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Dandelion Roadmap

DXC Technology

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Dandelion Roadmap

Abstract

The proposed roadmap and plan below shows the recommended sequence of process transformation initiatives, over a period of 3 years, based on business and IT priorities, effort, and learnings.

Keywords

Dandelion program, dandelion, autism, autism spectrum, hpe, Hewlett Packard Enterprise, business, plan, planning, roadmap

Comments

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Dandelion Roadmap

Objective: The proposed roadmap and plan below shows the recommended sequence of process transformation initiatives, over a period of 3 years, based on business and IT priorities, effort, and learnings.

| Year 1 | | | | Year 2 | | | | Year 3 | | | |
|--------|----|----|----|--------|----|----|----|--------|----|----|----|
| Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |

Job Awareness

| | | | | | | | | | | | |
|--|-------------------------------------|--|------------------------------|--|--|--|--|--|--|--|--|
| | 1.1 Onboarding | | | | | | | | | | |
| | 1.2 Introduction to Role | | | | | | | | | | |
| | 1.3 Team Meetings & Staff Reviews | | | | | | | | | | |
| | 1.4 Induction into Systems | | | | | | | | | | |
| | 1.5 Central repository | | | | | | | | | | |
| | 1.6 DXC Training Modules | | | | | | | | | | |
| | 1.7 Pipeline of work | | | | | | | | | | |
| | 1.8 Handbook SPF Introduction | | | | | | | | | | |
| | 1.9 Communication with Stakeholders | | | | | | | | | | |
| | 1.10 Build a Work Profile | | | | | | | | | | |
| | | | 1.11 Identify staff fulltime | | | | | | | | |
| | 1.12 Process Improvements | | | | | | | | | | |

Self Advocacy

| | | | | | | | | | | | |
|--|-----------------------------------|--|--------------------------------|--|--|--|--|--|--|--|--|
| | 2.1 Handbook for staff | | | | | | | | | | |
| | 2.2 All Staff certified for role | | | | | | | | | | |
| | 2.3 Modify Work Profile | | | | | | | | | | |
| | 2.4 Work Experience Program | | | | | | | | | | |
| | 2.5 Further Role Certifications | | | | | | | | | | |
| | 2.6 Transition Planning Commences | | | | | | | | | | |
| | 2.7 Brown Bag Session | | | | | | | | | | |
| | | | 2.8 Staff rotation with mentor | | | | | | | | |

Transition

| | | | | | | | | | | | |
|--|-------------------------|--|--|--|--|--|--|--|--|--|---------------------------------|
| | | | | | | | | | | | 3.1 Career development |
| | 3.2 Transition Planning | | | | | | | | | | |
| | 3.3 Mentor | | | | | | | | | | |
| | 3.4 Modify Work Profile | | | | | | | | | | |
| | | | | | | | | | | | 3.5 Program Recap with Family |
| | | | | | | | | | | | 3.6 Finalise Staff Work Profile |

Dandelion Program Plan & Road Map

YEAR 1
Job Awareness

| High Level ID | Key Milestones | Target Cycle | Low Level ID | Technical Learnings | Adaptive Learnings | Executive Functioning Learnings | |
|---------------|--|--------------|--------------|---|--|---|---|
| 1.1 | On Boarding | Q1 | 1.1.1 | Overview of Workplace | Learning to adapt to a working environment. Appropriate Communication. Heirarchy. Learning to adapt to working in a team Travelling to work Financial Diet | Getting to work on time, managing sick leave, getting work done in a timely manner. | |
| | | Q1 | 1.1.2 | User access requested | | | |
| | | Q1 | 1.1.3 | Timesheet process task card | | | Ensuring all timesheets are correctly submitted on time |
| | | Q1 | 1.1.4 | DXC & Client Compliance Modules | | | |
| 1.2 | Introduction to role | Q1 | 1.2.1 | Job Descriptions - Staff famaliarise themselves with role requirements | | | |
| | | Q1 | 1.2.2 | Landscape of system environment | | | |
| | | Q1 | 1.2.3 | Role walkthrough demonstrated in interactive workshops | | | |
| | | Q1 | 1.2.4 | Read Task cards (Visual) specific to role and systems | Ensuring team do not fall asleep or be disruptive in the work environment | | |
| | | Q1 | 1.2.5 | Introduction to System Processes - Central Repository Tool for Requirements, Test Cases & Defects | | Developing executive functioning/organisational skills | |
| 1.3 | Team meetings | Q1 | 1.3.1 | Commence daily team meetings (Morning) | What is appropriate to stay in a group environment, learning not to interrupt or be rude | | |
| | | Q1 | 1.3.2 | Commence daily support team meetings | | | |
| | | Q1 | 1.3.3 | 3 month Quarter Review | | | |
| | | Q2 | 1.3.4 | Attend daily stand ups based on work and still continue with weekly or bi-weekly team meetings | Staff are aware of what everyone is working on or upcoming pipeline of work. Staff become confident in providing test progress updates and raise blockers. | | |
| | | Q2 | 1.3.5 | Conduct weekly support team meetings | | | |
| | | Q2 | 1.3.6 | 2 on 1 development process commences and continues on a monthly or quarterly basis. Development Plan Matrix for tracking staff's technical vs social skills. Work to set objectives/targets and support person follow up progressively. Once confident, request staff to provide their own updates and seek for work etc. | Identify strengths and areas that are challenging. Developing a knowledge of where I want to work. | AS Consultant able to share strategies to staff member. 360 degree review. | |
| | | Q2 | 1.3.7 | Indicate Dandelion team members who may need further technical training | | | |
| | | Q2 | 1.3.8 | 6 month Review and Probabtion End | | | |
| 1.4 | Induction into Systems | Q1 | 1.4.1 | Landscape of system environment | | | |
| | | Q1 | 1.4.2 | Run practice exercises | | | |
| | | Q1 | 1.4.3 | Using role and system documents perform activities in groups e.g. conduct presentations to the team | | | |
| 1.5 | Central repository | Q1 | 1.5.1 | Hints & Tips specific to team role, knowledge, e.g. (via Sharepoint or folder drive/s) | | | |
| 1.6 | DXC Training modules | Q1 | 1.6.1 | Execute DXC training modules in downtime. | Adapting to and managing downtime on a client site. | | |
| 1.7 | Pipeline of work - Identify the type of work and ensure a solid pipeline/constant workload once training is completed. | Q2 | 1.7.1 | Using standardised techniques used in the role and at the client site, leads to confidence and more work integration | | | |
| 1.8 | Handbook (SPF) introduction | Q2 | 1.8.1 | | | | |
| 1.9 | Communication with stakeholders | Q2 | 1.9.1 | Use Lync to start deal with Stakeholders to communicate directly with developers and business via emails, Lync and phone meetings. | What is appropriate communication styles | | |
| | | Q4 | 1.9.2 | Encourage staff to communicate with Stakeholders (developers and business) in person where possible e.g. discussing raised defects. | Strengthen appropriate communication | | |
| 1.10 | Build a work profile | Q2 | 1.10.1 | Write Resume | Starting to develop a IT related CV | | |
| | | Q2 | 1.10.2 | Role certification practice & interactive training workshops | | | |
| | | Q3 | 1.10.3 | Role process refresher - Use standard approaches and demonstrate the best techniques/tools to use in role. | | | |
| | | Q3 | 1.10.4 | Setup a LinkedIn Profile | Connecting with Appropriate people for networking | | |
| | | Q3 | 1.10.5 | Certified in the role | Identifying suitable training/IT Certifications | Self directed learning/study | |
| 1.11 | Identify staff capable and interested in moving into a full-time role | Q3 | 1.11.1 | | Are team members coping with current hours of work. Have they been successfully meeting all expectations of coping within a work environment. | | |
| 1.12 | Encourage process improvement in downtime | Q3 | 1.12.1 | Improve proactiveness and for staff member to show initiave | | Identifying suitable and relevant process improvement | |

Dandelion Program Plan & Road Map

| High Level ID | Key Milestones | Target | Low Level ID | Technical Learnings | Adaptive Learnings | Executive Functioning Learnings | |
|--|--|--|--------------|---|---|---|--|
| | | | | | | | |
| YEAR 2 Self Determination & Self Advocacy | 2.1 | Update staff Goals and KPIs for this year's 2 on 1s. | Q1 | 2.1.1 | Set new technical goals more reflective of year 2 capabilities and encouraging self direction and self advocacy. | Encourage independence and individual goal setting | This process is used for self-reflection and for individuals to create their own learning goals. |
| | 2.2 | Handbook is a staff personal guide to provide future employers/HR/Managers | Q1 | 2.2.1 | Capture technical learnings as part of the current role | Developing resilience, self awareness and self advocacy | How do I best learn? What are accommodations that I need to succeed in the workplace. What are some of the challenges for me? |
| | 2.3 | All staff certified for role | Q1 | 2.3.1 | Staff are building up a credible resume | Keeping a record of systems and projects worked on and any significant achievements to build a strong IT resume | |
| | 2.4 | People Care Manager and ASC/s deliver recap on year 1 (expectations and achievements) | Q1 | 2.4.1 | Specify expectations for year 2 | Understand the expectations of them for the year. Support staff work on strategies over the year as to how to continue meeting (or exceeding) these expectations. | Develop autonomy to take on more learning and growth in role independently. |
| | 2.4 | Hold Parents meeting to recap Year 1 and present approach for Year 2 | Q1 | | Share achievements and successes within the workplace | Reflect on what we have learnt and the evolution of the Dandelion Program | Share our plans for encouraging Self Determination, Self Advocacy and Independence. |
| | 2.5 | Modify work profile | Q2 | 2.3.1 | Update Resume | Continue developing resilience, self awareness and self advocacy | Develop a work plan. How do I best learn? What are accommodations that I need to succeed in the workplace. What are some of the challenges for me? |
| | | | | 2.3.2 | Refine LinkedIn Profile | What information do I put on LinkedIn - am I connected to everyone in the Dandelion Program | Regularly review LinkedIn Profile |
| | 2.6 | Work experience program | Q2 | 2.4.1 | Develop pipeline of new Dandelion candidates to fill spaces by team members transitioning out of the pod. | | |
| | 2.7 | Staff develop 'Self Determination' | Q2 | | Developing a understanding of strengths, weaknesses, preferences, learning styles and needs | Making decisions based on their self awareness | Mental Health, finance and nutrition plans in place - where applicable. |
| | 2.8 | Other role certification pursued based on feedback from 2 on 1s and career progression | Q3 | 2.5.1 | Work with People Care Manager to identify areas of interest and gain knowledge of training opportunities to develop skill base. | What areas of the role do I enjoy. Where do I see myself working in the future. | |
| | 2.9 | Transition planning commences | Q3 | 2.6.1 | Indicate to client which staff will be ready for transition in the future | Individual led. Identifying where they want to work and if they are ready. | |
| | 2.10 | Brown Bag Session | Q3 | 2.7.1 | Networking and build staff contacts. Working with People Care Manager. | | |
| | 2.11 | Guest speaker on the spectrum to visit the Pod to share their learnings | Q3 | | Share their strategies/learnings for success in the workplace | How to advocate for yourself? | Share strategies/learnings for work and home life balance |
| | 2.12 | Career Coach to run a session with the pod | Q4 | | CV writing skills, Application Letter Skills, LinkedIn, and Interview tips | Learning the art of 'selling' themselves | Practice writing application letters and mock interviews |
| | 2.13 | Staff rotation to other areas with identified mentor. | Q4 | 2.8.1 | Exposure to other teams that provides greater experience and makes the staff member more valuable plus build contacts - where applicable. | Identify appropriate teams and mentors. | Spend time with different teams over a period of time to ascertain if it is the right fit. |
| 2.14 | Introduce staff to build network using the DHS 'Jobs Assistance' program | Q4 | | Use of other agencies and services to improve long term employability skills, and to work on specific strategies with individuals | | | |
| 2.15 | Staff have developed 'Self Advocacy' | Q4 | | Staff have developed a strong sense of self awareness and self advocacy | Improved self confidence and self worth | Ability to make decisions on their own about their own lives | |

Dandelion Program Plan & Road Map

| High Level ID | Key Milestones | Target | Low Level ID | Technical Learnings | Adaptive Learnings | Executive Functioning Learnings | |
|----------------------|----------------|--|--------------|---------------------|---|--|---|
| YEAR 3 Transition | 3.1 | Career development | Q1 | 3.1.1 | Develop Dandelion staff to be career ready | Dandelion staff know where their strengths lie. Having an awareness of individual technical strengths and work preferences. | The team has built an awareness of jobs in the IT industry. They have done self directed learning through ISTQB, DXC Online University modules, or Tertiary Studies |
| | 3.2 | Transition planning continues | Q1 | 3.2.1 | Where do I go at the end of the 3 year contract. | Do I want to stay with DXC, with the client or do I even want to remain in the IT Industry. | Knowing what other options are available to me and being supported to pursue other options. |
| | | | Q1 | 3.2.2 | Indicate which staff need further development | Connect staff with J services such as jobs in Jeapody and DES providers and Job Network Providers | Knowing pathways to other job networks |
| | | | | 3.2.3 | Meet with relevant staff on client site to learn about their recruitment options ie: STEM, APS gazetted roles | Confidence to meet with new recruits to learn how they got their job, and what there experience in | |
| | | | | 3.2.4 | Update Skills Matrix | Ensure all projects, systems and training is up to date for use in CV and job applications | |
| | 3.3 | Mentor | Q2 | 3.3.2 | Schedule a meeting with People Care Manager, to identify a suitable mentor | Ask what options are available for extra training, and what roles are potentially available within DXC | Research different roles so they have a good knowledge of different roles within DXC, and clients that DXC works with |
| | | | Q3 | 3.3.1 | Partner suitable team members with mentors in their identified area of interest. | Building working relationships. | Having confidence to communicate with other colleagues/stakeholders and ask questions. |
| | 3.4 | Modify work profile | Q4 | 3.4.1 | Update Resume | Ensure all skills and experience is listed | Have two referee's for your Resume |
| | | | Q4 | 3.4.2 | Refine Linkedin Profile | Ensure all skills and experience is listed, and that you are connected to everyone that you have worked with during the three years in the Dandelion Program | Ask colleagues to look over your profile or share information from their profile to make sure Linkedin is a professional and up to date as possible. Ask colleagues to write an endorsement for you on Linkedin |
| | | | Q4 | 3.4.3 | Finalise Work Profile | Be comfortable about the information to share with new teams | |
| | | Meet with a recruitment agency | Q4 | 3.4.3 | Tips for writing job applications, how and when to use Linkedin, Industries that are hiring etc | Learn current recruitment trend and growth areas | Feel confident that you know how to get a job, and know the market |
| | | Ask fellow Dandelion team members to review your Resume and Linkedin profile | Q4 | 3.4.4 | Get feedback and tips from colleagues | Be receptive of feedback from colleagues | |
| | 3.5 | Program recap with applicable staff - where applicable connect with family | Q4 | 3.5.1 | Family meeting to identify next steps and thoughts for the future. | Reflect on accomplishments and successes during 3 year Dandelion Program | Do I want to stay with DXC, DHS or do I want to look for other work. What do I need for this next stage of my working career. |
| | | Meet with Centrelink/Training Providers | Q4 | 3.5.2 | Where appropriate - reconnect with Centrelink to access further training opportunities | Understanding that they no longer want to do testing | Seeking out training in area of interest |
| | 3.6 | Finalise staff work profile | Q4 | 3.6.1 | Staff member has clear idea of what they need to succeed in the work place | Understanding my learning style and what I need to succeed in any workplace. Confidence to share this information with new teams. | Clear understanding of working preferences, skills, and where they want their career to go. |