

Organizational Change

Management Standards

Office of Major Projects

Department of Technology & Information



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INTRODUCTION

Organizational Change Management is concerned with the business of managing and meeting the expectations of stakeholders to ensure project success. It is about championing the project and ensuring that the project is understood, accepted and embraced by the stakeholder community.

An ancient Chinese proverb states, “The greatest opportunities are created out of crisis. Crisis forces people to change and change often brings new opportunity...” People typically resist change, however, and employees within any organization can significantly delay (or even stop) change from happening. Therefore, managing change is by far the most difficult part of business process re-engineering and the least receptive to a mechanical approach. These Organizational Change Management standards were created to assist organizations in maximizing the benefits of major project implementations by enhancing the acceptance of cultural change to achieve success. For clarification purposes, our definition of a major project is “a project that crosses organizational boundaries or significantly changes the way business is conducted in an organization.” While these standards are designed to assist major projects, they can easily be adapted to smaller projects as well as business process reengineering (BPR) initiatives.

In preparation for any major project implementation, it is very important for all organizations involved to understand the specific impacts the implementation will have on their own internal operations and to prepare proactively for those impacts. The Organizational Change Management Standards will focus on proactively planning, informing and preparing statewide organizations for both major projects implementation and BPR initiatives by tracking and reporting each organization’s progress towards “readiness”. By tracking progress towards readiness, the project sponsors, project management, and organization executives will be able to identify “early”, those organizations or processes that may be at risk for implementation and subsequently take appropriate actions to mitigate the risk.

As stated above, organizational change management is not only warranted for major projects but should also be considered a necessity for any BPR initiatives. Business process reengineering is the redesign of business processes and the associated systems and organizational structures to achieve a dramatic improvement in business performance. The potential changes resulting from a BPR initiative must be managed in order to reduce pain during the transition and minimize impacts to work productivity. Organizational Change management is the discipline of managing change as a process, and recognizing that you are dealing with people not programmable machines. It is about openly and honestly leading people through change with direct, knowledgeable and frequent communication.

At the core of the readiness program is the support of the organization executives who take responsibility for readiness within their own organization. Next, the focus is on identifying and building a “network” of employees prepared and responsible for facilitating “readiness” at the respective organization. Organizational Change Management will recruit, from organizations involved, a Readiness Team staffed with resources to support and monitor progress at each organization.

ORGANIZATIONAL CHANGE MANAGEMENT GOAL AND OBJECTIVES

The goal, objectives, rules of operation, and keys to success for organizational change management are described in this section. Throughout this document the term “readiness” refers to the process of assisting organizations to prepare for the successful implementation of a major project.

Goal

The goal of the Organizational Change Management Standard is to provide the structure and guidance necessary to effectively prepare organizations for the successful acceptance of cultural change necessitated by major projects as well as business process reengineering (BPR) initiatives.

Objectives

The Organizational Change Management Standard Readiness Program will:

- Identify specific activities that organizations must complete for the implementation, and the dates by which each activity should be completed.
- Equip the Readiness Coordinators with timely information and the tools they need to prepare their organization for the implementation.
- Report accurate and timely information to Major Project management, executive sponsors and organization executives regarding the readiness status of each organization.
- Provide one single point of contact for each organization for major project implementation issues.
- Provide a mechanism for formally tracking and reporting progress against the readiness activities, so organizations that are at risk of not being “ready” for implementation, can be identified early and appropriate interventions can be put into place.

Guidelines for Operation

With the above goal and objectives in mind, the Organizational Change Management Readiness Program will operate within the following guidelines:

- **Critical to Success:**
Employees within the organization(s) are extremely busy. The organizational change management effort will focus on those readiness activities that are truly critical to success, rather than just “nice to have”.
- **Respectful of Others:**
In all interactions to and from the project, be considerate and respectful of others’ time, ideas and concerns. Be mindful of others’ ideas and concerns by actively listening to the customer. The major project implementation may be a significant change to some people, and at times, may be difficult and emotional for them.

- **Timely Response and Follow up:**
Respond to the readiness activity due dates and requests for information in a timely manner. Be aware of the due dates and prioritize activities around those dates, Communicate information in a manner that leaves sufficient time for others to complete the requested and/or subsequent activities. The organization(s) also need to be responsive and considerate of the major project timeline and respond appropriately to requests and due dates.
- **Communicate the Right Information:**
It is to be anticipated that the Coaches and Coordinators will not always know the answers to questions that are asked. In these situations it is acceptable to let others know that they don't know the answer, but will promptly do the necessary follow up and obtain the correct information.

Keys to Success

The following keys to success are implicit throughout the Readiness Program:

- The project's Executive Sponsors fully support, encourage, and enforce the program approach and individual organization accountability.
- The Organization(s) Executives support, encourage, and enforce the program and take responsibility for their own organization's readiness.
- The Organizational Change Management team compiles and reports readiness status (initially on a monthly basis and increasing to a weekly basis closer to implementation).
- Each organization will designate one person as its Readiness Coordinator.
- Each Readiness Coordinator has the full support of the respective organization executive.
- Each Readiness Coordinator is "empowered" to get their organization "ready". This means that each Readiness Coordinator must have access to the appropriate resources (technical or functional experts) within their organization and has been allocated an appropriate amount of time to facilitate the completion of readiness activities (such as testing connectivity or verifying converted data).
- Coordinators are strong, credible resources who are able to communicate issues and manage activities to completion for their organization.
- Project sponsors take appropriate intervening actions (contingency plan) when necessary.
- The project budget includes appropriations for organizational change management activities. Such activities could include (but are not limited to) workshop facility rental, printing and distribution of communications, as well as training material development, training delivery facilities, help desk services, and any contractual resources that may be required.

ORGANIZATIONAL CHANGE MANAGEMENT/READINESS APPROACH

The approach is built on the premise that the organization takes responsibility for its own readiness. Readiness responsibility starts with the leadership of the organization who endorses the approach and accepts the need for readiness preparation. Responsibility continues with the Readiness Coordinators and Readiness Coaches as they carry out the activities to prepare the organization.

The Readiness Team

The following table identifies the different roles that will be required to carry out the Readiness Program:

Role Title	Resource Resides at...	Description
DTI Organizational Change Management Team Leader	DTI	Leads the overall organizational change management efforts of all major projects
Organizational Change Management Readiness Lead	Major Project Base	Leads the overall Readiness Team activities. Reports status to the DTI Organizational Change Management Team Leader
Organizational Change Management Readiness Coaches	Major Project Base and or Respective Organization(s)	Supports and monitors the readiness activities at specific, assigned organizations – reports status to the Readiness Lead
Organization Readiness Coordinator	Respective Organization	Completes (or ensures completion of) all readiness activities at the respective organization and provides regular readiness progress updates

The Department of Technology and Information (DTI), Office of Major Projects, Organizational Change Management (OCM) Team Leader will oversee organizational change management efforts for all major project involvement. The Team Leader will be supported by a Readiness Team staffed with a Readiness Lead and Readiness Coaches. The Readiness Lead and the Readiness Coaches will plan activities, prepare, and deliver information to the organizations via the Readiness Coordinators. These resources may be recruited from other relevant organizations involved, plus the sponsoring organization. The number of Coaches and Coordinators will be dependent upon the size and scope of the project. The Coaches will work closely with each Coordinator by providing key information throughout the lifecycle of the project and assist each Coordinator in defining and implementing an organization-specific action plan to help “get ready” for the implementation.

The Coordinators from each organization will be responsible for making sure the readiness activities for their organization are completed within the recommended timeframes and

appropriate people within their organization have been included in the execution and approval of the readiness activities. The Readiness Team will:

- Identify the readiness activities and milestone dates through a comprehensive project plan
- Prepare and provide information the Coordinators will need in order to identify and address impacts for their organization
- Provide responses to issues raised by the Coordinator in a timely manner
- Track each organization’s progress towards readiness and report the information to the Executive Sponsors and respective Organization Executive(s) on a timely basis
- Identify contingencies and/or mitigation strategy to address organizations at risk of not being “ready”

(See Figure 1 – Roles and Responsibilities of Readiness Team Members)
 (See Figure 2 – Recommended Reporting Structure of Readiness Team)

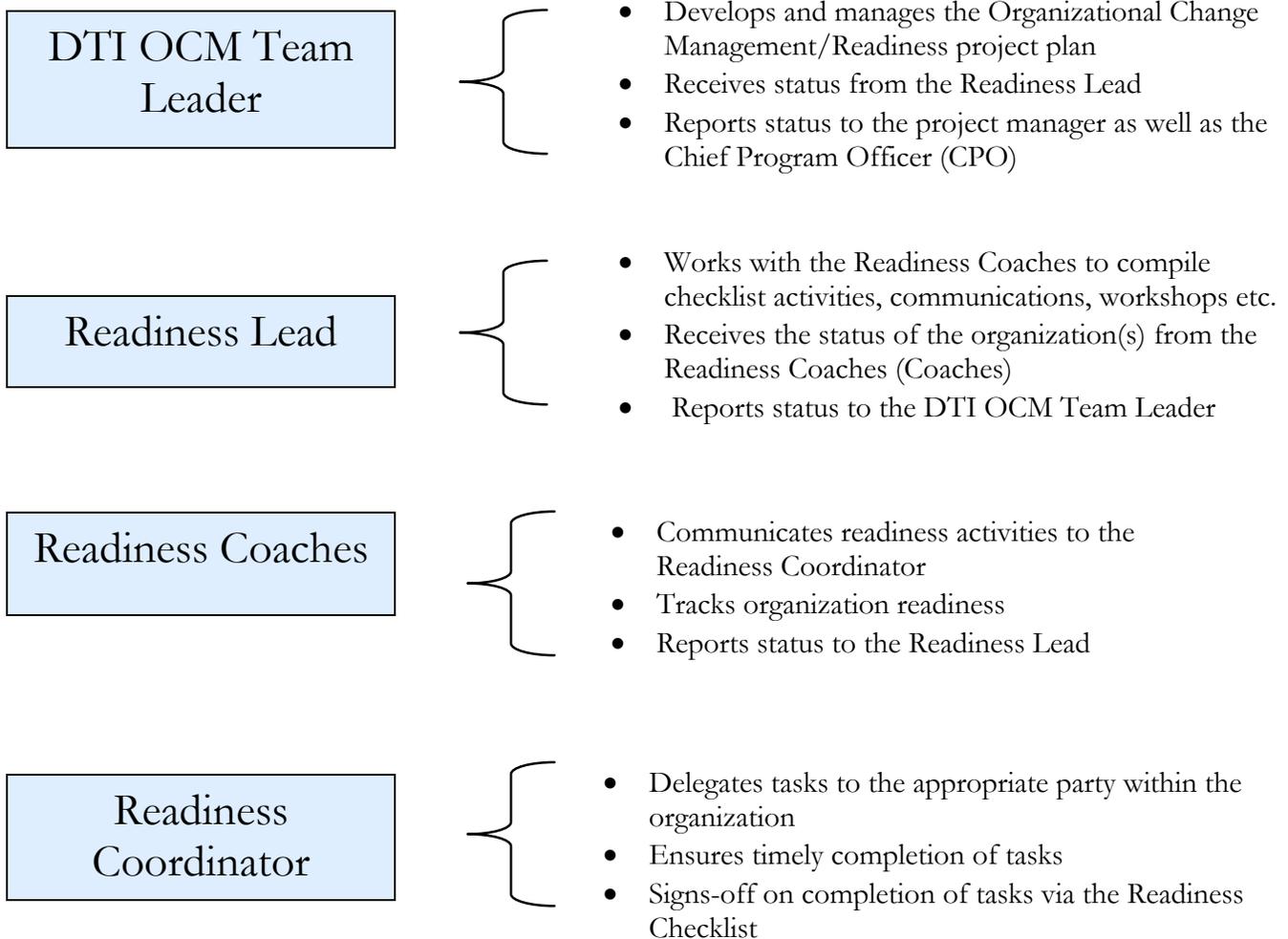


Figure 1 - Roles & Responsibilities of Readiness Team Members

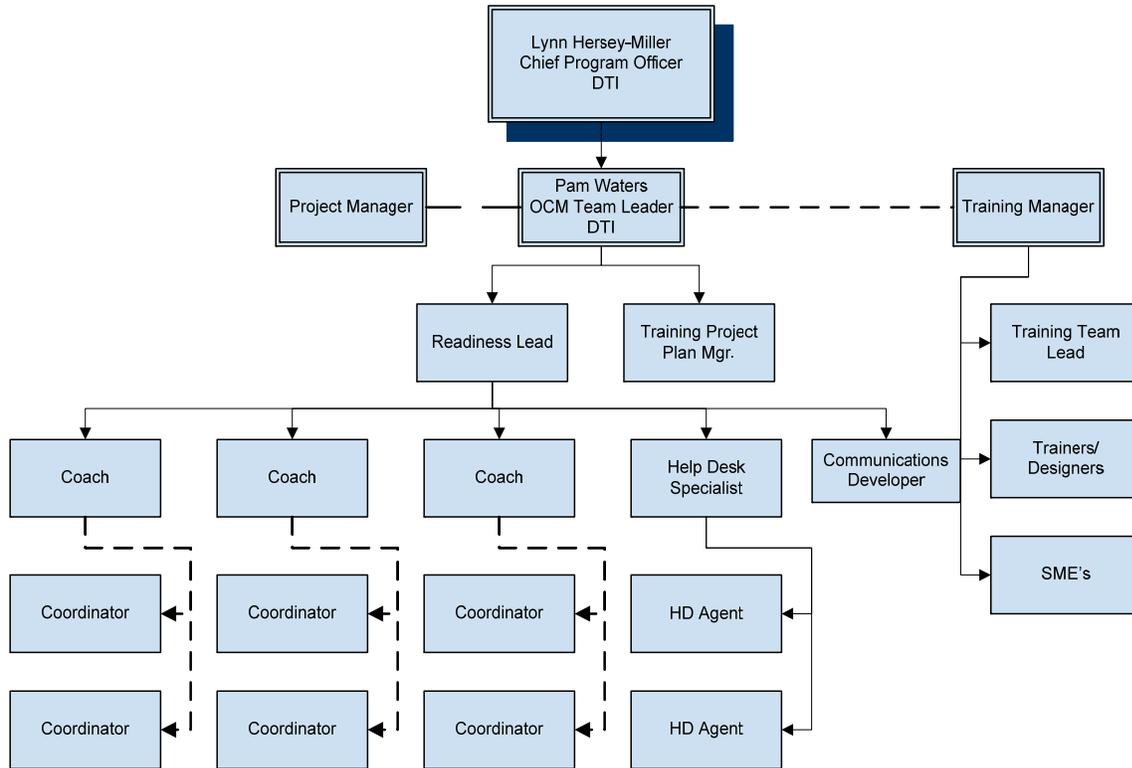


Figure 2 – Recommended Reporting Structure of Readiness Team Members

Readiness Lead

The Readiness Lead plans and manages the overall readiness activities for the project. The Readiness Lead supervises the Coaches and assists them, when necessary, in resolving readiness issues with the organizations. In addition, the Readiness Lead may assist in identifying and implementing specific interventions to address issues with specific organizations unable to meet their readiness due dates. The Readiness Lead should be full time on the project (depending on size and scope), and may also split responsibilities between leading the readiness activities and leading the project communications/training/help desk efforts.

Refer to **Appendix A** for key responsibilities, skills and attributes necessary for the Project Readiness Lead.

Readiness Coach

Each Readiness Coach will be assigned to support the readiness activities of a group of organizations. The Coaches will be responsible for communicating with assigned organizations and equipping them with the information and tools needed to complete the specific readiness tasks. The Coaches will need to be in constant contact (for example: via the phone, email or

actual site visits) with multiple organizations to provide information and support, as well as collecting readiness activity output and status information.

The Coach and respective Readiness Coordinator may also be in contact with Organization Executives regarding the organization's specific status and whether that organization is "on track" for implementation. The Coaches will also be responsible for creating readiness materials (such as the workshops or procedures/instructions for testing a workstation to verify software) and communicating or distributing the information to their assigned organizations.

Refer to **Appendix A** for key responsibilities, skills and attributes necessary for the Readiness Coaches.

Organizations

The Organizations must assume responsibility for their readiness. The following identifies the specific readiness responsibilities of an organization:

- Assign a Readiness Coordinator
- Identify and address organization-specific impacts in a timely manner
- Be flexible and open to new ways of doing business
- Empower the Coordinator with the authority, resources and time needed to get the organization ready
- Identify and address specific training needs

Readiness Coordinator

Each organization will identify a Readiness Coordinator. The Coordinator plays a critical role in preparing their organization for change. The Coordinators, (hand picked, credible, influential leaders from the organization), are chosen to facilitate the Readiness Program at their respective organization.

Depending on the size and complexity of an individual organization, the Coordinator may need to assemble additional resources from their organization (for example: management, technical, functional or administrative resources) to carry out the readiness activities. In smaller organizations, the coordinator may be able to carry out the readiness activities on their own. The amount of time required, likely will fluctuate closer to implementation. In addition, the size of the organization, the number of locations and how "ready" the organization currently is, can alter the anticipated time commitment.

Refer to **Appendix A** for key responsibilities, skills and attributes necessary for the Readiness Coordinator.

ASSIGNING ORGANIZATIONS TO A READINESS COACH

Each of the Readiness Coaches will be assigned a group of organizations with which they will work. In making these assignments, “logical” groups of organizations will be assigned to the same coach. Major projects affecting a small number of organizations (or one organization) may only require the assistance of the Readiness Lead. The characteristics considered when making these assignments include:

- **The location of the organization.**
Coaches will be assigned to organizations that are located in similar proximity.
- **The size of the organization.**
Each Coach will be assigned a balanced mix of small, medium and large sized organizations.
- **The type of organization.**
The Coaches will be assigned “like” organizations because those organizations may have similar issues that will be more efficient for one coach to address consistently. For example, assigning one coach both merit agencies and school districts would be avoided (when possible).

READINESS MATERIALS & TOOLS

To support the Readiness Activities, the following events, materials and tools will be created and made available to the organization(s):

Events/Materials/ Tools	Description
Readiness Program “Kick-off” meeting	<p>The “Kick-off” meeting is typically a ½ day session to orientate the Readiness Coordinators. This presentation style meeting will consist of presentation, handouts and potentially some smaller breakout sessions. Topics that will be covered include:</p> <ul style="list-style-type: none"> • Introduction to the Readiness Program • Introduction to the Readiness Coordinator role • Overview of the Readiness Checklist and an overview of the Readiness activities • Tips on being an effective Readiness Coordinator
Readiness Checklist	<p>The purpose of the checklist is to provide a mechanism for tracking and identifying whether organizations are prepared for implementation. The Coach will monitor the progress of each assigned organization toward the readiness activities. Project status will be reported to project management and the Executive Sponsors, through the Readiness Lead, on a regular basis. The Readiness Checklist will be the baseline for that report (Refer to Appendix B).</p>
Readiness Activities	<p>The Readiness Activities are specific tasks each organization will need to complete prior to the implementation. The listing of activities is developed by the Coaches, with assistance from the business owner’s functional and technical resources, and will identify the specific dates by which the activities must be completed. The Coach will communicate these activities and dates to their assigned organizations and will facilitate the activities by providing information and coaching to the organizations in order to understand and complete the tasks.</p>
Readiness Communications	<p>To appropriately execute certain activities on the Readiness Checklist, Coordinators will need certain information from the project. For example, before an organization can verify whether their workstations have all the appropriate software, they will need information from the project to tell them what the required software is and how to test the workstation to make sure it is working appropriately.</p> <p>Readiness Communications will need to be linked very</p>

Events/Materials/ Tools	Description
	<p>closely with the project team's communications.</p> <p>Readiness Communications may also go to State employees and citizens, where necessary.</p>
Readiness Workshops	<p>The Coaches will develop and deliver a series of workshops for their assigned organizations. The intent of the workshops is to communicate the new business processes and focus on the changes. The organization can then identify specific impacts to their processes, forms, reports or policies and can appropriately address those impacts prior to implementation.</p> <p>The Readiness Workshops can be developed from business process flows and will highlight some of the key business impacts that the project has identified. From these workshops, it is anticipated that organizations will likely identify and add their own internal impacts to the list and address them appropriately prior to implementation.</p>

ORGANIZATIONAL CHANGE MANAGEMENT TIMELINE AND ACTIVITIES

The readiness activities required for a major project implementation will begin early in the project plan. Identifying and procuring readiness resources are one of the first tasks on the Organizational Change Management project plan. Next, project members should identify Coordinators and finalize the Readiness Activities and Milestone (or Due) Dates. Once the activities and milestones are recognized, the Readiness Lead and Coaches are scheduled to start on the project.

Initially, the Team will spend time getting oriented and “up to speed” on the project. The next step is the “kick-off” of the Readiness Program with a meeting of all the newly identified Coordinators. The focus of the meeting is to introduce the Readiness Program, the Readiness Activities and Schedule and to introduce some skills and techniques that can help the Coordinators be good facilitators of change. Shortly after the kick-off, the Coaches will meet with each of their organizations to begin open communications, identify issues and concerns, and gather input from the organization for feedback to project management.

In addition to facilitating regular communications and providing support for the readiness activities, the project Readiness Coaches will prepare and deliver relevant workshops. The intent of the workshops is to introduce the new business processes so organizations can identify internal impacts and appropriately address them prior to implementation.

In addition to the workshops, there may be monthly meetings with the Coordinators as part of the Readiness Program. These meetings will be used for presenting information relevant to readiness and for Coordinators to raise questions, issues and offer suggestions as they prepare. The specific location of each monthly meeting will be identified prior to the meeting.

Readiness Activities

The project will identify all functional impacts related to the end user as a result of the major project implementation. These functional impacts will be noted in the ***Functional Impacts Spreadsheet (Refer to Appendix C)***. The purpose of this document is to identify those areas that will have an impact on the end users. The categories are as follows:

- Process change(s) with overall business impact
- New Roles for accomplishing an existing task
- New Functionality for accomplishing an existing task
- Timeline change(s) for accomplishing existing task
- Different integration or interaction with people
- New information available (online or report)
- New technology required

The project will also create a series of activities that organizations will need to complete prior to being “ready” for the implementation. The plan will also identify specific dates by which these

activities need to be completed. These activities will be recorded on the ***Master Readiness Tracking Spreadsheet (Refer to Appendix C)***. Progress against the activities will be tracked and reported to the executive sponsors and organization heads as an indicator of readiness. (Refer to the ***Monitoring and Reporting Readiness*** section.) The activities are grouped in, but not limited to, the following categories:

- Hardware / Software
- Business Process / Forms / Policies & Procedures
- Training
- Conversion
- Security
- Roles
- Communications

The role the Coordinator takes in completing the activities may vary, depending on the specific task and the organization. At a minimum, the Coordinator can expect to update the Readiness Checklist on a regular basis, as outlined in ***Monitoring and Reporting Readiness***. The Coordinator may need to update or tailor, some of the information provided by the Readiness Team so information is relevant to their organization or department. Making these types of updates may include using tools such as PowerPoint, Word or Excel. Finally, the Coordinators may need to develop an internal tracking and /or sign-off schedule to ensure they are involving the appropriate individuals from their organization in the execution and sign-off of the readiness activity. The degree to which such an internal tracking spreadsheet is needed will be entirely dependent on the organization.

GUIDELINES FOR TRACKING READINESS ACTIVITIES

Although all of the activities listed on the Readiness Checklist are tasks that each organization should complete prior to implementation, not all of the tasks are of equal importance when it comes to determining whether an organization is ready for implementation. To help the Readiness Coaches prioritize and focus on those activities that are important to readiness versus critical to readiness, “show stopper” activities will be identified on the readiness checklist. When an organization is unable to meet due dates on the readiness checklist, the severity of the missed date will be weighted by whether or not it is a “show stopper” activity.

For tracking the readiness status, the Team will use a “green light, yellow light, red light” concept to indicate whether the organization is on track (green), slightly at risk (yellow), or at risk (red) for not being ready. Initially, the status of each task on the Checklist will be “white”, meaning that the task has not been started and is not scheduled to be started. To help ensure consistency in reporting readiness status, Coaches and Coordinators should use the following guidelines:

If a task is not complete, don’t mark it complete. Almost finished doesn’t mean it’s finished.

Overall Status for a Given Task

If...	Then Task Status is...
A task is completed	Green
A task is in process as planned, there are no issues with it and it is on schedule to be completed by the Due Date	Green
A task is in process, but there are issues that may prevent it from being completed by the Due Date	Yellow
A task is almost complete and it is the Due Date	Yellow
A task has not been started by the Start Date	Red
A task has been started, but there are significant issues that will prevent it from being completed by the Due Date.	Red

Overall Status for a Given Category

If...	Then the Category Status is...
All tasks in a given category are either white or green	Green
All tasks in a given category are either white or yellow	Yellow
Tasks in a given category are green and yellow	Yellow
Tasks in a given category are yellow and red and none of the Red tasks are “show stoppers”	Yellow
Tasks in a given category are green and red and none of the Red tasks are a “show stopper”	Yellow
All tasks in a given category are either white or red	Red
Tasks in a given category are green and red and at least one of the Red tasks is a “show stopper”	Red
Tasks in a given category are yellow and red and at least one of the Red tasks is a “show stopper”	Red

Specific Readiness tracking reports will be maintained and monitored by the Readiness Lead and provided to the DTI Organizational Change Management Team Leader on a regular basis.

MONITORING AND REPORTING READINESS

On a regular basis, the Coaches will track the progress of each of their assigned organizations against the recommended activities. The status information from all of the organizations will be compiled and reported, at the category level (for example: hardware/software, training, conversion etc.), to the Executive Sponsors, Organization Executives, and Project Manager(s), and the Chief Program Officer.

Initially the Readiness Team plans to collect and report status from each organization on a monthly basis. However, as the project gets closer to implementation, the team will need to plan to collect and report the status more frequently.

In addition to reporting this information on a regular basis, the Readiness Team will create a large wall board and post it at the Project site. Each organization's progress will be tracked and posted on the chart so the information is also visible to the Project Team.

By having this information available throughout the project, the team will better be able to identify organizations that may be at risk for successful implementation. This information will also be available as the Master Readiness Tracking Spreadsheet. A more condensed version of the Master Readiness Tracking Spreadsheet, called the Readiness Tracking Report, will be used to report progress to the executive sponsors as well as the business owners and project manager. (Refer to **Appendix C**). As a result, project management may identify interventions that may help to mitigate the risk. When necessary, the project may need to raise the issues to the Executive Sponsors for support in implementing specific interventions with the "at risk" organizations.

TRAINING RESPONSIBILITIES

Proper training for all involved is integral to successful project implementation. Every major project should have, as part of its organizational change management project plan; a comprehensive training project plan. It is the responsibility of the organization(s) involved, to provide training to all necessary end users and provide the resources necessary for successful development and delivery. The intent of the training is to fully prepare the members of the organization to use the new system for optimal performance of their work functions.

Training should be developed following Instructional Systems Design methodology, delivered using the proper media for the audience, and Just In Time (JIT) with the intention that, what is learned in the classroom, can immediately be applied in the workplace. The training project plan should identify necessary tasks associated with the following:

- Identifying trainers
- Scope of training
- Needs analysis
- Design of training
- Development of training
- Testing of training
- Deployment of training
- Evaluation of training

STEP	DESCRIPTION
Identifying Trainers	If trainers are responsible for design and development of training materials, they need to be involved early in the process. Identification of trainers should come with identification of Subject Matter Experts, if the trainers lack sufficient expertise in the area in which they are developing training.
Scope of the Training	The scope of a training initiative is the same as establishing scope for any other project. Scope dictates the training initiative, into what will, and will NOT be done. Setting scope is essential to establishing the budget, the time of the initiative, and needed resources for training development and delivery.
Training Needs Analysis	The Needs Analysis answers the “six golden questions”. Who, what, when, where, why, and how. An additional and optional part of the training Needs Analysis, Task Analysis, provides a step-by-step analysis of the actions required to complete a business process or task. The trainer/designer works with the Subject Matter Expert (SME), to document the steps to complete each task. The Task Analysis provides a complete picture of how the job is performed. This ensures that the training information is complete, and that important steps are not omitted.
Design of Training	Course Specification The course specification includes specific behaviors that participants will attain upon completing the training. The course level objectives should summarize the detailed topic level objectives.

STEP	DESCRIPTION
	<p>Structure Plan The structure plan outlines the instructional approaches and techniques used within each training module. To create the structure plan, the trainer/designer includes the objectives developed in the course specification and plans what kinds of criterion tests (performance based tests) will best evaluate the learner's understanding of each concept. After the criterion test is devised, the designers structure the presentation methods, practice/feedback methods, and review testing for each of the topics within the module. One purpose of the structure plan is to ensure that coordinated teaching, testing, and practice methods are used throughout the course. Structure plans assist trainers/designers and management in completing a number of important tasks.</p>
<p>Development of Training</p>	<p>Detailed Design Documents Detailed design documents provide the roadmap for what training content will be covered, in what order, and to what level of detail. Lecture material is outlined and detailed; walkthroughs and practice activities are planned and created. The majority of the training development effort occurs in this step.</p> <p>Develop Handouts or Job Aids Once the bulk of the manual has been written, the training developers will work to complete the course, by creation of supportive handouts and job aids.</p> <p>Presentation If the course is to be classroom, a presentation needs to be designed to support the trainers in moving the trainees through the course. Typically this presentation development is performed in PowerPoint, but simulation tools, the web, or other applications can be used or, all in conjunction with one another.</p>
<p>Testing of Training</p>	<p>Testing is an important step in the creation of a training initiative. The trainer/designer, Subject Matter Experts (SMEs), and client have a final opportunity to walk through the course ensuring training objectives are met. There are three components to testing:</p> <p>Trainer Testing Individual trainer developers should test their own materials. Spell checking, proof-reading, practicing with any software that is required for the course is part of this process.</p> <p>Editor Testing All materials should be proof-read by an editor to ensure their correctness and that they meet the established standards.</p> <p>Pilot Testing Training developers, training designers, trainers and a previously selected segment of end-users test each course before it is implemented. This pilot testing is the dress-rehearsal for the course and an opportunity for developers, designers, and trainers to make enhancements.</p>

STEP	DESCRIPTION
<p>Deployment of Training</p>	<p>The point of any training initiative is conducting the training. All the work and deliverables presented above support the effort of having a successful training initiative. Deployment includes:</p> <ul style="list-style-type: none"> • Scheduling the dates, times and trainers for training • Informing technical support staff of any needed databases, applications, or hardware • Conducting the training
<p>Evaluation/Revision of Training</p>	<p>Evaluation and revision are essential steps to any training initiative. The steps included are:</p> <p>Training Evaluation An evaluation form is created to measure the success of the training. Using questions tailored to each training engagement, and a numbered scale to represent positive and negative responses for each question, the training can be analyzed to gauge success.</p> <p>Evaluation Report A final report comprised of a synthesis of evaluations will be completed and given to management. Working in tandem with the training evaluation form, this report takes the positive and negative responses associated with each question and allows the training team to see exactly how effective each class, or series of a class was for the end-users.</p> <p>Revise Using information gathered from the evaluation form and evaluation report, the training team revises classes to improve their effectiveness.</p>

Before an organization can begin a training initiative, it is important to identify the roles and responsibilities necessary to ensure proper training development and delivery.

Training Roles and Responsibilities (Refer to Appendix D)

Role Title	Resource Resides at...	Description
Training Manager	Major Project base	Develop policies and procedures, approve training development and delivery
Training Team Lead	Major Project Base	Leads the training team in all aspects of training development/delivery for the project
Training Project Plan Lead	DTI or Major Project base	Guides the training team in development and management of the training plan
Trainers/Designers	Major Project Base	Develops and delivers end user training
Subject Matter Experts (SME's)	Respective organization(s)	Assists in development, acceptance testing*, and pilot training for the project * <i>Acceptance testing is critical for learning and understanding the new system in order to function more efficiently as the "expert" within their organizations.</i>

Lack of sufficient training for all involved will significantly add to the risk for a successful help implementation. (Refer to ***Appendix E*** for Training Development Checklists)

POST IMPLEMENTATION SUPPORT

Organizational Change Management does not necessarily stop with the success of the ‘go live’ process. After a new system or process has been implemented it becomes part of the organization as a whole. Now that it is a part of the organization, long-term support options need to be considered. Post implementation organizational change management must take into consideration the following:

- Support procedures
- Help Desk services
- On-going new end user training
- Comprehensive transition plan

Support Procedures

In order to guide production support staff in the smooth running of day to day business, both explicit and tacit knowledge management practices need to occur between temporary resources and permanent staff. Explicit knowledge encompasses the specific information that exists in numerous forms (procedures, policies, best practices, etc.) existing in random locations. Tacit knowledge refers to the experience and insight of individual resources and teams. It captures the “who knows what” ideas, tricks, skills, and experience of any temporary resources hired for implementation purposes. Too many times temporary expertise will roll off a project without transferring their knowledge; leaving the business owner’s resources ill equipped to independently utilize the new system to its full capacity.

Help Desk Services

A mechanism for dealing with on-going end user questions and concerns needs to be implemented on a permanent basis. Quality customer service, whether internal or external, not only ensures user satisfaction and productivity, but reinforces stakeholder buy in and support for future projects.

On-Going New End User Training

Quality end user training must be available for new resources that join the organization after implementation. How will new employees be trained? Who will train new employees? Will a permanent training team be necessary? Will a “train the trainer” approach be utilized? An on-going training strategy to address these questions must be delineated in the training project plan as part of the post implementation support process.

Transition Plan

The transition plan is a process for identifying, communicating, and implementing new/changed roles and responsibilities resulting from a major project implementation. A comprehensive transition plan must be created for the business owners targeting the following objectives:

- Identify the gaps and redundancies in the current roles to support new processes
- Determine any new skills that are needed to support the changed environment
- Communicate these findings to the business owners
- Involve business owners in determining the changes needed in roles and jobs

All functions handled by the Organizational Change Management team must be transitioned to the business owner's staff to sustain the success of the implementation into the day to day production environment. (See Figure 3 - Organization Transition Steps)

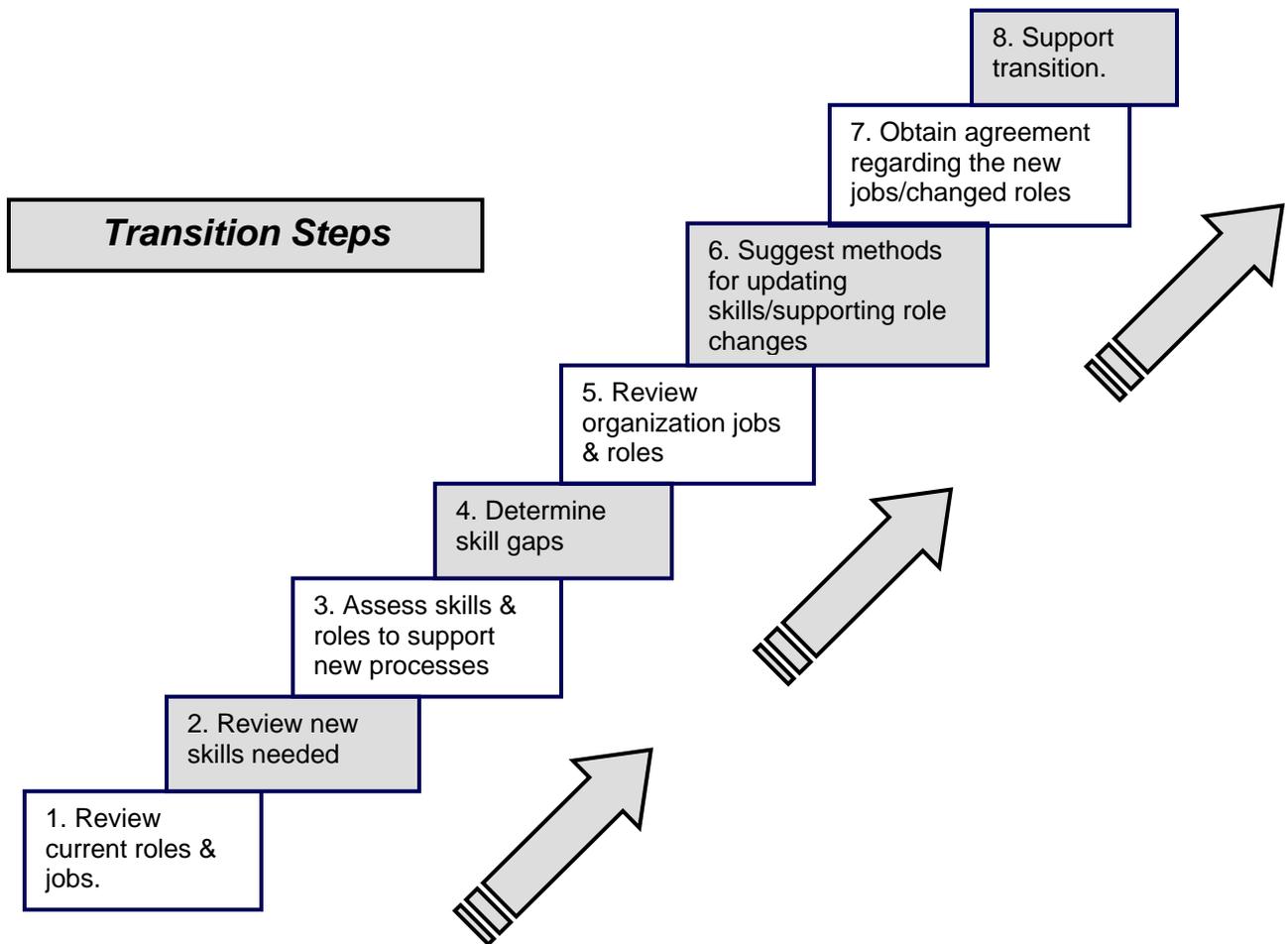


Figure 3 - Organization Transition Steps

CONCLUSION

The basic steps of reengineering change are: *awareness*, *understanding*, and finally, *acceptance*. These steps have a direct correlation to commitment. Carl Jung once said, “We cannot change anything, until we accept it.” As each step along the way is well-handled, the level of commitment to change increases. Navigating through the steps of organizational change management requires commitment from the organization’s top management. It requires a clear vision, shared throughout the organization, repeatedly communicated, and widely circulated. Organizational Change Management means caring, listening and responding to individual needs and concerns; it is *people management*. Also, it means assisting people to use their insights, skills, and sense of values to move forward through team efforts. Most importantly, successful organizational change management means openly valuing personal contributions to the process.

These standards will greatly assist in guiding organizations successfully through the change journey utilizing the Readiness Team to:

- Identify and utilize critical roles
- Plan for change and manage it as a process
- Assess organizational readiness and objectively prepare to deal with risks
- Educate people about the change
- Communicate in a clear, honest and open manner
- Demonstrate commitment through active involvement and role modeling
- Report on readiness and solicit sponsor involvement when necessary

Organizational change management is not a mere accessory activity to the project, or a phase within the project. It is an activity that starts with the project, with readiness preparation, and lives on after the project, with effective transitional support. Organizational Change Management is a method for reducing and managing resistance to change when implementing process, technology or organizational change.

Effective human change management can be a long journey that presents new circumstances, challenges, and opportunities. Well planned projects ensure that organizational change management is an integral part of the project management process, greatly increasing the odds of major project success.

APPENDIX A - KEY RESPONSIBILITIES AND SKILLS OF THE READINESS RESOURCES

Readiness Lead

Key Responsibilities

- Assist in the development and maintenance of the overall project plan for the Readiness Program
- Oversee the execution of the readiness program and checklist for all organizations
- Manage other Readiness Coaches
- Assist in site readiness activities as needed
- Resolve issues that are raised by the Readiness Coaches
- Report readiness status to the DTI Organizational Change Management Team Leader at regular intervals

Key Skills and Attributes

- Detail oriented
- Conflict Resolution and problem solving skills
- Project Management experience
- Facilitation
- Able to drive tasks to completion and report status at frequent intervals
- Excellent oral and written communication skills
- Proficient with all Microsoft Office applications
- Knowledgeable about Delaware's organizations: structure, communication styles, and business practices
- Prior large system implementation experience

Readiness Coach

Key responsibilities

- Create and deliver specific readiness workshop materials
- Execute and track the readiness checklist and activities for their assigned organizations
- Work in coordination with other Readiness Coaches
- Communicate issues and concerns raised by their assigned organizations to the Readiness Lead
- Follow up on issues and questions and communicate information to assigned organizations in a timely manner
- Communicate responses to their assigned organization in a timely manner

- Periodically evaluate the effectiveness of the readiness communications with the users at their assigned organizations
- Assist their assigned organizations in readiness activities – help prepare the Readiness Coordinators within their assigned organizations for implementation

Key Skills and Attributes

- Detail oriented
- Able to drive tasks to completion and report status at frequent intervals
- Strong communication skills (oral and written)
- Proficient with all Microsoft Office applications
- Knowledgeable about Delaware’s organizations

Readiness Coordinator

Key responsibilities

- Attend and actively participate in the Readiness Meetings and Workshops
- Communicate information to the appropriate people within their organization
- Engage others from the organization when needed (may need to establish an “internal” checklist to ensure that the appropriate people have been involved in certain readiness activities)
- Raise issues, concerns and proposed solutions to the assigned Readiness Resource
- Provide regular status of progress against the readiness activities
- Execute activities (or oversee the execution of activities) on the readiness checklist and drive tasks to completion by the “Due Dates”
- Report readiness status of the organization based on the project schedule

Key Skills and Attributes

- Detail oriented
- Able to drive tasks to completion and report status at frequent intervals
- Strong communication skills (oral and written)
- Skilled with Microsoft Office applications such as Word and Excel
- Knowledgeable of their organization’s structure, communications styles, and business practices
- Has access to key resources within the organization that will be needed to complete readiness activities (such as specific technical or functional people)
- Able to represent the organization in readiness activities

APPENDIX B – READINESS CHECKLIST TEMPLATE



Organization
 Logo
 Here

(Project name) Readiness Checklist
(Month)

Organization/Department: _____

	Activity	Target Due Date	Check When Done
1			
2			
3			
4.			
5.	Email or fax Completed Checklist to Readiness Coach		

Readiness Checklist Instructions

Activity #1:

Activity #2:

Activity #3: E-mail/fax checklist to your Readiness Coach. (Insert name and contact information)

Master Readiness Tracking Spreadsheet

Organization/Department Name

Activity/Task & Categories	Target	Target Due															
	Start Date	Date															
Business Process/Forms/Policies & Procedures																	
• Tasks																	
Hardware/Software																	
• Tasks																	
Training																	
• Tasks																	
Conversion																	
• Tasks																	
Security																	
• Tasks																	
Roles																	
• Tasks																	
Communications																	
• Tasks																	

Readiness Assessment Key



• Organization has completed all tasks in this category



• Organization has completed this specific task



• Organization is in process of completing task but will not finish by due date. No risk to readiness



• Organization has not started this task



• Organization has not started this task and is jeopardizing readiness for this target



• Task not yet scheduled to start

Readiness Tracking Report

{ Organization/Department Name }

Date:

Activity/Task & Categories	Target Start Date	Target Due Date															
Monthly Checklists																	
Month																	
Month																	
Other Critical Tasks																	
Specific Task																	
Specific Task																	
Specific Task																	



Organization has completed as required.



Organization is in process of completing task but will not finish by due date. No risk to readiness.



Organization has not started this task and is jeopardizing readiness for this target.

APPENDIX D – KEY RESPONSIBILITIES OF THE TRAINING RESOURCES

Before an organization can begin a training initiative, it is important to identify the roles and responsibilities for everyone involved. Training preparation activities affect all resource levels of an organization.

Training Manager

Key Responsibilities

- Assign trainers/designers and Subject Matter Experts (SMEs)
- Review all documents throughout the design process to ensure standards are met
- Manage and coordinate activities of instructional designers and/or outsourced vendor
- Review work plan deadlines
- Review curriculum plan
- Review standards
- Review development progress to ensure standards are met
- Approve final development products
- Coordinate meetings between the design team and organizations
- Send final copies of training materials to organizations for review and approval
- Participate in pilot testing
- Write proposal and budget for training
- Coordinate activities between Subject Matter Experts (SMEs) and trainers

Key Skills and Attributes

- Knowledge of basic missions, functions, and organizational structure of the agency
- Involved in the strategic planning process
- Involved in current program, budget and accounting issues
- Conversant with generally accepted management principles and practices
- Conversant with organizational development concepts and organizational analysis techniques
- Understands business process re-engineering concepts
- Detail oriented
- Excellent oral and written communication skills
- Proficient with all Microsoft Office applications

Training Project Plan Lead

Key Responsibilities

- Provide project management support to the training team
- Guide the training team in development of a project plan
- Solicit input to the project plan from the training team
- Revise the project plan as appropriate
- Review development progress to ensure standards are met
- Keep team apprised of the project plan requirements and deadlines
- Serve as a liaison between the training team and the organizational change management team
- Serve as a liaison between the training team and the technology team as needed
- Review development progress to ensure standards are met
- Keep training manager informed about plan progress

Key Skills and Attributes

- Detail oriented
- Comfortable with logistical planning
- Project Management experience
- Able to drive tasks to completion and report status at frequent intervals
- Excellent oral and written communication skills
- Proficient with all Microsoft Office applications especially Microsoft Project
- Knowledgeable about Delaware's organizations: structure, communication styles, and business practices
- Prior large system implementation experience

Training Lead

Key Responsibilities

- Provide support to team members
- Share new knowledge/information with all team members
- Solicit input from team members on a regular basis
- Coordinate work of team members
- Coordinate scheduling of pilot testing,
- Coordinate scheduling of classrooms, equipment, instructors and end users for training
- Arrange for the preparation of class materials: manuals, sign-in sheets, name tents, refreshments certificates etc.
- Prepare evaluation report

- Conduct information and formal meetings with team members
- Assure development of new trainers
- Serve as first point of contact for team member issues and concerns
- Represent the training team in management meetings
- Represent the training team in contacts with the tech team
- Keep manager informed of team progress

Key Skills and Attributes

- Detail oriented
- Conflict resolution and problem solving skills
- Understands group dynamics, is able to work with difficult individuals and overcome resistance
- Excellent oral and written communication skills
- Proficient with all Microsoft Office applications
- Knowledgeable about Delaware's organizations: structure, communication styles, and business practices

Trainer/Designer/Developer

Key Responsibilities

- Prepare needs analysis
- Write course specifications
- Write structure plans
- Prepare task analysis (if needed)
- Write detailed design documents
- Prepare handouts and activities
- Design presentations
- Prepare scripts
- Participate in pilot testing
- Answer questions as they arise from Subject Matter Experts (SMEs)
- Provide training

Key Skills and Attributes

- Detail oriented
- Project Management/Instructional Systems Design experience
- Able to work under pressure to meet deadlines
- Facilitation skills

- Excellent oral and written communication skills
- Proficient with all Microsoft Office applications
- Comfortable speaking in front of a crowd
- Able to use audio/visual tools to aid in presentations
- Able to create presentations
- Experienced with facilitation and group dynamics
- Understands copyright concepts and issues as they pertain to education
- Conversant with adult education theory and best practices

Subject Matter Experts (SMEs)

Key Responsibilities

- Review proposal, needs analysis, and course specifications to ensure understanding of material
- Help with creation of structure plan
- Provide information to be included in the detailed design documents
- Participate in pilot testing

Key Skills and Attributes

- Detail oriented
- Thorough knowledge of their subject area
- Willing to make decisions regarding content as it pertains to their area of expertise
- Knowledgeable about Delaware's organizations: structure, communication styles, and business practices

Editor

Key Responsibilities

- Review all documentation for standards, ensure styles are consistent, and ensure grammar is correct

Key Skills and Attributes

- Detail oriented
- Excellent oral and written communication skills
- Superior command of the English language
- Proficient with all Microsoft Office applications

APPENDIX E – TRAINING DEVELOPMENT CHECKLISTS

Scope Activities Checklist

<i>Activities</i>	✓ <i>When Complete</i>
Initial questions provided to client	
Meet with client	
Create proposal	
Proposal is proof-read	
Proposal accepted by client – obtain signature	

Planning Activities Checklist

<i>Activities</i>	✓ <i>When Complete</i>
Create network folder	
Create project plan in MICROSOFT Project	
Confirm trainers, designer, and SMEs for each class	
Create training coordination timeline (deliverable schedule)	
Communicate training coordination timeline (deliverable schedule) to trainers, designer, SMEs, and management	
Identify training facilities	
Identify technical requirements for training facilities	
Establish a training schedule	
Communicate training schedule to trainers, designer, SMEs, and management	

Analysis/Design Checklist

<i>Activities</i>	✓ <i>When Complete</i>
Needs Analysis	
Course Specification	
Course Specification Proof-read	
Course Specification sent to manager	
Course Specification accepted by manager	
Task Analysis (optional)	
Structure Plan	
Structure Plan proof-read	
Structure Plan sent to manager	
Structure Plan accepted by manager – obtain signature	

Construction Activities Checklist

<i>Activities</i>	✓ <i>When Complete</i>
Create participant profile for particular class if necessary	
Detailed Design Document is created	
Detailed Design Document is checked for “flow” of information, learning activities and opportunities, meeting of objectives	
Detailed Design Document is proof-read	
Detailed Design Document sent to client	
Client accepts Detailed Design Document – obtain signature	
PowerPoint presentation is created	
PowerPoint presentation is proof-read	
Additional handouts, job-aids, etc are created	
Additional materials are proofread	
Print training materials	

<i>Activities</i>	✓ <i>When Complete</i>
Print additional materials	
Print instructor guides	
Bind training materials	
Include copy of participant profile in training materials	
Include cardstock for name tents	
Create customized course evaluation if necessary	
Include evaluation in training materials	

GLOSSARY

B

Business Process

An action taken in the course of conducting business. Whether manual or automated, all processes require input and generate output. Depending on the level of viewing and modeling, a process can be a single task or a complicated procedure; such as, building a product. In a business information system, a business process is the application of a business transaction against a database (transaction vs. master).
(techweb.com)

Business Process Flows

A graphical representation of the sequence of steps in the completion of a business process. Business process flows show the sequence of events from start to finish. Different symbols are used to draw each type of flowchart.

Business Process Reengineering (BPR)

The redesign of business processes. BPR is the comprehensive process requiring a change in the fundamental way business is conducted within an organization. BPR requires a thorough analysis of how an organization can perform key processes more effectively.

C

Change Management

In its simplest form, change management is managing change. The changes referred to in this context are those, which modify current procedures or processes, or introduce new ones; therefore, requiring job redesign, cultural changes, and performance management of varying degrees. Understanding the extent and the impact of change to an organization is the first step in managing change.

Connectivity

The term refers to communications networks or the act of communicating between computers and terminals.

Contingency Plan

A plan involving suitable backups, immediate actions and longer term measures for responding to impending risks to the successful implementation of the project. Contingency plans are part of business resumption planning.

E

Empower

To give official authority.

Executive Sponsors

The executive (e.g., Cabinet Secretary or Division Director) within an agency with primary oversight and reporting responsibility for a project; the individual who is prepared to defend or support a proposed initiative throughout its lifecycle.

F

Functional Expert

Someone who knows how the application/system operates in conjunction with the organization's business practices.

Functional Manager

Someone who manages the functional resources on a project and within the organization.

I

Instructional Systems Design (ISD) Methodology

This methodology is also known as SAT (Systems Approach to Training) and ADDIE (Analysis, Design, Development, Implementation, Evaluation).

Instructional design can be either procedural or declarative. The Readiness Team uses both. Procedural focuses on examples and practice. When training something that is highly technical in nature, (i.e., Java or Object-oriented Programming) procedural is best. Declarative instructional design focuses on analogies and discovery-type learning this is useful when training less technical material.

J

JIT (Just In Time)

Refers to the scheduling of end user training. Care must be taken to schedule training immediately before implementation so end users will not forget new skills learned.

Job Aids

A form of supplemental training material, job aids can be virtually any tool that helps improve performance. A job aid is a prompter or guide for performing a task. A job aid may be a single word, a picture, or many words and pictures. It can be a

single page, a checklist, or an entire booklet. A common example of a job aid is a daily to-do list.

K

Knowledge Management

An umbrella term for making more efficient use of the human knowledge that exists within an organization. Knowledge management is the 21st century equivalent of information management. It is essentially an industry trying to distinguish itself with specialized groupware and Business Intelligence (BI) products that offer a wide range of solutions.

The major focus of knowledge management is to identify and gather content from documents, reports and other sources and to be able to search that content for meaningful relationships. (techweb.com)

The process of supporting the people and processes required to accumulate, structure, and transfer knowledge effectively.

Knowledge Transfer

When transitioning a system from one group of individuals to another, it is important to ensure that there is a transition of knowledge as well. When performing knowledge transfer, it is important to provide to the individuals newly responsible with the following:

- Tips and techniques
- Batch processing and System tuning requirements
- Common user errors
- Reports
- Metrics being monitored
- Any information provided to the user community

L

Lifecycle

A project from inception to completion.

M

Major Project

A major project is a project that crosses organizational boundaries, or substantially changes the way business is conducted in an organization.

Milestone

A significant accomplishment; an intermediate goal.

O

Organization

An administrative and functional structure (such as a State of Delaware agency, department, school district, higher educational institution and/or any local, county or federal agencies/businesses); *also*; the personnel of such a structure.

P

Participant Profile

Initial student assessment used to gauge participant knowledge prior to training. This tool should be used as a benchmark, and repeated after training to ascertain acquisition of training objectives.

Post Implementation

The phase of the project after implementation. This phase encompasses the transition of roles and responsibilities

Project Plan

A comprehensive list of all tasks and resources necessary to complete a project. The project plan lists the major accomplishments necessary (milestones) including the detail tasks necessary for completion of each. Tasks also list the timeframe in which the task needs to be completed and the specific resources responsible. DTI Organizational Change Management utilizes the Microsoft Project application.

R

Readiness

The act of preparing organizations for successful major project implementation by identifying and communicating necessary tasks and managing the appropriate training and support.

Readiness Activities

Identified tasks whose completion are the steps leading to successful implementation of a major project.

Readiness Coach

A member of the readiness team who supports and monitors the readiness activities at specific assigned organizations.

Readiness Coordinator

Completes (or ensures completion of) all readiness activities at the respective organization.

Readiness Lead

Leads the overall readiness team activities including resources involved.

S

Scope

The range of issues that will be addressed within a project, the extent to which issues will be addressed, and the limits or boundaries of the project.

Show-stopper

An important task along the critical path of the project plan, that is vital to the success of the project.

Stakeholder

A group of individuals having a 'stake' in the project. There are often various groups of stakeholders that can include: Executive Sponsors, Organization Management, Organization End Users, and in some instances, the public.

Subject Matter Expert (SMEs)

The person who takes responsibility for the accuracy of the facts, concepts, and other content that is presented.

