Strategic steps towards organisational digital capability

Our model suggests some practical activities and actions for you to consider to build digital capability in your organisation. The focus is on equipping your organisation, your staff and your students to operate effectively in an increasingly digital world.

Because each organisation differs in terms of size, priorities, structure, role composition, culture and many other factors, it is important to work with stakeholders to develop a contextualised model appropriate to your needs.

The advice has been divided into four practical steps to get you started and is informed by the good practice identified in our model of the digitally capable organisation.

Step 1: Vision and intent

Responsibilities and actions for senior leaders

- Work with stakeholders to identify vision and rationale for developing digital capabilities for your organisation
- Focus on what you would like to achieve and how digital capabilities can contribute to your vision
- Align aspirations for digital capability with other organisational priorities and practices - identifying where digital capabilities will enhance the performance and reputation of your organisation
- Review the ‘Digitally capable organisation’ model with stakeholders and the organisational framework for digital capability in relation to the current and desired situation
- Work with stakeholders, using statistical tools such as our audit tool or checklist to ascertain the current situation and develop an outline action plan
- Facilitate collaboration and the bringing together of all those who have a role or interest in developing digital capability including those responsible for the digital infrastructure of your organisisation, estates teams and human resources teams
- Review the range of digital support options available to staff and students to create a holistic approach that makes the most effective use of resources
- Signify the intent to embed digital capability development throughout the organisation by leading, championing, supporting and communicating the objectives and benefits of the plan for each stakeholder group, illustrated by evidence-based examples

Step 2: Design and construct

Step 2: Support and consolidate

Responsibilities and actions for all

- Review and evaluate progress against goals set at individual level and at organisational level
- Report on progress using established reporting structures and procedures as well as informal networks and communities of practice
- Review mechanisms for monitoring and evidencing success - amend and update as required
- Gather case studies and examples of best practice in delivering, small scale and failures learned
- Facilitate the development of an audit tool and staff and student development programmes, involving those invited to lead sessions
- Establish and support networks and social interest groups - both in- and cross-external subject specific and themes that are applicable to more than one subject or topic - making use of existing channels where they exist
- Ensure digital capability ambition aligns with other departmental and service teams and reflects the current and desired situation
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Step 3: Explore and contextualise

Step 4: Support and consolidate

Responsibilities and actions for teams (staff and student, professional, service, academic, curriculum):

- Discuss the profiles that are applicable to more than one subject or topic - making use of existing channels where they exist
- Identify key digital capability areas and broad thinking in relation to the current and desired situation
- Align and map individual findings from the discovery tool against team and individual development plans (for example: plans to review or refresh curricula, new or updated services etc)
- Collaborate with other team members and other teams on projects designed to improve your curriculum, learning and teaching processes, including opportunities to develop digital capabilities and digital graduate attributes in curriculum activities - make these clearly signposted with links to supporting resources
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- Promote identified reward and recognition schemes to staff and students to encourage participation
- Ensure development of individual digital capabilities is recognised within individual performance and personal development plans (for example: plans to review or refresh curricula, new or updated services etc)
- Develop opportunities to embed digital capability in HR, personal development and student award processes - make these clearly signposted with links to supporting resources
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The full model with an expanded list of activities, tools and outcomes is available in our online guide “Developing organisational approaches to digital capability” which will shortly be available from http://ji.sc/building-digicap

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