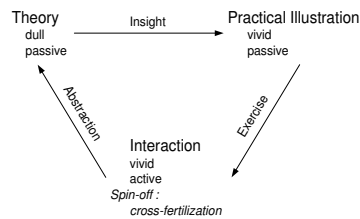


Course System Architecting for Management Teams

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Gerrit Muller

University of South-Eastern Norway-NISE
Hasbergsvei 36 P.O. Box 235, NO-3603 Kongsberg Norway
gaudisite@gmail.com

Abstract

This article describes the condensed version the course System Architecture by the Center for Technical Training CTT. Trainer is the author of this article Gerrit Muller. At this moment this course is only accessible for Philips Employees. The course is set up to make the art of system architecting more accessible. The course will address a wide spectrum of issues in relation with system architecture, such as: processes, business, role and task of the system architect (team), generic Developments (re-use, platforms) requirements, roadmapping, skills, and psycho social factors.

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1 Course Goals

The goal of this course is to enable managers and management teams to implement an effective system architecting activity by giving a wide overview of processes, architecting and the role and task of the system architect. The second objective is to improve the cooperation between the system architect and other roles, such as project leader, marketing manager and technology manager.

2 Program

The program purposefully alternates process, business and technology views. The timing of the program can be adapted to the amount of information and interaction that is needed per subject. However the alterations of subjects will be followed more strictly, because the change in viewpoint is essential for understanding the whole picture.

session	subject
day 1 morning	positioning the System Architecture Process Product Creation Process product families, generic developments
day 1 afternoon	role and task of the system architect profile of the system architect documentation, reviewing and other supportive processes
day 2 morning	requirements capturing, roadmapping
day 2 afternoon	HRM aspects; selection, appraisal, career path, etcetera wrap up, expectations, how to continue, evaluation

Figure 1: Program of the condensed SARCH

The structure of the course is shown in figure 2. In other words the theory of the course is that theory, illustration and interaction will alternate.

This alternation follows the general timing as presented in figure 3.

The first step is an interactive exploration of the subject. This exploration is followed by a "broadcast" lecture in which theory and illustration are given. The amount of illustration is "experimental", due to the Philips wide target group; Examples will be based on experience of the trainer, while it is hoped that during the interaction the attendants will bring forward illustrations from their own environment

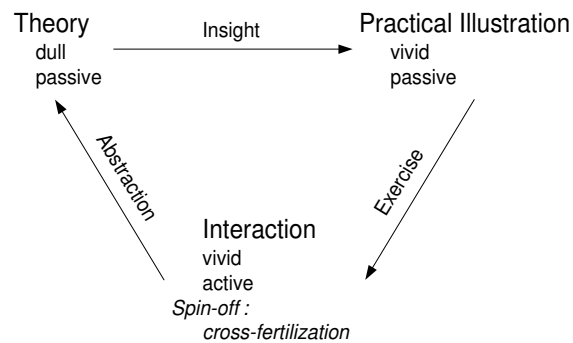


Figure 2: Alternation of theory, illustration and interaction will be used to maximize the educational effect

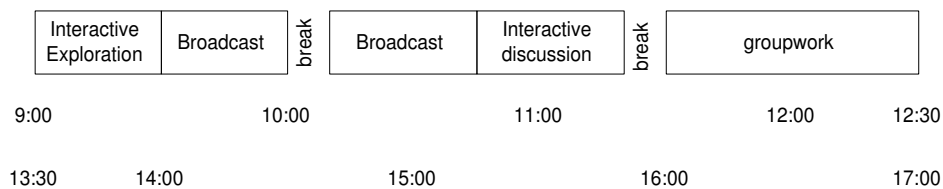


Figure 3: Timing per subject of the alternating theory, illustration and interaction

The interaction is done in 2 steps: an interactive discussion with the entire class and a work session in smaller groups. The instruction for the group work is given during the interaction.

The entire subject is closed by a short collective session with conclusions and evaluation.

3 Exercises

The exercises for the 4 sessions are:

- 1 Make a map of the operational organization, from portfolio down to components, with specific products, names and roles; Discuss the relations in one of the core teams.
- 2 Role play, marketing manager + projectleader + system architect + observer; prepare initial product definition (=business relevance+specification+critical design issues+plan indication)
- 3 Determine Requirements and key drivers and show the relationship
- 4 Show the roadmap as far as known now

4 Rules during the course

The rules of the broadcast part are:

- Please write your questions/remarks/statements on yellow stickers and attach them at the end on the P-flip.

These will be used in the interactive section for discussion and to increase insight.

- Short clarification questions are welcome,
discussion will take place in the interactive part.
- Stupid questions don't exist. Learning is based on **safe** and **open** interaction.
Very individual oriented questions can be referred to a break or after the session.

The rules of the interactive and the practice part are:

- Your contribution is essential.
- Don't monopolize the time, everyone also the quiet people should have the opportunity to contribute;
The facilitator will intervene if the contribution is limited to a small group of participants.
- Respect the contribution of others;
Opinions can't be wrong, difference of opinion is normal and called pluri-formity.
- The course format is highly experimental and based on improvisation, constructive proposals are welcome;
it is your course! Regular evaluations will give the opportunity to influence the rest of the course.

5 Evaluations

Basic part of learning is the evaluation of what has been done. The course will use 3 types of evaluations:

- Personal expectations
- Benefit and Concerns on a regular base

- The CTT evaluation form

The personal expectations are recorded at the very beginning of the course. At the end we look back at these initial expectations. This has a two-way evaluation effect:

Personal Did you start with the right expectation level? Was it realistic? Did you achieve the learning goals formulated in this expectation?

Trainer and CTT Did we communicate the right information to enable people to select this course? Do we apply the right selection criteria?

The benefit and concern evaluation method is based on the basic feedback method, which prescribes to start with formulating the strong points, before addressing the weaker issues. The idea is that improvement is based on building on the strong points and to change with respect to the weaker issues. A side effect is that everyone is forced to think also about the positive aspects, not only about the negative.

The benefit and concern evaluation is done regular, in the beginning with a high frequency, to be able to adapt the course directly.

The benefits and concerns are collected by a brainstorm or on yellow stickers. The rule is that one should always start with a benefit before mentioning a concern.

The benefit and concern method is widely used by CAP Gemini employees, often called B&C or Beer&Chips.

The CTT evaluation form is the "standard" CTT evaluation form which evaluates the different aspects of the course.

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History

Version: 0.1, date: June 13, 2002 changed by: Gerrit Muller

- changed course title
- combined requirements and roadmapping in one session, added session on HRM aspects

Version: 0, date: January 8, 2002 changed by: Gerrit Muller

- created by modifying SARCH course description