

Title - Navigating Stakeholder Dynamics: Transforming Contact Center Operations for Enhanced Retail Support

Summary

This assignment is on planning a project for the implementation of a centralized contact center to various departments (support store operations, store repair, and fleet management). As they are facing many issues in their process while contacting customer service for any technical problems. The plan is to identify crucial stakeholders to communicate and propose the idea of project goals and objectives that will solve their problems, also assuring them of quality service, by making current asset management and repair processes more efficient. The assignment focuses on three key deliverables: Brainstorm Map, Power Interest Grid, and Stakeholder Register.

Brainstorm Map - The project will implement a technique and brainstorming visualization tool that will identify and provide comprehensive details of 30+ stakeholders, both internal and external, essential for project success. It includes groups like Contact Center, Store Repair Support, Fleet Support, and Store Operations Support, as their influence and insights on the implementation of the project will play a vital role. The brainstorm map will identify stakeholders and the problems they are facing, uncover communication barriers, develop strategies to address concerns and issues, identify risks, and find ways to mitigate them. This process aims to support the successful implementation of the project under budget and in a timely manner, ensuring it caters to their needs and determines the success of the project.

Power Interest Grid - It categorizes and prioritizes crucial stakeholders based on their authority, interest and impact in the project. The identified important stakeholders are Paulette Larson (VP Contact Center), Matthew Huff (Sales Director), and Max Fox (VP Fleet Support) who exhibit high interest and power, while Call Agents have low power but are crucial end-users. They are expected to handle current work and stay informed, with a preference for daily communication through emails. Also, I have identified that Wayne Sherman (Operations Director) possesses low interest but high influence. He is expected to provide technical information and support project success, favoring daily meetings, emails, and phone calls whereas Laurie Morris (Store Repair Manager) exhibits both low interest and low influence. She seeks clear responsibilities and team satisfaction, preferring daily meetings, emails, and phone calls.

Stakeholder Register - It provides detailed information about 21 stakeholders in which some are Paulette Larson (VP Contact Center), Matthew Huff (Sales Director), and Max Fox (VP Fleet Support) which has high interest and high influence in the project. Call Agents from the Contact center, have high influence but low interest, for handling current work. Wayne Sherman (Operations Director), has low interest but high influence and plays a key role in providing technical support. Laurie Morris (Store Repair Manager) represents low interest and low influence, where focus needs to be shifted on providing clear responsibilities and team satisfaction. This also highlights their internal/external status, expectations, preferred communication methods, and management strategies. It emphasizes managing stakeholders closely, keeping them informed, satisfied, or monitored based on their influence and interest.

Conclusion - The report talks about making things easier for stores by using one phone number to get help and fix problems in three departments. This involves resolving issues through one contact in 1st level support calls, while the remaining calls are directed to the 2nd level technical support. The report also talks about key stakeholders who have influence and impact that is required to understand the complicated Contact Center Test and help provide insights for the project success.

Reference -:

1. Bolick, C. (2019). Contact Center Case Study: Contact Center Store Support Test & Implementation
2. Budd, J. W. (2004). Mind maps as classroom exercises. The journal of economic education, 35(1), 35-46.

