

2023

شركة البترول الوطنية الكويتية

إحدى شركات مؤسسة البترول الكويتية
A Subsidiary of Kuwait Petroleum Corporation

KNPC



KNPC PROJECT METHODOLOGY

KNPC Project Methodology (KPM), Rev 3

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Revision History

#	Date	Description	Prepared By	Reviewed By	Approved By
2	28-11-2019	KNPC Project Methodology Rev 2	Team Leader – Portfolio & Program Management	A/Manager - Management Support	Deputy CEO - Fuel Supply Operations
1	12-3-2014	KNPC Project Methodology Rev 1	A/Team Leader - Program Management	Manager - Management Support	Deputy CEO - Planning & Local Marketing
0	8-6-2009	KNPC Project Methodology Rev 0	Team Leader - Program Management Methods	Manager - CTO	DMD - Finance & Admin

Next Revision: 2027

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KNPC PROJECT METHODOLOGY

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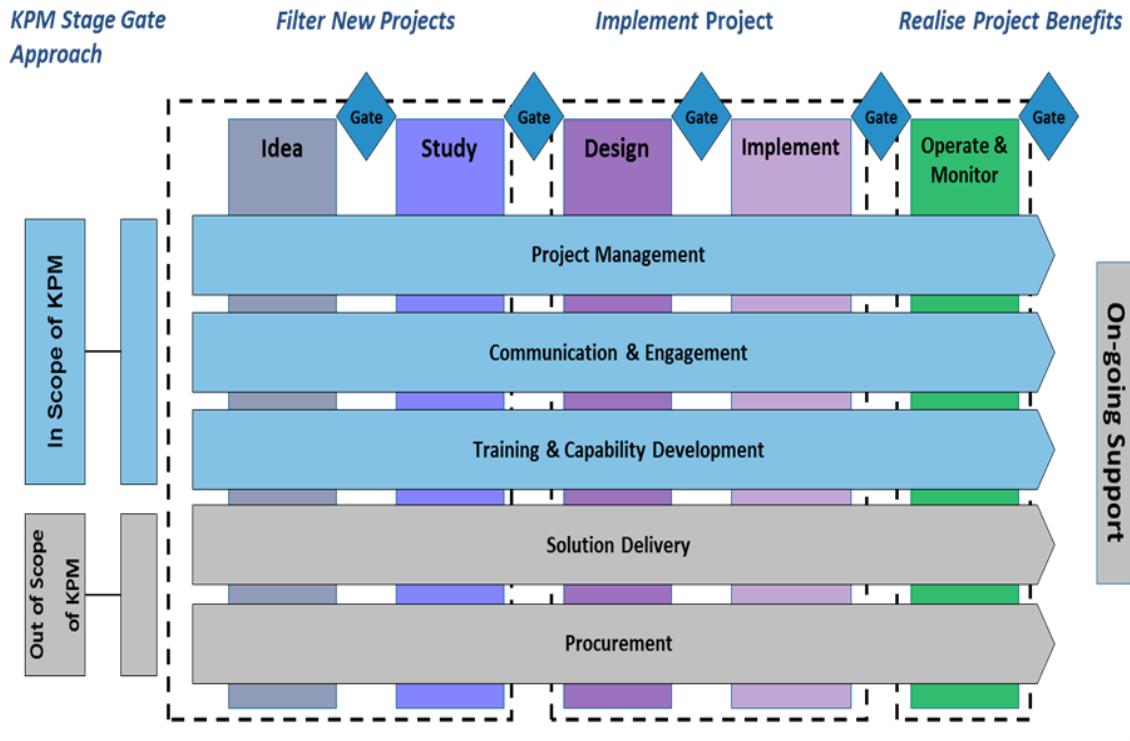
Introduction

1. Introduction

1.1. Overview

- The Project Methodology is defined as a combination of practices, methods, techniques, procedures, processes and rules that determine how best to plan, develop, control and deliver a project throughout the continuous implementation process until successful completion and termination. It is a systematic approach to project design, execution and completion. KNPC Project Methodology Developed by Management Support Department for supporting project management and change management aspects of project delivery and improving project execution.
- The Purpose of KNPC Project Methodology is to standardize, structure, and organize work methods. This helps to focus in all projects at the same way and allows us to repeat successful aspects, learn from mistakes, and resulting in a continuous improvement process.
- The KNPC Project Methodology consists of a structured toolset focused on improving the delivery of business capabilities at KNPC by providing the organization with a standard, transparent process for managing projects from initiation to operation.
- The KNPC Project Methodology considered as general guidelines that provides a structured framework for planning, mobilizing, and managing programs and projects in a consistent, disciplined manner. The guidelines steps to be followed by all departments, and the approvals and implementation for the project shall be as per the latest version of KNPC Project Control Procedure.
- KNPC executes Capital Programs from KPC which are categorized in three types – National, Critical and Operational.
- The KNPC Project Methodology consists of five Stage Gates containing structured activities as per latest version of KNPC Project Control Procedure. Stages are distinct phases of deliverables, techniques, and processes carried out in succession around critical decisions across the project lifecycle. Each stage is governed by a Stage Gate, which are checkpoints with standard decision criteria that determine a project's readiness.
- Projects are identified by Refineries, Local marketing, etc. and executed by applying the stage gate approach consisting of the following five stages:
 - Idea stage
 - Study stage
 - Design stage
 - Implement stage
 - Operate & Monitor stage
- Stage gate reviews are carried out by Executive Portfolio Management Committee (EPMC) / Project Review Committee (PRC).

- For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.
- The five stages work streams, and stage gates are as shown below:



1.2. Idea Stage

The objective of the Idea stage is to develop a business concept into a clear scope of work to determine overall project feasibility and alignment with KNPC objectives. The key input to the Idea stage is a raw idea for a new initiative that aims to solve a business challenge facing KNPC.

Activities

- The raw idea for a new initiative is charted down in the Technical / Business Study Proposal to assess the project's ability to generate its expected value in the long term and ensure alignment with KNPC strategic objectives.
- Identify the key stakeholders and assess the project with decision makers, major influencers and target users maintained in the form of Stakeholder Profile.
- Portfolio Template & Benefit Tracking Templates are developed to justify the projects required investments in terms of achievable benefits.

Outcome

- High level understanding of proposed of project scope, timelines, cost, and expected business outcomes is carried out with stakeholder who will influence or be impacted by the project.
- The initiatives are filtered and reviewed for alignment with KNPC strategic objectives, whether the idea is beneficial for KNPC and it is initiated at the proper time and further prioritization required.

Stage Gate Review

- The Idea stage gate review assessment criteria enable the Executive Portfolio Management Committee (EPMC) to determine the appropriateness of progression to Study stage. For all studies, Corporate Planning (Technical Studies) / Management Support (Business Studies) review and assessment shall be presented to EPMC. The result of the stage gate assessment will be "Approved in Principle/ Drop/ Defer to Study stage".

KNPC PROJECT METHODOLOGY : IDEA STAGE DELIVERABLE LIST - WORK STREAM WISE				
STAGES	DELIVERABLES			
IDEA	PM Project Proposal	PM Portfolio Template	PM Benefit Tracking Template	C&E Stakeholder Profile
Legend				<i>Deliverable Created</i>
Legend of Work Streams				<i>Deliverable Updated</i>
Legend of Work Streams PM Project Management C&E Communications & Engagement T&CD Training & Capability Development				
All templates and Guidelines are available in MS Department website				

For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.

1.3. Study Stage

The objective of the Study stage is to refine the scope of the solution that will be implemented and lay the groundwork for a successful implementation.

Activities

- The key inputs that are the EPMC authorization to progress and the completed Idea stage deliverables are used as the basis to refine the project scope into a Project Charter and project schedule into Work and Resource plans.
- Risk Management Plan initiated to assess managing project risk and Change Impact Assessment carried out to identify the impact on various areas of the organization.
- Stakeholder Expectation Matrix is maintained for understanding the expectation of stakeholder groups and Communication Strategy defined for engaging the affected stakeholders.
- Deliverables to be created and updated as per the attached KPM overall deliverable list for relevant stages.

Outcome

- A defined project with clear justification, scope, timeline including key tasks, target dates & milestones and project cost highlighting resource requirements.
- Process for managing the project during the Design and Implementation stages.
- Strategy for communicating to stakeholder and building their skill level.

Stage Gate Review

The Study Stage Gate Review assessment criteria enable the Executive Portfolio Management Committee for Business Study and Project Review Committee for Technical Study to determine the appropriateness of progression to the Design stage. The result of the stage gate assessment will be to “Approved (in principle)/ Dropped/ Deferred” to Design stage”.

KNPC PROJECT METHODOLOGY : STUDY STAGE DELIVERABLE LIST - WORK STREAM WISE													
STAGE	DELIVERABLES												
	PM	PM	C&E	PM	PM	PM	PM	PM	C&E	C&E	C&E	PM	
STUDY	Portfolio Template	Benefit Tracking Template	Stakeholder Profile	Project Charter	Work Plan	Resource Plan	Risk Management Plan	Project Status Reporting	Stakeholder Expectation Matrix	Communication Strategy	Change Impact Assessment	Study Stage Closure Report	
Legend <i>Deliverable Created</i>													
Legend of Work Streams PM Project Management C&E Communications & Engagement T&CD Training & Capability Development													
All templates and Guidelines are available in MS Department website													

For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.

1.4. Design Stage

The objective of the Design stage is to define the implementation details needed for successfully deploying the project solution. The key inputs to the Design stage are the Project Review Committee & Executive portfolio Management Committee's authorization to progress from the Study Stage Gate Review and the completed Study stage deliverables.

Activities

- Design and refine the project solution, schedule and resource plan.
- Develop the communication plan for execution of all project communication activities and materials for delivering important project communication.
- Schedule a training deployment plan to track the project training solution and performance support plan which defines course structure and describes content for training and performance support.
- Provide standards for use in development of training and/or performance support materials.
- Deliverables to be created and updated as per the attached KPM overall deliverable list for relevant stages.

Outcome

- A well-defined project with clear justification, scope, timeline and budget.
- Process for managing the project during the Design and Implementation stages.
- A strategy for communicating to stakeholders and building their skill levels

Stage Gate Review

The Design Stage Gate Review Criteria provide the Project Review Committee to review and verify the Technical Study outcome prior to presenting it to Executive Portfolio Management Committee with a checklist for assessing the project's progress and readiness to advance to the Implement stage. The result of the stage gate assessment will be to "Approved /Dropped /Deferred progression to Implement stage" thereby Finance release fund for Implement Stage.

STAGE	KNPC PROJECT METHODOLOGY : DESIGN STAGE DELIVERABLE LIST - STREAM WISE																					
	DELIVERABLES																					
DESIGN	Portfolio Template	PM	PM	C&E	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	T&CD	T&CD	T&CD	T&CD	
	Benefit Tracking Template		Stakeholder Profile		Project Charter		Work Plan		Resource Plan		Risk Management Plan		Project Status Reporting		Stakeholder Expectation Matrix		Communication Strategy		Issue Management Plan		Dashboard	
																			FEED Audit			
																			Communication Plan			
																			Change Readiness			
																			Training Needs Assessment			
																			Training and Performance Support Strategy			
																			Training & Performance Support Curriculum Design			
																			Training Deployment Plan			
																			Training & Performance Support Standards			
																			Design Stage Closure Report	PM		

For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.

1.5. Implement Stage

The objective of the Implementation stage is to build and deploy the solution across the organization in a structured manner. The key inputs to the Implement stage are the Project Review Committee & Executive Portfolio Management Committee's authorization to progress from the Design Stage Gate Review and the completed Design stage deliverables.

Activities

- Project to be included in the existing or new Program to achieve optimum investment program.
- Build and test the solution and roll it out across the organization.
- Continue delivering and refining communications based on feedback from the stakeholders.
- Provide captured feedback from training audience to assess effectiveness and determine if additional actions are required.
- Deliver training content and job aids to target audiences in support of necessary competency building and confirm stakeholder understanding through feedback

Outcome

- A well-defined Project with clear justification, scope, timeline and budget.
- Solution built and operating in the business.
- Stakeholders capable of operating the solution.
- Deliverables to be created and updated as per the overall deliverable list for relevant stages.

Stage Gate Review

The Implement Gate Review Criteria provide the PRC (for Technical Studies) / EPMC (for Business Studies) with a checklist for assessing the effectiveness of the deployment and readiness for Operate & Monitor (Technical Study) / Monitor & Evaluate (Business study). The result of the stage gate assessment for Technical studies will be "Approved to Operate & Monitor stage/ Not to Operate & Monitor Stage/ Additional Implementation Activities required and for Business studies the result will be "Approve to Monitor & Evaluate stage/ Dropped/ Deferred" thereby Finance to release fund.

KNPC PROJECT METHODOLOGY : IMPLEMENT STAGE DELIVERABLE LIST - WORK STREAM WISE														
STAGE	DELIVERABLES													
IMPLEMENT	PMI	PM	PM	PM	PM	PMI	PM	PM	C&E	C&E	C&E	T&CD	T&CD	PM
	Portfolio Template	Project Charter	Work Plan	Resource Plan	Risk Management Plan	Project Status Reporting	Issue Management Plan	Dashboard	Stakeholder Profile	Communication Plan	Communication Materials	Training & Performance Support Materials	Training Evaluation Feedback Tool	Implement Stage Closure Report
Legend	Deliverable Created										Deliverable Updated			
Legend of Work Streams			PM	Project Management			C&E	Communications & Engagement			T&CD	Training & Capability Development		
All templates and Guidelines are available in MS Department website														

For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.

1.6. Operate & Monitor Stage (Technical Study) / Monitor & Evaluate Stage (Business Study)

The objective of the Operate & Monitor stage is to realize the benefits from implementing the solution and transition to a permanent support function. The key inputs to the Monitor & Operate stage are PRC (for Technical Studies) / EPMC (for Business Studies) authorization to progress from the Implement Stage Gate Review and the completed Implement stage deliverables.

Activities

- Conduct project closeout with project team members and key stakeholders.
- Measure benefits and compare against expected benefits through Support Transition Report & Project Closure Report.

Outcome

- Project solution part of day -to -day business.
- Understanding of whether project objectives and benefits were realized.

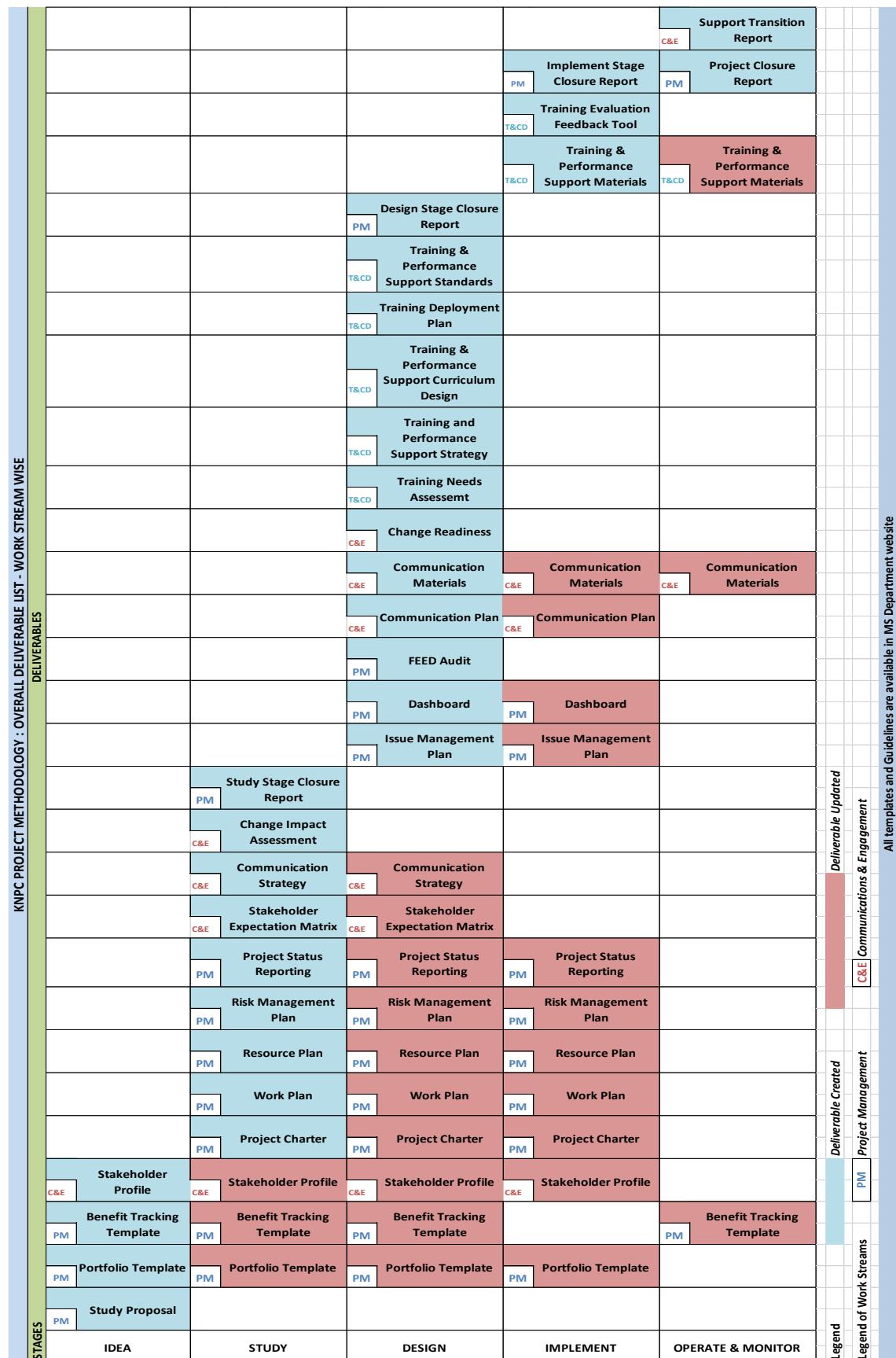
Stage Gate Review

The Monitor and Operate Gate Review Criteria provide the PRC (for Technical Studies) / EPMC (Business Studies) with an understanding of achieved benefits and the ability to declare the project closed.

KNPC PROJECT METHODOLOGY : OPERATE & MONITOR STAGE DELIVERABLE LIST - WORK STREAM WISE					
STAGES	DELIVERABLES				
	PM	C&E	C&E	PM	C&E
OPERATE & MONITOR	Benefit Tracking Template	Communication Materials	Training & Performance Support Materials	Project Closure Report	Support Transition Report
Legend		Deliverable Created			
Legend of Work Streams		PM	Project Management	C&E	Communications & Engagement
T&CD Training & Capability Development					
All templates and Guidelines are available in MS Department website					

For process flow details of KNPC Project types, refer latest version of KNPC Project Control Procedure.

1.7. Overall Deliverable List



2. Project Management Templates & Guidelines

Project Management Templates & Guidelines

2.1. Technical / Business Study Proposal Template



2.1 Technical / Business Study Proposal

2.1.1 Technical Study – Tentative

2.1.2 Technical Study – Final

2.1.3 Business Study – Tentative

2.1.4 Business Study – Final

Technical Study Proposal – Tentative

Technical Study Proposal – Tentative			
1) Technical Study Details and Signatories			
Technical Study Title:			
Initiating Department:			
Study Initiator:		Study Proposal No:	
Sponsor:		Category:	
Request for Approval for New Technical Study Proposal <input type="checkbox"/> Feasibility <input type="checkbox"/> FEED <input type="checkbox"/> Combined Feasibility & FEED			
Signed: _____ Department Manager: _____ Date: _____			
Assessment by Corporate Planning (<i>Attach completed assessment form</i>)			
Executive Portfolio Management Committee review required?		Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
Signed: _____ Manager, Corporate Planning : _____ Date : _____			
Remarks:			
<u>For Minor Studies</u>			
Sponsoring DCEO:		Date:	
2) Define Technical Study Purpose			
Study Objective			
Business Challenge			
Study Scope			
High-Level Approach			

Technical Study Proposal - Tentative (contd.)

3) Alignment with KNPC Strategic Objectives and Balanced Scorecard			
KNPC Strategic Objectives Supported			
KNPC Balanced Scorecard Measures Impacted			
Initiating Department/Refinery Measures	Technical Study Impact		
4) Identify Estimated Cost and Technical Study Resource Requirements			
Estimated Cost			
Estimated Cost for Study Stage (KD)			
Estimated Total Project Cost (KD) – If Available			
Estimated Phasing for Study Stage			
Years	Amount For Study Stage		
Year 1			
Year 2			
Total			
Study Stage Duration and Execution Schedule (provide attachment, if required)			
Duration			
Execution Milestones			
Deliverables			
HSE Studies Review Committee requirements (Provide HSE Assessment Form)			
EIA Required? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	QRA Required? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	Other Studies Required (provide attachment)? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	
Estimated Technical Study Team Resource Requirements (provide attachment, if required)			
Source	Number (Part Time/Full Time)	KNPC Department / KPC or Other Subsidiary	Skill / Capability Requirements
Staff Members			
External		N/A	
5) Consequences and Key Assumptions			
Consequences if the proposal is not adopted			
Key Assumptions			

Technical Study Proposal – Final

Technical Study Proposal – Final			
1) Technical Study Details and Signatories			
Technical Study Title:			
Initiating Department:			
Study Initiator:		Study Proposal No:	
Sponsor:		Category:	
Confirm Technical Study Proposal: <input type="checkbox"/> Feasibility <input type="checkbox"/> FEED <input type="checkbox"/> Combined Feasibility & FEED			
Signed:	Department Manager	Date:	
Review by Corporate Planning			
Signed:	Manager, Corporate Planning:	Date:	
Re-approval of Minor (if needed)			
Signed:	Concerned DCEO:	Date:	
Review by Finance			
Signed:	Manager, Finance :	Date :	
Approval for Technical Study Proposal			
Signed:	DCEO, P&F :	Date :	
Signed:	CEO:	Date:	
Remarks:			
2) Define Technical Study Purpose			
Study Objective			
Business Challenge			
Study Scope			
High-Level Approach			

Technical Study Proposal - Final (contd)

3) Alignment with KNPC Strategic Objectives and Balanced Scorecard			
KNPC Strategic Objectives Supported			
KNPC Balanced Scorecard Measures Impacted			
Initiating Department/Refinery Measures	Technical Study Impact		
4) Identify Estimated Cost and Technical Study Resource Requirements			
Estimated Cost			
Estimated Cost for Study Stage (KD)			
Estimated Total Project Cost (KD) – If Available			
Estimated Phasing for Study Stage			
Year	Amount For Study Stage		
Year 1			
Year 2			
Total			
Study Stage Duration and Execution Schedule (provide attachment, if required)			
Duration			
Execution Milestones			
Deliverables			
HSE Studies Review Committee requirements (Provide HSE Assessment Form)			
EIA Required? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	QRA Required? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	Other Studies Required (provide attachment)? Yes: <input type="checkbox"/> No : <input type="checkbox"/>	
Estimated Technical Study Team Resource Requirements (provide attachment, if required)			
Source	Number (Part Time/Full Time)	KNPC Department / KPC or Other Subsidiary	Skill / Capability Requirements
Staff Members			
External			
5) Consequences and Key Assumptions			
Consequences if the proposal is not adopted			
Key Assumptions			

Business Study Proposal – Tentative

Business Study Proposal – Tentative			
1) Project Details and Signatories			
Project Title:			
Initiating Department:		Submission Date:	
Project Initiator:		Study Proposal No:	
Sponsor:			
Request for Approval for Business Study : <input type="checkbox"/> Study <input type="checkbox"/> Design <input type="checkbox"/> Combined Study & Design			
Signed:	Department Manager:	Date:	
Review by MSD Department (<i>Attach completed assessment form</i>)			
Signed:	Manager, MSD Department:	Date:	
Executive Portfolio Management Committee review required?		Yes: <input type="checkbox"/> (strategic projects) No: <input type="checkbox"/> (non-strategic projects)	
In-principle Approval for Business Study			
Stage Gate Review conducted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Stage Gate Review outcome:	<input type="checkbox"/> Approved: <input type="checkbox"/> Dropped: <input type="checkbox"/> Deferred:		
Remarks:			
Sponsoring DCEO: _____ Date: _____			
2) Define Project Purpose			
Preliminary Project Scope Statement			
High-Level Approach			
Business Challenge			
Project Business Objectives			

Business Study Proposal – Tentative (contd)

3) Identify Business Impact		
Organization Units Impacted (Department / Level)	Description of Impact	
Business Processes Impacted	Description of Impact	
4) Alignment with KNPC Strategic Objectives and Balanced Scorecard		
KNPC Strategic Objectives supported		
KNPC Balanced Scorecard Measures Impacted		
Initiating Department/Refinery Measures	Project Impact	
5) Identify Estimated Cost and Project Resource Requirements		
Estimated Cost		
Estimated Cost for Study Stage (KD)		
Estimated Total Project Cost (KD)		
Estimated Phasing		
Years	Amount	
Year 1		
Year 2		
Total		
Estimated Project Team Resource Requirements		
Source	Number (Part Time/Full Time)	Skill / Capability Requirements
Staff Members		
External		
6) Consequences and Key Assumptions		
Consequences if the proposal is not adopted		
Key Assumptions		

Business Study Proposal – Final

Business Study Proposal – Final			
1) Project Details and Signatories			
Project Title:			
Initiating Department:		Submission Date:	
Project Initiator:		Study Proposal No:	
Sponsor:			
Confirm Study Proposal	<input type="checkbox"/> Study	<input type="checkbox"/> Design	<input type="checkbox"/> Combined Study & Design
Signed :	Concerned DCEO :	Date :	
Review by MSD Department			
Signed:	Manager, MSD Department:	Date:	
Review by Finance			
Signed :	Manager, Finance :	Date :	
Approval for Business Study Proposal			
Signed:	DCEO, P&F :	Date :	
Signed :	CEO :	Date :	
Remarks:			
2) Define Project Purpose			
Preliminary Project Scope Statement			
High-Level Approach			
Business Challenge			
Project Business Objectives			

Business Study Proposal – Final (contd.)

3) Identify Business Impact		
Organization Units Impacted (Department / Level)	Description of Impact	
Business Processes Impacted	Description of Impact	
4) Alignment with KNPC Strategic Objectives and Balanced Scorecard		
KNPC Strategic Objectives supported		
KNPC Balanced Scorecard Measures Impacted		
Initiating Department/Refinery Measures	Project Impact	
5) Identify Estimated Cost and Project Resource Requirements		
Estimated Cost		
Estimated Cost for Study Stage (KD)		
Estimated Total Project Cost (KD)		
Estimated Phasing		
Years	Amount	
Year 1		
Year 2		
Total		
Estimated Project Team Resource Requirements		
Source	Number (Part Time/Full Time)	Skill / Capability Requirements
Staff Members		
External		
6) Consequences and Key Assumptions		
Consequences if the proposal is not adopted		
Key Assumptions		

2.2. Technical / Business Study Proposal Guideline

1. Overview

1.1 Definition

The Project Proposal provides a detailed description of a proposed initiative for management consideration. The document describes the Project's proposed objectives, provides an overview of the Project's overall scope, key milestones, and high-level approach for handling the business challenge, identifies business impacts, estimated costs, and resource requirements, and ensures Project alignment with KNPC strategic objectives.

1.2 Objective

The objective of the Project Proposal is to assess a Project's ability to generate its expected value in the long term and ensure alignment with KNPC strategic objectives.

Note: The Project Proposal is the required form for all new business study and technical initiatives.

1.3 Input

An idea for a new initiative that addresses a specific KNPC business challenge is the key input for the Project Proposal.

1.4 Roles

- The Project Proposal is developed by the Project Initiator
- The Project Proposal is initially signed-off by Department Head
- For business study initiatives, the Project Proposal is assessed by Management Support Department to ensure alignment with strategic objectives, fit within KNPC Journey Map, and timing and prioritisation
- For business study initiative, the Project Proposal is presented to the Executive Portfolio Management Committee (CEO + all DCEOs) as part of the Idea Stage Gate Review. Upon authorisation following the review, the Project Proposal is returned to the Project Initiator to finalise. Upon completion, the Project Initiator provides the document to the Management Support Department to facilitate formal signoff from the CEO.

Note: Technical study initiatives are reviewed by Corporate Planning according to current departmental processes.

1.5 Users

- Used by the Project Sponsor and the Executive Portfolio Management Committee to validate Project and authorise progression to the Study stage

2. Completion Process

Section 1: Provide general Project information

Section 1.1: Project Details

Information is requested around:

- Project Title: Name of the Project
- Initiating Department: Details of the department sponsoring the Project

- Sponsor: Name of the initiative's sponsor.
- Project Initiator: Name of the Project Initiator (for the Study Phase and not necessarily for the entire Project)
- Submission Date: Date of Submission of the Project proposal template to Corporate Planning / Management Support Department.
- Budget Reference Number: Each capital project proposal has to be assigned a reference number denoting the initiating department, together with a reference to the budget year when the project was initiated.
Example: 2013/2/3/04 means that the project is proposed by MAA Refinery (The figure 3 is assigned for MAA Refinery) in 2013/2014 budget and is given a serial number of 4 among the said Refinery proposals. The figure 2 refers to the number assigned to KNPC. Other Company Departments are assigned the following numbers: 1 for HO including General Services, 2 for SHU Refinery, 4 for MAB Refinery, 5 for Local Marketing and 6 for Safety, Health & Environment. Once this budget reference has been assigned for a capital project proposal, this reference must not be amended or re-issued even if the project concerned has been cancelled or completed.
- Category: Each project proposed has to be classified into one of the following, categories in accordance with its principle objective:
 - A. Maintaining present position
 - B. Improving profitability (reduction in cost energy saving or increased revenue).
 - C. Statutory and safety requirements or social responsibility including environmental constraints.
 - D. Others, if any (to be specified).

Section 2: Identify the business challenge and Project's business objectives

Section 2.1: Business Challenge

The purpose of a Project is to solve a business challenge. A business challenge is a question, issue, or situation facing the organization which needs to be answered or resolved. In this section, state in specific terms what problem or issue this Project proposes to resolve. Some examples of challenges could be

- Skill levels of staff in department
- Extensive manual process with very little automation
- Low efficiency level in a process unit etc.
- Market opportunity and/or customer requirements

The objective is to provide a clear understanding of why the Project is being proposed.

Section 2.2: Business Objectives

The Project's business objectives must identify what the Project will achieve. They should reflect the Project's desired results in answering or resolving the stated business challenges. Some examples of business objectives are

- Improved productivity
- Enhanced control and improved audit trail through use of automation
- Reduced attrition rate
- Improved skills due to focused training etc.
- Fulfil specific customer requirement
- Provide competitive advantage by responding to market opportunity

Section 3: Provide Project overview

Section 3.1: Preliminary Project Scope Statement

The preliminary Project scope statement describes the work that is needed to produce the benefit that the Project aims to achieve. This initial Project scope statement provides the foundation for further refinement and clarification during subsequent stages.

A well-written scope statement clearly defines what the Project will and will not aim to accomplish in order to enable maintaining focus on the achievement of desired results.

In the project scope section, sufficient details should be provided covering all the main aspects of the project, particularly the following:

- High level scope of work
- The technology or process involved, where applicable
- The envisaged implementation and contracting plan
- Comparison with existing facilities (for replacement items)
- For projects involving purchase items, the number / quantity of each item to be provided, where applicable
- Data regarding dimensions of buildings, lengths of piping and cabling, capacities of main equipment, etc., where applicable

If the proposal has been the result of a preceding project study, the relevant study report or its executive summary is to be attached.

Section 3.2: High Level Approach

The high-level approach outlines how the Project will approach solving the business challenge. This should include an identification of the nature of the proposed Project solution (i.e., procedural, skill, technology, etc.).

Section 4: Identify the business impact

Given their transformative nature, all Projects have some degree of impact on the business. In this section, the Project's business impacts are analyzed from two perspectives. First, determine the impact of the proposed Project on specific segments of the workforce by organization level and department/division. Second, describe the overall business impact of any proposed new business processes.

This understanding of the potential solution's impact on current business processes and the degree of organizational change required will help gauge the anticipated level of stakeholder resistance. The methodology's Stakeholder Profile tool will analyze and plan for this resistance in further detail.

Section 4.1: Organisational Impact

In this section, the Project initiator needs to identify the specific organisational units that are impacted by the change.

The impact could be on processes, procedures, skills, competencies, IT systems etc... Based on the nature of impact identify the departments/divisions and the organisational levels that are impacted by the change.

Section 4.2: Business Process Impact

Based on the change that would be brought about by the Project, identify the business processes that will change and its impact on the business.

Some examples of business processes and its impact are illustrated below, the context is a new functionality upgrade in the Maximo system which impact how spare parts are ordered:

Business Processes	Impact on Business
Spare parts ordering process	- Change in functionality will mean additional approval required to order spare parts
Approval process for indents raised	- In order to improve control over orders placed, the indent creator cannot approve it himself. It needs to be approved by another person

Section 5: Align with KNPC Strategic Objectives and Balanced Scorecard

Section 5.1: KNPC Strategic Objectives Supported

All proposed Projects should align with KNPC strategic objectives. This aims at ensuring that the Project is consistent with Management's on-going strategic vision for the organization. In this section, offer a brief explanation for how this Project will support each applicable strategic objective. If the Project does not support a strategic objective, provide an explanation for why the Project is being proposed.

Section 5.2: KNPC Balanced Scorecard Measures Impacted

All proposed Projects should be consistent with KNPC's Balanced Scorecard. In this section, cite the specific measures in the scorecard that will be impacted by the Project. Again, if the Project does not support KNPC's Balanced Scorecard, provide an explanation for why this Project is being proposed.

Section 6: Identify estimated costs and Project Resource Requirements

Project execution requires the consumption of resources including funding, personnel, facilities and equipment. This principal goal of this section is to provide Top Management with estimated costs involved for the Project in the Study stage.

Section 6.1: Estimated Cost

Identify the Project's estimated cost for the Study stage. This cost estimate must be shown in Kuwaiti Dinars. The estimated cost is to be based upon the scope of work defined.

The study costs will include and is not limited to:

- Consultant support
- Benchmarking costs, where applicable
- Feasibility study / Market survey to be commissioned etc.

In addition, if available, provide details regarding the view on total estimated cost for the entire Project. This entire Project estimate will be further refined after detailed studies are completed.

As an attachment, sufficient information shall be provided on the basis and assumptions of the project costing to substantiate the cost estimate. The currency exchange rates and the inflationary price escalations shall be in accordance with the Budget Guidelines. This information would be used by corporate planning for budgeting purposes.

Section 6.2: Estimated Phasing for Study Stage

Provide yearly phasing for the estimated expenses for the Study Stage.

Section 7: Consequences and Key Assumptions

Section 7.1: Consequences if Proposal is not adopted:

This section captures the effects on the Company's business if the project proposal is not adopted. For instance, the effect of one or more year's delay in project implementation on Company's operations and operational goals are to be clearly stated.

Section 7.2: Key Assumptions

Highlight any major assumptions that have been made while preparing this document. Include assumptions around start date, number of resources required, and availability, cost estimates, etc.).

Section 8: Signatories

The Project Initiator will prepare the Project Proposal and obtain internal go-ahead from his Department Head. After which the Project Proposal template will be forwarded to Corporate Planning (Technical) / Management Support Department (Business).

CPD/MSD will prepare its assessment and review it during the Idea Stage Gate Review with CEO and DCEO's. On obtaining their in-principle approval the sign-off sheet would be signed with the relevant remarks and sent back to the Project Initiator to finalise.

Upon completion, the Project Initiator provides the document to the CPD/MSD to facilitate final approvals, including CEO sign-off.

3. Additional Considerations

- Ensure sponsor and executive ownership of the Study Proposal
- Spend time with stakeholders. Identify key influencers and decision makers. Define the business outcomes with their participation. Define and agree on all assumptions to prevent future issues and confusion.

2.3. Portfolio Template



2.3 Portfolio Template

KNPC Portfolio Template
(MSD-P&PM-22-0004, Version-10)



User Guide

Please read the instructions below before starting to fill-out the template

Step 1: Ensure you are using the latest and correct version of the KNPC Portfolio Template by visiting the Management Support (MSD) Website at: <http://portal.knpc.net/ms/> or by directly contacting Portfolio & Program Management team of MSD.

Step 2: Filling out the Template:



The following fields are **MANDATORY** and must be filled-out by the user. (Refer point C below)



The following fields indicate additional information or comments to be filled-out by user if necessary.



The following fields are automatically filled-out by the template.

Guidelines when filling out the template:

- a. All financial numbers **MUST** be entered in Millions Kuwaiti Dinar (e.g. 5 = 5,000,000).
- b. It is the responsibility of the individual filling out this template to ensure that all financial numbers are accurate and in accordance with Corporate Planning guidelines - this may require meeting with Corporate Planning for discussion and validation of financial numbers (costs, benefits, NPV, IRR etc.).
- c. Not all information required may be available when filling out the template, especially for IDEA or STUDY Stage projects. Fill out all the information currently available and provide best estimates for the other fields.
- d. A detailed step-by-step user guide is available to support you in completing this template. This can be downloaded from MSD website.
For extra justification use the "Notes" tab.

Step 3: Save the template in the following naming format:

PT_Project Name_Date in DD-MMM-YYYY, e.g. PT_Replace Hydro Cracker_01-Jan-2015

Step 4: Send the completed template to MSD through Project Stage Gate System (PSGS).

Investment Category

Growth investments relate to an increase in the scale of the business without improving the underlying performance of the asset. These investments are mainly evaluated on the financial benefits that are generated, and whether they	<div style="display: flex; justify-content: space-around; width: 100%;"> Growth Productivity </div> <div style="display: flex; justify-content: space-around; width: 100%;"> Innovation Maintain Position </div>	Productivity investments drive short-term profitability and utilization improvements within existing assets. Such projects focus on generating immediate benefits, financial returns and benefitting from windows of
---	--	---

Innovation investments test new opportunities to demonstrate productivity improvement or growth potential in areas of strategic importance. The biggest focus is on strategic alignment and	<div style="display: flex; justify-content: space-around; width: 100%;"> Growth Productivity </div> <div style="display: flex; justify-content: space-around; width: 100%;"> Innovation Maintain Position </div>	Maintain Position investments are necessary to maintain the functionality and performance levels of existing assets. The focus is on protecting the value currently generated. Such projects are evaluated mainly by how much loss
--	--	---

Note: Portfolio Template has been designed for printing in A4 size.



KNPC Portfolio Template

(MSD-P&PM-22-0004, Version-10)

General Information			
Data As Of:		Value Matrix ID (By MSD):	
PSGS Number:			
Project Name:			
Program Number:			
Program Name:			
Investment Category:		Current Stage of Project:	
Directorate:	Mina Abdulla Refinery		
Initiating Department:			
Sponsor:			
Project Initiator:			
Project Manager:			
Template Filled By:			
Project Type			
National/Critical/Operational			
Is Project Mandatory?			
Regulatory Requirement?			
Integrated Value Chain?			
Financial Indicators			
Project Study Cost (MM KD):		Net Present Value (NPV) (MM KD):	
Total Project Cost (MM KD):		Discounted Payback (Years):	
Total Benefits (MM KD):		Payback from Start-up (Years):	
Internal Rate of Return (IRR):		Discount Rate:	
Additional Comments:			

KNPC Portfolio Template

(MSD-P&PM-22-0004, Version-10)

Value Matrix ID:

Project Description



Project Description

Notes & Comments

Notes & Comments

KNPC Portfolio Template
(MSD-P&PM-22-0004, Version-10)

Value Matrix ID:



KNPC Portfolio Template

(MSD-P&PM-22-0004, Version-10)



		Value Matrix ID:	Risk Assessment	
Risk Criteria		Evaluation	Score	
1-Project Team Justification:				
2-Project Complexity Justification:				
3-Interdependences Justification:				
4-External to KNPC Justification:				
5-Stakeholder Alignment and Support Justification:				
6-Degree of Change Justification:				
7-Project Duration Justification:				
8-Technology Novelty Justification:				
9-Technology Complexity Justification:				

		Value Assessment		
Value Criteria		Evaluation	Score	
1-Alignment With Strategic Objectives Justification:				
2-Financial Value (IRR) Justification:				
3-Financial Value (NPV) Justification:				
4-Time to Benefits Creation Justification:				
5-Non-Financial Value Justification:				
6-HSSE Justification:				
7-Avoided Loss Justification:				
8-Window of Opportunity Justification:				
9-Foundation Justification:				

KNPC Portfolio Template

(MSD-P&PM-22-0004, Version-10)



Value Matrix ID:

Project Dependency

Note: Above table should be left blank if not applicable.

Additional Comments:

Process Impacts

Process:
Identify the specific process or procedure impacted by the project.

2.4. Benefit Tracking Template



2.4 Benefit Tracking Template



KNPC Project Business Case

MSD-P&PM-22-0006 (Ver-3)

Project Information

This sheet of the template should be used to provide general information about the project, and needs to be submitted each time the 'Business Case' is submitted to MSD.

Project Title:	
Location:	
Project Category:	
Project Sub-Category:	
Investment Type:	
Initiating Department:	
Current Project Stage:	
Budget Reference No.	
Submission Date:	



 KNPC Project Business Case

MSD-P&PM-22-0006 (Ver-3)

Idea Stage - Identify Business Objectives

Purpose of this stage

To understand business objectives of project, check strategic alignment to portfolio, and provide indicative project costs and benefits.

Trigger points for starting this stage

When the 'Idea Initiator' starts to develop the 'Study Proposal'

Information you will require to complete this stage

The Objectives of the proposed project and how they align to KNPC strategic objectives

The business challenges the proposed project addresses

A summary of the benefits that the proposed project intends to deliver

Project Objectives

- 1.1 Please define the project's business objectives in relation to specific business challenges. (This information should already have been provided as part of DCEO sign-off).**

Project Business Objective(s)

Corresponding Business Challenge(s) that the Project addresses:

Alignment of Project Objectives to Strategic Objectives

- 1.2 Please state which KNPC strategic objectives or 'Balanced Scorecard' measures, if any, are supported by the projects business objectives and how. All entries should be consistent with those stated in the corresponding Project Charter for the project.

#	Project Business Objective	Corresponding Strategic Objective or Balanced Scorecard Measure
1		
2		
3		
4		
5		
6		

Benefits Summary

- 1.3 Based upon the Project's agreed business objectives, please summarise the benefits, type and value category that the proposed Project intends to deliver.

#	Benefit	Type	Value Category
1			
2			
3			
4			
5			
6			

Notes for completion:

A benefit is an improvement resulting from an outcome which is perceived as positive by stakeholders. It normally has a tangible value expressed in either financial or non-financial terms. For example:

- A financial benefit could be 'increase in revenue by KD 500 million through increased capacity utilisation', where the KPI is the increase in revenue.

- A **non-financial** benefit is 'reduction in emission of sulfur by 2%', where the KPI is percentage sulfur emission.

The value category represents the way in which the project intends to provide benefits to KNPC. These drivers come from the top level of the 'KNPC Value Map' according to which projects can drive value to KNPC by providing 'Revenue Growth', helping achieve 'Cost Efficiency' or 'Asset Efficiency' or by helping to better manage the internal or external 'Expectation' of stakeholders such as KNPC Management, Employees, the State of Kuwait, etc...

Study Stage



KNPC Project Business Case

MSD-P&PM-22-0006 (Ver-3)

Study Stage - Refine Business Case

Purpose of this stage

To provide a detailed summary of project benefits and costs together with all assumptions, dependencies and risks that may impact them

Trigger points for starting this stage

When the PRC / EPMC has approved the 'Study Proposal'

When the first draft of the Project Study document is available

Information you will require to complete this stage

1) Benefits

Information about any changes to the benefits identified in the Idea Stage

A quantitative summary of the intended project benefits

A summary of when the intended benefits will be realised

A summary of the key assumptions, dependencies & risks that exist in delivering the benefits

A summary of how you have benchmarked the above benefits data against other projects

2) Costs

A summary of the annual costs required to deliver this project

A summary of the key assumptions, dependencies & risks that could further impact the costs required to deliver this project

A summary of the expected financial returns from delivering this project

Project Benefits

2.1 Summarised in the table below are the benefits that were entered in the Idea Stage. Please verify and update these benefits and add new benefits when applicable. Identify the Key Performance Indicators (KPIs) for each benefit, and provide the current and target KPI level along with the Indicative Realisation Period for each benefit.

#	Benefit	Type	Value category	Key Performance Indicator (KPI)	Indicative Realisation Period (years)
1					
2					
3					
4					
5					
6					
7					
8					

Study Stage

Indicative Benefits Realisation Profile (Financial Benefits Only)

2.3 In the table below, please summarise the financial benefits profile expected from the project for the benefits entered in the Idea Stage. For non-financial benefits please enter zero. Please note that 'Year 1' represents the year when the 'Study Stage' starts.

#	Type	Benefit	Financial Benefits ('000s of KD) - Over the Realization Period									
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
1												0
2												0
3												0
4												0
5												0
6												0
7												0
8												0
Total Benefits* (KD '000)			0	0	0	0	0	0	0	0	0	0
Total Cumulative Benefits* (KD '000)			0	0	0	0	0	0	0	0	0	

Notes for Completion:

Please enter absolute values only. i.e. Enter only the total benefit that will be delivered in that year. Do not add them to previous years.

Please note this information will form the basis of your early business case and will be carried through to Design Stage.

Indicative confidence levels here should be P70 - see below for detailing assumptions, dependencies and risks associated with these numbers.

Benefits Estimation: Key Assumptions, Dependencies & Key Risks

2.4 Describe the relevant key assumptions, dependencies & key risks used in generating the benefit estimates above:

Notes for completion:

- An assumption is something that is currently unknown and has been assumed to be available or in place to deliver the benefit
- A dependency is something that must be in place in order to deliver the benefit
- A Risk is an event that could happen with an outcome that may have a negative impact

Key Assumptions – used in the calculation of the benefits:

For Example: "It is assumed that x is available on time"

1	
2	
3	

Dependencies – to achieve these benefits, the following must be in place:

For Example: "x must be in place by y date"

1	
2	
3	

Key Risks – to achieve these benefits:

For Example: "There is a risk that if x happens, y will result"

1	
2	
3	

* Please note the risks in order of criticality from most critical to least critical

Study Stage

Project Costs

Summary

2.5 In the table below, please summarize the annual cost break-down for the project.

For ease of information you may use estimates you have previously recorded in the KNPC 'Portofolio Template'

Please note that 'Year 1' respresents the year when the 'Study Stage' starts.

Type	Project Costs (KD'000)										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Manpower (PMT)											0
PMC											0
Material											0
Contarcts											0
Study											
Overheads											
Other											0
Contingency											0
Total Costs (KD'000)	0	0	0	0	0	0	0	0	0	0	0
Total Cumulative Costs (KD'000)	0	0	0	0	0	0	0	0	0	0	

Notes for Completion:

Please enter absolute values only. i.e. Enter only the total cost that will be incurred during that year. Do not add them to previous years.

Please note this information will form the basis of your early business case and will be carried through to Design Stage.

Indicative confidence levels here should be P70 - see below for detailing assumptions, dependencies and risks associated with these numbers.

Cost Estimation: Assumptions, Dependencies & Key Risks

2.6 Describe the relevant assumptions, dependencies & key risks used in generating the cost estimates above:

Assumptions – to achieve these costs, it is assumed that:

For Example: "It is assumed that the cost of x will be y at the time"

- 1
- 2
- 3

Dependencies – to achieve these costs, the following must be in place:

For Example: "x must be in place by y date"

- 1
- 2
- 3

Key Risks – to achieve these costs:

For Example: "There is a risk that if x happens, y will result"

- 1
- 2
- 3

Study Stage

Expected Financial Returns from the Project

2.7 The table below summarises total project costs and benefits using the information provided by the user in the tables above.

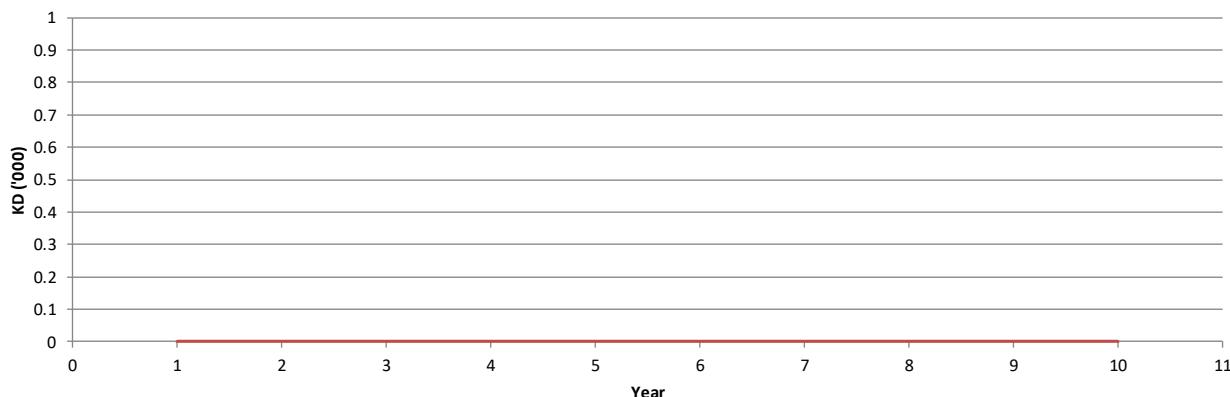
The financial indicators are calculated using 'Corporate Planning' guidelines and are available in either the project's 'Economic Evaluation' sheet filled with Corporate Planning guidance or in the 'Portfolio Template'. Please obtain the figures from there and fill the financial indicators below.

	Value ('000 of KD)
Total Costs of the Project	0
Total Benefits	0

Please enter the values below using information from the KNPC 'Portfolio Template' for this project

Financial Indicator	Value
Internal Rate of Return (IRR)	
Net Present Value (NPV)	
Discounted Payback	
Payback from Startup	

Cost-Benefit Profile



Optional: Benchmark against Similar Projects

2.8 Please provide evidence of similar Projects or activities that have been successful at KNPC to support the recommendation. For additional comparative support, outline examples where other similar Projects have been performed successfully in the Gulf region and/or similar Industries.

For Example: "emission reduction achieved by desulphurisation project done earlier was 2%"

Design Stage**KNPC Project Business Case**

MSD-P&PM-22-0006 (Ver-3)

Design Stage - Finalize Business Case & Benefit Plan Realisation**Purpose of this stage**

To finalise the business case before it is presented to leadership to make the decision on if the project is approved for design/implementation

Trigger points for starting this stage

Once the PRC / EPMC has approved the 'Project Study'

When the first draft of the Project Design document is available

Benefits Re-validation

3.1 Listed below is the benefits summary table entered during the 'Study Stage'. Please verify and update (if applicable) the benefits along with their financial values. Please note that 'Year 1' represents the year when the 'Study Stage' starts.

#	Type	Benefit	Value Category	Financial Benefits ('000s of KD) - Over the Realization Period										
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
1														
2														
3														
4														
5														
6														
7														
8														
Total Benefits* (KD '000)														
Total Cumulative Benefits* (KD '000)														

Costs Re-validation

3.2 Listed below is the costs summary entered during the 'Study Stage'. Please verify and update (if applicable) the costs of the project. Please note that 'Year 1' represents the year when the 'Study Stage' starts.

Type	Project Costs (KD '000)										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Manpower (PMT)											
PMC											
Material											
Contracts											
Study											
Overheads											
Other											
Contingency											
Total Costs (KD'000)											
Total Cumulative Costs (KD'000)											

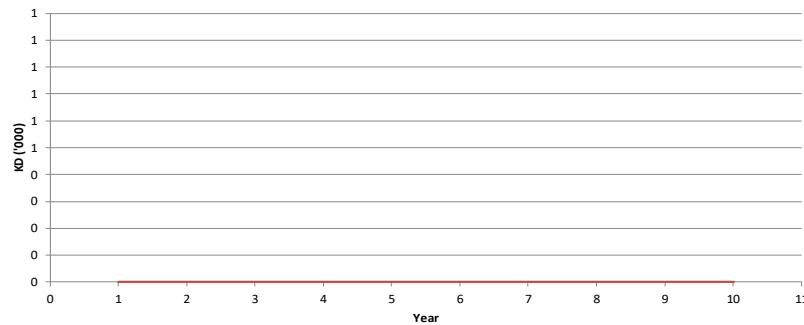
Design Stage**Financial Measures**

The table below summarises total project costs and benefits using the information provided by the user in the tables above. The financial indicators are calculated using 'Corporate Planning' guidelines and are available in either the project's 'Economic Evaluation' sheet filled with Corporate Planning guidance or in the 'Portfolio Template'. Please obtain the figures from there and fill the financial indicators below.

	Value ('000 of KD)	
	As per 'Study Stage'	As per 'Design Stage'
Total Costs of the Project		
Total Benefits		

Please obtain the values of the financial measures below from the Portfolio Template

Financial Indicator	Value	
	As per 'Design Stage'	
Internal Rate of Return (IRR)		
Net Present Value (NPV)		
Discounted Payback		
Payback from Startup		

Cost-Benefit Profile**Benefits Realisation Planning**

3.4 Please summarise the intended benefits realisation plan for the timeframes and responsibilities for measuring and monitoring the benefits realisation during the 'Monitor & Operate Stage'.

Benefits Realisation - Approach

For each benefit, please summarise the approach of how to measure each benefit during the 'Monitor & Operate Stage'.

#	Benefit	KPI	Measurement Method**	Realisation Period		Measurement Frequency	Responsibility
				From (M/Y)	To (M/Y)		
1							
2							
3							
4							
5							
6							
7							
8							

Notes for completion:

• For financial benefits the KPI will always be revenue increase or money saved, for example through the implementation of the project KNPC will obtain additional revenue of KD 2 Billion. Non-financial KPIs can be of a broad variety ranging from HSE measures such as 'Reduced Accidents' to operational measures such as 'Number of Days for Processing Supplier Invoices'.

• The method for measuring the benefit should specify what formula will be used to calculate the KPI, whether the data will be collected manually or from an available information system or measuring device.

Please use additional pages to provide details for each method, along with any calculation assumptions, that will be used to measure the benefits.

Risks to Benefits Realisation

Please summarise the potential approaches for mitigating any risk that could impact the indicated benefits being realized.

Description of Risk	Proposed Mitigation

Operate & Monitor Stage



KNPC Project Business Case

MSD-P&PM-22-0006 (Ver-3)

Operate and Monitor Stage

Purpose of this stage

To provide information about the impact of changes in business case cost and benefit assumptions documented in previous stages on the planned benefits.

Trigger points for starting this stage

Once the PRC / EPMC has approved the Project 'Design'

Information required to complete this stage

Actual status against the benefits realisation plan

Statements about any variances that occur between planned and actual status and lesson learned

Project Benefit Realisation Profile

4.1 Financial Benefits:- Please provide in the table below the value of Actual Financial Benefit in each period across the Realization Timeframe.

Please note that 'Year 1' represents the year when the 'Study Stage' starts.

(KD '000)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Planned	0	0	0	0	0	0	0	0	0	0	0
Actual											0

The planned benefits are the benefits expected when the project 'Business Case' was frozen at the end of the 'Design Stage' and what progress is measured against.

Actual benefits are benefits that have actually been delivered to date.

4.2 Non-Financial Benefits:- Please provide in the table below the value of Actual Non Financial Benefit in each period across the Realization Timeframe.

Benefit	Planned	Actual	Reason for Variance

The planned benefits are the benefits expected when the project 'Business Case' was frozen at the end of the 'Design Stage' and what progress is measured against.

Actual benefits are benefits that have actually been delivered to date.

Reason for Variance between Planned & Actual

In the table below provide the key reasons for the variance between the planned and actual benefits and the lessons learned by KNPC.

Key Reason for Variance	Lessons Learned

2.5. Project Charter Template



2.5. Project Charter Template & Guidelines

Project Title:	<i><Insert Project Title></i>
Sponsoring Department:	<i><Insert Project Sponsoring Department></i>
Sponsor:	<i><Insert Project Sponsor Name and Signature></i>
Reviewed By:	<i><Insert Project Lead and Signature></i>
Prepared By:	<i><Insert Document Preparer and Signature></i>
Prepared Date:	<i><Insert Date></i>
Reference No:	<i><Insert Reference No></i>

1. Executive Summary

Provide information regarding the project's background and briefly summarize that the project is all about, where the project will be taking the organization, and what the benefits of the project will be.

2. Define Project Business Objectives

Validate the project's business objectives that were initially described in the Project Proposal.

3. Provide Project Overview

3.1 Project Scope

Clearly define the project scope by identifying the content areas that are in- and out- of scope.

In Scope

--

Out of Scope

--

3.2 Project Approach

Describe in specific terms the approach for how the project will achieve its business objectives, including an identification of the nature of the proposed project solution (i.e. procedural, skill, technology, etc.).

--

3.3 Project Milestones

In this section, identify the estimated start date and duration of each project milestone.

Key Milestones	Estimated Start Date	Estimated Duration

3.4 Project Deliverables

List and describe the project deliverables and describe acceptance criteria for each.

Deliverable	Description	Acceptance Criteria

3.5 Project Dependencies

Identify the key dependencies between project milestones. In addition, include any external dependencies that the project has on any other projects or processes within the organization.

Dependency	Target Date	Responsibility

3.6 Assumptions

List and describe the assumptions made in the decision to charter this project.

4. Identify the Business Impact

4.1 Organizational Unit Impact

Determine the impact of the proposed project on specific segments of the workforce by organization level and department/division.

Organization Unit		Project Impact on Workforce
Department/ Divisions	Organization Level	

4.2 Business Process Impact

Describe the overall business impact of any proposed new business processes.

Business Processes	Impact on Business

5 Define the Project Governance

5.1 Project Lead

Name the Project Lead and define his or her role and responsibility over the project. Describe the project lead's level of authority and how they will manage dependencies with other projects.

5.2 Project Sponsor

Name the Project Sponsor. Describe the role that the sponsor will play in approving key project deliverables, establishing project scope, and ensuring project resources needs are fulfilled.

5.3 Steering Committee

Name the project's Steering Committee. Describe the Steering Committee's role in providing the project with direction. Outline reporting procedures including expectations regarding frequency and content.

6. Describe the Project Organization**6.1 Organization Chart**

Provide a graphic depiction of the proposed project team.

6.2 Roles & Responsibilities

Describe the roles and responsibilities of all project team member roles.

6.3 Other Resources Required

Provide an estimate for the project's overall non-human resource requirements. Refer to Project Proposal Guideline for details regarding resource categories.

Description	Remarks

7. Additional Information

List the individuals who may be contacted for information regarding the project.

Position	Title/Name/Organization	Phone	E-mail
Project Sponsor			
Project Originator			
Proposed Project Manager			
Other			

2.6. Project Charter Guidelines

1. Overview

1.1 Definition

The Project Charter establishes the Project's major work processes, approach, and structure that will be used to accomplish the Project objectives, including:

- Definition of scope (in terms of work elements or deliverables) with clear distinction between in-scope and out-of-scope items
- Identification of timelines, milestones and dependencies for each stage of the Project
- Establishment of the Project governance and organisation structure, including roles and responsibilities
- Definition of Project cost and resource requirements

1.2 Objective

The objective of the Project Charter is to provide formal authorisation to the Project. The identification of the Project's major work processes, approach, and structure provides management with the basis for this authorisation through linking the Project to the ongoing work of the organisation.

1.3 Inputs

The Project Proposal and the Cost Benefit Analysis Plan are key inputs to the Project Charter.

1.4 Roles

- The Project Charter is developed by the Project Lead
- The Project Charter is reviewed by the Project Sponsor
- The Project Charter is formally authorised upon successful completion of the Study stage gate review

1.5 Users

- Used by key stakeholders and sponsors to approve the direction of the Project
- Used by the Project Lead as the formal authority to apply organisational resources to Project activities
- Used by Project team members to understand the Project's structure and objectives

2. Completion Process

Section 1: Executive Summary

Provide information regarding the Project's background and briefly summaries that the project is all about, where the project will be taking the organisation, and what the benefits of the project will be.

Section 2: Define Project Business Objectives

Validate the Project's business objectives that were initially described in the Project Proposal. The Project's business objectives must identify what the Project will achieve. They should reflect the Project's desired results in answering or resolving the stated business challenges.

Section 3: Provide Project Overview

Project Scope

Clearly define the Project scope by identifying the content areas that are in- and out- of scope. The Project scope describes the work that is needed to produce the benefit that the Project aims to achieve. A well-written scope statement clearly defines what the Project will and will not aim to accomplish in order to enable maintaining focus on the achievement of desired results.

The Project Charter's scope statement is a refinement of the preliminary scope statement provided in the Project Proposal, and thus includes any necessary clarifications.

Project Approach

Describe in specific terms the approach for how the Project will achieve its business objectives, including an identification of the nature of the proposed Project solution (i.e. procedural, skill, technology, etc.).

The Project Charter's Project approach is a refinement of the high-level approach outlined in the Project Proposal.

Project Milestones

Identify the estimated start date and duration of each Project milestone. Key milestones are scheduled events signifying the completion of a major deliverable or a set of related deliverables. Milestones are used by Projects as checkpoints to validate how the Project is progressing. These milestones should align to the stages of the KNPC Project Management Methodology (Idea, Study, Design, Implement, and Monitor & Operate). In this section, identify the estimated start date and duration of each Project milestone.

The Project Charter's milestones are a refinement of those provided in the Project Proposal. This should include a verification of the validity of the milestones and a confirmation of estimated start dates and durations.

Project Deliverables

List and describe all Project deliverables and provide acceptance criteria for each. The Project Management Institute's latest Edition Program Management Body Of Knowledge, guide defines deliverable as any unique and verifiable product, result, or capability to perform a service that must be produced to complete a process, phase, or project. Understanding the Project's deliverables is essential to establishing clear expectations regarding what a Project aims to deliver.

In addition, describing the deliverable's acceptance criteria requires the Project to consider what key stakeholders need to review and consent to the deliverable prior to formal sign-off. As the time required for this procedure can vary greatly depending upon the nature of the deliverable, these approval processes must be incorporated into the timeframes of the Project's work plan.

Project Dependencies

Identify the key dependencies between Project milestones. A dependency is a logical relationship between scheduled Project activities and/or milestones. Dependency identification enables the creation of a realistic Project work plan that captures all linkages between tasks and milestones.

In addition, include any external dependencies that the Project has on any other Projects or processes within the organisation. While the Project may not have direct control over these dependencies, the Project will still need to monitor to understand any impacts.

Assumptions

List any assumptions upon which this key Project-related information is based. Assumptions are factors that are considered to be true, real or certain without proof or demonstration.

Section 4: Identify the Business Impact

Using the Project Proposal as a basis, refine the identification of the Project's business impacts. Given their transformative nature, all Projects have some degree of impact on the business. In this section, the Project's business impacts are analysed from two perspectives. First, determine the impact of the proposed Project on specific segments of the workforce by organisation level and department/division. Second, describe the overall business impact of any proposed new business processes.

This understanding of the potential solution's impact on current business processes and the degree of organizational change required will help gauge the anticipated level of stakeholder resistance. The methodology's Stakeholder Profile tool will analyse and plan for this resistance in further detail.

Section 5: Define the Project Governance

Identify the governance structure to be established to support the Project's accomplishment of its objectives, including the Project Lead, the Project Sponsor, and the Project Steering Committee. Identify each's respective roles and responsibilities and describe levels of authority.

Project Lead

Name the Project Lead and define his or her role and responsibility over the Project. Describe the Project lead's level of authority and how they will manage dependencies with other Projects.

Project Sponsor

Name the Project Sponsor. Describe the role that the sponsor will play in approving key Project deliverables, establishing Project scope, and ensuring Project resources needs are fulfilled.

Project Steering Committee

Name the Project's Steering Committee. Describe the Steering Committee's role in providing the Project with direction. Outline reporting procedures including expectations regarding frequency and content.

Section 6: Describe the Project Organisation

The organisation of the Project team is critical to ensuring that responsibilities are assigned for all key Project activities. The Project team is made up of the people who have assigned roles and responsibilities for completing the Project. The KNPC Project Methodology expects that Project team members be allocated and assigned to support the activities of all five of the methodology's work streams (Project Management, Communications and Engagement, Training and Capability Development, Solution and Procurement).

Organisation Chart

Provide a graphic depiction of the proposed Project team broken down by work area. The goal of the organisation chart is to ensure that each work area has a clear-cut owner and that all Project reporting responsibilities are clearly defined.

Roles and Responsibilities

Describe the roles and responsibilities for all Project team members. This should include a description of the Project's various positions, including information regarding the competencies and qualifications required of the target team members. In addition, outline the role's specific responsibilities and levels of authority.

Other Resources Required

Provide an estimate for the Project's overall non-human resource requirements, including any facilities and equipment. Refer to Project Proposal Guideline for details regarding specific resource categories.

Section 7: Additional Information

List the individuals who may be contacted for information regarding the Project.

Additional Considerations

- Refine the Project Charter as the Project proceeds. Define a regular interval to review against current conditions, and review and communicate any changes with sponsors, stakeholders, and other Project leads (if necessary).

2.7. Work Plan Template



2.7 Work Plan Template & Guidelines

From Primavera / Microsoft Project or any other Work Planning Software

2.8. Work Plan Guidelines

1. Overview

1.1 Definition

The Work Plan defines the major Project work tasks and activities. It consists of a planned schedule for the Project's completion of key tasks and activities towards the achievement of Project milestones and deliverables. Start and end dates are assigned for each task and associated milestone, and dependencies between tasks and milestones are reflected for all work streams. The plan must also include documentation of the Project deliverables including acceptance criteria.

1.2 Objective

The objective of the Work Plan is to provide a base lined schedule containing all of the Project's key tasks, milestones and deliverables against which progress can be tracked on an ongoing basis.

1.3 Inputs

The Project Charter is a key input to the Work Plan.

1.4 Roles

- The initial Work Plan is developed by the Project Lead
- The Work Plan is reviewed by the Project Sponsor and the Project's Governance Entity

Note: The level of detail contained in the work plan will expand during the Design and Implement stages. Creation and maintenance of this detailed work plan will generally be the responsibility of the external consultant, in close coordination with the Project Lead

1.5 Users

- Used by Project Lead to confirm that the Project is progressing as scheduled
- Used by Project team members to structure and prioritize the completion of work
- Used by stakeholders to understand the milestones for their portion of the Project

2 Completion Process

Step 1: Create the Work Plan

The Project's Work Plan is constructed based upon the Project's scope, approach, milestones, and deliverables as defined in the Project Charter. The target end date for the Project will usually be driven by the Project Sponsor, this input is to be used by the Project team to do its planning.

This information (scope, approach, timeframes etc.) helps identify the work required to meet the Project's objectives and enables this work to be broken down into logically related activities and tasks. Based upon realistic implementation metrics (benchmarked against similar previous Projects either at KNPC or within Industry), estimated durations are applied to each task in order to assign achievable target start and end dates for the Project. These metrics should take into account such factors as resource requirements by time period, resource availability, alternative schedules etc.

Please see the Appendix for a detailed approach to work planning.

Step 2: Baseline the Work Plan

Upon completion of the initial Work Plan, the Project Lead is responsible for base lining a version of the Work Plan. This version of the plan is used as the basis for tracking and reporting progress through the Project's established status reporting processes. This provides key sponsors and stakeholders with a transparent view of the Project's current standing at any point in time.

Step 3: Maintain Work Plan as basis for progress status reporting

The Project Lead is responsible for ensuring that Project progress is consistently maintained up-to-date in the Work Plan. This is important as the plan serves as a key input to the Project's status reporting materials that are distributed to key sponsors and stakeholders as part of the Project's defined status reporting procedures.

In addition, the Project should define regular intervals to review the Work Plan against current conditions, and review and communicate any changes with sponsors, stakeholders, and Project team. At a minimum, this should occur before each stage gate review. If substantial changes are required, this may require a re-base lining of the Work Plan.

3. Additional Considerations

- All assumptions that affect the successful completion of the Project's scope, time, and budget must be documented in support of the Work Plan

Appendix

Appendix A: Detailed Work Planning Approach

- **Define project tasks.** Detailed tasks to be performed during the course of the project are required to be identified. This is to be prepared based on the detailed Project scope and the implementation approach.

If the project follows a standard development process/methodology, a project work plan template/tool may be available. In such a case, refine the template by adding new tasks unique to the project and removing irrelevant tasks

- **Define deliverables and work packages.** Define deliverables that will result from performing the project tasks. Group the deliverables into work packages, which are also called work units and are relatively self-containing logical units of work.
- **Determine timelines and milestones.** Typically, the sponsor and the Project have already defined the target delivery date and the project scope. Use that information and the estimates as input to drive out interim milestones and a detailed timeline.
- **Create estimates.** Create a detailed workday estimate based on tasks to perform and deliverables to produce. This estimate to be jointly prepared by the Project team with the consultant (where applicable) based on considerations of the amount of work to be performed, available resources, time required for data gathering, analysis, internal approvals etc.
- **Determine resource needs.** Based on the project tasks, deliverables, and timelines, determine the resource and skill needs of the project. Refer to the Resource Plan guidelines for more details.
- **Assign tasks and work packages to teams.** Determine how to share the work between teams. Distribute project tasks to teams and define work package responsibilities.
- **Address logistics issues.** If there are travel or training needs for the resources (internal or external), arrange for visas, other travel documents, housing, training enrollment, etc.
- **Review work plan and obtain approval.** Involve all teams to review the work plan. Obtain the sponsor's approval on the final plan. Once the work plan is finalized, baseline the project requirements and scope. Any future change to project scope that affects the approved work plan must proceed through formal channels.

2.9. Resource Plan Template



2.9 Resource Plan Template & Guidelines

<<ENTER PROGRAM NAME>> Resource Plan

**DATA VALIDATION (DO NOT
EDIT BELOW THIS LINE)**

Role	Position	Location	Hours	Required Number (Specify Number)	Required Number (Specify Number)	Required Number (Specify Number)	Required Number (Specify Number)
Steering Committee	CEO	Non-KNPC	Full-Time	Required (Specify Number) Not Required	Required (Specify Number) Not Required	Required (Specify Number) Not Required	Required (Specify Number)
Program Sponsor	DCEO	KNPC [Specify Department]	Part-Time	Required	Required	Required	Not Required
Program Lead	Manager						
Program Team	Team Leader						
Communications Lead	Snr. Engineer						
Communications Team Members	Engineer						
Training Lead	Supervisor						
Training Team Members	Operator						
Co-ordinator							
Change Agent							
Admin Support							
Subject Matter Experts (specify area of expertise)							

2.10. Resource Plan

1. Overview

1.1 Definition

The Resource plan documents the estimated resources needed for the Project by organisation unit, resource skill/type, and time period (usually weekly or monthly). People resources are shown in workdays or full-time equivalents per time period. Other resources (i.e., facilities, equipment, etc.) are incorporated as appropriate. The plan must be updated to reflect all authorised changes to the project plans and the project baselines. Additionally, the plan must be monitored in conjunction with other programs to manage resource conflicts with other programs.

1.2 Objective

The objective of the Resource Management process is to ensure that the appropriate personnel are made available to the project teams at the appropriate times. This involves forecasting the needs, staffing / assigning full-time and part-time personnel and managing changes to resource needs.

An effective Resource Plan:

- Enables programs to meet their schedule, budget, and business objectives through the timely acquisition, maintenance, and release of quality resources
- Ensures the right role is assigned to the right person
- Tracks acquisition and usage of all Project resources staffing/assigning full-time and part-time personnel and managing changes to resource needs. An effective Resource Plan:
- Enables programs to meet their schedule, budget, and business objectives through the timely acquisition, maintenance, and release of quality resources
- Ensures the right role is assigned to the right person
- Tracks acquisition and usage of all Project resources
- Enables the monitoring of the quality, timeliness, and effectiveness of external entities and other resources to ensure they fulfill their requirements (if applicable)

1.3 Inputs

The Project Charter and Work Plan are key inputs to the Resource Plan.

1.4 Roles

- The Resource Plan is developed by the Project Lead
- The Resource Plan is reviewed by the Project Sponsor
- The Resource Plan is maintained by the Project Lead throughout Project execution

1.5 Users

- The Governance Entity uses the plan to secure appropriately skilled resources for the project
- Project Lead uses plan to monitor that the program's resource needs remain on track

2. Completion Process

Section 1: Define Project Roles

Define the role that the resource will fill on the program. Resource planning is performed by role, not by individual.

The Project roles will be determined based upon the requirements of the program, as defined in the Project Charter. Common Project roles include (but is not limited to):

- Steering Committee
- Project Sponsor
- Project Lead
- Project Team Members
- Communications Lead
- Communications Team Members
- Training Lead
- Training Support
- Admin Support
- Coordinator
- Change Agent
- Subject Matter Experts (specify area of expertise)

Section 2: Identify Skills Required

Identify the skills required to competently complete the role. The aim is to ensure that the individual eventually staffed for the given role satisfactorily meets baseline experience and skill requirements.

Required Level

Identify the level of employee required per role based upon the standardised grouping of levels within KNPC.

Targeted Source

Identify the targeted source for where the role will be filled based upon the skills required to successfully accomplish the role. First, specify whether the resource role will be staffed by an internal or external source. If the targeted source is an internal KNPC resource, then specify the Department within KNPC from which the resource is required.

Required Level of Involvement

Define the level of involvement (part-time versus full-time) required of the resource in order to successfully fulfill the requirements of the role.

Section 3: Specify Number of Resources Required by Stage

For each role, specify the number of resources the Project will require by stage.

3. Additional Considerations

- Identify and manage interdependencies with other projects
- Match individual experience and skills with work requirements
- Assign the best resources to the highest-risk areas
- Assign less experienced personnel to work closely with more experienced team members to facilitate the development of overall team skills through mentoring.
- Select team leaders based on competence and experience
- Adjust Resource Plan to reflect actual staffing and availability

Appendix

Appendix A: The Importance of Resource Management

- Resource Management improves staff allocation decision by allowing decision makers to view resource needs across all major programs and assign limited resources to the programs that matter most
- Resource Management increases the probability of meeting milestone targets by requiring Project Managers to define staffing needs based on realistic effort estimates and clearly defined assumptions
- Resource Management helps to address Project and change management skill gaps by identifying resources for Project roles in advance of their start date and targeting them for training
- Resource Management improves department resource planning as well by increased visibility of major Project resource needs over a 12 month horizon

2.11. Project Status Reporting Template



2.11 Project Status Reporting Template & Guidelines

WEEKLY PROGRESS STATUS REPORTING

Project Name

<<Enter Project Name>>

Prepared By

<< Name of Preparer>>

Approved By

<< Name of Approver>>

Report Name

<<Report Name>>

Overall Status

(Y) (see footnote for description) Ref. No <<Reference No>>

Previous Period Activity Status

- <<Provide status of activity>>
- ..
- ..
- ..

Upcoming Period Planned Activities

- <<Provide status of activity>>
- ..
- ..
- ..

Key Risks and Issues

- <<Indicate risk/issue and describe, including impact>>
- ..
- ..
- ..

(Y) Upcoming Deliverables & Milestones

Description	Target Completion	Revised Completion	Planned % Complete	Actual % Complete
• <<Deliverable/Milestone Name>>	DD-MM-YY		0%	0%
• ..				
• ..				

(Y) Major Interdependencies and Decisions Required

Description	Target Completion	Revised Completion	Comments
• <<Interdependency/Decision>>	DD-MM-YY		
• ..			
• ..			

(Y) People & Resources

- <<Describe specific situations concerning people and resources>>
- ..
- ..

- Current conditions are on or close to plan and expect to complete on or close to plan
- Current conditions require close monitoring but are recoverable given suitable corrective actions
- Current conditions are unlikely to be recoverable. Corrective action may allow some aspects of plan to be corrected

MONTHLY PROGRESS STATUS REPORTING

Project Name	<<Enter Project Name>>
Prepared By	<< Name of Preparer>>
Approved By	<< Name of Approver>>
Report Name	<<Report Name>>
Overall Status	(Y) (see footnote for description) Ref. No <<Reference No>>

Previous Month Activity Status

<<Workstream 1>>

- <<Provide status of activities>>
- ..
- ..

<<Workstream 2>>

- <<Provide status of activities>>
- ..
- ..

<<Workstream 3>>

- <<Provide status of activities>>
- ..
- ..

<<Workstream 4>>

- <<Provide status of activities>>
- ..
- ..

Planned Activities for Upcoming Month

<<Workstream 1>>

- <<List planned upcoming activities>>
- ..
- ..

<<Workstream 2>>

- <<List planned upcoming activities>>
- ..
- ..

<<Workstream 3>>

- <<List planned upcoming activities>>
- ..
- ..

<<Workstream 4>>

- <<List planned upcoming activities>>
- ..
- ..



Current conditions are on or close to plan and expect to complete on or close to plan



Current conditions require close monitoring but are recoverable given suitable corrective actions



Current conditions are unlikely to be recoverable. Corrective action may allow some aspects of plan to be corrected

MONTHLY PROGRESS STATUS REPORTING

Project Name	<<Enter Project Name>>
Prepared By	<< Name of Preparer>>
Approved By	<< Name of Approver>>
Report Name	<<Report Name>>
Overall Status	(Y) (see footnote for description) Ref. No <<Reference No>>

New Risks

- <<Describe risk, including impact and mitigation strategy>>
- ..
- ..

Refer to the detailed risk log for other risks that have been identified

Issues

- <<Describe issue, including impact and resolution strategy>>

Refer to the detailed issue log for other issues that have been identified

(Y) Upcoming Deliverables and Milestones

Description	Target Completion	Revised Completion	Planned % Complete	Actual % Complete
• <<Deliverable/Milestone Name>>	DD-MM-YY		0%	0%

Major Interdependencies and Decisions Required

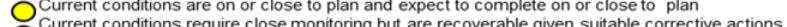
Description	Target Completion	Revised Completion	Comments
• <<Interdependency/Decision>>	DD-MM-YY		

People and Resources

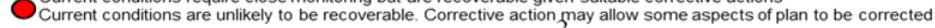
- <<Describe specific situations concerning people and resources>>
- ..



Current conditions are on or close to plan and expect to complete on or close to plan



Current conditions require close monitoring but are recoverable given suitable corrective actions

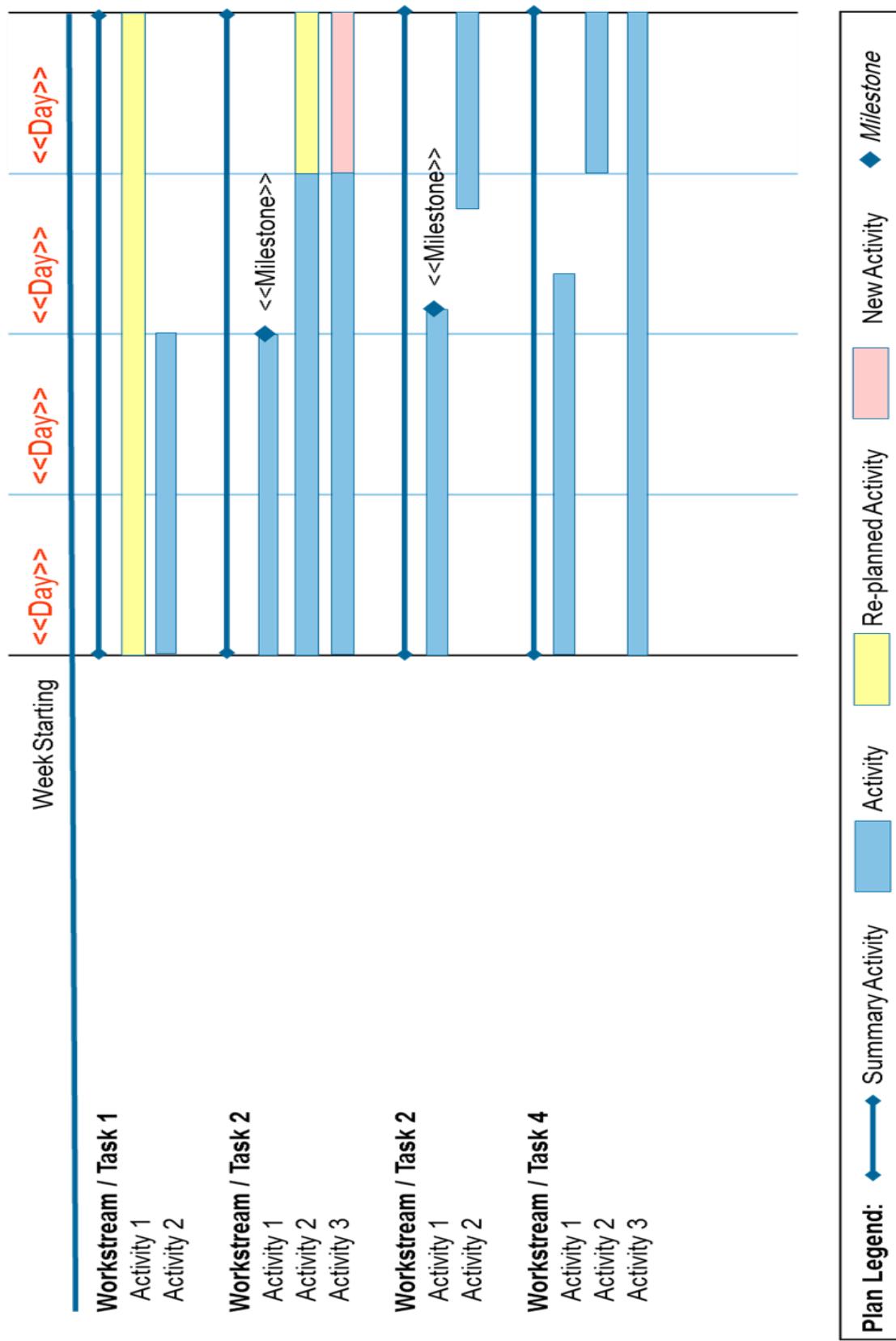


Current conditions are unlikely to be recoverable. Corrective action may allow some aspects of plan to be corrected

2

UPCOMING MONTHS ACTIVITIES

The <Project Name>> workstreams will work on the following activities over the next month



2.12. Project Status Reporting Guidelines

1. Overview

1.1 Definition

Project Status Reporting establishes recurring procedures for reviewing and monitoring actual progress versus planned progress that is understood by all Project team members and the Project Sponsor. This enables the Project team to identify all deviations from the plan, to identify performance roadblocks and their root causes, and to determine the significance and the impact of performance problems.

1.2 Objective

The objective of the Project Status Reporting is to establish procedure for regular monitoring of Project performance and to facilitate collaborative discussion of the status report

1.3 Inputs

The Work Plan, Resource Plan, Risk Management Plan/Risk List and Issue Management Plan/Issue Log are all ongoing inputs to regular Project status reporting.

1.4 Roles

- The Project Status Reporting procedures are established by the Project Lead
- The Project Status Reporting materials are developed by Project team members in conjunction with external consultants (where applicable)
- The Project Status Reporting materials are issued by the Project Lead
- The Project Status Reporting materials are reviewed by the Project Sponsor

1.5 Users

- Used by the Project Lead to track the overall progress of the Project versus plan. Inputs from the status note can be used to re-baseline the work plan (if required)
- Used by the Project team members to maintain an ongoing understand their activities in the context of the overall Project
- Used by stakeholders to understand the current status of the Project

2. Completion Process

Step 1: Establish regular status reporting procedures

From the Project's onset, the Project Lead must establish regular status reporting procedures that are timely and contain the right level of detail for the Project's target audiences comprising of the Project Sponsor, the Steering Committee, and other key stakeholders (depending upon the Project's specific requirements).

At a minimum, the KNPC Project Methodology recommends the establishment of the following status reporting procedures:

- Weekly Status Report: targeting the internal sharing of Project status among Project team members. Specific issues or risks escalated as required. Monthly Status Report: targeting the sharing of Project status with the Project Sponsor and other key stakeholders.

See Appendix for the KNPC Project Methodology's recommended status reporting templates, including the Weekly Status Report, Monthly Status Report, Progress Update and Plan Bar Chart, and Status Meeting Agenda.

Step 2: Create status reporting materials according to established procedures

With the established status reporting procedures in place, the Project Lead must assign Project team members (and external consultants, where relevant) with the responsibility for creating status reporting materials on an ongoing basis. In combination, the Project team members must also ensure that the Project's Work Plan, Resource Plan, Issue Log and Risk List also remain current.

Step 3: Hold regular status meeting to collaboratively discuss Project status

The regular status reporting procedures must also provide Project team's with the opportunity to collaboratively discuss the status reporting materials. This will ensure that all Project team members and key stakeholders are kept up to date in regard to Project progress and are able to discuss any issues and/or interdependencies they may be facing.

Appendix

Appendix A: KNPC Project Methodology Status Reporting Templates

Template	Description / Key Content	Frequency	Audience
Weekly Status Report (MS PowerPoint)	<ul style="list-style-type: none"> • Previous Period Activities • Upcoming Period Planned Activities • Key Risks and Issues • Upcoming Deliverables and Milestones • Major Interdependencies and Decisions Required • People and Resources 	Weekly	<ul style="list-style-type: none"> • Project Lead • Project Team Members
Monthly Status Report (MS PowerPoint)	<ul style="list-style-type: none"> • Previous Month Activities • Upcoming Month Planned Activities • New Risks • Key Issues • Upcoming Deliverables and Milestones • Major Interdependencies and Decisions Required • People and Resources 	Monthly	<ul style="list-style-type: none"> • Project Sponsor • Steering Committee • Project Lead • Project Team Members
Progress Update and Plan Bar Chart (MS PowerPoint)	Bar chart depicting progress and plan of key Project activities per work stream	Depends upon status report that the plan is supporting	
Status Meeting Agenda (MS Word)	Standard agenda for facilitating status meetings	Depends upon status report that is being presented	

2.13. Risk Management Plan Template



2.13 Risk Management Plan Template & Guidelines

1. Risk Management Overview

1.1 Definition

Risk: Effect of uncertainty on objectives (ISO 31000:2018)

An effect is a deviation from the expected. It can be positive, negative or both, and can address, create or result in opportunities and threats. Objectives can have different aspects and categories and can be applied at different levels. Risk is usually expressed in terms of risk sources, potential events, their consequences and their likelihood.

Risk Characteristics:

Risk is an inescapable element of any change project and is characterized by the fact that:

- It is at least partially unknown
- It changes with time
- It is manageable, in the sense that intervention and corrective actions can alter its form and degree
- If left untreated, can become an issue which in turn will have a material impact on the project

Risk Management: Risk Management is defined as Coordinated activities to direct and control an organization with regard to risk. (KNPC ERM Framework, # RMD-ERM-21-D03)

According to ISO 31000 standard, Managing risk

- Is iterative and assists organizations in setting strategy, achieving objectives and making informed decisions.
- Is part of governance and leadership and is fundamental to how the organization is managed at all levels. It contributes to the improvement of management systems
- Is part of all activities associated with an organization and includes interaction with stakeholders.
- Considers the external and internal context of the organization, including human behavior and cultural factors.
- Is based on the principles, framework and process, as illustrated in adjoining figure.

Enterprise Risk Management (ERM): A structured and disciplined risk management approach integrated with strategy, process, people, technology, and knowledge with the purpose of continually evaluating and managing risks to business strategies and objectives on an enterprise-wide basis.

1.2 Objective

Successful risk identification, analysis, management, and mitigation are critical to the success of all Projects. Project risks, unless reduced or eliminated, constitute a barrier, both real and potential, to the accomplishment of the Project's established goals and objectives. Risk management therefore, will be critical to the Project's success in meeting its objectives. Proactive risk management techniques are required to identify, quantify, and mitigate all potential risks to the Project.

The objectives of this Risk Management Approach are to:

- Provide an overview of the need for risk management on this Project
- Provide information on how Project Management intends to use risk management processes and techniques to identify, analyse, mitigate, and manage potential risks to achieve project objectives.

The purpose of risk management is the creation and protection of value. It improves performance, encourages innovation, and supports the achievement of objectives (KNPC ERM Framework, # RMD-ERM-21-D03). Latest edition of KNPC ERM Policy Statement is provided in KNPC ERM Framework.

1.3 Scope

This Risk Management Plan provides the framework and process through which the Project management and teams will mitigate associated project risks.

1.4 Distinguishing Between Risks and Issues

Risk is an uncertain event or condition that if it occurs has a positive or negative effect on one or more project objectives. However, an issue is an event or condition that has already happened and has impacted or is currently impacting the project objectives.

2. Risk Management Process Flow

The risk management process consists of four key activities: risk identification, risk analysis and evaluation, risk monitoring and treatment, and risk closure. Refer to Appendix D for a detailed view of the process.

Risk Assessment (KNPC ERM Framework, # RMD-ERM-21-D03, section C 3.1)

Risk Assessment is the overall process of risk identification, risk analysis and risk evaluation. In KNPC, Risk assessment process is key in identifying, analyzing and evaluating risks across KNPC. For details, refer Risk Management Process procedure no. RMD-ERM-16-P03.

2.1 Risk Identification:

The purpose of risk identification is to find, recognize and describe risks that might help or prevent KNPC achieving its objectives.

The organization can use a range of techniques for identifying uncertainties that may affect one or more objectives. The following factors, and the relationship between these factors, should be considered:

- tangible and intangible sources of risk
- causes and events
- threats and opportunities
- vulnerabilities and capabilities
- changes in the external and internal context
- indicators of emerging risks
- the nature and value of assets and resources
- consequences and their impact on objectives
- limitations of knowledge and reliability of information
- time-related factors
- biases, assumptions and beliefs of those involved

In line with KNPC Project Methodology, risk identification is the responsibility of all Project Team Members. When a team member encounters a risk, a Risk Identification Template (See Appendix D) must be completed and submitted to the Project's designated risk coordinator. The form requires a detailed risk description, an initial assessment of the risk's impact, probability and controllability, and proposed mitigating actions.

2.2 Risk Analysis and Evaluation:

The purpose of risk analysis is to comprehend the nature of risk and its characteristics including, where appropriate, the level of risk. Risk analysis involves a detailed consideration of uncertainties, risk sources, consequences, likelihood, events, scenarios, controls and their effectiveness.

Risk analysis should consider factors such as:

- the likelihood of events and consequences.
- the nature and magnitude of consequences.
- complexity and connectivity.
- time-related factors and volatility.
- the effectiveness of existing controls; (Refer Procedure for verification of Existing Controls # RMD-ERM-16-P07)
- sensitivity and confidence levels.

The purpose of **risk evaluation** is to support decisions. Risk evaluation involves comparing the results of the risk analysis with the established risk criteria to determine where additional action is required.

The Project's designated risk coordinator will compile all new risks for presentation at each of the Project's scheduled status meetings. If the initial risk assessment is deemed critical based on the Risk Assessment Matrix, the Project risk coordinator will immediately present the risk to the Project Lead. Please refer Appendix B for the Risk Assessment Matrix.

At the Project's regularly scheduled status meetings, the risk coordinator will present the proposed risks to the Project team. Upon completion of discussion of the risk and refinement of its description, the Project Lead will determine to accept or reject the risk. If the risk is accepted, the risk coordinator will enter the risk into the Project's Risk List, including ownership, priority and next review date.

Refer to the next section for more details regarding risk assessment, including categorizing, assessing responses, and quantifying risks.

2.3 Risk Monitoring and Treatment

The purpose of Risk Monitoring and treatment is to select and implement options for addressing risk. The responsive actions need to be defined based on risk limits as set by the KNPC and need to monitor that control measures are executed properly and in a timely manner (i.e. according to their definition) and corrective action need to be taken in case the (current) control measures are not effective.

The following Processes developed in KNPC is aiding the Risk Monitoring & Treatment Component: Risk Treatment & Monitoring Process (# RMD-ERM-16-P04) and Procedure for Verification of Existing Control (# RMD-ERM-16-P07)

The Project team member assigned as the risk owner will be responsible for acting to mitigate the risk. The risk owner will report on the risk status at the risk's review date

Upon review of the risk, the Project Lead will determine to close or leave the risk open. If the risk remains open, the Project lead can choose to reassess and/or reassign the risk. If the Project Lead determines that the risk requires additional support for mitigation beyond the Project team, it is the responsibility of the Project Lead to escalate the risk.

Please refer to section four of this document for the standard Risk Escalation Procedure, including key considerations and escalation hierarchy.

2.4 Close the risk

Upon implementation of mitigating actions and necessary escalation measures, the Project Lead can close the risk. At this point, the Project risk coordinator should update the risk status in the Project Risk Log.

3. Assessment of Risks

3.1 Risk Categories

(Refer KNPC ERM Framework, # RMD-ERM-21-D03, section D.7)

Risk categories are groupings of risks that help maintain consistency in identification, assessment, measurement, and monitoring across risks. Using consistent risk categories across an enterprise enables risks to be aggregated to determine their overall impact to the KNPC.

KNPC, in line with KPC ERM Policy, has adopted the following risk categories in its ERM Program. Categories are designed to be comprehensive. Risk types are classified into the 5 categories introduced in the KPC risk statement. There are examples provided for each risk category.

1. Stakeholder Risk

- 1.1 Reputational risk: the risk arising from changes in public opinion that impact earnings or access to capital. Examples: brand, press relations and corporate communications.

2. Project Risk

- 2.1 Domestic Political Influence
- 2.2 Execution Delay

3. Market/Financial Risk— the risk arising from deviation of business financing costs from original estimates. Examples: rising cost of capital, labor, and materials.

- 3.1 Crude Price Volatility
- 3.2 Correlation of Crude & Gas Price
- 3.3 Crude and Refining Margin Volatility
- 3.4 Interest Rate Volatility

- 3.5 Charter Rates
- 3.6 Petrochemical Price Volatility
- 3.7 Retail Margin Volatility
- 3.8 Counterparty Risk
- 3.9 KD/USD Exchange Rate Risk
- 3.10 Other Exchange Rate Risk
- 3.11 Credit Risk

4. Operational Risk — the risk arising from inadequate physical infrastructure (asset failure), risk control or risk infrastructure (process failure). Examples: execution, delivery, and process management; clients, products, and business practices; systems failures; internal fraud; external fraud; computer & information security, data security, employment practices and workplace safety; and damage to physical assets.

- 4.1 Human Resources Risk: the risk arising from inadequate human resources or inappropriate use of available resources. Examples: inadequate qualification of candidates during recruiting process, loss of key personnel to competitors due to salary increases.
- 4.2 HSSE Risk
 - 4.2.1 *Environmental Risk*: the risk arising from noncompliance with local, regional, or federal environmental laws or regulations. Examples: oil spill, excessive flaring.
 - 4.2.2 *Health and Safety Risk*: the risk arising from noncompliance with or lack of health and safety regulations, policies, or procedures. Examples: plant traffic accidents, loss-time accidents, work-related injuries, and fire hazards.
 - 4.2.3 *Security Risk*: Risks related to securing the assets belonging to an KNPC e.g. Damage to physical assets, theft, Sabotage, Information/data Security breach

5. Portfolio / Business Risk

- 5.1 Technology Risk: the risk arising from inadequate information technology resources or inappropriate use of available resources. Risks associated with the management of technology changes and failure to implement technology. Examples: obsolete technology, system support unavailability due to aging systems, and failure of critical operational or safety systems.
- 5.2 Model & Validation Risk: risk arising from incorrect assumptions or data, or the inappropriate application of a model.
- 5.3 Strategic Risk: the risk arising from an organization's inability to formulate and/or execute a successful business strategy as well as manage performance.
- 5.4 Legal Risk: the risk arising from contracts or other arrangements that are not enforceable through available means. Examples: inadequate documentation, regulatory prohibition, legal contract, and litigation.
- 5.5 Regulatory Risk the risk arising from unexpected changes to local, regional, or federal law or regulatory policy. Examples: changes in maritime regulations that prevent certain ships from serving particular markets.

3.2 Assessment of Risk Responses

Risk Treatment Strategies (Refer ERM Risk Treatment and Monitoring Process, # RMD-ERM-16-P04, Section D.1)

AVOID	<p>DIVEST by exiting a market or geographic area, or by selling, liquidating or spinning off a product group or business</p> <p>PROHIBIT unacceptably high risk activities, transactions, financial losses and asset exposures through appropriate corporate policies, limit structures and standards</p> <p>STOP specific activities by redefining objectives, refocusing strategies and policies or redirecting resources</p> <p>SCREEN alternative capital projects and investments to avoid low-return, off-strategy and unacceptably high-risk initiatives</p> <p>ELIMINATE at the source by designing and implementing internal preventive processes</p>
ACCEPT	<p>RETAIN risk at its present level, taking no further action</p> <p>REPRICE products and services by including an explicit premium in the pricing, market conditions permitting, to compensate for the risk undertaken</p> <p>SELF-INSURE risk through:</p> <ul style="list-style-type: none"> – Internal charges to P&L (pay as you go) – Borrowed funds from external sources, should a specific event occur – Reserving losses (under accepted accounting principles) – Using a pure captive insurance company – Participation in a group or an industry captive <p>OFFSET risk against others within a well-defined pool</p>
REDUCE	<p>DISPERSE financial, physical or information assets geographically to reduce risk of unacceptable catastrophic losses</p> <p>CONTROL risk through internal processes or actions that reduce the likelihood of undesirable events occurring to an acceptable level (as defined by management's risk tolerance)</p> <p>RESPOND to well-defined contingencies by documenting effective plan and empowering appropriate personnel to make decisions; periodically test and, if necessary, execute the plan</p> <p>DIMINISH the magnitude of the activity that drives the risk</p> <p>ISOLATE differentiating characteristics of proprietary assets to reduce risk of loss through imitation, obsolescence or other competitive pressures</p> <p>TEST strategies, products or services on a limited basis to evaluate results under conditions that will not influence perceptions of the broader market</p> <p>IMPROVE capabilities to manage a desired exposure</p> <p>RELOCATE operations in order to transfer risk from one location, in which it cannot be well managed, to another location in which it can</p> <p>REDESIGN the company's business model, i.e. its unique combination of assets and technologies for creating enterprise value</p>

	DIVERSIFY financial, physical, customer, employee/supplier and organizational asset holdings used by the firm's business model
TRANSFER	<p>INSURE through a cost-effective contract with an independent, financially capable party under a well-defined risk strategy</p> <p>REINSURE to reduce portfolio exposure through contracts with other insurers, when such arrangements are available</p> <p>HEDGE risk by entering into the capital markets, making feasible changes in operations or executing new borrowings</p> <p>SECURITIZE risk by accessing the capital markets and structuring deals with potential investors through efficient pricing mechanisms</p> <p>TRANSFER risk and rewards of investing in new markets and products by entering into alliances or joint ventures</p> <p>OUTSOURCE non-core processes (a viable risk transfer option only when risk is contractually transferred)</p> <p>INDEMNIFY risk by entering into contractual risk-sharing arrangements with independent financially capable parties</p>

3.3 Quantification of Risks

Risk quantification extends the value of the understanding, documenting, and reporting on Project level risks by attempting to assign each risk to a numerical scale.

This introduces a common format to risk quantification, based on easily understood numerical scales. These assist in realizing and focusing on the 'true' impact of each risk, and in the prioritization of the risk-reducing activities and responses identified.

Refer to Appendix A for descriptions of the rating scales to be used for quantifying risk impact, probability and controllability.

4 Roles and Responsibilities

Role	Responsibility	Schedule (When)
Project Sponsor	<ul style="list-style-type: none"> Review and sign-off on the Project's Risk Management Plan Support the mitigation of key risks that require guidance, support and/or intervention from higher management. 	<ul style="list-style-type: none"> Prior to Study Stage Gate Review Ongoing
Project Lead	<ul style="list-style-type: none"> Develop and monitor the comprehensive Risk Management Plan Make determination to formalize risks identified by Project team members Monitor risk mitigation activities Escalate risks to Project Sponsor and/or senior management as needed 	<ul style="list-style-type: none"> Prior to Study Stage Gate Review Ongoing Ongoing Ongoing
All Project Team Members	<ul style="list-style-type: none"> Every person on the project has the responsibility of identifying and managing risks in a timely manner Perform mitigating actions on assigned risks 	<ul style="list-style-type: none"> Ongoing Ongoing
Project Risk Coordinator	<ul style="list-style-type: none"> Coordinate the formalization and tracking of all risks by owning the maintenance of the Project Risk List 	<ul style="list-style-type: none"> Ongoing

5. Risk Escalation Procedure

5.1 Overview

The risk escalation approach is an important portion of successful Project risk management. It provides Project team members and supporting stakeholders with a clear process for the mitigation of all Project risks. Successful risk escalation requires an understanding of: (1) what constitutes a risk worth escalating, (2) when is it appropriate to escalate a risk, and (3) to whom should the risks be escalated.

5.2 Risk Escalation Criteria

A risk's impact, probability and controllability all need to be taken into account when considering whether or not to escalate a risk. Based on the Risk Assessment Matrix's classification of the risk's seriousness, only medium and critical risks require escalation consideration. This is because these risks have the potential and likelihood to have a relatively significant impact on the overall success of the Project, this need to be mitigated in a timely fashion.

In addition, risks should only be escalated beyond the Project Lead and Team if: (1) the necessary mitigating actions have been analyzed and determined to be within the sphere of control of the individual to whom the risk is to be escalated, (2) the mitigating actions requested of management are clearly defined, and (3) the consequences for inaction are readily understood.

5.3 Risk Escalation Timing

In general, all risks regardless of criticality, should attempt to be mitigated by the Project Team and Lead prior to escalation. The Project Lead will determine a set amount of time for the Project Team to attempt to mitigate the risk during the risk formalization process. If this time expires without successful resolution and the risk's seriousness meets the risk escalation criteria, it is the Project Lead's responsibility to enforce the risk escalation procedure

5.4 Risk Escalation Hierarchy

As previously mentioned, risk mitigation is primarily the responsibility of the Project Lead, supported by his Project team members. Risks should only be escalated beyond the Project Lead and Team if the risk escalation criteria described above are met. As such, the Risk Management will only escalate to the Project Sponsor for risks consisting of major challenges and hurdles where his support and intervention is necessary for resolution.

The following summarizes the hierarchy by which Project issues will be escalated:

Level	Escalation Hierarchy
First	Project Team member
Second	Project Lead
Third	Project Sponsor
Fourth	Risk Management Team
Fifth	Risk Oversight committee
Sixth	CEO

Appendix

Appendix A: Impact, Probability & Controllability Scales

Impact Scale

This is an estimate of the overall scale of the impact following an occurrence of each risk.

Rating	Impact on Project	Impact Description
1	<i>Marginal</i>	Slight exposure
2	<i>Minor</i>	Progress disrupted with manageable extensions to short-term schedule and/or cost
3	<i>Moderate</i>	Progress disrupted with large extensions to schedule and/or cost, across short and medium terms
4	<i>Significant</i>	Significant disruption to successful delivery of Project objectives and/or benefits
5	<i>Unrecoverable</i>	Critical disruption which threatens success of the Project

Probability Scale

This is an assessment of the probability of an occurrence of the risk, given the responses identified, and the other factors or risks on which it is dependent.

Rating	Probability to Occur	Rating Description
1	<i>Unlikely</i>	Less than 10% chance of occurrence
2	<i>Possible</i>	Between 10% and 40% chance of occurrence
3	<i>Probable</i>	Between 40% and 60% chance of occurrence
4	<i>Very probable</i>	Between 60% and 90% chance of occurrence
5	<i>Extremely likely</i>	Greater than 90% chance of occurrence

Controllability Scale

This scale assesses how much control the Project team has in preventing the risk from materializing.

Rating	Level of Control	Rating Description
1	<i>Virtually avoidable</i>	Project has extensive direct control over the actions necessary for mitigating the risk
2	<i>Largely controllable</i>	Project has large degree of direct control over the actions necessary for mitigating the risk
3	<i>Partially controllable</i>	Project has moderate degree of control over the actions necessary for mitigating the risk
4	<i>Largely uncontrollable</i>	Project has minimal degree of direct control over the actions necessary for mitigating the risk
5	<i>Virtually uncontrollable</i>	Project has virtually no direct control over the actions necessary for mitigating the risk

Appendix B: Risk Assessment Matrix

The Risk Assessment Matrix aims at classifying risks according to their seriousness by summing the risk's probability and impact.

This classification assists in the relative prioritization of risks by highlighting the risks with the most impact on the project. In conjunction with the risk's controllability, this assists in determining what risks require escalation beyond the Project team.

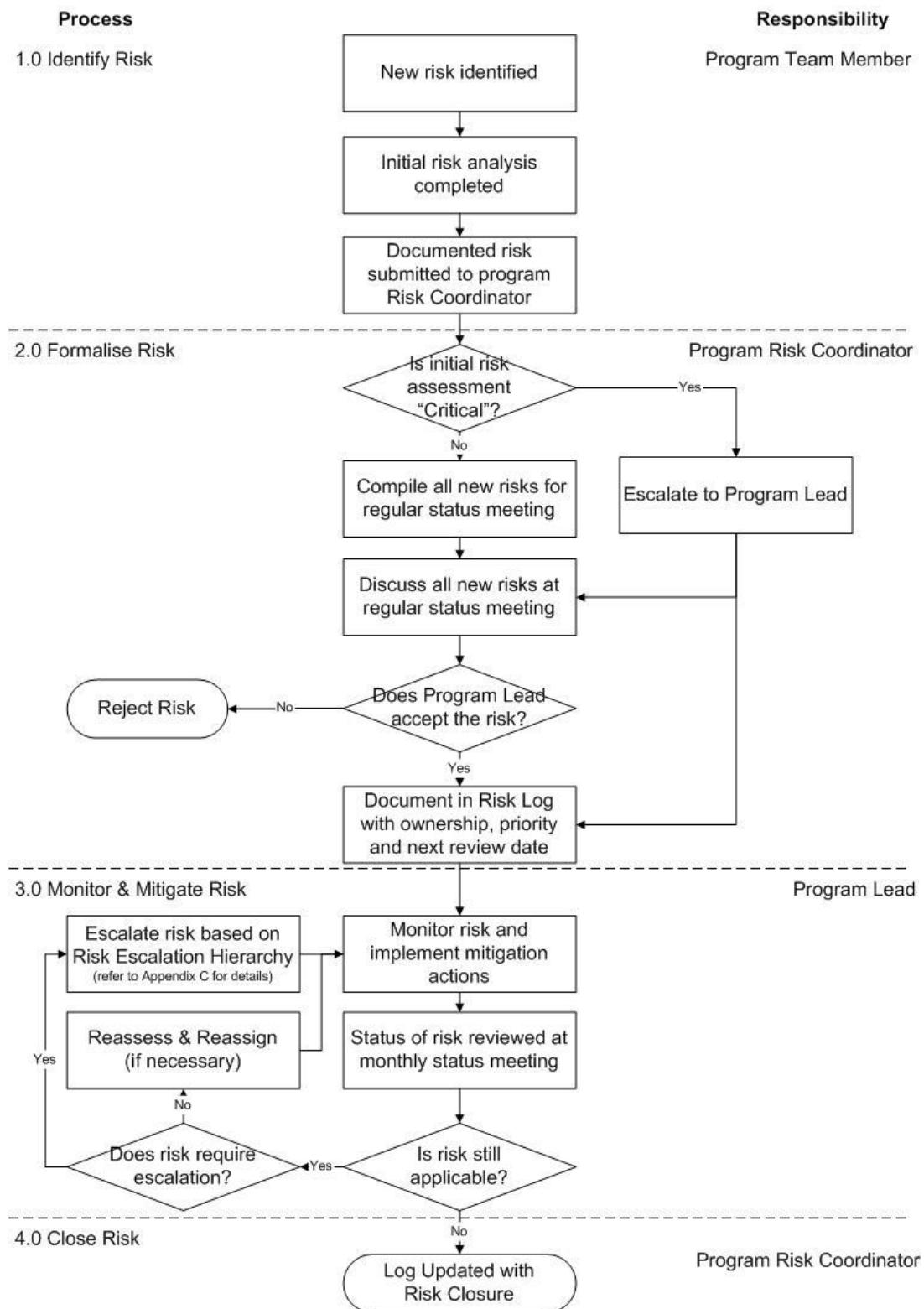
		PROBABILITY				
		1	2	3	4	5
I M P A C T	1	2	3	4	5	6
	2	3	4	5	6	7
	3	4	5	6	7	8
	4	5	6	7	8	9
	5	6	7	8	9	10

Rating	Risk Seriousness
7 - 10	Critical Risk
5 - 6	Medium Risk
2 - 4	Low Risk

Note: It is recommended to check the alignment with the "Impact Scale", "Probability Scale", "Controllability Scale" and "Risk Assessment Matrix" defined by Projects Department in their procedure (Procedure for Unified Project Risk Management, # PRJ-QMS 9M-15-3013, Issue-6, Rev-0 dated 24-Feb-2022).

If any of the risk identified by the projects are of Enterprise nature, it should be handled in accordance with the latest revision of ERM document "Risk Assessment Process (Risk identification, analysis and evaluation process) # RMD-ERM-16-P03"

Appendix C: Risk Management Detailed Process Flow



Appendix D

Risk Identification Template	
Raised by	(Enter your name)
Date	(Enter date)
Risk Description	(Enter description of the risk)
Proposed Mitigating Action	(Enter proposed mitigating action)
Impact	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Probability	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Controllability	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Comments	(Enter if necessary)

Risk Assessment Matrix

		PROBABILITY				
		1	2	3	4	5
I	1	2	3	4	5	6
	2	3	4	5	6	7
	3	4	5	6	7	8
	4	5	6	7	8	9
	5	6	7	8	9	10
		2 - 4	Low Risk	5 - 6	Moderate Risk	7 - 10

2.14. Risk Management Plan Guidelines

1. Overview

1.1 Definition

Risk management formally defines the approach used to identify, assess, and mitigate Project risks throughout the life of the Project. This is accomplished through the formalization of a Risk Management Plan and the ongoing maintenance of a comprehensive Project Risk List.

Risk: Effect of uncertainty on objectives (ISO 31000:2018)

An effect is a deviation from the expected. It can be positive, negative or both, and can address, create or result in opportunities and threats. Objectives can have different aspects and categories and can be applied at different levels. Risk is usually expressed in terms of risk sources, potential events, their consequences and their likelihood.

Risk Management: Risk Management is defined as Coordinated activities to direct and control an organization with regard to risk. (KNPC ERM Framework, # RMD-ERM-21-D03)

According to ISO 31000 standard, Managing risk

- Is iterative and assists organizations in setting strategy, achieving objectives and making informed decisions.
- Is part of governance and leadership, and is fundamental to how the organization is managed at all levels. It contributes to the improvement of management systems
- Is part of all activities associated with an organization and includes interaction with stakeholders.
- Considers the external and internal context of the organization, including human behavior and cultural factors.
- Is based on the principles, framework and process, as illustrated in adjoining figure.

Enterprise Risk Management (ERM): a structured and disciplined risk management approach integrated with strategy, process, people, technology, and knowledge with the purpose of continually evaluating and managing risks to business strategies and objectives on an enterprise-wide basis.

1.2 Objective

The objective of risk management is to progressively reduce exposure to events that threaten successful accomplishment of Project objectives. Project risks, unless reduced or eliminated, constitute a barrier, both real and potential, to the accomplishment of the Project's established goals and objectives. Risk management therefore, will be critical to the Project's success in meeting its objectives. Proactive risk management techniques are required to identify, quantify, and mitigate all potential risks to the Project.

The specific objective of the Risk Management Plan is to provide an overview of the need for risk management on the Project. In addition, the plan provides information on how Project leadership intends to use risk management processes and techniques to identify, analyses, mitigate, and manage potential risks to achieve project objectives.

The specific objective of the Project Risk List is to provide a mechanism for capturing monitor risks throughout the Project's lifecycle in line with the defined Risk Management Plan.

The purpose of risk management is the creation and protection of value. It improves performance, encourages innovation, and supports the achievement of objectives (KNPC ERM Framework, # RMD-ERM-21-D03). Latest edition of KNPC ERM Policy Statement is provided in KNPC ERM Framework.

1.3 Inputs

The Project Charter is a key input to the Risk Management Plan.

1.4 Roles

- The Risk Management Plan is developed by the Project Lead
- The Risk Management Plan is reviewed by the Project Sponsor
- The Risk List is maintained by an assigned team member with input from entire team

1.5 Users

- Used by the Project Lead to address risks as they arise and communicate the overall mitigation strategy
- Used by Project team members to understand how to handle risks
- Used by stakeholders to evaluate if risks are effectively managed
- Used by Management Support to monitor crucial risks across Projects and ensure they are escalated to the Governance Entity

2. Completion Process

Step 1: Confirm the Risk Management Plan

The Project Lead first reviews the KNPC Project Methodology's Risk Management Plan template and tailors any sections to the specific requirements of the Project. This process must be completed prior to the Study stage gate review process.

While completing the Project's Risk Management Plan, the Project Lead must also perform an initial assessment of the major risks that are facing the Project's ultimate success. The upfront identification and formalization of these risks provide an important gauge to determining the Project's overall feasibility and potential roadblocks to success. If the Project is authorized for progression, these risks provide the foundation of the Project's comprehensive Risk List that must be consistently monitored and mitigated.

Step 2: Obtain sign-off for Risk Management Plan from Project Sponsor

The overall success of the risk management process depends a great deal on the constructive involvement of the Project Sponsor. This involvement will be especially important for key risks that require guidance, support and/or intervention from higher management. The defined escalation procedures of the Project's risk management process must ensure the efficient use of the Project Sponsor's time and influence in solving major problems and removing hurdles.

Due to this key role, the Project Lead must obtain the Project Sponsor's buy-in for the Risk Management Plan. This will ensure that all parties are clear on respective roles and responsibilities in successfully mitigating Project risks.

Step 3: Socialise the Risk Management Plan with the Project Team

To ensure successful risk management, the Project Lead must introduce the Risk Management Plan to the Project team and stress that successful risk management is the responsibility of all Project team members. This step will ensure that all team members are aware of the Project's defined processes for identifying, formalising, monitoring and closing risks. In addition, this will make sure that Project team members are proactively considering potential Project risks prior to becoming issues.

Step 4: Utilise the Risk Management Plan on an ongoing basis

The Project Lead must ensure that the structured processes and roles identified in the Risk Management Plan are utilised by the Project on an ongoing basis. Risk management must be an activity that is consistently top-of-mind for all Project team members in accomplishing their assigned tasks.

The risk management process recommended by the KNPC Project Methodology consists of four key processes: (1) risk identification, (2) risk formalization, (3) risk monitoring and (4) risk closure. Refer to the associated Risk Management Plan Template for details regarding each process.

3. Additional Considerations

- Risks require to be handled in a timely and accurate manner before they become issues
- Risks need to be prioritized accurately in order to ensure that they are handled effectively
- Risks change in their Severity of Impact and Probability of Occurrence as the Project progresses through its lifecycle
- Risks need to be continually revisited and updated

Appendix (if applicable)

Appendix A: Impact, Probability & Controllability Scales

Impact Scale

This is an estimate of the overall scale of the impact following an occurrence of each risk.

Rating	Impact on Project	Impact Description
1	<i>Marginal</i>	Slight exposure
2	<i>Minor</i>	Progress disrupted with manageable extensions to short-term schedule and/or cost
3	<i>Moderate</i>	Progress disrupted with large extensions to schedule and/or cost, across short and medium terms
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3	<i>Partially controllable</i>	Project has moderate degree of control over the actions necessary for mitigating the risk
4	<i>Largely uncontrollable</i>	Project has minimal degree of direct control over the actions necessary for mitigating the risk
5	<i>Virtually uncontrollable</i>	Project has virtually no direct control over the actions necessary for mitigating the risk

Appendix B: Risk Assessment Matrix

The Risk Assessment Matrix aims at classifying risks according to their seriousness by summing the risk's probability and impact.

This classification assists in the relative prioritization of risks by highlighting the risks with the most impact on the project. In conjunction with the risk's controllability, this assists in determining what risks require escalation beyond the Project team.

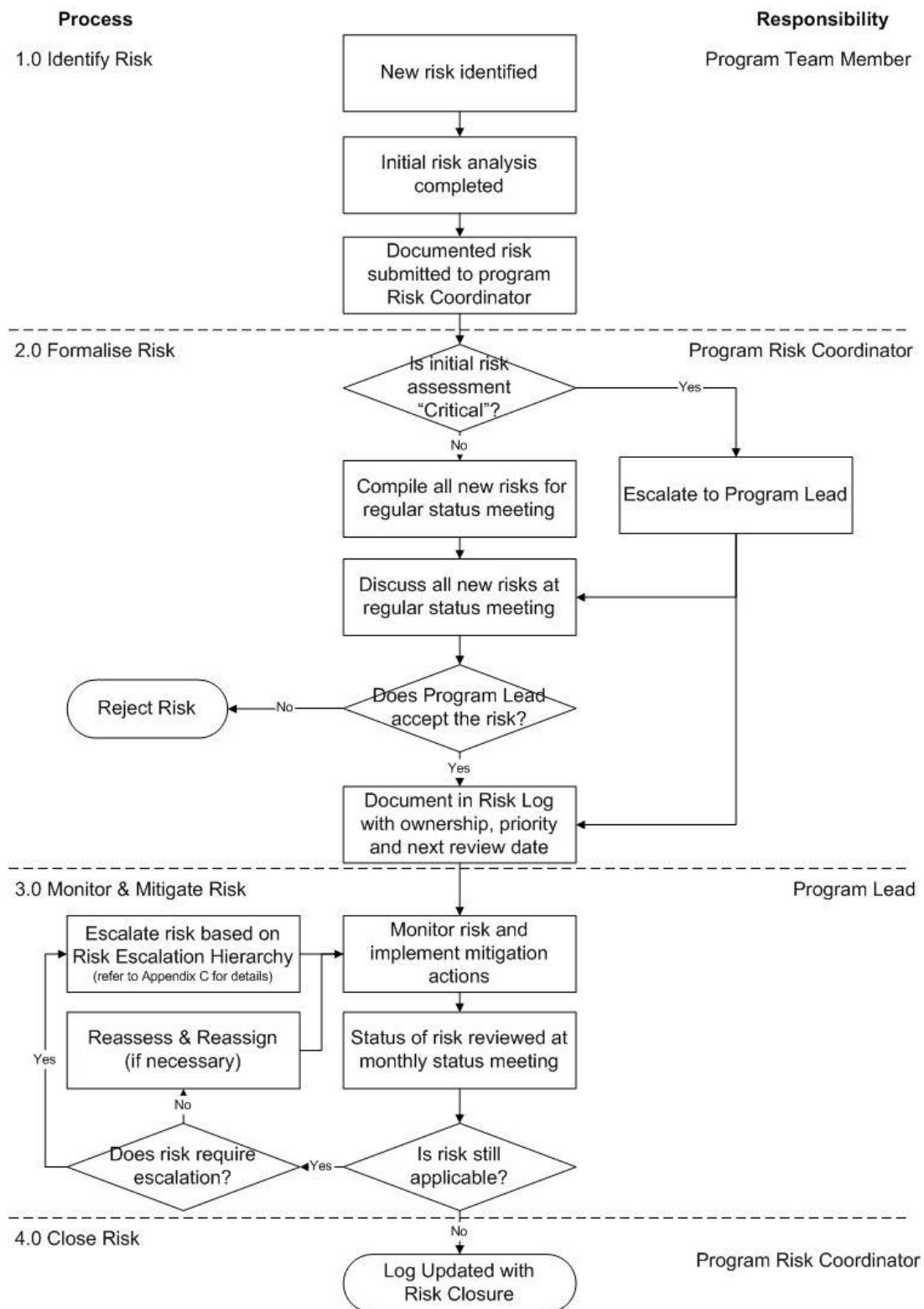
		PROBABILITY				
		1	2	3	4	5
I M P A C T	1	2	3	4	5	6
	2	3	4	5	6	7
	3	4	5	6	7	8
	4	5	6	7	8	9
	5	6	7	8	9	10

Rating	Risk Seriousness
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5 - 6	Medium Risk
2 - 4	Low Risk

Note:- It is recommended to check the alignment with the "Impact Scale", "Probability Scale", "Controllability Scale" and "Risk Assessment Matrix" defined by Projects Department in their procedure (Procedure for Unified Project Risk Management, # PRJ-QMS 9M-15-3013, ISSUE-6, Rev-0 dated 24-Feb-2022).

If any of the risk identified by the projects are of Enterprise nature, it should be handled in accordance with the latest revision of ERM document "Risk Assessment Process (Risk identification, analysis and evaluation process) # RMD-ERM-16-P03"

Appendix C: Risk Management Detailed Process Flow



Risk Identification Template	
Raised by	(Enter your name)
Date	(Enter date)
Risk Description	(Enter description of the risk)
Proposed Mitigating Action	(Enter proposed mitigating action)
Impact	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Probability	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Controllability	Rating: _____ <i>(Scale from 1 – 5; See appendix for specific rating descriptions)</i> Brief explanation of rating:
Comments	(Enter if necessary)

		PROBABILITY				
		1	2	3	4	5
I M P A C T	1	2	3	4	5	6
	2	3	4	5	6	7
	3	4	5	6	7	8
	4	5	6	7	8	9
	5	6	7	8	9	10
		2 - 4	Low Risk	5 - 6	Moderate Risk	7 - 10

2.15. Issue Management Plan Template



2.15 Issue Management Plan Template & Guidelines

1 Document Control

Project Title:	<i><Insert Project Title></i>
Sponsoring Department:	<i><Insert Project Sponsoring Department></i>
Sponsor:	<i><Insert Project Sponsor Name and Signature></i>
Reviewed By:	<i><Insert Project Lead and Signature></i>
Prepared By:	<i><Insert Document Preparer and Signature></i>
Prepared Date:	<i><Insert Date></i>
Reference No:	<i><Insert Reference No></i>

2 Issue Management Overview

2.1 Definition

Successful management of Projects always requires informed, proactive and timely management of issues.

Issues:

- are resolvable with action items
- span projects or Projects
- can be escalated
- are proactively discovered during the course of development

Issue management involves identifying, analyzing, resolving, reporting, and escalating Project concerns related to the development of the business capability or the Project management plan.

2.2 Objective

The Issue Management Plan's objective is to provide a framework for identifying, assessing, capturing and resolving Project issues. This deliverable documents critical decisions regarding issue management to determine the best approach to the various aspects of issue management

2.3 Scope

The scope of the effort includes managing those concerns that have the potential to impact the success of the Project. Examples of such include issues that cannot be resolved by one phone call, questions not covered or answered by the Project Charter and/or Work Plan, and concerns that are controversial between areas and/or important to a large group within the organization.

3. Issue Management Process Flow

Management of issues will be facilitated by a rigorous issue management process. The issue management process begins when a concern is entered into the Project's Issue Log, and ends when an issue is resolved, published and closed. The issue management process includes monitoring the status of each of the concerns/issues. The issue management process consists of four key activities: issue identification, issue formalization, issue monitoring, and issue closure.

3.1 Identify the issue

Issue identification is the responsibility of all Project team members. When a team member encounters an issue, an Issue Identification Template (See Appendix) must be completed and submitted to the Project's designated issue coordinator. The form requires a detailed issue description, a proposed resolution action, an estimated priority, and any additional comments as necessary.

3.2 Formalize the issue

Once the issue is received, the Project issue coordinator will continue to check the concern for relevance. The concern is analyzed to ensure that it falls within scope and analyzed in terms of priority, people affected by the concern, possible solutions, potential issue owner and resolution due date. All new issues are presented to the wider team at each of the Project's scheduled status meetings.

Upon completion of discussion of the issue, the Project Lead will determine to accept or reject the issue. If the issue is accepted, the issue coordinator will enter the issue into the Project's Issue Log, including assignment of ownership, priority and resolution date.

3.3 Resolve and monitor the issue

The issue owner is now responsible for resolving the issue before the resolution due date. The issue owner is responsible for documenting the resolution alternatives, resolution progress, issue solution and planned implementation.

Upon review of the issue, the Project Lead will determine to close or leave the issue as unresolved. If the issue remains open, the Project Lead can choose to reassess and/or reassign the issue. If the Project Lead determines that the issue requires additional resolution support beyond the reach of the Project team, it is the responsibility of the Project Lead to escalate the issue.

3.4 Close the issue

Once the issue owner reports successful resolution of the issue, the Project Lead can confirm the issue is closed. At this point, the Project issue coordinator should update the status in the Project Issue Log.

4. Issue Categorization

Issues will be categorized into four levels of importance, Mission Critical, High, Medium, and Low, based on their impact to the Project goals and objectives, timeline and costs.

5. Roles and Responsibilities

Role	Responsibility	Schedule (When)
Project Sponsor	<ul style="list-style-type: none"> Review and sign-off on the Project's Issue Management Plan Support the resolution of key issues that require guidance, support and/or intervention from higher management 	<ul style="list-style-type: none"> Initial two weeks of Design Stage Ongoing
Project Lead	<ul style="list-style-type: none"> Develop and monitor the Project Issue Management Plan Make determination to formalize issues identified by Project team members Monitor issue resolution activities Escalate issues to Project Sponsor and/or senior management as needed 	<ul style="list-style-type: none"> Initial two weeks of Design Stage Ongoing Ongoing Ongoing
All Project Team Members	<ul style="list-style-type: none"> Every person on the project has the responsibility of identifying and managing issues in a timely manner Perform resolution activities on owned issues 	<ul style="list-style-type: none"> Ongoing Ongoing
Project Issue Coordinator	<ul style="list-style-type: none"> Coordinate the formalization and tracking of all issues by owning the maintenance of the Project Issue Log 	<ul style="list-style-type: none"> Ongoing

6. Issue Escalation Procedure

6.1 Overview

The Project team will proactively manage open issues to facilitate their timely resolution. All issues will be reported and formalized by the Project Lead. Special focus will be given to issues meeting the following criteria:

- Mission Critical issues
- Past due issues (Mission Critical, High, Medium, and Low)
- High, Medium and Low importance issues with due dates within the next month

Since the resolution of issues may require attention of senior management, a detail escalation process has been developed. Issues will be escalated to the Project's senior management based on their level of importance and impact.

6.2 Issue Escalation Criteria

The following criteria will be used in escalating issues to the Project Sponsor and/or Project Steering Committee (if necessary):

- All Mission Critical issues.
- Issues which are beyond the authority of an individual project and require a consensus decision.
- Owner of the issue is not clear or cannot be established; and
- Issues which are not being properly addressed and may impede the progress of the Project. Such issues generally will affect the Project scope, costs and timeline

The Project Sponsor and/or Steering Committee will evaluate the issue and determine the appropriate steps to ensure that the issue is resolved. If deemed necessary, the issue will be escalated to the Executive Portfolio Management Committee (EPMC). Only issues that could materially impact the Project objectives, scope, costs and timeline will be escalated to the Executive Portfolio Management Committee.

6.3 Issue Escalation Timing

Issue escalation timing will depend on the issue's priority and relation to due date. Refer to the escalation criteria described above for details regarding issues that require the Project Lead to enforce the Project's issue escalation procedure.

6.4 Issue Escalation Hierarchy

Based upon the criteria and timing discussed above, Project issues shall be escalated based upon the following hierarchy:

Level	Escalation Hierarchy
First	Project team member
Second	Project Lead
Third	Project Sponsor
Fourth	Steering Committee
Fifth	Executive Portfolio Management Committee

Appendix

Appendix A: Issue Priority Categorization Scale

Impact on Project	Impact Description
<i>Mission Critical</i>	Critical impact to Project goals and objectives, timeline and/or costs; Requires immediate resolution
<i>High</i>	Significant impact to Project goals and objectives, timeline and/or costs; Requires resolution within two weeks
<i>Medium</i>	Minimal impact to Project goals and objectives, timeline and/or costs; Requires resolution within one month
<i>Low</i>	Minimal impact to Project goals and objectives, timeline and/or costs; Requires resolution within six weeks

Issue Identification Template	
Raised by	(Enter your name)
Date	(Enter date)
Issue Description	(Enter description of the issue)
Proposed Resolution Action	(Enter proposed resolution action)
Priority Categorization	Rating: _____ (Choices: Mission Critical, High, Medium, Low) Brief explanation of rating:
Comments	(Enter if necessary)

2.16. Issue Management Plan Guidelines

1. Overview

1.1 Definition

Issue management involves identifying, analyzing, resolving, reporting, and escalating Project concerns related to the development of the business capability or the Project management plan. This is accomplished through the formalization of an Issue Management Plan and the ongoing maintenance of a comprehensive Project Issue Log.

1.2 Objective

The Issue Management Plan's objective is to provide a framework for identifying, assessing, capturing and resolving Project issues. This deliverable documents critical decisions regarding issue management to determine the best approach to the various aspects of issue management

1.3 Inputs

The Project Charter and the Work Plan are key inputs to the Issue Management Plan.

1.4 Roles

- The Issue Management Plan is developed by the Project Lead
- The Issue Management Plan is reviewed by the Project Sponsor
- The Issue Log is maintained by an assigned team member with input from entire team

1.5 Users

- Used by Project Lead as a framework for capturing and tracking Project level issues to understand their impact on the progress of the Project.
- Used by key stakeholders to support the Project's success by ensuring that issues are being resolved in a timely manner

2. Completion Process

Step 1: Confirm the Issue Management Plan

The Project Lead first reviews the KNPC Project Methodology's Issue Management Plan template and tailors any sections to the specific requirements of the Project. This process must be completed within the first two weeks of the Design stage.

Step 2: Obtain sign-off for Issue Management Plan from Project Sponsor

The overall success of the issue management process depends a great deal on the constructive involvement of the Project Sponsor. This involvement will be especially important for key issues that require guidance, support and/or intervention from higher management. The defined escalation procedures of the Project's issue management process must ensure the efficient use of the Project Sponsor's time and influence in solving major problems and removing hurdles.

Due to this key role, the Project Lead must obtain the Project Sponsor's buy-in for the Issue Management Plan. This will ensure that all parties are clear on respective roles and responsibilities in successfully resolving Project issues.

Step 3: Introduce the Issue Management Plan to the Project Team

To ensure successful issue management, the Project Lead must introduce the Issue Management Plan to the Project team and emphasize that successful issue management is the responsibility of all Project team members. This step will ensure that all team members are aware of the Project's defined processes for identifying, formalising, monitoring and closing issues. In addition, that Project team members are aware of the importance of resolving assigned issues within assigned timeframes.

The Project Lead must ensure that the structured processes and roles identified in the Issue Management Plan are utilised by the Project on an ongoing basis. Issue management must be an activity that is consistently top-of-mind for all Project team members in accomplishing their assigned tasks.

The issue management process recommended by the KNPC Project Methodology consists of four key activities: issue identification, issue formalization, issue resolution and monitoring, and issue closure.

3. Additional Considerations

- Issues need to be tracked throughout the lifecycle of the Project
- Issues need to be communicated and escalated in a timely manner in order for appropriate action to be

Appendix (if applicable)

Appendix A: Issue Priority Categorization Scale

Impact on Project	Impact Description
Mission Critical	Critical impact to Project goals and objectives, timeline and/or costs; Requires immediate resolution
High	Significant impact to Project goals and objectives, timeline and/or costs; Requires resolution within two weeks
Medium	Minimal impact to Project goals and objectives, timeline and/or costs; Requires resolution within one month
Low	Minimal impact to Project goals and objectives, timeline and/or costs; Requires resolution within six weeks

2.17. Project Dashboard Template



2.10 Project Dashboard Template

EPMC Dashboard :**As on**

Project Title									
Current Project Stage					Project Start Date (Idea Approval)				
Initiating Department					Project End Date				
Executing Department					Project End Date (Forecast)				
Project Contractor					Overall Progress vs. Plan				
Project Milestones	Original Completion Date	Current Revised Completion Date	Actual Completion Date	Status/ Comments					
EPC Details	Planned %		Actual %		Start Date		End Date		Cost
Planned Total Capex			Actual Capex to date				Forecast Total Capex		

1 Progressing to Plan

2 Not progressing to plan but does not require management intervention

3 Not progressing to plan and requires management intervention

S Stage Gate Review



MSD-P&PM-22-0021, Ver-2

EPMC Dashboard :**As on**

Description	Mitigating Action	Next Review Date
Critical Project Risks & Issues		
Monthly Highlight & Next Month Plan		
Interdependencies		
Project Name	Type of Dependency	Description of Dependency
Resources utilized in Project Team (In numbers only)		
KNPC staff :	Consultant / Contractor Team:	

MS Department

MSD-P&PM-22-0021, Ver-2

2



2.18. FEED Audit Form



2.11 FEED Audit Form

FEED Audit Form

Project Title	Project Title	
Reference No.	PRJ-QMS-9E05-4071 (as a sample)	
PSGS No	PSGS-20XX-XXXX	
Date	XX/XX/20XX	
Prepared By		
Name:		
Title – Department :		
Reviewed By		
Name:		
Title – Department :		
Approved By		
Name:		
Initiating Manager Signature:		
FEED Audit conducted	Yes <input type="checkbox"/>	
	No <input type="checkbox"/>	
	If No : Justification	
	Date of FEED Audit	
	Remarks	
	Recommendation	

MSD-P&PM-22-0086

2.19. Change Request Template



2.19 Change Request Template & Guidelines

1. Change Request

Date Submitted:	<<Date>>
Prepared By:	<<Project Team Member>>
Raised By:	<<Project Leader>>
Approved By:	<<Project Sponsor>>

Summary of Reason for Change Request	
Specific Change Request Description	

Project Baseline Impacts	
• Scope	<<Describe in detail (or N/A)>>
• Schedule	<<Describe in detail (or N/A)>>
• Cost	<<Describe in detail (or N/A)>>
• Resources	<<Describe in detail (or N/A)>>
• Quality	<<Describe in detail (or N/A)>>
• Risk	<<Describe in detail (or N/A)>>

Appendix 1 – Detailed Solution Description

Appendix 2 – Detailed Effort and Cost Estimates

	Revised	Current	Net
Workdays	0	0	0
Costs:			
• Personnel Cost (\$000's)	0	0	0
• Other Resource Cost (\$000's)	0	0	0
Net Cost Impact			0

2.20. Change Request Guidelines

1. Overview

1.1 Definition

The Change Control process is a formal set of activities via which a material change is formally authorized for an active project, typically affecting requirements such as scope, cost, schedule, resources, or agreed quality standards. Project leadership documents Change Requests to reflect approved changes that have been requested.

1.2 Objective

The objective of the Change Control process is to capture changes that have material impact on the project. A formal Change Request is prepared when a requested change affects the project's baselines for scope, schedule, cost, resources or agreed quality standards, as defined in the Project Charter. If the change does not affect the project baselines for scope, schedule, cost, resources or agreed quality standards, preparation of this deliverable is unnecessary.

1.3 Inputs

The Project Charter, Project Work Plan, and all relevant Status Report materials serve as key inputs to Change Control process.

1.4 Roles

- All Change Requests are formally documented by the Project Leader.
- Change Requests having a material impact on scope, budget or timeframes must be reviewed and approved by the Project Sponsor.
- The Change Control Log is maintained by an assigned Project Team member.
- For strategic projects, any approved Change Request that impacts timing of a key milestone should be communicated to the MS Department to ensure appropriate updates are made to the Journey Map.

1.5 Users

- Project Leaders use change control to capture and track change requests, understand the amount and scope of changes and their degree of impact on the project.
- Stakeholders and sponsors make change requests throughout the life of the project.

2. Completion Process

Section 1: Analyze Type of Change

Over the course of a project's lifecycle, a Project Leader may be faced with the requirement to update the project's baselines, as defined in the Project Charter. Even in the best-planned and well-managed projects, the complexities associated with project estimation, planning and delivery may require making mid-stream adjustments to a project's baselines. While ideally the use of the Change Control process will be minimal, this process ensures that all change requests are handled in a rigorous and systematic manner in alignment with the other supporting activities of the KNPC Project Methodology.

The first step in applying the Change Control process is to analyze the type of change being requested. For example, the requested change may involve updates to the project's baselines for scope, schedule, cost, resources or agreed quality standards.

Section 2: Analyze Impact on Baseline Estimate

After identifying the type of change, the impact of the change must be analyzed against the baseline estimates. This will help project leadership understand the magnitude of the change, as well as support the alignment of revised expectations with senior management.

When analyzing the impact of Change Request, project leadership must keep in mind the project's key drivers and critical success factors in order to ensure that the change does not materially impact the project's ability to deliver upon its value proposition. Where this is found to be the case, project leadership may be required to re-visit the type of change being requested (e.g. timeframes are found to be inflexible due to tight delivery milestones, but additional resources can be made available to support work completion).

Section 3: Ensure Change is authorised by Project Sponsor

Since the Project Charter represents a commitment to deliver between the Project Leader and Project Sponsor, any material changes to the established baselines must be reviewed and approved by the Project Sponsor. This ensures that the Project Sponsor is aligned behind the requested changes, and is able to support messaging of the changes to senior management and the wider organization (where required).

Section 4: Document Change in Change Control Log

Upon confirmation of sign-off of the Project Sponsor, the change is officially logged in the project's Change Control Log by the assigned project team member. In addition, the re-base lined changes are reflected in the Project Charter and Project Work Plan, including official release of updated versions, including description of the requirement for the specific change.

Section 5: Maintain Log throughout the Lifecycle of the Project

The Change Control Log and supporting Change Requests must be maintained throughout the lifecycle of the project so that they can be referenced at any future point in time. This also serves knowledge sharing purposes, as documented Change Requests are often useful sources of lessons learned for future projects.

3. Additional Considerations

- The Change Control process is most useful during the Design, Implement and Monitor and Operate stages.
- When applied as part of a suite of effective project management processes, the Change Control process should be viewed in a positive light through its promotion of transparency and stakeholder alignment throughout a project's lifecycle. The Change Control process is meant to minimize surprises in project's delivering against scope, schedule and budgetary commitments.

2.21. Study Stage Closure Report



2.21 Study Stage Closure Report

1. Document Control

Study Title	<<Project Title>>
Document Ref No	<<Document Reference No.>>
Date	<<Submission Date for Closure Report>>
Prepared By	<<Project Team Member>>
Reviewed By	<<Project Lead>>
Approved By	<<Project Sponsor>>

2. Study Stage Overview

Study Overview	<i>Provide a brief overview of the Study's objectives, timeframes, scope, and high-level approach</i>		
Key Assumptions	<i>Describe the key assumptions utilised during the Study Stage.</i>		
Options Considered	<i>Document the options considering during the study, including relevant advantages and disadvantages</i>		
	Option Description	Advantages	Disadvantages
Study Recommendation	<i>Summarize the overall recommendation(s) of the Study.</i>		
Stage Gate Review Decision	<i>Summarize the outcomes and relevant feedback from the Study Stage Gate Review.</i>		

3. Additional Considerations

Transition Considerations	<i>Document any relevant considerations that will be useful for the team responsible for execution of next stage</i>	
Key Risks for Subsequent Stages	<i>Description</i>	<i>Mitigation Plan</i>
Key Open Issues	<i>Description</i>	<i>Mitigation Plan</i>
Summary of Lessons Learned	<i>Describe all lessons learned during the Study Stage that may be of use to future studies or projects.</i>	

2.22. Design Stage Closure Report



2.22 Design Stage Closure Report

1 Document Control

Project Title	<<Project Title>>
Document Ref No	<<Document Reference No.>>
Date	<<Submission Date for Closure Report>>
Prepared By	<<Project Team Member>>
Reviewed By	<<Project Lead>>
Approved By	<<Project Sponsor>>

2 Design Stage Overview

Design Stage Review	<i>Provide a brief overview of the project's Design Stage objectives, timeframes, scope, costs and high-level approach</i>	
Key Assumptions	<i>Describe the key assumptions utilised during the Design Stage.</i>	
Key Design Decisions	<i>Document the key design decisions made considering during the Design Stage, including relevant implications on the overall project</i>	
	<i>Design Decision</i>	<i>Implication</i>
Baseline Implementation Plan	<i>Based upon the completed Design, provide overview of the recommended implementation plan including baseline estimates against the following dimensions</i>	
	<i>Scope</i>	
	<i>Approach</i>	
	<i>Key Milestone Schedule</i>	
	<i>Resource Requirement</i>	
	<i>Implementation Cost</i>	
	<i>Planned Training / Communication Activities</i>	
Stage Gate Review Decision	<i>Summarize the outcomes and relevant feedback from the Design Stage Gate Review.</i>	

3 Additional Considerations

Transition Considerations	<i>Document any relevant considerations that will be useful for the team responsible for execution of next stage</i>	
Key Implementation Risks	Description	Mitigation Plan
Key Open Issues	Description	Mitigation Plan
Summary of Lessons Learned	<i>Describe all lessons learned during the Design Stage that may be of use to future projects.</i>	

2.23. Implement Stage Closure Report



2.23 Implement Stage Closure Report

1 Document Control

Project Title	<<Project Title>>
Document Ref No	<<Document Reference No.>>
Date	<<Submission Date for Closure Report>>
Prepared By	<<Project Team Member>>
Reviewed By	<<Project Lead>>
Approved By	<<Project Sponsor>>

2 Implement Stage Overview

Implement Stage Review	<i>Provide a brief overview of the project's Implement Stage objectives, timeframes, and high-level approach</i>	
Key Assumptions	<i>Describe the key assumptions utilised during the Implement Stage.</i>	
Key Decisions During Implementation	<i>Document the key decisions made during the Implement Stage, including relevant implications on the overall project</i>	
	<i>Implementation Decision</i>	<i>Implication</i>
Project Achievements and Shortcomings	<i>Review implementation successes and shortcomings (versus baseline estimates) against the following areas, including justification for any variances.</i>	
	<i>Scope / Quality</i>	
	<i>Schedule</i>	
	<i>Cost</i>	
	<i>Resources</i>	
	<i>Training / Communication</i>	
	<i>Additional</i>	
Stage Gate Review Decision	<i>Summarize the outcomes and relevant feedback from the Implement Stage Gate Review.</i>	

3 Additional Considerations

Transition Considerations	<i>Document any relevant considerations that will be useful for the team responsible for execution of next stage</i>	
Key Risks for Operate & Monitor Stage	Description	Mitigation Plan
Key Open Issues	Description	Mitigation Plan
Summary of Lessons Learned	<i>Describe all lessons learned during the Implement Stage that may be of use to future projects.</i>	

2.24. Project Closure Report Template



2.24 Project Closure Report Template & Guidelines

1. Project Review

1.1 Project Summary

Provide a brief overview of the Project's objectives, timeframes, scope, and high-level approach.

1.2 Benefits Delivered

Describe the benefits delivered by the Project by reviewing the Project's business objectives and the associated benefits realization plan.

1.3 Project Achievements

Describe Project achievements in terms of milestones reached, costs expended, resources utilized, risks successfully mitigated and issues effectively overcome

1.4 Project Shortcomings

Describe Project shortcoming in terms of delays to key milestones and tasks, cost overruns, unexpected resource expenditures, risk mitigation challenges, and issue resolution disappointments.

1.5 Key Decisions

Describe the key decisions made during the Project. Highlight all changes to Project scope, including the reasoning for the adjustment.

1.6 Summary of Lessons Learned

Based on the observed Project achievement and shortcomings, describe all lessons learned on the Project that will prove beneficial to the implementation of future Projects at KNPC. Be sure to include both positive and constructive lessons.

2. Transition Framework

2.1 Project Staff

Describe what steps are being taken to manage the movement of Project staff from the Project to other roles, including the timing of their move, the capture of their Project knowledge and handover of that knowledge to the Business Owners.

2.2 Project Assets

Describe any assets which were acquired for the Project, and who will take ownership of them upon completion of the Project

2.3 On-going Issue Management

Identify any outstanding issues and who is responsible for continued resolution of the issue.

2.4 On-going Risk Management

Identify any risks which will transfer to an operational area and who has monitoring responsibility.

2.5 On-going Records Management

Identify what arrangements have been put in place for the storage, security and backup of hard copy and soft copy (electronic) records and project documents. Identify who is responsible for these activities.

2.6 Additional Project Transition Responsibilities

List any matters that are outstanding, what actions are required to address them and who is responsible. This should include things that are outstanding or have not been formally agreed prior to this stage such as outcomes yet to be achieved, outputs not yet delivered, maintenance of the outputs or other operational matters such as meeting future training requirements.

2.25. Project Closure Report Guidelines

1. Overview

1.1 Definition

The Project Closure Report summarizes Project accomplishments and shortcomings as well as documents the transition framework to support activities. The document reviews the benefits delivered by the Project and highlights Project achievements including milestones, financials, resources, risks, and training statistics. Additionally, it includes an analysis of the Project's accomplishments and shortcomings in order to capture lessons learned that can be shared with other existing and future Projects.

1.2 Objective

The objective of the Project Closure Report is to ensure that the original Project objectives have been met and to facilitate handover from Project team to permanent support functions and/or Operations.

1.3 Inputs

The Cost Benefit Analysis Plan, Project Charter, Work Plan, Issue Log and the Project's current Status Reporting Materials are key inputs to the Project Closure Report.

1.4 Roles

- The Project Closure Report is developed by the Project Lead
- The Project Closure Report is reviewed by the Project Sponsor & Steering Committee

1.5 Users

- Used by the Project Sponsor and key stakeholders to ensure that the Project has achieved its expected benefits
- Used by the Project Lead to validate transition framework in order to ensure successful completion of Project closeout activities

2 Completion Process

Section 1: Project Review

The first section of the Project Closure report reviews the Project in terms of benefits delivered, achievements, shortcomings, key decisions and lessons learned.

Project Summary

Provide a brief overview of the Project's objectives, timeframes, scope, and high-level approach.

Benefits Delivered

Describe the benefits delivered by the Project by reviewing the Project's business objectives and the associated benefits realization approach defined during the Study stage in the Cost Benefits Analysis Plan.

Project Achievements

Describe Project achievements in terms of milestones reached, costs expended, resources utilised, risks successfully mitigated and issues effectively overcome

Project Shortcomings

No Project is ever executed to perfection regardless of how carefully planned and monitored. The purpose of documenting shortcomings is not to assign blame, but rather to provide knowledge upon which management and future Project leaders and team members can benefit.

Describe Project shortcoming in terms of delays to key milestones and tasks, cost overruns, unexpected resource expenditures, risk mitigation challenges, and issue resolution disappointments.

Key Decisions

Describe the key decisions made during the Project. Highlight all changes to Project scope, including the reasoning for the adjustment.

Summary of Lessons Learned

Based on the observed Project achievement and shortcomings, describe all lessons learned on the Project that will prove beneficial to the implementation of future Projects at KNPC. Be sure to include both positive and constructive lessons.

Section 2: Describe Transition Framework

The second section describes the Project's transition framework in terms of Project staff, assets, ongoing management of risks, issues, and records, and any additional transition related responsibilities.

Project Staff

Describe what steps are being taken to manage the movement of Project staff from the Project to other roles, including the timing of their move, the capture of their Project knowledge and handover of that knowledge to the Business Owners

Project Assets

Describe any assets which were acquired for the Project, and who will take ownership of them upon completion of the Project.

Ongoing Issue Management

Identify any outstanding issues and who is responsible for continued resolution of the issue.

Ongoing Risk Management

Identify any risks which will transfer to an operational area and who has monitoring responsibility.

Ongoing Records Managements

Identify what arrangements have been put in place for the storage, security and backup of hard copy and soft copy (electronic) records and project documents. Identify who is responsible for these activities.

Addition Project Transition Responsibilities

List any matters that are outstanding, what actions are required to address them and who is responsible. This should include things that are outstanding or have not been formally agreed prior to this stage such as outcomes yet to be achieved, outputs not yet delivered, maintenance of the outputs or other operational matters such as meeting future training requirements.

3 Additional Considerations

- Perform close-out activities as work is completed during Project execution as this reduces final close-out requirements
- Facilitate acceptance of project deliverables by involving stakeholders at key interim points in the process
- Communicate the sign-off criteria, documentation retention policies, and transfer criteria

3. Change Management Templates & Guidelines

Change Management Templates & Guidelines

3.1. Stakeholder Profile Template



3.1 Stakeholder Profile Template & Guidelines

Stakeholder Profile Template

3.2. Stakeholder Profile Guidelines

1. Overview

1.1 Definition

The Stakeholder Profile is the deliverable produced as an output of the ongoing activity of stakeholder analysis. A stakeholder analysis is conducted to establish the commitment of the people involved in the solution's implementation. These are the people you need to buy into your solution. Failing to get this commitment from stakeholders can, in the worst case, result in resistance, mistrust, and ultimately failure to act and take ownership of the solution. At the very least, it can reduce the pace of change and deficiencies in resources for the Project.

The stakeholder analysis identifies the key stakeholders in the Project. It also gives insight into the client audience and environment, such as current and target commitment levels, potential barriers for acceptance of the change, the degree to which each stakeholder's are committed, and what role each will play in the change.

1.2 Objective

The objective of the Stakeholder Profile is to identify and assess the Project's key stakeholders, including decision makers, major influencers, and target users. In order for a change to be successful, you need the early buy-in of the key stakeholders. As a result, this activity must initiate during the Idea stage and cannot wait until the solution is ready to be implemented.

1.3 Inputs

The Project Proposal and a strong understanding of the KNPC organization are key inputs to the Stakeholder Profile.

1.4 Roles

- The Stakeholder Profile is developed by the Project Lead (or the Project Communication Lead if appointed)
- The Stakeholder Profile is maintained by the Project Communication Lead
- The Stakeholder Profile is reviewed by the Project Sponsor

1.5 Users

- Used by the Project Lead to obtain more understanding of the context of the organisation, and to identify the people with whom the Project should work to complete planning
- Used by the Project's communication team members to define the Communication Strategy and Communication Plan
- Used by Project team members to identify whom they should work with to obtain requirements

2. Completion Process

2.1 Introduction

The Stakeholder Profile deliverable is created by identifying the key players that will influence the change in the organization and assessing their readiness and capability for change. For any change to be successful, it is essential to understand as much as possible about the stakeholders. This is achieved by gathering and analyzing information about the employees in the organization and their positions and roles as they relate to the change initiative. The template used for this deliverable is a matrix consisting of nine columns. The columns contain headings for the following information:

- Stakeholder/Stakeholder group
- Stakeholder segmentation
- Level of influence on Project
- Change role
- Current level of commitment
- Target level of commitment
- Barriers to change (of the stakeholders)
- Planned response
- Target behaviour

Completing these steps results in a deliverable that identifies the stakeholders and provides information on their profiles (e.g., attitudes towards the change).

2.2 Steps to Create a Stakeholder Profile

The primary steps to follow when creating a Stakeholder Profile are:

1. Identify stakeholders
2. Define change role
3. Determine commitment level
4. Assess barriers/concerns

Use the document “Template - Stakeholder Profile” as a template for the Stakeholder Profile e

Step 1: Identify stakeholders

- First, determine the organisation’s key stakeholders—the groups or individuals who have a stake in the success or failure of the organisation as a whole. This is completed by using:
 - Organisational charts, meeting structures and other information about the roles and positions in the organisation
 - Information from in-progress Projects to get a feel for the politics and structure of an organisation
- Identify the specific key players in relation to your Project—those who will be affected by the implementation of the change. Look at both formal and informal documents.
 - Review background information about the change and the structure of the organisation. Use documentation such as the organisational charts, current Project information and meeting structures

- Look beyond the formal positions and roles. A stakeholder might be a person or group that doesn't officially show on the organisation chart (e.g., worker's council). Look at informal documentation such as interviews, the "grapevine" and observations
- Talk to different groups of people, keeping in mind that different people react differently—take into consideration motivations, personal working style, etc.
- Determine if and how you will break up groups of stakeholders: per individual, department, interest group, Project team, etc. Keep in mind how the stakeholder/stakeholder group will be affected by the change. If a stakeholder group has members with differing communication needs, you probably need to break down the group into separate stakeholders
- List the stakeholders on the template under the heading "Stakeholder/Stakeholder Group" (e.g. by specifying an individual or group)
- If the target level of commitment required or barriers to change varies within the given stakeholder group, use the "Stakeholder segmentation" group to break this down further. This enables description of a specific individual profile for a stakeholder that belongs to a more general stakeholder group, use the heading (e.g. to breakdown DCEOs or Managers)
- Determine the level of influence on the Project for each stakeholder—high, medium or low. Do this by analysing both formal and informal sources of information, such as organisation charts and observations
- Document the level of influence on the template under the heading "**Level of Influence on Project**"

Step 2: Define change role

- Review the different change roles. There are four key roles that a stakeholder can play in the context of a change initiative:
 - **Sponsors** legitimise a change initiative through their show of support. They allocate the essential resources to ensure the success of an initiative. *Note:* In addition to the formal "Project sponsor", other individuals can have the change role of sponsor if their influence and support will have a significant impact on the Project's success in a specific segment of the organisation.
 - **Advocates** may not have any legitimate power to initiate the change, but nonetheless have a stake in its outcome. They typically want the change and attempt to obtain commitment and resources for it—they have supported the Project to this point and will probably continue to do so. They can also help maintain sponsor commitment
 - **Change Agents** play key roles in setting up operations for the change. Change agents champion the change through their visible ownership of the change Project and through formal and informal communication
 - **Targets** are the individuals or groups affected by the change and are the focus of the change effort—the groups that must change. As such, they play an important role in the short-term (achieving change) and long-term (sustaining change) success of a Project
- Analyse the different stakeholders to determine what Change Role each of them has. Begin by defining the Sponsor and Targets, and then identify the Advocates. Lastly, determine the Change Agents. The Change Agents will be the most challenging to identify. They should consist of people or groups that have the most influence over the targets.

Within the identified group of stakeholders, a differentiation can be made, based on their influence level, their formal/informal position, their current attitude towards the change and their concerns. These roles are crucial for achieving full acceptance and support for your Project to ensure a successful implementation

- Document the roles in the appropriate place on the template under the heading "**Change Role.**"

Step 3: Determine commitment level

- Review the Commitment Curve (see Appendix A) to understand the different stages of commitment. The Commitment Curve is used as the basis for evaluating the stakeholders' current and target level of acceptance.
- Determine where each stakeholder/stakeholder group's level of commitment is on the change curve by using the results from interviews or other, more informal meetings. Use information about the stakeholders' past experiences with change to predict how that group or person might react. In addition, you can conduct high-level interviews and observations with people other than the stakeholder to get a different perspective of that stakeholder, or conduct a change readiness assessment.
- Document the commitment level for each stakeholder/stakeholder group on the template under the heading "**Current Level of Commitment**"
- Determine per stakeholder what the required level of commitment is to ensure a successful implementation—where they need to be on the commitment curve. Look for people or groups with major influence in the organisation; most often, higher levels of influence require more commitment. Again, use both formal and informal sources of information about the stakeholders.
- Document the required level on the template under the heading "**Target Level of Commitment**"

Step 4: Assess barriers/concerns

- Gather insight from each stakeholder/stakeholder group as to the key concerns and/or barriers that they might have about the new solution or upcoming change. Use interviews, informal discussions and the social network to gather this insight. Past experience with prior change can also be a key indicator to how the stakeholder will react. Keep in mind that each individual responds differently to change, which can lead them to feel some level of anxiety or resistance. When tracing down the potential barriers to change, capture both the verbal behaviour of people towards change (what people say about the change) but also the nonverbal behaviour (what people do in regard to the change, which might be different from what they say). A stakeholder might declare to be supportive of the change but then his actions don't reflect it.
- Record the concerns/barriers on the template under the heading "**Barriers to Change**"
- Decide if a planned response is required to anticipate the reaction and/or mitigate the effect of a barrier to change, to gain more constructive behavior and the required level of change commitment (e.g. organize meetings, plan targeted communication, conduct training, etc.) Record the planned response on the template under the heading "**Planned Response**"
- Define the desired stakeholder behavior in observable terms by describing what kind of attitude and action towards the change you would eventually like to see the stakeholder

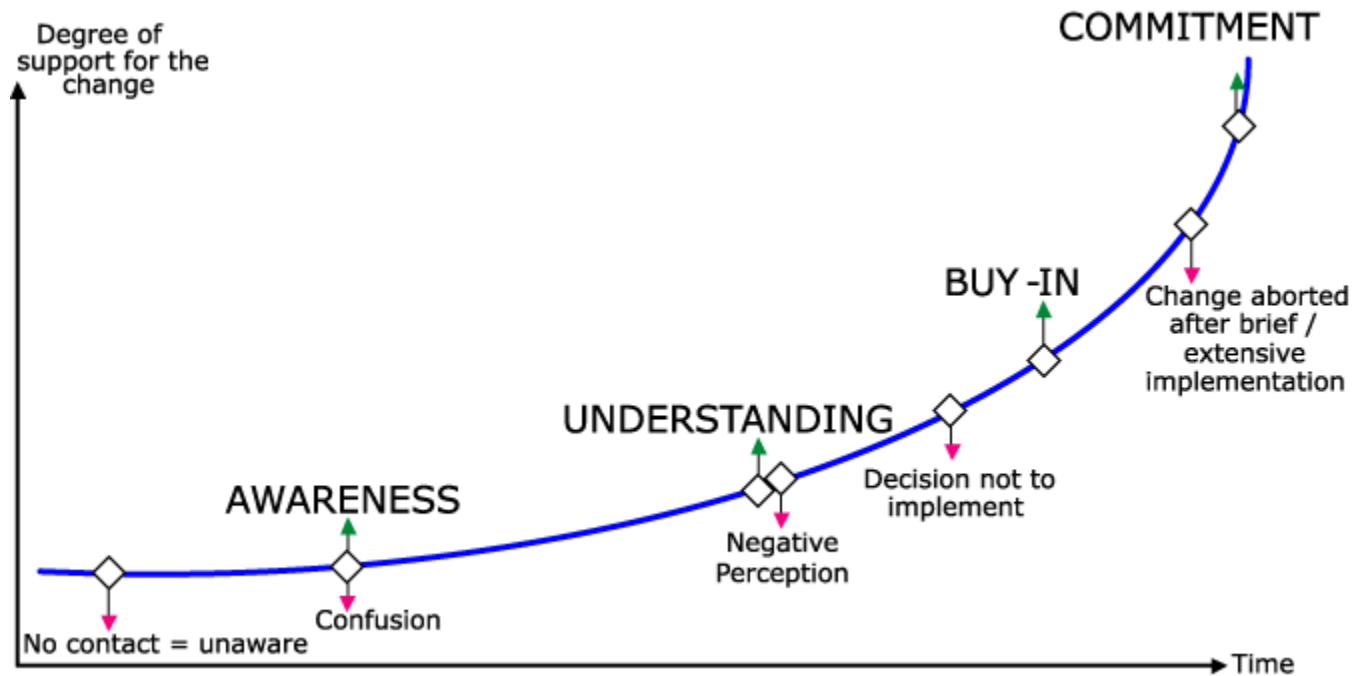
demonstrating. This target behaviour is recorded on the template under the heading “**Target Behaviour**”

3. Additional Considerations

- Remember to consider any external stakeholders when identifying key players, such as outside contractors, other K companies, governmental agencies etc.
- Each organization has its own method for categorizing internal (workforce) and external stakeholders
- Stakeholder resistance can be managed effectively by:
 - Building better relationships by considering others' views
 - Providing alternative ideas
 - Revealing information gaps
- The stakeholders' barriers and concerns will be key input later to formulating the messages that you will communicate (Communication Strategy in the Study stage). Knowing and understanding these concerns will enable you to address them in the right way
- Helping stakeholders anticipate how they might feel during key moments of the change journey can help manage expectations, counter negative responses and increase their overall sense of control

Appendix

Appendix A - The Commitment Curve



Adapted from Daryl Conner 'Managing at the speed of Change'

For each of the commitment stages there are two possible outcomes: progression to the next stage, or regression, and thus possible termination of the change Project.

The following is a table that describes each level of stakeholder commitment and key questions that must be answered affirmatively to reach the next level of commitment.

Level of Stakeholder Commitment	Definition	Key Questions
Unawareness	Has had no contact with the change Project and are unaware that it exists	
Awareness	Encounters change; realises change is imminent. Has a high-level awareness of the content and context of the upcoming change.	<ul style="list-style-type: none"> • How well informed is each audience group about the issue? • Do they realise they will be affected by the issue?
Understanding	Accepts the nature and intent of the change.	<ul style="list-style-type: none"> • How well do the change network members actually understand what the issue involves and how it affects them?
Buy-in	Works toward change by testing the new concepts and change implications and articulating commitment to the goals of the change.	<ul style="list-style-type: none"> • To what extent is the audience committed to and enthusiastic about the issue? • Is there evidence of positive support/endorsement for the issue?

Commitment	Articulates the change as an accepted norm, articulates his/her personal ownership of the change.	<ul style="list-style-type: none">• How much real involvement and participation does the audience demonstrate?• To what extent is this change institutionalised?• Is the change regarded as a matter of course?
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Questions to ask when identifying stakeholders' current and target level of commitment:

- Where does each target person or group sit on the change curve right now?
- Where must each target sit on the change curve, and by when, to make the change successful?

3.3. Stakeholder Expectation Matrix Template



3.3 Stakeholder Expectation Matrix Template & Guidelines

Stakeholder Expectation Matrix

3.4. Stakeholder Expectation Matrix Guidelines

1. Overview

1.1 Definition

The Stakeholder Expectations Matrix captures and documents the goals and expectations of all of the Project's primary and secondary stakeholder groups. The deliverable is created during the Study stage, with special upfront attention paid to senior leaders and sponsors. It is critical that all parties review and update this deliverable on an on-going basis, as expectations change throughout the Project's lifecycle.

Stakeholder management is a two-way communication process. It is as important to listen to the key stakeholders and understand their issues as to inform them of the Project's purpose and how it progresses. These steps reduce rework and ensure the Project satisfies the organization's needs.

1.2 Objective

The objective of the Stakeholder Expectations Matrix is to create and maintain an understanding of the values and expectations of stakeholder groups. To achieve these objectives, the deliverable aims to:

- Understand the key stakeholders' expectations for the conduct of the work and the outcomes of the Project required to ensure success
- Identify and confirm the formal and informal goals and expectations
- Identify what stakeholders expect to achieve from the business changes in personal and business terms
- Provide a comprehensive understanding of what to achieve and each stakeholder's role in making that happen
- Establish a process to assess and monitor stakeholder expectations to ensure the Project outcomes remain aligned throughout the Project's duration

1.3 Inputs

The Project Proposal and/or Project Charter for understanding of the Project's scope and a strong understanding of the KNPC organization serve as key inputs to the Stakeholder Expectations Matrix.

1.4 Roles

- The Stakeholder Expectations Matrix is developed by the Project Lead (or the Project Communication Lead if appointed)
- The Stakeholder Expectations Matrix is managed by the Project Lead (or the Project Communication Lead if appointed)
- The Stakeholder Expectations Matrix is reviewed by the Project Sponsor

1.5 Users

- Used by the Project Lead to track and monitor stakeholder expectations and/or to report status
- Used by the Project's communications team to determine appropriate communication vehicles for delivering communications to senior management, sponsors and/or other key stakeholders

2. Completion Process

Understand Project Goals and Expectations is the primary process to document stakeholder expectations, assign responsibility for key stakeholders, determine performance measures, and define the monitoring approach.



Step 1: Identify Stakeholder Groups

A stakeholder group consists of people with a common purpose or goal and significant involvement or interest in the success of the project.

Do not limit the group to only the immediate people or functions with which you work. Include groups that are instigating (directly or indirectly) or affected by the change. Examples of stakeholder groups include other departments, third party suppliers, outsourced units, asset owners, etc.

Identify potential stakeholder groups by asking the following questions:

- Who participates in the work?
- Who receives or signs off on the work?
- Who uses the work?
- Who upgrades and maintains the work?
- Whose career path is affected by the work?
- Who includes the work status within their management reporting?
- Who supplies inputs to this work?
- Whom is this work critically dependent upon?

For each stakeholder group, identify the following:

- Individuals who can best articulate the key expectations. For each individual stakeholder, select the appropriate expectation gathering technique (interview, questionnaire, focus group, etc.) and identify any preliminary expectation(s) he or she may have.
- Identify individuals who can comfortably sign off that the Project accurately captures the expectations of the stakeholder group. Include individuals who are listed as individual stakeholders.
- List the stakeholders on the template under the heading “Stakeholder Group”

Step 2: Gather Project Expectations and Goals

A) Consider which member of the management to involve in this initial work. Understand the business problems they face, the business results they wish to achieve, and their expectations on the conduct or execution of the Project. Uncover individual perceptions, expectations, and facts. Involve as many of the senior managers needed to determine the current level of consensus regarding the change.

The most important objective is to determine what stakeholders want (in terms of both business results and personal agendas) and to ensure that their goals and expectations are consistent with what they say the organization should achieve.

Ask the senior management, involved in the Project, the following questions:

- How does this proposed change contribute to achieving the KNPC business strategy?
- What are senior management's expectations for Project delivery and quality?
- What change areas contribute the most value to the organization?
- What sponsor requirements or expectations around work authorization, time frame review processes, discussion venues, exit criteria, sign-off procedures, and commit points exist?
- What personal expectations and perceptions exist regarding the change?

Gather and document the expectations of key Project executors to ensure execution remains in alignment with key sponsors. Depending on the level or position of the executors, use the relevant key questions from the key senior management questions listed above.

B) Gather and document the expectations of primary and secondary stakeholders. Depending on the groups involved, select individuals from each group to represent a particular area during facilitated meetings. Because you are also interested in getting their individual perceptions, one-on-one meetings may work better than facilitated group meetings. If there are several individuals or groups, select a representative cross-section to attend the facilitated group meetings.

Questions to ask primary and secondary stakeholders include:

- What is their understanding of the Project goals?
- What personal expectations and perceptions do they have regarding the Project?
- Do they believe that the change will positively or negatively affect them? How?
- What are critical elements or activities to implement for the change's success?
- What is their perception regarding the sponsorship of the Project? Is it strong? How can it be improved?

C) Update/create the Stakeholder Expectations Matrix deliverable as needed.

- Describe of the expectation that needs to be met in the "Expectation" heading
- According to the stakeholder importance on the Project outcome, decide the priority and document it in the "Priority" heading

Step 3: Assign Responsibility for Stakeholder Management

Identify suitable Key Stakeholder Managers (KSMs) for each key stakeholder. KSMs possibly have an established working relationship and/or expertise in a related field that creates a similarity of interest/perspective with the assigned key stakeholder.

- Document the KSM assigned to different stakeholders in the "Person Responsible for Reporting Progress" heading

Step 4: Establish Process for Monitoring Stakeholder Expectations and Satisfaction

Stakeholder expectation management involves gathering and understanding expectations and monitoring stakeholder expectations and satisfaction. Managing expectations directly affects the overall satisfaction of stakeholders.

Monitor stakeholder expectations and ensure expectations remain realistic by analysing progress on expectations, monitoring stakeholder perceptions and satisfaction, keeping expectations up to date and relevant, implementing improvements to address expectations that are not at the desired level, and communicating expectation status.

Include the following activities when defining a process for monitoring Stakeholder Expectation and Satisfaction:

- Identify the processes, prioritization, feedback (satisfaction) mechanism, and measure of success, goal, and the individual responsible for monitoring each expectation. This is typically documented in the Stakeholder Expectations Matrix (see template).
- Define the Project metrics and feedback mechanism, and create procedures to assess and measure the progress of the Project toward meeting or exceeding stakeholder expectations and satisfaction. Seek to use metrics already defined referring to the business case, the contract, and/or Project performance reporting.
- Determine the frequency and timing of formal reviews of the expectations and progress toward meeting those expectations. Review once per quarter, at major Project/project milestones, or when scope changes significantly.

Document the following headings:

- “Process to Meet Expectation”. Processes and methods of how to meet the expectation.
- “Measure of Success”. Measurement criteria to be used for each expectation (captures and documents the criteria articulated by the stakeholders during the Gather Project Goals and Expectations step).
- “Goal”. Performance goal(s) for each expectation.
- “Reporting Frequency”. Frequency at which to report and communicate progress against measurement criteria.
- “Current Rating”. Capture and identification of the current actuals (progress) towards meeting or completion of the expectations (i.e., 65% completion of task or 3 of 5 communications delivered); performance level ratings and date captured (i.e., rating of satisfied captured during last steering committee on XX/XX/XX or rating of Very Satisfied confirmed by Team Survey on XX/XX/XX).

Appendix

Appendix A - Expectations Gathering Techniques

Technique #1: Brainstorming	
Objective(s)	<ul style="list-style-type: none"> To help a group create as many ideas as possible as quickly as possible
Description	<ul style="list-style-type: none"> Brainstorming works with small groups to identify possible solutions to quality problems. Use this technique with cause and effect diagrams to identify causes and/or solutions
Approach	<ul style="list-style-type: none"> Brainstorming works in one of two ways: <ul style="list-style-type: none"> Structured. Each person has the opportunity to speak in every round Unstructured. Group members give ideas as they come to mind
Guidelines	<ul style="list-style-type: none"> Everyone must agree on the question or issue being brainstormed. Write it down Never criticize ideas or permit others to do so. When generating ideas, participants can only ask clarifying questions about ideas, not comment on them Write every idea on a flip chart or blackboard, where everyone can see it Record the exact words of the speaker on the flip chart; do not interpret. Work quickly; five to fifteen minutes is an acceptable length of time for generating ideas If the group generates more ideas than it can use, rank the ideas using secret ballots. Discuss only the ideas with the highest rankings
Advantages	<ul style="list-style-type: none"> Generates many ideas in a short period of time Requires participation of shy people (structured method) Creates a relaxed atmosphere (unstructured method)
Disadvantages	<ul style="list-style-type: none"> Pressures people to contribute (structured method) Risks domination by the most vocal members (unstructured method)

Technique #2: Interviews	
Objective(s)	<ul style="list-style-type: none"> To obtain information relevant to the assignment, while leaving the interviewee with a positive attitude To establish communication between the project team and the interviewee
Description	<ul style="list-style-type: none"> Interviews are most effective when you have the following: <ul style="list-style-type: none"> Responses from a limited number of people In-depth responses Responses to open-ended questions
Approach	<ul style="list-style-type: none"> Plan and script an interview protocol before conducting the interviews Set appointments for the interviews

	<ul style="list-style-type: none"> Follow up after each interview to thank the interviewees for their time, answer questions, or provide other necessary feedback
Guidelines	<p><i>Overview</i></p> <ul style="list-style-type: none"> Conduct interviews one on one or in small groups For one on one interviews, control the interview to avoid side-tracking, respect the interviewee's opinions, and keep the interviewee in the loop as to how the information is used For group interviews, verify that the interviewer has good facilitation skills, devise suitable groupings, control the interview to avoid side-tracking, and establish an effective feedback mechanism <p><i>Introduction</i></p> <ul style="list-style-type: none"> Introduce the project and yourself Explain the purpose and the agenda of the interview Refer to any prior contact with the interviewee Explain how the information you gain will be used (benefit statement) Refer to note taking. Ensure a cost and benefit balance <p><i>Objective</i></p> <ul style="list-style-type: none"> Offer a summary statement of the general purpose of the interview <p><i>Topics</i></p> <ul style="list-style-type: none"> Identify specific areas of information necessary to meet objectives <p><i>Questions</i></p> <ul style="list-style-type: none"> Phrase your questions using the OARS framework <ul style="list-style-type: none"> Open-ended questions. These are preferable to questions that illicit a specific response. Acceptance cues. Incorporate these into your questions. Re-establishment to confirm. Confirm responses by pointing or paraphrasing. Silence. Interviewees may need silence to gather their thoughts and frame their responses. If necessary, wait to express your point of view or move to a new question Start with the most general questions and finish with the most detailed ones. This puts the interviewee at ease <ul style="list-style-type: none"> Initially broad More detail Very detailed Tell me about it

	<ul style="list-style-type: none"> ▪ Describe ▪ Who? What? When? Where? How? (not why) ▪ Yes or no questions to verify information <p><i>Conclusion</i></p> <ul style="list-style-type: none"> • What else should I know? • Summarize findings. • Express appreciation. • Refer to future contacts (May I call you?) <p><i>Documentation</i></p> <ul style="list-style-type: none"> • Document the interview as soon as possible, and follow up on any areas of uncertainty with interviewees
Advantages	<ul style="list-style-type: none"> • Generates in-depth responses • Builds rapport with the interviewee • Helps discover new information • One on one is ideal for obtaining sensitive/confidential information, encourages free flow of information, face-to-face communication allows reading of body language and facial expressions • Group is ideal for obtaining a broad range of opinions, discussion generates and promotes ideas, is less intimidating, leaves people feeling involved
Disadvantages	<ul style="list-style-type: none"> • Time consuming and somewhat costly • Sometimes difficult to tabulate and consolidate results • One on one lack of discussion limits ideas, may not yield honest answers if not confidential • In group, dominant personalities may inhibit others, difficult to record/summarize if the group is talking simultaneously

Technique #3: Surveys	
Objective(s)	<ul style="list-style-type: none"> • To gather quantitative data from a large number of people through a standard set of questions
Description	<ul style="list-style-type: none"> • A survey is often used to collect data when scale or cost precludes using interviews. Preparation is critical to a survey's success. Before conducting a survey, understand the scope of the work and the function of the business. Identify participants and inform them about the survey
Approach	<ul style="list-style-type: none"> • Determine the population to survey and the sampling techniques to use. Before developing the survey questions, consider how to tabulate and analyze the survey

Guidelines	<ul style="list-style-type: none"> • The questions are the most important and the most difficult aspect of the survey. Consider the following issues when formulating survey questions: <ul style="list-style-type: none"> ▪ Who is the audience? ▪ Are the questions concise, unambiguous, and to the point? ▪ Will the questions produce the required information? ▪ Are the questions biased? ▪ Can we avoid garbage in, garbage out? • The answers to the questions can be prompted in one of three ways: <ul style="list-style-type: none"> ▪ Open-ended (written response requested) ▪ Multiple choice (provide an even number of alternatives to prevent participants from selecting an average option) ▪ Two choice (e.g., yes/no, agree/disagree) • Open-ended questions are harder to summarize and analyze statistically. Conduct a pilot to test the survey. Resolve open points revealed by the survey and document and summarize results
Survey Types	<ul style="list-style-type: none"> • Questionnaire. A written interview to gather qualitative information. Establish a timescale for the four phases (preparation, production, distribution and completion, and processing). Include directions in the cover letter. Set a deadline to increase response rate and establish a cut-off point. • Organization diagnostic survey. A written questionnaire to identify an organization's receptivity/resistance to change and to obtain quantitative information. There are five phases (preparation, develop/print survey and cover letter, distribute/collect survey, analyze survey findings, and prepare presentation of findings). • Organization values inventory. Written questions used to gather quantitative information on an organization's value system (existing and desired). There are five phases (preparation, develop/print survey and cover letter, distribute/collect survey, analyze survey findings, and prepare presentation of findings). Issue to a diverse audience to obtain balanced feedback. Use repeatedly throughout the project to assess shifts in the organization's value system. • Communication effectiveness survey. A written questionnaire to identify an organization's receptivity/resistance to change and to obtain quantitative information. There are five phases (preparation, develop/print inventory and cover letter, distribute/collect inventory, analyze inventory results, and re-issue as necessary). The larger the sample, the greater the reliability/validity. Reconcile the findings with the organizational objectives. Consult with the advisory group when customizing questions. • Critical incident description. Written form to obtain qualitative, experience-based information to highlight typical communication incidents in an organization. Supplements information gathered from a structured questionnaire. Use as part of an individual or group interview (using the critical incident method). Use as part of the Communication Effectiveness Survey.

	<ul style="list-style-type: none"> • Network assessment survey. Written survey to establish a pictorial representation of communication relationships within an organization. There are five phases (preparation, develop/print survey and cover letter, distribute/collect survey, analyze survey findings, and prepare presentation of findings). Administer the survey with the Communication Effectiveness Survey. Reconcile findings with organizational objectives. Consult with customer advisory group when customizing questions
Advantages	<ul style="list-style-type: none"> • Surveys allow information to be gathered from a large population • Statistical analysis is simpler • Surveys cost less than interviews • Surveys provide evidence of broad-based concerns • Surveys are useful for gathering supplemental feedback • Organization diagnostic surveys help predict areas of difficulty and identify an organization's strengths and weaknesses • Organization values inventories show the strengths and weaknesses of an organization as perceived by the employees, provide a benchmark against which progress can be measured, give employees an opportunity to express their vision for the organization, and are be repeated • Communication effectiveness surveys are a quick and useful method of identifying strengths and weaknesses of communication practice, and they provide information on employee satisfaction with communication • Critical incident descriptions highlight an organization's communication strengths or weaknesses and substantiate information gathered through other techniques • Network assessment surveys provide a good summary snapshot of communications and isolate bottlenecks/identifies liaisons
Disadvantages	<ul style="list-style-type: none"> • There is a potential for low response • Surveys provide little opportunity for building rapport • Survey results may not measure what was intended • Questionnaire questions must be specific to avoid misinterpretation, time consuming • Organization diagnostic surveys are complex to administer, can require tailoring to the specific organization's needs, and are very high level; they are not detailed enough to be used in isolation • Organization values inventories assume a particular type of culture and are very high level. Use them in conjunction with other surveys • Communication effectiveness survey results largely depend on survey audience, and there is little opportunity for free format comments • Critical incident description information can be open to misinterpretation and misuse if taken out of context • Network assessment surveys require sophisticated software to interpret the results and are time consuming

3.5. Change Impact Assessment Template



3.5 Change Impact Assessment Template & Guidelines

Change Impact Assessment Template

Impact Area	Impacted Target Group	Impact Rating	Current State	Future State	Intervention Category	Intervention Description
DATA VALIDATION [DO NOT EDIT BELOW THIS LINE]						
Organizational/Culture	Major	Communication				
Organization Structure	Moderate	Training				
Workflows	Minor	Performance Support				
Job Design/Responsibilities		Org Design / Job Design				
Skills/Knowledge Requirements		Other				
Worker Motivation//Incentives						
Communications						
Operating Policies/Procedures						
Human Resource Management						
Technology / Interface						

3.6. Change Impact Assessment Guidelines

1 Overview

1.1 Definition

This deliverable document the impact of the Project on the organization. The assessment focuses on changes in skill requirements, role, team, job, organization structure, culture, and infrastructural services (e.g., HR, IT). The analysis looks at the various stakeholder groups that are impacted and identifies staffing any retraining needs, which are crucial inputs to any change enablement initiative.

The Change Impact Assessment describes the impacts and changes required within the organization to support forthcoming process and technology changes, typically by functional area. Based on the summarized impacts, detailed Job Design, Training, Performance Support, Communication, and Performance Management strategies and approaches are devised and justified. The actual impact depends on the magnitude of change and how the organization sees itself changing as a result of implementing the Project.

1.2 Objective

The objectives of the Change Impact Assessment are to:

- Capture the detailed changes introduced by the Project
- Highlight the impact each Project change may have on various areas of the organization
- Classify the type of impact each Project change will have on the organization
- As the impacts are classified, define the appropriate change enablement intervention to manage each impact
- Cross-reference the process changes by functional area and/or job, depending on the details available at the time of analysis, and summarize impacts and interventions by functional area
- Provide the foundation for developing and creating detailed Job Design, Training, Performance Support, Communication, and Performance Management strategies and approaches
- Ensure the initiatives geared towards communications and building and sustaining ownership truly address the specific needs and concerns of the key sponsors, stakeholders, and target audience

1.3 Inputs

The Project Proposal and the Stakeholder Expectation Matrix are key inputs to the Change Impact Assessment.

1.4 Roles

- The Change Impact Assessment is developed by the Project Lead (or the Project Communication Lead if appointed)
- The Change Impact Assessment is managed by the Project Lead (or the Project Communication Lead if appointed)
- The Change Impact Assessment is reviewed by the Project Sponsor

1.5 Users

- Used by the Project's communications team to identify the communication activities and messages necessary to inform affected stakeholders of proposed changes. They tailor communication messages to ease the transition, facilitate buy-in, and enable cooperation from all directly and indirectly affected stakeholder groups
- Used by the Project Lead to determine how to set, manage, meet, and measure expectations for affected stakeholders, based on the impact of each Project on a particular stakeholder group
- Used by the Project Lead to assist in determining appropriate stakeholder responsibilities for critical actions to build and sustain ownership at the executive level

2 Completion Process

Step 1: Group Primary Stakeholders into Business Areas

Poll key stakeholders in each business area to determine how much the Project will affect key business areas. Identify the Project sponsors and primary stakeholders and their primary area of business focus:

- Project sponsors are individuals or groups who lead the organization (e.g., Project Executive Steering Committee, Project Advisors, etc.). Their support legitimizes the changes by actively communicating why the change occurs and what the change brings to individuals and the organization. To be effective, sponsors model the change and help people through the change stages by communicating their support.
- Primary stakeholders are the individuals or groups directly affected by the change. These people actually make a change in their daily routine or role.

Depending on the scope of the assessment, timeframe, and available resources, group the stakeholders into the primary affected functional business areas. The levels of the individuals representing each stakeholder group will vary depending on the purpose of the assessment.

- When the session determines the effect across an organization, participants are usually managers who represent areas that the change will affect (i.e., functional areas, levels of employees, etc.).
- If the Project team narrows the focus of the assessment to one function or area, participants represent that function or area.

In either scenario, the participants have in-depth knowledge of the function or area they represent, and they can adequately represent the shared view of other personnel within that function or area.

Step 2: Create Change Impact Questionnaire

When determining how the change affects key stakeholder groups, include the areas most likely affected by the change, and have participants rate the level of impact (major, moderate, and minor) and the issues and potential actions to take.

Consider including these common impact areas in the questionnaire: Organizational culture Worker motivation/incentives

- | | |
|--|--|
| <ul style="list-style-type: none">• Communications• Operating policies/procedures• Human resource management• Job design/responsibilities | <ul style="list-style-type: none">Organization structure/designTechnology interfacesWorkflowsSkill/knowledge requirements |
|--|--|

For a more detailed description of the Impact Areas see the Appendix A

Step 3: Conduct Interviews and Summarize Key Change Impacts

Depending on the number of individuals or groups involved and timeframes of the Project, select a cross section of individuals from each group to represent a particular area during facilitated meetings. Because you want their opinion on how the different areas are affected, administer the survey, have them complete it on their own, and send back to the team.

However, at the Project level, have the team conduct facilitated group sessions to answer questions and provide more clarity around the information being gathered, why it is being gathered, and the information's future use. It also provides an opportunity to stress the confidentiality of the changes if it is not yet time to communicate those proposed Project changes to the entire organization.

During the session, complete the following steps:

- Introduce the objective of the meeting stating that this session will assess how a particular change affects the organization and defines issues and action steps to deal proactively with that change.
- At a high level, review the impact areas. Explain that the group will examine each impact area in more depth during the session.
- Describe each impact area individually using overheads and/or hand-outs.
- Carry out the discussion to identify the impacts and assign an impact area; document the findings under the "**Impact Area**" heading
- Document what are the stakeholder groups affected by the impact in the "**Impacted Target Group**" heading
- Rate the extent of impact (major, moderate, or minor) and document it under the "**Impact Rating**" heading
- Describe how the impacted area works and operate currently in the "Current State" heading and describe how the same area will operate in future once the Project is implemented, in the "**Future State**" heading;
- The difference between the current and future state determines the organizational impact introduced by the Project, which requires an intervention to be put in place in order to mitigate the effects of the organizational gap; document the planned intervention in the "**Intervention description**" heading and the type of intervention to fill the gap (e.g. training, job design) in the "**Intervention Category**" heading
- Summarize the activity by reviewing the following:
 - Those business areas most likely to be affected
 - Key issues
 - Recommended follow-up actions

Appendix

Appendix A – Impact Area Definitions

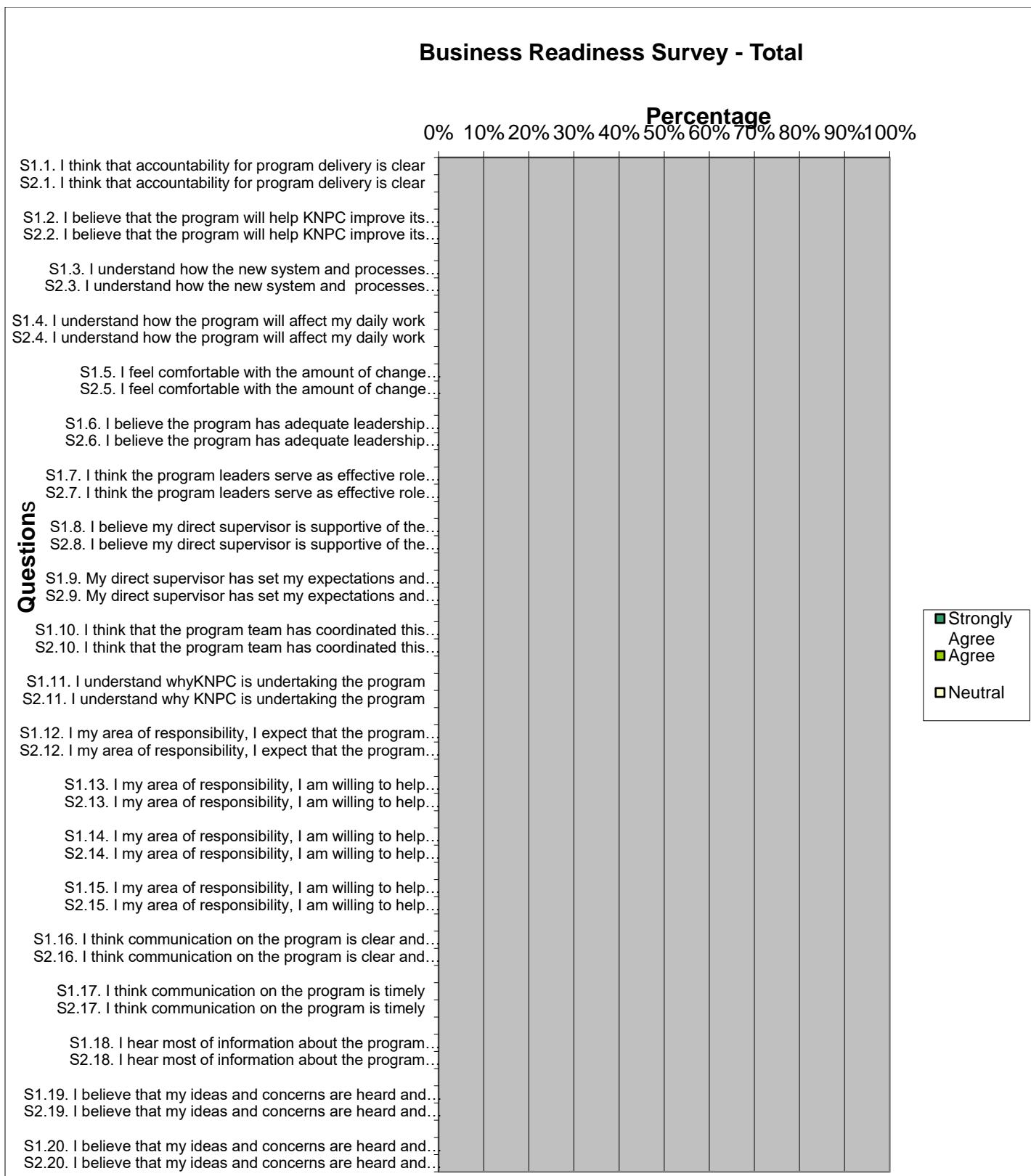
Impact Area	Definitions
Organizational Culture	<p>The basic fabric and beliefs of the organization; the organization's "way of life" based on assumptions that have been espoused or that have evolved over time:</p> <ul style="list-style-type: none"> • Individual and company norms, values, and beliefs • Extent to which "politics" are important • Management/supervisory style of philosophy • Attitudes towards employees • Measures of success
Organization Structure/Design	<p>The formal and informal structures used to organize the company, division, and department:</p> <ul style="list-style-type: none"> • Formal diagrams of organizational structure and reporting relationships • Spans of control; number of organization levels • Informal chains of command • Approvals required to make day-to-day decisions
Workflows	<p>The way in which business events are handled during day-to-day operations; how "inputs" are handled and turned into "outputs":</p> <ul style="list-style-type: none"> • Form and substance of inputs and outputs • Number and type of steps in the work process • Who performs which steps/tasks
Job Design/ Responsibilities	<p>The roles, responsibilities, and authorities assigned to specific jobs within an organization:</p> <ul style="list-style-type: none"> • Levels of authority, responsibility, and/or power • Organization of work groups • Conditions under which jobs are performed • Performance requirements, standards, and measurement criteria
Skill/Knowledge Requirements	<p>The special knowledge, skills, or capabilities required of the workforce to effectively perform their jobs:</p> <ul style="list-style-type: none"> • Specialized skills required for specific new tasks • General knowledge for improved work performance • Tools and job aids needed/provided • Physical or mental traits necessary to perform work tasks • Management/supervisory/leadership skills • Existing training support

Worker Motivation/Incentives	The formal and informal rewards provided to the workforce and the internal drivers/motivators within the workforce itself; the extent to which these two correspond: <ul style="list-style-type: none"> • Compensation and benefits • Other rewards and performance incentives • Availability of performance feedback to the workforce • Consistency between what the organization offers as incentives and what the workforce views as motivators
Communications	The formal and informal patterns of communication and information flow within the organization; the correspondence of these patterns to workforce motivators: <ul style="list-style-type: none"> • Frequency and type of interdepartmental and intradepartmental communications • Speed and form of communication • Opportunities for interpersonal communications • Type of information available and communicated
Operating Policies/ Procedures	Formal and informal guidelines for daily work activities; policies provide general guidelines while procedures define specific action requirements: <ul style="list-style-type: none"> • Business procedures and policies • Administrative procedures and policies • Measurement standards and criteria • Quality standards and criteria
Human Resource Management	Administrative activities related to the recruitment, selection, retention, and development of the workforce: <ul style="list-style-type: none"> • Recruitment/selection strategies and standards • Career path activities and staff development • Promotion and transfer guidelines • Performance appraisals • Labour management relations and EEO
Technology Interfaces	The required use of technology to perform job tasks and the amount/nature of the interfaces between users and technology: <ul style="list-style-type: none"> • New information systems (software, hardware) • Psychological comfort and readiness • Physical layout/environment • Safety • Ergonomics/human factors

3.7. Change Readiness Assessment Template



3.7 Change Readiness Assessment Template & Guidelines



Refer Change Readiness Assessment Guidelines (D4) for further details under section 'D'

3.8. Change Readiness Assessment Guidelines

1 Overview

1.1 Definition

The Change Readiness Assessment (CRA) measures the readiness of the Project stakeholders to work in a new way as defined by a Project. Stakeholders are those people either directly or indirectly affected by the Project being delivered.

The CRA is carried out in order to identify any areas where the Project can improve stakeholders' readiness to change and define an action plan to address any issues. For example, the Project may identify the need for further training of your impacted stakeholders and set an action plan for its delivery.

1.2 Objective

The objective of the Change Readiness Assessment is to identify stakeholder preparedness for acceptance of the Project's change and to define a plan of action to address any gaps.

1.3 Inputs

The Stakeholder Profile and the Change Impact Assessment are key inputs to the Change Readiness Assessment.

1.4 Roles

- The Change Readiness Assessment is developed by the Project's Communication Lead with support from communication team members. If no Communication Lead has been appointed, this activity is the responsibility of the Project Lead
- The Change Readiness Assessment is reviewed by the Project Sponsor

1.5 Users

- Used by the Project's communication team members to identify the communication activities and messages necessary to inform affected stakeholders of upcoming changes
- Used by Project Lead to determine how to set, manage, meet, and measure expectations for affected stakeholders.

2 Completion Process

2.1 Introduction to Change Readiness Assessment Theory

The introduction of a new capability will see a drop in business or individual performance before the higher expected performance is reached (the benefit). Change requires resources and time. This reduces the focus on delivering the day to day work and thus performance as people develop the new capabilities and implement them.

The curve that represents the performance over time described from the introduction to the delivery and operation of the change is known as the change curve. A comprehensive change management Project can minimise the time it takes to go through this change and return to an even higher

productivity and thus deliver the benefits earlier. The CRA plays a part in this Project.

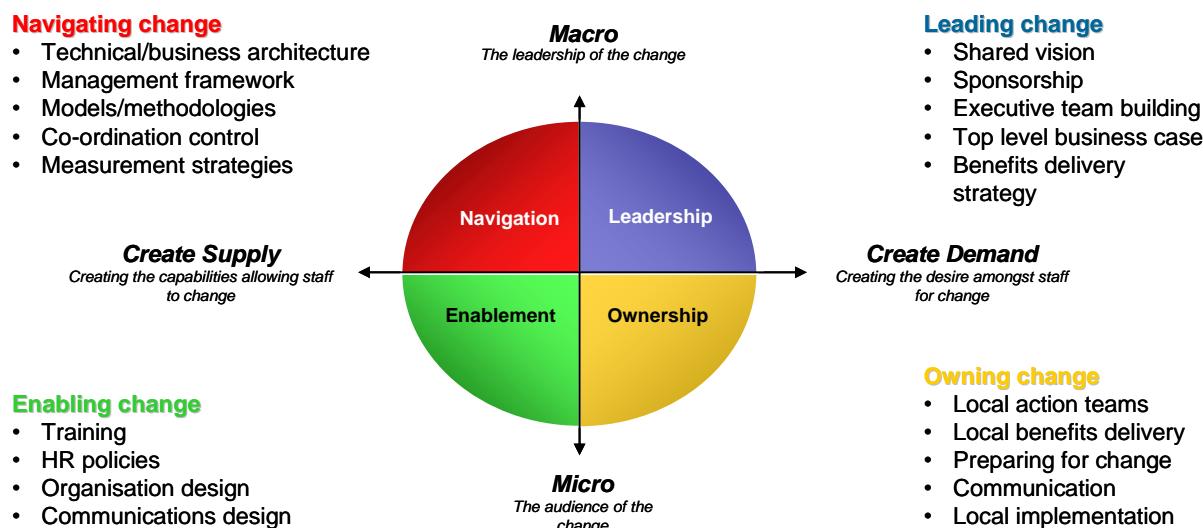
In order to measure change readiness we use the four quadrants of the change management model. This ensures that the questions we ask cover all the aspects of an organisation's change readiness and enables us to interpret the survey results effectively.

When making a change, for instance through a project, an organisation needs a plan for how best to manage the change throughout the change process. The four quadrants of the change management model provide us the key elements you will need to consider during the change process.

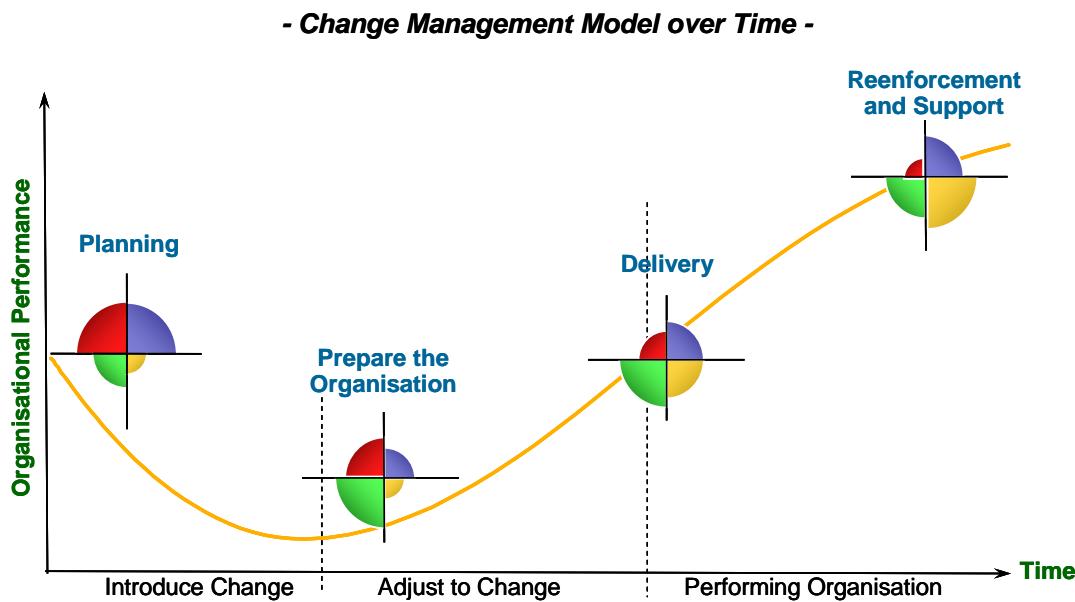
- ❖ **Navigation** helps us to understand how well the change is being managed
- ❖ **Leadership** help us to understand how well the change is being led
- ❖ **Enablement** helps us to understand the support that is in place to make the change happen
- ❖ **Ownership** help us to understand how engaged the business is in accepting the change

To successfully deliver a Project and therefore change in an organisation you require a balance of activities in each of these four elements, from the introduction to the final delivery of the change (people now work in the new way). We measure the effectiveness of these change management activities through assessing the outcomes as seen by the Project stakeholders. A change readiness assessment is used to capture and synthesise this information.

- Change Management Model -



Depending on the stage of the Project, specific quadrants have varying levels of priority. Different elements are required during different stages of the Project. When managing the change process, we focus the efforts of the change Project in different quadrants of activity as the organisation goes through the change curve. With this in mind we need to interpret the results we receive from the change readiness assessment in the context of where we are on the change curve. E.g. If we are at the beginning of the change journey we are unlikely to have begun training so people may not feel like they have the skills or knowledge required for the new ways of working, while any assessed issue relative to Navigation and Leadership should be addressed as those are the two areas that, at this stage, matter most.

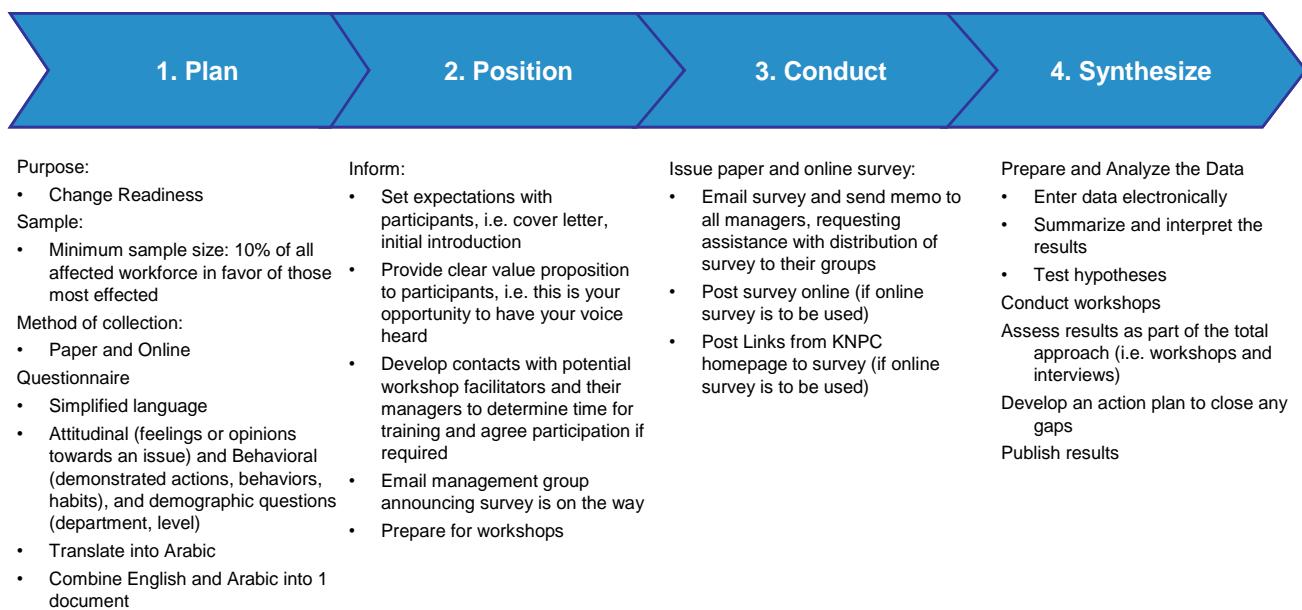


2.2 Steps for Completing Change Readiness Assessment

There are four key stages to completing a Change Readiness Assessment: Plan, Position, Conduct and Synthesise. These stages are completed over approximately a three to four week period, although this depends on the population size of the survey.

- **Plan stage:** The purpose, sample, method of collection and questionnaire design is agreed and developed
- **Position stage:** Make contact with all the key stakeholders involved including both the participants and those delivering the workshops in order to set expectations and provide any training required
- **Conduct stage:** Deliver the questionnaire and the collection of the data
- **Synthesis stage:** Workshops are run and the results are analysed and actions developed

Please note that the timings shown on the following graphic are only guidelines and may not be appropriate for your particular change readiness assessment. Larger assessments may take more time. You will need to judge carefully the time allowed for the questionnaires to be completed. You do not want to give so long that your results no longer show the change readiness at a particular point in time but you also do not want to have a low response rate.



Stage 1: Plan

Sample

First you must decide who the survey should be sent to. Your Project will have developed a Stakeholder Analysis¹ during the Study and Design stage of the KNPC Project methodology. This document will enable you to identify who will be impacted by your Project. The entire group of people that are directly or indirectly affected / impacted by the Project are known as the **CRA Population**.

Example:

Project Context: The introduction of KNPC Project Methodology

❖ CRA Population:

- Directly Impacted: Mohammed is currently a Project Lead of a Strategic Project
- Indirectly Impacted: Ahmed is a Team Lead who may lead a Project in the future

Often it is unreasonable to assess everyone, even though you are using a survey. Therefore you may assess a subset of the total **population**; this is known as the **sample**.

The size of your population will guide your activity. If you have a population in the hundreds or over you should aim to use a **sample**; if you have a population below this you should look to issue the survey to the full **population**.

In order to provide a statistically valid set of results you should assess a minimum of **10% of your population (Sample Size)**. You require a full set of results for your entire **sample (10%)**. Note your sample should be representative of all those affected, try and limit bias.

To ensure that you receive enough results you will need to take in to account your expected **response rate**. The response rate is the percentage of the total number of surveys sent out that you actually receive back fully completed.

The **survey size** is the final number of people you will send the survey to, taking in to account sample size and response rate.

Example calculation is as follows:

Population Size = 1000

Sample Percentage = 10%

Expected Response Rate = 30%

Sample Size = 1000 (Population) * 0.10 (minimum Sample Percentage)

Sample Size = 100

Survey Size = 100 (Sample Size) / 0.30 (Response Rate)

Survey Size = 333

Method of Collection

In order to ensure a good response rate make sure that you make it easy for people to complete the questionnaire. The first way we do this is to make it easy to respond through different media (paper, online and email).

Methods of collection:

- ❖ **Online Web Form:** for larger numbers of participants, with PC access, an online form is quick and easy to complete. In addition this method improves the speed and accuracy of collecting the data.
- ❖ **E-mail:** for smaller numbers of participants, with PC access, an e-mail with an attached questionnaire is quick and easy way to complete and return their results.
- ❖ **Paper:** a paper form should also be provided. This will enable those without a PC, for instance some refinery personnel, to complete the questionnaire.

Survey Questionnaire

As explained in the Theory section the change readiness survey is based around the four quadrant Journey Management model. With this in mind you can create questions targeting the four quadrants: Navigation, Leadership, Enablement and Ownership. It is recommended that you have between 20-30 questions in total. This provides for a good balance between detailed data collection, quality results and good response rates.

Survey Structure:

- *Navigation:* This measures how well a project is planned, has clear targets and has estimated resource needs correctly.
- *Enablement :* This measures how well skills and tools have been developed to make the project happen (new technology, role descriptions, training)
- *Leadership:* This measures visible and consistent business sponsorship from the top down
- *Ownership:* This measures commitment from the organisation to the project

Please see a sample questionnaire below:

Change Readiness Questionnaire

Navigation		Leadership	
1. The Program is executed in an integrated way across the refineries and/or other impacted business units		11. The overall goals of the Program and how it helps achieve KNPC's vision are clear throughout relevant levels of the organization	
2. The performance of the Program is measurable and transparent		12. The Program has visible and proactive sponsorship from the Management team and they act as role models for championing change	
3. There are enough appropriately skilled resources allocated to the Program		13. The Program Leadership and Management team are accountable for achieving the Program's objectives and realising the defined benefits	
4. Issues and risks that arise during the Program are dealt with in a timely and efficient manner		14. There is a shared sense of urgency and clear understanding of the reasons for initiating the Program within the Management team	
5. The Program approach, scope and schedule takes into consideration the organisation's ability to absorb change		15. Decision making with respect to scope, pace and resource allocation is effective and timely	
Enablement		Ownership	
6. KNPC's organization and culture enable major change programs to be successful		16. Staff impacted by the Program understand how it will affect their individual role and how they can contribute	
7. The Program team has learned from experiences and has applied these lessons to the current Program		17. Staff impacted by the Program understand why it was initiated including expected benefits and strategic rationale	
8. Staff impacted by the program are equipped with the skills, training and knowledge to effectively implement change		18. Staff impacted by the Program are involved in shaping and making the change successful	
9. KNPC's performance management and reward systems supports the delivery of your Program		19. Staff impacted by the Program receive clear, relevant and timely communications	
10. The Program directly improves business performance and enhances delivery of KNPC's strategic objectives		20. The concerns of staff impacted by the Program and potential areas of resistance are well understood and are being addressed	

Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

Phrasing the Questions/Statements

The change readiness survey is a quantitative assessment. We use the Likert scale method in order to collect the participant's level of agreement or disagreement with each statement. This is then analysed to provide a view of the participant's readiness to change. With this in mind we need to ensure that the statement provides the opportunity for the participant to provide a preferred level of agreement from "Strongly Disagree" to "Strongly Agree", rather than just yes or no.

Language

The language used in the change readiness questionnaire should be clear and simple. The statements must be easy to understand, with little chance for confusion. If different people read the statements in a different way the results may lose meaning. Statements should be provided in English and Arabic. It is preferable to have both the English and Arabic in one combined document for ease of use.

Leading Questions

Ensure that your statements do not lead the participant to a particular response. For example if you wanted to know how someone felt about the following statement "*Ahmad, a man who has been known to break campaign promises, would make a good Prime Minister*" the statement would be a leading the response of the audience. There is more than one way to make this statement in a balanced way. An example would be "*Ahmad would make a good Prime Minister*". This allows the participant the equal opportunity to choose who they feel.

Attitudinal and Behavioural Questions

A balanced mixture of attitudinal and behavioural statements should be used. Attitudinal statements should be used to understand the participant's feelings or opinions about an issue/subject.

Behavioural statements should be used to ascertain how a participant behaves, their demonstrated actions and their habits.

Anonymity and Demographic Questions

In order to gain an unbiased set of responses from the participants the survey should be carried out anonymously. However demographic data is required in order that we can better understand the results and target our corrective actions accordingly. You are best placed to decide the most appropriate demographic questions. Some examples include: What department are you in? What is your level? What is your job title?

Stage 2: Position

Management Assistance

In order to ensure you gain the participant's attention and time for the completion of the Change Readiness survey you should ensure that you have requested the sponsorship / support of management. You should contact Managers and/or Team Leads who are responsible for the people you have selected to take part in the survey (those affected/impacted by your Project). Ensure that you have explained the aims, the objectives, and the benefits of the survey and gained their support in having the survey completed by their subordinates by the deadline date.

Cover Letter / Initial Introduction

A cover letter/initial introduction needs to be created that will be sent with the survey questionnaire in the conduct phase. The cover letter/initial introduction must clearly **set the expectations** of the participants. You need to explain:

- ❖ Why the survey is taking place?
- ❖ What actions will be taken from the results?
- ❖ How will the survey benefit KNPC?
- ❖ What can the survey do for the individual participant? (this is very important)

It is very important that you provide the participant with a **strong value proposition** (What the survey do for the individual participant). Some example value propositions for a Change Readiness Survey are outlined below:

- ❖ Opportunity for participants to have their voice heard without recrimination (anonymous)
- ❖ The results will be put in to action (the impact will be real)

In addition you could provide prizes or gifts as incentives to complete the survey. Try and be creative.

Focus Group - Workshop

In order to understand why you gain the results you receive from the survey it is important that you have face to face dialogue with a sample of participants. This allows you to question the response of participants to the survey in order to understand what the underlying reasons are for why they feel or act in a particular way. Note they should respond not only for themselves but for the entire population they represent in order to provide an explanation / interpretation of the overall group result. The survey questionnaire only assesses how they feel, not why.

Prepare for Workshops

At this stage you will need to plan and arrange the workshops. The workshops will be based on the survey questionnaire with a facilitator working with a group of approximately 10 participants. Using the questionnaire as a basis the facilitator will work with the focus group to jointly agree on answers by discussing each one and then questioning the reasons for their response and the overall survey group's answers. The facilitator must take notes during these sessions; quotes are especially useful.

For Projects affecting a large population and/or sample you will need to contact the Managers who are responsible for the people you have selected to take part in the survey to identify potential workshop facilitators. You will then need to arrange times to train these facilitators on how to run the workshops. Using these additional facilitators will enable you to use people that the participants already trust and increase the number of participants that you can take through the workshop process. For smaller Projects you should be able to run the workshops yourself. You should try to run workshops with approximately 10 participants or 1% of your population, whichever is greater.

Stage 3: Conduct

Issue Survey

The survey should be made available to all the survey participants. Dependant on the methods of data collection decided for your Project you may need to do one or more of the following:

- ❖ Distribute the paper based questionnaires to all employees (request the assistance of relevant Managers)
- ❖ Post the survey online (send an e-mail to all participants with a link to the online survey)
- ❖ Post links from the KNPC homepage to the online survey

In order to gain the best response rate possible, ensure that you monitor the responses received and work with management to expedite those that are outstanding.

Stage 4: Synthesise

Prepare and Analyse the Data

An excel tool has been provided for the analysis of the Change Readiness Survey data. This tool will need to be adapted to your needs (including updating the questions). Enter any paper based results manually on the data tab. Also if you have used an online form you will need to convert the data in to the format of the data tab in the excel tool and cut and paste the data in to a free space. The excel tool will then automatically analyse the data for you creating clear graphs and tables.

At this point you should summarise the survey results, key findings and issues.

Run Focus Group - Workshop

At this stage you should run focus group workshops to cross check the results and provide a deeper understanding of why you have gained the results you have. You or your facilitators should be prepared and ready to run the Change Readiness Assessment focus group workshops.

Remember that you will need to record the answers of the group and their interpretation of why you have received the results you have from the entire sample group. You should especially focus on taking down any useful quotes as these provide great insight and act as powerful evidence to back up your final recommendations.

Assess the Results

You should now review the results of the survey and workshops together in order to develop a fuller understanding of the underlying results. At this stage you should update the key findings and issues, and develop a proposed action plan to close any gaps in the readiness of change e.g. You may find that participants are unclear of the goals of the Project. In response you may put an action plan in place to deliver a set of communication events (e-mails, posters, workshops, etc.) to raise awareness of the goals and objectives of the Project.

As a Project team you should review the proposed action plan, finalise the plan and agree the next steps. Make sure that each action is assigned to a team member. You must make sure that the actions are followed through. This is important both to ensure the gap is closed and to maintain the trust of the participants. If you are seen not to act on the results participants will be less inclined to complete the next survey.

Publish the Results

Finally once you have completed your analysis and defined your action plan you should create a consolidated results pack for the survey and workshops outlining:

- ❖ The key findings and Issues (Summary)
- ❖ Highlights of the results with supporting data (graphs and quotes)
- ❖ An action plan
- ❖ Next steps

This pack should be shared with your Project team. You may wish to upload it to your Project intranet website and distribute them to the entire stakeholder population.

The KNPC Project Methodology's Change Readiness Survey Results template provides the foundation for developing this pack.

3 Additional Considerations

- The methodology only requires the Change Readiness Assessment to be completed once during the Design stage. However, it is important that the Project maintains an understanding of the change readiness at the different stages of the change process and thus, if feasible, we advise that the assessment should be run multiple times during the life of the Project. The frequency of running this process depends on the length of the Project. The frequency specifications below should only be seen as a guide:

Project Length:

- ❖ Less than or equal to 6 months = 1 times
- ❖ Greater than 6 months and less than or equal to 1 year = 2 times
- ❖ Over 1 year = every 6 months

- It is also very important that you think of timing. The survey should not be carried out when multiple other surveys are being run with the same group of people. A survey calendar is held by the Management Support. You can use this to assess the best time to run your Change Readiness Assessment

3.9. Communication Strategy Template



3.9 Communication Strategy Template & Guidelines

Document Control

Project Title:	<< Enter project title >>	Project Working Title:	<< Enter any non-official project name or abbreviation >>
Sponsor:	<< Enter sponsor name >>	Sponsoring Department:	<< Enter sponsoring department name >>
Prepared by:	<< Enter the name of the person completing this template >>	Date Prepared:	<< Enter date of the preparation of this document >>

1 Introduction

The brief description of the project is as follows:

- ---

2 Communication Objectives

The following strategic objectives have been set for the communications within the <client> project:

- ...
- ...

3 The Change Network

The following information will enable the implementation of a structure that will identify, mobilize and enable a team that will be responsible for leading, managing, and supporting the activities needed to achieve the change.

Objectives

Role	Who	Target level of Commitment	Objective	Key Expected Behaviours
Sponsor				
Change Agents				
Advocate				
Target				

Meeting Structure

Meeting	Attendees	Subject	When

4 Guiding Principles for Effective Communication

For the communications within the project, following Guiding Principles have been defined:

1. ...
2. ...

5 Audience

The following audience has been identified for the communications:

- ...
- ...

6 Key Messages

The following key messages have been identified:

- ...
- ...
- ...

7 Key Senders

The following people have been defined to act as the key senders of the communications:

- ...
- ...

8 Key Vehicles

The following communication vehicles have been defined as best to use to effectively communicate to all different audiences:

- ...
- ...
- ...

9 Measuring Effectiveness

To ensure that the communications are effective in achieving the results we anticipate, evaluation of the communications has to be an integrated part of the process.

Following feedback mechanisms will be used to measure communication effectiveness:

- ---
- --

3.10. Communication Strategy Guidelines

1 Overview

1.1 Definition

A Communication Strategy defines the framework and direction for all communication efforts. Creating the Communication Strategy is necessary in that it activates the commitment of the organization by providing guidance for consistent and clear messages, to appropriate people, in the most effective manner. The Communication Strategy is later "brought to life" through the Communication Plan deliverable, which provides more detailed information on the communication efforts.

In this deliverable, you will determine, at a high level, the basic elements that structure all communication activities. The Communication Strategy should stay constant throughout the process, while the Communication Plan will change based on evaluation and feedback. The Communication Strategy consists of a description of the communication objectives, messages, change network, guiding principles, vehicles and senders.

1.2 Objective

The Communication Strategy's objective is to define the framework and direction for all project communication. The Communication Strategy is developed during the Study stage, following the completion of the Stakeholder Profile and Stakeholder Expectation Matrix

A Communication Strategy outlines the structure for the Communication Plan as a whole, so it is important that it is completed as early in the process as possible.

1.2 Inputs

The Project Charter, Stakeholder Profile, Stakeholder Expectation Matrix, and Change Impact Assessment are key inputs to the Communication Strategy.

1.4 Roles

- The Communication Strategy is developed by the Project Lead (or the Project Communication Lead if appointed)
- The Communication Strategy is maintained by the Project Communication Lead
- The Communication Strategy is reviewed by the Project Lead and Project Sponsor

1.5 Users

- The Project Lead uses it to obtain the sponsor's buy-in on the importance of communications in implementing the change
- The Project Lead uses it to proactively manage the communication effort to users and other stakeholders
- The Communications team uses it as an input for developing the Communication Plan

2 Completion Process

2.1 Introduction

The Communication Strategy deliverable is created by evaluating the project's stakeholders and organizational information to identify the key elements of the Communication Strategy, then determining how you will measure the effectiveness of the communication efforts. The key elements become the framework, approach and direction for all communication efforts.

The Communication Strategy is later "brought to life" through the Communication Plan deliverable, which provides more detailed information on the communication efforts. The template used for this deliverable consists of headings with space for each key element: the introduction, communication objectives, change network, guiding principles and communication audiences, messages, senders and vehicles. There is also a section for the high-level measurement and evaluation strategy.

The change network heading contains tables for detailed information on the objectives and meeting structure for the change network members.

2.2 Steps to Create Communication Strategy

The primary steps to follow when creating a Communication Strategy are:

1. Define Communication Objectives
2. Set up Change Network
3. Define Guiding Principles
4. Determine Audience, Messages, Senders, Vehicles
5. Measure Effectiveness

Step 1: Define Communication Objectives

- Reinforce the importance of developing a Communication Strategy by documenting its benefits under the "Introduction" heading on the template
- Define overall communication objectives for the Communication Strategy that will attain the required levels of stakeholder commitment (see the Commitment Curve). Communication objectives outline how the communication effort will address stakeholders' concerns about the change process and set the direction for all communication efforts so the messages to all targets are consistent, effective and clear
- Develop your objectives based on the four high level key objectives for communications:
 - To inform
 - To build commitment
 - To stimulate action and
 - To provide feedback and support

Examples of objectives are:

- Communication activities are focused on attaining planned and measurable levels of commitment at explicitly defined project milestones

- The outcomes of communication activities will be measured and reported to allow plans to be adapted to a dynamic environment
- Gain the needed levels of commitment from key stakeholders through communicating the benefits of the solution and the consequences of not obtaining their support
- To seek feedback and endorsement where appropriate from our people and our customers
- Document the objectives on the template under the “**Communication Objectives**” heading

Step 2: Set up Change Network

- Define the change network
- Identify the key players in the change network. These are the stakeholders from the Stakeholder Profile deliverable. In that document, the change roles for each stakeholder/stakeholder group—the Sponsors, Advocates, Change Agents and Targets—have also been identified
- Document the key players/groups and their change role in the Objectives table under the “Change Network” heading in the “Who” and “Role” columns of the Communication Strategy template
- Determine the following information about each of the key players/groups:
 - Target level of commitment needed (for each stakeholder/group)
 - Objectives
 - Key Expected behaviours (constructive behaviours) for each stakeholder
 - Meeting structures

The following information is not required, but might help you further define your change network:

- Process for collecting feedback on success in achieving target ownership outcome
- Resources and useful tools

The sponsors and agents need to know what they have to do to play their roles well—this information will help you enable, formalize and mobilize the key players in the change network. It is used as a starting point for their new roles and a reference during the process of coaching the key players and ensuring that they play their roles well—a critical success factor for achieving commitment

- Document the change network details on the template in their respective places in the tables under the “**Change Network**” heading
- To further enable the network and set expectations for the sponsors and agents, you can set up a Sponsor and Agent Strategy. Refer to the Examples section for more detailed information on Sponsor and Agent Strategies

- Evaluate the change network once it is in place. Focus on evaluating how the key players are performing their expected behaviours. How are they acting in their roles? Should any changes be made?

Step 3: Define Guiding Principles

- Define guiding principles for the organization's specific project. These should set an approach and direction for planning and executing all communication efforts and act as specific "rules." The guiding principles should represent the specific culture and environment of the engagement and organization, and serve as critical success factors for effective communications. Examples of guiding principles are:
 - Two-way communications
 - Pro-active communication messages
 - Collect feedback and evaluate communication regularly
 - Consistency of communication materials
 - Conviction and involvement of management about communications
 - Openness and trust
 - Clear, consistent and efficient communications (no surprises; use the same key messages)
 - Target focused (supporting the overall business objectives)
 - Face-to-face communications are best, with written and other forms as support

For more examples, refer to the "Solutions" column of the document "Barriers to Effective Communication and Involvement" in the Appendix section.

- Document the guiding principles under the "Guiding Principles for Effective Communication" heading on the template

Step 4: Determine Audience, Messages, Senders, Vehicles

- Outline the audience, messages, senders and vehicles that will serve as the basis for executing the communication activities. This information will later be combined and integrated in an operational communication plan.
- Identify the audience using the Stakeholder Analysis deliverable as input. The identified stakeholders are your audience members. The audience also should include any people or groups outside the key stakeholders that don't necessarily need to be committed to the project, but who should be informed and updated. For example, if a systems implementation results in a change in your invoices, you would want to contact any outside vendors/contractors and inform them of the change.
- Document this under the "**Audience**" heading on the template.
- Identify the key messages using the identified concerns and barriers from the Stakeholder Analysis deliverable as input. Key messages describe the messages that will be conveyed throughout the communication efforts, and how the concerns and barriers will be addressed. These should align with the communication objectives already defined, and should be written at a high-level (you will further define these

messages in the Communication Plan). Also include general key messages for the project as a whole, for example, keeping the project on budget.

- Document this under the “**Key Messages**” heading on the template.
- Identify the senders—the people/groups that will communicate the messages. Use the Stakeholder Analysis as an input, looking at the various roles of the people involved in a change process (change roles). The choice of deliverer is influenced by the importance of the following criteria:
 - The role that the person plays in the change, for example, is the person a change agent or sponsor?
 - Knowledge of, and support for, the change project
 - Knowledge of the audience, position and credibility within the organization
 - Interpersonal skills and ability to listen and gain confidence of the audience
- Document this under the “**Key Senders**” heading on the template.
- Identify the vehicle for communications. This is based on the project, the project context, target groups, communication objectives or other requirements. Think about what will be the best fit for the message, audience and sender. For example, if an executive is sending a message to the entire organization, she might not have available time to use a face-to-face communication vehicle such as a presentation. Paper or technology-based communications would be more feasible. The table below gives an overview of a few widely used communication vehicles.

Face-to-Face	Paper-based	Technology-based
Presentations	Bulletin board	Electronic bulletin board
Team Briefings	Newsletter	Intranet
Communication/project groups focus	Communication survey or questionnaire	Voice mail
Workshops	Internal memo	Email - internal mail
Local Action Teams (LAT)	Article in company magazine	Telephone conferencing

- Document the communication vehicles under the “**Key Vehicles**” heading on the template.

Step 5: Measure Effectiveness

- Determine, at a high level, how you want to evaluate your communications. Measuring the effectiveness of your communication effort is essential to ensuring that you have achieved the desired results. You will define the measurement in more detail when creating the Communication Plan.
- The evaluations will be focused on two key areas:

- Are the ways in which you communicate effective? (Evaluation Survey deliverable)
 - Is the communication achieving the required levels of commitment? (Commitment Scorecard deliverable)
- Use a variety of performance indicators and feedback mechanisms to evaluate your communication:

Examples of Performance Indicators:

- Do people know that specific communication events exist?
- Has the right information been covered in the message?
- Has the right message been sent to the right audience?
- Have people understood the message?

Examples of Feedback mechanisms:

- Surveys after events
 - Feedback cards attached to the vehicle
 - Focus groups
- Document the high level communication evaluation information under the "**Measuring Effectiveness**" heading on the template.

3 Additional Considerations

- If the Communication Plan is developed before creating the Communication Strategy deliverable, your communications may be inconsistent and not targeted effectively.
- Tackling communication in a structured way implies a substantial amount of issues. Not only should all people involved be informed about the progress, changes and results within the project, but communication should lead to commitment to the change and should also stimulate action, by applying and executing the new way of working.
- Vehicles should not be more expensive for the benefit that they provide.
- Key messages should include details about the impacts of the change—what they mean for each Target.
- Make sure there are no redundancies within the target audience groups selected; divisions should be logical and based upon business functions and the client's organizational chart.

Appendix

Appendix A - Barriers to Effective Communication and Involvement

Barriers	Solutions
1. Disinterest in the implementation of a communication project by client line managers	<ul style="list-style-type: none"> • Obtain executive management's support to redefine line managers' responsibilities to include communication tasks • Discuss issues/problems and manage resistance in one-to-one interviews with line managers • Establish controls and checkpoints to ensure problems in the implementation of the communication plan are identified
2. Lack of effective participation by client management team in the communication process	<ul style="list-style-type: none"> • Educate the client management team on the importance of involvement to the success of the project • Promote the benefits to be realised from their involvement--especially the benefits to them • Obtain the visible support of the CEO and other senior executives
3. Desire to keep information secret	<ul style="list-style-type: none"> • At sponsor level, agree what information genuinely is confidential • Explain the need for and the degree of confidentiality required • Remind the audience of any contractual obligations regarding information disclosure • Advise the audience on who else has been briefed • Use one-to-one communication for all highly confidential information • Point out that few things in the organization are truly confidential
4. Diversity of audiences requiring different types/levels of information	<ul style="list-style-type: none"> • Align communication channels and messages with the information needs of each group • Establish pilot groups to monitor appropriateness of channels, messages and feedback mechanisms • Establish controls to ensure that the information provided to each group is consistent, timely, accurate and useful
5. Dispersed locations of audience groups	<ul style="list-style-type: none"> • Appoint local communication coordinators to disseminate communications at a local level • Involve and, if necessary, train managers responsible for employees at dispersed locations to handle communications with their team • Establish effective mechanisms to centrally coordinate communications activities
6. Dispersed locations of project team	<ul style="list-style-type: none"> • Establish central coordination of the overall communication effort to ensure consistency of data and timely delivery • Make one person at each dispersed location responsible for providing and supporting relevant and timely project information to the central coordinator

Barriers		Solutions
7.	Multi-lingual project team	<ul style="list-style-type: none"> • Choose the most common language and use only this language for all types of formal communication • Informally pair a non-common language speaker with common-language speaker for support and coaching • Use the common language in a simple form/syntax
8.	Lack of clear and consistent information due to the changing state of the project	<ul style="list-style-type: none"> • Ensure the communication plan is flexible enough to support project changes • Indicate and make allowances where there may be uncertainties or changes in the information being communicated • Indicate that information will be conveyed as it emerges and therefore may be subject to change
9.	Communication overload	<ul style="list-style-type: none"> • Select the most effective communication mechanisms and use these to deliver all messages • Tailor material according to the requirements of different stakeholders • Manage the frequency and content of communication materials
10.	Conflicting messages from different sources	<ul style="list-style-type: none"> • Establish a central control mechanism to define communication messages and responsibilities • Ensure all individuals involved in communication are aware of this central control mechanism
11.	Lack of communication between client functional areas	<ul style="list-style-type: none"> • Organize joint workshops with representatives from all involved functional areas to design improved communication processes • Establish cross functional teams to oversee the implementation of a communication process
12.	Postponement of communications plan implementation due to a delay in the change project	<ul style="list-style-type: none"> • Promote involvement and buy-in for communication with executives • Stress the urgency of addressing communication issues and problems • Continue to build on plan and ideas whilst waiting for communication embargo to be lifted • Indicate what communication will occur when the project is underway
13.	Lack of constructive feedback from one or more audiences	<ul style="list-style-type: none"> • Conduct a formal review/evaluation of communication every three/four months through a written questionnaire or representative focus group • Build project messages into established infrastructure of two-way communication, for example, through team briefings. • Address the feedback received and ensure that everyone knows their feedback is being addressed
14.	Messages may become monotonous and bore audiences	<ul style="list-style-type: none"> • Conduct regular focus groups (three months) with a cross section of representatives, in order to generate new ideas and maintain the interest and enthusiasm • Revamp communications approach maintaining consistency of style but incorporating new ideas and themes • Determine how messages may be made more relevant and exciting

3.11. Communication Plan Template



3.11 Communication Plan Template & Guidelines

Communication Plan Template

DATA VALIDATION (DO NOT EDIT BELOW THIS LINE)

3.12. Communication Plan Guidelines

1 Overview

1.1 Definition

A Communication Plan is created to coordinate all elements of communications in order to better inform members of the organization, and therefore, to facilitate support of and commitment to a change (such as a solution/system implementation). Communication Plans facilitate the change process by structuring communication activities that will enhance understanding, promote acceptance and ownership by management and the workforce, improve morale, increase the integrity and accuracy of information being transmitted and supporting the implementation of the change.

1.2 Objective

While the Communication Strategy is a high-level description of objectives and key elements, the Communication Plan is the operational instrument used to plan and execute all communication activities. It addresses and creates a mapping between the six elements of communication, including communicators, audiences, messages, communication channels, feedback mechanisms and message timing. The Communication Plan's structure ensures that relevant, accurate, consistent information is provided to the right people in the organization at the right times.

The Communication Plan is created at the beginning of project execution. This occurs once the Stakeholder Profile is complete, the key elements of the communication have been determined and the change network and guiding principles have been identified within the Communication Strategy. Communications should start right away to ensure a successful implementation. Like the Work Plan, the Communication Plan should be updated on an as needed basis throughout the Design and Implement stages.

1.3 Inputs

The Communication Strategy and the Stakeholder Profile are the key inputs to the Communication Plan.

1.4 Roles

- The Communication Plan is developed by the Project Lead (or the Project Communication Lead if appointed)
- The Communication Plan is maintained by the Project Communication Lead
- The Communication Plan reviewed by the Project Sponsor

1.5 Users

- The Project Lead uses the Communication Plan to obtain the sponsor's buy-in on the importance of communications in implementing the change
- The Project Lead and Project Communication Lead uses the Communication Plan to proactively manage the communication effort to users and other stakeholders

2 Completion Process

2.1 Introduction

A Communication Plan is created by taking existing information about the stakeholders, the elements of communication and the communication objectives and organizing it into a work plan-like document. All of these elements are strategically linked together in the plan—in concert with the new factor of timing—to facilitate the desired change. The plan will ensure that the right messages are delivered to the right people at the right time.

When creating a Communication Plan, you must take the time to define metrics that will allow you to measure the effectiveness of the Communication Plan you have put into action. Later in the process, these measurements will tell you if your initial plan requires any modifications.

The steps to follow when creating a Communication Plan are:

1. Gain an understanding of the basic elements of communication
2. Gather and document information in the Communication Plan

Step 1: Gain an understanding of the basic elements of communication

To prepare an effective communication plan for your project, you must first understand the elements which collectively operate to produce the result of "communication." These elements include the sender, message, channel/vehicle, feedback mechanism, receiver/audience and timeframe. See the Communication Strategy deliverable for more information about these elements.

Step 2: Gather and document information in the Communication Plan

This step requires you to collect and document information in the Communication Plan template. Note that if you have previously analyzed your stakeholders through the Stakeholder Profile and Stakeholder Expectation Matrix and developed a Communication Strategy, you will already have most of the information in your possession. In that case, you will need to focus primarily on organizing it in the plan. The process of documenting the plan is iterative; information from one area provides additional input to another, causing the plan to be continually refined.

The plan will consist of a matrix that will visually link the various elements. The columns in the matrix can be arranged in many different ways. Whichever way you organize the matrix, be sure that you use the message as the starting point for planning your communications; all other elements should be derived from the message. Since the first column will be the organizing factor, however, Stakeholder/Receiver/Audience or Timeframe is often placed there.

The following is a description of the contents of each column in the matrix.

- A. Target audience:** The stakeholders are those individuals, both internal and external to the organization, who will be impacted by the change and who will be receiving the communication. Gather information on the characteristics of each potential receiver group, including things that may cause them to resist the change and what can be done to prevent

them. Refer to the Stakeholder Analysis menu for more information on this process. Populate each cell in this column with a different receiver group.

- B. **Objective:** For each receiver group in the previous column, record the target level of commitment you wish them to attain. You can obtain this information from the Stakeholder Analysis.
- C. **Key Message:** When defining a message, it is important to consider the receiver group's frame of reference. Their concerns and fears will often prescribe the content of the message and its appropriate senders. While the initial message was defined in the Communication Strategy, you now must create a more detailed version for each specific audience you are targeting.
- D. **Vehicles:** Choose the vehicle you will use to deliver the message; be sure to select a vehicle that is appropriate for the audience and message you have identified. Vehicles may include methods such as e-mail, face-to-face communication and bulletin boards. Refer to the Communication Strategy menu for more information about vehicles.
- E. **Timing:** This refers to the timing of the message – when and/or how often the message will be delivered. Timing is a critical factor in the successful delivery of messages. The frequency/date will be largely based on the timing of Management Support work plan and transformation project events
- F. **Sender/Presenter:** It is important to select senders who are most respected and closest to the receivers to deliver the message. Refer to the Communication Strategy menu for more information about senders.
- G. **Feedback/ Evaluation Mechanism:** Feedback allows both the sender and the receiver to verify the accuracy of the communication and make adjustments, as necessary. Feedback mechanisms serve two primary functions --- to gather reactions to both the communicated message and the communication process. Additionally, this type of information provides a measurement of the depth and effectiveness of knowledge transfer to the targeted audience. All Transformation story and Management Support related feedback will be reported to incorporate into future planning and communications activities. These include: questionnaires and feedback forms, team briefings and meetings. Measurement of effective, efficient communication of each message will be planned, gathered, documented and reviewed for continuous improvement. Review of the communication effectiveness on a regular basis will provide the opportunity to add, delete or change communication messages, senders, receivers, vehicles and measurements as appropriate. Measurement will be based on the type of feedback provided by employees.

Appendix

Appendix A - Communication Vehicles

Potential Communication Vehicles	Target Audience	Description	Objectives		Primary Users			
			C-Level	Sr. Mgmt.	Change Team/ Proj. Mgmt	Specific Dept./ Group	All Employees	
Town Hall Meetings/ Brown Bags held on-site	All employees	Used to establish company-wide awareness of and support for corporate objectives, celebrate company successes/ milestones achieved, raise awareness of new initiatives and high-level impacts, and communicate general information on upcoming changes/ events.	- Enable delivery of consistent messages across the org. - Raise awareness and relate status/progress on initiatives - Demonstrate visible executives/sr. mgmt. support	X	X			
Steering Committee	"C" Level Executives	Forum for key executives to be briefed on project plans and their roles in the change initiatives and to provide input and signoff on major decisions.	- Gain commitment and buy-in on initiative recommendations - Relate status /progress on the planning and execution of change initiatives	X		X		
Department/Team Meetings	Departments/ Groups/ Project Teams	May include existing staff meetings or new project status meetings that are used as forums to communicate upcoming changes, status, and next steps associated with initiatives.	- Relate status/ progress on the planning and execution of change initiatives	X	X	X		
One-on-One Meetings	Project team members to key executives; key executives to direct reports; etc.	Individualized forum that builds on existing relationships between employees, enabling customization of key messages and open discussion between parties. Also an ideal format for socializing ideas in order to mitigate resistance in larger group settings.	- Build consensus on initiative findings and recommendations - Personalize change impacts	X	X	X	X	
Focus groups	Impacted stakeholder groups	Forum to gather impacted stakeholders to gain input and buy-in on business requirements, new processes, etc. May take the form of process walkthroughs, question and answer sessions, interviews, etc.	- Gather information to develop initiative recommendations; - Validate key findings, and solicit feedback - Obtain sign-off/buy-in for recommendations		X	X	X X	
Interviews	Impacted stakeholder groups	"Scripted" information gathering sessions utilized by project team members to gain input from stakeholders on business requirements, processes, opportunity areas, and risks.	- Gather information to develop initiative recommendations - Validate key findings, and solicit feedback		X	X	X X	
Roadshows	"C" Level Executives, cascading down from business participants on the project to directors to managers to staff	Presentation that can be delivered at multiple sites by a lead executive/sponsor. Demonstrates visible sponsorship to audience members and ensures that consistent messages are delivered across locations.	- Enable delivery of consistent messages across the org. - Raise awareness and relate status/progress on initiatives - Gain buy-in/commitment through the rollout of initiatives - Demonstrate visible executives/sr. mgmt. support	X	X			
E-mail newsletter	All employees	Electronic newsletter which contains updates/information regarding corporate initiatives and is distributed via e-mail.	- Raise awareness of change initiatives - Provide responses to frequently asked questions			X		
Voice-mail Broadcast	All employees	Brief broadcast announcement typically delivered by a key executive that may include information on company successes, major milestones accomplished, recognition of key contributors, dates and objectives for large-scale meetings, inc.	- Raise awareness of change initiatives corporate-wide	X	X			
E-mail	All employees	Electronic mail used to announce upcoming meetings, logistics, corporate or department-wide initiatives, etc. as well as general business.	- Raise awareness of change initiatives - Gather/share information and documentation to support initiative planning and execution - Obtain signoff on documentation	X	X	X	X X	
Dear Colleague Desk Drop	All employees	Memo announcement from the Chairman used to announce major organization changes and news.	- Raise awareness of change initiatives corporate-wide	X				
Departmental Bulletin Boards	Department within which they are posted; other passers by	Provides ability to house posters, flyers, brochures, and other marketing materials associated with an initiative.	- Raise awareness and generate enthusiasm for change initiatives at a local level		X		X	
Q&A Web Link	All employees	Provides an avenue for individuals to raise questions and concerns regarding key projects and delivery of a consistent set of responses by project leaders.	- Raise awareness of change initiatives - Provide responses to frequently asked questions		X	X	X X	

3.13. Training Needs Assessment Template



3.13 Training Needs Assessment Template & Guidelines

Document Control

Project Title:	<< Enter project title >>	Project Working Title:	<< Enter any non-official project name or abbreviation >>
Sponsor:	<< Enter sponsor name >>	Sponsoring Department:	<< Enter sponsoring department name >>
Prepared by:	<< Enter the name of the person completing this template >>	Date Prepared:	<< Enter date of the preparation of this document >>

1 Purpose

The training needs assessment document identifies the newly required competencies (skills, knowledge and behaviours) needed by the stakeholders impacted by the introduction of << Your project >>, in order to << Your Project Goal eg. Manage document effectively >>.

2 Competency Gap

Current state
<< Describe the current way people work >>
Challenge
<< Describe the issues with working this way and how your project will improve it >>
Future state
<< Describe the new way people will work >>
High level competency requirement
<< Describe the high level skills, knowledge and behaviors that your impacted stakeholders will need to gain to deliver the goal of your project >>

3 High-Level Audience Analysis:

Audience Affected (group that will need training)	# of People Affected	Role	Training Needs (what they need to learn)
<< describe the group that need to be trained >>	<< give number of people affected >>	<ul style="list-style-type: none"> • << describe the role/s that this audience needs to play >> 	<ul style="list-style-type: none"> • << describe what this audience needs to learn >>
		•	•

The numbers of participants is only an estimate. << describe where you gained the data for the number of people affected >>. These are the figures as of << give date >>.

4 Training Needs Analysis:

Courses and Topics (suggested topics and possible groupings into courses)	Target Audience	Timing
<p><< Enter Course Title >></p> <ul style="list-style-type: none"> • << Enter a list of suggested topics that the course should cover >> 	<p><< give audience group to receive this training (use the audience groups from the high-level audience analysis) >></p>	<p><< give high level date >></p>
<p><< Enter Course Title >></p> <ul style="list-style-type: none"> • << Enter a list of suggested topics that the course should cover >> 	<p><< give audience group to receive this training (use the audience groups from the high-level audience analysis) >></p>	<p><< give high level date >></p>

3.14. Training Needs Assessment Guidelines

1 Overview

1.1 Definition

A Training Needs Assessment identifies the newly required competencies (skills, knowledge and behaviors) that the stakeholders impacted by the Project need in order to be able to work in the new way required by the Project solution.

1.2 Objective

A Training Needs Assessment is created to determine an organization's learning-related needs for any Project, and to define solutions that will meet those needs. It helps the design of learning and training that will effectively fill the identified gaps between the as-is and to-be performance and capabilities of the impacted stakeholders.

1.3 Inputs

The Change Impact Assessment is a key input to the development of a Training Needs Assessment.

1.4 Roles

- The Training Needs Assessment is developed by the Training Lead to define the training needs
- The Training Needs Assessment is reviewed by the Project Lead
- The Training Needs Assessment is confirmed with the Project Sponsor

1.5 Users

- Used by the Training Lead to prepare the Training and Performance Support Strategy
- Used by the Training Lead and Project's training team members to prepare the Training and Performance Support Curriculum Design and to support training development
- Used by the Project's respective functional leads as a starting point to analyze training effort required

2 Completion Process

Section 1: General Information

In this section you should provide basic information about the document including Project Title, Sponsor, Who prepared the documents etc.

Section 2: Purpose

In this section you should outline the purpose of the Training Needs Assessment specifying your Project and its objective (how is your Project going to make things better in KNPC?).

Section 3: Competency Gap

In this section you will detail the way your stakeholders work now, the training challenge (what does training need to do), how your stakeholders will need to be able to work in the future, and the high level competency requirements.

1. Current State

For the key processes being affected by your Project describe how your stakeholders currently work. This may be different for different stakeholders. Note the Change Impact Assessment should provide you all you need to know to complete this sub-section.

2. Challenge

In this sub-section you should describe the issues that KNPC are facing while working this way and how your Project and training will improve it.

3. Future State

For the key processes being affected by your Project describe how your stakeholders will work in the future (after you have implanted your Project solution). This may be different for different stakeholders. Note the Change Impact Assessment should provide you all you need to know to complete this sub-section.

4. High-level competency requirement

In this sub-section you should describe the high level skills, knowledge and behaviours that your impacted stakeholders will need to gain to deliver the goal of your Project. You may wish to break the answer down describing skills, then knowledge and then behaviours.

Section 4: High-level Audience Analysis

In this section you will detail who your audience groups are, the number of them, the role they play in this change, what their training needs are. Ensure that you define any estimates that you have made and where you found the information.

1. Audience affected

Describe each of the groups that need training. Note to group the audience by training needs. Those with the same need should be in the same group.

Example:

[Project Leads & Key Team Members](#)

2. Number of people affected

Provide the number of people who will need to take this training. Ensure you look out for those people who don't naturally fit in to any standard organisational group. Also ensure there is no overlap between groups. You should give the absolute number to be trained.

Example:

[46 \(38 = Strategic Projects; 8 = Tactical Projects\)](#)

3. Role

In this sub-section you should describe the role that these stakeholders will have in the change caused by your Project. Are they sponsors or will they change the way they carry out their daily duties.

Example:

- [Planning](#)
- [Monitoring](#)
- [On-going management of Projects](#)

4. Training needs

In this sub-section you should describe what that particular audience needs to be able to do, therefore what they will need to learn.

Example:

- Understand KNPC Project Methodology and Change Management
- Understand the tools and techniques available to them to run their Project successfully
- Understand their responsibilities with regard to Project Methodology
- Enhance their change management capabilities in terms of knowledge, skills and behaviours
- Become an advocate for KNPC Project Methodology and Change Management

Section 5: Training Needs Analysis

In this section you will detail at a high-level what the courses and topics will be, the audience for whom they are targeted and when you plan to run them.

1. Courses and Topics

With the training needs in mind from the high-level audience analysis you should be able to describe the topics that need to be covered, group them into courses and define a course name.

In this sub-section you should define the names of the courses with their associated topics.

Example:

Course Two: Managing Projects - KNPC Project & Change Management

1. Project Methodology

- Overview
- Application
- What this means for your Project and people

2. Change Management Skills

- Overview
- Application
- What this means for your Project and people

2. Target Audience

In this sub-section you should define the audience that this training course is targeted at.

Example:

Project Leads & Key Team Members

3. Timing

In this sub-section you should give the estimated time of when you will need to deliver this training.

Example:

First two weeks of June

3 Additional Considerations

Note that although you will complete the Training Needs Assessment in the Study stage it is a live document and as such will continue to be updated during the definition of the Training and Performance Support Strategy and course development.

3.15. Training & Performance Support Strategy Template



3.15 Training & Performance Strategy Template & Guidelines

1 General Information

Project Title:	<< Enter Project title >>	Project Working Title:	<< Enter any non-official Project name or abbreviation >>
Sponsor:	<< Enter sponsor name >>	Sponsoring Department:	<< Enter sponsoring department name >>
Prepared by:	<< Enter the name of the person completing this template >>	Date Prepared:	<< Enter date of the preparation of this document >>

2 Overview

The introduction of << the Project's solution >> will significantly impact the way << define group impacted by Project >> employees work. The challenge for << Project name >> will be to prepare and support these employees to understand, learn and adopt the new way of working to fully realise the potential benefits of this solution.

This document describes **the user training and documentation strategy and approach** that will be used on the **XYZ Project**. It provides:

- Preliminary information regarding the target audience
- Recommended training and documentation approach to meet these needs.

Additional data will be added to the document in the next phases of the project to ensure that it completely describes all the tasks and data required to undertake the necessary development and delivery of training, e.g. audience by module. Therefore, this document should be seen as iterative, and the numbers, assumptions and figures quoted will be re-assessed as the project progresses.

3 Goals of the Training and Performance Support Project

There are << X >> main goals for the << XYZ >> Training and Performance Support Project

- << Goal 1 >>
- << Goal 2 >>
- << Goal 3 >>

4 Major Outcomes of Training and Performance Support

In order to achieve the goals of the Training and Performance Support Project, a range of outcomes are required. The major outcomes of the Training and Performance Support Project are detailed below.

OUTCOME	DESCRIPTION
<<Insert Outcome>>	<ul style="list-style-type: none"> ▪ <<Insert Description>>
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •

5 Training and Performance Support Approach

5.1 Guiding Principles Underpinning the Training Approach

- <<Enter Principle List>>

5.2 Launch

5.2.1 Training

- << Insert Type of Training Format >>
<< Enter description of the Training Format – be specific to your Project >>
- << Insert Type of Training Format >>
<< Enter description of the Training Format – be specific to your Project >>

5.2.2 Performance Support Tools

- << Insert Type of Performance Support Tool >>
<< Enter description of the Performance Support Tool – be specific to your Project >>
- << Insert Type of Performance Support Tool >>
<< Enter description of the Performance Support Tool – be specific to your Project >>

5.2.3 Trainer Identification & Preparation

<< Describe who will do the training delivery and / or how they will be identified and any contingencies >>

<< Describe how you will prepare the trainers for the delivery of this training, for example are you going to provide a Train-the-Trainer Sessions >>

To support the training and performance approach a number of key deliverables are required to be developed:

- Training Needs Assessment
- << any solution deliverables that are required for the development of training >>
- Training Curriculum Design
- Training Material
- Training Schedule
- Training evaluation method and tools

5.3 Post-Launch

5.3.1 On-going Training

After launch, any remaining expert-led training will be completed. Additional training will be delivered to those users who did not require this prior to launch, but who have been identified as having a training requirement in these areas.

<< describe any agreed approach to on-going training in addition to that describe above, note you may also edit the above statement “After launch ...” >>

6 Overview of Training Project

<< Enter preliminary Course Title 1 >>

- << Enter preliminary module title 1 >>

<< Enter preliminary Course Title 2 >>

- << Enter preliminary module title 2 >>

6.1 Estimating Guidelines

Course durations are based on previous experience of conducting training of this nature. It is likely that some of the courses will apply a different training method based on the numbers of people at a location and the availability to be released from the business at any one time.

Based on initial estimates the total:

- Number of courses to be developed is X
- Number of sessions to be delivered is Y
- Training will run from << start date >> to << end date >>

<< Enter preliminary Course Title 1 >>

- << Audience Group >>:
 - << course length >> x << number of sessions >> sessions
 - << start date >> to << end date >>

<< Enter preliminary Course Title 2 >>

- << Audience Group >>:
 - << course length >> x << number of sessions >> sessions
 - << start date >> to << end date >>

7 Training Logistics

7.1 Participant Numbers

The total number of participants is estimated at X.

<< Enter preliminary Course Title 1 >>

- << Audience Group 1 >>: << number of participants >>
- << Audience Group 2 >>: << number of participants >>

<< Enter preliminary Course Title 2 >>

- << Audience Group 1 >>: << number of participants >>
- << Audience Group 2 >>: << number of participants >>

7.2 Training Room Requirements

FORMAT	FACILITIES REQUIRED
<< training format >>	<ul style="list-style-type: none"> • << describe facilities required, e.g. room and IT requirements >>

7.3 Training Locations

Scheduled training will take into account constraints relating to training attendance eg. shift workers, critical business periods. There may be a need to take into consideration backfilling, overtime and training outside working hours.

<< Enter preliminary Course Title 1 >>

- << enter training location >>

<< Enter preliminary Course Title 2 >>

- << enter training location >>

7.4 Training Attendance

<< describe how you will track attendance of the training and how you will use this information >>

<< describe what activities you will put in place to ensure high levels of attendance >>

7.5 Training Co-ordination

The Training Co-ordinator will be responsible for coordinating the training facilities during training delivery. If Trainers encounter any technical or logistical issues during training, the first point of contact is the assigned Training Co-ordinator.

Key responsibilities

- << list the key responsibilities of the training coordinator >>

8 Assumptions

In developing the Training and Performance Support Strategy, a number of assumptions have been made.

8.1 Training

- << list the assumptions made for training >>

8.2 Performance Support

- << list the assumptions made for performance support >>

3.16. Training & Performance Support Strategy Guidelines

1 Overview

1.1 Definition

Training is defined as any formal activity aimed at raising the skill of the target audience. Performance Support is any additional documentation e.g. templates, job aids, online documentation, manuals etc. that will support the target audience when carrying out the new ways of working

The Training and Performance Support Strategy is created to:

- Provide a comprehensive approach to deliver training and performance support associated with any Project
- Define the detailed requirements for training and performance support
- Determine the delivery strategies that are most appropriate for the scope and type of target audiences
- Define the instructional strategies that are most appropriate given the detailed training objectives
- Define the performance support approach based on needs, as well as current and desired performance support capability
- Define the ongoing training strategy

1.2 Objective

The objective of the Training and Performance Support Strategy is to document the high-level strategy for developing and delivering a Training and Performance Support Solution that will be used to teach users about any new ways of working.

1.3 Inputs

The Project Charter and Training Needs Assessment are key inputs to the development of a Training and Performance Support Strategy.

1.4 Roles

- The Training & Performance Support Strategy is developed by the Training Lead
- The Training & Performance Support Strategy is reviewed by the Project Sponsor

1.5 Users

- Used by the Project Training Lead and Project's training team members as an input to the Training and Performance Support Deployment Plan, Training and Performance Support Curriculum Design and Training Needs Analysis
- Used by the Project Training Lead and the Project's functional leads to agree upon appropriateness of plan

2 Completion Process

Section 1: General Information

In this section you should provide basic information about the document including Project Title, Sponsor, Who prepared the documents etc.

Section 2: Overview

In this section you should describe the level of impact that your Project solution will have, the Training and Performance Support challenge for the Project, and describe what the Training and Performance Support Strategy will cover.

Section 3: Goals of the Training and Performance Support Program

In this section you should list the key goals of the Training and Performance Support Program. Make these goals clear, concise and targeted at what you expect the target audience to be able to do.

Section 4: Major Outcomes of Training and Performance Support

In this section you will need to list the major outcomes of the Training and Performance Support activities and provide a more detailed description of the activities involved in making these happen.

Example:

OUTCOME	DESCRIPTION
Instructor-led training in Program & Change Management for KNPC management. 3 courses: 2x half day and 1x two day	<ul style="list-style-type: none"> • Produce instructor guides • Produce training materials • Ensure all training materials are kept current as methodology changes occur • Identify who needs to attend the training courses • Schedule staff to attend training • Evaluate the training materials throughout their development and after their delivery
Job aids and guides as appropriate to assist staff with their jobs	<ul style="list-style-type: none"> • Develop a Project & Change Management workbook • Produce methodology quick reference aids • Provide glossary of terms

Note – the Training and Performance Support Strategy template provides a best practice format for this section that can be easily adapted to your Project.

Section 5: Training and Performance Support Approach

In this section you should outline the overall Training and Performance Support approach being taken for both the training launch (the main body of training) and after the launch (any additional training after training is complete).

The sub-sections of the overall approach in the best practice template are described below:

5. Guiding Principles

In this sub-section you should define the key principles for Training and Performance Support. The principles can range from the structure of the training to the way it will be delivered.

Example principles are provided below:

- a. Training will be relevant and at the appropriate level of detail for each audience group
- b. Training aims not to affect normal business activities, including minimising time away from work
- c. Training will be developed in a flexible modular structure to enable it to be packaged easily for delivery
- d. Training will incorporate example projects and case studies
- e. Etc.

6. *Launch*

In this sub-section you should define the types of delivery mechanisms that will be used for training and the performance support tools. In addition you will need to define who the trainers will be or how they will be identified and how they will be prepared.

Training

You will need to list the different training formats to be used for instance instructor lead training or online courses. For each format you need to describe the format. Note you will also need to define anything specific to your Project over and above a generic description of the training format.

Example:

Formal instructor led training:

Instructor led training will be developed. This is often known as classroom based training. The format will be a trainer with approximately 10-30 participants. The Instructor led course will be designed for each audience level in order to provide relevant skills and knowledge. Different levels have different learning needs. Please see the Training Needs Assessment for further information.

Participants will have the opportunity at the end of each course to evaluate the course and the trainer. This information will provide valuable feedback for continuous improvement of training.

Certificates will be issued to formally acknowledge participant's completion of the training course.

Performance Support Tools

You will need to list the different performance support formats to be used for instance Job Aids or online documentation. For each format you need to describe the format. Note you will also need to define anything specific to your Project over and above a generic description of the training format.

Example:

Job Aids & Guides

Quick reference guides will be created for the key activities. This will include the Project glossary of terms already developed by the department. This document will be continually update and available offline and online. In addition, templates and guides will be made available in hard copy.

Online documentation

The latest templates and guides will be available through the Project's website

Trainer Identification and Preparation

You need to identify who will be delivering the training, if there is any requirement (you may have no requirement if you are not doing any instructor led training). If you do not at this stage know the names you may explain how you will identify them.

You will also need to describe how you will ensure that the trainers identified are going to be prepared to deliver the training. For instance you may put in place Train-the-Trainer sessions. Note your identified trainers may need training on the content and/or in training delivery skills.

In addition you will need to define what deliverable or documentation needs to be put in place to support the delivery of your Training and Performance Support approach.

Example:

- a. Training Needs Assessment
- b. Project and Change Management Methodology
- c. Training Curriculum Design
- d. Etc.

7. Post Launch

In this sub-section you should define how on-going training will be managed post the initial training. This includes any people who missed the course and any other additional training requirements. For example a course may need to be run on an on-going basis even after the Project finishes.

Note – the Training and Performance Support Strategy template provides a best practice format for this section that can be easily adapted to your Project.

Section 6: Overview of Training Program

In this section you should outline the preliminarily title and modules/topics of the courses to be developed. You should be able to put this together based on the Training Needs Assessment deliverable.

Example:

Course One: Overview - KNPC Project & Change Management**Topics:**

- Overview of Project Methodology and Change Management
- Roles and responsibilities
- Sample of Project execution from Idea to Implementation

The sub-sections of the Overview of Training Project section in the best practice template are described below:

1. *Estimating Guidelines*

In this sub-section you should first detail on what basis you have made your estimates.

Then you should define your estimates for the total:

- Number of courses to be developed is X
- Number of sessions to be delivered is Y
- Training will run from <> start date >> to <> end date >>

Then for each course you should define your estimates for:

- The course length
- The number of sessions
- Dates

Example:

Course durations are based on previous experience of conducting training of this nature. All training will be instructor led.

Based on initial Management Training estimates the total:

- Number of courses to be developed is 3
- Number of sessions to be delivered is 17
- Training will run from 12/06/2013 to 17/07/2013

Management Training

Course One: Overview - KNPC Project & Change Management

- DCEO & Managers:
- half day x 3 sessions
- 12/06/13–14/06/13

Section 7: Training Logistics

In this section you should outline the participant numbers, training room requirements, training locations, how training attendance will be maintained and how training coordination will take place.

The sub-sections of the Training Logistics section in the best practice template are described below:

1. *Participant Numbers*

In this sub-section you should define the number of participants in total and by course.

Example:

The total number of Management Training participants is estimated at 186.

Course One: Overview - KNPC Project & Change Management

- DCEO : 7
- Managers: 31

2. Training Room Requirements

In this sub-section you should describe for each training format, for instance Instructor Led Training, the room requirements.

Example:

FORMAT	FACILITIES REQUIRED
Instructor Led Training	<ul style="list-style-type: none"> • Room with capacity for up to: <ul style="list-style-type: none"> - Overview = 20ppl - Managing Projects = 20ppl - Introduction = 30ppl • If there is an overlap in delivery additional rooms to the same specification will be required. • Data Projector • 1 PC or laptop connected to projector with PowerPoint 2003 • Whiteboard and flipchart with pens • Desks • Refreshments • Lunch

3. Training Locations

In this sub-section you should define the different training locations you plan to use. You need to think about the cost, easy of access for the target audience and the appropriateness to the particular format you are planning on. For example if you are training only 10 people you would not want an auditorium with room for 100 people. This would be uncomfortable for both the audience and the trainer and would not enable a good working relationship.

4. Training Attendance

In this sub-section you should describe both how you will track training attendance of participants and how you are going to ensure the attendance of your target audience. This will be very important in your decisions around how best to issue invitations and whether the training is mandatory or optional. If mandatory you may need senior management support.

5. Training Coordination

In this sub-section you should identify who will be carrying out the training coordination activities and what their responsibilities will be. Although often seen as mundane logistics this is an extremely important part of the training strategy. Your training could succeed or fail purely for logistical reasons.

Section 8: Assumptions

During the development of the Training and Performance Support Strategy you will have had to make some assumptions. In this section you should list these assumptions. It is often beneficial to split these between Training and Performance Support.

Example:

Training

- Four Training Champions are identified
- A training coordinator will be assigned for the management of training logistics and support

3 Additional Considerations

- Note that although you should complete during the Study stage the Training and Performance Support Strategy is a live document and as such will continue to be updated until training is completed.

3.17. Training Deployment Plan Template



3.17 Training Deployment Plan Template & Guidelines

Training Deployment Plan Template

Training Course & Session	Trainer	Length (days)	Class Size	
Train-the-Trainer	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 1				
Course 1				
Session 1	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 2	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 3	<< trainer name >>	<< length In days >>	<< # participants >>	
Course 2				
Session 1	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 2	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 3	<< trainer name >>	<< length In days >>	<< # participants >>	
Session 4	<< trainer name >>	<< length In days >>	<< # participants >>	

Training Deployment Plan Template

3.18. Training Deployment Plan Guidelines

1 Overview

1.1 Definition

The Training Deployment Plan includes a training schedule and a tracking tool. The training schedule provides a view of all the training sessions and the tracking tool provides a means of tracking and managing training logistics.

1.2 Objective

The aim of this deliverable is to provide a defined training schedule and to track the delivery against this schedule.

1.3 Inputs

The Training & Performance Support Strategy and Training Needs Assessment are key inputs to the Training Deployment Plan.

1.4 Roles

- The Training Deployment Plan is developed by the Project Training Lead
- The Training Deployment Plan is reviewed by the Project Lead
- The Training Deployment Plan is confirmed by the Project Sponsor

1.5 Users

- Used by the Project Training Lead to manage training logistics and delivery
- Used by the Project's trainers to understand training schedule

2 Completion Process

Section 1: Schedule

This section is split into two sub-sections; the first lists key details for the training sessions and Projects (on the left). The second sub-section provides a graphical representation of the timeframe for the courses as a whole and also the various sessions of which they are comprised (on the right).

The first sub-section requires the input of key information for various training courses in KNPC.

- In the first column, enter the title of the training course with each of the associated sessions listed below
- In the second column, enter the name of the trainer for each of the sessions
- In the third column, enter the duration of the session in days. This duration should be dependent on the length of the course e.g. some courses may run for only a few hours
- In the fourth column, enter the size of the class with the number of participants that are expected.
- In the fifth column, enter the status of the course (Not Started, Started, In Progress, Completed, Postponed and Cancelled).

The second sub-section consists of a timeline for training Projects. The total time for the activity should be in the row corresponding with the title of the course. The length of duration in the row should be shaded blue (as shown in the legend) and should run from the start of the first session in the course, until the end of the final session of the course. Below each of these rows, should be highlighted the duration (in green), of the various sessions within each course.

In order to provide quick access to particular training sessions, it is possible to sort the various columns in the first sub-section:

Example:

If the Training Lead wishes to view all sessions delivered by Husain Al-Awadh (in ascending class size order), the Training Lead should click on the drop-down menu for the “trainer” heading and should select Husain Al-Awadh, the user should then click on the drop-down menu at the top of the class size column and select “Ascending”.

Section 2: Tracker

The second section of the Training Deployment Plan displays training logistics details. Please note that columns should be added and deleted depending on the nature of the training Project (for example, courses which are delivered only electronically may have different logistical requirements e.g. availability of dedicated IT support for the duration of the course).

This section enables you to track the logistics on a day to day basis and as such should be maintained on a daily basis during training delivery.

Information about the logistics for training courses should be entered in this section. Below are listed some relevant fields that may be tracked.

- In the first column, enter the course ID (this should be identical to the corresponding course name entered in the first tab)
 - In the second column, enter the session number
 - In the third column, enter the number of attendees that (have) are expected for each session
 - In the fourth column, enter the duration of the training session (Inclusive of breaks) in hours
 - In the fifth column, enter the name of the trainer (this should be identical to the corresponding trainer name indicated in the first tab)
 - In the sixth column, enter the location of the training session
 - In the seventh column, enter the room number of the training session
 - In the eighth column indicate if notification has been sent to the attendees ("Y" for Yes and "N" for No)
 - In the ninth column, indicate if logistics have been arranged for the session ("Y" for Yes and "N" for No)
 - In the tenth column, indicate if the session has been completed ("Y" for Yes and "N" for No)
 - In the eleventh column, indicate if the evaluation for the session has been completed ("Y" for Yes and "N" for No)
 - In the twelfth column indicate the start date of the course
 - In the thirteenth column enter the end date of the course

3 Additional Considerations

- This is a live document and requires daily maintenance during training planning and delivery. All changes in the status of logistics for courses should immediately be reflected in this document. It is also essential to ensure that any updates to details within the tracker and schedule are reflected in other related documents e.g. the Training & Performance Support Strategy.

3.19. Training & Performance Support Curriculum Design Template



3.19 Training and Performance Support Curriculum Design Template & Guidelines

1 General Information

Project Title:	<< Enter Project title >>	Project Working Title:	<< Enter any non-official Project name or abbreviation >>
Sponsor:	<< Enter sponsor name >>	Sponsoring Department:	<< Enter sponsoring department name >>
Prepared by:	<< Enter the name of the person completing this template >>	Date Prepared:	<< Enter date of the preparation >>

2 Course 1 - << Enter training course name >>

2.1 TRAINING COURSE

Course Name	<< Enter course name >>		
Audience	<< describe audience group >>		
Total Course Length	<< give length in hours >> hrs		
Learning Objectives	<ul style="list-style-type: none"> << describe the learning objectives. These objectives describe what a participant should be able to do once they have completed the training >> 		
Delivery Strategy	<ul style="list-style-type: none"> << describe the way you will deliver the training e.g. online, instructor led etc. >> 		
Course Outline/Description (Instructional Strategy, Content description, Timing, Materials)			
Subject	Description	Time	Materials
<< give the subject of the section >>	<< describe the section and what it contains >>	<< give the length of the section in minutes >> minutes	<ul style="list-style-type: none"> << describe the training materials needed for this section >>
			•
			•

2.2 PERFORMANCE SUPPORT

<< Performance Support Item 1 >>

- << Describe the performance support item >>

<< Performance Support Item 2 >>

- << Describe the performance support item >>

<< Performance Support Item 3 >>

- << Describe the performance support item >>

3.20. Training & Performance Support Curriculum Design Guidelines

1 Overview

1.1 Definition

The Training and Performance Support Curriculum Design outlines in detail the structure and content of the Training Solution you plan to develop, including performance support materials. In addition it provides detailed learning objectives, and defines how learners will interact with the training and design learning activities.

1.2 Objective

The objective of the Training and Performance Support Curriculum Design is to define course structure and describe content for training and performance support. The document acts as the "blueprint" for developing the Training Solution itself. This ensures that the training solution created is fit for purpose.

1.3 Inputs

The Training Needs Assessment and Training and Performance Support Strategy are key inputs to the development of a Training and Performance Support Curriculum Design

1.4 Roles

- The Training & Performance Support Design is developed by the Project Training Lead
- The Training & Performance Support Design is reviewed by the Project Lead

1.5 Users

- Used by the Project Lead to set the direction for the training effort
- Used by the Project's training team members to develops training and performance support materials that matches the design

2 Completion Process

Section 1: General Information

In this section you should provide basic information about the document including Project Title, Sponsor, Who prepared the documents etc.

Section 2: Course 1

In this section you will provide all the information required for the development of the first course. If you have multiple courses you will just need to repeat this section for the additional courses.

1 Training Course

In this sub-section you should define the course in detail

Course name

Provide the titles of the course. This should be a concise but descriptive name. People should know what the course is about straight away from reading the title.

Example:

[Overview - KNPC Project & Change Management](#)

Audience

Describe the target audience of this course. Note that this is normally the list of Job Titles or Levels.

Example:

[DCEOs and Managers](#)

Total course length

Give the length of the course in an appropriate form of measurement. This is normally in hours.

Example:

[4.5 hours](#)

Learning objectives

Describe the learning objectives. The objectives describe what a participant should be able to do once they have completed the training

Example:

[Understand Project Methods Structure](#)

Delivery strategy

Describe the way you will deliver the training.

Example:

[Instructor led Training \(Classroom-Based\)](#)

Course outline / description

The course outline / description are essentially the agenda of the course. This will act as the blueprint for the development of the actual training material.

For each step you will need to provide the Subject, A detailed description of what this contains, the time it will take and what support materials will be required. Note that you will need to include breaks.

Subject – give a name to the step in the agenda

Example:

[Benefits of Methodology review and interactive discussion](#)

Description – describe the topics to be covered and how you will cover them

Example: Review the current state of Project and change management in KNPC. Discuss the key benefits of the new KNPC methodology. Highlight benefits to KNPC as a whole and specifically for DCEOs and Managers.

Time – define the estimated time for this step. This is normally given in minutes

Example:

20 minutes

Materials – detail the support materials required for this step

Example:

- a. Instructor Slides
- b. Training Workbook

Performance Support

In this sub-section you identify and describe each Performance Support item required for the training course. You will have listed these throughout the course outline under the materials category.

For each Performance Support Item you will need to detail their contents and format.

Example:

Online documentation

- Online documentation should be available on the Management Support intranet site for access after the training

Project & Change Management Workbook

- The work book should provide all the slides for the training with space for notes

3 Additional Considerations

- Note that although you will complete the Training Curriculum Design in the Design stage it is a live document and as such will continue to be updated during course development

3.21. Training & Performance Support Standards Template



3.21 Training and Performance Support Standards Template & Guidelines

1 Purpose

This document describes general development standards for the creation of the training materials. The following information will help guide the training team in the effective and consistent use of grammar and language. It is important that the grammar, language use, punctuation, and style are similar across all materials. Otherwise, cultural or local differences among the training team members may result in words being used with different meaning, misunderstood messages, inconsistencies of message, etc.

2 Deliverable Standards

As a developer, you will be responsible for creating the following deliverables for each training module:

1. Design Document
2. Training Material
3. Feedback Approach

2.1 Naming Conventions

The naming convention for each deliverable mentioned above is:

Deliverable_name_Module #.file format

Example: Design_Document_Module_1.doc

2.2 Document Storage

<< describe where you should work on your documents and where you should save them. For instance on a share drive >> Ensure that you regularly save a copy of all documents in progress on the share drive. You must use version control (update with new version number every time you make changes to the document).

2.3 Templates

All deliverables should be created from the appropriate template. Once you have located the appropriate template, do a File-Save into your own directory on your local machine. Templates are available << describe where you can find the training templates >>

3 General Principles

3.1 Expectations

Always tell the participants what is expected of them. A training module should always begin with an instructional objective to tell the participant the purpose of the materials and to inform the participant of the expectations.

3.2 Humour

Make materials fun - but not funny. Games and simulations can improve participant interest and motivation. Not everyone shares the same sense of humour. Attempts at humour usually come across as trivial and uninteresting. Use only relevant analogies and metaphors.

3.3 Imagination

Make the materials as exciting as possible. Try to visualise the most interactive presentation possible, and then decide how to present the information in a manner that captures the participant's imagination and involves the participant as much as possible.

3.4 Jargon/Slang

Avoid jargon unless it is necessary. If jargon (computer jargon or new job-related terms) is used, it should be defined when first referenced in each course, module, topic, or job aid. Also, avoid using slang. Although informal words are appropriate in conversation and informal writing, slang can be objectionable because it is very locally-dependent and it tends to become dated.

3.5 Participant's Frame of Reference

The participant's frame of reference acts as a filter through which all messages are received. By adapting to the participant's frame of reference, you can make communication choices that will help you relate to the user.

A person's frame of reference is developed from the following items:

- values
- attitudes
- background
- education
- experience
- knowledge
- occupation

3.6 Set the Tone

The writing should be adult-to-adult, respectful of the learner, positive, and reinforcing.

Do not tell the learner something is going to be difficult or easy. This may give the learner an unrealistic standard. In any given situation, such a statement may or may not be true for a particular learner. Do not say "As you learned in Lesson..." This is another statement that may or may not be true for a given learner. Instead say, "As presented in lesson..." Substitute more acceptable terms for negative terms. For example:

Use this...	Instead of this...
error	mistake
message	error message
to end	to terminate
should	need to, want to

4 Punctuation Rules

Item	Description of Standard	Examples
Abbreviations/ Acronyms	Try to avoid abbreviating words if possible. Only use abbreviations for words and phrases that are commonly used. Introduce abbreviations by using the full word or phrase followed by the abbreviation in parentheses the first time it is used in the document. Do NOT abbreviate words in titles.	<ul style="list-style-type: none"> • Management Support (MS) • Records Information Management (RIM) Project • Mina Abdulla Refinery (MAB)

Item	Description of Standard	Examples
Apostrophe	The apostrophe indicates possession. Do not use apostrophes in plurals of acronyms or dates.	<ul style="list-style-type: none"> The following is information about the DCEOs
Colon	<p>The colon is a mark of introduction that stops the reader, and then links the first phrase to what follows the colon. Use a colon to connect a list or series to a phrase. However, do not follow a verb with a colon.</p> <p>Within a sentence, use two spaces after a colon.</p>	<ul style="list-style-type: none"> There are five stages: Idea, Study, Design, Implement, and Monitor & Operate
Commas	Use commas to separate three or more items in a series including the item right before the “and.” It may not be clear to the reader how many items you are listing without the final comma.	<ul style="list-style-type: none"> Some of the members of the training team are Ahmad, Bob, and Mohammed
Contractions	Avoid using contractions. However, sometimes they are appropriate to promote a conversational tone. Try using the long form first. If it sounds unnatural, then use the contraction.	<ul style="list-style-type: none"> They are not our neighbours They aren't our neighbours
Dashes	A dash is generally used to set off explanatory clauses, to indicate abrupt changes in the continuity of expression, and to set off a thought that is repeated for emphasis. When used in a sentence or phrase, precede and follow the dash with a space. Note that the use of a dash is different than using a hyphen.	<ul style="list-style-type: none"> Make the materials fun - but not funny.
Ellipsis Points	Use three spaced periods to indicate missing text or to indicate that the missing text will be shown on the next screen or slide. Do not include a period when the ellipsis appears at the end of a sentence. Do include other necessary terminal punctuation, such as a question mark or quotation marks.	<ul style="list-style-type: none"> Why got to the design stage after...?
Exclamation Points	Exclamation points should be used sparingly in the training and support materials. They often appear to the student as “overkill.”	
Hyphenating Words	<p>Avoid hyphenation since it may impair reading speed and comprehension. However, sometimes correct spelling and line-spacing require the use of a hyphenated word.</p> <p>If the entire word cannot fit at the end of a line, do not use a hyphen. Instead, move the entire word to the next line.</p>	

Item	Description of Standard	Examples
Parallel Structure	Parallel sentence elements regularly appear in lists, series, and compound structures. Connectives such as “and,” “or,” “but,” and “yet” link and relate balanced sentence elements. Faulty parallelism disrupts the balance. Use parallel word forms in series and headings.	<ul style="list-style-type: none"> Project methods include stages, stage gates, and work streams.
Parentheses	Parentheses should be used to set off clarifying information and information not grammatically connected to the rest of the sentence. If the information in parentheses is at the end of a sentence, place the closing parenthesis before the final period.	<ul style="list-style-type: none"> Training will be delivered through multiple channels (e.g., Instructor Led Training, Intranet Site, Change Network, etc.).
Quotation marks	<p>Use quotation marks for titles of books, magazines, other publications, and when referring to sections within publications. Use single quotation marks for a quotation within another quotation. Always place commas and periods inside closing quotation marks.</p> <p>Also use quotation marks to address literal values, i.e. selecting or entering a certain item.</p>	<ul style="list-style-type: none"> The training guide contains information about the material in Section 2, “General Overview.” Enter “2” in the XXX field.
Semi-colon	A semicolon is a mark of separation connecting two related ideas that can stand alone. It is almost as definite as a period. Use a semicolon in complicated sentences before transitional phrases (therefore, however, consequently) that continue with examples or further explanation.	<ul style="list-style-type: none"> The training course provides detailed information Change Readiness Assessment process; therefore, the course material may be used for reference.
Bullets	Only use periods at the end of complete sentences within bullets when there is more than one sentence within the bullet. Do NOT put a period at the end of single sentences or phrases within bullets.	<ul style="list-style-type: none"> New information is available in release two. Use this information to make the process more efficient Train-the-Trainer Manual for organisation wide Roll-out Change Readiness Survey
Uppercase/Lowercase letters	Lowercase printing is much more legible than uppercase because the lowercase letters have more distinction in shape, making them easier for the eye to recognize. Lowercase should be used except for the capitalisation of names, titles, and so forth.	
Use of i.e. and e.g.	Try to avoid using either of these abbreviations; i.e. stands for “that is” while e.g. stands for “for example.” If they are used, there should be a period between each of the letters and a comma following the second period. The abbreviation should be placed in parenthesis following the item you are describing.	<ul style="list-style-type: none"> There are many types of performance support aids (e.g., Job Aid, Intranet Site, etc.). There are many types of performance support aids (i.e., Job Aid, Intranet Site, etc.).

5 Bullet Point/Number List Structure

5.1 General Guidelines

Use lists versus straight narrative text whenever possible. Keep the following general guidelines in mind:

- Use a bulleted list (instead of a numbered list) when the items in the list may occur in any order
- Use a numbered list for steps in a process that must follow a sequential order
- Express lists in parallel form. For example, all items in a bulleted or numbered list should be either complete sentences or phrases, not a mixture of both. (If the list is made up of statements which stand alone, punctuate them as separate sentences that begin with an initial capital and finish with a period. If the statements do not stand alone, do not punctuate them as if they did)
- Use bullets or numbers only when there are two or more items following a stem or higher level bulleted/numbered item
- The adult reader most easily comprehends items in a list when the number of list items is between five and nine. For most purposes, there should be no more than seven items in a list
- Items in a list should always be left-justified
- Do not repeat words in a list if the words can be put in the heading

5.2 Characters to Use for Bullet Points

Use the following format for bullet points.

- Arial bullet point from the toolbar for the first level
- dashes for the second level

5.3 Characters to Use for Numbered Lists

Use the following format for numbered lists.

1. number with period for the first level
- A. uppercase letter with period for the second level

5.4 Spacing

A line break should separate where the text ends and the list begins. A line break is created by pressing the **ENTER** key. Bullet points/numbers should start in the same column as the preceding text, i.e. no indentation. Also, the text should wrap around and begin the second line under the first character of the first line, not the bullet, number, letter, dash, star, or period. When possible, keep bulleted items for each idea on the same screen or page.

e.g.

1. This is a list with text over one line long. Therefore, the second line of this numbered item should begin under the first character of the first line.
2. This is the second point.

These are bullet points and therefore the bullet points/numbers should be single spaced.

This bullet point is one line. Therefore, it should be single-spaced between points.

6 Proper Verb Tense and Pronoun Usage

Item	Description of Standard	Examples
Action Verbs/Directives - Active versus Passive	<p>Use action verbs. Try to use the active form rather than the passive form. The active voice adds interest and emphasis to narratives. “Active voice” means that the actor precedes the action. The actor is acting on as opposed to being acted upon. Remember, “input” and “output” are not verbs.</p>	<ul style="list-style-type: none"> • Accept • Add • Analyse • Ask • Complete • Debrief • Define • Demonstrate • Describe • Determine • Discuss • Emphasize • Enter • Evaluate • Explain • Go to • Identify • Introduce • Modify, etc. • The project accountant validates the data before processing it.
Present Tense	<p>Use present tense. Remember, the materials should reflect the reader’s perspective as though they are completing the actions as they read them.</p> <p>Do NOT use ‘will’.</p>	<ul style="list-style-type: none"> • The Change Readiness Survey Guide shows the activities required.
Third Person Pronouns	<p>If possible, avoid using gender-specific language, such as third person pronouns (e.g., he/she). The easiest way to avoid gender-specific language is to either 1) use plural nouns and pronouns or 2) restructure the sentence.</p> <p>If it is impossible to avoid using third person pronouns, either 1) use the term “they” or 2) include both genders using “he or she” and “his and her” rather than “he/she” or “she/he.”</p>	<ul style="list-style-type: none"> • “When the data entry clerk cannot find the customer in the system, a new customer record should be added” rather than “When the data entry clerk cannot.....he/she will add a new customer record.”

7 Graphics and Figures

7.1 Simplicity

Keep it simple. Avoid unnecessary visual clutter, redundant labels, and other information that does not serve a purpose.

7.2 Size

Strike a balance. Small graphics can be difficult to interpret and difficult to read if they contain text. Giant graphics can be overwhelming. Do not make figures large just to fill space.

7.3 Appropriateness

Graphics should always reinforce the words. Do not lock yourself into having graphics on every page. If you do not need a graphic to illustrate or reinforce an idea, do not use one.

7.4 Syntax and Spelling Preferences

It is important that all materials utilise the same spelling conventions. Below are a few syntax and spelling preferences that should be used within the training team:

Train-the-Trainer

On-line

E-mail

8 Word Usage

8.1 Definition of Common Terms

When developing training ensure that whenever you introduce a new concept that you define it. In addition for consistency and ease of learning only use the same name for this concept throughout the training material.

8.2 Saying it Straight

Always try and state things as clearly as possible. Use the following "straight" terms rather than verbose terms.

Verbose

as of this date
as to
at the present time
at a later date
after this is accomplished
by means of
comprised of
come to an end
for the purpose of
from the point of view of
in the first place
it is often the case that
in the case of

Straight

today
about (or leave out)
now
later
then
with, by
comprises
end
for
for
first
often
if

in view of	because
in the event of	if
in relation to	toward, to
in the amount of	for
in order to	to
in a position to	can, may
on the grounds that	because, since
on the part of	by, among, for
on behalf of	for
on the basis of	for
prior to	before
perform an analysis	analyse
provide information	inform
subsequent to	after
the only difference being	except
with reference to	about, concerning

8.3 Redundancies to Avoid

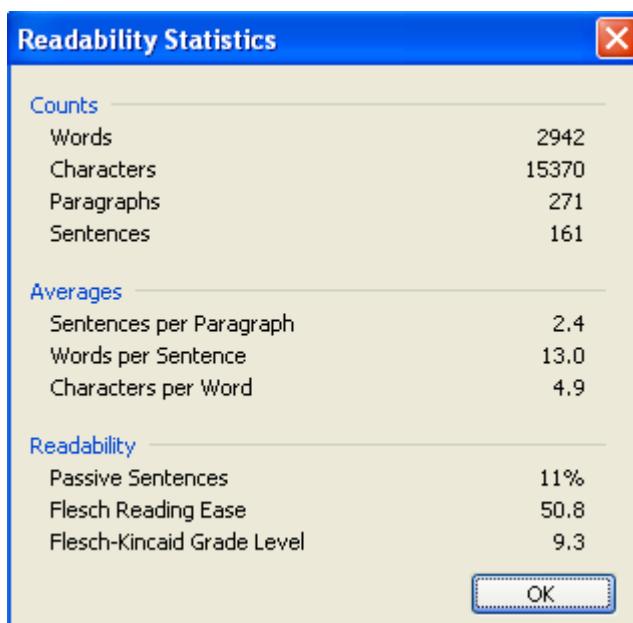
The following list identifies word combinations which convey the same meaning and therefore should not be phrased together.

any and all	equally as
may possibly	close proximity
adequate enough	totally complete
background experience	consensus of option
basic fundamentals	plan ahead
cheaper in cost	final end
collaborate together	completely eliminate
component part	continue on
estimated at about	assembled together
few in number	ask the question
head up	foreign imports
repeat again	if at all possible
future prospects	necessary prerequisites
true facts	new innovations
an integral part of	exactly adequate
past experience	link together
past history	each and every
postpone until later	virtually
qualified expert	first and foremost
refer back	joint co-operation
still remains	very unique
co-operated together	each one
original source	personal opinion
positive benefits	proposed plan
reason why	small in size
usual rule	yellow in colour

8.4 Words per Sentence

Use clear, concise, simple sentences. Choose a short word instead of a long, unfamiliar word. The more complex the sentence, the less the participant will understand and retain the sentence. Select commonly used words and one-syllable words over multi-syllable words, where possible.

A test can be used to determine the average number of words per sentence of your writing. Write a paragraph, highlight the paragraph you have just written, and then choose Tools - Grammar from the menu bar. When you finish checking the grammar in the document, Word displays the Readability Statistics of your paragraph. Your goal should be to write between 15 and 20 words per sentence.



8.5 Standards Checklist

Prior to sending any documents to someone else for review, the onus is on you to review your work for standards, typing errors, mistakes in content, etc. Use the following checklist to ensure that you have adhered to all standards described. If needed, refer back to the specific information in this section regarding the certain standard to gain a clear understanding of how to apply the standard.

Standards Checklist	Complete?
Run spell-check and grammar-check (remember to test writing level)	
Ensure capitalisation rules have been followed	
Ensure punctuation rules have been followed, e.g. use of commas, dashes, quotation marks	
Ensure bullet points / number list structures have been created correctly	
Ensure proper verb tense and pronoun usage, e.g. active versus passive	
Ensure general standards points have been followed, e.g. abbreviations	
Ensure spelling, syntax, and word usage are accurate	
Ensure template header and footer information is accurate	

8.6 XYZ Acronyms

First use of an acronym in presentations or training materials must include the definition (i.e. SOM /Section Operations Manager).

Acronyms	Definition
PM	Program Management
CM	Change Management
Position Acronym	Definition
CEO	Chief Executive Officer
DCEO	Deputy Chief Executive Officer
T/L	Team Lead

8.7 Miscellaneous XYZ Standards

- In training materials, you cannot state or imply that one will learn or be able to learn from the training. An acceptable example would be “From this module you should be able to...”
- If you are quoting a specific template or tool, they must be documented and signed off

3.22. Training & Performance Support Standards Guidelines

1 Overview

1.1 Definition

The Training and Performance Support Standards deliverable describes the guidelines and a checklist to be followed when developing training materials for a particular Project. This includes both where and how documents should be managed, and how best to structure and write the course material.

1.2 Objective

The objective of the Training and Performance Support Standards deliverable is to ensure consistent, high quality training development.

1.3 Inputs

The Training and Performance Support Strategy is the key input to the development of a Training and Performance Support Standards.

1.4 Roles

- The Training and Performance Support Standards are defined by the Project Training Lead
- The Training and Performance Support Standards are reviewed by the Project Lead

1.5 Users

- Used by the Project's training team members to develop training materials that adhere to a common set of rules in order to make consistent, high-quality end product

1.6 Note Regarding Related Documents

The associated template to this deliverable provides the basic structure for the document and a significant amount of content. This is since it includes general principles that will be applicable to most Projects.

2 Completion Process

Section 1: Purpose

In this section you should describe the purpose of the document. This enables the reader to understand straight away what this document aims to do and provide.

Note - This section is already defined in the template provided.

Section 2: Deliverable Standards

In this section you should describe the standards in relation to what documents need to be created for training, how documents should be managed and where templates can be found.

Below are listed the principles outlined, in sub-sections, in the best practice template.

1 Naming Conventions

In this sub-section you should define the way you will name all your training documents e.g. Design_Document_Module_1.doc

2 Document Storage

In this sub-section you should define the location that you will store your final training documents and also where you should work on them. For example you may define that your final deliverables must be kept on the Networked Share Drive but that training developers should work on the documents on their own PC.

3 Templates

In this sub-section you should define the location of the training templates. These templates provide the basic structure of the training materials. Note you can find some generic templates in the KNPC Project Methodology.

Section 3: General Principles

In this section you should describe the guiding principles that you should take into account when developing training.

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project.

Below are listed the guidance principles outlined, in sub-sections, in the best practice template.

1. *Expectations* – setting the audience expectations
2. *Humour* – make materials fun not funny
3. *Imagination* – how best to use your imagination when developing training
4. *Jargon/Slang* – don't use
5. *Participant's Frame of Reference* – how do you relate to your audience
6. *Set the Tone* – treat the audience with respect

Section 4: Punctuation Rules

In this section you should provide the basic punctuation rule standards. You should name the individual standard, describe it and provide an example.

Example:

Item	Description of Standard	Examples
Abbreviations/ Acronyms	Try to avoid abbreviating words if possible. Only use abbreviations for words and phrases that are commonly used. Introduce abbreviations by using the full word or phrase followed by the abbreviation in parentheses the first time it is used in the document. Do NOT abbreviate words in titles.	<ul style="list-style-type: none"> • Corporate Transformation Office (MS) • Records Information Management (RIM) Project • Mina Abdulla Refinery (MAB)

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project. Specifically, the examples should be made relevant.

Section 5: Bullet Lists

In this section you should describe the rules around the use of Bullet Lists.

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project.

Below are listed the principles outlined, in sub-sections, in the best practice template.

1. *General Guidelines* – use bulleted list rather than general narrative
2. *Characters to use for Bullet Points* – define the style
3. *Characters to use for Number Lists* – define the style
4. *Spacing* – define the style

Section 6: Proper Verb Tense and Pronoun Usage

In this section you should provide the basic rules for using Proper Verb Tense and Pronoun Usage standards. You should name the individual standard, describe it and provide an example.

Example:

Item	Description of Standard	Examples
Present Tense	<p>Use present tense. Remember, the materials should reflect the reader's perspective as though they are completing the actions as they read them.</p> <p>Do NOT use 'will'.</p>	<ul style="list-style-type: none"> • The Change Readiness Survey Guide shows the activities required.

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project. Specifically the examples should be made relevant.

Section 7: Graphics and Figures

In this section you should describe the rules around the use graphics and figures.

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project.

Below are listed the principles outlined, in sub-sections, in the best practice template.

1. *Simplicity* – keep it simple
2. *Size* – strike a balance
3. *Appropriateness* – always reinforce the words
4. *Syntax and Spelling Preferences* – use the same spelling conventions

Section 8: Word Usage

In this section you should describe the standards in relation to how words should be used to maintain consistency and clarity.

Note – the Training and Performance Support Standards template defines the best practice position for each of these principles. You may need to tailor these to your Project.

Below are listed the principles outlined, in sub-sections, in the best practice template.

1. *Define Common Terms*

In this subsection you should define all terms commonly used. You should give the term and provide a definition.

Note you should introduce any new terminology used and consistently use the same terminology for the same concepts to reduce confusion.

2. *Say it Straight* – deliver your message clearly do not use verbose descriptions

3. *Avoid Redundancies* – do not use words meaning the same thing in combination

4. *Words per Sentence* – between 15-20 words per sentence

5. *Standards Checklist* – checking spelling through to fit to guidelines described in this document

3 Additional Considerations

- It is especially important to create a detailed Training and Performance Support Standards deliverable where you are using multiple training developers. Where there is only one developer it still provides a useful guide

3.23. Training Evaluation Feedback Template



3.23 Training Evaluation Feedback Template & Guidelines

Training Evaluation Sheet					
Course Title	Trainer:				
Date:	Room:				
Time	Name (optional):				
Extremely Satisfied Satisfied Neutral Dissatisfied Extremely Dissatisfied					
1. Course Contents		5	4	3	2
The content of the course met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The material covered, is relevant and beneficial to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course flow was smooth and logical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was an appropriate balance between theoretical and practical material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The material was presented in a clear and interesting way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Trainer		5	4	3	2
The trainer was knowledgeable and well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer was an effective communicator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer responded adequately to participants' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer was able to keep the session interactive and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer used effective methods to explain the information (presentations, demos, examples, discussion,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Environment		5	4	3	2
The location was suitable and convenient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training room was suitable for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training room was adequately equipped (e.g. computers and audiovisual aids).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ratio of trainers/participants was acceptable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The catering was sufficient and satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Course Schedule		5	4	3	2
The scheduling of the session was suitable and convenient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The length of session was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The breaks were frequent and long enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall Evaluation Of The Course		5	4	3	2
I feel the course will help me do my job better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was a valuable learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the course to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Remarks / suggestions for improvement of the training course	<hr/> <hr/> <hr/>				
7. In which areas / topics do you feel that further training would be beneficial	<hr/> <hr/> <hr/>				

3.24. Training Evaluation Feedback Guidelines

1 Overview

1.1 Definition

This Training Evaluation Feedback Tool includes a template questionnaire which can be printed off for gathering feedback responses after each training session and a results repository. Based on the results entered into the tool it also provides a summary of the results in the form of a report, consisting of graphical representations including pie, scatter and bar charts.

1.2 Objective

The objective of the Training Evaluation Feedback Tool is to capture feedback from training audiences to assess training effectiveness. Based on these results, the Project team must determine if additional actions are required to respond to the gathered feedback.

1.3 Inputs

The Training and Performance Support Strategy is a key input to the development of a Training Evaluation Feedback Tool.

1.4 Roles

- The Training Evaluation Feedback Tool is developed by the Project Training Lead with support from the Project's training team members
- The Training Evaluation Feedback Tool is reviewed by the Project Lead and key training stakeholders

1.5 Users

- Used by the Project's trainees to express their feedback on the training they received
- Used by the Project's training developers in order to refine the course structure and content
- Used by the Project's trainers in order to improve their training delivery
- Used by the Project Training Lead to assess the effectiveness of the training

1.6 Related Documents

The Training Evaluation Feedback Tool Template is provided in order to speed and guide your completion of this deliverable.

2 Completion Process

Section 1: Training Survey Results (Print)

In this tab of the tool you will find the printable version of the template questionnaire.

The questions/statements included in the training survey results tool should be tailored to the format of the training being provided and the target audience. The reporting tab should then be updated accordingly, with the appropriate questions.

Copies of this tab should be printed off in advance of the training session. The sheet consists of a list of questions/statements and adjacent grids, allowing users to rate their level of satisfaction for a

number of statements. In addition, there is a field allowing users to enter any other relevant remarks that they may have.

Essential areas of feedback to be covered are listed below and are intended as only a guide to the minimum requirement:

- Course Contents
- Trainer
- Training material
- Environment
- Overall impression

Listed below are some example statements which cover some of the areas above, against which users may rate their level of satisfaction:

- Course Contents
 - The course content met my expectations
 - The course content is relevant to my daily activities
 - The exercises have sufficiently prepared me to use <> in my job
 - The course flow was logical
 - The combination of theory and exercises improved my understanding of the course content
- Trainer
 - The trainer responded adequately to participants' questions
 - The trainer encouraged participants
 - The trainer used effective methods to explain detailed information (presentations, demos, examples, discussion, ...)
- Training material (classroom training)
 - The presentations gave a good overview of the subject matter
 - The training material was easy to comprehend
 - The work instructions covered the subject matter with an adequate level of detail
- Training Environment (classroom training)
 - The number of participants and PCs were appropriate for the course
 - Other facilities were adequate (projectors, photocopiers, etc.)
 - The training room was adequate
- Overall impression (classroom training)
 - The seminar turned out the way I thought and met my expectations
- Remarks / suggestions for improvement of the training course

Section 2: Training Survey Results

The Training Survey Results tab is identical to the previous tab and should be used to input the responses from the surveys into the tool. The ratings vary from 1(extremely dissatisfied) to 5 (extremely satisfied) the number of responses for each question should be tallied separately (add up the number of each type of response separately) and then entered into the appropriate cell in the grid. At the bottom of this page should be recorded some of the key remarks and suggestions if they are a recurring theme in the responses that are received.

Section 3: Survey Totals

The next four sections provide tools for analyzing the feedback results in graphical format in order to help drive any necessary refinements to the course or training delivery.

The third tab displays the total number of responses for each level of satisfaction and also provides an average level of satisfaction for the different categories of questions. The results for this page are driven by the “Training Survey Results” tab. This tab requires no inputs from the user.

Section 4: Evaluation Question & Category

The fourth tab depicts (in a bar chart) the number of responses for each level of satisfaction (on the y axis). It also breaks these responses down by feedback category and the different questions within each of these categories. This tab requires no input from the user.

Section 5: Average Evaluation per Category

The fifth tab depicts (in a scatter chart) the average level of satisfaction for each of the different categories. This tab requires no input from the user.

Section 6: Average Level of Satisfaction

The sixth tab depicts (in a pie chart) the proportion of responses for the different levels of satisfaction for the training course. This tab requires no input from the user.

3 Additional Considerations

- The Training Evaluation Feedback Tool should be seen as an on-going document and should be updated with additional results as each session is carried out

3.25. Support Transition Report Template



3.13 Support Transition Report Template

Document Control

Project Title:	<i><Insert Project Title></i>
Sponsoring Department:	<i><Insert Project Sponsoring Department></i>
Sponsor:	<i><Insert Project Sponsor Name and Signature></i>
Reviewed By:	<i><Insert Project Lead and Signature></i>
Prepared By:	<i><Insert Document Preparer and Signature></i>
Prepared Date:	<i><Insert Date></i>
Reference No:	<i><Insert Reference No></i>

1 Entry Criteria

1.1 Support Organization team structure

Provide a brief description (roles and responsibilities) and enclose organization chart of the Support organization team structure put in place.

1.2 Deliverable sign-off checklist

Prepare a checklist of all Project deliverables (Project, Training and Communication material) and compare deliverables with initial Project scope; verify that all deliverables have been approved by Project Lead signed off by stakeholders.

1.3 Deliverable change process

Describe the process to be put in place in order to keep the documentation updated after the transition to the Support Organization (who makes changes, who approve, who signs-off).

1.4 Outstanding Project issues

List all outstanding issues (as from the updated issue log), change request and problems that the Support Organization needs to resolve.

2 Conduct Transition

2.1 Transition meeting minute

Document the results of the Transition meeting(s). The Project team lead the walkthrough of the Project implementation and the Support Organization gain full understanding of Project deliverable and issues.

2.2 Knowledge transfer sessions meeting minute

Describe the results of the Knowledge transfer session where the Project team describe in detail the deliverables produced and the Support Organization gain full knowledge of the Project scope, deliverables and solution implemented.

3 Exit criteria

3.1 Deliverables handover checklist

Support Organization team prepare a checklist to verify that all Project deliverables have been handed over, accepted and fully understood

3.2 Project issues acceptance

Document showing that all the outstanding issues have been addressed by the Project team; list all outstanding change request and problems that the Support Organization accepts to resolve.

4 Resources release

4.1 Workforce release confirmation

Document completion of how workforce resources have effectively transitioned back into the business.

4.2 Physical resources release confirmation

Document completion of how physical resources have been released (e.g. hardware, software)

4. Glossary

Glossary

Below is a glossary of useful terms which relate to Project Methodology and Change Management

SI No.	Term	Description
1	Activity	A logical collection or group of tasks that occur over times and produces recognizable business results
2	Activity Status	The state of completion of an activity
3	Assessment	A structured evaluation of current operations based on defined criteria
4	Balance Score Card	A measurement tool that translates strategic objectives into a coherent set of performance measures. The scorecard is balanced because it measures both lagging and leading indicators
5	Baseline Schedule	The baseline schedule is a fixed project schedule. It is the standard against the project performance is measured. For e.g. The project work plan once prepared would be base lined, this form the basis for all further assessment and reporting
6	Bench Mark	A reference point for comparing performance
7	Benefit	A positive result of change in an organization's operation or position. A benefit can be financial or non-financial.
8	Best Practice	Superior methods that lead to a measurable exceptional performance. This usually indicates the innovative or interesting business practices that have been identified during a particular benchmarking study as contributing to improved performance at leading organizations.
9	Business Capability	The combination of human performance, business process and technology that collectively represent an organizations ability to create value through distant part of their organization.
10	Business Case	A qualitative model of costs and benefits used to approve an investment and guide the work conducted during the investment
11	Business Process	A set of logically related and continuously evolving activities combined to produce a defined outcome
12	Capability	A quality that can be used or developed to create value
13	Change agent	The individual (or group) that is responsible for implementing change. The change agent creates the dynamics in order to make the change
14	Change / Journey	A set of strategic initiatives undertaken by an organization to achieve desired business outcome. A Change / Journey has a number of key characteristics: Goal, Purpose, Start date and end date, Benchmark and assessments, The ability to be changed and monitored
15	Change Initiative	A planned initiative to modify an organizations strategy, process technology and / or people

SI No.	Term	Description
16	Change Network	A hierarchy of change agents that foster sponsorship and ownership of new business capability and other changes in the organization. A change network must permeate the organization by positioning change agents to conduct activities to increase engagements including: communications that informs, manages expectations, and creates an environment for top down / bottom up involvement.
17	Change Readiness	Willingness of stakeholders to change and bridge the gap between as-is state and desired state
18	Commitment Curve	An illustration of stages of commitment felt by people experiencing significant change and enables a project to create suitable communications with these outcome in mind
19	Competency	A group of skills, knowledge, abilities and behaviours to perform a business capability
20	Communication Plan	A description of communication activities in detail and plots them over time in alignment with projects needs and milestones. The communication plan is a dynamic document which is continuously updated as project progresses.
21	Corporate Strategy	The approaches that a company takes to achieve its vision / mission, creates competitive advantage, and deliver value to stakeholders. A corporate strategy includes: intent and direction (mission, vision), market segments that should be pursued, performance objectives, required business capabilities, organizational philosophy (values, organizing principles), governance, business portfolio management/parenting, alliance management, legal structure, geographic positioning and financial structure / capitalization.
22	Culture	The shared beliefs, behaviours and assumptions that are acquired over time by members of the organization. Culture is one of the business integration elements.
23	Dependencies	Dependencies are relationships between products or tasks. For example one product may be made up of several other 'dependent' products or a task may not begin until a 'dependent' task is complete.
24	FEED Audit	Process of reviewing FEED documents before FEED closeout by a committee consisting of a multidiscipline team of TPL Specialists
25	Gaps	The difference between current performance and desired performance. Gaps identify where changes must occur to raise performance.
26	Interviews	A process of interaction to know the other party better

SI No.	Term	Description
27	Issues	The challenges that are resolvable with action items span projects. They can be escalated and proactively discovered during the course of the project
28	Issue Management	The process of identification, analysis, resolution, reporting and escalation of projects issue's – decisions to be made regarding the development of business capability or management of the project
29	Journey / Change	<p>A set of strategic initiatives undertaken by an organization to achieve desired business outcome. A Change / Journey has a number of key characteristics:</p> <ul style="list-style-type: none"> Goal Purpose Start date and end date Benchmark and assessments The ability to be changed and monitored
30	Journey Management	Journey Management focuses on project scope, timelines, interdependencies, resources and outcomes. It illustrates major milestones and timing for strategic programs and interdependencies between them
31	Leadership Development	Development of capabilities to understand how to apply the Project methodology and better manage the change. Leadership development is based on the premise that different capabilities and approaches to learning about the change management are needed at different levels in the organization
32	Methodology	A documented process for management of projects that contains procedures, definitions, roles and responsibilities
33	Mission Statement	A brief statement of background and purposes of and benefits from an organization. It defines the goal for being in the business. It has no time frame and it can remain the same for decades if crafted carefully.
34	Performance	The business integration element that defines the financial and non-financial measures used to evaluate the solution. The performance element begins as value drivers and value propositions. The element is the transitioned into Performance Indicators, Business Case and finally business Performance Model. The performance element in the operating phase is the basis for service and operating level agreements and management matrices.
35	Performance Enhancement	The means that motivate people and allow them to perform their work effectively and efficiently
36	Performance Evaluation Program	The policies, procedures, and materials used to evaluate and track the workforce and its job performance. The performance evaluation program is the part of the human performance infrastructure.

SI No.	Term	Description
37	Performance indicator	A measure used to access progress toward a desired achievement
38	Performance Management	The processes, policies, materials, and resources used for accessing and rewarding people's contribution to the business capability
39	Process	A set of interrelated work activities in which the value is added to the inputs to provide specific outputs
40	Program	A board effort encompassing a number of projects.
41	Program Management	The effective management of several individual but related projects in order to produce an overall system that works effectively.
42	Project	The assignment of resources to accomplish specific results (deliverables) with a well-defined schedule and budget. A set of activities directed to an overall goal. Also, the collection of data relating to the achievement of that goal. More specifically, a network of activities or files containing such a network
43	Project Methodology	The standard way to manage projects from idea through implementation to Operation. The Project Methodology focuses on planning, mobilizing and managing a program in consistent and disciplined manner.
44	Quick Wins	The immediate changes and adjustments to the current operation that produce near-term benefits. Quick wins should be implemented within three months, with a financial payback within six months. Quick wins often provide immediate benefits and build the organization's morale and confidence in the change journey.
45	Resource	An item required to accomplish an activity. Resources can be people, equipment, facilities, funding or anything else needed to perform the work of a project.
46	Risk	The uncertainty of possible and adverse exposure to that uncertainty. Risks are events that if they occur can jeopardise the successful completion of the project. Risks should be identified and assessed for the probability of occurrences and the impact on the project.
47	Risk Assessment	The method of identifying risk based on their impact, controllability and probability of occurrence.
48	Risk Management	The approach used to identify, assess and mitigate project risk throughout the life of the project. It involves identifying, analysing and responding to the risk events throughout the project.

SI No.	Term	Description
49	Risk Mitigation	Working to lesson risk by lowering its chances of occurring or by reducing it effects if it occurs.
50	Role	A set of related responsibilities within the business process. Roles can be unique (e.g. Team Leader) or generic (e.g. claims processor). Unique roles have on-to-one relationship with a job. Generic roles can be included in multiple positions. Roles are formed based on the tasks required to perform a given business process. Ideally, a task is performed by a single role; however, a role can perform multiple tasks.
51	Soft Skills	Soft skills include team building, conflict management and negotiation
52	Sponsor	Sponsors legitimize a change initiative through their show of support. They allocate the essential resources to ensure the success of an initiative. For this reason, sponsor buy-in is vital to change, and sponsors must maintain visible commitment in terms of time and communication activities.
53	Stage Gates	Checkpoints with standard decision criteria that determine a project's readiness to progress to the next stage.
54	Stakeholders	The people affected by changing the journey. Stakeholders include employees, application users, customers, suppliers and sponsors.
55	Stakeholder Analysis	A Stakeholder Analysis identifies the key stakeholders in the project. It also gives insight and the client audience and environment, such as current and target commitment levels, potential barriers for acceptance of change., the degree of which each stakeholder's commitment is important and what role each will play in the change
56	Strategy	The definition of an organization's direction ad intent. Strategies exit at many levels within an organization, including corporate, business unit and operating.
57	Task	The task is the lowest logical or desirable work unit in business process decomposition
58	Team	A grouping of roles those are necessary to perform a business process and the relationships between these roles. In terms of the methodology, a team is the basic organizational unit of a project.
59	Team Briefing	A meeting offering employees regular opportunities to genuinely engage in conversation with their superior to ask questions and understand how a project may impact them or how they get involved.

SI No.	Term	Description
60	Training Deployment Plan	<p>A Deployment Plan is created to document all the logistical information about the delivery and execution of the Training Solution for a systems implementation. It is used to successfully implement and deliver a training session by ensuring that the training is delivered to the target audience. At the right location using right materials and that the training is delivered appropriately and consistently.</p> <p>A Deployment Plan describes the operational element of training execution. It gives structure to the training by documenting details such as names and number of trainers and participants, delivery schedule for the seasons and logistical information like the training location and equipment / material requirements.</p>
61	Training Design	<p>The Training Design is created to outline in detail the structure and content of the Training Solution you plan to develop to teach users how to use the new system. In the training Design, you will write more detailed objectives, define how learners will interact with training and design learning activities. When complete, the Training Design will serve as the “blueprint” for developing the Training Solution itself.</p>
61	Training Design	<p>The Training Design is created to outline in detail the structure and content of the Training Solution you plan to develop to teach users how to use the new system. In the training Design, you will write more detailed objectives, define how learners will interact with training and design learning activities. When complete, the Training Design will serve as the “blueprint” for developing the Training Solution itself.</p>
62	Training Evaluation	<p>An evaluation survey is created to measure how effectively the Training Solution has filled the gap between the as-is and to-be required performance. An evaluation survey measures how the training product and implementation meets the learning requirements of the organization that were specified in the needs assessment. It is used to identify the strong and weak areas of Training Solution, uncover specific learning gaps, understand human performance and reinforce learning.</p>
63	Training Needs Assessment	<p>A Needs Assessment identifies the newly required competencies (skills, knowledge and behaviours) that the users of the new system need in order to be able to work with the system and the new processes.</p>

SI No.	Term	Description
64	Training Objectives	Training Objectives, sometimes called “Instructional Goals” are the overall aim of a course in terms of what the participants will be able to accomplish. They are general statements about what participants will be able to do as a result of completing the training. They state the aim of a course from a business standpoint, and much state the value proposition and are tied back to the business objectives.
65	Training Plan	The Training Plan is created to document the high-level strategy for developing a Training Solution that will be used to teach users about the new system and processes. Elements that are discussed in the Training Plan include the objectives and scope of the training (the “why”), the audience to which the training will be delivered (the “who”), the vehicles or medium that will be used in the training (the “how”), the specific curriculum (the “what”) and the evaluation approach.
66	Training Solution	The Training Solution is created to enable users to perform in a new work environment, with a new system and new processes/ procedures. The training Solution is the completed training product itself, whether it is in the form of presentation, jib aid, classroom session, computer based training or combination of several of these approaches. It also includes performance support activities, if they are deemed necessary.
67	Transformation	An act to fundamentally change the way an organization operates. Transformation involves providing people with critical knowledge, skills, processes and tools which enable them to succeed.
68	Validation	The activities performed on a deliverable to check the deliverable against its specification. Validation ensures that all deliverables from the previous stage are covered by all the deliverables of the current stage.
69	Values	Desirable standards, principles or qualities.
70	Vision Statement	A statement that describes the intent and direction of an organization. It is specific in terms of objective and time frame of its achievement.