



HARVARD UNIVERSITY
Information Technology

Change Management Recommendations

Strategic Program Subgroup Meeting

March 23, 2017

Change Management Assessment Recommendations

- The following slides highlight the top 12 findings and the associated recommendations. These findings are the top 10 because they were heard most frequently throughout the interview process. The information below provides a key for some of the information you will see on the following slides:
 - Response Occurrence Rating: A rating applied to responses based on the number of times that finding was recorded. School responses were weighted more heavily than HUIT responses. (Low: 1-7 responses; Medium: 8-15 responses; High: 16+ responses).
 - Deliverable Maturity: The presence of existing deliverables that can be leveraged to support the development of the recommendation.
 - Short-Term Recommendation: Short-term recommendations are those where a baseline document/ process can be created and implemented before the end of the fiscal year (FY17).
 - Long-Term Recommendation: Long-term recommendations are those that will take beyond the end of the fiscal year (FY17) to create a baseline.
 - Strategic Program Subgroup Owner: One Strategic Program Subgroup member will be asked to volunteer in owning a recommendation in assistance with the process owner.

Change Management Recommendation: Program Governance

Outreach

Response Occurrence Rating: **High**

Deliverable Maturity: **Medium**

Short-Term Recommendation

Owner: **TBD**

Strategic Programs Subgroup Owner:

“They [Engagement Council] should be held accountable for bringing all the people within their school together to discuss the changes needed.”

“Executive Committee needs representatives from the business.”

“Consistency on governance structure – same terminology.”

• Finding:

- Governance structures and engagement models varied across the programs as well as terminology used within those governance structures.
- When programs don't affect large groups of users (i.e., faculty, staff, students) then the governance structures are very technically focused.
- Programs found that many of the medium to large schools opted for an Engagement Council approach because they needed more than one representative to make a decision. Engagement Councils allowed the program to corral teams around a shared vision.

• Recommendation:

- Create an understanding of governance models to choose from and scenarios in which to use each governance model. Create an understanding of roles, terms and what each level of the governance structure means. Be consistent and be more explicit at the start of the project. Get people to buy in the roles.
 - Ensure school representatives are included in the governance structure.
 - Encourage programs to leverage the Engagement Council framework more within large programs and projects.

Change Management Recommendation: School Change Fatigue

Value Proposition

Response Occurrence Rating: **High**

Deliverable Maturity: **N/A**

Long-Term Recommendation

Owner: **TBD**

Strategic Programs Subgroup Owner:

- **Finding:**

- Schools are dealing with change fatigue as there are a lot of HUIT initiatives being deployed at the same time in addition to their own school initiatives.

- **Recommendation:**

- Change fatigue occurs when there is misalignment on the strategy, execution, vision and engagement. Therefore, HUIT needs to align with the schools to determine delivery dates for program and project initiatives. By creating HUIT and school joint roadmaps we will have an understanding of the current deliveries and overlaps that exist.
 - Involve schools in program/ project planning efforts so that they have a say in their go-live dates.
 - Additionally, earlier planning with the schools will allow them to engage in some of the project activities such as testing the system using their processes.

“Collaboration [with school] is most effective.”

“If you get us [the schools] involved sooner we could help do some of the testing.”

“We would like to be involved when programs determine what they want to deliver. Want involvement as team is picking the solution.”

“We are not a partner in the planning – they [HUIT] come fully formed. We have to reformat.”

“Pacing needs to work for all the schools. How do you slot in the schools at a point that works well for them versus telling them when to go?”

Change Management Recommendation: Communications Audit

Outreach

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

“Stakeholder engagement is bigger than any technical challenge at Harvard.”

“We have to bring the information to them [stakeholders] as much as possible.”

“Need to know meetings taking place and how to get on agenda. How can I find out about conversations taking place?”

• Finding:

- Many of the schools and departments have existing meetings that reach many of the impacted stakeholder groups and it is best practice to leverage those as opposed to creating specific meetings. However, the programs lack an understanding of which meetings exist. When programs developed their own communications channels, town halls and lunch and learns were most effective at gaining larger audiences.

• Recommendation:

- Conduct a Communications Audit outlining the various stakeholder groups and communications/ meetings that are relevant to those groups. The Communications Audit will allow the programs and projects to build a comprehensive and strategic Communications Strategy and Plan
 - Outline meeting names, owners, occurrence and intended audiences.
 - Outline communication vehicles, owners, occurrences and intended audiences.
 - Socialize the School Profiles to help programs/ projects understand existing forums and how to interact with various stakeholder groups.
- Include the Communications Audit in the Change Management Playbook

Change Management Recommendation: Communication Strategy

Communication

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

“No strategic communication plans. Opportunistic. Always more communication and outreach that we can be doing.”

“Executive Committee was helpful in identifying people to find the right groups to engage with.”

“Take that knowledge and turn it into a routine to communicate and outreach that says once a month meet with a new group.”

• Finding:

- Programs are participating in opportunistic and ad-hoc communications because there is a lack of a strategic communication strategy and plan.

• Recommendation:

- Create a standard Communication Strategy Template for programs and projects to use in outlining their approach to communications. The Communication Strategy will help the program identify the goals and methods of outreach activities, audiences to share information with and key messages. The strategy will set the ground work for the tactical communication plan.
- Create a process that helps programs and projects understand how to gather information and populate the Communication Strategy.
- Include the template and process in the Change Management Playbook.
- Long term: Provide Change Management Training on leveraging the Communication Strategy development process and tools.

Change Management Recommendation: Stakeholder Analysis

Outreach

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

“Outreach piece gets set aside.”

“Challenge is always stakeholder identification. Harvard is decentralized. Hitting all the audiences is a challenge no matter where you are.”

“Make sure the schools feel like they are being heard. We had the teams assigned to the schools and they met regularly.”

- **Finding:**

- There is often uncertainty around who to involve with the program or what stakeholders within the school and departments are impacted.

- **Recommendation:**

- Identifying the individuals and/ or groups that are affected by a new system, tool or process is an important step in allowing us to engagement and communicate with those stakeholders. The Stakeholder Analysis Template will help program and projects to identify the impact of the action on the stakeholders, identify key partners and provide a tool for mitigating any risks.
 - Develop a Stakeholder Analysis Template and process that will assist program and project leaders in identifying and categorizing impacted audiences.
 - Develop a Stakeholder Engagement Plan template and process that outlines how stakeholders will be engaged with the program.
 - Develop a Stakeholder Map to help categorize stakeholders for project analysis.
 - Include all templates and processes in the Change Management Playbook.
 - Long term: Provide Change Management training including how to leverage the Stakeholder Analysis tools and templates.

Change Management Recommendation: Communication Plan

Communication

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

“No strategic communication plans. Opportunistic. Always more communication and outreach that we can be doing.”

“Developed a standard set of templates that were available throughout the project. Met with core stakeholders to customize the templates.”

“We need broader communication earlier on giving a heads up on what’s going on. It would be a way of figuring out how to be more far reaching.”

• Finding:

- Schools leverage communication templates that programs develops. We need to include more business impact information that assists them with communicating to the audiences.

• Recommendation:

- The Communications Plan further articulates the approach to communicating with stakeholders. Creating a Communication Plan allows the programs and projects to manage and track their interactions with stakeholder groups.
 - Create a Communication Plan Template and process that can be included in the playbook.
 - Develop a HUIT Communication Packet that assists the programs in developing communications to stakeholders. The communication packets creates consistencies across all the programs and projects in the look of the document and types of information.
 - The packet should include a template for Core Messages, a standard set of project communications, and a standard set of countdown to go-live communications.
 - The template communications should include areas to include school specific needs.
 - Include all templates and processes in the Change Management Playbook.

Change Management Recommendation: Training Needs Analysis

Training

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

• Finding:

- When instructor led training has been leveraged on the strategic initiatives and programs it wasn't heavily utilized by the stakeholders therefore many programs have relied on self-service training materials (i.e., quick reference cards, online videos, etc.).

• Recommendation:

- A Training Needs Analysis is the first step in the formal training process and involves determining what will need to be trained and who will need training. It's a process of identifying the gap between employee's knowledge, skills and abilities and the needs of training.
 - Develop Training Needs Analysis template and process to help programs understand what stakeholders need to be successful in utilizing the new system, tool or process.
 - Identify ways to utilize the Training Needs Analysis and feedback to understand how impacted users learn best.
 - Include all materials in the Change Management Playbook.

“Has a trainer on staff. People ask for but nobody goes to it. Everyone wants to have it available and you invested in it. But the use of it is low.”

“Don't get training for things... No one schedules training for us.”

“Best test of training effectiveness is to take someone from outside of HUIT who hasn't been working on the program and let them take the training to ensure it meets the needs.”

“People wanted the training to be personalized to their school.”

Change Management Recommendation: Business Process Redesign

Workforce Transition

Response Occurrence Rating: **High**

Deliverable Maturity: **Low**

Long-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

“Didn’t identify any process, policy or job role changes. The expectation was that the school would do it. Not sure what the schools did around the roles that were no longer needed.”

“When there is work to be done need to allocate the people piece - organization design and structure.”

“Some of the impacts of the system are hidden and people don’t realize it until after it is rolled out.”

• **Finding:**

- Many of the programs saw changes in the tools utilized to complete the business process but not a lot of change in the business process. Programs didn’t see a need for business process changes or left that responsibility up to the schools.
- The programs and strategic initiatives don’t focus on changes to organization design or individual roles.

• **Recommendation:**

- Identify a process and tools to help the programs and schools collaboratively identify stakeholder changes in current and future state as a result of new systems, tools and processes.
 - Create an Organizational Impact Assessment Process and Template. Create a Job Impact Analysis Process and Template. These tools will assist in understanding the people impacts and help you to create a more meaningful big-picture view of the project. The tools will help to outline the various types of impacts and ways to deal with them.
 - Create a Workforce Transition Strategy and Plan Template. The Workforce Transition Strategy and Plan describes the process and means by which employees move from the current to future state.
 - Include templates and processes in the Change Management Playbook.

Change Management Recommendation: Process Documentation

Workforce Transition

Response Occurrence Rating: **High**

Deliverable Maturity: **Low**

Long-Term Recommendation

Owner: **TBD**

Strategic Programs Subgroup Owner:

• Finding:

- We need to do a better job of diagnosing how stakeholders will experience the new system, tools or process because we aren't able to personalize training or understand the changes from current to future state for the impacted users.

• Recommendation:

- Develop tools to assist in documenting the current and future state processes. These tools will help the programs and projects to identify the gaps between the current and future state which is critical to ensuring the projects and the employees understand what is changing.
 - Develop an “As Is” process template
 - Develop a “To Be” process template
 - Develop a collaborative process for identifying processes involving the schools and projects resources.
 - Include templates and processes in the Change Management Playbook

“They [Projects and programs] don't understand our current state process to help us determine the future state process.”

“If we could have program ownership extended to the schools so they feel the ownership to capture if [process changes] from their perspectives. As long as we are interpreting their cultures we will not get it right.”

“Different business processes creates different structures and meanings across campus for things that should all be the same.”

“Our responsibility is to understand the school's complexities.”

Change Management Recommendation: Project Success Measures

Sustaining Readiness

Response Occurrence Rating: **High**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Programs Subgroup Owner:

• Finding:

- Program measures of success/ key performance indicators are very technical. The focus on concepts such as replacing system, tickets received, cost savings, transactions in the new system, decommissioning old systems, and number of conversions. These measure of success do not provide an understanding of user adoption and sustainability of the system.

• Recommendation:

- End user adoption is important for any change process because it helps to identify the success achieved by the project and change management process. Our goal is to measure user adoption for the programs and projects to determine methods of increasing user adoption.
 - Identify user adoption measures of success that are attainable by the programs and projects.

“Customer experience
– not sure what
identifies success for
our customers.
Difficult to say.”

“Putting together an
end user survey to get
feedback from users
using the system.
Customer satisfaction
is a KPI and that’s how
we measure it.”

“Adoption statistics
come from tickets.
Query Service Now
about tickets.”

“Measure success by
number of
conversions and
dollars. Target was to
save money.”

Change Management Recommendation: User Feedback

Sustaining Readiness

Response Occurrence Rating: **High**

Deliverable Maturity: **Low**

Short-Term Recommendation

Owner: **Tiffany Shorter**

Strategic Program Subgroup Owner:

“The audience would be very receptive to surveys and focus groups. People were open to participating because they could talk about what’s working and what’s not.”

“Feedback was gathered from users via questions during meetings.”

“Feedback throughout the life of the project is tough. Tend to hyper focus on the launch and then we leave it. Don’t have an understanding of the end result of adoption or satisfaction.”

“Readiness assessment didn’t take place. Had a lot of goals at the beginning but didn’t get to them all based on the timeline.”

• Finding:

- The main form of gathering user feedback is through outreach meetings and demonstrations. Some of the programs receive feedback on the systems and tools implemented through the Student User Satisfaction Survey. Overall we are hesitant to ask for user feedback as we assume feedback will be received through support channels.
- Unsolicited user feedback is obtained via emails/ calls to Anne M., the President’s Office and/ or Alumni Office.

• Recommendation:

- Identify processes to obtain user feedback throughout the lifecycle of the project. This feedback should be leveraged to assist the program and projects teams in tailoring their approach to change management.
 - Develop a Change Readiness Assessment Process and Template
 - Develop a Lessons Learned Process and Template
 - Develop an After Action Review Process and Template
 - Include processes and templates in the Change Management Playbook.

Change Management Recommendation: Internal HUIT Communications

Program Feedback

Response Occurrence Rating: **Medium**

Deliverable Maturity: **Medium**

Short-Term Recommendation

Owner: **TBD**

Strategic Program Subgroup Owner:

“HUIT should know exactly what’s going on within the different facets of the organization.”

“Not enough cross program coordination in timing, communication, or engagement.”

“Need more internal [HUIT] communication on what these rollouts mean.”

- **Finding:**

- HUIT is siloed in nature and projects don’t understand interdependencies with other projects or have an understanding of where projects are in their lifecycle.

- **Recommendation:**

- The lack of internal HUIT communications allows HUIT to remain siloed, persists in ill informed decision making and connections are not made across units that would allow the department to work smoother. More strategic internal communication channels and leverage would alleviate some of these issues.
- Build internal program communication channels targeted at HUIT and program team members. HUIT needs to better understand the programs and projects that are underway, the impacts of them, and estimated timelines to work better as a cohesive organization. This sharing of information should break down some of the barriers within HUIT and those that our partners are experiencing.
- Enhance use of existing communication vehicles like the HUIT Town Hall and Newsletter to share program information.
- Create additional internal communication vehicles that shares information across HUIT, especially as it relates to the programs and projects.