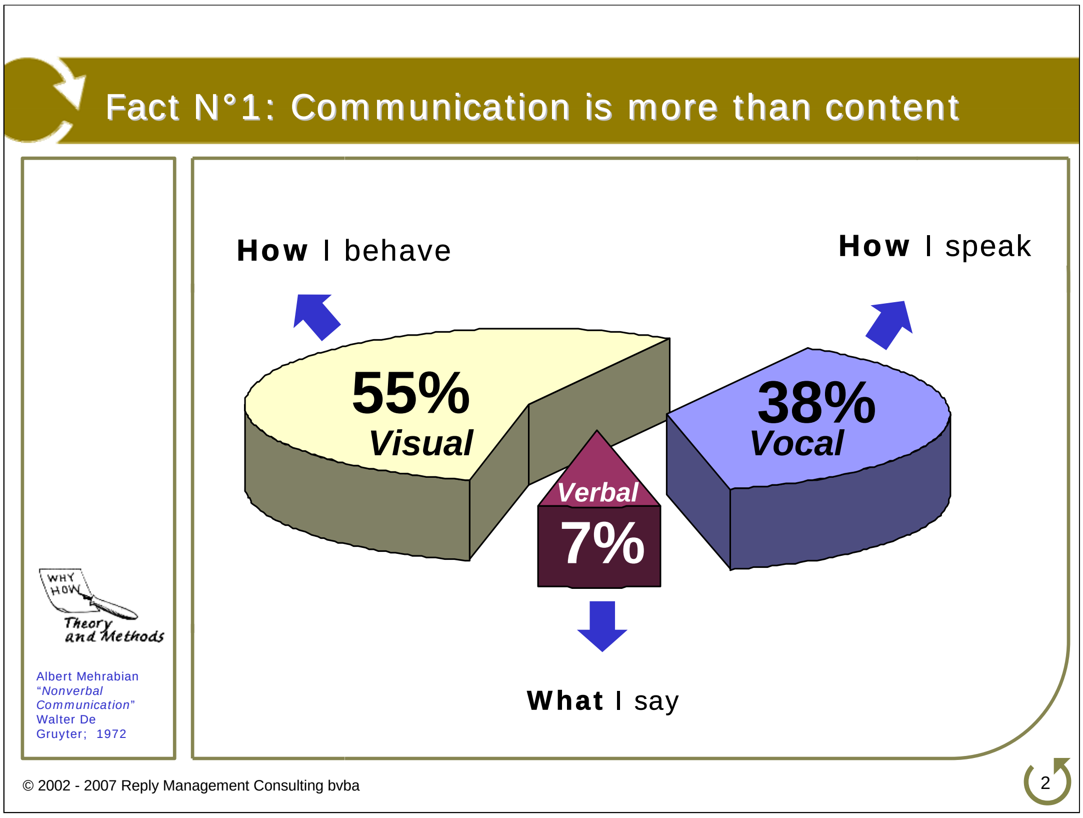
Communication Cockpit in 10 steps

1

The resemblances between communication and traffic are inexhaustible. This makes it possible, for instance, to talk about driving habits, traffic signals, or even traffic jams and sneak or by-pass routes.

But before we start talking about a cockpit, let us start at the beginning, namely those things that you must learn in the communications driving school, before you start off on the road.



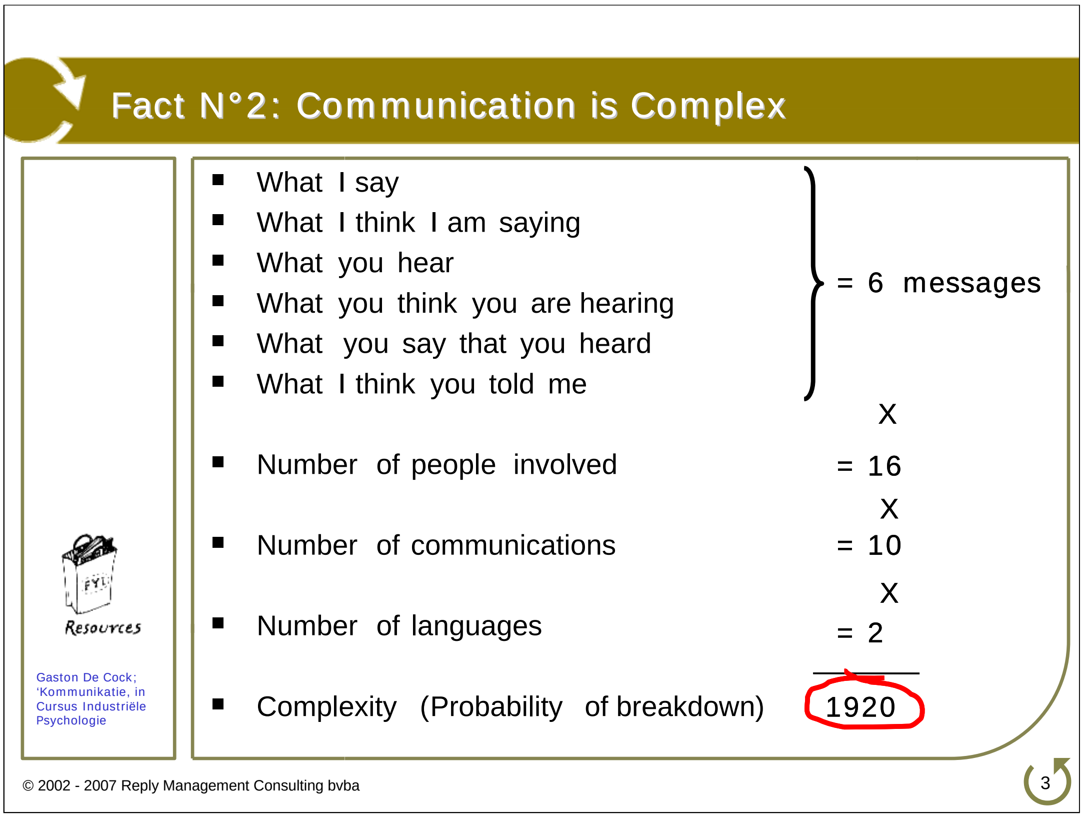
Studies have consistently shown that people's impressions are based far more upon how information is conveyed rather than the content itself. For instance, the study by Mehrabian in 1972 shows that the impact of a communication is only for 7% purely the content, for 55% body language, colors, layout, smiles and visual stuff, and for 38% how I speak, language, vocabulary, tone of voice etc.

This means that packaging of the message accounts for 93% of the impact

(provided that the 7% content is to the point and correct)

...

Duh!



Many people say that communication is simple and that you cannot quantify it. Professor De Cock disagrees with that point of view.

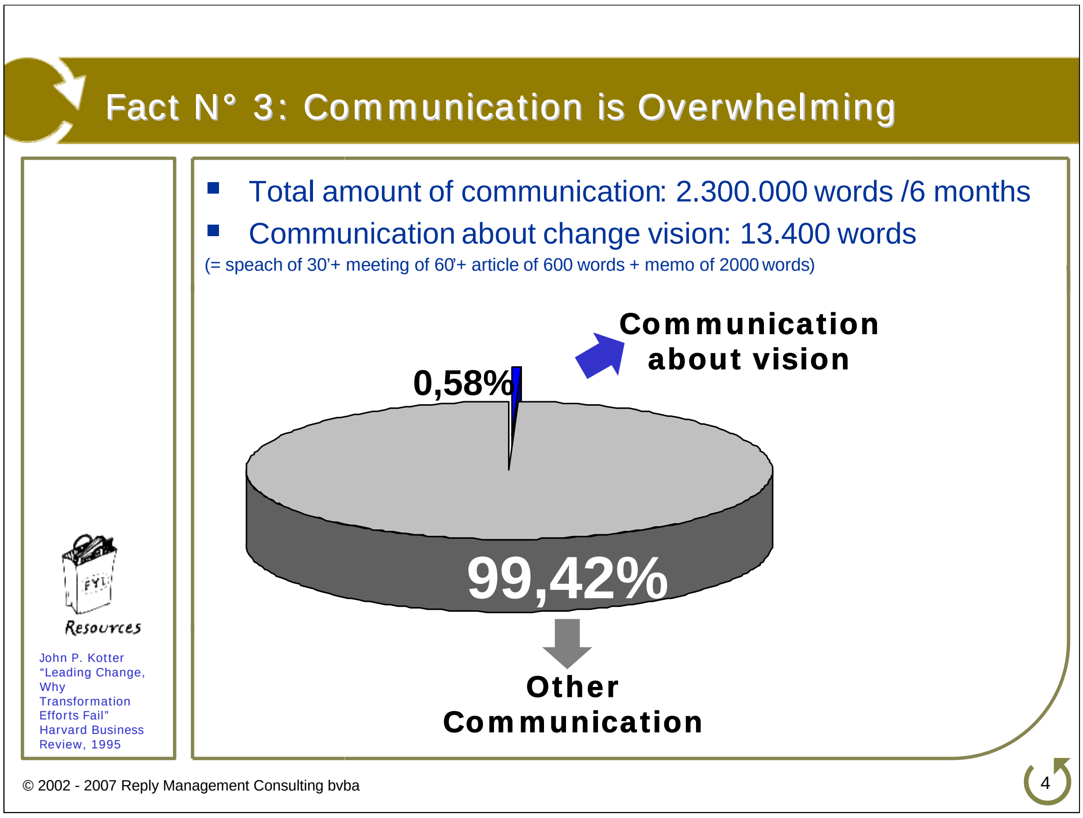
For instance, in a Belgian meeting with 16 participants and ten messages to be communicated, you better make sure that both Flemish and Walloon speakers have received the message. If you multiply all of the above you kind of get an impression of the complexity of communication.

The number tells you how many different (mis)interpretations are possible in a communication.

In conclusion:

-Yes you can quantify the complexity

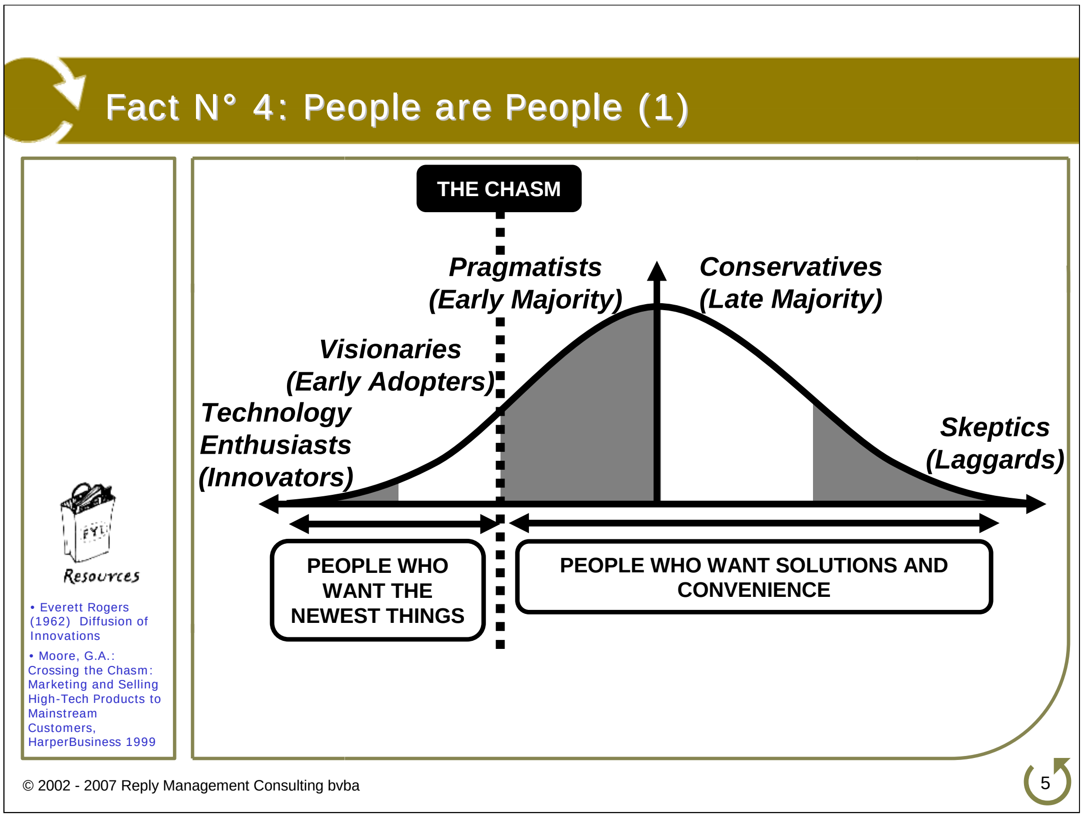
-Feedback and repeating back what your thought you heard is not a luxury



• This comes from the world-famous book of John Kotter, 'Leading Change', of which you can find the abbreviated version in a 1995 Harvard Business Review article with the same title. Kotter uses the example of an important project that should bring about a significant change for a large organization. He then quantifies the amount of communication that is supposed to reach the target audience.

• The interesting bit is the proportion of that communication compared to the average communication that a person receives over that same time span of six months. On average this is 0,58%!!

• Conclusion: 0,58% is the attention slot that you get from an average person – just like an airplane gets a slot for takeoff. So you better make sure that your message is clear and to the point.



• In a 1962 book called Diffusion of Innovations Everett Rogers stated that adopters of any new innovation or idea could be categorized on a classic bell shaped curve divided according to following protagonists: Innovators (2.5%), Early Adopters (13.5%), Early Majority (34%), Late Majority (34%), Laggards (16%)

• The point here is that you will find the exact same diffusion inside of organizations.

• Building further on Rogers' observations, Geoffrey Moore's key insight is that the groups adopt innovations for different reasons. According to Moore, early adopters are technology enthusiasts looking for a radical shift, while the early majority wants a productivity improvement. Both groups are divided by a **chasm**. Moore's observations come close to what you can expect when introducing a shift inside your organization, be it a new performance evaluation system, new software or simply moving from one building to another. According to Moore:

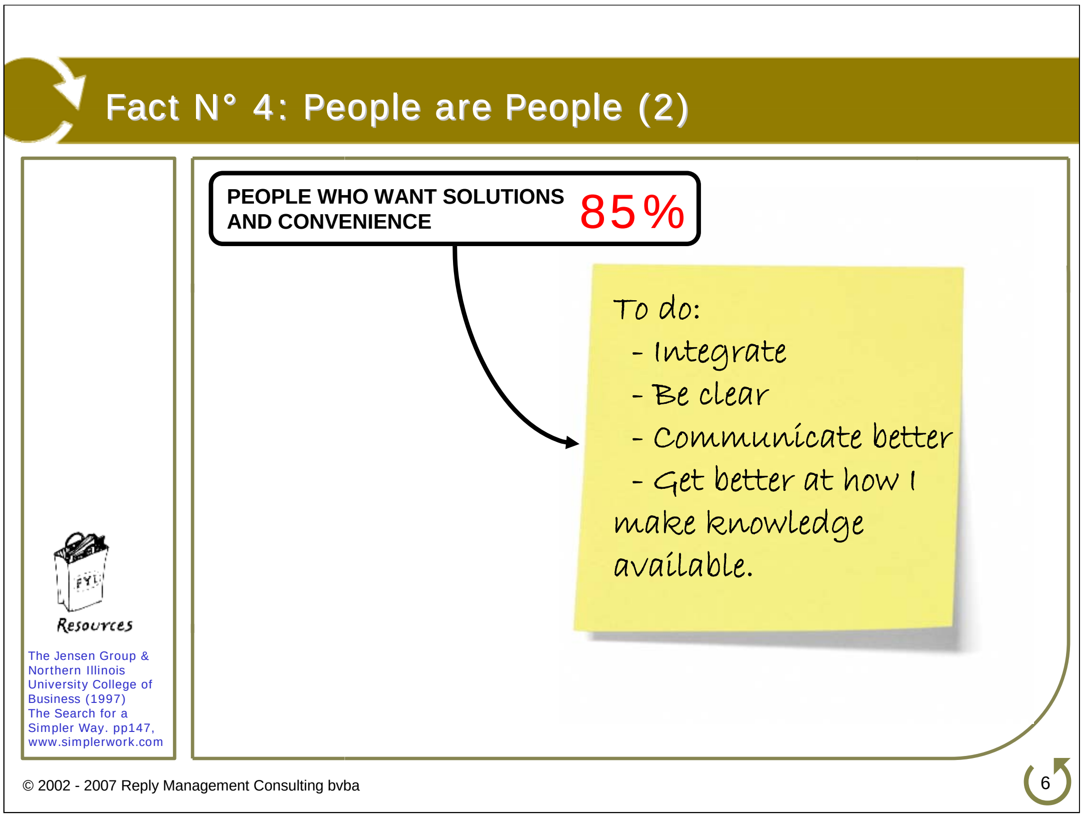
- **Technology Enthusiasts** (Innovators) are explorers.

- **Visionaries** (Early Adopters) are more geared towards exploitation. They are not especially bothered by the fact that the product doesn't work. They are willing to make it work.

- **Pragmatists** (Early Majority) want a product that works. They want a 100% solution to their business problem. If they get the 80 % that delighted the visionary, they feel cheated, and they tell their pragmatist friends.

- **Conservatives** (Late Majority) buy products because they really have no choice. They are not reassured by having books about the product, because the existence of books implies the product isn't simple enough to use. Conservatives will not tolerate complexity.

- **Skeptics** (Laggards) are not going to buy, though they may talk other people out of buying.

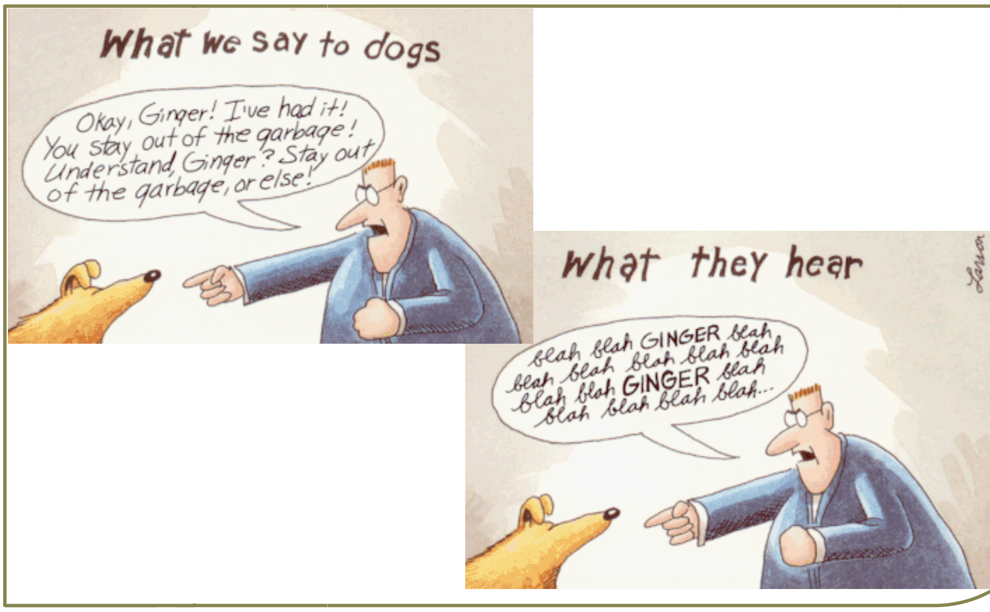


• We should note that a five-year research for 461 American companies, which was carried out by The Jensen Group and Northern Illinois University College of Business in 1997 discovered that complexity in teams and organizations is not an external factor, but rather an 'in-house' creation. They documented the four primary sources of 'work complexity', namely:

1. An inadequate integration of ongoing initiatives in the organization;
2. Unclear goals;
3. How we communicate (i.e. not only the bare fact of communicating but the way you do it!);
4. How we share knowledge and make it available (i.e.: in isolation or in interaction?).

• This top four emphasizes the importance of the relationship between project teams and the organization for which they work. It is the primary task of the project leader to manage these relationships, by making sure that these top four items are positively integrated in the core activities of the team.

Fact N°5: Look around... nobody is really listening anyway...



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No comment.
Ginger only hears:

WHAT IS IN IT FOR ME

Communication Cockpit in 10 Steps

❶

The Map

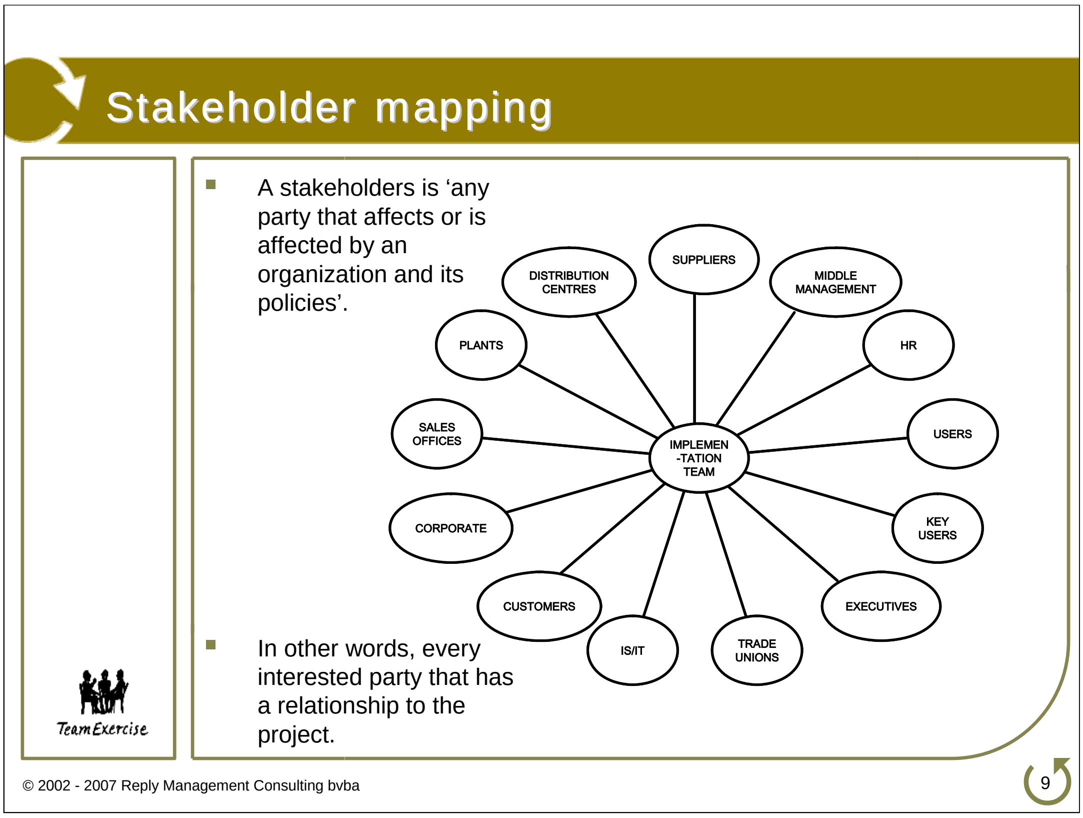
(Stakeholder Mapping)

8

A stakeholder map is the landscape through which you have to direct your vehicle. It can look fairly rough in the beginning and it can change over time.

Every map serves a specific navigation requirement. For instance, if your project is a vehicle with four wheels and no wings, an air map will not suffice. Instead, you will need a detailed map that includes all obstacles, hills and tunnels.

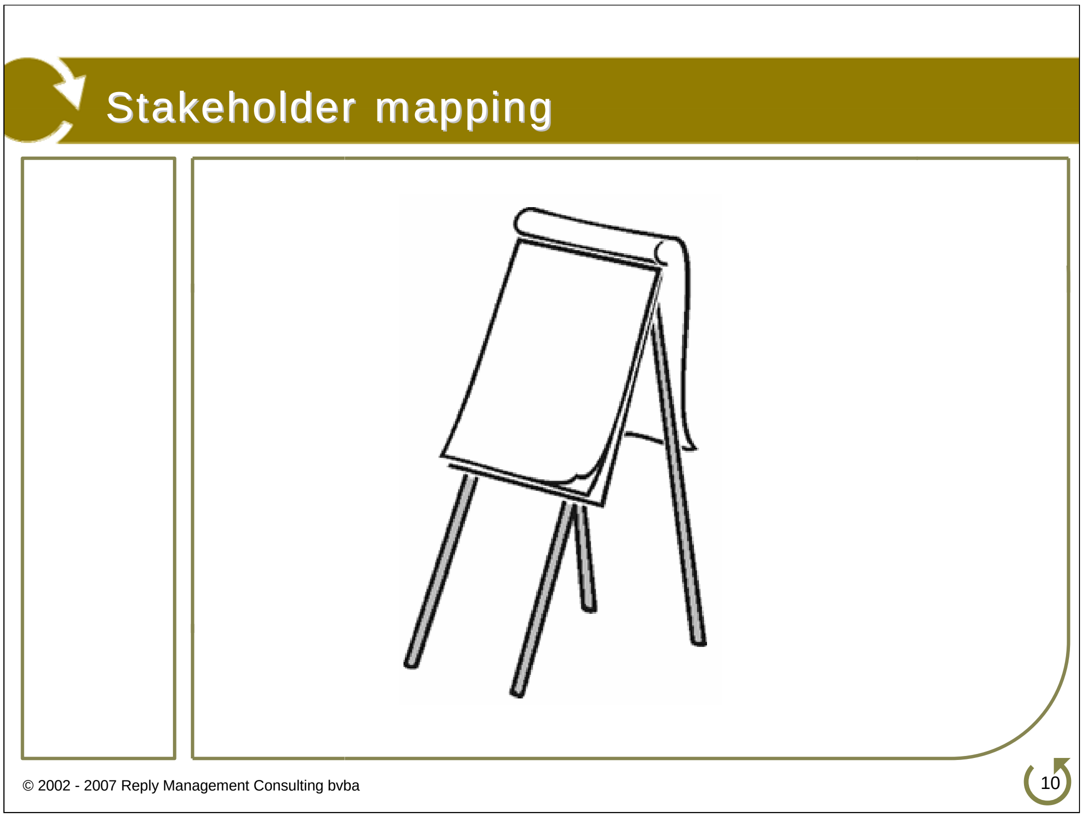
In other words, the objectives of your project will determine which map is most suitable.



• A stakeholders is ‘any party that affects or is affected by an organization and its policies’. In other words, every interested party that has a relationship to the program.

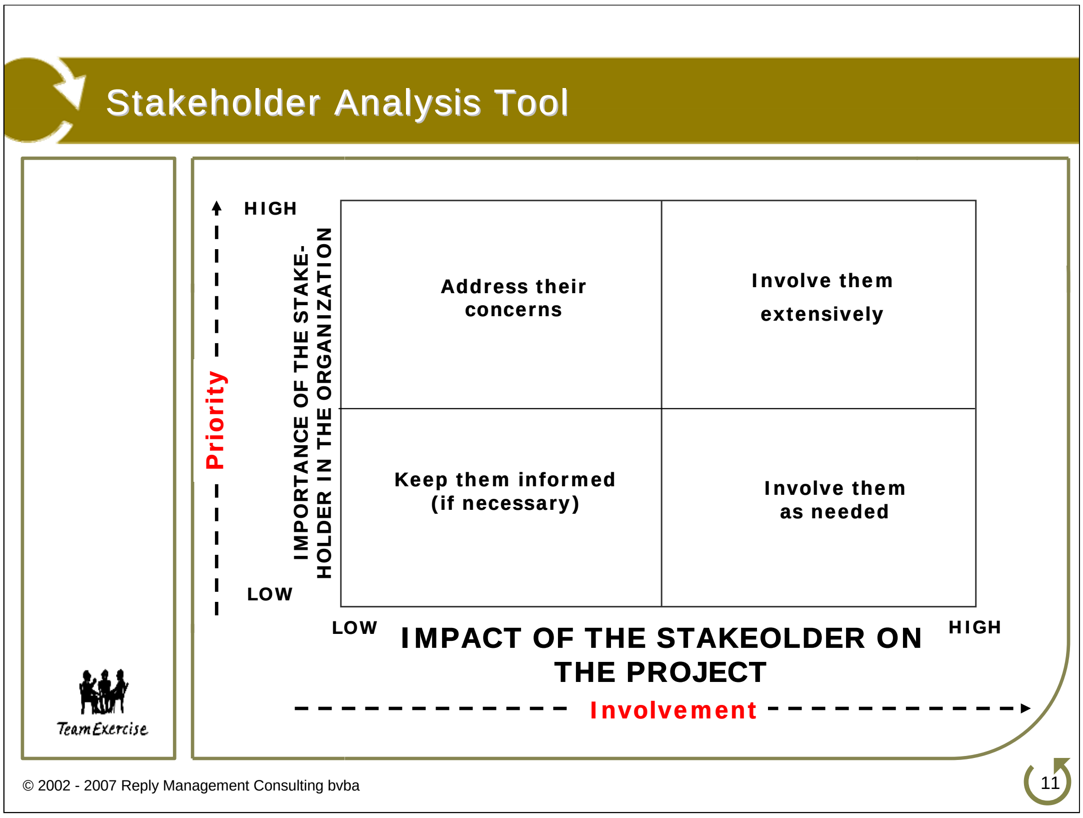
• Stakeholder mapping is quite straightforward If the exercise is carried out well, a discussion will follow in which the different perceptions are tested against one another. A consensus is then reached regarding the list of interested parties, and this is how you arrive at a (surprisingly) more complete picture, than if you had done this exercise individually. The result can take the form of a stakeholder map and can, for instance, look like the example on this slide.

• A stakeholder map is the landscape through which you have to navigate the change. It can look fairly rough in the beginning and it can change over time.



• **EXERCISE WITH POST IT NOTES**

- Draw LOCAL PROJECT TEAM in the middle of a flipchart paper and a circle around it
- Ask participants to make 2 post-it notes for each stakeholder in their program and the facilitator pastes them both on the same spot and makes a stakeholder ‘octopus’ like on the previous slide
- The facilitator stimulates the group by asking ‘who else is important in order to reach the objectives of this project? ’ and ‘think about both internal and external stakeholders’ and ‘do we have the complete map of every interested party that has a relationship to the project?’

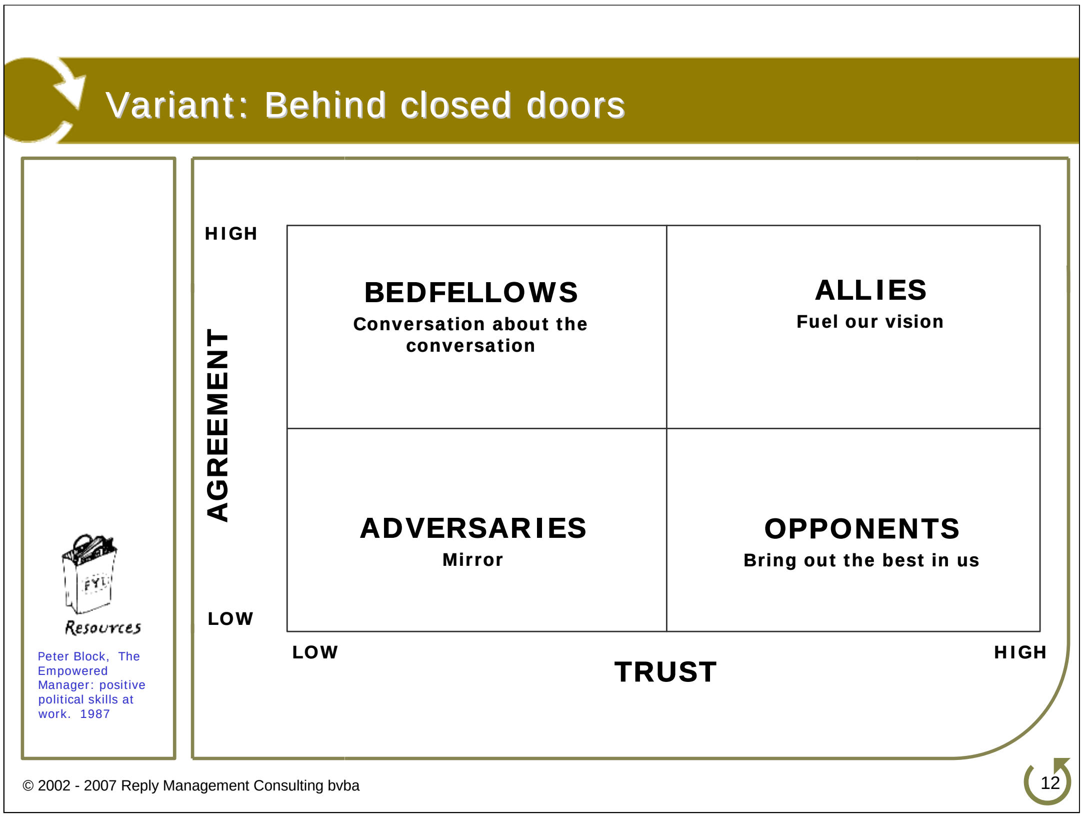


On this slide you should be able to map every single stakeholder you listed during the previous step. You will need to do so according to two dimensions:

1. Importance of the stakeholder in your organization: What is the stakeholder's organizational power (hierarchy) or influence to initiate reinforce initiatives in your organization? This dimension also takes into account informal opinion leaders.
2. Impact of the stakeholder on the implementation: How important is the commitment of this stakeholder for the success of the implementation?

Sometimes the result of this analysis may be surprising. You may end up mapping stakeholders in the top right-hand quadrant of this chart that tend to be out of your attention as they are geographically on another location. Conversely, you may start to attribute less time and devotion than you would normally do to the needs of a department next door, because they appear in the bottom left-hand quadrant of the chart. In short, this analysis will help you to set priorities in the **relationships** with all stakeholders.

- **EXERCISE: split the group in two subgroups and give this map to one of the groups and ask them to**
  - **Draw this map in big on a flipchart or a board**
  - **put one copy of each double post it note on this map**
  - **Give the group 10 minutes to accomplish this exercise**
- **DOUBLE CHECK BY FACILITATOR**: Roughly speaking, most sponsors will be situated in the top left-hand quadrant, agents in the top right-hand quadrant and targets in the bottom right-hand quadrant.



As the previous stakeholder analysis will allow you to set priorities on relationships with stakeholders, it is also useful to predict their level of resistance. Two dimensions are important here:

•**Trust**: Can we rely on the sponsor's support or are they avoiding ownership of the program?

•**Agreement**: Are we in agreement about the content of the program?

•We need a healthy mix of:

- •**Allies** who fuel our vision, and
- •**Opponents** who bring out the best in us.

•For those sponsors that are situated low in trust, there are two types you are likely to encounter:

•**Bedfellows(or better even 'one night stands')**: these are the most difficult to get a hold on because they seemingly agree on the surface of face-to-face discussions and meetings. However, as we follow up on their commitments and actions we discover discrepancies. The advice here is to start an individual conversation about what is going on their level of commitment (a conversation about the conversation) in order to bring to the surface whatever is blocking them. It takes courage to start these conversations.

•**Adversaries**: Just like bedfellows, they are low in trust, but at least they are straight about it. It is likely that you will run into people of this type, openly declaring that they are against this program. If you do, you should approach them in the same way as bedfellows: a conversation about their commitment.

•**EXERCISE (RUN IT IN PARALLEL WITH PREVIOUS SLIDE EXERCISE): split the group in two subgroups and give this map to one of the groups and ask them to**

- •**Draw this map in big on a flipchart or a board**
- •**put one copy of each double post it note on this map**
- •**Give the group 10 minutes to accomplish this exercise**

•**DOUBLE CHECK BY FACILITATOR**: Agreement is actually the TASK dimension and TRUST is the relationship dimension. The pint is to work on relationship if you want a behavior to be sustainable when you are gone.

Communication Cockpit in 10 Steps

❷

Fuel

(Team)

13

It's not necessary that all passengers have a driver's license, when bringing a bus with 100 people from point A to point B. It's rather handy on long trips though, if someone can cook and someone else manages the budget. Someone who is good at map reading is also useful, etc...

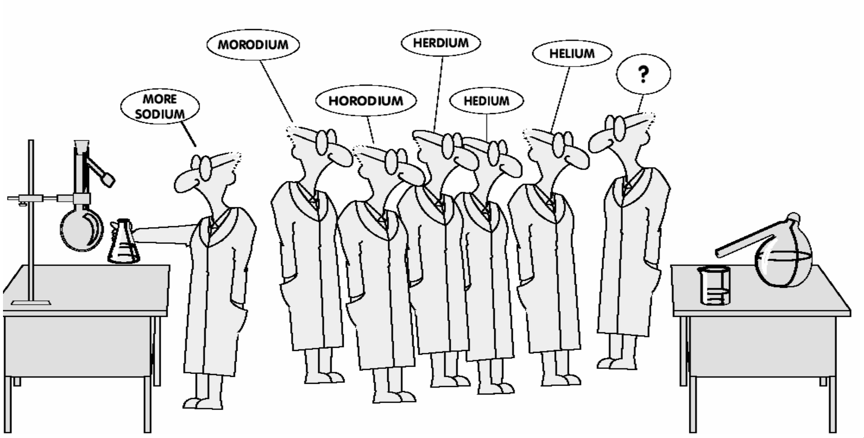
• In the language of the applicable literature this is known as <u>requisite variety</u>. Make sure that the composition of your team displays the same complexity as the environment in which it must survive. We borrow this idea from systems thinking (Ashby, 1956). If the bus must spend days driving through a desert, then it is good to have someone on board who knows which cactuses are edible.

• Do you want to be sure? Take a look at the stakeholder map of the project and ask yourself, whether your team can cope with each important stakeholder.

HOW WELL IS YOUR TARGET GROUP REPRESENTED IN YOUR CURRENT TEAM SETUP?

HOW DO YOU PLAN ON INVOLVING THEM GRADUALLY TOWARDS DELIVERY OF YOUR PROJECT?

No Comment



14

- This is how intelligent people communicate: they are afraid to ask questions because it can lower their **status**.
- As a result there is a lot of assuming and guessing instead of simply asking.

Do you think your organization employs a lot of « intelligent people»?

What is your preferred team role?

- Analyst
- Planner
- Creative Person
- EQ-oriented Person

} Preferences

- Expert
- Executing Person
- Headstrong Person
- Developer:
- Advisor
- Pace Setter

Questionnaire
Thinking
Preferences

15

<<The mediocre manager believes that most things are learnable and therefore that the essence of management is to identify each person's weaker areas and eradicate them.

The great manager believes the opposite. He believes that the most influential qualities of a person are innate and therefore that the essence of management is to deploy these innate qualities as effectively as possible and so drive performance.>>

Marcus Buckingham, The One Thing You Need to Know

What makes a team?

- Learn to cooperate
  - ✓ Pay attention to what other people need
  - ✓ Nobody is finished before all of us are finished
- Learn to help / ask questions and cooperate
  - ✓ Help others do stuff by themselves
  - ✓ Explain by telling how to do something
  - ✓ Everyone helps
  - ✓ Discuss, decide and move on
  - ✓ Give reasons for your suggestions
- Learn to discuss
  - ✓ Be brief
  - ✓ Listen
  - ✓ Develop Arguments
  - ✓ Everyone contributes

Paelman Filip (2002), *CLIM-Wijzer Coöperatief Leren In Multiculturele Groepen*, Uitgeverij De Boeck.

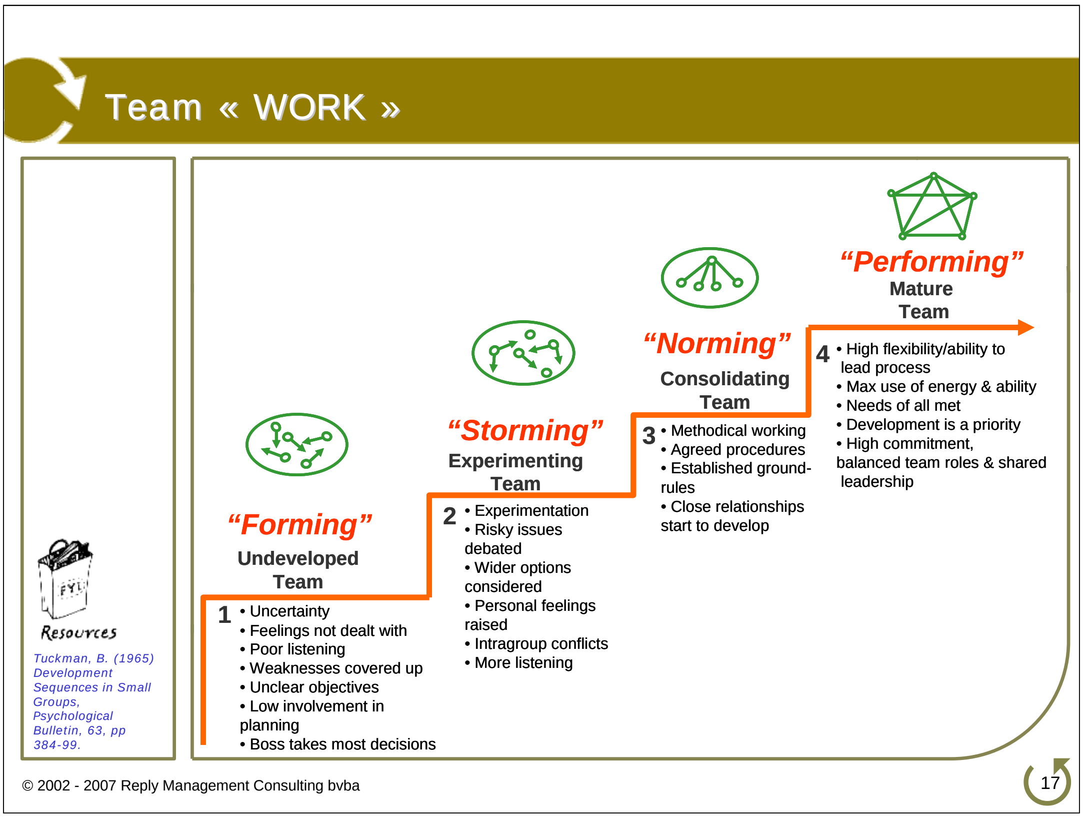
16

• Have you ever tried to find a definition of teamwork in management literature? I have; and I was overwhelmed, confused, over buzzed and totally blown away with all that expensive talk. However, none of it made sense.

• Until a few years ago, teacher Saskia, whom I grew up with, told me about Complex Instruction. I was surprised about the straightforwardness of the concept and the first reaction that came to my mind was: ‘why didn’t they use that when we were young?’

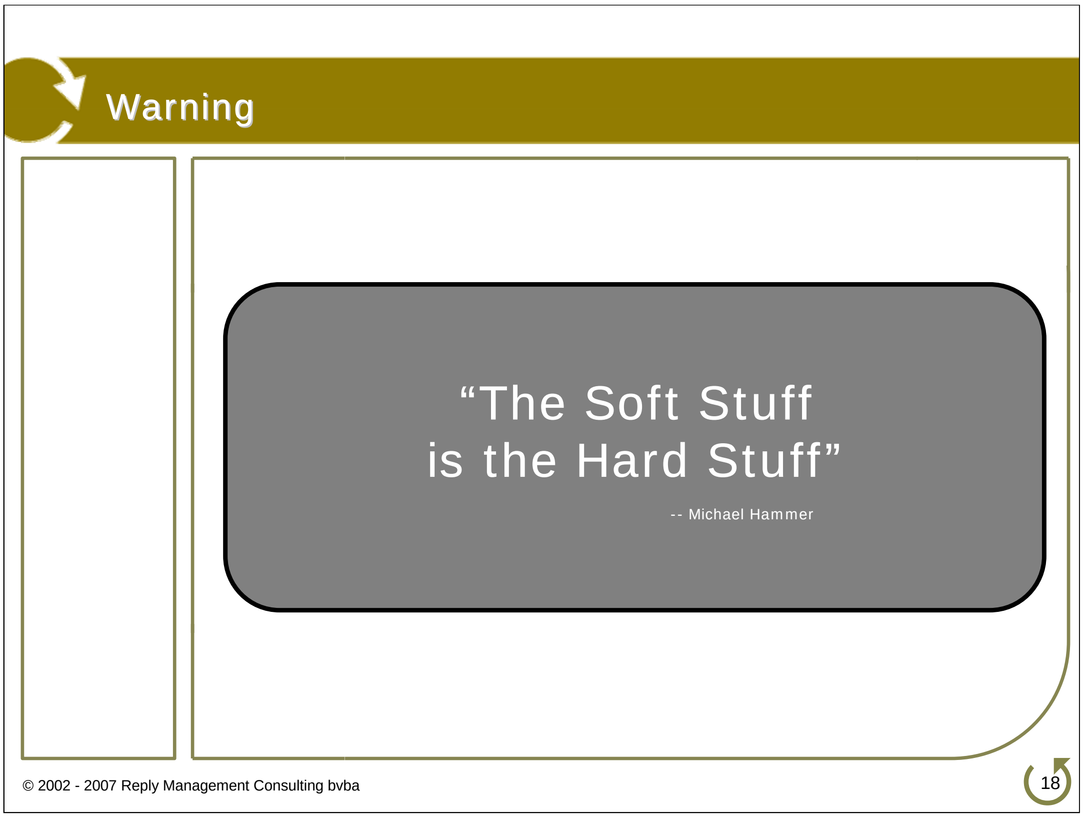
• In a nutshell, Complex Instruction (CI) is a cooperative learning method that stimulates social skills such as collaborating, communicating and taking responsibility. In her research,Elisabeth Cohen - one of the founders of CI, discovered that it is an effective way of reaching cognitive goals. In other words: her research showed that interaction facilitates learning.

• One of the fundaments of CI is the assignment of roles which only deliver an optimal result when they fully cooperate. The premise here is that ***everybody is good at something and nobody is an expert at everything***.



As the title of this slide indicates, there is no such thing as a performing team from day 1.

Building a team takes hard work in the sense of dealing with the difficult issues.


Warning
“The Soft Stuff
is the Hard Stuff”
-- Michael Hammer
© 2002 - 2007 Reply Management Consulting bvba
18

Communication Cockpit in 10 Steps

❸

Compass

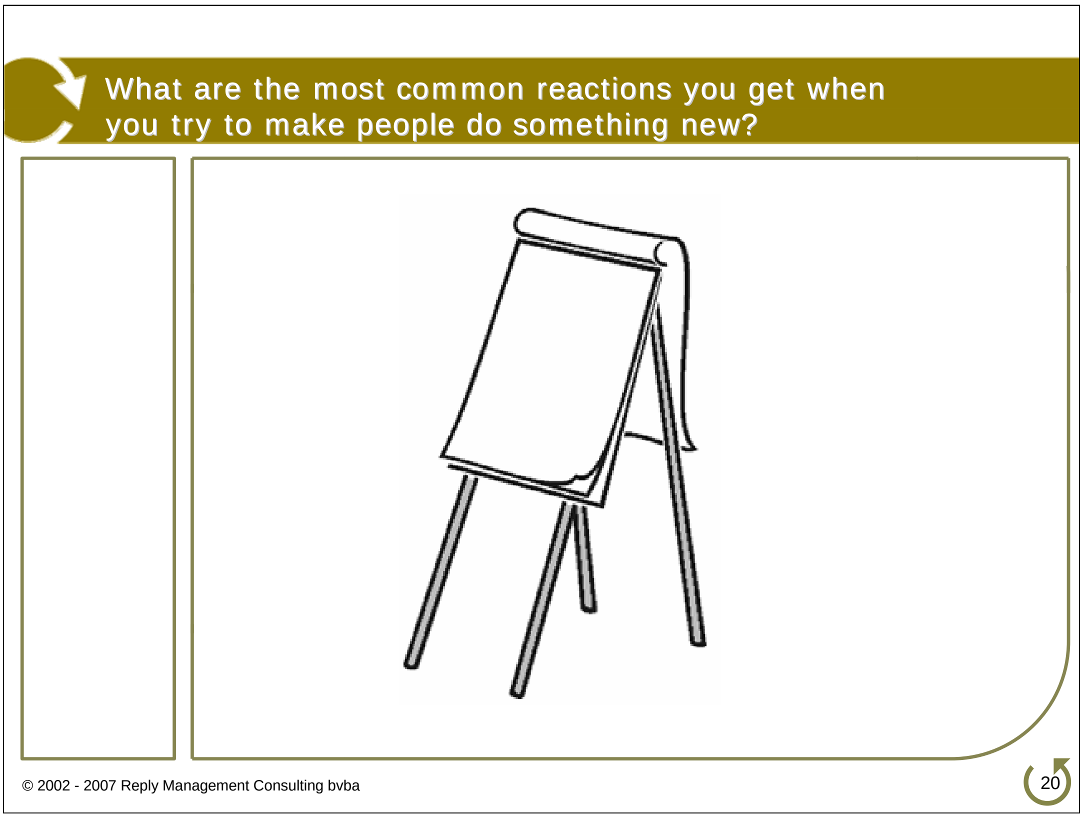
(Vision = The lodestar)

19

Once you have drawn up a map of the surroundings, you will want to know where you are at and where you are going.

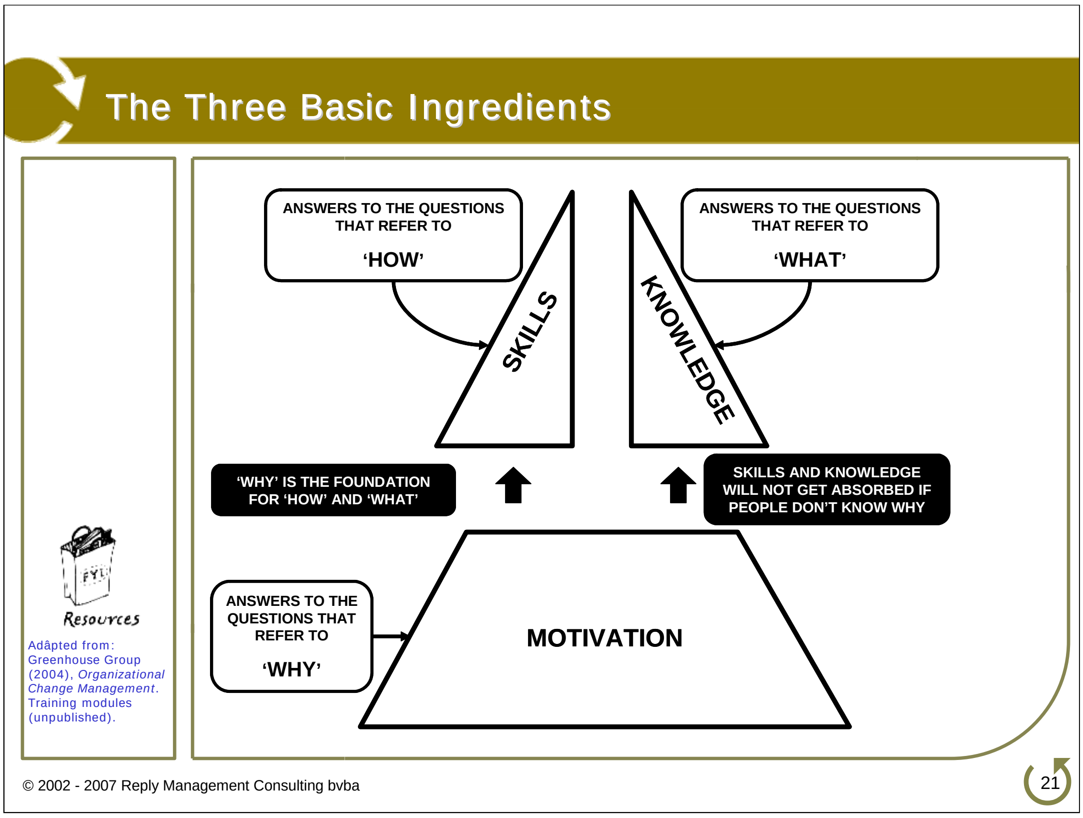
What are the goals of your team and what is excluded? Black on white. The importance of this information may not be underestimated.

Every member of your team must be able to provide this information, so that they can act as ambassadors of the project.



Divide the flipchart in three parts (like a Mercedes logo) and ask participants for specific reactions and questions they get.

These statements should include or indicate **what / why / how** and the facilitator writes them down into each segment which will later be titled by the facilitator with **Knowledge / Motivation / Skill**

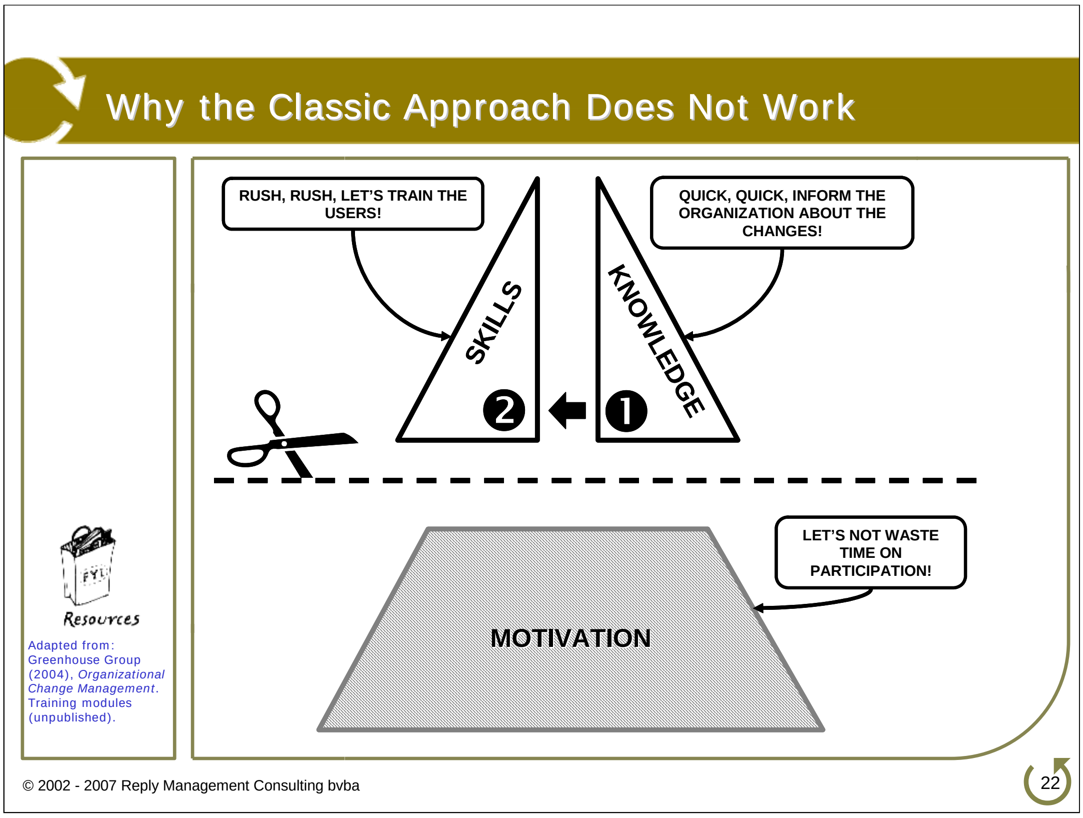


As you can see on this slide every organizational change always has the same three ingredients : Motivation (the emotional stuff below the surface), Knowledge and Skills. These determine the domains of action for making the change happen. They are the biggest needs during every cycle of change.

• Questions and reactions, which fall into the '**Knowledge**' category, often indicate a need for vision, a business case or an overview. These refer to the '<u>what</u>' of the change.

• The '**Skills**' category indicates a need for concrete and explicit knowledge, tools and working instructions. In other words: people want to know '<u>how</u>' they will make the change happen.

• In addition there is also an entire range of reactions that fall into the '**Motivation**' category (the underlying reason that drives the change: the '<u>why</u>'). These reactions reflect people's need for involvement and inspiration. The ingredient 'Motivation' determines whether people undergo the change or are part of it.

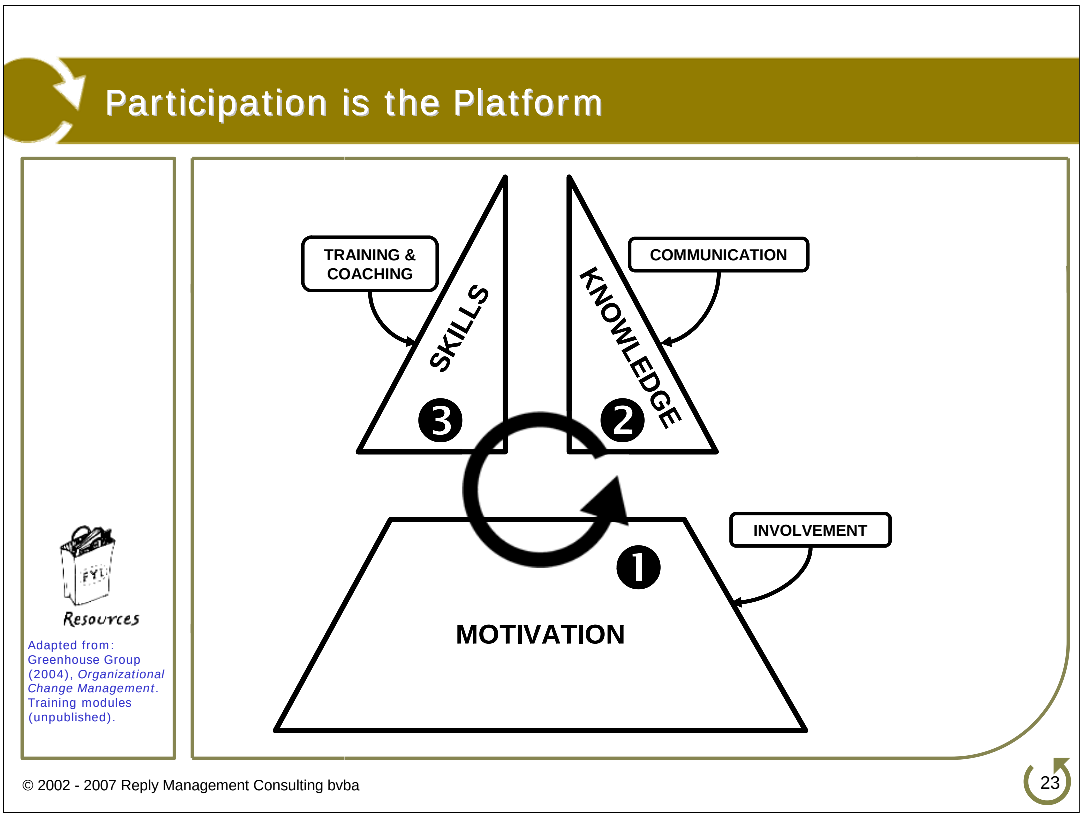


• An often made mistake in organizational change projects consists of postponing all contacts with the target group until the very last minute. Too much influence from the target group often has a delaying and disturbing impact. 'Now we really need to provide information', is the usual statement. Your team isolates itself from the rest of the company and the communications department fires unidirectional communication (*Knowledge*) at the target group.

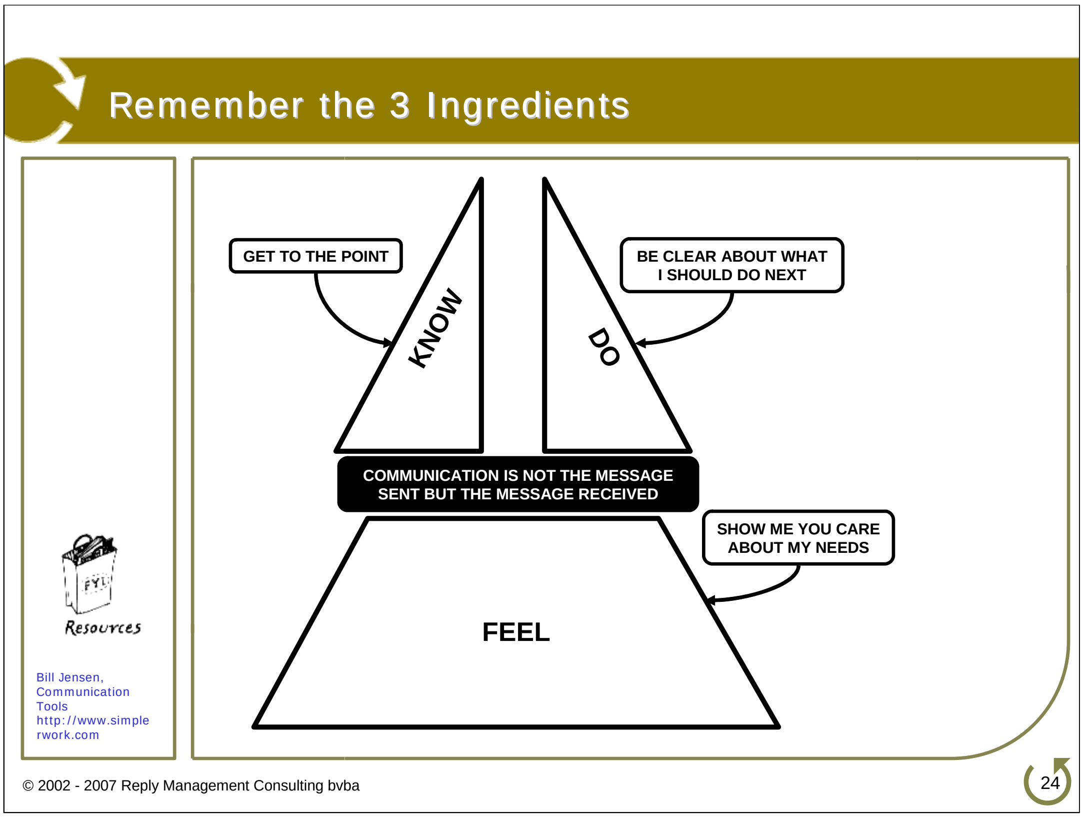
• As we illustrate on this slide, people feel as if a concept is being forced upon them and they aren't really given the time to fully comprehend it. The knowledge provided during training is so theoretical that it has nothing in common with practice. Many of the workers wonder why they have to spend all that time in training and are annoyed because their day-to-day work is just laying around.

• People have received all the explicit knowledge that is – *rationally speaking* – necessary to face the change. They have had the *Know-whats* pushed down their throats. But the project grinds to a halt in the production phase because people have not been given the time to participate and build up *Know-how*. As a law of nature, you will be confronted with a performance drop anyhow. Postponing participation to the very last minute will only make it worse.

• Even before the change really has started, you are stuck in a negative, downward spiral because most target groups are not being motivated to take the project in hand. When reactions indicate that there is a need for involvement, an information session or training will have the wrong effect. It's important to know where the needs lie at what precise moment. The best way to find out is to involve the target group in the project in a timely manner. ***A change is always a discomfort, and discomforts are easier to deal with when you participate in making it happen.***



• The inevitable truth is that people will need to build the *Know-how* anyway in order for the project to work, so it is better to do that during project preparation than to pay for it in terms of a sputtering go-live. As we illustrated in this slide, people should be given the opportunity to be part of the creative process that is expected from them. That is why it’s necessary to effectively involve them before, during and after the change.

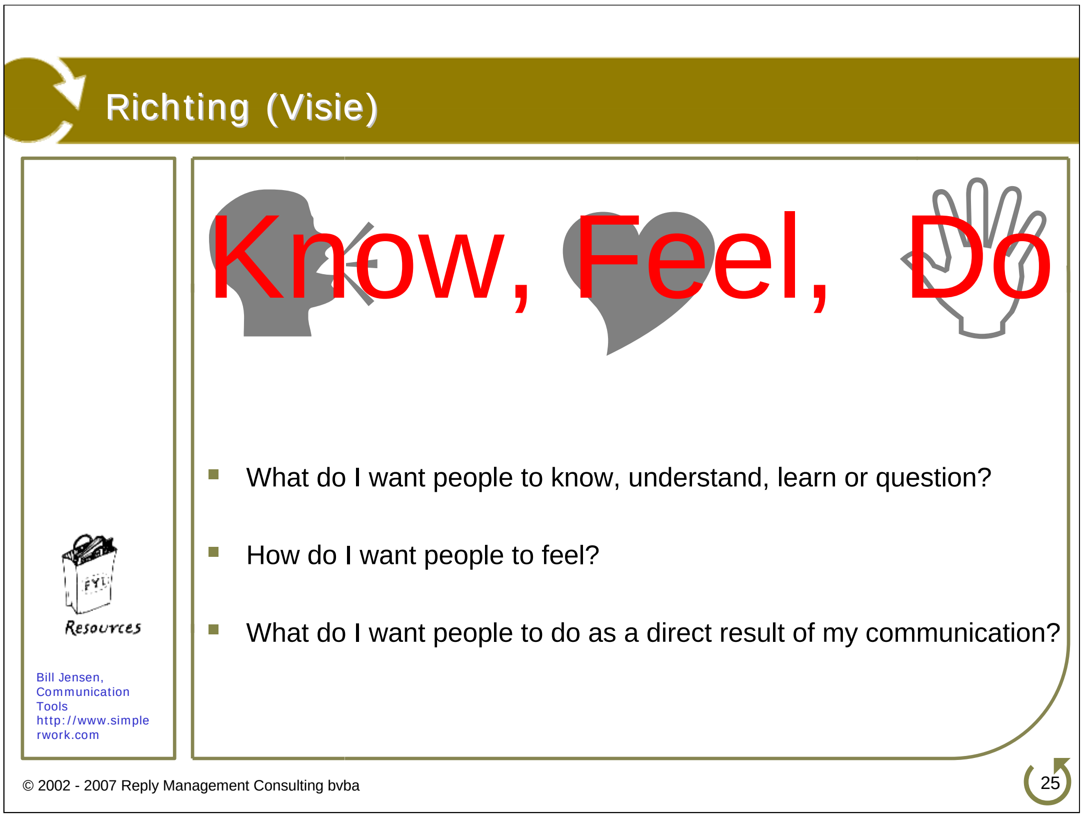


As we stated in the previous slides, there are three basic ingredients of organizational change. In the context of communication they translate to the following communication needs

• Know (relating to the Know-What): People need to know the rationale behind the changes and they need to come to their own conclusions.

• Feel (relating to the Know-Why): People need to actively participate in the process of making decisions and need to create their own buy-in.

• Do (relating to the Know-How): People need the right tools to implement the change



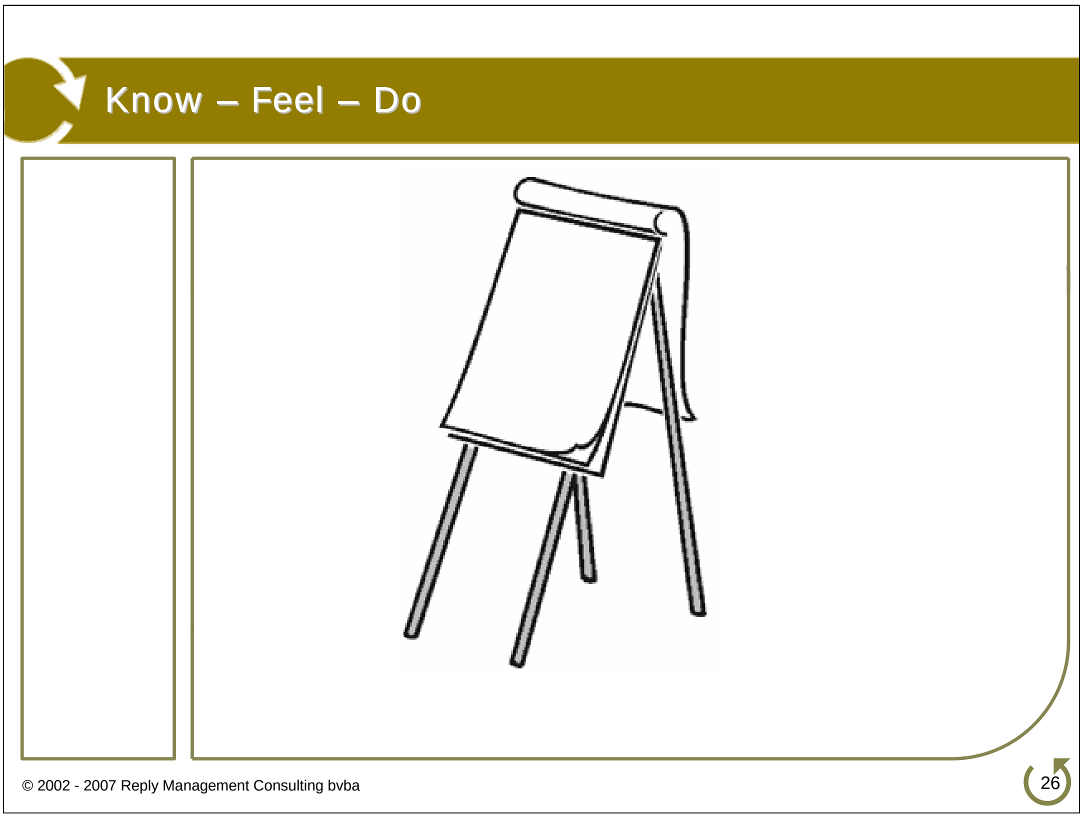
This slide shows what the three ingredients look like from a communication point of view. The 'Know-Feel-Do' model can be used in any communication from email to a telephone conversation or in front of an audience.

Know-Feel-Do forces you to see the receiver of your communication as decision makers and **to organize your thoughts according to how they listen**. The receiver of a message is mostly waiting for the answer to three questions:

'What is the one thing you want me to know?'

'Why is it important?'

'What do you want me to do as a result of your communication?'



Split the group in two parts for a two times 5 minutes exercise.

Each time one group reports by means of a different spokesperson.

The group who is listening needs to comment on whether they found the elements of K-F-D clearly in the message.

1. Round 1:
   - Group 1 makes a K-F-D communication for this situation: A car seller needs to inform his customer that his car will not be delivered as promised tomorrow but with a delay of two months
   - Group 2 makes a K-F-D communication for this situation: The national railway company needs to announce an increase on all its prices of 5 percent, including the subscriptions
2. Round 2:
   - Group 1 makes a K-F-D communication for this situation: Announce your project (email format) and make sure you get a maximum response.
   - Group 2 makes a K-F-D communication for this situation: Announce the User Acceptance testing and make sure that the Key users will enthusiastically participate.

Communication Cockpit in 10 Steps

4

Roadsigns

(Feedback)

 27

The meaning of your message can only be derived from the reaction of the receiver. You can have the best of intentions as a sender, but the only thing that counts is how your message lands with the receiver.

A communication is therefore only complete when you have received feedback. Gradually you will regularly want to check, whether you are on the right path. If not, then you adapt. Without blushing and if necessary, you'll return down the road a bit and admit your communications errors.

Many of us would rather continue down the wrong road, than turn back and ask for directions. As if we did not want to hear the feedback.

Equipment is missing

Skill	Years of training	Extent used in adult life
Writing	14	Little
Reading	8	Some
Speaking	1	Quite a bit
Listening	0	A great deal

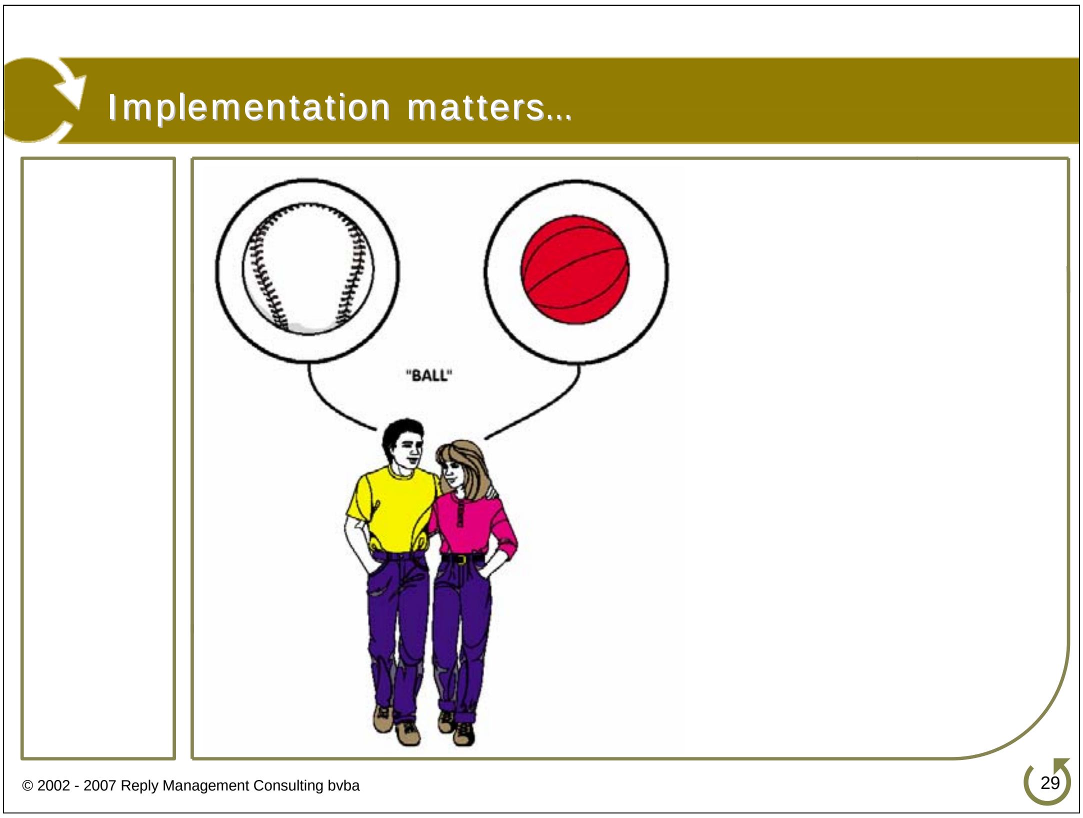
Resources

Hersey, Blanchard Johnson (1996) Management of Organizational Behavior

28

As a project leader you will spend more time on communications, than on any other activity. Somewhere along the line you suspect that communication should be a two-way process. Unfortunately we are only equipped for one-way traffic. The average grown-up in our society has never been taught how to listen, as the table on this slide shows so strikingly.

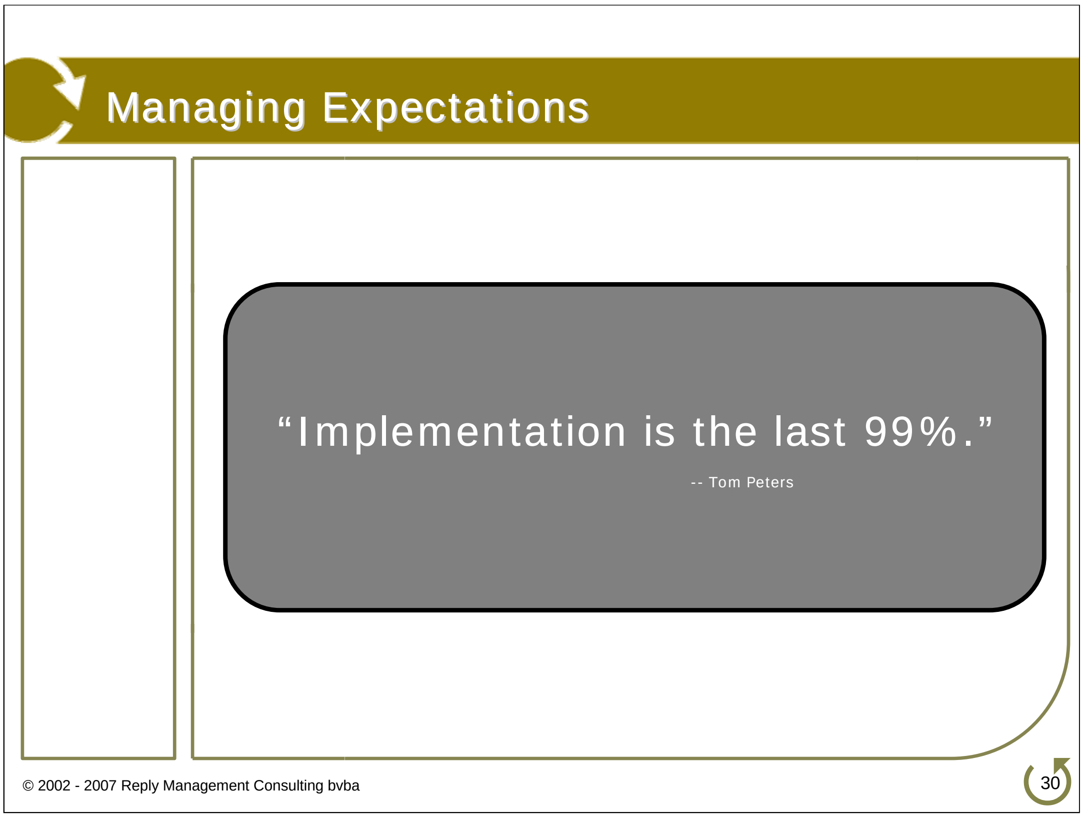
Further research has shown that in communicating we spend approximately 45% of our time listening. Moreover, the average listener understands and remembers approximately half of what has been said, immediately after a presentation. Within 48 hours this decreases to 22%. Listening is therefore a crucial management skill and, up to the present time, an almost unexplored area.



• The point of this slide is that right now we think we are talking about the same stuff (‘a ball’ for that matter).

• However, when this mr and miss go to the store to actually purchase their ball, they will note that they meant implicitly something else.

• You should be prepared for this to occur as well. In project language, this couple is still in the planning phase. The going gets tough when they get to the implementation phase.

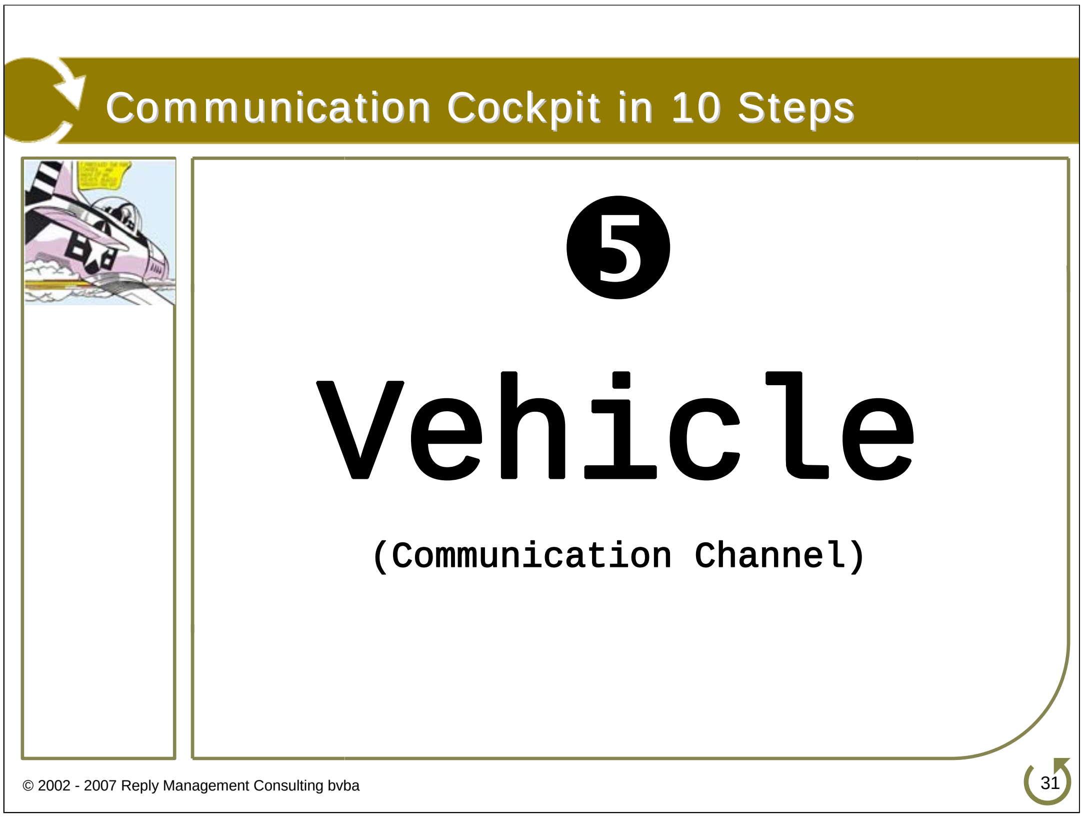


WARNING: PREVENT FEEDBACK FATIGUE

In many organizations, feedback gathering is viewed as an isolated activity. They gather feedback but do nothing with the information they've obtained. This failure to take action is mostly a major step backwards in building trust because, having been asked for their feedback, participants then watch for changes to take place as a result of their input.

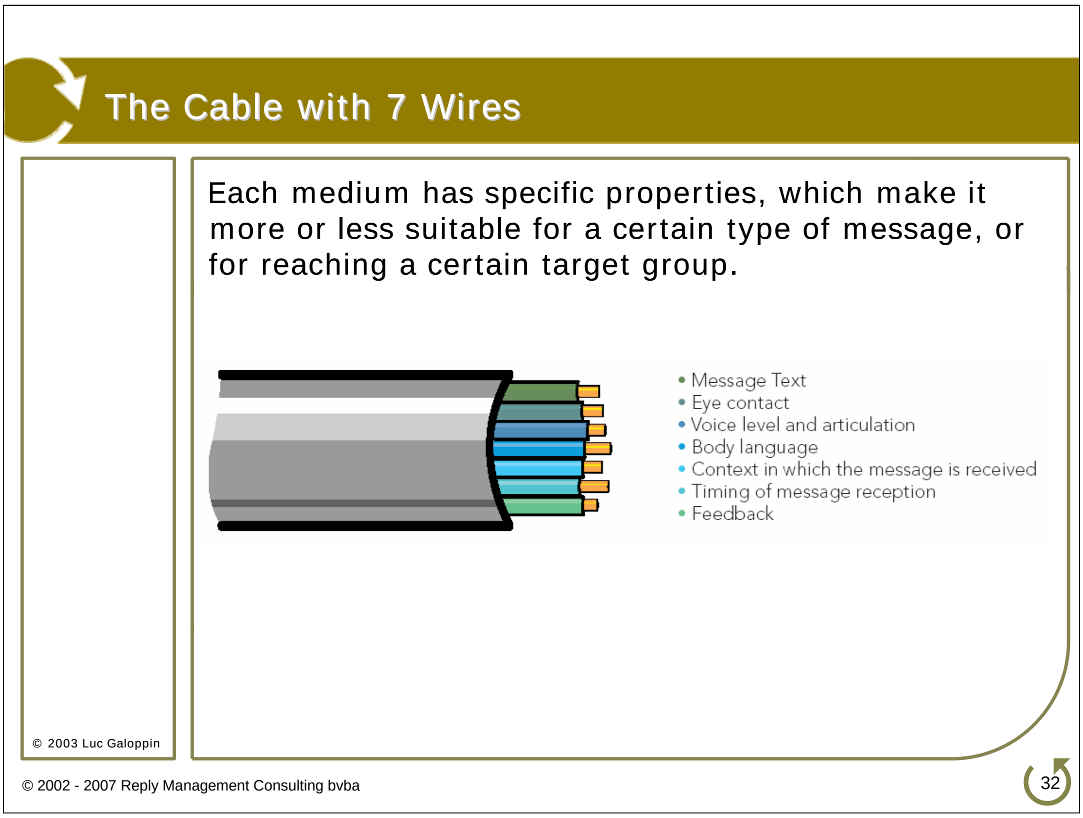
As Naomi Karten states:

gathering feedback and taking no action based on the findings is worse than not gathering feedback to begin with.



With ‘vehicle’ we mean the communications channel. Aim for redundancy in your message and in the medium.

In everyday language this means that we have to send the same message over several channels (redundancy of media), and that we have to formulate the message in several different manners (redundancy in the message).



If one would represent daily face-to-face communications by a cable, it would have 7 wires. Each of them is a channel transmitting a part of the communication and taken together, they ensure a flawless interpretation (meaning: the message sent equals the message received).

• First, there is **the message text**. This is the literal transcript of the message. Nothing more, nothing less. Typically the impact of this part of a communication is overestimated. During a presentation, the literal words only account for 7% of the impact! (SEE PREVIOUS SLIDES 7%/38%/55%)

• Second, the **visual contact** gives a first hint on how to interpret the message.

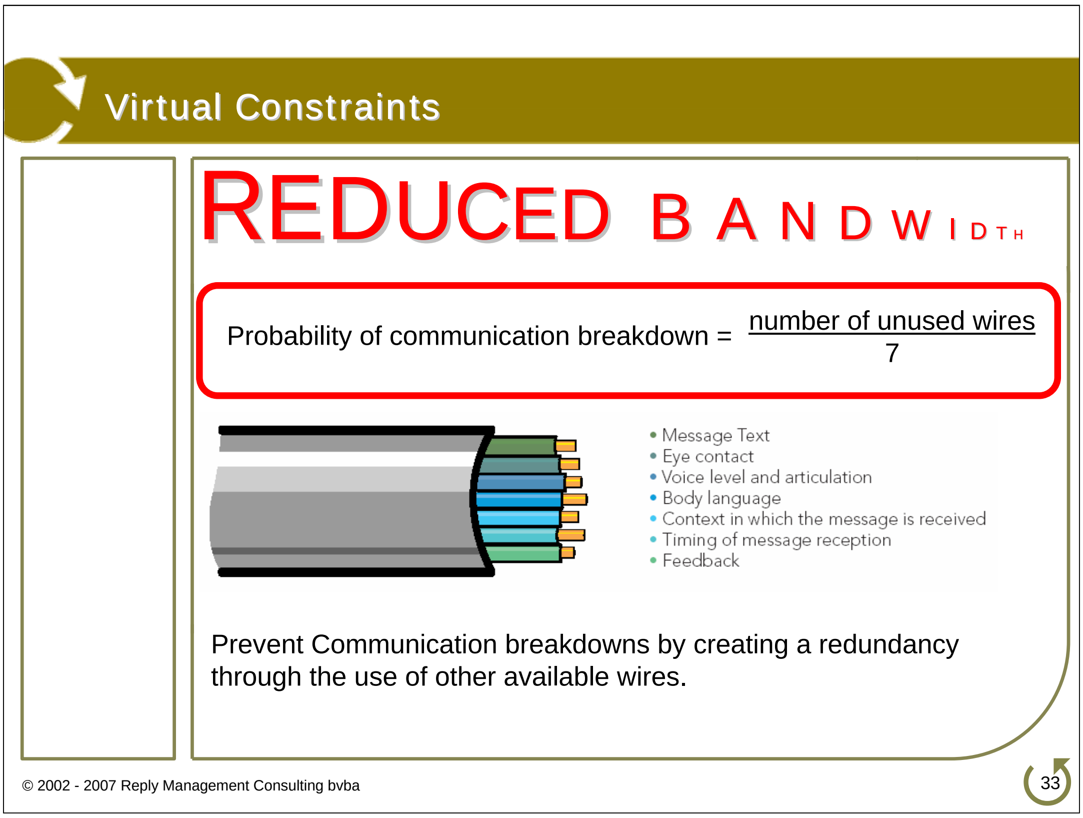
• Third, **voice and articulation** most of the times indicate the intensity of the message. This impacts people for about 38% of the communication, which is far more than the verbal part.

• Fourth, **body language**, which together with eye contact makes the visual part of a communication. This is a part that is systematically underestimated. The same research shows that it accounts for 55% of the impact of a communication.

• Fifth, **the context of the sender and the receiver**, or rather the gap in-between. Context is what determines cultural differences. It feeds our perception and through this, the choices we make and the actions we take.

• Sixth, **the timing of sending and receiving**, which does not refer to the difference in time-zones (this is a context factor), but to the urgency of the communication. Sometimes the sender and the receiver experience the urgency very different.

• Finally, the **feedback wire** ensures that the message received gets the same interpretation as the message sent.



• In face-to-face communication all the wires are in use, which is the best guarantee that the shipment will arrive in the right form;

• In telephone communications the wires for eye contact, body language and the context in which the message is received, are not used.

• Have you decided to communicate by e-mail? Then you place all your bets on that one wire, namely the 'message text'. The unused wires determine the possibilities for errors in your communications.

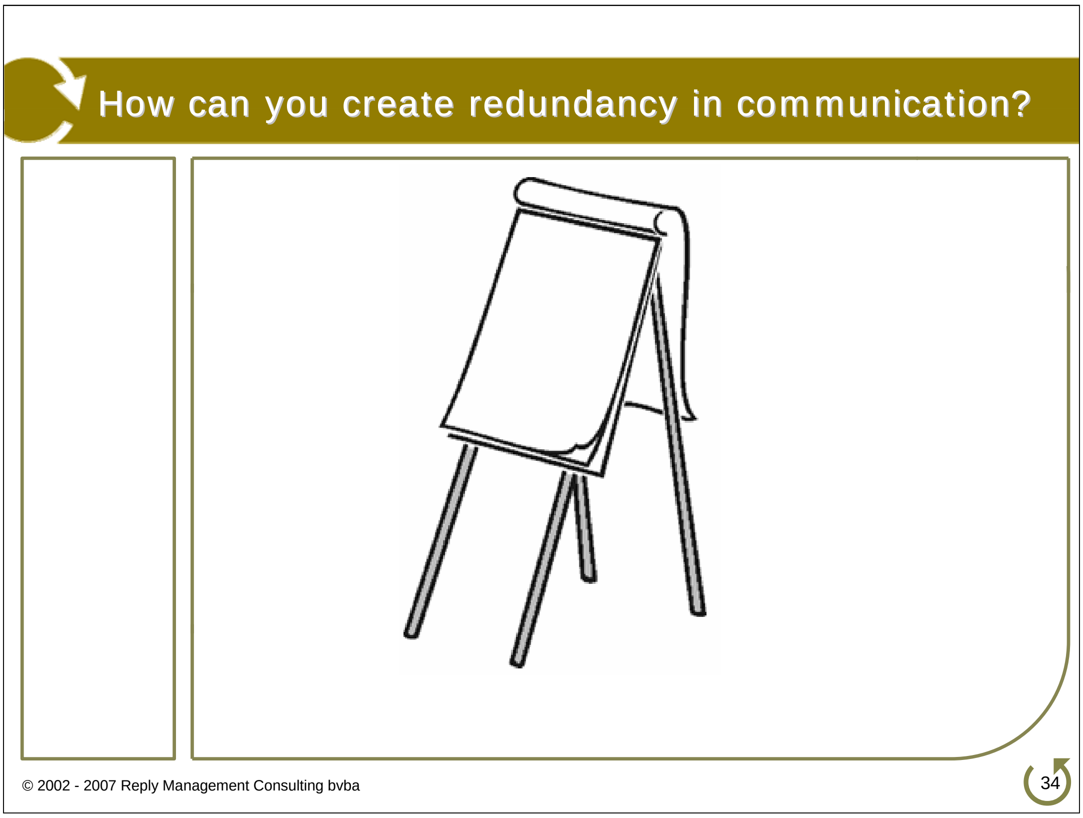
Question: Check wire per wire whether it is used or not in a certain type of communication. Take at least two examples: 1. telephone conversation / 2. Email conversation

• Communication Breakdown and Redundancy. If the facilitator would ask the participants to raise their hand if they have never experienced an escalating email conversation based on misinterpretations, generally you get 0 hands up.

• Communication breakdowns, conflicts and misunderstandings in virtual teams are for 99% due to the fact that the complete message is transferred at once over one or two wires. We think we are saving time by pushing messages and hoping that they arrive as they were intended. In reality we are losing time, because the receiver may take the wrong conclusions and actions or may be confused or even upset. It often takes some time before we start to realize that we need to use to use the feedback wire. However, by the time we do, the damage done is often too big, so a new communication is necessary.

• The best way to prevent this is by creating a redundancy through the use of other available wires.

Question: How can we create redundancy? GO TO NEXT SLIDE



<u>Some examples</u>:

• Summarize important phone calls per email. Make a bullet list of the main conclusions and ask the receiver to confirm by replying to your e-mail.

• Use the feedback wire extensively during a virtual meeting by rephrasing and summarizing.

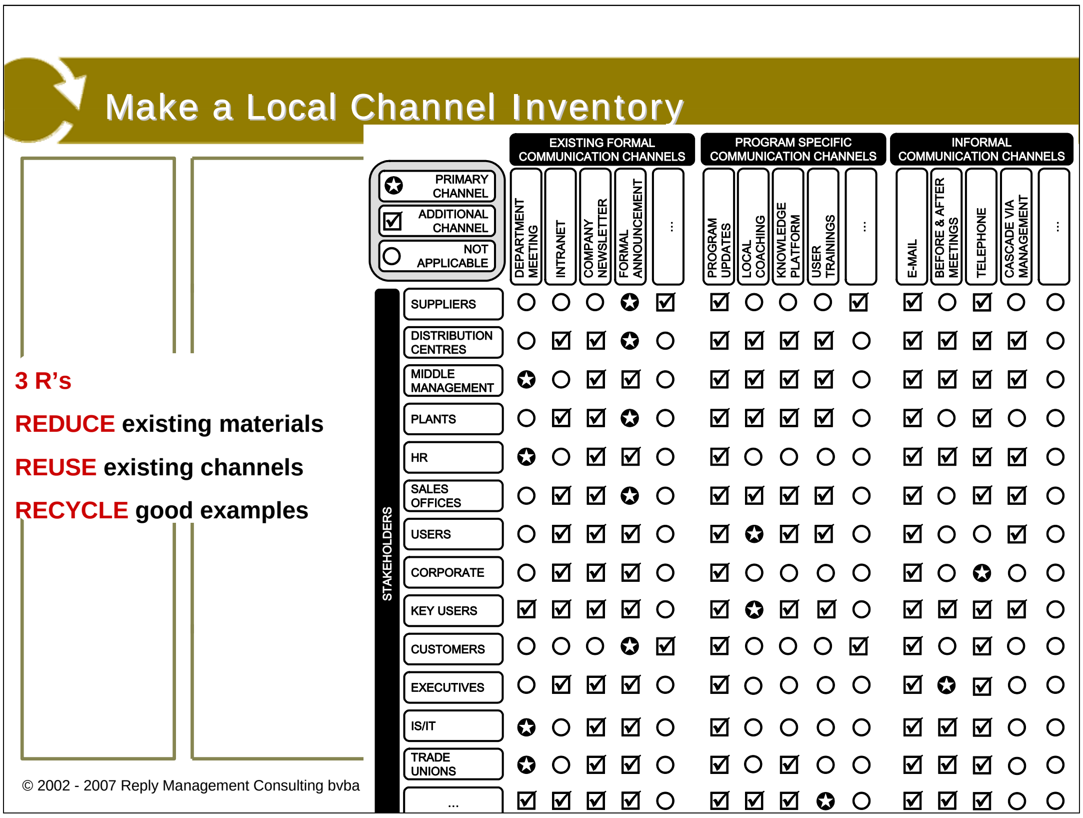
• At the end of a virtual meeting (e.g. Conference Call), let the participants state in their own words what actions are expected of them. Often the social pressure of a virtual meeting is so high that participants are scared to say they did not understand what is expected of them. Moreover, the interpretation of ‘what is expected of me’ is context related.

• Carefully prepare virtual meetings with the necessary texts and visuals.

• If you want to make sure that your e-mail is followed by the appropriate action of the receiver, it is better to ask for confirmation by telephone.

<u>In short</u>: the more wires are used to communicate, the more accurate the meaning of a message will be transmitted.

Actively creating redundancy in virtual communication is a way to minimize the communication breakdowns.



	EXISTING FORMAL COMMUNICATION CHANNELS					PROGRAM SPECIFIC COMMUNICATION CHANNELS					INFORMAL COMMUNICATION CHANNELS				
STAKEHOLDERS	DEPARTMENT MEETING	INTRANET	COMPANY NEWSLETTER	FORMAL ANNOUNCEMENT	...	PROGRAM UPDATES	LOCAL COACHING	KNOWLEDGE PLATFORM	USER TRAININGS	...	E-MAIL	BEFORE & AFTER MEETINGS	TELEPHONE	CASCADE VIA MANAGEMENT	...
SUPPLIERS	○	○	○	✪	☑	☑	○	○	○	☑	☑	○	☑	○	○
DISTRIBUTION CENTRES	○	☑	☑	✪	○	☑	☑	☑	☑	○	☑	☑	☑	☑	○
MIDDLE MANAGEMENT	✪	○	☑	☑	○	☑	☑	☑	☑	○	☑	☑	☑	☑	○
PLANTS	○	☑	☑	✪	○	☑	☑	☑	☑	○	☑	○	☑	○	○
HR	✪	○	☑	☑	○	☑	○	○	○	○	☑	☑	☑	☑	○
SALES OFFICES	○	☑	☑	✪	○	☑	☑	☑	☑	○	☑	○	☑	☑	○
USERS	○	☑	☑	☑	○	☑	✪	☑	☑	○	☑	○	○	☑	○
CORPORATE	○	☑	☑	☑	○	☑	○	○	○	○	☑	○	✪	○	○
KEY USERS	☑	☑	☑	☑	○	☑	✪	☑	☑	○	☑	☑	☑	☑	○
CUSTOMERS	○	○	○	✪	☑	☑	○	○	○	☑	☑	○	☑	○	○
EXECUTIVES	○	☑	☑	☑	○	☑	○	○	○	○	☑	✪	☑	○	○
IS/IT	✪	○	☑	☑	○	☑	○	○	○	○	☑	☑	☑	○	○
TRADE UNIONS	✪	○	☑	☑	○	☑	○	☑	○	○	☑	☑	☑	○	○
...	☑	☑	☑	☑	○	☑	☑	☑	✪	○	☑	☑	☑	○	○

You need to make an inventory and to group all of the earlier mentioned channels and habits into three clusters:

- Formal communication channels
- Program specific communication channels
- Informal communication channels

Next, you make the Stakeholder-Channel Matrix, in which you list all the stakeholders in rows and all the channels in columns. As we illustrate on the sample in this slide, you need to indicate which channel is a primary channel, which ones are additional and which ones are not applicable to reach that specific stakeholder.

Then it is time for a first assessment:

•Horizontally you will see the level of repetition (i.e. reaching the stakeholder over multiple channels). Each stakeholder should be reached at least once via a formal channel, at least once via a program specific channel and at least once informally. You should compare the level of repetition to how you positioned the stakeholder during the stakeholder analysis (see slide with first stakeholder mapping exercise). If a stakeholder belongs to the upper right-hand quadrant ('Involve Them Extensively'), the level of repetition should be as high as it can possibly get.

•Vertically you can see how important a certain communication channel is, and whether it is worth an extra investment of time and money. If a certain channel happens to be the primary channel for many stakeholders, you should consider it as a strategic asset of your program.

• Finally, you should know that we do this work according to three Principles (i.e. 3 R's you need to remember)

Communication Cockpit in 10 Steps

❻

Driver

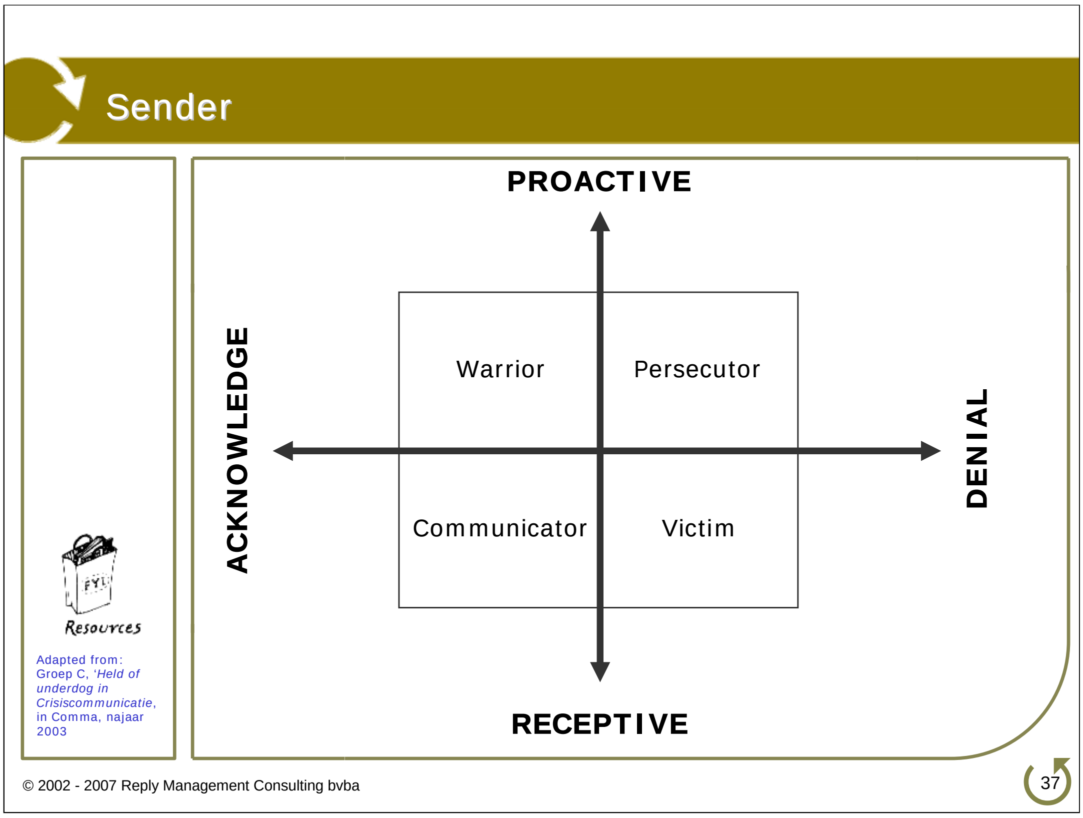
(Sender)

36

• The credibility of a message is equivalent to the status of the messenger. The status of the project staff members is usually not calibrated to the hierarchy of the organization, or it may have blurred over time. Their messages can therefore sound ambiguous, which is why these are best introduced by persons with management responsibility.

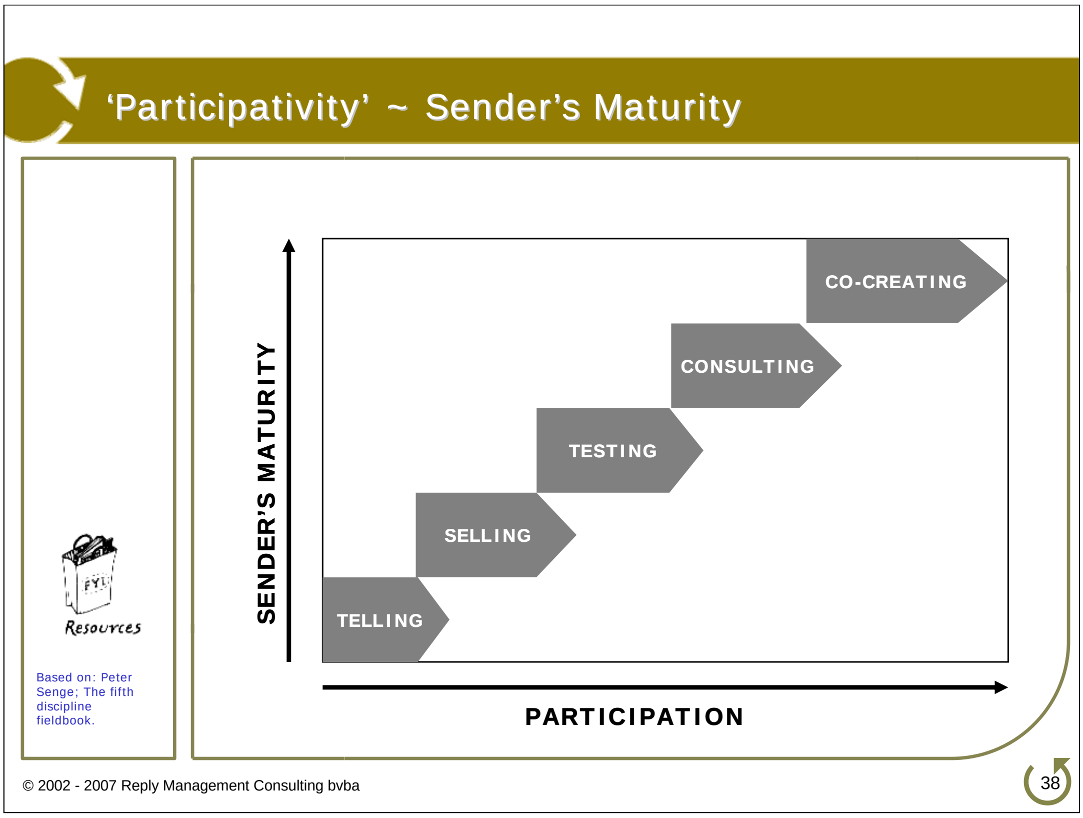
• Management staff is crucial here: we not only assume that our boss is better informed than we are; his or her commitment also determines mine. For the same reason we are also on the lookout for opinion leaders. In some groups this is clearer than in others; but it is no secret that there are always informal leaders who can influence the opinion of the group.

• Sometimes members of a project team get in the drivers' seat themselves. At such moments they must understand that they are transporting the entire project team. There is no room for ego at the steering wheel of your project.



There are times when you need to be proactive in your communication and there are times when you need to be receptive. **Even the best communicators stumble here!**

However, you should always keep on the acknowledging side and never get to the denial side of this map. **Only bad communicators get on the right hand side.**



You need to get a hold of the **learning relationship** between the implementation team and the organization. Oddly enough, the stages of this learning relationship are almost completely determined by the maturity of the sender.

Imagine what happens with the results of the team whose leader gets stuck in the first stage of maturity. Even with a technically brilliant solution, this team is in for a hard time.

Communication Cockpit in 10 Steps

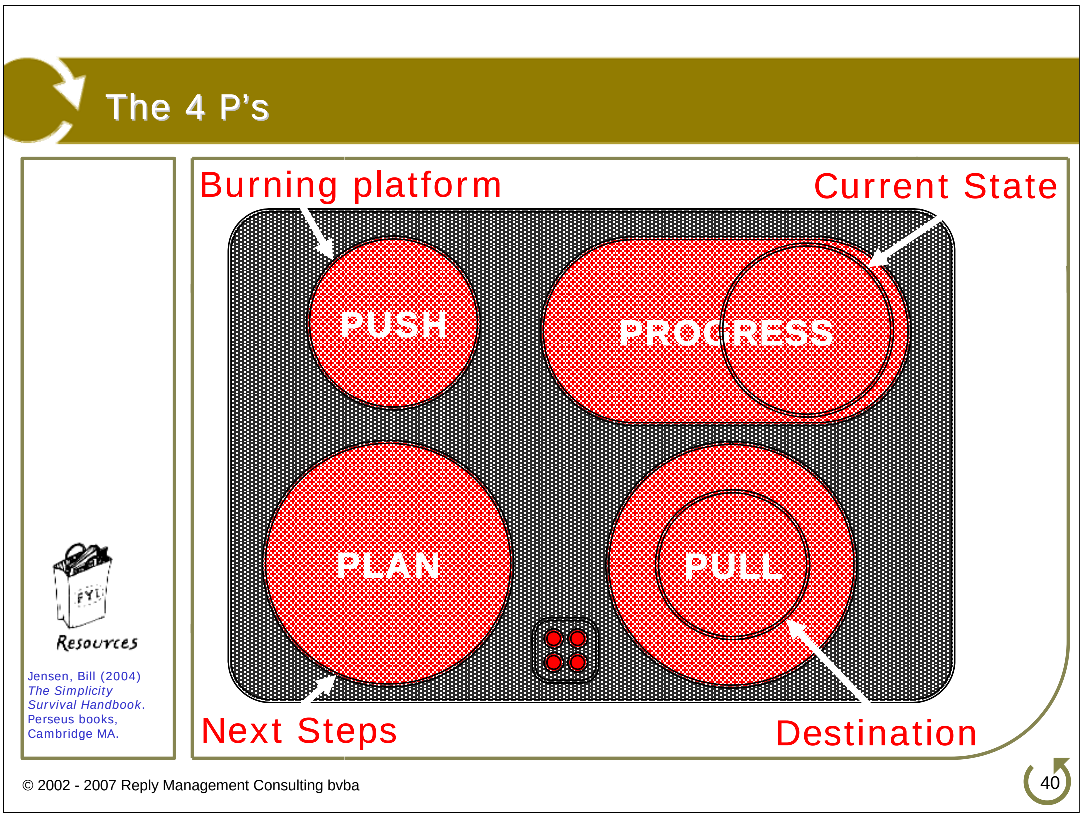
7

Freight

(Message)

39

Looking at the content of your message is for 99% looking at the receiver and trying to find out **WHAT's IN IT FOR ME**



People tolerate management's logic but they draw their own conclusions. That is why it is essential to formulate the need for change as clearly as possible. But a good cook is well-prepared and has a clear plan. According to Jensen Group a compelling case for change is always built up along the lines of the 4 Ps:

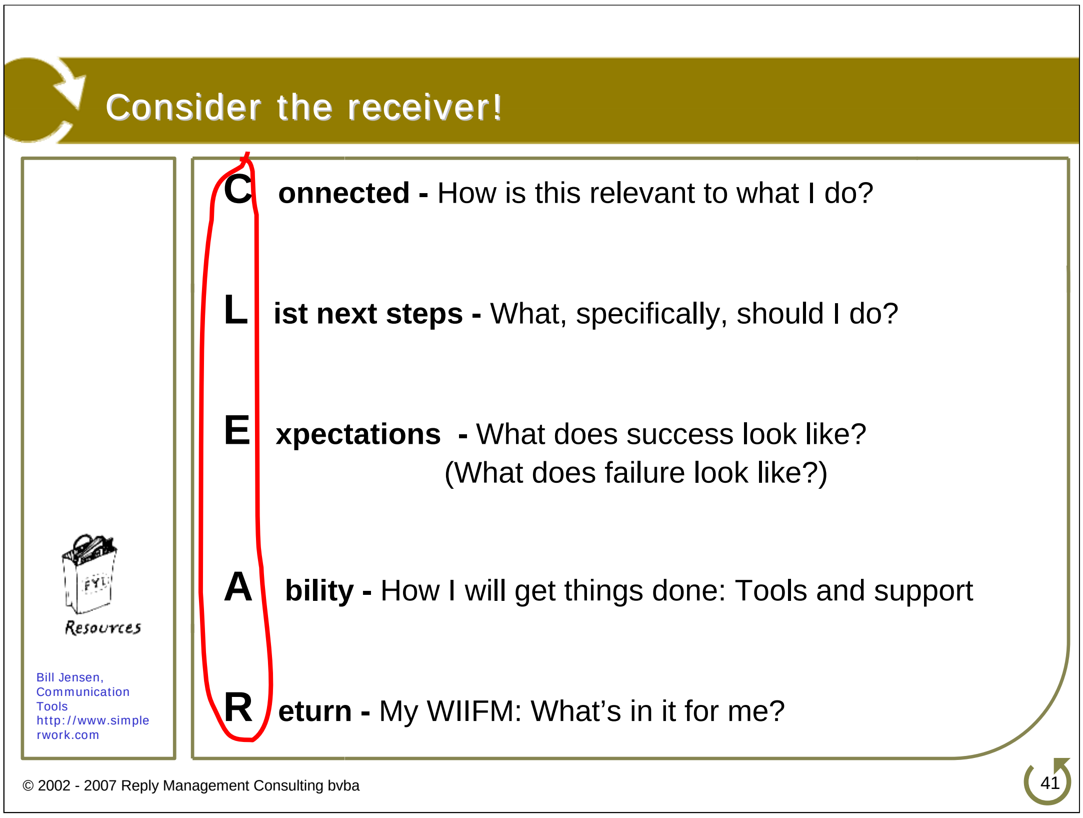
1. PUSH: people will only take the leap into the unknown if their house is on fire. That is why the first step always serves to indicate that there is no other option than change.

2. PROGRESS: the answer to the question: 'where are we and what have we accomplished to date?', which clearly indicates which certainties and means are at our disposal to undertake this process of change.

3. PLAN: a clarification of the different steps ahead of us and actions that we need to undertake in order to reach the nearest milestone and the one after that and so on.

4. PULL: the final destination, which serves as the magnetic North or the lodestar in case people would lose a sense of direction.

!!! There is also a 5th P: getting all the information on one and the same ***Page***



You should be sensitive to the characteristics and attitudes of your audience. Each stakeholder is different, although their differences may be subtle. As each stakeholder has his or her own set of "what's-in-it-for-me's" (WIIFM), a single message intended for multiple audiences may require rewriting for each. According to Jensen this implies that the content for each stakeholder complies with the acronym CLEAR.

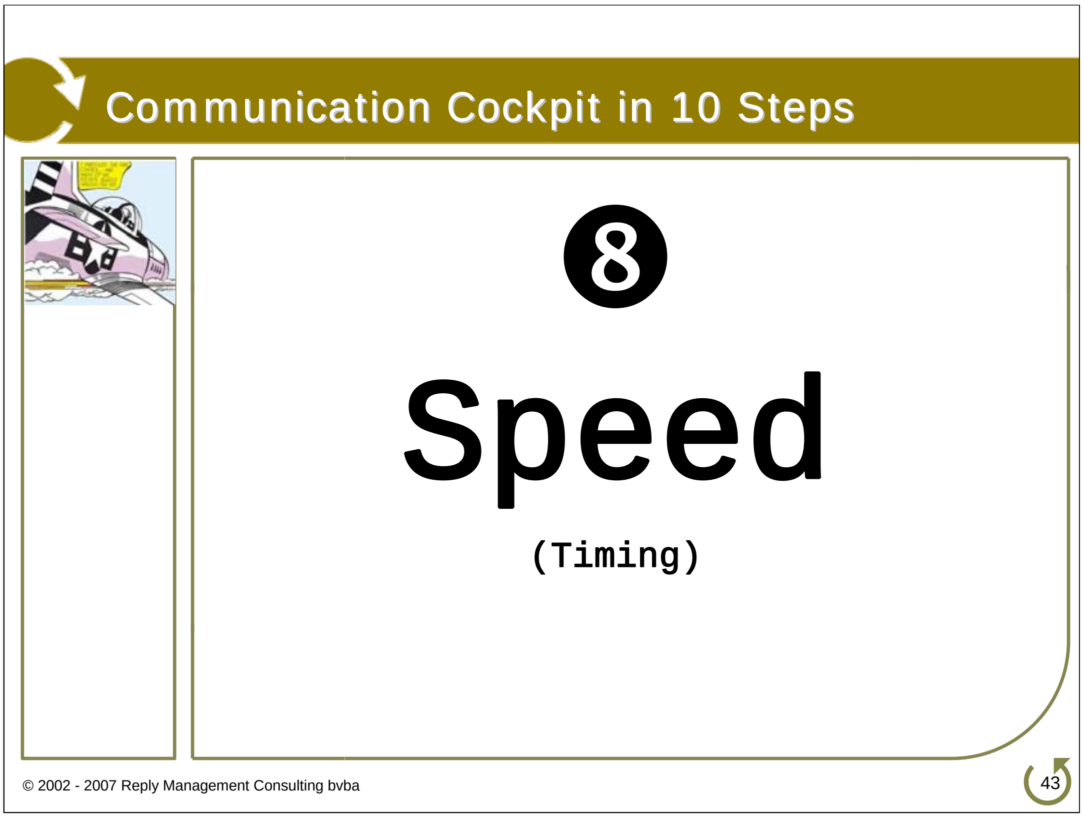
We recommend using the above CLEAR model as a checklist each time you develop the content of a communication.

There are different kinds of people!

Visual People	Auditory People	Kinesthetic People
▸ React most strongly to visual stimuli ▸ React best when they can see or visualize their information. ▸ Relate most effectively to written information, symbols, notes, diagrams and pictures ▸ Typically they will be unhappy with a presentation where they are unable to take detailed notes. To some extent, information does not exist for a visual learner unless it has been seen written down	▸ Experience the world through their ears and dialogue ▸ Taking their cues from sounds ▸ Information becomes more meaningful for them when it is spoken out loud ▸ They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes ▸ Often information written down will have little meaning until it has been heard. It may help auditory learners to read written information out loud	▸ Experience things physically and emotionally ▸ Appreciate using touch, movement, and space ▸ Learning most often occurs through imitation and practice ▸ Impacted effectively through touch and movement and space, and learn skills by imitation and practice ▸ Predominantly kinesthetic learners can appear slow, in that information is normally not presented in a style that suits their learning methods

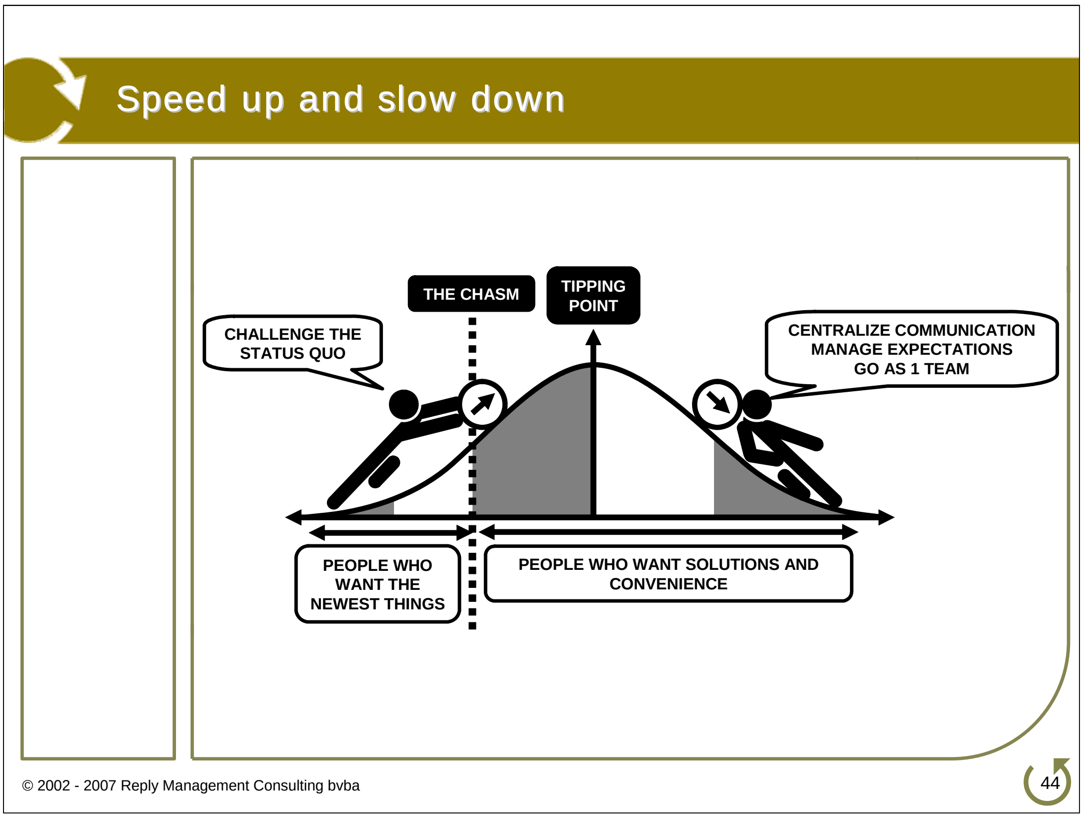
42

This may be the very last thing on your mind, but you should be aware that nicely formatted messages have a better chance of being read than plain text. You are addressing a big audience, which means different kinds of people. Most of them are visual people, others are auditory, kinesthetic, or a combination of these three. This slide illustrates the difference between these three types.



We do not want to be driven off the road, nor do we want to receive a fine for speeding. In other words: we want to communicate fast enough so that our messages still have news value, and our decisions, on the other hand, are only communicated after they have been validated.

As an information provider you aim for reliability, even if this means that we are often running behind compared to informal channels of information (lobby gossip).



• During the implementation phase more people become closely involved in the work of the program.

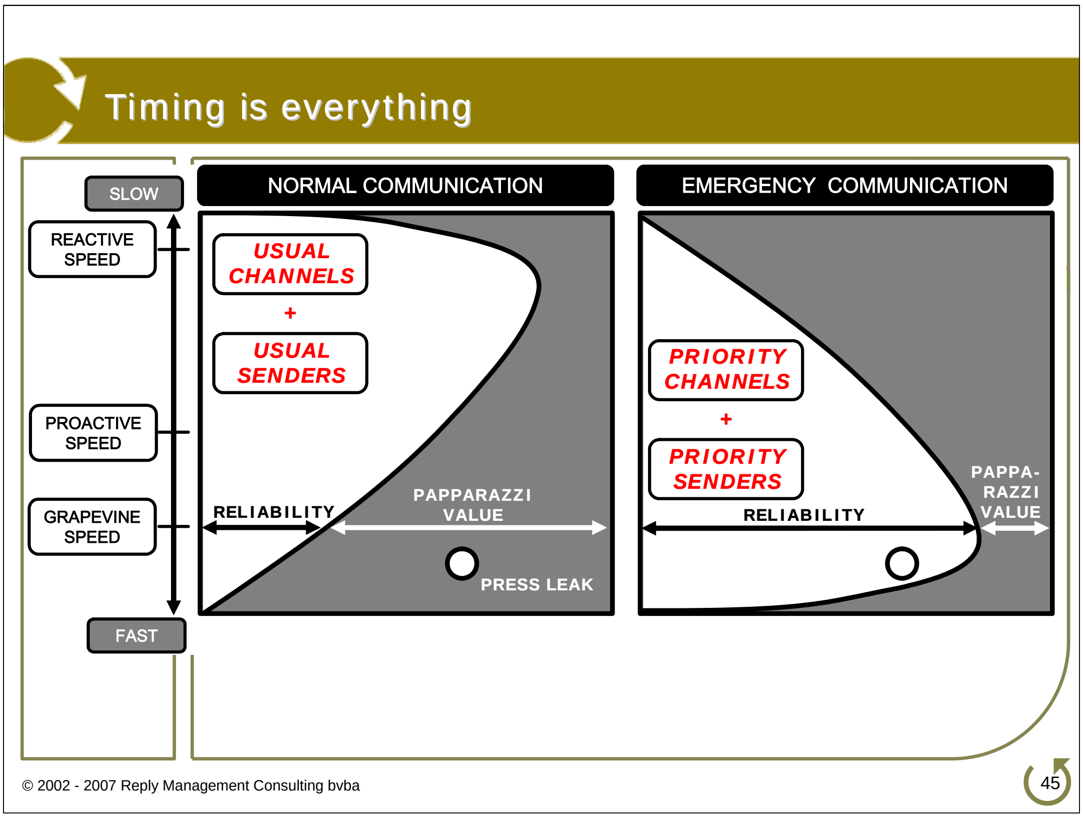
• You should be aware that this is also the first time that you meet *pragmatists* that hook into the details of the testing and *conservatives* who start to wonder what this is going to mean for them.

• As this slide illustrates, you will notice that the big boulder of the project has reached a tipping point and is now rolling downhill. In other words: from now on you will have to pace the majority of pragmatists and conservatives who will be pushing you for concrete details.

• Therefore, during your communication it is important that you ***set the right expectations and that you do not over promise*** with regards to delivering prototypes and demonstrating solutions. It is painful to be applauded for the demonstration of a certain solution only to find out that you overlooked some important elements because you did not consult the implementation team at large.

• Your team is a big team by now and you must ***align solutions internally first before making promises to the organization***.

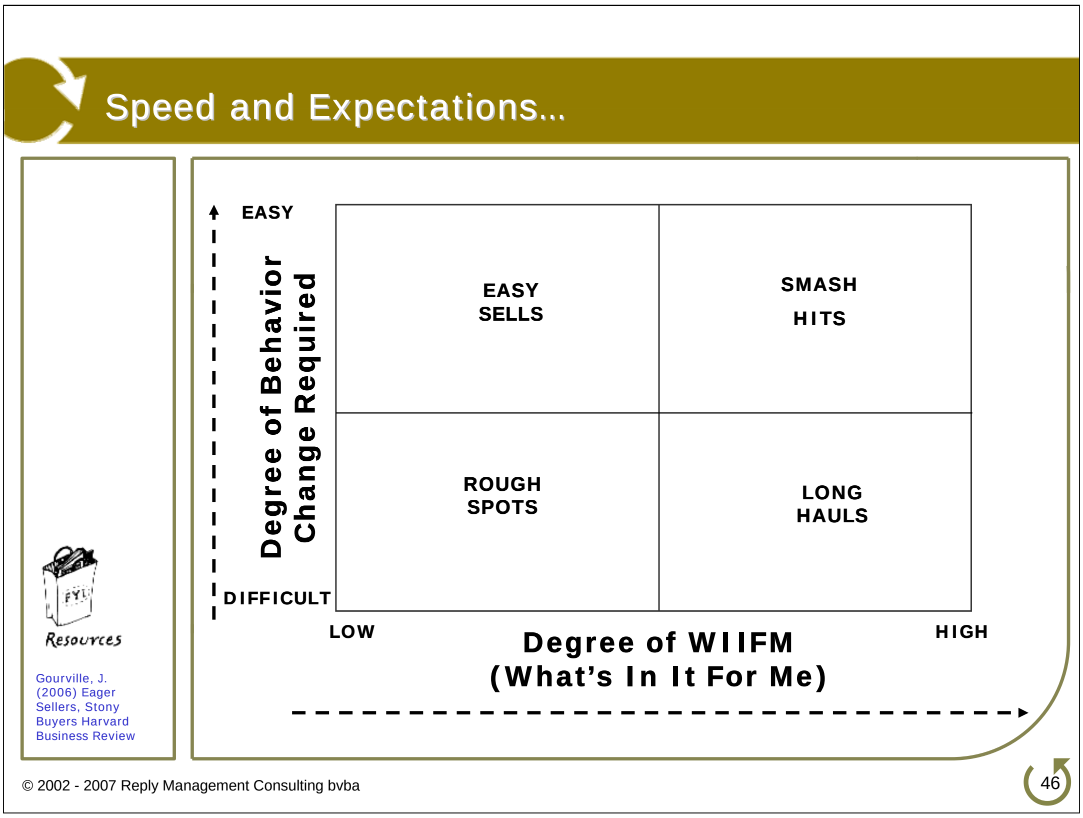
• Minor and major incidents in this area will make you aware that you will need to ***centralize communication as you are approaching the delivery.***



• Sometimes you need to communicate as a way of warding off some degree of disaster; whenever your ability to perform business as planned is at risk. We hope you will never need to make emergency communications, but if an emergency occurs you should better be prepared. This slide illustrates how normal communications and emergency communications differ from each other. The relationship between reliability and paparazzi value. In emergency situations faster communication still needs to be reliable.

• The best way to do this is to use priority senders (certain sponsors) and priority channels (face-to-face, phone, etc.)

• The point is that you should be aware that urgent messages need a specific channel and a particular sender in order to be reliable in the eyes of a receiver.

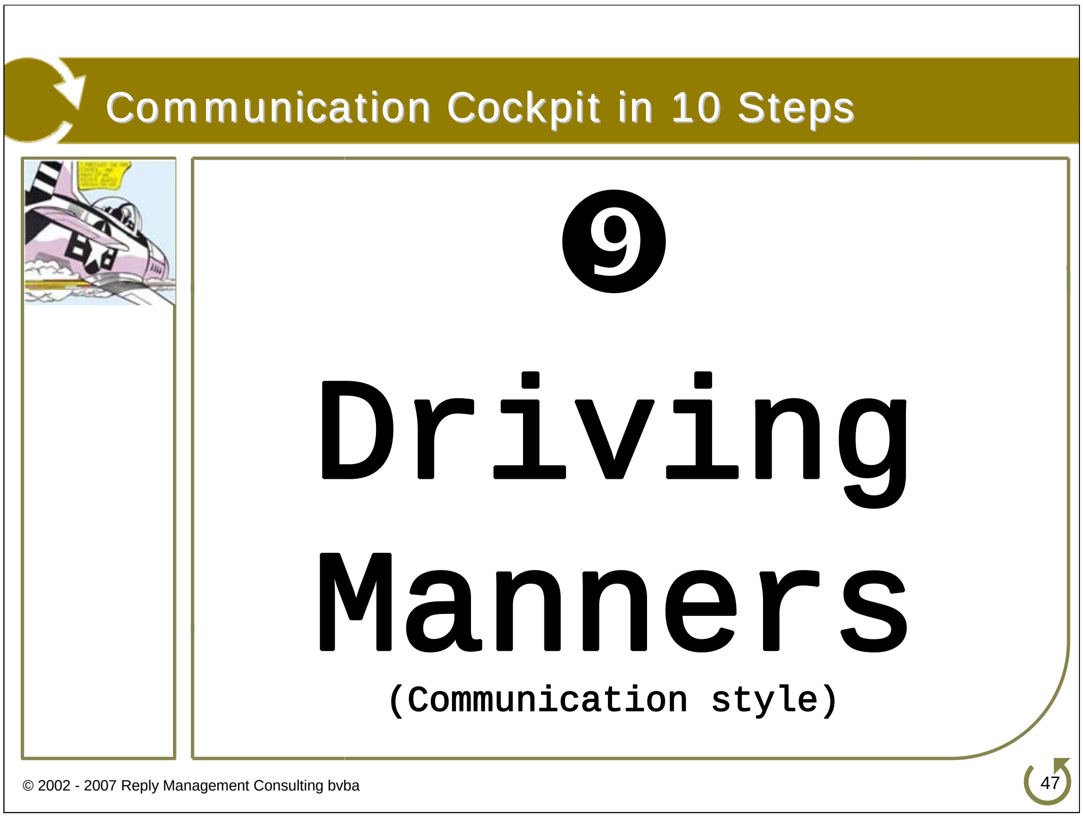


According to Gourville, stakeholders overvalue the existing benefits of their current way of working by a factor of three, and executives and change project team members overvalue the new benefits of their innovation by a factor of three.

The product of this clash of irrational estimates is a mismatch of nine to one between what the organizational change team thinks stakeholders want and what stakeholders really want. How can you overcome this disconnect?

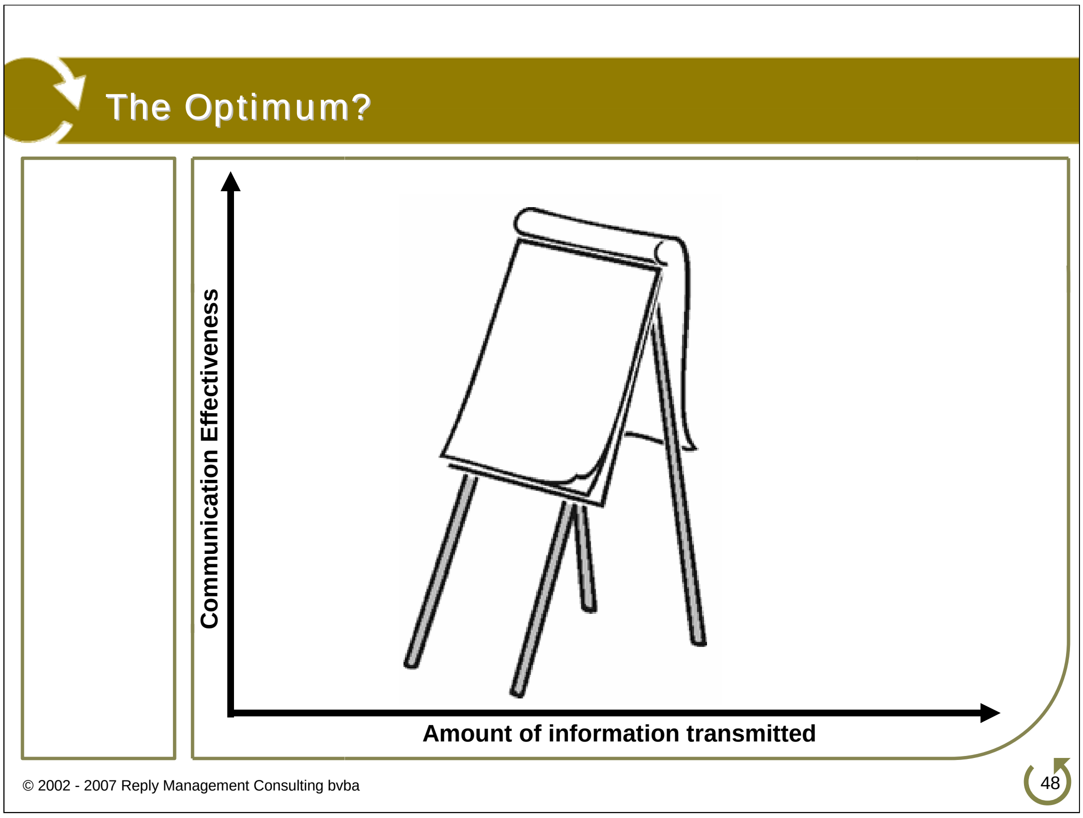
Gourville says the first step is to ask what kind of change we are asking of users. As the chart shows, we need to figure out where the changes for the users fall in a matrix with four categories:

- **Rough Spots** Limited WIIFM and significant behavior changes.
- **Long Hauls** Significant WIIFM and significant behavior changes.
- **Easy Sells** Limited WIIFM and limited behavior changes.
- **Smash Hits** Significant WIIFM and limited behavior changes.



Style in communications has very much to do with the openness of information (expressed in the quantity of information that is provided).

The relationship to the effective use of the communications is shown in the next slides. The message here is: ‘more is not always better’.


The Optimum?
Communication Effectiveness
Amount of information transmitted
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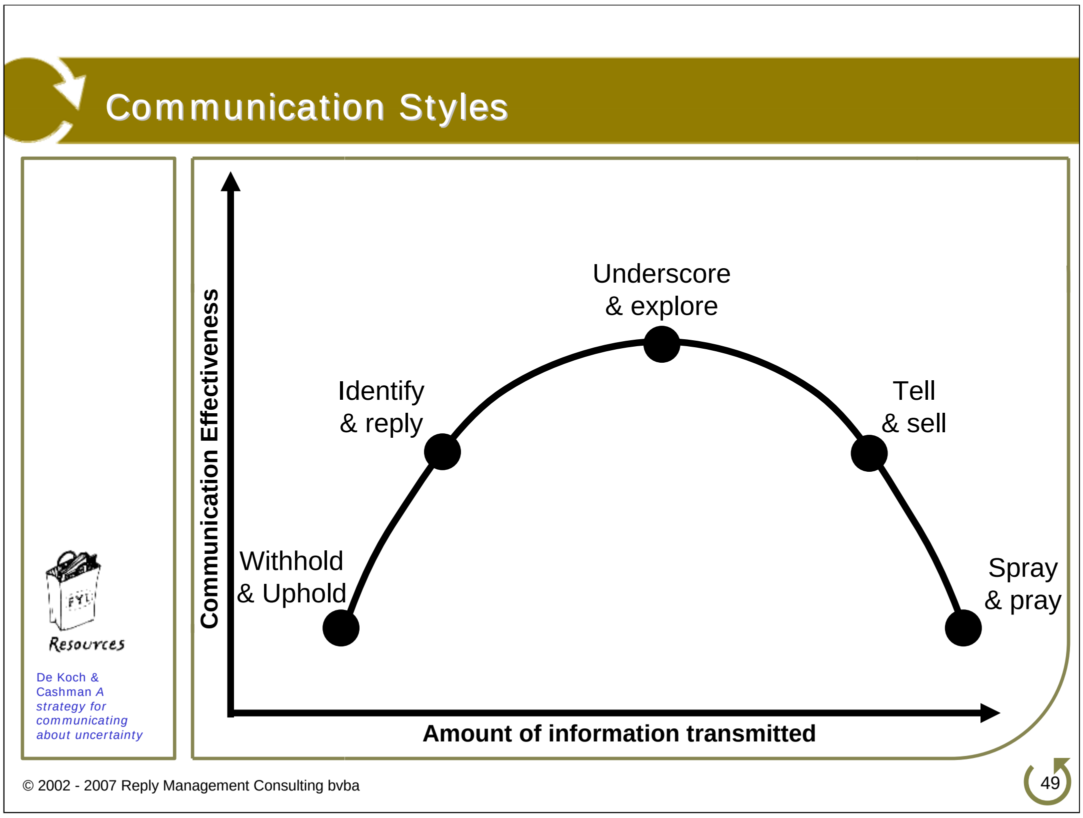
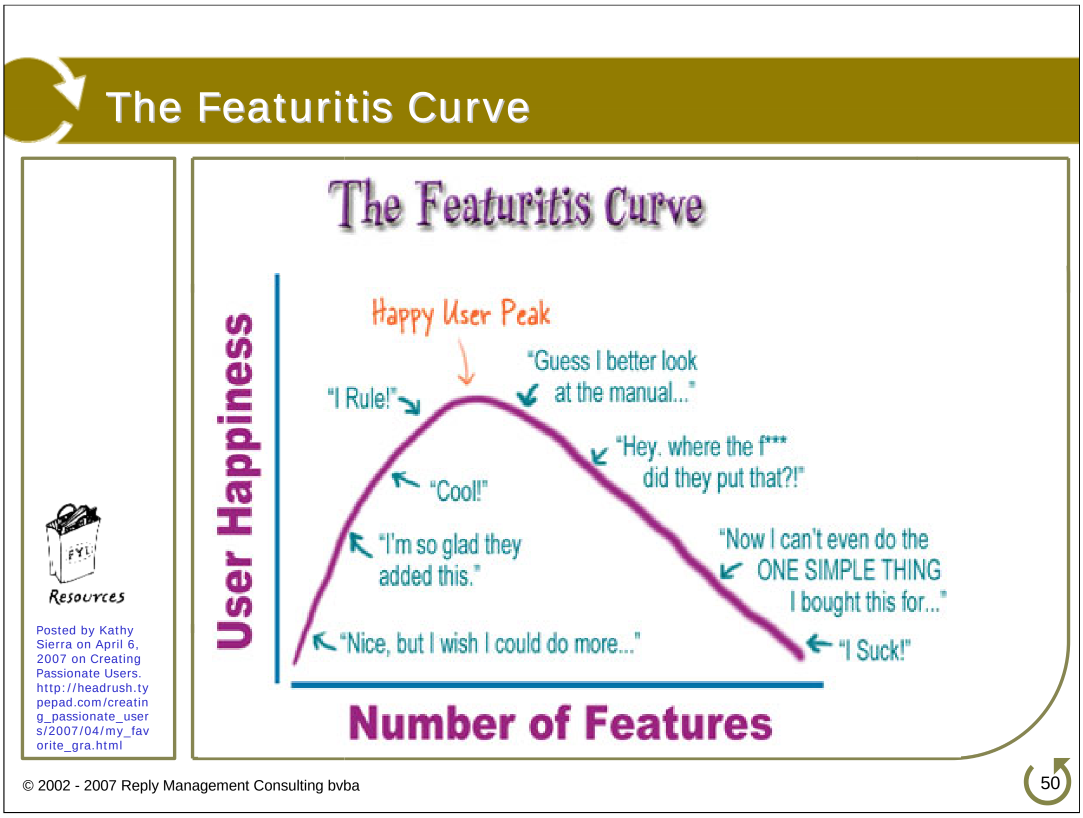
48

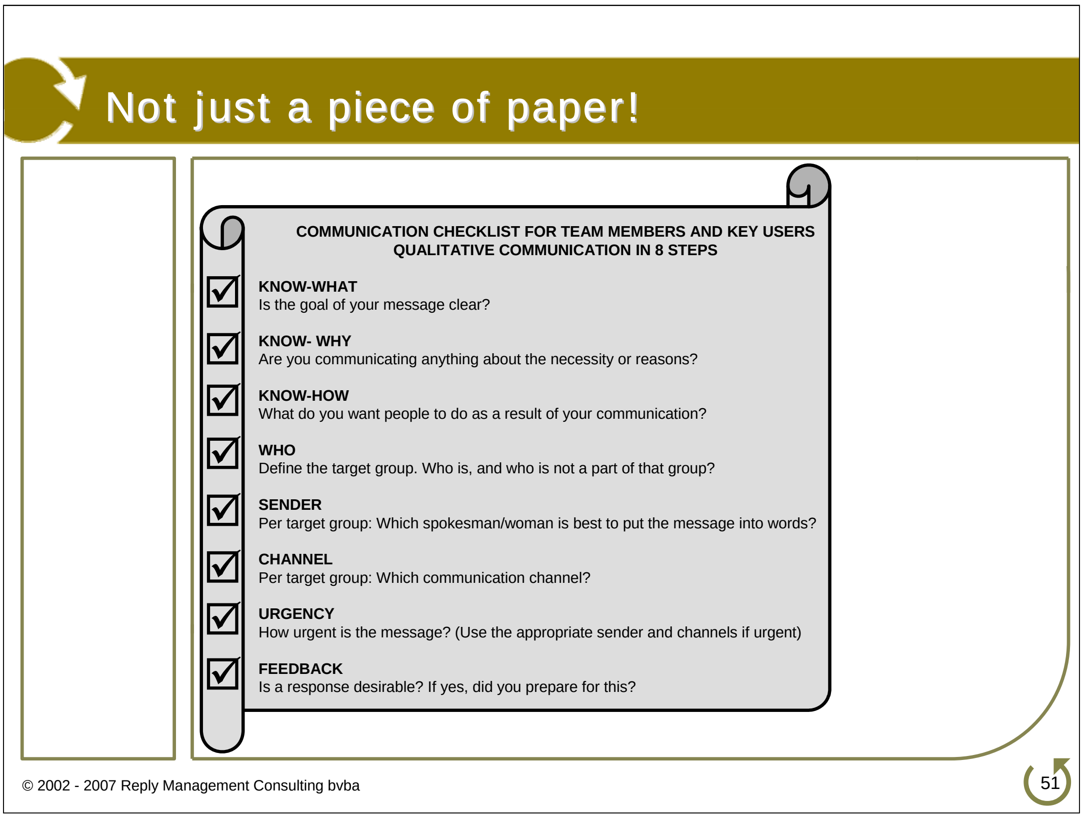


The chart is read as follows:

- **Withold and uphold**: Knowledge is power. We only release information when we are forced to do so. Giving little information results in reduced effectiveness (meaning: confusion and disorientation).
- **Identify and reply**: Providing information at a personal level; addressing each staff member within his/her personal frame of reference is more effective, but not always optimal. Advantage: two-directional traffic. Disadvantage: you have not created a general frame of reference, which leaves the door open for many deviations and exceptions. Such a communications policy is adjusted on an individual basis. This is time-consuming and not very effective.
- **Underscore and explore**: This style is optimal, because here you allow two-directional traffic within a general frame of reference. You first mark out the terrain (you create the frame of reference), and only then do you resume communicating. Because you have started by staking out the playing field, it immediately becomes clear what is given a chance and what is not. The communication that takes place thereafter is limited to this marked out playing field. This saves time and all noses will point in the same direction.
- **Tell and sell**: More information is passing more frequently through the organization, yet its effectiveness is declining. Even though there is a well-cared-for presentation and layout, no room remains for interaction. No adjustments will be made, because feedback is lacking, and all the messages will sound the same and have a deadening effect. Paralyzing jams in communications traffic will be the result, and the attention will focus on bypass channels of communication.
- **Spray and pray**: A paragon of openness; "I share all information with my colleagues; I am an open book". What a shame, because too much information has the same effect as too little: confusion and disorientation. This chart teaches us that good communications are truly an exercise of balance, which can only be learned by making errors and adapting.



Guess what: there is a similar curve when we look at the WIIFM from a technical point of view!



Time to formalize some stuff!

Step 1: Define Communication Principles

You should start by defining communication principles and have the majority of your team subscribe to them. It will make life so much easier when the going gets tough.

Step 2: Guidelines and Procedures

The next step of communication planning is to determine guidelines and procedures for the execution of each communication based on the communication principles. Consider each individual team member (including external consultants and key users) as an ambassador of the program and provide them basic guidelines for their daily communication. The checklist on this slide can give team members some guidance for their communication.

Step 3: Walk your talk

Communication Cockpit in 10 Steps

10

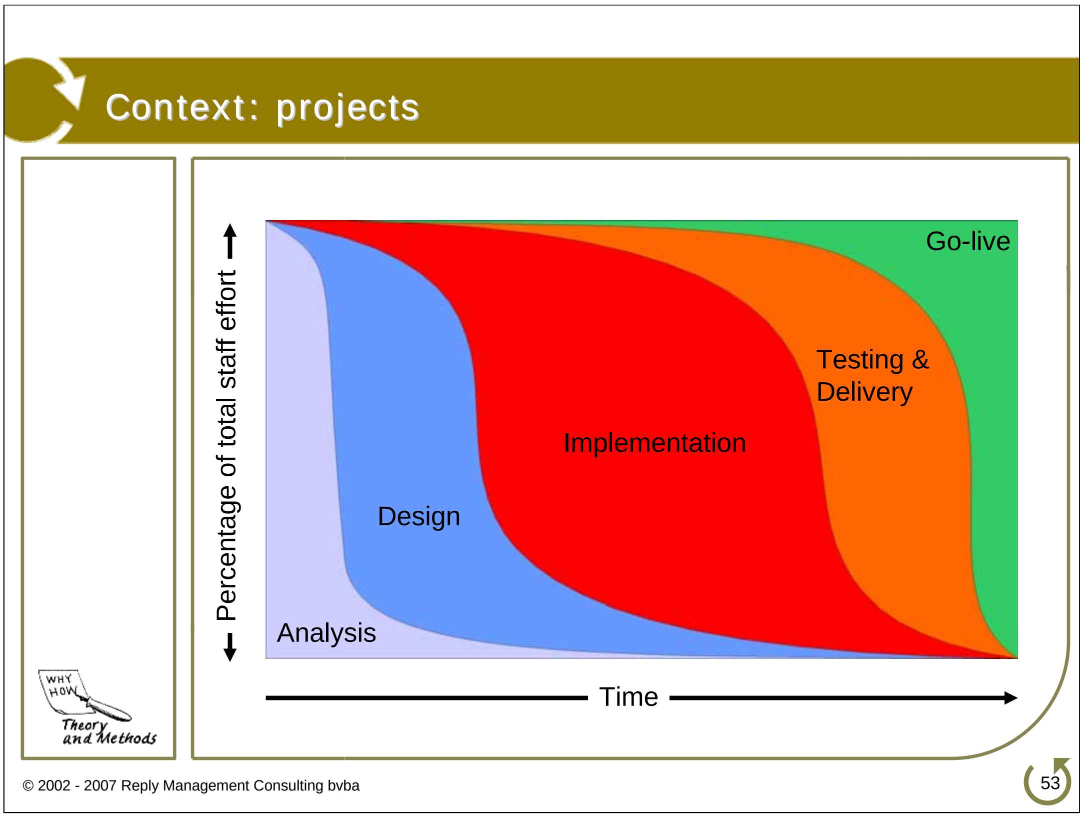
Dashboard

(Communication plan)

52

Before you start the engine, there are still a number of signal lights on the dashboard that have to be turned off. These do of course vary from vehicle to vehicle. One thing they all have in common; it is best not to depart before all the lamps are extinguished.

The point is that will need to report on communication in a way that it is accepted as a dimension (like budget and timing) to keep an eye on. There is no such thing as an ideal communication dashboard – it all depends on your organization's standards and culture.



Each program has a lifecycle. This slide shows that each phase of the lifecycle is dominant at a particular time. It also shows how a program moves from one phase into the other. None of the phases are completely over until the full program is finished.

Communication cockpit (<<Control>> panel)

Possible values:

☺ 😐 ☹

	Analysis	Design	Implemen -tation	Testing & Delivery	Go- live …
Map					
Fuel					
Compass					
Roadsigns					
Vehicle					
Driver					
Freight					
Speed					
Driving Manners					

54

As an example of a small project audit on communication effectiveness, you can fill in this table and see how your own project scores on communication effectiveness. A ***communication scorecard*** if you will…

To summarize, there are 9 questions you can ask with regards to communication during each phase of your project:

1. **MAP**: Who is involved?
2. **FUEL**: Does our team represent the target group & how will we cooperate?
3. **COMPASS**: Where are we going? What is our slogan?
4. **ROADSIGNS**: How do we receive feedback? How do we act on feedback?
5. **VEHICLE**: How well are we using our communication channels?
6. **DRIVER**: Is our sender able to build a relationship with the target group?
7. **FREIGHT**: Are the messages adapted to the audience**s**?
8. **SPEED**: Do we manage expectations and stick together as 1 team?
9. **DRIVING MANNERS**: Have we created a framework for dialogue and do we stick to our own principles and procedures?

• Luc Galoppin is managing director of Reply Management Consulting, a consultancy specialized in organizational change. He picked up his organizational change skills on projects with different scopes and user communities and interim management assignments. His customers are based in the chemicals, gas, and cosmetics industries.

• He is the co-author with Siegfried Caems of the SAP PRESS book *Managing Organizational Change During SAP Implementations*.

• You may reach Luc via email at luc.galoppin@reply-mc.com

• Luc blogs regularly on the following spot: http://www.reply-mc.com/