

# **STRATEGIC PROJECT PLANNING 2013**

## **CHANGE MANAGEMENT RESOURCES WORKBOOK**



[www.meritsolutions.com.au](http://www.meritsolutions.com.au)

---

## INTRODUCTION

Your project could involve:

1. Applying best practice models and approaches to your area of operation
2. Working with others on product design
3. The dissemination of outcomes of your research through a communication program
4. Development and implementation of a new service in association with others
5. Development and implementation of strategies to enhance the capacity of your organisation

You will have successfully managed change before. There are probably other times where you feel that you could have been more effective in managing change. One important aspect of this workbook is that it encourages you to take a very deliberate and thoughtful approach to your project in order to maximise its success. This will also assist in making your learning about this project clear and in using that learning in future.

You will have access to a wider range of resources over the Implementation Period. They will include the skills and knowledge of fellow participants and mentors/facilitators, as well as some new information and resource materials, such as this workbook.

### Resource Materials

This workbook is intended to assist you to approach your project in a more effective way. The activities to explore the context of your project encourage **divergent thinking** so that you consider a wide range of ideas, issues and people before you decide on the specifics of what you are going to do. The project planning resources are designed to assist you then to **focus** on what must be achieved and the most effective approach.

For those who are working in project teams, the activities outlined in this workbook will be crucial as they provide an opportunity to achieve a common understanding of the project vision and goals and to jointly decide on the most effective approach.

Through discussion with the facilitator, your mentor and other participants in the program, you will find other useful ideas or perspectives to consider. The range of options available to you will be expanding along with your understanding of the implications of choosing one strategy over another.

## TABLE OF CONTENTS

<b>EXPLORING THE CONTEXT</b>	5
Vision	6
Strategic Vision Statement	8
Stakeholder Analysis	10
Analysis of Assumptions about Stakeholders	14
SWOT Analysis	16
SWOT Implications	19
Constraint Analysis	20
Resource Inventory	22
Resource Needs	24
<b>PLANNING THE PROJECT</b>	27
Project Scope	28
Project Goals	28
Results	30
Action Planning	33
Event Track	33
Event Track in Detail	34
Review of the Event Track	38
Allocate Responsibility	39



## EXPLORING THE CONTEXT

*Via soul-searching listening, assessment of the external situation, and solicitation of all points of view, develop a succinct vision that is clear and exciting, and at the same time leaves wide latitude for the pursuit of new opportunities.* Tom Peters, "Thriving on Chaos"



**The figure eight of strategic planning** –linking context with practice through vision (developed by a team of consultants in the Tertiary Education Institute, The University of Queensland, 1991-1993)

## VISION

The vision defines what the organisation/individual intends to become and to achieve in the future. A vision allows individuals to see what the experience of working in those circumstances. In a organisation, a vision of the future helps to build consensus and support for change today.

### VISION CREATES A NEW SIGNIFICANCE

In developing a vision, you declare a new significance and you become aware of things that are relevant to your vision's achievement: people, resources, books, and networks.

### VISION STIMULATES CREATIVE ACTION

The gap between present reality and the vision stimulates energy and creative action.

### VISION IS BELIEF WITHOUT EVIDENCE

Belief and vision come first, then you see.

### SELF-ESTEEM DIRECTLY AFFECTS THE SIZE OF YOUR VISION

If you have low self-esteem, you won't look much beyond your nose. High self-esteem people aren't braver, they just don't see the challenges and problems as a threat. In developing a vision you need to deliberately make yourself uncomfortable.

### VISION MUST BECOME A REALITY AS STRONG AS CURRENT REALITY

Otherwise the dominant picture of current reality takes over and is reinforced by others. You need to use words, pictures and positive self-talk. If you free yourself from the constraint of how you are going to achieve the vision, you can imprint the vision in your mind as if it has already happened. Human beings move toward the strongest image they hold.

### IN SETTING VISION, DON'T BE CONSTRAINED BY CURRENT REALITY OR STRATEGY REQUIRED TO GET THERE

#### ACT ON THE VISION

Imprint the vision, start noticing all the significant things, think inventively, let the vision bring out your power and creativity.

(Adapted from Lou Tice "Strategic Thinking for Strategic Planning" video)

## COMMUNICATING YOUR VISION

Work alone without talk.

Imagine that it is 5 years on from now (or as far ahead as you can imagine).

Your project has been a great success.

Everyone in the organisation has done a great job - as much or more as you could have hoped. So now, your organisation is enjoying the results.

What can you see happening? What are people saying about your organisation and what it does? How does it feel to be there at this time in the future? What difference has been made through your project and the things that have followed on from it?

When you have an exciting picture, idea or feeling about this future reality, find a way to communicate it to your colleagues **non-verbally**.

Materials are supplied for you to draw or create a representation of your vision.

## STRATEGIC VISION STATEMENT

A strategic vision statement will say what future you are trying to create for the organisation.

It should:

- provided direction
- orientate your thinking about your project
- immediately communicate what you are trying to achieve.

A good strategic vision statement is....

- daring
- focused on the future
- inspiring
- visionary
- broad
- challenging.

At the vision stage, you should not be constrained by present realities or limitations.

State the vision as if it were present reality.



## STRATEGIC VISION STATEMENT

If you are working in a project team, it will be important to work together to develop an agreed vision.

Imagine what the organisation will be like in 5-10 years if your project is as successful as it possibly could be.

- \_ What is it like?
- \_ What are customers saying?
- \_ What are staff saying?

Now write a carefully worded statement which summarises your responses to the above questions.

## STAKEHOLDER ANALYSIS

"Stakeholders" for your project are those individuals or groups who are likely to be affected by your project or those whom you may have an impact on how you carry out your work or on your likely success.

Stakeholders might include:

- customers
- users
- power brokers and authority figures
- interested observers
- competitors
- collaborators/allies
- subordinates
- colleagues
- government agencies
- politicians
- unions
- professional associations
- research bodies
- educational institutions
- community organisations
- pressure groups.

Try to be as specific as possible when describing clients as stakeholders, it may be worth noting client groups. For example, if you identify different groups with different needs and impact.

A stakeholder analysis gives you information on the many sources of influence on your project and the people or groups who may be affected by it. This process enables you to stretch your thinking about your project and to ensure that you consider the complex relationships between your project and its environment.

## STAKEHOLDERS

List all the stakeholders who will:

- have an impact on your work; or
- have an interest in your project; or
- be affected by the implementation of your project .

## STAKEHOLDER ANALYSIS

### Stakeholders

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Review your list. Identify the key stakeholders and mark them.

Now, record your assumptions about the needs and wants of your key stakeholders in relation to your project.

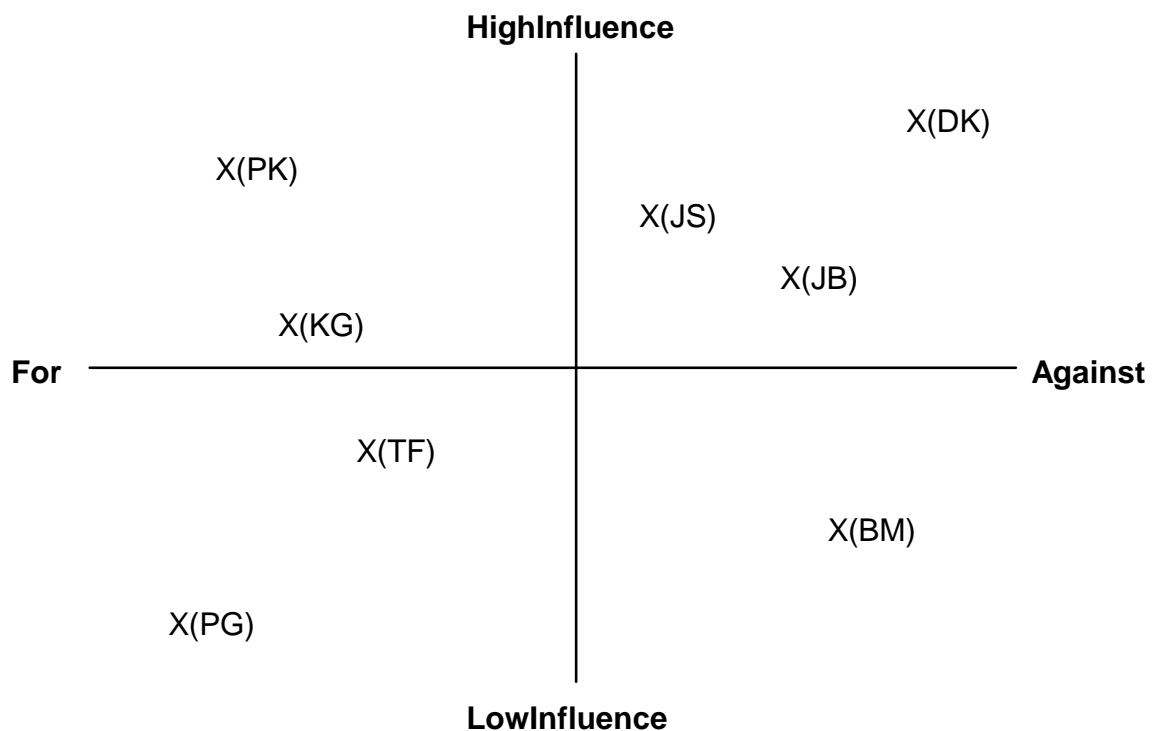
### Key Stakeholders

### Wants and Needs

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

A **stakeholder diagram** should identify those people with the greatest impact upon the proposed change. The "North-South" axis describes the *level of influence* over the change that a particular person will have. The "East-West" axis defines the perceived *level of support* that a person has for the change. The location to the left or the right of the vertical centre line describes how much a person is "for" or "against" the change. Someone who is plotted to the extreme right will be totally against the change and someone who is plotted to the extreme left will be totally for the change.

To compile a Stakeholder Diagram, consider the key people who could possibly have an influence on the outcome of your change project and plot them on the diagram. Indicate each person with their appropriate initials as shown in the diagram below.



**STAKEHOLDER DIAGRAM**

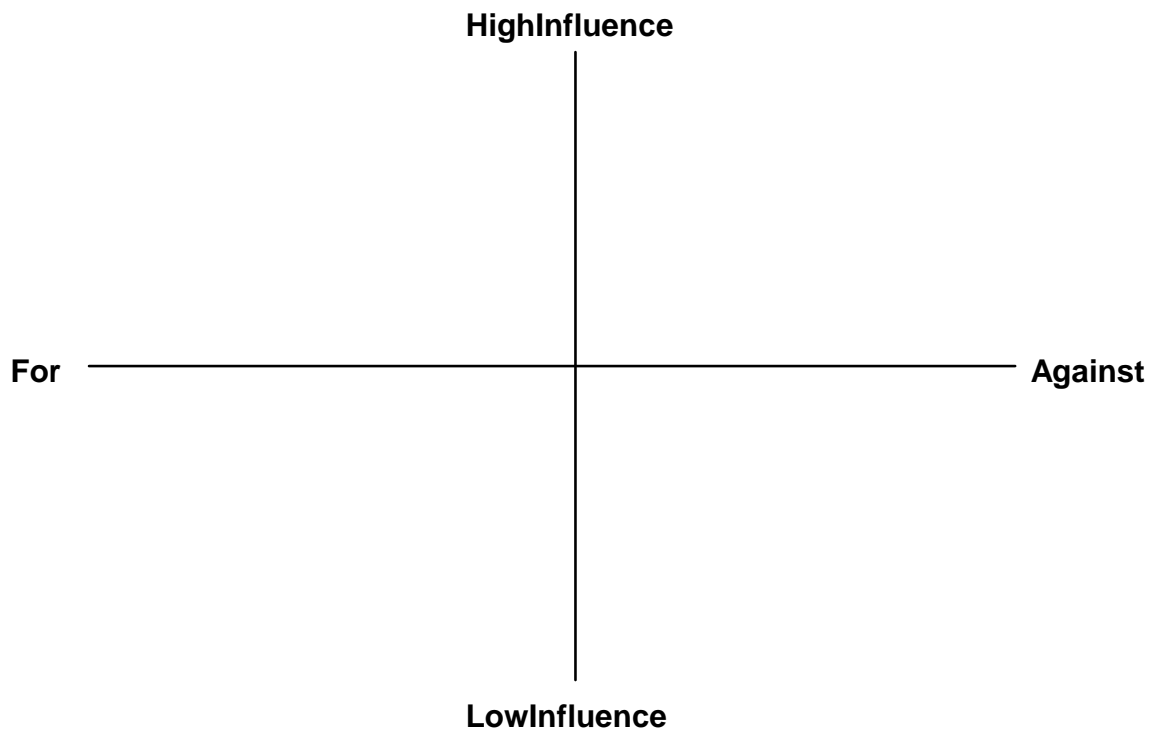
You will note from the diagram that **DK, JS** and **JB** are all against the change and will have moderate to strong influence on the outcome. **PK**, on the other hand, is for the change and has a high influence on the outcome.

People involved in change will use a stakeholder diagram to help develop strategies for implementing the change. Basically, strategies need to be initiated to win over the people in the upper right-hand quadrant. The people (or group of people) in the upper left-hand quadrant can be asked to influence the upper right-hand people. At the same time you plan to influence the people in the upper right-hand quadrant using suitable strategies. Therefore in the above diagram **PK** is an important player and needs to be brought in to the change project at the earliest opportunity to help develop strategies.

Key stakeholders, either for or against, should be regularly consulted as the change project proceeds. In many cases resistance to change will decrease just through the process of regular discussion about what you are trying to do. Therefore **DK** needs to be consulted at the earliest opportunity so that his/her concerns are fully understood and incorporated into the change program.

regularly consulted as the change project proceeds. In many cases resistance to change will decrease just through the process of regular discussion about what you are trying to do. Therefore **DK** needs to be consulted at the earliest opportunity so that his/her concerns are fully understood and incorporated into the change program.

Complete a stakeholder diagram for your project:



## SUGGESTIONS FOR ANALYSING ASSUMPTIONS ABOUT STAKEHOLDERS

Assumptions are the things we take for granted about our project. They shape our beliefs about what they influence our perceptions, behaviour and strategies.

teach stakeholder and their relationship is permissible, possible or appropriate.

At this stage of the program, you are asked to work as a consultant to other members of your learning group assisting them to:

as a consultant to other members of your

- ensure that all key stakeholders are taken into account
- identify hidden assumptions
- explore the sources of assumptions made
- assess the validity of the assumptions
- consider implications.

The following questions may be useful in reviewing assumptions about the needs and wants of key stakeholders.

- \_ Are there other key stakeholders that have not been identified?
- \_ How certain are you about the assumptions made? What further information do you need?
- \_ What patterns are there in your assumptions? What are the contradictions?
- \_ What degree of support can you rely on for your project? Where will it come from?
- \_ What concern or opposition is likely to exist? Where will it come from?
- \_ What do you assume to be your sources of power and influence with your stakeholders?
- \_ How much do your stakeholders really know about your project?
- \_ How do you think they perceive you?
- \_ Which assumptions are most important in planning the work you will do?

## SWOT ANALYSIS

### (Strengths, Weaknesses, Opportunities, Threats)

The success of your project will depend on how well you choose strategies that are appropriate given your organisation, work area/group and their environment. It will also depend on your own knowledge and skills. The SWOT technique can assist in reviewing your vision statement and in planning your approach to your project.

**Strengths** and **weaknesses** are *internal* to the organisation, work area or group (your analysis can be of the whole organisation, or your area or your work group)

Strengths are the things that are done well. They are advantageous or beneficial for your project.

Weaknesses are inadequacies or things that are not done well. They may adversely affect your project.

**Opportunities** and **threats** are *external* to the organisation, work area or group (your analysis can be of the whole organisation, or your area or your work group)

Opportunities include factors in the external environment, current or possible trends, future events or developments which could be used to increase the likelihood of your project's success. They are the things you might be able to take advantage of.

Threats include factors in the external environment, current or possible trends, future events or developments which may hinder or decrease the likelihood of success for your project. You may need to take preventative action in relation to these.



## **SWOTANALYSIS**

Consider the factors which are of strategic importance to your project. Make sure that you think about both organisational and personal issues.

### **Strengths**

### **Weaknesses**

### **Opportunities**

### **Threats**



## IMPLICATIONS OF SWOT ANALYSIS

Review your lists of strengths, weaknesses, opportunities and threats. Identify the most significant factors in terms of their likely impact on your project.

Consider factors that may work together to increase or minimise impact.

### Issues and Implications

What are the key issues that emerge? These are issues that must be taken into account in your project planning.

What are the implications of these key issues for your project? To identify implications, it may help to ask the question "so what?" in relation to each issue.

#### Issues

- 1.
- 2.
- 3.
- 4.
- 5.

#### Implications

## CONSTRAINTS

Your vision for your project or area may be an idealistic one. The analysis of constraints allows you to temper that idealism with a recognition of the constraints that do exist in the real world.

More often, however, your vision may be unnecessarily limited by perceived constraints that can be altered or eliminated through effort and creativity.

### Sources of Constraints

There are five basic sources of constraints:

1. Clients - their nature and the nature of their needs and demands
2. Internal vested interests - people or groups who have some stake in what you are doing
3. External vested interests - people or groups who have some stake in what you are doing
4. Suppliers of resources who limit the resources available for your project
5. You and your team - current shortcomings, inefficiencies, problems, aspirations.

### Ratings

To help put constraints into perspective, you can rate them according to the degree that they can be altered or eliminated.

1. *Absolute* - Laws and government policies (even these may not truly be absolute constraints)
2. *Fairly rigid* - organisation-wide policies, practices, budgets. Change is achievable but may be longer term or costly.
3. *Flexible* - everyday operating policies, practices, procedures, interpersonal and intergroup relationships. Actions you or others can take determine how much your project will be limited by these.
4. *Illusionary* - constraints you impose on yourself, generally based on assumptions. They may be partly based on fact but greatly embellished by imagining dire consequences.

(Adapted from Phil Hanford, 1987)

## CONSTRAINT ANALYSIS

Take some time to reflect on all the information you and SWOT analysis. List the items you see as constraints you have generated during the stakeholder interviews.

Constraints	Source	Rating
-------------	--------	--------

Identify the source of the constraints - clients, internal vested interests, external vested interests, suppliers of resources and your unit or you, yourself.

Now rate the constraints as absolute, fairly rigid, flexible or illusionary.

Get someone else to challenge your assessments. Even "absolute" constraints can be altered more often than we would initially think.

***"There are no boundaries or limitations to the self, except those you accept."***

Jane Roberts, from Dexter Dunphy,  
"Organizational Change by Choice"

## RESOURCE INVENTORY

You will probably be surprised at the extent of the resources available to enable you to undertake your project successfully. They will include people, materials, financial and physical resources and your personal qualities.

resources available to enable you to include people, materials, financial and

### People

Consider the skills, knowledge and support of your staff, workmates, other colleagues, people from other organisations, networks and professional associations.

staff, workmates, other colleagues, people associations.

### Material

Include relevant papers, articles, software, books.

### Financial and Physical Resources

Consider budget, equipment, space, staff, resources utilised.

available for related projects that could be

### Personal

What resources do you and your team bring to the project? Include relevant experience, skills, knowledge and preferences for particular kinds of work. Think about team skills and leadership preferences.

object? Include relevant experience, kinds of work. Think about team skills and

## RESOURCEINVENTORY

List the resources you have available for the project under the appropriate headings.

**People:** *Whocanhelpyou-frominsideoroutsideyourorganisation?*

**Material:** *Whatinformation,books,articlescanyouuse?*

**Financial and Physical Resources:** *What time, equipment and other resourcesareavailable?*

**Personal:** *Whatwilltheteammemberscontributepersonally?*

## **ADDITIONAL RESOURCE NEEDS**

You have probably also begun to identify resources that you will need to find or develop. They may also include people, materials, financial and physical resources and your personal qualities.

### **People**

Consider the skills, knowledge and support of your staff, workmates, other colleagues, people from other organisations, networks and professional associations.

### **Material**

Include relevant papers, articles, software, books.

### **Financial and Physical Resources**

Consider budget, equipment, space, staff, resources available for related projects that could be utilised.

### **Personal**

Consider the skills, knowledge or personal strategies that you or your team need to develop.



**ADDITIONAL RESOURCE NEEDS**

List the resources you require for the project under the appropriate headings.

**People:** *What kinds of knowledge, skills or support do you need to find?*

**Material:** *What other materials will help you? What research do you need to do?*

**Financial and Physical Resources :** *What do you need to negotiate in terms of time and other resources that you will need to complete the project?*

**Personal:** *What skills and knowledge, including team skills and leadership strategies do you need to develop to function effectively?*



## PLANNING THE PROJECT

*When learning something, exploring possibilities,  
creating ideas to solve problems...*

**THINK BIG.**

*When applying some of the new learning, doing  
something to achieve an end, being operational... THIN K  
DETAIL in a systematic way and without losing sight of  
the big picture.*

Phil Hanford, 1987

## PROJECT PLANNING

The material provided in this section is designed to help you focus your project, identify your key objectives and decide how you are going to ensure success.

## PROJECT SCOPE

It is suggested that you specifically define the scope of your project and its limits. It may be useful to describe aspects that are not intended to be part of the project.

Keep in mind the time frame of your Project. Your statements should indicate what part of your project is achievable in that time. (You may need to review what is achievable after working on the action planning steps.)

For example: Your vision relates to an end state in five years; your project could be designed to achieve some level of implementation within 12 months. You should aim for an achievable outcome (s) within that period that can be evaluated and disseminated (eg. implementation of a major communication/dissemination strategy; completion of a pilot project; development of a staff training approach based on action learning). Your target outcomes will depend on your exploration and analysis of your context and level of organisational readiness (Part 1 of this workbook).

## PROJECT GOALS

Given your strategic vision for the project, what are the specific goals you plan to achieve by the end of the program?

Here are some guidelines for setting "goals"

- make sure they are measurable
- put them in writing (otherwise they're just "intentions")
- start with the word "to" and follow with an active word
- set a completion date for accomplishing each one
- ensure that they are realistic and feasible
- make sure that they are all compatible.

**PROJECTSCOPE**

Briefly describe the scope of the project. What is included? What is excluded?

**PROJECTGOALS**

Briefly describe what you see as the prime goals of your project within the timeframe of the Implementation Period. What do you intend to achieve by the end of the Program? (Note you decide the number of goals)

**GoalOne**

**GoalTwo**

**GoalThree**

**GoalFour**

**GoalFive**

## RESULTS

### (a) Key Result Areas

In the earlier stages of project planning, you will have considered what long-term results will be achieved through your project (i.e. what will be different). You have just now set some specific goals for the portion of your project that will be part of the Implementation Period

The task now is to specify the small number of areas in which results will be achieved if your project is successful. Some of these may be intermediate results which are critical to the eventual success of your project. Others will be key areas in which measurable outcomes will indicate the overall success of your action learning project.

Examples of intermediate key result areas could include support from key stakeholders or completion of the Action Plan for your project. Key Result Areas for the overall success of the project could include specific changes implemented in communication / training / resources / pilot programs that result in improvement in the organisation's capacity in the area of flexible learning / delivery.

### (b) Measurement of Outcomes

What level of result do you actually plan to achieve? How and when will you measure what has been achieved? A measure of success should be established for each key result area.

Some examples could include:

- Action Plan agreed with Project Manager by ..... (intermediate result)
- Deliver presentation and paper at ..... by ..... (intermediate result)
- Training program implemented and evaluated by ..... - all members of target group understand flexible learning and identify an application in their area
- Concurrent pilot project (s) implemented and evaluated by ..... - identification of skill enhancement, training needs of staff and students, course effectiveness
- Evaluation of change management strategies by ..... - identification of positive impacts, gaps, unintended consequences, strategies for refinement.
- Provide a reflection paper on program impact. ....

**KEYRESULTAREAS**

**MEASUREMENTOFOUTCOMES**

1.

2.

3.

4.

5.





## **ACTION PLANNING**

Action planning is used to convert goals and expected key results into a detailed plan of action.

Action planning will usually be a cyclical process. A plan of action will need to be successively refined in the light of expected and actual problems or events.

Action plans should include planned steps for:

- \_ further planning
- \_ development
- \_ communication
- \_ co-ordination
- \_ security
- \_ progressive evaluation.

## **EVENT TRACK**

The action planning technique described here is event track. The description of the steps involved is largely drawn from Bob Dick's "Helping Group to be Effective".

Event track devises an initial sequence of activities to achieve each goal. The plan is then refined by identifying and remedying potential shortcomings.

There are six main phases:

1. Review vision, goals and key results.
2. Make a list of activities which might occur from now to the attainment of each goal and identify the key activities.
3. Create an event track with key activities shown chronologically for each goal.
4. Create an event track for the whole project with key activities shown chronologically.
5. Review event track and ensure that the plan takes account of important aspects of the context.
6. Put names of participants against the activities.

**EVENT TRACK IN DETAIL**

1. Review your vision, goals and key results to make sure they are clearly in your mind as you work through this stage of the planning process.
2. For each goal, make a list of possible activities, choose the key ones and then arrange them in sequence. (Your previous analysis of key results areas should act as guideposts for this process.)

So, now, for each goal

- 2.01 Make a list of possible activities that might be used to achieve the goal of the project. If you are working in a group, this is best done first.
- 2.02 Collect a combined list of the activities. Include other ideas that occur to you while the list is being prepared.
- 2.03 Decide which of these events are the most important for achieving the goals. This may be done by voting.
- 2.04 Consider each of the activities in order of priority. Decide if it is necessary or highly desirable for achieving the goal. If so, make it in some way.
- 2.05 Arrange the activities in sequence.

**ACTIVITIES TO ACHIEVE GOALS**

For each goal, list the activities and indicate the order of priority.

**Goal One****Activities****Priority****Goal Two****Activities****Priority****Goal Three****Activities****Priority**

**GoalFour**

**Activities**

**Priority**

**GoalFive**

**Activities**

**Priority**

3. Now, for each goal place the high priority activities on an event track in sequence.

3.01 Draw a line to represent the event track. Label the start "now" and end with the goal.

Now----->goal

3.02 Write the key events for each goal on the event track in the order in which they would have to occur to be effective. The easiest way to do this is to start with the most important key event and locate it on the event track. Then take the next most important key event and locate it relative to the first key event. And soon...

It is quite usual for an event to occur twice, once when it is planned, and a second time when it is carried out.

3.03 Take in order each event on the event track; identify any other events which would have to occur before it. If team members consider that these other events are necessary, transfer them to the appropriate place on the event track.

4. Now put all your events for all your goals into one event track for the whole project.

4.01 Write the key events in the order in which they would have to occur.

4.02 Take each event in order; check if there are any other events which would have to occur before it and, if necessary, put them in the appropriate place on the event track.

## REVIEW THE EVENT TRACK

This review is a means of evaluating your planning process and revising it, if necessary, to ensure its comprehensiveness.

**Development** - What activities are planned to ensure that you and others are adequately equipped to take part in project activities? What development activities will be necessary to ensure that you and others can operate effectively in the new environment? Add these activities to the event track.

**Planning** - What further planning activities are required and who should be involved? Add these activities to the event track.

**Communication** - What method of communication do you use up the line, down the line and with your workmates (e.g. telephone, meetings, written instructions, computer reports, verbal instructions, group discussions etc.). Will these established processes be effective for your project? What could you do to negotiate any necessary changes? Add these activities to the event track.

**Security** - What are the major assets which will be used as part of your project in the new environment? What could you do to protect these assets? Assets may be resources such as people (including yourself), machinery, information.

**SWOT Implications** - Review your SWOT analysis and the key issues and implications that emerged. What activities would assist the success of your project in the light of the SWOT analysis and its implications? Add these to the event track.

**Stakeholder Analysis** - Review your stakeholder analysis and your assumptions about them. What activities are necessary to build and maintain support from key stakeholders? Add these to the event track.

**Constraints** - Review your constraint analysis. What activities are necessary to minimise the impact of constraints on your project's success? Add these activities to the event track.

**Resources** - Review your resource needs. What activities are necessary to ensure you use all the resources available to you? Add these to the event track.

**Key Result Areas** - Review your key result areas. Are the planned activities reasonably likely to achieve each result within the timeframe?

**ALLOCATERESPONSIBILITY**

Put names of participants against each activity.

- \_ Take each event in turn. Ask "Who could do what, by when, to bring about that action?"
- \_ If the "who" above is not one of the participants, ask "Who of the present participants could do what by when to ensure that the person will carry out the action at the appropriate time?"
- \_ On a separate piece of paper, list the activities with the names of people responsible for them.





## ACKNOWLEDGMENTS

We are indebted to the following people for ideas and activities which have been adapted for inclusion in these resource materials:

Bob Dick  
Phil Hanford  
Alf Lizzio  
Rhonda Parkyns  
Tim Dalmau

**Copyright 2013** Merit Solutions Pty Ltd  
Christie Centre  
320 Adelaide Street  
Brisbane Qld 4171  
Australia

Telephone: (61-7) 3220-1166  
Email: [office@meritsolutions.com.au](mailto:office@meritsolutions.com.au)

You may make copies in moderate quantities of any or all of this document without further permission provided that you do not resell them at a profit and you include clearly on each copy the identity of this source document.