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Emily Carr

Fortune 500 Change Management Consultant

Practical Change Management for IT Projects

Transform your IT project and make change stick with this step-by-step guide

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Author
Emily Carr

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Sweny M. Sukumaran

About the Author

Emily Carr has been working as a Change Management consultant for over a decade. As a consultant, she has worked with Fortune 500 companies to develop and execute successful Change Management, communications, and training programs for large-scale business and IT projects. These programs have had global reach across the United States, Australia, India, Eastern Europe, and the Middle East. Emily is also the author of the popular Change Management blog, *Practical Change Management*.

I would like to thank my husband, Ben, for all of his support throughout the writing of this book.

About the Reviewers

Manavendra S. Gokhale is a management professional with 24 years' experience with 17 years at CEO level. He has headed companies across multiple verticals, and has strong leadership and team building capabilities. He has worked on MIS systems and Analytics, and evaluated people at various levels in companies across the hierarchy.

He is a visiting faculty member to various well known Business schools, and teaches various subjects across functions and general management. He has had exposure as a Corporate Consultant for eight years and has conducted multiple corporate workshops.

He has used IT extensively in his corporate activities coupled with strong networking skills due to working across verticals and engagements in India and other countries.

He defines progress as making things easier and enabling people to reach their milestones by helping them avoid the problems they face and help them learn by sharing experiences.

Brenda Kerton, MA Leadership, has over 25 years of experience in leadership, business, and information technology. Her strengths are strategic analysis, change leadership, and aligning business with IT. Her passion is the creation of business solutions that respect the people and their work, and truly achieves the benefit opportunities.

Her experience covers a range of the following areas:

- Leadership: Strategies and plans, goal setting, managing, directing, and coaching
- Communications: Public speaking, written research, facilitation, and internal communications
- Management of change: Training, coaching, and planning
- Building individual and team capability: Employee assessment and performance management, professional development planning, coaching and mentoring, and training and training development
- Process analysis and reengineering: Current and target state analysis, redesign plans, and process improvement
- Project management: Product implementation projects, business process change projects, and IT application projects
- Consulting: From large multi-month engagements to small half-day assignments to ongoing phone coaching and support

She is the Principal Consultant and owner of Capability Insights Consulting `www.capabilityinsights.com`.

Contents

Preface

Think about the projects your company has implemented over the years. How many of them were successful? How many of them failed? Now, think about one of the projects that failed. Take a minute to write down the three main reasons it failed:

1. ____
2. ____
3. ____

If your company is like most companies, the reasons you wrote down have little to nothing to do with technology. They concern people. People didn't like the new technology. People weren't trained properly on the change. People hadn't received adequate communications and didn't understand the change. People had been through so many failed change projects in the past that they knew if they just waited long enough, this one would fail too, and they could go back to the old way of doing things.

Sound familiar?

Project teams rarely forget to work on the technology, but they often forget to work with the people, and no matter how amazing your new technology is, it's useless unless people use it efficiently.

This book will help you focus on people. It will walk you step by step through the main aspects of Change Management, so that by the time your new technology is ready, your people are ready, too.

How to use this book

This is not a theoretical book. It is a practical book that will prepare you to manage change in your organization. Throughout the book, as I explain each new concept, there will be an activity for you to complete that will allow you to put that new idea into action.

For many of the exercises, I will provide a sample solution. This will give you one possible way to complete the exercise, but it is not the definitive answer. Your answer will be unique to your project and organization. As you come back to this book for different projects, you are likely to find that the answers you come up with differ based on the unique characteristics of the change you are implementing.

If you are currently working on a project, I strongly encourage you to use your project for the activities. Think about how to apply the activities to your organization, and use your real-life situation to fill in the templates. By the end of the book, you will have the beginning of a Change Management plan that will prepare you to help the people in your organization to successfully adopt the change you are implementing.

If you don't have a project that you are working on, you can use the case study that I have included in this *Preface*. The case study represents a scenario that could easily occur in any organization. As you come to each exercise in the book, think about the case study, and use the details provided to complete the templates. This will give you practice in working with Change Management activities so that when you do have a project in your organization, you are prepared to apply the concepts in this book.

Because this book is specifically written for IT projects, the case study is focused on a technology-based change. Keep in mind though, that all of the ideas, activities, and templates included in the book can be used for any kind of change. They can be applied to culture changes, business process changes, or any other change you might be facing. In fact, few technology projects only make changes to technology. They typically incorporate changes to people, processes, tools, and the organization structure, so make sure you keep these types of changes in mind as well, as you consider the impact of your project on your people.

Case study

If you are not currently working on a project, refer back to this case study to complete the exercises throughout the book.

The challenge

Acme Corporation is currently using a "homegrown" computer system called UBuy to manage their purchasing. They have developed this system over the last 10 years. It has been designed specifically to meet their organization's needs. Every time the organization changes or a new need arises, the Information Technology (IT) department updates the system to meet the need.

Everyone at Acme is very happy with UBuy. Not only has the technology been customized for each department in the organization, but each department has also created their own business processes based on how they prefer to use it.

Everyone is happy, that is, except IT and leadership. UBuy has become increasingly difficult for IT to manage. There are so many customizations that the department is no longer able to keep track of all of the changes to the software. This makes it difficult to maintain. In addition, because the system is homegrown and heavily customized, every time a new person is hired into the IT department, it takes them a long time to learn how to support UBuy. Finding people to join their department is becoming harder each year.

The change

IT would like to implement a new purchasing system called We Shop. We Shop can be bought from a software vendor. Although it can be customized to the organization's needs, it will help standardize the purchasing software across all of the departments.

The benefits

Implementing We Shop will simplify system maintenance and support. It will also make it much easier to find qualified people to join the IT department, as it is a common software that many IT professionals have worked with at other companies.

When the IT manager proposes implementing We Shop to the leadership team, they quickly agree that it is a good idea. Leadership believes that We Shop will bring a number of benefits to Acme. First, they see the implementation of the new software as an opportunity to standardize the purchasing business processes across the organization. The diverse business processes that the departments followed in the past often led to confusion around how purchases should be made and approved. Second, by standardizing the business processes, leadership hopes they can implement new procedures that will reduce wasteful spending and improve the organization's bottom line. Finally, the leadership team knows that many of their competitors use We Shop, and they feel that implementing it at their organization will bring them in line with the industry standard.

The situation

At the next employee meeting, the Vice President of IT at Acme Corporation stands up and informs everyone that over the next year, the organization will be implementing We Shop. He explains why they are implementing it, and encourages everyone to help with the project in any way they can. Some people will be asked to participate on the project team, while others will not use the system until it goes live in a year. He believes that this is an important change for their organization, and expects that everyone will support the We Shop implementation.

The IT manager watches the presentation from the back of the auditorium. He sees many people nod their heads in agreement, and he leaves the meeting feeling optimistic about the project.

Over the next week, however, he begins to get worried. As he walks around the office, he hears more and more people talking about the project, and most of them are very negative. The Facilities department is worried that the new system will be difficult to use. They're so comfortable with the current system that they're scared to learn something new. The Finance department is worried that because the new system is standardized, it won't meet their specific data capture and reporting needs.

The Human Resources and Sales departments are worried about the changes to the business processes. Some people are worried leadership will use this opportunity to implement rules that will give them a "big brother" view of every purchase. Others are concerned that the new processes will be cumbersome, increasing the length of time to purchase basic supplies. Still others feel that the work their departments do is too unique to be able to fit into standardized business processes.

The IT manager also hears people in the Purchasing department worrying about their jobs. The people who currently do the purchasing for each department are wondering if they'll still have jobs after We Shop is implemented. Even his own team is worried. Many of the employees in the IT department are so specialized in UBuy that they aren't sure they have the skills to continue working in IT after We Shop is implemented.

More distressing than the complaints he's hearing though, are the people who are silently plotting. The IT manager knows that because a number of projects have failed in the past, many people have decided that if they just wait long enough, this project will fail too. They haven't actively planned to make it fail, but they aren't planning to help it succeed either.

After a few days of hearing these conversations, the IT manager sits down to make a plan. He isn't worried about the technical aspects of implementing We Shop. He knows his team has the skills necessary to deploy the system. The people it's being deployed to are another matter. He is very concerned about whether they will be willing and able to make We Shop a success. He knows that even if his team implements the system perfectly, if nobody at Acme Corporation uses it, the project will be considered a failure. With this in mind, the IT manager decides it's time to create a Change Management plan.

Exercise – 20/20 hindsight

Think about a time when your organization faced a situation similar to the one described in the case study. How did the leadership and/or team implementing the change address the people's challenges? List three actions they took to address these challenges. For each action, evaluate how successful it was in overcoming the challenge and helping people adopt the change.

- Action 1: ____________________
  - Evaluation of success: ____________________
  - Reason for success/failure: ____________________
- Action 2: ____________________
  - Evaluation of success: ____________________
  - Reason for success/failure: ____________________
- Action 3: ____________________
  - Evaluation of success: ____________________
  - Reason for success/failure: ____________________

Getting started

You know how to use this book. You've taken the time either to think about your current project or to read the case study. You have reflected on past change in your organization and what activities helped it to succeed. Now, it's time to begin learning about Change Management. By the time you finish this book, you'll have the beginning of a Change Management plan in hand and will be ready to share Change Management concepts and activities with others in your organization.

So, let's get started!

What this book covers

Chapter 1, *What is Change Management?*, provides a brief overview of Change Management, including a description of the Five Pillars of Change.

Chapter 2, *Establishing the Framework for Change*, covers three main topics: Change Management frameworks, integrating Change Management with other teams, and organization design.

Chapter 3, *Building Sponsorship for the Change*, explains how to increase support of the project amongst Executive Sponsors, Change Agents, and Super Users.

Chapter 4, *Managing Your Stakeholders*, helps you identify and support the key stakeholders for your change.

Chapter 5, *Communicating the Change*, walks you step by step through building a communication plan about the change.

Chapter 6, *Using Training to Prepare Your Stakeholders*, gives you the tools to begin creating a strategy for training people on the change.

Chapter 7, *Ready, Set, Change*, summarizes the key points of the book.

Who this book is for

Although the case study in this book focuses on an IT change, the concepts and templates in the following chapters apply to any kind of organizational change. Whether you're an IT manager, HR manager, or a new Change Manager learning the ropes, this book is for you.

Conventions

In this book, you will find a number of styles of text that distinguish between different kinds of information. Here are some examples of these styles, and an explanation of their meaning.

New terms and **important words** are shown in bold.

> **Make a note**
> Warnings or important notes appear in a box like this.

> **Tip**
> Tips and tricks appear like this.

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>1

What is Change Management?

By the end of this chapter, you will be able to:

- Define Change Management
- List the Pillars of Change
- Explain why Change Management is important to project success
- Describe how Change Management fits within a project team

There are as many different definitions of **Change Management** as there are change managers.

In his 2011 article in Forbes, *Change Management vs. Change Leadership – What's the Difference?*, John Kotter notes:

> *"Change management…refers to a set of basic tools or structures intended to keep any change effort under control. The goal is often to minimize the distractions and impacts of the change."*

Prosci, an organization that focuses on Change Management research, defines Change Management (at `https://www.prosci.com/change-management/definition/`) as:

> *"The application of a structured process and tools to enable individuals or groups to transition from a current state to a future state, such that a desired outcome is achieved."*

The Change Management Institute, an organization that promotes and develops the practice of Change Management, notes in *Organisational Change Management Maturity* (February 2012) that Change Management is:

> *"…more than just 'the people side of projects.' It should be viewed as the approach the whole organization uses to manage change well."*

The list goes on. Notice that all of the preceding definitions focus on Change Management as the management of organizational change. This book will help you drive change throughout your company. It is not designed to help you determine which changes should be made to a computer system, such as you would find in ITIL Change Management.

To ensure that we're all working with the same definition, for the purposes of this book, Change Management will be defined as:

> *"A set of activities, processes, and tools designed to help people successfully adopt change."*

You'll notice that in this definition, I don't list every activity and tool. This is because, depending on your project, the set of activities and tools you use may change. I also don't define the type of change. As noted in the *Preface*, although this book focuses on the implementation of an IT system, Change Management and the basic concepts and activities in this book can be applied to any kind of change your organization faces.

The last word I want to focus on in the definition is "success." For each project, you must define what success looks like in your organization. People can appear to adopt the respective change, but on closer examination, you find that the change actually failed. I've seen cases in companies where the following issues occurred:

- The new system is implemented, but it doesn't meet business needs because the end-users were not involved in the project
- Everyone uses the new system, but they continue to use the old system as well, effectively doubling their workload
- Everyone uses the new system, but they find loopholes and work-arounds that cause them to break government and industry regulations
- Everyone uses the new system at first, but days, weeks, or months later, they stop and go back to the old way of doing things

In each of these situations, although the change was superficially adopted, the overall project was a failure.

Exercise – defining success

How has your organization defined "success" for your change project? Remember that this definition should not only describe a project that is successfully implemented, but also a change that is successfully and permanently adopted throughout the organization. Describe what success will look like in two or three bullet points, using a format similar to the one that follows:

1.
2.
3.

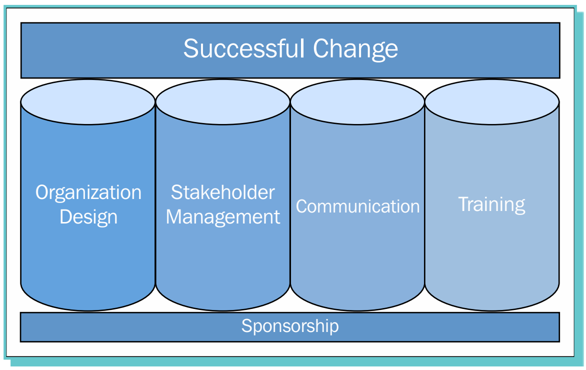
If you are using the case study, you may have defined success as:

- All departments are using We Shop to do their purchasing
- All departments are using standard business processes to purchase things
- The use of We Shop has reduced the amount of wasteful spending in the organization

If you are using your current project and you weren't able to define what success looks like for the change in your organization, put this book down. Before you continue, you need to talk to your leadership team and ensure that there is a mutual understanding of how your organization will define and measure success. Go ahead, I'll be here when you get back.

The Pillars of Change

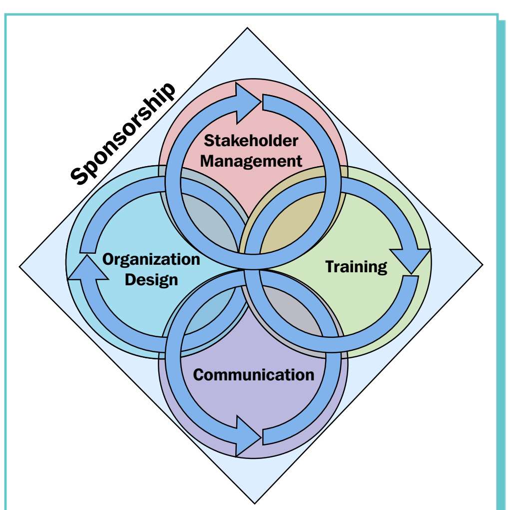
There are five major components of every Change Management program. They are referred to as the Pillars of Change because they support the adoption of the change. More importantly, they support people throughout the implementation of the change. Every pillar is designed to make it easier for people within the organization to adopt the change, shown as follows:



The Pillars of Change support the successful implementation of change

Although the preceding figure makes it look as though each pillar is independent, they are actually all integrated. The activities you conduct in one pillar impact the activities you need to conduct in all of the other pillars. You'll also notice that the pillars are round. This is because, as we will discuss in later chapters, Change Management activities form a loop of evaluation and continuous improvement. No matter how good you become at creating Change Management plans, you will always need to gather feedback throughout the project and use it to update and improve your scheduled activities.

If you were to view the Pillars of Change from a bird's-eye view, they would look a bit like the following:



The Pillars of Change are integrated and cyclical

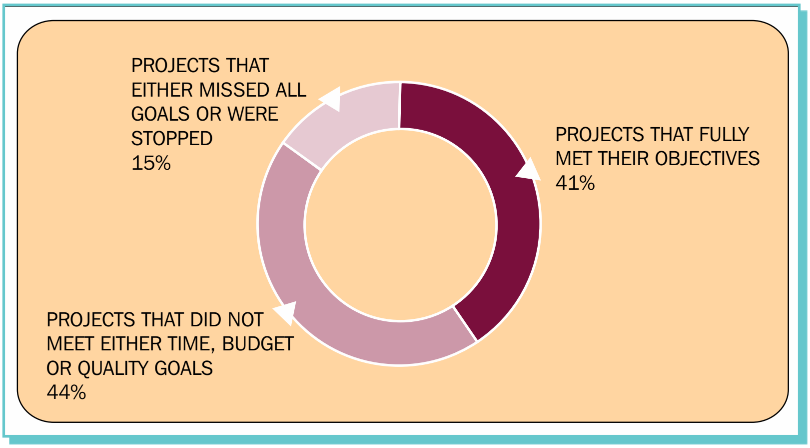
Let's take a minute now to briefly define each pillar:

- Sponsorship: Sponsorship serves as the foundation of all Change Management activities. It means supporting leaders throughout the organization for the change. Leaders can be members of the organization's leadership team, such as the CEO and department heads, or they can be unofficial leaders. Unofficial leaders are people who have influence among their peer groups and can lead others to adopt the change. We will discuss how to build sponsorship for the change in detail in *Chapter 3*, *Building Sponsorship for the Change*.
- Organization design: Organization design focuses on how the structure of your organization needs to adapt to support the change you are implementing. It can involve changes to department structures, job activities, or the number of employees who perform a certain task. It can also involve the creation or removal of roles or groups. This is a task that should always be performed in conjunction with Human Resources and business representatives. Many organizations either skip this step entirely or wait to focus on it until after the change is implemented. In the next chapter, we will discuss some important aspects of organization design that should be considered as part of a successful Change Management program.
- Stakeholder management: Stakeholder management involves understanding who is impacted by the change and the specific ways, both positive and negative, in which these people are impacted. This understanding will drive your communication and training activities. In *Chapter 4*, *Managing Your Stakeholders*, you will complete a number of activities to help you prepare to manage your stakeholders.
- Communication: Communication is the process of sending the right message to the right people at the right time using the right channel. It also requires you to receive and understand messages from your stakeholders, and use them to influence your Change Management program. We will do some in-depth work on communicating change in *Chapter 5*, *Communicating the Change*.
- Training: Training here is the process of enabling your stakeholders to successfully act on the change. Whether this involves correctly following a process, using a new computer system, or behaving in a new way, training is crucial to the success of the change. Because training is a large, complex topic, *Chapter 6*, *Using Training to Prepare Your Stakeholders*, will help you create your training strategy. Please note, it will not provide step-by-step details on how to develop and deliver training.

Why Change Management is important to project success

In 2008, IBM Global Business Services published the results of their Global Change Management Study in a presentation called *Making Change Work*. With input from over 1,500 project practitioners from 15 countries and 21 industries, *Making Change Work* provides valuable insights into how Change Management contributes to the success of projects.

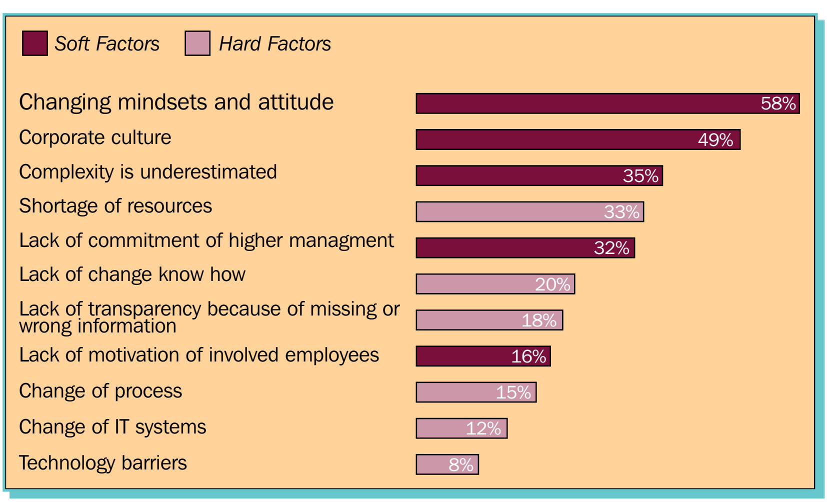
One of the most troubling findings of the survey was that only 41 percent of projects fully met their objectives. This means that the project you are currently working on potentially has less than a 50 percent chance of being successful. That's a scary number. The following figure is an illustration fo these statistics:



Less than half of all projects are successful (IBM Global Business Services, Making Change Work, 2008)

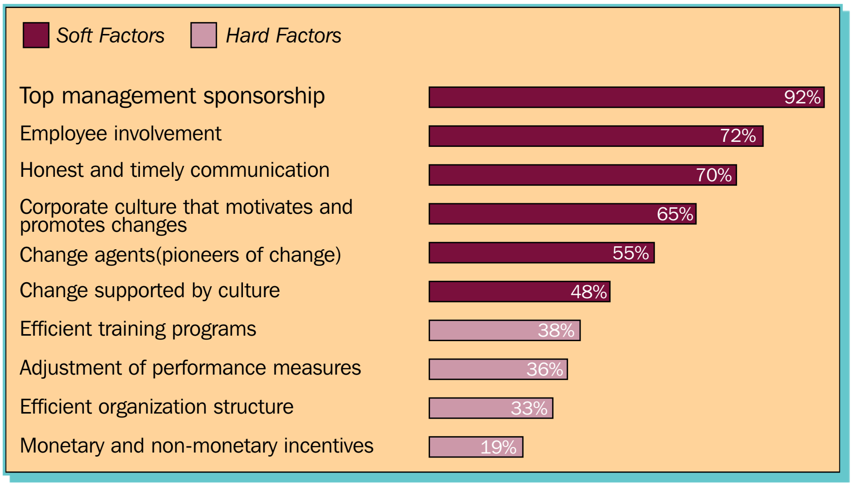
A McKinsey study conducted in the same year surveyed over 3,000 executives from various countries and industries (*The McKinsey Quarterly*, *McKinsey Global Survey Results: Creating organizational transformations*, July 2008). Their results were even worse. Only a third of executives surveyed said that their organizations successfully achieved change.

When the IBM study's participants were asked about the major challenges they faced in implementing change, the overwhelming response was that "soft" factors such as employee attitudes and corporate culture posed more of a challenge than "hard" factors such as processing change and technical barriers Refer to the following figure for an illustration of these statistics:



Many of the barriers to successful change are "soft" factors (IBM Global Business Services, Making Change Work, 2008)

Luckily, they also found that there were ways to mitigate these challenges. Ten critical factors to successfully bring about change were identified. All of them form part of a good Change Management program, shown as follows:

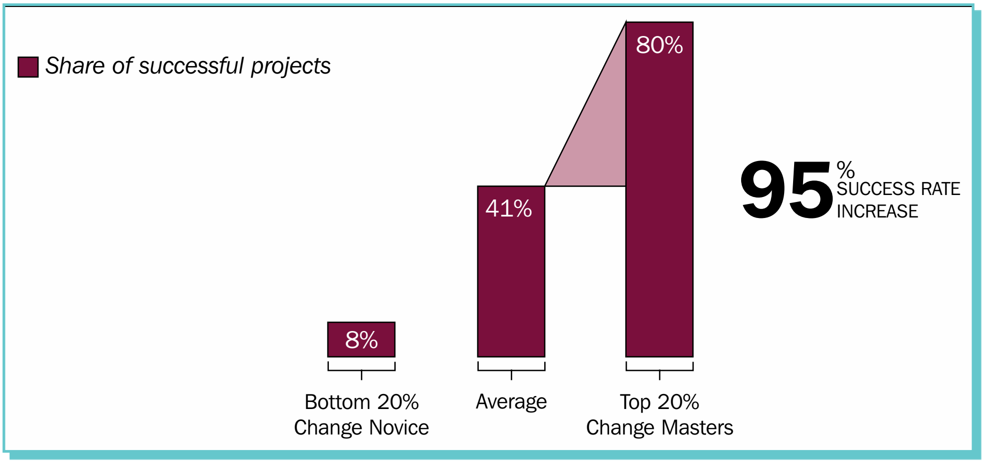


Most of the critical factors for successful change are part of a good Change Management program (IBM Global Business Services, Making Change Work, 2008)

The Pillars of Change we just reviewed cover seven of the ten critical success factors. The following list shows which success factors are included in each pillar:

- Sponsorship:
  - Top management sponsorship
  - Change agents (pioneers of change)
- Organization design:
  - Efficient organization structure
  - Monetary and non-monetary incentives
- Stakeholder management:
  - Employee involvement
- Communication:
  - Honest and timely communication
- Training:
  - Efficient training programs

Furthermore, the top 20 percent of organizations as defined by project success rate reported an 80 percent project success rate. These organizations were deemed "Change Masters", and had a significantly higher rate of success than the average company, shown as follows:



Organizations that excel at change have a much higher rate of project success (IBM Global Business Services, Making Change Work, 2008)

If these facts and figures have energized you to build a strong Change Management program and strive for the success of your project in your organization, but have left you feeling a bit overwhelmed about how to start, consider this conclusion from the McKinsey study (7):

> *"One implication is that companies should use a range of tactics in conjunction to engage their employees as early as possible. They ought to base their tactics on the type of transformation they are planning and the methods to which their employees will respond best."*

That is exactly what this book is designed to help you achieve.

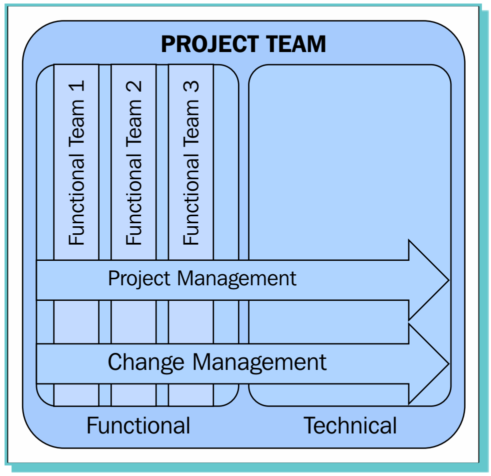
Change Management and the project team

Change Management is an important driver of project success, but the Change Management team does not operate in a box on its own.

Most IT projects have four main teams:

- The **Project Management** team, who focus on running the project
- The **Functional** teams, who work on the business side of the project
- The **Technical** team, who work on the technical aspects of the computer system
- The **Change Management** team, who work with the people side of the project

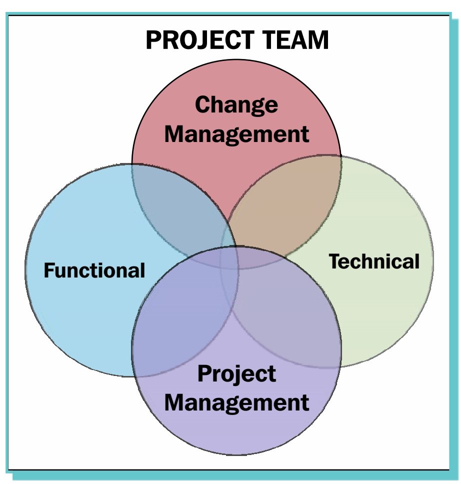
For the project to be successful, all four teams must work together. No team can function as a silo. Many projects will show the relationship between the teams in the following way:



The traditional view of project teams has the sub-teams working in silos

The preceding figure suggests that the functional and technical teams are in their own silos, with the Change Management and project management teams working separately across them.

However, I believe that the project team is more accurately represented like the following



All of the sub-teams on a project team should be integrated to deliver success

The preceding figure shows integration among all four teams. Each one influences the activities of the others and none can successfully work on their own.

Exercise – team integration

For each box in the following chart, list at least one way that the project team on the left can influence the activities of the project team listed at the top.

	How Change Management influences project teams	How project teams influence Change Management
Project management		
Functional		
Technical		

Sample solution

	How Change Management influences project teams	How project teams influence Change Management
Project management	Change Management can help ensure that "people" activities are built into the project plan. It can also help to remind the team to include stakeholders in appropriate activities. This is to give stakeholders a voice in the development of the change.	Project management helps ensure that Change Management activities fit with the overall project timeline. It also helps to build in time from other teams to help with activities such as providing training input.
Functional	Change Management can help run workshops to help the functional teams understand current business processes. Later, functional teams can run workshops to help end-users understand the new business processes created by the project team.	The functional teams provide important input to activities, such as implementing training and ensuring good communication. They also help to identify ways that the change will impact their segment of the organization, and provide ideas on how to best address these impacts. The timing of many Change Management activities is reliant upon the timing of functional activities.
Technical	Change Management can help gather and report end-user input about the usability of the new system. If end-users find a system too difficult to navigate, they are less likely to use it.	The technical team helps the Change Management team understand the most efficient way to use the system, to ensure that end users are trained properly.

Exercise – supporting Change Management

The best way to prepare for the arguments against Change Management that your colleagues may raise is to practice your responses. Before moving on to the next chapter, read the following questions that I often receive from clients. Think about how you will respond if someone in your organization asks something similar. Remember to make your answers specific to your organization and project.

- What is Change Management?
- Do we really need Change Management? Will it help to ensure that our project is a success?
- How will Change Management be integrated into the project team? Will the Change Management team need to work with all of the other teams?

Summary

People who do not understand Change Management often question whether it is truly necessary to dedicate time, money, and staff to developing and executing a good Change Management program. By now, you should be able to meet their objections with confidence by providing the following:

- A clear definition of Change Management
- Research-based statistics that explain how Change Management drives project success
- An explanation that Change Management needs to integrate with the other project teams
- Now that you know what Change Management is and why it is important to the success of your project, we will begin to dive into some strategies to help you develop your Change Management program.

2

Establishing the Framework for Change

By the end of this chapter, you will be able to:

- Apply two different frameworks to your Change Management program
- Make a plan to work with other teams and departments in your organization
- Develop a high-level organizational design strategy

We could spend days talking about Change Management and still not have time to cover every topic in detail. In this chapter, we'll look at three strategic areas of Change Management. For each area, we will cover the main concepts that you should keep in mind throughout your project to ensure that they form an integral part of your Change Management program.

As you read through the rest of the chapters in this book, keep these ideas in mind and apply them to each of the exercises.

Remembering the emotional side of change

Over the years, Change Management developed a reputation of being "fluffy". Many technical and business people thought of Change Management as being all about rainbows and unicorns, holding hands, and singing happy songs.

In an effort to combat this perspective, the process of Change Management became more organized. Consulting firms developed methodologies, processes, and tools. Companies conducted research about the importance of Change Management to achieve project success. New organizations were formed that provided Change Management training and certifications.

All of these activities greatly improved the reputation of Change Management and added rigor and credibility to the profession. Along the way though, many people lost sight of the fact that at its core, Change Management is all about people and people aren't just intellectual beings. They're emotional, as well. Therefore, a well-rounded Change Management program must focus on the emotional aspects of change, as well as the rational, intellectual parts.

There are two books that provide some frameworks to help you address the emotional side of change. If you are an IT Manager who is only used to focusing on data-driven, fact-based technical projects, it is especially important that you keep these frameworks in mind to help you develop a balanced Change Management program.

Using the See – Feel – Change framework

In his book, *The Heart of Change*, John Kotter asks us to shift our Change Management programs from following an **Analysis – Think – Change** framework to a **See – Feel – Change** framework. Kotter notes that most projects automatically try to appeal to people's analytical side. They do research, provide rational reasons why the change is necessary, and then expect people to make the change. This is the Analysis – Think – Change framework. However, in his research Kotter found that this method often fails.

Tip

No matter how much data you show to people to demonstrate that the change is good for them, they often still decide that they prefer the status quo.

Think about it. How many times have you seen overwhelming statistics proving that if you eat five servings of fruits and vegetables and participate in 30 minutes of physical activity a day, you will vastly improve your health? Yet, how many of us actually do this? If I add up all of the vegetables I ate last week, they might total five servings. I know on an intellectual level that my behavior isn't ideal, but I haven't made a change.

Instead, Kotter found that appealing to people's emotional side inspires a greater motivation to change. He recommends a See – Feel – Change approach, where you start by helping people see the need for change. This should be a dramatic demonstration of the problem you're trying to solve or the benefit you're trying to gain. Seeing the need to change will impact people's emotional side and make them feel an emotion that drives them to change.

Kotter provides this real-life example of how visual, emotional appeal can spur change when intellectual appeal has failed:

> *In this story, a company has a huge opportunity to cut costs by streamlining their purchasing processes. The man advocating the change does all of the sensible things. He gathers data that shows how much money they can save. He creates graphs and presentations. He makes sure the powers-that-be understand the opportunity. He puts in all of this time and effort, and the executives nod in agreement, but the change never moves forward.*
>
> *Finally, as a last resort, the employee had a summer intern gather a sample of one rubber glove used in every facility, along with the price the facility paid for it. He ended up with a pile of over 400 gloves that had been bought separately by different departments. Despite being identical, the cost of the gloves ranged from less than $5 to more than $15! When he invited the executives in for another meeting, he piled the gloves on a table, each tagged with the department that bought it and the price they paid. Suddenly, confronted with a startling visual of the money being wasted by ineffective purchasing, the executives threw themselves behind the need for a process change.*

Using the Rider, Elephant, Path framework

Chip and Dan Heath promote a similar approach to change in their book, *Switch: How to Change Things When Change is Hard.* The Heath brothers found that a three-pronged approach helped people successfully adopt change. These three prongs are represented by the following:

- **The Rider:** This is the intellectual side of people and is responsible for maintaining their will power
- **The Elephant:** This is the emotional side of people
- **The Path:** This is the process people have to follow to make the change

They remind us that although the rider might seem to be in charge and does in fact, hold the reins, the rider is very small and weak compared to the elephant they are trying to control. A person's intellectual side may provide the will power to adopt a change in the short term, but unless they are emotionally driven to make the change as well, they will eventually go back to the old way of doing things.

As an example, consider your New Year's resolution to work out more. The first morning when your alarm goes off at 6 am, you feel motivated and enthusiastically jump out of bed and head to the gym. Two weeks later when the alarm goes off, you reach over and hit the snooze button. Why? Your intellectual knowledge that exercising is good for you just doesn't provide enough will power to overcome your emotional desire to stay snuggled in your warm bed.

Along with appealing to both the rider and the elephant, the Heaths stress the importance of "smoothing the path." This is basically a reminder that we need to make it easy for people to adopt the change. Remove obstacles, provide easy-to-use tools, and ensure that there are no excuses why people can't make the change.

Let's look at our exercise example again. You may be intellectually and emotionally motivated to work out, but if you have to spend 45 minutes taking two buses to get to the gym, how likely are you to go? On the other hand, if you can walk downstairs and hop on a treadmill in front of the TV, the chances that you will work out are greatly improved.

Look at your program and ask yourself:

- Am I addressing people's intellectual concerns and providing them with data that will increase their rider's will power?
- Am I addressing people's emotional concerns and conducting activities that will motivate their elephant to move in the direction of the change?
- Have I smoothed the path so that it is easy for people to adopt the change?

> **Tip**
> As you work through this book and begin to build your Change Management program, keep both the **See – Feel – Change** and **Rider, Elephant, Path** frameworks in mind.

Exercise – developing a three-pronged change strategy

For your project, answer the following questions:

1. What are two facts you can tell your stakeholders that will appeal to their intellectual desire to change?
2. How can you demonstrate the need for change in two ways that will appeal to your stakeholders' emotions?
3. What are two things you can do that will make it easier for your stakeholders to adopt the change?

Sample solution

If you completed the exercise based on the case study provided in the *Preface*, compare your answers to the sample solution below. Remember that your answers don't need to be the same. There are many possible answers. The following are just a few examples.

1. What are two facts you can tell your stakeholders that will appeal to their intellectual desire to change?

   ➢ Improving our purchasing business processes will reduce wasteful spending. The money that is saved from purchasing can be used on more important parts of the business, such as research and development, sales, or pay increases.

Tip

The project team could create a graphic that shows how much money will be saved by implementing We Shop.

   ➢ Shifting to We Shop will simplify system maintenance and support. This will free the IT department to dedicate more time to working on improving other systems and answering your technical questions.

Tip

The project team can create a graph that shows how much time is dedicated to supporting UBuy today and how the time that is saved will be used in the future to support the organization.

2. How can you demonstrate the need for change in two ways that will appeal to your stakeholders' emotions?

   ➢ By implementing We Shop, we will be matching our competitor's technical capabilities, making us more competitive. We can all work together on this project to become our best and beat our competition.

Tip

The project team could create a video montage that shows images of competitive activities, such as sporting events with clear victories, interspersed with images from their organization.

   ➢ Improving our purchasing business processes will reduce the confusion around how to purchase items.

Tip

The project team could set up two computer stations. At the first station, people will try to purchase office supplies using UBuy. It will be difficult and take a long time. They will then move to the second station, where they will buy the same supplies using We Shop. It will be easy and fast.

3. What are two things you can do that will make it easier for your stakeholders to adopt the change?
    - We can send out frequent communications that address questions and concerns sent by people to a special project e-mail address. This will reduce confusion and fear about the change.
    - We can offer comprehensive training to ensure that everyone is able to use We Shop easily on the first day it is available.

Integrating beyond your project team

Just as the Change Management team is not a silo and must integrate with the other project teams, it's important to remember that your project is not a silo and must integrate with other teams and departments across your organization. While it might be tempting to charge full steam ahead with absolute focus on the change you are trying to implement, you will have much greater success if you keep in mind the needs of other teams and work together to find mutually beneficial solutions to cross-team issues.

Tip

The exact teams and departments you need to integrate with will change depending on your organization's structure and the change you are implementing.

As a starting point, we'll look at three groups that you are likely to need to work with throughout the project.

Corporate Communications

If your organization has a Corporate Communications team; be sure to talk to them early and often. First, they can provide valuable insight into the organization and the best way to communicate with various groups. They communicate with each group often and have experience with which types of communications will work and which will fail.

Secondly, if there is a lot of communication flying around your organization, such as people receiving dozens of e-mails a day, the notice board in the lunch room is plastered with signs, and there are back-to-back meetings full of "important" updates, it can be hard to ensure that your project's communications are heard. The Corporate Communications team can help you cut through the noise and increase the chances that your stakeholders will receive and remember your messages.

Finally, the Corporate Communications department can help ensure that your communications don't conflict with others being sent. These conflicts can arise from both a timing and a content perspective. What if the CEO of the organization is scheduling a big employee meeting for next month? If you accidentally schedule a big project meeting for the same time, whose meeting do you think people will choose to attend? You might not be aware of the timing of all upcoming communications and events, but the Corporate Communications team will have all of the details.

They will also help ensure that the content of your messages doesn't conflict with other content being sent out. Again consider the CEO's meeting. Your project could be in a lot of trouble if you hold your meeting and tell everyone that the new computer system will be ready to use in three months, then the next day the CEO says at his meeting that he expects everyone to start using the new system in two months. Conflicting messages can damage your project's credibility and cause confusion among your stakeholders.

Checklist: Questions to discuss with the Corporate Communications team

When you meet with the Corporate Communications team, take the following list of questions with you to get the conversation started:

- Which communication vehicles work best in our organization (for example, e-mail, voicemail, paper newsletters, meetings, and so on)? We're going to be doing a lot of communication with group X. What is the best way to communicate with them?
- Is there a certain communication style that our employees like? Do they prefer humor, graphics, "just the facts", or something else?
- Are there any major upcoming communication updates from other parts of the organization that we need to be aware of?
- What is the best way for us to work together moving forward?
- Is there a corporate review cycle that any of our communications need to go through?
- Are there any communication standards or templates that we should use when creating communication?

Corporate Training

Having a good working relationship with the Corporate Training department is important for many of the same reasons as partnering with Corporate Communications. They can provide insights into which training methods are most successful, and can serve as a point of coordination with other training programs.

Another benefit of partnering with Corporate Training is that they often have resources to help you with your training planning, development, and delivery. Training can be an exceptionally time, effort, and resource intensive activity. The Corporate Training department may be able to provide you with templates to help ease development, the contact details of external developers and designers if you need help with e-learning, and resources such as a **Learning Management System** (**LMS**) to host and track your training rollout.

Perhaps most importantly, if you are a training novice, the Corporate Training department can provide guidance on the overall training process. We will discuss training in more detail later in the book. For now, we will look at a list of questions you should discuss with the Corporate Training team.

Checklist – Questions to discuss with the Corporate Training team

Use this list of questions as a starting point for your meeting with the Corporate Training team:

- What type of training works best in our organization? Do people prefer e-learning? Classroom training? One-to-one coaching?
- Do people view training as important? Do they complete assigned training on time?
- What resources are available to help us plan, develop, and deliver training?
- Are there corporate standards that our training must adhere to?
- Are there any other training programs being planned that might conflict with our training?

Other project teams

There is a good chance that your project is not the only one currently happening in your organization. All of these other projects are also planning to work with key stakeholders, send communications, and roll out training. Dealing with too many changes at once can overwhelm your end users and lead to confusion, annoyance, and burn out. When this happens, your ability to successfully implement your change decreases drastically.

Partnering the other projects can help address this issue. Meet regularly to discuss project timelines as this will allow you to coordinate the timing of communication and training. Not only will this reduce the chance of overwhelming end users, it will also help to ensure that each project's messages receive the recipients' full attention.

You can also use this partnership to share best practices. For example, if one of the projects has discovered that a certain communication method is particularly effective, they can share that with the other projects, thereby improving the communication that everyone sends out. Each project can also share the activities that didn't work, saving the other projects from making the same mistakes.

Working closely with the other projects often also helps to unearth unexpected cross-project impacts. Staying in the loop about the types of messages and training that the other projects are planning can alert you whether the changes they are working on will affect the changes you are implementing. For example, if one project is making changes to the organization's business processes and you are implementing a new computer system, you will want to make sure that the new business processes and the new system are compatible. If you are aware of the communication and training they are planning, you are more likely to notice whether the two projects are at odds.

Checklist – Questions to discuss with other project teams

You can use the list of following questions to kick off your conversations with other project teams:

- Do any of us have any hard timeline constraints that keep us from moving our communication/training/change activities?
- What have we done that worked well? What did not go so well?
- What potential timing conflicts do we face when sending major communications/training/and so on? Who is able to move their deadlines with the least disturbance to the overall project timeline?
- Are there any synergies between our projects where we can combine messages?

Tip

One joint message will receive more attention than two separate messages that say the same thing.

- Do any of the messages we're sending contain conflicting information or instructions? If so, how can we resolve these conflicts?

In all cases, these partnerships should be seen as ongoing relationships that require regular meetings and exchanges of information. It's not enough to meet once at the beginning of your project. Project timelines and messages can change often, so it is important to have frequent contact with your counterparts in Corporate Communications, Corporate Training, and those working on other projects.

Exercise – developing partnerships

Think about your organization. Which other departments and teams might you need to partner to ensure your Change Management activities run smoothly? List three groups you will coordinate with using a similar format to the following table. For each one, list some possible conflicts that might arise, as well as the ways you can work together to improve your program. Remember, these can be teams other than Corporate Communications and Corporate Training:

Team/Department	Potential benefits	Potential conflicts

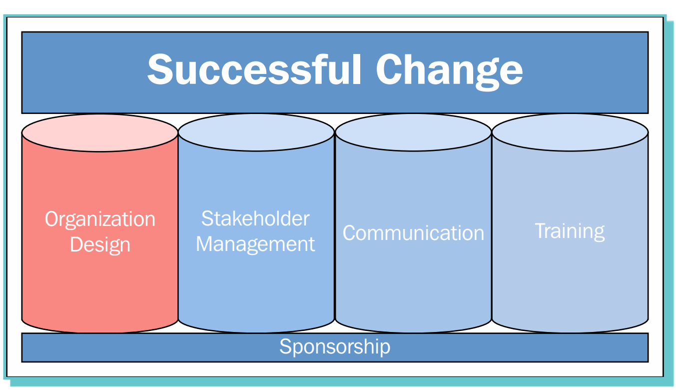
Sample solution

If you are using the case study for the exercise, the following is one possible suggestion:

Team/Department	Potential benefits	Potential conflicts
Legal and/or Regulatory	There are sometimes government regulations around purchasing for public companies. The Legal or Regulatory department can ensure that We Shop and new purchasing processes meet these regulations.	It's possible that the regulations being enforced will force the team to have to rework on their system and process designs, leading to project delays.
Human Resources (HR)	Because the skill set required by people in IT will change dramatically when We Shop is implemented, the project team should work with HR to determine whether there is any impact on employees and how to deal with these changes.	People in HR are often very busy. Make sure you schedule time with them in advance of facing any actual issues.
Corporate Training	The implementation of We Shop will require a lot of training for the organization. The project team should work with Corporate Training to plan and roll out the training.	The project team will need to make sure that the process the Corporate Training team follows fits in with their project timeline and doesn't cause any delays.

Organization design

As mentioned in *Chapter 1*, *What is Change Management?*, organization design focuses on how the structure of your organization needs to adapt to support the change you are implementing.



Organization design is unique among the Pillars of Change because many organizations wait until after the change has been implemented to address it. The problem with this approach is that by the time the project is complete, the team is often disbanded before they are able to come back and address this topic.

I strongly recommend that you incorporate organization design into your project. To get you started, we will walk through a number of extremely important concepts that you should keep in mind throughout your project. We will look at these ideas now so you can think about how to apply them to your change program as you read the rest of the chapters.

By thinking through the following questions, you will be able to develop a high-level organization design strategy that will address the basic organizational needs to support the adoption of the change.

Who is your Human Resources partner?

Before you do any organization design work, it is important that you know who your Human Resources partner is. Depending on how your organization is structured, you may have one Human Resources partner who will work with all impacted stakeholders, or you may have multiple Human Resources and business partners who support the various business units.

There are a lot of rules and regulations when it comes to employment, and if you're not familiar with them, it's easy to make mistakes. Become friends with your HR partner and talk to them often. If your project doesn't have a HR partner, arrange for one before you read any of the other questions in this section.

My Human Resources partner is: ____

Are job descriptions going to change?

There are two kinds of job descriptions you need to think about: descriptions of new jobs you are in the process of hiring for, and descriptions of existing jobs. If you have open job postings that need to be filled, it's a good idea to review them. Will the description of the job still be accurate once the change is implemented? Do you need to change the job description to ensure you are attracting applicants with the skills required to work in the new organization, rather than the old one? Updating job descriptions for positions you are in the process of filling helps you build an organization with the skill sets necessary to successfully adopt the change.

You also need to think about the job descriptions of people who are currently in the organization. The greater the change you are implementing, the more likely it is that peoples' jobs will change. In the example of our case study, implementing a new purchasing system is likely to change the jobs of people in the purchasing department and the IT department. Let's look more closely at how someone in the purchasing department could experience their job changing.

Currently, at Acme Corporation, each department has a person who is responsible for all of their purchasing. When someone in the department needs something, they tell the purchaser who finds the item online or in a store and buys it. They then enter the purchase information into UBuy so that it can be tracked.

Once We Shop is implemented, everyone will have the ability to do their own purchasing; however, they will have to make all purchases through approved vendors using the We Shop software. This shift in the purchasing process will greatly change the job description of the department purchasers. Now, instead of focusing all of their time on finding the items they need to purchase, they can spend more time on strategic activities that will save Acme money, such as negotiating deals for bulk purchases and comparing prices across competing vendors.

As you can see, a change to business processes and technology can have a significant impact on the activities people perform in their jobs. When activities change significantly, so should job descriptions.

Exercise – updating job descriptions

Think about the change you are implementing. Are there any jobs in your organization that will change significantly as a result? List these jobs in the following chart. Explain what activities they are doing today, versus the activities they will be responsible for in the future.

Keep in mind that this should be an ongoing exercise. As you get further in the project, you may discover new jobs that are impacted by the change. Continue to add them to the chart and discuss them with your HR partner:

Job title	Current activities	Future activities

Sample solution

Job title	Current activities	Future activities
Purchaser	Purchasers are currently responsible for receiving purchasing requests from everyone in the organization, then buying the requested goods. They then log the information about the purchase into UBuy.	Their job will become more strategic. Purchasers will no longer buy items for other people in We Shop. Instead, they will negotiate payment schedules and bulk purchasing discounts. They will compare vendor prices and select the best vendors to include in We Shop.
IT Analyst	IT Analysts were responsible for maintaining UBuy and making customizations to the software based on requests from other departments.	IT Analysts will still be responsible for maintaining We Shop, but they will no longer make on-demand customizations. They will now focus more time on end user support.
All positions	Currently, when people want to buy something, they submit a request to the Purchasing department and wait for their items to arrive.	In the future, everyone will be responsible for their own purchasing using the We Shop software.

Do you have the right number of people with the skills of the future?

As you look at how the change will impact the business, ask yourself if you have enough people to do the work. Although changes such as new technology and improved business processes are typically designed to make processes more efficient and reduce work, this isn't always the actual outcome. Sometimes the amount of work increases, or steps are added that make an activity take longer. At times, responsibilities are shifted from one department to another, increasing one team's workload.

In these situations, you need to think about whether you need to hire more people to compensate for the additional work. When you decide to hire additional people, remember to hire for the skills they will need after the change is implemented, not the skills people need to do the job today.

It is also possible that entirely new sets of activities will need to be completed as a result of the change. In this situation, you may not have anyone in your organization with the right set of skills to perform the new tasks. When this happens, you will need to consider creating a new position and hiring someone to fill it. Let's look at an example from our case study.

One of the main benefits that Acme's leadership is expecting from the implementation of We Shop is the opportunity to redesign their purchasing business processes to reduce wasteful spending. One of the major activities involved in these new processes is analyzing data on the organization's purchasing habits, total spend, and vendor preferences to negotiate lower prices and better payment terms that will improve the company's bottom line.

This is not an activity that the department purchasers have done in the past, and none of them have the skills to begin doing it effectively. Because they do not have the required skills and will all still be busy with other purchasing duties after We Shop is implemented, Acme could decide to create a new job such as a Purchasing Data Analyst and hire someone to fill this position.

Many organizations don't want to think about whether they will need additional employees until after the change has been implemented. They prefer to spend a few months monitoring how the change impacts people's jobs before committing to hiring more people. This is understandable. You don't want to hire someone if it turns out you don't actually need them.

I recommend though that you at least work with the business to plan for potential hiring needs, and build the new positions into the organization's budget for the next fiscal year. If you don't, you can easily find yourself short staffed with no budget to fill the gap. This leads to overworked employees who feel burdened by the change, and thus don't successfully adopt it.

If you don't end up hiring more people, the only downside is that you have a little extra money left in your budget. Buy everyone an ice cream to thank them for all of their hard work to make the change a success.

Can you repurpose current employees?

Sometimes, when processes and technology change, it's not a matter of hiring new people with new skills, but rather the need to train your current employees on new skills and "repurpose" them for new activities.

We can see an example of this in the case study. The IT Manager hears many of his employees worrying about whether they will still have a job after We Shop is implemented. Many of them have worked exclusively with UBuy for an entire decade, and none of them have worked with We Shop before. They are concerned that they do not have the skills necessary to continue in the IT department.

This is an excellent example of where you can provide training to give your employees the skills they need to move into a new role once the change is implemented. If you value your current employees, this is a great alternative to letting them go and having to sludge through the time and expense of hiring new people.

Do you need to let anyone go?

This is one of the most difficult questions you will face in organization design. Some people can't be repurposed. You find that they can't learn the new skills or they simply don't want to. Other people are so negative about the change that they cause other people to become negative as well, hurting the overall success of the organization.

Sometimes the new tools and processes are so efficient that you simply don't need as many people to do the work.

Whatever the reason, you may find yourself in the position where you need to let people go.

> **Tip**
>
> You have probably already guessed my main advice: work closely with your HR partner.

The rules around employee termination can vary greatly from place to place, and you need to be careful about how you proceed.

Also, be aware that whenever there is a significant change, people will worry about their job security. This can be a major distraction from both their day-to-day jobs and their participation in the project. If you know that no jobs will be cut, reassure them of this early on to remove this issue. The best thing you can do is to keep your ears open to office chatter so that you quickly become aware of people's concerns and can address them (with the help of your HR partner) before rumors grow and spread.

How will your run team be structured?

While you are implementing the project, you will have a project team that is responsible for planning, developing, and rolling out the change. What happens when the project is over? Who becomes the ongoing owner of the new processes and tools?

The ongoing owner is known as your **run team**, and the earlier you begin planning for this team, the better. If you're implementing a new computer system, your run team will be responsible for things such as system maintenance, deciding when to put in place upgrades, and reviewing the need for customizations as the organization's needs change. The run team can also be responsible for non-technical activities such as updating business processes, standard operating procedures, and training documentation if the system changes. Other responsibilities might include maintaining ongoing relations with the software vendor and regulating system access and security.

You may choose to build your run team from existing employees. Many companies choose this path because their current employees are already familiar with the organization and project. If you decide to do this, you must consider whether their run responsibilities will be added to their current job or whether this will be an entirely new position, with their old responsibilities being handed to someone else.

You can also choose to hire new people to take on the run responsibilities. New employees will need more time to learn about your organization, but you may be able to find people who are already familiar with the processes and tools you are implementing.

Whether you use current employees or hire new employees will depend in part on how you structure your run team. Will you make it a dedicated team that focuses only on running the new system? Or will they remain in their current jobs and only come together when there is a major issue to discuss? The direction you choose will depend largely on how much work there is to be done.

Tip

Regardless of the team structure you choose, the earlier you create the team and identify its members, the better.

If you wait until the end of the project to select the members of the run team, you will have to teach them everything they need to know to keep the system and processes running in a very short time. Not only is this extremely stressful for everyone involved, but it can easily lead to the team not being fully prepared to take on its new responsibilities.

By selecting run team members early, they can be active participants in the project. They will learn about the new way to do things in real time as the project progresses, and they can be involved in making important long-term decisions. This helps build their knowledge of the system as well as their commitment to maintaining it in line with the project's strategy.

What will your support organization look like?

Your support organization is responsible for handling ongoing questions, comments, and concerns from the organization. These responsibilities might be handled by your run team, your IT team, or a dedicated help desk. As with the run team, it is important to identify the members of this team early in the project so that they can be involved from the initial phases and learn about the new tools and processes as they are developed.

Exercise – designing your ideal organization

Consider everything we discussed in the organization design section. With that in mind, if you could work with the business to create the ideal organization to provide ongoing support for the change, what would it look like?

Start by drawing the current organization structure. Next, draw the ideal new organization structure.

Make a note

If you're doing this at the office, I recommend that you don't put people's actual names on the charts. Use the following headings for this task:

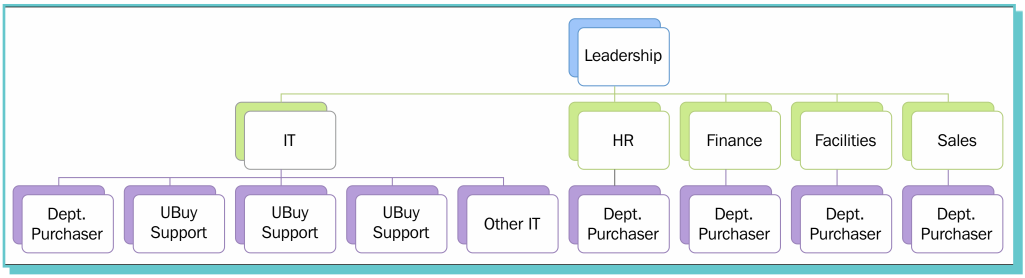
Current organization structure:

New organization structure:

Sample solution

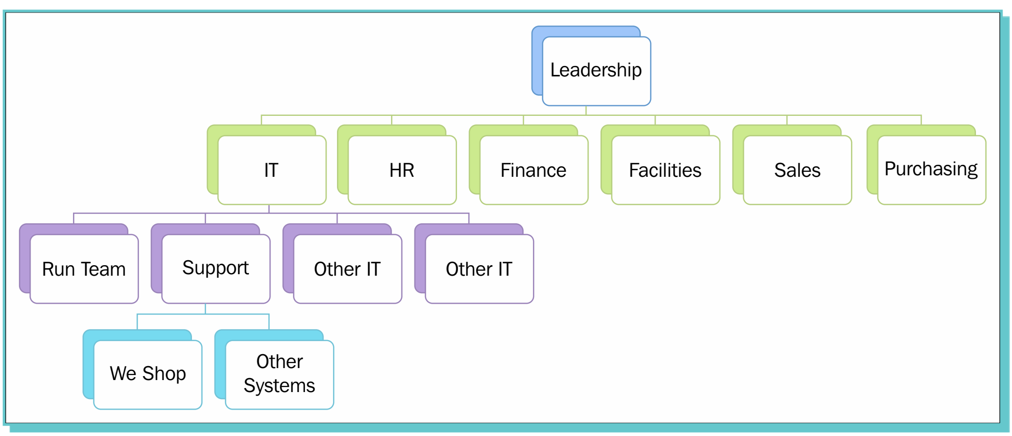
If I were to redesign the organization from the case study, the following is what it would look like:

Current organization structure:



Notice that in the current organization structure, majority of the IT department's resources are dedicated to supporting UBuy. Also, there is a Purchaser assigned to each department.

New organization structure:



In the new organization structure, the IT department is able to devote more resources to a wider variety of IT activities. A run team has been added to maintain and upgrade We Shop. A support team has also been added. This team has two sub-teams: one dedicated to supporting We Shop end users, and one dedicated to end users of other company software.

Also notice that there is no longer a dedicated Purchaser for each department. The departments will now do their own purchasing, and the Purchasers have been consolidated into a focused Purchasing department that will be able to concentrate on more strategic activities.

Summary

In this chapter, we covered three main strategic areas that you should keep in mind throughout your project: Change Management frameworks, integrating with other teams, and organization design. By applying these concepts to your Change Management program, you will improve your ability to successfully implement the change.

Keep these checklists somewhere visible to remind yourself of the key activities and questions for each area.

Change Management frameworks: Have you remembered to use data and facts to appeal to your stakeholders' intellectual side? Give their rider motivation to exert the will power necessary to adopt the change.

- Use visual demonstrations to appeal to your stakeholders' emotional side? Give their rider a break from exercising their will power by directly motivating their elephant.
- Smooth the path? Remove obstacles that make it difficult to adopt the change, and put in place incentives that make the adoption of change easier.

Integrating with other teams: Have you remembered to:

1. Work with Corporate Communications?
    - Gather advice about the most effective communication methods for various audiences
    - Coordinate the timing and content of communication
    - Understand and follow established review cycles
    - Establish ongoing checkpoints
2. Work with Corporate Training?
    - Understand which training methods are the most effective for your organization
    - Learn and follow corporate guidelines
    - Determine which existing training resources can help support your project's training effort
    - Ensure there are no scheduling conflicts
3. Work with other projects?
    - Share best practices and lessons learned
    - Coordinate project timelines to avoid overwhelming end users with too many messages and activities
    - Coordinate project communications to eliminate conflicting messages
    - Create a method for ongoing communication among projects

Organization design: Have you remembered to:

- Identify your Human Resources partner?
- Review job descriptions and compensation?
- Determine whether you need more or less people working in a position?
- Identify new skills and jobs that need to be filled?
- Identify employees who can be trained and "repurposed" for new jobs?
- Create a run team structure?
- Create a support team structure?
- Think about the ideal organization to support the change?

With these strategic concepts in mind, let's dive in to the next chapter, which is filled with practical steps to build sponsorship for your change program.

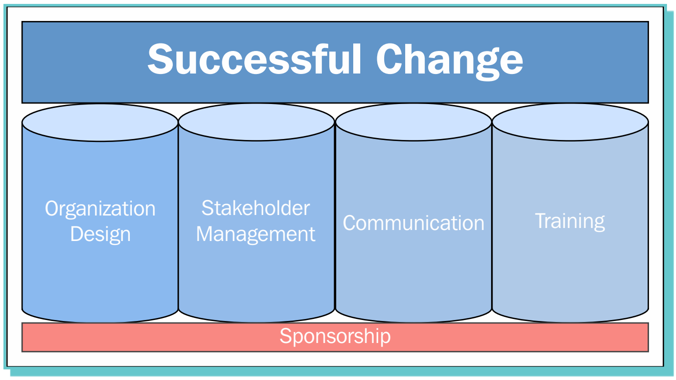
3

Building Sponsorship for the Change

By the end of this chapter, you will be able to:

- List the four main sponsorship groups
- Define the characteristics of each group
- Develop ways to work with each group
- Create a sponsorship plan

When you look at the Pillars of Change, as shown in the following figure, you'll notice that Sponsorship isn't actually a pillar. It is the foundation of the entire change program. Sponsorship is the support required to make the adoption of the change a success.

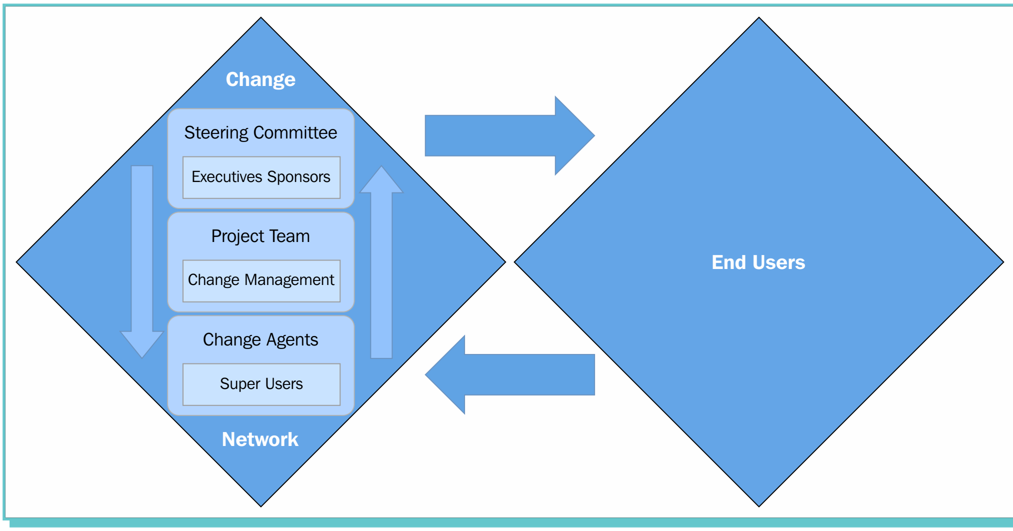


In this chapter, we'll be looking at four groups whose sponsorship and support is important to the successful adoption of the change. Depending on the size and type of your project, you may only have one or two of these groups, or all four. You can build the sponsorship groups that are right for your organization and the change you are aiming for.

- Steering committee
- Executive sponsors
- Change agents
- Super users

Combined, these four groups and the project team form your **change network**. They work together to support the adoption of the change across all levels, departments, and geographies of your organization.

Notice in the following diagram that there are arrows pointing back and forth between the change network and end users. Throughout the chapter, we will talk about the importance of having an ongoing dialogue between these two groups. Sponsors aren't there to simply talk about the change to end users. They are also there to listen and gather input.



For each group, we'll explore:

- Their role in the project
- Important characteristics of group members
- Activities that they should participate in
- Ways you can support them in their role

Throughout the chapter, there are exercises that will help you create a sponsorship plan for your project. This plan will help you understand who in your organization needs to support your project, and will also serve as input for all of your other Change Management plans.

Before we look at each group, though, let's talk about the benefits that the change network brings to your change project.

Why do we need a change network?

A change network helps to build ownership and adoption of the change throughout the organization. It is especially helpful when managing change in complex organizations with multiple divisions, many departments, or diverse geographies.

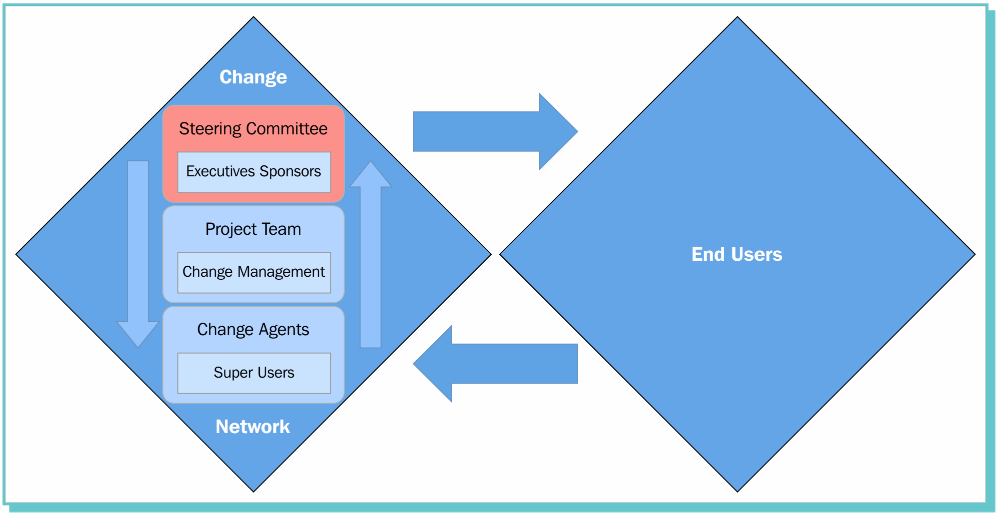
Tip

Having dedicated people who support the change in each area of the business helps to personalize the change and drive it throughout all levels of the organization.

The change network also promotes a two-way dialogue between the business and the project. This dialogue helps to keep end users informed about the project, reducing their concerns about the change, and ensuring that they hear facts instead of rumors. It also provides timely feedback to the project team about questions and concerns that people have, as well as potential obstacles to the adoption of the change.

Steering committee

We'll begin by diving into the role that the steering committee plays in sponsoring change.



Their role

What exactly does the **steering committee** do? I often see projects where people believe that the role of the steering committee is to gather once a month to listen to long project updates presented in endless PowerPoint presentations. In this situation, the role of the steering committee is very passive. For change to be successful though, the role of the steering committee should be highly active.

The base of the word "steering" is "steer." Think about what you do when you steer a car. You decide where the car will go. You decide the best route to get there. You fill the car with gas so that it is able to keep moving. You are responsible for the other passengers in the car with you. These are the same activities that the steering committee is responsible for in your project.

They start by **setting the project direction**. Before the project begins, the steering committee needs to make it clear what the end goal of the project is. It may be to reduce wasteful spending, improve customer service, or put in place best-in-class technology. Once the direction is set, everything that the project does should drive the organization toward this goal. Setting a clear direction provides a vision for the change, which everyone in the organization can understand and begin to move toward.

Once the direction is clear, the steering committee should **map out the basic path** to get there. For example, if you're working on a system implementation, they may make decisions such as whether to install the system as is and force the organization to change business processes to fit in with the system, or whether the system will be customized to conform to the current business processes.

Tip

By mapping out a high-level route at the steering committee level, it puts in place a firm set of guidelines that each team on the project can use to guide their plans and decision making processes.

Whenever questions arise about how to do something on the project, or there is conflict over which activities should be included in the project, the team can refer back to the path set by the steering committee and make a decision based on that guidance. This also helps people in the organization who are not part of the project to understand how the change will be implemented. It allows them to plan for and adjust to the upcoming change.

As the project moves down the prescribed path toward the agreed upon end goal, the steering committee **provides the gas necessary to keep the project moving**. This can be money, people, tools, or any other resources that the project team requires. Of course, they should only provide resources for activities that help the project move in the right direction. Consistently providing this support shows both the project team and the larger organization that senior leadership supports the change and is willing to dedicate resources to making it successful.

Finally, the steering committee is *ultimately responsible for the project team, the end result of the project, and the impact the change has on the overall organization*. In this role, they should be open to questions and feedback from the organization, and have the best interests of both the project team and the larger organization in mind as they make decisions.

Characteristics

As you've seen, the steering committee is often responsible for making major decisions that can have a big impact on the organization. They also control large amounts of resources. Because of this, it's important that the members of the steering committee are at a high enough level in the organization that they can:

- Make decisions about the project budget
- Make decisions about moving employees to add or remove them from the project team, as required
- Make decisions for the project that will impact the rest of the organization
- Make decisions without having to check with anyone at a higher level
- Enforce project decisions across the organization
- Influence people at the top level of the organization

Typically, steering committee members are at the highest levels of the organization, Vice Presidents and C-Suite members. Although this isn't strictly necessary, if your steering committee is only made up of managers, you should be worried about their ability to make decisions and provide the support necessary to make the change successful.

Their activities

Along with the responsibilities that we've already covered, specific project activities that the steering committee should be involved in, include:

- Attending regular meetings as a group with project representatives to hear updates, make decisions, address issues, and provide guidance
- Removing barriers in the organization that could stop the change from being implemented and adopted
- Actively supporting the change among leadership, peers, and direct reports
- Visibly supporting the change at corporate and project events
- Consistently working across the organization to enforce the importance of the change and how people can help make it a success
- Reinforcing the importance of end users attending activities such as training that will help the change be successfully adopted

At the steering committee level, active and visible support for the project can involve giving presentations about the project at organization-wide meetings, discussing the project at formal and informal leadership meetings, and talking about the importance of the change with members of their team.

How to support them

No matter how high in the organization your steering committee members are, they still can't read your mind. Help them support you by being very clear about what you need to make your change a success. Are you short on resources? Don't just say, "We need more people." Let them know that you need two people with strong technical skills for five weeks in order to meet an approaching deadline. Do you want them to present at a meeting? Provide talking points and let them know the desired outcome of their presentation.

Your steering committee members are extremely busy, and your change project probably isn't the only project they're supporting. Be specific. Be concise. As I often remind my children, it never hurts to ask nicely and say "Thank you".

Exercise – working with the steering committee

Answer the following questions to build a plan for your interactions with the steering committee:

1. Who is on the steering committee?

Name	Business area they represent

2. What is the direction they have set? The ultimate goal of the change is: ________
____

3. What are the three main guidelines the steering committee wants the project to follow to achieve the change goal?
   -
   -
   -

4. What is the main resource the steering committee can provide, or the main obstacle they can remove to help ensure the successful adoption of the change? To be successful, we need the steering committee to: ________________________
____

5. If you could only tell the steering committee one thing about the change project, what would it be? We need the steering committee to know: __________________
____

6. List one way you can help support the steering committee: ____________________
____

Sample solution

1. Who is on the steering committee?

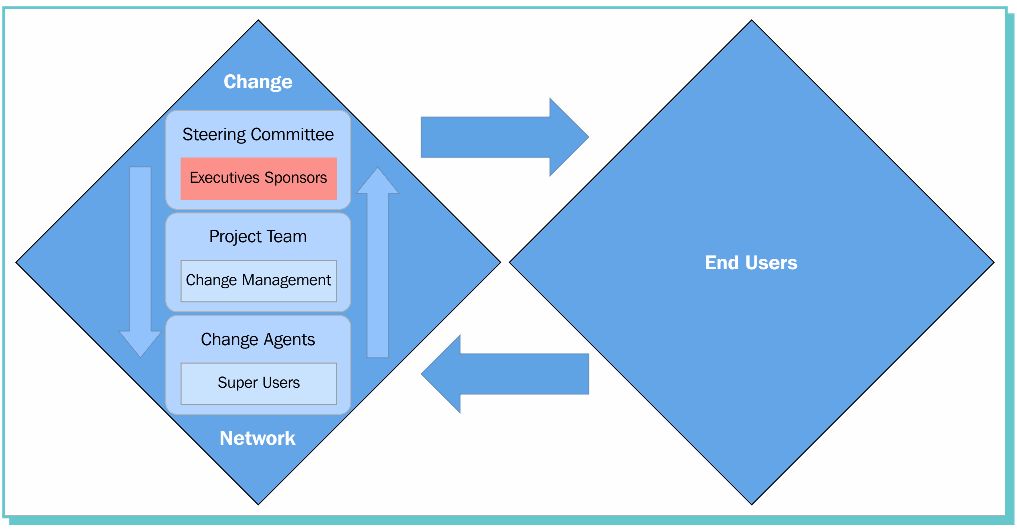
Name	Business area they represent
David Smith, CIO	IT
Isabella Jones, VP	Purchasing
Marie Matthews, CFO	Finance

2. What is the project direction they have set? The ultimate goal of the change is to shut down UBuy and have all employees begin using We Shop.
3. What are the three main guidelines the steering committee wants the project to follow to achieve the change goal?
   - All employees should use standard purchasing procedures to buy items using We Shop
   - We Shop should be customized as little as possible
   - Any customizations that are made to We Shop should be designed to help reduce wasteful spending
4. What is the main resource the steering committee can provide, or the main obstacle they can remove, to help ensure the successful adoption of the change? To be successful, we need the steering committee to reinforce to the departments that they will need to change their behavior to begin using the new purchasing procedures.

5. If you could only tell the steering committee one thing about the change project, what would it be? We need the steering committee to know that employees are already concerned about the change and are not yet prepared to accept the new software and business processes. They are concerned because they believe the new processes will not work with how they run their departments.
6. List one way you can help support the steering committee. We will keep the Executive Sponsors up-to-date on project status, so that they can inform the Steering committee of any important developments outside of the normal meeting schedule.

Executive sponsors

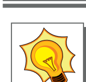
Now that you know how to work with the overall steering committee, we will focus on a subset of that team: executive sponsors.



Their role

Executive sponsors are members of the steering committee who dedicate a large percentage of their time and effort to supporting your change project. Typically, they represent the part of your organization that will experience the greatest impact from the change. For example, if you are implementing new finance software, the Chief Financial Officer might sponsor the change, or co-sponsor it with the Chief Information Officer.

The executive sponsor is more involved in the project, meeting project representatives on a more regular basis, attending important project activities, and addressing issues that require executive help, but that don't need input from the entire Steering committee.



Tip

The executive sponsor is one of the most important sponsorship roles.

If your project doesn't have one, get one. If you have one, but they don't actually support the project, start working now to help them understand the importance of their support. Although it is possible to implement a change without the support of an executive sponsor, it will be harder, take longer, and there is a very good chance that the change won't stick. If the change doesn't stick, there is very little point in making the change in the first place.

- My executive sponsor is: ____

Characteristics

As a member of the steering committee, the executive sponsor will have the same characteristics that are listed in the previous section. In addition, they should:

- Believe in the importance of the change you are implementing
- Be highly motivated to make the change a success
- Have influence with their peers on the steering committee
- Have the authority to drive the change across the organization

The best executive sponsors are dedicated to the project's success and are willing to get hands-on when the stakes are high.

Their activities

Executive sponsors have three main sets of activities: those within the project team, those within the organization, and those within the steering committee.

Building morale on the project team

Because executive sponsors often come from the areas of the organization most impacted by the change, they typically have many of their people on the project team. As a result, having them attend major project activities can act as a real morale boost for the team. Consider asking them to attend (and give a brief supportive speech at):

- Project kickoffs
- Project celebrations
- System demonstrations (wait until the system works well)
- The first day of testing (let them run a test script—make sure you pick one that will pass)
- The first day of training
- Go-live

Executive sponsors can also practice Management by Walking Around (MBWA). This simply involves them stopping by the project offices once in a while to walk around and talk to team members. By showing that they are willing to take time out of their day to meet the team, ask how team members are doing, and offer verbal support, they are demonstrating that the project is important to them.

Supporting the change in the organization

It is also important for executive sponsors to visibly support the change among the greater organization. They are often the face of the project, and the organization will take its cues on how to react to the change from the executive sponsors. If the executive sponsors are positive, supportive, and willing to dedicate time to making the change a success, other employees will be as well.

The executive sponsors can visibly demonstrate their positive support by:

- Presenting information about the project at company-wide meetings
- Being well versed in what the change is, why it is important to the organization, and how the average person can support the change, then sharing this information in formal and informal settings
- Consistently focusing on the positive aspects of the change during conversations, while providing an honest and accurate view of any "loss" associated with the change
- Making it clear that behavior that does not support the change is not acceptable
- Signing their name on project communication messages, appearing on project videos, and otherwise lending their influence and authority to project messages

The visibility of the executive sponsors should be consistent throughout the project. By having an ongoing presence, the executive sponsors are demonstrating to the larger organization that they feel the project is important enough to dedicate their time to make it successful. And if the CFO can take an hour to support the change, so can everyone else.

Another way to visibly support the change is to hold people accountable for adopting the change. This involves reinforcing the need to participate in project activities such as training, reminding people that adopting the change is not optional, and making it clear that helping the change to succeed will lead to both organizational and individual success.

Advocating with the steering committee

The last set of activities the executive sponsors have is within the steering committee. Because the executive sponsors are more involved in the project than the other steering committee members, they have more in-depth knowledge about the status, issues, roadblocks, and successes that the project team is experiencing. As such, they should be prepared to be the project's advocates with the steering committee. Whether it's helping to explain why the project needs more resources, asking a member to work with their department to combat negativity, or promoting a recent success, the executive sponsors should serve as the voice of the project with their peers.

How to support them

Your best bet is to ask your executive sponsors what kind of support they want from you. Everyone is different, and many executives have very specific ways they like to work with projects. If they're not sure or if their response is, "Just tell me what you need," here are a few suggestions of how to help your executive sponsors support the change:

- Establish a standing meeting with the executive sponsors to provide updates, discuss issues, address concerns, and share successes. If you don't have anything to discuss, you can always cancel the meeting, but it's often very hard to get into an executive's calendar on short notice.
- Provide them with a brief description of the project (two to three sentences), a few bullet points about why the project is important (no more than three), and a list of the benefits the change will bring to the organization (again, no more than three). Keep it short and easy to memorize. They can use this as the basis to discuss the change in meetings, presentations, and informal conversations.
- Provide advance notice of how you want them to participate in project activities, how their participation will help support the change, and any tools they need to be successful in their participation.

Exercise – working with your executive sponsors

Answer the following questions and complete the templates shown in the following tables to build a plan for working with your executive sponsors:

1. Who are your executive sponsors?

Name	Position in the organization	

2. Look at your project plan. Identify three project activities where the executive sponsors can participate to show their support of the project.

Project activity	What the executive sponsor will do	Expected benefits of executive sponsor participation

3. Answer the following questions about your change project. Keep your answers clear and concise. Provide these questions and answers to the executive sponsors to use in formal and informal communications about the change:
   - What is the change that we are implementing?
   - Why are we implementing this change?
   - What are the benefits of the change to the organization?
   - What are three concrete steps the average employee can take to support the successful adoption of the change?

4. Get a list of upcoming organizational events (for example, company-wide employee meetings, leadership retreats, and so on). At which events can the executive sponsors present or discuss information about the change?

Event	Key messages about the change

5. Think about the issues you are facing on your project. What obstacles are preventing you from implementing the change? What additional resources do you need? List the two main items you need the executive sponsors to advocate for you at the next steering committee meeting.

Change issue you need help resolving	Action you want the steering committee to take	Facts and figures the executive sponsor can use to advocate your position

6. Set up a meeting with the executive sponsors. Ask them the following questions to help determine the best way to communicate with them throughout the project:
   - What is the best way to communicate with you on an ongoing basis?

     E-mail

     Phone

     In-person meetings

     Other
   - How often should we communicate? (It should be at least monthly.)
   - How much additional support would you like? Do you want me to provide draft communications for you to send, write speeches for you, and so on? Or do you prefer to write your own? Do you want me to write bullet points with key messages?

- What is the best way to schedule you to participate in events? Do you have an assistant that I should work with?
- How else can I support you in your role as an executive sponsor?

Sample solution

1. Who are your executive sponsors? *The CIO and VP of Purchasing volunteered to be the executive sponsors because their departments will feel the greatest impact from the implementation of We Shop.*

Name	Position in the organization
David Smith, CIO	IT
Isabella Jones, VP	Purchasing

2. Look at your project plan. Identify three project activities in which the Executive Sponsors can participate to show their support of the project.

Project activity	What the executive sponsor will do	Expected benefits of executive sponsor participation
Project kick off	The executive sponsor will officially kick off the project by giving a speech at the first full-team meeting. They will explain the main goal of the project and the guiding principles. They will thank the team members for joining such an important project.	First, it will demonstrate to the team that their commitment to the project is fully supported by Acme's leadership. Second, it will ensure that everyone understands the project's goal and guiding principles.
Next employee meeting	The executive sponsor will deliver another presentation about the We Shop project at the next employee meeting. They will provide the status, remind everyone why We Shop is being implemented, and thank the project team for their hard work. They will also remind everyone that they are expected to cooperate with requests from the project team for input and help.	First, this will remind everyone in the organization that the project is happening and that it is an important initiative. Second, it will demonstrate that top leaders are supporting the project. Third, it will publicly recognize the project team for their participation. Finally, it will address any issues the team may be having in gaining participation from the organization.
MBWA	The executive sponsor will come to the project offices once each month for an informal meet-and-greet. They will walk around, casually talking to team members and thanking them for their hard work.	This will demonstrate to the project team that their work is important enough that their leaders take the time to meet them even when there isn't a major activity that requires their attention.

3. Answer the following questions about your change project:
   - What is the change that we are implementing? We are improving the way we purchase goods and services across the organization by developing new standardized purchasing procedures and implementing the best-in-class software, We Shop.
   - Why are we implementing this change? We are implementing this change to reduce wasteful spending, move to industry-standard software, and improve the purchasing process across the company.
   - What are the benefits of the change to the organization? As employees, you will see many benefits, including:

     Reducing wasteful spending will allow us to redirect that money to more important areas of the organization.

     Purchasing items you need will become faster and easier.

     The IT department will have more time to address your needs and questions.
   - What are three concrete steps the average employee can take to support the successful adoption of the change? Employees can help make this change a success by:

     Participating in project activities upon request.

     Being positive and supportive of your colleagues on the project team.

     Reading all project communications and completing all training in a timely manner.

4. Get a list of upcoming organizational events (for example, company-wide employee meetings, leadership retreats, and so on). At which events can the executive sponsors present or discuss information about the change?

Event	Key messages about the change	Expected benefits
Leadership meeting	The We Shop implementation is an important company initiative. All leadership needs to visibly support the change among the employees in their department by understanding the project goals, being positive in communication about the project, and reinforcing the need to participate in activities such as training.	The executive sponsors will act as advocates for the project among their peers in the leadership team, increasing their support for the change. They also provide concrete ways that the leadership team can support the project, making it easier for the leaders to take action.
Employee meeting	The We Shop project team works hard to implement the new purchasing software and processes, but the change can only be successful if everyone supports it.	The executive sponsors visibly demonstrate their support for the change. They also remind everyone that all employees play an important part in making the project a success.

Event	Key messages about the change	Expected benefits
Performance appraisal cycle	The executive sponsors can ensure the project goals are inserted into performance reviews for relevant employees.	Having the project goals as part of the performance appraisal cycle allows people to be recognized and rewarded for the work they do to make the project a success. It also shows that the project is so important that the organization is willing to measure how dedicated people are to supporting it.

5. Think about the issues you are facing on your project. What obstacles are preventing you from implementing the change? What additional resources do you need? List the two main items you need the executive sponsors to advocate for you at the next steering committee meeting.

Change issue you need help resolving	Action you want the steering committee to take	Facts and figures the executive sponsor can use to advocate your position
Many people in the organization do not want their purchasing processes to change	The steering committee could participate in video recorded interviews where they talk about why the change is important to the organization and their particular departments. The video will be shared with the organization.	The executive sponsor can let the steering committee know that top management sponsorship is one of the most important factors to successfully implement change. Their participation in the video will demonstrate their support to the organization.
The project team needs outside technical help to implement We Shop	The Steering Committee needs to approve the funds to hire this help.	None of the people in IT have previous experience with We Shop. Outside consultants have worked with it multiple times and can help implement the system quickly and accurately.

6. Set up a meeting with the executive sponsors. Ask them the following questions to determine the best way to communicate with them throughout the project. There is no sample solution to these questions as the answers will be provided by the executive sponsors.

   - What is the best way to communicate with you on an ongoing basis?

     E-mail

     Phone

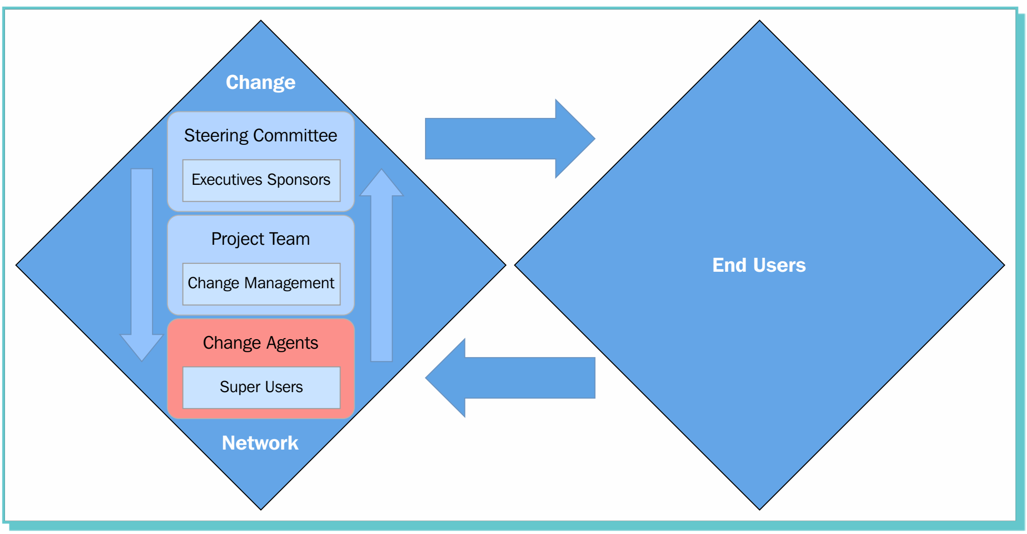
     In-person meetings

     Other

- How often should we communicate? (It should at least be monthly.)
- How much additional support would you like? Do you want me to provide draft communications for you to send, write speeches for you, and so on? Or do you prefer to write your own? Do you want me to write bullet points with key messages?
- What is the best way to schedule you to participate in events? Do you have an assistant with whom I should work?
- How else can I support you in your role as an executive sponsor?

Change Agents

It is important to have representatives throughout the business and at all levels who sponsor the change alongside senior leadership. The next two sections focus on these sponsors.



Tip

Over the years, I have seen many different names for super users and change agents. Don't get hung up on the semantics. If you want to call them power users, go ahead. If your organization prefers the term advocates, no big deal. Select a name that works for your organization.

What you should focus on in the next two sections is choosing the right people and providing the support they need to be successful in their roles.

Also, the previous two sections discussed the steering committee and the executive sponsors. Most likely, you had no input into who was assigned to these roles. However, you may have some influence over who is selected for the change agent and super user roles. So, while previously we focused on how to work with the existing steering committee and executive sponsors, in the next two sections we will focus on how to actually build the change agent and super user networks.

Their role

Change agents are a subset of the end users that act like corporate cheerleaders. They are business people who are embedded across all areas of the organization to advocate the change with their bosses, colleagues, and direct reports. Change agents also support the project team. They do this by:

- Publicly demonstrating commitment to the change through communication and actions
- Participating in project activities
- Understanding the change, why it is being implemented, the benefits of the change, and its impact on their department
- Acting as the local voice for the project
- Being consistently and visibly positive about the change
- Supporting change-related activities by actively participating and encouraging their peers to participate as well
- Encouraging others to adopt the change
- Providing feedback from the organization to the project team

Characteristics

The main characteristics of change agents all revolve around their ability to influence others to adopt the change.

Change agents probably don't have the formal authority to force others to make a change, so they need to rely on their skills, personality, and reputation to convince others that adopting the change is a positive move that will lead to success. In general, change agents are:

- Highly respected by their bosses, colleagues, and direct reports
- Influential
- Effective communicators
- Able to make the time commitment to being a change agent
- Understanding of the "human element"
- Trustworthy
- Enthusiastic and positive about the change
- Able to motivate others to adopt the change

Change agents do **not** need to be:

- Technical experts
- Bosses or managers
- Members of the project team
- Able to commit large amounts of time

Their activities

Change agent activities revolve largely around communication and support. They include:

- Forwarding project communications to colleagues and direct reports
- Talking informally with colleagues about the change in a positive manner
- Volunteering to support project events such as road shows, training, and demonstrations
- Being the first to sign up for and participate in activities such as training, then encouraging their peers to participate as well
- Answering questions from their department about the project
- Signposting people where to find more information about the change

How to support them

Help change agents help the project by providing them with the tools and information they need to effectively communicate the change. Then, recognize them for their contribution to the successful adoption of the change.

- Project library: Whether it's online or hard copy print outs, providing a "project library" that has all of the relevant information about the change will make it easier for change agents to communicate with their colleagues. Keep a catalogue of project communication, updates, presentations, and documentation that the change agents can access at any time. If you will be distributing hard copies, consider providing project-branded binders for the change agents to collect them in.
- Advance communications: If you are going to be sending out a communication about the change out to the organization, send an advance copy to change agents, along with any further explanation that will help them understand the message. This will give them an opportunity to provide feedback, prepare them to discuss the communication with their colleagues, and answer questions about the message.
- Visible identification: Provide a ribbon for their cubical, a sign for their door, or a logo for their e-mail signature that will help identify the change agents. This makes it easier for people in the organization to find someone to talk to about the change.
- Change agent newsletter: Send out a regular newsletter with project updates. The newsletter should contain information about project status, upcoming activities, ways the change agent can support the project, and other relevant information. This will help keep the change agents informed and prepare them to have informal discussions with their colleagues about the change.

- **Rewards and recognition:** Plan to thank the change agents each time they complete a major activity for the project. This can be anything from a simple thank you note to a gift to a team lunch. It all depends on your project's budget and your company's culture.

Exercise – building your change agent network

Fill in the templates below to build your change agent network and develop a plan to work with and support them throughout the project.

1. How many change agents do you need? There is no hard and fast rule when determining the "right" number of change agents. Look at your company's organization chart. There should be at least one change agent for each physical location. Within each physical location, if there are multiple departments, there should be at least one change agent per department. If a department is comprised of multiple teams or work groups, there should be at least one change agent per team. This will ensure that everyone in the organization has one change agent that they know by name and sight. Fill out the following template to break down your organization structure and determine how many change agents you will need.

Location 1	Department(s)	Team(s)

Location 2	Department(s)	Team(s)

2. Determine who will be the change agents. Keep in mind the list of characteristics and pick a person to serve as the change agent for each location, department, and/or team. You may need to ask managers from each department to help identify the change agents based on their observations of people who have demonstrated the desired behaviors. Enter their names in the following template. There is a column for their e-mail address. Gathering this information now will make it easier to create an e-mail distribution list later.

Location/ Department/Team	Name	Position	E-mail address

3. Look at your project plan. Identify three upcoming activities that the change agents can participate in to support the project.

Project activity	What the change agent will do	Expected benefits of change agent participation. What the change agent will do

4. Answer the following questions to determine how you will support the change agents in their role. Keep in mind their physical location (it will be difficult to hand out hard copies of communication if people are geographically diverse), your budget, and your organization's culture.

   - How will you communicate with the change agents? A physical newsletter? E-mail updates? A page on the company website? Teleconferences? List the two most effective ways to communicate.
   - Where will change agents store communications? A physical binder? An online shared drive?
   - How will you make change agents easily identifiable to their colleagues?
   - List two free ways you can reward and/or recognize the hard work your change agents are doing.
   - If you have a budget, list two ways (that cost money) to reward and/or recognize your change agents.

Sample solution

1. How many change agents do you need?

   Acme only has one location, so for the sample solution, the second location has been removed.

   Location 1

Location	Determine who the change agents will be	Team(s)
Headquarters	Finance	Accounts Payable Accounts Receivable General finance
	Sales	Outside sales Sales support
	Facilities	
	Human Resources	Compensation General HR
	IT	
	Purchasing	

2. Determine who the change agents will be.

Location/ Department/ Team	Name	Position	E-mail address
Accounts Payable	Grey Cooper	AP Analyst	lisa@acme.com
Outside Sales	Alexander Anderson	Sales Representative	mark@acme.com
Facilities	Elyse Kent	Facilities Manager	elyse@acme.com

3. Look at your project plan. Identify three upcoming activities that the change agents can participate in to support the project.

Project activity	What the change agent will do	Expected benefits of change agent participation
Change agent kick-off meeting	Change agents will attend the meeting to learn about the change and their role in supporting it.	By attending the meeting, change agents will gain an understanding of the project, which will help them discuss it with their colleagues. They will also learn about their role and responsibilities as a change agent, which will prepare them to complete activities for the project.
Monthly project e-mail	Change agents will forward the e-mail to their colleagues with a note about how the message directly impacts their team.	People may be more likely to read an e-mail sent by their peer than by the project team. Plus, adding a note about how the message directly impacts the team means that the change agent is making the change personal for their colleagues.
We Shop demonstrations	Change agents can volunteer to staff the demonstration events. They will encourage people to view the demonstration and answer basic questions about We Shop.	By volunteering to staff the We Shop demonstrations, the change agents are freeing up project team members to continue working on other project activities.

4. Answer the following questions to determine how you will support the change agents in their role. Keep in mind their physical location (it will be hard to hand out hard copies of communications if they are geographically diverse), your budget, and your organization's culture.

   - How will you communicate with the change agents? A physical newsletter? E-mail updates? A page on the company website? Teleconferences? List the two most effective ways to communicate:

     We will give them a physical newsletter that they can read, then post it in their area for others to read as well

     We will also have a page on the project's website that will have news especially for change agents

   - Where will change agents store communications? A physical binder? An online shared drive? All change agent communications will be saved on their page on the project's website.

- ➢ How will you make change agents easily identifiable to their colleagues?
  Change agents will receive a ribbon to hang next to their office door. They will also be encouraged to put a special "change agent badge" in their e-mail signature.
- ➢ List two free ways you can reward and/or recognize the hard work your change agents are doing.

  We will ask the executive sponsors to formally recognize the change agents and all of their hard work at the next all-employee meeting.

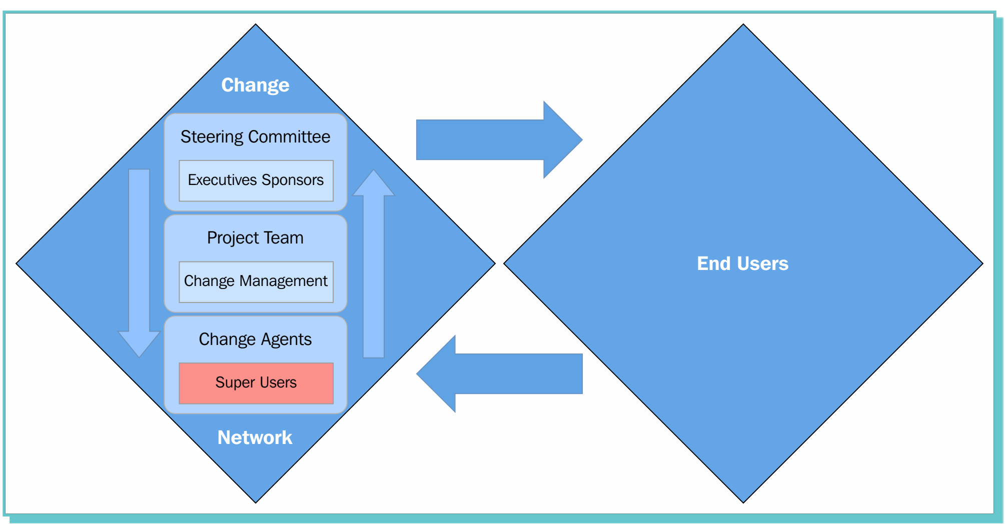
  Each month we will post a short biography of one of our change agents on the organization's intranet.
- ➢ If you have a budget, list two ways (that cost money) of rewarding and/or recognizing your change agents.

  Each quarter we will hold a thank you breakfast for the change agents with coffee, pastries, and so on.

  We will have special gift cards available to give to change agents who go above and beyond in supporting the change.

Super users

Super users are a subset of the change agents. They have all of the same characteristics and perform all of the same activities as change agents, in addition to those listed below.



Tip

If you are rolling out the change to an organization that is large or geographically diverse, you are likely to lean heavily on your super users.

They will be the local face of the project, and will be responsible for delivering a number of major project activities. Therefore, it is especially important that you choose your super users carefully.

In addition, because you are asking for a larger percentage of their time than any other sponsorship group, you must ensure that they are able to make an ongoing commitment to being a super user. Ensure that their managers approve of them taking on this role and are willing to support them to fulfill their new responsibilities.

Their role

Super users are members of the end user community who are not on the project team, but who will help to support the project and participate in project activities. They are typically early adopters of the change who become near experts in some area of the new way to do things. Some of their tasks are as follows:

- They are a first point of contact for their colleagues to ask questions, provide comments, and discuss their concerns about the project
- They participate in selected project activities
- They support and/or deliver project training
- They help their colleagues adopt the change
- They serve as a conduit for two-way communication between end users and the project team
- They provide business and functional insight into their particular department or team
- They help to build the knowledge and skills of their colleagues
- They identify issues and rumors in the business and inform the project team

Characteristics

Super users should have all of the characteristics listed for change agents, plus the following:

- Have the ability to become an expert on a portion of the change
- Demonstrate business acumen and understanding
- Are familiar with the current way of working
- Can commit the time to participate in project activities
- Are able to balance project and departmental responsibilities
- Have the skills to coach and support colleagues through the change

Their activities

On the one hand, you want the super users to become near experts in at least a part of the change. On the other hand, super users are not members of the project team, and don't have the day-to-day exposure to the change you are implementing. Therefore, it is extremely important that you involve super users in all major project activities as early as possible in the project life cycle.

Assuming that you are working on a computer system implementation, here is a list of project activities that super users should be involved in, as well as their role in each:

- **Communicating with colleagues:** Throughout the project, super users should be expected to communicate with their colleagues about the change project. They may send some communication messages out directly. They will also reinforce messages that are sent by the project team. In addition, they should be able to answer questions about the communication from their colleagues. Any communication they have about the change, whether formal or informal, should be positive and encouraging.
- **Communicating with the project team:** The super users are the local eyes and ears of the project. In addition to spreading positive communication to their colleagues, they should also communicate back to the project team on a regular basis. They can let the team know about any rumors they have heard about the project, or alert the team to concerns that end users have about the change. They can also tell the team of any business obstacles to prevent people from adopting the change. Communication between the project and the business needs to be a two-way street, and the super users act as a conduit in both directions.
- **Requirement gathering and system design:** Super users come from the business and know how people do their jobs day-to-day. They are in an excellent position to help you design the system so that it meets business needs and is user friendly. Involve them in design workshops, ask them questions about how they work, and gather input about the most important design elements that should be added to increase the adoption of the system.
- **Design review:** Once you have designed the system, invite the super users to participate in system demonstrations. Ask them for feedback to ensure that the conceptual design meets the real-life business needs. Also ask them to verify that the project team hasn't forgotten any essential functionalities.
- **System demonstrations to the business:** When you are ready to demonstrate the system to part of the business, ask the super users to co-present. Their presence will lend credibility to the system. It demonstrates that business input was used in creating the system. The super users will also be able to answer business questions that the project team might not have answers for.
- **User acceptance testing:** When you are ready to have people outside the project team test the system, invite the super users to be the main testers. First, because they were involved in the system design, they are well positioned to notice whether or not the system works as expected. Secondly, participating in testing will give them hands-on experience with the system, which will build their expertise in how to use it. Thirdly, since they are further removed from the system than the project team, they are likely to think of unique ways to use it and break it that the project team never considered. Finally, getting their stamp of approval at the end of testing will build confidence throughout the business that the system is well built.

- **Training development or review:** If you have a small training team, you may need to ask the super users to help develop training. After participating in design and testing activities, they should have enough knowledge of the system to build training courses. If your training team is large enough to develop all of the training, the super users should help to review the training. They will be able to provide feedback on the accuracy and clarity of the training materials, as well as letting you know if the training style is suitable for the business.
- **Training delivery:** Super users should participate in training delivery. Depending on their level of expertise and comfort in front of an audience, they can serve as either the primary or secondary trainer. As the primary trainer, they will actually deliver the training. As the secondary trainer, they will be in the room to document outstanding questions and answer business-related questions. People tend to be much more receptive to training that is delivered by one of their peers, rather than a member of the project team. The more responsibility that super users can take in delivering training, the better.
- **Front-line support:** When the change is implemented, users will have a lot of questions, comments, and concerns. Super users act as the front-line support during the initial period after implementation. If a user has a simple question, he or she should be able to ask their super user before calling a help desk. In addition to being available to end users, super users should actively move throughout the office, talking to people in their department, and helping them use the new system. This reduces the strain on the help desk and IT department, and reduces frustration among end users.
- **Problem solving workshops:** If you find that many users are encountering the same issue, you can ask the super users to hold problem solving workshops. These are meetings that are focused on a specific issue. End users are invited to attend to learn how to deal with the issue. This allows a group of end users to improve their skills, reduces the need for super users to answer the same questions over and over again, and provides a forum for end users and super users to interact and discuss any other issues that may have arisen before they become real problems.
- **Ongoing support:** There is still work for the super users to do after the system is implemented. They can deliver training for people who missed the original training. They can alert the IT department to requests for changes and upgrades to the system. They can help new employees learn how to use the system. Just because the project is over doesn't mean you need to disband your super user network.

How to support them

You ask for a large commitment from your super users. In return, you need to be prepared to provide a lot of support.The following are some examples of how you can help them:

- **Working with managers:** super users need their managers to support them in their role. You are asking them to take on additional responsibilities, some of which can be very time consuming. Work with their managers to:
    - **Select the super users:** Don't just pick super users and then inform their managers. Ask the managers who on their team would make a good

super user. This also gives the managers the opportunity to let you know if someone you want to make a super user just doesn't have the time to commit to the role.

- **Ensure they understand the time commitment:** Warn managers about how much time you will be asking their employee to dedicate to being a super user each month. Make sure you explain to them how this time will be used and how each activity will contribute to the success of the project. This will reassure the manager that their employee's time is being used well, and allow them to make plans for the time that the employee will be away from their normal responsibilities.
- **Adjust responsibilities:** If super users begin to feel overwhelmed by the additional project responsibilities, work with their managers to determine whether their business responsibilities can be temporarily reassigned to someone else on the team. This will allow the super user to focus on project responsibilities without feeling like they are falling behind on their "day job".

- **Tools and templates**: If you ask super users to do something, make sure you provide them with the tools and templates they need to easily and effectively complete the activity. For example, if you want them to present information to their colleagues, provide them with talking points they can use during the presentation. If you want them to identify which end users should take each training course, give them an Excel template they can quickly fill out without having to do any formatting. The easier you make it for super users to perform their responsibilities, the more likely they are to complete activities accurately and on time.
- **Training**: Throughout the project, anytime you ask super users to participate in an activity, provide them with training on the steps they need to take and the tools they need to use. Never assume that everyone knows the same things you do. For example, if you ask super users to participate in user acceptance testing, first provide them with training on how to read a test script, how to document their results, and what to do if they encounter a serious system error. Providing training will increase their confidence and improve their results.
- **Train-the-trainer**: If you ask super users to deliver training, it is important to teach them how to be trainers. Hold train-the-trainer sessions to provide them with presentation and training delivery skills, and time to practice both. If no one on your project team is comfortable teaching presentation and training delivery skills, you can hire someone to deliver this kind of training. It might seem like an unnecessary expense, but it will be well worth it to ensure that super users deliver effective, successful training courses.
- **Rewards**: Projects can take a long time. One of the biggest challenges you will face with your super users is keeping them motivated throughout the project. Putting in place a system of rewards can help. Rewards can be as extravagant as bonuses and extra vacation days or as simple as a $5 gift card for the local coffee shop. Before you put any rewards in place though, make sure you work with the Human Resources department to ensure that they comply with company policies.

- **Recognition**: Recognition can be just as important, if not more, as rewards to motivate super users. Recognition can come from you, their manager, or their colleagues. Recognize that they are putting in extra time, going above and beyond their normal responsibilities, and directly contributing to the successful adoption of the change. Recognition can be public (for example, an awards ceremony) or private (for example, a one-on-one meeting). Recognition can be formal (for example, built into the annual review process) or informal (you'd be amazed how far a simple sincere "thank you" can go). Think about your organization's culture and the individual super users, then mix and match a variety of ways to recognize their excellent work.
- **Super user meetings**: Holding a regular meeting with the super users will allow you to keep them up to date on project status, tell them about upcoming activities they will need to complete, give them a chance to ask questions and raise concerns, and provide an opportunity for them to form as a team. Set up standing meetings as soon as the super users are selected. It is easy to cancel a meeting if you don't need it. It is hard to find a time that works for multiple people at short notice.

Exercise – building your super user network

Fill in the following templates to build your super user network and to develop a plan to work with them and support them throughout the project.

1. How many super users will you need?

> **Tip**
> For complex changes, you will typically have one super user for every 15–20 end users.

This keeps super users from being overwhelmed by questions from hundreds of people, ensures that they don't need to deliver hundreds of training courses, and generally keeps the role manageable. Just like with change agents, you should ensure that you have super users assigned for each distinct location, department, and/or team. Using the same locations, departments, and teams you identified for the change agent network, do the following math to determine the number of super users you will need in your network.

Locations/Department/Team 1:

- How many end users do you have? ______________________
- Divide the answer from number 1 by 15 _______________
- Divide the answer from number 1 by 20 _______________

Locations/Department/Team 2:

- How many end users do you have? ______________________
- Divide the answer from number 1 by 15 _______________
- Divide the answer from number 1 by 20 _______________

2. Determine who will be the super users. Keep in mind the list of characteristics, and work with managers to pick a person to serve as the super user for each location, department, and/or team. Enter their names in the following template:

Location/ Department/ Team	Name	Position	E-mail address

3. Meet the Project Manager, functional team leads, and technical team leads to discuss the role of the super user. Provide them with the examples of project activities that super users might participate in. Ask each of them to think of two upcoming project activities that they would like the super users to participate in.
    - Project Manager
    - Functional lead(s)
    - Technical lead(s)

4. Complete the following activities to build a plan to support your super users.
    - On a separate sheet of paper, draft a communication to the super users' managers. The communication should include:

      An explanation of what a super user is and their role in supporting the successful adoption of the change.

      Examples of activities that super users will participate in.

      An estimate of how much time super users will need to dedicate to the role.

      A list of names of the people on their team who should be super users (make sure you let them know how many names you need based on the math you did in question 1).
    - Work with your Human Resources partner to create a list of three ways to reward your super users.
    - Work with your Human Resources partner to determine two ways to formally recognize your super users.
    - List two ways you can informally recognize your super users.

Sample solution

1. How many super users will you need?

   Locations/Department/Team 1: Accounts Receivable:
    - How many end users do you have? 10
    - Divide the answer from number 1 by 15: 1
    - Divide the answer from number 1 by 20: 1

Locations/Department/Team 2: Facilities:

- How many end users do you have? 45
- Divide the answer from number 1 by 15:3
- Divide the answer from number 1 by 20:2

2. Determine who will be the super users.

Location/ Department/ Team	Name	Position	E-mail address
Accounts Receivable	Vincent Johnson	Accounts Receivable Analyst	vincent@acme.com
Facilities	Elizabeth Carr	Maintenance Supervisor	elizabeth@acme.com
Facilities	Link Littleton	Administrative Assistant	link@acme.com

3. Meet the Project Manager, functional team leads, and technical team leads to discuss the role of the super user. Provide them with the examples of project activities that super users might participate in. Ask each of them to think of two upcoming project activities that they would like the super users to participate in.

Project Manager

1. As-is/to-be workshops where super users will explain to the project team their current (as-is) purchasing processes and help design the future (to-be) purchasing processes.
2. Timeline validation where super users will review the project timeline and alert the project team of any conflicts between the project schedule and major business activities, such as Month End Close for Finance.

Functional lead(s)

1. Design workshops where super users will look at standard We Shop functionality and suggest customizations.
2. Feedback sessions where super users will see demonstrations of the customized system and validate whether it meets the organization's needs.

Technical lead(s)

1. Testing where super users will participate in system testing.
2. Usability workshops where super users will try to use We Shop and provide feedback on how user friendly it is.

4. Complete the following activities to build a plan to support your super users.

    - On a separate sheet of paper, draft a communication to the super users' managers. The communication should include:

      An explanation of what a super user is and their role in supporting the successful adoption of the change.

      Examples of activities that super users will participate in.

      An estimate of how much time super users will need to dedicate to the role.

      A list of names of the people on their team who should be super users (make sure you let them know how many names you need based on the math you did in question 1).

Dear manager,

The We Shop project began last week, and we want to ensure that the new system and processes are successfully adopted throughout the organization. To help make the project a success, we are creating a super user network.

Super users are members of the organization who are not on the project team, but who will help to support the project and participate in project activities. They will be early adopters of the change and will become near experts in We Shop and the new purchasing processes.

They will participate in activities such as design workshops, system testing, and training delivery. We expect them to dedicate approximately 10 hours each month to their role as a super user.

Please nominate two people from your department to serve as super users. The characteristics that these people should possess is listed below. If you could submit the names to us by end of the day on Friday, we would greatly appreciate it.

Please do not hesitate to contact us if you have any questions about the super user role.

Sincerely,

The Change Management team

    - Work with your Human Resources partner to create a list of three ways to reward your super users.

      Because super users work extra hours to fulfill their day job and their super user responsibilities, they will be given one additional vacation day to use anytime during the current fiscal year.

      We will treat the super users to a special team lunch at a local restaurant after they have completed a major project activity.

      There will be a prize awarded each month to a super user who goes above and beyond for the project.

- Work with your Human Resources partner to determine two ways to formally recognize your super users.

  Super users will be able to add their role and responsibilities to their annual list of objectives, and will be recognized for their work as part of the performance appraisal process.

  The super users will be introduced to the steering committee at an official meet-and-greet, giving them time to meet the organization's top leadership panel.

- List two ways you can informally recognize your super users.

  Everyone on the project team will be given special "thank you cards" that they can give to a super user who helps them with a project activity.

  A portion of each super user meeting will be dedicated to recognizing the super users who participated in project activities during the last month.

A final note on sponsors

For all sponsorship groups, it is important that they talk the talk and walk the walk. When they talk about the project, they should be positive and supportive. If they nod their heads in meetings, then trash the project by the water cooler, they're doing more harm than good and should no longer be part of the sponsorship team. They also need to be leading by example. If everyone is told they need to take training to learn about the change, the sponsorship teams should be the first to complete their courses. By actively participating in activities that support the change, they are visibly demonstrating the importance of making the change a success.

Summary

Building strong sponsorship for your change is an important contributor to the successful adoption of the change. In this chapter, we looked at four different sponsorship groups:

Sponsorship group	Role	Characteristics	Activities
Steering committee	■ Set the project direction ■ Map out the path ■ Set the guidelines ■ Provide resources ■ Be available	■ High level ■ Decision makers ■ Influential	■ Meet regularly ■ Address issues quickly ■ Provide active, visible support for the change

Sponsorship group	Role	Characteristics	Activities
Executive sponsors	■ More in-depth involvement with and support of the change project ■ The project's advocate on the steering committee ■ Represent the project to the organization – be the "face" of the project	■ Have the authority to drive the change ■ Influential ■ Believe in the change ■ Motivated to make the change a success	■ Attend major project activities ■ Present the change at organization-wide events ■ Hold people accountable for the change ■ Provide active, visible support ■ Advocate for project issues on the steering committee
Change agents	■ Visible and active advocates for the change ■ Communicators	■ Highly respected ■ Influential ■ Supportive of the change ■ Enthusiastic and positive	■ Forward formal communications ■ Have informal communication with colleagues ■ Volunteer to support project activities ■ Be "first in line" for project activities
Super users	■ First line of contact ■ Help colleagues adopt the change ■ Participate in project activities ■ Become experts in the change ■ Conduit for two-way communication ■ Local "face" of the project	■ Business acumen ■ In-depth knowledge of current system ■ Ability to become an expert on the change ■ Able to make the time commitment ■ Able to coach others	■ Involve super users in as many project activities as possible, and start early in the project ■ Deliver training ■ Provide "front line" support ■ Provide ongoing support

These groups will combine to create your change network. Work with them closely, encourage them when the role is hard, and support them in their responsibilities In return, they will help to drive the successful adoption of the change across the organization.

In the next chapter, we will build a plan to work with your other main stakeholders, that is, the end users and the project team.

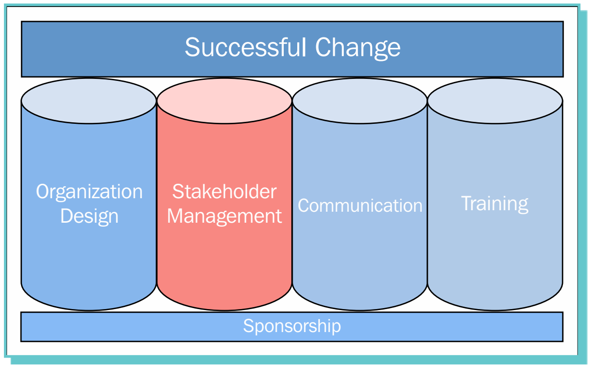
4

Managing Your Stakeholders

By the end of this chapter, you will be able to:

- Conduct a stakeholder analysis to identify your stakeholder groups
- Describe the behaviors that end users display during the different phases of adopting a change
- Conduct a change impact assessment to determine how the change will impact tools and technology, business processes, and people
- Motivate your project team, even during difficult projects

Once you have your sponsors in place, you need to understand who your stakeholders are and how to work with them throughout the change.



A **stakeholder** is any individual or group that is impacted by the change. They fall into three main categories: sponsors, end users, and the project team. We developed a plan to work with sponsors in *Chapter 3*, *Building Sponsorship for the Change*. This chapter will focus on end users and the project team.

An **end user** is anyone who will have to use the new tools, follow the new processes, or displays the new behaviors that you are implementing. For example, if you are implementing a system, the end users are the people who will use the new system. They are by far your largest stakeholder group.

Conducting a stakeholder analysis

Different sets of people will be impacted by the change in different ways and at different times. To increase the adoption of the change across these various groups, you will need to customize your change program to ensure that the right people participate in the right activities at the right time. In order to do this, you will start by breaking your overall group of stakeholders into smaller stakeholder groups.

Tip

To determine who your stakeholders are and the impact they can have on the project, you will need to conduct a stakeholder analysis.

The following is a template you can use to organize and track your stakeholder groups. Take a minute to review it, and then continue reading to discover how to complete each column.

Group	Last name	First name	Level of influence	Level of impact	Current support for change	Required support for change

Each column is defined as follows. As you read through the column definitions, think about how you will fill in the table.

- **Group**: For stakeholders, a group can refer to a department (for example, Finance), team (for example, the Accounts Payable team within Finance), or a temporary group (for example, the executive sponsors of the project). Begin by identifying the unique groups that are impacted by the change and list them in this column.
- **Last name / First name**: If there are people within a group that are highly influential, you may want to work with them as individual stakeholders. Enter their names in the last name and first name columns. There are separate columns for first and last names to enable easier sorting in an Excel spreadsheet. In the example of the case study, the Purchasing department could be considered as one stakeholder group because everyone in the department will experience the same impact from the implementation of We Shop. However, you may want to treat the director of Purchasing as an individual stakeholder as she could very strongly influence the adoption of the new system and business processes in her department and across Acme.

> Tip
>
> If you decide to use individual names, ensure that you keep this document under lock and key. It should not be shared with a large group, or made available for public viewing.

- **Level of influence**: Level of influence refers to the stakeholder's ability to impact the successful implementation and adoption of the change. The stakeholder's level of influence is defined as "high", "medium", or "low."
  - **High influence** stakeholders have the ability to enable or block the change.

> Tip
>
> It is extremely important to have support from these stakeholders, as they can cause the change project to fail.

  - **Medium-influence** stakeholders can help to make the change easier or decide to make it more difficult. Although they can't cause the change to fail, they are able to slow it down and/or cause others in the organization to resist the change.
  - **Low-influence** stakeholders have little or no impact on the success of the change initiative. While it is still important to remember them in your Change Management program, you should not be spending large amounts of time working with them.

- **Level of impact**: Level of impact refers to how much change the stakeholder will experience. The stakeholder's level of impact is defined as "high", "medium", or "low."
  - **High-impact** stakeholders will experience the change as part of their day-to-day job.
  - **Medium-impact** stakeholders will experience the change on a regular basis, but it will not cause major changes to their everyday work.
  - **Low-impact** stakeholders will only experience the change occasionally, and will not have any changes to their day-to-day job.
- **Current support for change**: In this column, you identify the level of support the stakeholder has for the project at the moment you are conducting the analysis.

Tip

Because stakeholder support can change over time, it is important to reassess this periodically throughout the project.

Support is also defined as "high", "medium", or "low."

  - **High-support** stakeholders are actively enthusiastic about the change and act as role models to support the new tools and processes. These stakeholders should be encouraged to continue their high level of support. Reward their positive behavior and motivate them to stay committed.

Tip

It is easier to maintain high support than it is to try to rebuild it once lost.

  - **Medium-support** stakeholders recognize the need to change, but don't actively or visibly support the change. Help these stakeholders understand how they can begin to provide more active support. Identify any areas of the change they don't understand or support, and build Change Management activities that will allow them to move to the high-support category.
  - **Low-support** stakeholders don't recognize the need for change, and show little or no support for the change initiative. The negative impact of low-support stakeholders is directly related to how influential they are in regards to the project.
- **Required support for change**: In this column, identify the level of support you need from the stakeholder to make the project a success. Use the same "high", "medium," and "low" categories that were defined for the current level of support.

Exercise – analyzing your stakeholders

Think about the groups and individuals that are impacted by the change you are implementing. Use the following template to conduct a stakeholder analysis:

Group	Last name	First name	Level of influence	Current support for change	Required support for change

Sample solution

I haven't included every stakeholder from the case study below, but I have entered a sample that will help you understand how to use the template.

Group	Last name	First name	Level of influence	Current support for change	Required support for change
Steering committee			High	Medium	High
Executive sponsors	Smith	David	High	High	High
Executive sponsors	Jones	Isabella	High	Medium	High
Super users			Medium	High	High
IT			Medium	High	Medium
Occasional end users			Low	Low	Medium

Look at the sample solution. I have highlighted each stakeholder in red, yellow, or green based on the gap between their current level of support for the change and their required level of support. Any stakeholder who needs to increase their level of support is red. Stakeholders who simply need to maintain their current level of support are yellow. Those stakeholders who already support the change more than is required are green.

As you make plans to work with your stakeholders, those who need to increase their level of support should be your top priority. Not everyone is equal within this group though. Consider the sample solution. Although the executive sponsors and occasional end users both need to increase their level of support for the change, it is much more critical that you work with the executive sponsors. This is because their level of influence on the success of the change is marked as "high", while the occasional end users only have a "low" level of influence.

The change curve

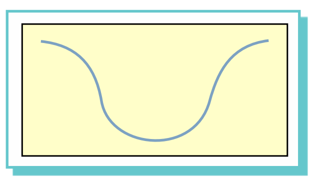
Now that you have identified your stakeholders, you can begin to measure their progress toward adopting the change. Change managers often measure how well stakeholders are adopting the change by measuring their behavior against a change curve. There are different versions of the change curve that address both behaviors and emotions. The two most common curve shapes are discussed in the following sections.

Change and grief

People often associate change with loss. As a result, there are some change managers that use the **Kubler-Ross Five Stages of Grief** to explain the stages of change that people experience. These stages are:

1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

Using these stages, people will move from the left side of the following curve to the right:

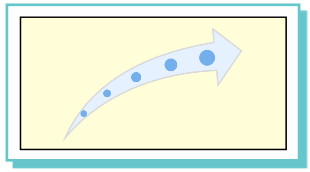


The classic change curve

Other change managers follow what many consider the classic change curve. Daryl Conner, author of *Managing at the Speed of Change* (Random House; 1 edition (February 7, 2006)), listed the following eight stages of change on his classic change curve:

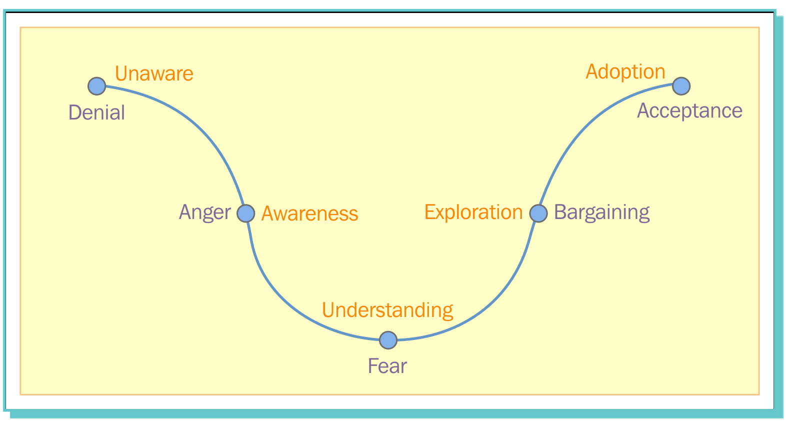
1. Contact
2. Awareness
3. Understanding
4. Positive perception
5. Experimentation
6. Adoption
7. Institutionalization
8. Internalization

The following figure is representative of the classic change curve, with people starting at "Contact", at the bottom left of the curve and working their way up to "Internalization" at the top right of the curve.



Different consulting companies also have their own stages of change. Other common change stage terms include resistance, exploration, buy-in, and commitment.

In *Chapter 2, Establishing the Framework for Change*, we talked about the need for your Change Management program to address both the intellectual and emotional sides of change. With that in mind, I have created the following change curve that combines these two important aspects of change. The intellectual stages are highlighted in orange, while the emotional stages are highlighted in purple.



I want to point out that this curve is a guide. Not everyone will experience anger during the awareness stage. You will encounter people who are excited about the change and never feel anger or fear when confronted by the change. When that happens, take a minute to celebrate! For those who do experience the standard stages of grief during change though, I have found that this curve provides a good estimate of how the emotional and intellectual stages match up.

Tip

Before we talk about each stage of change, a warning about interpreting the change curve graphic. Although the curve looks smooth and the stages are evenly spaced, this is only a conceptual image. Real life change is much messier.

The journey through the stages of change may start and stop. People may spend longer in one phase and then fly through another. Different groups may take different amounts of time to move from stage to stage. The progression through the emotional and intellectual stages may not happen simultaneously. People may even make progress along the curve, then regress to an earlier stage.

This is okay.

There's no rule that says everyone in your organization must move from "awareness" to "understanding" in exactly 23 days. In fact in my experience, by the time the project is over, there is a very good chance that there will still be people who have not yet adopted the change. This does not mean that the Change Management process was lacking. It simply highlights that Change Management is an ongoing process that doesn't end when the project is done.

Understand that progression along the change curve is difficult. Accept that some people will be more resistant to moving through the stages of change than others. Expect to encounter setbacks, and no matter what you do, don't give up.

Understanding the stages of change

For each stage, we will look at a description of the stage, as well as the desired behavior that people should demonstrate in that stage. I have also included the **exit criteria** for each stage. This is the behavior the stakeholders should be exhibiting before they are ready to move to the next stage of the change curve.

> **Tip**
> Remember that different stakeholder groups will move through the stages of change at different times. For example, you should certainly expect that your executive sponsors would be at a more advanced stage than the average end user.

Unawareness

Your stakeholders will start in the unaware stage. In this stage, they have little or no knowledge about the change that is being implemented. This is to be expected because at this point, you have not yet started to communicate the change.

Behavior

At the beginning of this phase, stakeholders are still walking around in the happy glow of the status quo. They may suspect that a change will come at some point, but they don't know what the change will be or when it will occur, and they aren't spending much time thinking about it.

Exit criteria

By the end of this phase, stakeholders realize that a change is planned that will impact the status quo. They don't know all of the details and don't understand the full impact, but they know the change is coming.

Awareness

During the awareness stage, stakeholders know that the change is happening, but do not understand the full breadth and depth of the change. They know what the change is, why it is being implemented, the high-level benefits of the change, and the general timeline for the implementation. However, they do not understand their role in the change, how their department and their job will be impacted by the change, or specific activities that will occur as part of the change program.

Behavior

At this point, stakeholders will begin to take an active role in the change on a limited basis. They will begin to read communication messages and attend presentations about the change. They will probably begin to talk about the change with their colleagues and supervisors, and they may begin to ask questions about how the change will impact them personally.

You can expect to see the beginning of an emotional reaction during this phase, as well. Because people know a change is coming, but don't fully understand the implications, and they may become angry or fearful as they start to worry that the change will have a negative impact on the status quo. Other people who are not happy with the current way to do things may blindly embrace the change, building up unrealistic expectations for the positive changes it will bring.

If you walk around your organization and don't see anyone reacting to the news of the change, this most likely means they are not yet aware of the change and are still in the unawareness stage.

Exit criteria

By the end of the awareness stage, end users should be able to:

- Describe the change at a high level
- Explain why the change is occurring
- Define the business reasons for the change
- List the benefits of the change
- Describe the general timeline that the change will be implemented over

In the example of our case study, you will know that the stakeholders have achieved the exit criteria for the awareness stage when you ask them about the change and they are able to tell you that:

> *Acme is implementing a new purchasing system called We Shop to replace the current UBuy software. There will also be new purchasing business processes. This change will simplify system maintenance and support, standardize purchasing processes across the organization, reduce wasteful spending, and bring Acme in line with industry standards. The new system and processes will be implemented over the next year.*

Notice that with this explanation, the stakeholder is able to explain the high level "what", "why", and "when" of the change project. However, they have not told you what their role is in the change, or how they will be impacted.

Understanding

End users make a big leap when they move from awareness to understanding. During the understanding stage, they gain an in-depth knowledge of the change. They learn how the change will impact the overall organization, their specific department, and their individual job. They now understand how their current responsibilities will change, and gain an understanding of any new responsibilities that will become part of their job.

People also learn about general changes to business processes. In the example of our case study, end users will understand that in the future, instead of having someone else purchase items for them, they will now use We Shop to buy their own items such as office supplies. They don't know the step-by-step actions to complete the new business process yet, but they can explain the general process they will follow.

Finally, during this phase, people discover the activities they will be involved in throughout the course of the change. Perhaps the most important activity they learn about is training. They will be able to explain which training they need, why they are taking it, and the general timeframe involved in participating in training courses.

Behavior

Because people are suddenly gaining a much deeper understanding of the change, this is the phase when you are likely to see:

- A steep increase in questions
- Requests for customizations to the change
- Push back about specific changes to business processes

It is very important to be clear in your communication message whether the project team can accommodate requests for customizations and changes. If they can, then explain the process for submitting requests. If not, then thank people for their input, but be very direct in explaining that no additional changes can be made at this time. If you give people false hope that their requests will be followed, they will be sorely disappointed when the change is rolled out without their customizations included.

From an emotional side, you are likely to see a lot of fear and unhappiness. You will never implement a change that makes everyone happy. That's okay. Remember that it's normal for people to become fearful, concerned, and frustrated in the face of major change. Address their concerns in an open, non-confrontational manner, respond to their questions quickly and concisely, and reassure them that the Change Management program is designed to prepare them for the change and equip them with the tools they need to successfully do their job in the future.

Exit criteria

By the end of the understanding stage, end users should be able to:

- Explain how their current role will change
- Describe any new responsibilities that will be added to their job
- Explain new business processes
- List the Change Management activities that they will participate in

Exploration

The exploration stage is an exciting and busy time in Change Management. This is the phase when people first get hands-on with the change and have an opportunity to experience the change first hand. End users may be viewing demonstrations of the change and participating in testing sessions. They will be attending training courses and practicing the skills they learn. As the name suggests, this is the phase where people have the opportunity to explore the change in a safe setting that helps them to fully grasp the real-life implications of the change.

In the example of our case study, end users should have the opportunity to:

- View demonstrations of how the new business processes they learned about during the understanding stage completed using the We Shop software
- Attend training sessions
- Use a training version of the We Shop software
- Try to complete their day-to-day job activities using We Shop

Behavior

Many people experience a sense of relief during this phase. As they begin to take training and have an opportunity to experience the change in a safe setting, they realize that they will be able to learn the new way of working. The hands-on experience also removes much of the mystery and uncertainty that surrounded the change up until this point. The more understanding and knowledge people can gain during this phase, the easier it will be for them to move to the next phase: adoption.

If during this phase, you find that people are consistently skipping training sessions, turning down invitations to demonstrations, and generally ignoring opportunities to learn about the change, then you did not achieve your objectives in the understanding stage. At this point, it's important to work with your sponsorship group and the end users' managers to build more momentum for the change.

The other behavior you're likely to see during this stage is a significant increase in "Monday morning quarterbacking", where people look back on decisions that were made earlier in the project and start providing extensive input. As people have the opportunity to see how the new processes and software work, they will be more than happy to tell you all of the things that are wrong and how they think you should fix them. You will not be able to accommodate all of their requests, and this will not make them happy. However, if you followed the steps in *Chapter 3*, *Building Sponsorship for the Change*, and included your change agents and super users in important activities throughout the project, then the new processes and tools will meet all major business needs, address most major end user concerns, and will include all of the necessary components for everyone to complete their jobs.

Exit criteria

By the end of the exploration stage, end users should be able to:

- Follow the steps of the new business processes
- Use the new tools to execute the business processes
- Complete their daily job activities using the new tools and processes in a training environment

Adoption

During the adoption stage, people begin to use the new business processes and tools to do their day-to-day job. They are executing their new roles and responsibilities and are letting go of the old way of doing things. By the end of this phase, they will no longer think of the way they work as a change. Instead, it will simply be the new status quo.

The adoption phase is an ongoing process. People will not fully adopt the change on the day it is officially implemented. Some people will look for ways to continue using the old systems. Others will look for workarounds that allow them to use the new tools with the old business processes. Others may use the new tools and processes, but grumble about it to their colleagues.

Tip

The change may be in place, but the Change Management program will need to continue until adoption is complete.

Behavior

At the beginning of this stage, you can see a wide range of behaviors. Some people will happily embrace the new way of doing things. They will use the new tools and follow the new processes. You will hear them talking to others about how the change has benefitted them, their department, and the organization.

Meanwhile, other people may drag their feet and continue to resist the change. They may try to avoid using the new tools, or will only use them when it is absolutely necessary. You may hear them grumbling to their colleagues about how the old way was better and these new tools and processes are just making life more difficult.

As you continue to implement Change Management activities, including ongoing sponsorship, communications, and training, everyone should adopt the change as the new standard and identify that the changes have helped the organization achieve its goals by delivering positive outcomes.

Exit criteria

By the end of the adoption stage, end users should be able to:

- Efficiently and confidently use the new processes and tools to complete their job
- Describe the real benefits that the change has brought to the organization
- Accept that the new way of doing things is irreversible
- Describe their current tools and processes as the new status quo

Exercise – mapping current versus desired progress

Fill in the following template to create a plan for how your stakeholders will move along the change curve. After listing the stakeholder group and their current position on the change curve, enter the date and/or project phase when you want them to achieve each stage of the change.

Stakeholder group	Current position on change curve	Awareness	Understanding	Exploration	Adoption

Sample solution

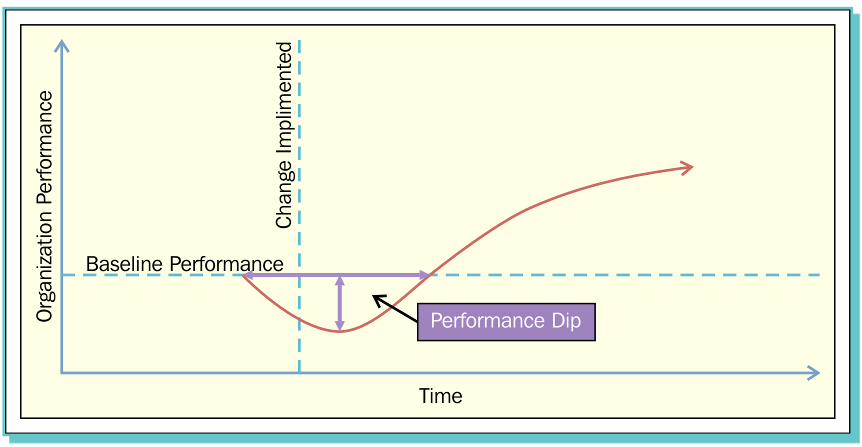
My sample solution is based on the case study. Notice that I am not expecting all stakeholder groups to move at the same speed through the change curve. I have the IT department, which is most heavily involved in implementing We Shop, who are scheduled to move through the change curve at the quickest speed. I also expect my sponsorship groups to progress more quickly than the average end user. Also note that I do not expect the average end user to achieve full adoption until two months after We Shop is implemented.

Stakeholder group	Current position on change curve	Awareness	Understanding	Exploration	Adoption
Executive sponsors	Understanding	Achieved	Achieved	By test phase	By implementation
Super users	Understanding	Achieved	Achieved	By test phase	By implementation
Purchasing department	Understanding	Achieved	Achieved	By test phase	By implementation
IT department	Exploration	Achieved	Achieved	Achieved	By test phase
All other end users	Awareness	In progress	By test phase	By implementation	Two months post-implementation

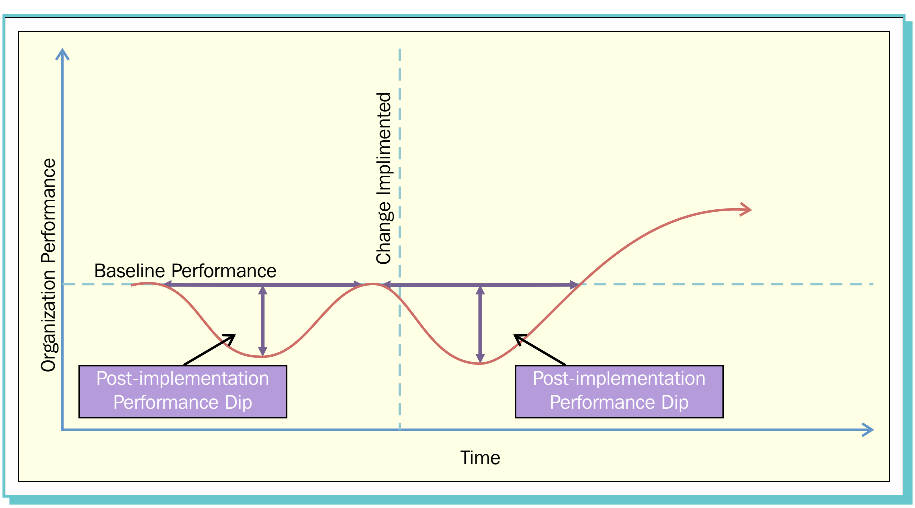
Surviving the Valley of Despair

As I have mentioned throughout this chapter, it's not realistic to expect that everyone will have a smooth journey along the change curve. In fact, most change managers will warn you that you should expect to experience a performance dip as a result of the change.

This performance dip is often called the **Valley of Despair** and is shown on a graph like the following one. The dip occurs after the change is implemented when productivity falls as people try to adjust to the new way to do things. The horizontal purple line shows how long the performance dip lasts. The vertical line shows how severe the performance dip is. The length and severity of the dip can vary drastically from organization to organization, and even across different stakeholder groups within the same organization.



While I agree that the Valley of Despair occurs, I actually believe it should show two performance dips, as in the following graph. In this case, in addition to the performance dip that occurs after the change is implemented, there is also a performance dip before the implementation.



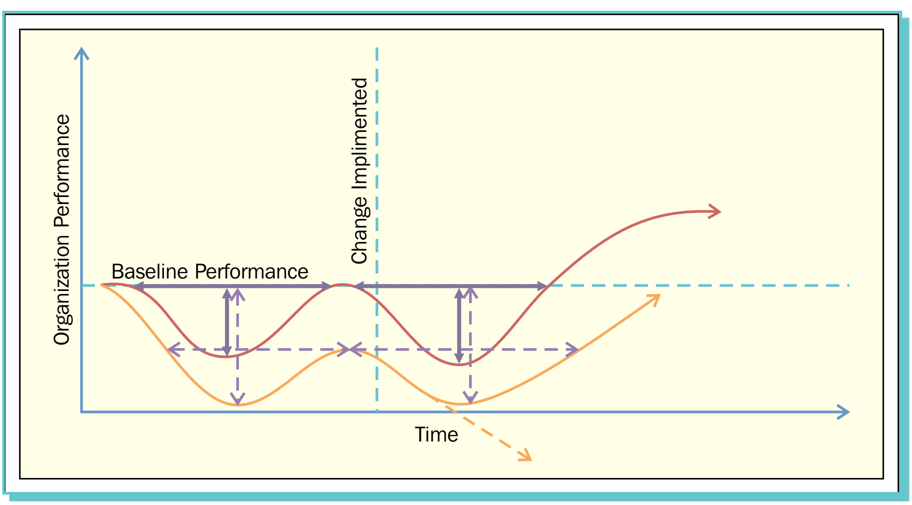
These two performance dips happen for very different reasons. The pre-implementation dip occurs even though people are still using the current processes and tools. Often, they are so distracted thinking and talking about the change that they spend less time focusing on their job. If the project is especially long, they may also feel frustrated and discouraged by the ongoing pressures of the project.

The post-implementation dip occurs because people are adjusting to using the new processes and tools. They are still figuring out how to incorporate them into their everyday work. They are also still building confidence in how to efficiently use new tools, and will take longer to perform activities that used to be second nature.

The Change Management program that you deploy can help mitigate both of these performance dips. For example, providing clear and consistent communications can reduce the pre-implementation dip by addressing rumors that might otherwise distract employees from their work. Meanwhile, delivering appropriate and high quality training can reduce the post-implementation dip by ensuring that people know how to use the new tools on day one. Both dips can be mitigated by the hard work and involvement of the sponsorship groups we planned in *Chapter 3*, *Building Sponsorship for the Change*.

In the following graph, the orange line shows the performance dips on a project without Change Management. The red line shows how the performance dips can be shorter and less severe by implementing a strong Change Management program.

You'll also notice the graph has a dotted orange line that continues down off of the solid orange line. This represents those more than 50 percent of projects that simply fail. Luckily, by realizing the need for Change Management, you have already taken the first steps to helping your project avoid that fate.



Conducting a change impact assessment

Now that you have identified your stakeholders and understand their movement along the change curve, you're ready to conduct a change impact assessment.

Tip

The change impact assessment identifies how the change will impact the tools/technology, processes, and people in your organization. Notice that "impact" is a value neutral word. An impact can be either negative or positive.

Tools and technology

The first step in conducting the **Change Impact Assessment** (**CIA**) is to determine how the change will impact the tools and technology in the organization. This step comes first because it is usually straightforward, and the results will help you complete the process and people portions of the CIA.

Begin by listing the top five to ten benefits that your organization wants to achieve related to the change program. Some examples might be, "reduce the time required to approve purchase requisitions", "have automated regulatory checks", or "standardize business process workflows".

Next, list the current tools and technology you use to achieve these benefits today. This can be anything from purpose-built software, such as UBuy in our case study, to general tools such as Microsoft Excel. If you are not using any technology, list the manual tools you use, such as paper forms and file folders. After that, list any new tools and technology that are being implemented as part of the change.

Look at the list of current and new tools. How well does each tool help you to achieve the benefits you listed?

Tip

Score each tool on a scale of one to five, where one means the tool does not help you achieve the benefit at all and five means the tool will allow you to completely achieve the full benefit.

When you have completed the scoring, compare the scores for the current and new technology. Anywhere there is a difference in the score, you have identified a change impact. Remember that an impact can be negative or positive.

It is important to work with members of the IT and project teams, as well as the business owners of the tools when completing this portion of the CIA, as they will be able to provide greater insight and a more accurate assessment of how well each tool addresses the desired benefit.

As you develop your Change Management plan, determine ways to help the organization achieve the positive impacts and provide training and communications that will help to minimize the negative impacts.

Exercise – identifying the impact on the tool

Complete the following template to identify how the change will impact tools and technology:

Expected benefits	[Enter current tool here]	[Enter future tool here]	[Enter current tool here]	[Enter future tool here]

Sample solution

In our case study, there is only one current tool and one future tool to compare: UBuy versus We Shop. To make the chart easier to understand at a glance, I have highlighted the expected benefits that will be impacted positively by We Shop in green. Negative impacts are highlighted in red. If there is no change, the impact is highlighted in yellow.

Expected benefits	UBuy	We Shop
System maintenance and support is simple	2	4
IT professionals that are experienced with the purchasing system are easy to find and hire	1	5
Purchasing business processes can be standardized across the organization	3	4
Wasteful spending is reduced	4	4
Acme is using industry-standard software	1	5

Look at the fourth expected benefit, "Wasteful spending is reduced." Notice that although the leadership team hopes that implementing We Shop will help them to reduce wasteful spending, UBuy and We Shop both received the same score. This is because it is not actually the tool itself that will help reduce wasteful spending. Implementing We Shop gives the leadership team a reason to change their purchasing business processes, and it is the changes to these processes **not** the changes to the technology, that will lead to the reduction of wasteful spending.

Process

Most changes to technology or organization design will necessitate changes to business processes as well. Identifying process changes will help you build your training curriculum and communication plan.

To determine where these changes will occur, you must understand both the "as-is" business process and the "to-be" business process. The **"as-is" business process** lays out all of the steps that are *currently* being done to complete the process. The **"to-be" business process** details the steps that will be done to complete the same process *after the change is implemented*.

For the CIA, look at both the "as-is" and "to-be" business processes and determine which steps are different. These changes should then be incorporated into communications and training. They will also provide input to the "people" portion of the CIA.

Work with members of the functional teams to ensure you have the most up-to-date "to-be" business processes. Super users can be an excellent source of information about the "as-is" business processes.

Exercise: Identifying the impact on process

Fill in the following template to identify how your business process will change and the impact these changes will have on the organization. Complete a separate table for each process that is changing. Remember that impacts can be positive or negative.

Business process:			
As-is process steps	To-be process steps	Change	Impact

Note that for the purpose of this book, I am using a table to list the process steps.

Tip

It is possible that when you look at your organization's business processes, you will be looking at flowcharts or swim lane diagrams. The steps to identify the impacts are still the same.

Compare the processes, identify where the steps are different, and determine how these changes will impact the stakeholders.

Sample solution

The main process that will be changing at Acme is the purchasing process.

Tip

Notice the difference between the description of the change and the impact. The change simply describes what is different about the step in the process. The impact describes how the change will affect the organization, group, or individual.

Business process: Purchasing			
As-is process steps	**To-be process steps**	**Change**	**Impact**
End user e-mails department purchaser with a purchasing request for office supplies		This step has been eliminated	The number of e-mails sent and received about purchasing requests will be reduced
Department purchaser enters UBuy and submits the purchase request	End user enters We Shop and submits the purchase request	Instead of the department purchaser, the end user enters the purchase request directly into the system	■ The department purchaser will no longer spend time entering purchase requests on behalf of other people ■ End users will enter their own purchase requests, but because they are not sending an e-mail request, the number of steps they have in the process does not change ■ End users will need to learn the purchasing business process
Department purchaser e-mails the approval manager asking them to approve the purchase request	We Shop automatically sends an e-mail to the approval manager notifying them that there is a purchase request for them to approve	Notifications are sent automatically by the system, not manually by the department purchaser	The automation of e-mail notifications will reduce manual activities for department purchasers, and reduce the amount of time they spend following up on purchase request approvals
Approval manager enters UBuy and approves the purchase request	Approval manager enters We Shop and approves the purchase request	No change	Approval managers will need to learn a new system, but there are no process impacts

Look at the last step in the business process. Although the approval manager will now be entering We Shop to approve purchase requests instead of UBuy in the Change column, I stated that there is no change. *This is because this is not a process change. It is a technology change*.

People

The final step in conducting the CIA is to determine how the change will impact the people in the organization. It is important to identify both the positive and negative impacts of the change. Positive impacts produce opportunities for people, such as the chance to learn new skills, get a promotion, reduce their workload, or simplify their job. Negative impacts create barriers for people adopting the change. These barriers could include extra work added to their job, the loss of familiar technology, extra process steps, or new reporting structures that require new relationships.

> **Tip**
>
> Once you have identified the opportunities and barriers, it is important to create a plan to help people benefit from the opportunities and remove the barriers.

To get started, look at the technology and process impacts you identified in the previous steps. For each impact, determine how it will affect the employees. Will it provide a new opportunity or create a barrier? You may want to hold workshops with focus groups of employees or super users to gather their input on how they believe the changes will impact them in their jobs.

Once you have identified the opportunities and barriers, you need to create a plan to help stakeholders make the most of opportunities and remove the barriers that will stop them from adopting the change. Many of the exercises we will work on in the upcoming chapters on communications and training will help you refine this plan.

Exercise – identifying the impact on people

Use the impacts you identified in the tools/technology and business process sections of the change impact assessment to begin completing the following template. If there are additional impacts that you are aware of, include them in the template as well.

Impact	Stakeholder(s) impacted	Opportunity	Barrier	Action plan

Sample solution

For this exercise, I have selected three of the impacts that I identified in the **Process** portion of the impact assessment. As you read through the sample solution, notice that an impact can result in an opportunity, a barrier, or both. You'll also see that different impacts can result in the same opportunities, barriers, and/or action plans.

Tip

Any communication or training activities you list in the action plan column should be included directly in your communication and training plans. Otherwise, you are likely to forget about them over the course of the project.

Impact	Stakeholder(s) impacted	Opportunity	Barrier	Action plan
The automation of e-mail notifications regarding purchase request approvals will reduce manual activities for department purchasers	■ Department purchasers ■ Approval managers	Department purchasers can use the time they save to focus on more strategic activities, such as negotiating better discounts and identifying preferred vendors	Approval managers may still be looking for e-mails from the department purchasers	■ Provide training on strategic purchasing activities for department purchasers ■ Communicate with approval managers to explain that they will begin to receive e-mails directly from We Shop instead of from the department purchaser
Approval managers will need to learn a new system to approve purchase requests, but there are no process impacts	Approval managers		Approval managers will need to learn how to approve purchase requests in We Shop; this is a technology that they have never used before	Provide training on how to approve purchase requests in We Shop

Impact	Stakeholder(s) impacted	Opportunity	Barrier	Action plan
Department purchasers will no longer spend time entering purchase requests on behalf of other people	Department purchasers	Department purchasers can use the time they save to focus on more strategic activities, such as negotiating better discounts and identifying preferred vendors		Provide training on strategic purchasing activities for department purchasers

Including end users in the change process

In *Chapter 3*, *Building Sponsorship for the Change*, we discovered why it is important to include your sponsorship groups in the project, and created a plan around the activities that they would participate in. It is equally important to include end users in various activities throughout the project. You don't need to include every end user; however, it is a good idea to select a representative sample from the various stakeholder groups you identified earlier in this chapter.

Tip

Consider including individual stakeholders that are very influential or that need to increase their level of support.

The following is a list of activities that you should include a group of end users with. Note that this is not an exhaustive list. Consider the activities that are key to the success of your change, and think about whether it makes sense to include a group of end users.

- **User acceptance testing**: Once your project team and super users have conducted the majority of the user acceptance testing and you feel comfortable that the system is working as planned with minimal errors, invite some end users to conduct a few tests. This will give them an opportunity to get some hands-on experience with the new software, and should increase their confidence that the new technology will meet their needs.

Tip

Be sure that you clearly state whether or not you are accepting feedback on the system. If their participation is simply a "show and tell", and no changes can be made to the system, set that expectation when you invite them to participate.

- **System demonstrations:** Invite end users to system demonstrations that are relevant to their department and/or job. This will give them an opportunity to see how the changes will impact them directly. They will also be able to ask specific questions that relate to their day-to-day activities.

- **Training pilots**: Before you deliver training to all end users, you may decide to run "pilot" sessions. These early training sessions are designed to test the training and gather feedback so that you can improve the courses prior to rolling them out to the entire organization. If your super users are delivering the training, invite a small group of end users to attend the pilot sessions. Their feedback will be invaluable to the success of the training program.

Tip

It is extremely important that any events that you invite end users to, are well planned, organized, and feature a polished, error-free version of the new technology/change. End users will share their impressions of the events with their colleagues, which will influence their opinion of the change you are implementing.

Exercise – including end users in the change process

Fill in the following template to identify ways to include a select group of end users in your change project. Different end users can be included in different activities.

Project activity	End users to be included	Benefits of inclusion

Sample solution

The following is a sample solution:

Project activity	End users to be included	Benefits of inclusion
User acceptance testing	■ Department purchasers ■ One end user from each department	■ Including department purchasers will give them the chance to learn more about We Shop early in the project, since they will be heavily impacted by the change. ■ Including an end user from each department will ensure that all departments have a representative that can view the system and communicate back to their colleagues about how easy We Shop is to use.
System demonstrations	All end users	All end users can be invited to attend without making the event unwieldy as system demonstrations are not interactive. Attending a system demonstration will allow end users to get a "sneak peek" of We Shop and provide an opportunity for them to ask questions.

Project activity	End users to be included	Benefits of inclusion
Training pilots	End users that have difficulty learning new technologies	End users that have difficulty learning new technology can be invited to the training pilots so that they can also attend the regular training later if they need additional practice with the system. This will allow them to attend multiple training sessions and still be ready to use We Shop by the time it is implemented.

Working with the project team

The last stakeholder group we will focus on is the project team. It is easy to forget that members of the project team are stakeholders; after all, working on the project is their job.

Tip

Remember though that the project team's everyday performance has a direct and powerful impact on the success of the project.

Dealing with a difficult project

Project work is difficult. Many project team members work much longer hours than usual. They are learning and applying new skills all the time. Timelines are tight, deadlines loom, and the pressure is high. Added to this, many team members are worried about whether their colleagues will like the change they are implementing, and it's not surprising that after a while, people start to become frustrated, discouraged, and overwhelmed.

All of these issues are amplified when a project encounters difficulties such as falling behind schedule, running out of money, struggling with technical issues, or encountering unexpected changes in the organization outside of the project, such as changes in leadership or organization structure. If you are working on a difficult project, the following are a few steps you can take to help your team through the rough patches:

- **Communicate, communicate, communicate**: When the going gets tough, the tough communicate. The project team wants to know what is happening, how it will be resolved, and when things will get better. Even if you don't have the answers to these questions, keep the lines of communication open and provide updates as soon as you have them. If you don't provide the facts, the team will make up rumors, and these will distract everyone from doing their work.
- **Be transparent**: People can smell a corporate cover-up from a mile away. Don't try to sugar coat bad news or twist the facts to make them sound better than they really are. Be open, honest, and clear in all of your communications. The project team might not like what you're saying, but they'll appreciate the direct communication.

- **Involve leadership**: Hard messages usually need to come from the top. This is a good time to invite your executive sponsors to talk to the team. Encourage them to give the facts, answer questions, and provide encouragement. A few well-chosen words from the leadership team can have a far greater impact than a dozen emails from the change manager.
- **Be an advocate for the team**: If you start to notice that people are burning out from long hours or complaining that the timeline is unrealistic, set up a meeting to talk with the team about the impact the schedule is having on them, and identify steps you can take to help address the issue.
- **Acknowledge, empathize, and support**: When you are in the middle of a tight schedule and people complain about the hard work and long hours, it can be tempting to say something along the lines of, "Suck it up, it's your job". This will not help the situation. Remember that many of the people on the team may be on their first project and are not prepared for the long hours, uncertainty, and pressures that can be associated with project work. Acknowledge that they are in a difficult situation, empathize with the concerns they are raising, and work with them to determine how they can address any issues.

Motivating the team

Even on projects that aren't especially difficult, you need to provide motivation to the project team. The following are a few examples of ways to motivate the team. The methods that work best for your team will depend on your organization's culture and the team's personality.

- **Build in quick wins**: If you have read books on Change Management and project management, you will have noticed that one of the common themes is building "quick wins" into the project plan. Quick wins are a series of mini milestones planned throughout the project that the project team can achieve on a regular basis. This is a way to break large tasks into smaller sets of goals so that the team can have a regular sense of accomplishment, rather than having to wait months or years to gain a sense of achievement at the end of the project. Make sure that quick wins are short term and realistically achievable, yet significant enough to provide a real sense of accomplishment.
- **Reward and recognize**: Just as you have planned ways to reward and recognize your change agents and super users, it's important to create a rewards and recognition plan for your project team. Consider having separate plans for the overall project team, each sub-team, and individual team members. Many of the suggestions outlined in *Chapter 3*, *Building Sponsorship for the Change*, can be used for the project team as well.
- **Involve leadership**: In *Chapter 3*, *Building Sponsorship for the Change*, you created a plan to involve your executive sponsors in the project. Now is the time to use them. A visit from the leadership team can provide a great morale boost. Just make sure you meet the executive sponsors to discuss their talking points prior to the visit. Even if things aren't going well on the project, it is important for the leadership team to keep their message positive and supportive. I've seen more than one leadership team visit devolve from morale booster to depression session when the executive sponsor starting yelling and berating the team about their performance.

- **Work with Human Resources:** Once again, I offer one of my favorite pieces of advice: work with your Human Resources partner. They have most likely seen many project teams at your organization, both successful and unsuccessful, and can offer advice on what really motivates employees. They also know the organization's policies and may be able to let you know about special bonuses, performance recognition, or other forms of rewards and compensation that team members are eligible for based on the added work and responsibilities they are taking on as part of the project.

I've heard projects say they have very little budget, and thus no way to motivate their teams. You'll notice though, that two of the four suggestions above require no money, and the other two suggestions can be implemented for free with a little creativity. A lack of budget is no excuse for failing to motivate your team.

> **Tip**
>
> Remember that while spending money on motivation may seem expensive in the short term, in the long term it is much cheaper than a project that falls behind schedule because of team members that are not motivated to make the project a success.

Summary

Implementing a change is not easy, but if you go into the project with an understanding of who your stakeholders are, the behaviors they need to exhibit, the impacts they will face, and the difficulties you will encounter, then you have everything you need to build an effective stakeholder management plan. Keep in mind the following list of tips and tricks:

When this happens...	Do this...
You need to know who your stakeholders are at both group and individual levels	Conduct a stakeholder analysis to identify the level of influence and support for the change for each stakeholder.
Different groups and individuals will move along the change curve at different rates	Don't panic! Map the current versus the desired change state for various stakeholders, remembering that not everyone needs to be at the same stage at the same time.
Performance will dip both before and after the change is implemented	Take a deep breath and remind yourself (and your leadership team) that this is a normal part of a change program. Change Management activities such as sponsorship, communication, and training will help to reduce the length and severity of the dips.
Stakeholders ask you how they will be impacted by the change	Conduct a Change Impact Assessment to identify how tools and technology, business processes, and people will be impacted. Look at both positive and negative impacts in each category.
You want to ensure that end users are involved in the change project	Invite a select group of end users to participate in activities such as user acceptance testing, system demonstrations, and training pilots.

When this happens…	Do this…
You need to help the project team weather a difficult project	Stay calm and implement ongoing transparent communication, involve your executive sponsors, work with project management, and recognize that team members are voicing valid concerns that require your support.
The project team is likely to lose motivation at some point during the project	Boost morale by implementing quick wins throughout the project, building a reward and recognition plan, asking leadership to demonstrate their support for the team, and working with Human Resources to identify proven methods to motivate your organization's employees.

Now that you know who your stakeholders are and how they will be impacted by the change, it is time to communicate with them. In the next chapter, you will create a communication plan designed to keep your stakeholders informed throughout the change project.

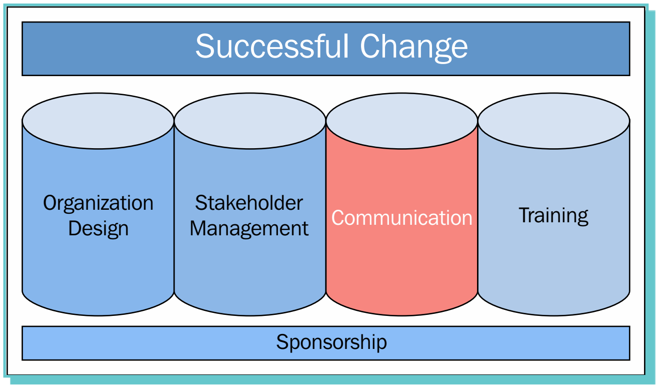
>5

Communicating the Change

By the end of this chapter, you will be able to:

- Define different styles of communicating
- Conduct an audience analysis as an input to your communication plan
- Conduct a vehicle analysis to determine the best methods for communicating
- Build feedback methods into your communication plan
- Create a communication plan
- Improve your ability to write change communication

Now that we have identified our key stakeholders, it's time to develop a plan for communicating with them.



Throughout this chapter, the major theme you will hear over and over is: "Communicate early. Communicate often. When you think you've communicated enough, communicate some more."

I cannot stress enough the importance of communication. Time and again, I have seen situations where people assume they have successfully communicated a message, only to discover (usually too late) that the communication failed.

This brings me to another major theme you will hear both in this chapter and the next chapter on training: "Never assume".

It is never safe to assume that another person:

- Knows the same things you know
- Agrees with you
- Received the message
- Understood the message
- Acted on the message

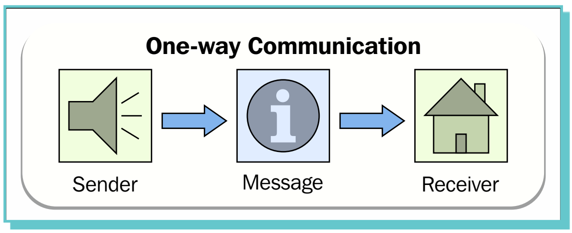
When you make assumptions, you usually end up under-communicating the change. This leads to stakeholders who are unprepared or unwilling to successfully adopt the change. And if your change isn't adopted, the project will have failed.

The rest of this chapter will help you create a communication plan designed to drive successful communication that will support the successful adoption of the change.

The importance of two-way communication

In the early days of communication studies, there was a communication style known as **Magic Bullet Theory** or **Hypodermic Needle Theory.** According to this theory, if you send a message to your audience, you can assume that they received and understood it. Essentially, the message is the "bullet" and it's magic because it hits its mark every time.

You already know how I feel about assuming.



Although this theory has been disproved multiple times over the years, many organizations still use this communication style. Consider the common example of the "System outage" e-mail. The IT department needs to take down a computer system for maintenance, so they send out a mass e-mail letting everyone know that the system will be unavailable between 10 pm and 11 pm on Friday night. With that one e-mail, the entire communication plan is complete.

On Friday night, the IT team performs the system maintenance.

Inevitably, on Monday morning, there will be at least one e-mail from an angry employee stating that they had a very important task to do that they weren't able to complete because the system was down, and asking why no one told them about the outage.

What happened? The IT team sent an e-mail. The angry employee was on the distribution list. Despite this, the IT team now finds they have to defend themselves to the angry employee and his equally angry manager.

This is what happens when you rely on the Magic Bullet Theory. The IT team sent a communication with all of the right information, but maybe:

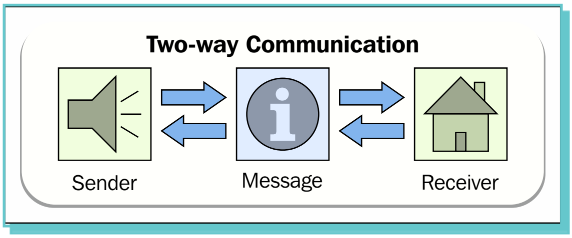
- The employee didn't check their e-mail
- The employee didn't read that particular e-mail
- The employee didn't understand the message
- The employee read the message, but forgot about the outage

When you send a communication and simply assume it is effective, you greatly increase the risk that people will not receive, understand, or act on the message. This is why two-way communication is so important.

Two-way communication turns your "magic bullet" into a dialogue.

Tip

Instead of just sending a communication to a passive audience, you open channels for them to respond with their own messages and become active participants in the communication.



Let's look again at the message that was sent by the IT department about the system outage. To turn that one-way communication into two-way communication, they could have:

- Set the e-mail preferences to automatically send a "read receipt" back to the IT department when the e-mail was opened. If they didn't receive enough read receipts, the IT department would have known that people had not received the message, and they could follow up with additional communication.
- Included a request that people respond with a note letting them know if they had any concerns about the timing of the system outage in the e-mail. This would give employees the opportunity to raise potential issues before the outage occurrs.
- Followed up in person or by phone with those people who are heavy users of the system. This would ensure that key stakeholders are aware of the system outage, give them an opportunity to raise concerns about the timing, and ensure that the people who are most likely to be impacted by the event understand what is happening.

As you work on your communication plan, look at each message you are sending and ask yourself if it is one-way communication that will force you to simply hope that it is effective. If so, find a way to turn it into two-way communication that will provide a method for you to verify that the message was received, give the recipient an opportunity to ask questions if they don't understand the content, and generally open a dialogue between the sender and receiver.

Push versus pull communication

A part of ensuring that your audience receives your communication is choosing the best method for sending it. These methods fall into two broad categories: push communication and pull communication.

Push communication is communication that you send to the audience. The audience has no choice in the matter; they simply receive the message. Examples of push communication are e-mail, voicemail, and paper newsletters placed on each person's desk.

Pull communication is communication that the audience must actively seek and obtain. The audience has complete control over whether or not they receive the communication. Examples of pull communication include online employee portals, search engines, and a pile of newsletters on a table in the break room that employees can choose to read. Live communications, such as meetings and conference calls, also fall into this category, as people can choose whether or not to attend.

Your communication plan should contain a combination of both types of communication.

Type	Pros	Cons	When to use
Push communication	■ You can control who receives the original communication ■ You can control the timing of the communication ■ Communication can be very targeted ■ Most organizations have access to common push methods, such as e-mail and voicemail	■ The audience may not want the communication (for example, they may view it as one more e-mail clogging their inbox) ■ Although you know they received the communication, you can't guarantee the audience read or understood it ■ Because push methods are so common, your audience may be overwhelmed with communication via these channels, and your communication can get lost	■ Use push communication when you need to ensure that a certain message gets to a targeted audience at a specific time. For example, you would use a push method to inform end users of the date when they will need to begin using a new computer system ■ Push communication should be used for urgent, high importance, or time-sensitive messages

Type	Pros	Cons	When to use
Pull communication	■ The audience only receives the communication they want ■ Viewing statistics on pull communication can help you judge how actively engaged your stakeholders are in the change ■ Any pull communication sent is typically stored remotely (for example, on a web portal or in a central location, such as a library), so they do not clutter the recipient's e-mail or desk	■ If people aren't interested in the topic, they won't make the effort to find and read the communication. ■ You can't control the timing of when the message is received. ■ You have less control over who views the message. ■ Not all organizations have the IT or physical infrastructure to host pull communication methods, such as an employee portal.	■ Use pull communication for general information that you want people to have ongoing access to on an as-required basis. An example would be a list of help topics or frequently asked questions. ■ Use pull communication methods if you are trying to increase the active engagement of your audience. For example, you can place important information on the employee portal to force people to actively find the information, rather than just wait for the message to appear in their e-mail inbox.

You can also choose to use both push and pull methods for the same communication. This can be particularly helpful in an organization that deals with a lot of communication each day. For example, if you have a time-sensitive message that you want to ensure your audience receives, you may decide to send an e-mail with all of the relevant information. If you are concerned, however, that people won't see the communication because they receive dozens of e-mails each day, you could choose to post the information on the front page of the employee portal as well. This provides a back-up method to distribute the message and increases the chances that people will see the communication.

Breaking through the noise

The previous example brings us to an issue that many change projects face: breaking through the "noise" of too much communication. If the average employee spends each day sorting through dozens of e-mails, a handful of voicemails, hours of meetings, and quick updates in the hall. How do you get them to pay attention to your communication?

We already talked about one method in *Chapter 2, Establishing the Framework for Change*:

> *Remember to partner Corporate Communications and other project teams to coordinate the timing of communication. Try to stagger communication on different topics so that recipients can focus on one set of messages at a time.*

Another tip comes from *Chapter 3, Building Sponsorship for the Change*:

> **Tip**
>
> Utilize your sponsors. Your audience is more likely to pay attention to a message coming from someone they personally know and respect, than they are to a communication sent from someone they don't know or a generic project communications e-mail address.

The following are a few more tips to help your communication stand out and break through the noise:

- **Get creative**: Everyone's tired of reading boring e-mails, so try something new. Create a podcast that they can download it to their MP3 player. Use eye-catching graphics or create a specific project brand. Throw in some humor. Make your communication different from the rest so that it captures the recipient's attention.
- **Be mobile friendly**: Remember that many people today read e-mails and view web content on tablets and smart phones. Make your communication easy to access and read from mobile devices so that your audience can view them on the go.
- **Make it easy**: If you want people to go to a website, include a link in your e-mail that they can click on. If you want people to sign up for a training course, consider having a computer in the lunch room with a person who can help people sign up while they wait in line for their food. The easier it is for people to take action on your communication, the more likely they are to follow through.
- **Offer a (small) incentive**: I'm always amazed at what people will do for a candy bar. Offer a small reward for the first five people to read and respond to an article on the employee portal. Have a prize for anyone who completes all of their training. Yes, reading and acting on the communication may be a part of the audience's job, but it doesn't hurt to add some incentive.
- **Create a competitive spirit**: People can get very competitive. Take advantage of this tendency by turning requests for participation or action into competitive events and offering bragging rights to whoever wins. For example, you could set up a competition to see which department can get the most people to fill out a survey in the shortest amount of time. Send out something to communicate which department is currently in the lead, and end with a big announcement of the winner.

Now that you are familiar with the communication basics, it's time to create your communication plan. The goal of the communication plan is to ensure that you send the right message to the right audience using the right vehicle at the right time. The next few sections will walk you through the steps to do this.

Conducting an audience analysis

You laid the groundwork for your audience analysis in *Chapter 4*, *Managing Your Stakeholders*, when you conducted your stakeholder analysis. Begin by listing all of the stakeholders (both groups and individuals) that you identified in your stakeholder analysis. For each group, you will need to consider the following points:

- **How many people are in the group?** The size of the group will impact how you communicate with them. For example, if you are dealing with an individual or small group, you may decide to have in-person meetings. If it's a large group, on the other hand, you may need to stick to e-mail or other less direct methods.
- **Where are they located?** A group that is geographically diverse can offer unique communication challenges. For example, instead of holding an employee meeting in a conference room, you may need to set up a teleconference. It might not be possible to provide hard copies of newsletters to people in other locations, so you may rely more heavily on an employee portal.
- **What is the best way to communicate with them?** Different stakeholder groups may prefer to receive their communication in different formats or in different styles. You may find that you want to send the same message to multiple groups, but using different methods. For example, you could send a communication to a traveling sales team using a smartphone-friendly e-mail, to the executive sponsors in a formal PowerPoint presentation, and to the project team during the weekly team status meeting.
- **Who is the best person or group to communicate with them?** Consider who should send the message to make it the most meaningful to the audience you are trying to reach. It might be their manager, their super user, the project communications team, or another trusted source.
- **What are some of the key messages they will need to receive?** Use the change impact assessment you conducted in *Chapter 4*, *Managing Your Stakeholders*, as the basis when answering this question. Based on the impacts the stakeholders will face, what do you need to tell them? Are there other messages you need to include that were not captured in the change impact assessment?

Exercise – conducting an audience analysis

Complete the following template to analyze your audience to set up your communication plan.

Tip

You may not be able to completely fill in the "Best communication methods" column during your first attempt at conducting the audience analysis. If you're not sure of the best way to communicate with an audience group, move on to the vehicle analysis. Once you have conducted the vehicle analysis and have a full list of available communication methods, return to the audience analysis and fill in any blanks.

Audience group	Number of people	Location(s)	Best communication methods	Best messenger	Key messages

Sample solution

I have included a sample solution based on the case study.

Tip

The key messages for an audience group are likely to change over time. You can return to the audience analysis and update the "Key messages" throughout the project.

Audience group	Number of people	Location(s)	Best communication methods	Best messenger	Key messages
Steering committee	3	Headquarters	Monthly status meeting	Executive sponsors	■ Status update ■ Key issues we need help with ■ Decisions you need to make
Executive sponsors	2	Headquarters	Weekly one-on-one meetings	Change manager	■ Status update ■ Project activities that you should participate in this week
Super users	10	Spread across three locations	Super user newsletter	Change manager	■ Your role in the project ■ Upcoming project activities ■ Thank you for participating in our last activity

Audience group	Number of people	Location(s)	Best communication methods	Best messenger	Key messages
IT	15	Headquarters	E-mail	Director of IT	■ You can help the project by completing these two activities ■ How to effectively split your time between job and project responsibilities
All end users	150	Spread across three locations	E-mail	General project e-mail address	■ Why we are making the change ■ When the change will be implemented ■ How we will help you adopt the change
Project team	20	Headquarters	Daily huddle	Project manager	■ Key activities we need to complete ■ Review of project plan ■ Cross-functional issues we need to address

Conducting a vehicle analysis

The next step in preparing your communication plan is conducting a **vehicle analysis**. In a communication plan, the **vehicle** is the method you use to send your communication. Examples of vehicles include e-mail, voicemail, presentations, and videos.

Conducting a vehicle analysis helps you to determine which communication vehicles already exist in your organization, the new communication vehicles you need to create, and which communication vehicles work best for each audience. Review the following template, then continue reading for the steps to complete each column:

Vehicle	Owner	Recipients	Distribution cycle	Submission date	Submission guidelines

The steps to completing the vehicle analysis are as follows:

- Identify the communication vehicles that already exist in your organization. These could include general vehicles such as e-mail and voicemail, as well as more targeted vehicles such as newsletters and staff meetings for specific departments. List them in the **Vehicle** column.
- Determine who owns each vehicle. The owner is the person or group responsible for creating and sending the vehicle. This could be Corporate Communications, the manager of a department, or someone else designated as the owner. Enter this in the **Owner** column.
- Find out who receives the communication. Identify both the group (for example, a department, team, or all employees) and if possible, the number of recipients. Add this to the **Recipients** column.
- Identify when and how often the vehicle is distributed. Is it sent monthly? On the first and third Monday of each month? Daily? Enter this in the **Distribution cycle** column.
- Determine when you need to submit your communication to have it included in the vehicle. This could be a specific date (for example, the fifth day of each month) or a time frame based on the distribution cycle (for example, one week prior to distribution). This information goes in the **Submission date** column.
- Ask the vehicle owner what format the message must follow, if there are length restrictions, who needs to review the message, and what other rules you need to follow when crafting and submitting your message. Enter this in the **Submission guidelines** column.

Once you have finished filling out all the columns for the existing vehicles, compare the **Audience group** columns of your audience analysis and vehicle analysis.

Does every audience group from your audience analysis show up in your vehicle analysis at least once? If not, that means that the existing vehicles will not allow you to communicate with all of your stakeholders. You will need to create new communication vehicles for your change project.

1. First, in the **Audience group** column of your vehicle analysis, list all of the audience groups that were not covered by an existing vehicle.
2. Next, determine the best way to communicate with each audience and add this to the **Vehicle** column.
3. Because you are creating new vehicles, you can determine the best owner and distribution cycle for each vehicle based on the needs of your project. Add this information to the analysis.
4. Complete the rest of the columns.

Now that you have at least one vehicle that will reach each audience group, look at your full list of vehicles and answer the following questions based on the topics we have already covered in this chapter:

- Do you have communication vehicles that drive two-way communication?
- Do you have both "push" and "pull" communication vehicles?
- Do you have creative vehicles that will help you break through the noise in your organization?

If your answer to any of these questions is, "No," then think of some new and creative vehicles to add to your analysis. For each new vehicle you add, remember to fill out all of the columns in the template.

Exercise – conducting a vehicle analysis

Complete the following template to analyze existing vehicles, identify any gaps, and add new vehicles for communicating about your project:

Vehicle	Owner	Audience group	Distribution cycle	Submission date	Submission guidelines

Sample solution

Review the following sample solution for an example of a vehicle analysis:

Vehicle	Owner	Audience group	Distribution cycle	Submission date	Submission guidelines
General e-mail	None	All (150 people)	As needed	As needed	None
Project e-mail address	Change manager	All (150 people)	As needed	As needed	All e-mails sent from this address must be reviewed by the change manager
IT staff meetings	Director of IT	IT department (15 people)	Weekly	One day before meeting	Director of IT wants to review talking points prior to the meeting
Purchasing newsletter (hard copy)	Purchasing manager	Purchasing department (5 people)	Monthly	One week before publication	Articles must be reviewed by the change manager and purchasing manager

Vehicle	Owner	Audience group	Distribution cycle	Submission date	Submission guidelines
Company newsletter (electronic)	Corporate Communications	All (150 people)	Monthly	Ten business days before publication	Articles cannot be more than 200 words
Employee portal (online)	Corporate Communications	All (150 people)	As needed	Five business days before we want the article posted	Articles must be relevant to the entire organization
Manager cascade	Change manager	All (150 people)	As needed	Materials must be provided to managers one week prior to the start of the cascade	All materials must be reviewed and approved by the executive sponsors

One of the vehicles I used in the sample solution is the "manager cascade." I want to take a minute to talk about this vehicle. A **manager cascade** is when you give a message to someone who is high up in the organization. That person is responsible for communicating the message to all of the people who work for them (that is, their direct reports). All of their direct reports are then responsible for communicating the message to all of their direct reports, and so on, until everyone in the organization has received the message from their direct supervisor. The message can be passed on in person or via e-mail.

The theory behind this vehicle is that people will be more likely to pay attention to a message that they receive from their direct supervisor. It also allows the manager to personalize the message, explaining exactly how it applies to their individual team. Finally, a manager cascade gives direct reports the opportunity to ask questions and receive answers in real time.

Theoretically, this is a great communication method, and if done properly, has a lot of benefits. Take a minute though to think about the childhood game called, "Whisper Down the Lane," or "Telephone." In this game, the first person in line is told a secret. That person whispers the secret to the next person in line, and so on down the line until the last person hears the secret and says it out loud. How often was the message that the last person called out the same as the message the first person received? Never.

Tip

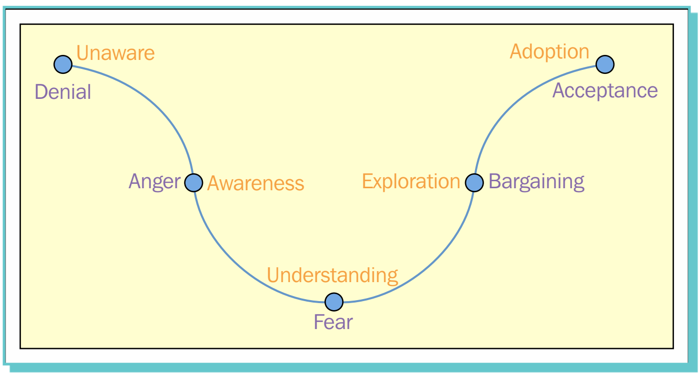
Ensuring the accuracy of the communication as it is cascaded from person to person is a major challenge in a manager cascade. Another major challenge is ensuring that everyone actually passes along the message. If you choose to use the manager cascade, have a secondary vehicle for communicating the message as well.

Communication messages by project phase

There is an endless list of messages you may want to send about your change project. In this section, I have listed three or four key messages for each project phase that you don't want to forget. As you create your communication plan, use these as a starting point for developing your full list of messages.

Because this book is focused on IT projects, I am using the basic phases of a system implementation: Analyze, Design, Build, Test, Implement, and Maintain. Many of the messages would be the same regardless of the type of change you are implementing.

I refer to the change curve throughout this section. As a reminder, this is what the change curve looks like:



Analyze

During this phase, most people are still in the **Unaware** stage on the change curve. All you need to do is begin to give them basic information about the change project. Keep your messages simple and to the point.

Often at this phase in the project, even the team isn't sure of exact dates and activities. Do not give specific information, such as dates for training courses, if there is a good chance the information will change. It is better to simply let people know that you will provide more information in the future as it becomes available.

Ensure you are communicating the relevant information to both your end users and the project team.

- **End users**: Your end user communication should answer the following questions:
  - What is the change?
  - Why are we implementing the change?
  - When will the change be implemented?
  - Who is on the project team?

- **Project team**: Your communication to the project team should focus on building their understanding of the project and preparing them to begin their role in the team.
    - Hold a project kick-off with the following messages: thank you for joining the project, the importance of your role, the timeline for this project phase
    - Ask the Executive Sponsor to send a communication letting the team know that he supports them and the project

Design

The design phase gives you insight into more specifics about the change. Share this information with end users as it becomes available. If you can use graphics, demonstrations, and other visuals to help explain the change, this will increase stakeholder understanding. Many of your stakeholders should start to move along the change curve from **Unaware** to **Aware** during this phase.

At this point, you need to find a balance for your communication based on how long the project will be. If it is a long project, recipients will forget much of what you tell them now. On the other hand, you need to let them know that the project is still moving forward and making progress.

Tip

Think carefully about the timing of your communication so that stakeholders remain informed but don't get tired of reading about the change months before they see any real change.

Your end user communication should answer the following questions:

- What are the basic changes to tools and technology, business processes, and jobs and roles?
- What are the benefits to the overall organization, each department, and individuals?
- How can you (the end user) participate in the project and/or provide feedback?

Build

By the time you reach the build phase, your stakeholders are probably starting to spend more time thinking and talking about the change. Your communications should help them make the transition along the change curve from **Aware** to **Understanding**.

The project is now far enough along that you can begin to provide more details about the change and upcoming project activities. Providing these details will help address questions and concerns that stakeholders may have about the change, as well as reduce rumors that can start in the absence of solid information.

Provide the following information to your end users:

- How you will help the end users prepare for the change; an overview of training and other activities
- What the change will look like, such as a system screenshot
- How the new processes and the system will work together, such as demonstrations
- When the change will happen

You should be regularly communicating with the project team throughout the project, but if it's been a while since your last communication to them, here are some topics you should cover:

- Celebrate everything the team has accomplished so far and thank them for their hard work
- Provide a detailed view of the timeline and activities to get to implementation
- If the project has been difficult and the team is starting to fall into the Valley of Despair, work with your Executive Sponsors to rebuild morale

Test

The test phase is when stakeholders typically move from **Understanding** to **Exploration**. This is because they finally have a chance to participate in activities such as User Acceptance Testing and training. Because you want them to participate in activities, your communication should contain detailed information about dates and locations, as well as clear instructions on the actions the recipient needs to take.

This is also when you need to prepare end users for events that will happen prior to the implementation that will impact their ability to do their jobs. For example, there are often "blackout dates" when no new information can be entered into the old system. If this is the case, you need to let people know about the dates early and remind them often.

Communicate the following information with your end users. Remember to tailor the communication to individual departments or jobs.

- Please participate in these project activities, such as User Acceptance Testing and training. Here are the dates and locations. This is why your participation is important.
- Be aware of these important project dates, including blackout periods, key project activities, and the exact date the change will be implemented.
- Reminder of who you can contact with questions, comments, or concerns.
- These are the specific details about how the tools and technology you use each day, the business processes you follow, and how your individual job will change.

The weeks immediately leading up to the implementation of the change can be extremely busy and stressful for the project team. Communicate the project plan in as much detail as possible and ensure that each team member understands their role and responsibilities. Ensure that you include the following key messages:

- This is the detailed project plan for the next few weeks
- These are the activities that you are responsible for
- You may need to work extra hours outside of standard business hours or on weekends

Implement

The actual implementation of the change is both a busy and exciting time. Everyone finally gets to see all of their hard work come to fruition. Make sure you take this opportunity to celebrate the project team's accomplishments and remind end users about the steps they can take to fully adopt the change.

At this point, many end users will be ready to make the move from Exploration to Adoption. To help them along, send them these messages:

- The change has been implemented. Begin using the new tools, technology, and business processes, as well as completing any new job responsibilities.
- Here is a list of resources to address any questions or issues you have, and to help you adopt the change.
- Thank you for your support throughout the project.

As for your project team, celebrate, celebrate, celebrate!

- A message from the Executive Sponsor: Thank you for all of your hard work. Here is a recap of everything you have accomplished.
- If you are leaving the project team, here are the steps you should take to return to your previous position.
- If you are remaining on the project team, here is the plan moving forward.

Maintain

Just because the change has been implemented, this doesn't mean the work is done. As we discussed previously, many end users will not fully adopt the change until they have used the new tools and processes for quite a while. You need to continue to communicate with your stakeholders until the change has become firmly embedded in the organization. If you stop too soon, people may revert to the old way of doing things.

Communicate this information to help people continue the process of adopting the change:

- Here is a list of common issues people are facing with the new tools and processes and how to address them.
- Although the project is over, you can still get help from these resources.
- Highlight the benefits that the organization, departments, and individuals have already achieved as a result of the change. These "success stories" will help encourage people to continue adopting the change.

Gathering feedback

As we discussed earlier, it is important for communication to be a two-way dialog between you and your audience. You can increase the chance that your stakeholders will communicate with you by purposely setting up feedback channels. Make sure these channels are easy for the audience to use and are monitored by someone on the project team on a regular basis.

Feedback methods

There are dozens of ways to gather feedback. Here are a few ideas to get you started.

Dedicated e-mail address

One of the first things I do when I join a project is set up a dedicated e-mail address (`projectname@company.com`). I use this e-mail address to send official project communication. I also put this e-mail address at the bottom of every project communication and form, and ask people to use it for all questions and comments. This serves three purposes. First, by having a dedicated e-mail address, there is less chance that questions about the project will get lost among my other work e-mails. Second, I can set this e-mail address up so that multiple people on my team can access it. This takes some of the pressure to respond off of me, and also speeds up the response time, since more than one person is checking and answering e-mails. Third, a project e-mail address makes it easier for people to send questions and complaints without feeling like they're addressing them to a specific person. This can help people feel more comfortable when asking questions or providing difficult feedback.

General surveys

Every once in a while, you can ask people to participate in a general survey. These surveys are typically online, and participants should always have the option to remain anonymous. In the survey, you can ask questions about the Change Management program such as "Are you receiving enough communication?", "Is the training adequately preparing you to effectively adopt the change?", and "Do you know who your Super Users are and how to contact them?". You can use the answers to help determine whether your Change Management activities are helping you achieve the project's objectives.

Tip

Keep these surveys to a minimum. Although they can provide excellent information, if you ask people to participate in too many surveys, they will stop responding.

Event-specific surveys

After major events such as system demonstrations and training courses, ask participants to complete a survey that asks them specific questions about that event. What went well? What can be improved? Was the event worthwhile? The answers to these questions will help you improve future events.

Focus groups

A focus group is an in-person meeting where you invite a small group of people to discuss a certain topic related to the change project. The benefit of a focus group is that because the discussion is real-time, you can immediately ask follow-up questions, clarify comments, and ensure you get the level of feedback you need. Focus groups can be difficult though, because people may hesitate to provide candid feedback with you in the room. To deal with this, ensure that the session is non-threatening, reassure participants that their comments will be kept in strict confidence, and make sure that they trust the person facilitating the meeting.

Suggestion box

Feedback methods don't have to be high tech and fancy. The classic suggestion box can be an effective way of gathering feedback. It's anonymous, available at any time, and easy to use.

Change agents and super users

Your change agents and super users can also be an extremely effective method of gathering feedback. Because they are spread across the organization and working with their peers every day, they are likely to hear feedback that the project team would never receive. Encourage all of your change agents and super users to pass along questions, comments, and concerns that they receive from their colleagues.

Responding to feedback

When it comes to feedback, the main rule you must always remember is:

- If you ask for feedback, you must be prepared to respond and act on it.

People do not like wasting their time. If you ask for feedback, but do nothing with the responses you receive, no one will provide feedback in the future. To avoid this fate, follow these steps each time you gather feedback:

1. **Be clear about the type of feedback you want and how it will be used**: For example, if you are asking people for feedback on a change based on a system demonstration they viewed, will their feedback be used to make changes to the system, or will it only be used to determine whether people are happy with the design?

> **Tip**
> If feedback is for informational purposes only and will not be acted on by the team, set this expectation up front and ensure that participants fully understand it.

2. **Thank people for their feedback**: This is an important step, even if you don't like the feedback you receive. First, it lets people know that you received their feedback. Second, it lets people know that you appreciate the time they took out of their busy day to participate.
3. **Let people know how their feedback was used**: If you made changes based on their feedback, shout this out to the world. People like to know that their feedback was incorporated into the change. This also encourages future participation in feedback activities, as it reassures people that they have a chance to impact the change project.
4. If you are not using the feedback to make changes, let people know the reason why. Maybe this isn't the right time to incorporate their feedback, but it will be used in the future. Maybe their suggestion is too difficult or expensive to implement. Maybe the suggestion doesn't fit with the overall goal of the project. It doesn't matter what the reason is, the fact that you are sharing the reason shows that you heard and understood the feedback, even if you're not currently able to act on it.
5. **No matter what, remain positive and professional**: The feedback you receive may be mean, rude, unfair, or unprofessional. It may attack you personally for something in which you had no involvement. No matter what is in the feedback, it is important that you take the high road and remain positive and professional at all times. When feedback has you fuming, take a deep breath and contain your response to a simple, "Your feedback has been received. Thank you for sharing."

Incorporating feedback into your plan

As you receive feedback, take the time to incorporate it into your Change Management plan. Feedback can often impact future communications and training. The sooner you make updates to your plans, the less likely you are to forget and lose track of the suggestions.

It is also very common for the Change Management team to receive feedback about work that the other project teams are doing. Stakeholders may not know how to get in touch with the tech team, so they will e-mail Change Management instead. When this happens, forward the feedback to the appropriate team member. Once you have done that, let the person who sent the suggestion know that you received their feedback and give them the contact information of the person to whom you forwarded it. This allows them to follow up directly with the appropriate person with any additional questions or comments.

I also suggest keeping a log of feedback that isn't immediately applicable, but that you want to keep track of for future use. For example, an end user might give an excellent suggestion for how to improve presentations about the change at future employee meetings. You may want to incorporate this suggestion, but it's not immediately applicable since the next employee meeting is three months away. Add this suggestion to your log so that you are able to find it easily when you're ready to present at the next meeting. The following is a template you can use for logging feedback. I have filled in the first row with an example.

General topic	Feedback	Submitted by	Contact details
Presentation style	I found the presentation slightly confusing. It would be helpful if you added more graphics.	Lisa Smith	(215) 555-5555, lisa@acme.com

Creating the communication plan

You have now conducted an audience analysis, completed a vehicle analysis, identified key messages for each project phase, and determined how you will gather feedback. It is time to create the complete communication plan for your change project.

Tip

Remember that this communication plan is a living document. You will update it throughout the project. Never hesitate to make changes that will improve your ability to communicate more effectively with your stakeholders.

Take a minute to review the following template before reading a description of each column:

Message	Audience	Vehicle	Author	Messenger	Distribution date	Status

An explanation of each column and how to fill it in is described in detail as follows:

- **Message**: Gather the messages you identified in the **Key messages** column of your audience analysis, as well as the key messages for each project phase, and enter them in the **Message** column. Add any other messages you know you will need to send about the change. You can always add more messages throughout the project.
- **Audience**: For each message, list which audience will need to receive the communication. If multiple audiences will be able to receive the message via the same vehicle, you can list them all in the same row. If they will be receiving it via different vehicles, list the message again in another row so that each vehicle can have its own row on the plan. This will make it easier to keep track of each activity you need to complete. If you discover a new audience, go back and add them to your audience analysis.
- **Vehicle**: List the vehicle you will use to disseminate the message to the audience.
- **Author**: The author is the person who will write the message. This is typically someone on the project team.
- **Messenger**: The messenger is the person who will send the message. The author and messenger can be the same person or different people. For example, if you were going to write an e-mail and send it from your e-mail address, your name would go in both the **Author** and **Messenger** columns. However, if you are going to write the e-mail but the executive sponsor is going to sign his name and send it from his e-mail address, then your name would go in the **Author** column and the executive sponsor's name would go in the **Messenger** column. Use the information from the **Best messenger** column of your audience analysis to help determine who should send each message.
- **Distribution date:** Enter the date the message will be sent. Look at the **Distribution cycle** column of your vehicle analysis to determine whether there is a set date that the vehicle is sent out on. If not, select the best date based on the needs of the project.

> **Tip**
>
> Often, other project dates will influence the date that you distribute your messages. You will need to work with the other project teams to determine or verify distribution dates.

For example, if you want to send a message to super users about participating in **User Acceptance Testing** (UAT), you will need to work with the testing team to determine when UAT will occur and work backward from that date to determine when to send the communication.

- **Status:** Use the **Status** column to track your progress in planning, writing, and sending each message.

Exercise – creating the communication plan

Complete the following template to create your communication plan:

Tip

Share this plan with the project manager, Corporate Communications, and other projects to determine whether there are any scheduling conflicts.

Message	Audience	Vehicle	Author	Messenger	Distribution date	Status

Tip

Training tip: Have everyone in the class share their communication plan. Different people are likely to think of different messages, and sharing will help ensure that everyone has a plan that contains all of the key communications.

Sample solution

The sample solution is based on the case study. Note that a full communication plan would likely be much longer.

Message	Audience	Vehicle	Author	Messenger	Distribution date	Status
Training will begin next month. Trainers have been selected. They are…	Steering committee	Monthly status meeting	Change manager	Executive sponsors	April 1	Delivered
You have been selected to deliver training.	Select super users	Project e-mail address	Change manager	Change manager	April 12	In review
You will need to take these training courses…	IT department	E-mail	Training manager	Director of IT	April 30	Drafted, awaiting review

Message	Audience	Vehicle	Author	Messenger	Distribution date	Status
Schedule and description of all available training courses.	All employees	Employee portal	Training manager	None	April 30	Ready for publication
Please provide feedback on the training you attended. Fill out this short survey before leaving class.	All trainees	Paper survey	Training manager	Super user who delivered the training	Last five minutes of the course	Planned
Thank you for attending training. If you have any additional questions, please contact your super user.	All trainees	Project e-mail address	Training manager	Super user who delivered the training	One day after the course is delivered	Planned

Writing good communication

Writing good communication is a skill that requires a lot of practice. As you write about the change, think about who your audience is, what they want to know, and what you need them to do.

Tip

I also strongly recommend that you always have someone else review your communication before you send anything out. No matter how long you've been writing professional communication, it is always a good idea to have another person read your work before you hit "send."

The following are ten tips and tricks to help you write strong communication:

- **Don't assume.** I'm starting with one of my favorite pieces of advice. You can never assume that your audience knows what you know. Be clear, explain all key concepts, and include all relevant details.
- **Keep it simple.** Some people think that the more complex a communication is, the more impressive it seems. All a complex message will do is confuse your audience. Keep the message simple and concise.

- **Don't use jargon.** Avoid jargon, acronyms, and technical terms whenever possible. They make your communication confusing. If you must use one, make sure to define it so that everyone understands the message.
- **Do use bullet points.** Bullet points are an easy way to highlight the main points of your communication. They also help to visually break up a large chunk of text so that it seems less overwhelming.
- **Include a "call to action."** Make sure you very clearly state what you want the audience to do. Tell them what they need to do, how to do it, and when they need to do it by. If you have the call to action at the beginning of the communication, make sure to repeat it again at the end so that it is the last thing they read.
- **Avoid scrolling.** If you are sending an e-mail, try to write your message so that the recipient can read the whole thing without having to scroll down. It's surprising how often people will simply close an e-mail rather than have to scroll to finish reading it.
- **Start with the most important information.** There is a very good chance that people will not read the entire communication. Because of this, it is always a good idea to have the most important information at the very beginning of the message. If it is a particularly long message, consider summarizing the main points at the beginning of the communication in an "Executive Summary."
- **Include a "WIIFM."** The "WIIFM" explains "What's In It For Me." This is the part of the message where you explain why the recipient should care about the message. Tell them the benefit they will receive by adopting the change, participating in the event, or completing the call to action. This is your chance to get your audience excited about the communication.
- **Less is more.** Make your communication as short as possible while still containing all of the relevant information.
- **More is more.** I'll finish the list of tips and tricks with my other favorite piece of communications advice: *Communicate early. Communicate often. When you think you've communicated enough, communicate some more.* I have seen many changes where the project didn't communicate enough. I've never seen one where they communicated too much.

Exercise – writing a communication message

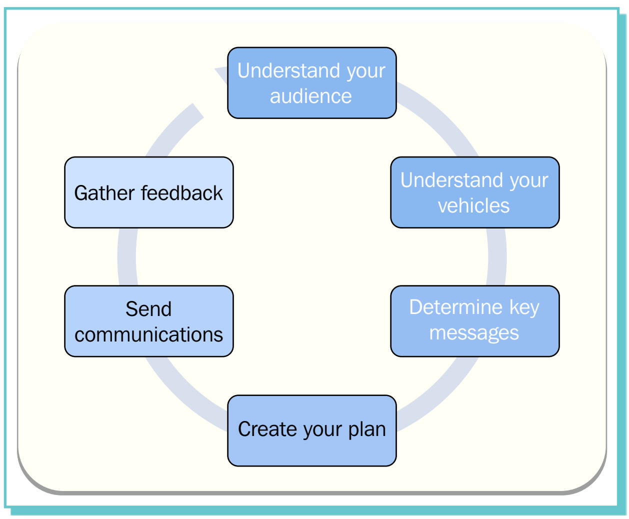
Take a few minutes to look back at your communication plan. Select a message and, based on the vehicle you will be using and the audience that will be receiving it, write a communication message. Keep in mind the tips and tricks we just discussed.

Summary

Communicating a change is an ongoing activity. In this chapter, you have learned how to:

- Conduct an audience analysis
- Conduct a vehicle analysis
- Identify key messages by project phase
- Gather feedback
- Create a communication plan
- Write good communication messages

Instead of thinking about communication as a path that you follow from the beginning to end, though I encourage you to think of it as a continuous cycle.



You're almost there! In the next chapter, we will explore the last major topic in this book: training.

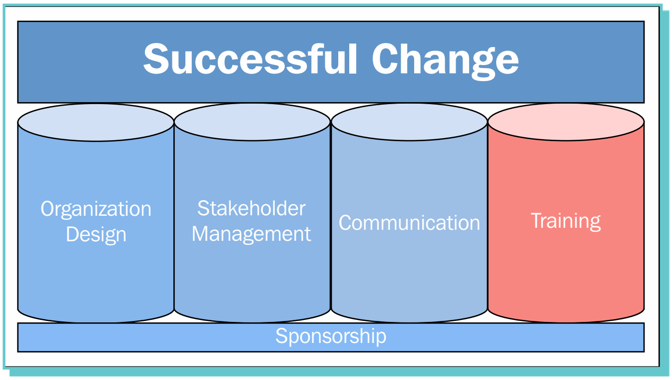
6

Using Training to Prepare Your Stakeholders

By the end of this chapter, you will be able to:

- Define different types of training
- Identify the groups that need to be trained
- Gather training input from all relevant teams
- Build training development and delivery plans
- Develop training evaluations
- Create a training sustainability plan

We are now ready to look at the last Pillar of Change: training.



When people think about Change Management, training is one of the first activities that come to mind. Training is one of the most visible aspects of a Change Management program. It also requires some of the most detailed and structured planning and execution.

The steps required to plan and deliver a robust training program could fill an entire book. Therefore, this chapter is designed to help you develop a high-level training strategy. By completing the exercises throughout the chapter, you will create a clear direction for your training program. This direction can then be broken down into more detailed steps that will become a training plan.

> **Tip**
> The work required to create a successful training program may sound scary and overwhelming. Do not fear. Follow the methodical approach laid out in the next section, complete the exercises, and take a deep breath. By the end of this chapter, you will have all of the components you need to be successful.

The importance of training

I have heard more than one client say, "Why do we need training? The new system's easy. Everyone will be able to figure it out on their own."

If someone at your organization says this to you, ask them to consider these questions:

- Is everyone as technologically savvy as you?

  Most likely, the answer is "No." I typically find that the people who don't think training is necessary are the people who are very comfortable with technology. Remind them that there are people in the organization who will struggle with learning a new system.

> **Tip**
> It is never safe to assume that everyone has the same level of comfort and knowledge with using technology.

- How quickly can people learn the system on their own? Are we willing to wait that long?

  Even if the new system is extremely easy and people can learn it on their own, it will take them time. If your organization doesn't mind waiting for days, weeks, or even months while everyone figures it out, then you might not need a training program. If your organization doesn't mind a possibly high level of errors while people learn the system on their own, then you might not need a training program.

Tip

If, your organization wants everyone to efficiently and effectively use the system from day one, then it is essential that you have a training program.

- If people teach themselves, will they manage to fully utilize all of the functionalities the system has to offer?

  Even systems that are easy often have some exciting capabilities that aren't apparent at a first glance. Your organization has most likely spent a lot of time and money implementing this new system. Training will help ensure that the functionality is fully optimized and none of the new capabilities go to waste.

- How will the average person feel about teaching themselves a new system?

  Many people experiencing change feel fear, anger, and uncertainty. They worry that they will not be able to learn the new system and as a result, will not be able to successfully do their job. No matter how much you reassure them that the system is easy and they will be able to "figure it out," most people will still doubt their ability to quickly learn the new system on their own.

Tip

Training not only teaches people step-by-step technical skills, it reduces their frustration with the change and increases their confidence in their ability to successfully do their job using the new system.

- Are you willing to risk the success of the project, the adoption of the system, the achievement of stated business objectives, and all of the money that was spent on the system implementation on the assumption that EVERYONE can "figure it out"?

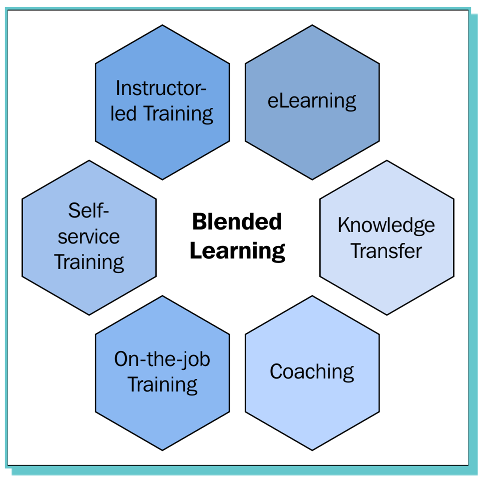
  The correct answer is "No." I have seen companies that chose to take this risk. Usually, a few weeks or months later, they are desperately scrambling to implement a training program in an effort to save a failing system. Don't let your organization risk all of the effort that went into the project just to save the time and money associated with developing good training.

Building knowledge through blended learning

There are a number of different ways to train people. In most situations, the best approach to training is **blended learning**.

Tip

Blended learning combines multiple types of training to ensure that the training program presents information in the most effective format based on the kind of knowledge you are building and the learning style of your audience.



As you create your blended learning approach, it is important to consider the following points:

- The best learning situation for each type of training
- The benefits of each training delivery method
- The drawbacks of each training delivery method

The following chart will help you determine how to incorporate each type of training into your training program:

Training type	When to use it	Pros	Cons
Instructor-led training	■ For training topics that are difficult to learn ■ For topics that will generate a lot of questions among participants ■ When you have a small-to-medium group of people that need to be trained ■ When most people are located in one geographic location ■ To minimize training costs	■ Allows for interaction between participants and the instructor, as well as among the participants ■ Less expensive ■ Each session can be customized for the audience ■ Participant questions can be answered in real time	■ An expert must be available to deliver all of the training sessions ■ If people are on extended leave, they could miss all of the available training sessions ■ Logistics are more difficult to arrange ■ You must have available training facilities, including rooms
e-Learning	■ For less complicated topics ■ When the participants are geographically dispersed ■ When large amounts of people need to be trained in a short period of time ■ For training courses that must be retaken on a regular basis, such as annual compliance training ■ For training that can be taken "just in time," that is, at different times by different people	■ No limit on the number of people that can be trained at one time ■ Participants can take the training at a time and in a location that is convenient for them ■ The training course can remain available indefinitely for people to take or retake, as needed ■ Logistics and facility requirements are minimal	■ Can be prohibitively expensive ■ Requires significant time and effort to develop ■ Participant does not engage in any interaction with instructors or peers ■ More difficult to update if changes are made to the system

Training type	When to use it	Pros	Cons
Knowledge transfer	■ When only one or two people need to learn the information ■ When the person who has the information and the person who needs the information are in the same location ■ When the training can be less formal ■ When you want to focus on teamwork	■ Quick and effective, with no cost and minimal development effort ■ Extremely customized to the needs of the participant ■ Simple training method to execute	■ Risk the loss of knowledge capital if the person who has the information leaves the organization before completing the knowledge transfer ■ Can be more difficult to track completion
Coaching	■ When training can be delivered one-on-one or in very small groups ■ For very specific training targeted to an individual's needs ■ When the participant has the base skills but needs additional help refining knowledge or performance ■ Often used for executives who do not have time to attend general training	■ The participant receives exactly the information they need, reducing the time required for training ■ Individualized attention allows the participant to maximize interaction with the coach ■ Private nature of coaching lends itself to sensitive topics or development needs ■ Provides additional support for participants struggling with the training concepts	■ Time-intensive delivery if many people require training ■ Not all trainers are able to deliver effective coaching

Training type	When to use it	Pros	Cons
On-the-job training	■ When the participant does not need to be proficient in an activity prior to starting their job ■ When there is no way to simulate the activity in a training environment ■ For tasks that do not present a serious risk if performed incorrectly	■ Trainee learns skills in a real-life environment ■ Hands-on experience with the exact tasks required to do their job ■ Trainee can receive immediate feedback from the trainer ■ Trainee is contributing to the productivity of the organization during training ■ People do not need to be pulled from their normal jobs to attend or deliver the training	■ If the participant performs a task incorrectly, it can negatively impact the organization ■ Participants are not prepared to be fully effective at a task on "day one" ■ There is little consistency from person to person, and the information provided by the trainer and the tasks the participant encounters can vary greatly from day to day

Training type	When to use it	Pros	Cons
Self-service training	■ For activities that can be clearly explained in a document, such as an instruction manual or quick reference guide ■ When different people will need to access different information at different times ■ For tasks that are easy to learn and do not require support from an instructor, simulations, or other training activities ■ When people perform an activity infrequently and need a reminder of the steps required	■ Easy to update materials as the system changes ■ Participants can self-select the information that is relevant to them ■ Minimal time and expense to create and deliver	■ Many people find it difficult to learn a new activity by reading and following a document ■ There is no support if participants have additional difficulties or questions

Exercise – how does your organization learn?

Answer the following questions to determine the best blended learning approach to deliver training in your organization:

- What training has been used in the past?
- Which types of training were successful? Which types were not successful?
- Which training types will work best for your organization?
- Which type of training will be best for the kind of change you are implementing?

Identifying your training audience

When people begin planning for training, they automatically think about training the system end users. As a result, a lot of time and effort goes into planning, developing, and delivering training for this group, while other groups are forgotten. As you plan your training program, keep the following groups in mind as well:

- **Project team**: This training is especially important if your project team has members who have not done project work before.

Tip

Remember that although the processes and tools used on a project might seem obvious and easy to you, they can seem overwhelming and difficult to someone who has never worked on a project before.

Consider holding a training session at the beginning of the project covering the following topics:

- **Project objectives and guidelines**: Ensure that everyone on the team understands what the project is trying to achieve and the guidelines they should follow while working toward this goal.

Tip

You may think that because someone has joined the team, they must have a clear understanding of what the project is about. Often, however, they only have a vague idea of the project's objectives. If everyone on the team doesn't have a shared understanding of what you're trying to achieve, they will all move in different directions, trying to achieve different goals.

- **Project team structure**: Describe the responsibilities of each sub-team, and explain how the teams will need to work together to make the project successful
- **The project life cycle**: Describe the phases of a project and the high-level activities completed in each phase
- **Project timeline**: Explain the project timeline, including the timing of major milestones, how activities are interconnected, and the impact of missing deadlines
- **Tracking and reporting**: Clearly explain the process for tracking and reporting progress on project activities, and demonstrate how to complete any forms that team members will need to submit

It is also a good idea to hold a brief project team training session at the beginning of each phase. This will give you the opportunity to:

- Describe the objectives for the phase
- Ensure that each sub-team understands what activities they need to complete to help the project achieve the objectives
- Introduce any new concepts that the team has not used in the project before

- **Super users**: If you want your super users to provide input to the project, participate in activities such as testing and training delivery, and serve as front-line support for end users, then you will need to provide them with training above and beyond what the average end user receives. Plan to train them early and often, so that they can become true experts in the system. Without this level of expertise, they will not feel comfortable standing in front of their colleagues to explain the new system.

- **Change agents**: Although change agents do not need to be experts in the new system, they do need to receive some advance training. This will allow them to talk about the system and how it can benefit their department and co-workers. Provide them with enough information to prepare them to speak about the system in a positive and confident manner. It can also be helpful to include change agents as participants in various training sessions. This allows them to interact with the other participants and build a sense of trust and support in the group.
- **Executives:** Top executives often lack the time to attend the full training program that you have designed for the average end user.

Tip

Consider delivering personalized coaching that focuses specifically on the tasks the individual executive will need to complete. This will maximize their use of the system while minimizing the amount of time they spend in training.

- **Run team**: As discussed in *Chapter 2, Establishing the Framework for Change*, the earlier you identify your run team and involve them in the project, the easier it will be to train them. Remember that they will have ongoing ownership of the system and require enough training to allow them to keep the system running efficiently and effectively.
- **Help desk:** No one likes to call the help desk and get the feeling that the person on the phone is simply reading from the same training manual that is already sitting on everyone's desk. Provide enough training to your help desk so that they can quickly and accurately diagnose system issues and resolve them over the phone.

Exercise – matching training groups to the blended learning approach

Think about your company. Which groups will need training? List them in the following table. For each group, consider which style of training will be most effective and why. List this information in the table as well. This table will serve as a starting point for your training strategy.

Training group	Training type	Reason

Sample solution

The sample solution is based on the case study found in the *Preface*.

Training group	Training type	Reason
Sales	e-Learning	The Sales department will receive e-Learning because the sales people are often traveling. It is difficult to get them all in a room at the same time, and time spent in the office is time they're not spending making sales. Providing e-Learning will allow them to complete their training on the go when they have a few minutes between client visits.
Purchasing	Instructor-led training	The Purchasing department needs to learn "We Shop" in great detail, so they will attend instructor-led training. This will allow them to ask questions and dive into greater detail on important topics.
Executives	Coaching	The executives at Acme have a long history of avoiding training. To ensure that they learn at least the basics that are required to do their jobs, someone from the project team will provide one-on-one coaching for each executive.

Gathering training input

On most projects, it's not possible for one person to determine all of the topics that require training.

Tip

You will need to work with people and teams across the project and company to gather training input.

Before you reach out to others, you should gather all of the information you already have. Begin by looking at the **Change Impact Analysis** you conducted in *Chapter 4*, *Managing Your Stakeholders*. The process and technology impacts that you identified serve as a good starting point for creating a list of training topics.

Once you have the change impact analysis in front of you, fill out the following template to organize the impacts into training topics. I have filled out the first line as an example. Notice that multiple related impacts can be formed into one training topic.

Change impacts	Training topic
The Purchasing department will need to: ■ Select preferred vendors ■ Arrange for better pricing ■ Negotiate better payment deals	Negotiating skills for purchasers

Now that you have created an initial list of training topics, talk to other members of the team to gather their input. Some groups you should consider working with are as follows:

- **Technical team**: The technical team can help identify parts of the new system that are very different from the old system. They can also point out system activities that are especially difficult or tricky. Use this information to focus your training on topics that will be most useful to the end user.
- **Functional teams**: Ask the functional teams about how business processes will need to change to accommodate the new system.

Tip

It's not enough for people to know where to click on a screen. They need to understand *why* they are clicking there and how the system both supports and changes the business processes they follow.

- **Compliance**: Depending on the type of system you are implementing, there might be special compliance regulations people need to follow. This can be especially true for financial, purchasing, and payroll systems. It is important to understand and provide training on compliance requirements, as failing to follow regulations can lead to dire consequences for both the organization and the individual.
- **Super users, change agents, and end users**: This is your opportunity to gather input right from the source. Super users, change agents, and end users know exactly how people work in the current system and can identify the areas that will cause the most difficulty for the average end user in the new system.

Tip

Do not forget to gather training input from these groups. Their insight will be invaluable to the success of your training program.

When you meet with each group, start by letting them review the list of training topics you have already created. This will get them in the training mindset, as well as reducing the amount of time spent discussing topics you already know about.

After they have reviewed the list, gather a list of additional topics they think should be included in the training. Because you are meeting with multiple groups, you will most likely have to review the full list after you have completed all of your meetings to eliminate redundant topics, combine related topics, and identify conflicting input.

You can use the following template to gather training input at your meetings. Remember to capture:

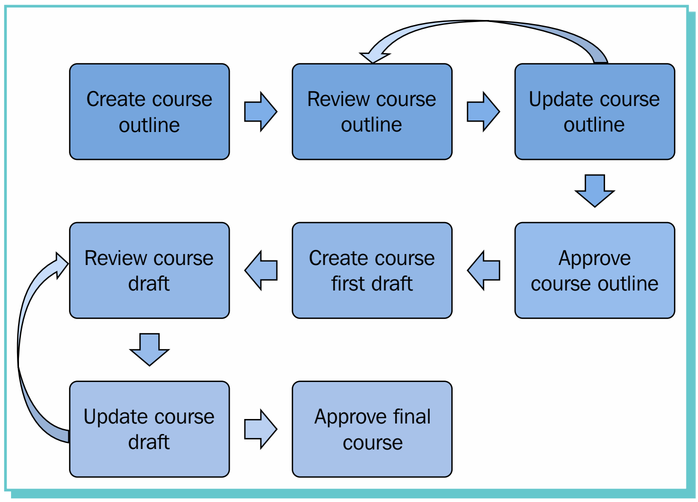
- **The team that provided the input**: This will enable you to go back and ask them follow-up questions later
- **The training topic**: Fill in a separate line for each topic
- **The group(s) that needs to be trained on this topic**: Some topics will apply to everyone experiencing the change, while other topics will only apply to certain training groups
- **Any additional notes**: If the team can provide additional notes on how difficult the training topic is, how much training they think will be required, or any similar input, this will make the training planning process easier for you down the road

I have completed the first row as an example.

Team providing input	Training topic	Training group(s)	Additional notes
Compliance	Complying with government finance regulations	Finance	Ensure that you can capture who has completed the course so that we can report on it

Planning for training development

Training development takes a long time and can involve a lot of people. This is an area where most projects underestimate the amount of time and effort involved. At a high level, the standard training development process looks like this:



This process looks deceptively simple. After all, it's only eight steps. How long can it take? I typically advise projects to use the following development-to-delivery ratios when planning how long it will take to develop a training course:

- **Fully interactive e-Learning**: Plan on 200 hours of development time for each hour of finished training. Yes, that is five full weeks. I know that right now you're thinking I'm completely off the mark and you're already mentally cutting that number to about 20 hours. Don't. That number is accurate.
- **Semi-interactive e-Learning**: Plan on 100 hours of development time for each hour of finished training.
- **Instructor-led classroom training**: Plan on 40 hours of development time for each hour of finished training.

The development hours I've listed here include time for the training developer and the reviewer(s). These hours can move up or down based on the experience of the training developer with both training development and the training topic. If you have a developer who has never created training before and knows nothing about the new system, expect the development to take them longer.

Also keep in mind that the development time is not necessarily consecutive hours. This means that if you are creating instructor-led training, the 40 hours of development and review time may not all happen in a single business week. Consider the following (very common) scenario:

> *On Thursday, the training developer takes four hours to create the training outline. He sends it for review. The reviewer is busy and doesn't get a chance to look at it right away. The next day, she opens the outline and spends 20 minutes reviewing it and making notes. She sends it back to the developer. He takes 30 minutes to update the outline based on the reviewer's notes and sends it back for further review. It's already late on Friday and the reviewer has gone home for the weekend.*
>
> *Monday morning, the reviewer spends another 10 minutes reviewing the updated outline and sends a note to the developer letting him know that it is approved. The developer is in meetings all day and doesn't see the approval until Tuesday morning. First thing Tuesday morning, the developer begins work on the training course. He works on nothing else, and by end of day Wednesday, after 16 hours of development time, he sends the course for review.*
>
> *The reviewer opens the course Wednesday afternoon, but knows she doesn't have the time to properly review it, so she decides to wait until she can dedicate a solid block of time to review the next day. On Thursday, however, she needs to stay home with a sick child. Friday morning, she is back in the office and finally has a chance to review the training.*
>
> *It takes her three hours to review the training and make all of her comments. She sends the training back to the developer Friday afternoon. He begins to make edits, but isn't able to complete them until Monday morning. He spends two hours making updates, but doesn't understand all of the reviewer's comments. He tries to schedule a meeting with her to discuss her feedback, but there's no time when they're both available until Wednesday.*
>
> *On Wednesday, they spend an hour discussing the reviewer's feedback. That afternoon, the developer spends another two hours updating the course.*

At this point in the scenario, the developer and reviewer have spent a combined 29 hours working on the course. That's only three and a half business days' worth of time, but it has taken them nearly two weeks to dedicate that amount of time to the course. This is why it is extremely important to begin training development as early as possible.

Tip

Planning training development is a balance. If you start it too early, the system will not be ready and you will need to make changes to the training as the system changes. If you start too late, you will not have enough time to create quality courses.

Exercise – estimating training development time

This exercise will help you build an estimate of the amount of time you will need to develop the training for your project. First, group similar training topics into training courses. Next, determine how long you think the training course will need to be to cover all the topics. Finally, choose a training type, such as e-Learning or instructor-led training, for each course.

Once you have filled in these columns, you can calculate the amount of development time required for each course. Multiply the number of development hours required for the course type by the number of delivery hours you listed in the chart. Enter this number in the last column.

I have filled out the first row as an example.

Training topic(s)	Training course	Delivery hours	Training type	Development hours
■ Negotiating skills ■ Vendor management skills	Business Skills for Purchasing Professionals	3	Instructor-led training	120 hours (3 delivery hours x 40 development hours)

Planning for training delivery

One of the few things that is as difficult as planning for training development is planning for training delivery. There are a large number of moving parts that all need to be coordinated in order for delivery to run smoothly. I have included four checklists to help you with the planning process.

Planning training materials

Training materials can include printed training binders for classroom courses, supplemental hard-copy materials that accompany e-Learning courses, and any props you might need for training exercises. As you plan for training materials, consider the following points:

- **Lead time**: Remember that binders need to be printed and collated, materials that are going to multiple locations need to be mailed, and items for classroom exercises may need to be ordered and shipped. These things take time. Do not wait until the last minute to create your training materials.
- **Review, review, review**: You do not want people interrupting your training class to point out that there is a word misspelled on page 11 of the training binder. Have more than one person review and edit all materials to ensure that they support, rather than detract from, the training.

- **Cost**: Printing, shipping, purchasing; these things are not free. Understand what your training budget is, and make sure that the materials you want to create aren't too expensive.
- **Being "green" versus being practical**: I have seen a number of organizations decide against printing out any hard copy training materials in an effort to be environment friendly. I have also seen a number of participants complain about the fact that they don't have a printout of the training manual.

> **Tip**
>
> Even with today's technology, many people still like to be able to follow along and take notes on paper during a training course. Think about how to balance being green with being practical.

Planning training facilities

Whether you are delivering instructor-led training or e-Learning, you will need to plan for some level of training facilities. Keep these items in mind as you create your plan:

- **Rooms**: First, schedule your training rooms early. In offices where there aren't a lot of meeting rooms, they can fill up quickly, leaving you with no place to conduct training. Once you have reserved your rooms, visit them in person. Think about how many people will fit comfortably. "Standing room only" does not make for an effective training environment. Also notice things like temperature, furniture, and lighting. If they make the room uncomfortable, it will distract from the training so work with your facilities team to adjust them prior to training.
- **Infrastructure:** I have seen more than one training course grind to a halt because the light bulb didn't work in the projector, or there weren't enough Ethernet cables available to get everyone connected to the Internet. Ensure that the available infrastructure will support the needs of your training course.
- **Computers**: If your organization does not provide every employee with a laptop that they can bring to classroom training, you will need to ensure that the training rooms are equipped with computers. If you are delivering training via e-Learning, make sure that everyone who needs to take the course has access to a computer. I know clients who planned to roll e-Learning out to the people in their manufacturing plants, only to discover that 20 people were all sharing one computer.
- **System training environment**: During a project, there are often multiple versions of the system. You do not want to conduct training in the real system. You also want to avoid conducting training in the testing environment.

> **Tip**
>
> The ideal situation is to have a version of the system that is entirely dedicated to training.

This helps the trainers by ensuring that they have a stable training environment where they can load practice data. It helps the participant by ensuring them that they are practicing in a safe training environment where they can make mistakes without negatively impacting the organization. If the technical or functional teams object to creating a separate training environment, remind them that it helps them too by keeping unskilled participants from making mistakes in other versions of the system that need to be fixed.

- **Food**: If you're conducting long training courses and have the budget, please provide food to the participants. Whether it's simply coffee before an early course, light snacks during the morning break, or dinner for courses that run past normal office hours into the night, participants will greatly appreciate something to eat.

> **Tip**
> Learning is hard work. Provide fuel.

Scheduling participants

Getting the right people scheduled into the right courses can be a full-time job. Consider the following items to help the process run more smoothly:

- **Class size**: The more difficult the training topic, the fewer people you should schedule in the course. Smaller classes allow participants to have more interaction with the instructor and ask more questions.

> **Tip**
> Even for topics that aren't particularly difficult, I recommend restricting the class size to 15 people.

- **Communication and invitations**: Do not wait until the last minute to invite people to training. The longer the training session, the earlier you need to communicate and send invitations. I suggest you give a minimum of one week's notice for a session that is between one and four hours long. Any course longer than four hours often requires at least two weeks' notice.
- **Self-scheduling**: You will need to decide whether you will assign people to training sessions or if you will let them select their own sessions. Assigning people to sessions allows you to ensure that everyone is scheduled for a session, regulate class size, and even control who attends a session together. Allowing participants to self-schedule reduces the time you spend on scheduling and allows them to pick a session that works best with their calendar.

- **Make-up sessions**: There is very little chance that everyone who needs to attend training will be available to attend the scheduled sessions. Consider if and when you will hold make-up sessions for people who are sick, on vacation, or have other scheduling conflicts.

Scheduling and supporting trainers

The people delivering training are at the heart of your instructor-led training courses. Your ability to schedule and support them throughout the training program can make or break the success of each course. Think about these items as you create your delivery plan:

- **Multiple trainers per session**: If you have enough resources, consider scheduling two to three trainers per session. One person serves as the lead trainer with responsibility for delivering the training content. The second person is responsible for capturing open questions, taking notes, and progression of the presentation on the computer. The third person floats around the room verifying that all participants are keeping up with the training and helping those who are having difficulty or falling behind. Although this may seem like a lot of trainers to have in one session, if you have the resources, it will help the training sessions run smoothly.
- **Back-up trainers**: What will you do if one of your trainers calls in sick? Have back-up trainers available who can quickly step in to deliver a training session if the lead trainer is unable to attend.

Tip

It is much easier to schedule one back-up trainer than it is to reschedule an entire roomful of participants.

- **Training helpline**: Things go wrong during training sessions. The system you are trying to train on goes down. The custodian rearranges all of the furniture during the night. Laptops freeze. When these unexpected events occur, the trainer needs a fast way to get in touch with someone who can help them fix the problem quickly. Consider having a dedicated phone number or e-mail account that is monitored constantly during training hours for trainers to contact when they need help. This will minimize frustration for both the trainer and the participant, and help the training run more smoothly.

Exercise – beginning your training delivery plan

Use the following table to begin working on your training delivery plan. Fill out all of the columns for each training course you identified in the last section. I have completed the first row as an example.

Training course	Training materials	Training facilities	Participants	Trainer(s)
Business Skills for Purchasing Professionals	■ Sample contracts ■ Printed negotiation scenarios	■ One classroom ■ Computer for each participant ■ Projector	All purchasers	Purchasing manager

Evaluating participants

A major area of debate in many training programs is whether to evaluate participants, and how to do so. Some people will advocate testing participants to ensure they have learned the content. Others will say that evaluating participants isn't necessary. If you're not sure where you stand on this hot topic, think about the following five questions. They will help you determine what type of evaluation is most appropriate for your training program.

- **Is training mandatory?** Think carefully about this question. If you decide to make training mandatory, your organization's leadership needs to be prepared to follow through and make sure that everyone attends the required training. Consider the training topic to help determine whether it should be mandatory. Mandatory training is ideal for topics that people must understand in order to avoid harming the organization, such as legal regulations or how to properly manage a budget. It may not be necessary though for topics such as PowerPoint or time management skills.
- **Will you require end users to complete training prior to being allowed to use the new system?** When companies are implementing systems that can impact their bottom line, such as finance or sales systems, they should consider making training completion a prerequisite to gaining system access. This ensures that no one uses the system without first receiving proper training and being prepared to use it properly. Think about it. Do you really want to risk having your finance manager *guess* how to enter data into the general ledger?

Tip

If you decide to go down this path, you don't need to wait to turn on the new system until everyone has completed their training. Simply wait until an individual has completed their assigned training to give them their system username and password.

- **Will you track completion?** Work with your organization's training or Human Resources department to determine whether or not it is necessary to track training completion. The answer may be different based on the training topic and the department being trained. If training is mandatory, it will also be necessary to track training completion.
- **Will there be a test?** There tends to be two different schools of thought around including a test at the end of training. Some people feel that the test allows you to determine whether participants really learned the content. Others feel that having a test makes the training too stressful because participants are worried about failing. If you decide to include a test, consider the following points:
    - What is the purpose of the test? Do you want to test how much the participant learned, or do you simply need to have a test score as a record for regulatory purposes?
    - How difficult will you make the test? Do you want to make it difficult to ensure that people have a deep understanding of the content? Would you rather make it easy so that everyone passes with a good score?
    - What will be considered a pass score?
    - Who will receive the scores? Will they be shared with the participant's manager or only be made available to the trainee and training team?
- **What will you do if people fail the test?** If you include a test, there will be people who do not pass.
    - Will they need to retake the training?
    - Will they be allowed to keep retaking the test until they pass?
    - If they retake the test, will it be the same questions or will there be a new set of questions?
- **What will you do if people don't take the training?** There will always be a few people who do not complete the training. No matter how many e-mails you send and regardless of how many times you remind them, they will simply refuse to take their assigned courses.

Tip

Think hard about what you will do in this situation, especially if you have declared that training is mandatory and a prerequisite to receiving access to the system. What happens on the first day the system is live and the person can't access it to do their job because they haven't completed training?

Exercise – creating your evaluation stance

Now that you understand the different options for evaluating participants, it is time to determine the best way to evaluate the participants in your organization. Answer the following questions in the table to create a stance on trainee evaluation:

Tip

Remember that the type of participant evaluation may change for different projects. Come back and review these questions each time you need to develop a new training program.

Question	Your answer
Is training mandatory?	
Will you require end users to complete training prior to being allowed to use the new system?	
Will you track completion?	
Will there be a test?	
What will you do if people fail the test?	
What will you do if people don't complete the training?	

Building continuous improvement into training

Your work doesn't end once the training is developed and delivered. Throughout the delivery process, it is important to review the effectiveness of the training and make updates to improve the training experience.

Evaluating the training

Along with evaluating the participants, you also need to evaluate the training. There are five areas of the training you need to evaluate, depending on the training type:

- **Training content**: I am a firm believer that the best way to determine whether training content is effective is to see whether participants can leave the classroom and actually do their job in the new system. This isn't a realistic option though if training occurs before the system is live, or if the training content is critical and you must evaluate whether it was effective before letting people in the real system. There are two ways to evaluate the training content in these instances. Both options can be used for classroom training and e-Learning. The two ways are as follows:

   - **Real-life simulations**: During the training course, have participants complete simulations that mirror the activities they will complete in the system as part of their day-to-day job. Include multiple simulations throughout the course to ensure that the content adequately prepares them to successfully complete all of their job responsibilities in the new system.
   - **Pre – and post – tests**: Prior to starting the training, have the participants take a test measuring their ability to use the new system. After the training, have them retake the test. This will help you measure the knowledge they have gained from the course content. Any questions that they still get wrong highlight areas where the content can be improved.

     To simplify the evaluation process, you can use the same test to evaluate the course that you use to evaluate the participants. Instead of only giving it at the end of the training, administer it at the beginning of the course as well.

- **Trainer:** Not all trainers are created equal. No matter how great the training content is, if the trainer doesn't do an effective job of delivering it, the participants won't get much from the course. Many training programs use **smile sheets** to evaluate trainers. Smile sheets are short surveys given to participants at the end of the course asking for their opinion on the training and the trainer. They are a quick and easy way to get real-time feedback about the trainer. While your survey will need to be customized for the course being delivered, you can use some of the following questions as a starting point:
   - Was the trainer knowledgeable about the subject matter?
   - Did the trainer provide opportunities to ask questions?
   - Did the trainer create a safe and positive learning environment?
   - Did the trainer present the information in a clear manner that was easy to understand?
   - Would you recommend this course to others on your team?

Tip

Whether you conduct the survey online or using pen and paper, I highly recommend that you ask participants to complete the survey before leaving the course. The second the participants walk out the door, your survey participation drops drastically.

- **Look and feel**: The use of graphics, color, charts, and other formatting all impact how people respond to training.

Tip

Look and feel is especially important for e-Learning, since it is often an entirely visual training medium with no instructor to help translate pictures and graphs.

Have someone who is not familiar with the content review the e-Learning course before you release it to participants. Ask them to check whether:

- Charts are clear and easily understandable
- Pictures and graphics distract from the content
- The colors of the font and graphics are easy to see on a computer screen
- Content is structured on the screen in a way that is easy to follow without additional explanation
- Any aspect of the look and feel is confusing, distracting, or overwhelming

- Supplementary materials: Supplementary materials should add to the effectiveness of a training course by summarizing key points in a format that is quick and easy for the participant to refer to outside of training. When evaluating supplementary materials, remember that:
  - They should not contain new content that was not covered in the training.
  - They should be succinct. If your material is longer than two pages, it's not supplementary, it's actual training.
  - A person who has completed the training should be able to understand the supplementary materials without requiring additional information.
  - There should be more graphics and fewer words.
- Training environment: Ask people who have attended the training about the classroom environment. It's amazing how easily people can be distracted by a flickering light bulb or a projector that shows a slightly fuzzy image.

Tip

Make sure that you check on the environment on a regular basis, as it can easily change over the course of a few days.

Piloting training

In some instances, you don't want to wait until you have started delivering the training to evaluate it. If you have a large group taking a course or you have a training course that you have concerns about, you can conduct pilot training.

Tip

Pilot training refers to delivering training to a small group of participants before delivering it to the entire training population. This gives you an opportunity to evaluate and update the training before the full rollout.

Super users are a good group to utilize for pilot sessions. They should already understand the system from their involvement in the project, so the information in the training will not be entirely new to them. This way, if there are any issues with the training, they are not completely lost. It is also beneficial because participating in pilot training allows them to receive training prior to the general population, and gives them the opportunity to take additional training by attending the course again during the second delivery.

If your project doesn't have super users, you can ask a few members from the project team to sit in a pilot session, or else select a few end users to participate in the pilot.

Tip

Make sure that you set the expectation with participants that this is a pilot session and so there may be a few rough edges during delivery.

After you have conducted the pilot training, hold a debrief session to gather feedback from the participants. This feedback will be invaluable in helping you update and improve the training before delivering it to the larger audience.

Improving the training

Once you have received the evaluation results, you can use the information to update and improve the training courses. Note that this should be an ongoing process. Each round of training delivery and evaluation will provide fresh feedback that will help improve the training.

On the other hand, it is important to remember that you will never please everyone, and you don't need to use every suggestion. If you have a four hour training course and someone complains that the course is too long and should only last one hour, think before you automatically make the change. Is the course really too long? If you really need four hours to adequately cover all of the required content, don't sacrifice the quality of the content just so you can cut the course from four hours to one.

Tip

One last note: Remember to build time to evaluate and update training courses into your training development plan. This process takes time, especially when you are making updates to e-Learning.

Exercise – planning for improvement

On a separate sheet of paper, create a survey you can give to participants to evaluate either a classroom training course or an e-Learning course.

Developing a sustainable training program

When all of your training courses are delivered and the new system goes live, it's nice to take a deep breath and relax after months of hard work. If your training program isn't sustainable, however, your relaxation will be short-lived.

> **Tip**
>
> Without a sustainable training program in place, you could spend weeks or months fielding questions from end users that could have easily been answered by content from the training material. A sustainable training program is designed to ensure that quality training remains available and up-to-date on an ongoing basis, even after the official training program is complete.

Why sustainable training is necessary

There are four main reasons why sustainable training is necessary:

- **Missed training courses**: As I've mentioned before, there will always be people who miss the training delivery window. They may be on vacation, off sick, or on maternity leave. They could be new employees who were hired after training was completed. There might be people who change jobs and need to learn how to use a new part of the system. Whatever the reason for missing the training, they now need to be trained. "The project is over. We don't have any training options" is not an acceptable response when one of these employees asks for training.
- **Unlike elephants, people forget**: No matter how good your training content is, and no matter how hard participants focus in class, people will forget a portion of what they learn in training. When they forget, they need the ability to return to training materials for a quick refresher on the topic. If the training materials aren't available, they will end up calling the help desk, guess how to complete the task, or find a way to do the activity without using the new system. All three options waste time and money.
- **Just-in-time training**: There are some activities, such as end of fiscal year financial activities that happen so infrequently that there's no need to train people on how to do them until "just in time." To conduct just-in-time training though, you need to have training available to end users after the standard training delivery period.
- **The system will change**: Systems do not stay static after the implementation. Upgrades, maintenance, and customizations are common occurrences. Sustainable training makes it possible to update the training to match the changes to the system. Training will also need to be updated as processes change.

> **Tip**
>
> If you do not update the training when changes are made to processes and technology, the training materials quickly become outdated and useless to end users.

Making training sustainable

When it comes to creating a sustainable training program, you need to consider people, processes, and technology.

- **People**: Making training sustainable requires time and effort from a person or team in the organization. Consider the following questions:
    - Who will be responsible for maintaining and updating the training? Will it be a central team that is responsible for updating all system-related training, or will each department be responsible for updating their own relevant training?
    - If a central team makes updates, will the run team do it? A dedicated training team?
    - If updates are made by the individual departments, who will have access to make changes?
    - For instructor-led training, who will deliver additional courses after the regular trainers have gone back to their day jobs?
- **Process**: Putting in place a strict process around training updates will help ensure that quality updates are made on a regular basis. Consider the following questions while creating the process:
    - How will you ensure that the technology team lets the right people know when they make changes to the system?
    - Is there a review process for changes to the training materials?
    - How will you ensure the updates are high quality?
    - How can you enable version control so that there is only one version of the training available at any given time?
    - How will you inform end users that new or updated training is available?
    - How can people request that changes be made to the training if they notice it is out of date?
- **Technology:** You will also need some sort of tool or technology to store training materials. It can be as high-tech as a **Learning Management System** (**LMS**), or as simple as a set of bookshelves that houses hard copies of the training binders. If you have a training portal or company shared drive, they can also be used to store the training. However you choose to store your training, make sure that it is easy to access and all end users know where to find the training that is relevant to them.

Exercise – making your training sustainable

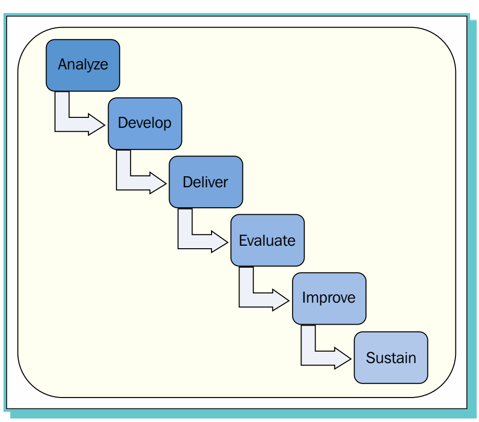
Complete the following table to begin creating your sustainable training strategy.

Category	Question	Your answer
People	Who will be responsible for maintaining and updating the training?	
	Who will deliver additional classroom training sessions?	
Process	How will you ensure the appropriate team knows when it is necessary to update the training?	
	What is the review process for changes?	
	How will you inform end users that updated training is available?	
Technology	How will you store training for long-term use?	
	Is the technology where the training is stored easily accessible to end users?	

Summary

Training is an important part of Change Management. It is one of the most labor-intensive and time-consuming activities you will plan and deliver. Although we didn't dive into the details of every aspect of developing and delivering training, you should now have a solid understanding of training concepts and a good start on your training strategy.

As you start to work on turning your strategy into a plan, remember these six basic steps:



Congratulations! You have successfully completed a very practical training course on Change Management. Continue to the last chapter (it's short, I promise) to review everything you've learned.

7

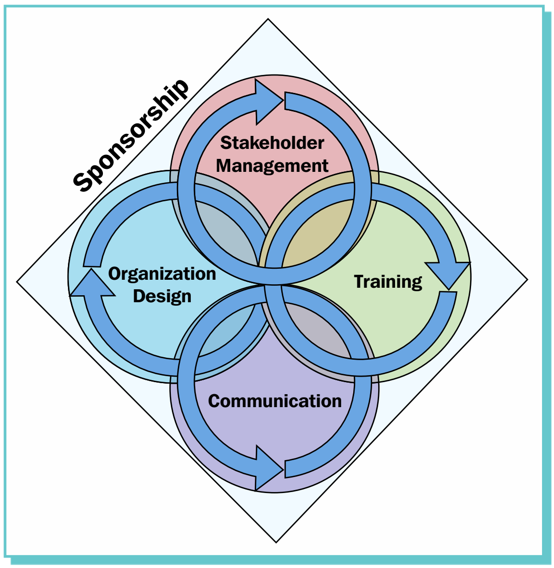
Ready, Set, Change

Whatever happened to the IT Manager from Acme Corporation? When we last saw him, he was worried that the people in his organization weren't ready to make the change from UBuy to We Shop. To mitigate the risks he identified, the IT Manager decided to sit down and create a Change Management plan.

He picked up a book called *Practical Change Management: Driving Organizational Change on IT Projects*, and worked his way through the exercises. When he was done, he took all of the templates he had completed and put them together. He was pleased to discover that he had made a good start on creating a Change Management plan that would help the employees at Acme accept that the way they did purchasing was changing, and enable them to adopt the new We Shop technology.

Putting it all together – consolidating your templates

Like the IT Manager, you now have an extensive set of completed Change Management templates that will help your organization accept and adopt change. Take a few minutes to look back at all of your templates. Remember, from *Chapter 1*, *What is Change Management?* that the pillars of Change Management are all interrelated, as shown in the following diagram:



Similarly, all of the templates you have completed are interrelated as well. The information in each template has an impact on the information in the other templates. Review what you've entered in the templates. As you read through each one, think about how it fits in with a comprehensive, integrated Change Management plan.

Your Change Management packet should contain the following templates:

- Team integration
- Developing partnerships
- Updating job descriptions
- Designing your ideal organization
- Working with the Steering Committee
- Working with your Executive Sponsors
- Building your Change Agent network
- Building your Super User network
- Analyzing your stakeholders
- Mapping current versus desired progress
- Identifying the tool impacts

- Identifying the process impacts
- Identifying the people impacts
- Including end users in the change process
- Conducting an audience analysis
- Conducting a vehicle analysis
- Creating the communication plan
- Matching training groups to the blended learning approach
- Estimating training development time
- Beginning your training delivery plan
- Creating your evaluation stance
- Making your training sustainable

That's 22 templates. Did you realize you had done so much work?

Top tips by chapter

Now that you've reviewed the information in each template and thought about how they all fit together, it's time to put together your detailed, integrated Change Management plan. As you do, keep in mind my top three tips from each chapter, explored in the following sections.

Chapter 1 – What is Change Management?

- More than 50 percent of projects fail to meet all of their objectives. A strong Change Management program greatly increases your project's chance of success.
- The Five Pillars of Change are: **Sponsorship**, **Stakeholder Management**, **Training**, **Communication**, and **Organization Design**. The activities in these five pillars are highly integrated.
- The Change Management team cannot work in silo. You must be integrated with the other project teams to be successful.

Chapter 2 – Establishing the Framework for Change

- Remember that people have both an intellectual and an emotional side. To help them adopt change, you must appeal to both.
- Help your project integrate with other departments and projects in your organization to ensure that everyone is working toward the same change objective.
- You may need to redesign some parts of your organization to ensure that it is designed to support the adoption of the change. Don't wait until the end of the project to begin creating your ideal organization.

Chapter 3 – Building Sponsorship for the Change

- A change network helps to build ownership and adoption of the change throughout the organization. It is especially helpful in managing change in complex organizations with multiple divisions, many departments, or diverse geographies.
- Think hard about the characteristics that make a good sponsor and carefully select people who meet the criteria.
- Provide support and encouragement to your sponsors throughout the project. They are dedicating a lot of time and effort to supporting the change. You should be dedicating just as much time and effort to supporting them.

Chapter 4 – Managing Your Stakeholders

- Different sets of people will be impacted by the change in different ways and at different times. To increase adoption of the change across these various groups, you will need to customize your change program to ensure that the right people participate in the right activities at the right time.
- Remember that not everyone will adopt the change at the same rate. Be prepared to work with people who are slow to adopt, as well as those who adopt the change quickly.
- Don't forget that the people on the project team are stakeholders, as well. They are often under a lot of pressure and need just as much support as other stakeholder groups.

Chapter 5 – Communicating the Change

- Communication needs to be a two-way conversation. The information your stakeholders need to communicate to you is just as important as the information you need to communicate to them.
- Communicate in a way that works for your organization. There is no "one size fits all" approach to communication.
- When you think you have communicated enough, communicate more.

Chapter 6 – Using Training to Prepare Your Stakeholders

- Use a blended learning approach to build the most effective training program.
- Training development takes a long time. Remember to plan plenty of time for development so that your team can create high-quality training.
- Make sure your training is sustainable so that people can continue to access the training even after the project is done.

Spreading the word about Change Management

You've read the book. You've completed the exercises. You're ready and able to implement a successful Change Management program. Before you do though, remember that one of the main themes in this book is integrating Change Management with other teams across the organization.

Taking the time to share what you know about Change Management with others in your organization will improve the change program by:

- Ensuring that leadership and your project team understand what Change Management is and why it is important to the success of the change, thus increasing their support of the Change Management program
- Helping others understand how Change Management fits in with the overall project, so that it can be better integrated with the activities being performed by the team
- Building others' Change Management knowledge so that they can help you execute Change Management activities
- Developing a "people mindset" in the team, so they remember that people, with all of their ideas, beliefs, and emotions, are at the center of implementing a successful change

Summary

In *Chapter 1*, *What is Change Management?* I defined Change Management as:

> *"A set of activities and tools designed to help people successfully adopt a change."*

You now know what activities you need to do. You have the tools to do them. Most importantly, you know that people, in all of their complexity, are the key to success.

All that's left to do is change.