

## Information profession and professionalism

Valentina Kirinić  
University of Zagreb  
Faculty of Organization and Informatics  
Varaždin

- Profession & professionalism – definition
- Elements of a profession
- Profession societies & definition of skills
- What employers need – employability skills

- Valentina Kirinić :
  - PhD in Information science – Information literacy: evaluation of web information resources and web credibility
  - Courses: information search/retrieval and classification, software quality, digital publishing ...
- Course on Quality and measurements in informatics: the profession maturity (elements of the profession)

## Who are you?



- Students attending the Knowledge Management course
- Students of Business Administration:
  - Why did you choose the Business Administration study program?
  - What kind of workplace, position, job, salary,... did you have in mind at that moment?
    - And now?
  - Where would you like to work (prospective employer(s))?
  - Do you know what your prospective employers want/expect from you?
- Elements of a profession/professionalism

- **Profession** [<http://www.merriam-webster.com/dictionary/profession>]:
  - “a: calling requiring **specialized knowledge** and often long and intensive **academic preparation**
  - b: a principal calling, vocation, or employment
  - c: the whole body of persons engaged in a calling”
- **Professionalism** [<http://www.merriam-webster.com/dictionary/professionalism>]:
  - “the conduct, aims, or qualities that characterize or mark a profession or a professional person”
- The most developed/mature professions?
  - divinity (priesthood), medicine and law

- Profession [Ford & Gibbs, 1996, 5]:
  - “a **set of persons** using **knowledge** to engage in a **set of activities**”

Practitioner Level	Infrastructure Level
Professionals	Initial Professional Education
Knowledge	Accreditation
Professional Practice	Skills Development
	Certification
	Licensing
	Professional Development
	Code of Ethics
	Professional Society

Figure 1. Levels and components of the model of a profession [Ford & Gibbs, 1996, 5]

# Elements of a profession



- **Initial professional education:** a course of specialised study – prior to a practice
  - Business Administration program study at the Faculty of Social and Economic Sciences (curricular), University of Graz:  
[http://www.uni-graz.at/en/verawww\\_studierende\\_studienrichtungen](http://www.uni-graz.at/en/verawww_studierende_studienrichtungen)
- **Accreditation:** a mechanism to assure the quality of educational programs
  - Association to Advance Collegiate Schools of Business (AACSB): <http://www.aacsb.edu/>
- **Skills development:** highly structured activities in gaining the skills in applying the knowledge (learning a **body of knowledge** and application of that knowledge)
  - “all the activities intended to improve or maintain the currency of the knowledge and skills of a professional after he or she begins professional practice”
  - “Body of knowledge”: set of terms, concepts and activities that make a professional domain
  - **Software Engineering Body of Knowledge (SWEBOK)** prepared by the Software Engineering Coordinating Committee  
<http://www.computer.org/portal/web/swebok>
  - **A Guide to the Project Management Body of Knowledge**, Project Management Institute, 2006.  
<http://www.pmi.org/PMBOK-Guide-and-Standards/Standards-Library-of-PMI-Global-Standards.aspx>
- **Certification:** a voluntary process administered by a profession
  - Certified Public Accountant (CPA):  
<http://www.aicpa.org/BecomeACPA/GettingStarted/Pages/default.aspx>
- **Licensing:** a mandatory process administered by a governmental authority
  - To become a teacher of business, economics, ...  
Government agencies and awarding bodies – The Economics, Business and Enterprise Association:

- **Professional development:** additional study – during a practice
  - “all the activities intended to improve or maintain the currency of the knowledge and skills of a professional after he or she begins professional practice”
  - Conferences?
  - Journals?
  - Web sites?
  - ...
- **Code of ethics:** knowledge and skills of individual professionals put to socially responsible uses – a *code of practice* or a *code of conduct*
  - Business/corporate ethics: ethical/moral principles in a business environment  
Trevino L. K., Nelson K.A., **Managing Business Ethics**, John Wiley & Sons, 2010.
- **Professional society:** an identity of a profession, “the professionals see themselves as part of community of like-minded individuals who care about the quality of their professional practice”
  - ???
- **WHAT CAN I DO WITH A BUSINESS ADMINISTRATION DEGREE?**  
<http://www.kent.ac.uk/careers/businessstudies.htm>

# Elements of a profession

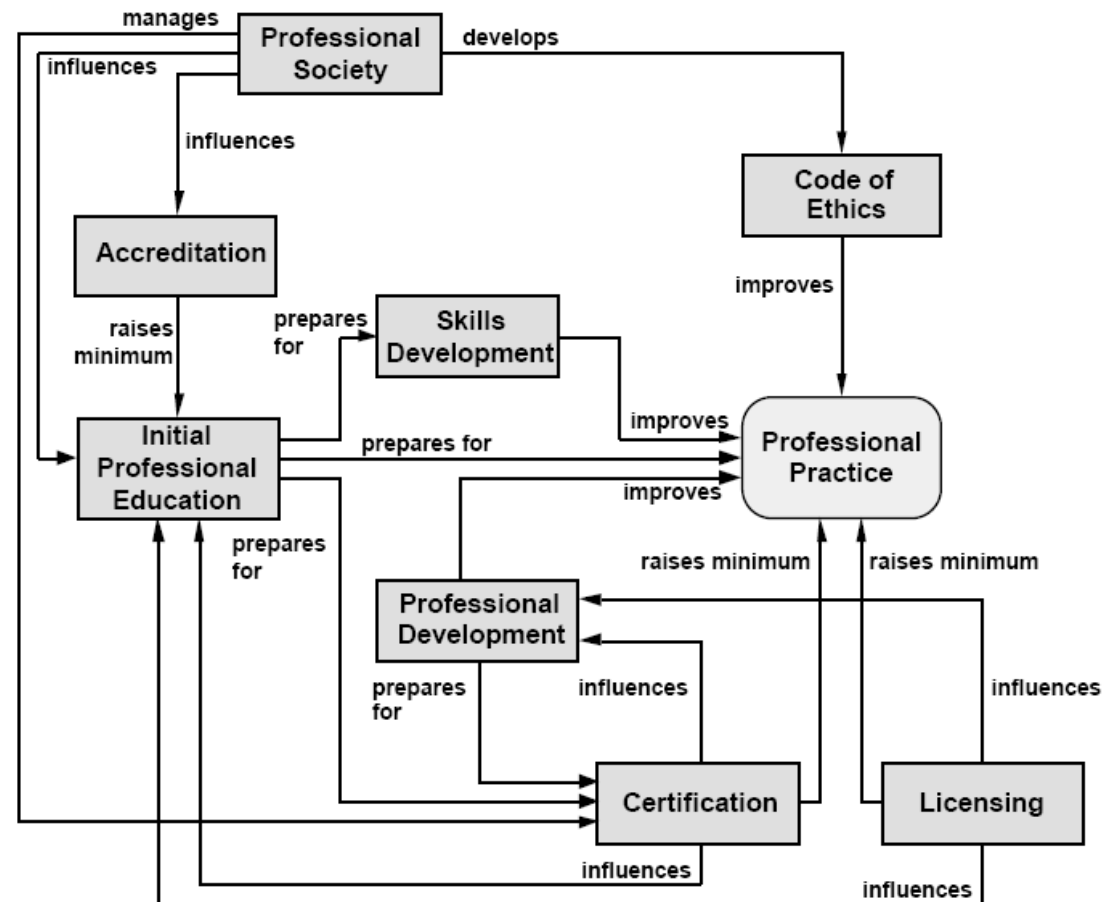


Figure 2. Examples of interactions among components of a profession [Ford & Gibbs, 1996, 7]

- Another approach [Krakar] - profession based upon:
  1. Scientific methods, disciplines, techniques, tools (THE THEORY)
  2. Field of work/labour practices, market, reputation (THE PRACTICE)
  3. Professional standards
  4. Occupational classifications
  5. Educational system(s)
  6. Communication channels
  7. Language (jargon)
  8. Professional associations, chambers
  9. Professional ethics & legislation
  10. History/tradition

# Information science & professions



- Who deals with information (labour market)?
- Standard Occupational Classification [United States Department of Labour – Bureau of Labour Statistics: <http://www.bls.gov/soc/>]
- Profession vs. occupation?

1	Bureau of Labor Statistics	1	Bureau of Labor Statistics	
2	On behalf of the Standard Occupational Classification	2	On behalf of the Standard Occupational Classification Policy Committee (SOC	
3		3		
4	February 2010	4	February 2010	
5	Questions should be emailed to soc@bls.gov	5	Questions should be emailed to soc@bls.gov	
3621	Information and Record Clerks	3993	Librarians	25-4020
3622	Information and Record Clerks, All Other	3994	Librarians	25-4021
3623	Information and Record Clerks, Miscellan	3995	Librarians, Curators, and Archivists	25-4000
3624	Information Clerks	3996	Librarians, Law	25-4021
3625	Information Clerks, All Other	3997	Librarians, Music	25-4021
3626	Information Operators	3998	Librarians, School	25-4021
3627	Information Research Scie			
3628	Information Security Analy	1	Bureau of Labor Statistics	
3629	Information Systems Anal	2	On behalf of the Standard Occupational Classification Policy Committee (SOCPC	
3630	Information Systems Man	3		
3631	Information Technology Pr	4	February 2010	
3632	Information Technology Sy	5	Questions should be emailed to soc@bls.gov	
		3791	Internet Developers	15-1134
		3792	Internet Marketing Managers	11-2021
		3793	Internet Security Specialists	15-1122

## Business administration



- Who deals with business (labour market)?
- Standard Occupational Classification [United States Department of Labour – Bureau of Labour Statistics: <http://www.bls.gov/soc/> ]:

	A	B
1	Bureau of Labor Statistics	
2	On behalf of the Standard Occupational Classification Policy Committee (SOCPC)	
3		
4	February 2010	
931	<b>Business and Financial Operations Occupations</b>	<b>13-0000</b>
932	Business Management Analysts	13-1111
933	Business Managers of Artists	13-1011
934	Business Managers of Athletes	13-1011
935	Business Managers of Performers	13-1011
936	Business Operations Specialists	13-1000
937	Business Operations Specialists, All Other	13-1199
938	Business Operations Specialists, Miscellaneous	13-1190
939	Business Process Consultants	13-1111
940	Business Services Sales Representatives	41-3099
941	Business Teachers, Postsecondary	25-1010
942	Business Teachers, Postsecondary	25-1011

- British Computer Society (<http://www.bcs.org/>) Skills Framework for the Information Age – SFIA (<http://www.sfia.org.uk>)
- **SFIAplus** (version 4) [<http://www.bcs.org/category/7851>]:
  - “is the most established and widely adopted IT skills, training and development model reflecting current industry needs
  - allows employers and IT practitioners to identify career paths and plan training and development ...”
- **SFIAplus** can be used to [<http://www.bcs.org/category/7854>]:
  - “identify and benchmark skills to the industry standard
  - map current skills within an IT job role
  - identify career paths
  - plan training and development activities
  - achieve BCS Professional Development Accreditation”

- **SFIAplus** (version 4) – three dimensional model  
<http://www.bcs.org/category/7853>:

1.D: SIX main categories of work	2.D: SEVEN levels of responsibility
<ol style="list-style-type: none"> <li>1. Strategy and architecture</li> <li>2. Business change</li> <li>3. Solution development and implementation</li> <li>4. Service management</li> <li>5. Procurement and management support</li> <li>6. Client interface</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow</li> <li>2. Assist</li> <li>3. Apply</li> <li>4. Enable</li> <li>5. Ensure, advise</li> <li>6. Initiate, influence</li> <li>7. Set strategy, inspire, mobilise</li> </ol>
3.D: EIGHT skill resources	& SIX task components
<ol style="list-style-type: none"> <li>1. Related functions</li> <li>2. Technical overview</li> <li>3. Overview of training, development &amp; qualifications</li> <li>4. Career &amp; jobs</li> <li>5. Professional bodies</li> <li>6. Standards &amp; codes of practice</li> <li>7. Communities and events</li> <li>8. Publications &amp; events</li> </ol>	<ol style="list-style-type: none"> <li>1. Background</li> <li>2. Work activities</li> <li>3. Knowledge and skills</li> <li>4. Training activities</li> <li>5. Professional development activities</li> <li>6. Qualifications</li> </ol>

- SFIA Levels of responsibility  
<http://www.sfia.org.uk/cdv3/Levels30.html> :
  - 1. Follow
  - 2. Assist
  - 3. Apply
  - 4. Enable
  - 5. Ensure/advise
  - 6. Initiate/influence
  - 7. Set strategy/inspire/mobilise
- Each level is fully described by:
  - autonomy
  - influence
  - complexity
  - business skills

- SFIA Levels of responsibility – example  
<http://www.sfia.org.uk/cdv3/Levels30.html>:
- **Level 1: follow**
  - **Autonomy**
    - Works **under** close **supervision**. Uses little discretion. Expected to seek guidance in unexpected situations.
  - **Influence**
    - **Interacts** with department.
  - **Complexity**
    - Performs **routine activities** in a structured environment.  
**Requires assistance** in resolving unexpected **problems**.
  - **Business skills**
    - Uses **basic** information systems and technology functions, applications, and processes. Demonstrates an organised approach to work. Capable of learning new skills and applying newly acquired knowledge. Basic oral and written communication skills. Contributes to identifying own development opportunities.

## What employers need – employability skills



- Employers' perceptions of the employability skills of new graduates?
- Employability skills emerged [Lowden et al., 2011, 17-18]:
  - strong **communicators** – both written and oral
  - able to work using their own **initiative**
  - capable of **independent** work
  - demonstrating that they can take **responsibility**
  - **creative** and able to solve problems
  - **time management**
  - **presentation skills**
  - able to work as **part of a team**
  - able to **lead** when appropriate
  - able to **network**: being able to form relationships and get to know people

- Employability skills emerged [Lowden et al., 2011, 17-18] – cont.:
  - **commercial awareness/awareness of the industry: for example, having a wider knowledge of finances and wider implications of how knowledge and is shaping the market; and knowing where the company sits in a particular industry**
  - willing to **learn** and taking responsibility for their own **development**
  - **reflective** about themselves and what they want out of the job
  - **motivated and enthusiastic**
  - **self confidence** – but also confident that they are applying for work that matches their aspirations
  - **work-readiness**, for example, having an awareness of appropriate work behaviour

- To be employable - be familiar with:
  - ... your profession (status, development)
  - ... what your prospective employer wants (labour market needs)
  - ... career management skills

- Ford, G., Gibbs, N.M., A Mature Profession of Software Engineering, Technical Report, Software Engineering Institute, Carnegie Mellon University, Pittsburgh, 1996.
- Krakar, Z., Course on Quality and Measurements in Informatics, teaching materials/lecture notes, Faculty of organization and informatics, Varaždin
- Lowden, K., Hall, S., Elliot, D., Lewin, J., Employers' perceptions of the employability skills of new graduates – Research commissioned by the Edge Foundation (report), SCRE Centre at the University of Glasgow, 2011.