

Information Technology Governance for Tunisian Universities (ITG4TU)

561614-EPP-1-2015-1-ES-EPPKA2-CBHE-JP



Co-funded by the
Erasmus+ Programme
of the European Union

Initial Training Researchers Report

University of Balearic Islands (Spain), 1st - 5th February, 2016

ITG4TU CONSORTIUM



AMENDMENT HISTORY

Version	Revision	Date	Author	Modification
1	0	25 Feb 2016	Beatriz Gómez Suárez	Initial Version
1	1	03 Mar 2016	Carlos Juiz García	Review
1	2	10 Mar 2016	Belén Bermejo González	Survey results



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1. Introduction

The Initial Training Researchers has been performed to set a minimum level of competency among researchers. This training has been the first training in taking place and also has been an initial contact with IT Governance (ITG) procedures in Tunisian universities. This first training has been performed in the University of Balearic Islands, Mallorca, on 1st-5th February 2016.

The objective of this training is to perform specialized training modules for building ITG models in Tunisian universities. This training has targeted three types of **stakeholders of universities: professors, students and administrators/managers**. Professors have been trained in two different ways, those professors who wish to acquire new knowledge to include ITG as a teaching and research discipline. Regarding, graduate students from related studies of IT and even students in Management/Business Administration have been able to acquire new skills to ensure their further professional or academic integration.

2. Methodology of the course

This Initial Training Researchers is composed by several initial modules: systematic and strategies thinking and possessing profound competences - knowledge, skills and attitudes - required to meet challenges in governing IT assets and efficiency issues related to the particularities of the HEI institutions. This first course has been made in order to reach the following **learning outcomes**: to achieve competences and skills to play a leading role in the IT governance discipline and IT assets, and to improve IT efficiency use in respect with strategy of HEI and the communities that it serves. The academic portfolio has been focused to promote IT governance principles in all stakeholders. Additionally the academic resources may be used for training future enterprise leaders and postgraduate students in the role of governing IT assets.

Representatives of European universities have been in charge of dictating this course. Dr. Carlos Juiz, from University of Balearic Islands (UIB), gave out this training in different working sessions. The core of his sessions was the main aspects of Governance of IT: structures, standards, business strategy, value of IT, and the presentation of his own framework of ITG, *dFogIT*. Dr. Antonio Fernandez, from University of Almeria (UAL), depicted his own experience in building an ITG framework (*GTI4U*) as an explanation of a case study. Finally, Dr. Ricardo Colomo-Palacios deepened in the alignment of IT with business strategy aspect, highlighting the CIO role, and the importance of achieving this alignment regarding to the added value of IT.



2.1. Training material

The web platform of the project (<http://itg4tu.uib.eu/IT-Governance-documents/Initial-Training/>) collects the training materials used by the above mentioned researchers. The course was planning as follows:

- Work session I (first day): – *Dr. Carlos Juiz (UIB)*
 - Governance of IT – Preface
 - 1- Introduction. Governing IT
 - 2- Management vs. Governance
 - 3- Decision-making and...
 - 4- ...structures of governance of IT
- Work session II (second day): – *Dr. Carlos Juiz (UIB)*
 - 5- Starting a framework for IT governance in their company without standards
 - 6- Business strategy, performance and governance of IT
 - 7- Align IT: indicators of progress
- Work session III (third day): – *Dr. Carlos Juiz (UIB)*
 - 8- The role of the CIO: IT leadership
 - 9- The value of IT
- Work session IV (fourth day):
 - 10- ISO 38500, a conceptual model: the six principles of the standard – *Dr. Carlos Juiz (UIB)*
 - 11- Adapting the conceptual model of governance to the reality of the company – *Dr. Carlos Juiz (UIB)*
 - How Spanish Universities govern IT (*GTI4U*) – *Dr. Antonio Fernandez (UAL)*
- Work session V (fifth day):
 - 12- Example Application Portfolio Management – *Dr. Carlos Juiz (UIB)*
 - IT Business Alignment – *Dr. Ricardo Colomo-Palacios (OUC)*

2.2. Availability of materials

All materials can be accessed freely by the consortium members.



3. Attendants

The primary target in this Initial Training Researchers are the professors on related issues (Information Systems, Enterprise Management, Business Administration, etc.) in order to start up a new discipline in their subjects for future training and research for master students and young researchers.

Thus, from each Tunisian University had to attend three participants, mainly with the above defined profile. As a result, each university selected the participants based on that profile, this with help of the coordinator, and resulted in 12 Tunisian trainees representing the 100% compared to the original objectives. Besides, three researchers from European universities also attended the training, representing the 100% of the expected EU attendees.

At the end of this report the attendance list is shown.

4. Quality assessment of the course

UAL, as a leader of the WP1, where Initial Training Researchers is included, has coordinated and participated in the training as trainer and, with the help of UIB, as the hosting of this first training, have elaborated a questionnaire in order to assess the quality of the course. Once the course ended, the attendants were informed of this questionnaire and responded it. A total of eighteen questions comprise the questionnaire, being the first fourteen multiple choice type and quick answer the last four.

The purpose of these questions is to know if the course was understood, the mastery and ability of the teachers were as expected, and if the examples and case of use were adequate, mainly. Some of the questions were depicted upside down on purpose, in order to avoid participants from randomly respond, this is for example answer 1 means "totally agree" and 4 means "totally disagree". The satisfaction survey, available in [survey satisfaction 1](#), is divided into three parts:

1. Ten closed questions related to the teach activity.

ID	Question	Value range
1	Did the teacher demonstrate mastery of the subject?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
2	Was his/her language understandable and appropriate?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
3	Did discussed topics accomplish your expectations?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
4	Did the teacher answer the questions from the audience?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
5	Teaching ability/availability and capacity.	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)



6	Did the teacher accomplish with the academic program?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
7	What is your assessment of the example and practice cases by the teacher?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
8	Did the training help to you to consolidate the knowledge?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
9	Could you apply knowledge to practice?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)
10	Did the training allow you to generate new ideas related to ITG?	1 (Totally agreed) 2 (Agreed) 3(Disagreed) 4 (Totally disagreed)

2. Four closed questions related to the general satisfaction of the training.

ID	Question	Value range
11	Satisfaction degree of teacher	1 (Totally satisfied) ... 10 (Totally unsatisfied)
12	Was the infrastructure comfortable?	1 (Totally comfortable) ... 10 (Totally uncomfortable)
13	Did the training accomplish your expectative?	1 (Totally agree) 2 (Agree) 3(Disagreed) 4 (Totally disagreed)
14	Satisfaction degree of the catering	1 (Totally satisfied) ... 10 (Totally unsatisfied)

3. Four open-opinion questions.

- a) 15- What did you like the most?
- b) 16- What did you like the least?
- c) 17- Suggestions for the future.
- d) 18- Other comments.

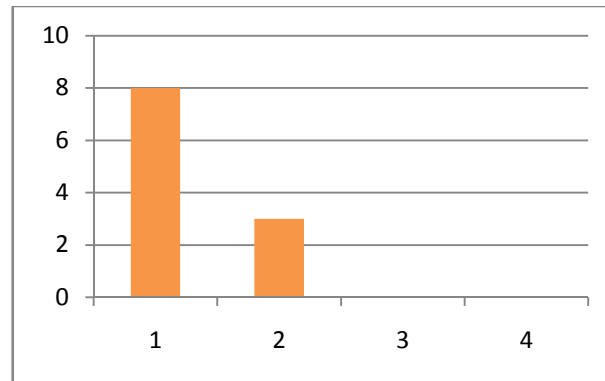
4.1. Satisfaction survey results

The following section shows the results related to this first training celebrated in Palma. There were fifteen attendees, which eleven of them (**73.3%**) have answered the questionnaire giving the following feed-back:

Activity questions

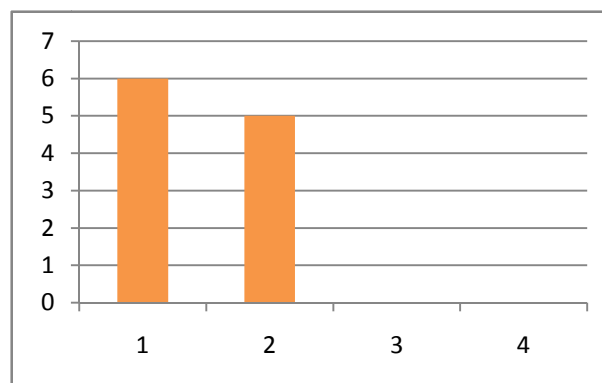
1. Did the teacher demonstrate mastery of the subject?
% of participants = 100% of survey respondent.

Totally agreed	72.7%	Agreed	27.3%	Disagreed	0%	Totally disagreed	0%
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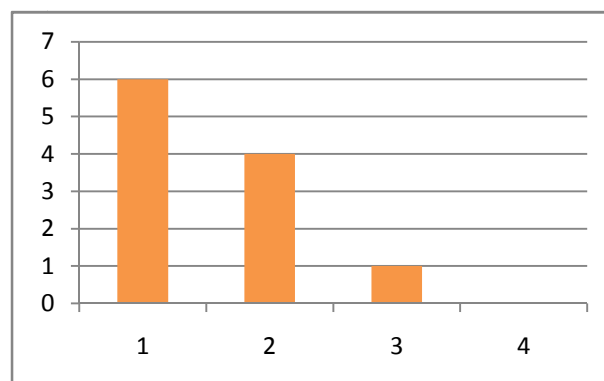
2. Was his/her language understandable and appropriate?
% of participants = 100% of survey respondent.

Totally agreed	54.5%	Agreed	45.5%	Disagreed	0%	Totally disagreed	0%
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3. Did discussed topics accomplish your expectations?
% of participants = 100% of survey respondent.

Totally agreed	54.5%	Agreed	36.4%	Disagreed	9.1%	Totally disagreed	0%
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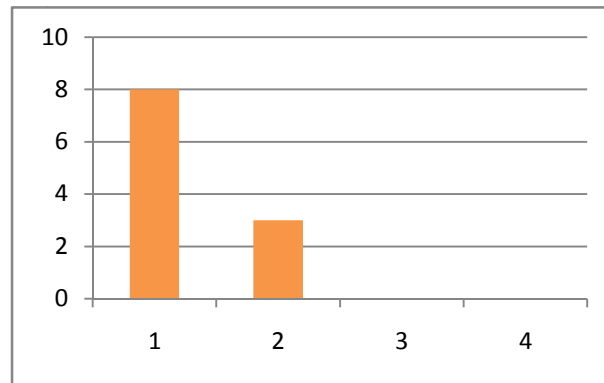




4. Did the teacher answer the questions from the audience?

% of participants = 100% of survey respondent.

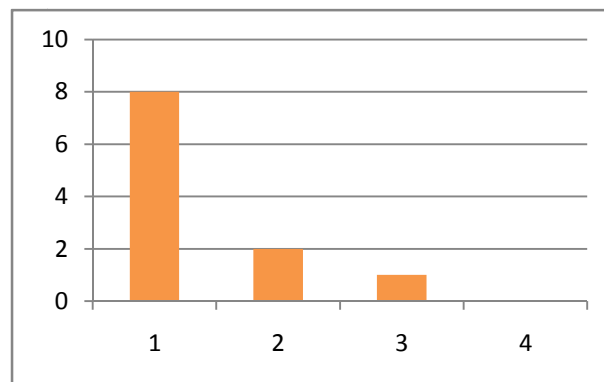
Totally agreed	72.7%	Agreed	27.3%	Disagreed	0%	Totally disagreed	0%
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5. Teaching ability/availability and capacity.

% of participants= 100% of survey respondent.

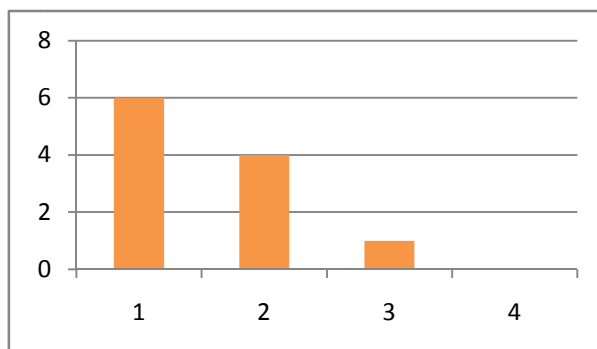
Totally agreed	72.7%	Agreed	18.2%	Disagreed	9.1%	Totally disagreed	0%
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6. Did the teacher accomplish with the academic program?

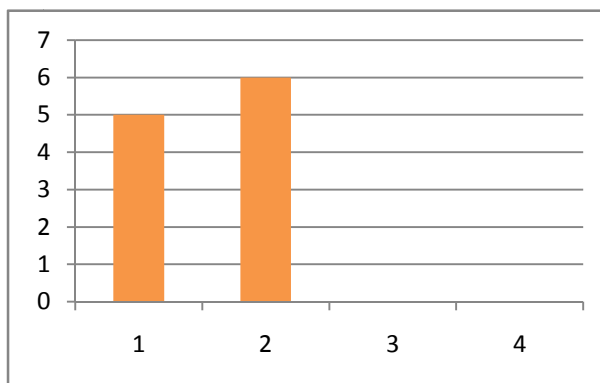
% of participants= 100% of survey respondent.

Totally agreed	54.5%	Agreed	36.4%	Disagreed	9.1%	Totally disagreed	0%
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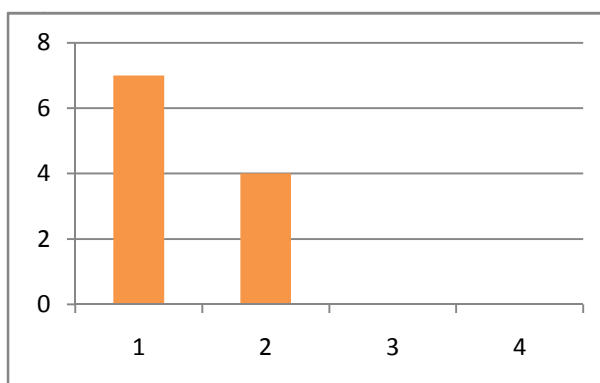
7. What is your assessment of the example and practice cases by the teacher?
% of participants = 100% of survey respondent.

Totally agreed	45.5%	Agreed	54.5%	Disagreed	0%	Totally disagreed	0%
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8. Did the training help to you to consolidate the knowledge?
% of participants= 100% of survey respondent.

Totally agreed	63.6%	Agreed	36.4%	Disagreed	0%	Totally disagreed	0%
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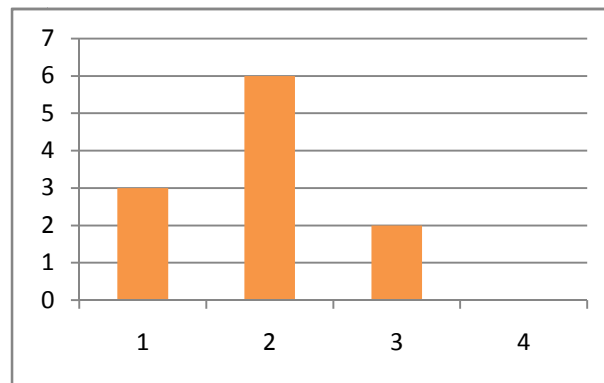




9. Could you apply knowledge to practice?

% of participants = 100% of survey respondent.

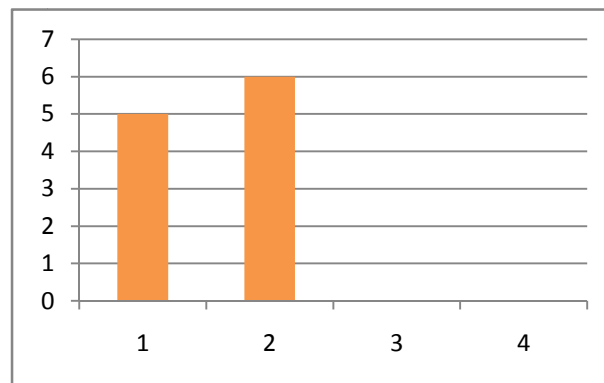
Totally agreed	27.3%	Agreed	54.5%	Disagreed	18.2%	Totally disagreed	0%
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10. Did the training allow you to generate new ideas related to ITG?

% of participants = 100% of survey respondent.

Totally agreed	15.5%	Agreed	54.5%	Disagreed	0%	Totally disagreed	0%
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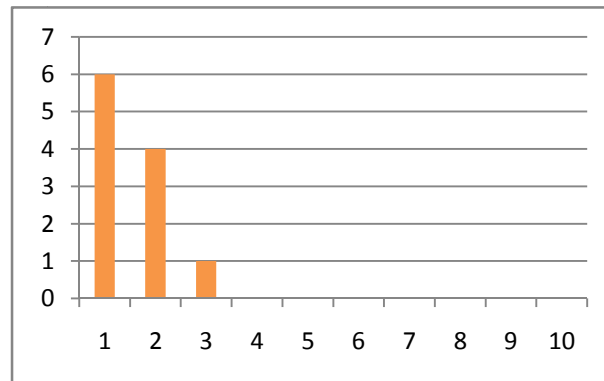


General questions

11. Satisfaction degree of teacher

% of participants = 100% of survey respondent.

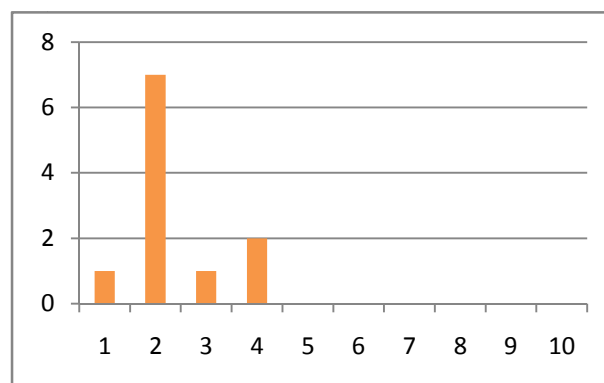
Totally satisfied (1)	54.5%	(6)	0%
(2)	36.4%	(7)	0%
(3)	9.1%	(8)	0%
(4)	0%	(9)	0%
(5)	0%	Totally unsatisfied (10)	0%



12. Was the infrastructure comfortable?

% of participants = 100% of survey respondent.

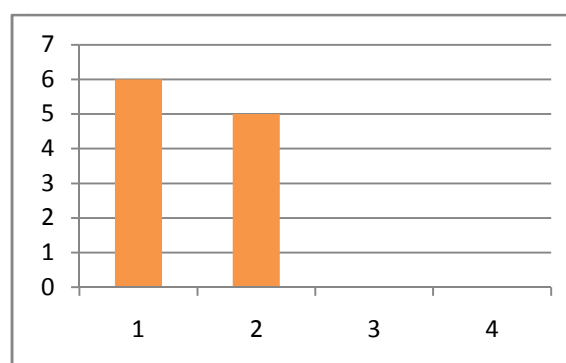
Totally comfortable (1)	9.1%	(6)	0%
(2)	63.6%	(7)	0%
(3)	9.1%	(8)	0%
(4)	18.2%	(9)	0%
(5)	0%	Totally uncomfortable (10)	0%



13. Did the training accomplish your expectative?

% of participants = 100% of survey respondent.

Totally agreed	54.5%	Agreed	45.5%	Disagreed	0%	Totally disagreed	0%
----------------	-------	--------	-------	-----------	----	-------------------	----

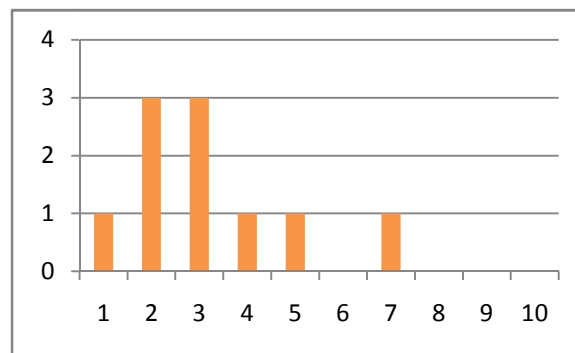




14. Satisfaction degree of the catering

% of participants = 90.90 % of survey respondent.

Totally satisfied (1)	10%	(6)	0%
(2)	30%	(7)	10%
(3)	30%	(8)	0%
(4)	10%	(9)	0%
(5)	10%	Totally unsatisfied (10)	0%



Open questions

15. What did you like the most?

% of participants = 81.81 % of survey respondent.

The following word cloud shows the topics that like the most.



16. What did you like the least?

% of participants= 63.63 % of survey respondent.

The topics that didn't like are related to the accommodation and bureaucracy process.

Anything related to the training course.

17. Suggestions for the future.

% of participants= 45.45 % of survey respondent.

The most demanded topic is the improvement of group work.

18. Other comments.

% of participants = 45.45 % of survey respondent.

Most of them were acknowledgments.



After reviewing the answers of the surveys we conclude that:

- Regarding the activity questions, the teachers demonstrated appropriate teaching abilities in line with the subject, the program, accurate examples and practice cases used. Besides, the content of the course were the expected, understandable and giving a wide spectrum of the topic.
- Regarding the general questions, the logistical organization was suitable, maybe trying to improve the catering next time.
- Regarding the open questions, things to improve are increasing the number of practical cases and work in groups and giving them the materials in advance.

5. Conclusion

The purpose of the Quality Management Plan is to describe how quality will be managed throughout the lifecycle of the project, thus the aim is to ensure the high quality of deliverables along with the quality of the process itself.



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Information Technology Governance for Tunisian Universities
561614-EPP-1-2015-1-ES-EPPKA2-CBHE-JP

Initial Training Researchers Report *Version 1.2*

Initial Training Researchers

**1st – 5th February 2016, University of Balearic
Islands (Palma de Mallorca), Spain**



**UNIVERSITÉ DE
TUNIS EL MANAR**



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Initial Training
Researchers ITG4TU



Universitat
de les Illes Balears

ATTENDANCE Initial Training Researchers 1st February 2016

Attendant	Institution	Registration
Carlos Juiz	UIB	
Beatriz Gómez	UIB	
Belén Bermejo	UIB	
Antonio Fernández	UAL	
Sarfaraz Ghulam	SRH Hochschule	
Ricardo Colomo	Hiof	
Mehdi Khouja	U. Gabes	
Sabeur Maraoui	U. Gabes	
Mohamed Ouweis Kabaou	U. Gabes	
Youssef ben halima	UMA	
Farouk Kammoun	UMA	
Mohamed Farah	UMA	
Samir Moalla	U. Tunis El Manar	
Abdelaziz Abdellatif	U. Tunis El Manar	
Mohamed Ali Ben Hassine	U. Tunis El Manar	



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ATTENDANCE Initial Training Researchers 2nd February 2016

Attendant	Institution	Registration
Carlos Juiz	UIB	
Beatriz Gómez	UIB	
Belén Bermejo	UIB	
Antonio Fernández	UAL	
Sarfaraz Ghulam	SRH Hochschule	
Ricardo Colomo	Hiof	
Mehdi Khouja	U. Gabes	
Sabeur Maraoui	U. Gabes	
Mohamed Ouweis Kabaou	U. Gabes	
Youssef ben halima	UMA	
Farouk Kammoun	UMA	
Mohamed Farah	UMA	
Samir Moalla	U. Tunis El Manar	
Abdelaziz Abdellatif	U. Tunis El Manar	
Mohamed Ali Ben Hassine	U. Tunis El Manar	



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ATTENDANCE Initial Training Researchers 3rd February 2016

Attendant	Institution	Registration
Carlos Juiz	UIB	
Beatriz Gómez	UIB	
Belén Bermejo	UIB	
Antonio Fernández	UAL	
Sarfraz Ghulam	SRH Hochschule	
Ricardo Colomo	Hiof	
Mehdi Khouja	U. Gabes	
Sabeur Maraoui	U. Gabes	
Mohamed Ouwaïs Kabaou	U. Gabes	
Youssef ben halima	UMA	
Farouk Kammoun	UMA	
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ATTENDANCE Initial Training Researchers 4th February 2016

Attendant	Institution	Registration
Carlos Juiz	UIB	
Beatriz Gómez	UIB	
Belén Bermejo	UIB	
Antonio Fernández	UAL	
Sarfaraz Ghulam	SRH Hochschule	
Ricardo Colomo	Hiof	
Mehdi Khouja	U. Gabes	
Sabeur Maraoui	U. Gabes	
Mohamed Ouweis Kabaou	U. Gabes	
Youssef ben halima	UMA	
Farouk Kammoun	UMA	
Mohamed Farah	UMA	
Samir Moalla	U. Tunis El Manar	
Abdelaziz Abdellatif	U. Tunis El Manar	
Mohamed Ali Ben Hassine	U. Tunis El Manar	



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ATTENDANCE Initial Training Researchers 5th February 2016

Attendant	Institution	Registration
Carlos Juiz	UIB	
Beatriz Gómez	UIB	
Belén Bermejo	UIB	
Antonio Fernández	UAL	
Sarfaraz Ghulam	SRH Hochschule	
Ricardo Colomo	Hiof	
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Sabeur Maraoui	U. Gabes	
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