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**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

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# Methodological Framework for Change

WP No. 3 – CHANGE: Change Management (Critical Skill 1)
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# Glossary

- **Change management** – the approach and totality of activities aimed at the management of change within an organisation.

- **Change** – an act or process through which something becomes different. Change in an organisational context occurs when organisational strategy, major processes, structures, resources or procedures are altered.

- **Radical change** – fundamental, thoroughgoing or extreme change, usually taking place in a short time span.

- **Incremental change** – relatively minor adjustment made toward an end result, often taking place gradually over a period of time.

- **Change management stakeholder** – any person or group with an interest or concern in the implementation of change in your organisation. Stakeholders can be internal or external, individual or collective actors.

- **Change management responsible** – a person in charge of the change management in the organisation. His or her activities typically involve: identification, selection and involvement of key stakeholders throughout the change management process; facilitation of the analysis of initial situation to understand the context and potential levers for change; facilitation of the visioning process of the target situation; identification of key barriers to change management; organisation of a goal setting session; co-creation of a concrete change management Action Plan; supervision of the proper implementation and continuous progress monitoring of the Action Plan; ongoing and final evaluation of the change management success.

- **Communication responsible** – a person in charge of the communication activities related to the specific change management process. He or she is responsible for the development and monitoring of the communication on the change process toward the different actors of the organisation.

- **Learning & development responsible ('Learning Concierge')** – a person who is in charge of design, planning and implementation of learning and development activities in the organisation.

- **Technology responsible** – a person who manages the technical dimensions of the learning and knowledge sharing platform, and provides technical support to the users.

- **Change management team** – a team led by the change management responsible, including all persons actively involved in the change management process. Change management team in the context of new learning and knowledge sharing would typically involve team members responsible for communication, learning & development and technology.

- **Top management** – highest management layer in the organisation, responsible for organisational strategy.

- **Open Educational Practices (OEP)** – "Practices  which support the (re)use and production of open educational resources (OER) through institutional policies, promote innovative pedagogical models, and respect and empower learners as co- producers on their lifelong learning path" (OPAL, 2012, p. 4)

- **Organisational culture** – often referred to as "the way things are done around here". It is a set of behaviours typical for the specific organisation and the meaning that people attach to those behaviours. Organisational culture includes elements such as values, norms, systems, symbols, language, assumptions, beliefs, and habits.

- **Change management objectives** – specific objectives (goals) defined to successfully manage change in the organisation.

- **Change management actions** – all change management activities designed to help reach change management objectives.

## 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 D2.2, 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 second barrier, the EAGLE team has developed a methodological framework for change (MFC). Its purpose is to support local administration in managing organisational changes related to open learning and knowledge sharing platform introduction. The goal of this document is to present this methodological framework for change (MFC) related to the EAGLE platform implementation.

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 resources (Task 3.1), based on the requirements analysis (D2.2) and a dedicated review of the academic and professional literature on open learning platforms in public organisations.

The user involvement is a key to successful adoption and implementation of open educational resources. As stated in the project's Description of Work (DoW), the entire local government organisation will participate in the change management process, accompanied by EAGLE (WP3). The document contains a simple change management strategy for the local government partners, named "Guidelines for Managing Change", in order to develop basic change management skills and to directly apply it for the learning and knowledge sharing platform implementation. Additional information about the rationales underlying the development of these Guidelines is available in annex (cf. Annex 1).

To ensure user accessibility and usability, we will experiment the MFC with users in the Luxembourg municipalities (Task 3.2). This experimentation will serve to assess our MFC, but it is important to keep in mind that it will also automatically be part of the change (management) process, as users will participate in it. Based on the assessment results, we will improve the MFC and transfer it (Task 3.3). For an overview of the EAGLE Change Management, refer to Figure 1 below.

**Figure 1: WP3 Overview**
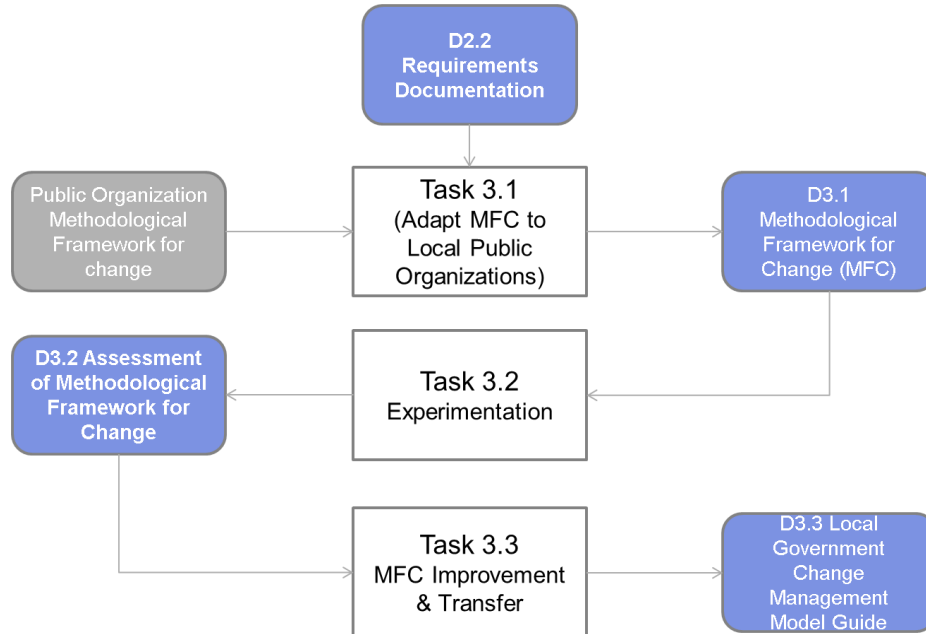


As stated in the DoW, change management requires involvement across the whole organisation, both top-down from senior management (Kotter, 1996) and bottom-up from local government employees (Bier et al. 1990), to have a beneficial impact. Considering that top initiative and continuous support remains a strong requirement to trigger change at micro-level (Brown et al. 2003) and that a bottom-up approach seems to ensure a better fit with the local field context (Thompson, 2000), our MFC combines these two a priori opposite approaches in a hybrid one, as advocated by Brown et al.

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 leaded by the top management, an inclusive design strategy and methodology will be used to involve a diverse range of organisational actors (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 together with the public administrations.

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

Finally, it is important to note that the success of the change process relies on a multiplicity of interrelated factors (e.g. availability and accessibility of technology, users' IT literacy of users, quality of the platform…) and therefore the successful use of the MFC developed in WP3 will depend on its intrinsic quality and relevance, but also on the outcomes of all other work packages.

EAGLE – EnhAnced Government LEarning

# GUIDELINES FOR MANAGING CHANGE

# Introduction

**Context**

These Guidelines for Managing Change are developed in the context of the EAGLE project, aiming at introducing a learning and knowledge sharing platform in local municipalities, in four European countries, Germany, Luxembourg, Montenegro and Ireland.

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**Brief description of the EAGLE project: Aims and content**

Public administrations need to cope with various challenges: new regulations, an ageing workforce and the need for adapting their information and communication technologies (ICT). Technology-enhanced learning represents a sensible option notably for rural local governments that need to keep up with such changing environments, but have limited access to training courses. From a pre-study with rural local governments in four European countries we know that obstacles are to include learning in the work process and a lack of training plans. There are deficiencies in communication and collaboration skills despite regular use of computer and mobile devices.

EAGLE's main objective is to equip employees in rural local governments with a holistic training and knowledge sharing solution based on Open Educational Resources (OER) and Open Source (OS) tools, supporting learning and knowledge sharing about critical transversal skills, such as ICT literacy and professional management of change situations. The EAGLE OER Open Learning platform will combine open data and learning platforms feeding into user services, argumentation technology tool and semantic search.

The EAGLE consortium includes leaders in European OER, technology-enhanced learning, online assessment, mobile learning and e-government research as well as experts in organisational and pedagogical development, semantic web systems and services for public administrations.

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**Objectives and structure**

The main objective of these guidelines is to **support and accompany the change** relating to the implementation of the learning and knowledge sharing platform in local public administrations. As stated by Ehlers (2011), "*many current OER initiatives focus overwhelmingly on access and availability of Open Educational Resources (OER) and not enough on helping individuals and organisations to develop Open Educational Practices (OEP)*".

It consists in a **4-step process** ('analyse', 'plan', 'act', 'improve') and '**communicate'** as a transversal activity.

Each step articulates **key questions** that you need to answer, in order to manage the change. To answer the different questions, you can use the theory, tools and good practices provided respectively in "**What you need to know**" and "**Good practices and tools**".

- "**What you need to know**" provides key information about the thoughts, discussions and actions that you should undertake in order to manage the change.

- "**Good practices and tools**" provide concrete tools that you can use for change management purpose, as well as examples of successful similar implementations.

*This icon marks more detailed / additional information for a more advanced change management effort. While it is not essential, it can be very useful if you operate in complex environments.*

The Guidelines can be used by a diverse range of actors, in order to develop their competence in managing change relating to the **introduction of the EAGLE platform in public administration**:

- the EAGLE regional contacts in each country,
- the change management responsible and change management team members in regional public administration bodies,
- other key stakeholders who could be involved in the change (e.g. top management, line managers, trainers, communication responsible, consultants...)

**How to use these Guidelines?**

You can simply read and use the different tools of the Guidelines linearly, **from step 1 to step 4**, in order to manage the change relating to the introduction of the learning and knowledge sharing platform in your organisation.

For the EAGLE project:

- Steps **1. Analyse** and **2. Plan** can take place *before* the implementation of the technical EAGLE platform
- Steps **3. Act** and **4. Improve** must take place *after* the implementation of the technical EAGLE platform

Additionally, make sure to read the "**Communicate**" part as well, which contains transversal activities to support your change management process throughout all steps.

**At the end of these Guidelines, you should be able to:**

- identify and select your change management team and the key stakeholders who will be involved in the change management process
- analyse the organisational environment in which the implementation of the platform takes place, including the existing barriers and levers
- set a clear vision about what you want to achieve with this project
- set your specific objectives relating to the envisioned target situation
- define a coherent Action Plan, understood and accepted by your key stakeholders
- gain awareness about the individual and group needs during a change process
- gain awareness about the managerial attitudes and behaviours that can support or delay / hamper the change process
- gather feedback from users in order to improve the change management process
- monitor the change management process
- communicate about the change management process

**Additional resources on change management**

If you need additional information on change management in general, here are some complementary resources that you might find useful:

The Prosci Change Management Learning Centre: http://www.change-management.com/

An application used to assess organisational "readiness to change": http://www.bestoutcome.com/change- readiness-assessor.html

## COMMUNICATE

### 1. ANALYSE

1.1. How to select your change management team?

1.2. Who to involve?

1.3. In which setting will the change take place?

1.4. What is your vision?

1.5. What blocks you?

1.6. How is the change management going?

### 2. PLAN

2.1. What are your change management objectives?

2.2. What are your priority actions and action plan?

2.3. How is the change management going?

### 3. ACT

3.1. What should you do concretely?

3.2. How is the change management going?

### 4. IMPROVE

4.1. How do you evaluate your change management efforts?

## TOOLS legend

Stakeholder Salience Model

Stakeholder Management Model

Organisational Questionnaire

Maturity Assessment

Barrier Analysis

Objectives Setting

Action Plan Definition

Stakeholder Change Management Barometer

Feedback Interview Guide

Feedback Questionnaire

# 1. ANALYSE

The first step aims to **analyse** 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, you will:

- select your change management responsible and change management team
- identify the stakeholders to involve in the change process
- characterise your organisational context in terms of existing strategy, technology, procedures, people management, culture, and infrastructure
- define your vision (desired situation) and identify the gaps between the current and desired situations
- identify the potential barriers for a successful adoption of the learning and knowledge sharing platform in your organisation

## 1.1. How to select your change management team?

To answer this question, you will select your change management responsible and change management team, based on:

- the key needed roles and activities
- the required competencies and skills
- the *"nice-to-have"* competencies and skills

### What you need to know

Your very first move concerning the implementation of the new learning and knowledge sharing platform in your organisation is to **select and nominate your change management responsible**.

His or her activities will involve:

- Identification, selection and involvement of key stakeholders throughout the change management process
- Facilitation of the analysis of initial situation to understand the context and potential levers for change
- Facilitation of the visioning process of the target situation
- Identification of key barriers to change management
- Organisation of a goal setting session
- Co-creation of a concrete change management Action Plan
- Supervision of the proper implementation and continuous progress monitoring of the Action Plan
- Ongoing and final evaluation of the change management success

Additionally, you will need **a change management team** involving a range of roles, depending on your organisational situation. Recommended roles include, at minimum:

- Learning & development responsible ('Learning Concierge'), who provides personalised advice to employees on how to address their own learning and development issues in a self-directed way

- Communication responsible, who develops and monitors the communication on the change process toward the different actors of the organisation

- Technology responsible, who manages the technical dimensions of the learning and knowledge sharing platform, and provides technical support to the users

You might need to include other stakeholders in your change management team, depending on your organisational context (please refer to the next question about "Who to involve").

## Good practices & tools

**Change management competencies and skills**

The **change management responsible** should have the following **required competencies and skills**:

- project management competencies

- analytical skills

- ability to work in teams and communication skills

- understanding of the public administration structure and knowledge of the available resources

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*If you have the opportunity*, it would be **nice to have** one or more of the following additional competencies and skills **in your change management team**:

- Understanding of the concepts and analytical tools of change management

- Ability to inform and explain the challenges and benefits of the proposed change

- Ability to identify the skills and competencies required by the change process

- Ability to define the respective roles and contributions

- Ability to analyse a situation using measurement tools, interviews or surveys

- Ability to identify and negotiate the allocation of resources necessary for the conduct of change

- Ability to organise, plan and monitor the various steps of the change process

- Ability to anticipate the changes and make the necessary adjustments

- Understanding of the oral and written communication techniques

- Knowledge and use of the information systems of the public administration

## 1.2.    Who to involve?

You will involve a diverse range of actors in the change management process: top management, change management team and other key stakeholders. But how to choose who to involve and to what extent? To answer this question, you will:

- identify all your potential stakeholders

- select the crucial stakeholders to involve in the change process / in the change management team

- *if you are in a complex environment*, undertake a complete stakeholder analysis

### What you need to know

You should identify, select and involve a diverse range of actors:

- First, the change management process must be **fully supported by the 'top management'** of your organisation, as it is one of the most important success factors for any change process.

- Also, the change management process should be **driven by a change management team** with clearly identified actors, who will be responsible for the decision- making and the implementation of the new learning and knowledge sharing processes in your organisation.

- Finally, you also need to involve a set of **key stakeholders who will act as facilitators** at different stages of the change process. Depending on your context, some of these stakeholders could also join your change management team.

In order to be sure to involve all important actors, first **identify all potential stakeholders** regarding the implementation of the learning and knowledge sharing platform in your organisation.

- Your stakeholders are persons or groups with an interest or concern in the implementation of new learning and knowledge sharing processes in your organisation. They can be internal or external, individual or collective actors.

- Make sure that you involve a diverse range of stakeholders in your change management efforts, taking into account seniority, gender and IT literacy levels.

- Here are some examples of stakeholders who could be potentially involved in the process: 'top management', civil servants, employees, workers, labour unions, current training providers, subject matter experts, IT support, relevant ministry, relevant policymakers, financial responsible, HR responsible, legal officer, citizens, anyone else who has interest or concern in introducing the learning and knowledge sharing platform in your organisation.

***Of course, who you involve and to what extent, depends on your specific context!***

Second, you should select **stakeholders who are crucial** for the change management process. The most important ones should also be part of your change management team, if possible.

- Be aware that the stakeholders' relative importance and positioning regarding the change may be different according to the steps of platform implementation. Therefore, you also need to decide to what extent and how different stakeholders will participate at the different stages.

*If you are in a complex environment*, you can undertake a complete **stakeholder analysis**, using the "Stakeholder Salience Model" and the "Stakeholder Management Model" provided in the [Good practices & tools](#).

- The "**Stakeholder Salience Model**" will help you to determine which of your stakeholders are important to involve in the change management process, according to their levels of power, legitimacy and urgency.

- The "**Stakeholder Management Model**" will help you to assess how you will involve them, depending on their degree of acceptance or resistance to the introduction of new learning and knowledge sharing practices in your organisation.

## Good practices & tools

### Stakeholder analysis

*If you are in a complex environment*, you can use the following two complementary tools to identify the key stakeholders for your specific situation and to analyse their relative importance for the change management process. This complete stakeholder analysis will lead you to select the key actors to involve at the different stages of the process.

**1) Stakeholder Salience Model: Power, Urgency & Legitimacy** (Mitchell, Agle & Wood, 1997)[i]

This simple tool will help you identify who of your stakeholders are the most crucial for the change management process. Position all the identified stakeholders in the following three circles: power, urgency and legitimacy.

1. POWER is the degree to which a stakeholder has or can gain access to the means to impose his will.

2. LEGITIMACY is the degree to which a stakeholder is perceived as taking desirable, proper, or appropriate actions.

3. URGENCY is the degree to which a stakeholder claims call for immediate attention, based on time constraints and/or relationship importance.

The stakeholders who are positioned at the centre of the figure are those who must absolutely be "on board", and if possible in your change management team. You should involve them as much as possible in the decision-making and implementation through all change management steps (analyse, plan, act, improve as well as communication), in order to facilitate the introduction of the new ways of learning and knowledge sharing in your organisation.

**Stakeholder Salience Model**
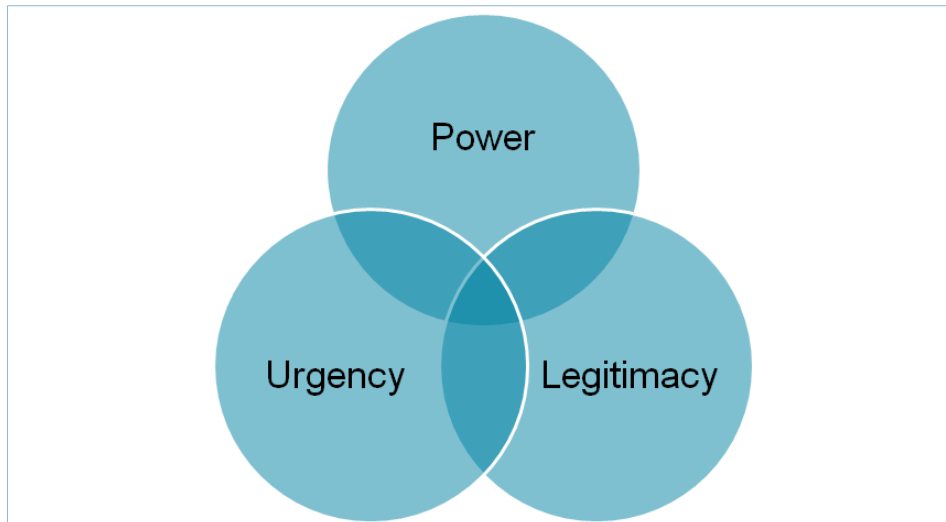
Typically, the 'top management' is a crucial actor in the change management process, as it has both power, legitimacy and urgency. It is always identified as a key success factor for any change project. For example, the Rochdale Borough Council in the UK has successfully implemented an e-learning package, and states that "the key factor for the success that Rochdale has seen, was the early buy-in from senior management" (1).

**2) Stakeholder Management Model** (Krüger, 1996)[ii]

Once you have a clear idea of which stakeholders are important to involve in your change management process, you need to assess their degree of acceptance or resistance to the desired change. This tool will help you to position your key stakeholders according to their attitudes and behaviours (positive or negative) toward the introduction of the learning and knowledge sharing platform in your organisation.

1. Opponents have both a negative general attitude and a negative behaviour towards change. The opponents can be useful in order to identify the existing barriers and resistance to the introduction of the learning and knowledge sharing platform, as they overtly position against it.If they are important stakeholders, you should involve them in the discussions: on the one hand, their feedback can help you improve the change process; on the other hand, you should work on their perceptions and beliefs as far as possible.

2. Promoters have both a positive general attitude and a positive behaviour towards change. They take advantage of the change and will therefore support it. If they are important stakeholders, those must be involved extensively, as these actors are your key facilitators for the introduction of the learning and knowledge sharing platform. If possible, the promoters should be in your change management team.

3. Hidden opponents have a negative attitude towards change although they seem to be supporting the change on a behavioural level. Management of their perceptions and beliefs, supported by information about the implementation of the new learning and knowledge sharing platform, is needed to change their attitude, if they are important stakeholders.

4. Potential promoters have a positive general attitude towards change, however for certain reasons they are not convinced (yet) to change their behaviours. You should increase their level of power and/or legitimacy in the organisation, to support them becoming effective promoters of the implementation of the learning and knowledge sharing platform.

**Stakeholder Management Model**
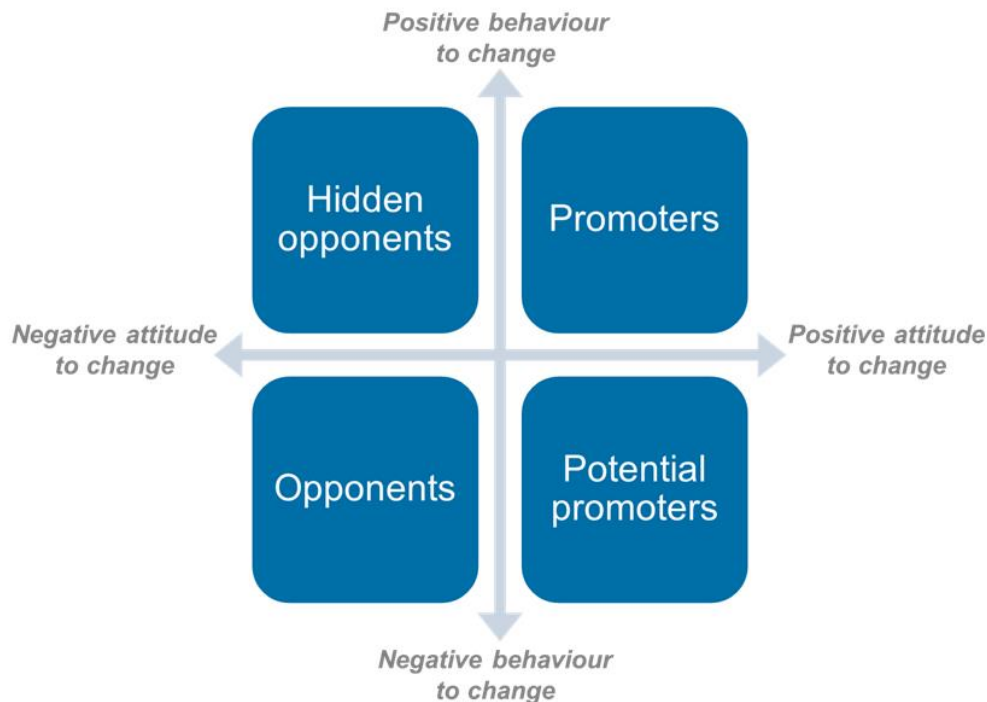
## 1.3. In which setting will the change take place?

You will characterise your organisational context in order to check its readiness-for-change, to anticipate possible tensions and to identify levers for the implementation of the new learning and knowledge sharing platform. In order to do so, you will:

- identify the key characteristics of your organisation in terms of existing technology, infrastructure, procedures, culture, strategy and people management

- answer part or all of the questions provided in the "Organisational Questionnaire", *according to your needs*

### What you need to know

Before you start any change management process, it is important to consider the organisational context in which you are operating. Indeed, the tools and practices that you will implement regarding the new learning and knowledge sharing platform must be coherent with the existing context of your organisation.

Therefore, analyse the following organisational 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)
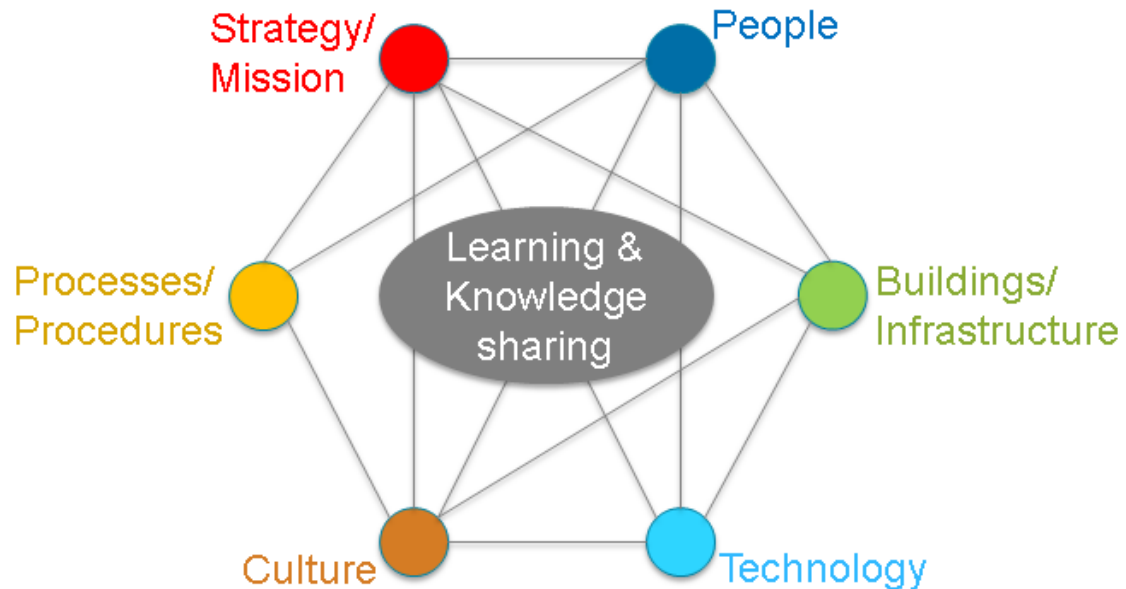
**The goals of this exercise are:**

- 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").

> *You can use part or all the "**Organisational Questionnaire**" provided in the Good practices & tools, but make sure to cover all areas.*

## Good practices and tools

**Organisational Questionnaire**

You can use the following questionnaire to analyse the different dimensions of the organisational setting in which you intend to introduce the learning and knowledge sharing platform.

*Feel free to modify (shorten or extend) the questions according to your needs, but make sure to cover all areas.*

# EAGLE Guidelines for Managing Change

| Organisational dimensions | Topics | Questions | Suggested key stakeholders |
|---|---|---|---|
| **Strategy / Mission** (red) | Mission | What are the mission and overall strategy of your organisation?<br>  What are the main services offered by your organisation?<br>  Who are the main beneficiaries of these services? | Top management<br>Managers |
| | History | Can you briefly trace the history of your organisation? What are the main highlights?<br>What organisational and/or IT change(s) did your organisation already experience?<br>  In which context were these changes implemented?<br>  Which were the main objectives of these changes? | |
| | Past experience with change | What memories do you have from past changes experienced by your organisation?<br>  What were the main difficulties related to these changes?<br>  What did you learn from this experience?<br>  Did you organisation keep track of this experience (documents…)? | |
| **Processes / Procedures** (yellow) | Work structure and coordination | How many people work in your organisation?<br>How does the organisational chart look like?<br>What kind of links are there between the different units?<br>How is the work divided within each unit?<br>How are the different activities coordinated?<br>How are decisions being taken within the organisation? | Top management<br>Managers<br>HR responsible |
| | Work structure/coordination and the change process | To your view, what could be the impact of the introduction of a learning and knowledge sharing platform on the work structure and coordination?<br>Will the present change fit into a broader project involving other organisations / administrations / departments / services?<br>  If so, what is this broader project about? Who are the involved actors?<br>  What constraints this broader project creates for the introduction of such a platform in your organisation?<br>How can current processes and procedures facilitate the introduction of a learning and knowledge sharing platform in your organisation? | |
| **Technology** (blue) | Information systems | How many people work in the computer unit of your organisation?<br>What are the main tasks of the computer unit in your organisation?<br>For which tasks and / or activities does the organisation use the computer tool ?<br>What is the current volume of documents processed by computer ?<br>What systems and tools does the staff have to manipulate, store, organise and process information in your organisation?<br>To what extent is the staff used to IT and computer work? | Managers<br>IT responsible<br>IT people |
| | Information systems and the change process | What is the flow of information and documents that could be affected by the introduction of a learning and knowledge sharing platform?<br>To your view, to what extent does the current computer system have the ability to support the future introduction of such a platform? Why ?<br>Does any technical assistance exist within the organisation in order to support the introduction of a learning and knowledge sharing platform? | |
| **Buildings / Infrastructure** (green) | Buildings / Infrastructure | How does the work environment of your employees look like?<br>  In what kind of work spaces does the staff work in your organisation (open spaces, private offices, work lounges…)?<br>To what extent is the staff working in contact with the clients / users? | Top management<br>Facility managers<br>HR responsible<br>Managers |
| | Buildings/Infrastructure and the change process | To your view, to what extent are the buildings and infrastructure of your organisation adapted to the introduction of a learning and knowledge sharing platform? Why ?<br>Do any specific spaces for learning exist within the organisation in order to support the introduction of such a platform? | |
| **People** (dark blue) | Training | What is the training policy in your organisation?<br>What is the training system currently in place in your organisation?<br>  What were the factors behind the choice of this training system?<br>Which categories of personnel have access to the existing trainings?<br>In what areas / topics are there trainings offered?<br>Does staff have specific time devoted to training and/or learning?<br>What kind of assessment methods have been implemented concerning the participation to existing<br>To your view, to what extent can the existing training system support the future introduction of a learning and knowledge sharing platform in your organisation? | Training & Development responsible<br>HR responsible<br>Managers |
| | Communication | How is the formal communication taking place within your organisation?<br>  Which tools are used for internal communication?<br>  Which tools are used for external communication?<br>How is the informal communication taking place within your organisation?<br>Did your organisation already communicate about the introduction of new ways of learning and knowledge sharing? If so, how? | Communication responsible<br>HR responsible<br>Managers |
| | Career management | What is the current career management system of your organisation?<br>To what extent does your current career management system relate to training and/or learning? | Top management<br>HR responsible<br>Managers |
| | People and the change process | To your view, what could be the impact of the introduction of a learning and knowledge sharing platform on people management practices?<br>To your view, to what extent can the existing people management practices support the future introduction of such a platform in your organisation? | |
| **Culture** (brown) | Social climate | How would you describe the working atmosphere within your organisation? | Top management<br>Managers |
| | Organisational culture | How would you define the organisational culture?<br>What are the core values of your organisation?<br>To your view, to what extent does the organisational culture foster innovation and continuous improvement? | |
| | Culture and the change process | To your view, to what extent does the existing organisational culture have the ability to support the future introduction of a learning and knowledge sharing platform? Why ?<br>To your view, what could be the impact of the introduction of such a platform on the work atmosphere? | |
| **Learning & Knowledge sharing** (grey) | Origin and motivation | Why did the organization decide to go for this new learning and knowledge sharing solution?<br>Which actors are at the origin of the change project?<br>To what needs or problems does the desired change answer? | Top management |
| | Thoughts and actions undertaken | Have thoughts or actions already been initiated by your organisation regarding new ways of learning and knowledge sharing? if so, which ones? (communication, workshops…)<br>How do you see the cooperation with the EAGLE external experts regarding the introduction of the learning and knowledge sharing platform in your organisation?<br>Have other external experts been involved in the change process? If so, in what capacity have they been involved? | Top management |

## 1.4.  What is your vision?

In order to answer this question, you will use the "Maturity Assessment" tool to determine, together with your key stakeholders, what you want to achieve (your vision) compared to your current situation in terms of new learning and knowledge sharing practices.

### What you need to know

The goal of this step is to determine what you want to achieve (your vision) compared to your current situation, and to identify the existing gaps.

* First, analyse your initial situation regarding change management related to learning and knowledge sharing.

* Then, define your target situation (vision) together with your key stakeholders.
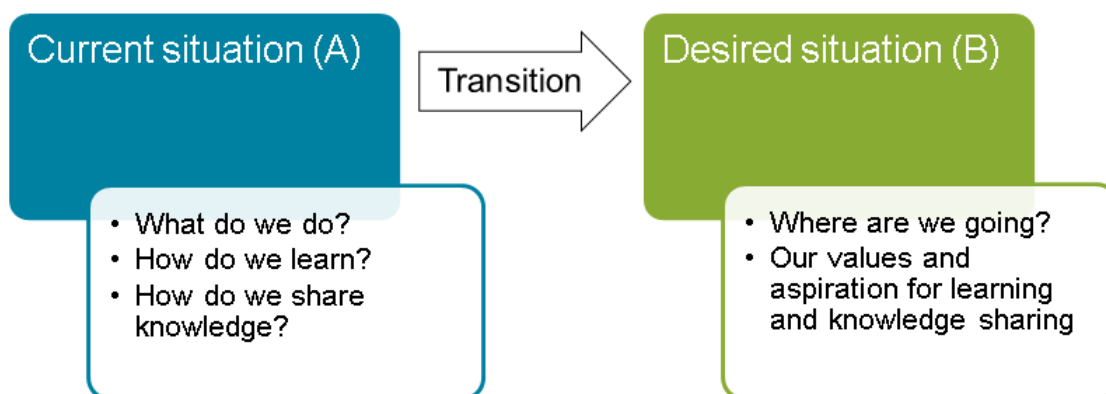


Use the "**Maturity Assessment**" tool provided in Good practices & tools for this activity.

### Good practices & tools

#### ⊞ Maturity Assessment

Before you start this activity, please **consider which stakeholders you will invite** to participate in the process of analysing your current and defining your target envisioned situation, having in mind the previous question about "Who to involve".

You can use the following "Maturity Assessment" tool (source: OPAL, 2012) created specifically for leaders dealing with change management related to implementation of Open Educational Practices (OEP). It will help you define what you want to achieve compared to your current situation. Taking the table below as your guide, discuss each question with your selected stakeholders.

In each row, **use a blue circle to define where your public administration organisation currently fits in the scale of maturity**. Then, discuss what is your shared vision of what you want to achieve compared to the current situation and **mark your desired level of maturity with a green circle**, like this:

| | Not yet started | Early stages/ awareness | Developing/ Commitment | Established | Embedded/ Advanced |
|---|---|---|---|---|---|
| 1. To what extent are you using and repurposing OER in your organisation? | No use/ repurposing of OER takes place. | Individuals are informally star ting to use/ repurposing OER. | Some departments or teams are using/repurposing OER. | OER are used/ repurposed in the whole organisation. | The use/ repurposing of OER is embedded into the everyday practice within the organisation and supported through an OER policy. |
| 2. To what extent are you sharing OER and open educational practices in your organisation? | No OER and experiences are shared. | Individuals are informally starting to use tools for sharing resources or OEP. | Some departments or teams have started to use tools for sharing OER and OEP. | The organisation's tools for sharing OER and OEP are accepted and used in the organisation. | Tools for sharing OER and OEP are accepted and used organisation-wide, and supported through a policy. |

**Current situation (A)**

**Desired situation (B)**

The exercise consists of three areas. Please follow them in the suggested sequence, for each row determining the current (A) and desired (B) situation. At the end of this process, you will have a clear picture of where you are and where you want to be in terms of managing change related to the implementation of new ways of learning and knowledge sharing in your public sector organisation.

## Area 1: Positioning your Institution in the OEP Trajectory

The following "Maturity Assessment" tool allows for positioning your organisation according to the uptake of OEP.

| | Not yet started | Early stages/ awareness | Developing/ Commitment | Established | Embedded/ Advanced |
|---|---|---|---|---|---|
| 1. To what extent are you using and repurposing OER in your organisation? | No use/ repurposing of OER takes place. | Individuals are informally star ting to use/ repurposing OER. | Some departments or teams are using/repurposing OER. | OER are used/ repurposed in the whole organisation. | The use/ repurposing of OER is embedded into the everyday practice within the organisation and supported through an OER policy. |
| 2. To what extent are you sharing OER and open educational practices in your organisation? | No OER and experiences are shared. | Individuals are informally starting to use tools for sharing resources or OEP. | Some departments or teams have started to use tools for sharing OER and OEP. | The organisation's tools for sharing OER and OEP are accepted and used in the organisation. | Tools for sharing OER and OEP are accepted and used organisation-wide, and supported through a policy. |

## Area 2: Creating a Vision of Openness and a Strategy for OEP in your Institution

This second part helps you to better understand the strategy within your own context. This section is designed to analyse your strategic environment in relation to relevant dimensions of open educational practice strategy of your institution.

| | Not yet started | Early stages/ awareness | Developing/ Commitment | Established | Embedded/ Advanced |
|---|---|---|---|---|---|
| 1. Is a vision for OEP shared across organisation? | Management, staff and learners do not share a com mon vision. | Different visions are emerging between management, staff and learners in the organisation. | Management, staff and learners are starting to communicate about a shared vision for open educational practices within the organisation. | Management, staff and learners share a clear and detailed vision of how OEP will develop in the next few years and how it relates clearly and closely to the organisation's overall mission and aims. | A vision for the development of OEP is shared with partners, clients, contractors and the community at large. |
| 2. Are OEP included in existing strategies and policies? | OEP are not part of the organisation's strategy nor are they included in policies. | Staff and learners are aware of an organisational intention for the development of OEP but are not fully committed. Implementation of OEP is left to individual or team/ department level. | OEP is mentioned in some strategic papers and plans. There is some cross - referencing between an OEP strategy and other strategic plans. | OEP are implemented across the whole organisation through a prominent strategy or policy. Leadership from the top exists. Staff and learners are aware of the strategy for the development of OEP. Cross-referencing between the OEP-strategy and the organisation's other strategic plans exists. | The management of OEP follows a clear strategic plan or organisational policy. Internal stakeholders as well as partners, clients and other external stakeholders share the vision for the development of OEP. |
| 3. Are OEP embedded in the organisation's business model? | OEP are not part of the organisation's business model or contributing to their value creation. | OEP is not part of the organisations' business model but individuals recognize the potential of OEP, re-use of resources, and innovation. | Teams and departments are beginning to view OEP as part of their business strategy. | OEP is embedded in the organisation's business model, use and re - use of educational resources reduces costs and open learning environments are part of the general services and offerings. | OEP uptake and wide adoption constitute a major asset in uniquely positioning and differentiating the institution in the marketplace and is central to the organisation and continuously improved. |
| 4. Are you involved in any partnerships in relation to OEP? | No partnerships within the organisation or with other organisations exist with regard to OEP. | Informal links between individuals and/or teams in relation to OEP exist within the organisation. | Links between organisations are being established with regard to OEP. From these, a small number of OEP partnership - projects are beginning to occur. | The organisation is involved in several ongoing and successful partnerships and/or alliance s regarding OEP. | The organisation is embedded within a generating environment of social networks and partnerships to share, co - create and exchange experience and practices on OEP. |
| 5. Are OEP perceived as relevant across the organisation? | OEPs are not vie wed as relevant to the teaching and learning context. | Some individuals view OEP as relevant to some extent. | Teams and groups within the organisation start to view OEP as relevant to their own learning/ | OEPs are organisation-wide perceived as relevant and desired practices by | OEPs are perceived as a relevant part of the organisations professional work and are communicated as such to |

| | | | teaching context. | professionals and learners. | learners, outside partners and clients. |
|---|---|---|---|---|---|
| | | | | | |

## Area 3: Implementing and Promoting OEP to transform learning in your Institution

The following section contains dimensions which are important to create a favourable environment for OEP within your institution.

| | Not yet started | Early stages/ awareness | Developing/ Commitment | Established | Embedded/ Advanced |
|---|---|---|---|---|---|
| 1. Is an IPR, DRM and copy-right regulation for OER in use? | No IPR frameworks/concepts are used to support use/re-use of OER. | Some individuals are informally developing OER and share them under free licenses. | Some departments and teams are using free licenses for sharing OER. | Educational resources are published under free licenses and practice, understanding and knowledge of how to use such licenses exists. | An institution-wide policy to create, use and publish educational resources under free and open licenses is embedded in the institution. |
| 2. Is there a motivational framework for OEP in existence (e.g. incentives)? | There are no incentives for OEP. | Individuals are motivated to develop and (re-)use OER and use open learning architectures. | Motivation to develop and (re-)use OER and open educational practices on a department or team level is simulated through incentives. | Incentives to stimulate the transformation of educational scenarios and resources into OEP exist on an organisational level. | OEP is supported through an organisation-wide motivation framework. |
| 3. Are OEP used? | There is no use of OEP. | OEP are applied in a few courses. | The use of OEP means that the organisation is now offering a small number of new courses, using more flexible and innovative delivery methods and OER. | OEP is an established reality organisation wide. | OEP are embedded into the organisation's culture and are a subject to regular reflection. |
| 4. Do you have tools to support sharing and exchanging information about open educational practices? | No tools for supporting the sharing of open educational practices (e.g. social networks, blogs, etc.) exist. | Individuals are starting to use tools for sharing open educational practices (e.g. social networks, blogs, etc.). | Teams, departments and learners are adopting tools for sharing and exchange of information about educational practices (e.g. social networks, blogs, etc.). | Use of digital tools to support sharing and exchange about OEP are a widespread reality on an organisational level. | The use of digital tools which support sharing and exchange of information about OEP are embedded into organisational policies and infrastructures and are continuously reviewed & improved. |
| 5. Do you apply quality concepts to OEP? | No quality, evaluation or assessment models for OEP exist within the organisation. | Individuals are applying quality concepts for OEP. | The organisation has started to apply quality concepts for some elements of OEP (e.g., quality guides for OER, assessment models). | Specific quality concepts for OEP are applied organisation-wide. | A policy for institution-wide agreed quality concepts for OEP is in use and regularly updated. |
| 6. What level of knowledge and skills do teachers have in relation to open learning architectures and OEP? | Teachers have little or no understanding of open learning architectures. | A small number of teachers have sufficient knowledge to apply OEP. | Knowledge and skills to apply open learning architectures within the organisation's educational programs are beginning to diffuse from a handful of to teaching staff more generally. | A significant number of teachers across the whole organisation have the skills and confidence to successfully apply open learning architectures. | The vast majority of teaching staff have the knowledge, skills and confidence to successfully and appropriately apply open learning architectures. New open learning architectures are actively |

| | | | | developed within the institution. |
|---|---|---|---|---|
| **7. Level of digital literacy skills** | Teachers have little or no digital literacy. | A small number of teachers are beginning to develop digital literacy. | Digital literacy is increasing as a skill among teachers within the organisation's educational programs | The level of digital literacy among teachers is constantly improving. | The vast majority of the teaching staff possesses digital literacy. |
| 8. Are support mechanisms in place to support the development of OEP? | There are no support mechanisms to support teachers in the development of OEP. | A small number of teachers are starting to informally assist each other in the development of OEP. | Support processes to develop OEP are starting to be provided at the team and department level. | There are support mechanisms within the organisation to support teachers in the development of OEP | Support mechanisms are embedded in the organisation's policy in order to support teachers in the development of OEP. |

More guidance regarding each criterion of the table below is given here:

**Area 1: Use of OER and Open Learning Architectures**

**1. Extent of using and repurposing OER:** Finding and using OER is often the first step towards open educational practices. To integrate an OER into one's own teaching/ learning concept is called repurposing. It often involves dismantling the original resource and taking out what is useful while leaving aside the unnecessary.

**2. Degree of sharing of OER and OEP:** From research we know that the most successful use of open educational resources is where this is a sharing process. The openness required for sharing educational resources is hence a key success factor for open educational practices. In addition to a culture of sharing among practitioners and management, tools for sharing resources and experience within the organisation and with actors from other organisations must exist. It is as important to share resources as it is to share the experiences of what works and what does not within open learning architectures. Social network tools therefore play an essential role in any OEP strategy.

**Area 2: Vision of Openness and a Strategy for OEP in an organisation**

**1. Organisational vision for OEP:** A vision, expressed in written strategy or guidelines is essential. A vision for open educational practices would include reference to the production, sharing, use and/ or reuse of OERs. It would also aim to provide learning opportunities in open learning architectures, in which the aims and objectives of learning as well as learning methodologies are developed in consultation with learners. Such a vision should be communicated  and shared within the organisation by all stakeholders.

**2. Existing OEP strategies and policies:** Research shows that strategies and policies are most effective in stimulating OEP across organisations in an effective way. They embody rules and regulations for how to implement OEP across a whole organisation. Elements relating to OEP can  be either a part of an organisation's strategy, e.g. for the development of learning environments, or can even be subject to their own strategy or policy. Policy makers implement OER policy through key white papers, via inclusion in strategy documents, through funding calls or through acting as a front to promote OER initiatives.

**3. Business model related to OEP:** An ongoing critical discourse against the Open Educational Resources movement is the issue of how it can be made sustainable in the longer term, and what business models might be appropriate. Downes (2007) provides a useful categorization of funding models for open source type initiatives: Endowment models (where the project obtains base funding), membership models (where a coalition is invited to contribute a sum), donations models (where requests are made for donations), conversion models (where initial freely made material ultimately leads to some element of paying consumer), contributor-pay models (where the contributor pays for the cost of maintaining the contribution and the provide makes it freely available), sponsorship models (such as commercial advertising), institutional models (where the institution assumes responsibility for the initiative),Government models (direct funding via Government agencies), partnerships or exchanges (where the focus is on exchanging resources).

**4. Partnerships related to OEP:** Partnerships help organisations to develop OEP through the sharing of experiences, benchmarking of policies and strategies and resource development. Some OEP initiatives involve more than one organisation and a number of partnership models have emerged. In some cases these include different types of institution (universities, technical universities, colleges); in other cases they focus on specialist areas, each led by a senior academic in that field. Partnership models range from organisations which involve partners, who jointly develop and operate learning content for academic education with interdisciplinary institutions, different types of institutions (universities, technical universities, colleges), and some  are also multilingual.

**5. Perceived relevance for OEP:** For OEP to achieve circulation within a given context it is important that learners, professionals and management perceive OEP as relevant. This can be supported through strategies and policies and also through measures to raise acceptance and understanding for OEP. An important factor often proves to be the degree to which OEP successes are communicable to others.

**Area 3: Implementing and Promoting OEP to Transform Learning**

**1. IPR and Copyright regulations:** One of the main focuses of OER lies in sharing, using and adapting resources. Copyright restrictions would negate the whole model. The four main legal issues associated with creating and making OER are copyright issues, ownership, intellectual property rights and permission for use. Many resources may be context- bound due to copyright issues in such a way that it is not possible to adapt the source to local prerequisites. Without the permission of the copyright holder it is strictly prohibited to copy, reproduce or change resources.

**2. Motivational framework for OEP:** In order to use OER and turn towards the implementation of open learning architectures, the level of motivation from educational professionals and learners has to be high. Some social or cultural barriers are known: academics may be skeptical to the value of investing in the creation of OER, or they may lack the necessary skills (either technical or pedagogical) to create or use OER. Cultural obstacles may exist in terms of sharing or using resources developed by other teachers or institutions, and there are usually no systems to reward academics for engaging with OER initiatives. Studies also show that academics may sometimes be apprehensive about taking part in such initiatives, feeling a loss of control and ownership over their teaching materials and concerns about possible misuse of any OER they produce. Achieving staff buy in and support, and making it relevant to them are key issues at this level.

**3. OEP usage:** This dimension describes the degree to which open educational practices are embedded as a reality in the organisation's teaching, learning, and other everyday processes.

**4. Tools to support sharing and exchange of OEP:** Every organisation wanting to make progress in the field of OEP needs to adopt a series of tools which can be used for finding, sharing, and repurposing resources, as well as tools like social networks to share experiences and good practices. The emergence of the Creative Commons license was a major breakthrough in terms of providing a means for sharing resources openly and freely.

**5. Quality concepts for OEP:** Quality concepts for OEP often depend on the type of institution and their learning and teaching culture, the balance of importance of the 'value' of teaching (in comparison to research activities in the institution), the degree to which OEP activities are seen as activities in their own right, the level of digital maturity of the institution and the extent to which they had engaged with OEP work previously. QA models range from lightweight, user- defined models to strictly controlled hierarchical models.

**6. Level of knowledge and skills:** It is important to overcome educational professionals' initial concerns about OEP and to help with skills development and support. These include: mechanisms to foster and support community engagement, provision of case studies of good practice, running of parallel events and workshops, and provision of specific training materials. It can also comprise marketing materials, guidelines and tutorials on OER, an open textbook adoption worksheet, OER needs assessment surveys, policies and models.

**7. Digital literacy:** Digital literacy is especially important for the implementation of OEP as it deals with digital resources and practices. Digital literacy is often understood in a purely functional way where it is conceptualised as a person's ability to perform tasks effectively in a digital environment. However, conceptualisations that focus more on the broader cognitive skills involved are emerging, like the understanding that digital literacy is a special kind of mindset that enables users to perform intuitively in digital environments, and to easily and effectively access the wide range of knowledge

embedded in these environments. Sometimes also critical thinking rather than technical competence is identified as the core skill of digital literacy.

**8. Support mechanisms for OEP:** Support for the development of OEP includes technical support for development, use and re- use as well as re- purposing of OERs, and training in order to equip teachers with the skills to design open learning environments and/or help learners to become autonomous learners." (OPAL (2012), p. 7-8).

## 1.5.   What blocks you?

To answer this question, together with your key stakeholders, you will use the "Barrier Analysis" grid to identify the potential barriers to the implementation of the learning and knowledge sharing platform and determine possible interventions.

### What you need to know

Change management is a complex process and in order to be successful, you need to be aware of the potential barriers towards the implementation of a learning and knowledge sharing platform in your organisation.

Therefore, a careful analysis of the potential barriers to the implementation of new learning and knowledge sharing processes will help you determine which aspects will need your most attention in your change management efforts.

You can use the "**Barrier Analysis**" grid provided in [Good practices & tools](#).

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As these quotes from the organisations who have successfully implemented e-learning or Open Educational Resources illustrate, various challenges needed to be overcome first:

*"Firstly there were the limitations of resources in terms of numbers of staff involved with implementation, time and infrastructure." (UK Bury Council)*

*"There have been many challenges in introducing e-learning into the organisation, even with management board support. (...) I feel that take- up of e- learning has been slowed by ideological and perceptual issues within the organisational culture. Traditional methods of classroom based training only (which have always been the primary method of learning delivery at Bury Council prior to e- learning) had fostered beliefs about what did and didn't constitute acceptable and effective methods of training. For those whose enthusiasm for or competence with technology has been low, this challenge has been greater." (Ian Liggett, UK Bury Council)*

*"E-learning is not cheap - it's a long term plan and is more about effectiveness rather than efficiencies and savings" (Chris Allan, Senior Training and Development Officer, UK Kirklees Council Kirklees Council, http://publicsectorhrpodcast.co.uk/2008/09/07/show- 011-e- learning/)*

*"My aim is to change the mindset of staff and managers. Those who think at all about [e- learning] probably think 'What does it do?' I want to change that to 'This is what I need to do in my service – how can I get [e-learning] to facilitate this?' This would be a major step forward to using the [e-learning] as an integral part of the business, something I believe has enormous potential." (Simon Green, Blaenau Gwent CBC, Case study of 200 local authorities in England and Wales).*

## Good practices & tools

### Barrier Analysis

As the change management responsible person or team you need to carefully analyse potential barriers towards the implementation of new learning and knowledge sharing processes in your organisation. One way to do it is to organise one or several workshops with relevant stakeholders from the key ones you have identified before. You could also perform individual interviews first and then discuss them collectively in a group meeting. Either way, the grid below will help you pose the key questions regarding potential barriers to change in your specific organisational context. You can summarise the results in the second column. Most probably, some ideas of potential interventions will already be named in the process. These are valuable, so keep track of them for the later steps in column 3 of the table below.

| Barriers *(The barriers should be discussed. The examples can be given in case that participant needs an additional clarification.)* | Description / Summary (Summary of the workshop outcomes) | Interventions (Summary of opportunities to overcome learning barriers) |
|---|---|---|
| **Policy barriers** Which barriers can you see on the policy level (e.g. no policies for employee training)? Are there policies for supporting training, learning and knowledge sharing processes? | | |
| **Organisational and individual barriers** Which barriers can be identified at the **organisational level** (e.g. resistance to change, lack of learning culture, high costs of learning…): **Process-related barriers** (lack of learning / change processes…): Are processes for career development and learning in place? Are they well organised and clear? **Role-related barriers** (lack of responsible persons): Are there clear structures / who initiates trainings? **Resource-related barriers**: Are there adequate resources for training (time, course fees, …) Which barriers can be identified at the **individual level** (e.g., lack of time, lack of appreciation, lack of motivation …) Do individuals have time for learning and knowledge sharing? **Motivation-related barriers**: Do individuals have motivation to learn and share knowledge? **Knowledge-related barriers**: Do individuals have knowledge to use ICT for learning and knowledge sharing? | | |
| **Technological barriers** What are technological barriers (complex/ lack of systems for learning, lack of integration of mobile devices, lack of accessible solutions …): **Overall barriers**: Are technologies useful and available? | | |

| | | |
|---|---|---|
| Are you allowed to use mobile phones in your workplace? | 25 | |
| What is the last technology or software that has been implemented? | | |
| Can everyone access Internet or computer? | | |
| Are there guidelines and how are the offers provided? | | |
| **System-related barriers**: | | |
| Are there systems for training, learning and knowledge sharing? Authoring systems? Tools for communication? Tools for knowledge-sharing? Internet-based tools? | | |
| **Accessibility barriers**: | | |
| What is the role of accessibility in the organisation? Are there technologies / guidelines for accessible workplaces, how are the offers provided? | | |
| **Pedagogy barriers** | | |
| Which barriers exist towards open education? Which barriers can occur regarding open learning and knowledge sharing? | | |
| Are there models how learning and knowledge sharing should be performed? | | |

Source: adapted from D2.2 Barrier Analysis grid

## 1.6.   How is the change management going?

In this step, you will collect feedback from your key stakeholders on how the change management process is proceeding.

### What you need to know

It is important to be continuously aware of the attitudes of your stakeholders towards the implementation of the learning and knowledge sharing platform in your organisation. Therefore, make sure to stay in constant dialogue with your key stakeholders during your change management efforts.

*One way to do it is to use the "**Stakeholder Change Management Barometer**" provided in* [Good practices and tools](#).

### Good practices and tools

**Stakeholder Change Management Barometer**

After each step of the change management process, ask these 5 questions to each of your key stakeholders defined in the 'Analyse' step of the change management process. You can choose how you will pose these questions (survey, interviews, workshops), but a short personal interview will give you the highest quality feedback.

- How do you feel about this change?
- How comfortable are you with your role?
- How involved are you?
- Which difficulties do you encounter?
- How would you improve the change management process?

# 2. PLAN

The second step aims to **plan** the exact scope, level and pace of the desired changes related to introducing new ways of learning and sharing knowledge in the organisation (how far do you want to go, what is the level of needed changes, how rapidly do you want to proceed). In this step you will:

- define a set of specific objectives regarding the introduction of the learning and knowledge sharing platform
- choose the key priority actions that need to be undertaken and build a concrete Action Plan to monitor the change process

## 2.1. What are your change management objectives

With your key stakeholders, you will define a set of specific objectives that you wish to achieve in a given period of time. In order to do so, you will:

- answer three key questions regarding the scope, level and pace of the change
- state your specific objectives

### What you need to know

Based on your analysis, you now need to make a decision about the approach you will adopt to drive the organisation toward the envisioned target situation (as defined in the "**Maturity Assessment**" tool), and to define a set of specific objectives.

In order to do so, you need to answer the following crucial questions regarding the scope, level, and pace of the change.

**1) Scope: How far do you want to go?**

One of the most crucial success factors for ICT implementation in organisations is the level of coherence between the different organisational dimensions. It is therefore particularly important to provide an adequate organisational context for the introduction of a learning and knowledge sharing platform in the public sector. Different organisational areas require specific attention when implementing new ways of learning and sharing knowledge in the organisation, in order to use the new technology in an efficient way.

To ensure the adoption of the learning and knowledge sharing platform within your existing organisational context, you need to determine to what extent you will adapt (or not) the following organisational elements, in order to support this process.
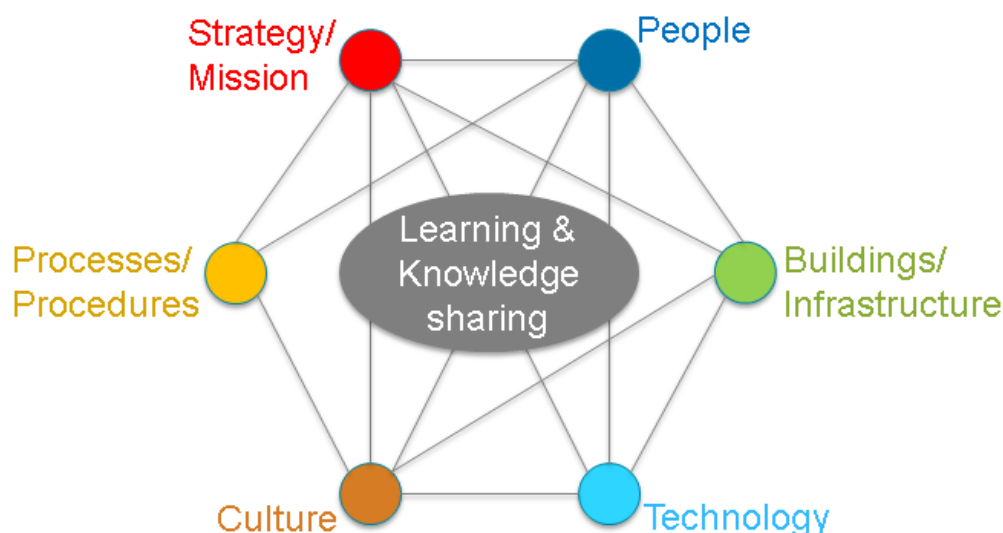
- **Strategy / Mission** (e.g. organisational aims, vision, resource allocation): You must ensure that your objectives at the department and unit levels are in line with the mission and strategic aims of your organisation (JISC, 2005; Lambrou & Marianos, 2008). As public administration, you should also take into account the national strategies (JISC, 2005). Accordingly, the introduction of the learning and knowledge sharing platform could require an evolution in the organisational governance, as well as a generation or redirection of financial and human resources, in order to support the new ways of learning and sharing knowledge (JISC, 2005).

- **Processes / Procedures** (e.g. time management, work processes, decision-making processes): You must also adapt the new learning and knowledge sharing system to the functioning of public administration structures and processes. On the other hand, the introduction of a new learning and knowledge sharing platform could require some change in the organisational structures and processes, in order to avoid supporting "obsolete and inefficient organisational structures and processes" (Lambrou & Marianos, 2008).
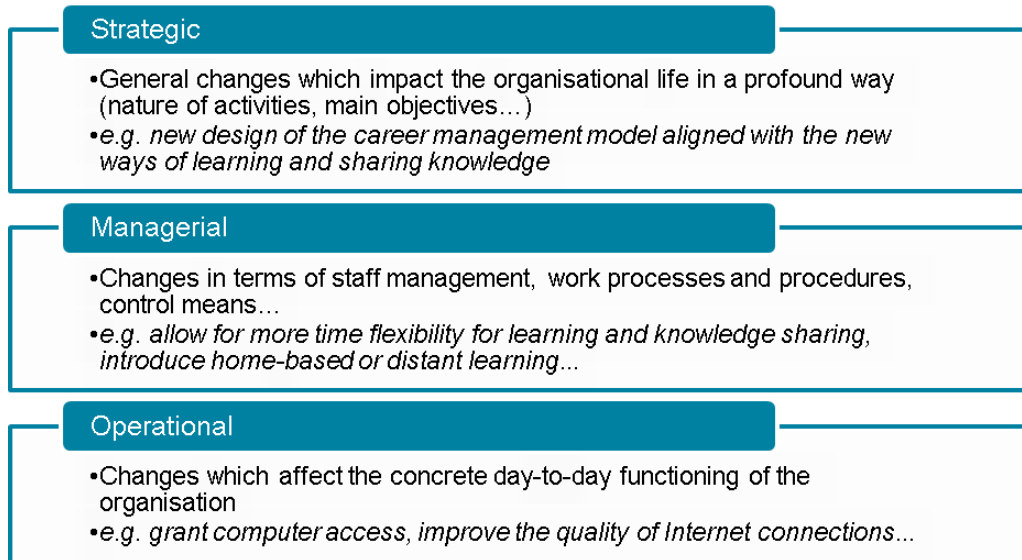
- **Buildings / Infrastructure** (e.g. access to learning space, open offices): You should ensure that the infrastructure supports the user's learning in the organisational context. Important choices must be made concerning the infrastructure sustainability, in particular regarding the ownership of devices, in relation to the purchase and maintenance costs, and the design and management of possible learning spaces in the organisation (JISC, 2005).

- **Culture** (e.g. values, behaviours, habits, beliefs, leadership styles): You need to ensure coherence between the use of the new technology and the current (and future) practices and norms, as well as establish a readiness-for-change culture throughout the institution, to facilitate the adoption of new technologies in the organisation (JISC, 2005).

- **People** (e.g. training and development, career management, evaluation processes): You need to take into account several HR processes, and potentially adapt them to some extent, when introducing new learning and knowledge sharing practices in your organisation. The learning and knowledge sharing platform should answer concrete users' needs in terms of training and development, in line with job and organisational outputs (Lambrou & Marianos, 2008; Raliphada et al. 2014). It could also require specific actions in terms of performance management, linking learning transfer and individual and organisational performance (Raliphada et al. 2014). Related leadership practices can also be adapted, in order to ensure, for example, peer support between employees, which increases learning transfer on-the- job (Raliphada et al. 2014). Finally, the legal questions regarding equal opportunities, data protection, and accessibility need also to be addressed (JISC, 2005).

- **Technology** (e.g. devices, softwares): You should ensure that the new learning and knowledge sharing system is realistic with regard to the existing use of technology within your organisation and can be adequately supported by the current IT team. Accordingly, you should plan to provide

IT training for users, to develop the resources and skills of your IT team, or even to increase the degree of technology use in day-to- day work processes, as needed.

**2) Level: What is the intended level of change?**

The introduction of new ways of learning and sharing knowledge in your organisation may impact different levels in your organisation. You need to identify at which level(s) (strategic, managerial and/or operational levels) will the changes be initiated or arise, in order to choose the adequate key stakeholders to involve in the decision-making and implementation of actions.

**Strategic**
- General changes which impact the organisational life in a profound way (nature of activities, main objectives…)
- *e.g. new design of the career management model aligned with the new ways of learning and sharing knowledge*

**Managerial**
- Changes in terms of staff management, work processes and procedures, control means…
- *e.g. allow for more time flexibility for learning and knowledge sharing, introduce home-based or distant learning…*

**Operational**
- Changes which affect the concrete day-to-day functioning of the organisation
- *e.g. grant computer access, improve the quality of Internet connections…*

**3) Pace: How rapidly?**

Your analysis (in particular the "**Maturity Assessment**" tool) has indicated the magnitude of the existing gap between your current (A) and desired (B) situation, in other terms, it has highlighted how different is the desired situation (B) with comparison to the current one (A). To move from A to B, you can proceed through:

- Several incremental changes, each relying on what employees know and are comfortable with, not requiring them to move too far from their existing work environment and practices. Each change will have a small impact on their day- to-day work and processes.

OR

- A radical change, which introduces important modifications to what employees know and are used to in their work environment and practices. This type of change will cause a disruption in their day-to- day work habits and processes.

Each solution has advantages and disadvantages:

| | Incremental changes | | Radical change |
|---|---|---|---|
| **+** | Builds on existing knowledge and resources | **+** | Increases the chances to complete the change |
| **+** | Better acceptance of change, less stressful | **+** | Profound changes in performance |
| **-** | Dilution of change through time | **-** | Higher resistance to change, stressful |
| **-** | Relatively small impact on performance | **-** | Requires new knowledge and resources, |

| | | rapidly |
|---|---|---|

Your choice will have implications on how the employees will react to change, and on your change management approach.

Also, it is important to be aware that change is not homogenous. Its impact can be very different from one group to another, or even from one individual to another.

## Good practices & tools

First, consider which stakeholders you will invite to this decision-making process, having in mind your "**Stakeholder Analysis**".

Then, answer the following questions together, on the basis of your "**Maturity Assessment**" tool, "**Organisational Questionnaire**" and "**Barrier Analysis**" grid:

**1) Scope: How far do you want to go?**

**2) Level: What is the intended level of change?**

**3) Pace: How rapidly?**

Through answering these questions, you will **define a set of specific objectives** that you wish to achieve **in a given period of time**, regarding both the introduction of the learning and knowledge sharing platform and the necessary conditions to put in place in terms of organisational context (strategic vision and goals, people management, technological conditions, buildings and infrastructure, culture and values, processes and procedures).

You can use the following template in order to set your list of objectives: **Objectives Setting**

| Organizational dimensions | Numbering | Specific objectives: How far do you want to go? | Level: What is the intended level of change? | | | Pace: How rapidly? | |
|---|---|---|---|---|---|---|---|
| **Strategy / Mission** | **STRAT 1** <br> **STRAT 2** | State here your specific objectives relating to a change of strategy <br> *(e.g. The new ways of learning and knowledge sharing contribute to the mission of better serving our citizens)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **Processes / Procedures** | **PROC 1** <br> **PROC 2** | State here your specific objectives relating to a change in the processes / procedures used in the organization <br> *(e.g. Our employees have adequate time flexibility for learning and knowledge sharing)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **Technology** | **TECH 1** <br> **TECH 2** | State here your specific objectives relating to a change in the technology used in the organization <br> *(e.g. Our employees have sufficient Internet access for learning and knowledge sharing)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **Buildings / Infrastructure** | **INFRA 1** <br> **INFRA 2** | State here your specific objectives relating to a change in the buildings / infrastructure <br> *(e.g. Our employees are able to upload their experience-sharing videos to the platform)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **People** | **PEOPLE 1** <br> **PEOPLE 2** | State here your specific objectives relating to a change in people management practices <br> *(e.g. New ways of learning and knowledge sharing are an integral part of career management)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **Culture** | **CULT 1** <br> **CULT 2** | State here your specific objectives relating to a change of organisational culture <br> *(e.g. Our employees are aware of the benefits of new ways of learning and knowledge sharing)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |
| **Learning & Knowledge sharing** | **LEARN 1** <br> **LEARN 2** | State here your specific objectives relating directly to the introduction of the learning and knowledge sharing platform <br> *(e.g. Our learning and knowledge sharing platform is regularly used by 70% of our employees)* | ☐ Strategic <br> ☐ Strategic | ☐ Managerial <br> ☐ Managerial | ☐ Operational <br> ☐ Operational | ☐ Incremental <br> ☐ Incremental | ☐ Radical <br> ☐ Radical |

## 2.2. What are your priority actions and Action Plan?

With your key stakeholders, you will identify the priority actions to undertake to fulfil your specific objectives, and define a concrete Action Plan. In order to do so, you will:

- organise a brainstorming session to list all potential actions
- prioritise different action ideas
- choose priority actions
- develop an Action Plan

### What you need to know

In order to meet the priority objectives you have defined, you must identify the key actions to undertake, and define a concrete Action Plan.

Remember that your financial and human resources are limited, and therefore it is not possible to implement every action. You need to focus on a limited number of actions that are really important for your organisation, according to your analysis, and to translate them into an Action Plan.

The Action Plan is at the core of your change management process, as it constitutes a reference tool to monitor change, and translates your objectives into concrete activities.

An effective Action Plan is based on:

- **Coherence**

    The Action Plan needs to be coherent with the context of your organisation (structure, culture, people management...). It should be the case, as your main objectives are based on the undertaken analysis, with actions that correspond to concrete employees' needs.

    You should also ensure coherence between the different actions of the plan.

- **Common understanding and acceptance**

    The Action Plan must be understood and accepted by all your key stakeholders.

    You should make a clear presentation of the strategic vision and of the main advantages of the new learning and knowledge sharing processes for the organisation and its employees, and develop the Action Plan together with your key stakeholders.

    You should involve the key stakeholders and decision makers from the beginning, and formally validate the final Action Plan with them. Remember that the adoption of the intended changes will depend largely on the degree of consensus around the Action Plan.

You can use the "**Action Plan Definition**" process provided in the Good practices & tools.

## Good practices & tools

### Action Plan Definition

You can define your Action Plan simply through a discussion with your key stakeholders. If, however, you prefer a more collaborative way, you can use this decision-making methodology.

Please consider involving **all your key stakeholders** at this stage, in order to ensure the shared understanding and acceptation of the Action Plan by the key decision-makers and actors in your organisation, who will then be able to act as facilitators and sponsors of the desired changes.

This methodology is based on a 4-step process

### 1) Brainstorming session

You gather the participants in a meeting room and ask them to think about the **necessary actions to undertake in order to introduce successfully the learning and knowledge sharing platform in your organisation**. You can also make them prepare a list of actions before the meeting.

Each participant in turn proposes one (<u>and only one</u>) specific action. You note the different actions proposed on a flip chart, <u>as they are expressed by the participants</u> (no discussion, no judgment, no reformulation of the actions during the brainstorming session).

When everyone has proposed an action, you can repeat the exercise as many times as you want. The objective of the brainstorming session is to have an **extensive list of possible actions** in order to fulfil the objectives regarding the successful introduction of the learning and knowledge sharing platform in your organisation.

You can also state a maximum time limit or a maximum number of actions, in order that the participants prioritise the actions they consider as most important.

### 2) Scoring

You prepare a **categorised list of actions** on the basis of the brainstorming session outputs, deleting / merging redundant actions and grouping the different actions in coherent categories. You send this list to each participant along with a **scoring sheet**.

Each participant <u>individually</u> assigns a score from 1 to 4 to each action, according to the criteria: "<u>PRIORITY</u>" and "<u>FEASIBILITY</u>".

**Here is a scoring sheet example that you can use:**

---

**Definition of priority actions**

Please find below a scoring sheet, listing all the actions expressed during our brainstorming session the [date].

As agreed, please fill in this scoring sheet individually. **Give each action a score** from 1 to 4 both on the criteria "priority" and "feasibility" (1 = Very low, 2 = Low, 3 = Moderate, 4 = Very high)

---

Some tips for your review:

**Priority**

- is very high when the action should take place as soon as possible, as a prerequisite to other necessary actions, within the given timeframe

- is very low when the action can be hold later or at any time during the given timeframe

**Feasibility**

- is very high when the action brings a lot and is easy to achieve

- is very low when the action brings little, or is (too) difficult to achieve

If you do not understand the meaning of a given action, please do not rate it! In that case, do not put anything in either of the two columns.

I remain at your disposal for any questions.

Please send me your scoring sheet **no later than [date]**.

Thank you in advance.

---

**SCORING SHEET**

(Actions expressed at the brainstorming session on [date])

| Objective | Expressed ideas | Priority | Feasibility |
|-----------|-----------------|----------|-------------|
| PROC 1 | Action 01. […] | | |
| TECH 2 | Action 02. […] | | |
| PEOPLE 1 | Action 03. […] | | |
| TECH 2 | Action 04. […] | | |
| TECH 1 | Action 05. […] | | |
| LEARN 1 | Action 06. […] | | |
| PEOPLE 2 | Action 07. […] | | |
| LEARN 3 | Action 08. […] | | |
| LEARN 2 | Action 09. […] | | |
| LEARN 2 | Action 10. […] | | |
| PROC 1 | Action 11. […] | | |
| … | Etc. | | |

You collect the individual scoring sheets and calculate the average scores for each action. Also, keep track of the individual scorings, as they are of importance for the choice of the priority actions (see below).

**3) Choice of priority actions**

The choice of the priority actions is based on two dimensions: the **average score** and the **degree of consensus** around a specific action.

An action is <u>not</u> considered as a priority when:

- When the average score for the given action is lower in comparison with the other ones.
- When there are opposed scores from different stakeholders (e.g. both scores 1 and 4 present at the same time) for a given action. Indeed, these actions should not been considered as priority actions at the beginning, because there is no consensus around them, increasing the risk of losing some key stakeholders.

If you want, you can have a discussion around these actions, in order to check the good common understanding of the given action, and to possibly reformulate it, and/or change the individual scores.

If you do not reach a consensus, you must categorise the given action as not being a priority at the moment. Of course, keep track of all the actions, as they can become a priority in the future (different context, reformulation of the action...)

**Additional remarks about the decision-making**

You need to adapt the methodology according to the culture of your organisation and to the group size

- You can discuss each action more or less extensively
- Different types of scoring may be used (scale on 4, 5, 7... points)
- Different or more precise criteria could be used (priority divided in importance and urgency; feasibility divided in simplicity and available resources; or other criteria inherent to your organisation

**4) Action Plan**

Finally, you need to develop an "**Action Plan**" around these actions, including information on:

- **Which actions** (description of the priority actions)
- **Why** (aim of the actions)
- **Who** is responsible (responsible actors and partnerships)
- **When** (time frame for implementing the actions)
- **How** (financial / human resources)
- **Indicators** for action monitoring

Here is how an Action Plan may look like:

| Specific objective | Description of the action | Responsible actors & partners | Deadline | Resources / Budget | Indicators |
|---|---|---|---|---|---|
| STRAT 2: ... | e.g. include the implementation of new ways of learning and knowledge sharing in our official strategy | | | | |
| PROC 1: ... | e.g. adapt the time management policy to reflect the needs of new ways of learning and knowledge sharing | | | | |
| PROC 1: ... | | | | | |
| TECH 1: ... | e.g. provide Internet access to each department | | | | |
| TECH 2: ... | | | | | |
| TECH 2: ... | | | | | |
| INFRA 1: ... | e.g. provide easily accessible video recording space and equipment to employees | | | | |
| PEOPLE 2: ... | e.g. extend existing employee evaluation criteria with the ones related to the use of new ways of learning and knowledge sharing | | | | |
| CULT 2: ... | e.g. develop an awareness campaign | | | | |
| LEARN 1: ... | e.g. regularly collect statistics of use through the learning and knowledge sharing platform | | | | |
| LEARN 2: ... | | | | | |
| LEARN 2: ... | | | | | |

## 2.3.    How is the change management going?

In this step, you will collect feedback from your key stakeholders on how the change management process is proceeding.

### What you need to know

It is important to be continuously aware of the attitudes of your stakeholders towards the implementation of the learning and knowledge sharing platform in your organisation. Therefore, make sure to stay in constant dialogue with your key stakeholders during your change management efforts.

*One way to do it is to use the "**Stakeholder Change Management Barometer**" provided in Good practices and tools.*

### Good practices and tools

**Stakeholder Change Management Barometer**

After each step of the change management process, ask these 5 questions to each of your key stakeholders defined in the 'Analyse' step of the change management process. You can choose how you will pose these questions (survey, interviews, workshops), but a short personal interview will give you the highest quality feedback.

- How do you feel about this change?
- How comfortable are you with your role?
- How involved are you?
- Which difficulties do you encounter?
- How would you improve the change management process?

# 3. ACT

The third stage is about the concrete **actions** that you should undertake during the change process. In this step, you will:

- follow your Action Plan, review it regularly, and monitor the change process
- adapt your actions to employees' specific reactions and needs, according to the stage of change
- trigger bottom-up feedback from the users

## 3.1. What should you do concretely?

In this step, you will:

- undertake the previously planned actions
- adjust your Action Plan according to the reality of the change process
- adapt your management to the individual and group experiences

### What you need to know

You have analysed your context, defined your objectives and set an Action Plan regarding the implementation of the new learning and knowledge sharing platform in your organisation.

Now, it is time for action.

- You need to **follow your Action Plan as much as possible**. But please keep in mind that reality is often different from theory, and you will certainly be confronted to discrepancies between your plan and what happens concretely in the field. It is important to **keep the Action Plan flexible** and to readjust it continuously. If you don't do it, you will end with a completely out-of-date plan that you won't be able to use.

- Also, you need to take into account that you and your involved stakeholders might have already worked on this project for a rather long time, while the rest of the staff did not. It is crucial to understand that each individual and each group needs time to accept and take over any change. You must be aware of the employees' process of transition, respect it, and give appropriate information and support at each step.

- Finally, individuals / groups are different from each other. Some people may experience the change differently, according to their personal and organisational contexts. The transition process may be longer or shorter for different people. Some steps may be longer, shorted or even skipped by some individuals / groups. You need to adapt your management style according to the individual or group experiences.

Here is a typical representation of the **individual transition process** when a change occurs. There are four general stages that require different type of information and support from the management:

- **Loss** (**A**): People's initial reaction may be shock or denial as they react to the challenge to the status quo.

- **Confrontation** (**B**): Once the reality of the change starts to hit, people tend to react negatively. They may fear the impact, feel angry and actively resist or protest against the changes. They might also feel depressed.

- **New beginning** (**C**): People stop focusing on what they have lost. They start to let go and accept the changes. They begin testing and exploring what the changes mean and so learn the reality of what's good and not so good and how they must adapt.

- **Action** (**D**): People not only accept the changes but also start to embrace them. They rebuild their ways of working.

## The Process of Transition



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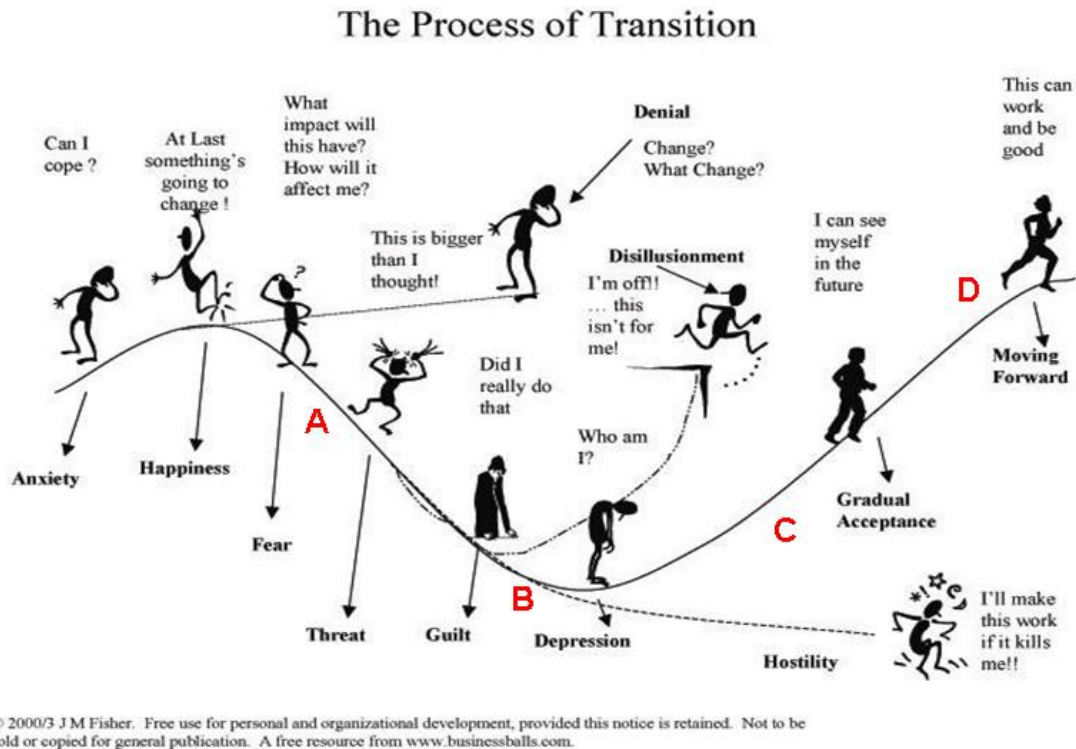
Here are the **do's and don'ts** that you should keep in mid as a change management responsible:

| Stage of the transition process | TO DO | TO AVOID |
|---|---|---|
| A)  Loss | • Clearly present the change and its impacts on people<br>• Encourage the expression of emotions (through workshops, personal contact…)<br>• Detect the individuals for whom the impact of change is the most profound | • Minimise the change<br>• Promise paradise<br>• Let rumours circulate |
| B) Confrontation | • Mobilise people to work on concrete activities<br>• Promote discussions and exchanges<br>• Undertake coaching interventions | • Force people to adapt<br>• Implement other non-essential changes in parallel |
| C) New beginning | • Set milestones<br>• Celebrate successes (even small ones)<br>• Accept mistakes (it means that people accept the change and try to use the new tools) | • Blame people if they make mistakes |
| D) Action | • Make a formal assessment<br>• Consolidate the changes<br>• Encourage new behaviors and use of the new tools | • Remain silent about success |

*To inspire you in your change management efforts, you can read the list of selected "**15 Good Practices from Successful Implementations**" provided in the* [Good practices & tools](#).

## Good practices & tools

**15 Good Practices from Successful Implementations**

To inspire you in your change management efforts, below you can find some quotes from practitioners who have successfully implemented e-learning in their public administration organisations. These can provide you with valuable ideas and advice on how to manage your own change management process.

**1 Start with the learner**

- "Recognise the legacy the learner brings to the organisation."[iii]

- "Where are they coming from, how motivated are they, how technologically savvy are they and how do they choose to get their information."[iv]

- "Know your audience! Culture, climate, ages/stages, diversity."[v]

- "Many younger workers are familiar with e-Learning as they experienced it while in education and actively prefer this way of learning."[vi]

- "Create a glossary of technical terms for non- technical users. Don't assume a level of IT literacy among all users."[vii]

**2 Involve employees early on**

- "On the first day of the launch over 50 Learning Pool customers signed up to be guinea pigs, thereby demonstrating the clear need for an affordable solution. Their feedback, critique and requirements shaped the first launch of the platform and has continued to inform its development ever since."[viii]

**3 Ensure programmes are relevant**

- "Ensure programmes are relevant - this drives out resistance (...) what are the key things people need to learn on their job."[ix]

**4 Focus on content rather than format**

- "Where does e-learning sit within your organisation today? The culture change has been gradual, but we can now present our evolving learning catalogue to staff by listing tutor-led training options and e-learning side by side with the emphasis firmly on subject rather than format."[x]

**5 Nominate subject matter experts**

- "The length of time that it takes to develop a new module from scratch varies depending on the topic but so far, we have found that six to eight weeks is an average length of time. The key for us has been to identify the Subject Matter Expert and the person that will ultimately sign off on the module at the start of the process. This has helped us speed up the length of time taken from storyboarding and scripting to approval."[xi]

**6 Offer a blended training approach**

- "Different situations demand different styles of training. We strongly advocate a blended learning approach."[xii]

- "We would like to offer learners a blended learning experience. We don't wish to replace face-to-face learning completely and where traditional learning is still appropriate we will endeavour to prepare learners in advance and support them afterwards with e- learning. I firmly believe that training should not be a once- off event as often the majority of what is learned is lost if it is not implemented shortly afterwards."[xiii]

- "Previously, Milton Keynes Council has used in-house trainers and floorwalkers but realised that an integrated approach combining online and classroom-based learning would not only be cost- effective, but also increase staff efficiency through the accessibility of online training."[xiv]

- "The majority of staff are using some form of eLearning alongside other training methods such as coaching, shadowing or attending occasional training courses."[xv]

- "To further streamline the training process, the Borough has focused on a blended learning approach where staff are able to train away from their desks in a quiet, monitored IT area where a trainer is available to provide assistance if required. The half- day of designated e- learning time allows new staff to get up to speed as quickly as possible without the distraction of their daily workloads."[xvi]

**7 Use a sense of humor**

- "The creation of a fun element has worked exceptionally well for Tendring District Council; local government don't usually do fun!"[xvii]

- [Trevor = name of the e-learning platform] "Staff inquisitiveness was initially sparked off when our 12 IT reps starting wearing "Have you seen Trevor?" badges. This was further intensified with posters depicting 'Trevor' situated in various locations around the council buildings. Finally, we took our toy Trevor and photographed him on various desks once staff had left for the day. To add to the mystery, we left the photo together with a note saying Trevor was here - staff were completely perplexed."[xviii]

**8 Organise a launch event...**

- [Trevor = name of the e-learning platform] "(...) the launch was multi-site. On the day, everyone's spirit was lifted and there was fever pitch around Tendring District Council with every Head of Service either there or represented. Trevor branding was strong, from our promotional items to our IT reps wearing t- shirts with "Ask Me About Trevor" on the back. After viewing a demonstration of Trevor, We strongly advocate the adoption of e- learning as an opportunity to bring strength to Tendring District Council's Learning and Developmentlearners could visit a course wish list board and create their ideal shopping list from the Learning Pool catalogue. As well as building up awareness of the courses, it proved to be a very engaging approach."[xix]

**9 ...OR organise a 'soft launch'**

- "We had a 'soft launch'. We gradually introduced the concept of e-learning prior to launching it. We referred to it in classroom workshops and generally wrapped it around events to show its relevance. For two weeks, we showcased a different module every second day. This was a short message describing a different module sent via our intranet and email newsletter to all council staff. The message also included a link to the module and invited staff to try it out. This was the best channel for getting a message out to large numbers of people quickly. We initially launched to a pilot group of 2500 learners. To avoid creating a negative first impression of the concept, we did not make e- learning compulsory, at least to begin with. Our aim was to just let staff know that it was there. We presented it as 'something new'. Our message was simply, "When was the last time you topped up your learning? Check out our new tool.""[xx]

- "How do you encourage Governors to use e-learning? We mainly tell Governors face to face, in training sessions and generally word of mouth"[xxi]

**10 Create curiosity**

- "It was advertised on Wave *the council's staff intranet] and it said around 100 members of staff had signed up so I was curious."[xxii]

**11 Keep it simple**

- "You cannot always make people work in the way that is required but by making it a simple process and part of standard procedure within the organisation, the approach can be accepted into the working methods and ultimately benefit the organisation and everyone working there."[xxiii]

**12 Talk to people**

- "Get out and talk to people who are already doing this, they will give you advice and products; talk to more customers than providers of software - find out what the customers think"[xxiv]

**13 Don't reinvent the wheel**

- "Don't reinvent the wheel - most people have already done what you are thinking of doing."[xxv]

**14 Get a slice from everyone's budget**

- "Funding can be difficult - a brilliant way to fund e-learning is to get a slice from everyone's budget, everytime someone buys a pc, they pay a little extra for the e-learning programmes."[xxvi]

**15 Make it optional in the beginning**

- "So far there have not been any compulsory modules for staff to enable them to get to grips with the e-learning concept at their own pace. We have been impressed with the number of learners who have registered for modules but the number of completions has been lower. This hasn't been much of a concern as people are encouraged to make themselves familiar with the various modules but in the future, we may make some modules essential, such as 'Information Security'."[xxvii]

## 3.2. How is the change management going?

In this step, you will:

- regularly review your Action Plan
- collect feedback from your key stakeholders on how the change management process is proceeding
- trigger bottom-up feedback from the (potential) users of the learning and knowledge sharing platform in your organisation

### What you need to know

You should regularly **check the advancement of your Action Plan**, take corrective actions and/or readjust the plan if necessary.

Moreover, it is important to be continuously aware of the attitudes of your stakeholders towards the implementation of new learning and knowledge sharing processes in your organisation. Therefore, make sure to stay in constant dialogue with your key stakeholders during your change management efforts.

- *One way to do it is to use the "**Stakeholder Change Management Barometer**" provided in the*

*Good practices & tools*

Secondly, at that stage it is in your best interest to regularly facilitate bottom-up feedback from the

(potential) users of the learning and knowledge sharing platform in order to be able to continuously improve your change management process.

- *Some ideas on how to do it are included under the "**Bottom-up Feedback Triggers**" provided in the [Good practices & tools]*

## Good practices and tools

**Regular review of the Action Plan**

You should use your **Action Plan** as a monitoring tool. Usually, it is advised to review it every regularly, for instance monthly or quarterly. Remember to keep the Action Plan "alive" so that it continues to reflect reality.

**Stakeholder Change Management Barometer**

After each step of the change management process, ask these 5 questions to each of your key stakeholders defined in the 'Analyse' step of the change management process. You can choose how you will pose these questions (survey, interviews, workshops), but a short personal interview will give you the highest quality feedback.

- How do you feel about this change?

- How comfortable are you with your role?

- How involved are you?

- Which difficulties do you encounter?

- How would you improve the change management process?

**Bottom-up Feedback Triggers**

The following ideas might inspire you to take action in order to facilitate recurrent bottom-up feedback from the (potential) users of the learning and knowledge sharing platform in your organisation. Feel free to select the approaches which resonate best with your organisational culture:

- Let the **Learning Concierge channel feedback for you**[xxviii]: as suggested in the 'Analysis' part of this guide, nominating a Learning Concierge might be the best way for you to establish a strong connection to the (potential) users and other persons concerned by the implementation of new ways of learning and sharing knowledge. Ask the Learning Concierge to regularly elicit feedback on the 'workfloor' and hold regular (weekly or bi-weekly) meetings with her/him to collect the received comments. Questions worth asking the users:

    1. What do you like about the new ways of learning and sharing knowledge? What works well for you?

    2. What would you change about it? How? What doesn't work well for you?

    3. How did the implementation process go?
       Did you get all your questions answered?
       Did the implementation team try to make it as easy and pleasant as possible?

    4. Are you getting the services you expected? Are they the services you need? Do you need services that you're not getting (accessibility, training, etc.)?

    5. Are implementation and change management staff supportive, helpful, and respectful? Do they seem to know what they're doing?

    6. Are you happy with the way you're treated? Are you being treated with attention and

respect?

7. Do you have sufficient opportunities to express your opinion? Are your suggestions seriously considered / taken into account by the relevant responsible persons?

8. Are your supervisors positive towards the new learning and knowledge sharing platform? How do they help you adapt to this change?

- Let the **walls be your ears**: consider decorating the office spaces with interactive boards that invite feedback from the workers. For instance, you might put up a question "Have you used the learning and knowledge sharing platform this month?" or "Do you like using the new platform for learning and sharing knowledge?" and provide a board for 'voting' with stickers. In this way, you will have a clear picture of peoples' practices and attitudes and a clear 'excuse' to start an open discussion about any barriers the users might be encountering. Be prepared for a possible negative feedback first, but by providing your employees with a way to express their opinions, you will be able to bring all concerns to the surface in order to manage them.

- Elicit **random conversations**: consider letting your change management team (and yourself!) wear pins stating "Talk to me about the learning and knowledge sharing platform" to elicit random feedback.

- Collect **e-feedback**: think of eliciting feedback through the learning and knowledge sharing platform itself, e.g. through a short survey, a voting mechanism or a forum.

# 4. IMPROVE

This fourth step aims to evaluate the change management efforts in order to **improve** the process. In this step, you will:

- evaluate your change management efforts
- determine the areas for future improvement

## 4.1. How do you evaluate your change management efforts?

You will evaluate your change management efforts and identify areas for improvement. In order to do so, you will:

- determine your feedback objectives
- plan the feedback
- choose the feedback collection methods
- leverage the feedback

### What you need to know

In order to evaluate your change management efforts, you must follow the four phases below.

### 1. DETERMINE YOUR FEEDBACK OBJECTIVES

The objective of feedback collection is primarily to capitalise on the experience to improve the management of change in the future. To achieve this goal, it will be necessary to examine the way steps "Analyse", "Plan" and "Act" have been carried out. For each of these stages of change management, the change management team will usually have the following objectives:

- **Identify the positives and capitalise on them further**. This objective means identifying positive practices that have been undertaken, and which could be relevant for the management of future changes;

- **Identify the negatives and suggest areas for improvement**. This is the classic goal of a feedback process and it is also the most sensitive one. Indeed, the approach should in no way be seen as a sanction. The goal is to identify the points of failure impartially and to highlight the improvement of practices that is expected.

- **Share an overview of the different events in each phase and strengthen links between the actors**. For the management, feedback is an opportunity to acknowledge the investment of each stakeholder in the management of change and to value the work of all actors involved;

- **Enhance the experience of future change management**. For the change management team, feedback analysis will allow for an update of the methods used;

- **Leverage lessons learned to other public administrations in the region, country and Europe**. The feedback should be brought to the attention of as many peer organisations as possible to improve the knowledge and practices of public sector as a whole. Consider using the learning and knowledge sharing platform itself to share your change management experiences with peers!

## 2. PLAN THE FEEDBACK

In practice, to organise the feedback, it will be necessary:

- **To identify the main responsible for the process** within the change management team. This person will be responsible for gathering the information, the collection of individual experiences, organising sharing meetings, communication of feedback to the team and to the various stakeholders, as well as the evaluation of feedback. The essential quality that this person needs to demonstrate is neutrality: the main concern is to get the most objective view possible;

- **To define the scope of feedback in terms of actors to be mobilised**: for practical reasons, the feedback can not cover all the people who were involved in change. The experiences of different members of the change management team are obviously very important. Nevertheless, it is also necessary to define the perimeter of the affected actors within the administration and on the outside thereof. The collection of information should be carried out with a sample of people representative of the various departments affected by the change, but also sufficiently diversified, particularly in terms of office held or experience within the administration. Ideally, all initially identified stakeholders would be involved in the feedback process;

- **To set a timetable**. Feedback collection should be done in two modes. First, a recurring feedback elicitation should be encouraged throughout the whole change management process. Both the key stakeholders and final users should be contacted regularly to ask for their opinion bout the ongoing change (see 'Stakeholder Change Management Barometer' and 'Bottom- up Feedback Triggers' tools). Second, a final formal feedback should be collected when the targeted end date of the implementation of the learning and knowledge sharing platform is reached. This involves the formal individual user feedback (see 'Formal individual User Feedback' tool) and the final evaluation with key stakeholders (see "Maturity Assessment" tool).

## 3. CHOOSE THE FEEDBACK COLLECTION METHODS

The choice of the method and information gathering tools depends on the place of the actor in relation to the implementation of the learning and knowledge sharing platform. For people directly affected by the change, it is better to collect their experiences through personal interviews or self-administered questionnaires. Based on the analysis and synthesis of these initial answers, the change management team may organise a sharing meeting to have a closer look on the strengths and weaknesses of the different phases and activities of the change management process.

### 3.1. **Formal Individual User Feedback**

To gather the individual user feedback and depending on the availability of people to mobilise, both semi-structured interviews and self-administered questionnaires techniques are possible. Because it creates a space for dialogue for people who have been impacted by the change, we recommend, as far as possible, to use the first method.

Semi-structured interviews technique consists of two steps: (1) Creation of an interview guide for addressing the experiences of impacted people as experienced by them chronologically in relation to different actions carried out with regards to change management; (2) Individual interviews. They would usually be exploratory (unstructured) at the beginning of the interview and more focused at the end of the interview if the person did not address all the key topics. Allowing for a free conversation flow during the interview can help minimise the fear of control and inspection that may worry some interviewees.

An alternative technique, perhaps less rich qualitatively but more time-efficient, is to collect the individual experience through written questionnaires, which can be administered or operated anonymously.

Whatever the method used, the responsible should analyse and synthesise the information gathered in order to identify the themes that will be discussed further. This step requires a lot of neutrality, but always keeping in mind that the goal of the change management team is to capitalise on and improve the method of change.

- *You can use the "**Feedback Interview Guide**" and the "**Feedback Questionnaire**" templates provided in the [Good practices & tools]*

### 3.2. **The Maturity Assessment and Action Plan meeting with key stakeholders**

Organising a sharing meeting is the perfect moment for the exchange, dialogue and collective learning. This can be the perfect opportunity to collect and leverage feedback. The formalisation of the data collected during the collection of individual experience can serve as a driver for the collective meeting.

At the meeting, participants (change management team members and all other stakeholders for whom it would be appropriate to be part of this improvement process) may discuss the positive and negative points for each of the activities of the various phases of the change management method and reflect on the best route to improvement.

## 4. LEVERAGE THE FEEDBACK

To leverage the collected feedback and improve the change management method, several actions need to be taken (Owlwishess et al. 2001).

- Formalise the new the actions to be implemented in the form of meeting minutes or a report

- Start implementing the improvement decisions taken and establish a way of monitoring the progress of this implementation

- Distribute feedback within the administration: the feedback is not only useful for key project stakeholders, but it is equally important to the people who have been impacted by the change;

- Distribute feedback outside of the administration: the feedback is a rich source of learning for other public sector organisations undergoing a similar process. Share your lessons learned!

## Good practices & tools

### Formal Individual User Feedback

You can collect individual user feedback through semi-structured interviews with selected key users or questionnaires with the whole user population.

### (1) Feedback Interview Guide

The individual interviews would usually be exploratory (unstructured) at the beginning of the interview and more focused at the end if the person did not address all the key topics. Allowing for a free conversation flow during the interview can help minimise the fear of control and inspection that may worry some interviewees.

Below you will find an interview guide that you can adapt according to your specific needs.

- **Change management process**

Did you have a clearly identified contact person concerning the implementation of the learning and knowledge sharing platform?

How did your supervisors welcome the change and help you adapt to it?

Did you feel sufficiently involved in the implementation of the learning and knowledge sharing platform?

Did you have access to enough information regarding the implementation of the learning and knowledge sharing platform?

Did you have a clear idea of what would change for you?

What barriers did you encounter in the introduction of the learning and knowledge sharing platform as a new training method?

- **Reaction**

How satisfied are you with the use of the learning and knowledge sharing platform?

How much support do you receive with the use of the learning and knowledge sharing platform?

What difficulties do you encounter with the use of the learning and knowledge sharing platform?

How relevant is the use of the new learning and knowledge sharing processes for your job needs, performance assessment and career development?

- **Learning**

How have your knowledge and skills evolved with the use of the learning and knowledge sharing platform?

How does the new platform support knowledge sharing with your peers?

Do you feel comfortable using the new platform for learning and sharing knowledge?

Do you feel more in control of your own training?

- **Behaviour**

How is the new learning and knowledge sharing processes integrated in your daily practices?

How does the new platform impact the way you learn and share knowledge?

How does the new platform impact the ways your peers learn and share knowledge?

How does the new ways of learning and sharing knowledge change the way you and your peers work?

- **Outlook**

Which opportunities does the learning and knowledge sharing platform provide for you and your organisation?

What would facilitate better use of the learning and knowledge sharing platform in your organisation?

**(2) Feedback Questionnaire**

An alternative technique, perhaps less rich qualitatively but more time-efficient, is to collect the individual experiences through written questionnaires, which can be administered or operated anonymously.

Please find attached an illustrative questionnaire that you can further adapt to your specific needs. To create an on-line version, you can use free tools such as "Survey Monkey" (https://www.surveymonkey.com) or "Google Forms" (http://www.google.com/forms/about/).

Please give your feeling regarding the following statements using a 7-point scale. **1** means that you completely disagree with the statement, while **7** means you strongly agree with the statement. Intermediate scores allow you to nuance your answer.

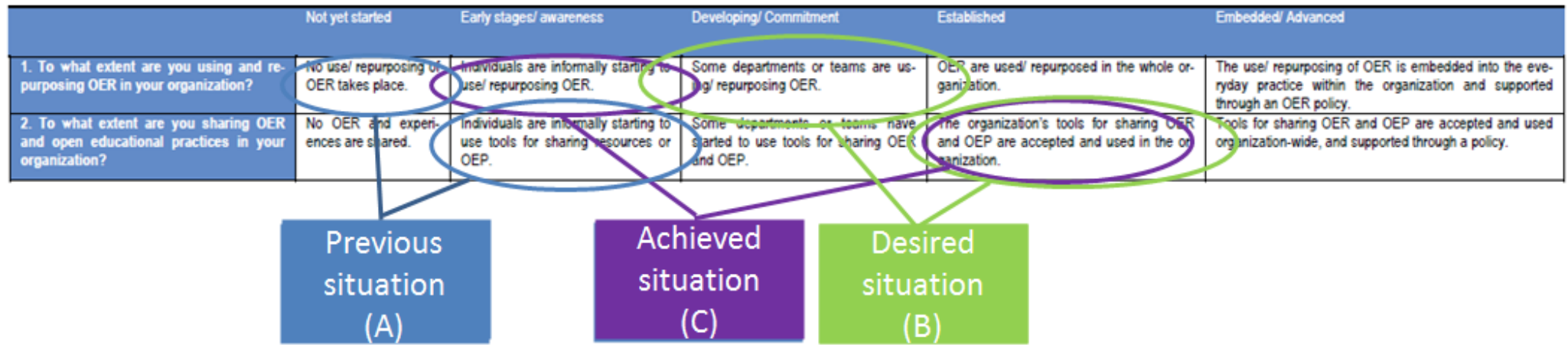| | *Disagree* | | | *Neutral* | *Agree* | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Completely | Moderately | Slightly | Neutral | Slightly | Moderately | Completely |

| **Change management process** | |
|---|---|
| I have a clearly identified contact person concerning the implementation of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| My supervisors welcomed the change and helped me to adapt to it | 1  2  3  4  5  6  7 |
| I felt sufficiently involved in the implementation of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| I had access to enough information regarding the implementation of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| I had a clear idea of what would change for me | 1  2  3  4  5  6  7 |
| I encountered barriers in the introduction of the learning and knowledge sharing platform as a new training method | 1  2  3  4  5  6  7 |
| **Reaction** | |
| I am satisfied with the use of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| I receive enough support with the use of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| I encounter difficulties with the use of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| The use of the learning and knowledge sharing platform is relevant regarding my job needs and career development | 1  2  3  4  5  6  7 |
| **Learning** | |
| My knowledge and skills have evolved with the use of the learning and knowledge sharing platform | 1  2  3  4  5  6  7 |
| The new platform supports knowledge sharing with my peers | 1  2  3  4  5  6  7 |
| I feel comfortable using the new platform for learning and sharing knowledge | 1  2  3  4  5  6  7 |
| I feel more in control of my own training | 1  2  3  4  5  6  7 |
| **Behavior** | |
| I use the learning and knowledge sharing platform in my daily practices | 1  2  3  4  5  6  7 |
| The new platform impacts the way I learn and share knowledge | 1  2  3  4  5  6  7 |
| The new platform impacts the ways my peers learn and share knowledge | 1  2  3  4  5  6  7 |
| The new learning and knowledge sharing platform changes the ways of working of me and my peers | 1  2  3  4  5  6  7 |
| **Outlook** | |
| The new learning and knowledge sharing processes provide new opportunities for me | 1  2  3  4  5  6  7 |
| The new learning and knowledge sharing processes provide new opportunities for my organisation | 1  2  3  4  5  6  7 |

**Maturity Assessment**

When the targeted end date of the implementation of the learning and knowledge sharing platform is reached, it is important to go back to your envisioned target situation and evaluate to what extent the organisation has succeeded in reaching it.

For this purpose, a new workshop with your stakeholders identified at the beginning of the project can be organised. Ideally, invite the same people who have participated in the initial situation evaluation and visioning.

Using the same document ("Maturity Assessment" tool), this time evaluate how far the organisation has succeeded in reaching the set vision. To do so, evaluate each of the aspects and mark it on the maturity scale with a new colour, as indicated in purple ('achieved situation (C)) below:

| | Not yet started | Early stages/ awareness | Developing/ Commitment | Established | Embedded/ Advanced |
|---|---|---|---|---|---|
| 1. To what extent are you using and re-purposing OER in your organization? | No use/ repurposing of OER takes place. | Individuals are informally starting to use/ repurposing OER. | Some departments or teams are using/ repurposing OER. | OER are used/ repurposed in the whole organization. | The use/ repurposing of OER is embedded into the everyday practice within the organization and supported through an OER policy. |
| 2. To what extent are you sharing OER and open educational practices in your organization? | No OER and experiences are shared. | Individuals are informally starting to use tools for sharing resources or OEP. | Some departments or teams have started to use tools for sharing OER and OEP. | The organization's tools for sharing OER and OEP are accepted and used in the organization. | Tools for sharing OER and OEP are accepted and used organization-wide, and supported through a policy. |

Previous situation (A)   Achieved situation (C)   Desired situation (B)

In this way, you will be able to clearly visualise the progress from your previous situation (A) to the achieved one (C), in comparison with the envisioned target one (B). Remember that change management is a continuous, long- term process, so it is possible that some of the set targets have not been reached yet. What is important is to focus on the successful aspects first, celebrating the achievements.

If there is any negative discrepancy between what the organisation has achieved versus what the target was, lead a constructive discussion by posing the following 3 questions:

- 'Was the envisioned target defined correctly?'

- 'Why did we not achieve it?'

- 'What can be done to improve?'

In order to answer these questions, refer to your **Action Plan**.

The content of the meeting should be formalised in an **executive summary**, including for example the following:

- The description and analysis of management actions taken;

- The positive aspects of the change management process;

- The description of the difficulties encountered;

- The proposed areas for improvement.

If the organisation is lagging behind on any points, starting a new 'plan - act - improve' cycle of change management.

# COMMUNICATE

This "**Communication**" part is presented separately from the 4-step change management process, as it includes **transversal activities** that need to be carried out from the beginning and throughout the whole change process, in order to support the completion of the successive stages. In this part, you will:

- Develop your communication plan (who, what, to whom, when and how), based on several basic principles

- Receive tips for effective communication

- Gain awareness about the importance of continuous communication for the change process

## What you need to know

"***It is impossible not to communicate!***"

In other words, not communicating is already a form of communication. So, when a change such as the introduction of a new learning and knowledge sharing platform in an organisation is envisioned, you should communicate about it early on, to reduce the risk of rumours, false interpretations of what will happen and future resistance to change. The success of a communication plan can be assessed through:

- the acceptance of the proposed change (change in attitudes), and

- the motivation to change (change in behaviours)

You should always adjust your communication plan and activities to the context of your organisation and to the existing processes and habits (top-down or bottom- up communication, formal or informal, face-to-face or not, type of tools used...). However, it is important to be aware of the following basic principles about **who** communicates, **what** to communicate or not, **to whom**, **when** and **how**.

### Who communicates?

- First, you need to formally nominate a **communication responsible** who will be in your change management team (please refer to "how to select your change management team").

- Your **top management** should deliver the key messages about the strategic vision and objectives of the organisation regarding the implementation of the new learning and knowledge sharing processes.

- Ideally, the **line managers** should communicate directly to their employees about the concrete impacts of the change.

**Tip:**

The top management must be your change sponsor, including for communication purposes.

### What to communicate?

To raise the employees' awareness about the need for change and to help them understand how the change will impact their concrete realities, you should especially communicate on:

- The challenges that the learning and knowledge sharing platform meets in your organisation

- The risks of NOT changing anything or delaying the change

- What is going to change concretely for your employees

**Tips:**

Be genuine, it is more important than being exhaustive

Focus on the key not negotiable elements, rather than on the detailed terms of change

*You can use the "**Argument List**" provided in the Good practices and tools as a starting point.*

**To whom to communicate?**

You should not focus on a unique target, but rather talk to everyone in your organisation. That requires:

- to identify your different stakeholders (please refer to the question about "who to involve")
- to know your organisational context, including the perceptions, the fears, the barriers and levers for change (please refer to the questions about "in which setting will the change take place" and "what blocks you")
- to adapt your communication according to the different audiences and occasions

**Tips:**

Take into account the various attitudes existing in your organisation

It is the receiver of the information who actually creates the message

Use a language that is shared by your audience (not too technical, too abstract, etc.)

**When to communicate?**

- Develop a **progressive communication plan**, according to people's needs, which will evolve through the change process:

| Successive needs of people | Type and content of communication |
|---|---|
| 1. **Awareness** | **Inform** about the change and the change process |
| 2. **Understanding** | **Explain** why this change is implemented, and why it is done in this way |
| 3. **Internalisation** | **Involve** people in the change process |
| 4. **Action** | **Animate** collaborative work, encourage people for action |

**- Keep communicating!**

It is extremely important to think about your communication activities in terms of a **continuous, repetitive process**, rather than a 'one shot' activity. One of your communication objectives should be to continuously promote the value of new learning and knowledge sharing processes.

**Tips:**

It is rarely too early to communicate

Take the initiative to communicate as often as possible

Make sure to limit potential rumours to avoid the need for resolving them

**How to communicate?**

Focus 80% on communication **time** and 20% on communication tools. Indeed, not taking the time means not providing yourself with the means to communicate adequately.

- Formulate your message in a way that is clear and understandable (not too much information, not too complex or using contradicting arguments)
- Think of the tools in function of the message you want to convey and its objectives

**Tips:**

Your behaviour is at least as important as your words

Do not use negative language or arguments that could provoke resistance (e.g. "don't be afraid" can raise fear)

## Good practices & tools

**Argument List**

When communicating about the need to change, you can use the following arguments from both practitioners and researchers as a starting point - but make sure to adjust them to your specific organisation. Make sure to manage the expectations correctly - there is a difference between making people aware of the benefits and overpromising the results.

Remember, also, that the use of a learning and knowledge sharing platform "can, but does not automatically confer benefits" (Lain & Aston, 2004). It will **only** deliver on the promised benefits if the quality of educational material is high, if the technical tool and support are sufficient, and if the change management process is effective.

**Benefits of learning and knowledge sharing platforms mentioned by practitioners[xxix] (1):**

1. "Preparing staff for new responsibilities
2. Up-skilling staff in existing roles
3. Spreading knowledge of [X] across the organisation
4. Ensuring staff are familiar with and understand the organisation's policy, procedures and other key documents
5. Improving efficiency and customer service
6. Providing a cost- effective, flexible alternative to traditional training"

**Benefits of learning and knowledge sharing platforms shown by research[xxx] (2):**

1. particularly relevant in sectors where there is a shortage of skilled workers
2. lower cost of delivery (time and travel costs)
3. flexibility in delivery (time and place, worldwide delivery)
4. flexibility in the pace and distribution of learning (learn at their own pace)
5. learners' convenience
6. learner's empowerment
7. better tracking (results, feedback... )
8. increased productivity and human resources' efficiency
9. making public services better, more cost effective, and more accessible
10. empowering specific groups, including citizens/professionals in rural areas

# Annex 1

What follows is additional information about the rationales underlying the development of the "Guidelines for Managing Change" in terms of theoretical approaches and tools used.

## A processual approach to strategic change

We used an in-house change management model of CRP Henri Tudor, "Demoisel", as a starting point. This model had been initially developed by Tudor to support change management in the central public administration in Luxembourg. However, while it presented strengths, it also suffered from a certain number of weaknesses, and needed also to be adapted to our specific context of open learning platform implementation in local public administrations.

We analysed the "Demoisel" model in light of the requirements analysis (Pawlowski et al. 2014; Stoffregen et al., 2014) provided in WP2 as well as of a review of the scientific and practitioner literature that we undertook on open learning platforms in public organisations (cf. Annex 2).

We then worked on this model, in order to adapt it to our specific context. We mainly relied on Pettigrew and Whipp's well-established theory of strategic change (Pettigrew, 1997). According to Pettigrew and Whipp's work, any strategic change articulates around three key dimensions (content, context, process), which are evolving together with continuous interrelations. The change success is dependent of the interaction between these three dimensions: the content relates to the purpose and object of change; the process relates to the implementation of the change; and the context relates to the internal (organisation) and external (society) environment of the change (cf. Figure 2).

**Figure 2: A processual approach to strategic change (Pettigrew, 1997)**
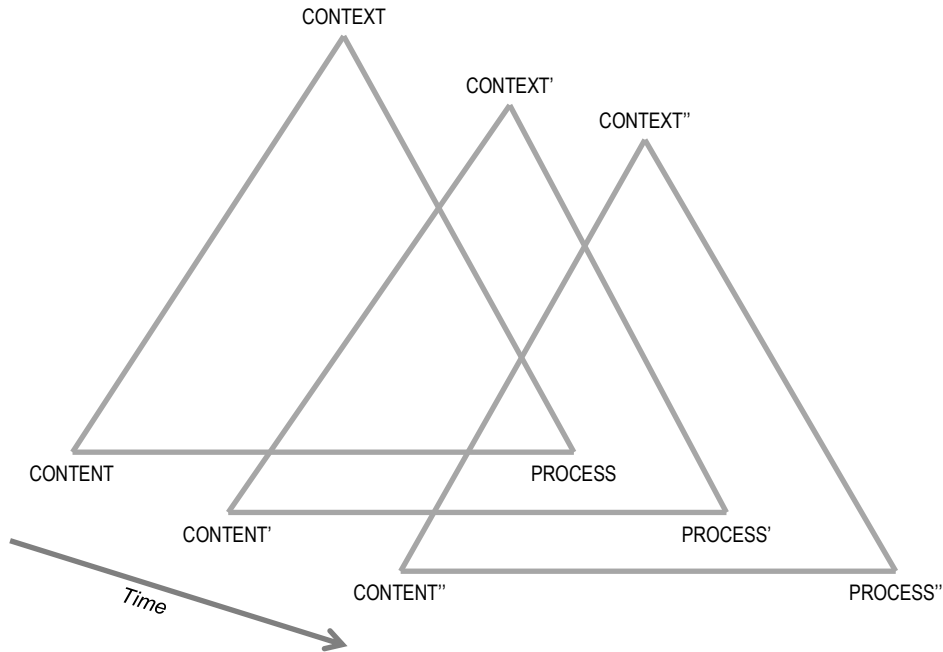


This processual approach served as a basis when developing "Demoisel" into a framework for managing change adapted to the introduction of an open learning platform in local public administrations. Indeed, in the proposed FMC, the content of the change, that is its purpose, vision and objectives, is defined on the basis of an analysis of the internal and external context, and redefined on a continuous basis according to the implementation process; which, in turn, is based on the context analysis and depends on the purpose, vision and objectives decided.

**An inclusive change management strategy: Stakeholder theories**

After selecting the change management responsible and team, the first move in our change management process is to identify the key stakeholders in the organisation and its environment. Indeed, these will be involved from the early beginning in order to define a shared vision about the change, as well as in various ways throughout the change process.

According to the stakeholder theory developed by Freeman in 1984, organisational management needs to take into account not only the shareholders (owners) of a firm, but all the organisation's stakeholders. 'A stakeholder in an organisation is (by definition) any group or individual who can affect or is affected by the achievement of the organisation's objectives' (Freeman, 1984, p.46). The stakeholders of an organisation can be internal or external, individual or collective.

This theory is particularly relevant for our inclusive change management strategy, as the stakeholders' involvement in the whole process will both increase the acceptance of the new learning and knowledge sharing practices (in a top-down perspective) and the adaptation of these new practices to the users' needs (in a bottom-up perspective).

In order to support the decision-making regarding how the different identified stakeholders will participate at the different stages of the change process, we propose two complementary tools respectively based on the stakeholder salience theory of Mitchell, Agle and Wood (1997) and on the change iceberg model of Krüger (1996).

Mitchell et al. advocate that stakeholders can be positioned along three main dimensions, power, urgency and legitimacy. Mitchell et al. draw on Etzioni (1964, p.59) to define power as the extent to which a party has or can gain access to coercive (physical means), utilitarian (material means) or normative (prestige, esteem and social) means to impose their will. Urgency is defined as 'the degree to which stakeholder claims call for immediate attention'. The 'degree' depends not just on time-sensitivity, but also on how 'critical' the relationship is with stakeholder or the importance of their claim (Mitchell et. al, 1997, p.867). The definition of legitimacy is taken from Suchman (1995, p.574) who defines legitimacy as 'a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions'.

Krüger (1996) provides the change iceberg model, which can be used in complementarity with the previous one, as it positions the different stakeholders according to their attitudes and behaviours toward a given project. His work also provides advice on how to manage the different categories of stakeholders on this basis, either through managing their perceptions or beliefs, or through managing power dynamics.

These theories and the related tools are presented at the first analysis step of our change management process, but underlie the whole change process, as they will also serve to determine which stakeholders will be involved during the subsequent planning, implementation and feedback stages.


### The importance of the organisational context: A contingency approach

If we refer to contingency theories (Mintzberg, 1982; Pichault & Nizet, 1995), one of the most crucial success factors for ICT implementation in organisations is the level of coherence, or contingency, between different organisational subsystems. Several authors highlight the importance to provide an adequate organisational context for the introduction of e-learning in the public sector. They identify different organisational areas which require specific attention when implementing e-learning in the organisation.

For instance, in terms of people management, there is a need to "take into account the profile of target learners (i.e. public servants), the exact learning goals to be achieved, and the type of training services/content the project will offer" and to develop a "contextualized approach regarding users' needs" (Lambrou & Marianos, 2008). An important identified success factor is also the line managers' effective support.

Line managers must be willing to empower their employees and to trust them, which induces also that the organisational culture enables and fosters adequate values, attitudes and behaviours. Organisations processes must also enable line managers to be involved and familiar with the training material which their employees have been exposed to, and to organise feedback and discussion about the learning and its transfer into the workplace (Raliphada et al. 2014)

The implementation of open learning and knowledge sharing platforms also require "available financial resources, commercially available technology platforms and learning environments and "accessibility" of e-learning solution vendors/consultants" (Lambrou & Marianos, 2008).

Authors also insist on the necessary coordination among these different dimensions, in order to use the new technology in an efficient way (JISC, 2005; Lambrou & Marianos, 2008; Raliphada et al. 2014). This constitutes a "shift from a technology-driven approach to include political support, organisational adaptability as well as change management aspects, success factors often neglected in earlier projects" (Lambrou & Marianos, 2008).

The contingency approach is relevant for our change management, as the introduction of new learning and knowledge sharing practices takes place in an existing public organisational context, with specific characteristics. To ensure the adoption of these new practices within this specific organisational context, it must be determined to what extent different organisational subsystems (vision / goals, people management, processes / procedures, buildings / infrastructure, culture, and technology) can more or less evolve, to support the change process (cf. Figure 3).

**Figure 3: The organisational sub-systems**
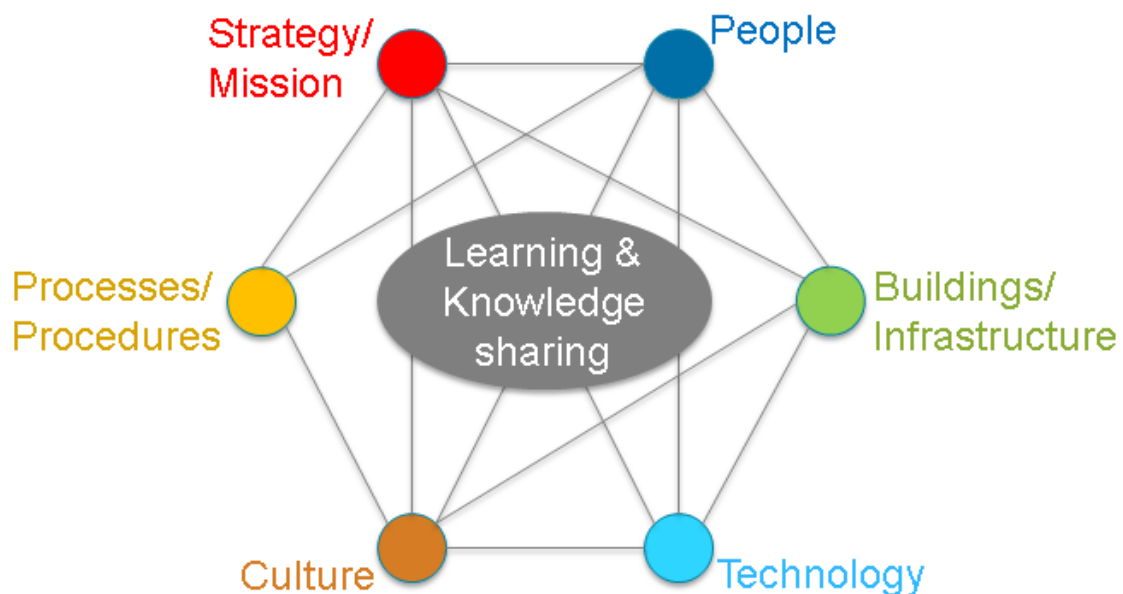


We use the contingency model as a basis throughout the change management process. At the analysis step, we developed an organisational questionnaire around the different organisational dimensions or sub-systems, in order to support the work around the characterisation of the organisational context. We also added advice about which stakeholders to involve in the analysis of each dimension. At the planning step, the above analysis serves as a basis in order to define the specific objectives and actions to undertake.

We propose to structure the latter around the different organisational sub-systems. These objectives setting and action plan are then used and improved during the next steps, when implementing the action plan and improving the process.

### A specific attention to barrier analysis and management

Given the organisational context of local public administrations, there might be important barriers to overcome in order to implement new open learning and knowledge sharing practices.

As already partially discussed in D2.1 and D2.2, we can distinguish several types of barriers towards the introduction of new learning and knowledge sharing practices in public administrations. Specifically, several barriers stand out as most important from the point of view of change management related to the implementation of e-learning. For instance, the 1st European e-learning Barometer mentions 'lack of time/availability' (65% of respondents asked for 3 responses), 'cultural issues' (35%), 'inadequate support/follow-up' (30%), 'inadequate involvement of line managers' (30%) as important shortcomings of e-learnings mentioned by the learners (CrossKnowledge, Fefaur and Ipsos, 2014, p. 25).

Indeed, the lack of time/money is mentioned as the key barrier by several authors (Lain & Aston, 2004). This involves not only "resource availability (time / money) during training, but also after the training to reflect on what has been learned and to transfer it into the workplace " (Raliphada et al. 2014).

The lack of support of line managers is also indicated by Raliphada et al. (2014) and specified further into the following issues: "lack of knowledge about what subordinates have been exposed to during training; lack of knowledge and understanding of what subordinates want to transfer from training to their workplace; mistrust of managers toward their subordinates, fear to empower their employees; thus, negative expectations of subordinates with regard to their managers' support, which may increase their resistance to change". Indeed, Lain & Aston (2004) mention "mistrust of managers toward their employees (they doubt that employees will accomplish learning by their own, in an autonomous way)".

Most importantly, "group norms, traditional ways of doing; government bureaucracy, protocol; top-down organisational culture; culture of favouritism, that may discourage employees to train themselves" (Raliphada et al. 2014) are all mentioned as parts of organisational context that create resistance to change.

Moreover, the literature review clearly shows that public sector organisations implementing changes related to IT enabled learning often face a number of education challenges, including:

- "A limited budget for education

- Return on investment must be demonstrated very quickly

- A large and dispersed audience

- The need to educate new hires

- Reduce reliance on central support / helpdesk

- Requirement to tracking successful completion

- The need to update and maintain materials for future releases

- Limited resources for traditional classroom education

- Lack of trainers with specialist skills and experience"[xxxi]

Given the multiple potential barriers existing when introducing open learning and knowledge sharing platforms in public administration, these require a specific analysis and management. Hence, we used the barrier analysis grid developed in WP2 as a tool to support the identification and characterisation of those barriers, as well as to determine possible interventions.
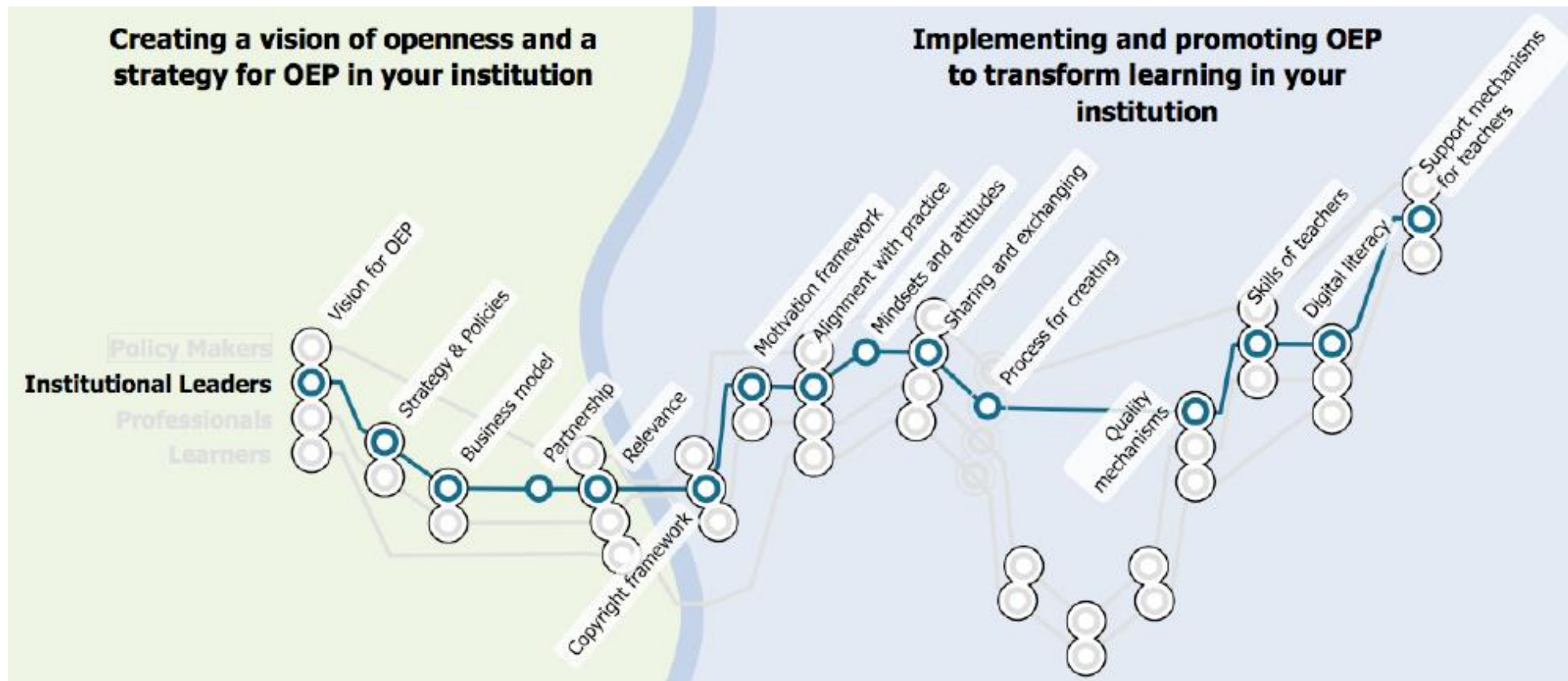
### From an OER perspective to an OEP perspective

"Many current OER initiatives focus overwhelmingly on access and availability of Open Educational Resources (OER) and not enough on helping individuals and organisations to develop Open Educational Practices (OEP) (Ehlers, 2011). In short, open educational practices constitute the adoption of Open Educational Resources (OER) within open learning architectures. The creation, use, and re-use of open educational resources, as well as the exploitation of open learning architectures can be challenging" (OPAL, 2012, p. 8).

Therefore, for the step regarding assessment of the maturity of the organisation in terms of change management for the introduction of e-learning, we have based our methodology on that of the European project OPAL. OPAL, "after considerable research, consultation and debate proposes the dimensions for open educational practices described below. They form the basis for successful learning with OER (OPAL, 2012, p. 8). The guidelines provided by OPAL are "based on a rigorous analysis of over 60 real-life case studies on the use of OER and various times, have been assessed by a group of experts on OER" (OPAL, 2012, p. 4)

The figure below shows which criteria have been found as important for institutional leaders. Reflecting on them is designed to "help you to position your institution within the maturity matrix in order to determine your actual status quo and how to improve your Open Educational Practices." (OPAL, 2012, p. 4)

This OPAL model translates in practice in a tool that can be used to determine, together with the key stakeholders, what is envisioned as a target situation (at time T+1) compared to the current situation (at time T) in terms of new learning and knowledge sharing practices. This model is used again in the final improvement step, in order to assess what is the real achieved situation at time T+1 compared with what was envisioned, and how it can be further improved. Then, it is possible to develop a new vision of the target situation at time T+2, with a new cycle of analysis, planning, action and improvement taking place.

**Figure 4: The OPAL model: Steps for the evaluation process**



OPAL, 2012, p. 4 - © 2009 Copyright Education, Audiovisual & Culture Executive Agency

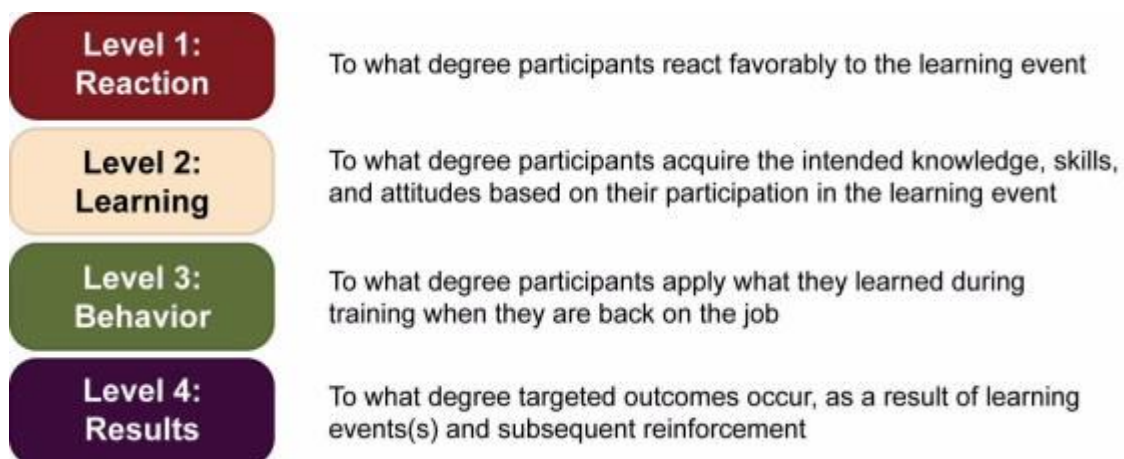### Feedback loops for a continuous improvement change process

A well-organised feedback process remains crucial for effective change management. Indeed, it is always interesting to look back on what has been developed and to build on this organisational experience in order to learn, reuse and share.

According to Wybo et al. (2001), the feedback process consists in using a real-life event as an opportunity to collect information about the individual experiences of different actors, and to aggregate it as a collective experience. The feedback should enable to capture the perceptions about the given event, in order to better understand the past events and to allow for sharing the acquired experience when managing risk and crisis. If any risks emerge from organisational and IT changes related to the implementation of e-learning in public administration, the change management team usually has adequate time to analyse a given situation and to respond adequately.

To leverage the collected feedback and improve the change management method, several actions need to be taken: formalise the new actions to be implemented in the form of meeting minutes or a report; start implementing the improvement decisions taken and establish a way of monitoring the progress of this implementation; Distribute feedback within the administration; and distribute feedback outside of the administration (Owlwishess et al. 2001).

According to the Kirkpatrick and Kirkpatrick's Four Levels of Learning Evaluation model (1994), different levels of feedback should be collected after training (cf. Figure 5).

**Figure 5: Four Levels of Learning Evaluation model (Kirkpatrick & Kirkpatrick, 1994)**



| Level 1: Reaction | To what degree participants react favorably to the learning event |
| Level 2: Learning | To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event |
| Level 3: Behavior | To what degree participants apply what they learned during training when they are back on the job |
| Level 4: Results | To what degree targeted outcomes occur, as a result of learning events(s) and subsequent reinforcement |

In the EAGLE change management process, we focus on the first three evaluation levels in the Formal Individual User Feedback collection, whereas the Maturity Assessment exercise is an opportunity to look more into the fourth evaluation..

# Annex 2

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