HARVARD UNIVERSITY
Information Technology

Change Management Assessment Report

March 2017

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CHANGE MANAGEMENT ASSESSMENT EXECUTIVE SUMMARY

Change Management Assessment Approach

In order to achieve the Change Management goal in FY17 we will follow the steps below to gather and **work together** to create the appropriate tools.

1. ***Goal Overview*** ✓
   Meet with SLT Program Subgroup to provide an understanding of the Change Management Goals and Steps

2. ***Interview*** ✓
   Interview Program Leadership, OCM Leads, Key Program Personnel including key stakeholders and Support Services

3. ***Data Gathering*** ✓
   Review change management current state templates, processes, and best practices

4. ***Recommendations*** ✓
   Develop change management recommendations including templates and processes

5. ***Prioritization***
   Socialize and prioritize the recommendations with the SLT Program Subgroup

6. ***Delivery***
   Execute upon the prioritized recommendations - create templates and processes to be included in the playbook

FY17: Q2 | Q3 | Q4

Change Management Framework

The Change Management Framework is centered around building the value proposition for the business transformation and includes 6 key focus areas.

Sustaining Readiness
- Developing commitment
- Stakeholders supporting change
- Ensuring success

Outreach
- Stakeholder analysis
- Stakeholder engagement activities
- Governance structure

Operational Readiness
- Service model
- Steady state user support
- Communication/ training support resources

Communication
- Communication channels
- Communication strategy
- Communication plan

Workforce Transition
- Policy changes
- Process changes
- Job role changes

Training
- Training material development
- Training delivery
- Training customization

Color Key:

Objective 1: School Readiness
Objective 2: Operational Readiness
Objective 3: Sustaining Readiness

Proposed Recommendations for Prioritizing

The Change Management Assessment Report contains numerous strategic and tactical recommendations for building a standard and comprehensive change management strategy across HUIT as well as solving some key project challenges. The table below represents the 12 highest recommendations based on HUIT and school responses during the assessment. These recommendations will be prioritized in addition to any others that are submitted by the Strategic Program Subgroup.

Rank Order	Finding	Recommendation	Key Topic Areas
	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 large groups of users (i.e., faculty, staff, students) then the governance structures are very technical focused.	• **Develop HUIT Governance Models:** Create a standard HUIT Governance Structures that programs and projects can adopt for their project. Create an understanding of roles, terms and what each level of the governance structure means. • Ensure school representatives is included in the governance structure. • Encourage programs to leverage the Engagement Council framework more within large programs and projects.	• Outreach • Program Feedback
	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.	• **School Change Fatigue:** 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.	• Value Proposition • Program Feedback • Outreach

Proposed Recommendations for Prioritizing

Rank Order	Finding	Recommendation	Key Topic Areas

	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 of 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.	• **Develop Communications Audit:** 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.
		• Include the Communications Audit in the Change Management Playbook
			• Communications
			• Outreach

	Schools leverage communication templates that programs develops. We need to include more business impact information that assists them with communicating to the audiences.
	Programs lack a standard set of templates that they can use for building communications. There isn't any consistency across the types and structure of communications.
		• **Develop Communication Plan and Templates:** 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.
			• Communication
			• Outreach

Proposed Recommendations for Prioritizing

Rank Order	Finding	Recommendation	Key Topic Areas
	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.).	• **Develop Training Needs Analysis:** 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.	• Training • Workforce Transition
	Some programs leveraged after action reviews but most have a lack of understanding around the success of our training efforts as we do not develop or leverage any measures to gain feedback.	• **Workforce Transition Process Documentation:** 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	• Workforce Transition • Training • Communication
	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.	• **Identify Workforce Transition Process and Tools:** 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.	• Workforce Transition • Training • Communication

Proposed Recommendations for Prioritizing

Rank Order	Finding	Recommendation	Key Topic Areas
	There is often uncertainty around who to involve with the program or what stakeholders within the school and departments are impacted.	• **Stakeholder Analysis:** 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.	• Outreach
	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.	• **Identify User Adoption Measures:** 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.	• Sustaining Readiness
	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.	• **Outline User Feedback Processes:** 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.	• Sustaining Readiness

Proposed Recommendations for Prioritizing

Rank Order	Finding	Recommendation	Key Topic Areas
	Programs are participating in opportunistic and ad-hoc communications because there is a lack of a strategic communication strategy and plan.	• **Develop Communication Strategy:** 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.	• Communication • Outreach
	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.	• **Enhance Internal HUIT Communication:** 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.	• Program Feedback • Communication

Change Management Assessment Next Steps

- Determine Prioritization of Assessment Recommendations
  - Outline a Strategic Program Subgroup Owner for every prioritize recommendation
- Review Assessment Recommendations Backlog
  - Identify timeline for recommendations not prioritized
- Develop Change Management Playbook
  - Begin developing the shell for the Change Management Playbook
  - Align with Strategic Program Subgroup Owner on prioritized recommendations

APPENDIX

CHANGE MANAGEMENT ASSESSMENT DETAILED FINDINGS

Change Management Assessment Scorecard

Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term) *
Program Feedback	• The Program Director role may not always be as strategic as it needs to be. The Program Director has to support the project, get the project team to align to the mission and constantly engage with the community as a liaison. • The Campus Readiness initiative needs to be about more than providing tools and templates. The program/ project team members need an understanding of how to effectively do change management. They need help with identifying the impact, level of change management required and resources required to support change management. • The term campus readiness is viewed as disaster recovery or as very technical in nature as compared to organizational change management which people seem to have a clear understanding of. • Pilot used to build the plan and template for future rollouts – let future schools know what was done in the pilot and they determined if it fit their needs • For projects that had strict deadlines imposed by leaders and pre-determined calendars time often became a restriction for completing key activities. • 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.	1. Develop a boot camp or crash training course for Program Directors that provide directors with the tools needed to serve as the Senior Change Management sponsor. • Identify a mentor for the Program Director • Build capabilities throughout the year • Identify goals aligned with the change management activities *2. Develop a Campus Readiness Playbook that provides a framework for change management supported by tools, templates and how to. Outline change management activities that build awareness, buy-in and adoption.* • *Identify a change management framework* • *Identify necessary tools (see other recommendations)* *3. Develop a name for campus readiness that connects to internal and external audiences – consider some version of organizational change management.* *4. Build internal program communication channels targeted at HUIT and program team members.*

***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 recommendations are those that will take beyond the end of the fiscal year (FY17) to create a baseline.**

Change Management Assessment Scorecard

Program Feedback Quotes
“They have to do the sell all the time. .” “If we do something with change management I hope it’s not just templates and tools. It’s an overhead dollar amount. Some of the stuff should be able to make a call that its low or high change management and the headcount is added to ITCRB and someone hires the person and helps to determine what is good. Leave a lot to chance by publishing guidelines and expecting project to interpret the guidelines.” “Not enough cross program coordination in timing, communication, or engagement.” “We don’t do ourselves any favour when we (HUIT) are inconsistent. Sometimes even the programs are inconsistent.” “Program Director energized the project and got it going. He set the tone for how the project was going to go.” “You need a very strong and motivated leader to carry the message across the University. If you don’t have that you won’t get anywhere.” “Campus readiness implies something very disaster recovery.” “Need to establish greater ownership across HUIT for all the programs. Goals are assigned to an individual. Unfortunately many of the programs feels like a task for the program leads. Defining a structure that allows for shared ownership.” “In general HUIT is not as accommodating to change as you would think. You have to win the hearts and minds of ourselves. Weird because we are not as innovative as we should be as an organization.” “Understanding the timetable for the project and how it might interact with existing projects on the docket and future projects.” “Too many things at one time from HUIT and internal school initiatives. We are experiencing a lot of system fatigue because implementing a lot of things at once.” “Would be nice to have consistent templates and approaches.” “Need more people that are customer focused and not IT focused.” “Wouldn’t know who to email about [project] updates. Doesn’t know the person in charge for them.” “A lot of the things we’ve done are not transformational.” “Need more internal [HUIT] communication on what these rollouts mean.” “HUIT should know exactly what’s going on within the different facets of the organization.” “For an organization that claims it is customer focused it would be nice if you listen to your customer. We’re always told what we are going to get. Change that happens with someone is a lot easier than change that happens to folks. You have to listen to them. Bring people along does not mean a meeting where you tell them. Don’t see signs of listening from HUIT.”

Change Management Assessment Scorecard

Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)
Value Proposition	• Programs lack a strategic way to outline user benefits and impacts therefore we have a hard time communicating the case for change, selling the tool and realizing user benefits. • The process to develop and deliver change management is varied on all programs and strategic initiatives. There is an array of principles, theories and tools being utilized to execute change management. • 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.	*1. Create a standard process for building transformation vision documents that will help programs to better articulate their case for change and benefits. Leverage HPAC processes and tools in the playbook.* *2. Create a Change Management Strategy and Plan Template. Include in Playbook.* 3. Identify change management staffing models to support programs and projects. Staffing models can include shared OCM resources across projects, OCM work streams, or PMs supporting OCM. 4. Create Campus Readiness training to be included in HUIT IT Academy training as specialized discipline. 5. Create a Campus Readiness Community of Practice 6. Coordinate program/ project delivery dates alongside school delivery dates. Create HUIT and school roadmaps. Involve schools in program/ project planning efforts so that they have a say in their go-live dates.

Change Management Assessment Scorecard

Value Proposition Quotes
“Want some feedback on the communication templates. Want a framework for community readiness.” “Need to formalize our efforts and approach around change management.” “…need a change management community of practice.” “The schools wanted to take an approach to change management that was geared to how they felt their faculty and staff would receive info.” “I think change management is critical place that we need to make more investment. Spend so much money on technology but a lot of time what gets left on the table is engagement and optimizing change. Making millions of dollar of investment and we are not maximizing investment.” “Case for change – we aren’t doing a good job at this effectively.” “We should manage our outreach and readiness preparation in a consolidated and efficient fashion. Finding synergies where they exist across the program.” “Collaboration [with school] is most effective.” “Love it if they [projects] come to us [schools] as early as possible. We would like to be involved when programs determine what they want to deliver. Want involvement as team is picking the solution.” “Don’t know the right point but early in the design of system and features there should be more people [end users] to test the system.” “If you get us [schools] involved sooner we could help do some of the testing.” “Someone at HUIT makes a decision and then we have to deal with it.” “We are not a partner in the planning – they [HUIT] come fully formed. We have to reformat.” “There are a lot of initiatives coming down from HUIT.” “We also don’t pace things well.” “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 Assessment Scorecard

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<tr><th>Area</th><th>Findings (Risks and Enablers)</th><th>Recommendations (italics = short term)</th></tr>
<tr><td>Outreach</td><td>

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 large groups of users (i.e., faculty, staff, students) then the governance structures are very technical 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.
The Local Implementation Manager (LIM) model is heavily used on many programs but not consistently and LIMS are not held accountable for their roles and responsibilities.
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 of 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.
There is often uncertainty around who to involve with the program or what stakeholders within the school and departments are impacted.
The “face of the program” should be someone in the schools where possible and supported by the project for communications and demonstrations but could lead to confusion in terms of who is leading the program.
Undergraduate student impacted projects hired subsets of students to review and provide feedback on student communications, knowledge center documents and conduct usability testing.

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Create an understanding of governance models to choose from a scenarios in which to use each governance model. Create an understanding of roles, terms and what each level of the governance structure means.

Ensure school representatives is included in the governance structure.
Encourage programs to leverage the Engagement Council framework more within large programs and projects.

Create a standard of roles and responsibilities for Engagement Councils and Local Implementation Managers. Enforce those roles and responsibilities on each program/ project.

Provide LIMs with a checklist of all of their roles, responsibilities and activities to aid in their success.

Conduct a Communications Audit outlining the various stakeholder groups and communications/ meetings that are relevant to those groups. Outline meeting/ communication name, owners, occurrence and intended audiences.
Develop a Stakeholder Analysis Template to help the programs identify key partners and impacted parties of their programs. Include template and process to complete in playbook.
Develop an Stakeholder Engagement Plan Template for programs/ projects to leverage in developing their plans. Ensure programs/projects are engaging at every level of the organization/ schools.
Develop a checklist for identifying the School Sponsor within each school so that we have the “right” resource to support the program.

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Change Management Assessment Scorecard

Outreach Recommendations (Continued) and Quotes		
Outreach	• Schools and departments want to be engaged with the program and projects as early as possible. HUIT has to make sure the school feels heard and engaged. • Programs lack an understanding of how stakeholders are engaged with various programs, the impacts or the timeline of other initiatives affecting stakeholders.	7. Engage schools during the planning phase of the engagement including in helping with product selection. 8. Establish a common tool to manage customers and impacts across all programs.

“Stakeholder engagement is bigger than any technical challenge at Harvard.”
“It’s like 12 mini projects even if stuff is repeatable.”
“Make sure the schools feel like they are being heard. We had the teams assigned to the schools and they met regularly.”
“Had problem solving but they needed more people in the room to represent their interest. They gravitated towards a committee.”
“Should have leveraged an existing meeting.”
“Ended up with committees at some of the schools but that’s how it happened.”
“Schools identified the strategies that worked well for them.”
“Hired 15 students in May 2015 – paid stipend. Provided an overview and requested their feedback.”
“Wanted to do user testing. Did some. Didn’t do enough because didn’t have enough time.”
“Very rarely did we [HUIT] offer something [meeting] and get people to come to us.”
“We have to bring the information to them [stakeholders] as much as possible.”
“Single Point of Contact that helps coordinate. Maybe part of account executive function. Especially when going to the same group over again.”
“Challenge is always stakeholder identification. Harvard is decentralized. Hitting all the audiences is a challenge no matter where you are.”
“Outreach piece gets set aside.”
“People like it when you make the effort to show up in person.”
“They [LIMs] are doing all the detail oriented work. Build relationship with departments.”
“Make yourself available for all staff meetings.”
“Had a LIM model. It was marginally successful. Because we ended up not utilizing them much into the project.”
“They [Engagement Council] should be held accountable for bringing all the people within their school together to discuss the changes needed.”
“LIM should take what they are hearing and give it back to Engagement Council.”
“Executive Committee needs representatives from the business.”
“A different approach for each of the schools was necessary.”
“Need to know meetings taking place and how to get on agenda. How can I find out about conversations taking place?”
“The schools wanted to take an approach to change management that was geared to how they felt their faculty and staff would receive info.”
“Consistency on governance structure – same terminology.”
“Did a roundtable with students to understood what they hated about the system.”
“We are given the results without having any input. Without our use cases being seen at all. The discussions are always HUIT internal.”

Change Management Assessment Scorecard

Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)
Communication	• Programs are participating in opportunistic and ad-hoc communications because there is a lack of a strategic communication strategy and plan. • Schools leverage communication templates that programs develops. We need to include more business impact information that assists them with communicating to the audiences. • Programs lack a standard set of templates that they can use for building communications. There isn't any consistency across the types and structure of communications. • We often focus on function based communications versus role based communication which restrict us from identifying and sharing the impacts for each audience. • HPAC has been very impactful with assisting the programs with awareness communications including brochures, pins, and pamphlets as examples. HPAC/ HUIT Communications has recently become more involved in developing communication and engagement strategies, plans and transformation vision documents. • Many programs lack a resource whose skillset is in strategic communication development and delivery. • Business practice and policy messages best served coming from someone internal to school to ensure the message is read. • Websites are a communication channel many of the programs rely heavily on but there aren't any statistics on the usage of these tools. Therefore, we need to ensure we are relying on a multitude of channels for reaching audiences. • Programs feel that there might be a way to group programs so there is alignment with rollout and resources but the schools are not sold on this idea.	*1. Create a Communication Strategy Template along with a standard process for developing to be included in the playbook.* *2. Create a Communication Plan Template and process that can be included in the playbook. Include school specific needs in the communications in the plan.* *3. Develop a HUIT Communication Packet Template for projects to use in developing communications.* • *Create a template for core messages to equip project leaders with consistent information* • *Outline standard set of project communications including content types/ headings* • *Create standard countdown to go-live communications* 4. Leverage the stakeholder analysis to develop role based impact communications that are tailored to the audiences. Make communications more local in context, content and intent. 5. Consider shared HPAC/ HUIT Communication resources across many programs. Embed HPAC/ HUIT Communications resource into every program. *6. Develop a standard HUIT website framework / wireframe. Enforce use of the wireframe for all programs and projects.* 7. Identify communication roles and responsibilities required to assist with the development and delivery of communication in support of programs and projects. Also determine if there are any consistent features of projects that will allow programs/ projects to share resources.

Change Management Assessment Scorecard

Communication Quotes
“No strategic communication plans. Opportunistic. Always more communication and outreach that we can be doing.” “Take that knowledge and turn it into a routine to communicate and outreach that says once a month meet with a new group and 2-3 canned presentations that could be given depending on context and audience.” “Developed a standard set of templates that were available throughout the project. Met with core stakeholders to customize the templates.” “Someone from the school leadership tells the story to the community. “HPAC helps to make message concise and provides artistic style. They helped to get to a tone and HUIT voice.” “No role within the program that did communication or engagement that was a 1/3 of someone’s job.” “She got the schools to come up with communications plan. All the things we sent out were very professional.” “No communications came out from the Program Director to the users. It created some confusion about who was running the project and who was involved.” “The message was related to business practice and policy so it would logically comes from the [business owner].” “Faculty will not read communications from HUIT. Knew the community going in. Community would pay attention to emails from certain people.” “Didn’t have to do many communications during support.” “The ROI on building the Communication and Engagement model is huge. Need a centralized team that can support a portfolio of programs.” “Most effective when we are able to tailor the message and micro segment. Need to be careful about over generalizing broad swaths of the community.” “Created communications teams consisting of business owners and 3-5 multi-disciplinary school representatives.” “Executive Committee was helpful in identifying people to find the right groups to engage with.” “Used Salesforce as an email tool – was able to target the messaging. Need one system everyone is using and can see how other programs are engaging with them.” “You can never communicate too much.” “We wrote the email and it tells all the [system] benefits. The CIO or Dean sends the communication for the program. They are the face of the program for the school. Always good to have someone from the school say they are excited about it and supporting it with HUIT.” “Have template emails that the LIMs use to communicate out everything from the program.” “Expect the director levels to push the information down to their group. The school needs to have some responsibility to communicate down. Impossible for us to communicate with everyone.” “We communicate possibly too much technology and not enough impact.” “Communicate to them in a way that best matches the degree they will use it.” “Rely on departments to communicate to faculty. Provide tools like a fact sheet that outlines who is affected, benefits and features, and any available screen shots.” “We need more consistency in the web presence.” “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.” “Messages that come from both HUIT and school IT office is.” “Communication templates and tools are very helpful. Need consistent messages on initiatives.”

Change Management Assessment Scorecard

Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)
Training	• 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.). • Generic training material has to be developed to meet all the school's needs and feedback shows it is usually not detailed enough for school users. • When instructor led training was utilized there were 1-2 persistent training team members available to support the training development and delivery. • For many of the "out of the box" solutions we leveraged the vendor for instructor led training and other training materials. The programs supplemented the training materials with Harvard specific information where needed. • In the past instructor led training course we have neglected to include information that provide users with the "WIFFM", user benefits and/ or the business impact. • Some programs leveraged after action reviews but most have a lack of understanding around the success of our training efforts as we do not develop or leverage any measures to gain feedback. • Back office and HUIT training is almost always more formal than end user training in the form of instructor led or on-the-job training. • Faculty and staff knowledge centers were helpful for self-service training materials impacting those audiences. • Programs view CWD Training as too generic for large program use. However the schools feel that some of the CWD training has been useful for their needs.	*1. Develop Training Needs Analysis Template and process to help programs understand what training stakeholders need. Utilize the Training Needs Analysis and feedback to understand how impacted users learn best. Include materials in playbook.* • *Leverage resources from outside of the program to "test" training materials to ensure it meets the learning objectives and is clear.* 2. Leverage findings from the workforce transition exercises as well as stakeholder analysis to tailor/ personalize training materials to roles and schools. *3. Develop standard Training Strategy and Plans templates to establish learning objectives, training delivery approaches and timeline to deliver. Include templates and processes in playbook. Develop training course curriculum template.* 4. Leverage core communication materials as an introduction to training course materials (instructor led and self-service) reminding users of the business impact and user benefits. Leverage HUIT Communications/ HPAC to review program training materials for user benefits and business impact. *5. Identify training success measures and tools (i.e. after action reviews, surveys, focus groups) that can be leveraged across programs that allows us to understand if training was successful post implementation. Create templates for programs to use to be included in playbook.* *6. Build standard self-service training materials templates by audience that programs and projects can use to create standardization across all HUIT initiatives.* 7. Consider competency based training versus project based training. 8. Leverage CWD for training development and Harvard Training Portal for all of its features including course registration, delivery and tracking.

Change Management Assessment Scorecard

Training Quotes
“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.” “Even with heavy marketing people don’t use it. CWD tends to be generic and people hated it.” “Hard balance to put together training material that is appropriate for all the schools. Needed a little more time to improve the materials around that. People felt the training was too generic. Had to be somewhat generic so it was for all the schools.” “Don’t measure the success of training.” “People wanted the training to be personalized to their school.” “Heavy lift – back office users. On the job, sit with you and configure the system. Transact in the system and work with them along the way. ” “Designed self-service so it doesn’t have to be trained.” “Provided a quick reference with anatomy of the page to give them an overview.” “Direct training with Service Desk to help them understand the tools.” “Provide instructor led training courses that the vendor offers on campus.” “Provide a WebEx for the training because they [users] don’t physically want to go.” “We track training participation, using the vendor to provide the number of people that attended the class. Overall participation of training is at 25%. Faculty does not go to training classes.” “Did every kind of training – instructor led training, webinars, online training, demonstrations, and one-one-one sessions. Everything that we could offer we did. It varied by school on what was utilized.” “From the beginning of the project it was made clear faculty [in all schools] would not attend courses.” “Think about training more holistically across the university. We do a bad job at it. There needs to be more funding for training for professionals based on competencies. Let’s not train on projects and specific tools. In absence of tools there are competencies we can train on.” “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.” “As partners we have to give them something they can use and allow them to tailor. We need to have a degree of specialization on training for the schools.” “We need role based training as opposed to function based training.” “We have the Harvard Training Portal and there is a real opportunity to use that for training. Have a way of assigning training to roles.” “Don’t get training for things. Got DUO training because had to be the admins. No one schedules training for us.” “Need to focus on support and training.” “We need training after go-live. We need people to get familiar with the latest training and applications available. We are struggling to keep up.” “The programs need to come up with more customized curriculum for the training that would be school based.” “Our staff receives training. A lot of times the training is based on assumptions that are not true for our school. A good example of that is the machines we are working on.”

Change Management Assessment Scorecard

Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)
Workforce Transition	• 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. • 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. • When the program viewed changes as "intuitive", they thought that there wasn't a need for an effort to identify process changes or training because things would be easier for the users. • The programs and strategic initiatives don't focus on changes to organization design or individual roles. • Schools are interested in assisting with outlining their processes and procedures so that we can better develop future state processes and procedures that are supported by the tools and systems we deploy.	1. 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 • Create a Workforce Transition Strategy and Plan Template 2. Develop tools to assist in documenting the current and future state processes. 3. Leverage stakeholder changes data to tailor communication and training materials. 4. Utilize the stakeholder analysis to identify training required to support the impacts to the various business groups. 5. Invest in a "Day in the Life" of the user to understand their patterns, behaviors, approaches and processes in the context of the systems, tools and processes implementing. Develop these "Day in the Life" for each stakeholder group/ role. 6. Identify a process and tool working collaboratively with HR and the schools to discuss organizational design and individual roles changes. This process will cause us to work more closely with the schools to understand their current and future state and outline any gaps. This process would help us to identify and build the user benefits.

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Workforce Transition Quotes
"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." "Processes changed but not dramatically." "More intuitive than the previous process." "No one wanted to talk about OCM. People wanted to talk about training but not OCM. In many cases that's because the business process did not change and the tool did." "When there is work to be done need to allocate the people piece - organization design and structure." "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." "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." "Cannot unravel the mysteries of 12 different schools. They have to do that." "First step should be looking at the process. We should get the key people [users] to understand the current process and desired future state." "Have to pull in representatives from each school to understand how they are doing it today, where there is waste in the system, ways to improve the process." "First reviewing the process and looking to improve that process. It should become part of the standard." "They [Projects and programs] don't understand our current state process to help us determine the future state process." "Some of the impacts of the system are hidden and people don't realize it until after it is rolled out." "I feel like it is the schools job to understand the new tool and how it will impact the users."

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Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)

Operational Readiness	• In many cases operational readiness was not considered early enough in the lifecycle of the project leading to project resources transitioning off the project without any resources to take on their responsibilities.
	• When operational readiness was considered early, service desks specifically for those solutions were developed in advance of implementations to support the users.
	• We are leveraging consultant resources for many of the programs thereby losing a lot of great resources and institutional knowledge when we transition from the project to operational model.
	• Operational structure needs to be developed early and communicated to schools so that the expectations are clear.
	• Any changes to the program's stakeholder engagement model as a result of operations needs to be started during the program so that everyone is familiar with the new model.
	• Programs used the number of system users that they were supporting to determine when they moved from program to operations model. There was no consistency on when operations started across all the programs.
	• All programs introduced new HUIT services that we would be supporting and providing to end users but not everyone is aware of those services.
	• Some programs created a specific program role that focused on operations support to ensure program success in operations.
	• Schools and end users lack an understanding of how to obtain enhancements on systems following the project moving into operations. Program Directors no longer exist and they don't know who their point of contact is.
		1. Engage with Support Services Team to identify and develop a standard approach for programs and projects to begin operational readiness model development, design and deployment.
		2. Begin operational readiness strategy discussions at the onset of the project to assist in developing and supporting new services.
		    • *Determine end-user support services need for go-live and operations.*
		3. Develop a Project Transition Template and ensure each project is outlining transition plans for all project resources.
		4. Outline the operational structure, services and resources needed to support the operation model.
		5. Develop a standardized process for migrating from project to service model. Outline characteristics that will help projects understand when to shift from project to operations model.
		6. Create campaigns with internal (HUIT) and external (schools and departments) stakeholders around new HUIT services to educate on new services. Note: explore the role of the account manager for communicating this.
		7. Identify Operations Staffing Model to support the project and operations models and help teams determine what will work for their projects.
		    • Identify a persistent resource to own operational readiness at the onset of the project.
		8. Include the process for enhancements and ensure it is communicated as the program is transitioning from project to service mode.

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Operational Readiness Quotes
“Our biggest aha – more work to be done. More enhancements that thought would have taken care of than resources.” “Program directors need to plan early so they understand work that is going to end better than we do now.” “Revisit the staffing model often and re-examine new factors that will influence what that looks like.” “Be in close communication with resource partner. Keep HR and Finance informed and looped into the project.” “Very formal training and has become more informal since [resources] left.” “The phone is a data device that is managed now by IT dept. HUIT supports a lot of schools but it is now supported by the IT in schools. Need to make sure they embrace it and understand it.” “We have a Support and Operations Manager. Her group is training the back office and has an operation playbook.” “It will be up to the schools to work out how they train the users. Schools will be responsible for carrying on training that needs to take place for user.” “This is unusual for training not to continue. When implemented budgeting and HCOM there was an ongoing training component that was the responsibility of systems. That was not the case with this project.” “Go into it with enough planning to project what it will look like when it’s implemented.” “Develop a process for migrating from service to process that is identical.” “HUIT needs a clear process for enhancements. We need to know who to go to for enhancements.” “Support Services getting involved earlier in the projects than were in the past.” “Haven’t formally defined the engagement process with projects and programs post ITCRB.”

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Area	Findings (Risks and Enablers)	Recommendations (*italics* = short term)
Sustaining Readiness	• 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. • Most of the programs and strategic initiatives don't measure their success based on customer satisfaction. The programs lack an understanding of what qualifies as a measure of customer satisfaction for programs. • 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. • When user readiness was identified as a program activity it was not completed due to the lack of time and the inability to assess the vast majority of populations. • For some of the programs the measures of success changed throughout the various stages of the program to account for shifts in changes to the project charter and scope. • Provide user adoption support services during go-live/ conversion in the form of "Here to Help" stations or program resources on site.	*1. Identify user adoption measures of success that are attainable by the programs and projects.* 2. Involve users and recruit ambassadors to help identify and set measures of success and customer satisfaction. Engage with users and stakeholder groups in the beginning of the project to build buy-in and vested interest in the project's success. *3. Identify a process to obtain user feedback. Support the process with the necessary tools to be included in the playbook. Identify a standard process for gathering project and end user feedback following implementations.* • *Develop a Learned Process and Template* • *Develop an After Action Review Process and Template* 4. Develop a process to understand user readiness (from users and/or LIMs) prior to, during and post go-live. Support the process with the necessary tools to be included in the playbook. • Develop Change Impact and Readiness Assessment Template 5. Identify standards for end user adoption support services. Include processes and tools in the playbook.

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Sustaining Readiness Quotes
“Measure success by number of conversions and dollars. Target was to save money.” “Had people available at Here to Help stations. Here to Help was HUIT not much came to those. Most people showed up with HUIT focused things. ” “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.” “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.” “Feedback was gathered from users via questions during meetings.” “Adoption statistics come from tickets. Query Service Now about tickets.” “Want to measure savings and how many lines we are getting rid of it.” “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.” “Customer experience – not sure what identifies success for our customers. Difficult to say.” “Focus groups or after action reviews – might be able to get a perspective. The cultures differ by school and depts. Would have to have many to capture the different perspectives.” “During conversion we have a mini help desk that take questions and issue with on site resources.” “Biggest implementation risk is question of how do you ensure people are using it? What are some of the things we are putting in place to ensure people are using what we are rolling out?” “Adoption is about making sure people have the right knowledge. Using it [tool] right and linking the process to the tool.” “Measures of success for my school are schedule and timeline. Knowing what we are getting and when.” “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.” “Overall the follow-through is a theme that needs to be emphasized.” “We have post migration and post change surveys that go out. People are willing to provide feedback.” “Need to do a better job on the tail end of the project.” “Programs/ projects will be successful if don’t get any complaints.” “Measure things like the number of field support tickets that get pushed to school support that shouldn’t be.”

CHANGE MANAGEMENT ASSESSMENT INTERVIEWS

Change Management Assessment Interview List

Group 1 Interviews (8): Program and Strategic Initiative Leaders

- Jason Snyder
- Jason Shaffner
- Tim Vaverchak
- Erica Bradshaw
- Michael Milligan
- Katie Kilroy
- Ann Lurie
- Mitch Roger
- Kristin Sullivan

Group 2 Interviews (9): Program and Strategic Initiative Team Members

- Carolyn Brzezinski
- Acacia Matheson
- Stephanie Gumble
- Karen Pemstein
- Susan DeLellis
- Patty Hatch
- Jane Hill
- Gretchen Grozier
- Juliana Diluca
- Catie Smith

Group 1 Interviews (8): School Representatives

- Katherine Gates (FAS)
- Tammie Lombardo (HLS)
- Eric Hultmark (GSE)
- Meredith Quinn (Provost)
- Julie Stanley (HMS)
- Rich Borroff (DCE)
- James Waldo (SEAS)
- Dan Hawkins (HDS)

Change Management Interview Questions

A set of standard questions was asked so that answers could be compared and contrasted across all interviewees.

1. How did the program go about developing a governance structure that including representatives from multiple departments and schools? (Outreach, Communication, Sustainability)
2. When communicating with stakeholders impacted by your program, what were some of the things that worked well? Similarly, what could have been improved? (Communication, Outreach)
3. What do you see as the opportunities for improvement for stakeholder engagement and communication with stakeholders? (Outreach, Communication)
4. In what ways are stakeholders involved with the program? (Outreach, Communication)
5. If training was conducted for the program, how effective was the training? What made the training effective? What could have been enhanced about the training? (Training, Workforce Transition)
6. How did the program measure the success of the training program? (Training, Sustainability)
7. How were the departments/ schools willing to support the change? Provide examples. (Sustainability)
8. What were the biggest risks and challenges associated with the implementation of the desired solution? (Sustainability)

Change Management Interview Questions

A set of standard questions was asked so that answers could be compared and contrasted across all interviewees.

9. How did the program measure the success of the program? (Training, Sustainability)
10. In what ways do we identify the ways that user's daily practices will change as a result of the program? How are those changes identified? (Workforce Transition, Training)
11. Did your program result in a new service or major modifications to existing services? If so, how was that process handled? (Operational Readiness)
12. What support services were provided to users post go-live? How were those services communicated to users? (Operational Readiness, Sustainability)
13. What have been the key learnings from this program? (Outreach, Communication, Workforce Transition, Operational Readiness, Sustainability, Training)
14. What other things would you like for us to know? Are there any other key learnings from this (or other) program that you would like included in this assessment? (Outreach, Communication, Workforce Transition, Operational Readiness, Sustainability, Training)
15. Who else from the project would you like to be involved in this type of interview?