 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

Project no. 619347

EAGLE- EnhAnced Government LEarning

Objective ICT-2013.8.2 Technology-enhanced learning;
c) Holistic learning solutions for managing, reaching and engaging
learners in the public administrations

Small-scale Collaborative Project (STREP)
FP7-ICT-2013-11

www.fp7-eagle.eu

Deliverable No. D3.2

Methodological Framework for Change Assessment

WP No. 3 – CHANGE: Change Management (Critical Skill 1)
Lead Participant: LIST – Luxembourg Institute of Science and Technology

Approval Panel	Name / Partner short name	Department / Function	Date
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 <p>Contract Number 619347</p>	<p>Task 3-2 Methodological Framework for Change Assessment</p>	<p>Document Type Report</p> <hr/> <p>Version 1.0</p>
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Table of Contents

ASSESSMENT OF GUIDELINES FOR MANAGING CHANGE.....	1
1 INTRODUCTION	2
2 GUIDELINES FOR MANAGING CHANGE	3
2.1 CHANGE MANAGEMENT TEAM	4
2.2 STAKEHOLDERS IDENTIFICATION.....	4
2.3 ORGANIZATIONAL CONTEXT	6
3 ASSESSMENT METHODOLOGY.....	8
3.1 PROTOCOL AND PLANNING OF EVALUATIONS.....	10
3.2 OBSERVATION GRID	13
3.3 EVALUATION FORM	14
4 ASSESSMENTS RESULTS	15
1.1 GUIDELINES FORMAT.....	16
4.2 CHANGE MANAGEMENT TEAM	16
4.4 STAKEHOLDERS IDENTIFICATION.....	17
4.5 ORGANISATIONAL CONTEXT	17
5 CONCLUSION.....	18
6 APPENDIX.....	19
6.1 EVALUATION FORM	19
6.2 COMPLETED OBSERVATION GRID – WORKSHOP #1.1	22
6.3 COMPLETED OBSERVATION GRID – WORKSHOP #1.2	26

 EAGLE	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
Contract Number 619347		Version 1.0

EAGLE – EnhAnced Government LEarning

ASSESSMENT OF GUIDELINES FOR MANAGING CHANGE

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

1 Introduction

The project EAGLE aims at introducing an open learning and knowledge sharing platform in local public administrations. One of the prerequisites for the successful adoption of this platform by administration is processes to implement changes in local public administration. The study of barriers to the introduction and use of technology enhanced learning in this organisational context (Deliverable D.2.2, p. 5) shows (1) No established learning process, (2) No availability of learning content, (3) Changes but no change management and (4) Lack of digital literacy skills as the most salient identified barriers / challenges. To overcome the third barrier, EAGLE team has developed a Methodological Framework for Change (MFC). Its purpose is to support local administration in managing organisational changes related to the open learning and knowledge sharing platform introduction.


The MFC has been designed on the basis of an existing in-house change management model (“Demoisel”). This latter has been adapted to suit the needs of local public administrations when introducing open educational practices (Task 3.1), based on the requirements analysis (D.2.2) and a dedicated review of the academic and professional literature on open learning platforms in public organisations.

The MFC consists in four steps (Analyse – Plan – Act – Improve), to follow sequentially with the local public organisations, as well as a transversal activity – Communication. At all stages of this change management process, initiated and led by the top management, an inclusive design strategy and methodology will be used to involve a diverse range of organisational actor (from different horizons and hierarchical levels, including end users), as well as external stakeholders (including the EAGLE consortium regional contacts) in the decision-making. The precise implication of the diverse stakeholders at the different stages of the change process will depend on the specific contexts, and must be determined accordingly.

To support local administration in managing organisational changes related to the implementation of a learning and sharing knowledge platform, MFC has been formalized for ensuring its accessibility and usability. The result is the Guidelines for Managing Change (Deliverable D.3.2).

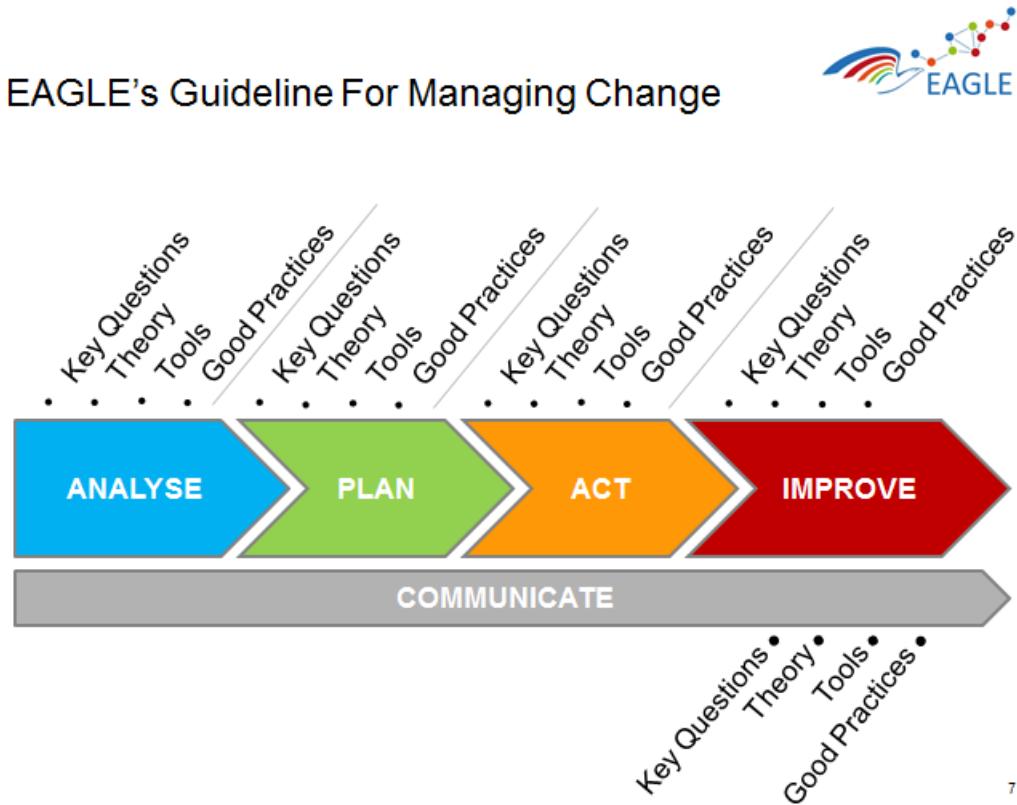
We began assessment of accessibility and usability of the Guidelines with Luxembourg municipalities (Task 3.2). The purpose of this document is to provide first results of the assessment which started at the end of September 2015. Based on the consortium decision, the launch of the experimentation has been delayed in order to minimize time between experimentation start-up and platform availability, otherwise the risk that municipalities’ interest and engagement decrease would be high.

The document is organized as follows: section 2 provides a brief summary of the Guidelines; section 3 introduced assessment methodology; section 3 presents first results.


 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

2 Guidelines for Managing Change

The main objective of Guidelines is to support and accompany the change relating to the implementation of the learning and knowledge sharing platform in local public administrations. It consists in a 4-step process ('Analyze', 'Plan', 'Act', 'Improve') and 'Communicate' as a transversal activity.



The first step – Analyse – aims at creating a shared vision of the envisioned target situation, based on a common understanding of the organisational context by all the involved stakeholders. The second step – Plan – aims at setting specific objectives and building an action plan for the open learning and knowledge sharing platform implementation, through the use of a collaborative decision-making method with the involved stakeholders. The third step – Act – aims at concretely implementing the planned actions, while ensuring the continuous support from the top management and the involvement of key stakeholders, including line managers and end users, throughout the change process. The fourth step – Improve – aims at evaluating the change process with the involved stakeholders, through the use of bottom-up assessment tools (i.e. feedback triggers), in order to decide what needs to be improved, and which actions must be undertaken. Communication is a transversal activity

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

and consists in top-down and bottom-up communication flows throughout the change management process, which support the collaborative work of the various stakeholders.

This document presents results of the assessment of the Guidelines' first step – Analyse. It aims to analyze the context in which the learning and knowledge sharing platform will be implemented (which actors, what type of organisation, what vision of the change). In this step, the first three activities have been assessed:

- Selection of change management responsible and change management team.
- Identification of the stakeholders to involve in the change process.
- Characterization of organisational context in terms of existing strategy, technology, procedures, people management, culture, and infrastructure.

2.1 Change Management Team

First step aims at selecting change management teams. Change management responsible and change management team are selected according:

- The key needed roles and activities.
- The required competencies and skills.
- The “nice-to-have” competencies and skills.

Guidelines provide a list of required competencies and skills¹

2.2 Stakeholders Identification

Second step consists of identification of stakeholders to involve. To this end, two tools are provided by the Guidelines:

- Stakeholder Saliency Model: this simple tool will help participants to identify who of their stakeholders are the most crucial for the change management process.

¹ Deliverable 3.1., p.14

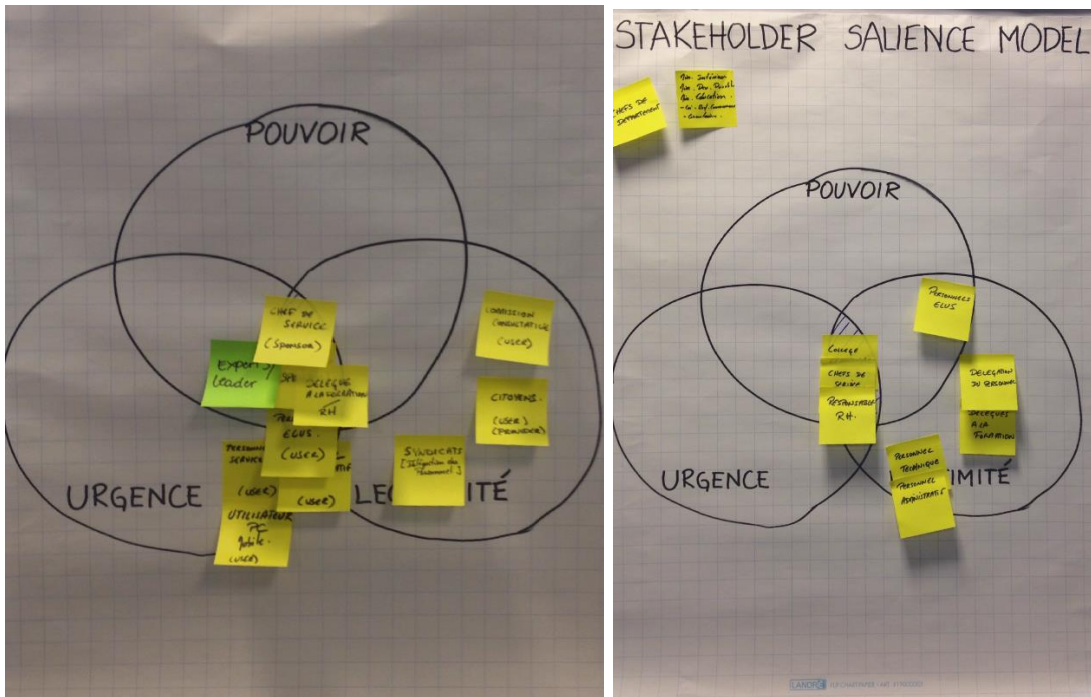



FIGURE 1 - STAKEHOLDER SALIENCE MODEL DEVELOPED IN BOTH WORKSHOPS

- Stakeholder Management Model: it helps to assess stakeholders' degree of acceptance or resistance to change.

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

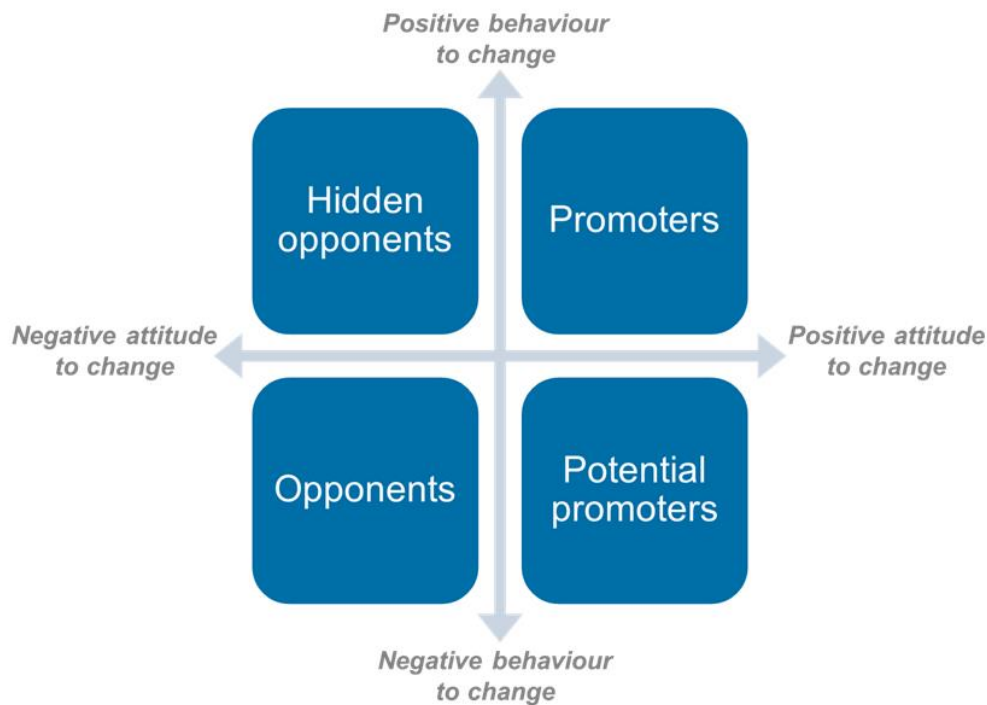


FIGURE 2: STAKEHOLDERS DEGREE OF ACCEPTANCE

2.3 Organizational Context

This activity included analysis of the following organizational dimensions with regard to their link to learning and knowledge sharing:

- Technology (e.g. devices, software)
- Buildings / Infrastructure (e.g. access to learning space, open offices)
- Processes / Procedures (e.g. time management, work processes, decision-making process)
- Culture (e.g. values, behaviours, habits, beliefs, leadership styles)
- Strategy / Mission (e.g. organisational aims, vision, resource allocation)
- People (e.g. training and development, career management, evaluation process)

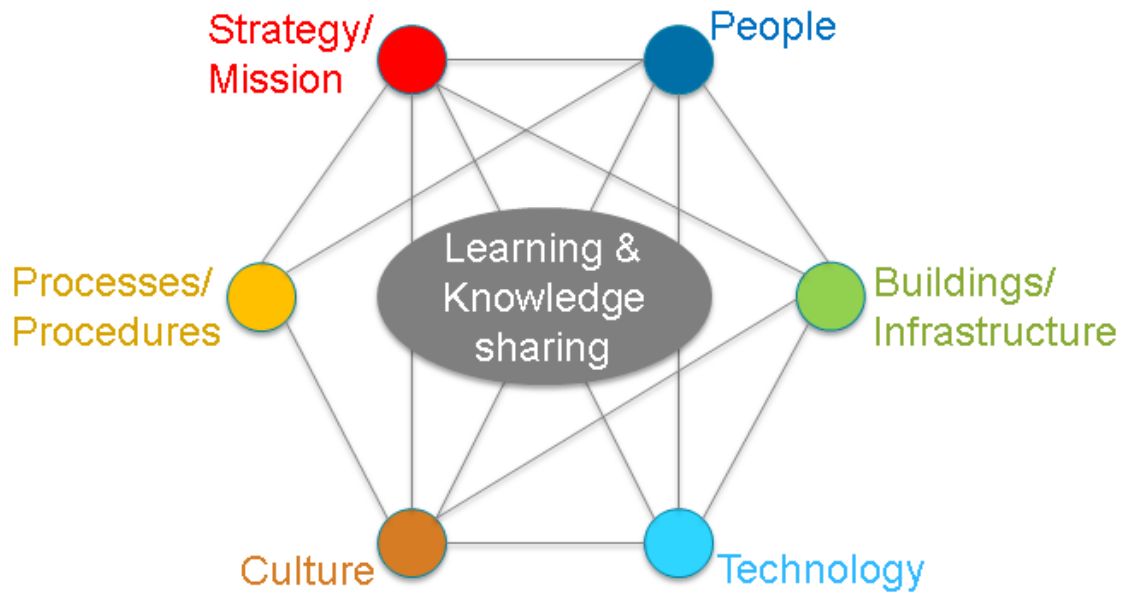



FIGURE 3 – ORGANISATIONAL DIMENSION

The goals of this exercise are:

- To ensure a certain level of coherence between the different dimensions in order to reduce tensions and resistance to change as far as possible. Indeed, tensions or resistance could be due to inconsistencies between what the new ways of learning and knowledge sharing require and what is actually available.
- To identify which elements can be supportive for the implementation of the new learning and knowledge sharing platform in the organisation i.e. serve as a lever for the change management process.

The results of this first analysis will serve you as a basis when you will determine your change management objectives (in the second step "Plan").

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

3 Assessment Methodology

We used Kirkpatrick's 4 training evaluation levels as a basis for our experimentation of the Guidelines for Managing Change (reference). Indeed, this theoretical framework includes not only the overall satisfaction of users and their acquired knowledge, but also aims to analyze the user's ability to apply the knowledge in their individual work as well as the impact of the training on the organization as a whole. It is therefore particularly suited to our situation, as the framework for change management developed in the EAGLE project aims to provide users with the necessary knowledge and skills in order that they can manage the change relating to the new learning and knowledge sharing practices, as part of their everyday working practices and in their organizational context.


- (1) *Reactions to the training.* Trainees are asked if they enjoyed the training and if they have learned from it.
- (2) *Learning measures.* For example, if the purpose of a training program is to increase knowledge, an appropriate knowledge test should be used to determine whether the trainees have actually learned from the training. So, learning measures test retention of training material.
- (3) *Behavior measures.* Behavior measures indicate the extent to which the training transfers to the job, to the workplace of the trainee.
- (4) *Results.* Results measures are used to show whether broad, often more long-term organizational goals are attained through the training. Measures used may vary from return on investment to lower sickness absenteeism, reduction of turnover, etc. The link between the training and such long-term results is, of course, often not clear. More often than not, long-term results are affected by multiple causes, and training may be only one of the many possible causes. Still, careful utility assessments and other large-scale evaluations, are useful instruments to indicate the effectiveness of the training on this fourth level of evaluation.

FIGURE 4 – KIRKPARTICK'S FOUR LEVEL EVALUATION MODEL²

The objective of the experimentation is twofold:

- First, test the Guidelines for Managing Change with Luxembourgish Municipalities in order to get relevant feedback about their satisfaction with the theory and tools provided as well as the knowledge acquired through using them. These results will serve to update and improve the Guidelines according to the users' specific needs in their context.
- Second, support and accompany the change relating to the implementation of the learning and knowledge sharing platform. We will assess the key users' empowerment in terms of managing change (at an individual level) as well as the impact on their change management practices (at an organizational level). These results will serve to advance knowledge in the field of change management in public administrations.

² Herman Steensma Karin Groeneveld, (2010), "Evaluating a training using the "four levels model"", Journal of Workplace Learning, Vol. 22 Iss 5 pp. 319 - 331

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0


Accordingly, assessment focuses on accessibility and usability of Methodological Framework for Change (MFC). Usability is generally defined as the ‘ease of use and learnability of an artifact’³. In respect to forthcoming deliverable 3.3, it had appeared appropriate to distinguish learnability from use. A tool could be easy to learn but not use by participants, the opposite is true as well.

- Accessibility is the **ease of learnability** of principles and tools provided by the MFC.
- Usability is the **ease of use** of principles and tools provided by MFC.



The degree of usefulness of the MFC will be appreciated by combining participants’ perceptions and concrete changes that occur during the experimentation.


In order to measure accessibility and usability of MFC it necessary to define what data are needed and how to collect them. Data collection strategy is illustrated by a specific document (?) Protocol and Planning. Data needed to perform the assessment are identified in two technical supports (Observation Grid and Evaluation Form).

³ <https://en.wikipedia.org/wiki/Usability>.


 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0


3.1 Protocol and Planning of Evaluations

Week	Action to undertake	Description	Guidelines + Material +Tools
W1	Contact municipalities 	Municipalities which participate identify a responsible person in each municipality (Change Management Responsible). <i>For large municipalities, we identify Change Management Team</i>	pp. 1-7 + PowerPoint (3 slides)
W1	Translate Guidelines	We translate step 1 of the “Guidelines for Managing Change” (pp. 1-25) into the local language	pp. 1-25
W4	Adapt translated Guidelines	We adapt the translated text (pp. 1-13) of the Guidelines <i>according to update from Luxembourg</i>	pp. 1-13
W5	Organize a half-a-day Workshop with Change Management Teams 	<p>Before the workshop:</p> <p>We send the Guidelines for Managing Change and ask the Change Management Teams to a) scan the whole document, b) read p. 1-13 in detail and c) prepare in particular 1.2 Stakeholder identification and 1.3 Context analysis</p> <p>Half a day workshop with Change Management Team members of municipalities:</p> <p>First half (~2h)</p> <ul style="list-style-type: none"> - We give a short EAGLE intro - We explain the Change Management process, their role and the next steps - We answer questions about the overall process (Q/A session) - We present the 1.2 Stakeholder identification and answer questions about it - Each municipality (in a team) prepares 1.2 Stakeholder identification (list) and shares with the group (+ discussion) - Each municipality (in a team) prepares 1.2 Stakeholder identification (2 analyses) and 	pp. 8-13 + Tools: - Stakeholder Salience Model - Stakeholder Management Model - Organizational Questionnaire

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

		shares with the group (+ discussion) Break (coffee or lunch) Second half (~2h) <ul style="list-style-type: none"> - Divided in 4 sections, we present 1.3 Context analysis and answer questions about it. Each municipality prepares 1.3 Context analysis individually and shares with the group (+ discussion) - We present 1.4 Vision setting and answer questions about it. - We ask the Change Management Responsible to carry out first Communication activities in each municipality, that is to invite stakeholders to Focus group and to carry out 1.4 Vision setting with them before the following meeting (homework) - <u>Each participant completes the feedback questionnaire individually (15 min)</u> 	
W6	Adapt translated Guidelines Remind the Change Management Teams to involve stakeholders	We adapt the translated text (pp. 14-21) of the Guidelines <i>according to update from Luxembourg</i> We remind the Change Management Responsible to carry out first Communication activities in each municipality, that is to invite stakeholders to Focus group and send them 1.4 Vision setting (homework)	pp. 14-21
W9	Organize a half-a-day Focus Group with Change Management Teams & Stakeholders <div style="position: absolute; left: 270px; top: 70px; background-color: #f4a460; padding: 5px; transform: rotate(-90deg); font-weight: bold;">Meeting</div>	Focus Group (half-a-day) with Change Management Team members of municipalities and the stakeholders identified at the previous workshop: First part (2h45min) <ul style="list-style-type: none"> - We validate the Barrier Analysis (cf. D2.1) and 1.3 Context analysis, with all municipalities (1/2h) - Each municipality undertakes a Maturity Assessment using 1.4 Vision Setting (2h) - <u>Each participant completes the feedback questionnaire individually (15 min)</u> Second part (tbd)	pp. 14-21 + Tool: - Maturity Assessment


 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

		- We validate the scenarios and personas (cf. WP8) with all municipalities (1h30)	
W10	Send 1.6 to Change Management Teams	We send 1.6 How is the change management going? (p.25 of the Guidelines) to Change Management Teams with request to use it with participants of Focus Group (homework)	p. 25
W11	Phone calls with Change Management Responsible 	We call the Change Management Responsible of each municipality in order to: <ul style="list-style-type: none"> - Get feedback on 1.6 How is the change management going? (p. 25 of the Guidelines) - Inform about next steps and answer any questions about the process 	p. 25
Report on step 1 experimentation			

3.2 Observation grid

The objective of this grid is to collect feedback about the “Guidelines for Managing Change” document and related methodology during workshops in order to improve the solution (format, content) and to measure its impact on empowerment (behaviours, outcomes).

Parts of the solution		Observation criteria	Observation data (comments)	Related page of the guide	Who in the group
GUIDELINES DOCUMENT	FORMAT	Ease of use? Format adequateness? Visibility, size, volume... Colours, characters...		<i>Ex: page 5, § 2</i>	<i>Ex: Change Manager 1...</i>
	CONTENT	Understanding of contents... Ambiguity of contents, need for additional explanations... Need for pre-required knowledge...			
GUIDELINES METHODOLOGY	BEHAVIOURS	<u>Passive listening</u> : silencer, doesn't take part... <u>Active listening</u> : asks for information & opinion... <u>Involvement</u> : makes suggestions, gives opinion, information and direction, takes part in the discussion in an engaged manner...			
	OUTCOMES	Did the group reach the objective of the workshop/ focus group?			

 EAGLE	<p style="text-align: center;">Task 3-2 Methodological Framework for Change Assessment</p>	Document Type Report
		Version 1.0
Contract Number 619347		

3.3 Evaluation Form

Evaluation Form addresses

- Perceived easiness to understand Guidelines
- Perceived easiness to use Guidelines

The questionnaire articulates around the four levels of training evaluation of Kirkpatrick and seeks information on the following aspects:

Level 1: Satisfaction

- Overall satisfaction with the Guidelines
- Format of the Guidelines (word, excel, paper)
- Language used in the Guidelines (English)
- Overall structure of the Guidelines (what you need to know, tools and good practices)
- Length of each part of the Guidelines
- Overall satisfaction with the process (focus group / workshop...)
- Format: focus group / workshop...
- Language used
- Length

Level 2: Acquired knowledge

- New knowledge acquired about CM
- Guidelines adapted to the level of knowledge
- Understanding of CM (theory, tools; each part of the Guidelines)

Level 3: Individual empowerment for managing change (individual)

- Utility of the Guidelines for managing change in your context
- Efforts to use the Guidelines for managing change in your context
- Ability to use the Guidelines for managing change in your context

Level 4: Change management in context (organizational)

- Effectiveness of implementation of changes

Open questions on Guidelines

- Strengths
- Weaknesses
- Improvements

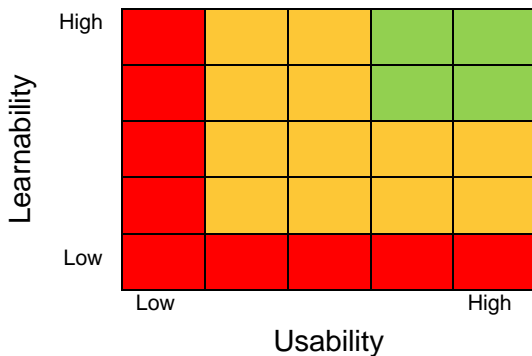
Evaluation Form is filled out by participants of the workshops.

4 Assessments results

Assessment is based on feedbacks from participants and observations made during the workshops. Four Luxembourgish municipalities are involved in the Methodological Framework of Change Experimentation. Two of these municipalities are considered as small ones, the others as large. Among participants, three of them are HR Manager, other two are IT responsible.

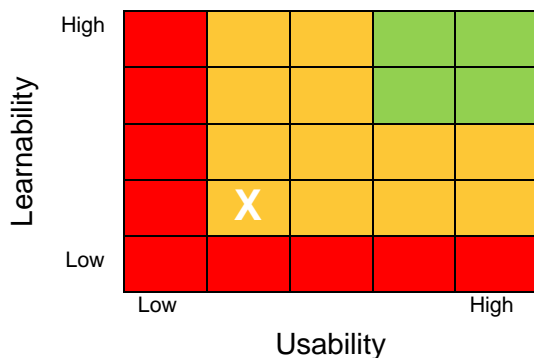
The full observation notes from experimentation workshops conducted to-date are available in the Appendix (6.2 and 6.3). Evaluation questionnaires have been distributed to workshop participants and they are scheduled to be collected by October 15th.

Assessment results shall be presented in an orthonormal system which axes are 1) degree of learnability, and 2) degree of usability. Results will be displayed by using chart as below:



If results are in the red area, activities assessed shall be removed of the Methodological Framework of Change (MFC). They are difficult to understand and application appears not relevant. In the orange area, activities require improvements regarding learnability (pedagogical support quality, skills required to perform it) and usability (relevance according organizational context and step process context). If no improvement can be made, these activities shall be replaced by another or relocated in the process. In green area, activities and tools are perceived as relevant and easy to deploy. No improvement is required.

1.1 Guidelines format



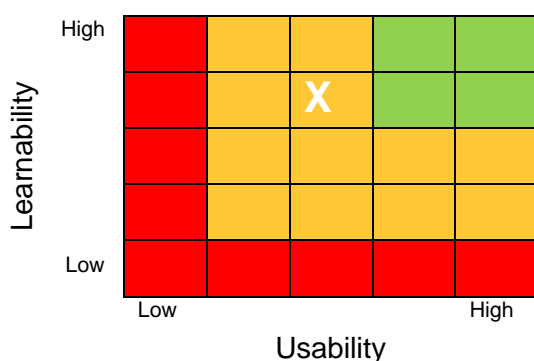
Comments

Participants have all criticized the format of the guidelines: they are too long. It could explain why participants did not read the guidelines before the workshop (Usability is low). And because they are reluctant to read it, learnability level is also low.

Improvement

- Cut the Guidelines into several smaller steps

4.2 Change Management Team



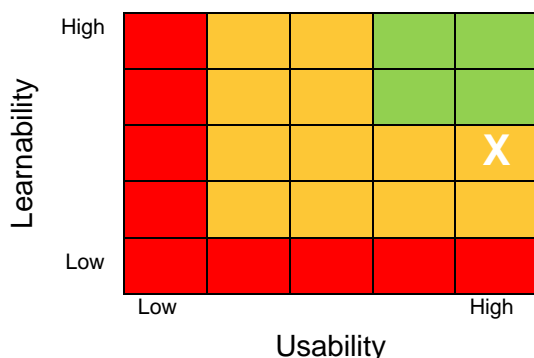
Comments

Explanation on the composition of change management team is easy to understand (Learnability is almost high). Lack of interest of participant has been observed (Usability is medium). It may mean for participant that this topic does not yet need special attention.

Improvements

- Plan this activities when expectations toward adoption of Open Educational Learning are defined

4.4 Stakeholders Identification



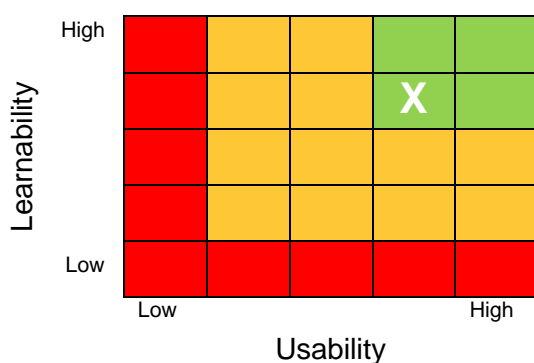
Comments

There is a large agreement on the idea that successful change requires stakeholder involvement (usability is high). Tool used to support stakeholder identification seems to be easy to learn. Nevertheless, in both groups, attention was focused on internal stakeholder. Openness expected within this project is reduced to organizational borders. Accordingly, Learnability level is medium

Improvements

- Add explanation and illustration on external stakeholder
- Plan this activities when expectations toward adoption of Open Educational Learning are defined

4.5 Organisational context




Comments

Each organisational dimension is familiar to participants (learnability is pretty high). And they easily filled out related questionnaire (usability is high)

Improvements

No improvement is required. Due to learnability and usability perceived by participants, we have decided to adapt maturity assessment regarding organisational dimensions.

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

5 Conclusion

Even though the assessment is still ongoing, several preliminary improvement opportunities have already been identified.

- Guidelines' format shall be adapted in order to avoid reluctance toward its length. It shall be divided into Open Educational Resources dedicated to specific step of the methodology (cf. Deliverable D3.3 – Local Government Change Management Guide).
- As a general feedback received, guidelines should be translated to the local language (French, in case of Luxembourg) to increase their accessibility.
- Some steps appear not relevant until possibilities offered by the adoption of Open Educational Practices (Practices or Resources?) are well defined. The following steps (for what?) should thus be launched after setting up a clear vision about what is possible with the platform, allowing the participants to clearly define what they want to achieve within the project. Participants have outlined questions in this respect (see Appendix) which will be cleared within the project both to advance understanding of prospective users as well as the quality of forthcoming assessments.

Summarizing the deliverable, it is a drawback not to be able to use the EAGLE open learning platform to support the assessment of change management learning Guidelines. It could help participants to get a better view of the platform and its functionalities. And it could serve as a starting point to knowledge sharing between participants via the platform. However, valuable findings were generated, both for improving the Guidelines and other tasks in the project.

Next steps of the experimentation will be timed in line with the launch of the platform prototype to allow for these benefits as well as to manage the risk of diminishing interest mentioned in the beginning of this document.

6 Appendix

6.1 Evaluation Form

Satisfaction with the Guidelines design and the focus group / workshop process

1. How would you rate the Guidelines design?

(Circle the right number)

Poor	Fair	Satisfactory	Good	Excellent
1	2	3	4	5

2. Please rate the Guidelines design on the following items.

(Circle one number for each item)

	Poor	Fair	Satisfactory	Good	Excellent
2.1 Content	1	2	3	4	5
2.2 Overall structure	1	2	3	4	5
2.3 Creating interest in the topic	1	2	3	4	5
2.4 Format (Word & Excel)	1	2	3	4	5
2.5 Language used	1	2	3	4	5
2.6 Length	1	2	3	4	5

3. How would you rate the focus group/workshop?

(Circle the right number)

Poor	Fair	Satisfactory	Good	Excellent
1	2	3	4	5

4. Please indicate your evaluation of the workshop/focus group on the following.

(Circle one number for each item)

	Poor	Fair	Satisfactory	Good	Excellent
4.1 The workshop / focus group was well organized and followed a logical order	1	2	3	4	5
4.2 The language used was adequate	1	2	3	4	5
4.3 Paper version of the Guidelines was useful	1	2	3	4	5
4.4 The time for interaction was adequate	1	2	3	4	5
4.5 The EAGLE representative facilitated the focus group / workshop progress	1	2	3	4	5

Acquired knowledge through using the Guidelines

5. What did you gain from using the Guidelines?

(Circle one number for each item)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5.1 Answers to my questions	1	2	3	4	5
5.2 Resource materials I can use	1	2	3	4	5
5.3 Ideas I can try immediately	1	2	3	4	5
5.4 Anything else? _____					

6. Please rate the Guidelines content on the following:

(Circle one number for each item)

	Poor	Fair	Satisfactory	Good	Excellent
6.1 Easy to read	1	2	3	4	5
6.2 Easy to understand	1	2	3	4	5
6.3 Provides information you can use	1	2	3	4	5
6.4 Effectively integrates information on change management	1	2	3	4	5
6.5 Adapted to your organizational context	1	2	3	4	5

7. For my experience level with change management, the Guidelines content was: (check one)

Too simple

Just right

Too complicated

8. From the following list of topics that were covered today, please indicate how useful you found each to be. (Please circle one number for each topic)

<i>List of topics</i>	Not at all useful	Minimally useful	Moderately useful	Very useful	Extremely useful
Topic 1	1	2	3	4	5
Topic 2	1	2	3	4	5
...	1	2	3	4	5

Perceived performance and usefulness of the Guidelines for managing the change

9. To what extent do you agree with the following statements?

(Circle one number for each item)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
9.1 The Guidelines will be useful for managing the change	1	2	3	4	5
9.2 The Guidelines will be easy to use/deploy in order to manage the change	1	2	3	4	5
9.3 Learning to use/deploy the Guidelines is easy for me	1	2	3	4	5
9.4 I have enough time to use/deploy the Guidelines in my organizational context	1	2	3	4	5
9.5 I'm a little bit scared to use/deploy the Guidelines	1	2	3	4	5
9.6 I have the required knowledge to use/deploy the Guidelines	1	2	3	4	5

10. I can use/deploy these Guidelines...

(Circle one number for each item)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10.1 Even if I'm not supported / accompanied	1	2	3	4	5
10.2 Only if I'm supported / accompanied	1	2	3	4	5
10.3 Only if I have a lot of time	1	2	3	4	5

Change management objectives

11. Did you reach the today's objectives of the Guidelines?

Yes

No

12. What three things from the Guidelines were most helpful to you?

12.1 _____

12.2 _____

12.3 _____


13. What three things from the Guidelines were less helpful to you?

13.1 _____

13.2 _____

13.3 _____

14. How can the Guidelines be improved? What is missing?

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

6.2 Completed Observation Grid – Workshop #1.1

OBSERVATION GRID

Ettelbruck, 17 September 2015

Presenters: Eric Ras & Philippe Valoggia


Observers: Lidia Gryzkiewicz & Eric Ras

Participants:


- Participant 1 (P1). IT responsible (large commune)
- Participant 2. (P2) HR (incl. learning) responsible (small commune)
- Participant 3. (P3) HR (incl. learning) responsible (large commune)

The **objective** of this grid is to **collect feedback** about the “**Guidelines for Managing Change**” document and related methodology during workshops and focus groups, in order to **improve the solution** (format, content) and to measure **its impact on empowerment** (behaviours, outcomes).

Parts of the solution		Observation criteria	Observation data (comments)	Related page of the guide	Who in the group
ES DOCUMENT	FORMAT	Ease of use? Format adequateness? Visibility, size, volume... Colours, characters...	<ul style="list-style-type: none"> • “It is quite long” • Further comments will be provided after participants will read the guidelines. 		<i>IT responsible</i>

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0


	CONTENT	<p>Understanding of contents...</p> <p>Ambiguity of contents, need for additional explanations...</p> <p>Need for pre-required knowledge...</p>	<ul style="list-style-type: none"> • Translation into French was requested for all meeting materials. • Participants were not involved in conscious change management before. They were not aware of any specific change management methods. • The part regarding 4 types of power was received with large interest. • Further comments will be provided after participants will read the guidelines. 		
GUIDELINES METHODOLOGY	BEHAVIOURS	<p><u>Passive listening</u>: silencer, doesn't take part...</p> <p><u>Active listening</u>: asks for information & opinion...</p> <p><u>Involvement</u>: makes suggestions, gives opinion, information and direction, takes part in the discussion in an engaged manner...</p>	<ul style="list-style-type: none"> • 3 out of 7 expected participants did not appear at the workshop (2 of them have notified the organiser about their absence in advance, 1 was ill). • One of the participants expressed the opinion that it is a shame others did not show up to use the opportunity to do important "pre-work" before the platform is available. • In the beginning, workshop participants were mostly passive and quiet. However, very quickly all three workshop participants got <u>very actively involved</u> in the discussion. • Participants asked and answered questions, gave their honest opinions and discussed. • One of the participants proactively asked for Eagle materials (presentation, video) to introduce the project to their colleagues. 		

 <p>Contract Number 619347</p>	<p>Task 3-2 Methodological Framework for Change Assessment</p>	Document Type Report
		Version 1.0

			<ul style="list-style-type: none"> The part with Stakeholder Analysis evoked many active reactions and vivid discussions. 		
	OUTCOMES	<p>Did the group reach the objective of the workshop/ focus group?</p> <p><i>(Remember the specific objective according to the guidelines)</i></p>	<ul style="list-style-type: none"> Partially. The objectives of the first workshop were to: 1) introduce Eagle; 2) understand the role of change management in Eagle implementation; 3) identify and analyse key change management stakeholders; 4) analyse current context; 5) introduce point 2.1 of the guidelines as “homework”; 6) Collect feedback on change management guidelines. Objectives 1-5 have been achieved. Objective 6 has not been achieved yet as participants did not read the guidelines in advance. They declared the intent to read them and fill out the evaluation surveys only thereafter. 		

Questions asked by the participants:

- When will the platform be ready? (P3)
- Will all European countries implement Eagle? (P2)
- What will be the role of Luxembourg in the implementation process (P1)
- Who supports/sponsors the project in Luxembourg? (P1)
- Will the communes be able to close off certain space on the platform for internal communication within the commune only? (P3)
- Who will manage the platform from technical perspective? (P1)
- Will the platform be open to citizens? (P2)


	<p>Task 3-2 Methodological Framework for Change Assessment</p>	Document Type Report
		Version 1.0
Contract Number 619347		

Platform requirements indicated by the participants:

- It should be extremely easy to use (P1, P2, P3)
- One should be able to quickly find an answer to a question or issue on a (regular) mobile phone or tablet (P1, P3)
- Switching from existing GesCom system should be easy – possibly through a link (P1)
- Switching to existing INAP platform should be easy - possibly through a link (P3)
- Users could have 2 screens to work on both existing system and Eagle (P2)

Potential implementation barriers identified by the participants:

- The need to “spend 3 hours” to post anything on the platform (P3)
- People will not have time to answer queries posted on Eagle (P3)
- People will not have any incentive to share knowledge on Eagle (P3)
- Knowledge is power (P3)
- People are used to Giascom so it will be difficult to change their habit to go onto a new platform (P1)
- People often use “unofficial” solutions to problems – these are unlikely to be shared publically (P3)
- If the platform is empty (has no content), people will go there 1-3 times and then never come back again (P1, P2, P3)

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

6.3 Completed Observation Grid – Workshop #1.2

OBSERVATION GRID

Belval, 22 September 2015

Presenters: Eric Ras & Philippe Valoggia


Observers: Lidia Gryszkiewicz & Eric Ras

Participants:

- Participant 1. (P1) HR (incl. learning) responsible (small commune)
- Participant 1 (P2). IT responsible (large commune)

The **objective** of this grid is to **collect feedback** about the “**Guidelines for Managing Change**” document and related methodology during workshops and focus groups, in order to **improve the solution** (format, content) and to measure **its impact on empowerment** (behaviours, outcomes).


Parts of the solution		Observation criteria	Observation data (comments)	Related page of the guide	Who in the group
GUIDELINES DOCUMENT	FORMAT	Ease of use? Format adequateness? Visibility, size, volume... Colours, characters...	<ul style="list-style-type: none"> • It would be better if the guidelines were in French (“45 pages in English is too much”) • The guidelines are too long. It would be better to cut them into several smaller steps and possibly simplify the format 		<i>IT responsible</i>
	CONTENT	Understanding of contents...	<ul style="list-style-type: none"> • N/A (did not read the guidelines yet) 		

 <p>Contract Number 619347</p>	<p>Task 3-2 Methodological Framework for Change Assessment</p>	Document Type Report
		Version 1.0

		Ambiguity of contents, need for additional explanations... Need for pre-required knowledge...			
GUIDELINES METHODOLOGY	BEHAVIOURS	<u>Passive listening</u> : silencer, doesn't take part... <u>Active listening</u> : asks for information & opinion... <u>Involvement</u> : makes suggestions, gives opinion, information and direction, takes part in the discussion in an engaged manner...	<ul style="list-style-type: none"> • Only 2 out of 4 confirmed participants attended the meeting. • In the beginning very passive listening only with exception of a couple of questions • Later in the stakeholder analysis part, active participation and discussion – however, participants were still relatively “quiet”. 		
	OUTCOMES	Did the group reach the objective of the workshop/ focus group? <i>(Remember the specific objective according to the guidelines)</i>	<ul style="list-style-type: none"> • Yes. All workshop objectives have been reached. 		

Questions asked by the participants:

- Will everyone be automatically subscribed to the platform or will they need to do it themselves? (P2)
- How will the groups be managed? (P2)


 EAGLE	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0
Contract Number 619347		

Platform requirements indicated by the participants:

- It has to be very simple! (P2)
- IT should be best to give access to the maximum number of people to create a minimum critical mass for the platform to function (P2)
- There should be only public information in the platform, no secret confidential private information (P1, P2)
- Sharing of the information among different communes is the most important benefit, because there are usually not enough experts in one commune to share knowledge between them.

Potential implementation barriers identified by the participants:

- Large majority of the workers (especially ‘manual ones’) in the commune do not have an e-mail address, let alone access to the computer (e.g. here might be 2 computers for 30 people, even for the more administrative workers (P1)
- There is no real “delege de formation” in the commune (P2)
- Chef de service, chef de delegation, chef de service should be treated as separate stakeholders should be treated as separate groups for change management purposes (P1)
- Due to the size of the country it would be good if we could involve different ministries
- There are absolutely no financial or non-financial means to motivate people, because their career framework is fixed and not based on the performance but on the seniority (P1, P2)
- The first week of the implementation is the most important. It is crucial that the implementation is made very well from day 1 (P2)
- You should be able to convince users from day 1 that the platform will be useful for them (P1)
- It is important to provide platform training very early in the process (P1)
- We should avoid mid-September and end November / beginning December –these are wrong dates to involve the communes (P2)
- Lack of content: it is absolutely essential that there is at least some critical mass of content available from the very first day of platform launch (P2)
- Lack of relevancy: it would be necessary to make several launches for target groups e.g. HR employees, technical staff etc.

 Contract Number 619347	Task 3-2 Methodological Framework for Change Assessment	Document Type Report
		Version 1.0

Mission:

- Improvement of the service (P1)

Maturity assessment:

Easy to understand but explanation and especially examples would be helpful!

- Strategy / Mission: 2 now, 3 vision
- Process / Procedures: 1 now, 3 vision
- Culture: 2/3 now, 4/5 vision (difference between 4 and 5 should be clearer)
- People - digital literacy: 5 now (for commune 2 for the relevant staff) / 4 (for commune 1) – digital competences: (difference between information and ICT should be clearer, also, it should be clearer)
- People – incentives: 2 now, 4 vision
- Technology: 2 now, 4 vision
- Building / Infrastructure: 5 (for commune 2)