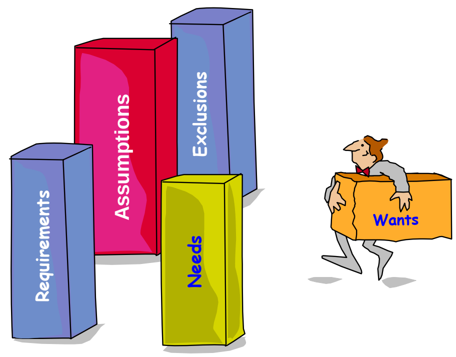
Stakeholders and Requirements
Module 3



3-1

<u>Instructor's Notes</u>
This module refers to pages 19-27 in the Learning Log.

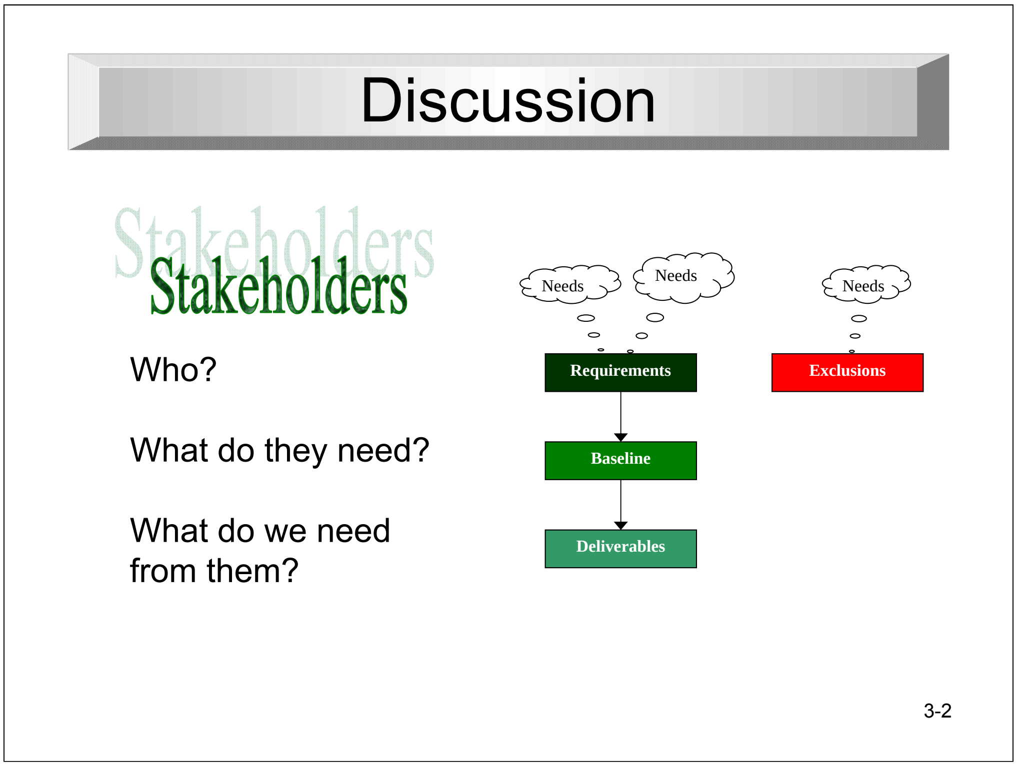
Module 3 Timing
This module lasts for 2 hours and 25 minutes, 14:45 - 17:10 on day 1. The agenda is:

Start	End	Length	Subject
14:45	15:15	30	Discussion
15:15	15:35	20	Stakeholders plenary
15:35	16:05	30	Stakeholders activity
16:05	16:20	15	Break
16:20	16:50	30	Requirements activity
16:50	17:10	20	Debrief and PM Feedback

Documents to be used
Module 3 Case Study Handouts
Handout 3-1 Bio of Stakeholders Volunteer Handouts
Handout 3-2 Bio of Stakeholders Trainer Handouts
Project Manager Feedback Form

Before the module starts, create a stakeholder mapping grid on the flipchart.

Find 2 volunteers to play the stakeholders in the stakeholder management exercise. Allocate each a character (Accountant & Wanda) & give them the respective hand out. Explain they must not share the information with the rest of the group until the exercise.



We are going to focus the first part of the module on how to gather the needs of the project by talking to the stakeholders.

Why are we going to spend time looking at how we manage stakeholders?

Answer: Because Stakeholders need to be managed effectively for a project to succeed and we are going to learn how to do that in a safe environment. We also need to be able to extract and articulate Business Benefits that are meaningful to the client in order to meet their expectations when delivering projects.

Ask the participants if any of them has any experience in Stakeholder Management. This will give the instructor and class an idea as to the level of experience in the room the trainer can adjust the pace of the plenary part of this session accordingly.

Ask the people who have responded positively what sort of experience they have. The trainer can then bring these people in to share their experiences as the session progresses.

Facilitate a discussion covering topics such as:

•·Answer questions that participants have about the pre-class work

•·Why does a PM care about what stakeholders think the needs are

• What happens if a PM does not manage their stakeholders

•·Personal experiences

•·What happens when the PM talks to the client about needs

•·What happens when the PM does not talk to the client about their needs

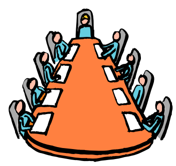
• How is the project affected when the PM baselines the requirements

• What happens when the PM does not baseline the requirements

Who are stakeholders?

Any group or individual who is impacted by or who could impact the project, such as…

- IBM management
- Your team members
- Other IBM teams at the client site (e.g., other business lines)
- Client sponsor
- Client project manager
- Client team members



- Trade unions
- Employee associations
- Software vendors
- Regulatory bodies
- Media
- Industry influencers
- The client's customers

3-3

Instructor note: This slide builds up by first showing the title which asks a question, so get the participants to provide some suggestions and / or definitions.

Who can be a Stakeholder on a project?

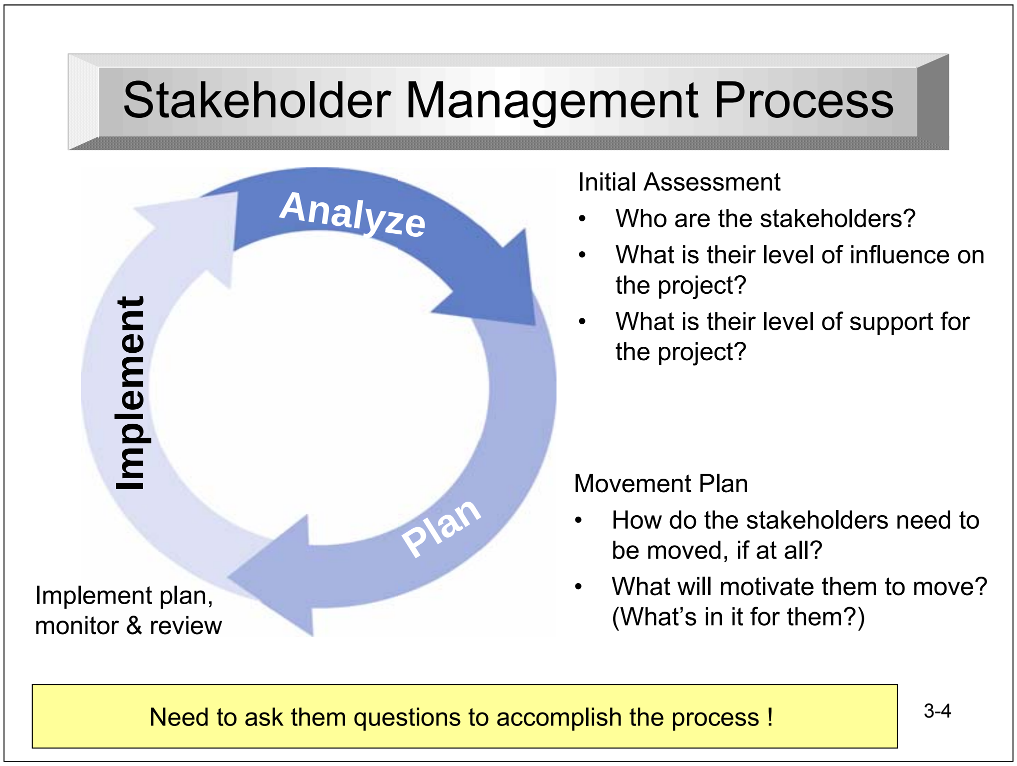
Once they have given a few suggestions, reveal the rest of the slide reinforcing the definition given on the slide.

Ask who should manage the stakeholders. Illustrate with anecdotes:

•PM

•Sponsor

•Team members



There are 3 main steps in the Stakeholder Management Process

Analyze - conduct initial assessment as indicated on the slide

Plan – Assess who needs to be moved, how to move them

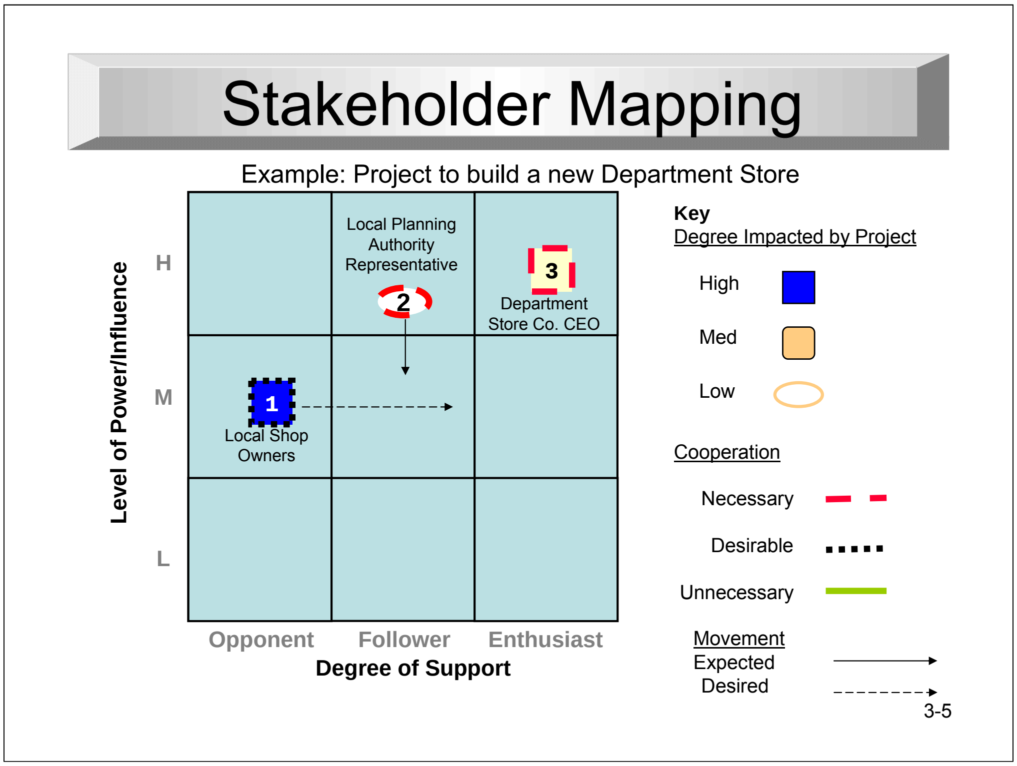
Implement & monitor the impact of the movement plan

Repeat the process as necessary

Stress that this process is iterative & needs reviewing on a regular basis.

We cannot do this in isolation. We need to engage the stakeholders to understand their needs, their views on the project, their position / influence on the project, their personality, their motivations. This is often best achieved in face to face interaction.

We therefore need to be good at asking questions



Stakeholder mapping is a tool we can use to analyze stakeholders.

Stakeholder mapping can cover a number of dimensions.

- Level of power / influence
- Degree of support for the project
- Degree impacted by the project
- Level of co-operation needed

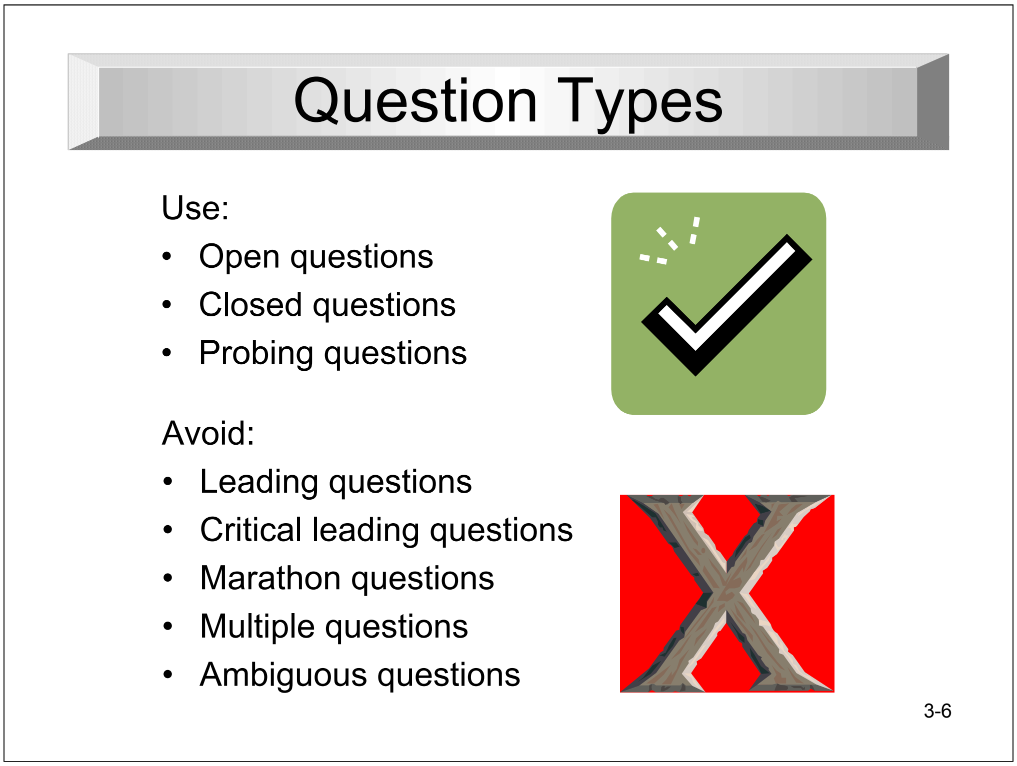
All 4 dimensions can be represented as illustrated in the example.

- Local Shop owners are opponents. We would like to have their cooperation and they will have high impact from the project. By inviting one of them to sit on the steering committee we hope to increase their degree of support and cooperation.
- The Local Planning Authority has high influence, and their cooperation is necessary. We plan to assign Kim an engineer to build a strong business relationship with them and ensure full proactive compliance with policies and procedures to influence their level of power.
- Department CEO has high level of power, and is necessary for the project to be successful and is enthusiastic. No corrective action is required.

You can also use arrows to indicate movement. In the example, we see that the level of power / influence of the local planner is likely to diminish from high to medium (once the plans have been approved).

You can also use dotted arrows to indicate where you would like people to be (visual indication of your movement plan).

Has anyone seen this type of mapping before? Were your experiences good?



It's important to be clear about the purpose of a question – are you gathering facts, clarifying what's already been said, trying to get a better understanding as to what's been said….. **Get the class to give examples when running through the different types of questions.**

Possible Answers:

Open questions – which cannot be answered with a simple yes/no response. They are useful for opening up other areas of discussion e.g. Tell me about…

Closed questions – require a specific answer, useful bringing the client back on track if you feel the interview is losing direction or for obtaining numerical or definitive information e.g. How many…

Probing questions – which 'dig' or 'drill' down several levels to check on the quality of the facts e.g. what makes you say that?, How did that come about?

Leading questions – Don't you agree that…' The client may agree even if you're wrong

Critical Leading questions – 'You surely can't mean that..' Implies the client is wrong / stupid

Marathon questions – keep questions precise & short

Multiple questions – the client is likely to only answer the last one

Ambiguous questions – e.g. 'What about the exchange rates? Can elicit the response 'well, what about them?'

Transition: Let's put our Stakeholder management knowledge & our questioning skills into practice

Stakeholder Mapping Exercise

Purpose:
- Practice creating a stakeholder map & movement plans
- Practice applying stakeholder management techniques to move stakeholders according to the movement plan
- Practice gathering customer needs through the practical application of interviewing tools and techniques

Process:
1. Meet a stakeholder (Analyze), ask questions to place on the grid
2. Once placed, decide if they need to be moved on the grid
3. Find out about their requirements & motivations. Begin to develop your Requirements Baseline & Movement (Plan).
4. Based on your interactions with each, work out how they can be motivated to be moved or maintain any favorable grid positions (Plan)
5. Finalize and Implement your Movement Plan
6. Repeat – you will meet between 2-3 different stakeholders

Participation: 2 volunteers to play the stakeholder characters
Rest of class act as one group.

Product: Stakeholder map, movement plan
Stakeholders' key requirements & exclusions

3-7

Set-up Activity :

1. Before class, create a 3x3 stakeholder map on the flip chart. Make each square as big as possible.
2. Ask for 2 volunteers. Brief them on the roles of their stakeholder character (Accountant and Wanda). Give them the bio handouts.
3. In class, brief the whole group on how the exercise will work in general. We are going to meet between 2 and 3 stakeholders from the case study who we need to map. Meeting one at a time, we will find out:
   - Who they are & what they think about the project.
   - We will then freeze the interview to decide where to place them on the grid and whether or not they need to be moved on the grid.
4. To help us better understand each stakeholder and work out how we can help meet their expectations of the project, we'll then ask them about their requirements for the project but also "what's in it for you" type of questions (personal motivations). We will then freeze the interview again to discuss how we can move them.
5. We will then continue the interview and implement the strategy to see if it works.

Instructor Notes:

- Strong facilitation skills needed to keep this exercise moving
- Leave the slide up for reference during the exercise
- Flexibility Option – if the participants are getting a lot out of the exercise and you want to increase the time on this exercise, then it is possible to reduce the time for the documentation reading exercise since the Director character has most of the other key requirements to offer up to the consultants.

Stakeholder Mapping Exercise

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Participation: 2 volunteers to play the stakeholder characters
Rest of class act as one group.

Product: Stakeholder map, movement plan
Stakeholders' key requirements & exclusions

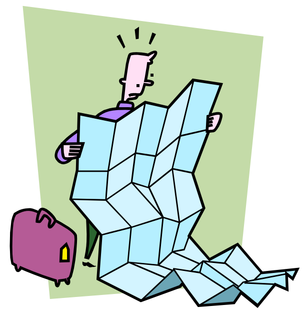
3-8

Monitor Activity

1. Ensure you have the trainer copy of the stakeholder handouts to help in the facilitation of the exercise.
2. Invite the first stakeholder to make themselves known.
3. Have the class talk to the stakeholder until they can decide where the stakeholder belongs on the grid. Freeze the interview. Get general agreement on baseline placement and get the stakeholder to stand in the appropriate grid square as agreed by the group.
4. Get the group to determine if the stakeholder needs to move. If they need to move, get agreement on what direction. They should get the Chief Accountant out of the opponent category, and maybe lower the influence of Wanda. They should get try and keep the WGGP Director to remain an enthusiast.
5. Continue the interview. The group need to work out how to move the stakeholder or how to keep them in a favourable grid location. They can do this once they understand the needs of the client (project requirements & personal motivations = Business Benefits).
6. Check**:** What's the plan to get them to move? Have the class found out what motivates the stakeholders? Do they understand their requirements and success criteria? Have they worked out which requirements to exclude and how to explain that to the stakeholder without alienating them? Freeze the interview to discuss a movement plan.
7. Continue the interviews to Implement the plan and see if they can get the stakeholders to move.
8. Repeat for Stakeholder 2 (Wanda) and if time, Stakeholder 3 (Director)

Stakeholder Considerations

- Not all stakeholders need to be moved
- They can move back as well as forwards
- They are subjective – the more data, the more accurate the assessment
- It's never too early to start
- Stakeholder documents are living things
- Stakeholder documents are sensitive – treat with care!
- Communication planning is done based on stakeholder assessments and plans



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3-9

Reinforce the points on the slide & base them on any observations made during the stakeholder exercise.

Highlight that internal stakeholders (e.g., IBM) need to be managed just like client stakeholders and other externals.

Stakeholders comprise a lot of people. We need a way to prioritize which ones deserve attention. Stakeholder mapping is one technique to help you prioritize.

When does stakeholder management begin?

Answer: The moment you start working on an opportunity. The stakeholders with whom you deal may change over the lifecycle of a project (e.g., decision maker to implementer) and as the status of the project changes, the stakeholder management process has to evolve as well.

How often do we need to update stakeholder assessments and plans?

Answer: It depends, but they are not static, you can't just do them once.

Communication Planning is done based upon the Stakeholder assessments and plans

The Stakeholders are Committed key is often the root cause of troubled projects.

On a project what events occur that indicate this key is unhealthy?

Answers: Stakeholders do not attend meetings

The stakeholder's staff assigned to the project are not available

Stakeholders do not return your calls or e-mail

Stakeholders do not make decisions in a timely manner

So what can you do to keep stakeholders committed? The primary answer is communicate with them. You need to show that you understand their requirements and needs, and provide them with the information they need about the project.

If there are stakeholders that you want to move, this requires effort through face-to-face meetings, calls, and presentations. You will not move a stakeholders just using e-mail.

Create the Requirements Baseline

Purpose:

- Practice creating a Requirements baseline using data gathered through stakeholder interaction and reading Project Documentation
- Practice categorizing the needs into requirements & exclusions.

Process: See the diagram.

Participation: Table Teams

Remember to assign a Project Manager

Product: Use a flip chart to generate a:

List of Requirements,list of exclusions, list of assumptions

3-11

Set-up Activity

We are going to focus the second part of the module on how to gather the needs of the project by reviewing project documents, and how to categorize them into requirements and exclusions.

Following the stakeholder interactions, you will have already established some key project requirements & exclusions (hopefully). In order to complete the requirements baseline, they must also read the project documentation that's available.

Facilitate a discussion to focus the class on the requirements baseline.

•Why is it important to document the requirements baseline?

•Have any of you not had a requirements baseline?? What happened??

•What happens if they don't have a requirements baseline??

Objective of this Activity

Using the documents provided, have each team develop a requirements document that establishes baselines for the project and helps the team organize its work. Each team will also use the document as a source of risks for the project. This will give students the opportunity to identify requirements and exclusions.

Summary of Documents

The Case Study Book contains five documents:

Case Study 3-1 Memo from WGGP director - Dates for Gymnastic Competitions

Case Study 3-2 Memo from WGGP director - Broadcast Media Requirements for Results

Case Study 3-3 Jack Walsh - World Gymnastics Games System Solution Outline

Case Study 3-4 Director of Gymnastics Competition memo — General Requirements for Gymnastics Results

Case Study 3-5 Response memo from Perry Fields

Documents from Previous Modules That Teams Should Use

Teams should refer to two documents in Module 2, the Project Charter, and the SOW which contain some requirements and the organization chart.

Create the Requirements Baseline

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Process: See the diagram.

Participation: Table Teams

Remember to assign a Project Manager

Product: Use a flip chart to generate a:

List of Requirements,list of exclusions, list of assumptions

3-12

Monitor Activity

- Reinforce that all of the students need to assume their case study roles as they go through this phase.
- Refer teams to the documentation in Module 2.
- In their groups, have students identify the requirements and exclusions.
- Each group should then identify a list of project products that will help them to identify major areas of work.
- Groups should identify both high-level and detailed requirements and exclusions.
- Project managers for this session should be prepared to present their findings to the class.
- Use the same method of presentations for two or three presentations; then ask the other groups for differences.
- Make sure students review their organizational ground rules for rules of engagement.
- Reinforce that all of the students need to assume their case study roles as they go through identifying and validating.
- Give students 30 minutes to complete the case study.

Create the Requirements Baseline

Purpose:
- Practice creating a Requirements baseline using data gathered through stakeholder interaction and reading Project Documentation
- Practice categorizing the needs into requirements & exclusions.

Process: See the diagram.

Participation: Table Teams
Remember to assign a Project Manager

Product: Use a flip chart to generate a:
List of Requirements,list of exclusions, list of assumptions

3-13

Activity Presentations

Choose a different team to present first. Use the same method of presentations for two or three presentations; then ask the other groups for differences.

Make sure teams have identified real requirements, including the following:

- Results to be in the hands of broadcasters three minutes after the finish of an event
- Each group should then identify a list of project products that will help them to identify major areas of work

-At a high level, the following software deliverables for the RMS:
  - Solution Outline, Macro-Design and Micro-Design for each application
  - An event control module for each of events
  - An event management module for each of events
  - Four types of output modules—Commentator Information System (CIS), scoreboard, TV, and printed reports—for each of the events

The business benefits for the WGGP should include satisfying broadcaster's requirements for accurate and timely compilation and dissemination of results.

Ask participants if they have identified any additional stakeholders. These include WA Mathewson, Felipe Knodrake, and the WGGP Director of Games Competition.

After the team's presentation, ask the other teams if they have identified other requirements. Note whether teams have identified events instead of requirements. For example, a requirement would be that the team has to attend an event; the event itself is not the requirement.

Make sure that teams have identified non-technical requirements, such as training.

Tell students that the Requirements Document they have prepared is a project document that they will use throughout the sources of the case study.

Business Benefits are Being Realized

Healthy Signs

- A compelling reason to implement
- The solution doesn't have to be fancy
- Before and after difference can be measured

Unhealthy Signs

- "Why are we doing this?"
- Time is not important
- Cost is too important

1. The business case is clearly and convincingly articulated.
2. The solution will appropriately support the desired outcomes and costs.
3. The quality of work products is appropriate.
4. Benefits tracking is ongoing and meaningful.

3-14

Closely related to the stakeholders key is the Business Benefits are Being Realized key. Generally, if you can demonstrate the business benefits of the project to a stakeholder, they will be committed to the project.

What happens if the stakeholders are not focused on the business benefits? They will focus on the costs of your project, and question why are we doing this project. This is especially on problem with long-term projects, where business benefits will not be realized until the project is well underway.

Another warning sign is that stakeholders way something like "Time is not important" or "Cost is not important". If these are not important, you should be concerned the project is not important. So why are we doing the project? Make sure there is a good business case for the project which justifies the project's existence.

A good tactic to use is delver some benefits, even if they are small, early in the project. Make sure you advertise, or communicate the delivered benefit to the stakeholders.

Also try to identify benefits that can be delivered incrementally, so the stakeholders are seeing a constant stream of benefits being delivered by the project. This will help you keep the stakeholders committed.

Tips on Business Benefits

- "Benefits" depend on the perspective of the individual/group undertaking the analysis, so...
- What may appear to be a benefit for one business area may be a drawback for another
- Make sure benefits are agreed up front by the relevant stakeholders
- Do not commit to benefits that are beyond our control (e.g., those that may take a long time to be fully realized, that depend on many external factors)

3-15

Keep SMART in mind

Business Benefits should be:

•**S**pecific

•**M**easurable

•**A**greed

•**R**ealistic

•**T**ime Bound

Seven Keys Assessment

Purpose: Practice reviewing the health of the project using the Seven Keys

Process: See the diagram.
- Record status
- Think about issues & actions

Participation: Teams led by Project Manager

Product: Status, issues, and actions for Stakeholders, Business Benefits, and Team

Time allowed 5 Minutes

Seven Keys Assessment Worksheet

- Red - Urgent - Corrective action required immediately.
- Yellow - Warning - corrective action required in the near term.
- Green - Stay the Course - no corrective action required.

Project Name: Interviewee: Date: Interviewer:

Key and Criteria	Noted Issues	Heads Up Display	Proposed Actions
Stakeholders are Committed	➢	Red Yellow Green	➢
Business Benefits are Being Realized	➢	Red Yellow Green	➢
Work and Schedule are Predictable	➢	Red Yellow Green	➢
Scope is Realistic and Managed	➢	Red Yellow Green	➢
Team is High Performing	➢	Red Yellow Green	➢
Risks are Being Mitigated	➢	Red Yellow Green	➢
Delivery Organization Benefits are Being Realized	➢	Red Yellow Green	➢

3-16

There should already be a flip chart for each team capturing the health of the project from the previous module. Get the teams to update the flip for Module 2 based on their current knowledge of the Case Study project.

Get the teams to think about:

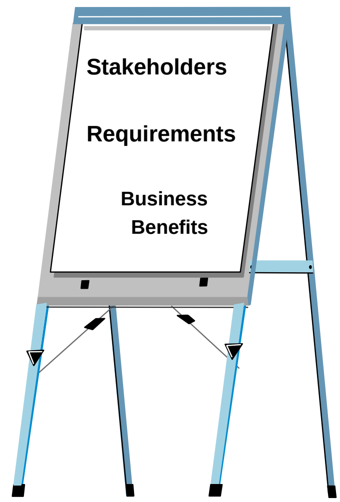
- The status (Green, Amber, Red)
- The issues behind any Yellow or Red keys
- What actions they could propose to resolve the issues

Ask one team to present back and then invite other groups to contribute if they have any major differences. Make a note of which team has presented back since another team should present back in the next module.

Pay particular attention to the Stakeholders, Business Benefits and Team keys since these are the main ones being addressed in this module.

Debrief

- What happened?
- What did you learn?
- What can you apply in your job / project?



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Debrief both the Stakeholder and Requirements Exercises.

Explore what happened

- What happened when you started …..?
- What were you thinking that prompted you to do this?

Explore what the participants learned

- What worked well?
- What are the “Even Better Ifs”?
- What could have contributed to that? (cause and effect)
- What key things did you learn from this exercise?
- What advice would you give someone about to start this exercise?

Explore how the participants can apply the learning

- How does this relate to the real world?
- How might your learning today impact what you do Monday morning?
- How might this change the way you ….?
- What would make dealing with this situation more difficult/easier?
- How might you respond/apply these learnings when/if …?

Feedback Reminder

Receiving Feedback

- Breathe
- Listen and do not interrupt
- Ask for clarification
- Paraphrase, summarize
- Acknowledge valid points
- Sort out what you heard

Giving Feedback

- Give both the positive and "even better if"
- Catch people doing something right
- Be descriptive, use examples
- Speak for yourself, not others
- Stay with known things, not hearsay
- Be sensitive - understand your audience

3-18

PM Feedback

After the case study exercise:

- The PM describes what went well
- The team describes what went well
- The PM describes what could have been better
- The team describes what could have been better
- Hand the feedback forms to the PM

- After providing the PM feedback. Document your lessons learned on page 26 of the Learning Log.
  - This should include any changes that you plan to make in your daily work as a result of this exercise.

3-19

After teams have presented their results, give them a few minutes to provide feedback to the participant playing the PM for the activity.