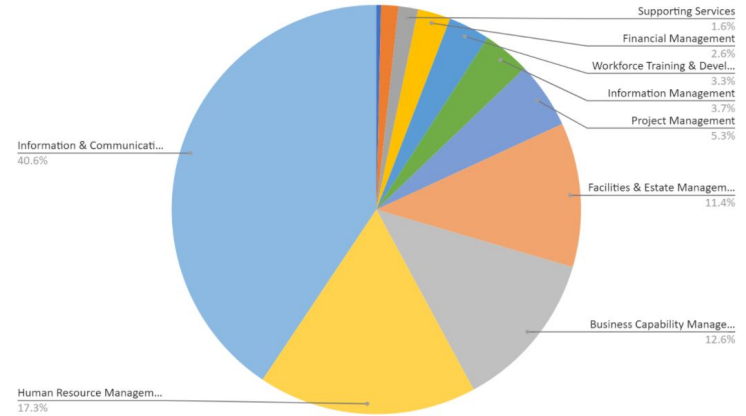


Investment Portfolio Analysis

Sum of FY21 estimate



Investment in Enabling Capabilities



- 78% of the combined strategic and digital portfolio is invested in either critical or high priorities from the business capability roadmaps;
- 19% is invested in medium priorities reflecting improved strategic-objectives planning in areas including ICT Management, Curriculum Design, Business Process Management, and Customer Experience Management;
- ...and just 3% is invested in capabilities with no identified priority, related to programme-delivery costs.

Closeout

- > "Business Capability Models are the core foundation of enterprise architecture."
- > "Business-Capability-Driven enterprise architecture is the only true enterprise architecture!"
- > "Use business capabilities as the mechanism to identify and reconcile interdependent changes to successfully execute the digital strategy."
- > "Business capabilities are the foundation of digital competition."

Thank You

- > Please Stay in Touch

Either directly or through the ITANA list or through the BAWG

- > With Sincere Appreciation for:

Jim Phelps / *University of Washington* / ITANA

Dana Miller / *Miami University Ohio* / IBAWG

Karen Modena / *La Trobe University* / CAUDIT

Nigel Foxwell / *James Cook University* / CAUDIT

Nicola Jackson / *The University of Auckland*

Selected Background Materiel

Sites and Sources

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- Nielsen Norman Group's service blueprint, <https://www.nngroup.com/articles/service-blueprints-definition/>
- JISC Digital Capabilities Framework, <https://digitalcapability.jisc.ac.uk/>
- The Open Group Guide to Business Capabilities, <https://publications.opengroup.org/g189>
- The Open Group Exploration & Mining Business Capability Reference Map, <https://publications.opengroup.org/c143>

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Itana Org Updates

1. Working Group Updates
 - a. Wiki Refresh Working Group
 - b. Women in EA Working Group
 - c. New2EA Working Group
 - d. API Working Group
 - e. Business Architecture Working Group

2. Steering Committee Update
 - a. Coaching and Mentoring