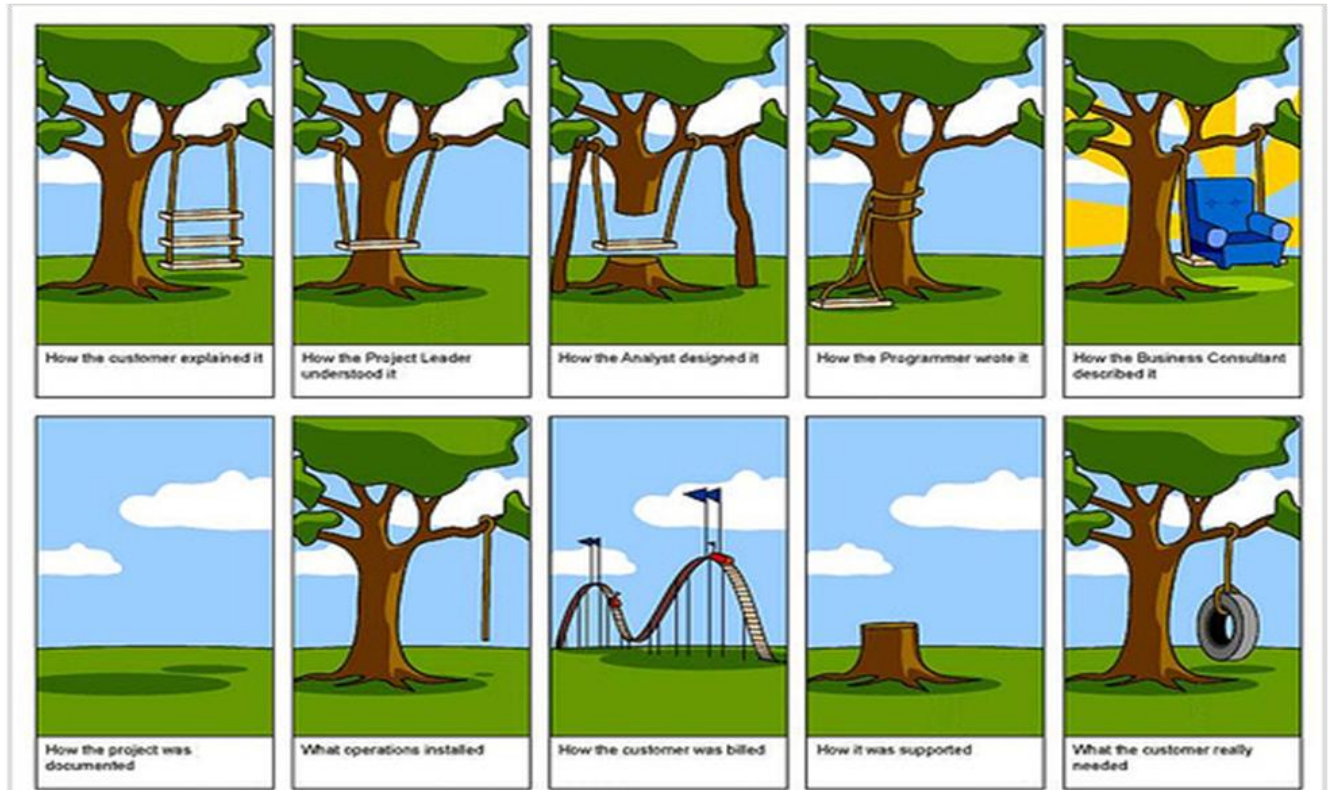


Business Analysis Training Proposal

Quality Requirement Elicitation Is the Key to IT Project Success



Business Analysis Training Proposal
Respectfully Submitted by
Capital District Business Analysis Community of Practice (CDBACOP)

April 18, 2011

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Executive Summary

The Capital District Business Analysis Community of Practice was established to fill an educational and networking gap in the profession of Business Analysis among New York State employees. This newly formed group is still in the development stages, but is currently the only collective voice for Business Analysts (BAs). The group was asked to develop a proposal on what is needed to grow the skills of those who serve in this capacity. Upon inspecting the stakeholder onion, we found that BAs serve many roles: within IT creating business rules, prototypes and test scripts to within Business Units where they define and streamline processes, serve as both Project Managers and BAs on Information Technology (IT) projects or perform root cause analysis. We also heard from agency managers who universally find requirements management a deficiency that impacts successful project implementation.

Given what we learned, we recommend that the State invest in the development of a Business Analysis curriculum that aligns with the Business Analysis Body of Knowledge (BABOK). In particular, we believe the core curriculum should include:

- Foundation for Business Analysis
- Requirements Elicitation
- Requirements Management and Communication
- Requirements Analysis
- Solution Assessment and Validation

Further, we recommend that fundamental skills courses be developed and/or be delivered around key competencies such as creative thinking, critical reasoning, technical writing and facilitation.

Acknowledging input from State agencies, we propose this curriculum be supported by a small unit that also coordinates development of courses to address the growing specialization areas such as Agile, LEAN, Six Sigma, Capability Maturity Modeling and Business Process Modeling Notation.

Introduction

This paper was drafted at the request of the Chief Information Officer (CIO) of the NYS Governor's Office of Employee Relations (GOER), Moses Kamy, in an effort to address requests from other CIOs about the need for developing BAs within their agencies. The goal of this paper is to:

- Introduce the Capital District Business Analysis Community of Practice,
- Provide a common understanding for the need for and value of business analysis,
- Provide relevant statistics about Business Analysts within NYS Government and,
- Propose a training and development program to increase the State's capacity.

This paper provides a compendium of data and information pertinent to the topic of developing Business Analysis as a desired skill and career path within NYS government.

Definition of Business Analysis

The following definition was excerpted directly from the International Institute of Business Analysis's Business Analysis Body of Knowledge Version 2.0, as we believe the professional association representing the industry is the best source for the definition.



Business analysis is the set of tasks and techniques used to work as a liaison among stakeholders in order to understand the structure, politics, and operations of an organization, and to recommend solutions that enable the organization to achieve its goals.

Business analysis involves understanding how organizations function to accomplish their purposes, and defining the capabilities an organization requires to provide products and services to external stakeholders.

Business analysts must analyze and synthesize information provided by a large number of people who interact with the business, such as customers, staff, IT professionals, and executives. The business analyst is responsible for eliciting the actual needs of stakeholders, not simply their expressed desires.

A business analyst is any person who performs business analysis activities, no matter what their job title or organizational role may be. Business analysis practitioners include not only people with the job title of business analyst, but may also include business systems analysts, systems analysts, requirements engineers, process analysts, product managers, etc.

BACOP Statement of Purpose

The Capital District Business Analysis Community of Practice was established in an effort to create an opportunity to develop the profession of Business Analysis within NYS government. The initial purpose is to establish a mechanism for individual state employee development and opportunities for networking amongst agencies in order to share best practices.

Upon establishment, it was anticipated the role of the BACOP would expand to include:

- Serving as a voice on behalf of those relying on Business Analysis and BAs.
- Creation of a comprehensive training program that develops the knowledge, skills and abilities of those serving as BAs, whether it is eliciting project requirements, evaluating business process management or conducting enterprise analysis.
- Recognition as a Forum Workgroup, dedicated to the practice of Business Analysis.
- Development of a statewide guidebook of knowledge, methods, tools, and draft templates that agencies can customize for their own needs.
- Identification of experts within government who can serve as mentors to novices.

Business Problem

Although experts and industry leaders disagree on the actual numbers and ranking of the reasons technology projects fail, they ALL agree that a certain percentage fail. More importantly, experts and industry leaders agree WHY technology projects fail.

- [IAG Consulting](#), “The impact of Business Requirements on the Success of Technology Projects”. December 2008: “Companies with poor business analysis capability will have three times as many project failures as successes. Companies pay a premium of as much as 60% on time and budget when they use poor requirements practices on their projects.”
- [Standish Group 2009 Chaos Summary](#) “This year’s results show a marked decrease in project success rates, with 32% of all projects succeeding which are delivered on time, on budget, with

required features and functions” says Jim Johnson, chairman of The Standish Group, “44% were challenged which are late, over budget, and/or with less than the required features and functions and 24% failed which are cancelled prior to completion or delivered and never used.”

- [PM Solutions Report](#) “Strategies for Project Recovery” covered 153 companies who manage on average \$200 million in projects annually, of which 37% are at risk. The report identified two of the top five reasons as Requirements and Planning. Requirements can be unclear, lack of agreement, lack of priority, contradictory, ambiguous and imprecise. Planning issues are based on insufficient data, missing items, insufficient details, and poor estimates.
- [Bob Lawhorn](#), in a 2010 software failures presentation, noted the top research groups as stating:
 - Poorly defined applications (miscommunication between business and IT) contribute to a 66% project failure rate, costing U.S. businesses at least \$30 billion every year (Forrester Research).
 - 60% – 80% of project failures can be attributed directly to poor requirements gathering, analysis, and management (Meta Group).
 - 40% of problems are found by end users (Gartner).
 - 25% – 40% of all spending on projects is wasted as a result of re-work (Carnegie Mellon).
- [SD Times](#) November 2, 2009 article quoting Grady Booch, chief scientist of software engineering at IBM, “Most cases of failure that I have seen have been in two categories: imagination and process.” These include:
 - Requirements failures.
 - Failure to verify/validate requirements.
 - Failure to adhere to architecture.
 - Lack of risk management.
 - Lack of lessons learned.
 - Communication breakdown.



In a [study on federal IT spending](#), the General Accounting Office (GAO) found that the Office of Management Budget and the agencies identified 413 IT projects totaling \$25.2 billion in expenditures for fiscal year (FY) 2008 as being poorly planned, poorly performing, or both. In its baselining review, GAO reported that 48% of the federal government’s major IT projects were rebaselined for several reasons, including changes in project goals and changes in funding. Of those projects rebaselined, 51% were rebaselined at least twice and almost 11% were rebaselined 4 times or more.

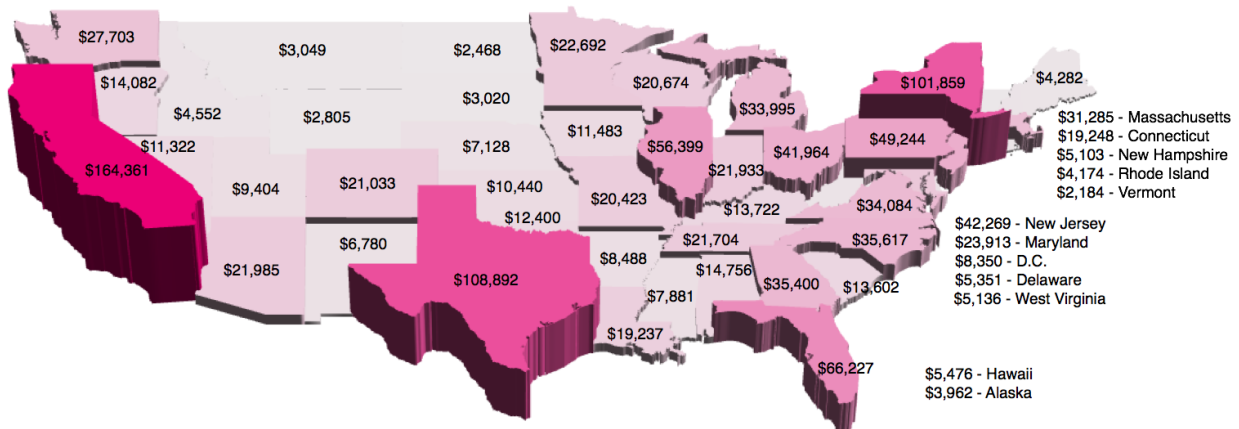
It is important to note that “failure” as defined above can occur in any project that is not completed on time, within budget, completed with requirements that do not quite meet stakeholder expectations, or a combination of these three. In extreme situations, projects are put on indefinite hold or cancelled outright. Typically these overages are not newsworthy except in the extreme.

To illustrate the cost of failure to capture project requirements correctly, below is the projected cost per [Requirements Solutions Group](#) to find and fix a requirements defect (by select development phases).

PHASE	COST
Requirements	\$ 139
Design	\$ 455
Coding	\$ 1,000

PHASE	COST
System Testing	\$ 7,000
Production	\$ 14,000

In the aggregate, the 2010 [predicted cost of technology project failures](#) is \$101 billion in NYS alone!



Predicted Annual Cost of IT Project Failure in Millions of Dollars

Sources:

The IT Complexity Crisis: Danger and Opportunity
The CIA World Factbook 2010

Business Analysis can address the cost of requirements failure by facilitating clear elicitation and documentation of requirements at the earliest and most appropriate phase of the project.

Business Analysis as a Profession

In private industry, as well as in government, the need for both business analysts and systems analysts has been growing continuously at a rate of [36%](#). As reported by an IIBA member in the annual 2010 Business Analyst Survey, Forrester Research found:

- IT BAs (65% of all BAs) typically report to IT, although there has been a slight increase of IT BAs reporting to BA Teams or Project Management Office (PMOs).
- Business unit BAs (35% of all BAs) typically report to business and operations units or strategic business deployment units.
- 49% of BAs report there are more individuals at their company who play a role similar to theirs than a year ago.

[TechRepublic](#) recently noted that systems analysts are, per author Alan Norton, considered to be prestigious and further, admired for their expertise in the multiple roles necessary to build a successful system.

Analysis

Agencies

All NYS agencies manage some technology—whether its data, permissions, permitting, or safety and security. In order to carry out new and enhanced technology projects, typically project teams are formed with a mix of information technology staff, project management staff, administrative staff

and/or business unit staff. In a majority of NYS projects, the project manager is expected to lead the effort, including eliciting and documenting requirements.

While NYS has grown and developed the capacity to manage projects by developing courses and resources for project managers, little comparable effort has been made for Business Systems Analysts. While there is a [Civil Service Title Series](#) established for the BA, eighteen (18) agencies have one of the titles totaling two hundred and two (202) filled/vacant items. In contrast to the Project Management title series, twenty-one (21) agencies have one of the titles totaling only eighty-seven (87) items.

Further, the Business Systems Analyst title has undergone transformation in recent years. The title was initially established as a System Support Program Specialist at the Office of the State Comptroller in 2000, and evolved to a Business Systems Analyst title in 2003. The title continuously evolves as agencies establish their own parenthetical titles in an effort to maintain their own unique agency system knowledge. A parenthetical title, as defined by NYS Civil Service, is “a descriptive designation in parentheses following a common base title, to distinguish a specialty within a given field – i.e., Head Clerk (Personnel).” The parenthetical definition can either be a language (Spanish Speaking), a functional area (Personnel) or a specific agency (Health). As of April 2011, the following agencies have established the Business Systems Analyst title series and have filled and vacant items as follows:

Agency	Business Systems Analyst 1 SG-18	Business Systems Analyst 2 SG-23	Business Systems Analyst 3 SG-25	Business Systems Analyst 4 SG-27
DCJS	2	1	0	0
DOS	1	0	0	0
DOT	0	1	0	0
ENCON*	3	1	1	0
Health *	14	8	2	1
Insurance *	1	1	2	3
LABOR	1	2	0	0
OCFS	0	8	5	4
OFT	1	0	0	0
OMH*	0	1	0	0
OPWDD	1	0	0	0
OSC	21	15	10	5
SFS	33	17	3	3
State Police	0	1	0	0
Tax *	5	4	1	1
TDA	8	5	0	0
Teacher's Retirement	1	0	0	0
Workers Comp *	0	3	1	0
TOTAL	92	68	25	17

* Agencies that have a parenthetical (their own) title series

In addition to the titles listed above, interviews with various agencies indicated that BA work is also completed by individuals in the following titles:

- [Associate and Senior Administrative Analyst](#)
- [Highway Safety Program Analyst](#)

- Information Technology Specialist 1, 2, 3, 4
- Program Research Specialist 1, 2, 3, 4
- Project Manager 1, 2, 3, 4
- Other business unit analyst/specialist/examiner titles within agencies.

The above titles are quite common in agencies, and incumbents should be considered when identifying individuals in whom to develop Business Analysis capability within an agency.

In addition, what these numbers do not reflect is the use of private sector consultants hired to fulfill the role of a BA. Agencies indicated they have used (and in some instances continue to use) consultants. Consultants are typically secured through an IT services backdrop contract or are part of the consultant team brought in when the IT project is initially contracted out.

What is universal among the agencies is that Business Analysis is a critical skill required by the State; a necessary ingredient for successful projects. The dearth of Business Analysis skills amongst the current state workforce, combined with the critical nature of the skill set, creates an environment in which projects continue to be at risk. During interviews with 9 agencies, including (OSC, DMV, DEC, OASAS, Workers Comp, OTDA, Tax, Teacher's Retirement and Health), the following key points were mentioned:

- A current lack of a common methodology within some agencies and lack of method across all agencies.
- BAs are located throughout the agency and often are in a variety of titles. Generally, agencies think BAs should reside in IT and Business Units/Program Areas.
- Importance of business (domain) knowledge at the agency, and the ability to develop within the agency through use of a parenthetical title.
- Typically larger agencies are trying to employ requirements tools (Quality Center, Test Director, Rational) versus most agencies documenting with Word/Excel and Visio.
- Agency legacy systems are often siloed, which creates additional challenges going forward as today's emphasis is on enterprise solutions across multiple agencies.

BACOP Participants

The BACOP was formed in January of 2011 after several planning meetings that included [Barbara Ash](#) (OSC), [Kelly Smith-Lawless](#) (DMV), [Laurence Moats](#) (Civil Service), [Mario Chiarello](#) (OSC), [Adam Gigandet](#) (DMV), and [Debbie Langevin](#) (DMV). Following a draft version of the NYS Forum's IT Skills Development Group work product "Community of Practice Starter Kit" and using a list of participants from a previous NYS Forum Project Management Workgroup session on Business Analysis, NYS practitioners from across different agencies attended the inaugural session on February 17, 2011.

The February 2011 session profiled an Excel workbook designed and used at DMV to capture project requirements from project proposal through to project close out. Mary MacDonald of the DMV Project Management Office delivered a short presentation followed by a facilitated session attended by 32 individuals from 9 agencies.

The April 7, 2011 session featured Mandy Herrington, a manager at the consulting firm of CGI who spoke on "Managing the Requirements Process from Elicitation through Changes." This session was attended by 49 individuals from 11 different agencies: OTDA, OASAS, DOT, CS, DMV, OSC, DCJS, Tax, OPWDD, NYSP and DOL.

BACOP founders, Barb Ash and Kelly Smith-Lawless, also participate on the Forum's Project Management (PM) Steering Committee Workgroup and Barb Ash profiled the BACOP at the PMCOP meeting held at the Empire State Plaza on March 15, 2011. In addition, Kelly Smith-Lawless manages the [COPs' new WIKI](#). The PM Workgroup has adopted the BACOP and features it in their quarterly newsletter in a column entitled "BA Corner." The BACOP group event calendar is designed to alternate with the PM Workgroup's because many individuals belong to both groups. The next BACOP meeting is tentatively scheduled for July 21, 2011. The topic we are seeking to present is BA as a Career in NYS Government.

The BACOP plans to lobby NYS Forum participants at the 2011 Annual Strategic Planning Session to establish Business Analysis as a new workgroup. By establishing itself as a Forum Area of Interest, the BACOP hopes to formalize its status and seek Forum guidance and industry partners to help carry out its Statement of Purpose.

Business Analysis Training Opportunities

Opportunities to develop and train state employees as BAs have been limited to a few agencies that have either federal dollars or a very compelling business case. Most agency Business Analysis training was offered in previous years and provided as a single course or two—not necessarily a series which is critical to developing capability. As a result, there is no consistency or common language and little or no opportunity on the horizon to develop staff. The lack of training is further exacerbated by the high cost of quality training. Some providers charge upwards of \$2000 or more for a 3-day class.

In response to the growing demand for BAs, the number of vendors in the marketplace that offer some form of Business Analysis Training and/or Certification continues to grow annually. In order to ensure compatibility with IIBA requirements, it is worthwhile to note that IIBA does have 190 Endorsed Education Providers (EEP) worldwide—many of whom are affiliated with universities.

EEP vendors who have varied course offerings, including master's certificates, specialized courses and/or electronic delivery training methods include:

- [Advanced Strategies Inc](#) (Atlanta, GA)
- [ASPE-SDLC](#) (Cary, NC)
- [Boston University Corp Ed](#) (Chelmsford, MA)
- [Capella University](#) (Minneapolis, MN)
- [EBG Consulting](#) (Sudbury, MA)
- [ESI International](#) (Arlington, VA)
- [International Institute for Learning](#) (NY, NY)
- [MGR Consulting](#) (Glencoe, IL)
- [MindLeaders, Inc.](#) (Dublin, OH)
- [Noble Inc.](#) (Toronto, Canada)
- [Orion Development Group](#) (Rockaway Park, NY)
- [Ouellette & Assoc Consulting](#) (Bedford, NH)
- [Pierson Requirements Group](#) (Stamford, CT)
- [Requirements Solution Group](#) (Tampa, FL)
- [SkillSoft Corporation](#) (Nashua, NH)
- [Total Systems Education](#) (St. James, NY)

Vendors who opt to be an EEP provider must:

- be an established course provider, in business a minimum of one year;
- be offering business analysis course(s) for a minimum of one year;
- have a process for participant evaluation of course offerings and of course instructors (for instructor-led courses);

- have an internal process for evaluating instructor performance ;
- have a process for continuous course improvement; and
- agree to abide by the IIBA® Provider Professional Code of Conduct.

In addition, the training provided by EEP vendors must be relevant for Business Analysis, provide valuable knowledge/information, and also have a minimum of two hours of student activity.

Agencies that have procured Business Analysis training offer the following guidelines:

- Providers with extensive real world experience (e.g. ones that also offer consulting services) often provide a richer training experience.
- Providers who have some experience training government clients can more readily design lessons that participants can apply to their daily work.
- Course learning should be spaced far enough apart for attendees to absorb what they learned and apply in their daily work.

Recommendations

Based on input from PMOs, CIOs and BAs, there is a definite need for development of Business Analysis competency. In these challenging times agencies cannot afford waste, rework, and unnecessary delays when implementing changes. Nor can agencies individually afford to offer comprehensive Business Analysis training that develops competency sufficient to meet the current need.

Successful, quality training programs that have historically developed professional competency within NYS Government include the OFT Project Management Mentoring Program and GOER's Leadership Classroom, neither of which has been offered in recent years. Elements that distinguished these programs from others included:

- diversity of participants across multiple agencies,
- world class, instructor-led classroom training over a longer period of time,
- project involvement that occurred simultaneously with the training,
- mentors at various levels to guide trainee development,
- design, development and at times delivery by state staff,
- incorporation of assessment tools designed to build participant capability,
- support and commitment by the trainee's agency, and
- incorporation of events outside of training designed to reinforce/enrich classroom training.

In order to gauge current capability, participants at the April 7th BACOP session were surveyed on 5 Business Analysis knowledge areas and some primary tools and techniques. State employees were asked to evaluate their current knowledge level on a scale of 1 (Novice) to 4 (Expert). Certain expected trends appeared in the data:

- Staff at higher grade levels (25-27) and/or staff with more years of service (15-20) tended to have higher skill levels; conversely, staff at the G18 level or with less than 5 years of service tended to have lower skill levels.
- Knowledge across 4 of the 5 areas that we inquired about was consistent across the board. The notable exception was Solution Validation which scored a much lower overall value compared to Business Analysis Planning, Elicitation, Requirements Analysis and Enterprise Analysis.

- Staff recorded notably higher skill levels on the more traditional elicitation techniques. The top 12 techniques, in priority order from left to right, are:
 - Brainstorming
 - Interviews
 - Observation
 - Non-functional requirements
 - Business Rules
 - Data Flow Diagram
 - Decision Analysis
 - Survey Questionnaire
 - Benchmarking
 - Document Analysis
 - Process Modeling
 - Risk Analysis
- Staff noted low skill levels on some systems modeling tools and notational techniques such as Data Dictionary, Interface Analysis, Scope Modeling, Sequence Diagrams, and State Diagrams.
- The mode and median for the self report skills were typically recorded as 1/Novice or 2/Advanced Beginner.

As a result of the information gathered and presented here, the Capital District BACOP recommends:

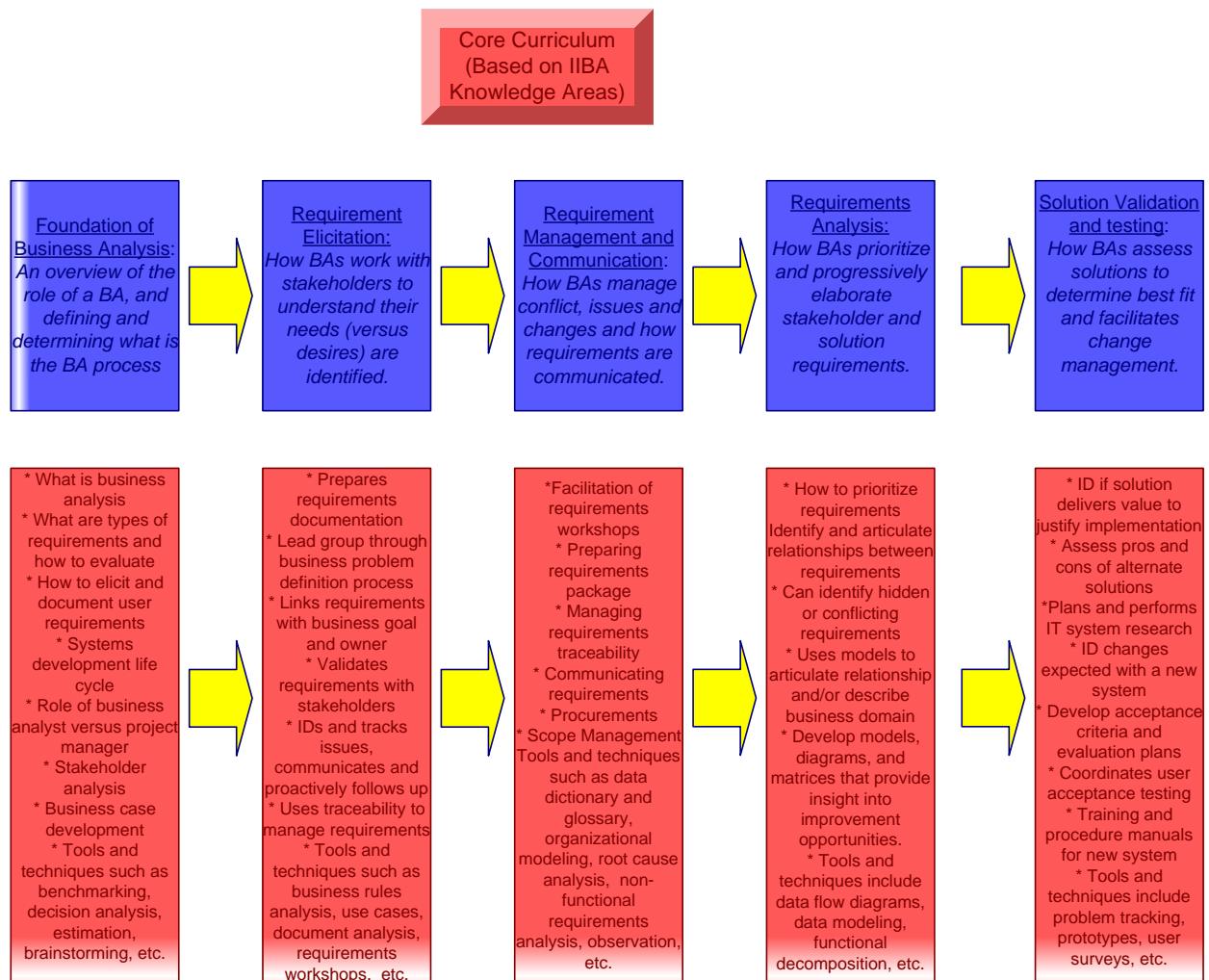
- 1) A more rigorous analysis that involves all agencies and includes staff input from those serving in the role of BA to baseline where we are and to validate the recommendations made here. Ideally, metrics should be developed and reported upon to measure progress of the training effort. This paper and information contained within was gathered in 3 ½ short weeks and may not reflect unique agency needs or specific business analyst development needs.
- 2) Development of a Business Analysis Core Curriculum (see model on the following page) and live training delivery to cross-agency classes that comprise both IT and business unit staffs. It is believed that by mixing participants, many agency best practices can be shared and a common language developed. Further, we are proposing that the training be made available statewide and offered to at least 500 associates (less than ½ of 1% of each agency). We recommend that the training follow agency guidelines noted earlier and also the Business Analyst Professional Development Guide included as an Appendix.
- 3) Development and delivery of basic skills courses that can be offered as webinars or other online course. The foundation courses would be geared to both clerical and professional staff and include some of the core competencies identified in the BABOK. These topics would be:
 - Technical Writing
 - Creative Thinking
 - Critical Thinking and Reasoning
 - Facilitation Skills and Consensus Building
 - Presentation Skills
 - Organization and Time Management Skills
 - Microsoft Office (including Word, Excel, Powerpoint and Visio)
- 4) Development of a series of complementary courses outside of the core curriculum that will meet agency-specific needs. Given the broadness of the profession definition and a recent industry trend toward developing specialized analysts, it is believed that specialized classes can help agencies target staff development and meet strategic objectives. Examples of these types of classes include:
 - Business Case Development
 - Logical Data Modeling
 - Requirements for Statement of Work and
 - Testing techniques for tracing and validating requirements
 - Prototyping Techniques
 - LEAN/Six Sigma

- Requests for Proposals
- Agile/Wagile
- Business Process Modeling Notation (BPMN)

- 5) Establishment of a small unit within government (OFT/CIO, GOER, other) to facilitate development, maintenance and administration of a state guidebook and training curriculum, as well as to create a network of individuals willing to serve as mentors.

We recognize what we are asking for is an expensive proposition. However, we believe that continuing without more coordinated and comprehensive Business Analysis training will result in more failed projects, even if failure is defined only as lateness or not delivering enough of what was promised or expected. When coupled with the anticipated wave of experienced employees with extensive domain knowledge who will be eligible to retire in the next several years, we expect the need for skilled BAs within NYS to grow exponentially.

Proposed BA Core Curriculum Model



The Business Analysis Community of Practice wants to thank Dr. Kamyra for the opportunity to present this training proposal. We recognize that this proposal has a cost, which given the recent economic climate, cannot come at a worse time. However, we firmly believe that it is in the most difficult times that the best and most creative solutions emerge, because we cannot afford to do otherwise.

If you have any questions or wish to respond to this proposal, you may contact the following representatives:

[Kelly Smith-Lawless](#), DMV Director of Agency Program Services, (518) 474-8328,
[Barb Ash](#), Assistant Director of OSC Business Analysis Center of Excellence (518) 473-4131, or
[Laurence Moats](#), PMP, CS Project Assistant for CS Integrated Testing System Project (518) 402-2170

Appendices

Current Business Analysis Training Opportunities

New York State employees seeking development of Business Analysis knowledge and skills did have some training resources available, including:

- [Empire Knowledge Base](#). This e-learning training resource was managed through the Office for Technology and offered nine Business Analysis classes ranging in length from 2-3 hours.
- [NYS & CSEA Partnership's Online Learning Program](#) offered a comparable program for CSEA associates through a SkillSoft online training resource.
- NYS & PEF previously offered online courses through [Binghamton University](#) and would periodically offer a Business Analysis course.
- GOER, through their Agencies in Partnership for Training, offer a number of courses helpful to a BA such as Conflict, Facilitation Skills, Fundamentals of Project Management, and Work Process Improvement Program.

Many of these entry level training opportunities have been temporarily suspended, pending the outcome of upcoming labor negotiations.

IAG BA Development Guide

IAG, a provider of Business Analysis services, training and templates published the following "[Business Analyst Professional Development Guide](#)", which is clearly in line with agency and BACOP perspectives, so is included here verbatim.

Make Consistency Your Priority. It is crucial that all analysts perform their function in exactly the same way. A lack of consistency on the business analysis side means that organizations fail to consistently get a handle on their portfolio of projects, struggle to be more efficient in sizing projects and setting delivery expectations and are poor at communicating needs to IT delivery stakeholders.

Separate Elicitation Methodology from Documentation Methodology. Elicitation is how you go "get" the information you need. Documentation is how you "write it down." Unfortunately, many organizations confuse the two. Organizations must be sure that analysts are strong in both areas. Remember the adage "garbage in, garbage out" – if you wish to prevent garbage into the templates or tools, the organization needs to make a concerted effort to improve the approach to elicitation.

Don't Underestimate the Magnitude of Change required. Business analysis is very complex. It's not uncommon that an executive will underestimate the magnitude of change and expect that 1 week of training is enough. A BA must be strong in each of the six capability areas, and all five associated processes. Limited training will lead to knowledge and skills gaps that will affect the results. Whatever the approach, don't underestimate the magnitude of change required, and don't focus the target of training too narrowly.

Business Analysis Excellence is Achieved through Experience. Analysts must make the methods and techniques of facilitation second nature. A BA must also have enough breadth of experience with different groups of stakeholders that they know how to apply these to the situation at hand. This can only be achieved through experiential learning.

Targeting Development of Soft Skills. The role of BA is ultimately to communicate business needs. Effective communication requires judgment, business acumen and leadership in addition to the core analytical, oral, and written skills that are usually associated with the role. These soft skills simply cannot be ignored.